

Home Economics Education

(Part 1 of 4)

Level 4 to Beyond Level 6

Note: The PDF version of this document has been split into sections for easier download. This file is Part 1 of 4.

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Home Economics Education Subject Area Syllabus and Guidelines
Level 4 to Beyond Level 6

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The cover shows students of Park Ridge State High School with the work of students from Corinda State High School.

Queensland Studies Authority, PO Box 307, Spring Hill, Queensland 4004, Australia
Phone: (07) 3864 0299
Fax: (07) 3221 2553
Email: office@qsa.qld.edu.au
Website: www.qsa.qld.edu.au

Contents

INTRODUCTION 1

The common curriculum and the subject areas 1

Subject area syllabuses and guidelines 2

Courses of study 2

RATIONALE 3

Nature of the subject area 3

Nature of learning in the subject area 3

Contribution of the subject area to lifelong learning 4

Knowledgeable person with deep understanding 4

Complex thinker 4

Active investigator 5

Responsive creator 5

Effective communicator 5

Participant in an interdependent world 5

Reflective and self-directed learner 6

Cross-curricular priorities 6

Literacy 6

Numeracy 6

Lifeskills 7

Futures perspective 7

Other curricular considerations 8

Work education 8

Understandings about learners and learning 9

Learners 9

Learning 9

Learner-centred approach 10

Equity in the curriculum 10

Student access and participation 10

Learning about equity 11

OUTCOMES 12

Framework 12

Subject area outcomes 12

Strands of the subject area 12

Home Economics Practice 12

Becoming Independent 13

Living in the Wider Society 13

Levels 13

Central learning outcomes 14

Supplementary learning outcomes 14

Relationship of outcome levels to year levels 14

Using learning outcomes to plan for learning and assessment 24

Central content 24

ASSESSMENT 28

Purposes of assessment 28

- Providing feedback 28
- Informing decision making 28

Principles of assessment 28

- Focus on learning 29
- Comprehensive range of evidence 29
- Valid and reliable evidence 29
- Individual learners 29
- Integral part of learning and teaching process 29
- Responsibility for own learning and self-monitoring 29
- Equity principles 30

Process of assessment 30

- Opportunities to demonstrate learning 30
- Gathering and recording evidence 30
- Making judgments about demonstrations of learning 33
- Consistency of teacher judgments 34

Reporting 35

- Reporting to students and parents/carers 35
- Reporting on student progress in relation to learning 35
- Language, formats and modes of reporting 35

GUIDELINES 36

Planning courses of study 36

Home economics courses of study 36

- Home Economics Practice 36
- Empowerment practice 37
- Social inquiry practice 38
- Technology practice 39
- Combining the organisers in Home Economics Practice 40
- Legal requirements 42
- Examples of home economics courses of study 42

Planning learning and assessment 43

- A model for planning units of work 43
- Planning with central learning outcomes 44

Elaborations 45

APPENDIX 1 62

Technology Practice: Learning outcomes 63

APPENDIX 2 65

Technology Practice: Core content 66

COPYRIGHT NOTICE 67

Introduction

Subject area syllabuses have been developed to cater for specialised student interests within the framework of a core and common curriculum in Queensland.

The common curriculum and the subject areas

The role of the common curriculum for Queensland schools is to provide a comprehensive education for all students during the compulsory years of schooling. It consists of the eight nationally agreed key learning areas:

- The Arts
- English
- Health and Physical Education (HPE)
- Languages other than English (LOTE)
- Mathematics
- Science
- Studies of Society and Environment (SOSE)
- Technology.

The Queensland curriculum for the compulsory years of schooling is based on an outcomes approach.

The core of the Queensland curriculum for the compulsory years of schooling consists of a selection of essential learnings expressed as ‘core learning outcomes’. ‘Discretionary learning outcomes’ describe what students know and can do beyond what is essential at a particular level.

Key learning area syllabuses describe core learning outcomes in developmental levels along learning continua for the 10 years of compulsory schooling. The common curriculum is conceptualised as a whole, rather than segmented into sections for different phases of schooling.

During the later years of compulsory schooling, many schools may offer their students subjects that allow them to engage in specialised studies in specific contexts. Syllabuses have been developed for five subject areas that are typically a focus of curriculum choice and specialisation. These are:

- Agricultural Education
- Business Education
- Home Economics Education
- Industrial Technology and Design Education
- Information and Communication Technology Education.

Through the experiences, challenges and opportunities associated with each subject area, students develop a unique range of knowledge, practices and dispositions. These can be

described through learning outcomes that are specific to the subject area. In certain contexts, some learning outcomes from different key learning areas contribute to a subject area.

