



*in*Form

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

June 2006



Home Economics Institute of Australia (Qld) Inc.

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

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President's Message

Yesterday afternoon, late as usual, I rushed to the car, drove out of the car park and was shocked to see blackness staring back at me when I looked in the rear vision mirror. I felt lost, uncertain of my bearings. Rear vision mirrors are wonderful things. They allow us to see where we have come from whilst maintaining focus on what lies ahead.

I am sure everyone agrees Michelle Nisbet, Jan Reynolds and the team of guest writers did a great job in the last edition of the newsletter allowing us to catch glimpses of the way we were. The images painted an interesting background to the present day. Yet the transition from parfaits and pigs of past times to fair trade skinny latte and the red and green foods of the Healthy Food and Drink Supply Strategy is the result of decision making. The changes made and the paths travelled have required home economics teachers and the professional association to be forever aware of the impact of our actions on the wellbeing not only of individuals, families and society, but also, the wellbeing of the profession itself.

Rear vision mirrors reassure us of our current location and warn us of dangers that may be looming. As we travel towards the future, at what seems to be an excessive speed, it is worth checking the rear vision mirror for what we have left behind, intentionally and unintentionally. Also, it is important to assess if the road we are on is in fact taking us in the direction we want to go. Equally important is the need to think about how we decided that was the most appropriate direction.

This issue of *InForm* once again offers interesting food for thought. In the meantime, part of our future is being paved by the Committee of Management and various members of the Institute as we continue to offer support to HEIA(Q) members. Presently there is a flurry of activity and work associated with the organisation of the State Conference (August 12). The professional development workshops are well underway in various regions. Final arrangements are being made for the food and textile tour to Japan, and the graduate function. A lot of work has gone into setting up a database so that members can be emailed information and more communication opportunities opened up. Consideration of our position and actions in relation to the QCAR framework, values education, and the obesity summit and strategies continue to be monitored. Each activity will impact on members' professional journeys.

...and talking of future journeys, I look forward to seeing you at the Conference in August and hearing the unforgettable buzz of renewed acquaintances and ideas. No rear vision mirrors needed on this day!

Joanne Jayne
President, HEIA(Q)

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Error: Apologies for the error in the January–April 2006 issue on *inForm*, page 13. The websites noted as www.makefairtrade.com should have been www.maketradeair.com. Apologies for any inconvenience.



Dr Michael Carr-Gregg

Michael is one of Australia's highest profile psychologists. Author of 4 books, and currently working on his fifth, Michael is an official ambassador for the National Depression Initiative *beyondblue* as well as *Mindmatters*, and in 1985, he founded the world's first national teenage cancer patients' support group, Canteen—The Australian Teenage Cancer Patient's Society. In 2003 he was one of the founding members of the National Coalition Against Bullying and became one of their national spokespersons.

Michael has extensive experience in the media and is currently a regular on the top rating Sunrise program on Channel 7, and is a regular radio psychologist on Melbourne radio. In 2002 Michael was asked to be the official psychologist to *Girlfriend Magazine*, the best selling magazine for young women in Australia.

Those who have heard or seen Michael present, know that in Michael we will have a speaker who will engage us as he addresses some of the most critical issues in our society today in a way that is both rigorous yet entertaining.

Dr Michael Carr-Gregg appears by arrangement with Queensland Speakers Bureau.

HEIA(Q) 2006 STATE CONFERENCE ENGAGE, EDUCATE, ENHANCE

12 August, 2006 at the Brisbane Hilton

It is looking good! Plan now to engage, educate and enhance

The program is well under way and we are delighted to say that we have already secured a mix of speakers that bring a blend of local, national and international understandings to topical issues to be addressed at the conference. We urge you to put in your application for funding for conference attendance as soon as possible.

Keynote address

Dr Michael Carr Gregg

Living with (and getting through) adolescent Click and Go

Dr Michael Carr-Gregg will explore how we 'Engage, Educate and Enhance' with respect to adolescents and their families, including demystifying and engaging with the 'Click and Go' generation. Michael will consider life on the home front of adolescents, as well as life on the classroom front. In the second half of the address, Michael will explore gender considerations when 'Engaging, educating and enhancing'—what does this mean for those who predominantly have females in their classroom? And what does this mean for the boys? Are there particular messages for the teaching of home economics?

Workshop: ICTs and relationships

Dr Michael Carr-Gregg will explore the impact of Information and Communications Technologies on relationships. He will consider, for example, the impact of mobile phones, internet sites, chat rooms and the like on relationships that adolescents form with one another, their impact on adult relationships, and on cross-generational relationships.

Workshop/Seminar sessions:

■ ICTs and relationships

Dr Michael Carr-Gregg

■ New directions, new options

*Robyn Keenan & Suellen Taylor,
Queensland Tourism Industry Council*

■ Turn to the right

Christine Larsen

■ Essential Learnings and Standards

Kathryn Holzheimer, Queensland Studies Authority

■ Stories of Success: Youth Support Coordinators working with young people at risk

Mark Buckland, Queensland Youth Housing Coalition

■ What's hot in kitchen equipment?

Executive Chef; Helen Keith

■ Culturally inclusive practice in Early Childhood settings

Marilyn Casley

■ Lifelong learning—Reporting on national research with implications for home economics educators

*Dr Donna Pendergast,
The University of Queensland*

■ Terrific textiles

Gail Boddy, Bendigo Secondary College

■ Rigour in technology

*Renae Stanton, Brigidine College,
Angela Custance, Corpus Christi College,
Jade Sottile, Browns Plains SHS,
Kylie King, QUT student*

■ Smart Choices: Implications for the curriculum

Dr Janet Reynolds, Education Queensland and a team of case study presenters

■ Taste—For the love of cooking

Jens Gruendler

ENDNOTE FEATURE: The Funky Gibbon Fashion Parade

Cost: Members - \$145; Non-members - \$210; Student Member - \$72.50; Student Non-member - \$105

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2006 National Excellence In Teaching Award (NEiTA)

Congratulations Helen Willmetts

HEIA(Q) is very proud to congratulate Helen Willmetts, an HEIA member from Townsville who was recently awarded one of the five NEiTA national awards for Excellence in Teaching in the secondary sector. These awards are based on nominations by teachers, students, school councils and community organisations.

About Helen:

Qualifications: Diploma of Teaching (Secondary Home Economics) Bachelor of Education, Certificate IV in Assessment and Workplace Training

School: Blackheath and Thornburgh College, Charters Towers, Queensland at time of nomination

Position: Home Economics and Hospitality Teacher

Level taught: Secondary

School type: Independent

Town: Charters Towers at time of nomination, now Townsville.

Nominator: Blackheath and Thornburgh College School Council

Extract from the NEiTA website:

Mrs Helen Willmetts has made an outstanding contribution in her role as Home Economics and Hospitality Teacher. Helen has taught at Blackheath and Thornburgh College for the past seven of her 25 years in the profession. Helen bravely encourages her students to take risks, and maintains her enthusiasm for teaching by capturing students' interest and inspiring them to be creative and innovative. In what is often a busy role, Helen takes the time to reflect and celebrate students' successes, modelling high standards, respect and fairness. Helen develops students' life skills, engaging them in decision-making that allows them to apply their learning to the wider community. Enthusiastic and dedicated to both her students and her school, Helen is often seen running the bar and waitressing at school functions. Guests at these events report that her leadership is an important factor in achieving a successful event. Helen's accomplishments include discovering that past students have continued using the skills she helped develop, whether it's in daily life, study or career. Helen is now teaching at St Margaret Mary's College, Townsville, Queensland.



Helen received her Excellence in Teaching Award for the excellence she brings to engaging students in innovative programs that provide real-world learning experiences that help to equip students with life-long skills.

Insight

Q: How do you maintain your enthusiasm for teaching?

A: By discovering and encouraging the development of students' interests through realistic situations and the provision of a supportive learning environment.

Q: What is the most difficult aspect of teaching?

A: Creating simulated experiences that are student-centred activities within a 'traditional' school environment. This is often an economic challenge.

Q: If you were the Minister for Education, Science and Training for a week, what would you try to change?

A: There should be more interaction between businesses, employers and schools to ensure students are prepared with skills for career and life aspirations in a global community.

Q: In hindsight, what do you wish your training provided you with more of?

A: Innovative ideas for use in the classroom and ways to network with teachers in similar subject fields in other states.

Q: What keeps you awake at night?

A: If a task or strategy with students does not work, I think about ways to change it.

Q: What do you most aim to do professionally in the future?

A: Continue to be an advocate for Home Economics and Hospitality as both subjects support the wellbeing of individuals and family.

Q: What is your greatest challenge as a teacher?

A: Encouraging students to take risks so that they realise it is okay to ask questions, to be creative and innovative.

Q: If your students had to describe you in three words, what would they say?

A: RESPECTFUL and FAIR

The NEiTA Foundation was established to promote excellence in teaching. The general objects of the Foundation are to promote and encourage excellence in teaching of children and young adults. The Patron of the Foundation is Sir Gustav Nossall, noted scientist and Australian of the Year 2000. The NEiTA Teaching Excellence Awards provide the community with the opportunity to encourage, recognise, honour and reward the work of excellent, dedicated, talented and innovative and inspiring teachers. These teachers' efforts often go unrecognised, but in this honours program, it's the teachers who go to the top of the class. The Awards are the only national awards for teachers in Australia based on nomination by parents and students. In 2006 there were 14 national awards, with 5 from the secondary sector. For further information contact NEiTA Secretariat, Telephone (03) 9276 7768 or 1800 624 487, Email: neita@asg.com.au or www.neita.com.au

Innisfail State High School

Following Cyclone Larry's devastation of many schools in north Queensland, HEIA(Q) sent letters of support and a small gift to show that we were thinking of our home economics colleagues in the seven schools that have a home economics department. Below is a letter of response from the principal of Innisfail State High School, Julie Pozzoli.

