Welcome to Issue 2 of Curriculum Matters 2003. This issue is the second part of the SOSE edition produced by Karen Livingstone and Michael Boyle. In this edition we examine issues of globalization and democracy. One of the underlying themes of this edition is the attempt we are making at school level to develop an understanding of globalization. In its simplest terms globalization exemplifies the interconnectedness between societies where events in one part of the world impact on people and societies far away. Our daily lives are constant reminders of how the world appears to be shrinking; we have world communications at our fingertips through the World Wide Web; satellite television beams in global networks; we belong to international organizations, invest in international markets and face the risk of global.

The philosophical demands of our learning about globalization are that we develop appropriate understanding and use breakthroughs in communication and technology to respond dynamically and constructively to the changes around us. Supporting global movements such as Caritas, UNICEF, Medecin Sans Frontiers and others, allows us to use globalization with positive effects. Nevertheless we need to address the fact that globalization is of greater benefit to developed countries while less affluent nations are exposed to more efficient exploitation. Some writers refer to “a world with vanishing borders”; as teachers in this environment we grapple with contentious issues such as global migration- (more than 22 million people qualified for and received refugee assistance in 1998); the undermining of the sovereignty of nations states; global drug trade, global crime, issues of global health and the impact upon the global environment. Articles in this issue of Curriculum Matters address some of these themes.

Studies of Society and Environment will remain a priority in terms of support for schools in 2004. Curriculum Matters in 2004 will include an edition on the Inquiry Approach to learning and teaching. This edition will highlight aspects of the SOSE KLA such as Social and Environmental Inquiries and Asian Literacy, and we will continue to present articles on values and Civics and Citizenship Education.

The Editorial Committee for 2003 would like to thank the contributors to the two editions this year and gratefully acknowledge the work of the BCEC Printery Staff.

Mary Holford
Acting Editor
The Studies of Society and Environment Key Learning Area offers an excellent opportunity for students across the Years 1 to 10 spectrum to develop understandings about global issues and the topic of globalisation.

The SOSE syllabus and support materials clearly indicate that purposeful and meaningful studies of societies and environments should include learning related to globalisation. This learning may involve units of work structured around the context of globalisation, using a global perspective in investigations or having a global focus in units based on a range of contexts.

The first challenge when structuring learning about globalisation is to develop definitions of this extremely complex phenomenon. This is a task which has been subject to wide debate for the last fifteen or so years since the term globalisation gained currency. However it is a worthwhile process in which to engage students before investigating particular aspects of globalisation.

Brian Hoepper (1999) structures an approach to defining globalisation by stating that “globalisation occurs ‘out there’ - where some phenomena (institutions, practices) operate on a global scale - but also ‘in here’ - in the sense of the way people think about the world they inhabit.” He proceeds to clarify the elements of change that characterise globalisation – communications and transportation technologies; markets, enterprise and finance; employment practices; status of the nation, state and culture. Anthony Giddens (1999) supports this multi-dimensional view in opposition to the view that treats globalisation as solely or even primarily economic. He states “globalisation is a set of changes, not a single dimensional change. Many of these changes are social, cultural and political, rather than purely economic, and one of the main drivers in addition to the global marketplace is something partly separable from it, which is the communications revolution.”

Once students have some broad definitions of globalisation and understandings of different perspectives on globalisation, a worthwhile structure for student investigation and for teacher planning is to develop the following focus questions:

• How is globalisation portrayed?
• What role do values and perspectives play in making decisions about globalisation?
• What are the current issues in the globalisation debate?
• What are the possibilities for creating preferred future scenarios?

Globalisation as a topic for study, a component of another unit or as a context that organises a number of units, provides a huge range of opportunities for learning about societies and environments. Some of the aspects of globalisation for students to investigate include:

• Defining 'globalisation' – is it solely an economic phenomenon or does it involve a number of elements including communications and transportation technologies; markets, enterprise and finance; employment practices; status of the nation, state and culture?
• How do information communications technologies promote and reflect the processes of globalisation?
• Is there a global youth culture?
• What is the relationship between global trade, global communications and the emergence of a globalised culture?
• Should globalisation be renamed ‘Americanisation’?
• Can there be a democratic and socially just process of globalisation?
• Globalisation can both save and destroy the natural environment.

Along with the SOSE syllabus framework that promotes learning within the context of globalisation, there are a range of resources to support teaching and learning about this topic. These resources can be accessed through the QSA website, the Global Learning Centre, several government and non-government trade and development organisations, and commercial publishers and booksellers.

For further information contact Terry Gallagher, Key Learning Area Officer – Studies of Society and Environment (SOSE), Queensland Studies Authority.

1 Hoepper, B. (1999) Globalisation and Years 1 to 10 Studies of Society and Environment Key Learning Area Brisbane: Queensland School Curriculum Council

SURVIVE
THE RACE AGAINST TIME

Louise Erbacher
Brink Education Co-ordinator

School students can very easily become overwhelmed by the global situation, and teachers are faced with the difficult task of trying to connect those global issues to the classroom experiences of their students. The Brink Expedition helps to bridge that gap as it inspires students and teachers alike to become more active global citizens.

In some schools, teachers are using the Brink Expedition as one context for implementing the Years 1-10 Studies of Society and Environment (SOSE) Syllabus. By engaging with the Brink Expedition, teachers may plan for learning experiences in which students challenge and form their own ideas of democratic process, social justice, ecological and economic sustainability and peace which are the key values of the SOSE Syllabus.

Brink Expedition
The Brink Expedition is an adventure across 7 regions of the world, covering 50,000 kilometres through some of the most difficult terrain and extreme weather on the planet. Ben and Kendon Glass, the Brink Expedition Team, will attempt to traverse the globe within 1000 days, using human power and the natural elements. As they travel, they hope to highlight the need for active involvement in the future of the world, raising money for Oxfam Community Aid Abroad. When they reach Sydney Harbour by Australia Day 2006, they will have travelled through almost 30 countries to raise awareness of the Brink Hotspots – issues of social and environmental concern. These hotspots are:

- Brink and the Earth Charter (www.earthcharter.org - Values and Principles for a Sustainable Future)
- Indigenous Peoples of the Americas
- Ocean Care
- Global Warming
- Understanding Cultures
- Fairer Trade
- Endangered Species
- Disappearing Forests
- Indigenous Australians

Brink Website – www.brinkX.org
The Brink Expedition website provides the interactive link between the Brink Expedition Team’s experiences on the road and schools all around the world. Online journals help students track the progress of the Expedition Team. By registering online at the Brink Expedition School Room (www.brinkX.org/schoolroom) and becoming part of the growing Penpal Community of schools across the world, students’ understanding of the Brink Hotspots may be broadened. Registering your class with the Brink Expedition ensures that you will receive a FREE Brink School Pack, including a poster size world map, posters, stickers, CD Roms and other support materials.

