**Introduction**

This curriculum framework is a brief statement that provides the foundational worldview from which an Adventist teacher delivers the Australian National Curriculum. It is a concise statement of principles, values and threads that undergird and guide what we consider to be real, true and good. This worldview is shaped and permeated with our belief that Jesus is “the Way, the Truth, and the Life.” John 14:6.

We also believe strongly that each teacher must teach from within their own authentic Christian journey and that their experiential relationship with Jesus will permeate all they say and do. This framework endorses the notion that rather than being Christians who happen to teach, we are wanting to teach Christianly. We wish to reveal a God who loves unconditionally.

“To think Christianly is to accept all things with the mind as related, directly or indirectly, to man’s eternal destiny as the redeemed and chosen child of God.” Harry Blamires, ***The Christian Mind: How Should a Christian Think,***p. 44

Teaching is more than imparting information. Effective Christian teaching is transformational. It will take Romans 12:1-2 as its focus and try to nurture a discipleship response to God’s love in the lives of our students. This provides the basis for the term “threads” used in the Values and Action Response sections. ‘Threads’ are simply the qualities or characteristics we desire as responses from our students. They help provide cohesion and linkage to everyday living. These Action Responses, like Values, will often overlap in various subject areas, and provide a discipleship response to God’s love.

The document is intended to be practical and succinct with a clear focus on the transforming role that the Adventist teacher can play in the lives of their students. It contains:

* A challenge to maximise the transforming teachable moments.
* An overview Adventist curriculum statement.
* A subject-specific rationale followed by the objectives for that KLA.
* A section focused on just how values and action responses, with appropriate essential questions, can challenge the teacher to maximise an Adventist worldview and seek transformational experiences for their students.
* Three pro forma options for developing units with an embedded Adventist worldview.
* Sample units – for both primary and secondary – that illustrate this.

The Transformational Teaching documents are designed to assist teachers in being intentional in including an Adventist Worldview in their Learning Areas. The suggestions included in each framework can also support teachers in achieving the following **Adventist Identity Teaching Standards** (Supplement to the AITSL National Professional Standards for Teachers). Further elaborations of these standards can be obtained from your principal or your Director of Education. They can also be found on the ASA website <http://asa.adventist.edu.au>

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| **Adventist Identity Teaching Standards** | **Proficient Standard** |
| 1.7 Understand how students learn about God | Design and implement teaching programs to promote and support students’ learning about God. |
| 2.6 Knowledge of the content of the Bible and its teachings | Use effective teaching strategies to integrate Bible stories and themes into specific content in appropriate and meaningful ways. |
| 2.7 Reflect an Adventist Worldview | Understand and differentiate the various worldviews to integrate a genuine Adventist Christian Worldview into classroom and school activities. |
| 3.8 Integrate Faith and Learning | Plan and implement effective strategies for the integration of Faith and Learning to engage students in their learning about God. |

**A Challenge**

While these curriculum documents have been put forth as suggestions of how topics of faith, God, and values might be interwoven into Digital Technologies classes, anecdotal research indicates that when people are asked about their “best" teacher, by far the most influential aspects for 70-80% of responses relate to the kind of person the teacher was, and how his/her personal faith and experience with God was talked about, lived, modelled and shared with students. This idea is backed by one Valuegenesis report that recommends that since young people are wanting a deeper personal relationship with God, “church leaders need to consistently model life lived in relationship to God, and teach that religion is basically a matter of relationships with God and fellow humans rather than a system of beliefs or a code of behaviour.” More recently the current generation’s desire for authenticity, wants to know how this God thing works and to see how it is lived out in everyday life.

**Examples of Powerful and Transforming Teachable Moments**

**In STORIES, teachers share ways that God works and is at work through…**

1. Object lessons, metaphors, word pictures, illustrations
2. Teachers or students providing personal stories involving understandings of God, His intervention, His answers…
3. Teacher exemplifying values in his/her own life which students might model – e.g. patience, perseverance, joy of learning, humility, wonder of God’s ways , fairness, equity, mercy, and grace for the challenging students.

**In FAITH EXPERIENCES in which…**

1. Teachers and students have opportunity to share aspects of their personal walk with God with each other (e.g. sharing with a student how God had directed your thinking in certain ways).
2. Students and teachers explore ways of building relationships with other people through community work, cooperation and service.
3. Class activities/assignments that include opportunities for students to communicate God’s message through writing, speaking, audio-visual presentations and other appropriate ways.

I**n the SCHOOL SETTING,** **opportunities to acknowledge God exist in…**

1. What is written in words, official policies, documents, newsletters, and signage.
2. What is visually displayed in terms of bulletin boards, displays, neat and tidy classrooms without rubbish on the floor, manicured lawns and gardens, large posters with a Bible text, inspirational quotation … etc.
3. The ‘hidden curriculum’ – what is ‘felt’ when one comes into the school – warmth, belonging, sharing; how discipline and deviant issues are solved, a caring community that looks out for each other and rallies around in disaster and need…

**Curriculum in an Adventist School**

This statement represents the heart of Adventist Curriculum in Australia, providing a context and orientation for the learning areas that make up the full curriculum.

