



in **Form**

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

June 2008



Home Economics Institute of Australia (Qld) Inc.

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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.*

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HEIA(Q) Home Economics Teacher Excellence Awards—It's up to you

It is time to recognise and celebrate the commitment of teachers within our profession.

Do you have a colleague that you believe deserves this recognition? Please share this with us by completing the nomination form included in this edition of *InForm* or on the web site at www.heia.com.au/heiaq before the closing date of Friday 25 July, 2008.

Recipients will receive their award at the state conference on Saturday 23 August.

HEIA(Q) would like to acknowledge these people but finding out about their activities, dedication and achievements is impossible unless you are prepared to share these details with us.

So:

- Teachers—recognise your colleagues or your HOD, either at your school or another school.
- HODs—nominate your staff, recognise other HODs or professional colleagues from other schools.

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**Take the time to
nominate—share with
others your colleague's
accomplishments—let
us all recognise and
celebrate the great
work done by Home
Economics teachers
in Queensland.**

School food is changing

A presentation about how school food is changing in the UK

by the Cotswold Chef, Rob Rees

Thursday 22 May 2008, Mt St Michael's College, Ashgrove, Brisbane

During his recent tour of Australia, celebrity chef Rob Rees presented an HEIA(Q) seminar about radical changes in school food that have been taking shape in England since the premier of Jamie Oliver's School Dinners television series in 2005.

Jamie Oliver highlighted and raised public awareness about the issue of poor nutritional standards in schools and the ignorance of students with regard to poor food choices. Following that, with the assistance of the former Prime Minister Tony Blair, Rob Rees and a variety of other passionate and motivated people, joined and helped steer a national committee chaired by Prue Leith known as the 'School Food Trust'. The vision of the Trust is to *'transform school food and food skills to promote the education and health of children and young people by improving the quality of food supplied and consumed in schools.'* The Trust aims to turn the overarching vision into a reality within 3 years using the following goals as a guide:

- Increase the uptake of school meals
- Ensure all schools meet the relevant standards for lunch and non-lunch by recommended timeframes
- Improve food skills through food education and school and community initiatives
- Reduce diet-related inequalities in childhood.

Rob noted that it is a challenging task but one that could no longer be disregarded. With 25,000 schools in England serving 6 million hot lunches per day, bringing about the kind of nutritional revolution required was not going to be an easy feat. They had a budget of lottery-funded £20million.

Rob noted the nutritional issues, showing the parallels with Australia:

- Dietary fibre intakes are 33% below recommended levels.
- 25% of 15–18yrs girls had inadequate calcium intakes.
- 50% of 11–14 yrs girls had inadequate iron intakes.
- Children's diets closely linked to concentration, behaviour, socialisation and educational achievement.
- Almost ½ million children 8–16yrs do not eat breakfast.

The timelines included the introduction of:

- food-based standards for school lunches
September 2006
- standards for school food other than lunch
September 2007
- nutrient standards for primary schools' lunches
September 2008
- nutrient standards for secondary schools
September 2009.

The food-based standards include:

- more of these healthier items: fruit and vegetables; drinking water; healthier drinks
- restricted or no longer allowed: confectionery; salt and condiments–restricted; snacks–restricted; no cakes and biscuits; deep fried food–restricted; starchy food–restricted; meat products–restricted.

The nutrient-based standards include (these are just some of them):

- Energy: 30% of the estimated average requirement
- Protein: Not less than 30% of reference nutrient intake
- Total carbohydrate: Not less than 50% of food energy
- Non-milk extrinsic sugars: Not more than 11% of food energy
- Fat: Not more than 35% of food energy
- Saturated fat: Not more than 11% of food energy
- Fibre: Not less than 30% of the calculated reference
- Sodium: Not more than 30% of the 2003 SACN Recommendations



Primarily, the target was educating and effecting change to school dinners, not unlike Queensland's recently developed Smart Choices Policy. However, the difference mainly lies in that in the UK the dinners are hot meals and students sit down in a dining room to eat them. Like Australia, some children take packed lunches to school. Onus was placed on manufacturers to produce food that was tasty, nutritious and that met strict nutritional guidelines ensuring that all meals offered provided students with almost a third of their recommended nutrient intake (RNI) for a day. However, the committee recognised that the problems were much wider than those simply within the lunch menu and vending machines.

Rob talked briefly about the concept of the 'Ten Plates for Success' model the committee developed to drive the revolution:

- Involve pupils
- Engage parents and carers
- Involve adults as role models
- Make food and drink integral to the whole school day
- Maximise take-up of free school dinners
- Take positive steps to reducing packed lunches
- Promote and market food effectively
- Make the food tasty and attractive
- Make lunchtime a good experience
- Manage resources.

The Trust has initiated some radical changes within the curriculum sector that will afford every student aged 11 years (first year in high school) the opportunity to undertake cookery classes if they should so choose, regardless of numbers in class sizes and timetabling. They have also instigated greater development of nutrition education into primary school sectors and as a result of these strategies will be in need of over 800 Food and Nutrition teachers in the next few years to deliver this massive undertaking. Another initiative is a national network of community cooking clubs aiming to address the lack of cooking skills—approximately 4,000 in England

Part of the overarching plan was to move beyond the school yard, and as a result the reform has included the development of a variety of curriculum resources, posters, advertisements, websites and community projects designed to engage families and whole communities to bring about holistic social changes across the board.

Rob had recently visited Cairns and was heading to Sydney and Melbourne to promote his work before returning to England, and was keen to hear of the nutritional practices and policies we currently have in place in Queensland schools. This wonderfully charming and passionate chef was keen to engage our delegates in extensive discussion after his presentation and with 55 delegates from a variety of educational, nutritional and curriculum backgrounds, the discussion was diverse and truly engaging. One theme we all agreed on though, was that, when marketing healthy foods to kids we need to get smarter and drop the label 'healthy', replacing it with the more alluring term 'tasty' if we are to really grab the attention of our savvy teenage clientele.

Despite some very obvious differences in the delivery of meals and nutrition education between the UK system and those here in Australia, it became very clear throughout the session that we as Australian home economists are equally as passionate as the Brits about the nutritional outcomes of our youth and their futures.

HEIA(Q) would like to acknowledge and thank Rob Rees for his presentation, Nutrition Australia for introducing Rob Rees to HEIA(Q), and Renae Stanton and the staff and students at Mt St Michaels College for hosting the presentation and providing the deliciously refreshing afternoon tea.

The power point presentation from the session can be located on the HEIA(Q) website www.heia.com.au/heiaq and further information about Rob Rees and his endeavours can be found at <http://www.robrees.com/>

Kylie King

For me, the seminar reminded me to pursue the planning of a Year 9 unit with the Agriculture Department that I have had preliminary discussions about already. It also gave me an idea for changes to our Smart Choices based assignment for Year 11 Home Economics students and how we could incorporate some of our hospitality competencies within the tuckshop setting—particularly in light of the staff issue which prevents a more desirable range of items on the menu.

**Cheryl Conroy,
Dakabin State High School**

I found the presentation most valuable. Whilst the scenario of creating change in English schools is so different to ours, his presentation outlined so clearly the process of change and the unique role that Home Economics teachers have as nutrition educators and advocates. Rosemary Stanton has always stated that we are positioned well to advocate for change in our schools. The Cotswold Chef outlined for us that using a whole-school approach of engaging the community in shared health outcomes is the most sustainable way of creating healthy eating habits in our students.

Margaret Duncan, Loreto College

Rob was an engaging and passionate speaker who highlighted that I believe we are on the right path with many of our school-based nutrition interventions albeit on a much smaller scale here in Australia. I was most impressed with how the School Food Trust has been able to keep the momentum for the project running and had continued successes with lobbying government for additional funding for more work to be done in the wider school community. It highlighted to me that there is also plenty of further work to be done.

Thank you for facilitating this event, I thoroughly enjoyed it.

Kellie Hogan, Nutrition Australia



Essential Learning and Standards

A focus for the regional workshops

The brochure for the 2008 Regional Workshops has been sent to all HEIA(Q) members and to all Queensland schools with a secondary department. If you have not received yours please contact Yve Rutch by email at rutchy@northside.org.au or by telephone on 07 3353 1266.

The first four workshops are early in term 3 so we are hoping that members will register quickly so that decisions can be made about resourcing the workshops—and indeed whether they have to be cancelled if there are insufficient registrations.

THEME

- *Sustainable futures and home economics*, complementing the professional development at the state conference and at the World Home Economics Day celebration.

FOCUS

- Developing units of work and assessment tasks with related criteria and standards to reflect the recently released Essential Learnings and related Assessable Elements and Standards.
- The examples provided will model home economics units related to sustainability, but participants will choose their own topics and design work that suits their own context.

STYLE

- Hands-on, full-day workshops to enable teachers to engage critically in the development of units of work and related assessment that reflect the Essential Learnings and related Standards

WHAT THE DAY WILL LOOK LIKE

The following is indicative of how the day might look:

Introduction

This will vary dependent upon the 'starting point' of delegates. The intent of the Introduction is to ensure that all delegates have a clear understanding of the Essential Learnings and Standards from the Queensland Curriculum Assessment and Reporting Framework, and what these mean for home economics education. Delegates will also be given a template for aligning curriculum, assessment and pedagogy in the context of the Essential Learnings and Assessable Elements that accompany the Essential Learnings. Those who are already familiar with the Essentials, Standards and alignment processes, will commence the alignment of their own unit of work.

Alignment curriculum, pedagogy and assessment

Participants will use the Essential Learnings, Assessable Elements and Standards Descriptors to identify relevant curriculum intent, and then work towards a program overview that aligns the curriculum intent with the pedagogy and assessment. Examples will be provided, modelling a unit of work that addresses the Essential Learnings relevant to home economics and integrates sustainable futures. However, delegates will develop a unit relevant to their own school context. Those who might already have an aligned unit might, at this stage, commence the assessment phase. The final session will enable participants to engage in the development of quality criteria and standards descriptors that accommodate the current demands of the Assessable Elements and Standards in QCAR that enable reporting on A–E.

