

Home Economics Education

(Part 3 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 3 of 4.

Guidelines

Planning courses of study

Subject area syllabuses broaden the curriculum choice and specialisation for students during the later years of compulsory schooling — that is, during middle and lower secondary schooling. The Home Economics Education subject area syllabus allows teachers to develop a variety of courses of study that meet the specific needs and interests of students.

Learning outcomes for a course of study should be selected on the basis of how best they complement each other and how they collectively fulfil the intent of the course of study. They may be selected from the Home Economics Education subject area syllabus or combined with learning outcomes from other syllabuses. For example, a home economics course of study can be planned using the learning outcomes from:

- the *Home Economics Education Subject Area Syllabus and Guidelines*
- the *Home Economics Education Subject Area Syllabus and Guidelines* and a key learning area syllabus (or syllabuses)
- the *Home Economics Education Subject Area Syllabus and Guidelines* and another subject area syllabus (or syllabuses).

The learning outcomes within subject area syllabuses are not mandated. Schools may develop courses of study using a subset of the learning outcomes described within the strands. Central learning outcomes, together with some or all of the supplementary learning outcomes, can be used to develop courses of study.

Decisions about learning outcomes selected for a course of study will be influenced by:

- school and school authority policies
- the place and role of a subject area course of study within the total school curriculum.

Home economics courses of study

Worthwhile home economics courses of study:

- provide opportunities for students to understand and use home economics practice
- take account of legal requirements
- take account of the availability of school facilities and resources.

Home Economics Practice

The Home Economics Practice strand consists of the organisers:

- empowerment practice
- social inquiry practice
- technology practice (as described in the *Years 1 to 10 Technology Syllabus*).

Management, decision making and problem solving are integral to these practices.

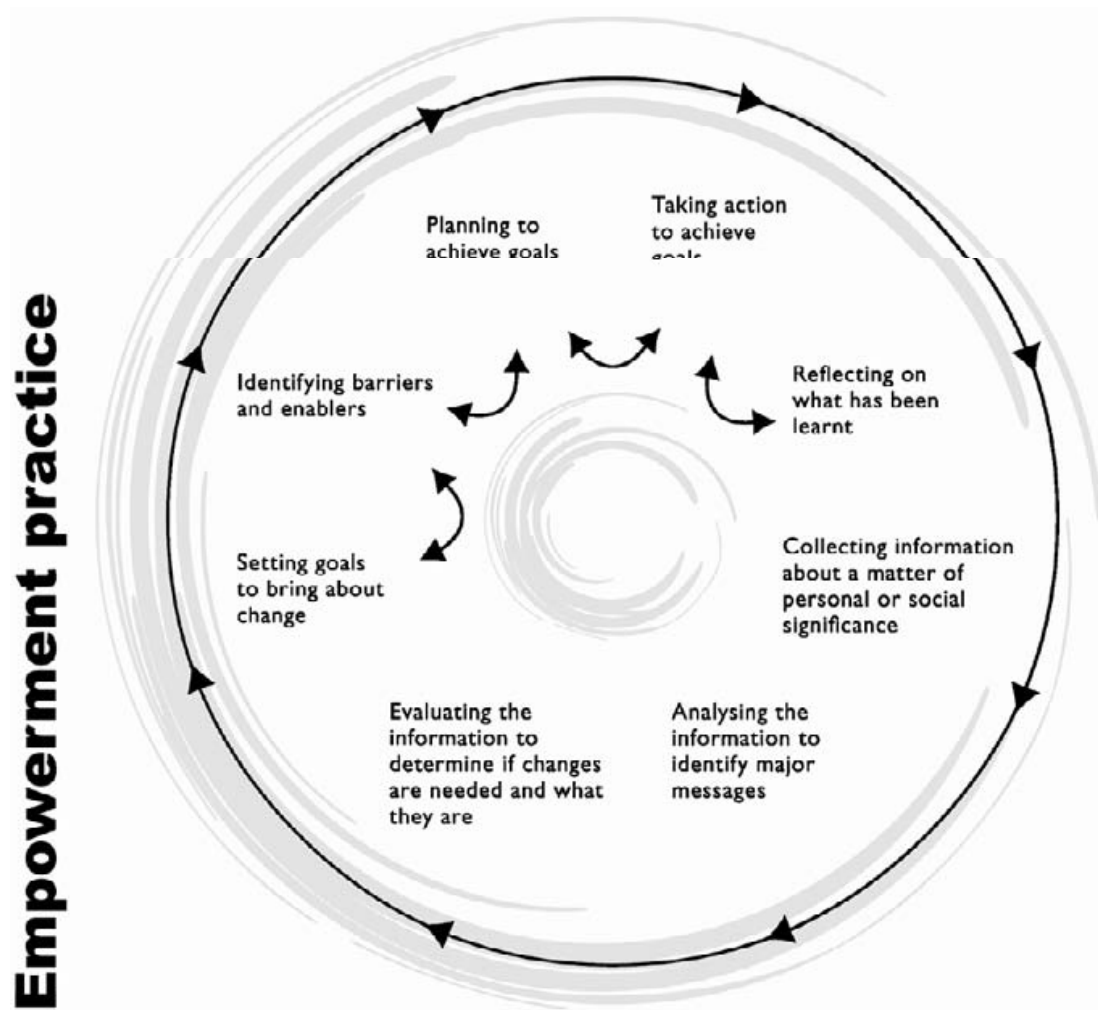
Home Economics Practice underpins courses of study in this subject area. At different times in a course of study, one or more of the organisers of Home Economics Practice could be selected or combined. There is much commonality between the organisers of Home Economics Practice, but each contributes a unique way of working within home economics contexts. Each of the organisers of Home Economics Practice is described below.