Brink Curriculum Materials
Launched on May 8, 2003 by Queensland Education Minister, Anna Bligh, the Brink Curriculum Materials have been produced by volunteer teachers from across Queensland for both Primary and Secondary contexts.

*Their e-journey will foster greater understandings between countries and cultures and broaden school students’ understanding of the world around them. I applaud these young men for using the Brink Expedition to promote the value of education and to foster closer ties between young people across the world.*

Anna Bligh, The Hon Minister for Education, Queensland

Each curriculum module covers one of the Brink Hotspots and will be released gradually to coincide with the Brink Expedition. The Curriculum Materials are available online www.brinkX.org/schoolroom/curriculum and are based on both the outcomes from the Years 1-10 SOSE Syllabus and the Principles of the Earth Charter.

Brink in Schools
Schools around the world have registered with the Brink Expedition, and some have already begun to implement the Brink Curriculum Materials in their classes. Many teachers are finding the expedition provides an appropriate and exciting context for students to engage in global understandings:
The intrepid journey by Ben and Kendon offers school students a fresh and valuable way to learn about our increasingly globalised world. The boys' extraordinary trip across time, space and cultures will be mirrored in many classrooms, providing a vivid real-life framework for the curriculum in Studies of Society and Environment.

Dr Brian Hoepper, Visiting Fellow, School of Cultural and Language Studies in Education, QUT

Students from Year 5 at Mary Immaculate Primary School at Annerley are working with their teacher, Leanne Delaney, to explore how indigenous people interact with the environment. Leanne is also one of the Brink Curriculum Writers, who worked on Module 2 – Indigenous Peoples of the Americas. This module explores the issues faced by the Yanomami people of the Amazon, as well as rainforest habitats and endangered species.

Redlands Cluster Curriculum Support Teacher, Cath Grealy, another Brink Curriculum Writer, regularly includes the Brink Curriculum Materials in her professional development workshops with SOSE and distributes information on the Brink Expedition through the Curriculum Support Teacher Network and the Teacher Librarian Network.

St Ignatius Primary School, Toowong is also using the Brink Expedition in their SOSE program. Teacher, Teresa McNamara, and her Year 6 students worked through Module 1 – Brink and the Earth Charter – and showcased their media releases and presentations as part of the Brink Curriculum Launch on May 8, 2003.

Year 4 students from Marymount College and their teacher, Kim Jones, also worked through Module 1 and had the opportunity to communicate with the Brink Expedition Team via Satellite Phone at the Launch of Catholic Earth Care Australia on June 5, 2003. Module 1 provides an overview of the Brink Expedition, the Brink Hotspots and the Principles of the Earth Charter and encourages students to develop their own action plan to improve the global situation.

Other BCE schools working on the Brink Curriculum and currently registered with the Brink School Room include:

- St Rita’s, Victoria Point
- St Andrew’s, Ferny Grove
- St Matthew’s, Loganholme
- Our Lady of the Rosary, Kenmore
- St Anthony’s, Kedron
- St Luke’s, Capalaba
- St Elizabeth’s, Ekibin
- St Columba’s, Wilston
- St Brendan’s, Moorooka
- St Thomas More, Sunshine Beach
- St Thomas More, Sunnybank
- St Mary’s, Beaudesert

So how may schools become involved?

- Visit the Brink website
- Join the Brink adventure by registering your class at the Brink Expedition School Room www.brinkX.org
- Implement the Brink Curriculum Materials in your class
- Share ideas and resources for ways to broaden the Brink Curriculum
- Donate to Oxfam Community Aid Abroad
- Volunteer your services as a curriculum writer, editor or researcher

Contacts

Brink Website:  www.brinkX.org
Radio Broadcast – 1st Monday of the month, 612 4QR, between 7-8am

For further information please contact
Louise Erbacher
Brink Education Co-ordinator
Email: earthcharter@brinkX.org
Work Phone: OLR Kenmore – 3378-2412
We, as Australians, are part of a global community, connected through economic, cultural, social, political and environmental issues. People and communities are becoming increasingly interdependent, and through an emphasis on global education we can enable our students to participate in shaping a better shared future for the world. (Global perspectives: a statement on global education for Australian schools).

Although global education is not confined to any particular key learning area, there is a strong link between this concept and SOSE key learning area.

The Studies of Society and Environment key learning area centres on human fascination with the way people interact with each other and with the environment. It involves investigations of controversial and challenging issues and promotes critical thinking in the development of optimistic future visions. This key learning area encourages young people to be active participants in their world. (Studies of Society and Environment Years 1 to 10 Syllabus, p1)

As part of the continuing professional development in SOSE, Brisbane Catholic Education conducted a twilight session in March on Globalisation. The session consisted of two parts – a keynote address and a practical session for either primary or secondary teachers.

The keynote speaker, Angela Ballard from Oxfam/Community Aid Abroad, introduced the concept of globalisation by presenting some background information on this topic. She discussed the role of the World Trade Organisation, the World Bank and multinational companies in today’s world. She emphasised how globalisation has had a negative impact on the lives of people in developing countries – not only economically, but also environmentally. She gave specific examples of this by discussing the coffee industry and how multinational companies have devoured market economies and destroyed the very fabric of village lives.

Throughout this address the links to the SOSE syllabus were apparent and many of the issues raised could be dealt with from a variety of perspectives. Just a few examples could be:

- Economic and environmental sustainability – exploring issues of resource use and economic sustainability, advantages and disadvantages of expanding trade and investment, the destruction of village economies and the environment in developing countries
- Social justice – the exploitation of cheap labour, the rights of the worker, the destruction of family values, the Universal Declaration of Human Rights
- Technological change – the positive and negative impact of new technologies
- Futures perspectives – investigation of alternate courses of action, involvement in fund raising, community awareness raising etc through humanitarian aid organisations such as Oxfam/CSS, Caritas...

The second session for primary teachers was a practical workshop conducted by Kathleen Richards from the Global Learning Centre which further developed the ideas and issues raised by the keynote speaker. Kathleen is a very enthusiastic speaker with a wealth of ideas and resources at her fingertips. She demonstrated ways of introducing the concept of globalisation throughout the primary years by actively involving participants in a variety of activities:

- Special places – a blow-up globe is tossed around the room and each person locates and identifies a place in the world that has meaning for them – emphasising concepts of interdependence, belonging, tourism and stewardship as a universal responsibility.
- Using non-fiction texts such as A Life Like Mine published by Dorling Kindersley to study how people live in different countries – common needs and wants and different ways of addressing these.
- Globingo or Asia Bingo (find a person who speaks an Asian language, has been to an Asian country etc) – belonging, tourism and stewardship.
- Sourcebook modules eg Where do my sneakers come from? – social justice issues.
- Action research – watch a video (eg Twenty Pieces produced by Fair Wear or available to borrow from the Global Learning Centre) and devise strategies that could raise community awareness of social injustice in, for example, the out-worker industry in Australia.
Through exploring the concept of globalisation with these two very dedicated and enthusiastic speakers, I have become more aware of the need to embrace the principles of global education into our schools, not only through the SOSE key learning area but through all areas of the school, curriculum and classroom.

