



Transformational Teaching: **An Adventist Worldview**

LANGUAGES

aka L.O.T.E.



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>

| 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 LANGUAGE 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 Valugenesis 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 provide own personal stories involving understandings of God, His intervention, His answers...
3. Teacher exemplifies 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.

In 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 LANGUAGES in an Adventist School

One of God's characteristics is that He communicates. This is reflected in Man's ability to communicate. All human relationships are founded in the ability of people to communicate effectively with each other. Our thoughts, values and understandings are developed and expressed through language. The ability to use a language and move between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia's cultural diversity.

The church's international involvement continues to grow and it is no longer possible nor desirable to rely upon any one language to communicate with the rest of the world. Competent multi-lingual speakers are therefore valuable contributors to the future of spreading the gospel. Students are encouraged to accept and appreciate the differences existing between cultures, nations and worldviews so that they are able to serve the community with a greater understanding of a world in need of Jesus Christ. The study of LANGUAGES increases the students' awareness of the multicultural and multilingual nature of societies in our global village.





LANGUAGES also helps develop a sense of personal and cultural self-worth and responsibility. It also enables students to contribute to the social and cultural resources of their community – both local and global. Students are enabled to increase their understandings of linguistic principles – not only of the new language but of their native tongue as well.

The study of LANGUAGES is recognised as contributing to the students' cognitive development and is seen by employing bodies as a desirable asset as it develops better understandings of the world and contributes to the development of personal concepts of the global community and 'neighbour'.

"Then I saw another angel flying I mid-air, and he had the eternal gospel to proclaim to those who live on earth – to every nation, tribe, language and people." Revelation 14:6

LANGUAGE Objectives

The study of LANGUAGES in a Seventh-day Adventist school will...

| *THE FOUR LENSES | CREATION | THE FALL | REDEMPTION | RESTORATION |
|-----------------------------|---|---|---|--|
| The Symbol |  |  |  |  |
| The Focus | PURPOSE | PROBLEM | RESPONSE | HOPE |
| The Descriptor | <i>The meaning of a particular learning concept and God's purpose.</i> | <i>What went wrong because of rebellion?</i> | <i>How to respond, using learning for God's purpose in everyday life.</i> | <i>Points to the future when "all will be made new" i.e. present actions being shaped by the future ideal.</i> |
| LANGUAGES Objectives | God communicates. He spoke the world into existence. Through shared language, people as relational beings, also communicate with each other and with Him. | Following the tower of Babel experience, human tribes were scattered and language was confused. Barriers developed and cultural misunderstandings arose. Relationships were difficult however Heaven's language of Love remained common to all language groups. | God's thoughts were made audible in the form of Jesus. He came to show Heaven's Love. A study of LANGUAGES focuses on hospitality rather than self-serving motives such as profit and power. Because we love our 'neighbour', we desire to communicate. | Unity is restored and confusion is no more. Language is no longer a barrier between people. One day every tongue will confess that Jesus Christ is Lord. The story of Christ's redeeming love and grace will be shared and understood throughout the universe. |

***Note:** The team developed four objectives after discussions about the book "Connecting Learners with God's Big Story" from Christian Schools Australia, 2015. This book 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