Empowerment practice

Empowerment practice is used to create change that will promote personal or collective wellbeing.

Empowerment practice involves:

- collecting, analysing and evaluating information
- setting goals
- identifying barriers and enablers to goals
- planning to achieve goals
- taking action to achieve goals
- reflecting on what has been learnt.



(Adapted from *Food and Nutrition in Action: A Curriculum Development Package* 1996, Curriculum Corporation, Melbourne.)

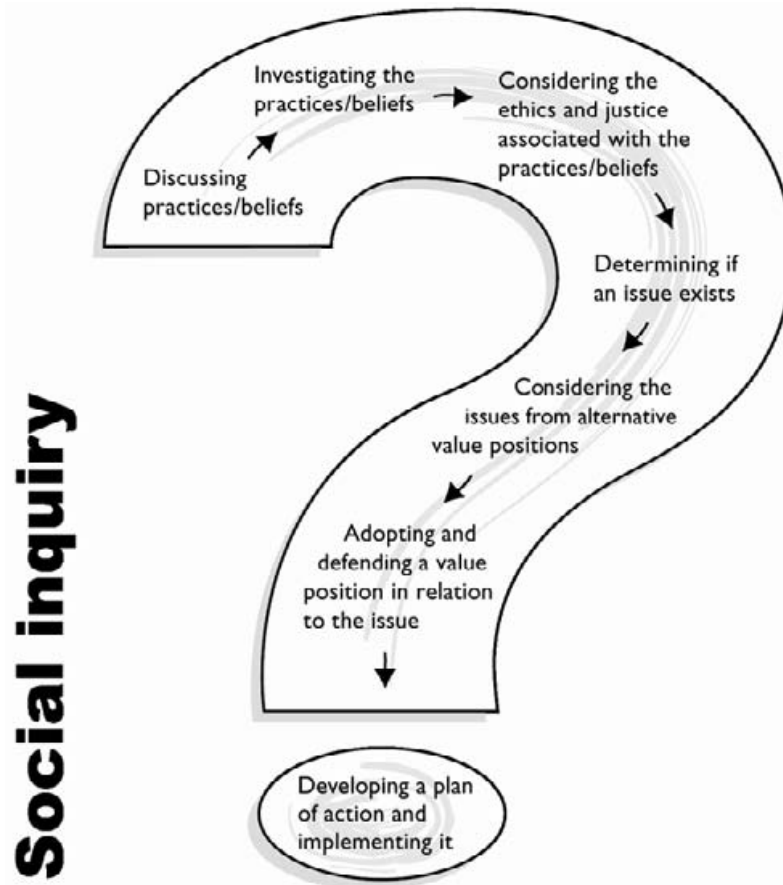
In Home Economics Education, students may work independently or collaboratively and use empowerment practice to redress issues such as men’s participation in family life; the impact of media on body image and self-esteem; and school sports uniforms and body exposure to the sun. Students may also examine personal matters — for example, their eating habits.