List of resources
Global perspectives: a statement on global education for Australian schools Curriculum Corporation, 2002 (1863665463)

Sharing Stories
An integrated unit for Year 7 Students of St Joseph’s Murgon
Paul Rees - Teacher

Hunting Echidna, setting possum traps, eating witchetty grubs and learning traditional Aboriginal dancing were some of the activities in a “Living Culture” integrated unit of work in St Joseph’s Murgon. Discovering Democracy Queensland approved a grant application for Year Seven of St Joseph’s Murgon to undertake an integrated unit on historical and cultural development of their local indigenous community. As a stimulus the class watched the film “Rabbit Proof Fence” and were asked what they thought. This was then put into perspective when the students were told that the same thing happened not on the other side of the continent but in their town. The integrated unit aimed to achieve outcomes in S.O.S.E., Religious Education, English and Arts.

Background
St Joseph’s Murgon is a primary school in the South Burnett area with students from a wide range of backgrounds, experiences and socio-economic experience. Students come from the Murgon and Cherbourg communities and come from farming, town, indigenous and non-indigenous families.

Community Involvement
In undertaking a unit like this it was important to have community partnerships from the start. Priority Five of Brisbane Catholic Education’s Strategic Renewal Framework – “Strengthen partnerships and relationships within and beyond our school communities” (B.C.E. 2003), endorses community involvement in curriculum. This involvement is particularly important in the context where a non indigenous teacher, plans to teach a unit on living culture. Mrs Daisy Carlo, an Indigenous Liaison Officer, was integral to the success of this unit.

Motivation
The impetus for this unit was a commonly heard viewpoint, that Aboriginal people have lost their traditional way of life and identity. It is these types of comments that are as damaging to Aboriginal communities as were the systemic policies of the “Stolen Generation” as they fail to recognise that cultures develop and modify and still remain valued and significant to us as a nation. Traditional Aboriginal culture was actively discouraged in settlements like Cherbourg where even speaking traditional language was punished. Aird (1996,p9), states “It was a campaign that succeeded in making Aboriginal children distance themselves from their culture.”

Craven (1999, p28) describes the notion of Aboriginal communities as having a “Living Culture” of one that adapts and grows by still maintaining “their world view, their respect for the land and sea and their complex social systems”. This is indeed the case of the Cherbourg Community in the South Burnett where traditional cultural practices are integral to the community.

The Year seven unit of work promoted students to actively investigate and develop an understanding of how their local indigenous communities can respond to change physically, socially, politically and culturally and still
maintain a shared heritage. Bell (1999, p.1) stated “Culture has sustained Aboriginal people despite their experience of rapid change which has created hardships and a forced disassociation with their traditional culture, their people and families since invasion”.

This unit aimed to provide accessibility to the shared history of the local area respecting that traditional Indigenous heritage may not always be recorded and is passed on orally. As such a cross-cultural exchange of heritage can be difficult even in a town with a high Indigenous population.

**Unit Activities**

**SOSE**

A terrific starting point for planning the unit was *Aboriginal Culture and History - A Sourcebook for teachers in Brisbane Catholic Schools* (1999, B.C.E.). This an excellent resource produced by a team headed by Rosemary Bell, Senior Education Officer – Indigenous Education Brisbane Education. This resource, in all B.C.E. schools, identifies protocols and guidelines for approaching community elders and including indigenous content in a schools curriculum. At the core of the document is the need for inclusion of the local indigenous community itself.

A study of the history of each town shows marked differences in their development and raises issues for debate such as governance, racism, the stolen generation, equality, equity, and how everyone is valued in society. We commenced with the historical events of the two towns, Cherbourg and Murgon. The traditional local group from our area is the Wakka-Wakka tribe. Although there are records of over 40 different language groups having lived in Cherbourg, (Bond, 2003). These groups were brought to Cherbourg systematically in the 1900’s under the Aboriginal Protection and Restriction of the Sale of Opium act 1897. Relocation from traditional land impacts upon family groups as Blake (2001, p 51-2) states “to be taken from one’s country was a profoundly traumatic experience”. The stolen generation is therefore an ever present part of our community’s life.

A commencing activity was to create a biography of the students living in the South Burnett with the headings, All about me, Relationships, History, Land, Cultural activities, Talents and Future.

We invited guest speakers to share their experience of “living under the act” on a reserve. Steven Bond, Russel Hegarty and Daisy Carlo, Aboriginal residents of Cherbourgh were interviewed by students. It was interesting to then compare the different experiences of living in the same towns with dormitories, rations, out of bounds areas, curfews, wages and relocation.

**Theoretical Understandings**

Liberal Democratic theory as described by Murphy (2003) criticises mainstream society and education for trying to create equality amongst cultures ending up by meaning assimilation where minority cultures are treated the same as European culture. As a preferable outcome he describes a system where both cultures are recognised as important and valued.

**Integration**

History is an integral part of the S.O.S.E. Key Learning Area. The reason for teaching a unit of work about the local history of your area and culture is not for the students to remember dates and events in isolation from their current experience. But it is to give a perspective of their experience and that of others as a way empowering students to gain an appreciation of other points of view. It is therefore the history that is the jump off point for students learning in a range of K.L.As. Debates, persuasive essays, biographical texts, discussions in Religion about Social Justice and the Gospels and Indigenous art were all part of the integrated unit.
A tour of the Cherbourg community took us to the old superintendent's house, the ration shed which is now the site of the Police station, the Corroboree grounds which are on the Cherbourg State School oval and the council. Mayor, Mr Ken Bone explained the progression of governance from complete state control to now being one of 15 DOGIT communities with other places like Woorabinda and Palm Island.

Students competed a report on our towns and a "then and now" photo comparison of the places we visited.

**Cultural Camps**

Students went on an overnight camp to identify some traditional Indigenous practices of our area. This was led by Russell Hegarty an educator of local Aboriginal practices. Boys and Girls had to go on separate camps so as to respect practices that were men's and women only business. It was important for the students to see that the traditional practices are still used even though they may be modified. Living culture therefore is being passed on.

In Religion we used a new outcomes module on Social Justice. This linked in with the historical study of our area. It gave opportunities for students to express times of injustice in our past and to offer actions at a local level for a peaceful solution.

