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# Victorian Journal of Home Economics

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since 1958

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## About Home Economics Victoria

Home Economics Victoria was established in 1958, as a professional association for teachers, and is the peak home economics organisation in the state of Victoria, Australia. The organisation supports educators in empowering young people to live sustainably and take responsibility for their own physical, mental and social wellbeing.

Opinions expressed in this journal are those of the contributors and do not necessarily represent the views of Home Economics Victoria.

At the time of writing, all internet addresses included in articles were correct. Owing to the dynamic nature of the internet, however, we cannot guarantee their continued validity.

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# Foreword

Welcome to issue 1 of the 2014 *Victorian Journal of Home Economics*.

Redefining and repackaging Home Economics: case of a Mediterranean island, by Suzanne Piscopo and Karen Mugliet outlines historical developments of Home Economics in Malta with insights into how Home Economics fit into the Maltese education system and in society today. This is a very interesting article that reflects similar issues to those that Home Economics has faced in Australia.

At the Home Economics Victoria annual conference 2013, Rachel Crellin from the Digital Learning Branch at DEECD gave an insightful and practical presentation on the use of digital technology in the classroom and we are delighted that she has prepared an article for this issue based on that presentation. If you missed hearing Rachel at the conference this article will provide you with some useful information on websites and programs that can enhance your classroom teaching.

Dr Roxanne Portolesi, Nutrition Science Manager from Dairy Australia has provided an overview of the Australian Dietary Guidelines with some tips on ensuring we eat a healthy balanced diet (including a very tasty recipe).

Elyse Warner is a PhD candidate studying at Deakin University and has been exploring the phenomena of 'boomerang children'. Research has shown that there is a greater tendency for young people to remain living in their parents' home for a lot longer than with previous generations moreover when they do leave that they may return to live at home several times before finally settling into their own home. The media often portrays this change in a negative way, but Elyse's early research suggests there may be positive outcomes for the parents and other family members, not just the 'boomerang child'.

It was with sorrow that we heard about the passing of our esteemed life member Doris Embling, who died earlier this year. In memory of Doris we have republished a tribute to her that we originally published in the *Journal* in 2008.

To provide some hands-on activities, we have included some Product Design and Technology curriculum activities that you may find useful.

In future editions we plan to include a new section – 'What's hot in the world of Home Economics?' In this section we will endeavour to bring you links to scientific and media reports and articles that address the latest issues that home economists, educators, nutritionists, researchers, consumer scientists, family practitioners and social commentators are discussing. We welcome input from our members for this section, so if have an issue you would like to see covered in this new section, please do not hesitate to contact the editor.

**Wendy Hunter**  
Editor

# Redefining and repackaging Home Economics: case of a Mediterranean island

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Dr Karen Mugliett is a lecturer on Nutrition, Family and Consumer Studies at the University of Malta, where she conducts teacher training in the BEd and MEd courses and lectures in other diplomas and degrees on food, nutrition, communication, elderly/child care and educational technology. She has written extensively in the local media and hosts programmes on health, family and consumer issues.

Karen authored the award winning book *Seasonal and Sustainable: Cooking for Healthy Living (2010)*. Karen has been involved on various international (EAHE) and national boards in relation to nutrition, health and education. Karen can be reached by e-mail at: karen.mugliett@um.edu.mt

## Abstract

Home Economics as a discipline and profession has been developing, shaping and re-shaping all around the world. Malta has been no exception to this evolution. This paper seeks to explore the historical developments of Home Economics in this ex-colonial Mediterranean island and to provide insights into the position of Home Economics today in the Maltese education system and in society. Whilst outlining the philosophy, vision and theories which inform Home Economics education in Malta, the focus of this paper is particular to the features of Home Economics courses and curricula at different levels. This paper shows how the Home Economics and Textiles Studies teacher training programme has developed and how the profession continues to grow and reach out through the formation of an active association. Insights into the need for a name change and how Home Economics professionals are systematically contributing to health and consumer education through a specialised centre and the mass media are given. All this work has given rise to an improved status and current positioning of the Home Economics discipline and profession.

**Keywords:** Home Economics, historical developments, curriculum, teacher training, Malta.

## History of Home Economics in Malta

Home Economics (HE) has been offered as a school subject in Malta since the beginning of the 20th century (Portelli, 1996). Though not called HE at the time, it was presented as an examinable subject to fifth form secondary school students in 1910-11. Since then, the subject has gone through various name changes, from Domestic Economy to

Housecraft, Domestic Science, and finally Home Economics as it is still called in secondary schools today. Initially, sewing and textiles topics were incorporated in HE, though eventually these were established as a separate school subject.

The family living conditions of Maltese society in the 1930s were reflected in

HE education through the opening of a Housecraft school which addressed the needs of the time, such as educating young women in practical and organisational skills required to maintain a home. 1959 saw the start of schools being equipped with HE and Needlework (NW) laboratories with adjoining flatlets. The first school to be equipped was the Maria Assumpta girls' secondary school in the central part of Malta. This school was funded through a UNESCO project and was well supported, being provided with the latest equipment and technology.

Throughout the mid- and late-20th century, HE became a regular component of girls' education in state schools and some non-state schools. Both HE and NW were two separate compulsory subjects in the first two years (age 11-12 years) of state secondary schooling in Malta for girls and were also offered in one church school. Following the two compulsory years, girls could specialise in the subject further, from Form 3 (age 13 years) onwards. Some changes in the state school education system in 1990 brought changes to HE and NW, the

latter now known as Textiles Studies (TS), when these became optional subjects in Forms 1 and 2 and then a subject of specialisation in Form 3 to Form 5. HE, but not TS, was introduced as an optional subject to boys in the scholastic year 1992-3. Courses in the HE discipline are currently offered at secondary, post-secondary and tertiary level, with textiles topics being incorporated with HE at the two higher levels.

For the remainder of this paper, HE should be taken as also referring to TS, unless specifically stated otherwise.

### **The philosophy, vision and theories which inform Home Economics education in Malta**

HE focuses on the inter-relationships between resources, diet, health, the home and individual and family needs, where the central concern is achieving an optimal quality of life for individuals and their families. The aim of HE education is to equip students with the knowledge and skills necessary to lead effective lives in their different roles and in different contexts in society, specifically to maintain and promote lifelong healthful behaviours, become productive citizens and adapt in a fast-changing world.

The theories which inform HE education in Malta are mostly positivist, where the information which is disseminated is factual and scientifically based. However, critical social theory also underpins the HE goal of developing reflective critical citizens and consumers in our society. The aim is to encourage an open mind and an emancipatory approach to resolving issues and problems. In this regard, another theory which directs HE education locally is the liberal reformist theory, where the emphasis is on acknowledgement of equal rights in the broadest sense for men and women and promoting a way of thinking which will dismantle stereotypes and provide equal opportunities.

In recent decades, a sensitivity towards the interdependence of human activity and the different factors in the different levels of the environment, as motivated by key human eco-systems theoretical perspectives (Bronfenbrenner, 1989; McGregor, 2009) has emerged strongly in the local HE syllabuses and course descriptions. This has led to refocusing on the transmission of knowledge and skills in favour of positive action

of humans towards preserving and making best use of resources which are available to individuals and families in the different environments and which need to be used effectively for optimal human and planetary wellbeing.

### **The Home Economics and Textiles Studies syllabuses at secondary level**

At secondary level, there are separate HE and TS syllabuses. Both subjects are scientific, critical and practical in nature, based on relevant realities, and offering hands-on learning experiences. The subjects have an investigative orientation too, where students are given opportunities to explore and apply scientific rules and processes of human perceptions, values and use of resources.

As explained earlier, in state secondary schools, HE and TS are optional subjects in Form 1 and 2, and can then be chosen again for further specialisation in Form 3 upwards. A very high proportion of both male and female students from state schools in the Form 1 cohort generally choose HE as their optional subject for a period of two years (Piscopo, 2006). The subject is also offered in many church and independent schools from Form 1 until Form 5. TS is less popular as an optional subject and subject of specialisation. It is also predominantly chosen by female students.

The HE syllabus is divided into three main areas: Food, Nutrition and Health; Home and Family Living; and Choice and Management of Resources (Ministry of Education, Employment and the Family (MEEF), 2008a). The TS syllabus is divided into five main areas: Aids to Sewing; Textiles; Fashion; Creative Design & Work; and The Role of the Consumer (MEEF, 2008b). (A new National Curriculum Framework was released in 2012 and related syllabuses are being developed. The latter are taking a more thematic approach. See [www.curriculum.gov.mt/secondary\\_syllabi.htm](http://www.curriculum.gov.mt/secondary_syllabi.htm)) Both syllabuses are designed to equip students with a useful range of skills and follow an integrated approach where inter-relationships between resources, individuals and society are addressed in both theoretical and practical contexts. HE and TS aim to give the students skills in decision-making, problem-solving, and organisation, communication and research among others.

The HE and TS syllabuses are conducive to constructivist learning theory or approaches (CLA), where emphasis is made on active learning through problem-solving and decision-making experiences. They seek to provide personal growth through experiential hands-on learning and practical experiences, which in turn support students in developing knowledge and skills in the use of resources, including technology. For example, HE teachers are sensitive to current household structures and in a constructivist approach the aim would be to guide students so that they can come up with their own definition/knowledge/experience of the family, changing family structures and roles of family members within the home and society.

The practical approach offers opportunities to use active methodologies which can prepare students to think about problems that need to be solved, to seek information, think critically, investigate a range of choices, manage their resources, express themselves with confidence, make judgements and decisions and evaluate their results (MEEF, 2008a, 2008b). The subject can lend itself to the integration of ICT and teachers need to support such a potential (Mugliett, 2009).

