



# *in*Form

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

*September 2008*



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

### COMMITTEE OF MANAGEMENT

#### President

To be advised

#### Vice President Julianna Kneebone

Tel: 0419 649 579

Email: kneeboj@stsav.qld.edu.au

#### Secretary Renae Stanton

Tel: 07 3858 4928 (W)

Fax: 07 3858 4299 (W)

Email: heiaq@heia.com.au

#### Treasurer Debbie Cain

Tel: 07 3423 7650 (H)

Email: debcain100@hotmail.com

#### Council Delegate Aileen Lockhart

Tel: 07 3354 0222 (W)

Fax: 07 3354 0200 (W)

Email: ablockhart01@optusnet.com.au (H)

### COMMITTEE MEMBERS

#### Sue Going

Tel: 07 3826 3339 (W); 07 3352 7065 (H)

Fax: 07 3826 3486 (W)

Email: sgoing@jpc.qld.edu.au

#### Kylie King

Tel: 07 3348 4401 (H); 0404 576477 (M)

Email: kylieking@optushome.com.au

#### Denise McManus

Tel/Fax: 07 3865 1401 (H)

Email: zzdmcman@westnet.com.au

#### Vicki Potter

Tel: 07 5562 3429 (W); 07 5574 8080 (H)

Email: vpott3@eq.edu.au

#### Janet Reynolds

Tel: 07 3235 9539 (W); 07 3393 0575 (H)

Fax: 07 3237 1956 (W)

Email: janetrey@ozemail.com.au

#### Yvonne Rutch

Tel: 07 3353 1266 (W)

Fax: 07 3353 4628 (W)

Email: rutchy@northside.org.au

#### Jo Spotswood

Tel: 07 3820 7771 (H); 0421 647 159 (M)

Email: jm.spotswood@student.qut.edu.au

### PROFESSIONAL DEVELOPMENT CHAIR

#### Yvonne Rutch

Tel: 07 3353 1266 (W)

Fax: 07 3353 4628 (W)

Email: rutchy@northside.org.au

### REGIONAL COORDINATORS

#### BRISBANE

**Yvonne Rutch**, Northside Christian College

Tel: 07 3353 1266 Fax: 07 3353 4628

Email: rutchy@northside.org.au

#### BUNDABERG/WIDE BAY

**Rosemary Gilby**, Urangan SHS

Tel: 07 4125 5440 Fax: 07 4125 5436

Email: rgilb31@eq.edu.au

#### CAIRNS

**Jenny Walker**, Mareeba SHS

Tel: 07 4092 1399 Fax: 07 4092 3915

Email: jwalk118@eq.edu.au

#### DARLING DOWNS

**Nerelle Goodwin**, Assumption College, Warwick

Tel: 07 4661 1739 Fax: 07 4661 5576

Email: nerelle.goodwin@assumption.twb.catholic.edu.au

#### GOLD COAST

**Lorraine Eldridge**, Trinity Lutheran College

Tel: 07 5539 3833 Fax: 07 5539 6497

Email: lorraine.eldridge@tlc.qld.edu.au

#### MACKAY

**Therese Rae**, Mackay North SHS

Tel: 07 4963 1666 Fax: 07 4963 1600

Email: Tra12@eq.edu.au

#### ROCKHAMPTON

**Derryn Acutt**, The Cathedral College

Tel: 07 4999 1300 Fax: 07 4927 8694

Email: acutttd@tcc.qld.edu.au

#### SOUTH BURNETT

##### Irene Phillips

PO Box 14 Murgon Q 4605

Tel: 07 4168 3111 Fax: 07 4168 1688

#### SOUTH WEST

##### Lesley Cormack

Roma State College – Senior Campus

Tel: 07 4620 4212 Fax: 07 4620 4219

Email: lcorm4@eq.edu.au

#### SUNSHINE COAST

**Jenny Randall**, Mountain Creek SHS

Tel: 07 5477 8555 Fax: 07 5477 8500

Email: jrand32@eq.edu.au

#### TOOWOOMBA

**Yvonne Bidgood**, Harristown SHS

Tel: 07 4636 8700

Email: Ybidg1@eq.edu.au

#### TOWNSVILLE

**Janet Curran**, Ryan Catholic College

Tel: 07 4773 0100 Fax: 07 4773 3703

Email: jcurran@rcc.qld.edu.au

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*InForm* is published by the  
Home Economics Institute of Australia (Qld) Inc.

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

**HEIA(Q)**  
PO Box 629,  
Kallangur Qld 4503  
Tel/Fax 1800 446 841  
Email: [heiaq@heia.com.au](mailto:heiaq@heia.com.au)  
Website: [www.heia.com.au/heiaq](http://www.heia.com.au/heiaq)



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## Lessons from the UK: Food, schools and the community Pre-conference seminar with Dr Martin Caraher

On Friday the 23<sup>rd</sup> August, HEIA(Q) proudly hosted a free pre-conference seminar with internationally renowned speaker Dr Martin Caraher, at the Diana Plaza Hotel, Woolloongabba.

Martin is a Reader in Food and Health Policy at City University in London, and has worked extensively on issues related to food poverty, local sustainable food supplies, ecological footprints, health promotion, school food supply, fast food relationships, food advertising and marketing impacts, corporate social responsibility, retail concentration and globalisation.

Martin began the evening with a discussion of the idea of using an 'ecological approach' to preventing obesity, where governments are encouraged to introduce policy changes designed to address socio-cultural and environmental issues and not simply focus on the proverbial areas of individual nutrition and physical activity. This was a timely discussion given Australia's obesity rates.

Delegates were introduced to the 'locked school gate policy' during lunch breaks, a stance taken in many UK schools to secure a healthy lunch for students and address rising obesity levels along with the poor nutritional standards exposed in the aftermath of Jamie Oliver's recent television series. At this point we learnt about the term 'nutrition insecurity', which describes the student's inability to meet the recommended dietary guidelines despite an adequate or even surplus energy intake, and the effects this has on classrooms and learning environments.

In a similar light, Dr Caraher raised his concerns over the recent shift in debate with regard to the influence of TV advertising on the food choices of children and the rise in obesity levels.

*Getting started – Dr Martin Caraher introducing the seminar*



As the relationship becomes more complicated to prove, there appears to be a trend in focusing more on activity levels, allowing manufactured food advertising to escape the spotlight. Underpinning this stance is the industry realisation that young people are now a powerful consumer group with their own spending power. Concerns were expressed about an unethical culture evolving within the corporate sector, as businesses use corporate social responsibility as facades to indirectly persuade consumers in their most vulnerable and formative years. The powerful examples of Coca-Cola and Cadbury sponsoring and decorating entire hotel suites in the hotels attached to children's theme parks astonished the audience (see for example, <http://www.towerstimes.co.uk/Resort/AltonTowersHotel.htm> to visit the Chocolate Room and the Celebration Suite at Alton Towers

*"It was very interesting to note the behaviour of the students in these UK schools largely reflected those of our own students in Queensland schools since the introduction of the Smart Choices Policy (growth in black markets of RED food items in playgrounds, mass purchasing of cheaper and tastier options at local take away shops and bakeries before and after school, avoidance of meals during school time and fast food outlets continuing to open venues in close proximity to schools). This was a great platform to hear discussion from teachers and nutritionists working in various regions of Queensland as delegates shared and compared some pitfalls and successful strategies in relation to the implementation of 'Smart Choices' to ensure healthy school tuckshops."*

**Frances Murphy, Rockhampton State High School**

Hotel). Similarly the audience was amazed at some of the tactics used to get product names into the lives of young children—go to [http://www.which.co.uk/files/application/pdf/0611foodfables\\_rep-445-111767.pdf](http://www.which.co.uk/files/application/pdf/0611foodfables_rep-445-111767.pdf) to read about the tricks used, including how subliminal product logos are cleverly placed on educational resources supplied to UK schools by multinationals disguising themselves as valuable curriculum partners. The website identifies, for example, how Cadbury offers teachers a series of educational resource packs and fact sheets to help with student projects. Titles include 'Mixing/melting and making' and 'The world of chocolate'.