**The Arts**

Local Aboriginal artist Joylene McKeller taught us about Aboriginal symbols, charcoal drawing, painting with ocre and painting. These pieces of work are being displayed in the town library in November. Finally students undertook an excursion to Brisbane to the Ngutana-Lui centre and the Queensland Art Gallery exhibition "Storyplace".

**Reflection**

Historical study as a part of Studies of Society and Environment was an integral connection for each Key Learning Area. Community involvement and partnerships with experts in their field made this unit successful. While I was challenged at first to teach about the history of Cherbourg and some Indigenous culture, having community connections for this unit made me more of a facilitator. Recognising that education should be as real to life as possible and providing experiences of culture for the students, made the unit enjoyable.

Historical discussion, debate and conversation with people with different stories made students appreciate a different world view and broadened their experience of living in Murgon and Cherbourg.

**References**


In English we commenced with a biography - "My Story" living in our local area. We then listened to and interviewed local community members and made comparisons. As a culminating assessment piece students completed an information report on the history of our towns. As a class we completed a photo comparison of our community then and now.

In English we commenced with a biography - "My Story" living in our local area. We then listened to and interviewed local community members and made comparisons. As a culminating assessment piece students completed an information report on the history of our towns. As a class we completed a photo comparison of our community then and now.

**English**

We read a novel **Barrumbi Kids** by Leonie Norrington a story about school students in a fictitious town in the Northern Territory with Indigenous and non-Indigenous students.

The Wakka - Gubbi dances visited our school and performed and taught some of the dances to students. This group of dances performed at the opening ceremony of the Sydney Olympics.

We read a novel **Barrumbi Kids** by Leonie Norrington a story about school students in a fictitious town in the Northern Territory with Indigenous and non-Indigenous students.
Forming Planning Partnerships in SOSE has been a series of workshops across the levels 1-6, aimed at assisting teachers to plan collaboratively using a connected curriculum with SOSE as the host KLA. The aim of these days was to assist teachers in one way of planning, it was emphasised that this is not the only way to plan a module of work, but is a way the curriculum team are currently supporting.

This connected approach to planning is underpinned by the Strategic Renewal Framework 2002-2006 and the Archdiocese of Brisbane Learning Framework. At the centre of both of these documents is the emphasis on the Learner and the Roles for Lifelong Learners. These roles are Outcomes of Significance and they influence our planning and teaching. As a result the outcomes would:

• Be remembered by students who would be able ‘to do’ long after a particular curriculum episode has ended; and

• Be considered truly important by students in their educational and life-career futures.

These are what we call Transformational Outcomes.

The Triangle of Abstraction (below) illustrates the starting point for planning. If we start at the top of the triangle, the Transformational Outcomes and the Roles for Lifelong Learners are the focus.

After reflecting on their group of learners, teachers began by choosing a concept that helped to shape the direction of their module. Ideas for concept development can be found in all KLA syllabus documents. Teachers were reminded to continually ask themselves “Why is this important for these students at this time?” when choosing a concept upon which to base the learning. This perhaps signalled the greatest challenge and the steepest learning curve for teachers. If we say the learners are our central focus then we have to start with the learners, not the resources or the KLA modules, the units that we have taught year after year, or the core learning outcomes.

Many teachers had those “Ah Hah!” moments, when realising that topics such as bushrangers, gold, medieval times, transport, dinosaurs and dragons were certainly not conceptual and sometimes irrelevant and unimportant to students. Instead ideas about cultural heritage, democratic process, evidence over time and ecological and economic sustainability, encapsulated far more for students and could be addressed through a number of contexts (as illustrated below).

From this concept teachers then decided what it was the students would inquire. As all KLA documents are based on the Inquiry Approach students will be investigating or inquiring about something through every module. After having a notion of what students would be investigating, teachers identified what students were going to know and do and how they were going to demonstrate this. It was
at this point the significant demonstration for the module was planned. In this design down model we start with the end in mind, making sure we know where we are taking students and what we want them to be able to do by the end of the unit.

After this significant task was framed teachers found Core Learning Outcomes (Transitional Outcomes) which students would demonstrate through the significant task. Many teachers were challenged only to include outcomes that would be assessed and not any outcome they thought might just be covered. Once the outcomes for the module had been chosen and clustered against the roles, teachers began to frame criteria sheets. The criteria sheet explicitly sets out for students what teachers will see them do to demonstrate the clustered outcomes for the module.

Only after the criteria sheet has been constructed should the teaching strategies and the learning activities be mapped. It is only at this point that we know what it is the students will be able to know and do and therefore what it is we need to teach them.

It is through this method of planning we should get perfect alignment. That is, what we plan for is what we teach, is what we monitor and assess, and eventually is what we report. The following illustration of the planning process gives a visual notion of this perfect alignment.

These sessions were very successful and teachers recorded some feedback and major learnings from the days.

• "This is a huge learning curve for teachers."
• "What is important and appropriate for students in 2003?"

How do you plan for a successful demonstration?

Identify concepts and context and Roles for Lifelong Learning for focussed development.

Develop ‘Significant Demonstration of Learning’ opportunity.
  - What will it look like at the end?

Select the CORE Learning Outcomes and cluster them to facilitate the ‘Significant Demonstration of Learning’.

Create learning and teaching sequence aligned with:
  - Roles for Lifelong Learners
  - Significant demonstration of learning
  - Clustered core learning outcomes

• “The ‘Why Question’ helps to frame a meaningful and relevant unit.”
• “Begin with the concept.”
• “There is no ‘one way’ of planning.”
• “Alignment is essential for consistency”
• “Time well invested.”
• “Connected planning needs to be a collaborative process. One of the Consistency of Teacher Judgement Strategies.”
• “Planning is a priority and should be done in partnership, supported by the leadership of the school community”
• “Significant demonstration of learning outcomes should be clear and concise.”
• “Start with the children – significant purpose.”
• “The triangle of Abstraction makes everything clearer.”
• “If we consider all our learners, planning needs to be multi-levelled”
• “Planning needs to be school based and classroom based.”
• “You can plan multiple contexts for the one concept.”

Teachers were asked at the end of the day to create action plans to use back at school. Some of the following points reflected their plans:

• Start with students
• Build Collaborative Partnerships among staff and between schools
• Teaching other teachers – the process
• Organise staff meeting for professional learning
• Continue with the module
• Speak to Administration/Leadership team
• Look for funding – for release time to plan
Murder, mystery and intrigue hung heavily over the newly created Xavier campus during Term 2. There was a great deal of scurrying, much whispering and many red herrings strewn upon the paths of the investigation as 91 Year 8 students set about solving an eco-crime devised by Murder Under the Microscope catchment headquarters (or MUM as it became known) (www.microscope.ozeducate.com.au).

There is enormous support provided by the "Catchment HQ" teachers section of the website – including worksheets and experiments and this means that teachers can spend time being involved with the process rather than preparing learning materials.

