



# Integrating social justice and the Edmund Rice charism across the curriculum at St. Patrick's College, Shorncliffe.

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St. Patrick's College  
Shorncliffe

## General school context

St. Patrick's College, Shorncliffe, is a Catholic School in the Edmund Rice tradition, catering for boys from years 5-12. The College was opened in 1952 by The Congregation of the Christian Brothers. Edmund Rice Education Australia (EREA), established in 2007, has subsequently taken over governance of schools owned by the Christian Brothers. As the Program Leader explained, while this is a Catholic school, the reality is that 'our school is about 60 per cent Catholic, so you can imagine how many would be practising... our staff percentage wouldn't be high'.

While the College welcomes students of any faith background, 769 out of the student body of 1263 (60.9%) in 2015 identified as being Catholic.

St. Patrick's College prides itself on community engagement and involvement, and encourages students to live the College motto: *'Fight the Good Fight'*. The College aims to actively express its commitment to the four touchstones of the EREA Charter: Liberating Education, Gospel Spirituality, Inclusive Community and Justice and Solidarity. For example, it is compulsory for students to be involved with Paddies Van, an integral part of the school's social justice program that serves needy members of the local community. The leader of the social justice program (currently called "Program Leader: Identity", referred to hereafter as Program Leader) thinks that making Paddies Van compulsory

... has been the best decision we made. We've attached it to the assessment... we tell students they have to go twice in Year 9... [and] the voluntary sessions are now seeing slightly more uptake as well because the barrier has been broken down, students now know what to expect. It pushes kids that wouldn't have gone voluntarily ....

Similarly, the College is involved in social justice advocacy work through Edmund Rice Advocacy (ERA) for Change where added media exposure has helped build the profile of advocacy at the College.

In addition, on the International Day of Peace in September 2012, St Patrick's College was accredited as a United Nations/ Save the Children Global Peace School, and presented with the United Nations flag to fly at the College. They are the only school in Queensland to receive this recognition.

## Social Justice Initiative

In response to the introduction of the Australian National Curriculum and the 2010 publication of the EREA document, *A Framework for Educating for Justice and Peace*, St. Patrick's College made a decision to take a formal and structured approach to the challenge of embedding justice and peace in the curriculum. In partnership with EREA and the Global Learning Centre, a proposal was developed by the Assistant Principal - Identity, and presented to the St. Patrick's College Leadership Team in May 2010. This proposal suggested the initiation and implementation of a middle leadership role, entitled "Curriculum Leader – Justice and Peace".

EREA agreed to make an annual contribution of \$5000 to the cost of this Position of Added Responsibility (PAR) for the first two years and the post was filled in January 2011.

The decision of the College Leadership Team to retain the role beyond the initial two year period indicates that it has been a success and similar roles have now been introduced in some six other schools across EREA nationally. The College produced the first issue of their *Just Us* magazine during Term 1, 2011, and Issue 14 was published in October 2015.

The original purpose of the social justice initiative was to work with teachers in order to highlight the value, importance and effectiveness of justice and peace themes within the curriculum. This is consistent with the school's commitment to the Edmund Rice tradition. McLaughlin (2007, 180) sums up that tradition as follows in his biography of Rice:

Edmund Rice offered his students a liberatory education aimed at personal and social transformation, nurtured through a culture respectful of the sacred and mediated by caring, fatherly teachers.

The Program Leader feels that, in order to 'authentically be a Catholic School in the Edmund Rice tradition, justice and peace themes should permeate all curriculum areas, across all year levels, not only be taught in Religious Education'. She explained that she doesn't 'put any additional emphasis on RE... it is one of the subject areas that I work with, out of 10 or 12'.

## Leadership

The Program Leader acknowledged the important role of the two school Principals she has worked with. The first Principal 'was always really supportive and just approved projects, never said no to anything that I went to him with'. According to her the current Principal is

... really good at reminding staff that we are a Catholic school that deals with teenage boys. He said to all the staff recently, "you've chosen to work in a Catholic school". While you don't have to say or talk about Catholic Social Teaching explicitly every week, it's got to underpin everything you do.

The Justice and Peace initiative has also enjoyed the support of a College Dean and some of the five Assistant Principals (APs). The Program Leader explained that

The vast majority of our Heads of Curriculum are on board.... The former College Dean was an active supporter. If I ever went to him with ideas and suggestions he would take them. He would look for opportunities to publish in *Just Us*. He would embed justice and peace themes in the curriculum because that's who he was. He was a Biology teacher but it was core to what he believed in as well.... once he agreed there was little resistance.... it's the same now with two of our Assistant Principals... in my experience nobody has ever said "I don't want to do that"

She pointed out that senior leaders increasingly have seen the marketing potential of the program:

Initially they wouldn't have looked at it as something with which we could promote our school... as the initiative developed they saw the impact it's having on students and they liked the message that we're constantly promoting to kids, which makes it marketable in a way. It sets us apart and shows we're different to other schools in the area.