Example unit of work: Taking control of my diet

Students use empowerment practice to collect information about their personal diet. They analyse and evaluate the information and set goals to improve their personal diet. Students identify barriers and enablers to achieving their goals. They develop a plan and take action to achieve their goals. They reflect on their actions and the outcomes. They could, for example, prepare healthy foods and ask friends to provide support for them as they work towards their goals.

Social inquiry practice

Social inquiry practice focuses on questioning assumptions in society that may perpetuate inequality and injustice. The figure below illustrates the process of social inquiry.



(Adapted from *Social Inquiry: An Approach to Learning and Teaching in Home Economics 2000*, Home Economics Institute of Australia, n.p.)

In Home Economics Education, students may use social inquiry practice to investigate, for example, television advertising and children’s eating habits, consumer decision-making practices, and the influence of the media on fashion choices.

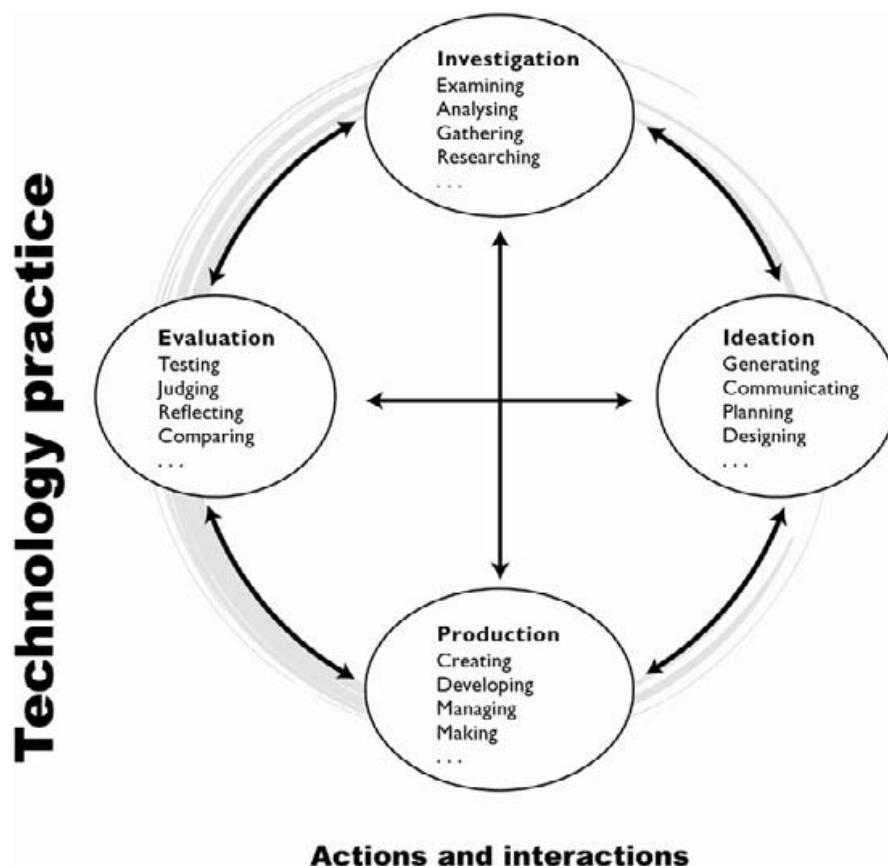
Example unit of work: Body image, media and fashion choices

Students use social inquiry practice to explore how the media may influence self-concept, particularly body image. Students consider who is advantaged and who is disadvantaged by the way products and services are often promoted in the media. They identify how people's wellbeing may be enhanced. They generate strategies that could be implemented to redress practices in society that promote the portrayal of inappropriate body images in the media. Students identify factors that should influence fashion choices and produce a folio of fashion/clothing items that meet their personal needs and wants.

Technology practice

Technology practice (as described in the *Years 1 to 10 Technology Syllabus*) involves developing practical, purposeful and innovative products that meet human needs and wants. Technology practice involves:

- **investigation** — this is carried out to gather knowledge, ideas and data to meet design challenges
- **ideation** — this is undertaken to generate and communicate ideas that meet design challenges, and to justify the selection of these ideas
- **production** — production procedures can be identified, described and managed when making products that meet design challenges
- **evaluation** — this is undertaken to make judgments about the appropriateness of design ideas, processes and products when meeting design challenges.