Late in Term 1, the Integrated Studies Team decided that Grade 8 would participate in MUM – an Australia-wide competition run by TAFE NSW. This year, the investigation was titled "Big Trouble in Small Town." When students were told we were considering this activity there were some rumblings of dissent from a few who had been involved in previous years and the word ‘boring’ was actually mentioned that week, for the only time all term.

The process involved competition between the four pastoral care classes, where each student worked collaboratively with other class members on a series of research tasks determined by what became known as the "tribal council" (our thanks to the student teacher working with us who coined this term).

Where does this fit into the curriculum?

Most of the roles of Lifelong Learners are at the forefront of a process like this. Students actively investigate, they collaborate and lead parts of the investigation, they communicate with others effectively, they design and create (questions, the investigation process, the catchment plan), they reflect on their learning.

Other KLA outcomes were:
SOSE: TCC 4.4, TCC6.4 (in relation to an environment); PS4.1; PS4.2; PS4.4; PSD4.6; PS 5.3; PS6.1; SRP5.3
SCIENCE: SS4.3; EB5.3; LL4.3; LL5.3
TECHNOLOGY: INF 4.2 & 5.2
ILPO: Investigation; Searching for information; clarifying and processing information
ENGLISH: Listening and Speaking to their peers; writing notes and reports; analysing & presenting visual texts with appropriate information; reading a variety of internet based texts.
PDHPE: EPD5.4

The teaching and learning.

Students learnt (not teachers taught!) about the water cycle and catchment areas; they learnt about endangered species, about habitats and ten of the major issues affecting water catchments in Australia. They learnt about ten of the major Australian river systems and the physical and cultural features of these regions. They became experts in the topography, the physical characteristics, the industries and problems of these locations. They learnt about internet research, and effective note taking, about using computers effectively and saving their work. They learnt about working with each other and the importance of being reliable; they have begun to value listening to each other.

Students became the experts. They found areas of expertise and taught others. They were involved in a real task with a real time line, competing against each other and working with each other in a genuinely interesting task; they were leading and collaborating; using active decision-making processes; they were actively investigating all leads – determining those which were relevant and discarding the red herrings. They were creating red herrings to prevent other classes from using subterfuge in discovering the results of their hard won research.

So how did we go about this and generate such enthusiasm, such learning?

• Students were divided into pairs and researched both a catchment area and an environmental issue. These findings and experiment results were presented to the class in the form of informational posters to be displayed around the room following an oral presentation to the ‘tribal council’.

• This was followed by pairs researching the listed victims and villains – their physical characteristics, feeding habits,
Cockatoo Island is a resource for students in years 3, 4 and 5 that introduces them to the concepts of citizenship and living in a democracy. Cockatoo Island is an imaginary island, run by Australian birds. Students take on the role of birds and, as citizens of Cockatoo Island, experience the challenges of living in a diverse society where everyone has rights and responsibilities. The resource is also useful for introducing concepts associated with environmental education.

There are three titles in the resource, which includes a shared book and a teachers’ guide for each title. The resource is available from Thomson Nelson for $195.00 and can be ordered on line at:


habitats, threats to their existence etc

• Grids were used for each catchment to allow checking against clues, and research findings.

• Two students were allocated the task of checking the MUM site for daily updates and clues which were discussed through the tribal council forum. This forum allocated investigative tasks during pastoral care time each morning. (Here I might add that each morning, teachers were accosted by a barrage of eager students as soon as they had arrived at school and logged on. These students were keen to pump other teachers and students for information, they were seeking collaboration and answers to the tipster’s quizzes. We had to keep the rest of the staff informed so that a request for where students might find such seemingly irrelevant trivia as the number of insects eaten by a cicada daily would not be a great shock).

• Tribal council met at the beginning of each class session for input on findings, for discussion (and real listening began to develop), for questioning of the researchers about their sources and reliability of their information, for voting on likely villains, victims, crime sites and issues, and for the Council to direct groups to further research.

Tribal council then met again, twenty minutes before the end of each session.

• Each Wednesday at 14.45, all students gathered in the library for the latest broadcast from catchment headquarters – some staying past the final bell for the day. This session was full of clues and suggestions for research.

We had every computer in the school in use, with all students very quickly developing their research and note taking skills to avoid difficult questions at tribal council – and because all students wanted to solve the problem.

We will engage in the process again next year. When we began to compose a reflective evaluation sheet for student self-evaluation, we began to realise how much learning had occurred beyond the six hours per week allocated to the investigation. This was not restricted to the Key Learning Areas of SOSE and Technology which is where we envisioned student learning would focus. Perusal of the student reflections also support the value of the process.

MUM worked for us because both teachers and students were involved and engaged. It worked because we, the teachers suggested and the students “ran” with it. It worked because we gave it time. It worked because it was fun.
The dominant patterns of production and consumption are causing environmental devastation, the depletion of resources, and a massive extinction of species. Communities are being undermined. The benefits of development are not shared equitably and the gap between rich and poor is widening. Injustice, poverty, ignorance, and violent conflict are widespread and the cause of great suffering. An unprecedented rise in human population has overburdened ecological and social systems. The foundations of global security are threatened. These trends are perilous—but not inevitable.

– The Earth Charter

A new awareness of the magnificence and uniqueness of the Earth is growing among people everywhere. The image of our planet, seen from space, a blue marble swirled around with white clouds, promotes a realisation of how fragile but tough, life is. So too scientific study of the origins of the cosmos, the solar system and then the surprising uprising of life under conditions that are "just right" fosters insight into the wonder of life in this one little place. Television programs about little-known species and the working of ecosystems, along with national wildlife conservation efforts, environmental education programs in schools and an abundance of photo books in book stores, bring the beauty of the world before millions of eyes and boost a sense of how interrelated all species of life truly are.

At the same time, however, the present moment is marked by a strange paradox: the more we gaze in wonder at the Earth, the more we realise that human actions are ravaging and depleting the natural world. Two major engines of destruction are over-consumption and overpopulation. Every year, 20 percent of people in the wealthy nations, use 75 percent of the world’s resources and produce 80 percent of the world’s waste. Such over-consumption is driven by an economy that must constantly grow in order to be viable, one whose greatest goal is a bottom line that is in the black. It does not factor in the ecological cost.

Simultaneously, human numbers multiply exponentially. In 1950, the world numbered two billion people. By 1999, the announcement was made that we now number six billion; current projections envision that by the year 2030 there will be ten billion people on the planet. Earth’s human population will have multiplied five times during the average lifetime of someone born in 1950. To translate these statistics into a vivid image – another Mexico City is added every 60 days – another Brazil is added every year.