The personal commitment of the Program Leader and individual teachers to justice and peace is a major factor in the success of this program. As the Program Leader remarked, 'with staff there are varying degrees of interest and it depends on the subjects that they teach and even year to year.... a lot comes back to their own personal views and values'. She gave the example of an AP who 'embeds it in her English classes because she genuinely sees the value of doing it and looks for opportunities to'. The Program Leader is available to support colleagues in the weekly planning and resourcing of relevant topics, for example a recent unit on refugees completed as part of Religious Education:

I put together the basic structure of a OneNote package that has all the resources. Then I picked the two staff out of the eight that were the ones that would run with it in Term 1 and build it [and] they just kept me in the loop. I also wrote the task sheet for the assignment.

She finds that her school is 'incredible in terms of change' giving the example of the new Head of Curriculum went along with her proposed Year 10 RE unit on refugees and social justice:

The first day I met him I said that currently we've got a Paddies Van session that I would like to align with curriculum and asked whether there was any chance that there could be a unit in Year 10 with two classes on a rotation each term. He just said "yeah sure, why not?".... He could have been so protective of trying to build his reputation and demonstrate his skills and knowledge ... and he just let me run with it. He's basically restructuring the whole Year 10 RE program and he wants there to be a really strong social justice focus in Year 10 RE.

## School structures and the approach to curriculum integration

Project structures and strategies have varied somewhat over the course of four years, not least because of the involvement of three different Program Leaders since its inception. The current Leader has been in the role since January 2013.

The first 'Curriculum Leader: Justice and Peace' developed an Operational Plan in 2011 and set about using the Cross-Curricular Priorities and General Capabilities of the Australian Curriculum as a starting point to help teachers identify the justice and peace themes prescribed in the Australian curriculum. Relevant possibilities were highlighted for each curriculum area and delivered to the relevant Heads of Curriculum. That Curriculum Leader delivered a whole staff professional development session in January 2011 and met with each individual Head of Curriculum to get feedback on what justice and peace themes were already present in their teaching area, suggest further possibilities, and

offer assistance in developing any other opportunities. He also came up with the idea of the *Just Us* magazine to highlight the work being done in each subject area.

During her early days as Program Leader, the current Leader's aim was to

....get some quick wins, working with people I already knew were on board, with teachers in units that I knew who could just do with more resources or a slightly different task sheet. I was getting lots of little quick things done.

Being 'pragmatic and wanting to put things in boxes and categories', she focused on recent developments around the Australian Curriculum. Her message to teaching staff was that

There's a [national] curriculum that says this... driven by the curriculum requirement of the general capabilities of Intercultural Understanding and Ethical Understanding and the cross-curricular competences of Sustainability, Aboriginal and Torres Strait Islanders [ATSI], and Australia's Engagement with Asia [and] it doesn't matter what school you teach in... the Australian Curriculum says that we all have to do this.

While recognising that 'some subjects in some year levels are more conducive than others to embedding these themes' the Program Leader 'met with all the Heads of Curriculum and talked it through'. She emphasises the importance of a coherent approach to curriculum planning and has come to the realisation that teachers are often 'focussed on content [and] don't understand those five themes [Intercultural/Ethical Understanding; Engagement with Asia; sustainability; ATSI] as well as they understand the content... they don't realise that some of the things that they're doing link with those themes'. For example, she found that some teachers were blissfully unaware of the relevance of their units of learning to these key themes. In one case the class had been 'profiling the leadership of Japan a couple of hundred years ago [and the teacher] had not told me that she was doing it'. In another case she happened to find out, when she was trying to source artwork related to Indigenous for *Just Us* that the Art teacher, as well as having some Aboriginal dot paintings,

... had also done big, massive pieces of artwork with Year 12s about rubbish in India and about the slums in India and the transformation of independence of people coming out of the slums. Other students had done Japanese manga cartoons. ... Another student had done six canvasses, which put together made one beautiful big elephant, but each of the different canvasses were a different perception of how elephants are viewed and treated around the world.... this stuff's brilliant, absolutely fits so well and she just didn't even know...