Seventh-day Adventist education begins with recognition of the eternal, loving and personal God who has always existed, is all powerful, and is the source of all life, truth, beauty and what is of value. It is based on the premise that God has provided insights into His character and what He has created. It believes that as created beings, humans are dependent on God for such insights in order to know how to grow, function and develop in keeping with His ideal for mankind. This need is because of humanity’s separation from God through sin, and God’s initiative in re-establishing a relationship with humanity through the coming of Jesus Christ, the perfect expression of what God is like.

Adventists believe that humans were created by God to be perfect and in His image, but people exercised their God-given powers of choice and rebelled against God. Mankind is now naturally depraved, dependent on the divine initiative of God for salvation and the restoration of former God-man relationships. Mankind’s true value is only found in his relationship with God and not in isolation from Him. This view asserts that an infinite God, through Christ, created this world as part of a perfect universe which He continues to sustain by His power, through the law He has ordained. Although created perfect in God’s likeness, humanity’s free choice led to alienation from the Creator. This broken relationship resulted in a fallen nature out of harmony with God, and a blighted creation. Through His infinite love, God instituted a plan of salvation through the life, death and resurrection of His Son, Jesus Christ. This plan provides for the restoration of a harmonious relationship between humanity and the Creator, and gives hope of eternal life.

The curriculum in Adventist schools is seen as contributing to the restoration process towards God’s ideal. It is, therefore, a needs-based curriculum, covering a range of knowledge, skills, attitudes, behaviours and values through teaching and learning experiences designed to facilitate holistic development – spiritually, mentally, physically, emotionally, creatively and socially. It endeavours to provide this foundation through a comprehensive range of *learning areas*. These learning areas (or LAs) represent the various *facets* of God’s creation, how each aspect functions, and how created elements within them interrelate. Although they stand with their own distinctive form and character, and may be studied as such, they also allow for integration with one another, thus acknowledging holism in God’s created order. These learning areas, therefore, are like ‘windows’ in two senses – windows through which students may gain views of God’s character and action, and windows of opportunity to respond to God in ways that reflect His character and the values that are part of His Kingdom.

God’s design for enjoyment of a full and abundant life is realised in acceptance of His laws and values as revealed in the unselfish life of Christ and is expressed in His teachings. These values impact on all people’s cultural activities and reflect their relationship with God, other people and the natural world entrusted to their care as well as providing a foundation for an eternal life lived in God’s presence. Related aesthetic values shape their appreciation of beauty and creativity. From this perspective, the development of Christian faith pervades all of life, so every activity within every learning area has spiritual significance.

**The Purpose of Teaching and Learning Digital Technologies in an Adventist School**

God is the Great Designer, Creator and Communicator. He wove beauty, pattern and logic into the design fabric of all things; intelligently and methodically creating the universe in seven days.

God created us in His image, giving us creative gifts and talents, with the capacity for logical thought; helping us learn more about His character and original design plans. He provides us with the knowledge and wisdom to make valuable moral, ethical and discerning decisions.

Digital Technologies in the classroom supports students in finding new ways of creating, collaborating, communicating and evaluating. It provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation; all for the glory of God and for the service of Christ in the community.

“Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right,

whatever is pure, whatever is lovely, whatever is admirable

- if anything is excellent or praiseworthy - think about such things.”

Philippians 4:8

“... whatever you do, do it all for the glory of God.”

1 Corinthians 10:31

“For since the creation of the world God’s invisible attributes – His eternal power and divine nature

– have been understood and observed by what he made, so that people are without excuse.”

Romans 1:20

**Digital Technologies** **Objectives**

The study of **Digital Technologies** in a Seventh-day Adventist school will…

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| **\*The Four Lenses** | **Creation** | **The Fall** | **Redemption** | **Restoration** |
| **The Symbol** |  |  |  |  |
| **The Focus**  | **Purpose** | **Problem** | **Response** | **Hope** |
| **The Descriptor**  | *The meaning of a particular learning concept and God’s purpose.* | *What went wrong because of rebellion?* | *How to respond, using learning for God’s purpose in everyday life.* | *Points to the future when “all will be made new”* *i.e. present actions being shaped by the future ideal.* |
| **Digital Technologies****Objectives** | Explore the pattern and design in the universe and recognise the evidence of God’s Intelligent Design. | Promote the safe use of digital technologies through the awareness of appropriate security practices. | Empower students to explore and be aware of ethical issues regarding the responsible use of digital technologies. | Use digital technologies to promote lifelong learning, improve their global community and to share the gospel. |

**Note:** The team developed four objectives after discussions about the book “Connecting Learners with God’s Big Story” from Christian Schools Australia, 2015. This books suggests four ‘lenses’\* through which to view the world. These align with our understanding of the Great Controversy and provide a useful tool to assist with integrating faith and learning.