The capacity of the planet to carry life is being exhausted by these human habits. Not only is our species consuming resources faster than Earth’s ability to replenish itself, but our practices are causing damage to the very systems that sustain life itself: holes in the ozone layer, polluted air and rain, clear-cut forests, drained wetlands, denuded soils, fouled rivers and lakes, polluted patches of ocean. Appallingly, this widespread destruction of habitats has on its flip side the death of creatures that thrive in these ecosystems. By a conservative estimate, in the last quarter of the 20th Century, 20 percent of all living species became extinct. When these creatures became extinct, they are gone forever. We are, wiping out the future of fellow creatures who took millions of years to evolve. We live in a time of a great ‘dying off’ caused by human hands.

On the one hand, we gaze in wonder at the world; on the other hand, we are wasting the world...

Given this alarming paradox, it is significant that the Years 1-10 SOSE Syllabus emphasises Ecological and Economic Sustainability as one of the key values which underpins the key learning area. This key value acknowledges the integrity of natural environments and their importance as the basic source of all life. It promotes the wise, equitable and sustainable distribution of resources, recognising that ecological and economic systems are interdependent. To engage with this key value means to question how ethical our actions are – how we inhabit the earth, how we treat all forms of life, how we manage resources, and how we produce, consume and distribute goods and services.

Given the significance of the value of sustainability and recognising that it means more than simply environmental education, a Professional Development day for teachers focussing upon the importance of this key value, was held at Griffith University Eco-centre on 4 March 2003.
The day began with a liturgy based on the first story of Creation from the Book of Genesis, emphasising that Creation is a gift from God and that everything in Creation is created by God and is good. That is why humanity, and all other parts of Creation, have intrinsic worth and are sacred. The Bible sends a strong message that being faithful requires us to maintain a just and righteous relationship with God, with other human beings and with the rest of Creation. These three relationships are interconnected; therefore, when we hurt one, the other relationships are harmed too. From Genesis through to the New Testament, we learn that the environmental crises we face today are social and spiritual ones, not simply biological and technical problems. Thus, when we try to model greater environmental responsibility in any gathering, we are trying to repair social, biological, and spiritual brokenness.

The first keynote was delivered by Professor John Fien, director of the Eco-Centre at Griffith University (Australia), where he is Associate Professor of Environmental Education. John provided some insight into the 1992 Earth Summit in Johannesburg where he represented Australia before taking the group through an interactive activity which can be found on the Earth Day website (www.earthday.org). This activity, the Ecological Footprint Quiz, posed the following question to the teachers: How much “nature” does your lifestyle require? The quiz estimated how much productive land and water is needed to support what is used and discarded. After answering 15 easy questions, we were able to compare our Ecological Footprint to what other people use and to what is available on this planet. It was a worthwhile activity in order to examine our beliefs and assumptions about the use of resources on the earth – and an activity which could easily be used in the classroom to stimulate the thinking of students.

The connection between faith and the environment was the subject of the second keynote delivered by Dr Brendan Mackey, Reader in Landscape Ecology, Greenhouse Science, and Environmental Ethics at the Australian National University and Director of the Earth Charter International Education Program. Pope John Paul II’s call for ecological conversion, reminds us that we need to respect life, to recognize that we cannot continue to plunder the earth as we have in the past. This disrespect is due to placing economic profit for a few ahead of the common good of all peoples on the earth, to ignoring the inter-connection of all processes and to ignoring the well-being of future generations.

To address this ecological problem as a moral problem, Pope John Paul II proposes a series of righteous actions: be converted from a consumerist lifestyle, address poverty, avoid war and its devastating ecological effects, promote education in ecological responsibility starting with the family and appreciate the beauty of nature which tells of the glory of God. The Australian Catholic Bishops Conference in their Social Justice Statement for 2002, A New Earth: The Environmental Challenge call on us to move to gratitude and reverence for God’s creative love, revealed in the vast, ancient universe. The challenge for teacher then is to engage our students, so that sustainability is something that they really care about – and becomes necessary in their daily lives.

So how can educators focus upon Ecological and Economic Sustainability in their classrooms?

This can be accomplished by:

- focussing up the specific needs and interests of their students;
- focussing upon the prior learning that their students have undertaken;
- using resources within or in close proximity to the school such as gardens within the school, local waterways and neighbourhoods;
- investigating local environmental problems for which the community believe are important and have a sense of ownership;
- engaging in problem based learning so that students are engaged in trying to manage or solve environmental problems;
- considering the relationship between ecological and economic systems such as involving students in growing fruit and vegetables and then selling their produce to the community;
- establishing networks with local environmental groups (eg. Local catchment groups) and their local council;
- considering Ecological and Economic Sustainability as an extension of Civics and Citizenship Education;
- allowing students to “get their hands dirty” rather than always learning about ecology within the four walls of the classroom;
- becoming involved in real environmental projects that matter to them; and
- seeing Ecological and Economic Sustainability as a vital element of our mission in Catholic Education.

Education for Ecological and Economic Sustainability not only advances social, scientific and ecological literacy; it provides visions of hope, opportunity, and a sense of place, all necessary for lifelong learning and education for informed citizenship.
During a period of study leave in February of 2003 I spent two days with the Center for Ecoliteracy in the San Francisco Bay area. During that time I visited a number of schools engaged in environmental and sustainable education practices. I shall highlight two.

I participated in a working excursion of Year 1 and 2 students from Brookside Elementary School. They were accompanied by the class teachers and a number of parents and were involved in the regeneration of the creek. The school, in partnership with other community groups, has been involved for over 5 years in a sustained efforts that has led to the improvement of water quality, an increase in numbers of an endangered shrimp, and great “buy-in” from local farmers.

I participated with the students in tree planting. Students had been working on related curriculum work and had been visited in their classrooms by members of the impressive team of young adults who were from the agencies supporting the regeneration. For example the Year One’s had been studying birds and bird life, eco systems related to birds and the connection of this to the local area. The school was approximately one hour’s drive from the creek.

The other activity I highlight was the Edible Garden and Edible Kitchen program at the Martin Luther King Middle School in Berkeley. This is one of four middle schools in Berkeley and caters for some 300 students in years 6 through 8. This program has been running for about 8 years.

The garden itself takes up one acre. It was reclaimed from a hard asphalt area. Every class works in ten-week blocks of either 1.5 hours per week working in the garden or 1.5 hours per week in the kitchen. The garden program also extends to after school programs and a very successful summer holiday program. The garden program is also used as a valuable way of inducting new year 6 students into the school. I observed students working in the garden undertaking a range of work activities from composting, wall construction to planting. Produce grown in the garden is used in the kitchen program. I also observed a fairly energetic Year 8 group in a kitchen class that was linked to their study of Spanish. They were studying both the Spanish language and some of the customs and cultural emergence within a South American context. On the day I visited they were cooking and participating in preparing and eating a South American dish that had emanated from Spanish origins. The teacher found the kitchen program to be an invaluable way of further developing student learning.