Participants may decide to focus on any one part of the day's program.

AT THE END OF THE DAY

At the end of the day each participant should have:

- an overview of a unit that will be motivating to students and demonstrate intellectual rigour as depicted in the Essential Learnings and Standards
- an outline of explicit teaching that is needed to ensure the students have the cognitive, practical and affective skills to complete the unit successfully
- an outline of the assessment
- criteria and standards that reflect the Assessable Elements and Standards Descriptors in QCAR.

WHO SHOULD COME?

- Coming with a colleague from your school would be a good strategy. However, if this is not feasible, we can team people when they arrive (if they wish to be teamed).
- Teams from the high school and from one or more feeder schools would help build networks and develop continuity across the phases of learning.
- Coming by yourself is also fine—we will ensure that the set-up works for everyone.

TO BRING WITH YOU

- An idea for a unit of work.
- Other resources you think might be useful—for example, resources that will prompt disciplinary ideas, Home Economics Subject Area Syllabus and/or other Years 1–10 syllabus materials.
- A laptop if you wish to work electronically.

We will be working from the Essential Learnings and Standards, which will be provided for delegates.

2008

Regional

Workshops

Dates & Venues

TERM 3

Rockhampton

Monday 14 July 2008
9.00 am – 3.30 pm
Rockhampton Plaza Hotel
161–167 George Street
Rockhampton

Brisbane

Saturday 19 July 2008
9.00 am – 3.30 pm
Diana Plaza Hotel
Annerley Road
Woolloongabba

Gold Coast

Saturday 26 July 2008
9.00 am – 3.30 pm
Trinity Lutheran College
641 Ashmore Road
Ashmore

Wide Bay

Saturday 2 August 2008
9.00 am – 3.30 pm
Urangan SHS
Robert Street
Hervey Bay

Cairns

Saturday 6 September 2008
9.00 am – 3.30 pm
Rydges Tradewinds Cairns
137 The Esplanade
Cairns

TERM 4

Roma

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

Mackay

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

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
Woolcock Street, Hyde Park

Sunshine Coast

Saturday 8 November 2008
9.00 am – 3.30 pm
Surfair on Marcoola Beach
923 David Low Way
Marcoola Beach

COSTS

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

INFORMATION

REGISTRATION PROCEDURES

The back page of the brochure sent to members is the registration form for the regional workshops. Alternatively it can be accessed from the HEIA(Q) website <http://www.heia.com.au/heiaq/images/HEIAQPD%20Brochure08.pdf> – or there is a link to it on the HEIA(Q) Home page. Upon payment the registration form will become your tax invoice. A separate brochure will be sent for conference registration. Photocopy and complete the registration form and send to the address indicated on the form. The final date for registration is one week prior to the workshop date. Payment is required in order for a registration to be accepted.

PLEASE NOTE: It is essential that registration dates be adhered to. Confirmation of registration will be sent to the registrant. Contact will be made in the event that a session is cancelled or no further places are available. **IF YOU DO NOT RECEIVE A CONFIRMATION, YOU ARE NOT REGISTERED.**

FOR FURTHER INFORMATION

Yvonne Rutch
Telephone: 07 3353 1266
Email: rutchy@northside.org.au

Please register soon for the Term 3 workshops so that we do not cancel and then find out later there were others who wished to attend.

Sustainable futures and home economics

From consumer to citizen

HEIA(Q) State Conference

23 August 2008 Brisbane Convention and Exhibition Centre

Will we see you there?

- **Do you care about the future?**
- **Are you concerned about the impact of consumer decisions on local and global issues?**
- **Do you want to make a difference?**
- **Do you want fresh ideas?**
- **Do you want to challenge your students' thinking?**
- **Do you want to be inspired?**
- **Do you want to be a reflective practitioner?**

This conference offers us the opportunity to be a group of thoughtful and committed citizens. HEIA(Q) is proud to partner with the Department of Education, Training and the Arts, Queensland Health and Xyris Software (Australia) Pty Ltd to present *Sustainable futures and home economics: From consumer to citizen*. Our common commitment to health, wellbeing and sustainable futures, and how this translates into education for young people, will be furthered by this conference as delegates consider local and global imperatives that impact on us now and into the future.

This conference has something for everyone.

- For those with an interest in textiles you can look at the life cycle of textiles from choice of fibre and production method to fashion cycle and the implications of our practice.
- For those with an interest in food and nutrition, you will be able to run the full gamut with sessions such as food security, global issues, the food industry, and healthy cooking with a conscience.
- If you have an interest in curriculum issues you can get the latest information about the Essential Learnings, the citizens' framework, philosophical inquiry, brain-based teaching and nutrition education.

The Conference promises to be a thought-provoking day. Well worth giving up a Saturday.

STOP PRESS

Pre-conference twilight workshop

(even if you cannot attend the conference, we welcome you to the pre-conference workshop)

HEIA(Q) will host a pre-conference workshop with our international keynote speaker, Dr Martin Caraher, on Friday 22 August. The workshop details are to be confirmed but it will be a twilight workshop, approximately 5pm in the hope that those members flying in for the conference will be able to attend this workshop also. Details of the workshop content are to be confirmed but it will be for people working in, for example, education and health sectors, to look at ways of improving the nutritional quality of foods consumed by Queenslanders generally, or young Queenslanders for those wishing to focus on the school setting. It will be available for conference delegates as well as those who cannot attend the conference. Further details will be available on the website www.heia.com.au/heiaq or sent by email to members.

Who will ever forget the Obesity panel in 2006?

This year Dr Rosemary Stanton, as chair of the keynote discussion about sustainable food futures, will ensure another lively discussion, guaranteed to be informative as well as challenging.

Margaret Mead American Anthropologist (1901–1978) said

“*Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever does.*”

More stop press about conference speakers

In the April issue of *Inform* we told you about keynote speakers Martin Caraher and Sue Thomas. A reminder:



Dr Martin Caraher is Reader in Food and Health Policy at the Department of Health Management and Food Policy at City University, London. Martin has worked extensively on issues related to food poverty, cooking skills, local sustainable food supplies, the role of markets and co-ops in promoting health, farmers markets, food deserts and food access, retail concentration and globalisation.



Sue Thomas, from RMIT University, Melbourne, is currently studying for a doctorate in ethics as relating to sustainability in the fashion industry. Her recent publications include papers on inclusive fashion design, the future(s) of wool, ethics and innovation, 'green wool', and social justice in fashion. Sue contributes to fashion and social justice issues in a wide range of forums including regular contributions on ABC Radio and to the world via the web.

And the latest additions to the program



Dr Geoffrey Annon is Deputy Chief Executive at the Australian Food and Grocery Council (AFGC). Geoffrey has held a number of senior technical and management roles in industry in Australia and overseas, in academia, and in public policy. His career has spanned a number of sectors including the fast moving consumer goods sector, the rural sector and the research sector during time spent with Massey University in New Zealand and the CSIRO Division of Human Nutrition in Adelaide. He has an extensive knowledge of current industry issues, particularly as they relate to food, nutrition and human health. Geoffrey will provide the industry perspective for the keynote discussion.



Dr Rosemary Stanton OAM is well known to Queensland home economics professionals for her passion for sustainable food futures—in 2007 she raised the concept of 'from consumer to citizen' at the HEIA(Q) 2007 conference. Rosemary is one of Australia's best-known nutritionists and has an Order of Australia Medal for her services to community health. A Visiting Fellow in the Faculty of Medicine at the University of New South Wales, Rosemary is a member of many advisory committees and professional associations. She has authored many scientific papers, 31 books on food and nutrition and over 3,200 articles for magazines and newspapers. Rosemary is widely recognised as a source of reliable nutrition information free from commercial influence. Her aim is to encourage healthier diets, with enjoyable foods that create minimal environmental damage.



Dr Jenny Naylor is an educational consultant and writer with extensive experience in a range of educational contexts. As well as tertiary teaching and research experience, she has worked in education and social policy development, taught in secondary schools and worked on major national and state projects. All of this work has been underpinned by a strong commitment to social justice with practical support for schools' design and implementation of context-responsive curriculum, generative pedagogies and assessment for learning. A major project for Jennifer during 2008 has been working as the chief author on a Queensland Studies Authority publication to support teachers' engagement with the Queensland Curriculum, Assessment and Reporting Framework.



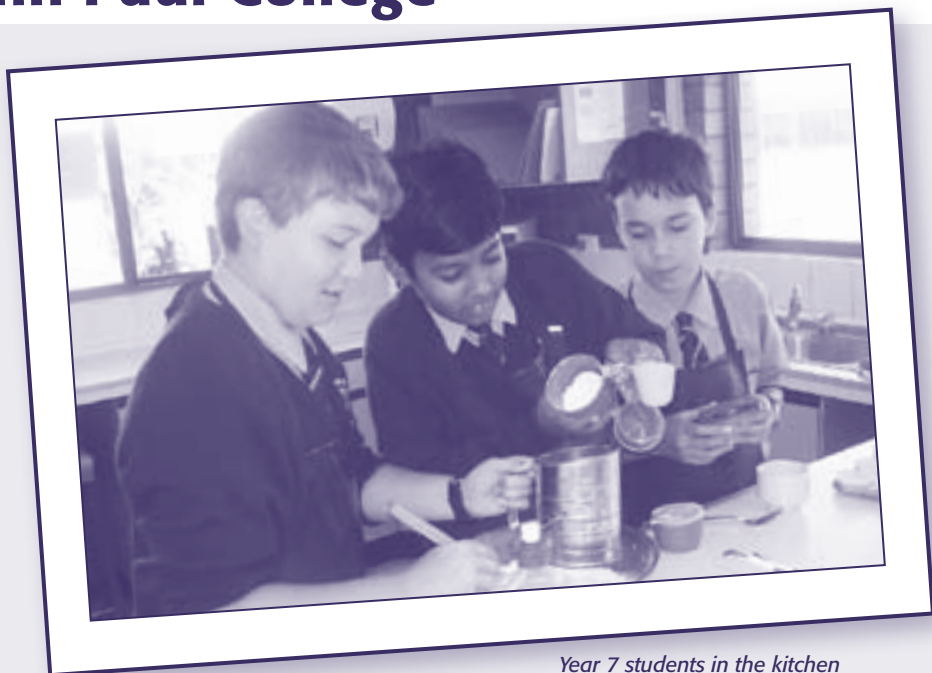
Dominique Rizzo, Chef and Presenter, is the founder and face of *Pure Food Cooking*. Pure Food Cooking's focus and purpose is to generate awareness about cooking with an emphasis on natural whole foods and fresh organic produce, to improve health, balance and life vitality. Dominique is also a celebrity chef involved in the dynamic *Ready Steady Cook* series on Network 10. She has appeared on *Lifestyle Food*, *Great South East*, as well as being featured on *Food Lover's Guide* to Australia and ABC Radio. Dominique possesses a passion for creative world food, fuelled by her Sicilian heritage and a deep desire to develop innovative cuisine using quality, safe, clean, fresh produce. Dominique has 15 years experience as a Chef and 7 years as Head Chef and business partner in the award winning Mondo Organics restaurant in Brisbane's West End.