| VALUES FOR ADVENTIST SCHOOLS | ACTION RESPONSE (THREAD NUMBER) | DESCRIPTION OF ACTION RESPONSE | BIBLICAL FOUNDATION | KEY ESSENTIAL QUESTIONS FOR STUDENTS <small>Adapted from Transformation by Design</small> | FURTHER QUESTIONS FOR TEACHERS <small>Adapted from Transformation by Design</small> | 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 neighbours and themselves. | Matthew 22:37-39 Matthew 7:12 1 John 3:16; 4:19 | <ul style="list-style-type: none"> • What does love look like? • What does God's love look like? • How do we show God's love to others? • How do we respond to God's love? | <ul style="list-style-type: none"> • How can you encourage your students to show love to others? • How do you identify your neighbour in order to love them? • What does love look like in your classroom? | <ul style="list-style-type: none"> • Guest speaker who has been to that country (e.g. mission work, volunteering, smuggling Bibles, etc. • Enrichment that exchange students can bring and take from the classroom. • Covering values in memorising Bible verses in the target language. • Biblical words in the target language. • Signs around the school to reflect Adventist/Christian values. • Similarities and differences between the cultures. • How different cultures view God. • Diversity of cultures and languages reflects God's creativity, greatness and His all-encompassing love. |
| SERVICE* | BUILDING COMMUNITY (2) UNDERSTANDING VOCATION (22) UNWRAPPING GIFTS (23) | <p>Student's appreciate God's love working in us as it is fully expressed in our relationships with others.</p> <p>Students respond to their God given gifts by recognising vocation as a means to serve Him.</p> <p>Students recognise that although made of the same Spirit, they are equipped with diverse gifts to be used for God's glory.</p> | <p>Col 3:12-14 Rom 12:9-13 Eph 6:7 Col 3:22-25</p> <p>Rom 12:4-8</p> <p>1 Cor 4:4-11</p> | <ul style="list-style-type: none"> • What makes a community? • Who is our neighbour? • Can we live without others? • Why should we serve others with our gifts? • How can we resolve conflict? • What is the purpose of learning another language? • Why work without a tangible reward? • How do we reflect our Creator in our work? • Am I truly unique? • Do all gifts enrich society? Explain your answer. • In what ways does recognising cultural differences enrich society? • What can we learn about God from the gifts He gives us? • What can we learn about God's character from the diversity of cultures and languages locally and globally? | <ul style="list-style-type: none"> • How do you encourage your students to build each other up? • How do you promote a sense of community in your classroom? • How do your practices ensure that your classrooms are inclusive spaces where each student has a role to play and feels valued? • How do you recognise the vocation of children from different cultures? In what ways might we limit the potential of our students by focusing on only one or two of their God-given gifts? • How are you preparing your students for responsive discipleship? • How are your teaching practices helping to uncover all different types of student gifting? • How do you celebrate and reward students with different capabilities? • How do you design assessments and activities for students to demonstrate their uniqueness and academic faithfulness? | <ul style="list-style-type: none"> • Food units • Culture's impact on society and language. • Recognising words from target language that have been integrated into our language. • Making food from the culture of the target language. • Facilitate students in appreciating that when we recognize and meet other people's needs, we share each other's joys which, in return, enriches and blesses all of us. • Creating a cultural day. Students involved in creating activities for the cultural day. Can be used as a fundraising venture. • Reaching out to the community through activities in the target language (e.g. concert, singing, music, dancing, etc) • Involving the different cultural groups within the community either as an incursion, excursion, or a collaboration. |

*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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| EXCELLENCE | EXPRESSING WORDS (8) | Students understand that because their words are an expression of the condition of their hearts they can be used to bring glory to God. | Col 4:6 Eph 4:29 James 3:3-9 | <ul style="list-style-type: none"> • Can words alone ever capture what we truly wish to express? • Why are words so powerful? • What is the connection between what we think, feel and say? • How do you know when it is time to speak and when it's time to keep silent (eg. understanding of different cultural communication styles, etc.)? | <ul style="list-style-type: none"> • How are you intentionally encouraging students to use words in a wider arena, e.g. promoting justice, challenging distortions and shaping cultures and cultural understanding? • Are you educating your students on how to speak the truth in love, when to speak, and when to keep silent? | <ul style="list-style-type: none"> • Remind students that God has equipped us with the ability to learn different languages so we can appreciate and serve others. |
| | REFLECTING CREATIVITY (16) | Students recognise that as God's works of art they reflect the skill, flair, talent, diversity and care of their Creator. | Gen 1:26-27 Ps 139:13-14 | <ul style="list-style-type: none"> • If we promote 'freedom of speech', does it mean we can say whatever we like? • How do cultural differences reflect God's creativity? | <ul style="list-style-type: none"> • How do different cultures express creativity using language, writing (e.g. different scripts, media, music, stories, etc.)? • How do you encourage your students to think about their thinking? | <ul style="list-style-type: none"> • Differences between nonverbal gestures • Difference between tones • Cultural nuances • Etiquette |
| | TRANSFORMING THINKING (21) | Students recognise that if they are in Christ, they are continually renewed with the Spirit of Truth and their minds made anew. | Rom 12:2 2 Cor 5:17 Isa 55:8-9 | <ul style="list-style-type: none"> • What impact does our thinking have on others? • How do we transform our thinking? How do we see the world through Christ's eyes? • How do our patterns of thinking in our culture shape our attitudes and behaviour? | <ul style="list-style-type: none"> • Where are you utilising moments in your classrooms to highlight how the world's way of thinking is at odds with God's way of thinking? • How does a renewed mind help to test and approve, or discern and critique? | <ul style="list-style-type: none"> • Social norms between male and female behaviour • Explaining the cultural differences in emojis. |