Dear Friend,

I sit here and write this letter, six weeks after the cyclone has hit Innisfail State High School and wonder how I can put into words the gratitude that we, as a staff feel to all of our colleagues who sent their well wishes to us, it is a humbling experience to receive so much support from people we don't know but who cared enough to contact us. For that we say thank you. Thank you for the letters, for the cards, for the donations.

Much time has been spent reading what was sent and please know that your kind words helped in our healing process. Our workplace was destroyed and we grieved for what was lost, but our school is slowly recovering. Nature has decided to be kind and has finally given us a few days of sunshine. I believe we have had about 5 days since the cyclone without rain. This has meant that the roofs can be untarped and repaired without the tradesmen sliding off, that the trucks can get in and remove the debris without becoming bogged in what was once our oval, that the mildew can finally be taken on and hopefully defeated, that the plasterer can finish without finding new leaks in the newly repaired ceiling, that the new paint will dry and the mud will finally become dirt. But seeing the new growth on our few surviving trees inspires us to look beyond the destruction of our once beautiful school.

Staff continue to be happy and forward thinking and our students fill us with their positive energy. Life goes on.

Our school will rebuild and recover and Cyclone Larry will be the topic of conversation and comparison for many years to come.

Please know that your actions through contacting us and thinking of us, have formed such a special part of our story. Again, we thank you.

Julie Pozzoli

Principal, Innisfail State high School



Above: The eating area roof from the back of the Art Block, now at the front



Left: Cranes for the demountables

Below: Enter the demountables



The back of B Block (Home Economics)

Get a wife Larry!

Sunny North Queensland is beautiful one day and perfect the next. These were the qualities of my new home, Innisfail that I was really starting to enjoy. As a first-year teacher, it was extremely exciting being at a new school, living away from home and enjoying the adventure of life. Then the adventure became a stern reality when Cyclone Larry came to town.

Cyclone Larry took the town and surrounding area a little by surprise. A category 5 cyclone, Larry's winds whipped the town and, in some areas, winds were recorded up to 310 kilometres per hour. These phenomenal forces were bound to cause damage. On the morning of Monday 20th March, the people of Innisfail walked out of their sheltering places to inspect the damage. Damaged homes and cars, flattened crops and destroyed dreams were evident everywhere. Little did I realise that the coming weeks and months of my first teaching year would be so challenging, as the reality became clear that Innisfail State High School had been badly damaged and areas of the school destroyed.

After a period of one-and-a-half weeks' recovery time, it was time to head back to school. Wednesday 29th March was our first day back. As a teaching staff, we were confronted with the almost surreal sight of a broken school, no power, limited phone access, gas burners for making tea and coffee, limited access to buildings and the onslaught of students. The library was turned into a makeshift staffroom as the staff prepared to teach without lesson preparation time, classrooms and resources. Day two opened in much the same manner. The stress of the situation was escalated with access to the home economics block being provided by a building supervisor escort. At this point, the home economics staff started to jot down planning ideas for the next semester with the knowledge that power would not be accessible in B block kitchens or textile rooms for weeks or months due to the extensive damage to the roof and end of our building.

The week finished very much as it had started, with gusto. The stress of the situation and the road ahead seemed daunting. Friday 31st March saw A block expanded with the introduction of demountable classrooms, all of which are still in use—a total of 10 extra demountable classrooms were set up as temporary classrooms. Once the demountables were in place, it was then a matter of finding the lost keys for them. Rain continued to hamper building efforts, bring down people's spirits and create a miserable environment for us all. Many of us were dealing with school situations while having our own homes fixed or rebuilt. In the stress of all of this, in the final week of term one, along with teaching the 150 students who had come to school, audits for all departments were taking place. Robyn Kawa, Kay Galipo and I started to unravel the extent of auditing that was to be completed by the end of the day in the Home Economics Department. This was done while removing all the destroyed equipment that was to be written off, including all sewing machines, overlockers, frypans, beaters, mix masters and much more. The Easter holidays came as a much needed recovery time for all.

Holidays came and went, and the start of a new term was upon us. On the student-free day, 18th April, the school was still a

construction site. There were no curtains, carpets, power, new no-go zones and re-building had come to a stand still. As the staff pulled together to run the school and make the term successful for students, donations and support continued to flood in. In the first week back the senior students received a motivational talk from the very funny Graham Hyman. This proved a positive light amongst all the rack and ruins of many of the students' lives. On 8th May power was restored to B block (including two staff rooms, the kitchens and textile rooms). A small celebration took place amongst the home economics staff. It was good to be making some progress.

Progress continued in the redevelopment of the school. The Home Economics block had all the ceilings re-built and painted. Carpets were laid and the rooms restored to functional order. The tarps that were keeping the rooms dry from the continued rain over the textile rooms and kitchens were removed and replaced with corrugated iron roofing. While this was taking place, the home economics staff had to be flexible with rooms, practical lessons and fitting around construction. In the midst of all of this, report cards were sent home and parent teacher interviews were scheduled. The normality of school life continued in the chaos.

Innisfail State High School continues to function as normally as possible. Cyclone Larry created many great challenges for the staff while providing some high drama (an excellent introduction to my first year of teaching). Robyn, Kay and I would like to say a HUGE thankyou to all for your support, generosity, and resources. A special thank you to Audrey Lawrie (our ex Home Economics Inspector) for the boxes of fabric to replace our much moulded and destroyed stocks. Once again, thank you everyone, this would not have been as easy without your help.

Kristin Jones & Kay Galipo
Home economics teachers
Innisfail State High School



Above: The end of B Block - last classroom beside Home Economics and LOTE staffroom.

The way we were

Dress codes and uniforms 1910-1970s

Contributions by Margo Miller, Val Cocksedge, Lyn Albin, Janna Martin, Lorraine Eldridge, Jackie Skoien and others

EARLY

1900s



1909 Technical College Scholarship Winners: Domestic, Cookery, Dressmaking and Millinery.



No date supplied.



Above: Domestic science girls at Aramac in the 1920s.



Above: Cookery class for schoolgirls at Toowoomba Technical College, 1913



Above: Morning cookery class on a travelling railway car. Cookery was usually done in the morning and sewing in the afternoon. Sometimes, the girls cooked and ate full dinners at the car, but more often the cooked dishes were taken home in the evenings. "What the girls are cooking today" was always a subject of much interest in small towns.



1937 Students at Domestic Science High School, Brisbane.

1940s

Students

"Students in the cookery classes at Domestic Science High School wore white, starched uniforms and caps. They were sleeveless, cross over to waist with belt ties threaded through bound buttonholes and tied at the back. They were not allowed to cook unless properly dressed." Val
 "At Cairns SHS 1944-48, students made

their white overall/coat frock as their first garment in Dressmaking class. The rules were: No uniform, no cooking; No jewellery allowed in the kitchen; Clean fingernails and hands; Hair tied back." Margo

"I remember wearing a uniform of navy serge pleated skirt with white blouse and school tie, lace-up shoes and socks, and straw hat. All students wore a uniform."

Student teachers

"In 1949-51 as student teachers at Gregory Terrace we wore a white overall in the kitchen. Lecturers also wore a white overall or coat-dress in the kitchen. Lecturers in the classroom were always beautifully dressed in the latest fashion. They always wore hats, gloves and stockings as part of their dress for college." Margo

The way we were - Dress codes and uniforms 1910-1970s

1940s

Teachers

"Teachers at Domestic Science High School wore white uniforms." Val

"At Cairns SHS 1944-48 when I was a student, teachers wore white cooking uniforms in the kitchen. They were always beautifully dressed, always wore stockings, but no jewellery." Margo

CHANGE IN THE 1940s

"In 1944-46 the College principal at Kelvin Grove Teachers College (as it was then known) Mr Robinson insisted that female students, when attending Prac School, not wear blouses and skirts—full dresses as blouses might ride out of skirt. Neckline not low, must have sleeves and to wear stockings. How times change!" Val

1950s

Students

"We had to change shoes when we got to school—outdoor shoes were lace-ups and indoor shoes had a bar and button across the front. If you went outside in the breaks, you had to change shoes."

"In 1957 when I started high school aged 11 years, we had to make by hand stitching, an apron and cap in dressmaking class to wear in the cookery class next term. We had to embroider in royal blue chain stitch our name across the bib part of the apron in letters about 4cm high, and our initials on our caps."

"In the late 1950s on the first day of spring when we were allowed to start wearing summer dresses (rather than the winter blouse and skirt), aged 11 years, I was summonsed to the headmistress's study (scary!) and then sent home because I had no sleeves in my dress. And my nanna had made me four of these dresses for my new school."

Student teachers

"At college for day dress we needed to wear gloves and stockings. Stilettos were the fashion and most girls wore them. I can clearly remember one occasion when a student was sent home because her neckline was too low. For food preparation we wore overalls (white uniforms).

Our Phys Ed uniform was yellow with blue hand embroidery on left-hand side. There was a split in the knee-length skirt, with huge bloomers underneath. These had to be made at college and worn for lessons at Kelvin Grove General College. Female students at the General College wore little skimpy blue outfits. Who stood out in the crowd? The Home Ec students!!" Lyn

Teachers

"In 1952-53 when I taught at Cairns SHS, teachers wore white overalls or dresses in the kitchen. In the classroom they were expected to be well dressed at all times." Margo



Left: Draft used to obtain the pattern for the Coat Frock /Overall. The Simple Garment Making Book was the book used by all students.

1950s style apron made by all the students.

CHANGE IN THE 1950s

"At Cairns SHS in 1952-53, students were allowed to make a white apron to wear in the kitchen. This was quicker to make and less expensive than the cross-over uniform. Class sets of aprons came into schools in the 1960s?" Margo



1957 Making the apron and cap by hand sewing. Note the indoor shoes. (Wonder what the teacher is reading!)

The way we were - Dress codes and uniforms 1910-1970s (cont.)