SCHOOL PROFILE: John Paul College

Background information

Demographics

Location:	Daisy Hill, Logan City, on the southern outskirts of Brisbane
Nature of school:	Independent Ecumenical (Catholic, Uniting and Anglican)
Years at the school:	P-12 with four autonomous schools
Number of students at school:	2112 with 10% international students



Year 7 students in the kitchen

Features

- Laptops have been in the college since 1993 and currently every student from Year 4 to Year 12 has a notebook computer.
- The college offers multiple pathways including OP, Rank, Traineeships/Apprenticeships, Diplomas, International Baccalaureate and Foundation courses.

Home economics teachers

The College community has four Human Ecology teachers and a teacher aide.

Senior School staff:

- Sue Going, Head of Learning Human Ecology and Movement, has been teaching 26 years with 12 years at the college.
- Sheryl Kingsley, 17 years teaching with 12 years at the college.

Middle School staff:

- Megan Lebihan, Senior Teacher, 11 years teaching, 2½ years at the college.
- Sally Bradford, 2½ years teaching, 2½ years at the college.



L-R: Sally Bradford, Megan Lebihan, Sheryl Kingsley, Sue Going

Home economics subjects offered and numbers of students

Senior School

Home Economics: one Year 12 class, one Year 11 class

Hospitality Studies: one Year 12 class, one Year 11 class

Hospitality Cert II: one Year 12 class, one Year 11 class

Year 10 Human Ecology: 4 semester units with one class in each per semester:

- Pathways to Hospitality—basic kitchen and F&B skills culminating in a High Tea for parents
- Fibre to Fashion—Textiles from origins to end product through Shabori, Sachiko, patchwork and sewing techniques, finally completing a cushion or shoulder bag
- Scrumptious and Savvy Design—elements and principles of design, applied to food photography, and to textiles through felt making
- Food Nutrition and People—nutrition, adolescent health issues and social justice of food

Middle School

Year 7 and 8 students rotate through all Discovery subjects of which Human Ecology is one. Each student completes Human Ecology for one term each year.

- Year 7, Introduction to Human Ecology, one term long—Healthy food choices, Dietary Pyramid, Guide to Healthy Eating, construction of a Pillowcase.
- Year 8, Take a Bite out of Life, one term long—Nutrition for specific needs, weekly cooking prac. and construction of boxer shorts.

Year 9 students select either of the following semester-long subjects as an elective:

- Introduction to Hospitality—introduction to the Hospitality industry, focusing on safety, hygiene, food presentation, baking, menus
- Trends in Food and Fashion—nutrients, adolescent food choices, dietary guidelines, adolescent fashion, textiles.



Year 9 students observing chef from 'Wok On'



Year 2 students taste testing fruits and vegetables



Year 12 students working collaboratively on next major function

An interview with Sue Going, Head of Faculty

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

In the Senior School we seek out opportunities to display our work or participate in functions that provide the students with authentic Food and Beverage Service (F&BS). Hospitality students are involved in the wider community by providing F&BS to such groups as the Cancer Foundation fund raising, Youth in Excellence Art award, Business breakfasts, and internally by being involved with the primary school Mayfair, Valedictory Day, Magna Cum Laude presentation, a whole School International Day and many others. Hospitality students participate in workshops, provide morning tea opportunities to staff and peers throughout the semester of study; and assist with the Cake Stall (food preparation and packaging) that is part of JPC's annual Mayfair. They also prepare rice for students to eat as part of Social Justice Week. In the past we have also had links with Coffee Club and Brisbane Convention and Exhibition Centre. Where possible we use products and services in which our parents have businesses e.g. butcher, green grocer.

Our students participate in the St Aidan's Wearable Art Awards and, towards the end of the year, Year 10–12 students display Sachiko, Shabori, felting and other works in a Textile Exhibition held in the main foyer of the Senior School.

We also run a Health Watch information paragraph in the fortnightly newsletter.

In the Middle School our work is displayed on Showcase evenings for each year level. This is an opportunity for students and parents to see what is happening in Human Ecology in the Middle School. Photos are published in the Middle School newsletter frequently, not only to keep parents informed but also to promote the subject. Currently we are working with Middle School staff to develop a presentation on the 'Use of Technology in a Practical Subject' for the JPC Technology Conference in September.

Starting this year, we have offered our expertise to Year 2 students who are working on a health-based inquiry, which is a focus

of the Primary Years Program (International Baccalaureate) at JPC. The underpinning philosophy approaches learning through constructivist guided inquiry. Students are encouraged to use human resources as a vital source of information as they explore concepts related to a central idea.

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

PD is well supported and encouraged at the college. As members of HEIA(Q), we attended the state conference last year, which was very informative and a great networking opportunity. Staff in the Senior School also attend VET related courses for industry currency and updating Hospitality trends. Sheryl Kingsley and I travel overseas to Thailand and Vietnam and soon to New Zealand to pursue knowledge and skills in food and textiles.

As technology (notebook computer) is an integral part of our teaching, the college offers numerous PD sessions on new programs, work space and skill development.

What is fabulous about home economics at your school?

We are proud of what we do and how we achieve it. Without a professional team of teachers, who are flexible, innovative and willing to move with change, we would not have such a high standard of work programmes/curriculum. This is significant when you understand that we work on a ten-day cycle, where you see the students every second day. The use of email is handy to keep students and parents informed, especially about practical days.

The College has a policy of blended learning, a combination of multiple approaches to learning. The range of tools available to students at John Paul College is extensive. Students use:

- Technology—notebook computer, peripheral devices, software, stand-alone computers, data projects, audiovisual devices, media suites
- research tools—the internet, the library, experts, community groups, excursions

- physical resources—paper, sporting equipment, toys, kitchens.

Students are engaged in highly relevant and engaging learning experiences within our connected learning community where they access learning anywhere, anytime. The notebook computer provides tools such as email, discussion boards, internet, youtube, podcasting, Visualiser, and workspaces which enrich the learning experiences of our students. For example, my Year 12 Textile students watch a youtube programme each week called 'Threadheads' to stimulate discussion on the resurgence of craft, eco sustainable textiles and recycling. Through our overseas travels and personal interests in textiles, Sheryl and I nurture this interest in our students. They explore, through various subjects, traditional Japanese Shabori dyeing and Sachiko quilting, freeform knitting and crochet, felting, freeform dyeing and other mainstream techniques.

The VET component of our curriculum area is also dynamic. We are currently examining the possibility of introducing Certificate II in Fashion Design. The current Hospitality (Operations) Cert II is under review with the new Training package being launched.

Students in the Middle School enjoy completing the Human Ecology context and we are well supported by parents in all that the students perform.

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

Having notebook computers for every student is a wonderful teaching/learning tool. One of the difficulties with this however, is the lack of up-to-date material/programmes that can be found that are not too juvenile or too American. I could not however imagine teaching without a laptop anymore.

In the Middle School, instead of term-long contexts in Year 7 and 8, I would like the students to experience at least one semester of the subject. Human Ecology offers such a great curriculum and we are restricted with what we teach by the limited amount of time we have with the students.

Why food is important to our ecological footprint

The following borrows from the chapter 'Sustainable food futures' in *Nutrition—The inside story* (HEIA, 2008) and EPA Victoria website www.epa.vic.gov.au

The food that is readily available in Australian supermarkets is often there at a cost to the environment. As Stanton (in HEIA, 2008) notes, what we consume is highly relevant to our ecological footprint and climate change. Our choice of foods has the potential to increase or decrease the effects of global warming. By choosing food that has less packaging, has not travelled vast distances and has been produced in a sustainable way, we can help reduce our footprint. The following practices are associated with being a responsible citizen with respect to ecological sustainability:

Buy food that is locally produced.

The closer the farm is, the less fuel is needed to transport the food to the table. Although Australia only imports about 10 per cent of its fresh fruit and vegetables year round, the vastness of the country means that, in many cases, food travels vast distances, requiring refrigeration, storage and transportation.

Ask the supermarket to sell locally grown products.

Plant a garden and grow your own fresh produce.

Growing your own fruit and vegetables reduces the energy and waste that normally goes into getting food to the consumer, such as transport, refrigeration and packaging. You can also monitor the amount and type of fertiliser and nutrients used to grow your food.

Avoid processed food.

The manufacture of processed foods uses large amounts of energy, water and materials in production, chilling, packaging and transport as well as producing large amounts of waste. Buy fresh fruit and vegetables rather than canned or frozen (although the latter are sometimes a necessity in remote communities).

Eat food in season.

Fruit and vegetables that are out of season have either travelled vast distances from a place where they are in season and/or have used energy in cold storage. Buying locally grown, seasonal food means a reduction in food miles, less energy used in storage and less packaging required to preserve fresh produce.

Buy organic food.