The Curriculum Leader believes that the profile of justice and peace in the curriculum continues to evolve, and be ever strongly linked to our culture, and as 'this is who we are'.

From a theoretical perspective the model of integration employed lies somewhere between interdisciplinary and multidisciplinary (Drake, 2012).

## Catholic Social Teaching aspect

The Catholic Social Teaching (CST) aspect is explicitly addressed in RE. As the Program Leader explained: ‘...that’s where it’s got to come in most frequently, however I don’t think that it’s necessarily restricted to that’. She went on to explain that, whereas *Just Us* used to be ‘quite independent of RE’, the current Head of Curriculum: Religious Education is ‘social justice driven and trying to make RE units that kids can really relate to and engage with.... social justice is an easy way to do that’.

Even from this perspective however, the integration of CST is proving problematic. Taking the example of the refugee unit (see associated Task, Appendix Two) she explained that the school was

.... going to change the assessment for next term because bringing the Catholic Social Teaching part into the letter to the Minister [for Immigration and Border Protection] was hard.... it’s not language that our kids normally use and it’s not necessarily something that the Minister may pay attention to.

## Some examples of project activities

**Refugee unit:** The first part of this unit, conducted with a Year 10 Religious Education class, dealt with the Universal Declaration of Human Rights and the Refugee Convention. The Program Leader explained that she wanted to frame the whole unit around a social justice and human rights focus – ‘It was very research driven.... the students spent a week on Catholic Social Teaching and how it related to this issue of refugees’.

**Ecology project:** In response to an invitation from the Global Learning Centre, St. Patrick’s was paired with an Indian school for Year 9 Science and students in both schools explored their respective eco-systems. The Program Leader approached the Middle Leaders and got ‘the complete buy-in of the Head of Curriculum: Science and Program Leader: Years 7-9 Science’.

## Just Us Magazine

The *Just Us* magazine highlights the work of students and staff in the areas of justice and peace in the curriculum. The goal of the Program Leader who established *Just Us* was for each subject area to have one unit based on a justice and peace theme for each year level during the course of the year, and for subject areas to work together to use justice and peace themes as connecting threads that might enhance connectedness and meaning across subject areas, with the possibility of some rich task-like units to be created. In retrospect he would say that a more realistic aim in the first place would have been for each subject area to be able to show at least one or two units with a major emphasis on justice and peace themes.

The first three editions of the magazine were published in 2011 and some 400 copies of each issue are produced today. It’s also available on the school website and is sent to a range of local and national organisations, including the Australian Human Rights Commission and Save the Children. The current Program Leader remarked that

... the first thing most people say to me is “Wow!! I’ve see your *Just Us* magazine, I love the work that you’re doing, I wish my school could do something similar”.

A sample of *Just Us* issues from a range of different subject backgrounds is presented at Appendix One and the link to the magazine is:

<http://www.stpatricks.qld.edu.au/our-community/magazine/>

## Pedagogy

St. Patrick’s College places a strong emphasis on active learning and global citizenship and this is reflected in its teaching approaches. From the social justice perspective this involved the integration of relevant out-of-school experiences aimed at those who are socially disadvantaged with units of work focused on justice and peace. As the Programme Leader explained:

The participants have all done a compulsory Paddies Van on Tuesday afternoon with the refugee kids at a library... we’re talking a lot about refugees and we’re watching videos and documentaries but they have probably never actually met someone seeking asylum and this is their chance to go and work with people. Same with the year nine RE homelessness unit; it’s let’s not just talk about it here, go out and experience it.

The Program Leader was also very conscious of the importance of teachers’ individual values: ‘somebody who is passionate about a particular issue does a much better job than somebody who doesn’t have the same level of interest or knowledge about that topic’.

## Assessment

The Program Leader believes that ‘assessment keeps more kids accountable’. Examples of assessment tasks for Religion, English, SOSE/Geography, History, HPE, Legal Studies and Science may be seen in Appendix Two. Each example has a justice and peace theme and the criteria are drawn from the Australian Curriculum e.g. the criteria for the RE/Refugee Unit include a knowledge and understanding strand, a processing skills strand and a communication skills strand.

The unit on Homelessness requires students to write a reflection after watching movies like ‘The Blind Side’ and ‘The Pursuit of Happiness’. They are also expected to draw on

... conversations they had on the Paddies Van. If they’re not doing that they can’t possibly get a high B or an A... I’m just trying to tie it in because I think there’s value in making them go because there are kids that go and go “ah, it wasn’t as bad as I thought it was going to be”. People who are homeless don’t fit the stereotype and were not what I expected.