Subject area syllabuses and guidelines

Syllabuses and guidelines have been developed for five subject areas. Typically, schools will use the subject area syllabuses to plan a variety of courses of study that will provide particular students with specialised learning experiences in specific contexts.

Subject area strands are contextual. The strands are used to organise the learning outcomes in the syllabus. The strands contain two types of learning outcomes — ‘central learning outcomes’ and ‘supplementary learning outcomes’. The central learning outcomes describe the learnings that are considered fundamental to the subject area. It is recommended that these be the primary focus of a course of study developed for a subject area. Central learning outcomes consist of subject-area-specific learning outcomes and some core learning outcomes from different key learning areas. Supplementary learning outcomes are additional learning outcomes that could be considered for inclusion to enrich a course of study.

Central and supplementary learning outcomes have codes that identify the strand and developmental level to which they belong (see Outcomes section). If these learning outcomes have been selected from a key learning area syllabus, the key learning area code for that learning outcome is indicated in parentheses.

Subject area syllabuses describe learning outcomes from Level 4 to Beyond Level 6. Subject area syllabuses are not specifically associated with particular year levels of schooling; however, it is predicted that they will be used for planning courses of study in middle schools and lower secondary schools. These subject area syllabuses may also be used in other educational settings where there are specific student interests in the subject area, appropriate school resources and teacher expertise.

Subject area syllabuses cannot be regarded as alternatives to each other or to particular key learning areas. Each subject area syllabus contains different subsets of learning outcomes from different key learning areas, as well as learning outcomes that are specific to particular subject areas.

Courses of study

Courses of study are planned sets of learning experiences and assessment tasks that have a specified duration and location in a school’s overall curriculum offering. They may be units offered within a vertical timetable, a semester, a single year or multiple years. Courses of study may be developed from any of the subject area and/or key learning area syllabuses.

The time allocation for courses of study based on subject area syllabuses is a school-based decision.

Subject area syllabuses enable schools to plan courses of study that meet a variety of student needs and interests.

When planning courses of study, the following should be considered:

- the needs of students
- resources and staff
- the place and role of courses of study within the total school curriculum.

Further information is available in the Guidelines section.

Rationale

Nature of the subject area

The central focus of home economics is the wellbeing of people within their personal, family, community and work roles. Home economics encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles. Home economics is an interdisciplinary study drawing on the fields of nutrition and dietetics, textiles and fashion, architecture and the built environment, human development, relationships and behaviour.

Living and working effectively within dynamic, diverse and global societies presents challenges for individuals, families and communities. These challenges may include:

- selecting and preparing nutritious foods from complex and changing food markets
- establishing and maintaining a diverse range of effective interpersonal and family relationships
- making informed, responsible and ethical consumer decisions about new products that become available because of changing technologies and lifestyles
- balancing personal, family and work responsibilities with leisure
- resolving the influences of peer pressure, body image, economics, marketing and media when selecting clothing and textiles.

Informed people who think critically and creatively make socially and ethically responsible actions that enhance wellbeing. People who promote wellbeing and design their futures understand that the decisions and actions taken by themselves and others have consequences. Such people are therefore willing to confront and challenge practices that do not support wellbeing. Working individually and collaboratively, such people create physical and interpersonal environments that are supportive of individuals, families and communities. Personal and societal influences such as technology, culture, environment, ethics, lifestyle, media, advertising and peer pressure are considered when making decisions related to meeting the needs of individuals, families and communities.

Nature of learning in the subject area

Home Economics Education provides the context for students to develop a unique repertoire of knowledge, practices and dispositions. Students also have opportunities to develop some knowledge, practices and dispositions from the key learning areas of Health and Physical Education, Technology, and Studies of Society and Environment in home economics contexts.

Home Economics Education brings together theoretical understandings and practical applications related to food and nutrition, human development and relationships, living environments and textiles.

Home economics practice underpins studies within the subject area. Home economics practice consists of the actions of empowerment practice, social inquiry practice and technology practice (see Guidelines section). Home economics practice promotes students' knowing, thinking, investigating, creating, communicating, participating and reflecting. Students can use one or more of the actions of home economics practice to respond to home economics challenges. Home economics practice can be used when, for example:

- designing and enacting solutions that support personal and societal wellbeing
- taking personal control of health and developing health-promoting behaviours
- evaluating societal practices and advocating equitable and just societal practices.

Through Home Economics Education, students become empowered to be active and informed members of society, to design their social futures, to contribute to the wellbeing of themselves and others, and to examine and take action on matters of personal and societal significance.