*"I was flabbergasted to hear that in the UK there was only a three-day supply of food at any given moment, and that most of this was stuck in distribution on the back of trucks. To know that a fuel price hike or truck drivers' strike could shut down the grocery supply in a developed country was frightening."*

**Frances Murphy, Rockhampton State High School**

Dr Caraher raised concerns about the globalisation of the food chain and the effects this brings to human health and local communities. A community's food security is determined by their food supply, and whether people have adequate resources and skills to acquire, use or access food. He addressed companies like Monsanto, who demonstrate little regard for human and environmental value, and focus on mass production for increased yields and profits as opposed to flavour, taste, nutrition and longevity. He compared the export markets and unsustainable subsidised farming practices in the UK, US and Australia with that of the successful Italian model, which sees the government developing a holistic approach preferring to establish a long-term sustainable 'food culture' for the country, rather than a global trade model. Dr Caraher also argued that greater regulation was required in food retailing and distribution given the potential food crisis that is taking place in the UK.

He also shared his recent experiences in north Western Australia where he was working with the two retail giants Coles and Woolworths. These two companies account for 76% of the dry groceries and half the fresh food that Australians consume, placing us among the highest concentrations of market power in the developed world. However as Dr Caraher explained, this growth in supermarket muscle has come at a cost to many suppliers, small retailers and food producers.

After his formal presentation, Dr Caraher opened the floor for general discussion, when our delegates and invited guests from the health professions raised some poignant issues and shared personal experiences and concerns over the many issues raised whilst enjoying a glass of wine and nibbles.

The evening was a successful event leaving us with the ultimate challenge that as Home Economics educators, we need to be involved in building a generation of global citizens who ultimately value ethical conscience over the pursuit of the almighty dollar.

**Kylie King**



*This is so interesting*



*Getting to know Martin over dinner at Huang's Vietnamese restaurant*

*"Congratulations HEIA(Q) on a fabulous and thought provoking evening which has proved to be a great springboard for the conference, and thanks to Dr Caraher for providing me with a wonderful reserve of information to share with my colleagues upon my return to school."*

**Frances Murphy, Rockhampton State High School**



*Further discussions over cocktails*

*Sustainable futures and home economics*

## From consumer to citizen

**23 August 2008, Brisbane Convention and Exhibition Centre**

### **The Home Economics profession embraces sustainable futures with enthusiasm**

The 2008 HEIA(Q) state conference confirmed that the home economics profession is embracing the concept of 'sustainable futures' with enthusiasm. Nearly three hundred delegates engaged with important issues as they relate to everyday practices associated with food choices and textile choices. The evaluation forms indicate very clearly that our profession sees that we have an important role to play in ensuring sustainable futures. A number of leading speakers and facilitators helped us work through the issues, along with very talented and inspiring workshop facilitators.

The day started with Dr Martin Caraher, Dr Geoffrey Annison and Dr Rosemary Stanton considering food futures—with our food footprint being approximately 35% of Australia's total ecological footprint, it was understandably a critical issue to address with everyday consumer choices making both a huge impact and potentially helping to drive change. In the afternoon Sue Thomas entertained and engaged us in the multiple issues related to the textiles and fashion industry, and at the end of the day Dr Jenny Nayler brought it all together in the context of curriculum.

In between the keynote sessions, delegates had the opportunity to attend three workshops/seminars. These were many and varied and allowed delegates to take a textiles focus, a food focus or a curriculum focus, or mix and match according to their needs. These sessions ranged from practical demonstrations (delegates loved Dominique Rizzo and Anne Mitchell's practical demonstrations), through to popular interactive sessions such as those by Janette Planck on pedagogy and Kathleen Gordon on 'ethical threads', and discussions such as the one led by Liz Fynes-Clinton on philosophical inquiry.

#### **DELEGATE STATISTICS**

**Total number 286**

229 HEIA members

57 non-members

#### **Interstate and overseas delegates:**

1 ACT

2 NSW

1 NT

2 Tasmania

2 Victoria



## *Sustainable futures and home economics*

# From consumer to citizen

### What we said about the 'Sustainable food futures' discussion (Drs Martin Caraher, Geoffrey Anison, Rosemary Stanton)

- Thought provoking and great to have recognised authorities on the subject to facilitate discussion and thought
- Very confronting—great to have this awareness for bringing to classroom as well as day-to-day life
- Interesting and insightful
- Especially relevant to today's society
- The panel discussion is always a highlight of the conference
- Global versus local continues to be the challenge but it requires a much broader consideration
- Fantastic
- Good opening discussion to set the tone for the remainder of the day
- More discussion time needed
- This was a very slow sort of start. Interesting but took a long time
- Needed to be more Australian figures



*We have been praised for being key people in our students' future on this topic—if only this was reflected in how the government departments took us as a serious subject and body of dedicated workers.*

Delegate

### What we liked the most

In response to an open-ended question as to the strengths of the conference, the following are the "Top 6" of the 169 comments made:

- Venue (spacious, good food, comfortable, convenient) (35)
- Quality and variety of speakers (passionate, motivating, informative) (24)
- Networking (17)
- Thought provoking/ challenging (16)
- Overall theme (14)
- Variety of topics/ workshops within the theme (13)

A post-conference message from keynote speaker Dr Rosemary Stanton:

*The recent HEIA (Q) conference was a high point in my year. Those attending cottoned on to the issues of sustainability—they really 'get it'. There was also a great understanding of the importance of changing outmoded systems. With enormous enthusiasm, much wisdom and genuine concern to improve the future world, we had many intelligent and lively discussions that delivered hope. The interest in the topic of sustainability went beyond theory and the members came up with many positive suggestions that could be put into practice. This demonstration of ability and practical commitment augurs well for the future of the students for whom these teachers have responsibility.*

Rosemary Stanton

## Sustainable futures and home economics

# From consumer to citizen



### What we said about 'Sustainable textiles futures' (Sue Thomas)

There were 44 comments about this session being entertaining, engaging, funny, thought provoking, informative, interesting:

- Excellent, inspiring and delightful.
- Excellent and dynamic presenter.
- Refreshing address full of humour.
- Humorous, knowledgeable, could have listened for longer.
- Loved her wit. Enjoyed all the messages she imparted. Thought provoking.
- Refreshingly brilliant! Structure, funny and insightful. The wow factor of the conference.
- Witty, stylish, motivating with lots of useable websites.
- Too rushed to grasp all points.
- What about Australian info?

A post-conference message from keynote speaker Sue Thomas

*"It's a big thing talking to over 300 strangers about something which is in your head a good deal of the time, but your response was wonderful! The conference was a rare opportunity to share with such a keen and information hungry audience—you took notes! It has encouraged me, also Gwen Scott in the Library (maintaining the Sustainable Fashion subject guide <http://rmit.libguides.com/content.php?pid=3719>)—I told her how lively you were. The stewardship of the planet is important work for us all, it's good to know you are out there listening. Hope to see you all in Darwin in 09."*

Sue Thomas



### What we said about 'A 21st Century curriculum for sustainable futures' (Dr Jenny Nayler)

There were 47 positive comments about this session being entertaining, funny, motivating, inspiring, thought provoking, interesting, challenging and relevant:

- Excellent, inspiring, reignited our passion and desire to change our practice and change the world!
- Excellent motivation to make some changes to what we are doing at school.
- Great, inspiring, related to teaching. I want her at my school!
- Jenny challenged me and I loved it. Maybe it is possible! Wow!
- Great. I really found this interesting and entertaining and sent me marching off with the right step and mindset.
- Another five star presentation. Exceptional relevance and very engaging.
- Great speaker to finish with. Had us all thinking what we will do next.
- A bit late in the day for me to take this in.
- Too much detail late in session.