The programs are “lighthouse” programs in this area of the USA and are well supported by a local and well connected restaurateur who sees this model as one which many schools could adopt to assist students understand better the food chain and to eat more healthily.
SOSE and Literature
- exploring the connections

This is part of a longer article written by Jane Connolly (Education Officer School Resource Centres at Brisbane Catholic Education) and presented in The Literature Base (October 2003). It is reproduced in here with kind permission of author and publisher. Jane and Michael Boyle will be offering workshops on this topic in 2004.

The chapter in Harry Potter and the Order of the Phoenix which describes Professor Umbridge’s Defence Against the Dark Arts classes reminded me very much of the Social Studies lessons of my youth. Umbridge follows a carefully structured, theory-centred, Ministry approved course of defensive magic (Rowling 2003: 216) relying exclusively on the textbook Defensive Magical Theory. Social Studies classes in my primary school years centred on the textbook Qld Social Studies, which in its own way was also a carefully structured, content centred, ministry-approved approach.

Just as Harry, Ron and Hermione struggled with Wilbert Slinkheart’s treatise, my classmates and I struggled with a textbook which featured an eclectic mix of topics with a few comprehension questions at chapter’s end. The text was no doubt very useful both for teachers, who could divide the contents easily by three and thus have a program of work for each school term, and for the school inspector who could look at the content covered and fire questions at will to discover how well the information had been imparted. For me, the experience, like that of the three Hogwart’s friends engaging with their text, was desperately dull.

Today’s SOSE classroom is happily a very different place. Rather than the study of a single text book, the SOSE key learning area involves both the study of society – the complex web of human relationships and structures developed in different places at different times, and the study of environments – both natural and built. Students are encouraged to be active participants in their world, to investigate, create, participate, communicate and reflect on those social and environmental factors which impact on the world of the present and potentially, the world of the future. It is a key learning area in which challenging and controversial issues are investigated and critical thinking is promoted as students develop the ability to reflect on the values of democratic process, social justice, economic and ecological sustainability and peace.

The texts encountered in today’s SOSE classroom are not mere textbooks. Rather, they should be texts such as those described by Veronica Brady (Clancy 1998:25). They should blow up in your face, provoke, inspire, trouble and help you discover all kinds of new possibilities about yourself, other people, the world in which we live and the world of the future which we are in the processing of making.

The literary world provides such texts.

Children’s literature is a way in which adult writers share the meaning of being human with children and can be a means of heightening sensitivity to people, places and things. Literature speaks most powerfully of what a human being can be. It is an art form, which stimulates individual creative responses and presents human options for actions and beliefs. Literature activates a multi-levelled consciousness, gives order to human experience, and assists in exploring values. Literature in its many forms is a reflection of life and through interaction with literature; children have the opportunity of growing as reflective people. As such, literature is a powerful tool. It is also a readily accessible tool and the experience of sharing story with children can be an effective means of tuning minds to a SOSE inquiry.

Indeed, the mind according to Kaye Lowe (2002: 7) is a narrative device. Stories unite all worlds. It is the compelling nature of stories and their telling that impacts on how we relate to each other and how we define who we are. Stories, she says are an entry point for meaning making – a place where learning and life merge. Stories contribute to our development as whole, coherent human beings. As such, literary experiences should be mandated in any study of society or its environment!

SOSE in Queensland is underpinned by a range of interrelated concepts, values and processes which are drawn from a range of disciplines and fields of study. Certain core content topic categories have also been identified as relevant for students. In using literature as a springboard into SOSE investigations, links to each of these core content topics, disciplines, concepts and values are readily made.

Teachers and teacher librarians are quite adept in making links between literature and a topic or theme based approach to SOSE. However,
as SOSE studies today acknowledge the importance of exploring values, for values and attitudes govern the ways in which people interact with each other and the environment. (Board of Studies NSW: 1998< http://www.bosnsw-k6.nsw.edu.au/hsie/pdf_doc/k6hsic_syllabus.pdf>) the links to these values and the stories which explore them, need to be forged. Story allows insight into other lives and experiences and is a rich resource in exploring the key values of democratic process, social justice, ecological and economic sustainability and peace and the concepts embedded in them. 

The following is an example of how literature supports the value of ecological and economic sustainability. Similarly, the complete article considers literature and the other values from SOSE.

ECOLOGICAL AND ECONOMIC SUSTAINABILITY

The value of economic and ecological sustainability is based on a belief in the integrity of natural environments, their importance as the basic sources of life support, and the wise, equitable and sustainable use of resources. ((Queensland School Curriculum Council:2000 http://www.qsa.qld.edu.au/yrs1_10/kla/sose/pdf/syllabus/syllabus.pdf)

Just a Dream
Chris van Allsburg
[picture book MP+]

A simple thoughtless act causes Walter to dream of the effects of polluting the earth and results in him having a greater understanding of looking after the environment.

A is for Aun
Elaine Russell
[picture book MP+]

Each of us has a history and this book is in many ways an acknowledgement that we each have our own heritage – memories worthy of conservation

All the places to Love
Patricia MacLachlan & Mike Wimmer
[picture book LP – UP]

The trust and interdependence of one for the other within the family setting are all too apparent. This is a moving intergenerational story of a family's stewardship of the land and of each other.

Featherbys
Mary Steele
[novel UP-LS]

Featherbys' contrasts relationships within four neighbourhood families over a summer holiday period. Many lessons are learned as the families interact, not the least of these tolerance and understanding.

Cry me a River
Rodney McRae

The Wonder Thing
Libby Hathorn
[picture books LP]

Two very different picture books with a similar message...that water should be cherished and its sources protected

The Waterhole
Graeme Base
[picture book LP+]

An intricately illustrated picture book, this is a counting book which also provides comment on the world’s diminishing water supply.

The Story of Rosy Dock
Jeannie Baker
[picture book LP-LS]

Superb collage illustrations convey the message of the damage done to a fragile ecosystem by introduced animals and plants, in this case, rosy dock.

Window
Jeannie Baker
[picture book LP – LS]

The rapidity of environmental change is explored in this textless picture book through the device of observing the same scene through the window of a cottage. During the first twenty-four years of a young man’s life, his neighbourhood alters from lush, sparsely populated bushland to residential development to busy urban street.

Find me a River
Bronwyn Blake
[novel UP-LS]

Strong evocations of country life, particularly the difficulties wrought by bushfire and drought.

Lockie Leonard Scumbuster
Tim Winton
[novel LS]

In this story of a thirteen-year-old boy's summer, many issues including one of conservation as Lockie and a friend struggle to save the bay, are explored.