Based on local research on HE education (Mugliett, 2009), as well as from informal observations when conducting visits in schools, together with feedback from student teachers and discussions during professional development meetings with teachers, it is apparent that teachers may not be conscious of CLA. Teachers are utilising hands-on and investigative approaches in class due to the practical nature of the subject, but may not permit pupils to take on an active role in the classroom, especially during the theoretical component of the subject. It seems that very few are planning for learning experiences which will effectively be constructivist. Learning experiences which increase the students' motivation and activity and are student-driven are not necessarily part of the general pedagogy in most HE classrooms.

HE teachers, as with teachers in other subject areas, need to be supported in making a shift towards using more CLAs in class, in ways which could enhance learning, consolidate understanding for students of all abilities and make learning fun (Mugliett, 2009). In a constructivist class, learning is

socially constructed, active, reflective and collaborative (McCloat, 2008). In parallel, ICT could be used more effectively in HE teaching and learning. ICT can reach students of different abilities (NCET, 1994) by presenting information or activities in a graded and varied manner. While technology is not an education panacea, it can support and extend teaching and learning through activities which offer new and interesting ways of developing skills (Dorner, Field, & Sparrowhawk, 2000).

From research carried out by Mugliett (2009), it seems that Maltese teachers of HE may think that the subject has enough hands-on experiences because of the practical and investigative component and, although they may have favourable attitudes towards more innovative pedagogies, they are not valuing these newer approaches as essential to take up. The relationship between ICT or CLA and HE offers challenges and opportunities locally with implications for Education Officers (the national subject co-ordinators responsible for one specific school subject), curriculum developers, teacher trainers and teachers (Mugliett, 2009). McCloat (2008) suggests that 'ICT facilitates learners to actively construct their own knowledge and promotes autonomy and critical reflection' (p. 11).

### **An innovative Home Economics seminar centre**

The Home Economics Seminar Centre (HESC) set up in 1992 forms part of the Curriculum Management and eLearning Department within the Directorate of Quality and Standards in Education. Over the years the centre has become an increasingly recognised educational entity that promotes wellbeing in various settings through the diverse services that it offers. The carefully designed programmes and seminars aim to address a number of HE-related topics which contribute to improved wellness through health-enhancing behaviours and an improved environment. The topics include areas such as breakfast, fruit and vegetables, healthy eating, healthy living, money management and environmental education. These are done through the various seminars including 'A Healthy Breakfast for a Good Start', 'Gawdi Sa tek u Sa et Uliedek' (Enjoy good health and good health for your children), 'Aliens in Our Food', 'Nutrition Alert', 'The Savvy Shopper', 'Be A Fruit and Veggie Champion', 'Milk Power' and 'Trendy

Choices for Smart Teens', amongst others. The participants comprise children, adolescents, adults and senior citizens. One of the seminars on healthy eating and living is addressed at parents of primary school children who can accompany their children to the seminar centre for the day (HEiA, 2009).

Adults and senior citizens are also reached by the HESC through schools or through community events where the centre's services are requested by local councils, parish groups, mother and baby clubs and other NGOs. There are two programmes specifically targeted at the community: 'Building Healthy Families' and 'Nimmaturaw b'Sa itna' (Ageing Healthily).

The HESC has a role to play in the implementation of the Healthy Eating Lifestyle Plan (HELP) which was published by the Education Division in 2007 as a document outlining guidelines for a healthy lifestyle promotion in schools (Ministry of Education, Youth and Employment, 2007). Within this document schools are encouraged to give high priority to healthy eating and a healthy lifestyle on their school agenda. The HESC offers guidance and support to schools and tuck-shop operators in implementing the strategies as described in the HELP document through a number of training activities, assistance in drawing up staff development plans and consultation sessions for teachers and school senior management teams.

The staff at the HESC has been able to accomplish a lot of work over the years since its inception, although a scientific evaluation of the impact of their different interventions has yet to be carried out. HESC has a good reputation among all vested stakeholders and this has been largely the fruit of effective teamwork and synergy among all the members of staff.

### **Assessment of HE and TS (Textiles and Design)**

At the end of compulsory schooling (Form 5) and at post-secondary level students can sit for national exams. As of 1994, HE and TS are no longer assessed by a foreign examination board, such as through the Oxford Examination Board, but through a local board set up within the University of Malta. This MATSEC Board accredits students who pass with a Secondary Education Certificate (SEC) at school-leaving age and an Intermediate (IM) or

Advanced (AM) Matriculation Certificate (two years after).

The HE SEC examination is made up of two written papers, contributing to 70% of the final mark, and a coursework component made up of multiple practical and investigative tasks which have a global mark of 30 per cent. The TS SEC examination (actually called Textiles and Design) is also made up of two written papers, contributing to 60 per cent of the final mark, and coursework comprised of investigative work, garment making and a portfolio which have a global mark of 40 per cent.

An Intermediate HE examination has also been offered since 2003 and this is an equivalent to the Alternative Ordinary examination which past students used to sit for after their first year of their post-secondary schooling. The HE Intermediate examination is comprised of one written examination paper. It does not have a textiles component or focus.

The Advanced level Home Economics examination has been offered by the local examination body since 1996. It is currently comprised of two written examination papers worth 75 per cent of the final mark. It also offers candidates the opportunity to conduct food and textiles-related production work, as well as investigative research as part of the coursework component which is worth 25 per cent of the global mark.

Teachers and lecturers authenticate the students' coursework in-school and are moderated by examiners who are sent to the schools and post-secondary institutions by the University of Malta. The coursework component is regarded as a valid means of assessing students' investigative and practical skills and involves commitment on the part of the learners, teachers, lecturers and examiners.

### **Home Economics at the tertiary level**

At the tertiary level, HE has always been offered within a teacher training programme. It was one of the areas of specialisation offered at the Mater Admirabilis female teacher training college in the mid-20th century. Later, in 1978, when the four-year Bachelor of Education (Hons.) degree was established at the University of Malta, HE once again featured on the list of

specialisations. A BA or a BSc in HE have not been offered to date, but this option is currently being considered by the University of Malta.

Since its inception, the B.Ed. (Hons.) HE degree has incorporated courses on topics traditionally associated with HE and which reflected what was being taught in schools locally (i.e., food, nutrition, consumer, household management, family living), as well as topics traditionally associated with TS as taught in schools (i.e., textiles science, construction of clothing and fashion design). Thus, the B.Ed. (Hons.) HE degree has always been very clearly geared towards training prospective HE and TS teachers.

This comprehensive remit has always been a challenging task! At the time of every annual programme review, what content to retain, remove or add to meet the intended programme outcomes is a constant dilemma. An appropriate balance needs to be achieved between substantive knowledge courses and methodology courses which are crucial in a teacher training programme. The correct sequencing of the courses is also paramount. This needs to match with the stage of the students' maturity within the programme, as well as their very practical needs when they start

their field experience (teaching practice) in schools.

It seems that this curriculum-related programming dilemma is not limited to recent times, nor to Malta. To quote Bonser who was writing in 1923:

‘The curriculum of any course of training and instruction is determined by the specific purposes to be accomplished. The purpose definitely before us is that of preparing teachers to teach Home Economics. If this term represented a single and simple body of skills and related information to make these skills intelligent, the problem of the curriculum would not be difficult. But Home Economics is a very broad and inclusive term. We can make no headway without first analyzing the total content of the field into its more important elements. Not only do we find that the breadth of content of the field is great, but we also find that there are two distinct but closely related kinds of purposes to be served, one which we call a general education purpose, the other a vocational education purpose. While the material used in realizing both purposes is the same in many respects, the basis of both selection and method may be different. The broad range of the field and the

two types of purposes thus make the problem of the curriculum particularly difficult’. (para. 1)

Considering the above, the emphasis in the Maltese B.Ed. (Hons.) HE course has always been the vocational orientation – preparation to become teachers. Yet, inevitably, the element of education for personal growth – assimilation of new knowledge for personal lifestyle development – was also an integral part of the programme. This was seen as necessary in order for the prospective teachers to be well-equipped with an appropriate depth of knowledge to have the confidence to teach the various topics, whilst at the same time encouraging them to make changes in their own lifestyle in order to be good role models, to be able to make reference to real life experiences, and to use a practical, problem-solving approach in their lessons.

Tables 1 and 2 present an overview of the 2010-2014 B.Ed. (Hons.) programme (University of Malta, 2010), with the various courses classified using an adaptation of Bonser’s (1923) simple categories. The third column – Blend – indicates courses which combine substantive knowledge with pedagogy for teaching that knowledge.

**Table 1 B.Ed. (Hons.) NFCS (Home Economics) 2010-2014 Programme (Part 1)**

<b>General</b>		
<b>General education</b>	<b>Vocational education</b>	<b>Blend</b>
Introduction to Nutrition, Family & Consumer Studies	Communicative Aspects of HE	
Health and Safety for HE and Textiles Teachers	Planning HE Courses & Lessons	
Research Strategies in Nutrition, Family & Consumer Studies	Teaching Strategies in HE and Textiles Using ICT in HE Education Using Mass Media for HE and Textiles Education Modes of Assessment in HE and Textile Studies School Experience: Home Economics Professional Development Portfolio (1): NFCS Professional Development Portfolio (2): NFCS	

<b>Food, Nutrition And Health</b>		
<b>General education</b>	<b>Vocational education</b>	<b>Blend</b>
General education	Vocational education	Blend
Principles of Human Nutrition incl. Foundation Science	Health and Nutrition Education	Principles and Applications of Food Science & Food Technology
Towards Healthier Living	Practical Skills in HE (incl. Food Handlers [Category B] Certificate)	Home and Environmental Health Issues

Food, Nutrition And Health		
General education	Vocational education	Blend
Applied Human Nutrition	Workshop in Practical Skills in Home Economics	Cultural and Scientific Issues in Health & Nutrition: Community and Lifelong Education Project
Nutrition and Dietary Planning for Individual Needs	Advanced Practical Skills in HE & Food Technology (incl. First Aid Certificate)	Advanced Workshop in Practical Skills in HE (incl. Fire Safety Cert)

**Table 2 B.Ed. (Hons.) NFCS (Home Economics) 2010-2014 Programme (Part 2)**

Family And Resource Management		
General education	Vocational education	Blend
Family Well-Being from Pre- School to the Senior Years Family Resource Management incl. Financial Management Housing and Interiors Scientific Principles and Applications in HE and Textiles	Consumer and Financial Education	

Textiles And Design		
General education	Vocational education	Blend
Principles and Applications of Textile Science	Advanced Application of Construction Techniques Used in Textiles	Textile Design and Technology  Principles and Applications of Construction Techniques Used in Textiles  Designing Patterns and Clothing for Specific Purposes

### Costume History and Fashion Design

It must be noted that over the years there have been periods where additional orientations were incorporated in the programme, such as offering mini-specialisations in lifelong, adult and community education, or basic entrepreneurship; however, due to faculty-wide restructuring of the teacher training programme, these had to be discontinued.