Other examples of the relationship between assessment and the social justice theme include:

- ‘a fair trade unit on business studies [where] their whole assignment is on free trade and fair trade’
- ‘Manual Arts, Year 9 students have to plan and build a project using our recycled timber. So part of their assessment is the building and the other part is their research on sustainable buildings’.

See Appendix Two for more detailed information regarding the assessment arrangements for particular Units.

## Student outcomes

According to the Program Leader, students’ reactions to the social justice project are ‘improving’. She feels that the most pleasing impact on students is in the quality of tasks, the evidence of critical thinking and the voluntary selection of justice and peace themes in assessment.

She suggests that the success of the project can be seen in the following ways:

- Students are increasingly keen to be published in *Just Us* and ‘some subject teachers reported that telling students that the best one will be published in the magazine’ has motivated students to work harder because ‘being published in the *Just Us* magazine is increasingly something to be proud of, as the most creative, compassionate work is showcased in that forum’.
- The number of *Just Us* magazines printed has increased to 400 per issue, up from 200 at the start of 2013.
- More subjects have been published in *Just Us* than ever before including Drama, Mathematics, Music and the Junior School.
- In senior subjects (Year 11 and 12 Art, Year 11 Drama, Year 12 Modern History and Year 12 Legal Studies) there has been evidence of students voluntarily choosing to investigate topics with a strong justice and/or peace connection.
- The involvement of teachers has improved too: ‘teachers are, more than ever, developing engaging, rigorous and relevant assessment pieces and class activities with these themes present’. When his students are published in *Just Us* one House Dean recognises during his House Assembly time and presents them with an award.
- The number of participating teachers has increased. Some have sought resources from the Programme Leader and others have come to her for advice on assessment pieces. She remarked that ‘the number of staff across year levels and across subject areas who are engaging is pleasing’.

## Professional development

Some professional development about social justice is provided each year. This is ‘usually curriculum based’ and encourages teachers to identify links with some of the themes and/or make them more explicit. This can also help them identify where they’re ‘already doing it but haven’t yet seen the link’. The nineteen new teachers who joined the staff in 2015 had an induction program on Monday afternoons at the beginning of the year. This included a presentation from the Global Learning Centre about the Melbourne Declaration and expectations of the Australian Curriculum. While noting that they had not done any PD on Catholic Social Teaching to date, the Program Leader felt it would be ‘a really good idea’.

## Community awareness, involvement, reactions

The Program Leader explained that ‘community service is very much about our kids being engaged with the community’ and this involves things like ‘Clean Up Australia Day’ and ‘Paddies Van’ which goes to disadvantaged communities. She described this as ‘a form of outreach’ adding that ‘our focus is always about community. There is also a commitment to refugee students and to a nutrition program in a primary school in the local area.’

Parents recognise and see the work of their children and family friends and, as noted above, the publication of *Just Us* is increasingly being used to promote the school to prospective parents and students as well as other schools. The Program Leader remarked that ‘one family are sending their sons here largely because of the social justice focus and what they’ve seen in *Just Us*.... Our reputation for that attracted them to the school’.

The program has also raised the profile of the College within the EREA community. Other schools recognise the work that is being done and have sent staff to the College, and have encouraged their staff to learn from us.

## Future plans

The Program Leader’s title will change to “Program Leader Liberating Education” in 2016 to align more closely with EREA Charter language.

While the school-based evaluation of this program has been anecdotal up to now, the Program Leader is about to undertake an evaluation of the program:

Personally I need some data just for me for this role, because I want it to continue...I’d hate for it to disappear because we would just go backwards from where we are and we got 19 new staff this year so we absolutely need it.

## References

- Drake, S., M.** (2012). *Creating Standards-Based Integrated Curriculum*. Thousand Oaks/London:Corwin/Sage.
- McLaughlin, D.** (2007). *The Price of Freedom: Edmund Rice, Educational Leader*. Melbourne: David Lovell Publishing.