Contribution of the subject area to lifelong learning

The Queensland school curriculum is designed to assist students to become lifelong learners. The overall learning outcomes of the curriculum contain elements common to all key learning areas and subject areas, and collectively describe the valued attributes of a lifelong learner.

A lifelong learner is:

- a knowledgeable person with deep understanding
- a complex thinker
- an active investigator
- a responsive creator
- an effective communicator
- a participant in an interdependent world
- a reflective and self-directed learner.

The Home Economics Education subject area provides many opportunities for students to develop the valued attributes of lifelong learners.

Knowledgeable person with deep understanding

Learners become knowledgeable people with deep understanding when they:

- develop an understanding of the knowledge, practices and dispositions related to food and nutrition, human development and relationships, living environments and textiles
- understand how home economics practice enhances individual, family and community wellbeing.

Complex thinker

Learners develop higher-order thinking skills related to food and nutrition, human development and relationships, living environments and textiles when they:

- make decisions and respond to challenges in order to promote wellbeing
- manage resources such as time, energy, materials and equipment to meet the needs of individuals and families
- develop products and processes that meet the needs of individuals, families and communities.

Active investigator

Learners become active investigators when they apply home economics practice in situations related to food and nutrition, human development and relationships, living environments and textiles. They investigate:

- societal practices related to food and nutrition, human development and relationships, living environments and textiles that impact on individuals, families and communities
- how the needs of individuals, families and communities can be met through the development of products and processes related to food and nutrition, human development and relationships, living environments and textiles
- how issues of personal and societal significance can be resolved by working independently or collaboratively to bring about change
- how consumer choices indicate personal attitudes and values.

Responsive creator

Learners become responsive creators when they develop strategies that enable them to:

- generate and evaluate solutions to meet challenges in home economics contexts
- create with imagination, originality and aesthetic judgment a wide range of products and processes to enhance individual, family and community wellbeing.

Effective communicator

Learners interpret and communicate information using appropriate language, symbols, systems and representations. They use written, verbal and visual forms of communication and use information and communication technologies to investigate and present information.

Learners become effective communicators when they:

- develop a range of interpersonal, verbal and nonverbal skills that enable them to meet their own and others' needs
- enhance individual, family and community wellbeing by designing and presenting ideas for products and processes related to food and nutrition, human development and relationships, living environments and textiles.

Participant in an interdependent world

Learners become participants in an interdependent world when they:

- develop self-management, personal development, social and citizenship skills
- develop personally satisfying and socially responsible practices and dispositions that contribute to personal, family and community wellbeing
- make informed, responsible and ethical decisions and take action related to food and nutrition, human development and relationships, living environments and textiles
- develop and demonstrate effective interpersonal and communication skills that enable them to contribute positively to group dynamics in their everyday interactions
- develop dispositions and skills to respect and care for others
- work collaboratively to promote a just society for individuals, families and communities.

Reflective and self-directed learner

Learners become reflective and self-directed learners when they reflect on their decisions, actions, products and outcomes and consider what they could do differently. They critically reflect on the impact of different influences on:

- the nature and actions of individuals, families and communities
- human relationships
- decision making related to food and nutrition, human development and relationships, living environments and textiles.

Cross-curricular priorities

The Home Economics Education subject area incorporates and promotes the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective.

Literacy

Literacy is a social practice that uses language for thinking and making meaning in cultures. It includes reading and writing, speaking and listening, viewing and shaping, often in combination in multimodal texts within a range of contexts. Critical thinking is also involved in these practices. Students seek and critically appraise information, make choices and use their literacy skills to become independent learners. They develop critical literacy by questioning the cultural and social practices embedded in various kinds of texts. Students learn about relationships between the contexts and audiences of those texts. They understand that literacy influences how people view themselves, their identities and their environments as well as providing ways to represent these views.

In Home Economics Education students:

- read reports, articles, case studies, instructions, patterns, recipes and consumer advertising materials
- write using a variety of genres — for example, management plans, reports, labels, menus, tables and graphs
- use language and terminology specific to the subject area
- negotiate use of resources
- listen to and participate in debates and forums about issues such as the changing nature of families and the influence of the media on food and clothing choices.

Students become critical consumers of texts when they consider issues from a range of viewpoints including family, government and industry. They analyse texts to identify whose interests are, or are not, being served by the information. They use information to make informed choices, take actions that promote wellbeing and communicate with others.

Numeracy

Numeracy is the demonstration of practices and dispositions that accurately, efficiently and appropriately meet the demands of typical everyday situations involving number, space, measurement and data.