(From *Years 1 to 10 Technology Syllabus 2003*, Queensland Studies Authority, Brisbane.)

In Home Economics Education, students use technology practice to promote the wellbeing of individuals and families when they develop products related to food, human development and relationships, living environments and textiles.

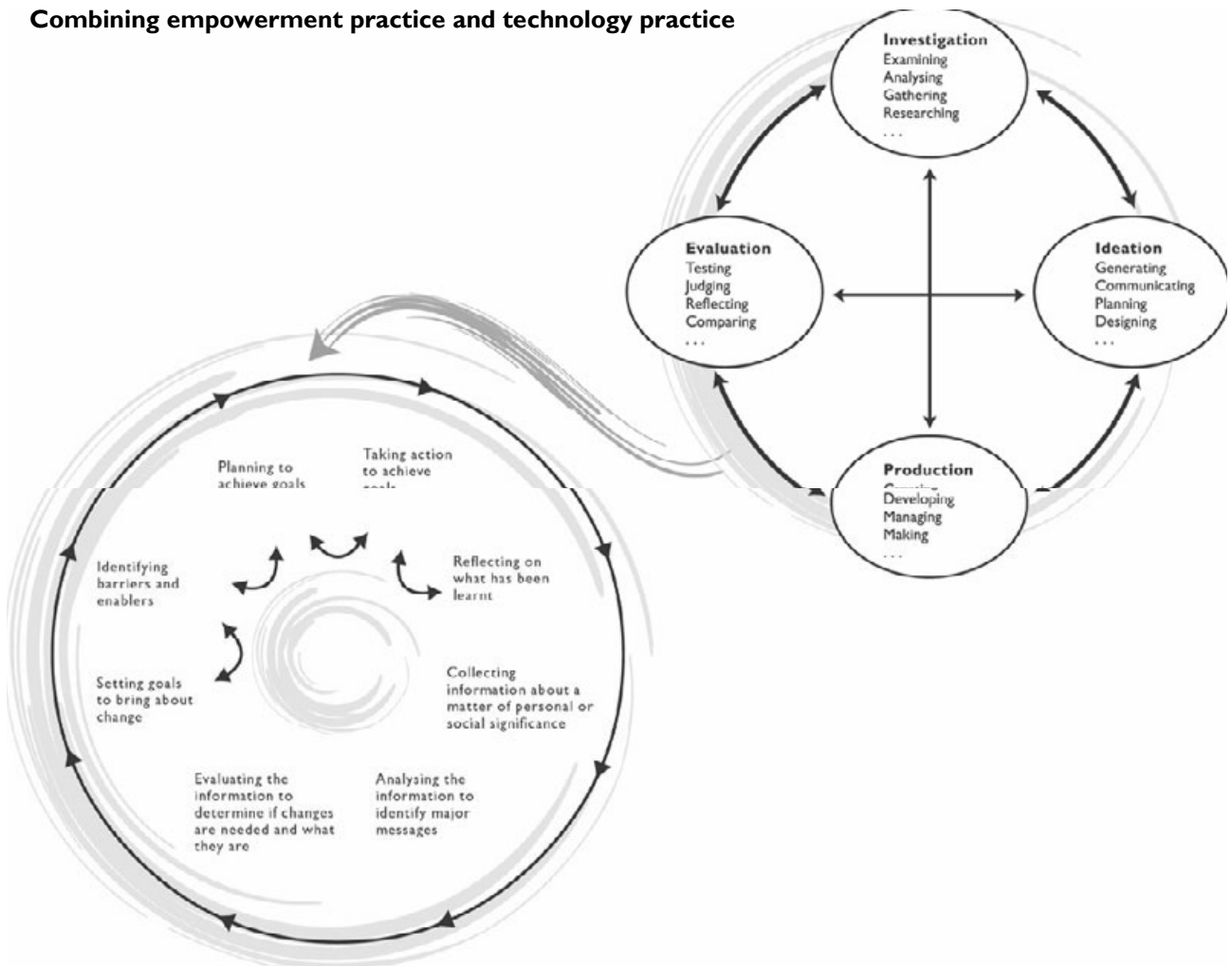
Example unit of work: Sun Smart clothing

Students respond to a design challenge related to Sun Smart clothing. The design brief requires students to identify a target group for whom the use of sun-protective clothing is important. They consider the possible, probable and preferred future dress codes for their target group. They investigate the needs of this group, and design, produce and evaluate sun-protective clothing items for this target group, or design, produce and evaluate a campaign to promote the use of sun-protective clothing by this group.