# Appendix One

## Just Us

Issue number	Main theme(s)	Brief outline of contents with particular reference to social justice	Context	Subject area	Year levels
<b>Edition 10, July '14</b>	Aboriginal and Torres Strait Islanders (ATSI)	Racism and inequality in Australia	Term assessment	SOSE	Year 9
		National sorry day and reconciliation week	College event	N/A	Whole school
		Indigenous art work	Term assessment	Art	Year 8
Ethical Understanding		House charity update	Service activity	N/A	N/A
		Film review – 'Extremely loud and incredibly close' and 'Edward Scissorhands'	Term assessment	English	Year 9
		Year 10 retreat reflections	College event	N/A	Year 10
		Human Trafficking	Term assessment	Religious Education	Year 12
		Nursing home visit	Service activity + presentation of class assessment	English	Year 8
		Paddies Van update	Service activity and connection to Year 9 curriculum	Physical Education and Religious Education	Year 9
		Preventing single punch attacks	Term assessment	Legal Studies	Year 12
		Report on ERA for Change annual day – 'How can we be more inclusive?'	Advocacy event	N/A	Students who chose to participate
Intercultural Understanding		Work and Welcome program update	Service activity	N/A	N/A
		Short story – 'Last Chance at Freedom'	Term assessment	Religious Education	Year 9
		Live below the line reflection/report	Advocacy activity	N/A	Students who chose to participate
		Peace in the Middle East	Term assessment	Modern History	Year 11
		Recreation of a Nazi propaganda story	Lesson activity	English	Year 10
		Ethnic segregation and the Civil Rights Movement in the USA	Term assessment	Modern History	Year 12
		Drama script written from interviews with community members about Australia's immigration policy	Term assessment	Drama	Year 11
		House Charity update	N/A	N/A	N/A
		'Lantern Parade' report	Advocacy event	N/A	Students who chose to participate
		Sustainability		Film review – Avatar	Term assessment
Design an eco-tourism resort	Term assessment			Health and Physical Education	Year 5
Water in the world – investigating water quality	Term assessment + class activities			Science	Year 7
'Paddies Garden' update	College project			N/A	Students who chose to be involved

Issue number	Main theme(s)	Brief outline of contents with particular reference to social justice	Context	Subject area	Year levels
<b>Edition 10, July '14</b>	Australia's engagement with Asia	Reflection on Indonesian presidential election	Staff reflection	Indonesian	N/A
		Reflection of Year 9 History unit about child labour	Student reflection	History	Year 9
		'Wanted' posters in Indonesian	Term assessment	Indonesian	Year 8
<b>Edition 11, November 2014</b>	ATSI	Indigenous Dream Time stories	Lesson activity	English	Year 7
		Immunisation in Indigenous communities	Term assessment	Health Education	Year 12
		Indigenous dance workshop	One day event	N/A	All year levels
		Tiwi Island Immersion	1 week immersion	N/A	Selected Year 11s
Ethical Understanding		Collecting toys for children in Nepal	Service activity	N/A	Involved staff
		40 Hour famine reflection	Fundraising activity linked to curriculum	Religious Education	Year 9
		UQ Pro Bono Centre	1 day talk	Legal Studies	Year 12 Legal students
		Anti-bullying project to raise awareness	Term assessment	Health Education	Year 11
		Homily written about practical application of Gospel values	Term assessment	Religious Education	Year 12
Intercultural Understanding		Tribal marks art work	Term assessment	Art	Year 8
		Free trade and fair trade products	Term assessment	Business Studies	Year 9
		Boy Overboard – students writing their own play	Term assessment + class talk	Drama	Year 6
		House charity updates	N/A	N/A	N/A
Sustainability		Building sustainable houses	Term assessment + building in class time	Science	Year 8
		Project1600 – science project with links to India	Term assessment + class activities	Science	Year 9
Australia's Engagement with Asia		Timor Leste immersion	10 day immersion	Students studying construction in Year 11/12	Selected students
		Bhutanese Football Day	Community day	N/A	All welcome

Issue number	Main theme(s)	Brief outline of contents with particular reference to social justice	Context	Subject area	Year levels
<b>Edition 12, May 2015</b>	ATSI	Apology Ceremony	College Event	N/A	Indigenous students
		Biography of Charles Nelson Perkins	Term assessment	English and SOSE	Year 6
		Aboriginal art unit of work	Term project	Art	Year 8
		Close the Gap day	College event	N/A	Whole school
Ethical Understanding		Letter to Immigration Minister	Term assessment	Religious Education	Year 10
		Immunisation in Australia compared to foreign countries + the ethical responsibility of vaccinations	Term assessment	Health Education	Year 12
		House Charity updates	N/A	N/A	N/A
		Year 9 Rite Journey update	Year 9 compulsory subject	Rite Journey	Year 9
		Men of Action week	1 week during tutor group – college event	N/A	Whole college
		Human Rights posters	Service activity	N/A	Year 5-7 selected students
		Shore to Gate fundraising	College event		
		International Women's Day	College event	N/A	All students
Intercultural Understanding		Address from Sr. Magdalene Peter to SPC staff and students	Delivered during 1 week immersion	N/A	Year 9
		Reflections on 'Go back to where you came from'	Class activity	N/A	Selected Year 11 students
		Italy cultural tour	2 week overseas trip	Religious Education	Year 10
Sustainability		Excursion to investigate the Gold Coast seaway	Excursion	N/A	Students who chose to attend
		Clean Up Australia Day	College event	Geography	Year 10 Volunteer students
Australia's Engagement with Asia		India immersion reflections	3 week overseas immersion	N/A	Selected Year 11 students

