

# 2017 Galileo Curriculum Overview

## Student Goals

Goal setting is a key part of metacognitive development and ensuring that students are thinking about how they think and learn throughout the term. In the first week of Galileo students set nine goals that they would like to make progress on throughout the term. This includes three skills, three knowledge areas and three personal qualities.

### **Learning Goals and reflective practice:**

Students monitor the progress of their learning goals on their blogs where they:

- Introduce their learning goals and express they want to make progress on them
- Critically analyse their progress on their goals
- Identify key points in their week where they have progressed on their goals
- Identify how/why they may not have progress on their goals and what they can do to rectify this

### **Development of Skills Workshops:**

Based on the skills needed for the research project and the choices of learning goals by the students a range of skills workshops are taught throughout the week. These include:

- Survey
- Interviewing
- Team Skills
- Critical Thinking
- Divergent Thinking
- Public Speaking
- Communication
- De Bono Thinking Hats
- First Aid
- Event Planning
- Time Management
- Emotional Hygiene
- Activism
- Debating
- Gardening

There are a range of extra curricular skills students can participate in throughout the year. These include:

Building websites; where students learn how to code websites with coding developers  
Beekeeping; Galileo has bees and students are encouraged to help with harvesting honey as well as learning relevant business skills to sell the honey.

### **Student Led Conference:**

At the end of the term the student present to their research group teacher and Parent or Guardian. A key aspect of this conference is for the students to reflect and critically assess how they have progressed on their learning goals. This encapsulates all of the aspects of Galileo including the research project and involvement in classes, trails and community service.

## Weekly Themes and Trails

As an inquiry-based program, a key part of Galileo is the exploration of weekly themes through trails and classes around Melbourne. Each week students choose between three trails that align with their interests and learning goals. The investigative trails offer authentic experiences for students to gather evidence, test hypothesis and deepen their understanding of the weekly theme. These themes are correspondingly investigated through a range of classes.

In order to accommodate the interest and questions of our students the themes and trails are constantly evolving. Below are some popular themes and trails that generate interest in the students.

### **Weekly Themes:**

- Ethics
- Justice
- Indigenous Australia
- The World Around Us
- Sustainability
- Health
- Education
- Futures

### **Investigative Trails:**

#### **Courts and Police Museum:**

Students are posed the question is 'Is Melbourne Fair?' by exploring the justice system. Students visit the Magistrates court and compare being in court with their own expectations of fairness. Students also question the credibility of forensic science at the Police Museum. Students gain insight of the first movements of police officers when a crime has been committed. Students critically assess the types of people that are in our prison systems and think about if the justice system supports all residents of Melbourne equally.

#### **The Ethics of Aged Care:**

This trail prompts students to think and learn about Alzheimer's disease and the journey of the brain through aging. We have an ongoing relationship with Mercy Place Aged Care, where students learn from residents about life in aged care. Students are encouraged to critical assess how Australia will care for it aging population in the years to come.

#### **Asylum Seekers:**

This trail explores the relationship between what is ethically right and what is legal. Working with the Asylum Seeker Resource Centre and many other organisations from Save the Children and The United Nations Human Rights Commission, students hear a range of Asylum Seeker stories. Students are posed questions regarding exploring a range of human rights.

#### **Social Enterprise and Homelessness:**

Melbourne is filled with many wonderful organisations that are doing a lot to overcome social issues and inequality in a range of creative ways. This trail includes a visit with recent Australian's of the Year, Orange Sky Laundry and celebrates their great work. Simultaneously, students are asked to question the consequences of capitalism, through the exploration of homelessness in Melbourne.

#### **Media Creation:**

As a commitment to ensuring all students have authentic experiences, this trail includes meeting up with a range of young authors who are being published through a range of mediums. Students also get training from SYN Radio and get to produce their own show.

#### **Gender Roles and Domestic Violence:**

Galileo has close working relationship with Domestic Violence Victoria and Inner Melbourne Community Legal. With the support of these organisations Galileo is committed to ensuring every student is educated in the key relationship between family violence and gender roles. In addition to this, there is an optional trail that explores feminism and women's rights in Melbourne.