### And what did we suggest for improvement?

The positive comments far outweighed the negative comments, but there were some hiccups in that some sessions did not 'do it' for some delegates. The 87 suggestions for improvement, the main ones being:

- More time/ longer workshops/ two days better (27)
- Comments about catering (21)
- More hands on/practical activities (6)
- Day too long/ start later (6)

It must be acknowledged that one workshop particularly did not live up to its description and delegates felt they were being recruited for a research project rather than engaging in learning as described in the conference program. HEIA(Q) apologises for the negative experience that resulted for some delegates.

# The Home Economics profession embraces sustainable futures with enthusiasm

## What was different this year?

This year the major point of difference was the venue—our first time at the Brisbane Exhibition and Convention Centre. Overwhelmingly delegates preferred this venue due to the spaciousness and ease of access. It was certainly a good venue from an organisational point of view as the rooms were bigger and more flexible.

The other major point of difference was the hand-made satchels by the students at Loganlea State High School—thank you to Robyn Gooley and her colleagues and students.



## Dominant suggestions for next year

- Keep the Brisbane Convention & Exhibition Centre (19) although other locations were suggested (4)
- Suggestions for themes and sessions were many and varied (13), along with 3 suggestions for speakers.
- Use the two-day format/ more time (8)
- Handouts of or access to presentations (7)
- Don't hold conference at weekend (7)

## From the organising committee

We are delighted that most of you had a great day, and have listened to your comments about where there were hiccups. We have learnt from your comments so thank you for taking the time to communicate with us. Next year we will try to ensure that wherever possible delegates have their 'first choice' workshop. We will try to better predict those sessions that will be popular and try to offer them on the program twice—we do try to do this but delegates always surprise us with their choices! Fortunately most delegates were very understanding—and even had a pleasant surprise when they went to their second choice. The issue of a one-day or two-day conference and issues of timing and location continue to be on our agenda.

If you would like to be involved in planning the 2009 conference please email the HEIA(Q) Secretary at [heiaq@heia.com.au](mailto:heiaq@heia.com.au) We would love to work with you.

## And to conclude

Some concluding comments from delegates:

- Excellent, stimulating, challenging. Thank you.
- Best conference I have attended.
- Excellent day! The best ever! Great work team!
- I have enjoyed the conference immensely. It was well worth the time and effort to be here.
- A great conference – even worth giving up a Saturday!
- We travelled from Cairns and the whole day was brilliant.
- It was my first conference and I gained a lot from the experience.
- Great work, thanks! Must have taken a lot of people a lot of time and effort.
- Congratulations to the dedicated people who put this together.
- Loved the student made conference satchels.
- Liked the coloured tickets for each session – easy system to follow.



*I just wanted to thank you for an informative, exciting, educational and enriching conference on Saturday. As a first timer it was a great opportunity to meet other members, the HEIA(Q) committee members as well as delegates from interstate. It has confirmed my position on the strength of Home Economics in Queensland. I came away from the conference with a to do list and have already started action on my first item. Thank you and the committee for all the effort in putting together such a wonderful conference.*

Liza Bingham, Caboolture State High School



# Congratulations to everyone!

HEIA(Q) would like to thank our Gold Sponsors, the Department of Education, Training and the Arts, and Queensland Health, and our Silver Sponsor Xyris Software for their continued support that helped make the conference a success.

## How to succeed— with conference satchels



*Just scrunching for effect*



*Applying colour to make a difference*



*Bags just hanging around drying*

*Success in the classroom is one of the most rewarding reasons to teach. Home Economics is one area of teaching and learning that can breed success in students and enhance their wellbeing positively. It was with this philosophy in teaching that I asked my colleagues and Year 9 students at Loganlea State High School to take on the challenge of designing and creating satchels for the 2008 HEIA(Q) conference.*

### Background

The HEIA(Q) Conference Planning Committee, of which I was a member, was discussing how to source conference satchels that reflected the conference theme of 'sustainability'. We were obviously looking for satchels that would have minimal impact on the environment and be suitable for the clients attending. I thought to myself that this could be a great opportunity to blend the committee's need and my students' needs and as a result see success in the classroom. I put my idea to the committee and the committee members enthusiastically supported my idea.

### Design Brief

The committee discussed with me the requirements for delegates' satchels, and I felt my students could deliver on the demand. The final brief put to students was as follows

*Design and construct a bag to be used by people at the HEIA(Q) conference:*

*A bag is needed that can hang comfortably on the shoulder while having morning tea standing up. Consider access to a pen and phone during the day. These bags need to be made in a sustainable way so that there is minimal wastage and impact on the environment.*

### Making it happen

A unit of work was set out with the assessment item reflecting the new QCAR Technology Essential Learnings. Students were given a process journal format with leading questions to complete during the development of the product. Both the sample product and the journal were assessed.

### Design development

- Students designed a sample as a whole team. The final design was formed by looking at a range of samples available on the market and considering which ones could be most easily sewn, were cost effective in the cutting out, and addressed the design brief criteria set by the committee.
- The students discussed features that they would be able to use to promote the school so the pocket was not coloured in order for the writing to be clearly seen.
- The students felt there should be a purpose for having a pocket—and decided that it could be used to hold modern day items that delegates would have and want access easily, such as mobile phone and pen. They did not want people having to waste time finding these down the bottom of their bags.

### Research for production

- Students had to work out the easiest way to construct the bag in the quickest and most professional way.
- Student research was also done into the fabrics in relation to sustainability, strength, cost, colouring and skills of students.
- Students experimented with a variety of colouring techniques. This occurred by having an all-day workshop.
- Each student produced a sample bag in order to practise and develop skills that would be needed in the mass produced bags. During this time, students developed their own ideas

*Students had to work out the easiest way to construct the bag in the quickest and most professional way.*



*Team work to the end*

*Spreading the colour*

*Robyn Gooley (R) presenting one of the satchels to a conference delegate*

and practices on the best way to put the bags together. The various outcomes were further evaluated on their successes and failures so that a 'best practice' model could be generated for mass production of the bags.

- The samples were presented to the HEIA committee for approval in terms of whether it was the kind of bag that the committee required, if the standard was creditable to hand out on the day, and whether features such as the handle and pocket were acceptable. The meeting also clarified what was to appear on the pocket.

#### **Mass production**

- Students completed the bulk of the bags sewing as a team with piece-work. This opened discussion on different ways in which textile products are produced in industry.
- Students used continual evaluation to adjust the style and production to achieve a strong and appealing product.

#### **The challenges and rewards**

The project had challenges for both the teachers and the students.

#### **Students**

Before the project, the student cohort held a strong belief that they were not successful in the area of textile development. Students had limited use of the sewing machines in Year 8 and had not used an overlocker prior to this activity. Development in this area had to be closely monitored so that maintenance was kept to a minimum and students experienced ongoing success and therefore developed confidence in the use of equipment.

As the project developed the students' confidence grew in areas of design and equipment use, and as a result their self-esteem blossomed. It was wonderful to have students evaluating their

techniques and the products they had made, and making new adjustments to the production of the product.

#### **Teachers**

For staff, the challenges included organising the resources, cutting of fabric to the suitable size in the most economical way, and making sure the equipment was up to the heavy usage by the students. These were overcome by developing new relations with local businesses and sourcing cutting equipment to assist with preparation of the fabric. Equipment maintenance continued to be an ongoing issue that was difficult to address.

Of course an ongoing challenge for staff and students was that the number of delegates kept growing, and we just could not keep up!

As the teacher in charge of such a project it was wonderful to see all the students engaged and keen to get involved in the process. Students identified their own strengths and used piece work to utilise these skills. The student-teacher relationship developed positively during the project and has been reflected in further classroom challenges set.

#### **At the conference**

There was an overwhelming response to the satchels at the conference. There was an early start to the day with many delegates keen to have one of the original bags made by the students. There was great interest in the story board that was in the foyer to tell the story of how the project came together. It was wonderful to promote the school in such a positive way.