Issue number	Main theme(s)	Brief outline of contents with particular reference to social justice	Context	Subject area	Year levels
<b>Edition 13, August '15</b>	ATSI	Reconciliation week	College event	N/A	All students
		Math assignment with an indigenous context	Term assessment	Mathematics	Year 11 Math A
		NAIDOC week and liturgy	College event	N/A	Whole school
		Didgeridoo pitch vs length soundwave analysis	Term assessment + class activities	Science	Year 9
Ethical Understanding		Social justice and the developing world	Term assessment	Religious Education	Year 12
		Caging of animals	Term assessment	English and SOSE	Year 6
		Reflection on the poem 'IF' about life's challenges	Term assessment	English	Year 8
		Protest poetry - comparison of two songs	Term assessment	English	Year 10
		Rite Journey update	Year 9 compulsory subject	Rite Journey	Year 9
		Detention for detention – silent protest about children in detention	College event	N/A	Students who chose to participate
		Short story on the life of Nancy Wake	Class activity	English	Year 10
		Year 10 retreat reflections	College event	N/A	All Year 10
		Anti-social behaviours – binge drinking	Term assessment	Health Education	Year 12
		House charity update	N/A	N/A	N/A
		Intercultural Understanding		Reflection on the similarities between Buddhism and Catholicism	Term assessment
Refugee football fiesta	College representation			N/A	Selected students
Response from Immigration Minister to advocacy letter printed in previous edition	Response to term assessment			Religious Education	Year 10
Reflection on the similarities between Islam and Catholicism	Term assessment			Religious Education	Year 10
Lantern Parade	External event			N/A	Students who chose to attend
The Mystery of God	Term assessment			Religious Education	Year 10
Sustainability		Green Heart School status	Service activity	N/A	One Year 10 student
		Project1600 – sustainability project paired with Indian schools	Term assessment and class activity	Science	Year 9
		Designing an eco-friendly tourist resort	Term assessment	Health and Physical Education	Year 5
Australia's engagement with Asia		Bali immersion reflection	1 week overseas trip	N/A	Students who chose to participate
		Reflection on Australia's immigration policy	Term assessment	Religious Education	Year 12

# Appendix One

## Sample Justice and Peace Assessment Tasks

Subject	Topics and tasks
Religion	<p><b>Refugees and Asylum Seekers (Year 10)</b></p> <p><i>This term you've been learning about refugees and asylum seekers and about their treatment in Australia. In recent years as a school, we have discussed the movement from service to advocacy, as a way of finding solutions for those people who are marginalised and oppressed in our society. Advocating and talking about these issues in our community is the first step in advocacy. However, contacting those who write and influence Australian policy is the most effective way to bring about real change. Phil Glendenning of the Edmund Rice Centre in Sydney says that politicians in Australia are most afraid of young people, and their power of being able to vote in the near future. He also says that one written letter to a Member of Parliament is treated as though it is representative of the opinion of approximately 500 people, who have not yet chosen to write.</i></p> <p><b>You are required to write a letter that will be posted to your federal Member of Parliament about your views on our treatment of refugees.</b> Your letter must be no more than 2 pages long (typed, normal margins, 12pt font) and be addressed correctly.</p> <p>Remember – your letter is potentially speaking for 500 people who have the same opinion as you. Ensure your letter is clear, succinct, and based in research and facts. It should present/suggest a potential solution to the current refugee situation in Australia.</p>
English	<p><b>Advertising: Spoken Product Pitch (Year 8)</b></p> <p>You have decided to go into business designing <b>sustainable houses and cabins</b>. Your company prides itself on the fact that your house designs have the smallest eco-footprint possible.</p> <ol style="list-style-type: none"><li>1. Your task is to create an Advertising Sales Pitch to potential customers.</li><li>2. You are to convince the customers that your house design is the best for; thermal, space and water catchment properties.</li><li>3. You are to use supporting visual or electronic aids to support your advertising campaign.</li></ol> <p><b>Poetry: The unequal world: a voice for the voiceless (Year 9)</b></p> <p>You are required to present a spoken analysis of the poem you have chosen to study in detail;</p> <ol style="list-style-type: none"><li>1. Choose ONE poem which has a message of <b>"The Unequal World"</b> (minimum 15 lines)</li><li>2. Create a pictorial collage of the poem's message: What does it mean? (minimum three images for PowerPoint presentation)</li><li>3. Present your analysis of the poem by responding to the STEP UP analysis.</li></ol> <p><b>Protest Poetry (year 10):</b> Present a multi-modal seminar to the Public Forum entitled: Protest Poetry: Words for Social and Political Change.</p> <p>You are to choose two protest poems/lyrics from those studied in class and reflect upon the <b>social and/or political issue(s)</b> it presents and what we should do about it.</p>