**Linking Values for Adventist Schools and Action Responses**

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| **Values for****Adventist Schools** | **Action Response**(Thread Number) | **Description of Action Response** | **Biblical Foundation** | **Key Essential Questions****for Students**Adapted from *Transformation by Design* | **Further Questions****for Teachers**Adapted from *Transformation by Design* | **Sample Teaching and Learning Ideas** **that reflect an adventist worldview** **in this value** |
| **Love\*** | **Loving God (1)** | Students respond to God’s love by loving God in return and their neighbour as themselves.    | Matthew 22:371 John 4:7-9, 15-161 John 4:19Romans 5:8John 15:4-5 | * Is obeying God the same as loving God?
* What does love look like?
* What does God’s love look like?
* How do we respond to God’s love?
* What does it mean to love God with all your heart, soul, mind, and strength?
 | * What does love look like in my classroom?
* How do we know God loves us besides Jesus’ work on the cross?
* How do we learn more of the nature and character of God?
 | * When exploring the components of **digital systems**, we can understand that the inter-relatedness of those diverse systems is similar to the unique inter-relatedness of our own personal relationships when we are connected to a *loving God*. It is when we have genuine love for each other that we can abide in Him.
 |
| **Celebrating Life (4)** | Students embrace the full suite of God’s provisions in life and live in such a way that all may flourish.   | Genesis 2:7Genesis 1:28-31Psalm 16:8, 8a, 11Ecclesiastes 9:10Psalm 90:14,17 | * Why do some people flourish and others don’t?
* How can we celebrate life?
* How can we celebrate the giver of all good things?
 | * Can you truly flourish without knowing God?
* How can purpose come out of chaos?
* How are we encouraging students to celebrate gifts and the giver?
* Are we noticing and celebrating the joy and satisfaction in moments of ‘serious learning’?
 | * When **generating and designing**, we are able to remind students that God has equipped us with the ability to be influential in *celebrating life* by choosing to adopt personal love that is Spirit-led, biblically-driven and counter-culture.
 |

\*Denotes the addition of **Love** and **Service** to the Values for Adventist Schools in the table below. Love overarches these values and Service is the active evidence of God’s Love and Kingdom Values. For the purpose of keeping this at the forefront in our thinking, Love and Service have been included along with the values listed below.

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| **Service\*** | **Building** **Community (2)** | Students are active contributors and encouragers of others as the community is built up. | 1 Peter 4:10-111 Thessalonians 5:13-14Philippians 2:1-8Colossians 3:12-14 | * What makes a community?
* Why should we serve others with our gifts?
* How can we resolve conflict?
 | * How do our practices ensure that our classrooms are inclusive places where each student has a role to play?
* How can we encourage our students to build each other up and share burdens?
 | * When **collaborating and managing**, we can remind students that a key component of *building community* is to acknowledge that when we meet each other’s needs, we share each other’s joys - and these gifts of service become a blessing to others.
 |
| **Practising Hospitality (14)** | Students welcome and accept others, and use their gifts to embrace others into community. | 1 John 3:14, 16-181 Peter 4:8-10Hebrews 13:2-3Luke 14:12-14 | * Am I welcoming?
* Are we welcoming?
* Why should we spend time, money, and effort on hospitality?
* How can I use my gifts to serve others?
 | * Do all students feel welcome in our classrooms?
* How are we practicing service in our classrooms/ beyond our classrooms?
 | * When we are **collaborating and managing** team work, we can ensure that each person in the class is encouraged to be *practising hospitality* towards each other as members of God’s family, remember that as the different parts of the body all have different roles, God’s people each have different acts of service that make up his church.
 |
| **Shaping Culture (19)** | Students understand their cultural context, discern its errors and its virtues, and seek to ‘shake and shape’ it for the Kingdom. | Ephesians 4:15-16Luke 10:30-362 Corinthians 5:17-20aMark 4:30-32 | * What does it mean to live counter-culturally?
* How do we discern what’s good and bad in our culture?
* Why should we love our enemies?
* How can we be others-centred in our culture?
 | * What does it mean to ‘swim against the crowd’ in this unit?
* Do you think it may be God’s plan that by living out our God-given gifts, we will inevitably shape culture?
 | * When **generating and designing**, we are able to remind students that God has equipped us with the ability to be influential in *shaping culture* by choosing to allow an attitude of willing service in the development of solutions to problems.
 |