Pesticides and fertilisers are energy-intensive in their manufacture. Organic farming uses minimal or no pesticides and fertilisers and consumes up to 40 per cent less energy, and supports higher levels of wildlife on farms. Organic farming approaches tend to prioritise animal welfare more than conventional methods. Buying more organic food can reduce your food footprint by around 5 per cent.

Choose foods that have no or minimal packaging

Great amounts of resources are required to produce the packaging. Energy is used to produce the packaging and to package the product. Plus the disposal of the waste when the packaging is thrown away has negative impacts on the environment.

ecological footprint

Ecological Footprint measures resource consumption of human activities across the whole lifecycle of a product or service and converts this to the amount of land needed to supply the resources consumed and assimilate the waste generated.

Australia's Ecological Footprint in the *Living Planet Report 2004* was 7.7 global hectares (gha) per person. This is over 3 times the average global Footprint (2.2 gha), and well beyond the level of what the planet can regenerate on an annual basis—an equivalent of about 1.8 global hectares per person per year.

The most significant factor contributing to the Australian Ecological Footprint is carbon dioxide emissions from fossil fuels (constituting approximately half of the total Australian Footprint).

Food accounts for approximately 30% of the Australian Ecological Footprint.

Ref: EPA Victoria (2008)

Murray (2005 in HEIA, 2008)) wrote that the breakdown of energy used in the food system in the United States of America is as follows:

- 32% home refrigeration and preparation
- 21% agricultural production
- 16% processing
- 14% transport
- 7% packaging
- 7% restaurants and catering
- 4% food retailing

Drink tap water instead of bottled water.

Bottled water causes industry to emit thousands of tonnes of CO₂ every year. In Australia we have a reliable and safe supply of mains drinking water and drinking bottled water offers no proven health benefits. Drinking tap water is a greener, cheaper option as it does not use energy in packaging or disposal of the packaging.

Eat less meat and eat more plant-based foods.

Meat and dairy products are the most resource-intensive and the least fuel-efficient food we have because large quantities of energy are required to:

- cultivate, harvest, and ship animal feed
- house, transport and slaughter animals
- process and package their meat
- refrigerate it until it's cooked.

A single serve of meat is estimated to create five kilograms of greenhouse gases. It takes 350 litres of water to produce a kilogram of wheat, but it takes 6,000 litres of water to produce one kilogram of beef.

Ref: EPA Victoria (2008).

Shop at your local farmers market.

This is where local farmers or producers sell their own produce. Products sold have typically been grown, reared, caught, brewed, baked or processed by the stallholder.

Don't waste food.

Wasting food by buying more than we need unnecessarily uses water and energy used in its production. Plus the food we don't eat creates waste. In Australia \$5.3 billion worth of food was thrown away in 2004. Many individuals and families could reduce consumption of food overall.

Changing consumption patterns to accommodate scarce water resources.

The amount of water required to produce 1 kg of food varies from 500 L for potatoes to 900 L for wheat, 2,000 L for soy, 3,500 L for chicken and 100,000 L for grain-fed beef (see Stanton, 2007 in HEIA, 2008).

Compost your kitchen waste and garden cuttings.

Kitchen scraps such as vegetable peelings, apple cores, eggshells and most garden waste biodegrades into a rich fertiliser that can be used in gardens.

Buy fairly-traded food and drink.

When you buy food from overseas, try to buy fairly-traded products, such as those certified by *Fairtrade*. These products encourage investment in people—promoting social justice, local economic development and fair prices.

Lobby schools to provide local, organic and/or fairly traded food.

food transportation/food miles

It is common practice to transport food not just around the country, but around the world. This uses large quantities of fossil fuels. The distance food travels between producer and consumer has been called the 'food miles' effect.

An Australian study reported in 2007 (see Salleh, 2007) that the average Australian basket of food has travelled over 70,000 kilometres from producer to consumer—equivalent to travelling around Australia two-and-a-half times. The basket contained enough food to feed two adults for a week. It included 29 different items such as cereals, legumes, fruit, vegetables, meat, dairy and 'non-core food items' like chocolate. Food in the basket had been transported by road within Australia and by ship from other countries.

When imported foods were removed from the calculation, the total food miles were just over 21,000 kilometres. Just four imported items accounted for nearly 50,000 kilometres:

- deli sausages from Denmark, 25,000 km
- chocolate, 13,000 km
- black tea from Asia, 8000 km
- baked beans, 3000 km.

However, sustainability issues are complex. Although much is written about 'food miles', energy that goes into producing the food in the first place can sometimes be far more significant in terms of global carbon emissions. For example, it takes half the energy to get a New Zealand grown lamb compared to a UK-grown lamb onto a table in the UK. This is because UK farmers rely heavily on electricity sourced from non-renewable sources whereas New Zealand farmers rely on renewable hydroelectric power (See Salleh, 2007).

Ref: Home Economics Institute of Australia Inc. (2008). *Nutrition—The inside story*. Canberra: Author.

Buy sustainable fish.

Over three-quarters of the world's fishing grounds have been so over-fished they are now below sustainable levels. You can use your consumer power to protect endangered species. Say 'No' to Orange Roughy, which is close to endangered, but 'Yes' to fish like flathead. The Australian Seafood Guide is available from the Australian Marine Conservation Society at www.amcs.org.au or by calling them toll-free on 1800 066 299.

Make local, organic and/or fairly traded food available at work or school for staff and/or students.

References:

- EPA Victoria (2008). Ecological Footprint Tips Food. Accessed 14 June 2008 from <http://www.epa.vic.gov.au/ecologicalfootprint/calculators/personal/docs/EF-tips-food.pdf>
- Home Economics Institute of Australia Inc. (2008). *Nutrition—The inside story*. Canberra: Author.

Reducing my food footprint

PURPOSE

To identify and take actions to reduce my food ecological footprint.

TASKS

- To start
 - Record your food intake for 1 day (or more if preferred) in a food diary.
 - Use FoodChoices to analyse your food intake in terms of recommended dietary intakes (RDIs), adequate intake (AI) and estimated energy requirements (EERs) and print out results.
- Research the impact of food on our ecological footprint.
- Identify measures that you believe you would be able to take with positive environmental impacts. To do this, in the table below:
 - For each of the practices in Column 1, indicate in Column 2 if you would be prepared to take that action.
 - For those to which you responded YES, indicate in Column 3 exactly what you would buy, do etc

Column 1: Ecologically friendly action	Column 2: Is the action for you?	Column 3: What specific action could you take?
Buy food that is locally produced (if buying packaged food check the label for Country of Origin etc).		
Plant a garden and grow your own fresh produce.		
Avoid processed food.		
Eat food in season.		
Buy organic food.		
Choose foods that have no or minimal packaging.		
Drink tap water instead of bottled water (buy a drink bottle and re-use).		
Eat less meat and eat more plant-based foods.		
Don't waste food.		
Choose foods that do not use a lot of water in their growing and/or production.		
Compost your kitchen waste and garden cuttings.		
Buy fairly-traded food and drink.		
Buy sustainable fish.		
Get involved in community composting projects.		
Lobby the school to provide local, organic and/or fairly-traded food.		
Make local, organic and/or fairly-traded food available at school.		

- Amend your meal plan to reflect the selected changes.
- Using FoodChoices, examine the nutritional impacts of each of the changes and work towards a meal plan that is both healthy and ecologically responsible.
- Reflect on what you have learnt and what it has taught you about yourself, how you learn and what you value.
- Discuss the plan with your family and negotiate its implementation.

HEIA International Affairs Standing Committee

Are you interested in becoming a member of the HEIA International Affairs Standing Committee? The committee needs divisional representation to assist in the effective functioning of this group.

The purpose of this standing committee is to provide a means by which Australian home economists may contribute to and learn about international home economics affairs, including the provision of a structure through which Australian home economists can present formal views to the International Federation for Home Economics. The International Affairs Standing Committee focuses on enhancing home economics in the IFHE Pacific Region. The International Affairs Standing Committee provides HEIA Inc. Council, and the IFHE Vice President, Pacific Region with the advice and support in matters related to international home economics issues.

The committee will communicate via email to work on the management plan endorsed by HEIA Council.

If you are interested, please contact the Convenor, Gail Boddy by email gail.boddy@bigpond.edu.au

What would you like to know?



What are your suggestions?

Whilst we try to keep members informed through the regular newsletter and through the website, we recognise that we may have overlooked certain items of information or processes that members would like to know. If we have overlooked something, we would like to put it right.

Please let us know any queries you might have or suggestions that you have to ensure a smoother and more professional organisation.

Please email your thoughts to heiaq@heia.com.au

Alternatively fax or mail your suggestions to the Secretary of the Queensland Division as follows:
Secretary, Home Economics Institute of Australia (Qld)
PO Box 629, Kallangur Qld 4053
Fax: 1800 44-6841

Please include the following:
Name, Telephone, Fax, Email and your queries and/or suggestions.

In the June issue of *InForm*, we advised that HEIA(Q) is forming a partnership with Education Queensland to support the development of quality online teacher resources for effective nutrition education and physical activity. The first stage is to assist Education Queensland with its review of the current Active-Ate website. An electronic survey was sent out to members and we are delighted to advise that we received approximately 150 responses from members—that was fantastic, providing a sample size large enough to give good information about what is needed. We will report in the next issue of *InForm* (hopefully) on the results of the survey.

Thank you members!

**New resources
for home
economics
teachers—thank
you for your
responses**

This methodology is brought to HEIA(Q) members as it fits well with HEIA(Q)'s 2008 theme of 'Sustainable futures and home economics: From consumer to citizen'. It is reproduced with permission from the OSDE website www.osdemethodology.org.uk

Open Spaces for Dialogue and Enquiry

METHODOLOGY

An initiative hosted by Centre for the Study of Social and Global Justice (CSSGJ) with UK partners Global Education Derby, Centre for Citizenship Studies in Education and Mundi Global Education Centre

“ *Those of us who attempt to act and do things for others or for the world without deepening our own self-understanding, freedom, integrity, and capacity to love, will not have anything to give others. We will communicate to them nothing but the contagion of our own obsessions, our aggressivity, our ego-centred ambitions and our delusions about ends and means.*

Thomas Merton

1. What is OSDE?

OSDE stands for Open Spaces for Dialogue and Enquiry. It is a methodology for the introduction of global issues and perspectives in educational contexts, such as teacher, adult, higher and secondary education.