1960s

Students

"Right up until the 1960s at Domestic Science High School, students always wore the crossover uniform, but caps had been dispensed with." Val

"I remember in the middle of summer walking home dressed in full tunic, shirt, tie, belt, 50 denier stockings, hat and gloves. We used to duck behind the trees if a teacher drove past so that they could not see that we had our gloves off." Jackie

Student teachers

"Students wore white uniforms with sleeves for cookery and cake icing classes." Val

Teachers

"For cookery classes in high schools and at teachers college, staff always wore white uniforms. I remember teaching at Dalby—I always had five white uniforms in the laundry each week." Val



1957 Wearing the hand-made apron and cap.



Above: 1959 Student teachers arranging snacks L-R: Beryl Davis, Francis Managhan (Waterson), Liz Trigger, Wilma Wilson



Above: Date unknown, maybe 1960s. Student teacher Gilda McCracken modelling the outfit (and hat) she made for the Queensland Junior Farmer Girls' annual dressmaking competition.

The way we were - Dress codes and uniforms 1910-1970s

1960s



1963 Student Teachers - L-R: Robyn Turner, Marion Lang, Joyce Pampling, Helen Waugh, Helen Munty, Sylvia Page, Sue Rice, Lorraine Bourke, Vera Butt, Margaret Taylor. Those hems will not be more than 16" (40cm) from the ground!



Left: 1960 2nd year Student Teacher, Patricia Gleeson modelling hats at the Open Day.

CHANGE IN THE 70s

"Dress slacks were more acceptable by 1979 when I was graduating than in 1977 when I first started College." Janna

1970s

Student teachers

"I had a new outfit for 'prac school', very chic crepe dress, buttoned down the front with a peplum at the waist. For my inspection, the supervising lecturer pointed out that it was unacceptable that as I reached for the blackboard you could see a slip of black lace. I thought I looked pretty chic, but I nearly failed because of it!" Lorraine

Late 1970s

Student teachers

White, short sleeves and collared uniforms were required for practical cooking lessons. For other classes, no jeans and no shoe-string straps on tops or dresses. Dress slacks were frowned upon but allowed. The Home Economics girls wore stockings, skirts (not too short) or dresses and these were mostly hand-made by ourselves. We were expected to look professional. Art students could wear anything! Business Ed students needed to wear office-style skirt suits." Janna



Above: 1965 Hat, pearls and flowers in place for the opening of the Home Science Block.

Smart choices: Healthy Food and Drink Supply Strategy



Food used in curriculum activities

The last issue of *InForm* informed members that in August 2005, the Queensland Government released its *Smart Choices: Healthy Food and Drink Supply Strategy* (the Strategy) for Queensland schools. The issue also presented HEIA(Q)'s Draft Position paper on the Strategy. The Draft has now been endorsed by HEIA(Q) Committee of Management and sent to the Implementation Committee. A reply from the (then) Chair of the Implementation Committee, Assistant Director General Lesley Englert, acknowledges the importance of high-level cooperation between key stakeholders such as HEIA and notes that the advice provided by HEIA has been incorporated into the *Smart Choices Tool Kit* which was distributed to all schools and parent organisations.

This issue of *InForm*:

1. Presents some of the situations that could confront home economics teachers as they implement the home economics curriculum whilst supporting the spirit of the 'Smart Choices' philosophy
2. Provides considerations related to hospitality that build on the information provided in the April issue of *InForm*.

It is recommended that this article be read in conjunction with the related article in the April 2006 issue of *InForm*.

The basic principle is that 'red foods' be included as part of the curriculum experiences in line with the Australian Guide to Healthy Eating (AGHE)—that is, on limited occasions and in small amounts across the total course of study.

CONSIDERING THE SITUATIONS

Situation 1.

Students bring food from home and either eat the food themselves or take it home with them

- The teacher determines which foods are to be prepared and/or eaten in the lesson/learning experience.
- Students bring the foods from home.
- Students either eat the foods themselves or take the foods home with them.

Strategy implementation:

- In this case, the foods are not supplied to the students by the school so technically speaking these foods do not need to comply with the Strategy.
- However, it could be argued that because the teacher has determined what food is to be prepared, then the students have been directed to bring these foods into the school, and as such they should comply with the Strategy.
- 'Red' foods in this instance should be included as part of the curriculum experiences on limited occasions and in small amounts—that is, in line with the AGHE.

Situation 2.

The school supplies the food for the curriculum activities and the students either eat the foods at school or take them home with them

- The teacher determines which foods are to be prepared and/or eaten in the lesson/learning experience.
- The school provides the ingredients/food from either the school budget or by way of a levy to parents.
- Students either eat the foods at school or take the foods home with them.

Strategy implementation:

- In this case the school has supplied the students with the food and it should comply with the Strategy.
- 'Red' foods in this instance should be included as part of the curriculum experiences on limited occasions and in small amounts—that is, in line with the AGHE.
- If students are engaged in comparative studies that involve 'red' foods, and there is a need to taste these foods, then it should be in small taste-testing experiences.
- If the food is to reflect a particular cultural context eg Oktoberfest or Bastille Day, it is acknowledged that some of these foods may be 'red' foods. However, it is expected that these occasions would be limited, and the 'red' foods preferably in small amounts.

Situation 3.

The preparation/presentation of 'red' foods is demonstrated by the teacher or by a visitor to the school

Strategy implementation:

- These foods should not be given to the students to eat. However they could be distributed in small 'taste-testing' sizes as part of the learning experience.

Situation 4.

Food is prepared as part of the school curriculum time and supplied to other students in the school (whether free of charge or for payment)

Strategy implementation:

- The foods prepared in these instances must comply with the Healthy Food and Drink Supply Strategy.

Situation 5.

Students are involved in experimental food work

Strategy implementation:

'Red' foods when used in this instance do not need to comply with the Strategy. If foods are to be taste-tested by students, they should be in small portions only.

SPECIAL CONSIDERATIONS FOR HOSPITALITY CLASSES

Where the hospitality curriculum requires students to work with a range of foods and use different cooking techniques, teachers should use the following guidelines:

- The basic principle is that 'red foods' be included as part of the curriculum experiences in line with the Australian Guide to Healthy Eating (AGHE)—that is, on limited occasions and in small amounts across the course of study. This would mean that:
- Foods supplied to other **students** in the school (eg as part of a function, coffee shop etc) must comply with the Strategy (this is a must, unless the occasion is one of the school's 'red' occasions).
- Hospitality students planning and preparing foods for adults in the school (eg catering for a teachers' seminar or principals' meeting) should take the opportunity to model good practice in presenting healthy food options (although in this case they do not have to comply with the Strategy as they are not supplying food or drink to **students**).
- As the future generation of people involved in the hospitality industry, students should be equipped with attitudes and skills that will ensure a future of healthy foods being the 'norm' for the hospitality industry.

Notes:

Hospitality Studies

Food Production

- Students prepare food 'using a variety of cooking methods'. There is no reason for students to produce 'red' foods and drinks on more than limited occasions in completing this topic satisfactorily.

Beverage Production and Service

- It is more difficult to support the philosophy of Smart Choices when offering Beverage Production and Service than when offering Food Production, in that soft drinks, including artificially sweetened soft drinks, are categorised as 'red' foods. This does not preclude Beverage Production and Service from being offered. Indeed, it is acknowledged that this topic area is valuable for students. Whilst acknowledging that use of 'red' foods may be required to meet enterprise standards for some options, when offering Beverage Production teachers are encouraged to engage students in preparing some healthy alternatives such as fruit frappes, ice tea etc. This allows students to experience a full range of beverages, and acknowledges the trend towards healthier eating in restaurants and coffee shops. Beverages using 'red' foods should be prepared on limited occasions.
- Preparing milk-based drinks should not be a problem as full-fat milks and fruit juices and drinks are considered 'amber' foods, and reduced-fat milk drinks fit into the 'green' category. In serving a range of cold beverages, and taking account of contemporary trends, it is assumed that students would be preparing some beverages using low-fat and low-sugar alternatives.

Food and Beverage Service

- There is no reason for students to serve 'red' foods and drinks on more than limited occasions in completing this topic area satisfactorily.

Certificate I in Hospitality (Operations)

- The five common core units of competency do not require students to work with 'red' foods.
- In the Food and Beverage functional area, *Operate a bar* and *Prepare and serve non-alcoholic beverages*, the preparation of 'red' foods to cover a complete range of industry products would be required—see notes above for Beverage Production and Service.

Certificate I in Hospitality (Kitchen operations)

- The five common core units of competency do not require that students work with 'red' foods.
- Commercial Cookery:
 - **Organise and prepare food**
The focus is on preparing the food eg filleting a fish. When cooking the prepared food, methods that render the food a 'red' food, should be used on limited occasions within a program that is balanced within the philosophy of the AGHE.
 - Element 3 does not require the handling of 'red' foods on more than limited occasions.
 - Element 4 does not demand that these 'amber' foods are prepared by a method that would deem them 'red' foods.
 - **Present food**
 - This competency does not demand that the student presents 'red' foods, but it would seem sensible for students to experience presenting a range of foods, including 'red' foods. However, these could be presented on limited occasions and not dominate the learning experiences.
- The other competencies that could involve red foods include:
 - Prepare and serve non-alcoholic beverages (see notes above)
 - Prepare appetisers and salads
 - Element 1 states that students prepare and present salads and dressings. The dressings may well fall within the 'red' foods category but would usually only form a small part of the salad.
 - Whilst Element 2 *Prepare and present a range of hot and cold appetisers* could include red foods, it does not have to, and indeed students could demonstrate their flair for presenting nutritious appetisers. It would seem reasonable that if 'red' foods are used for these appetisers, they would be prepared in small quantities and/or on limited occasions.