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| **Excellence** | **Expressing** **Words (8)** | Students use words to build up, make choices and express life. | Ephesians 4:29Colossians 4:6Matthew 12:34-37Psalm 19:1-4 | * Can words alone ever capture what we truly wish to express?
* What is the real connection between what we think, what we feel and what we say?
* If we promote “freedom of speech”, does that mean we can say whatever we like?
 | * How are we intentionally encouraging our students to use words in a wider arena, e.g. promoting justice, challenge distortions, shaping culture etc?
* Do our classrooms allow for more enriching student conversation rather than teacher talk?
 | * When **creating digital solutions,** all written and spoken words have the opportunity to encourage or cast judgement – by aligning the condition of our hearts with God, we can be inspired towards our Creator’s excellence through *expressing words* that bring Him glory.
 |
| **Managing** **Innovations (10)** | Students innovate and renew for good purposes and thereby praise the master designer. | Genesis 1:26-27Revelation 21:1,51 Corinthians 12:5-7John 1:1-3 | * Are innovations always improvements? Who decides?
* Is there any truly unique and new idea?
* Can innovation have no purpose?
* Where do new ideas come from?
 | * How do we ensure our innovations/changes are aligned with God’s will?
* How do our innovations demonstrate love for others?
* Where in our programs are we giving students the opportunities to innovate?
* What opportunities are we giving students to explore and create through innovation?
 | * When **generating and designing**, students can be reminded how God is our chief designer as they are *imagining innovations;* and how through innovation we can reflect the excellence of our Master Designer.
 |
| **Compassion** | **Practising** **Hospitality (14)** | Students welcome and accept others, and use their gifts to embrace others into the community.   | 1 John 3:14,16-181 Peter 4:8-10Hebrews 13:2-3Luke 14:12-14 | * Am I welcoming?
* Are we welcoming?
* How can I use my gifts to show hospitality?
 | * Do all of our students feel welcome in our classrooms?
* How can we direct compassion towards those who most need encouragement?
* How are we cultivating a spirit of generosity?
 | * When we are **collaborating and managing** team work, we can ensure that each person in the class is encouraged to be *practising hospitality* towards each other as members of God’s family, treating our uniqueness and individual gifts with compassion.
 |
| **Showing** **Mercy (20)** | Students respond to God’s mercy by likewise, being merciful to others.   | Matthew 5:7Luke 6:35-36James 2:12-13Colossians 3:12-13James 3:17-18 | * What is mercy?
* How should we act towards those who hurt/offend us?
* How does empathy encourage us to show mercy?
 | * How do we teach students to forgive an offence and show mercy to others?
* How are we intentionally creating opportunities to develop empathy in our classes?
 | * When we are **collaborating and managing** team work, we can highlight that *showing mercy* is to have compassion on each other – we develop pity, sympathy and empathy for others because God has shown mercy to us.
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| **Humility** | **Imitating** **Humility (11)** | Students gratefully accept God’s grace and respond by humbly serving Him.   | Luke 1:51-53Matthew 11:29-30Romans 12:3Matthew 20:26-27Colossians 3:12-13a | * What is Christian humility?
* Is humility weak?  Does humility mean you are a doormat?
* Is humility the opposite of pride?
* Why is humility unpopular in western culture?
* What is the cost of humility?
 | * How can we foster a spirit of humility in our classrooms?
* How do we challenge students toward thoughtful contemplation of God’s love shown in the cross of Jesus?
* How is Jesus the ultimate expression of humility?
* In what ways is humility an outworking of our whole relationship with God?
* In what ways does humility stand in contrast to a sense of rugged Australian identity and individuality?
 | * When **creating digital solutions**, there will be opportunities for teachers to redirect individuals within the classroom by *imitating humility* through the model that Jesus demonstrated in his earthly ministry – that, by the example of our own humility, we can reflect our whole relationship with God through evidence of committing ourselves to humbly serving our students.
 |
| **Respect** | **Building** **Community (2)**  | Students are active contributors and encouragers of others as the community is built up.  | 1 Peter 4:10-111 Thessalonians 5:13-14Philippians 2:1-8Colossians 3:12-14 | * What makes a community?
* Who is our neighbour?
* How can we resolve conflict?
 | * In what ways can our classroom be a rich community?
* How do our practices ensure that our classroom are inclusive spaces where each student has a role to play?
 | * When **collaborating and managing**, we can remind students that a key component of *building community* amongst each other is through demonstrating respect.
 |
| **Embracing** **Diversity (7)**  | Students respect and celebrate the built-in differences between cultures and peoples given for the enhancement of all.   | Revelation 7:9-10Galatians 3:26-291 Corinthians 12:12-27Acts 17:24-27 | * Why are we all different?
* What good comes out of diversity?
* Are all cultures equally valued?
 | * How would you describe the culture of your classroom? Does it embrace diversity?
* How can there be unity in Christ when there are such vast differences in culture and people?
 | * When **creating digital solutions**, we have a unique opportunity for *embracing diversity* through projects that promote respect and recognition of individual differences amongst every tribe, nation, people and language, while acknowledging that each person on the planet is made in the image of God.
 |
| **Expressing** **Words (8)**  | Students use words to build up, make choices and express life.  | Ephesians 4:29Colossians 4:6Matthew 12:34-37Psalm 19:1-4  | * How can words be used to heal rather than hurt?
* If we promote freedom of speech; does that mean we can say whatever we like?
 | * Are we educating our students on how to speak the truth in love, when to speak, and when to keep silent?
 | * When **producing and implementing** the management of projects, we can focus upon how *expressing words* in task documentation, as well as in **representations of data**, can build others up and demonstrate respect.
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| **Integrity** | **Caretaking** **Earth (3)**  | Students actively respond to God's call to carefully manage of all creation.  | Psalm 24:1 Genesis 1:28 Psalm 8:5-8 Genesis 2:15 | * Why should we take care of the earth?
* Is it our job or God's job to fix global warming?
* How can we explore and make use of the world God has given us, without spoiling it?
 | * How are we taking care of the earth's resources that we have been given?
* What do we need to start doing- locally, nationally, internationally-in order to care for God's world?
 | * When **creating digital solutions,** we can implement points of evaluation and reflection throughout the process to ensure that each component of the task or project embodies integrity, for our role in *caretaking earth* includes making choices that protect our natural resources as well as life that exists in our world.
 |
| **Shaping** **Culture (19)**  | Students understand their cultural context, discern its errors and its virtues, and seek to 'shake' and 'shape' it for the kingdom.   | Ephesians 4:!5-16Luke 10:30-362 Corinthians 5:17-20aMark 4:30-32  | * Is shaping culture even possible?