Hoot
Carl Hiassen
[novel UP-MS]

Environmental protection is one of many issues tackled in this highly amusing novel featuring a cast of colourful characters.

One Child
Christopher Cheng & Steven Woolman
[picture book LP-UP]

A simple but powerful message about an individual's potential and power in making an environmental difference told through minimal text and arresting illustrations.
CULTURAL LITERACY IN ACTION

If we are to be serious about cultural literacy across the curriculum – and in the present political climate, it is becoming more urgent that this becomes a major focus of our curriculum – we must make the study of other languages a major part of our study of the workings of societies and the environments in which human beings live, work, play and in many cases, try to survive. As cross-curricular studies, the study of another language and the study of the society and the environment are made for each other. LOTE, by its very nature, is SOSE and both areas are integral to real cultural literacy. However, LOTE is undeniably the hub of cultural literacy.

The cultural features, beliefs and values of a society are evident in behaviours, and these behaviours are revealed through language and action, in how the people live life, in how they address one another, in the words that they use and, in some cases, things do not have a word for. The real culture is revealed in the language of the people. In SOSE, we may learn about, for example, various cultural practices in Indonesia, but the student who can access web sites in the language of Indonesia will soon come to appreciate that this culture is not frozen in time but is constantly changing. This change is reflected in the language. The web site may invite readers to register their vote on a matter of importance. The komputer (not a spelling error) will ask the user to Klik Di Sini. Here the influence of the global business and communications world is evident. Through reading in the language we discover that, for Indonesians, the concept of “sopan” is very important. Sopan means respectful and well-mannered. For an Indonesian parent of a young lady, this attribute is of major interest when prospective husbands loom on the horizon. Our rather muscular, hand-crushing handshake is very different from the usual soft, brief Indonesian version – a behaviour that our sometimes homophobic attitudes find difficult to come to terms with. It is however, only one of very many other behaviours with which Indonesian language classes would be familiar and comfortable. These are also behaviours that Australian businessmen, politicians and tourists need to be familiar with in order to work with and within the Indonesian society and environment. This realization of the importance of differences in behaviours can then be extended to other cultures.

Through the study of the language we can really understand various issues in other countries, issues that are features of the SOSE curriculum. One that comes to mind is the problem of cultures preserving their identity in the face of globalization. This is an issue for Indonesians, as is the problem of how to handle over-crowding in some areas. One method which has bred its own set of problems is the policy of transmigrasi, that is settling people from over-crowded areas in other lightly populated areas on other islands. An understanding of this will explain some of the recent troubles in outlying areas of the archipelago far better than screaming newspaper headlines and photographic images repeated at regular intervals for our own insular reasons.

In the new syllabus for LOTE for Years 4 to 10, various “worlds” are studied: The International World, The Built World, Personal and Community Life, Leisure and Recreation, The Natural World and The Imaginative World. A study of family and school life in Indonesia reveals similarities to and differences from our own. With the learning of the terms “sekolah pagi” and “sekolah sore” (morning school and afternoon school) comes an understanding of the way in which Indonesia copes with the importance placed by families on education and a shortage of school buildings and teachers. This surely is a great way to look at the SOSE focus on “similar and different ways (that) families and other cultural institutions provide for common human needs” (Cultural Literacy across the Curriculum: A Framework, p.24). As a study of “cultural diversity and change” (SOSE Syllabus, p.12), Indonesia, with its 200 – 300 local languages and ethnic groups unified by a common language, is a gem.

No curriculum area exists in isolation. One of the strands in the new English syllabus is – no prizes for guessing – Culture. LOTE is the key to a real understanding of the term and opens the door to a deeper understanding of our own society, culture and language. This understanding can then be extended to other understandings of culture as such and of other cultures.

Karen Barnes
Teacher of Indonesian, Years 6 – 12.
Curriculum Coordinator, Yrs 11 and 12
South Burnett Catholic College, Kingaroy

The International World, The Imaginative World.
The Brisbane Central Network Group has involved teachers from a number of primary schools meeting together to share teacher practice. Discussions have included general curriculum issues, ways of planning and the progress each school has made in the development of their SOSE program as well as the processes used to involve staff in this development.

We have discussed rubrics and methods of monitoring and assessing students and ways to keep track of the outcomes demonstrated.

Involvement in such a group provides many benefits. We have the opportunity to share ideas, developments and concerns. Through doing so we come to realise that many of the issues we are working through are common across schools. One of the biggest benefits from my perspective working in an Independent school is having the opportunity to connect with Brisbane Catholic Education schools and see and hear about the many initiatives taking place. I’m sure the reverse is also seen as a benefit. Another area I find very helpful is being able to make some connections between Years 4 and 5. With our first intake at Year 5 we are presented with the difficulty of taking students half way through working towards level 3 and it is sometimes a challenge to second guess what outcomes have been addressed in our feeder schools. A network such as this one provides a forum for sharing information, which can only be of benefit to all our students.

Majella Deegan
Curriculum – Marist College Ashgrove Junior School

The Global Learning Centre is a not-for-profit, community organisation providing professional support and resources to Teachers, Student-Teachers and the general public.

The Global Learning Centre aims to promote understanding of people’s shared responsibilities for developing more peaceful, just and ecologically sustainable communities in our world. Global Education promotes long-term solutions to social and environmental problems. Solutions that reduce poverty, connect social and environmental issues locally and globally, affirm and celebrate cultural diversity, involve everyone, and seek non-violent resolutions to conflict.

The Global Learning Centre consists of a public library based on the above values, and includes books, journals, teaching materials, CD-roms, posters, practical classroom activities, and over 120 videos available for borrowing. Whilst we do require people to become registered library users in order to borrow resources, people are more than welcome to research, watch videos, ask for advice on teaching strategies or help you make the links with the new SOSE syllabus and other syllabi you may be working with or just browse the great selection of educational resources that we have available for sale. The Centre is open from 10.00am to 5.00pm, Monday to Thursday. We are closed on Fridays.

New Peace Posters for sale
This collection, relating to conflict resolution and peace, is available from GLC. These posters are invaluable for use in a variety of educational settings with teachers, youth and community educators, religious education teachers, students and parents. Topics include:

- Bullying: Spitting It, Stopping It
  Describe ways of addressing and addressing bullying.
- Wise Ways to Win
  Describes basic steps to resolving conflicts and creating win-win solutions.
- Creating Cultures of Peace
  A stimulating exploration of how we can transform the culture of violence and war into a culture of peace and non-violence.
- Handling Anger Wisely
  Offers practical strategies for staying “cool, calm and collected” during conflicts.
- Creating Peaceful Families
  Provides guidelines for improving relationships with families, friends and teachers.

$60.00 for the set (GST inclusive) Postage Additional
All resources are available from the Global Learning Centre. Phone 3857 6666.