In summary, it is feasible to offer Hospitality programs that comply with both industry standards and the philosophy of Smart Choices, particularly if the school takes the position of only preparing 'red' foods when necessary and on limited occasions. However, HEIA(Q) will continue to monitor the situation.

Q: Will non-Government schools be required to implement the strategy?

A: *Even though implementation of the strategy is not mandatory in non-Government schools, non-Government schools will be encouraged to implement the strategy and model healthy eating practices in their settings.*

Q: Does the strategy apply to both primary and secondary Government schools?

A: *Yes, the strategy is mandatory for all Government schools in Queensland.*

Q: How long do schools have to implement the Strategy?

A: *Implementation of the strategy will be phased to allow schools sufficient time to review their food and drink supply and make necessary changes.*

During 2006, schools should review their current practices and begin making the necessary changes to the food and drinks they supply to students. By 1 January 2007, implementation of the Smart Choices - Healthy Food and Drink Supply Strategy for Queensland Schools will be mandatory in all state schools.

Source: Education Queensland's Frequently Asked Questions accessed 28 May 2006 from <http://education.qld.gov.au/schools/healthy/food-drink-faqs.html>

Values Education

Geraldine Sleba

On Wednesday the 10th May, I represented HEIA(Q) at a workshop facilitated by the Joint Council of Queensland Teachers Association, entitled 'The National Framework for Values Education in Australian Schools'.

About the national Values Education Program

The Values Education Program is a national initiative funded by the Australian Government. The Department of Education, Science and Training (DEST) is overseeing the management of the program nationally, with the Curriculum Corporation coordinating the creation and dissemination of resources. There is an expectation that all schools in Australia conduct a values education forum during 2005 to 2008.

To date, schools have received copies of the *National Framework for Values Education in Australian Schools* as well as a 'Values for Australian Schooling' poster. They will also receive a Values Education Resources Kit later this year that is an integrated package of resources to help schools with the holding of their forums as well as to develop a values education program suitable for their school community.

The *National Framework for Values Education in Australian Schools* sets out a context, a vision, nine Values for Australian Schooling, guiding principles and key elements and approaches to values education. The nine values have been identified as being integral to the development of Australian school students.

The Values Education Project in Queensland

In January 2005, funding was received to develop an inter-systemic project entitled *Values Education Project—Queensland* to support the state's schools in the planning for and holding of their values education school forums. This is a joint initiative of Education Queensland, the Catholic Education Commission and the Association of Independent Schools of Queensland Inc. and will run until June 2008. The Queensland proposal is identified on the Education Queensland website: <http://education.qld.gov.au/curriculum/values/>

The workshop

The values workshop that I attended required participants to review key learning and subject area syllabuses to determine the scope for incorporating values into our work programs and school experiences. We spent much of the day mapping the incidence of the linkages between the National Values Framework and Rationale and Outcomes of the syllabuses. As I expected, I found that the *Home Economics Subject Area Syllabus and Guidelines* provides ample scope for students to explore challenges and make informed decisions based on values. It was affirming to realise that Home Economics is well placed to ensure our students have multiple opportunities, in multiple contexts, to explore the breadth of values education.

The afternoon session allowed representatives to discuss some process and related teaching strategies to encourage exploration of values in the classroom. The intent was to establish a basis for the recording of 'good practice' examples from each syllabus. It is the intent of the organising committee to produce 'good practice examples' over the next year. The suggestion was that associations may wish to commission members to develop examples over a period of 4–5 months to be placed on the JCQTA website and be show-cased at the beginning of term 4.

For more information visit: Values Education for Australian Schooling: <http://www.valueseducation.edu.au/values/> or Education Queensland's <http://education.qld.gov.au/curriculum/values/>



NINE VALUES FOR AUSTRALIAN SCHOOLING

1. **Care and Compassion**
Care for self and others
2. **Doing Your Best**
Seek to accomplish something worthy and admirable, try hard, and pursue excellence
3. **Fair Go**
Pursue and protect the common good where all people are treated fairly for a just society
4. **Freedom**
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others
5. **Honesty and Trustworthiness**
Be honest, sincere and seek the truth
6. **Integrity**
Act in accordance with principles of moral and ethical conduct; ensure consistency between words and deeds
7. **Respect**
Treat others with consideration and regard; respect another person's point of view
8. **Responsibility**
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment
9. **Understanding, Tolerance and Inclusion**
Be aware of others and their cultures; accept diversity within a democratic society, being included and including others

Guiding Principles

The following principles have been developed from the Values Education Study (2003) and subsequent consultation. They recognise that in all contexts schools promote, foster and transmit values to all students and that education is as much about building character as it is about equipping students with specific skills. They also recognize that schools are not value-free or value-neutral zones of social and educational engagement.

Effective values education:

1. helps students understand and be able to apply values such as care and compassion; doing your best; fair go; freedom; honesty and trustworthiness; integrity; respect; responsibility and understanding; tolerance and inclusion;
2. is an explicit goal of schooling that promotes Australia's democratic way of life and values the diversity in Australian schools;
3. articulates the values of the school community and applies these consistently in the practices of the school;
4. occurs in partnership with students, staff, families and the school community as part of a whole-school approach to educating students, enabling them to exercise responsibility and strengthening their resilience;
5. is presented in a safe and supportive learning environment in which students are encouraged to explore their own, their school's and their communities' values;
6. is delivered by trained and resourced teachers able to use a variety of different models, modes and strategies;
7. includes the provision of a curriculum that meets the individual needs of students; and
8. regularly reviews the approaches used to check that they are meeting the intended outcomes.

Profiling members of the HEIA(Q) Committee of Management

Whilst some members of the Committee of Management have been valuable members of the committee for a number of years, in 2005 and 2006 new members have joined the committee and taken on responsibilities associated with running an organisation that serves just under 600 members and operates a budget of approximately \$200,000. This issue of *InForm* introduces some of these newer committee members to the Division.



Joanne Jayne
President 2005–2006

Employment position: Lecturer, working and learning with students enrolled in Bachelor of Education (Secondary Home Economics) course at Queensland University of Technology (QUT).

Teaching (& learning) experience

- Teacher in state and private schools including: Oxley, Corinda, Inala, Mitchell, St Peter's Middle School, St Aidan's AGS.
- Project & education officer at Queensland School Curriculum Council (QSCC now QSA) and Education Queensland.

Association with home economics

Prior to the establishment of HEIA Inc., I was a member of QAHET and HEAQ. A more involved relationship with HEIA(Q) started thanks to Jan Reynolds believing that I had something to offer. This gave me the opportunity to be involved. For example HEIA has offered me the opportunity to:

- have varying degrees of input into a number of projects such as *Food & Nutrition in Action*; *Fashion for the Sun*; *Social Inquiry: An approach to teaching Home Economics*; *Food Choices the IT Way*; *Food Safety Matters*
- represent HEIA on a range of committees, panels and forums such as QSCC/ BSSSS/ QSA syllabus advisory committees and

Joanne with 3rd year QUT BEd (Secondary H Ec) students L-R Rosie Sciacca; Justine Clarke; Julianna Kneebone; Melissa Sutton; Madeline Fagan.

We look a bit bedraggled after 6hrs of studio at 5pm on a Friday afternoon ... and this was the best picture!

Technology Education Federation of Australia (TEFA)

- advocate for the *Home Economics Subject Area Syllabus and Guidelines*
- present at conferences and professional development workshops.

I have also appreciated the opportunities that HEIA(Q) has offered my students through various competitions they have organised and supported e.g. *Fashion for the Sun*; *Fruit and Vegetable Growers' Wow Ways with Vegies* and *TEFA and Technology KLA competitions*. These competitions supported and valued intellectual rigour in the classroom and provided a public arena for my students to appreciate their own work in relation to other schools. Even more importantly, these activities helped my students realise they could appreciate, understand and do something about issues in the community. It reinforced to the wider school community that Home Economics was alive and vibrant beyond our school and that it was a subject that offered intellectual rigour whilst appealing to a wider range of learning styles than most other subjects.

When I moved from state education (i.e. couldn't get a job in state education) to the private education sector, I found that the support, security and networks that were taken for granted in the state system were not always available in the private system. HEIA(Q) offered an association where teachers from all sectors came together, shared ideas and supported each other, irrespective of their employer. This cross-fertilisation of ideas that comes from a professional association is invaluable.

I appreciated the support, growth and confidence that all of these opportunities have afforded me. I knew that they happened because a small group of dedicated individuals made the opportunity possible for me. I made a promise to myself to try to give back some of what had been afforded me.

Personal commitment to home economics

I am a learner and an educator (not a trainer) and I am committed to the essential learning that home economics offers. The decisions I make and the way I work are founded on the belief that wellbeing is grounded in the everyday. It is here we learn how to make informed choices and to build the capacity to know what to do when we don't know what to do; what McGregor refers to as breaking the cycle of the structural violence of consumerism. I think for sometime now home economics has failed to check its own wellbeing. We have gone out of our way to pursue other people's goals and agendas and it is time to take stock of the wellbeing roots of home economics.

Profiling members of the HEIA(Q) Committee of Management

In this way we will be best equipped to contribute to a healthy, sustainable future. Although it may sound simplistic, I believe strongly that because home economics approaches learning in a three-pronged way, through the head, the heart and the hand, we have in place what it takes to make a positive contribution to the future. We just need to add 'the voice' to this—advocacy beyond the classroom and school.