An area which has been boosted in the current programme is the practical food preparation and cookery skills. During their Teaching Practice sessions, B.Ed. (Hons.) HE students were regularly being observed as lacking in these skills. Often, this was either because they had never had the opportunity to practise such skills during their secondary schooling as they had not chosen HE as an option or area of specialisation, or because it had been a while since they had practised such skills under formal professional supervision since the HE Advanced level examination they had sat for did

not include a cookery component. (This changed in 2012 as a practical cookery component was included as part of the coursework.) Consequently, some new courses were added so that student teachers would have more hands-on practice and gain confidence in demonstrating preparation and cookery of a broad range of items involving different culinary skills and also to meet different dietary needs.

In recent years, B.Ed. (Hons.) HE graduates have also started being employed as Food and Textile Technology teachers in secondary schools. As a result, a few basic courses in these two fields have been introduced on the B.Ed. (Hons.) programme. Additional training on graduation is required to teach these two subjects effectively, given that they have an industrial/commercial orientation as opposed to HE and TS which have a personal development, consumer and family living orientation.

### Shift from 'Home Economics' to 'Nutrition, Family & Consumer Studies'

In the early 2000s, the current HE lecturing team decided to consider a name change to the B.Ed. (Hons.) HE course. It was felt at the time that the name Home Economics was not offering a true picture of the scope and depth of the course. Due to prevailing misperceptions of HE in Maltese society in general (Casha, 2000), the name of the tertiary level degree was also loaded with certain stereotypes. For several years, the B.Ed. (Hons.) HE students had been calling for a name change, to give a 'fresh' and 'correct' image to the subject, at least at tertiary level.

After several intensive and lengthy discussions and consultations, involving lecturers, teachers, the Education Officer and student teachers, the name 'Nutrition, Family & Consumer Studies' was chosen. The primary goal was to choose a name where the main foci of the BEd course were clearly spelt out. There was some debate as to whether



to include 'textiles' in the title; however, this idea was rejected because it was felt that Textiles was encompassed in both Family and Consumer, and also for a more technical reason – length of the title.

Importance was given to the sequence of the words in order to communicate the right message. After several discussions, 'nutrition' was opted for as the first word rather than 'family' or 'consumer'. Historically, in Malta, nutrition education had always been primarily the remit of HE teachers. Moreover, the topic of nutrition was (and remains) very high on the public agenda and thus had good marketability and public image value.

One other key debate was whether to use the term 'studies' or 'science'. The B.Ed. (Hons.) programme was (and still is) housed within the Department of Mathematics, Science and Technical Education. Therefore, Science was initially seen as a justified choice. However, two key counter-arguments were raised based on course philosophy and public interpretation. Firstly, the term science was actually considered restrictive: whilst on the one hand it emphasised the positivist and eco-systems angle, on the other hand it de-emphasised the critical and emancipatory angles of the course. Secondly, the term science was seen as a potential barrier to recruitment. Although the name change was being discussed for the tertiary level, many around the table were looking ahead as to its possible adoption in the lower levels of the educational system. It was felt that the term science would discourage some teenagers from choosing the subject at secondary level.

The new name was approved by Senate and officially adopted in October 2007. For about two years, Nutrition, Family & Consumer Studies (NFCS) was used alongside Home Economics in order to emphasise that the former was a new name for the latter. This transitional strategy was seen as necessary. Now, five years later, NFCS seems to have been assimilated well within the university administrative structures and discourse and NFCS is being used uniquely.

### Launching the MEd Health, Family & Consumer Studies

Up till the mid-2000s the options for studying HE at postgraduate level were limited. One either had to study overseas, or else follow a local MEd general degree and then carry out the research component in a HE area. Both options were taken up by graduates of the B.Ed. (Hons.) HE degree.

The need for a local MEd in the discipline was sorely felt by the current lecturers, and the demand was also very high from B.Ed. (Hons.) (HE) graduates. The Faculty of Education leadership were supportive of the idea, seeing this as a vehicle for increasing the pool of NFCS lecturers with a Master's degree in the discipline, as well as contributing to further professionalisation of the discipline in Malta.

An MEd in Health, Family & Consumer Studies (HFCS) was launched in 2008. Its target audience was primarily HE educators, although other educators from related disciplines were also considered as potential students. The term 'health' instead of 'nutrition' was used purposefully in the title: The degree aimed at offering a broader

understanding of health as it related to the wellbeing of individuals, families and communities. In fact, the degree also introduced an emphasis on sustainability in the various courses. The following is the general aim of the MEd HFCS:

The MEd Health, Family & Consumer Studies (MEd HFCS) offers an advanced level, multi-disciplinary programme which is targeted at educators seeking to

- Upgrade their knowledge in the fields of health, nutrition, consumer and sustainability issues;
- Improve their pedagogical and communication skills;
- Familiarise themselves with the process of policy development and;
- Develop and practise programme planning, implementation and evaluation. (University of Malta, 2008)

In general, the new MEd (HFCS) served to provide students with a more advanced understanding of health, nutrition and consumption topics, with sustainability as a unifying thread. It also sought to upgrade students' pedagogic, communication, research and evaluation skills. A guiding premise for the degree was that NFCS and HE educators should act as change agents not only within the classroom setting, but also beyond – in the community and possibly at policy level. Table 3 outlines the MEd (HFCS) programme which is comprised of 30 ECTS (European Credit Transfer System [ECTS] 1 ECTS= 7 lecturer-student contact hours and 25 hours of independent work) taught courses and 60 ECTS made up of a dissertation based on original research.

**Table 3 M. Ed. Health, Family & Consumer Studies**

Course	ECTS*
Educational Research: Critical Issues	5
Educational Research: Basic Methods	5
Contemporary Issues in Health, Nutrition, Consumption and Sustainability	5
New Pedagogies: Application in Health, Nutrition, Family and Consumer Education	5
Promoting Well-being: Evaluation of Programmes and Interventions	5
Communicating about Health, Nutrition and Consumer Affairs: Engaging with the Public and with the Policy Makers	5
Dissertation	60

Source: University of Malta (2008).

\*1 ECTS = 7 contact hours and 25 hours independent learning (or equivalent)

At the time of writing this paper, preliminary discussions were underway for adapting or augmenting this degree to a European Masters in the discipline. Incorporating the European dimension within the various courses would give added value to the programme content, promote transnational tertiary education, as well as nurture a better appreciation and understanding of issues pertaining to individual, family and community wellbeing across Europe.

### A professional association

Like fellow Home Economists around the world, over the years Maltese Home Economists have also acknowledged the value of being united in a professional association (Piscopo & Zammit, 2008). The year 1974 saw the launching of HENTA – Home Economics and Needlework Teachers Association – which was the first local professional association for the disciplines. HENTA was very active for many years, organising different continuing education activities for its members and building a library of books and resources for teachers to loan. For a while the association was less active, till it dissolved in the mid-1990s.

In 2002, a group of recent B.Ed. (Hons.) HE graduates were inspired to set up a new association called HEiA – Home Economists in Action. The overall aims of the association were to offer members different opportunities and tools for them to keep abreast of latest developments in the various topics taught in HE and TS in schools,

to assist members in enhancing their teaching abilities, to organise events for schoolchildren, and to further promote HE and TS among the general public. HEiA's key objectives can be seen in Figure 1.

HEiA is very active. It regularly organises presentations, talks and field visits for its members, which it occasionally also opens up to the general public. These educational activities have ranged, for example, from a presentation on diabetes and

young children, to a talk about wine and health and a wine appreciation activity, to a visit to a local organic farm including olive oil tasting.

In 2006-2007, HEiA also organised a national Healthy Snacking Poster Competition in schools, which was very successful and which resulted in a calendar being distributed to all secondary schools in Malta which depicted the winning posters and healthy snacking slogans.

### HEiA Objectives

- To provide a national focus for NFCS, Home Economics & Textiles Studies
- To enhance the level and effectiveness of Home Economics and Textiles Studies education in Maltese state, church and independent schools
- To promote quality health, consumer, family, textiles and environmental education among Maltese youth
- To promote equality, human rights and appreciation of diversity among youth
- To plan and organise innovative activities aimed at promoting a better quality of life for youth and their families
- To facilitate members' professional development by helping to keep them informed on the latest local and international research and innovations related to the field
- To encourage collaboration between members through the sharing of resources
- To organise social outings for members
- To maintain a strong network between the University student members and young BEd (Hons) NFCS graduates
- To promote public understanding of NFCS, Home Economics and Textiles Studies.

Figure 1 The objectives of HEiA. Adapted from 'Our objectives', HEiA (n.d.).



Figure 2 Healthy Snacking calendar: Front and back views.

HEiA also issues a quarterly newsletter – News to Use – which comprises articles on topics of interest, members' experiences, member-organised activities in schools, HEiA activities, as well as educational resources which can be used in HE or TS lessons in secondary schools.