* What does it mean to live counter-culturally?
* How do we discern what’s good and bad in our culture?
* How can we be others-centred in our culture?
 | * Do our classrooms foster an environment that stands up for the oppressed, puts others first and celebrates the successes of others?
 | * When **generating and designing**, we are able to remind students that God has equipped us with the ability to be influential in *shaping culture* by choosing to adopt personal integrity that is Spirit-led, biblically-driven and counter-culture.
 |
| **Justice** | **Challenging** **Distortions (5)**  | Students identify and critique areas impacted by sin and then discern God's purposes.  | Romans 12:9 Romans 12:2a Titus 2:11-14 Romans 1:25 Acts 17:22-24  | * How can you tell 'good guys' from 'bad guys'?
* What is true justice?
* Who has the right to judge?
 | * How do we identify idols of this world?
* Are our students challenged to appropriately critique the culture they are swimming in?
* How do we highlight/bring out the goodness of God’s way of doing things?
 | * When **investigating and defining** the scope of problems to be solved, we can promote solutions that *challenge distortions* and advance issues of justice and through selflessly serving others.
 |
| **Seeking** **Justice (18)**  | Students act as agents of change by identifying and responding to injustice  | Psalm 50:6 Isaiah 1:17 Micah 6:8 Amos 5:24 Psalms 146:7-9  | * How do we respond to injustice?
* Does a sense of justice come naturally to people?
* How is justice achieved?
* Is justice achieved through punishment?
* What is mercy?
 | * How/why is justice/righteousness so closely linked?
* How do we show God's love to others through the action of justice?
 | * When **investigating and defining** the requirements to solve a problem, we can challenge students to interrogate solutions that are ethically-based around justice, that through *seeking justice* we are actively working to the benefit of our community.
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| **Discernment** | **Challenging** **Distortions (5)**  | Students identify and critique areas impacted by sin and then discern God's purposes.  | Romans 12:9Romans 12:2a Titus 2:11-14 Romans 1:25Acts 17:22-24  | * Why do we love things that are bad for us?
* Is it true that we all worship something?
* Who is telling us what to believe?
 | * How do we identify the idols of this world?
* Are our students challenged to appropriately critique the culture they are swimming in?
 | * When **investigating and defining** the scope of problems to be solved, we can *challenge distortions* that arise from changing economic, environmental and social needs through discernment of how our world suffers under the burden of sin.
 |
| **Getting** **Wisdom (9)**  | Students can go deeper than understanding and knowledge to seek the insight of God.  | Proverbs 4:7 James 1:5Proverbs 2:6-9John 14:6Colossians 2:2-3  | * How can you identify wise advice?
* What is needed to make a wise decision?
 | * What's the relationship or connection between knowledge, understanding, experience, common sense and insight?
 | * When **investigating and defining** complex issues associated with technologies, we can encourage discernment as students develop informed values and attitudes, *gaining wisdom* that our lives are best lived in step with His Spirit.
 |
| **Transforming** **Thinking (21)**  | Students let every thought be captive to Christ so that their thinking is transformed by the renewing of their minds.  | Romans 12:2 2 Corinthians 10:3-5 Philippians 4:6-8 Ephesians 4:22-24 Isaiah 55:8-9  | * How do we transform our thinking or habits?
* What impact does our thinking and/or actions have on others?
 | * Where are we utilising moments in our classrooms to highlight how the world's way of thinking is at odds with God's way of thinking?
 | * When **collaborating and managing** the processes of planning, creating and communicating ideas, we can provide opportunities for *transforming thinking* in our students as they learn discernment in resolving conflict, and developing resilience.
 |
| **Hope** | **Overcoming** **Setbacks (12)**  | Students overcome setbacks through the strength of the Spirit and live in hope and faith.  | James 1:12 Romans 5:4 James 1:3-5 James 5:11-12  | * How do we respond to setbacks in our personal, social and academic lives?
 | * How can knowing God build resilience and emotional strength in our personal, social and academic lives?
 | * When **creating digital solutions** and students encounter difficulties or conflict with themselves and/or others, hope can be used to refocus their outlook towards *overcoming setbacks* – that in spite of facing the unknown, hope allows us to feel confident about the future.
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| **Values for****Adventist Schools** | **Action Response**(Thread Number) | **Description of Action Response** | **Biblical Foundation** | **Key Essential Questions****for Students**Adapted from *Transformation by Design* | **Further Questions****for Teachers**Adapted from *Transformation by Design* | **Sample Teaching and Learning Ideas****that reflect an adventist worldview****in this value** |
| **Responsibility** | **Building** **Community (2)**  | Students are active contributors and encouragers of others as the community is built up.  | 1 Peter 4:10-11 1 Thessalonians 5:12-15 Philippians 2:1-8 Colossians 3:12-14  | * Who is our neighbour?
* Why should we serve others with our gifts?
 | * What opportunities are we providing for students to enhance their local and global community?
 | * When learning about safe and ethical procedures for **collecting, managing and analysing data**, we can encourage responsibility and consider the impact of being responsible in *building community*.
 |
| **Caretaking** **Earth (3)**  | Students actively respond to God's call to carefully manage all of creation.  | Psalm 24:1 Genesis 1:28 Psalm 8:5-8 Genesis 2:15  | * How do we find the balance between exploring and making use of the earth and spoiling it?
 | * What practices promote caretaking earth?
 | * When **evaluating** how our solutions meet current and future needs in a sustainable way, we can highlight the responsibility that God has entrusted to us in *caretaking earth*.
 |
| **Imagining** **Innovations (10)**  | Students innovate and renew for good purposes and thereby praise the master designer.  | Genesis 1:26-27Revelation 21:1,51 Corinthians 12:5-7John 1:1-3 | * What is progress?
* Can innovation have no purpose?
 | * How do our innovations demonstrate love for others?
* What role does empathy play when creating innovations?
 | * When **generating and designing**, students can be reminded how God is our chief designer as they are *imagining innovations;* and how through innovation, Jesus brought renewal to every aspect of our lives, which empowers us to show responsibility in discovering new ways to create and bring praise to our Master Designer.
 |
| **Understanding** **Vocation (22)**  | Students discover the vocational task in which God has called them to serve.  | Genesis 2:2-3 Genesis 3:23 Exodus 35:24b-26 Ephesians 6:7 Colossians 3:22-25  | * Why should we work? Should everyone work?
* What's the right job for me?
* Is there only one vocation for every person?
 | * How are we preparing students for responsive discipleship if/when they enter the workforce?
 | * When **creating digital solutions**, we can help students in *understanding vocation* as a natural part of our responsibility in serving God through our creative talents and gifts.
 |