Sources of inspiration to be a home economics teacher

I have been very fortunate to have had a constant stream of inspiration from colleagues along my career path. For example:

- Those wonderful, young and vibrant home economics teachers who ventured to Mt Morgan SHS to inspire me e.g. Jill Howes (Sharpels)
- The 'college' lecturers who were in all ways professional and passionate e.g. Margo Miller and Shirley Weier
- The HODs who are/were inspirational leaders e.g. Ethel Smith
- The people you work with every day and in my case, put up with all the "I have this great idea!". Despite knowing they will have to be involved, work harder, be there through the highs and lows of it all, they never fail to support and encourage. In particular, I owe a great deal to Jan Mogg and Melinda Service, who are the greatest colleagues anyone could wish for
- My students, past and present, who continue to rise to the occasion and extend themselves, and in some cases, beyond what even I might expect
- The home economics teachers who continue to inspire their students to be home economics teachers. I have the privilege of hearing your ex-students speak of you and home economics in such glowing terms and it is inspirational.



Photograph above: Joanne seated with 1st year QUT B Ed (Secondary H Ec) students who completed Year 12 in 2005. L-R Kathy Sprinkhuizen (Kedron SHS), Damian Jensen (St Columban's College), Rebekah Walker (Mueller College), Susann Morrow (Cavendish Rd SHS), Cassandra Harradine (Sunnybank SHS), Elizabeth Payn (Palm Beach Currumbin SHS).



Jo Andrews

(QUT Student representative)

As a wife and mother of two young girls and dissatisfied with a career in middle management, I decided to return to my original high school dream of becoming a teacher. As I reach the end of my course, I am very delighted I made this decision and appreciate the sacrifices my family has had to make in order for me to study full time.

My main influence for making the decision to major in the areas of home economics and health, were the experiences I have had working with people suffering severe obesity in low socio-economic areas. Lack of knowledge and inability to self-help were prevalent and saddening, therefore my original intent was to focus on prevention through educating today's youth.

Home economics has turned out to be much more rewarding than first imagined, covering 'wellbeing' in contexts that I had never thought about. When I walked through the doors of QUT I always thought I would be a 'foodie' and wondered how I was ever going to teach textiles-based subjects. It's funny how some wonderfully passionate role models, time and experience can change your mind. I now love textiles and as a busy university student, crave the time to be able to put a little creativity in my life as well as my students.

My working motto is to 'work smarter not harder' and I am known amongst my uni friends as a good networker. My aim is to continue networking and creating alliances amongst as many home economics staffrooms as I can. I do believe that if we share ideas and resources, our subject can only continue to grow and strengthen.

Additionally, I have been honoured and appreciative of being chosen to receive the King and Amy O'Malley's scholarship twice and am committed to upholding the qualities that made me eligible, as well as continuing to find new ways to challenge myself and continue to move forward.

In the future I hope to be positive role model for my students, trying new and creative approaches to teaching, with the goal of engaging and encouraging students to become educated and active citizens. In addition, I also hope to remain an active participant in the HEIA(Q) committee of management, helping to support, shape and create a prosperous home economics, now and in the future.

Profiling members of the HEIA(Q) Committee of Management



Helen Johnston

Whilst I acted as Sunshine Coast convener for HEIA(Q) for many years, I have only just become a member of the Division's Committee of Management.

I have been passionate about home economics since I was 13 years old. This I credit to wonderful teachers some of whom you may recognise: Alma Choice, Averil Beasley and Meg Stewart. These teachers instilled in me a love of learning about textiles, nutrition, physiology, and interior design. These teachers realised that I had potential sewing talents and gave me the opportunity to develop these talents to the best of my ability. Every time I sew a patchwork quilt I think of their patience, encouragement, humour, dedication and commitment to helping me be a competent seamstress.

These teachers inspired me to become a practising home economics teacher for 29 years. My career has led me to Harristown High, Kepnock High, Maryborough Girls High, Maleny High, Nambour State High and Burnside State High School. One of the highlights of my teaching career was to team teach at Nambour State High with Alma Choice, my first home economics teacher. This was a magical experience. For the last 18 years of my career, I was Head of Department (HOD) Home Economics and then HOD Senior Schooling at Burnside State High School. I am currently on leave—and I do miss the companionship of many of my former colleagues.

I represented teachers on the (then) Board of Senior Secondary School Studies Home Economics Subject Advisory Committee for several years. During that time, new vocational syllabuses were introduced: Early Childhood, Hospitality, and Hospitality Practices. The current Senior Syllabus was also developed in my time on the committee.

Through being a member of HEIA(Q) I have been offered extraordinary professional development—trips to Vietnam, Italy and Japan, 2 day conferences in Brisbane, weekend workshops on the coast. What other professional teaching body is so committed to its teaching staff around the state?

I greatly admire the work of HEIA(Q). This organisation has given me the opportunity to keep up with the latest information

and to mix with other professionals at conferences and workshops. I admire members of the past and present HEIA(Q). Their leadership, teamwork, commitment and advocacy have made sure that home economics is still a respected subject in schools.

I urge anyone who is not a member of HEIA(Q) to become a member. Our former national president Carol Elias states that as teachers, *'our mission is to educate, inform, act as advocates for families and households in the community'* (HEIANews, Vol 3, No 1, 2006). We as teachers can empower and advocate for change if we are and continue to be a united strong body.



Renae Stanton

Having been newly elected to the Committee of Management (COM) in 2006 I hope to learn much from the experienced COM members. Currently I manage the HEIA(Q) email address and am helping to organise the State Conference.

There was never any doubt that I wanted to be a home economics teacher. My earliest memory was telling Mum in Year 8 that that was what I wanted to do. I have worked in many schools in the five years that I have been teaching: Rockhampton in Central Queensland, London, and currently at Brigidine College, Indooroopilly. While teaching in the UK, I had the good fortune to work at a Technology College where I taught Food Technology and Textiles Technology as separate subjects. On reflection, I did not understand the complexity and practical application of Design Technology until I had to teach it to challenging students. I continue to advocate for Technology Education and use my resources and knowledge of the design process to enhance the designing experiences I offer my students. Last year I wrote a unit of work with Geraldine Sleba for HEIA(Q) called *'Eating Green – Mind, Body and Soul'* with the focus on technology outcomes. I devote a lot of time to home economics education and continue to have passion and enthusiasm for it because it is my interest as well as my profession.

Rising Chefs Of The Future, Culinary Challenge

Congratulations Dakabin State High School

Dakabin State High School recently entered the Rising Chefs of the Future Culinary Challenge competition at the Brisbane Convention Centre, where the students competed against students from approximately 70 other schools throughout Queensland. The Year 12 Hospitality Studies and Hospitality Practices students were awarded 2 gold medals and 1 silver medal. Each competitor starts with 100 points and is judged on a number of categories. They lose points if they do something wrong and the number of points they end up with determines if they get a medal and what level it is. Gold = 89–98 points, Silver = 79–88 points. Only one team is usually awarded a gold with distinction (99–100 points).

The teams were very well organised and very professional with feedback from the national and international executive chef judges full of praise for the quality of the students' work. They also indicated that their food production skills were of a higher standard than many of the 3rd year and 4th year apprentices that were judged the previous evening.

Each team was required to design their own menu following a given set of criteria and prepare and plate 4 main courses in 1 hour 15 minutes with 4 desserts to follow 15 minutes later. No preparation of ingredients was allowed beforehand and all students had to clean/French lamb racks during this time.

After competing at 7:15am the students returned to school, completed the day's lessons and returned to the Convention Centre for the awards Cocktail Party and presentations. Naturally, there was much excitement when their names were read out. The students did very well and were a credit to the school

Cheryl Conroy

Head of Department, Home Economics/Art



Cheryl Conroy with the Dakabin SHS Students.

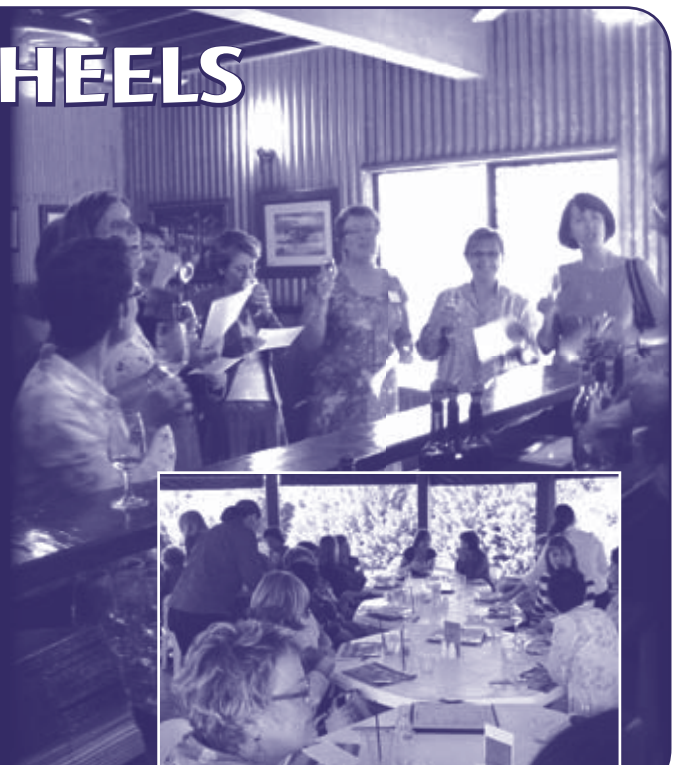
WORKSHOP ON WHEELS

The Wheels on the bus go round and round all the way to Mt Tamborine. It was with much enthusiasm that approximately twenty eager participants boarded the bus for our annual workshop on wheels. We headed off to Tamborine Mountain bright and early to experience another full day of professional development. To many teachers, unfortunate to work in other faculties across our education system, this may sound tedious. Why give up a Saturday? Home Economics is a fabulous subject with amazing opportunities for professional development.

We had a day experiencing Hospitality, Fashion and Consumer Studies (shopping!!!). The day started at Gallery Walk, where we had free time to explore the wonder of this scenic township. We were able to visit Witches Chase Cheese Factory to sample their high quality products. Lunch was at Cedar Creek Winery overlooking the glorious lake. The wine tasting was great. Many indulgent purchases were made. Then more shopping at Gallery Walk.