Since 2007, HEiA has also been an active partner in the DOLCETA European project, which is an online consumer education website ([www.dolceta.eu](http://www.dolceta.eu)) (Piscopo, 2010). HEiA members have authored over 200 pages in the informational section of the website dedicated to sustainable consumption. They have also developed over 50 lesson plans and a wealth of accompanying teaching and learning resources, which target primary, secondary and adult students and which have a HE link. Topics covered fall in the categories healthy and safe consumers; sustainable consumption (at home, in personal hygiene and dress, in food and drink intake, when using transport); using services; and financial literacy. All materials were developed with the local context and local school syllabuses in mind and are downloadable for free from the DOLCETA (Malta) website.

HEiA is also very active in promoting HE as an essential school subject. At various points it has lobbied with the Ministry of Education, with politicians, with Heads of Schools and with parents to explain the benefits of a HE education. Recent research has shown that the public understanding and appreciation of HE as a school subject has improved (Gerada, 2009). However, marketing of HE is seen as a necessary ongoing activity. Demonstrating the value of HE in developing healthier and wiser citizens and consumers is seen as a fundamental goal.

## Conclusion and the way forward

Maltese HE professionals have always been a proud and enthusiastic group. They believe strongly in the worth of their discipline. They appreciate that whilst its focus is ultimately the well-being of individuals, families and communities, the emphases in school syllabuses, the teacher training programme and professional development opportunities need to change according to societal trends, emerging family lifestyles and research on effective pedagogy.

A number of HE professionals are using the mass media, including TV, radio, newspaper and magazine articles, books, the internet and social media to disseminate HE knowledge and skills, as well as to enhance public awareness of what HE is all about. Informal observation suggests that synergistically these efforts are leaving a positive impact, especially with respect to public acknowledgement and appreciation of the HE profession.

HE is considered a very dynamic discipline by those who teach and live it; but much work has yet to be done in Malta to further enhance the public image of the discipline, to ensure that all teachers adopt a student-centred and constructivist approach in class, and to facilitate the integration of HE as a subject for all across all levels of compulsory schooling.

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# Connect, collaborate and create: unlocking the potential through digital learning

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Digital technologies continue to transform the way we learn, play and work. In 2012 there were over 450,000 computers in Victorian government schools, in secondary schools the computer to student ratio is 1:1. This along with more schools purchasing iPads and other tablet devices, as well as cheap and accessible digital cameras, places technology in the everyday life of teachers and students.

Technology alone will not improve learning outcomes, but effective use of technologies can redefine the way students learn, allow them to collaborate, communicate and create in ways previously not possible. Digital learning, coupled with effective pedagogy can expand opportunities to strengthen teaching and learning, providing students with the 21<sup>st</sup> century skills they need.

## Digital content

There are so many online resources; it is hard to know where to start. Internet searches are great for finding a lot of information – but if you want something more targeted that has already been quality assured and aligned to relevant curriculum frameworks try these:

**FUSE – Find, Use, Share, Educate** ([fuse.education.vic.gov.au](http://fuse.education.vic.gov.au)) FUSE provides access to relevant, informative and exciting online educational resources from around the world including documents, interactives, websites, images, audio and video as well as other online resources.

DEECD teachers can log into 'My Desk' to manage and upload resources or create resource packages to share. All resources are recommended and reviewed by educators, and tagged according to audience, subject areas, AusVELS, post-compulsory and early childhood curriculum frameworks. FUSE has resources specific audiences including teachers, early childhood, primary and secondary students.

The FUSE packages are an effective way to gather a range of resources together and easily share them with other colleagues or students through a link or ID number. For example making a package which includes a video from TED talks for students to watch at home; providing supporting information such as links to relevant websites and your own

document with information for students or linking to a class blog where students can comment and discuss the issues from the video.

This type of resource packaging lends itself to a 'flipped learning' model where students watch videos as homework and class time is spent on project-based and personalised learning. Students can also create their own videos, which teachers can add to the package for sharing and discussion.

A FUSE package has been created with resources for Home Economics and Textiles. Go to the FUSE website and enter SFYPP5 or use the following link: [fuse.education.vic.gov.au/?SFYPP5](http://fuse.education.vic.gov.au/?SFYPP5)

**ABC Splash** ([splash.abc.net.au](http://splash.abc.net.au)) has videos, games, resources and live sessions mapped to the Australian Curriculum. Their videos have questions for students, next steps and teacher notes – great for flipped learning or student inquiry. Check out their collections on Food [splash.abc.net.au/topic/-/t/500646/food](http://splash.abc.net.au/topic/-/t/500646/food) and Bush tucker [splash.abc.net.au/topic/-/t/494500/bush-tucker](http://splash.abc.net.au/topic/-/t/494500/bush-tucker)

**Scootle** ([www.scootle.edu.au](http://www.scootle.edu.au)) this program can be used for searching for digital content and learning paths via the Australian Curriculum. Search by subject or curriculum area, resource type or year level. From here you can link to **Scootle Community**, a space to collaborate with teachers across Australia and join online sessions. Teachers can join over

300 networks to support curriculum implementation. Try the *Design Technology Network* and *Health and Physical Education Network*.

## Collaborative tools for teachers and students

Blogging enables you to create your own personal web space without needing to know computer programming. It is free and simple to use, giving teachers and students the chance to write posts (published in reverse chronological order) and share pictures, images, video, sound and other web links with visitors to their blog.

Blogs can be used to provide commentary or news on a particular subject, such as the Home Economics Blog [homeeconomics.global2.vic.edu.au](http://homeeconomics.global2.vic.edu.au) or as a space to upload curriculum resources and encourage discussion amongst students such as Traralgon Secondary College Health and Human Development blog [tchhdyr11.global2.vic.edu.au](http://tchhdyr11.global2.vic.edu.au).

Blogs allow users to upload documents, photos and videos so are great for student portfolios. Students can upload photos of their textiles or food production as a way to record and communicate their ideas.

A wiki is an interactive web space that can be edited by all users to collaborate and share knowledge. A wiki is constantly under review, as users add, delete or modify content. Wikis are great for groups of students to take part in collaborative projects. For example, working together to develop a step-by-step plan to make bread with links to recipe sites and instructional videos.

**Global2** ([global2.vic.edu.au](http://global2.vic.edu.au)) is the Department's blogging environment which also contains a wiki tool. For students to have their own blog they will need an email, otherwise they can have pages on a class blog set up by the teacher.

There is a range on Web 2.0 tools freely available online where students can collaborate. For example [padlet.com](http://padlet.com) is a webpage for online brainstorming where multiple users can upload comments, images and videos. Google apps have online spaces that allow students to all contribute to the one document or space. Online polling such as Poll Everywhere allows students to use their computer, iPad or smart phone to simultaneously take part in an online survey.

With any Web 2.0 tool, it is important that you are aware of age restrictions, privacy issues and whether parent permission is required. For example, students need to be over 13 to have a regular Google account, Poll Everywhere requires parent permission for children under 13 and [Padlet.com](http://Padlet.com) requires teacher/guardian supervision for all students. Check with your principal or digital learning leader before introducing online tools into the classroom.

## Software

The eduSTAR image has over 80 software applications for DEECD teacher and student computers. As these programs are on computers, generally internet connection is not required. Check out the following:

**Comic Life:** turns photos into a comic strip. It is a visual and engaging way to present a summary or sequence of a process. [fuse.education.vic.gov.au/?B9W9XM](http://fuse.education.vic.gov.au/?B9W9XM)

- **Inspiration or FreeMind:** an electronic mind mapping tool where students can categorise nutrients or food

groups then add relevant images, documents or videos. [fuse.education.vic.gov.au/?G4TTDK](http://fuse.education.vic.gov.au/?G4TTDK)

- **Autocollage:** a very simple to use tool that creates a collage from a set of photos or images. Great for showcasing a theme such as products made from natural fibres or foods that are high in protein.
- **Photo Story:** allows students to create multi-media video presentations using still images, music and/or voice-overs. Great for presenting food, textiles or processes. Also look at Picture Viewer, Paint or Live Photo Gallery to edit and manage digital photos. [fuse.education.vic.gov.au/?SWG22D](http://fuse.education.vic.gov.au/?SWG22D)
- **Movie Maker:** creates movies and slideshows from photos and videos. Students could create a short documentary on what influences their food choices. [fuse.education.vic.gov.au/?XJDS8Z](http://fuse.education.vic.gov.au/?XJDS8Z)

Further information and online tutorials are available for: Windows at [epotential.education.vic.gov.au/showcase/edustar\\_win](http://epotential.education.vic.gov.au/showcase/edustar_win) and Mac at [epotential.education.vic.gov.au/showcase/edustar\\_mac](http://epotential.education.vic.gov.au/showcase/edustar_mac)

## SAMR

How do you ensure you are using technology to its full advantage? The SAMR model developed by Dr Ruben Puentedura is a good starting point to think about how you use technology in the classroom. The model goes through a series of ways that technology can impact on a task. For more on SAMR go to [www.hippasus.com/rpwblog](http://www.hippasus.com/rpwblog)

It starts with 'substitution' where the technology doesn't really add much value to, or change the task, for example reading a recipe on an iPad. At the other end of the spectrum is 'redefinition' where technology has totally changed the task and added value that could not have been achieved without the technology, for example accessing a website where you put in what ingredients you have to receive recipes, then reading comments from others who have used or adapted these recipes.

Transformation

### Redefinition

Tech allows for the creation of new tasks, previously inconceivable

### Modification

Tech allows for significant task redesign

Enhancement

### Augmentation

Tech acts as a direct tool substitute, with functional improvement

### Substitution

Tech acts as a direct tool substitution, with no functional change



**Example:** Students reworking and preparing a recipe to make it healthier.

**Substitution:** Recipes are in a word document for students to edit.

**Augmentation:** The word document also links to online resources such as videos of difficult techniques and nutrition websites.