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| COMPASSION | OVERCOMING SETBACKS (12) | Students recognise that God promises 'a crown of life' to those who love him by modelling Jesus' character of perseverance and hope in the face of suffering. | Romans 5:4 James 1:3-5 James 5:11-12 Matthew 5:7 | <ul style="list-style-type: none"> Why does a loving God allow evil and suffering? How do we respond to setbacks? How do the hard things we face shape us? How do we support others who are going through difficult times? | <ul style="list-style-type: none"> How can knowing God build resilience and emotional strength? How are you intentionally embedding these ideas into your curriculum and teaching practices? What perspective do you gain from learning about the trials and sufferings of others less fortunate than ourselves? What opportunities for culture shaping are you providing our students? Do your classrooms foster an environment that stands up for the oppressed, puts others first, and celebrates the successes of others? What does it mean to swim against the tide in this unit? (e.g. different types of families, etc) What does compassion and mercy look like in your classroom? How do you teach your students to forgive an offence and show mercy to others? How do you encourage your students to empathise with, and look out for those who need mercy? How are you intentionally creating opportunities to develop empathy in your classes? What would it look like to walk in another person's "cultural" shoes? | <ul style="list-style-type: none"> Revisiting past political unrest between the countries and cultures and referring to attempts at reconciliation. Homelessness and refugees Debates on social issues Understanding that cultural differences enrich us Comparing stereotypes with reality Learning to show mercy and compassion by acceptance and understanding Role plays |
| | SHAPING CULTURE (19) | Students recognise that being led by Christ empowers them to demonstrate His character regardless of cultural differences and expectations. | James 2:12, 13 | <ul style="list-style-type: none"> What does it mean to love our enemy? How does empathy encourage us to show mercy? Is showing mercy counter-cultural? Who deserves mercy? How does God show mercy? How should we act towards those who hurt/offend us? | | |
| | SHOWING MERCY (20) | Students show mercy by developing compassion and understanding of others. | Luke 6:36 | | | |
| HUMILITY | IMITATING HUMILITY (11) | Students recognise that Jesus is their model and they are encouraged to serve and put others first. | Rom 12:3 Col 3:12-13 John 13:12-17 | <ul style="list-style-type: none"> Why is humility frowned upon in western culture? Is humility the consequence of compassion and empathy? | <ul style="list-style-type: none"> How can you foster a spirit of humility in your classrooms? In what ways does humility stand in contrast to a sense of rugged Australian identity? Often we are described as living in a narcissistic culture. How do you teach students to view themselves in 'sober judgement' while not taking away their sense of identity and meaning? | <ul style="list-style-type: none"> Highlighting the positives in the way another culture deals with certain situations as opposed to ours E.g. respect for the elderly. Listening is considered a higher value than speaking. Honour and respect to teachers, parents, grandparents etc |