The follow-on from the activity has been a request from the administration at Loganlea SHS as to the possibility of students completing satchels for the Year 8's entering the school in 2009. This may spark program writing for term 4 of this year.

#### **Robyn Gooley**

## HEIA hits Italy—and Italy survives!!

### **Ahh, Tuscany—beautiful one day, perfect the next.**

Yes, Tuscany not Queensland. For two weeks in July, an intrepid band of dedicated 'Home Eccies' worked tirelessly eating—I mean sampling—and drinking—I mean tasting—our way through an Italian summer in preparation for the IFHE World Congress in Switzerland.

With NSW, Victoria, Tasmania and WA also represented in our group, we were an eclectic group of 14 women and one man.

Having all met up in Rome, we began our experience with a week in the amazing Tuscan region of Chianti. We were treated to traditional Tuscan hospitality and were fortunate enough to have three wonderful cooking sessions hosted by delightful mature-aged Italian women, all passionate about food and the preparation and presentation of the same. Their philosophy of local, fresh ingredients prepared, cooked and served simply but carefully hit a chord with us all. We had the opportunity of visiting many of the small towns and villages in the region and left most of them with a range of 'resources', especially ones made of leather, ceramics or woven materials.



*Our Tuscan home*

“*We left Italy with a far greater appreciation of all things Italian, especially those things you can eat and drink*”

From our 1000 year-old villas in Tuscany, we headed off north to the city of Florence. A couple of nights there soaking up the history, and more 'resource' investing was done before heading to the coastal town of La Spezia. A boat trip to Cinque Terre was the highlight of the stay before we hit Milan. Many, many resources were available here in the capital of Italian fashion. From there, we discovered the romantic Lake Como where we cruised the lake trying to spot George Clooney's house.

We left Italy with a far greater appreciation of all things Italian, especially those things you can eat and drink, and more than a few extra kilos in our luggage.

A huge thank-you must go to Helen Keith for her exceptional organisation of this food and wine discovery fortnight! It was an experience that I'm sure we will all remember and treasure for a long time.

**Dianne Polson**



*Taking a break from cooking*

“*Their philosophy of local, fresh ingredients prepared, cooked and served simply but carefully hit a chord with us all.*”

“We were treated to traditional Tuscan hospitality”



*At the cooking school*



*For when we have finished cooking*



*Our Tuscan hosts*

# XX1 IFHE World Congress

Lucerne, Switzerland 26–31 July 2008



The XX1 IFHE (International Federation for Home Economics) World Congress was held 26–31 July 2008 in Lucerne Switzerland. Over 1000 participants from 57 countries attended the Congress.

I attended this congress along with 58 other Australians—a really amazing figure given the distance that had to be travelled, the obvious associated costs of registration and accommodation that tended to be carried as a personal expense by the majority of Australian delegates, and the loss of annual or long service leave to attend. It is little wonder that attendance at the Congress had been combined with further travel either before or after the time in Lucerne. Pre-congress tours through Italy had been organised by both Queensland and Victorian HEIA groups. Lucerne was a beautiful scenic venue with the Congress staged at the Conference Centre on the lake. The city was abuzz with the all the excitement of a very warm European summer and, whilst busy with holiday tourists, it was an easy and accessible city to navigate on foot.



This 2008 Congress was a significant Congress in that it marked the celebration of 100 years since the foundation of IFHE. The theme was *Home Economics: reflecting the past; creating the future* and the keynote address on the first day and plenary proceedings on subsequent days addressed this theme. Of significance was the presentation by Dr Donna Pendergast of the IFHE position statement *Home Economics in the 21st Century*, and the launch of the IFHE History Book (see IFHE web site).

Given that the organisation is 100 years old and I have only attended the Kyoto Conference (2004) and the Lucerne Conference (2008), my perspective is fairly limited. However, the positives for me include exposure to like-minded people on a world stage. You realise that the issues are not just local — teachers feel the same frustrations about the value of home economics in a school curriculum, globally universities suffer the loss of specific Home Economics courses. However, regardless of these frustrations, the passion, enthusiasm and commitment survive and at grass roots level, practitioners experiment with a range of solutions in the provision of resources for student practical work! I also became aware of diversity in that many member countries still experience under nutrition and basic health and hygiene are core components of courses. Concern for sustainability and waste is global but has different perspectives in different parts of the world—our self sufficiency in primary produce all year round makes us a little complacent about some food security and food safety issues.



The published program of an IFHE Congress is diverse with two 60-minute plenary sessions per day and a wide range of 15–20 minute oral presentations of research papers in time slots from 8.15 am to 5.30 pm each day. Poster presentations are another format in which research is presented. As a busy classroom teacher I felt a little challenged by my perception of 'academic' topics of research and the reality and application of the outcomes. Regardless, I took away from every session something that extends both my vision and life experience and something I can often share with colleagues or in the classroom with my students. For example, I became very aware of 'alpha females' and male



body image in Korea; the outcomes of a free school lunch in Norway; the link between traditional funerary Lambda Cloths and wild silkworms in preserving Tapia Forests in Madagascar, and developing issues regarding the care of the elderly in India as life expectancy increases.

Donna Pendergast, Associate Professor at the University of Queensland, is to be congratulated on the very entertaining, stimulating and professional presentation of her paper on generational theory. Donna identified some of the issues that face every organisation when membership is made up of a wide range of ages or generations. I felt very proud to be an Australian—it was a bit like winning a medal at the Olympics!

The program also included both a Welcome Function and Opening Ceremony that captured the Swiss essence with folk dancing, horn blowing and flag twirling. Home visits were organised for one afternoon and a fleet of buses transported 500 delegates. My bus travelled to the beautiful valley and UNESCO Biosphere village of Entlebuch where we were met and transported to many individual homes. Along with a participant from Japan, Northern Ireland, England and Korea I shared a meal and conversation with family members who had volunteered to host us.

Technical excursions on another afternoon took participants to a range of venues related to their chosen interest—food, textiles, education and hospitality. We appreciated the traditional kirschladen cake Helen Keith brought back from her excursion. We also enjoyed the displays of cow milking, wood carving, straw weaving and felt making that were held at the Congress venue. The Congress banquet was held on steam boats on Lake Lucerne and, while we viewed from the decks surprise fireworks to celebrate 100 years, a gift box of Swiss Chocolates was placed at each place setting.

The closing ceremony not only marked the changeover of Presidency from Dr Lilha Lee (outgoing IFHE President and Korean member) to Dr Geraldine Hodelin (incoming IFHE President and Caribbean member) but also the exchange of the IFHE banner to the representatives of the 2012 IFHE Congress which will be in Melbourne, Australia. There was a very large contingent of enthusiastic and energetic Victorian representatives at the Congress waving Australian flags, while the audience watched a promotion video for Victoria, and Carol Warren and Louise Gunther signed papers of agreement. We wish the team all the best and our support in their deliberations and planning and we have confidence in their ability to coordinate a successful and memorable Congress experience.

For a group of 25 made up of Queenslanders, Americans, Canadians, Japanese and Tunisian participants, the Swiss experience did not end with the closing ceremony. We had booked on one of the advertised post Congress Tours and travelled to Fribourg for more centenary celebrations and Swiss hospitality and then on to Lausanne, Zermatt and, via the Glacier Express, St Moritz.

**Andrew McVittie**

**inForm**



## Welcome to the Graduates of 2008

As a part of our commitment to the ongoing success of the Home Economics profession, HEIA(Q) will again this year be hosting a function to welcome new graduates to our association. The date has been set for the afternoon of Sunday 2<sup>nd</sup> November 2008. The time and venue have yet to be decided.

As a part of this function we will be enlisting the help of Home Economics professionals to mentor and encourage graduates to achieve a positive transition into the field of teaching.

If you would like to contribute ideas for the afternoon, we welcome your thoughts and would love to hear from you.

