

PARLIAMENTARY INQUIRY INTO FRESH FOOD PRICING

QUESTIONS ON NOTICE

QUESTION

The Hon. COURTNEY HOUSSOS: It would be useful if you could provide us with a copy of the curriculum on notice and any other supporting documents provided to schools or teachers to assist them in developing that?

Mr TYLER: Yes, we can do that.

ANSWER

The new Science and Technology K-6 and Technology Mandatory Years 7-8 syllabuses are published on the NSW Educations Standards Authority website and may be accessed at the following address:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies>

Support materials for Science and Technology K-6 including school and parent guides, sample scope and sequences and outcome continuum may be found on the syllabus landing page:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/science-and-technology-k-6-new-syllabus>

Sample units of work for Science and Technology K-6 including Early Stage 1/Stage 1 'Paddock to Plate' may be found on the landing page for the current syllabus:

<http://syllabus.nesa.nsw.edu.au/science/science-k10/programming/>

Support materials for Technology Mandatory Years 7-8 including school and parent guides, sample units of work and sample assessment materials may be found on the syllabus landing page:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/technologies/technology-mandatory-7-8-new-syllabus>

These units of work include 'Delicious Dairy' and 'Grow Your Food – Fill Your Belly'.

QUESTION

The Hon. COURTNEY HOUSSOS: Does any of your new curriculum cover issues around quality? Do you say, for example, "A tomato is bright red in summer because that's when it should be producing"? I appreciate that current weather conditions have extended the period that these fruits and vegetables are available, but do you talk through those kinds of issues?

Mr TYLER: I would have to take that on notice. It is a little bit outside of my realm.

ANSWER

Our new syllabuses aim to empower students to make informed decisions when selecting and preparing food.

In the new *Science and Technology K-6 syllabus*, students are provided with opportunities to learn progressively about where their food comes from, how this produce is used including in the creation of healthy meals and the growing of plants. Each stage has specific content provided as guidance to teachers in the types of activities in which students engage.

Early Stage 1: Students:

- recognise that plants and animals can be used as food, or materials (fibres) for clothing and shelter (ACTDEK003)

Stage 1: Students:

- identify some plants and animals that are grown and used for food production (ACTDEK003)

Stage 2: Students:

- investigate food technologies and techniques used to produce healthy food, for example:
 - peeling and segmenting/slicing fruits and vegetables
 - follow a recipe step by step
 - measure and mix dry ingredients

Stage 3: Students:

- identify and sequence the process of converting 'on-farm' food and fibre products into a product suitable for retail sale
- explore plants and animals, tools and techniques used to prepare food to enable people to grow and be healthy (ACTDEK021)
- plan, design and produce a healthy meal, for example:
 - a bush tucker meal
 - sushi
 - salad

The new *Technology Mandatory Years 7-8 syllabus* provides the following advice to teachers in the Agriculture and Food Technologies context:

'Food technologies focuses on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food'. (page 28 *NESA Technology Mandatory Years 7-8 syllabus*)

The syllabus provides opportunities for students to learn about the growth and development of plants (and/or animals), how to produce them, their characteristics and properties, and how to use them to create nutritious meals. While preparing food, teachers will typically discuss food selection and preparation including the quality of the produce being used and how to achieve the best product out of the resources available.

The following content statements provide examples of how the syllabus focuses on food quality.

Identifying and defining

Students:

- investigate the characteristics and properties of a variety of nutritious foods, for example:
 - high in fibre, eg fruits and vegetables
 - high in protein, eg meat and meat alternatives

Researching and planning

Students:

- investigate ideal conditions for growth and development of an agricultural plant or animal (ACTDEK032)
- develop a schedule or calendar for ongoing care of a plant or animal species associated with an agricultural project (ACTDEP039)
- identify a range of food preparation techniques and analyse the impact on nutrient value (ACTDEK033)

Producing and implementing

Students:

- produce and implement an agricultural project and/or produce nutritious food (ACTDEP039)