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| RESPECT | EMBRACING DIVERSITY (7) | Students respect and celebrate differences between cultures and peoples. | Rev 7:9-10 Gal 3:26-29 1 Cor 9:19-23 | <ul style="list-style-type: none"> Why are we all different? What good comes out of diversity? What do all people/cultures have in common? Are all cultures equally valued? What do other cultures do better than what we do? | <ul style="list-style-type: none"> What opportunities are you giving students to explore the richness in other cultures? What do we learn about the character and nature of God through other cultures? How would you describe the culture of your classroom, and does it embrace diversity? | <p>When learning another language we have unique opportunities to embrace diversity through various activities such as:</p> <ul style="list-style-type: none"> Pen pals Extending the hand of friendship Trip to the country of the target language Sister schools Trip to the cultural centres. Appreciate how respect is shown in other cultures e.g. <ul style="list-style-type: none"> bowing Verb tenses Formal and informal language General etiquette Manners Tolerance and understanding of different world views |
| | PRACTISING HOSPITALITY (14) | Students understand that through His Spirit they can use their resources and individual talents to provide for and serve others. | 1 Peter 4:8-10 Heb 13:2-3 Luke 14:12-14 | <ul style="list-style-type: none"> Are we welcoming? How can I use my gifts to show hospitality? | <ul style="list-style-type: none"> How are you practicing hospitality in and beyond your classrooms? How can you direct hospitality and compassion towards those who most need encouragement? How are you cultivating a spirit of generosity in your students, teachers and school? | |
| | PURSUING PEACE (15) | Students recognise that the pursuit and restoration of peaceful relationships between humans and God is possible through Christ. | 2 Cori 13:11 Col 3:15 Rom 12:18 | <ul style="list-style-type: none"> Is a lasting peace achievable in a broken world? Can all broken relationships be restored? | <ul style="list-style-type: none"> How can you be an agent of peace in caring for your neighbour? | |
| INTEGRITY | DISCOVERING PATTERNS (6) | Students accept and appreciate their God given abilities to observe, perceive, conclude, discern, question, think and organise ideas. | Isa 25:1 Gen 8:22 | <ul style="list-style-type: none"> What language patterns can we recognise? What can we learn from differing/similar patterns? Are people programmed to behave a certain way? Does culture dictate behavioural patterns? | <ul style="list-style-type: none"> What patterns and structures are you deliberately shaping in your classroom? What concerning patterns are emerging in your classrooms and do they need attention? | <ul style="list-style-type: none"> Stereotype vs reality Integrity in translating and interpreting with dialogue and text The value that is place on honesty and personal honour e.g. people still send \$1000's of dollars through the mail... Family honour |
| RESPONSIBILITY | OVERCOMING SETBACKS (12) | Students learn that through Christ, growth develops through perseverance and resilience. | Rom 5:4 James 1:3-5 James 5:11-12 | <ul style="list-style-type: none"> Whose responsibility is it to change the way we view diversity? Is it our responsibility to change our own and society's views on cultural differences and will this impact on world peace? | <ul style="list-style-type: none"> How can knowing God build resilience and emotional strength? How are you intentionally embedding these ideas into your curriculum and teaching practices? What perspective do you gain from learning about the trials and sufferings of others less fortunate than ourselves? | <ul style="list-style-type: none"> Making students aware that change begins with them both internally and externally. e.g. taking learning home, to friends, greater society, work etc. Dealing with prejudice and bias by standing up against them when they occur. Teaching students to be accountable for their own actions. Understanding that God put them there to fulfill a particular purpose. |