Please contact the HEIA(Q) student representative Joanne Spotswood on (07) 3820 7771 or by email at [jm.spotswood@student.qut.edu.au](mailto:jm.spotswood@student.qut.edu.au) for further information or to register your interest in attending. Members and non-members of HEIA are welcome.



## Food Safety Matters

### DVD now available

*Food safety matters* is a teaching and training resource on how to handle food safely in the home. The resource pack comprises:

- a teacher's manual
- a set of 26 illustrated student guides
- seven colour posters
- the video 'A case for Con Tamination'

In collaboration with Queensland Health, HEIA has now produced the video 'A case for Con Tamination' in DVD format. In 'A case for Con Tamination', Sal Monella enlists the help of Private Investigator Con Tamination in solving the mystery of her husband's illness. In investigating the cause of Mr Monella's poisoning, an inside look is taken at some common causes of food poisoning in the home. The setting is reminiscent of the Film Noir genre, and is loosely based in the 1950's.

Duration: nine minutes.

Cost \$20.00 including GST and postage

To order: Use the HEIA Order Form enclosed with the most recent HEIA journal. Alternatively go to the HEIA website [www.heia.com.au](http://www.heia.com.au) and then to the HEIA Shop to access the order form.



## inFormonline

### Are there occasions when you wish to access the HEIA(Q) newsletter InForm online?

Maybe you don't have your hard copy handy, or someone else on your staff is using it? *InForm* is available online for members by going to the HEIA website at [www.heia.com.au](http://www.heia.com.au) and then entering the Members Only section. To enter the Members Only section, you will need to have your password, which is your HEIA membership number. Your membership number is on your receipt when you pay your membership fees.

If you need help email [heiaq@heia.com.a](mailto:heiaq@heia.com.a) and we will provide you with the necessary information.

## ***DRAFT National Declaration on Educational Goals for Young Australians***

**Technology is cited as a “multidisciplinary perspective”**

**Speak up for what you believe in!**

On 7 September 2008 the Minister for Education, Julia Gillard, invited people to outline their visions for the future through the third *National Declaration on Educational Goals for Young Australians*. To view the draft declaration and submit comments, visit the MCEETYA website [www.mceetya.edu.au/mceetya/natgoals,24767.html](http://www.mceetya.edu.au/mceetya/natgoals,24767.html)

Submissions can be made until 3 October 2008.

Home economics and allied professionals are urged to consider the strength of Health and Physical Education and of Technology in this draft document and respond

accordingly. The text box on this page shows an extract from the document in the section ‘Developing world class curriculum and assessment’. HEIA(Q) urges members to advocate to your Principal and Regional Director in order to strengthen those aspects of importance to home economics education. HEIA(Q) also urges you to make a submission directly to MCEETYA. If you wish also to contribute to the HEIA submission, please email your contribution to [heiaq@heia.com.au](mailto:heiaq@heia.com.au) – well-substantiated documentation will be very much appreciated. Please submit prior to 30 September 2008 if possible to enable the final response to include your views.

### **Learning areas**

#### ***Disciplines***

The curriculum must include a focus on the following learning areas, with breadth and balance across the areas of learning being appropriate to students’ phases of development.

- English
- Mathematics
- Sciences (including physics, chemistry, biology)
- Humanities and social sciences (including history, geography, economics)
- Languages (especially Asian languages)
- The arts (performing and visual)
- Health and physical education.

#### ***Multidisciplinary perspectives***

The curriculum must also integrate multidisciplinary perspectives which both underpin these learning areas and require some specific knowledge and skills intrinsic to these perspectives. Key multidisciplinary perspectives include:

- ICT
- design and creativity
- civics and citizenship
- environmental sustainability
- business.

Education that incorporates these perspectives is vital in supporting young Australians to rise to the challenges of the 21st century with success. MCEETYA, 2008, pp.10–11

Please email your HEIA contribution to [heiaq@heia.com.au](mailto:heiaq@heia.com.au) by 30 September 2008.

***Submissions can also be made directly to MCEETYA until 3 October 2008.***

## SCHOOL PROFILE: Emmaus College

### Background information

Emmaus College is a Catholic co-educational college in North Rockhampton in Central Queensland, just north of the Tropic of Capricorn. The College operates on two sites—a junior campus of 730 students and a senior campus of 400 students. The dual campus structure allows students to work in environments better suited to their different stages of emotional and intellectual development. Emmaus is the only Catholic high school on the north side of town and, whilst it is called Emmaus now, it once existed as separate boys' and girls' campuses.

Rockhampton is considered the 'beef capital'. However, mining is also prominent in Central Queensland as well as a variety of businesses, so our school has a diverse community.



### Home Economics at Emmaus College

We are very fortunate that Home Economics is a highly valued subject that has been thriving in our school for many years and is viewed as being integral to lifelong learning of students. Our subject is compulsory for one semester in Year 8 and students then choose electives in Years 9 and 10 in both Food and Textiles. In year 11 and 12 we offer Hospitality, Home Economics and Early Childhood with six, three and two classes of these respectively.

The increased popularity of our subject has at times caused a few timetabling headaches for administration but they have always worked out ways to ensure our subject is an option for those students who wish to study it.

We have an extremely dedicated team with four full-time teachers, one part-time teacher and a full-time teacher aide, so collectively, there is 75+ years of teaching experience amongst us.



Back row – (L-R) Brenda Bickerstaff, Lois Kilgour, Alice Nelson  
Front row – (L-R) Leanne Markwell, Maria Learmonth

Margaret Hames  
(teacher aide)



## **An interview with Maria Learmonth, Head of Home Economics**

### ***What do you do to promote home economics at your school and in the community?***

There are numerous occasions throughout the year that assist in the promotion of our subject as we are a visible presence at many school functions. So far this year we have played a major role in a Mother's Day morning tea, conducted restaurants with our Hospitality students, cooked meals for staff and provided food for approximately 150 staff and students involved in our 'South Pacific' production. We will also be involved next term with 'Turning on the Talent' where we showcase student work that has been completed in textile classes as well as provide food for the evening.

### ***Is the Home Economics department well supported in terms of professional development?***

The professional development of our staff is highly regarded and supported by our school. Attendance at regional workshops as well as the annual state conference coupled with two representatives on the local panel and state panel keep us up to date with current curriculum initiatives and standards. This also provides us with the

opportunity to share ideas with those outside our region so on our return we are invigorated and inspired and ready to impart this learning into our classroom.

### ***What is fabulous about home economics at your school?***

'Fabulous, fun, exciting and challenging' are just a few words that we hope students may say about our subject. 'Enthusiastic, passionate and innovative' may describe the teachers who work so hard to keep our subject alive. A department is not just about people doing their work each day, going home and returning to do the same thing again. It requires commitment, energy, responsibility, creativity and so much more and, as a team we all do this as teachers of Home Economics in our school. We offer support, share our ideas, lend a hand when needed, have a laugh together, drink coffee and enjoy our time together each day we are at work.



## Quotes for thinking about sustainable textiles

The quotes that follow are predominantly from Fashioning Sustainability (March, 2007) that looks at social, environmental and economic impacts at every stage in the production of clothing. The article, available at <http://www.forumforthefuture.org/files/Fashionsustain.pdf> raises a number of issues and discusses possible solutions. The screen shots show some supporting websites.

### Sustainability challenges

“But to make sustainable clothing mainstream there are some overarching aspects of the industry that need to be tackled. We have identified eight key issues:

1. Fashion consumption – the increasing number of fashion items that we buy and then dispose of.
2. The intensity of cotton production requiring lots of energy, water and pesticides.
3. Working conditions across the supply chain from cotton production to sweatshops.
4. Energy consumed when we are washing our clothes contributes to climate change.
5. Chemicals in the working environment can be toxic and damage workers' health and the local environment.
6. Unsustainable man-made fibres that can take longer to degrade in landfill sites.
7. Fashion miles that burn carbon as fabric and clothing are transported around the world.
8. Animal welfare – ensuring that good standards are upheld during leather and wool production, and avoiding fur.”