We all went home with lots of bags and much lighter wallets.

Kath Prass & Laura Ball - Dakabin State High School



Unit of Work: ORGANICS—the big stitch up

Unit Outline

This unit looks at the trend towards 'organics', with a focus on economic, social and environmental sustainability within a textiles context. Through an exploration of this topic from a range of perspectives, students are supported in developing a critical understanding of issues associated with organic textiles. Using this learning, students will design and present an original, quality textiles product that sends a persuasive message related to organic textiles. On completion of the unit students gain an appreciation that knowledge is problematic.

Curriculum Intent

HP 6.2 Students explore a range of influencing factors and positions when using social inquiry practice in home economics contexts.

HP 6.3 Students use technology practice in home economics contexts (TP 6.1, 6.2, 6.3 & 6.4).

LW 6.6 Students use specialised techniques for managing and organising the presentation of information to meet detailed specifications (INF 6.2).

Key Concepts

Home Economics practice

Using social inquiry practice focuses on questioning assumption in society that may perpetuate inequality and injustice.

Technology practice

Critical and creative thinking enhances the design and production of practical, purposeful and innovative products that offer a solution to challenges.

Living in the wider society

Social and ethical responsibilities need to be considered when developing strategies that foster individual and community wellbeing.

Information

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

Key Processes

Social inquiry:

- Discussing and reacting to practices
- Investigating the practices
- Considering the ethics and justices associated with the practices
- Determining if an issue exists
- Considering the issue from alternative value positions
- Adopting and defending a value position in relation to the issue
- Developing a plan of action and implementing it

Technology practice: Investigation; Ideation; Production; Evaluation

Key Values

Collaborative consultation; Environmental and ethical appropriateness

If the desired result (deep understandings) is for learners to understand that...

1. Embracing organic textiles has economic, health and environmental implications for the wellbeing of consumers, rural families and their communities.
2. Researching issues and influences from a variety of perspectives provides a platform for an informed value position and resulting actions.
3. The development of informative and persuasive messages is enhanced by a deep understanding of a variety of perspectives, and requires specialised techniques.
4. Social inquiry and technology processes offer a framework to:
 - a. determine an issue, and adopt and defend a value position (SI),
 - b. design, develop and present an artefact that informs and persuades others of the issue (TP).

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

- Research issues relating to organic textile consumption from a variety of perspectives, with a focus on economic, health and environmental implications for consumers, rural families & communities.
- Critique information, data, knowledge, beliefs and practices to identify issues associated with the organic textile use.
- Formulate informative and persuasive messages about organic textiles that raise issues and influence stances.
- Critique, design and present a quality persuasive message on an artefact that meets detailed specifications and uses specialised techniques
- Document the social inquiry and design processes that informed the development of the message-bearing artefact, by showing how the final message evolved from the acquisition to the transformation of knowledge (over time).

Then the assessment tasks could include:

1. The design, development and presentation of a quality textile product bearing a persuasive message that raises awareness of an issue associated with organic textiles. The product and message should suit the purpose and audience.
2. A process (action) journal that documents the investigations and thinking processes involved in the design and development of the textile product and its message, including how:

- the social inquiry process informed their message
- technology practice informed the design, development & presentation of the product.

Then the learning activities need to help students learn:

- How to investigate and use collected information, that is, how to:
 - Acquire information from a range of perspectives
 - Read information for bias and validity
 - Analyse and synthesise information to identify key points and issues
 - Evidence the relevance of this information to everyday lives and sustainable futures—make it meaningful and relevant
 - Deconstruct existing text and image for meaning and intent
 - Construct text and/or image so it is persuasive
 - Develop techniques for manipulating text and image for different textile mediums, purposes and audiences
- How to take action on information and understandings that impact on individuals, families and communities
- The meaning of ethics, social justice and values
- The importance of critical decision-making for consumers (rights and responsibilities)
- How to document inquiry and design processes that address detailed specifications.

Unit of Work: ORGANICS—the big stitch up (cont.)

ASSESSMENT TASK SHEET

Organic bread, organic tomatoes, organic cotton. Organic products are often associated with 'right thing to do', but also with higher costs. So why do people take up/not take up organic products? Does it matter? This task provides opportunity to explore organic textiles, what it means for the consumer and the environment, and take action on your stance on the issue.

TASK OUTLINE:

- A. You are to research, from a range of perspectives, the practices, beliefs and issues associated with organic textiles. As you work, you will:
- build an understanding of the influences on and impacts of organic textiles on individuals and communities
 - analyse practices related to organic textiles to identify the impacts of organic textiles on economic, social and environmental sustainability
 - consider the ethics and justices associated with these practices
 - draw conclusions by making critical links between practices related to organic textiles and wellbeing and sustainability
 - adopt and defend a value position to develop and present a persuasive case with regard to organic textiles.
- B. Based on this deep understanding, you are to design and create an authentic, quality, textile product that delivers a key, persuasive message about organic textiles to a specified audience, with the intent of raising awareness about that particular aspect of organic textiles.



YOU ARE TO SUBMIT:

1. An authentic, quality, textile product that delivers a key, persuasive message and raises awareness about some aspect of organic textiles. The product and message should suit the purpose and audience.
2. A process (action) journal that:
 - Documents the thinking process involved in the design and development of the textile product and its message for an intended audience and purpose, including how
 - a. the social inquiry process informed the message
 - b. technology practice informed the design, development & presentation of the product
 - Details the sources used to collect knowledge, information and data from a range of perspectives on organic textiles, wellbeing and sustainability (consider primary and secondary sources)
 - Summarises and categorises key points, validity & biases
 - Presents a concept map representing critical links between organic textiles (production & consumption), sustainability and wellbeing
 - Devises and justifies a persuasive message about organic textiles that accounts for personal values stances.



NOTE TO THE TEACHER:
This unit and assessment task could be cross-KLA by working with, for example, the Systems, Resources, Power strand of SOSE, or with Media to look at a full media campaign (as opposed to just one product).

Student support material:

This Strategic Questioning page will be developed in full when this unit is published later in the year as a separate resource.



STRATEGIC QUESTIONING

ISSUE: _____

Use this as a guide to construct your own questions to ensure your investigation of a particular topic addresses all aspects of the topic. Use the space in each column to develop your own inquiry questions. These are only your initial questions, these will probably CHANGE once you have acquired more knowledge of the issue!! The answers to each of your questions will take you on another journey - this is the exciting part of investigation – be the detective in your own inquiry!!

Strategic questioning	Knowledge being constructed about	Possible question starters
1. Focus Questions	* Key facts to understand the situation	<ul style="list-style-type: none"> • What, how and why is..... • Who is involved in the process? • For what purpose is.....
2. Observation questions	* What can be observed about a situation	<ul style="list-style-type: none"> • What evidence can you see..... • What do you know about this in other cases?

• What do you know about the impact on social, economic,

Making judgments about student learning:

Criteria	Knowledge of organic textiles, and their relationship to wellbeing and sustainability (Evident in journal)	Investigation techniques (Evident in journal)	Critical thinking that involves: <ul style="list-style-type: none"> • Analysis of organic textile practices to determine their impacts • Conclusions that link organic textiles with wellbeing & sustainability • Developing a persuasive message and justifying in terms of own values stance Evident in journal (and product to a lesser extent)	Ability to work technologically to develop a quality information product Evident in product and journal
High	Documents a comprehensive, succinct and accurate portrayal of organic textiles and the relationships with wellbeing and sustainability	<ul style="list-style-type: none"> • Uses appropriate methods of inquiry to collect relevant information from a range of perspectives • Organises findings in a systematic manner • Records sources of data using an acknowledged referencing system 	<ul style="list-style-type: none"> • Insightful analysis that discusses a range of impacts of organic textiles from different perspectives • Insightful links made to synthesise findings into a valid, persuasive conclusion • Persuasive message convincingly and succinctly justified in terms of own values stance. 	<ul style="list-style-type: none"> • Demonstrates critical and creative thought when working technologically, to produce an authentic, quality resolution to the challenge • The product is functionally and aesthetically appropriate for the audience and accommodates all aspects of the context.
		<ul style="list-style-type: none"> • Collects relevant information from a range of perspectives • Organises findings in a systematic manner • Records sources of data in a systematic manner 	<ul style="list-style-type: none"> • Logical analysis that discusses key impacts of organic textiles from different perspectives • Credible links made to synthesise findings into a clearly validated conclusion • Persuasive message justified in terms of own value stance. 	Works technologically to produce a quality resolution to the challenge, that is functionally and aesthetically appropriate for the audience and context.
Satisfactory	Documents accurate information related to organic textiles and shows relevant links to wellbeing or sustainability	<ul style="list-style-type: none"> • Collects, records and categorises relevant information • Acknowledges sources of data 	<ul style="list-style-type: none"> • Analysis identifies key impacts of organic textiles • Obvious links made to findings to draw a feasible conclusion • Persuasive message linked to findings 	Works technologically to produce a resolution to the challenge that is functionally appropriate for the audience and context.
	Documents relevant information related to organic textiles	Collects and records relevant information	<ul style="list-style-type: none"> • Identifies impacts of organic textiles • Relevant persuasive message identified 	Uses some dimensions of working technologically to produce a resolution to the challenge that is, in part, viable.
	Documents information related to organic textiles	Collects information related to the topic	Identifies impacts of organic textiles or a persuasive message.	Produces some aspects of a resolution to the challenge or Documents aspects of their technological workings.

NEWS FROM OTHER ORGANISATIONS

SOFT DRINK CONSUMPTION: WHAT IS THE HEALTH IMPACT?