The OSDE methodology is being developed by a group of educators and researchers in eight countries. This initiative is hosted by the Centre for the Study of Social and Global Justice at the University of Nottingham.

2. What are the expected learning outcomes of this methodology?

The development of critical literacy and independent thinking are the central aims of this methodology—these are transferable skills that can help learners in every subject in school and beyond. This approach can support the delivery of the National Curriculum in the UK in a number of ways (e.g. the global dimension, PSHE, citizenship, thinking skills, etc.)

A curriculum for citizenship will be enquiry based, with students making connections between their own and others' experiences, learning to think critically about society and take action for social justice.

citizED Statement on Citizenship Education

3. Why are critical literacy and independent thinking important?

Learning to live together in a 'global' interdependent, diverse and unequal society involves the development of skills that can support learners to negotiate and cope with change, complexity, uncertainty and insecurity in different contexts.

Critical literacy helps learners analyse the relationships amongst language, power, social practices, identities and inequalities, to imagine 'otherwise', to engage ethically with difference and to understand the potential implications of their thoughts and actions. It leads to more responsible practices/action.

Independent thinking is the basis for innovation and change. It is necessary to safeguard against fundamentalisms, dogmatisms

and even peer/context pressures as it empowers learners to have more autonomy in 'writing' their identities, cultures and histories. It leads to an increase in confidence and self-esteem.

The combination of critical literacy and independent thinking develops learners' capacity to learn, to analyse their contexts and to make better informed and accountable decisions.

4. What else can the methodology do for my students?

The evidence collected so far shows that OSDE can also help learners:

- To feel ownership and enjoyment in learning
- To appreciate and respect each other both for their differences and similarities
- To participate actively in their own intellectual development
- To develop self-control
- To develop tools to understand and deal with complex issues of their specific ages such as peer pressure and bullying
- To enhance communicative skills (especially listening skills)
- To improve relationships in the classroom
- To use and develop different learning styles

5. How is it different from other approaches for teaching about global issues?

In OSDE, we propose a set of procedures and ground rules to create 'safe places for dialogue and enquiry' to enable learners to develop 'Critical Literacy' and independent thinking, and to learn to relate to one another in different ways.

This project is different because:

- *We are allowed to disagree*
- *We can listen to one another*
- *I learned that what I say counts*
- *Even the teacher does not know all the answers.*

Students in Y7 in Nottingham

Critical literacy, Independent thinking, Global citizenship, Global issues and perspectives

As learners need the skills to address the complexity and contingency of global issues, OSDE proposes that they should be exposed to different perspectives and be supported in developing the ability to question and interpret assumptions (including their own) and to analyse implications of ideas/statements (where perspectives might be coming from and where they may lead to). This is linked to a different level of reading (the word and the world) that we call 'Critical Literacy' (explained in more detail later).

OSDE conceptual framework draws on different approaches coming from areas such as conflict resolution, intercultural awareness and participatory and critical education, as well as from disciplines such as critical theory, cultural studies, philosophy, politics and sociology.

This approach, I feel, genuinely values dialogue. It provides a context in which people can share perspectives. This is a very refreshing contrast to political discourse concerned as a battle of wills—with each side convinced of the rightness of its own position. An 'open space' encourages a conversation in which one is open to learn from others—one is not simply battling to get others to accept our existing perspective. This idea helps us to let go of dogmatic fixed views that can blind us to the perspectives of others. J.D. Teacher

6. What is a safe space for dialogue and enquiry?

It is a space where participants feel comfortable to express themselves and ask any questions without feeling embarrassed or unintelligent. In order to create such a space, we propose:

1. the discussion and adoption of **basic principles**
2. a **set of procedures** for structuring an enquiry
3. **facilitation guidelines** for creating an appropriate ethos for the relationships and exchanges within the group.

7. What are the OSDE proposed principles?

The principles refer to the notion that (within the space) everyone knows different things in different ways according to their experiences, that all knowledge is partial and that all perspectives should be questioned. The principles should be worded according to each educational context (there are different versions available on the website). The following are examples of proposed 'ground rules' for secondary and adult/teacher education respectively.

Secondary schools:

- There should be a good atmosphere
- No one should feel left out
- No one should tell you what you should think
- No one—not even the teacher—has got all the answers
- Everyone should do their best in relation to the three key challenges: staying focused, thinking hard and working as a team.

Adult/Teacher education:

1. That every individual brings to the space valid and legitimate knowledge constructed in their own contexts

We look at the world through lenses constructed in a complex web of contexts, influenced by several external forces (cultures, media, religions, education, upbringing), internal forces (personality, reactions, conflicts) and encounters and relationships. The image these lenses project represent our knowledge of ourselves and of the world and therefore, whether they are close or far from what is considered 'normal', they have a history and their validity needs to be acknowledged within the space.

2. That all knowledge is partial and incomplete

As our lenses are constructed in specific contexts, we lack the knowledge constructed in other contexts and therefore we need to listen to different perspectives in order to see/imagine beyond the boundaries of our own lenses.

3. That all knowledge can be questioned

Critical engagement in the project is defined as the attempt to understand where perspectives are coming from and where they are leading to (origins and implications). Therefore, questioning is not an attempt to break the lenses (to destroy or de-legitimise perspectives), but to sharpen and broaden the vision.



FOR MORE INFORMATION:

www.osdemethodology.org.uk

(OSDE methodology/ Ground Rules)

8. What are the OSDE procedures for enquiry?

The following are examples for secondary schools and adult/teacher education:

Procedures for secondary schools:

1. Looking at PERSPECTIVES: image, film, cartoon, song, story
2. Drawing or writing your FIRST THOUGHTS and sharing them
3. Making QUESTIONS in pairs
4. VOTING on a question
5. TALKING about it
6. SHARING what we have learned

Procedures for adult/teacher education:

1. Engagement with stimulus (prompting cognitive dissonance) and Airing of views—in pairs
2. Informed thinking—where to find out more
3. Reflexive questions—individually (related to own perspectives)
4. Open Space questions—in small groups (focus on different logics and power + origins and implications of perspectives)
5. Responsible choices—in small groups (decision making processes related to the theme)
6. Debriefing (reflection on learning process and quality of the space)



FOR MORE INFORMATION:

www.osdemethodology.org.uk

(OSDE methodology/ Procedures)

Open Spaces for Dialogue and Enquiry

METHODOLOGY

9. What are the guidelines for facilitation?

Effective facilitation is one of the greatest challenges in the creation of 'safe' spaces as teachers (now in the role of facilitators) need to relate to the students in a different way, model and encourage specific behaviours and create an ethos of trust, (relative) equality, respect for difference and 'critical engagement'.

The effectiveness and 'safety' of the space depend on a number of factors. In order to engage in dialogue, participants need to be willing to listen, to be aware of their own partiality, and to be 'open to the other' (ready to engage with difference at an equal level). For an enquiry to take place, there needs to be a willingness to question and to analyse assumptions and implications (especially those of 'common sense'). In order to create safety, participants should be allowed to 'disagree' with each other and with the

teacher/facilitator without being silenced or put down. For the methodology to work, there needs to be an ethos that emphasises reflexivity and a suspension of belief that any belief is universal (that everyone thinks or should think like us).

The facilitator is responsible for modelling behaviour, opening, holding and closing the time/space, guiding participants through the stages and, during the discussions, playing the role of devil's advocate, exploring different angles and moving the group away from consensus. Facilitators should avoid privileging or imposing their own perspectives (and this can be very difficult). Therefore, the training of facilitators in 'critical literacy' is extremely important.



FOR MORE INFORMATION:
www.osdemethodology.org.uk
 (OSDE methodology/ Facilitation)

10. How is critical literacy different from other forms of reading?

Critical Literacy is based on the idea that language constructs reality and the lenses we use to make sense of the world, therefore it prompts students to unpack those lenses (their assumptions and how those were constructed) and their implications. The table below shows a representation of the differences between 3 types of reading in terms of questions prompted:

Traditional Reading	Critical Reading	Critical Literacy
Types of questions: <ul style="list-style-type: none"> Does the text represent the truth? Is it fact or opinion? Is it biased or neutral? Is it well written/clear? Who is the author and what level of authority/legitimacy does he/she represent? What does the author say? 	Types of questions: <ul style="list-style-type: none"> What is the context? To whom is the text addressed? What is the intention of the author? What is the position of the author (his/her political agenda?) What is the author trying to say and how is he/she trying to convince/manipulate the reader? What claims are not substantiated? Why has the text been written in this way? 	Types of questions: <ul style="list-style-type: none"> What are the assumptions behind the statements? How does the author understand reality? What is shaping his/her understanding? Who decides (what is real, can be known or needs to be done) in this context? In whose name and for whose benefit? What are the implications of these claims? What are the sanctioned ignorances (blind spots) and contradictions of this perspective?
Focus: Content, authority and legitimacy of the speaker and the text.	Focus: Context, intentions, style of communication.	Focus: Assumptions, knowledge production, power, representation and implications.
Aim: To develop an understanding of the content and/or to establish the truth-value of the text.	Aim: To develop critical reflection (ability to perceive intentions and reasons)	Aim: To develop reflexivity (ability to perceive how assumptions are constructed).
Language: Is fixed, transparent and gives us access to reality.	Language: Is fixed and translates reality.	Language: Is ideological and constructs reality.
Reality: Exists and is easily accessed through sensory perceptions and objective thinking.	Reality: Exists and is accessible, but it is often translated into false representations.	Reality: Exists, but is inaccessible (in absolute terms)—and we have only partial interpretations constructed in language.
Knowledge: Universal, cumulative, linear, right vs wrong, fact vs opinion, neutral vs biased.	Knowledge: False versus true interpretation of reality.	Knowledge: Always partial, context dependent (contingent), complex and dynamic.