Key *Values* of the scriptural story can be woven through the curriculum and thereby ‘draw together’ meaning and purpose in learning.

These numbers in the Action Response column correspond to the Threads in ‘*Transformation by Design*” by the National Institute for Christian Education, 2015

**Please Note:**

The pro formas and samples that follow are not meant to be prescriptive.  Each Conference has its own set format for programs and documentation. However, if these would help then please feel free to utilise them.  The important thing is that there is embedded in our documentation a clearly articulated Adventist worldview and reference to a desired student response of threads and values.  If this is not inherent in existing documentation, then the “God in my Unit” sheet is possibly the easiest way to ensure that this criterion is met. (Formats in both portrait and landscape are available on the Adventist Schools Australia website <http://asa.adventist.edu.au> )

***God in my Unit* Template**

*To be used with existing unit documentation to assist in intentionally including an Adventist worldview*

|  |
| --- |
| **1. UNIT FOCUS***What is the main focus of the unit / key questions?* |
| **2. WINDOW ON THE ADVENTIST WORLDVIEW***What are the main connections between the Biblical themes and the unit?* |
| **3. THREADS/VALUES***What main values are in this unit? How might students respond to these values?* |
| **4. APPLIED THROUGH THE UNIT:***Where will the Adventist worldview and threads / values be applied specifically through the unit?* *i.e. p 2 – reflect on the mercy of God as the story unfolds*  |

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| ***The Big Picture* Template** |
| **1. THE MAIN IDEA***Summarise the Main Idea* |
| **2. WINDOW ON THE ADVENTIST WORLDVIEW***Articulate the connections between the biblical story and the unit* |
| **3. THREADS/VALUES***Choose the relevant response threads* |
| **4. ENDURING UNDERSTANDINGS***Identify the enduring understandings**Identify misunderstandings* | **5. ESSENTIAL QUESTIONS***Shape the essential questions* |
| **6A. KNOWLEDGE***Note the relevant key knowledge and skills* | **6B. SKILLS** |
| **7. PRESCRIBED CURRICULUM***List the relevant content heading and descriptors* |

Both templates based on: National Institute for Christian Education, (2015) *Transformation by Design,* p19 The Big Picture Template

**Sample Primary Unit** using ***The Big Picture*** template

**Lower Primary Unit**

|  |
| --- |
| * 1. **THE MAIN IDEA**

Students will be using data and information to organise, present and manipulate data. They will be able to use images, text, audio and video data to reflect the life and journey of one of their Encounter Bible Characters and their family. |
| * 1. **WINDOW ON THE ADVENTIST WORLD VIEW**

Students will travel on a historical journey through the life and time of an Encounter Bible Character. They will learn that God has a plan for our futures and will navigate us through life. Throughout this journey, students will learn that God is our protector, He values organisation and provides for all of our needs, just as He provided for the needs of the Encounter Bible Characters in the past. |
| **3. THREADS/VALUES****Loving God** - students recognise God’s love and providence over their lives**Celebrating Life** - students embrace the full suite of God’s provisions in life and live in such a way that all may flourish**Overcoming Setbacks** - students recognise that there are setbacks in life, however with God’s divine power and love we can overcome them**Reflecting Creativity** - students recognise that God is the provider of all creativity and utilise their God given creative talents to represent and create their learning journey |
| **4.UNDERSTANDINGS***Students will:** Gain insight into the life of biblical characters and how God is always leading their lives.
* Reflect on how God provides for all their needs.
* Recognise that there are setbacks that may occur and that with God’s help they can overcome them.
* Observe and recognise the creative gifts God has given them.
 | **5. ESSENTIAL QUESTIONS*** How has God provided for biblical characters?
* How does God provide things in our life?
* What are the setbacks encountered through the characters journey?
* How can we use history to see God’s leading?
* With history as our guide, how does God teach us to overcome setbacks?
 |
| **6A. KNOWLEDGE***Students will know:** The journey locations of the Encounter Biblical Characters
* The key events that occurred at each location
* Basic mapping skills
* How to read a map.
 | **6B. SKILLS***Students will be skilled at:** Using Google Maps
* Plotting information on a map
* Embedding data within documents
* Choosing appropriate images and video
* Using basic word processing skills
 |
| **7. PRESCRIBED CURRICULUM**See Australian Curriculum as per state requirementsRecognise and explore patterns in [data](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=data) and represent [data](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=data) as pictures, symbols and diagrams [(ACTDIK002)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIK002)Collect, explore and sort [data](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=data), and use digital systems to present the [data](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=data) creatively [(ACTDIP003)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP003)Create and organise ideas and information using information systems independently and with others, and share these with known people in safe online environments [(ACTDIP006)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP006) |