Reproduced with permission from the website of the School Nutrition Action Coalition www.nutritionaustralia.org/snac/soft-drink-final-paper.pdf

The purpose of this fact sheet is to highlight the impact excessive soft drink consumption may have on children's health. All other types of sweetened drinks such as cordial, sports drinks, flavoured mineral waters, energy drinks, fruit drinks and fruit juices and artificially sweetened drinks may also have a negative impact on children's health if consumed frequently or in large amounts.

Current intake:

- Soft drink consumption in Australia increased dramatically by 30% in the 10 years to 1999, from 87 litres to 113 litres per person per year (Apparent Consumption of Foods, ABS, 2000).
- The 1995 National Nutrition survey reported:
 - Average soft drink consumption was 3 litres per week in 16–18 year olds, 1.8 litres per week in 12–16 year olds, and 1.2 litres per week in 8–11 year olds
 - Soft drinks contributed 10% of total sugar intake for 2–11 years and 20% for 12–18 year olds
 - 50% of 16–18 year olds consumed soft drinks on any day, and the average intake reported among this group was 750mls (1995 National Nutrition Survey, ABS, 1997).

Recent research suggests a number of health issues are related to excess soft drink consumption, including:

- 1) Overweight and obesity
- 2) Tooth decay and tooth erosion
- 3) Displacement of nutrients.

1. Overweight and obesity

- A diet containing high energy, low nutrient drinks and foods is one of the factors contributing to the childhood obesity epidemic (*AJCN* 2003;78:1068–73).
- There is a 60% increased risk of children becoming overweight with each additional can or glass of sugar sweetened drink consumed per day (*Lancet* 2001;357:505–508).
- Education programs discouraging the consumption of soft drinks in primary school children have been shown to (1) decrease the consumption of soft drinks, and (2) decrease the percentage of overweight and obese children, compared with controls (*BMJ* 2004; 328(7450):1237).
- Our appetites compensate for energy consumed from solid foods better than energy from fluids at subsequent meals. Therefore, the energy consumed from drinking fluids may lead to excessive energy intake (*J Pediatr* 2003;142:604–10).

2. Tooth decay and tooth erosion

Soft drinks may cause two types of tooth damage:

- Tooth decay
Frequent consumption of sugary foods causes bacteria in the mouth to produce acid. There are 9–13 teaspoons of sugar

in a can of regular soft drink. With time, the acid attacks the teeth, dissolving the enamel, causing tooth decay. Sipping can also increase tooth decay as teeth are exposed to soft drinks for a longer time.

- Tooth erosion
The acid present in regular and diet soft drinks can gradually erode enamel from teeth, causing sensitivity and loss of the tooth's natural shape. If soft drink is consumed on a regular basis, the risk of tooth erosion increases considerably. Tooth erosion is particularly evident when soft drinks are used regularly to re-hydrate after physical activity.

In summary, regular soft drinks may contribute to tooth decay due to their high sugar content, and to tooth erosion due to a high acid content. Diet soft drinks, despite being sugar free, may contribute to tooth erosion due to their acid content.

Contact the Australian Dental Association for a brochure on dental erosion (07 3234 1225).

3. Displacement of nutrients (e.g. calcium):

- A high consumption of soft drink during adolescence may displace more nutritious beverages such as milk, which is a rich source of calcium in the diet. This may prevent children from reaching their peak bone mineral density and increase their risk of osteoporosis (soft bones) and fracture risk in the short and long term.

What can schools do?

- Implement Smart Choices—Healthy Food and Drink Supply Strategy for Queensland Schools (www.education.qld.gov.au).
- Encourage water and plain and flavoured milk as the best drinks for children and ensure easy availability in tuckshops and at other school events such as sports carnivals.
- Allow water to be brought into the classroom.
- Include information in school newsletters or on school websites on the health effects of excess soft drink intake.

What can parents do?

- Provide soft drinks only occasionally and especially not to quench thirst.
- Offer water and milk to drink.
- Send a water bottle to school with children and freeze for lunchboxes.
- Set a good example by only consuming soft drink occasionally, for example on special occasions.

NEWS FROM OTHER ORGANISATIONS

MESSAGE FROM THE UNITED NATIONS ON THE INTERNATIONAL DAY OF FAMILIES

15 May 2006

Following is the text of Secretary-General Kofi Annan's message on the occasion of the International Day of Families, 15 May 2006, retrieved 1 June 2006 from <http://www.un.org/News/Press/docs/2004/sgsm9288.doc.htm>

The theme for this year's International Day of Families, "Changing Families: Challenges and Opportunities", highlights the profound transformations which this basic unit of society has been undergoing in recent years. The average family size has decreased all over the world; young people are getting married at a later age; the average age of mothers at first birth has increased; infant mortality rates have declined; and couples are having fewer children. The traditional, extended family is being replaced by the nuclear family, even as grandparents are living longer and several family generations are living side by side. Alternative forms of union have grown more common, such as unmarried cohabitation, or marriages of migrant workers not living in the same city or country as their spouses. Divorce has increased, accompanied by remarriage, with more and more children living in a family with a step-parent. Significant numbers of both single-parent families and single-person households have emerged, including a rising number of older persons living alone. And the HIV/AIDS pandemic is wreaking havoc on families, often depriving children of their parents, leaving grandparents to care for children.

Many of these transformations call into question the structure of society as we know it. They require us to work together to adapt, to shape public policy in a way that addresses the needs of families, to ensure that basic services such as education and health are provided to all citizens—especially children—irrespective of their family situation.

Some of the changes in family structure have also brought new opportunities, such as new and wider options for girls and women. They have provided impetus for Governments to develop new policies in collaboration with civil society. And as countries work to integrate a family perspective into national policy-making, the United Nations system is striving to reflect this perspective in the global intergovernmental process.

During this time of ongoing change, we need to build an environment that sustains and supports families, while reinforcing the opportunities for fulfilment that a positive family life provides. On this International Day, let us rededicate ourselves to that mission.

Teaching Australia—Australian Institute for Teaching and School Leadership

The following are reproduced from the May 2006 edition of Teaching Australia's newsletter, retrieved 1 June from www.teachingaustralia.edu.au

Insight into the future of teaching

Australian teachers and principals have a central role in a new Teaching Australia initiative—Open Book Scenarios—teaching for uncertain futures.

A core scenario building team of 55 teachers and principals will construct over the next 18 months a set of alternative scenarios for the future of teachers, teaching and the teaching profession. During the initial meeting, in late April, the team was introduced to the scenario building process, designed to give answers to the key questions:

- What will the Australian teaching profession have to do to be successful in the environments in which it will have to operate in 2030?
- What are the implications of these challenges for school leadership?

The project gives students, teachers, principals and school communities the chance to engage in discussion about the challenges of the future and how the teaching profession might best respond. The scenarios will be built over the coming year. Between now and the next meeting of the scenario building team in August, the wider education community will be invited to be involved in exploring the future of teaching through face-to-face meetings, on-line focus groups, forums and interviews. The program is being run by the Neville Freeman Agency, a specialist futures thinking consultancy, in partnership with Teaching Australia.

For more information go to www.teachingaustralia.edu.au

Welcome to the teaching profession

For the first time, graduating teachers across Australia will receive an informative and comprehensive booklet to assist with their transition from university to the teaching profession.

The booklet *Welcome to the teaching profession*, has been provided to universities throughout Australia that prepare future teachers. It aims to promote a stronger sense of professionalism among new teachers. The booklet contains useful information for teachers beginning their professional lives and inspirational statements from teachers who enjoy their work. It highlights what it means to be a part of the teaching profession and includes messages from principals' and parents' associations, useful links, factual information and contact details for professional associations and teacher registration/accreditation bodies.

To view the booklet go to www.teachingaustralia.edu.au or if you would like a hard copy, please contact us at info@teachingaustralia.edu.au

HEIA(Q) 2006 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

WHAT HAPPENED IN TERM 2

The following reports capture some of what we have heard about professional development opportunities offered in Term 2.

Multi-Media in the Hospitality Classroom with Sharon Galloway

From the SE corner

This workshop has been held in Brisbane South, Gold Coast and Toowoomba. Sharon Galloway, director of Futura Training, provided a step-by-step demonstration of how to effectively incorporate into the hospitality classroom the set of nine multi-media hospitality packages that link directly to the Hospitality Core Competencies as outlined in the National Standards. The packages cover basic cookery methods, pastry and desserts, meat cookery, restaurant service, tourism and hospitality careers and pathways, a la carte and table d'hote. Each package provided visual aids in the form of photographs and videos to assist students to develop specific skills. Diverse assessment tools including quizzes, multiple choice questions, mix'n'match items and short response questions are provided throughout each section. The workshop was an opportunity for teachers to have a hands-on tour of the packages and discuss with Sharon the school-based options to use this resource in the classrooms. The site license for the package is \$110 (cannot network or upload/copy the CD—must run from the CD at all times) and \$41.80 per package (booklet and CD)

From Townsville

It was very exciting to see this interactive IT product (an excellent way of bringing IT into the hospitality area), which after just a few instructions was easy to use and follow. Sharon gave us a hands-on guided tour of these new and innovative packages. We all had our own disc and off we went to explore. The room was soon filled with 'wow, look at this', or 'this is great'. The picture sequencing of demonstrations and many videos left all knowing exactly what was required for the new skill, like how to make the perfect coffee, how to take food orders in different restaurant situations and basic and advanced food preparation skills. The program is interactive, very practical and user-friendly. The recipes I found to be wonderful as you could work out food orders with a press of the enter key. There is so much to explore in this workshop I suggest that you find out for yourself.

Fashion Illustration with Nila Oreb

From Townsville

Most of the participants just wanted a magic wand waved over us to produce professional illustrations. We were not disappointed. Nila was very informative and had excellent resources to set the tone of the workshop. An explanation and viewing of student work inspired us to produce some excellent work of our own. New techniques were learnt, including how to draw clothes using templates and how to draw faces that actually looked like people! Then using a variety of colour mediums, we produced professional drawings. We were all very proud of our creations. This workshop was very hands-on with lots of new skills learnt. The room was filled with enthusiasm for our own classrooms and participants felt more confident to teach the new skills learnt. Again, we all wanted more! A very enjoyable and informative workshop from which we walked away with many new skills and valuable resources. Another 'must do' work shop.