Adapted and expanded from: Gina CERVETTI, Michael J. PARDALES, James S. DAMICO, *A Tale of Differences: Comparing the Traditions. Perspectives and Educational Goals of Critical Reading and Critical Literacy*. www.readingonline.com 2001



FOR MORE INFORMATION:
www.osdemethodology.org.uk
 (OSDE methodology/ Critical Literacy)

Critical literacy, Independent thinking, Global citizenship, Global issues and perspectives

11. What does OSDE want to achieve in the long term?

Our vision of the future is based on the concept of planetary citizenship. Four key dimensions of this vision are:

- The interdependence of all living things
- The idea of participatory democracy
- An ethical engagement with difference
- Balancing 'rights and justice' with 'care and responsibility'

FOR MORE INFORMATION:

www.osdemethodology.org.uk
(OSDE methodology/ Educational agenda)

12. Where can I find examples of materials?



Free online activities for 16+ higher and teacher education can be found at: www.osdemethodology.org.uk (sample units)

Free online activities for secondary schools can be found at: www.osdemethodology.org.uk (sample units/secondary schools)

13. What are the risks of using this methodology?

This methodology has been piloted in several educational settings with very positive outcomes, but there are no universal standard educational 'recipes' that can be 100% effective in every context. Creating the space for developing critical and independent thinking can already be considered a 'risk' in certain educational contexts. Therefore, teachers/facilitators should evaluate carefully whether OSDE is appropriate and what risks can be associated with it in their specific setting. The Frequently Asked Questions (FAQ) section on the website addresses common concerns about using the methodology in schools.



FOR MORE INFORMATION:

www.osdemethodology.org.uk
(OSDE methodology/ FAQ)

In my opinion this methodology will greatly benefit students of all ages. I firmly believe that the curriculum ought to include citizenship classes in a way that does encourage people to question things and think independently about what they feel is not right. This is different from having people tell you what you should do and is necessary if we want students to feel ownership and responsibility for their actions and not just resort to charity to compensate for their guilt for living in privilege, something that I used to do without noticing it. I feel this methodology allows people to discuss their ideas and opinions freely and without fear of being 'wrong'. Through such open dialogues, debates and discussions, I feel I was encouraged to believe in my capacity and legitimacy to question things, to think more critically and be more open-minded. This experience has affected the way I see myself and my place in the world. N.M.(undergraduate student)

14. How can individual educators get involved?

There are a number of ways educators can get involved. The easiest are to take part in one of the training events or try out the free online resources and tell us how it went. You can also join a research project and explore the learning outcomes of the methodology that you find most interesting.

15. How can schools get involved?

Schools that use the methodology as part of their curriculum (e.g. in PSHE, citizenship or world studies) or that are taking part in the research project may choose to join the school network of the OSDE initiative.

Schools can also contact the project to organise workshops or INSET courses on: the OSDE methodology, critical literacy, global issues and global citizenship. CSSGJ also offers a postgraduate certificate (PGCert) on Social and Global Justice (equivalent to 1/3 of Master's).

Open Spaces for Dialogue and Enquiry Methodology

www.osdemethodology.org.uk

For information on:

- Workshops and Training (INSET) on OSDE, critical literacy, global issues or global citizenship education
- Research on OSDE
- Collaborative educational projects, events and seminars
- Accredited learning for teachers
- Feedback on OSDE units

Learning about Others Learning about Ourselves is an educational project funded by DFID to pilot the OSDE methodology in secondary schools in the East Midlands. It is developed in partnership between MUNDI (Nottingham), Global Education Derby, the Centre for Citizenship Studies in Education (Leicester) and the Centre for the Study of Social and Global Justice.

Check their website: www.learningaboutothers.org.uk to find out more about the work that has been going on in the East Midlands!

Please contact:

OSDE-CSSGJ

Centre for the Study of Social and Global Justice

School of Politics and International Relations

Nottingham University

LASS Building – University Park

NG7 2RD Nottingham, England

Email: csvgj@nottingham.ac.uk

Website: www.osdemethodology.org.uk

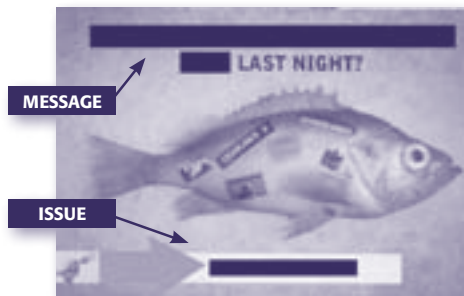
OSDE Project coordinator:

Vanessa Andreotti – taxvoa@nottingham.ac.uk

Open Spaces for Dialogue and Enquiry METHODOLOGY

The Open Spaces for Dialogue and Enquiry Methodology www.osdemethodology.org.uk provides ideas for units of work when using the OSDE methodology. One of the units, *Food*, has a powerpoint that can be used by teachers. The slides below exemplify some ideas on the powerpoint.

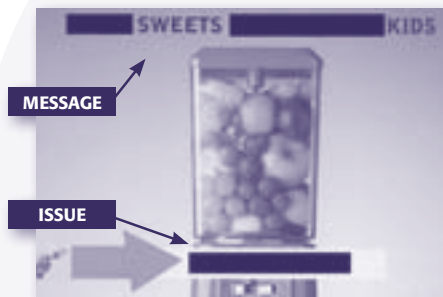
Can you guess the message and the issue in these adverts?



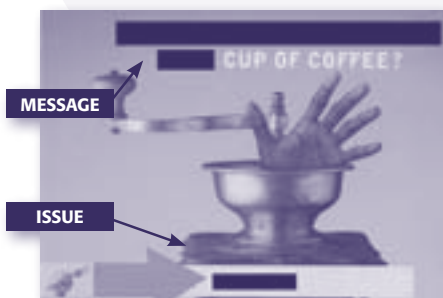
Can you predict the positive & negative impact of these campaigns?



NEGATIVE IMPACT
ECONOMIES THAT EXPORT
LESS VARIETY OF FOOD
LOCAL JOBS (TRANSPORT)



POSITIVE IMPACT
HEALTH
LOCAL ECONOMY
INTERNATIONAL ECONOMY



NEGATIVE IMPACT
NON FAIR TRADE ECONOMY
NORTH KEEPS MOST OF THE \$
NICHE MARKET/ELITIST

Open Spaces for Dialogue and Enquiry

METHODOLOGY

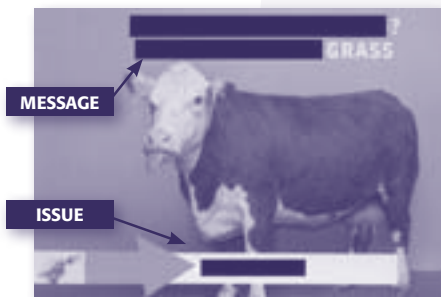
Can you guess the message and the issue in these adverts?



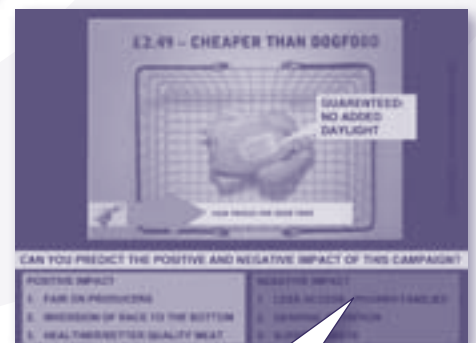
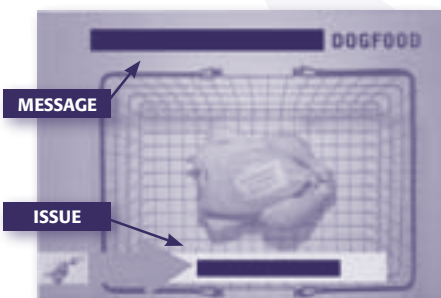
Can you predict the positive & negative impact of these campaigns?



NEGATIVE IMPACT
 INCREASED PRESSURE IN THE SOUTH
 POSSIBLE LOSS OF PROFIT (FARMERS)
 POSSIBLY LESS FARMER AUTONOMY



POSITIVE IMPACT
 FAIRER ON THE ANIMAL
 MORE NATURAL MEAT
 ETHICAL CONSUMPTION



NEGATIVE IMPACT
 LESS ACCESS - POORER FAMILIES
 GENERAL NUTRITION
 SUPERMARKETS

NEWS FROM OTHER ORGANISATIONS

Parents' attitudes towards children's current lifestyle behaviours

The key findings from a CSIRO research project are reproduced below from CSIRO's *Healthy Weight and Wellbeing for Children initiative, Stakeholder Update, March 2008*. Reproduced with permission.

In order to better understand parents' attitudes towards children's current lifestyle behaviours, the project undertook a survey of 1200 Australian parents. Key findings from the survey are presented below:

Parents' overall concerns

When asked what things concerned them most as a parent, 35% of parents said their child's education. The second most common response (25%) was their children's health and wellbeing. Diet, food intake or nutrition was mentioned by 14% of parents, while fitness or exercise was only mentioned by 3% of parents as the thing that they were most concerned about.

Parents' concern about children's eating patterns

What are parents concerned about?

The main unprompted concern that parents (46%) have about what their children eat is the amount of 'junk' food (fatty and sugary foods).

- Other concerns included the amount of vegetables consumed (16%), the quantity of sweetened drinks (14%) and additives, artificial colours, preservatives (14%).

What makes it hard to get children to eat a healthy diet?

- 89% of parents who said that they found it hard to get their children to eat a healthy diet, reported that resistance from their children was what made it difficult.
- 72% of parents agreed that the availability of unhealthy food made it difficult.
- 67% agreed that having a busy lifestyle made it difficult.

Parents' concern about children's physical activity patterns

- Only 28% of parents had any concern about their child's amount of physical activity.
- Concern was more common among parents of older children (35% of

parents of children in high school).