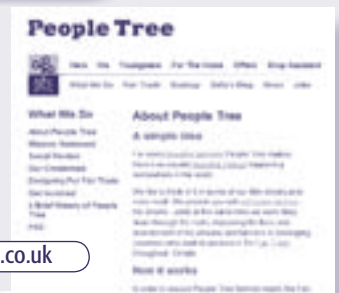
**Source: Fashioning sustainability** <http://www.forumforthefuture.org/files/Fashionsustain.pdf>

### Producing natural fabrics sustainably

“An overall solution might be to **substitute cotton for other natural materials**. Hemp, for example, has many redeeming qualities, as a recent report outlines, “*Hemp is four times stronger than cotton, twice as resistant to abrasion, and more resistant to mildew, soiling, shrinkage and fading in the sun. In addition, hemp plants need little irrigation and significantly less pesticide or other chemicals.*” There is also growing interest in ‘bio-fibres’, which include bamboo, soy, algae, maize, agricultural waste and nettle.”

**Source: Fashioning sustainability**

<http://www.forumforthefuture.org/files/Fashionsustain.pdf>



<http://www.peopletree.co.uk>

### Ensuring animal welfare

“Companies should ensure that their products are **cruelty free products**. For example that the leather and/or skins that they buy are by-products of the meat industry and not on the endangered species lists and that they have a ‘no fur’ policy.

“In the creation of ‘peace silk’, moths are allowed to emerge from their cocoons to live out their full life cycle. The silk is degummed and spun like other fibre, instead of being reeled.”

**Source: Fashioning sustainability** <http://www.forumforthefuture.org/files/Fashionsustain.pdf>



<http://www.greenfibres.com/pages/default.aspx>

### Global fashion markets and trade

“As with most industries that involve long supply chains there are concerns over distribution of profits. This chart shows that even though most production occurs outside the UK, the largest gross profit throughout the clothing supply chain is for the retailer. This reflects the high costs of operating in the UK but also raises questions over **fair pay** further down the supply chain.”

**Source: Fashioning sustainability**

<http://www.forumforthefuture.org/files/Fashionsustain.pdf>





<http://www.cleanclothes.org/>

## Fashion workforce

“Poor treatment of labour can include people working for **unreasonably low wages**, **excessive hours** or overtime, in **dangerous conditions** and employing **child workers**. The focus on the use of child labour in the textile industry means that it has decreased significantly in the last 10 years, although it is still an issue in cotton production. Many of the issues are complex and based on local cultures and so require local solutions.”

**Source: Fashioning sustainability**

<http://www.forumforthefuture.org/files/Fashionsustain.pdf>

## Fashion chemistry

“Consumers should use washing liquids that contain less than 5% phosphates or are phosphate free. Washing liquids normally contain fewer phosphates than washing powders, with tablets having the highest concentration. Eco-labelled detergents do not contain any phosphates and are said to be 100% biodegradable.”

**Source: Fashioning sustainability**

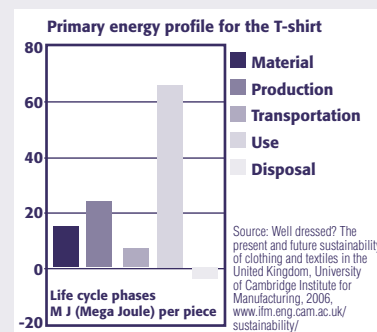
<http://www.forumforthefuture.org/files/Fashionsustain.pdf>

## Clothing care

“**Washing, drying and ironing** often accounts for the most significant **use of energy** in the clothing lifecycle. Depending on which materials the clothes are made from, as much as 80% of the carbon ‘footprint’ of clothing can be caused in its washing and care, contributing to climate change. This problem is made worse by the way we care for our clothes after we buy them. Most washes are used to freshen rather than clean clothing..... Eliminating tumble drying and ironing, in combination with the lower wash temperature, leads to around 50% reduction in the climate change impact of a piece of clothing.”

**Source: Fashioning sustainability**

<http://www.forumforthefuture.org/files/Fashionsustain.pdf>



## Fashion miles

“We’ve all heard about food miles, the distance our food travels from farm to fork. So what about **clothing miles** – or the distance the various components of our clothing travels from field/factory to wardrobe?”

**Source: Fashioning sustainability**

<http://www.forumforthefuture.org/files/Fashionsustain.pdf>

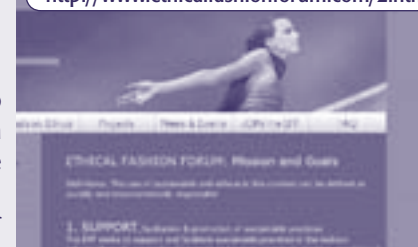
## Fashion consumption—Disposal

“The immediate post-war culture of valuing clothing (re-using fabrics or handing them down through the family for re-use) has ended. **Increasing amounts of clothing are ending up in landfill** when it could be recycled or re-used. The relocation of UK clothing production has also removed industries which may have been able to reuse or recycle used clothing. We purchased approximately 1.9m tonnes of textiles in 2005, and in the same year discarded 1.2m tonnes which went to landfill or was incinerated. Only 0.3m tonnes were resold or recycled through charities.”

**Source: Fashioning sustainability**

<http://www.forumforthefuture.org/files/Fashionsustain.pdf>

<http://www.ethicalfashionforum.com/2.html>



<http://www.keepandshare.co.uk/index.html>

## Fashion consumption—Design

- “A flexible approach to design for different patterns of clothing use. For example **disposable underwear** that comes with wormeries. Selecting durable clothes for those black trousers and then biodegradable ones for those one offs could offer a more sustainable solution.”
- “Upgrading clothing by some form of **remanufacturing** – for example replacing certain panels within a dress might allow a sufficient ‘fashion upgrade’ to give new value to otherwise outdated styles”
- “Encourage the use of **accessories** or second hand / vintage clothing to show individual style”

**Source: Fashioning sustainability**

<http://www.forumforthefuture.org/files/Fashionsustain.pdf>

# Review of Active-Ate, a nutrition and physical activity curriculum resource

## Introduction

In May 2008 the Health and Physical Education (HPE) Unit of Curriculum Division, Education Queensland reviewed its online *Active-Ate* resource which reflected (then) current Education Queensland (EQ) policies and curriculum documents. It comprised:

- introductory information outlining key EQ and Commonwealth Government nutrition and physical activity initiatives
- five fact sheets developed in collaboration with Queensland Health for when a suitable alternative from a reputable website source could not be found
- website links to provide current and accurate information for teachers, students and parents around nutrition and physical activity.
- classroom activities developed for students from Prep to Year 12 including worksheets and links to relevant websites and relevant EQ policies. Three modules developed by Queensland Health addressing nutrition and oral health were adapted for the site.

The HPE Unit sought to determine the extent to which the *Active-Ate* resource meets the professional needs of users and suggestions for what would be included in a revised resource. Members of HEIA(Q) and ACHPER (Qld) and teachers who

had participated in various workshops conducted by Education Queensland were invited to participate in the review by completing an online survey about *Active-Ate*. In total, the survey was sent to 909 professionals, with a response rate of 227 (25%). The majority of respondents were secondary teachers (166), with 22 primary educators, and 39 'other'. Clearly the proportion of primary to secondary teachers who responded to the survey was inconsistent with the number of primary and secondary teachers in the education system. A limitation of the data was the poor access to primary school teachers. Of the 22 primary school teachers, 17 were Physical Education teachers (some were also classroom teachers). Of the 166 secondary teachers, 145 were Home Economics teachers, 22 Health teachers, and 21 Physical Education teachers, with some teachers having multiple roles. Again these proportions are inconsistent with the number of teachers in the system.

In addition, HEIA(Q) was asked to nominate representatives to attend a focus group meeting as the original group did not include secondary Home Economics teachers. Data were also collected from hits on the *Active-Ate* website. This report provides information on those components of the review in which HEIA(Q) and ACHPER(Qld) were involved, namely the online survey and the focus group.