Food Choices the IT Way

with Jan Reynolds

From Gladstone

It has been a long time since we have had PD in Gladstone (we normally go to Rockhampton) so this was a real treat, with participants travelling from Bundaberg, Mt Larcom and Mount Morgan as well as Gladstone. We all had our own computer in the beautiful computer lab at Tannum Sands SHS, and it was not long before we all took off our training wheels and were madly checking out what we had eaten that day! It was such fun. All except one participant had the resource at our schools, but we had not been using it to its potential so it was great to have this opportunity. And the Nutrition Panel Calculator looks great. We were so busy that time got away from us and suddenly it was 6.45pm and well and truly time to go home. Thank you to Helen for organising it and Jan for presenting. Great afternoon.

WOW !!!!!!! From Townville

Well, this is how the participants of the workshops felt when the day had finished. Both workshops were hands-on and well worth spending a Saturday doing professional development. Many of the participants drove more than 130 km to attend the workshops and they were not disappointed. They wanted more of the same, what wonderful professional presenters. We left the day with many new ideas and resources. A very big thank you to the fantastic Professional Development Committee from your colleagues in the North.

HEIA(Q) 2006 PROFESSIONAL DEVELOPMENT OPPORTUNITIES

TERM 3 WORKSHOPS

Posters have been sent to all members with details of professional development opportunities for 2006. Below is a snapshot of workshops on offer in Term 3, 2006.

WORKSHOP 1

MULTI-MEDIA IN THE HOSPITALITY CLASSROOM

This workshop will explore a number of hospitality concepts through the interactive, multi-media package developed by Futura Training. Experience the reality of the hospitality industry at the click of a button. Through these nationally accredited training CD-ROM and book packages, participants will explore concepts in a new and innovative way. They will take a 'hands-on' guided tour of the latest resource and experience the uniqueness of these packages.

TERM 3 Dates and venues

Monday 10 July, 9–11.30am
Trinity Bay SHS, **CAIRNS**

Wednesday 6 September 4–6.30pm
Mountain Creek SHS, **SUNSHINE COAST**

Friday 8 September 4–6.30pm
The Cathedral College, **ROCKHAMPTON**

Saturday 9 September 9–11.30am
Bundaberg North SHS, **BUNDABERG**

WORKSHOP 2

FASHION ILLUSTRATION

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

TERM 3 Dates and venues

Thursday 20 July 4–6.30pm
Browns Plains SHS, **BRISBANE SOUTH**

Saturday 9 September 12.30–3pm
Bundaberg North SHS, **BUNDABERG**



Above: Food Choices the IT Way workshop at Tannum Sands SHS, Gladstone

WORKSHOP 3

MANIPULATING FABRIC SURFACES (Full day)

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

TERM 3 Dates and venues

Monday 10 July, 9am–4pm
The Cathedral College, **ROCKHAMPTON**

Saturday 22 July, 9am–4pm
Harristown SHS, **TOOWOOMBA**

Friday 25 August 2pm–7pm
MACKAY—Venue to be advised with confirmation

WORKSHOP 4

TONY'S TRENDS IN THE KITCHEN

Master Chef Tony Ching will demonstrate techniques and give tips for the cooking and presentation of the latest trends in modern cuisine. Regions can choose the topic in which they would like more expertise or leave it to Tony to suggest an interesting workshop topic.

TERM 3 Dates and venues

Monday 10 July 9am–3pm
Mackay SHS, **MACKAY**

WORKSHOP 5

FOOD CHOICES THE IT WAY

Food Choices the IT Way is a curriculum resource designed to encourage students to use IT to make healthy food choices by quickly and accurately making in-depth dietary analyses of the foods they eat, the recipes they use and the foods they purchase. The workshop includes a demonstration of the software program, plenty of hands-on experience for all participants, and an analysis of how to use such a resource in the classroom. The workshop now includes a demonstration of, and participants practise using the Nutrition Panel Calculator.

TERM 3 Dates and venues

Wednesday 23 August 4–6pm
Mountain Creek SHS, **SUNSHINE COAST**

HEIA(Q) Home Economics Teacher Excellence Awards

The Queensland Division of the Home Economics Institute of Australia invites nominations for the 'Home Economics Teacher Excellence Awards, 2006'. This is a wonderful 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 state conference on Saturday 12 August 2006. Regional functions may be arranged to celebrate awardees from regional centres.

In order to nominate a colleague, please complete the Nomination Form and forward the completed form and supporting details to:

**Teacher Excellence Awards,
Home Economics Institute of Australia(Q),
PO Box 629, Kallangur Q 4503**

Nominations must be received no later than Friday 28 July 2006.

*Nominations are invited for 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 current financial (individual or school) **members of HEIA Inc.***

A member who has received an HEIA(Q) Excellence in Teaching Award is eligible for re-nomination three years after receiving the award.

*A **maximum of three awards** will be presented. A panel will review the nominations.*

Nomination Form



Nominee details:

Name:

Work phone: Home phone:

Work fax:

School:

School address:

Number of years' home economics teaching experience:

Please provide full details of how the nominee has demonstrated excellence in recent years (last 2–3 years). Include details of the activities undertaken by the nominee and their professional characteristics that indicate excellence. Where appropriate, include the year of the activity. (Additional text may support this nomination)

Please provide details of the nominee's activities/characteristics under the following headings:

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

Primary focus should be given to activities relating directly to home economics, but may also include activities relating to for example, hospitality, early childhood. Nominations should be comprehensive but clear and concise, occupying no more than 2 pages.

Proposed by: (Name) Signature: Date:

Seconded by: (Name) Signature: Date:

(Person proposing nomination must be a financial member (individual or school) of HEIA Inc.)

2006 DIARY DATES

JUNE 2006

24 June

Early Childhood Teachers Association Annual Conference

John Paul College, Daisy Hill, Brisbane
www.ecta.org.au

AUGUST 2006

11 August

HEIA(Q)'s pre-conference bus tour

Designed particularly for country visitors who may arrive on the Friday before the conference. Visits will be organised to kitchen equipment outlets, fashion houses, and food outlets. Brisbane members are also welcome.
Tel/Fax: 07 3865 1401

12 August

3Es conference: Engage, Educate, Enhance

Annual conference of the Queensland Division of the Home Economics Institute of Australia Inc., Brisbane Hilton
Email: lorelei@associationsupport.com.au
Tel: 07 3211 3399 Mob: 0419 759924
Fax: 07 3211 4900 www.heia.co.au/heiaq

AUGUST 2006

14-15 August

The Vision Splendid

Adelaide—13th national conference of the Curriculum Corporation, with a focus on transforming school education through the use of ICTs
www.curriculum.edu.au

SEPTEMBER 2006

3-8 September

10th International Congress on Obesity

Sydney
http://www.ico2006.com/

27-29 September

Gifted 2006—Concepts, Challenges, Realities

Esplanade Hotel, Fremantle WA
conference@gifted2006.org.au
http://www.gifted2006.org.au/

OCTOBER 2006

21 October

Luncheon: Past and present members of HEIA(Q)'s Committee of Management

NOVEMBER 2006

27 November

Australian Association for Research in Education Conference—Engaging pedagogies

Adelaide www.aare.edu.au

29 November—2 December Nutrition Society of Australia 30th Annual Scientific Meeting

University of New South Wales, Sydney
Email: nsa@fcconventions.com.au

DECEMBER 2006

7-9 December

Values in Technology Education 4th Biennial International Conference on Technology Education Research

Crowne Plaza Hotel, Surfers Paradise, Gold Coast, Qld
Tel: Dick Roebuck 07 3735 5862
Fax: 07 3735 6868
Email: r.roebuck@griffith.edu.au

News from the field

Elaine Kahl

HEIA(Q) was notified of the following and asked to inform members: Elaine Kahl passed away on the 2nd May 2006 (aged 81) after a short illness. Elaine was a colourful character and will be long remembered for her contribution to home economics education in both the secondary and tertiary sector. She is survived by her daughter Carolyn and son John and several much-loved grandchildren. May she rest in peace!

Congratulations to home economics teacher and HEIA member, Louanne Rossi from

Cavendish Road State High School, who was named as one of 42 winners in the statewide, 2006 My Favourite Teacher Awards. Louanne was nominated by her students, in recognition of the work she does in making a real difference to their lives.

If you have news of home economics colleagues that you would like posted in this new section, please email the news to Jan Reynolds at janetrey@ozemail.com.au

Pre-Conference Tour 2007

Expressions of Interest are requested in a three-day pre-conference tour for the HEIA National Conference in Sydney, January 2007.

HEIA(Q) is planning a three-day (Saturday 6 January–Tuesday 9 January) food, textiles and craft experience in the beautiful south coast of New South Wales. Plans include a pick up from Sydney airport on Saturday afternoon, and then bus travel down the fantastic new Grand Pacific Drive to Wollongong. This encompasses some of NSW's most spectacular scenery and coastline. The next three days will be spent exploring the coastal towns of southern NSW's hinterland such as the National Trust classified village of Tilba, Kangaroo Valley and Berry. These places are renowned for their cafes, museums, art and craft shops, galleries and antiques stores. We will return to Sydney on Tuesday afternoon to your conference accommodation.



Please e-mail your Expression of Interest in the 'Pre-conference Tour 2007' to heiaq@heia.com.au or post your name, address and contact number to HEIA(Q), PO Box 629, Kallangur, Q 4503.



HEIA(Q)

PO Box 629, Kallangur Qld 4305 Tel/Fax 1800 446 841
Email: heiaq@heia.com.au Website: www.heia.com.au/heiaq