**Sample Primary Unit** using ***The Big Picture*** template

**Upper Primary Unit**

|  |
| --- |
|  **1. THE MAIN IDEA**To understand the impact that people have on the environment and to use this to calculate people’s eco-footprints using key pieces of information. |
|  **2. WINDOW ON THE ADVENTIST WORLDVIEW**Our Creator has given us the responsibility to be good stewards and caretakers of His creation. God said, “Live all over the earth and bring it under control. I am putting you in charge of the fish, the birds, and all the animals” (Genesis 1:28). It is our moral responsibility to care for, and be aware of our impact upon, the environment and to find ways to reduce our ecological footprint. As global citizens, we are accountable to God and others for conservation of the environment. As 1 Peter 4:10 says, “Be good servants of God’s various gifts of grace.” As Christians, we demonstrate integrity when our thoughts and actions are in harmony. |
|  **3. THREADS/VALUES****Values:** Integrity, Discernment, Responsibility**Threads:** Caretaking Earth (3), Transforming Thinking (21)  |
| **4.UNDERSTANDINGS***Students will understand that:** God created our world and humans.
* We are caretakers of this planet and not just consumers.
* Human endeavours impact on the environment.
* Analysing environmental data can inform daily practices to improve the environment.
* What we do locally impacts globally.
* Patterns in data can predict future outcomes
 |  **5. ESSENTIAL QUESTIONS*** *What are the different decisions you make each day that have an impact on the environment?*
* *How are we taking care of the earth's resources that we have been given?*
* *What do we need to start doing- locally, nationally, internationally-in order to care for God's world?*
* *Is it our job or God's job to fix the damage done to the world?*
* *How do we transform our thinking or habits?*
 |
| **6A. KNOWLEDGE***Students will know:** that an eco-calculator (or eco-footprint calculator) is a series of questions that give information about the impact an individual has on the environment.
* how to estimate an ecological footprint using the Ecological Footprint Calculator tool.
* positive ways they can change their behaviour to impact on the environment.
* why an algorithm is sequenced and operates in a particular way
* The elements of a prototype
 | **6B. SKILLS***Students will be skilled at:** evaluating calculators using criteria
* identifying the needs of the audience
* using design skills to prototype a digital system
* modifying designs after considered evaluation of feedback.
* Creating digital calculators using programs such as Scratch
 |
| **7. PRESCRIBED CURRICULUM**See Australian Curriculum as per state requirements.**FURTHER RESOURCES**<http://bit.ly/ecounit>  |

**Pro Forma for Unit Development using Understanding by Design**

|  |
| --- |
| **Stage 1 – Desired Result** |
| **Established Goals** | **Transfer** |
| *Students will be able to independently use their learning to:* |
| **Window on the Adventist Worldview**  | **Values / student response** |
| *Share the way an Adventist world impacts on:* | *Identify the values / desired student response:* |
| **Meaning** |
| Understandings: *Students will understand that:* | Essential Questions*Students will keep considering:* |
| **Acquisition of Knowledge and Skill** |
| *Students will know:* | *Students will be skilled at:* |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | *Students will show their learning by:* |
|  | Performance Tasks: |
|  | Other evidence: |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instructions* |
|  | *Progress Monitoring* |

Based on: Wiggins, G. P., & McTighe, J, (2011) *the Understanding by Design Guide to Creating High Quality Units*, Moorabbin, Victoria: Hawker Brownlow Education.