Combining the organisers in Home Economics Practice

Sometimes it is appropriate to select and use one Home Economics Practice organiser for a particular unit or learning activity, whereas for other units and learning activities it is appropriate to use more than one Home Economics Practice organiser. Some examples of how organisers can be combined effectively are provided below.

Combining empowerment practice and technology practice

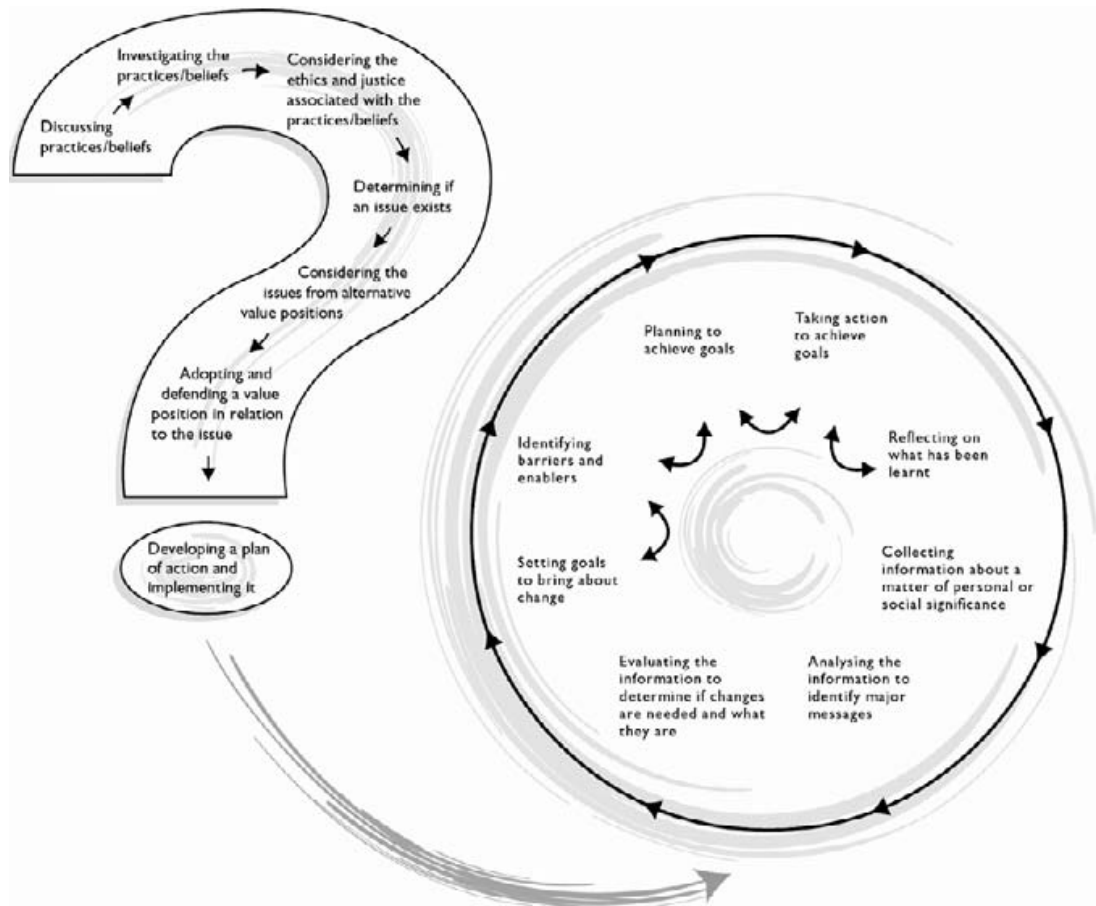


(Adapted from *Food and Nutrition in Action: A Curriculum Development Package 1996*, Curriculum Corporation, Melbourne, and from *Years 1 to 10 Technology Syllabus 2003*, Queensland Studies Authority, Brisbane)

Example unit of work: What's for lunch?

Students use empowerment practice to collect information about their own lunches, and analyse and evaluate this information. They work collaboratively to set goals to improve their lunches, identify the barriers and enablers to achieving their goals, and take action to achieve these goals. In taking action to achieve their goals, they use technology practice to investigate, ideate, produce and evaluate a range of food products that support their goals.