- Lack of time and weather were the most common perceived barriers for children achieving the recommended daily amount of physical activity.
- 24% of parents believe that children will naturally be active enough without any encouragement from parents.
- 24% of parents believe that children get enough physical activity through school or childcare.

2 hours a day of screen time—achievable?

- 75% of parents thought that the recommendation of no more than 2 hours a day of recreational screen time was realistic, with parents of younger children being more likely to think it was possible.
- Parents of older children were more likely to say that it is "too hard to monitor screen time", that they are not at home to monitor screen time, and that setting and enforcing limits would cause a fuss or fight.

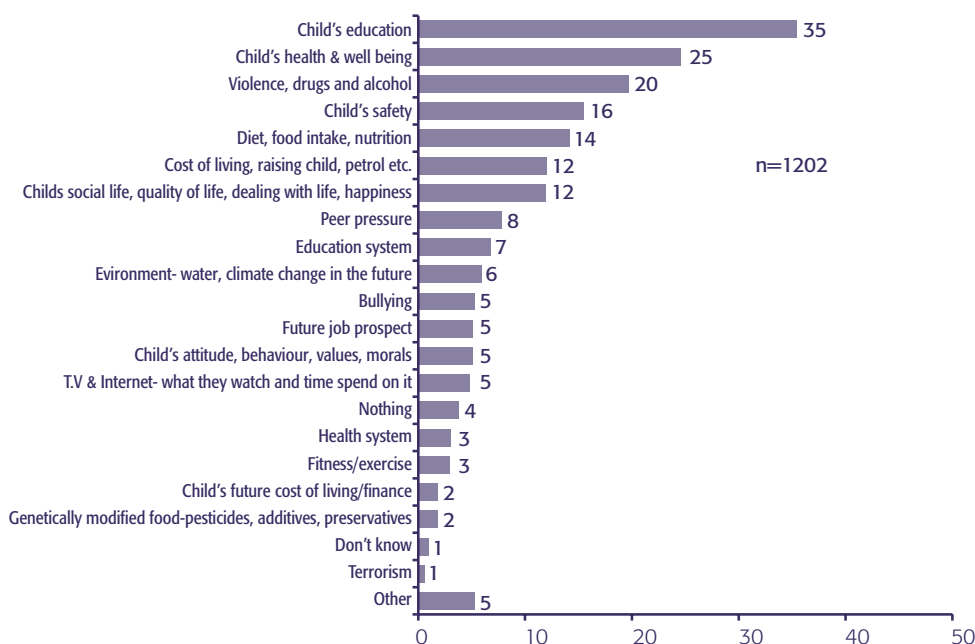
Children's weight

Our survey confirmed previous studies indicating parents often don't realise their children are overweight. Compared to an estimated prevalence of 20-25% of Australian children being overweight and obese, only 12% of parents in our survey reported that their children are somewhat or very overweight. In addition, parents are using unscientific approaches to assess their child's weight status. The majority of parents (60%) are assessing their children's weight by simply looking at their body.

Contact information

For further information about the *Healthy Weight and Wellbeing for Children initiative* please contact:
 Claire Gardner, Research Project Officer
 Tel: (08) 8305 0662
 Email: Claire.Gardner@csiro.au

Unprompted concern among parents



NEWS FROM OTHER ORGANISATIONS



ACCC in the media

The following are extracts from the newsletter of the Consumers Federation of Australia, Issue No. 31, May 2008

Court declares Arnott's biscuit packaging misleading (29/04/08)

Packaging of a number of Arnott's biscuits in the Snack Right range have been declared to be misleading under final orders obtained by consent from the Federal Court, following Australian Competition and Consumer Commission action. The Federal Court declared that Arnott's Biscuits Limited breached the *Trade Practices Act 1974* by engaging in conduct likely to be false, misleading or deceptive in relation to the packaging and labelling of a number of its Snack Right products: *'This outcome is a strong reminder to the food and beverage industry and those responsible for food labelling that the overall impression is important,'* ACCC Chairman, Mr Graeme Samuel, said. *'Businesses must ensure that the key principles of misleading and deceptive conduct are considered during the design stage of product packaging. In particular thought must be given to how a consumer may interpret the labelling representations. The ACCC Food Descriptors Guideline reiterates this view. If food featured in a product name or pictured on a label only constitutes a small percentage of the product, it may be inappropriate to give it a disproportionately large emphasis as consumers may be misled about the composition of the product.'*

www.accc.gov.au/content/index.php/html/itemId/825714

Go Natural amends 'fruit pieces in yoghurt' packaging (08/04/08)

Natur-all Pty Ltd, trading as Go Natural, will amend some packaging after ACCC concerns that the overall impression may mislead consumers about the products. The products were Go Natural berry pieces in yoghurt and Go Natural apricot pieces in yoghurt. The ACCC was concerned that the packaging were likely to have implied that the products were unprocessed berry and/or apricot pieces coated in yoghurt. In fact, the product is a ball made from a fruit-based mixture consisting predominantly of fruit concentrate (approximately 35 per cent), sugar (approximately 30 per cent) and semolina (approximately 30 per cent).

Under a court-enforceable undertaking, Go Natural will:

- amend the packaging of the Go Natural berry/apricot pieces in yoghurt product
- amend representations on its website about the products
- publish an article for the food industry about this experience which can be accessed via www.gonatural.com.au, and
- review and implement changes to its TPA law compliance program.

'The overall impression of product packaging is important,' ACCC Chairman, Mr Graeme Samuel said today. *'Businesses need to consider whether the impression created by their packaging is likely to mislead consumers about the composition of their products.'*

<http://www.accc.gov.au/content/index.php/html/itemId/820182/fromItemId/63228>

Tasti Products amends Weight Watchers fruit bar packaging (5/03/08)

Tasti Products Ltd has given court enforceable undertakings to the Australian Competition and Consumer Commission after concerns that the overall impression created by the wording and pictorial images used on Weight Watchers fruit cereal bar packaging may be misleading. The products are manufactured and sold by Tasti, a New Zealand based company, under the Weight Watchers brand.

Tasti Products has undertaken to:

- amend the packaging of the identified Weight Watchers fruit cereal bars
- publish a corrective notice in a Saturday edition newspaper in each Australian State and Territory
- publish a corrective notice on its website www.tasti.co.nz, and
- review and implement changes to its trade practices law compliance program.

'It is important that businesses consider how consumers might view the "overall impression" created by all aspects of product marketing, including labels, branding and advertising,' ACCC Chairman, Mr Graeme Samuel said today.

<http://www.accc.gov.au/content/index.php/html/itemId/812259>

Woolworths responds to 'green' claims concerns (18/03/08)

Woolworths Limited has undertaken a number of steps to resolve Australian Competition and Consumer Commission concerns about labelling of Woolworths Select tissue products. *A number of concerns have been raised publicly over the past few months regarding premium environmental claims made on packaging of Woolworths Select tissue products,'* ACCC Chairman, Mr Graeme Samuel, said today. *'In particular, the representations related to the sustainability of fibre used in the products and the environmental management record of the producers.'*

The ACCC discussed these concerns with Woolworths and sought information about the claims. Woolworths has cooperated by providing the information on which it relied in making the representations. *'Consistent with its message in its recently released publication 'Green Marketing and the Trade Practices Act', the ACCC considers businesses should be very cautious in making green claims which may be ambiguous or controversial, particularly in circumstances where consumers are increasingly placing weight on environmental representations. Businesses must be 100 per cent sure of their ability to back their claims.'* The ACCC has requested and Woolworths has agreed to review its trade practices law compliance program to ensure it adequately deals with these issues in the future. Woolworths has agreed also to keep the ACCC updated as to any issues arising from the transition to new packaging.

<http://www.accc.gov.au/content/index.php/html/itemId/813595>

ACCC marks World Consumer Rights Day: Calls for responsible marketing of food to children (15/03/08)

The ACCC has marked World Consumer Rights Day by calling for responsible marketing by the food industry, particularly when food is promoted to children. *'World Consumer Rights Day is an international day of action and awareness which promotes the rights of consumers around the globe,'* ACCC Chairman, Mr Graeme Samuel, said. *'This year, consumer organisations around Australia and the world are joining forces to take part in a day of action to highlight concerns associated with the marketing of food, particularly to children. The campaign will encourage governments and the food industry to take greater responsibility for the marketing of food. The ACCC recognises the work in Australia by organisations such as CHOICE to raise awareness of concerns associated with junk food advertising to children.'* The ACCC is particularly concerned to ensure food marketing does not breach the TPA.

<http://www.accc.gov.au/content/index.php/html/itemId/813384>

NEWS FROM OTHER ORGANISATIONS



INTERNATIONAL FEDERATION
FOR HOME ECONOMICS

International Federation for Home Economics

Position statement

World Food Security and the Challenges of Climate Change and Bio-energy

IFHE has notified its intention to present this IFHE position statement to the High-Level Conference on *World Food Security: the Challenges of Climate Change and Bioenergy*, hosted by FAO, Rome, 3–5 June 2008.

The International Federation for Home Economics (IFHE) is aware that the main objective of the FAO is to guarantee that all people have access at all times to the food needed to lead healthy and active lives. IFHE is also cognizant that, among other activities, FAO support national and trans-national activities in areas of household and food security, food and nutritional education, food and nutritional surveillance, standardisation and food control, and about food composition.

The International Federation for Home Economics is an International Non-Governmental Organisation (INGO) having consultative relationship with ECOSOC of the United Nations which works in close co-operation with the UN Specialized Agencies, FAO, WHO, UNESCO and UNICEF, as well with the Council of Europe.

The members of the IFHE are drawn from academia, community-based occupations and corporate consumer services, hospitality and service-based organisations. The professionals associated with the IFHE focus on the fundamental needs and practical concerns of individuals and family in everyday life and their importance both at the individual and at community levels. It is also concerned with the issues impacting individuals and families at the societal and global levels so that their wellbeing can be enhanced in an ever changing and ever challenging environment.

The IFHE influences individuals, families, communities and policy makers through research publications, pedagogy and advocacy. IFHE collaborates with allied groups and organisations in serving the needs of individuals and families in meeting its core objectives.