**Modification:** Students upload their recipes to an online portfolio or blog; they justify their preferred option using links to website and their own videos or photos as evidence.

**Redefinition:** Students work is shared in a collaborative space or blog where they review each other's work or collaborate to create a healthy meal. They contribute to online discussions and share their learning. Experts or students from other schools can be invited to the space to further the collaboration.

The SAMR model allows teachers to think about the impact technology is having on their students' learning. If you are usually at the substitution or augmentation levels, think about how you can move your teaching along to modify or redefine the task.

## Bringing it all together – some tips

- Find your digital learning leader or a support person in your school. If you have someone to bounce ideas off and help you get set up you are more likely to succeed.
- Go with tools that are supported by your school. If your school has iPads, investigate how they can be used for photos and videos rather than buying digital cameras. If you have an online learning management system think about how that can be used to its full advantage for student collaboration.
- Teach students to be safe and responsible online, familiarise yourself and your students with your school's Acceptable Use Agreement.
- Think about what learning you would like to see take place in the classroom and find the technology to support it. Teachers who use technology for a clear learning purpose will have more success than those who are just trying a new tool.
- Start small – try one new thing at a time. Using one or two things well is better than trying many things and becoming overwhelmed.
- Don't give up – things often go wrong in the classroom. If the technology doesn't work but you believe the learning intention is still there, learn from your mistakes and try again. Some of the best lessons are those where things don't always go to plan.
- Remember the best technological tool in the classroom is a committed teacher.

If you would like to keep up with what is happening in Digital Learning view the Digital Learning News blog [diglearning.global2.vic.edu.au](http://diglearning.global2.vic.edu.au) or join our mailing list [diglearning.global2.vic.edu.au/prof-learning/stay-in-the-loop-2](http://diglearning.global2.vic.edu.au/prof-learning/stay-in-the-loop-2)

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# Taking a food-based approach to Aussie diets: the National Health and Medical Research Council releases revised Australian Dietary Guidelines

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**Dr Roxanne Portolesi** is the Nutrition Science Manager at Dairy Australia where she supports Dairy Australia's communications, investment in nutrition research and regulatory and policy engagement. Roxanne is also a Registered Nutritionist with a PhD in nutritional biochemistry and a Graduate Certificate in Management (marketing). She is a member of the Food and Nutrition Advisory Board for Deakin University's Food and Nutrition Science undergraduate degree and a committee member of Nutrition Australia. She is also a member of several professional societies including the Australian Institute of Food Science and Technology, the Nutrition Society of Australia and Nutrition Australia. Roxanne's research interests include child nutrition, obesity, cardiovascular disease, sports nutrition and population health.

While the revised Australian Dietary Guidelines are not brand new, consumer research shows less than five per cent of us are aware of the update (Dairy Australia, 2013). In February 2013, the National Health and Medical Research Council released new recommendations for the foods and drinks we should be eating for our health and wellbeing (NHMRC, 2013). Last reviewed in 2003, the 2013 revision builds on the latest evidence for the relationship between foods and health, adding 55,000 scientific papers to the mix. It is clear our diet is the single most modifiable risk factor with a huge impact on our health.

## So what has changed?

The biggest change has been a shift in how we make recommendations on our diet, nutrition and foods. Traditionally, dietary guidelines the world over have focussed on individual nutrients such as fats or sodium for example. The revised Australian Dietary Guidelines now take a food-based approach in making recommendations on what we eat and drink, recognising we eat foods rather than individual nutrients. What is more, the impact of a certain food on our health can hardly be predicted on its content of individual nutrients. Food-based advice helps us choose the foods we need to eat more and limit the ones we should eat less.

The Australian Dietary Guidelines are based on five guidelines or actions. The first guideline emphasises the importance of achieving and maintaining a healthy weight, being physically active and controlling the amount we eat and drink. Guideline two outlines the five food groups which we should eat every day, which include:

1. Plenty of vegetables, including different types and colours, and legumes/beans
2. Fruit
3. Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
4. Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
5. Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat (reduced fat milks are not suitable for children under the age of 2 years).

## With a note to drink plenty of water

Guideline two goes into more detail on the amount of each food group recommended at every age and activity level, ensuring we meet all our nutrient needs within our energy or kilojoule limits. To find out the serves recommended for different ages and genders, check out the Australian Dietary Guidelines website, [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au).

With a strong focus on maintaining a healthy weight, it might be surprising to learn the Guidelines suggest we eat more foods from the five food groups, particularly vegetables, fruits and dairy foods including milk, cheese and yogurt. Based on our current diet, most adults will need to eat about 30 per cent more vegetables, particularly red-

and orange-coloured veggies such as carrots, pumpkin and sweet potato.

The recommended serves from the dairy food group has increased for teens, adults and women over 50 years of age in the updated Guidelines. It's estimated eight out of 10 Australians aged 12 years and older are missing out on their recommendations from the dairy food group (Doidge and Segal, 2013). The Guidelines note most of us will need to double our intake of foods from the dairy food group to meet the recommendations every day. A serve from the dairy food group is 250 ml milk, 200 g yogurt and 40 grams or two slices of cheese and/or alternatives fortified with 100 mg calcium per 100 mL.

## What foods should we be cutting down?

We need to eat less refined grain (cereal) foods like white bread, crumpets, focaccias and English muffins and consume more wholegrain foods such as rye and wholemeal breads, oats and barley. We are having enough meat but could increase our intake of chicken, fish and seafood, eggs, legumes and beans.

Foods coined 'discretionary foods and beverages', commonly known as 'junk foods and drinks', have their own dedicated guideline. Guideline three recommends we 'limit intake of foods containing saturated fat, added salt, added sugars and alcohol.' The latest statistics show over one third (36 per cent) of our daily energy (kilojoule) intake is coming from foods such as cakes, crisps, sugar-sweetened soft drinks, savoury snacks, chocolate and pastries (Rangan et al, 2009). This guideline recognises the contribution 'junk foods' make to the intake of individual nutrients such as saturated fat and salt. Sometimes these foods can feature in our diet too often, increasing the risk of obesity and some chronic diseases such as type 2 diabetes and heart disease. Junk foods can also displace foods from the five food groups, meaning we miss out on many of the nutrients and health benefits they provide. For example, studies have shown sugar-sweetened soft drinks can push out milk from the diet, putting children's bone health at risk (Vartanian, Schwartz and Brownell, 2007).

Guideline four specifically supports mothers, encouraging, supporting and promoting breastfeeding. Guideline five focuses on food safety, ensuring that we care for our food by preparing it and storing it safely.

## Healthy balanced diets

We often hear references to the term 'healthy, balanced diet' but what does this actually mean? The Australian Dietary Guidelines help to explain what foods and drinks and in what amounts make up a 'healthy, balanced diet'. At Dairy Australia, we develop healthy recipes based on the recommendations of the Australian Dietary Guidelines. To find some inspiration, check out our recipes at [www.legendairy.com.au/recipes](http://www.legendairy.com.au/recipes).

## Recipe

### Thai Chicken and Cashew Yellow Curry

Serves 4

#### Ingredients

olive oil spray  
2 cloves garlic, crushed  
2 teaspoons finely grated ginger  
3 coriander roots, well washed and finely chopped  
2 teaspoons Thai yellow curry paste  
300g chicken breast fillet, cut into 1½ cm pieces  
300g pumpkin, cut into 2 cm cubes  
125g green beans, trimmed and halved  
4 ripe tomatoes, chopped

#### Method

Lightly spray a deep non-stick frypan or wok with oil and gently cook the garlic, ginger, coriander root and paste for 1–2 minutes or until fragrant. Stir in the chicken, pumpkin, beans and tomatoes. Bring to a boil, cover, reduce heat and simmer for 10–15 minutes or until the chicken and pumpkin are cooked.

Remove curry from heat and stir through yogurt.

Serve curry topped with bean shoots, coriander leaves and cashew nuts and accompanied by rice.

#### Tips/Handy Hints:

Try using Thai red curry paste instead of yellow if desired. This curry is also delicious cooked with prawns or a firm white fish.

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1 cup reduced fat natural yogurt  
1 cup bean shoots  
¼ cup fresh coriander leaves  
2 tablespoons raw cashews, toasted and chopped  
2 cups cooked basmati rice, for serving



# 'It's not a negative': Challenging portrayals of co-residence

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**Elyse Warner** is a PhD candidate at Deakin University with a background in family, nutrition and society and health. She has trained in secondary education and teaches in the area of family studies at Deakin University. Elyse's PhD study of returning to co-residence, for which she became an O'Malley Scholar, reflects her great interest in the role of the family during young adulthood.

## Abstract

Young people in Australia are living in the parental home for longer periods, with many returning after a previous departure. While the popular media frequently publishes on these trends, it remains sympathetic to its middle age readership by portraying co-resident arrangements in negative ways. In the absence of more contemporary Australian research, the current study aims to qualitatively explore families' experiences of co-residence when a young adult returns home. Drawing on interviews with young people aged 21–29 and their parents, the study found young people do not always live at home to 'sponge off' their parents. Challenging the negative portrayals, they return for a number of reasons and typically contribute to the parental household. Their parents therefore benefit from the presence of their offspring, suggesting they are not 'victims'. This research improves our understanding of co-residence and thus aids in ensuring that portrayals in popular culture become a more accurate reflection of Australian families' realities.

## Keywords

young people, parents, co-residence, media

## Introduction

In Australia, recent Census data has revealed that 27 per cent of young people aged 20 to 29 live with their parents (Australian Bureau of Statistics (ABS), 2013). While these young people include those who have never departed, there are also others who have returned home after moving out (Cobb-Clark, 2008; Coles, Rugg & Seavers, 1999; Mitchell, 2006). The most recent available data, collected through the 2006–07 *Family Characteristics and Transitions Survey*, found nearly nine per cent of Australians aged 20–34 years were currently at home after returning, though overall 31 per cent of this age group had left and returned at some stage in their lifetime (ABS 2008).