Combining social inquiry practice and empowerment practice



(Adapted from *Social Inquiry: An Approach to Learning and Teaching in Home Economics* 2000, Home Economics Institute of Australia, n.p., and from *Food and Nutrition in Action: A Curriculum Development Package* 1996, Curriculum Corporation, Melbourne.)

Example unit of work: The media and my food choices

Students use social inquiry practice to explore how advertising influences adolescent eating behaviours. They analyse the impact of advertising on the health of adolescents. They consider possible, probable and preferred futures with respect to advertising food products and consider actions that could be taken to promote a preferred future. Students recognise the influence of media and other factors on their diet and use empowerment practice to plan and implement strategies to optimise their personal diets.

Legal requirements

Home economics courses of study are conducted subject to a range of legislation and regulations. Courses of study in home economics must be planned taking account of legal requirements.

The underlying principle of legislation and regulations is protection for the people who work in the industry and for the consumers who use the products.

Safety

All learning activities undertaken in this subject area must be planned and conducted with due regard for the safety of all concerned. The legal requirements to do so are described in the documents listed below.

Teachers and students must follow safe work practices in a designated area free of avoidable hazards. They must be provided with appropriate safety equipment. Students should not participate in activities until they have been advised of the risks involved and provided with demonstrations of correct procedures. Staff and facilities must have current accreditation or certification for proposed activities and relevant material safety data sheets (MSDS) must be available and used to identify risks and precautions. Whenever specific tools or equipment are used, teachers/supervisors must ensure their safe use as described in the manufacturer's instructions.

The standards for establishing and maintaining a safe workplace in Queensland are set by the *Workplace Health and Safety Act 1995*. This Act provides for a number of regulations, advisory standards and codes of practice that apply to specific industries — for example, *Workplace Health and Safety Regulation 1997*, and *Workplace Health and Safety (Miscellaneous) Regulation 1995*.

The Department of Education and the Arts has developed policies related to risk assessment and risk management. The *Department of Education Manual* is available on their website. The following modules are specifically for planning courses of study in home economics:

- HS-10-45 Textiles
- HS-10-56 Maintaining a Safe Home Economics Kitchen in a School Setting
- HS-10-57 Food Handling
- HS-10-58 Cookery
- HS-10-59 Child-related Studies.

To view copies of these modules, go to <http://education.qld.gov.au/corporate/doem/>, click on 'Health & Safety' at the top of the page, then 'HS-10-1 – HS-10-121'. Alternatively, go directly to <http://education.qld.gov.au/corporate/doem/healthsa/healthsa.html>.

Examples of home economics courses of study

Multiple courses of study with different focuses can be developed from the Home Economics Education subject area syllabus. The following are examples of courses of study that may be planned to meet the needs and interests of students and school communities. These examples provide some preliminary ideas for planning and illustrate the range of courses of study that can be planned.

- A **Home Economics** course of study may include all home economics situations — food and nutrition, human development and relationships, living environments and textiles. Each situation could be developed for the strands *Becoming Independent* and *Living in the Wider Society*, and integrated with the *Home Economics Practice* strand.

- An **Adolescent Health** course of study focuses on the health and wellbeing of the adolescent as the context for the study of food and nutrition, human development and relationships, living environments and textiles.
- A **Food Studies** course of study focuses on food and nutrition as it relates to individual and family wellbeing, and may include other home economics situations such as human development and relationships.
- Other courses of study could be **Family Studies; Textile Studies; Healthy Lifestyles; Technology and Lifestyle.**

Planning learning and assessment

An outcomes approach requires that students demonstrate what they know and can do with what they know. In an outcomes approach there is a strong link between learning and assessment, and strategies for these should be planned together. Assessment involves the ongoing and systematic collection of information about students' demonstrations of learning.

Teachers are encouraged to monitor students' demonstrations of learning during everyday activities rather than at the end of a course of study. When planning, teachers should include opportunities for ongoing monitoring and gathering of information about students' demonstrations of learning. Feedback from assessment of these demonstrations, which may be diagnostic, formative or summative, leads to short-term or long-term revision of curriculum plans.