## Findings

### Suggestions for a revised website resource

#### Survey results

Survey respondents identified the following online features as useful:

- Approaches to nutrition education
- Sequencing of content
- Units of work
- Assessment
- Links to the Senior Home Economics syllabus (The State of Queensland, 2005)
- Links to the Health and Physical Education Essential Learnings (The State of Queensland, 2007)
- Fact sheets
- Professional readings
- Links to documents
- Case studies
- Links to other organisations
- Professional development modules
- Discussion forums

Of the range of curriculum support materials suggested, the least useful was perceived to be a discussion forum.

#### Focus group

Teachers in the focus group wanted explicit information around processes and pedagogy and the utilisation of content with practical examples, tips and ideas around nutrition education and physical education/activity. Other requests included:

- website links to Education Queensland approved relevant sites
- a Years 1–12 focus
- short activities, discussion starters and icebreakers
- units of work with assessment (including links to Key Learning Areas)
- national and international trends in health education
- a help site to quickly find information available on a topic
- teacher-generated games to share with other teachers
- visuals or video clips to give clarity to activities and games.

Teachers were looking for approaches, strategies and support materials to assist them in planning and teaching nutrition and physical activity. They were less interested in support in the form of professional readings and discussion groups.

## Findings cont.

### The extent to which the *Active-Ate* online resources were accessed by the target audience

#### Survey results

Of the 227 respondents, 127 (56%) had heard of *Active-Ate*, with 65 of those being primarily concerned with only nutrition education, 13 being concerned with physical activity, 47 concerned with both and two (n = 2) not known interest areas. Ninety four respondents (41%) had not heard of *Active-Ate* and six (3%) did not respond to the question.

### The usefulness of *Active-Ate* to the target audience for planning and/or assessment

#### Survey results

Of the 203 respondents whose work was concerned with nutrition, 64% had not heard of *Active-Ate* or had heard of it but had not used it for planning and/or assessment (see Figure 1). Of the 85 respondents concerned with physical activity, 67% had not heard of *Active-Ate* or had heard of it but did not use it (see Figure 2).



Figure 1: Nutrition educators' use of *Active-Ate*

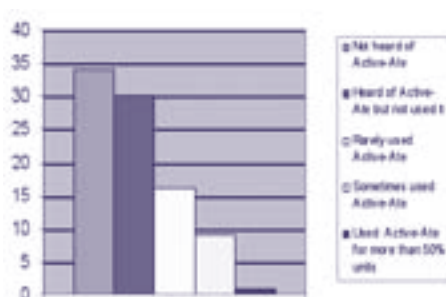


Figure 2: Physical activity educators' use of *Active-Ate*

#### Focus group

The focus group provided insights into why so few people used *Active-Ate*:

Those that had heard of the site found it difficult to locate.

One secondary Health and Physical Education teacher identified that it seemed aimed more at primary schools than secondary schools.

The group identified that *Active-Ate* is not a particularly useful resource for teachers due to the general nature of the website, its lack of pedagogy, assessment and support of physical activity and its reliance on downloadable files that are time consuming to download and difficult to adapt.

### The *Active-Ate* components most effective or least effective in meeting the intended outcomes

#### Survey results

Approximately 84% of nutrition educators who had used the *Active-Ate* website found it 'Always useful' or 'Sometimes useful', varying from to 94% for Fact sheets to 59% for Parent resources (Figure 3).

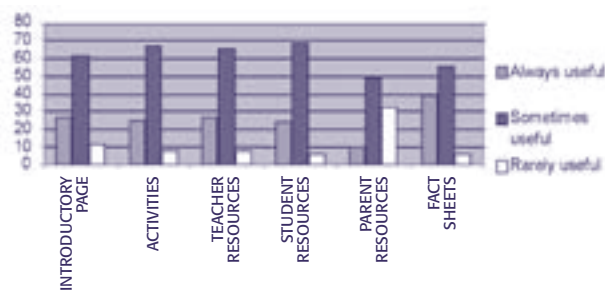


Figure 3: Usefulness of *Active-Ate* components to nutrition educators

Of the physical activity respondents who used *Active-Ate*, 86% found the site either 'Always useful' or 'Sometimes useful', varying from 96% for Fact sheets to 71% for Parent resources (Figure 4).

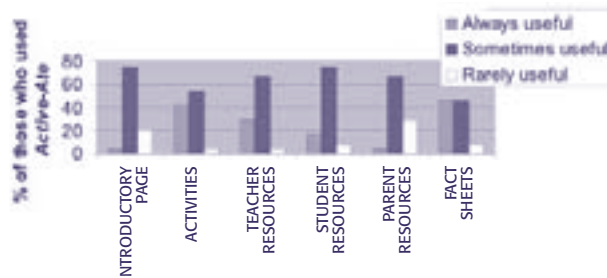


Figure 4: Usefulness of *Active-Ate* components to physical activity educators

#### Focus group

Although the focus group provided more detailed information about how teachers used the *Active-Ate* site, participants noted that *Active-Ate* was generally not used by them as a resource. Most of the participants did not want or need content; instead they wanted information around process and pedagogy with practical examples, tips and ideas. The respondents who did use *Active-Ate* indicated that whilst the information on the site was useful, it was inadequate and did not give them support in planning and teaching nutrition and physical activity.

## Conclusion

The current *Active-Ate* website does provide some material that the small number of teachers who used the site found useful. Overwhelmingly, however, teachers are not using the site.

## HEIA(Q) 2008 Regional Workshops: *From consumer to citizen*

# The regional workshops swing into action

The 2008 HEIA(Q) regional workshop program is well and truly under way with five of the ten workshops already completed. The need for this workshop has been demonstrated by the high numbers of people attending and the fact that no workshops have had to be cancelled due to low numbers of registrations.

### Attendance

Rockhampton:	20 members; 9 non-members
Brisbane (South):	34 members; 0 non-members
Gold Coast:	16 members; 0 non-members
Wide Bay:	9 members; 3 non-members
Cairns:	13 members; 5 non-members

### What the day looks like

Busy, I guess, sums it up. After some introductory input about the Essential Learnings and expectations regarding assessment and standards, the participants get on with their own planning and start their assessment. Typically, more than one participant has come from each school and they work as a team to plan something they can take back and use at their own school. Where a participant comes as the sole representative of their school, they elect to either team with someone else or work solo. The day involves lots of discussion and debate as teams work out how best to interpret the Essential Learnings in ways that will work for their own context. The opportunity to network and share ideas is excellent—so much to share, ideas and directions to clarify, stories and resources to inspire each other—but never enough time when there is solid work to be done.

### How does 'From consumer to citizen' fit in?

As advertised in the professional development brochure, the concepts related to alignment, assessment and standards are modelled using ideas that reflect 'from consumer to citizen'. However, participants work on a unit that best suits their own need. Having said that, it is great to see the number of 'sustainability' ideas that are coming forward in the planning. For example, one team developed a Year 8 unit that introduced students to a design process and to practical textiles skills. The brief was along the lines that students had to design and make a textile product (of their individual choice) that was to contribute to a class display that promoted 'sustainability messages' in the context of textiles. Another group developed a unit that focussed on 'Where does your food come from?', which enabled them to explore a range of ideas related to food miles, local foods, animal rights, use of land for feed for cattle etc. Another group developed a school 'Coffee shop' unit whereby the coffee shop was to be an eco-coffee shop—the unit looked at not only eco-foods to be designed and prepared, but eco issues around the table coverings, napkins etc.

### Budget matters

HEIA(Q) works on an equity principle when planning its workshops in that the workshop costs the same for participants regardless of where the workshop is run. Clearly there are different profits and losses for each workshop dependent on participant numbers and costs incurred in running the workshop—for example, whether we have to pay for flights and accommodation for the presenter. However, we do try to balance it out so that we all pay the same. Despite this, we do unfortunately have to put a minimum number on workshops to make sure that the whole program across all workshops is viable. We acknowledge that some delegates still have to travel some distance to get to the workshops, and remind members that they may be eligible for funding from the Priority Country Area Program to help with travel and accommodation costs.