In Home Economics Education, students develop numeracy to deal with everyday situations relevant to their personal, family, community and work roles. They record and allocate time, and measure and compare mass, volume and length. Students describe and represent design using shape and spatial relationships. They manage budgets and money and judge good

value. They use numeracy practices such as estimating, counting, calculating, analysing and predicting to respond to home economics challenges.

Lifeskills

Lifeskills is a term used to describe the knowledge, practices and dispositions considered necessary for people to function adequately in their current and changing life roles and situations. Demonstration of lifeskills takes place in two overlapping dimensions: practical performance of, and critical reflection on, those skills.

It is possible to identify at least four sets of lifeskills that enable students to participate in four life roles. The lifeskills, and related life roles, are:

- personal development skills — growing and developing as an individual
- social skills — living with and relating to other people
- self-management skills — managing resources
- citizenship skills — receiving from and contributing to local, state, national and global communities.

In Home Economics Education, students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. They make decisions and take actions to promote healthy eating, maintain personal hygiene and develop a sensitive approach to interpersonal relationships. They contribute to environments that are supportive of human growth and development, and develop a respect for the lifestyle choices of other people.

Students communicate verbally and nonverbally in a range of personal, family, community, paid, unpaid and voluntary situations. They express and manage a range of different emotions, work cooperatively with other people and resolve conflict in constructive ways. Students recognise and respect the rights, needs and viewpoints of others and enhance the wellbeing of others.

In Home Economics Education, students manage their resources and develop self-management skills. They manage resources including time, money, energy and materials to meet needs related to food and nutrition, human development and relationships, living environments and textiles. They set personal goals and plan and implement strategies to attain these.

In Home Economics Education, students critically analyse social structures that impact positively and negatively on individuals, families and communities. They consider and challenge the impact of education, media, work and government on the everyday practices of individuals, families and communities.

Futures perspective

A futures perspective involves knowledge, practices and dispositions that enable students to identify individual and shared futures. A futures perspective leads to insights and understandings about thinking ahead, and the roles of individuals and groups in envisioning and enacting preferred futures.

Students with insights and knowledge about the past and present consider the consequences of past and future actions. They take responsibility for their actions and decisions and are empowered to participate optimistically in processes of social innovation, recovery and renewal.

In Home Economics Education, students:

- consider, challenge and take action on issues that impact positively and negatively on the wellbeing of individuals, families and communities
- identify and develop products and processes that will create a preferred future for individuals, families and communities
- consider the impacts of consumer decisions on the future wellbeing of self and others
- consider equity and ethics as a basis for making decisions and taking actions to promote a future based on fairness and human rights
- consider their own values and belief systems as well as those of others and the impact of these on their own and others' futures.

Students challenge their own value and belief systems as well as those of others. They use critical and creative thinking to understand how personal or societal practices impact on individuals and groups in the community and evaluate the consequences of pursuing particular options.

Other curricular considerations

The Home Economics Education subject area also incorporates work education.

Work education

Work involves both the paid employment that people undertake and the unpaid work they perform within the groups, communities and societies to which they belong. It occurs with different types and groupings of people in different settings and is performed under many different conditions.

Work education involves **learning for work, learning about work** and **understanding the nature of work:**

- Learning for work involves developing work-related knowledge, practices and dispositions.
- Learning about work emphasises student understandings about work and the settings and conditions that characterise workplaces. It highlights the benefits of work to individuals and communities.
- Understanding the nature of work involves critically reflecting on and analysing the sociocultural, economic and political forces that influence the ways society values different kinds of work.

While work education includes providing opportunities for students to explore options for future education, training and paid employment, this is not its sole purpose; nor is it intended to focus exclusively on the development of vocationally oriented skills. Work education has a much broader role — that of preparing students for work in all the forms and contexts in which it occurs. This includes preparing students to participate effectively in paid and unpaid work, to understand the issues involved in balancing these different kinds of work (including family responsibilities), and to recognise the benefits to society of assisting workers achieve this balance.

Home Economics Education prepares students for work in a dynamic and challenging society. It prepares them for work in an unpaid environment, particularly in the home and in caring for others, and in the paid work environment in a diversity of professions.

Students are provided with opportunities to develop knowledge, practices and dispositions that prepare them for unpaid, paid and voluntary work. In responding to challenges in home economics contexts, students collect, analyse and organise data, and plan and organise activities. Students develop interpersonal, communicative, cooperative and collaborative skills when working on group and individual projects. They gain confidence in using a range of technologies. They develop positive attitudes and behaviours as they meet work obligations, and manage time and other resources.

Students learn about and challenge different roles in work contexts. In the unpaid work environment, they challenge any traditional assumptions about work roles that may not be fair or equitable. They develop understandings about paid work associated with home and family life. They learn about service industries such as hospitality and child care.