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| JUSTICE | CHALLENGING DISTORTIONS (5) | Students contemplate that their life purpose is distorted if not directed to God's glory. | Rom 12:2a Acts 17:22-24 Rom 1:25 Rev 7:9-10 Gal 3:26-29 1 Cor 9:19-23 | <ul style="list-style-type: none"> How do we form our world views? How do we decide what is important in our culture? | <ul style="list-style-type: none"> How are your students being challenged to appropriately critique the culture they are swimming in? Are you aware of the ideas that have shaped your thinking/teaching practices/unit content? If the Gospel is not transforming your students, then what is transforming them? | <ul style="list-style-type: none"> Challenging distortions in superstitions and traditional beliefs in comparison to Adventist/Christian world views E.g. festivals Ideas about death, Fairytales and legends |
| | EMBRACING DIVERSITY (7) | Students respect and celebrate differences between cultures and peoples. | Rom 12:3 Col 3:12-13 John 13:12-17 | <ul style="list-style-type: none"> Why are we all different? What good comes out of diversity? What do all people/cultures have in common? Are all cultures equally valued? | <ul style="list-style-type: none"> What opportunities are you giving students to explore the richness in other cultures? What do you learn about the character and nature of God through other cultures? How can there be unity in Christ when there are such vast differences in culture and people? | <ul style="list-style-type: none"> Recognising the cultural differences in the way they view the same event E.g. indigenous Australians vs European settlers, Opposing sides of a battle/war God's justice vs human cultural justice. |
| HOPE | CELEBRATING LIFE (4) | Students learn to embrace and celebrate all aspects of life regardless of cultural diversity and find that true success can only be found through Christ. | Genesis 1:26-31 Psalms 90:14, 17 Psalms 16:8-11 | <ul style="list-style-type: none"> How can we celebrate other cultures? How do we recognise God's creativity through other cultures? | <ul style="list-style-type: none"> How are you encouraging your students to celebrate gifts and the giver? How are you promoting the flourishing of others? Are you noticing and celebrating the joy and satisfaction in moments of "serious learning"? | <p>Taking time to celebrate cultures and embrace diversity in our schools through</p> <ul style="list-style-type: none"> Cultural days, Cultural festivals Recognising and appreciating what other cultures have brought to our society e.g. Nutella, sushi, -pizza Understanding and appreciating that despite setbacks, putting in the effort in study will ultimately result in personal satisfaction and a sense of achievement E.g. Being able to communicate with another person in the target language appropriately Using data/evidence to support and encourage students to learn a foreign language E.g. job opportunities, travel, cognitive development, health benefits Breaking down barriers between cultures helps bring a spirit of togetherness and understanding. |
| | OVERCOMING SETBACKS (12) | Students rely on the Holy Spirit to help them to transform their heart mind and spirit to overcome setbacks and keep hope and faith. | Romans 5:4 James 1:3-5 James 5:11-12 | <ul style="list-style-type: none"> How do the hard things we face shape us? How can purpose come out of chaos? | <ul style="list-style-type: none"> How can knowing God build resilience and emotional strength? How are you intentionally embedding these ideas into your curriculum and teaching practices? What perspective do you gain from learning about the trials and sufferings of others less fortunate than ourselves? | |

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|------------------------------|---------------------------------|---|---|--|--|--|
| DISCERNMENT | DISCOVERING PATTERNS (6) | Students recognise the help of the Holy Spirit so as to not come to distorted conclusions | Isaiah 25:1 Genesis 8:22 | <ul style="list-style-type: none"> What language patterns can we recognise? What can we learn from differing/similar patterns? Are people programmed to behave a certain way? Does culture dictate behavioural patterns? | <ul style="list-style-type: none"> What patterns and structures are you deliberately shaping in your classroom? What concerning patterns are emerging in your classrooms and do they need attention? | <ul style="list-style-type: none"> Looking at cultural beliefs, superstitions that are distorted and comparing to Adventist/Christian viewpoint |
| | GETTING WISDOM (9) | Students recognise that all knowledge and understanding originates from God. | Proverbs 4:7 James 1:5 Proverbs 2:6-9 Colossians 2:2,3 | <ul style="list-style-type: none"> What is commonsense? Does common sense change with culture and generation? | <ul style="list-style-type: none"> How are you ensuring that you are "in step with the Spirit" so that you are a wise leader in your classrooms? Is it reasonable to expect a child to show wisdom? | <ul style="list-style-type: none"> Cultural differences in Adventist/Christian focus/worldviews/expectations etc E.g. - showing how Chinese characters/kanji tell the story of Genesis. |
| | SHAPING CULTURE (19) | Students recognise that being led by Christ empowers them to demonstrate His character regardless of cultural differences and expectations. | Romans 12:2 | <ul style="list-style-type: none"> How do we discern what is good and what is bad in our culture? How can we be 'others-centred' in our culture? Is shaping culture even possible? | <ul style="list-style-type: none"> What opportunities for culture shaping are you providing your students? Do your classrooms foster an environment that stands up for the oppressed, puts others first, and celebrates the successes of others? What does it mean to swim against the tide in this unit? (e.g. different types of families, etc) | <ul style="list-style-type: none"> The annual ceremony that the Chinese Emperor would perform where a bull was sacrificed. The chant is almost word for word of Genesis 1:1. |
| | TRANSFORMING THINKING (21) | Students discard their preconceived notions and embrace God's vision of counsel. | 2 Cor 5:17 Isaiah 55:8-9 | <ul style="list-style-type: none"> What impact does our thinking have on others? How do we transform our thinking? How do we see the world through Christ's eyes? How do our patterns of thinking in our culture shape our attitudes and behaviour? Culturally how do we discern between 'good and bad' thinking? | <ul style="list-style-type: none"> How do you encourage your students to think about their thinking? Where are you utilising moments in your classrooms to highlight how the world's way of thinking is at odds with God's way of thinking? How does a renewed mind help to test and approve, or discern and critique? | <ul style="list-style-type: none"> When the French tried to get rid of any connection to God by changing the amount of days in a week and disaster ensued. |