The IFHE is concerned about the recent developments in the World food crises resulting in civil unrest in several countries, the escalating price of basic food items which threaten Food Security in poor countries and impact vulnerable groups like women, children, rural and urban poor. The issues that impact this rapidly increasing cost of basic foods are many and each multidimensional.

In some parts of the world, the crisis is reported to be caused by poor distribution of food rather than inadequate production. Yet in most other parts, issues revolve around climate changes and the resulting impact on agriculture and land usage that cause the decrease in food production and the loss of livelihood for poor rural farmers. The phenomenon is also impacted by bio-energy activities and the diversion of agricultural resources into the

production of alternate energy sources for fuel, electricity and transportation.

IFHE supports the notion that the crisis is sufficiently threatening globally that a High-Level Conference that focuses on World Food Security and the Challenges of Climate Change and Bio-energy of the FAO is timely and looks forward to the outcome of these deliberations.

World food security:

The impact of the current World food security crisis is reflected in the noticeably reduced availability and increasing high prices of basic foods around the world. The reasons are many and varied and the result of developmental activities and trends globally. One reason is noted to be associated with the demands of a few high-population, less developed countries (LDC) with increasing demands on world food supply. This increase is caused by the improved per capita income, change in dietary habits and population growth in those countries, and their ability to trade more aggressively with non-food commodities for their food needs on the world market. It appears that there has not been sufficient adjustment in the world food production volumes to meeting this type of demand.

It is further reported by international experts that there is a reduction in Food Aid from developed countries despite the increasing need for food in light of the Millennium Development Goal, 'to eradicate extreme poverty and hunger', and the pervasiveness of civil and cross border conflicts which create massive dislocation of people in Africa and the Middle East.

International trade policies that do not support local subsidies for poor rural farmers in developing countries are also identified as a major contributing factor impacting the most vulnerable groups in the LDC including children, women, rural people and urban poor. Policies that ensure that food security as a priority on national agendas, especially in the LDC, and that promote equity fairness in world trade and balance of payments must be part of the solution to this crisis.

Challenges to climate change:

Climatic changes impacted by environmental conditions exacerbated by technological thrusts, and environmental degradation continue to impact food production, world prices and distribution. Compounded by growing populations and the adaptation of environmentally unfriendly developmental activities and consumption choices, many developed countries continue to harvest the bulk and richer portions of the world's food resources. Denuded by long histories of poor environmental conditions for healthy agriculture and the absence of appropriate technology to facilitate the sustainability and self-sufficiency in basic food supply, LDC in vulnerable parts of the world are more acutely affected by the current world food crises.

InForm editor's notes

Abbreviations

FAO	Food and Agriculture Organisation
WHO	World Health Organization
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund

Food security – ensuring people have enough resources to buy, or otherwise obtain, enough food for a healthy lifestyle

NEWS FROM OTHER ORGANISATIONS

Between 2000 and 2004 around 262 million people were affected by climate disasters. Of these 98% lived in developing countries. By 2020 between 75 and 250 million people in sub-Saharan Africa are expected to have less water. In areas where agriculture is dependent on rainfall, yields could drop by 50 per cent. Many livestock breeds cannot be genetically improved fast enough to adapt to climate change.

Many of the everyday practices that impact global warming for example, carbon emissions, high fuel consumption, environmentally unfriendly manufacturing and consumption practices, are more pronounced in the developed countries and yet impact the LDC more profoundly.

Bio-energy:

The search for alternatives to carbon-based fuel is desirable, but when this search leads to the destabilisation of societies because of the reduction and diversion of healthy food supply, then that search becomes distorted. Most of the crops associated with bio-fuel production have been traditionally used as food. The increased diversion of food crops into bio-fuel production will continue to exacerbate the food crises and disenfranchise rural people in LDC unless small farmers can be enabled to meet their own fuel needs for equipment and electricity, if they are incorporated in the bio-fuel chain and appropriate environmental management systems are put in place.

The IFHE encourages more research in non-threatening ways to the quality of life for all people. Research in solar energy with the active participation of developed and lesser developed countries in active partnership for shared technology, and involving private and public sectors is one alternative that UN organisations like the FAO could facilitate for incremental application of crisis-free results.

Role of FAO:

The IFHE encourages the United Nations through its related groups like the FAO to continue its role as a clearinghouse for technical, data sharing, multilateral discussions that seek to identify solutions for the concerns and challenges impacting food security and treat this crisis with urgency at all levels.

IFHE encourages the FAO to promote immediate actions and policies that will remove the risk of starvation from individuals, families and communities by providing the guidelines for all countries to make food security a priority on national agendas.

IFHE encourages the FAO to prompt developed countries to increase Food Aid to LDC that are most impacted by the crisis especially where families and children are dispossessed by drought, conflict, natural disasters and high balance of payment in response to national debts.

IFHE encourages the FAO to seek to declare that international trade policies be relaxed to support poor rural farmers in LDC in respect of the means for production, fertilisers, seeds, technology, roads and water for producing basic and nutritious food crops to meet the needs of local populations.

IFHE commitments:

The International Federation for Home Economics supports the United Nations initiatives through its individual and organisation

members globally, and acting at local levels in the over 50 countries represented by its members. In collaboration with other non-governmental organisations and civil societies it is committed to:

- eradicating hunger and extreme poverty by actively participating in achieving World Food Summit and Millennium Developmental Goals
- becoming more informed about the issues surrounding the world food security crisis, bio-energy research, production and its impact on the cost and availability of food, the impact of climate change on the agricultural activities and the availability of food especially to poor countries, and the impact of these issues on the everyday lives of individuals and families
- pursuing educational activities through community-based projects, academic research and curriculum instruction focusing on appropriate actions to mitigate the impact of world food markets on the poor
- advancing the idea that poor farmers around the world can be facilitated to access markets and encourage their improved productivity to improve personal income and food circulation through the adoption of trade policies that are sympathetic to their needs and that this be part of the solution to the growing food crisis
- educating and re-educating the media, community-based groups and NGOs regarding: the nutritional quality of traditional and emerging foods; the multiple issues and factors impacting the production, availability and access to adequate food supply and the culture-related solutions that will meet the needs for improved and sustained quality of life for individuals, families in communities in various cultural settings around the world; food management principles that are appropriate for households and families
- including food security; climate changes and the impact on food production and food availability; the issues impacting the emergence of bio-energy production utilising traditional food sources and agricultural resources in primary, secondary and post secondary school curriculum
- promoting family gardens, school gardens and community gardens as first steps in buffering the impact of scarcity and rising food prices for vegetables and to improve food and nutrition education and self reliance
- promoting healthy food choices and creating ways of preparing and serving local foods that eliminate hunger and nutritional deficiency illnesses especially in women, children and the aged
- promoting greater consumer awareness among citizens, entrepreneurs and policymakers for seeking local solutions to soaring food prices that are pulling many families into poverty
- collaborating with other NGOs in advocating for the increased financial support for the most vulnerable citizens of the world inclusive of women, children, the aged, rural and urban poor, through national, world trade and trans-national aid policies
- continuously monitor the global developments in respect of the World food crisis and encourage groups within the IFHE to systematically share project results and best practices at meetings and conferences.

June 1, 2008 Prepared by: Geraldene B. Hodelin President-Elect 2006–2008
On Behalf of The International Federation for Home Economics, Kaiser-Friedrich-Straße 13, 53113 Bonn -Germany Email: office@ifhe.org



Home Economics Teacher Excellence Awards

The Queensland Division of the Home Economics Institute of Australia invites nominations for the 'Home Economics Teacher Excellence Awards, 2008'. 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 23 August 2008. Regional functions may be arranged to celebrate awardees from regional centres.

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.

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 25 July 2008.



Home Economics Teacher Excellence Awards

NOMINATION FORM

Nominee details

Name:

Work phone: Home phone:

Work fax: Email address:

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) in any two of the following:

- 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
- Professional activities

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). 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 A4 pages.

Proposed by: (Name) Signature:

Date: / /

Contact details: Phone (W) (Email)

Seconded by: (Name) Signature:

Date: / /

Contact details: Phone (W) (Email)

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



2008 Diary Dates

JUNE

- 23–25 **Conference of the Early Childhood Teachers Association**
Brisbane Convention and Exhibition Centre, South Bank
Website: www.ecta.org.au

JULY

- 14 **HEIA(Q) Regional Workshop – ROCKHAMPTON**
Rockhampton Plaza Hotel
Contact: Yve Rutch
Tel: 07 3353 1266
Email: rutchy@northside.org.au
- 19 **HEIA(Q) Regional Workshop – BRISBANE**
Diana Plaza Hotel, Woolloongabba
Contact: Yve Rutch
Tel: 07 3353 1266
Email: rutchy@northside.org.au
- 26 **HEIA(Q) Regional Workshop – GOLD COAST**
Trinity Lutheran College, Ashmore
Contact: Yve Rutch
Tel: 07 3353 1266
Email: rutchy@northside.org.au

AUGUST

- 2 **HEIA(Q) Regional Workshop – WIDE BAY**
Urangan SHS, Hervey Bay
Contact: Yve Rutch
Tel: 07 3353 1266
Email: rutchy@northside.org.au
- 10–12 **ACER Conference**
Touching the future: Building skills for life and work
Brisbane Convention and Exhibition Centre, South Bank
Contact: Conference Secretariat
Tel: 03 9277 5403
Email: taylor@acer.edu.au
- 22 **HEIA(Q) Pre-conference workshop**
Food futures and schools—Making it happen
A workshop with Dr Martin Caraher
Details to be advised
- 23 **HEIA(Q) State Conference:**
***Sustainable futures and home economics:
From consumer to citizen***
Brisbane Convention and Exhibition Centre, South Bank
Contact: Lyn Greenfield, ECHO Events Australia
Tel: 07 3272 0950
Email: heiaqconference@echoevents.com.au

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

HEIA(Q)

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Email: heiaq@heia.com.au Website: www.heia.com.au/heiaq