Living with one's parents, often considered a sign of adult children's dependence, is the subject of many jokes, sitcom scenarios and public

angst (Swartz, 2008). The popular media in Australia, like its counterparts in the United States and elsewhere, frequently look to publish on this theme (refer Figure 1: Media portrayals of co-residence by young people). However, as is the case overseas, journalists remain sympathetic to their middle-age readership, portraying parents as 'victims' of lazy and greedy offspring. Newspaper article titles include 'Mum I'm broke, can I move home?' (Sun, 2008), 'Home is where the help is' (Morton, 2013) and 'Leave luxury for a shoebox? Why, oh, Y' (Lewis, 2013). Together with the use of terms like 'KIPPERS- Kids in Parents' Pockets Eroding Retirement Savings' (Salt, 2006, 2013), the negative connotations surrounding co-resident living arrangements prevail.

The ridicule continues despite some recognition of the benefits of co-residence in the international literature (Settersten & Ray, 2010) and here in Australia (Warner, Henderson-Wilson & Andrews, 2012). Aside from this more recent study, much of the research into the co-residence experiences of both parents and young people relies on data collected in the 1980s and 1990s (for a review of this literature see Warner, 2013). For instance, analyses of the 1982 Australian Institute of Family Studies (AIFS) Family Survey (Young, 1987, 1989), despite being conducted over two decades ago, remain the most often cited when reference is made to Australian young adults returning home. Additional analyses (Flatau et al., 2007; Hartley, 1993; Kilmartin, 2000), which used data from the 1990s and early 2000s, could also now be considered out-dated. Yet, their suggestion young people who return are 'delayed' and 'unsuccessful' (Kilmartin, 2000; Young, 1987) obviously remains in the popular press.

## Methodology

This study aimed to explore, through the perspectives of parents and young people, Australian families' experiences when a young person returns home after time spent living elsewhere. Adopting a qualitative approach, the research utilised in-depth interviews with 10 young people (six male, four female) aged 21–29 years and their parents (10 mothers, one father) sharing households after at least four months living separately.



**Figure 1: Media portrayals of co-residence by young people**

Young people and their parents currently living together as a result of returning were invited to participate via advertisements and, in some cases articles, within Melbourne newspapers. All interviews were conducted face-to-face and lasted, on average, one hour. Young people and their parents were interviewed separately to ensure they felt comfortable sharing their experiences of the living arrangement. Participants were first asked to describe their experiences of the return home in their own words, before an interview guide was used to further explore the meaning of returning to co-residence for them and the family as a whole. For example, 'What does returning to co-residence mean to you?' All interviews were recorded and transcribed verbatim. Data was analysed thematically to elicit a detailed range of perspectives on the phenomenon, insight not generally afforded with the previous reliance on large data sets and statistical analyses. Common themes were identified, compared within each group and then examined between related family members. Pseudonyms are used to protect anonymity.

## Results

The young adults were cognisant of the negative perceptions of co-residence. They felt this reflected the expectation that they would be independent at this stage of life. For example, Peter, age 26, suggested:

*I think it's more about social expectation, when you're in your mid to late 20s you will move out of home, it's just like a natural progression and you move out of home, meet people, get a life, grow*

*up. I think it's that sort of thing so if people aren't conforming to what socially people expect then people ask questions or they're like 'well that's negative' sort of thing...*

Often the young adults described how the media made unfair assumptions about why they were living in the parental home. Sally, age 21, indicated:

*I think sometimes in the news you see parents with children who have possibly returned home and the circumstances aren't always clarified as to why they're there so sometimes it doesn't always look good yeah, you shouldn't always judge when you don't know the circumstances behind it ... and it almost seems like there's kind of scot-free living in a way within the media...*

Similarly, Max (age 24) suggested the media does not 'look into the reasons why someone's living at home ... they just say I'm living off my parents but there's a reason behind it so I think they need to look at that'. The young adults, contrary to the portrayals that commonly depict adult children at home because they are in debt and need to 'sponge' off their parents, returned for a range of reasons. While this did include the need to save money for some, the majority returned when they faced issues affecting their wellbeing, including relationship breakdown, mental illness and emotional/physical burnout.

Although co-residence thus allowed the young adults the opportunity to ameliorate their challenging circumstances, while also offering them the time, space and support needed to complete their studies, pursue new career paths and better prepare for their futures, they were not necessarily living at home 'scot-free'. They contributed to their respective households in a number of ways, providing support and company to their parents, assisting with the management of the home and, in many cases, offering money toward expenses. For example, Julie identified that her daughter, in addition to paying board, was 'trying to take over lots of the little jobs that happen at home, she's trying her best to do some of that'.

Aside from the practical benefits, the parents also enjoyed the companionship and renewed involvement in their children's lives that accompanied the return to co-residence. Steve, a father whose daughters had returned home, commented:

*...it's satisfying that they feel as though they can come home again and that they still look to you for support...them being back home hasn't bothered me personally too much, it's been more of a positive experience to have them around and they've each had their issues, to provide advice to help guide them...*

The parents, rather than being 'victims' of lazy or greedy children as they are often portrayed, were benefactors of the co-residence of their offspring. Whether it was through the provision

# 'It's not a negative': Challenging portrayals of co-residence

of practical help or merely their presence, the young people made 'some type of contribution' to their parents' experience of living in a shared household and therefore the living arrangement was not seen as negative:

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*I mean I enjoy having them there [because] I get on well with them so I don't see [co-residence] as a negative. In most situations if the children get on with the parents then I don't really see it as an issue. I guess if there's some tension or if the children have been out and they're there in a sense for convenience and not giving anything back to the parents, if they're effectively like a parasite I don't think that's a good thing but if they're contributing in some way or willing to contribute, [as in] there's some type of contribution to each other's experience of living in a shared household, whatever that may be, then I don't necessarily see it as a bad thing. – Louise*

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## Conclusion

While this paper has only offered a brief snapshot of the complex experiences of young adults and their parents who return to co-residence, it goes some way to suggesting that portrayals of this living arrangement may be too negative. Challenging the idea young adults live at home to 'sponge' off the 'bank of mum and dad' relatively scot-free, the young people in the current study did not move home simply for financial reasons; they also returned due to a combination of emotional and practical changes in their circumstances. They were not necessarily a burden on their parents, contributing to the household in terms of companionship and, in several cases, through the provision of domestic help and board. The parents therefore enjoyed co-residence, benefitting from the companionship and ability to continue their involvement in

their children's lives. By highlighting how young people and their parents experience co-residence positively, this study can work to ensure portrayals in popular culture reflect the realities of Australian families more accurately. This may, in turn, improve social acceptance; with socially accepted practices a source of pleasure rather than internal unhappiness or intergenerational tension, this will ensure the increasing number of young adults and their parents who live together continue to see this as a positive experience.

## Acknowledgements

The author would like to acknowledge the young adults and parents who shared their experiences of returning to co-residence.

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# A tribute to Doris Embling

(reprinted from Victorian Journal of Home Economics 2008).

Doris Embling passed away on 9 February 2014. Doris was a life member of Home Economics Victoria, a trailblazer for women in leadership and a gracious lady. Typically, Doris did not want a fuss and therefore her funeral was a quiet affair and her death was not announced until after her funeral. However we felt that her passing should not go without some tribute to the role she played in the development of Home Economics in schools in Victoria and to our Association. Therefore we have decided to reprint the interview that was conducted with Doris on the occasion of our 50th anniversary in 2008.

## Powering through the barriers

Our elder stateswomen have so much to tell us – through their personal journeys – about the broader functions of this organisation and the history of education in Victoria. Further, their stories often reflect the realities of gender roles, and the evolution of these roles over time. When profiling some of our key long-term members it is instructional to reflect on their careers as a whole, not just on what they have done for their subject association.

In tribute to Doris Embling we have chosen to take our profile of her into a deeper reflection on the constraints on the women of her generation. Our focus will be on the changing status of women in education, particularly married women, and how change influenced Doris's own experience. Into this story is woven that of another of our life members, the late Mrs Claire Finnis. Fifty years after Mrs Finnis first signed up to the HETG, it has been enlightening and gratifying to uncover a little of her story too, and to discover that there is synchronicity between her journey and that of Doris Embling.

It is typical of Doris that she begins our interview by saying how impressed she was with our 50th birthday dinner. Typical because she is always encouraging of the next generation of home economists, who are still trying to fill her considerably large shoes. She had a wonderful night out at our 50th birthday dinner in May, a great reunion with friends. 'It was a celebration of education, home economics and women,' Doris says. Her apt summation of our celebration sharpens the focus for this article.

### Education, home economics and women

Any profile of Doris Embling would necessarily address all three of the topics she mentioned in her generous compliment of us: education, home economics and the role and status of women. To look at Doris Embling's career is to see feminism in action. Although she may not at first glance be a typical activist, this is indeed what she has been throughout her professional life. Her sheer talent as an educator and communicator, coupled with her astute judgement and gentle righteousness, took her on path that may have surprised her had she foreseen it when she was awarded a teaching studentship in 1943.

Indeed, as Doris wrote in an essay not long after she had retired in the mid 1980s: 'When I look back I realise I did not have a planned career path – it just happened as I worked my way around the obstacles'. She also cannily added 'No longer is that approach appropriate'. Doris has firm and well-founded views about the effectiveness of support groups in which professionals can learn, network and call on one another for assistance; these groups can in turn be powerful agents of change and progress. We are proud to put ourselves into this category, and believe that we have influenced many positive outcomes for teachers and students of home economics over the years. Of course, we do not have to put a feminist perspective on this statement but the fact remains that over the last 50 years

the vast majority of our members have been female.