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

| |
|---|
| <p>1. UNIT FOCUS <i>What is the main focus of the unit / key questions?</i></p> |
| <p>2. WINDOW ON THE ADVENTIST WORLDVIEW <i>What are the main connections between the Biblical themes and the unit?</i></p> |
| <p>3. THREADS/VALUES <i>What main values are in this unit? How might students respond to these values?</i></p> |
| <p>4. APPLIED THROUGH THE UNIT: <i>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</i></p> |

THE BIG PICTURE TEMPLATE

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

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

SAMPLE UNIT using *THE BIG PICTURE* template

FAMILIES [YEAR 4]

| | | | | |
|--|--|---|---|---|
| <p>1. THE MAIN IDEA Through our earthly family, God wants to show us a glimpse of His love for us, and His perfect plan for our lives. During this unit, we will explore ways in which God communicates and expresses His love through families in different cultures.</p> | | | | |
| <p>2. WINDOW ON THE ADVENTIST WORLDVIEW God created the first family which would be the image of Himself and His relationship with us.</p> | | | | |
| <p>3. THREADS/VALUES</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>LOVE</p> <ul style="list-style-type: none"> • Loving God (1) • Building Community (2) • Embracing Diversity (7) • Showing Mercy (20) • Celebrating Life (4) • Pondering Creation (13) • Reflecting Creativity (16) • Getting Wisdom (9) </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>SERVICE</p> <ul style="list-style-type: none"> • Building Community (2) • Embracing Diversity (7) • Imitating Humility (11) • Practicing Hospitality (14) • Showing Mercy (20) • Shaping Culture (19) </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>RESPONSIBILITY</p> <ul style="list-style-type: none"> • Reflecting Creativity (16) • Loving God (1) • Building Community (2) • Expressing Words (8) • Understanding Vocation (2) </td> </tr> </table> | | <p>LOVE</p> <ul style="list-style-type: none"> • Loving God (1) • Building Community (2) • Embracing Diversity (7) • Showing Mercy (20) • Celebrating Life (4) • Pondering Creation (13) • Reflecting Creativity (16) • Getting Wisdom (9) | <p>SERVICE</p> <ul style="list-style-type: none"> • Building Community (2) • Embracing Diversity (7) • Imitating Humility (11) • Practicing Hospitality (14) • Showing Mercy (20) • Shaping Culture (19) | <p>RESPONSIBILITY</p> <ul style="list-style-type: none"> • Reflecting Creativity (16) • Loving God (1) • Building Community (2) • Expressing Words (8) • Understanding Vocation (2) |
| <p>LOVE</p> <ul style="list-style-type: none"> • Loving God (1) • Building Community (2) • Embracing Diversity (7) • Showing Mercy (20) • Celebrating Life (4) • Pondering Creation (13) • Reflecting Creativity (16) • Getting Wisdom (9) | <p>SERVICE</p> <ul style="list-style-type: none"> • Building Community (2) • Embracing Diversity (7) • Imitating Humility (11) • Practicing Hospitality (14) • Showing Mercy (20) • Shaping Culture (19) | <p>RESPONSIBILITY</p> <ul style="list-style-type: none"> • Reflecting Creativity (16) • Loving God (1) • Building Community (2) • Expressing Words (8) • Understanding Vocation (2) | | |
| <p>4. ENDURING UNDERSTANDINGS <i>Identify the enduring understandings</i></p> <p>Despite varying understandings in different cultures of what a family consists of, God's ultimate purpose in instituting the family unit, is to give us a glimpse of the love that He has for humanity.</p> <p><i>Identify misunderstandings</i></p> <p>From the very beginning, Satan has tried to cause the family unit to disintegrate, or be dysfunctional, to block humanity's understanding of God's love. However, God has constantly shown that regardless of our circumstances, He will always be the Perfect Parent.