Students understand the need to balance unpaid, paid and voluntary work, and family and personal health and wellbeing. They investigate the impacts of changes over time on who performs the work associated with home and family responsibilities.

Understandings about learners and learning

The following assumptions about learners and learning underpin the Home Economics Education subject area.

Learners

- Learners are unique individuals and thinkers with divergent views about the world.
- Learners have a broad range of knowledge, attitudes, values and experiences shaped by their gender, socioeconomic status and geographical location, and by other aspects of their background, all of which form part of their learning environment. Their prior knowledge and experiences influence the meaning they make of any new learning experience.
- Learners grow, develop and learn in different ways, in different settings and at different rates. By engaging in learning activities that match their needs, interests, understandings and individual learning styles, learners have opportunities to develop and extend their capabilities.

Learning

- Learning is a lifelong process.
- Learning occurs within and across cultural contexts and social situations and is influenced by them.
- Learning is most effective when the learning environment is safe, supportive, enjoyable, collaborative, challenging and empowering.
- Learning is most effective when it involves active partnerships with students, parents/ carers, peers, teachers, and school and community members.
- Learning contexts should acknowledge equity principles by being inclusive and supportive and by acknowledging and valuing diversity.
- Learning is enhanced and supported when teaching approaches are culturally sensitive.
- Learner-centred strategies are most effective in enabling learners to make informed choices and to take actions that support their own and others' wellbeing.

- Learning requires active construction of meaning and is effective when it is developed in meaningful contexts and accommodates, acknowledges and builds on prior knowledge.
- Learning is enhanced when learners have opportunities to reflect on their own thinking and learning.
- Learning is enhanced by the use of a range of technologies.

Learner-centred approach

A learner-centred approach to learning and teaching views learning as the active construction of meaning, and teaching as the act of guiding and facilitating learning. This approach considers knowledge as being ever-changing and built on prior experiences.

A learner-centred approach provides opportunities for students to practise critical and creative thinking, problem solving and decision making. This involves recall, application, analysis, synthesis, prediction and evaluation, all of which contribute to the development and enhancement of conceptual understandings. A learner-centred approach also encourages students to reflect on and monitor their thinking as they make decisions and take action.

Home Economics Education provides opportunities for students to develop conceptual understandings related to food and nutrition, human development and relationships, living environments and textiles that are relevant to a range of personal, family, community and work roles. Students develop conceptual understandings of processes and practices that can also be used in contexts outside of the school environment such as decision making, problem solving and management. These understandings empower students to be proactive in enhancing their own and others' wellbeing now and in the future.

Equity in the curriculum

The Queensland school curriculum is designed to challenge inequities by:

- acknowledging and minimising unequal outcomes of schooling for different groups of students
- identifying and minimising barriers to access, participation, active engagement, construction of knowledge and demonstrations of learning
- using the knowledge, practices and dispositions of all students as a basis for their learning and for enhancing the learning of others in the community
- developing understanding of, and respect for, diversity within and among groups
- making explicit the fact that knowledge is historically, socially and culturally constructed
- making explicit the relationship between valued knowledge and power relations
- identifying and promoting the capacity of the Home Economics Education subject area to develop knowledge, practices and dispositions that empower students to challenge injustices and inequities.

The curriculum also provides opportunities for students to learn about equity and equity issues in the context of the subject area.

Student access and participation

In an inclusive curriculum, consideration is given to the interrelationships between culture, language, ability, gender, sexual identity, location and socioeconomic circumstance, and their impact on students' perspectives and experiences, and therefore access to, and success in, the curriculum.

Students bring varied prior experiences to the classroom, some of which support their learning in Home Economics Education, and others that may make this more difficult. Students' diverse experiences and their resultant perspectives of home economics need to be considered when planning.

The selection of concepts, contexts, contents and learning experiences needs to accommodate the diverse learning styles, interests and experiences of students if learning is to be maximised.

Learning about equity

Students explore, express and challenge personal, group and societal values that reinforce and perpetuate inequities.

Through the learning activities in Home Economics Education, students understand and appreciate diverse needs and perspectives, and learn to value and respect people, cultures and their environments. Students develop knowledge, practices and dispositions to critique social and political structures and power relations created through activities in home economics contexts that have the potential to work for or against individuals or groups.

Students develop understandings about the historical, societal, cultural, spiritual, political and economic constructions of and contexts in which home economics products and practices are created and valued, and the dynamic interrelationships that exist between these. This promotes understanding of the heterogeneity of practices, beliefs and values within and across cultural groups. This, in turn, empowers students to become lifelong learners and active and critical participants in interdependent societies.