Subject	Topics and tasks
SOSE/ Geography	<p><b>Water in the world (Year 7):</b></p> <p>In this unit we have been learning about <b>water in our world</b>. We have explored why water is an important resource, how to measure the water quality of a catchment area and strategies for managing water resources.</p> <p><b>Task:</b></p> <p>You are to investigate a local catchment area to determine the water quality at 3 different locations along the river, creek or stream. You will then produce a Multi-Modal presentation outlining your findings and recommendations using the headings provided in the report scaffolding document.</p> <p><b>Changing Nations (Year 8)</b></p> <p>In this unit we have been learning about how the <b>world's population</b> is both growing and becoming increasingly urbanised. We have explored the economic, social and environmental impacts of these trends and discussed the importance of cities working towards becoming economically, socially and environmentally sustainable. We have also considered the emerging prevalence of megacities.</p> <p><b>Task:</b></p> <p>You are to deliver a multi-modal presentation that addresses the question: <b>To what extent is the development of _____ sustainable?</b> Your choices are: <b>London, Tokyo</b> and <b>New York</b>. If you would like to investigate a different megacity you may be able to negotiate this with your teacher.</p> <p><b>Biomes &amp; Food Security (Year 9):</b></p> <p>You are to deliver a 4-6 minute speech to inform the United Nations Social and Economic Development Council on whether a nation of your choice has been successful in <b>sustainably</b> safeguarding against extreme hunger. Your speech will address the following question:</p> <p>Are the nation's food management processes sustainably safeguarding against extreme hunger? Your choice of nations includes: India (Asia), China (Asia), Brazil (South America) and South Africa (Africa). If you would like to do a different nation you may be able to negotiate this with your teacher.</p>
History	<p><b>Indigenous Rights and Freedoms (Year 10)</b></p> <p>The <b>fundamental rights of Indigenous Australians</b> were secured through many small steps towards freedom, as opposed to one major event. In order to investigate the accuracy of the above hypothesis, you will need to conduct a historical inquiry into the process of the rights and freedoms gained by Indigenous Australians in the 20th Century. Following this, you will develop a PowerPoint and Speech to present to the class at the end of term. Your speech will need to be 4-6 minutes in length.</p> <p><b>Studies of Hope (Year 12)</b></p> <p>Throughout the 'Studies of Hope' unit, you will have learnt about the various examples of <b>non-violent resistance</b> that have taken place since the 20th Century including the <b>Civil Rights Movements</b> in both the US and South Africa.</p> <p><b>Task:</b></p> <p>Your task is to choose an area for investigation from those outlined below. You will need to conduct a historical inquiry, including the development of your own research question and hypothesis, relating to this topic. From your research you will then need to create a multi-modal presentation.</p>

## Subject Topics and tasks

### HPE

#### Mental Health (Year 9):

Throughout this term you have been learning about mental health and the problems associated with this epidemic. You are required to research mental health issues affecting the young men within the St Patrick's community. With guidance from your teacher you will make links between unhealthy behaviours, risk factors and raise awareness with your peers about these issues.

#### Social Media and Implications on Mental Wellbeing (Year 9)

Throughout this year and term we have been exploring the many aspects of health and wellbeing from the physical to the mental. Through the content you have learnt about social media and how it can affect your mental health and the problems associated with this epidemic. You are required to use the information learnt through this unit and additional research you have made to write a 500 word critique on the implications of social media use to the individual through their mental, physical and social health. Then provide recommendations to best utilize media literacy skills to provide understanding.

### Legal Studies Human Rights – Spoken

The legal and political provision of individual rights creates responsibilities for individuals and society. Australian law attempts to balance the rights and responsibilities of the individual with the best interests of the greater community.

#### TASK:

You are to select one of the following topics to conduct further research and present your findings in a spoken format. Your response should be suited to the topic and your stated audience.