</p> | <p>5. ESSENTIAL QUESTIONS <i>Shape the essential questions</i></p> <ul style="list-style-type: none"> • How does God show us His love, mercy and grace through the family? • How can we reflect these values in our lives? • How do different cultures view a family unit? • How does the culture of the target language understand the roles and responsibilities of the members of the family? • What are the similarities and differences between the roles and duties of the family members in the culture of the target language and our own? • What are the differences between our cultures' understanding in regards to respect and honour in behaviour towards family members? • What are the terms of respect in the target language? • Are there similar terms used in English? | | | |
| <p>6A. KNOWLEDGE <i>Note the relevant key knowledge and skills</i></p> <ul style="list-style-type: none"> • The different terminology for family members and basic sentences. • Compare and contrast the expectations, responsibilities, traditions and customs of family members. • Compare and contrast the expected behaviour towards different family members. • How this translates to and affects the behaviour of the society of the target language. • Understanding how roles and responsibilities have been changing through generations in society in general and in the culture of the target language. • Understanding what the word "family" means and who this includes in the target language. • God can be a part of their lives, regardless of their family situation. • Discuss what their ideal family would look like. • Christians as part of God's family. • God's recreation and reinstitution of the ideal family. | <p>6B. SKILLS</p> <ul style="list-style-type: none"> • Draw a family tree in the target language. • Verbally express the terminology and construct basic sentences • Use the appropriate grammatical and sentence structure to describe their family. • Identify and recognize differences in terminology and sentence structure between English and the target language in both written and oral forms. • Understand and respond appropriately when terminology and basic sentences are used • Prepare a picture collage or other presentation on their family to demonstrate their understanding • Perform a role play or skit in target language to clarify and enhance understanding. | | | |
| <p>7. PRESCRIBED CURRICULUM (See Australian Curriculum requirements for your state) <i>Suggested sequence of activities:</i></p> <ol style="list-style-type: none"> 1. Introduce topic and discuss their families. 2. Explain the concept of family trees. 3. Introduce terminology and have them write the family members terminology in the target language. 4. Compare cultural expectations, responsibilities, traditions and customs. (possible activity: Show a video of a typical family from the target language/culture). 5. Explain task and expected outcomes (presentation). 6. Introduce basic sentence structures. 7. Students make presentations, and are assessed and given feedback. 8. Reflection on unit. | | | | |

PRO FORMA FOR UNIT DEVELOPMENT USING UNDERSTANDING BY DESIGN

| STAGE 1 – DESIRED RESULT | |
|---|--|
| Established Goals | Transfer |
| | <i>Students will be able to independently use their learning to:</i> |
| | Window on the Adventist Worldview |
| | <i>Share the way an Adventist world impacts on:</i> |
| | Values / Student Response |
| | <i>Identify the values / desired student response:</i> |
| | Meaning |
| <i>Understandings: Students will understand that:</i> | |
| Acquisition of Knowledge and Skill | |
| <i>Students will know:</i> | |
| Essential Questions | |
| <i>Students will keep considering:</i> | |
| Students will be skilled at: | |
| <i>Students will be skilled at:</i> | |
| STAGE 2 - EVIDENCE | |
| Evaluative Criteria | <i>Students will show their learning by:</i> |
| | Performance Tasks: |
| | Other evidence: |
| STAGE 3 – LEARNING PLAN | |
| <i>Summary of Key Learning Events and Instructions</i> | |
| | <i>Progress Monitoring</i> |