**Sample Unit** using **Understanding by Design** template - **Social Media** **[Year 8]**

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| --- |
| **Stage 1 – Desired Result** |
| **Established Goals / Standards****Plan and manage projects that create and communicate ideas and information collaboratively online, taking safety and social contexts into account** [**(ACTDIP032)**](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP032)establishing a set of ‘rules’ about acceptable and unacceptable behaviour when collaborating online, considering how different social contexts affect participation in global virtual spaces, including considering the use of language, acronyms and humour, for example only applying tags to images of other people with their permission or considering social protocols of Aboriginal and Torres Strait Islander PeoplesAcquire [data](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=data) from a range of sources and evaluate authenticity, accuracy and timeliness [(ACTDIP025)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP025)Define and [decompose](http://www.australiancurriculum.edu.au/glossary/popup?a=T&t=decompose) real-world problems taking into account functional requirements and economic, environmental, social, technical and usability constraints [(ACTDIP027)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP027)* Evaluate how student solutions and existing information systems meet needs, are innovative, and take account of future risks and sustainability[(ACTDIP031)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACTDIP031)
 | **Transfer** |
| *Students will be able to independently use their learning to:*Identify and evaluate issues in the field of digital citizenship including:* Internet safety
* Privacy and security
* Digital footprint and reputation
* Accuracy and fairness of online content
* Responsibilities and rights as creators in the online spaces where they consume, create, and share information.Students will have the opportunity to discuss and clarify their own values and ethical positions in relation to their presence and participation in the online world.
 |
| **Window on the Adventist world view**  | **Values / Thread** |
| *Share the way an Adventist world view impacts on:** Seventh-day Adventists place a high value on children.  In the light of the Bible they are seen as precious gifts from God entrusted to the care of parents, family, community of faith and society-at-large.  Children possess enormous potential for making positive contributions to the Church and to society.  Attention to their care, protection and development is extremely important.[[1]](#footnote-1)
* A distinguishing feature of humans is our God-given ability to communicate in the abstract through speech, symbols, and the written word.  Nowhere is this capacity more uniquely expressed than in the domain of faith.  Communication concerning religious beliefs is central to our ability to explore meaning and purpose in life, discuss the values that guide our actions, and to share experiences as we search for a closer knowledge of God.[[2]](#footnote-2)
 | *Identify the values / desired student response:** Excellence
* Respect
* Integrity
* Discernment
* Responsibility
 |
| **Meaning** |
| **Understandings:** *Students will:** Understand that dangers exist online, and that there are socially acceptable ways to use social media.
* Understand that they have a responsibility to use social media in a way that does not hurt other people.
* Understand that not everything on the internet is accurate or fair.
 | **Essential Questions** *Students will keep considering:** What are the positives and negatives of social media?
* Should there be a global set of rules when using social media?
* How can we change how we communicate and use social media to minimise issues and encourage the positives?
* How can change/create a social media platform to minimise issues and encourage the positives?
 |
| * **Achievement Standard**

By the end of Year 8, students…Students plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints. Students [design](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Design) user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. They [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) information systems and their solutions in terms of meeting needs, innovation and sustainability. They [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse) and [evaluate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) data from a range of sources to model and create solutions. They use appropriate protocols when communicating and collaborating online. | **Acquisition of Knowledge and Skill** |
| *Students will:** Be able to identify and evaluate a range of social and ethical issues related to social media.
* Identify strengths and weaknesses in existing social media solutions.
* Develop their own set of values to guide how they communicate on social media.
* Be able to discern the accuracy and fairness of online content.
 | *Students will be skilled at:** Using appropriate protocols when communicating and collaborating online.
* [Analysing](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Analyse)[[3]](#footnote-3) and [evaluating](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate) data from a range of sources to model and create solutions.
* [Describing](http://www.education.vic.gov.au/Documents/about/programs/bullystoppers/teacherguidesecsm.pdf) a personally responsible approach to online communication.
* [Evaluating](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Evaluate)  information systems and their solutions in terms of meeting needs
 |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | *Students will show their learning by:* |
|  | Performance Tasks:* Write a Personal Philosophy Statement for using social media.
* Conceptualise Creating/changing a social media platform (e.g. Facebook / Twitter / Snapchat / Google+/ Pinterest...) or Mobile Application which promotes the positives/’rules’ and minimises the negatives.
 |
|  | Other evidence:* Planning
* Discussions
* Presentation
* Recordings
 |

|  |
| --- |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instructions* |
| * Ask students to write a headline for a Social Media scenario that captures the most important aspect of.
* The teacher can Display news headlines of social media incidents or stories so that everyone can view them.
* Invite the students to look through these headlines. Ask them if they can see any patterns and to group the headlines that look at similar aspects of the scenario they wrote about.
* Using the groups of headlines, ask students to create a Facebook memes page about issues associated with online privacy. Facebook memes are little icons which can be used on Facebook chat or private messages, similar to emoticons: [www.facebookmemes.net](http://www.facebookmemes.net/). When **generating and designing**, we are able to remind students that God has equipped us with the ability to be influential in *shaping culture* by choosing to adopt personal integrity that is Spirit-led, biblically-driven and counter-culture.
* Invite students to share their responses in small groups. Have a class discussion about any similarities or differences of opinion.
* Ask students to think about what advice they would give to a student who has been through an experience where cyberbullying has occurred. Then allow them 10 - 15 minutes to type an ‘email’ to that student offering their advice[[4]](#footnote-4).
* Class discussion: Do rules exist on social media? Should rules exist on social media?
* Compare and contrast a variety of social media platforms, focussing on:
	+ User validation
	+ Content validation
	+ On-sharing
	+ Moderation
	+ Reporting negative behaviour

When **investigating and defining** complex issues associated with technologies, we can encourage discernment as students develop informed values and attitudes, *gaining wisdom* that our lives are best lived in step with His Spirit.* Write a Personal Philosophy Statement for using social media. When learning about safe and ethical procedures for **collecting, managing and analysing data**, we can encourage responsibility and consider the impact of being responsible on *building community*.
* Group task - Create a concept for a social media platform that promotes positive interactions and minimises negatives. When **creating digital solutions**, we have a unique opportunity for *embracing diversity* through projects that promote respect and recognition of individual differences amongst every tribe, nation, people and language, while acknowledging that each person on the planet is made in the image of God.
* Presentation of task.

**Extension Activity** * Watch the ‘Where are you?’ video: http://whatsyourstory.trendmicro.com/internet-safety/pg/winners-2011), and then create your own rap/song/poem/slogan about respecting other people’s privacy.

[100 Inspiring Ways to Use Social Media In the Classroom](http://www.onlineuniversities.com/blog/2010/05/100-inspiring-ways-to-use-social-media-in-the-classroom/)[[5]](#footnote-5) |

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