#### Topic 1: Should Australia have a Bill of Rights?

- You are to assume the role of a member of the Federal House of Representatives and speak either in favour of or against Australia adopting a Bill of Rights.
- In your response consider the following:
  - What, if anything specific, would it cover?
  - The positives and negatives of introducing this
  - Why it is or is not necessary

#### Topic 2: Australia's treatment of refugees is in breach of UN conventions

- You are to create an address to the Standing Committee of the UNHRC on Australia's treatment of refugees in mandatory detention centres, you are to assume the role of either
  - A spokesperson for the Immigration Department OR
  - A spokesperson for the Australian Red Cross
- You should consider the following:
  - Any relevant federal legislation
  - Any relevant government policies
  - Any relevant UN policies or conventions.

## Subject Topics and tasks

### Legal Studies

Legislation affecting Aboriginal peoples and Torres Strait Islander peoples has been controversial in the ways it has attempted to redress Australia's human rights record for Indigenous Australians. Indigenous Australians have been over represented as a group in the penal system. Laws and policies concerning Indigenous Australians have attempted to address human rights.

#### TASK:

You are required to complete an extended written research assignment on one the topics outlined below.

#### Topic 1

Write a submission to the Queensland Attorney General either in support of, or in opposition to the Government's cessation of funding the Murri Court in 2012.

In your answer, address the following:

- Identify how the Murri Court takes into account cultural considerations that other courts do not
- Find and explain a case study where the Murri Court was successful in obtaining a positive outcome for an Indigenous person i.e. keeping them out of prison
- How is the Murri Court successful/not successful in reducing the overrepresentation of Indigenous Australians in the Criminal Justice System?

In conducting your research, see the following article:

<http://www.qt.com.au/news/murricourt-is-axed-to-save-35-million-closure/1545357/>

#### Topic 2

The Royal Commission into Aboriginal Deaths in Custody (1991) (RCIADIC) made 339 recommendations for reform, in order to address the issue of Aboriginal deaths in custody. However, in November 2004, citizens of Palm Island rioted because of the death of Cameron Doomadgee in police custody. It could be argued that the recommendations of the RCIADIC have not adequately achieved the reforms required to eliminate Aboriginal deaths in custody.

Prepare a briefing note to the Federal Attorney General addressing the actions taken and making recommendations as to whether a further inquiry is required to ensure that such drastic community action does not occur again.

- Explain the reasons for the RCIADIC and the recommendations made in the report;
- Provide an overview of the underlying issues that led to the Palm Island riots;
- What is the state of the relationship between Aboriginal people and police in the Palm Island community currently?
- What actions were taken by the Government following the Palm Island riots, in order to resolve the underlying issues?
- Evaluate whether the recommendations of the RCIADIC had been adequately implemented at the time of Mr. Doomadgee's death and if not, how could such measures have prevented his death? Make recommendations for further actions to be taken moving forward.

#### Topic 3

Prior to the 1967 referendum, the Australian Constitution did not recognise Indigenous Australians as Australia's first people but it contained sections that explicitly discriminated against Indigenous people. These discriminatory references were removed following the referendum. Indigenous Australians are not currently recognised in the Australian Constitution, which is an ongoing issue. There are, however, specific sections that allow for the Government to discriminate against people on the grounds of race (see sections 25 and 51).

Write a submission to the Australian Attorney General for or against amendment of the preamble to the Constitution to specifically recognise Indigenous Australians and/or removal of sections 25 and 51.

Your submission must:

- Outline proposed amendments to both the preamble and the body of the Constitution;
- Clearly differentiate between the legal repercussions of amendment to the preamble of the Constitution and the body of the Constitution;
- Analyse the position of key stakeholders if the amendments take place and if they do not.

## Subject    Topics and tasks

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### Legal Studies    Topic 4

Cont.    Research the Court's decision in the case of R v Minor and recognition of customary law in Australia since this case. Prepare a research essay, which must:

- Explain the main issues addressed by this case and the findings of the Court;
- The impact of the decision in R v Minor when the judgment was first handed down and its current status (is it the same or different?)
- Identify the key stakeholders and the related social implications of the legal decisions for each
- Evaluate the justice, fairness, proportionality, social relevance and effectiveness of Australia's customary law recognition and whether there is any justification for law reform.
- Outline proposed amendments to both the preamble and the body of the Constitution;
- Clearly differentiate between the legal repercussions of amendment to the preamble of the Constitution and the body of the Constitution;
- Analyse the position of key stakeholders if the amendments take place and if they do not.





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