Doris Embling was finding her own way well before our establishment in 1958. As we shall see though, before 1958 there had been collective actions by female teachers – one of them our very own Claire Finnis – that would assist Doris and other able and ambitious women in the teaching service. Doris's early experiences serve as a great illustration of the need for the establishment of organisations such as ours. The discrimination against which Doris and her generation struggled was not just based on gender and marital status. The very subject area in which she taught was subject to further inequities within the realms of teacher training and the teaching service.

### From certificate, to diploma, to degree

Doris took up her studentship to begin studies in home economics in 1944 at Emily MacPherson College and Melbourne Teachers College (Larnook Teachers College opened in 1952). The three-year certificate course that existed at the time has been discussed by other contributors to this journal as problematic and inadequate (for example, also see Rosemary Deakin). Doris tells the story of how she had to fight for an equitable qualification (again, from a paper she wrote for the Institute of Educational Administration in 1987):

I realised that teachers who undertook a three-year course would be discriminated against when compared to those who



completed the traditional four-year course – also, I was not satisfied with the depth of the three years preparation. I made representation to the Education Department to complete the fourth year. After quite considerable agitation and pressure [Doris had to make a commitment to procure three other candidates for the qualification] I was given the extension to complete the extra year. My certificate, of which I am proud, is the first Diploma of Domestic Arts awarded and it holds the identification Certificate No. 1.

Doris went on to explain in her article that her ‘concern, even at that early time, was for home economics courses to enjoy equality with other disciplines’. She comments on how home economics struggled for status and equality because of its traditional links with ‘domestic or women’s work’ and because almost all who were teaching the subject were female. She praises the later work undertaken to upgrade the four-year diploma to a degree course and compares it with the struggle waged by the nursing profession in the 1980s. She quotes Professor Max Charlesworth from Deakin University, who said at the time ‘I have no doubt that there is a good deal of sexism in it. Nursing is a profession that is 90 per cent women. Other professions where men are preponderate get a degree’. By the 1970s the requisite qualification for all home economics teachers was a four-year Bachelor of Education. This was a huge achievement for home economics, and had been promoted and supported by all sectors of the profession.

In 1976 Doris completed her Masters Degree in Educational Administration at the University of New England. She was assisted by a \$1500 HETG scholarship; at this time the scholarships included arrangement with the Education Department for study leave. Doris today expresses her continued gratitude to the HETG for this support.

### Another major obstacle: The ‘marriage bar’

But we’ve jumped to the heady days of the 1970s and need to travel back to the 1950s. It is difficult for younger generations of teachers to even imagine being automatically placed on a lower pay scale than their colleagues with identical experience and responsibility. Firstly because they were female, and secondly because of the perceived inadequacies of their qualification, which was in turn linked to the lower status of what they were teaching. And then there was the issue of marriage (only an issue for women), and how it precluded women from permanent tenure, promotion and superannuation. Speaking to women such as Doris Embling and Rosemary Deakin about the barriers that women faced is both illuminating and sobering. Again, let’s hear the details from Doris herself, as written in 1987:

I taught for three years at a country technical high school – an experience I still remember with warmth and satisfaction. Because I held a studentship during my preservice I was bonded to the Education

Department for the three years before my marriage in 1949. On marriage I could no longer hold my permanent position, nor the promotion gained the previous year. I resigned and did not return to full-time teaching until 1958. Although I taught part-time and evening classes during that time and had gained promotion during my previous service I returned to the classroom as a temporary assistant. The penalty for marriage and motherhood was that fifteen years after I first joined the Education Department I was demoted to the lowest denominator.

Issues of equality emerged often in discussions and interviews conducted in the course of researching our first 50 years. Our earliest members – including Doris Embling – had much experience of the machinations of the male-dominated Victorian Education Department. And it is well worth relating the important political activism of foundation member Claire Finniss, who was on our executive (Secretary) from 1958 to 1969. It is not stretching a point to state that without the actions of Mrs Finniss and her fellow unionists, Doris Embling’s career would have been very different.

Mrs Finniss’s role as an activist is documented in a comprehensive and interesting article by Dr Donna Dwyer (2006) published in *Labour History*. Dwyer discusses the legislative removal of the oppressive ‘marriage bar’, the obstacle encountered by Doris Embling when she married in 1949. Dwyer summarises the event as follows (p. 1):

# A tribute to Doris Embling

On 7 November 1956, Mrs Viv Reilly, Mrs Gwyn Dow and Mrs Claire Finnis were present in the Victorian Legislative Assembly to witness the passing of the Teaching Service (Married Women) Bill to remove the marriage bar in the Victorian Education Department. As the president and committee members of the Temporary Teachers Club (TTC), a pressure group within the Victorian Teachers Union (VTU) seeking permanency for married women temporary teachers, they were guests of John Bloomfield, the Minister of Education. Although the women were victorious, they had been forced to accept one significant concession. Bloomfield had been a strong opponent of the women's campaign for permanency but had finally accepted defeat in a deal that denied married women teachers their right to superannuation entitlements.

As Dwyer states in her abstract to the article: 'The TTC's campaign is not only an important and overlooked episode of feminist activism in an era renowned for conservatism; it is testament to the claim that women's achievements were hard won – a struggle, not a gift'.

Claire Finnis was a mother and breadwinner for her family, since her husband was an invalid. Dwyer cites a letter written by Mrs Finnis to *The Age* in April 1955:

I would like to express my agreement ... that every teacher should, after a lifetime of service to education, be able to retire 'in reasonable comfort'. However, (the writer) is misguided in believing that all departmental teachers can do this. She overlooks that a large group of departmental teachers – the married women – are paid less than unmarried teachers and in addition can receive no superannuation at all. In three years time I shall have served the education department as a temporary teacher for thirty years. I have domestic responsibilities that make it urgent for me to retire on an income above the old age pension.

My case is one of many ... I am suggesting that a protest be made on behalf of married women who form so large a part of the service and are treated so inequitably.

## A married woman taking all opportunities

All of this was taking place while Doris Embling had taken leave from full-time teaching to have her family. When she returned in 1958, the obstacles were theoretically diminished, although permanency had to be applied for in writing to the Teachers Tribunal and was subject to medical examination (even though permanency for women entailed no sickness benefits). The Tribunal also made the decision about where married teachers should be placed on the promotional scale once they were granted permanency. In any case, from being placed in the 'lowest denominator' on her return to full-time teaching in 1958, Doris evidently resolved not to stay there for long. Her next decade of progress in education must have taken hard work and tenacity, but she skips over the process blithely in her 1987 article by saying:

I returned to the system at a time of unprecedented expansion and I was able to take advantage of the promotion opportunities available. Between 1958 and 1969 I gained promotion through classes 4, 3, 2 and 1 to take up the special class position of principal at Matthew Flinders Girls High School, Geelong, in 1969. Undoubtedly, on reflection, the time of this principalship was the most rewarding of my career.

Doris believes that she was the first married woman appointed principal in the state system. It seems fitting that this appointment came in the same year that Mrs Claire Finnis was awarded life membership of the Home Economics Teachers Group. Her citation for the award perhaps didn't mention her work for the Temporary Teachers Club. Can

we retrospectively and posthumously thank her for it now, on behalf of Doris and all the married women, especially the home economists, who have enjoyed promotion since 1956?

## The HETG and political activism

The activism of the Temporary Teachers Club serves as backdrop to the idea of a support group for home economics teachers gaining momentum. In the spirit of the times – and under the guidance no doubt of Claire Finnis, who along with Jean Pollock is credited with calling the first meeting – the first gathering on 24 October 1958 quickly got down to the business of qualifications and pay. 'Domestic Arts' teachers, particularly those gaining the TSTC (Trained Secondary Teacher Certificate) Domestic Arts qualification from Larnook Teachers College, had recently been even more discriminated against (given their exclusively female gender and the married status of many) by being pushed downwards on a scale of pay allowances given to 'technical' teachers. The reason given was that they hadn't undertaken the 'one year trade experience' included in some of the other qualifications.

The president of the Victorian Teachers Union, Mr Waters, was present at the meeting, as was another union representative, Mrs Hogg. The discussion ranged around training equivalents to trade experience that were perceived to be built in to the Larnook course. It was also noted that the Larnook students commenced their training with a Leaving Certificate (Year 11), and a high percentage of students also had Matriculation (Year 12) subjects; whereas some other technical teacher training commenced with the attainment of Intermediate only (Year 10). Miss Pollock (inspector of home economics in secondary schools) and Miss Horne (principal of Larnook), who were both present at the meeting, had 'contacted the union and pointed out the attainments of the course. Still nothing



Doris Embling and Marion McLeish as trainee teachers, 1944. (Marion was HETG Resource Centre Officer and treasurer 1973–1983)

was done so that it became necessary to have a meeting such as this to correct some anomalies'.

Feelings were obviously strong; it is recorded that 'Miss McAlister moved we ask the union if they could declare us a separate branch'. This is not recorded as carried at the meeting but definite resolve to move forward can be detected in the minutes, and a seminar was proposed for 1959 for discussions on the improvement of 'work and status'. The issue of training and pay directly linked to the push for a four-year course for all undergraduate home economics teachers.

## At the pinnacle of a fine career

The establishment of the HETG could only have been a boon to Doris Embling's aspirations. Certainly the Group took a keen interest in her progress, deferred to her frequently as a role model and remains proud of her achievements to this day. Doris was principal at Matthew Flinders Girls High School until 1978, when she was seconded to the Board of Inspectors, Secondary Schools Division. Her role was tagged 'Assessment/Home economics' and she worked as a representative of the inspectorate on school-based panels set up to assess teacher applications for promotion. Doris mentions that this was a period of turmoil for the Department, with unions protesting the existence of inspectors and a major shakeup of the entire education system looming.