SAMPLE UNIT using **UNDERSTANDING BY DESIGN** template
FOOD [YEAR 7 – 8]

| STAGE 1 – DESIRED RESULT | | |
|---|--|---|
| <p>Established Goals</p> <p>Students will develop an understanding and be able to use key terms to express themselves in the target language. They will also be able to express themselves regarding issues relating to food and customs.</p> <p>Using Language: Listening and Responding 4.UL.1 Speaking 4.UL.3 Writing 4.UL.4</p> <p>Making Linguistic Connections 4.MLC. 1 4.MLC.2</p> <p>Moving Between Cultures 4.MBC.1 4.MBC.2</p> | Transfer | |
| | <p><i>Students will be able to independently use their learning to:</i></p> <ul style="list-style-type: none"> • Appreciate God’s gift of food and of good, healthy eating habits. • Recognise, name and use target language to describe foods • Express likes and dislikes regarding foods and beverages • Appreciate traditional customs • Discern between the variety of edible options and healthy choices • Follow a recipe | |
| | Window on the Adventist Worldview | Values / student response |
| | <p><i>Share the way an Adventist world impacts on:</i></p> <ul style="list-style-type: none"> • Understanding that God is the provider of all things • Choices Christian Adventists make regarding food consumption in keeping with Bible teachings | <p><i>Identify the values / desired student response:</i></p> <p>RESPONSIBILITY</p> <ul style="list-style-type: none"> • Overcoming setbacks (12) <p>DISCERNMENT</p> <ul style="list-style-type: none"> • Shaping Culture (19) • Transforming Thinking (21) • Getting wisdom (9) <p>RESPECT</p> <ul style="list-style-type: none"> • Embracing diversity (7) • Practising Hospitality (14) |
| Meaning | | |
| <p>Understandings:</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> • God is the provider and has endowed us with the gift of discernment and understanding that other cultures have different traditions, however, we can learn and teach from a biblical perspective. • There is a necessity for informed choices when it comes to correct nutrition. • Sharing food is a means of building relationships and connections with others. | <p>Essential Questions</p> <p><i>Students will keep considering:</i></p> <ul style="list-style-type: none"> • Why is it important to be open to different cultural traditions? • What are the implications of not making wise choices regarding nutrition both in a biblical context and our everyday life? • What positives and negatives come from different cultural influences? • How can sharing food be a way to overcome differences? Is it a way to peace? • Bring back the table! How have modern day habits caused the breakdown of notion of togetherness and sharing around meals. | |

| | |
|---|--|
| Acquisition of Knowledge and Skill | |
| <p><i>Students will know:</i></p> <ul style="list-style-type: none"> • How to express likes and dislikes in target language; • How differing etiquettes are interpreted; • How to express preferences and order food • How to identify foods from specific backgrounds and traditions. | <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> • Using the appropriate grammatical structures both oral and written to express preferences; • Using the correct determiners with food items; • Recognising and describing typical foods; • Following instructions in target language to create authentic recipes; • Role-playing in target language. |
| STAGE 2 - EVIDENCE | |
| Evaluative Criteria | <i>Students will show their learning by:</i> |
| <p>Observation Authenticity Written Assessment</p> | <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Role play (ordering at a canteen, restaurant, etc.) • Research food origin (where did the food originate from and its name) • Composing a menu • Create a play/scene in target language • Poster/collage on typical foods |
| | Other evidence: |
| STAGE 3 – LEARNING PLAN | |
| <i>Summary of Key Learning Events and Instructions</i> | |
| <ul style="list-style-type: none"> • Introduce students to the importance of food in our life and sharing with others. 4.MLC.1 • Food and the Biblical view about nutrition and choices. 4.MBC.1 • Traditional customs: where are we alike and where do we differ? 4.MBC.2 • Cover metalanguage and basic structures. 4.UL.1, 4.UL.2, 4.UL.3 • Create opportunities for students to express themselves in target language, i.e.. role plays. Speaking 4.UL.3 • Exposing students to authentic tastes of the cultures (different textures and tastes at school or at restaurants) 4.MBC.1, 4.MBC.2 | <p><i>Progress Monitoring</i></p> <ul style="list-style-type: none"> • Assessments -summative and formative • Pop quiz • Student reflection (what they have learnt) • Student feedback |

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

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