## Term 4 workshops

### Roma

Saturday 11 October 2008  
9.00 am – 3.30 pm  
Roma State College

### Mackay

Monday 20 October 2008  
9.00 am – 3.30 pm  
Mackay North SHS

### Brisbane

Saturday 25 October 2008  
9.00 am – 3.30 pm  
Virginia Palms  
Sandgate Road  
Boondall

### Townsville

Saturday 1 November 2008  
9.00 am – 3.30 pm  
Mercure Inn Townsville

### Sunshine Coast

Saturday 8 November 2008  
9.00 am – 3.30 pm  
Surfair on Marcoola Beach

### COSTS

Members: \$85.00  
Non-members \$115.00  
Morning tea and lunch are provided  
Costs include GST

## CASE STUDY

### Wide Bay workshop

There were twelve participants at the Wide Bay Regional workshop held at Urangan SHS on Saturday 2 August. Not a huge number but this is the first time we have hosted a workshop at Wide Bay and we were pleased that we had sufficient numbers for it to take place. We are hoping that our numbers will build in the future. It was an extremely successful workshop with participants feeling well informed. The highlight of the day was listening to presenter Jan Reynolds, who is indeed knowledgeable and answered ALL our questions—thanks Jan!!

We all felt a need to SHIFT OUR THINKING when Jan explained the background to the Essential Learnings. Gone are the days when all students make a pencil case!!! The Essential Learnings indeed give us the opportunity to unclutter our units of work and ensure that we follow through the year levels. We also see the need to look forward to what the students need to learn whilst they are with us. Jan also discussed teaching strategies for this information age and the need to teach conceptual understanding, then how to apply and where to go for content.

Jan also CHALLENGED us to consider what we offered to students and why. A strong message from the Essential Learnings is about increasing the rigour. We examined how to do this by keeping what works, discarding the rest and finding out where kids are at. Jan provided samples of unit ideas that combine both health and environmental sustainable issues. Our challenge is to use what we know engages and motivates students and yet cover the Essential Learnings.

Then it was time for ACTION!!! All had brought an idea for a unit of work and now it was time to write up a sample alignment planner. That was extremely challenging as we had to really interrogate our thinking and head in a new direction—relevant to being informed citizens in a sustainable environment. Some of us didn't get as far as we would have liked to as we got stuck in these issues and working out how to give the students more choice with tasks—i.e. not dictating what to sew, cook, etc.

So now it's back to the daily grind and for once it won't be forgotten or shoved in a corner.

**Rosemary Gilby**



*Gold Coast delegates making sure lunch is on track*



*Gold Coast delegates hard at work*



*Someone has to wash up!  
(cleaning up after the Wide Bay workshop)*



*Wide Bay delegates hard at work*



*Workshopping in Cairns*

## NEWS FROM OTHER ORGANISATIONS



### CONSUMERS' FEDERATION OF AUSTRALIA

Newsletter Issue No. 32 July 2008

#### Buying and Selling Organic Food – New edition

Originally published in 2005 *Buying and Selling Organic Food* has been updated with new and additional information. The new edition is endorsed by the Organic Federation of Australia.

The Author, John Furbank, the CFA representative on the Standards Australia Organic and Biodynamic Products Committee says *'One of the great things about involvement with the CFA is the insight it provides to consumers' needs and their vulnerability in today's market place. This has enabled me to include new material that is important to consumers.'*

The Guide provides expert advice on:

- how consumers can make sure what they buy is organic;
- the importance of certified goods;
- an insight into the Australian organic industry;
- areas for consumer awareness; and
- why an increasing number of people buy organic.

The Guide also includes important information for suppliers including planning, certification (and how to become certified), the do's and don'ts of marketing, advertising and labelling, and a summary of consumer protection and other regulations in relation to organic food.

Available from SAI Global Publications Sales Centre, Phone: 131 242

www.saiglobal.com/shop/ Email: sales@saiglobal.com

(Code GB 018–2008, ISBN 1 921093 46 3)

Price: \$29.92 (inc GST) or download PDF \$26.93 (inc GST)

#### Special Offer

CFA members may buy direct from the author and pay \$19.95 plus postage and packing.

**Contact John Furbank. Email: [furbank@bigpond.com](mailto:furbank@bigpond.com) Tel: 0423 515 134**



### *Missing in lack of action:* **Teacher Excellence Awards**

Did you notice anything missing from the closing session at the HEIA(Q) 2008 State Conference 'From Consumer to Citizen'?

How can it be that we have approximately 600 Queensland members and not one nomination for the HEIA(Q) Home Economics Teacher Excellence Awards?

We know that there are teachers out there who demonstrate excellence across teaching practice, curriculum development, student outcomes and professional activities.

Please help HEIA(Q) to recognize their outstanding work by nominating these teachers for the 2009 Home Economics Teacher Excellence Awards.

**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.

# Daring to dream

Preferred futures through Home Economics



HEIA

National Conference

Darwin 2009 July 8-11



## About the conference

The 2009 HEIA conference *Daring to dream* will explore visions for preferred futures for all individuals and families, locally and globally, especially as they relate to a socially just society.

We are *Daring to dream* that, one day, everyday practices related to home and family living will spontaneously be actions that are supportive of preferred futures for socially just, local and global communities.

The conference will examine global issues concerning social justice as they pertain to home economics—that is, in the context of everyday living. As such it will explore family, relationships, housing, food and textiles through a lens of promoting ethical practices.

educate  
socially just society  
fairness for all  
inform  
equal opportunity  
advocate  
rejection of discrimination



heia

Home Economics Institute of Australia Inc.



## 2008–2009 Diary Dates

### SEPTEMBER

- 6 **HEIA(Q) Regional Workshop – CAIRNS**  
Rydges Tradewinds, Cairns  
Contact: Yve Rutch  
Tel: 07 3353 1266  
Email: rutchy@northside.org.au

### OCTOBER

- 11 **HEIA(Q) Regional Workshop – ROMA**  
Roma State College, Roma  
Contact: Yve Rutch  
Tel: 07 3353 1266  
Email: rutchy@northside.org.au
- 11 **Luncheon: Past and present members of HEIA(Q) Committee of Management**  
Venue to be advised  
Contact: Yve Rutch  
Tel: 07 3353 1266  
Email: rutchy@northside.org.au
- 20 **HEIA(Q) Regional Workshop – MACKAY**  
Mackay North SHS, Mackay  
Contact: Yve Rutch  
Tel: 07 3353 1266  
Email: rutchy@northside.org.au
- 25 **HEIA(Q) Regional Workshop – BRISBANE NORTH**  
Virginia Palms Hotel, Boondall  
Contact: Yve Rutch  
Tel: 07 3353 1266  
Email: rutchy@northside.org.au

### NOVEMBER

- 1 **HEIA(Q) Regional Workshop – TOWNSVILLE**  
Mercure Inn, Townsville  
Contact: Yve Rutch  
Tel: 07 3353 1266  
Email: rutchy@northside.org.au
- 8 **HEIA(Q) Regional Workshop – SUNSHINE COAST**  
Surfair on Marcoola Beach, Marcoola Beach  
Contact: Yve Rutch  
Tel: 07 3353 1266  
Email: rutchy@northside.org.au
- 10–11 **Curriculum Corporation Conference**  
Melbourne  
www.curriculum.edu.au

### JULY 2009

- 8–11 **HEIA National Conference**  
*Daring to Dream*  
Darwin, Northern Territory

### HEIA(Q)

PO Box 629, Kallangur Qld 4503 Tel/Fax 1800 446 841  
Email: heiaq@heia.com.au Website: www.heia.com.au/heiaq