Doris continued with the Board of Inspectors until 1982, with her role changing several times during this four-year period. She worked on the initial taskforce for what was eventually a significant restructure of the Department. She was then seconded to the office of the Minister

for Education. Doris's final promotion in her career came in 1982 when she was appointed Assistant Regional Director of Education (Operations) for the Western Metropolitan Region. She was in this position until her retirement in 1985. Doris has been told that at this time she was the most senior woman in the Education Department. Her retirement function at the Ripponlea mansion in March 1986 was an important event in the VHETTA calendar. Doris was awarded life membership that same year.

Doris Embling is very modest and unassuming when questioned about her contribution to this organisation and to home economics as a whole. She comments that when she went into administration she had to make choices and felt that she had to forego her beloved subject area. We beg to differ: Doris may have felt distracted at the height of her professional responsibilities but the fact remains that she has always been supportive of home economics education and has worked hard to improve its status.

## Involvement over five decades

Ever since its inception, Doris has been an active member of our organisation. She was the convener of the first regional group, set up in Geelong in 1963. In 1967 Doris won an early HETG Award for a new Forms I to V syllabus that she had written and in April 1968 she addressed a general meeting of the HETG to present her award-winning work. In September 1971 she solicited the agreement of the Nursing Council (she was on the Geelong Hospital Education Board at the time) to add home economics to their list of recommended Form V subjects for those wanting to study nursing.

From 1979 to 1981 Doris was Vice President of the HETG (June Reynolds, a fellow inspector and foundation HETG member, was President). In the meantime, and while working for the Education Department, she became the Chair of the VISE (Victorian Institute of Secondary Education) Committee for HSC Home Economics–Human Development and Society (1980–1985). At the same time, she chaired the VISE Panel of Examiners for the HSC subject. The growth of enrolments in the subject was nothing short of phenomenal during this time. Doris was President of the HETG from 1982 to 1983, her presidency cut short by a period of serious ill health that took her out of action for six months.

From progressing to a four-year qualification in 1947, to rising from 'temporary assistant' status to a principalship, and advancing as far as Assistant Regional Director, Doris's career has been full of firsts. At the same time, she managed to continue her intellectual engagement with education by completing her Masters, and her connection to home economics remained strong. She has been an exemplary educator and has mentored countless teachers and students along the way. Doris Embling has been a pioneer and a leader: for women, education and home economics. We thank her for forging the way.

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# Product quality: Deconstructing a textile product

This activity relates to key knowledge and key skills of Unit 4.1:

- methods of comparative testing for different versions and models of products
- compare and evaluate the attributes of similar commercial products.

The quality of a garment can be determined by taking it apart and analysing the materials, construction processes and design features that were used in the manufacture. Linings, interlinings, padding, trims and threads can all be examined for their quality and appeal. The design and assembly details can also be examined.

Manufacturers may disassemble or deconstruct an item if a lot of complaints have been made regarding the expected level of performance. They may also want to take apart a garment of a competitor to compare it with a similar product in their own range.

## Task 1

Choose a textile product you can take apart. This could be an item you or someone in your family no longer uses. An alternative is a jumble sale or op-shop item, but wash or clean the item before you start your task. Jackets, blouses, jeans or dresses are suitable, but avoid knitwear as it is difficult to take apart.

Work in a small group of three to four and have one person record the pieces as they are removed. This includes any trims, interfacings and threads. Another person can measure the pieces while two people unpick seams.

When the item is in pieces, write a report summarising the quality. Use the following guidelines to construct your report:

- Start with a description of the product and its function.
- Determine the intended target market.
- What do you think the specification for the product was?
- Do you think the product was suitable for its purpose?
- Discuss the materials used and comment on the suitability of the particular fabrics chosen, trims used and methods of finishing such as zips and buttons.
- What function did the choice of materials fulfil?
- Examine some fibres under a microscope or conduct tests to determine their classification.
- In your conclusion, comment on whether quality was built into this item.

## Task 2

Now that you have analysed a textile product in detail, research at least two more similar products that vary in quality. Describe the main features of these products and compare the factors that contribute to the quality of each item. Comment on the quality of these products in relation to the one you have dissected.

Summarise your research in regard to the cost of the product and whether it represents value for money.

Note: Products that are of high quality and more expensive may be better value when the hidden cost of cheap, poor quality products is taken into account, such as inferior materials, unsuitable construction processes, high manufacturing wastage, cheap components, the need for frequent repairs and customer dissatisfaction.



# Effectiveness and efficiency of planning and production

This activity relates to key knowledge and key skills of Unit 4.3:

- methods of examining the effectiveness and efficiency of the design, planning and production activities using evaluation criteria
- report on the effectiveness and efficiency of the design, planning and production activities and discuss possible improvements.

## Effectiveness is doing the right job

Effectiveness means setting the right goals and then achieving them. To evaluate this means looking at your production planning and your journal of progress. You will need to analyse the major stages, the priorities set and the sequence of tasks. (Were goals appropriately set/production stages well planned? Were they the right choices to suit the product and facilities and your skill level? Were they in logical order?)

## Efficiency is doing the job right

Efficiency refers to the means used to accomplish results or to reach goals. To evaluate this involves looking at the detail of each stage. (Were tools, equipment and machines used accurately and carefully for each stage? Why was time lost during particular stages of production? Were materials handled appropriately and without waste?)

Use the following questions to help you to focus on the success of your design and production activities undertaken to complete your School-assessed Task (SAT).

1. How did your visualisations, design options and working drawings compare with that of the finished product? What were the major differences?

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2. Did you find that the final product was an accurate representation of what was designed throughout the developmental stages (visualisations, design options and working drawings)?

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3. What areas of the design stage (visualisations, design options and working drawings) could have been improved?

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4. Did you choose the correct materials? Analyse the materials used and discuss whether they were the most suitable.

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5. Were the materials available when you needed them? Explain any problems you experienced.

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6. Did you use the correct equipment/machinery throughout the production process? Justify your answer.

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7. Was the equipment always in good working order and available when required? Record a few of your experiences.

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8. Did you work in a safe manner, having identified hazards and eliminated or minimised the risks associated with working in the textiles area? Explain your response.

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9. Did you have the skill level required to perform the construction processes of the product? Comment on how your skill level affected the standard of your product.

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10. Was your concentration level affected by illness, tiredness, being upset or other distractions? If so, what was the outcome?

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11. Did you understand all the instructions for the construction processes? Had you adequately practised the difficult/new processes?

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12. Were you adequately prepared for each lesson, well organised and with good working habits in your working environment? Briefly discuss this issue.

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13. Was class time unexpectedly lost through illness, school commitments, holidays or other reasons? Mention how this affected your progress. Did you stick to the timeline you set previously?

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14. Did you make any modifications to the product? How did this affect the plan you had prepared?

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15. Did you accurately record your progress during production work? How did this help you achieve your goals?

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# Submission guidelines and contributor notes



## Description

The *Victorian Journal of Home Economics* publishes to an audience comprising the members of Home Economics Victoria. Published as *ECHO* since 1978, the *Victorian Journal of Home Economics* is published twice a year and is established as one of the leading journals on the subject. It is subscribed to by institutions and individuals in many countries and provides an international forum for academic and research papers, and curriculum-based and practice or general interest articles. It aims to provide current and best practice information on the multi-faceted area that is Home Economics.

The scope of the Journal includes:

1. Topic areas: globalisation, food security, local food systems, sustainability, technology, ethical consumption, quality of life, food and nutrition, textiles and clothing, shelter, health and wellbeing for individuals, families and within communities.
2. Curriculum areas:
  - Health and Human Development
  - Product Design and Technology
  - Food and Technology
  - Hospitality.

The Journal is published twice each year in April and September.

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Authors may submit their manuscripts by email at any time prior to the deadline/s.

## Contributors

The *Victorian Journal of Home Economics* welcomes contributions from members and non-members, from a variety of disciplinary and theoretical perspectives.

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Manuscripts should be sent electronically to Wendy Hunter, Managing Editor at [business@hev.com.au](mailto:business@hev.com.au).

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For example:

Dr Wendy Hunter PhD is currently employed by Home Economics Victoria as Principle Project Coordinator and Healthy Eating and Food Literacy in Secondary Schools. She has researched and written about the relationship between food, health and wellbeing across different age spans. Wendy has taught in nutrition, family and consumer studies, research methods, health promotion and public health at Deakin University in Melbourne. She has served as a director on the Board of Directors for Home Economics Victoria, a trustee on the King and Amy O'Malley Trust, and a national representative for the Victorian Division of the Home Economics Institute of Australia.

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Academic articles should include an abstract of 150 to 200 words (100 words for a student paper) that includes up to five keywords. Abstracts for academic papers should include a brief introduction and aim, method, results and discussion/ conclusions.

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Author, B year, 'Title of article', *Title of Journal*, volume number, issue number, page numbers if given, date retrieved, name of database or <URL>.

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## Mission statement

Our purpose is to promote skills for life to achieve optimal and sustainable wellbeing for individuals, families and communities. By promoting wellbeing, encompassing health, we aim to prevent and/or control disease such as obesity and type 2 diabetes by providing teachers, students, parents and wider school communities with education and information.

## Objectives

- Promote skills for life, including home economics, to achieve optimal and sustainable wellbeing for individuals, families and communities.
- Promote health and wellbeing, aimed at preventing diseases, specifically obesity and type 2 diabetes.
- Provide education and information about health and wellbeing through education programs, resources, publications, advocacy and consultancy.
- Support research into health and wellbeing including the provision of awards and scholarships.
- Work in partnership with relevant health and education bodies, government departments, organisations and industry.

## Office hours

The registered office of Home Economics Victoria is open from 8:30am to 4:30pm Monday to Friday during the school term except on public holidays or as a result of professional development activities and as advised from time to time in *Home Economics Victoria News*.

All communications and enquiries should be addressed to:

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