When planning for assessment, it is necessary to identify:

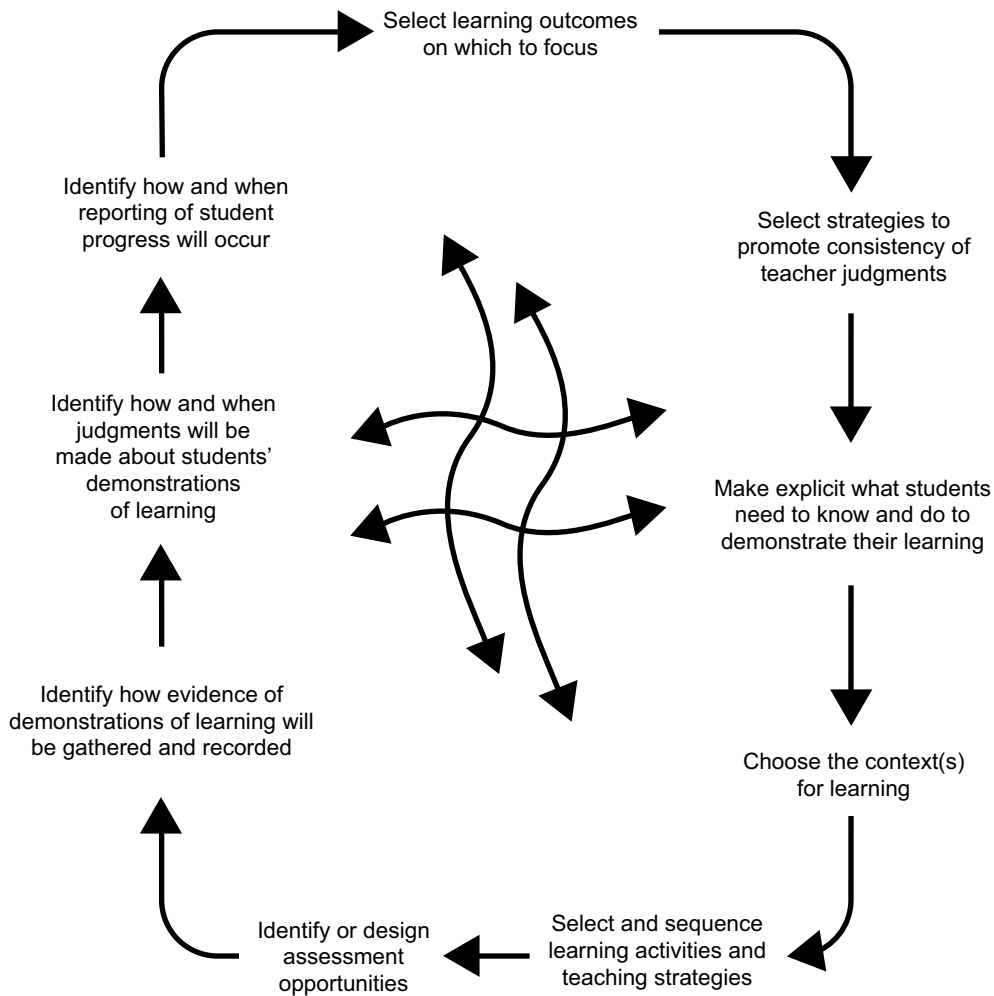
- suitable contexts in which students can demonstrate what they know and can do with what they know
- the anticipated evidence or criteria against which judgments can be made about whether students have demonstrated their learning.

A model for planning units of work

Although individual teachers will approach planning in different ways, when teachers plan using learning outcomes, they:

- select learning outcomes on which to focus
- select strategies to promote consistency of teacher judgments
- make explicit what students need to know and do with what they know
- choose the context(s) for learning
- select and sequence learning activities and teaching strategies
- identify or design assessment opportunities
- identify how evidence of demonstrations of learning will be gathered and recorded
- identify how and when judgments will be made about students' demonstrations of learning
- identify how and when reporting of student progress will occur.

These features are an essential part of long-term planning (e.g. yearly or semester programs) and short-term planning (e.g. units of work). The essential features of the planning process are illustrated in the following model. The model highlights the dynamic and cyclic nature of planning using learning outcomes.



Planning for learning, teaching, assessment and reporting

Planning with central learning outcomes

The major considerations for planning learning opportunities and related assessment are the central learning outcomes.

Activities planned for students should have within them opportunities for student learning and the collection of information about students' demonstrations of learning.

Activities should draw on the central content of the relevant strands.