#### **Animals and our Health:**

This trail explores the reciprocal relationship between animals and humans. With a specific focus on Dogs, we visit some therapy dogs and learn about the work they do for calming

PTSD sufferers, visiting aged care home and working in hospitals. We also look at the key relationship Dogs have in changing the lives of blind people, with a tour of Seeing Eye Dogs Australia.

### **Asia and the World:**

This trail investigates the increasing influence of Asian Culture in Australia. Through the exploration of the interconnection between our economic and populations, students are asked to question why it is so vital to recognize the importance of Asia's growth as a Melbourne resident

**BitCoin and Ethical Banking:** We explore the world of digital currencies and question the inherent value that we place on our fiat currencies. Students also learn about ethical banking and to learn to find banks whose investments are more in line with their own ethical standpoint.

### **Indigenous Walk around Melbourne**

This trail gets the students to explore Indigenous Australia from both a historic and present-day perspective. Students go on the 'Walkin' the Birrarung' tour with Elder Dean Stewart where they gain perspective on how Melbourne has evolved and insight into the immediate impact of white settlers to Melbourne. Students also go to the First People's exhibition at Melbourne Museum. Students are asked to think about what it takes to sustain culture in an increasingly globalised city.

### **Trail Tasks:**

Each trail has a variety of tasks to prompt students to think about what they are learning and to reflect on how their ideas, beliefs and thoughts have developed over the day. Other tasks include surveying the public, making observations and completing audits of objects and items around the city. At the end of the week, students use these notes, survey responses, the other classes linked with the themes and trail to deepen their analysis skills.

### **Themed classes:**

- Distributive Justice
- Why learn a Language
- Cultural Sustainability
- Activism
- Solar System
- Multiple Intelligences
- Distributive Justice
- Robotics
- Growth Mindset
- How to start a Business
- Planning and overseas holiday
- Emotional Hygiene
- Why learn a Language
- The silent debate
- Cultural Sustainability

## **Research Project**

The Research Project is a term long inquiry project chosen by the students. The project incorporates both primary and secondary research based on student-generated questions.

The choices are:

- The Human Body
- Aviation and Transport
- Multicultural Melbourne
- Urban Design
- Psychology and the Brain
- Food Consumption
- The Arts
- Technology and Social Media
- Money and Business
- The Animal Kingdom
- Policy and the Law
- Health and Medicine

### **Support for Research Groups:**

Each Galileo Teacher takes four groups and supports them in their learning throughout the term. This teacher supports them in their skill development, with planning and organising their research and assesses their work. This teacher is the key person of contact with parents and sub-school.

There are five main elements of the Research Project:

- Team Process
- Literature Review
- Methodology
- Analysis and Results
- Final Exhibition

### **The Team Process**

The students work in groups of four. Throughout the term the students set team goals and establish their values. This is used as reflective framework for students throughout the term. This is formally assessed in two oral presentations, additionally, home-group teachers may facilitate informal reflection throughout the term.

#### Learning Intentions of Team Process:

- Students to understand themselves as learners within a team
- Provide support in learning outcomes
- Deeper learning
- Practical skills; decision making, problem solving, values, clarification, communication, critical thinking, negotiation, conflict resolution and teamwork
- Students from diverse backgrounds are provided with the opportunity to be heard, share new experiences and provide a range of perspectives
- Alternative ideas and points of view can be generated
- It provides a structured learning experience that can prepare students for the realities and diversity of the workplace, working with people with different skills, cultures and from different places.
- Students are involved in their own learning
- Students have the opportunity to learn from one another
- Students are encouraged to become active rather than passive learners by developing collaborative and co-operative skills, and lifelong learning skills.
- It encourages the development of critical thinking skills.

### **Literature review**

**By the end of the literature review students will:**

- Have explored one perspective of the research topic (ethical, environmental, economic, social)
- Use the Library and internet to complete research
- Be able to summarise and evaluate a range of relevant sources
- Have questioned their research for validity and credibility and made comparisons between the research
- Be able to critique research and identify bias
- Be able to construct informed questions of significance
- Have an understanding of APA referencing
- Have written a structured research report of researched and evaluated information

### **Methodology**

**By the end of the methodology students will:**

- Been introduced different ways to complete research (observation, surveys, interviews, qualitative, quantitative)
- Create surveys
- Create interview questions

- Liaise with experts in the Melbourne community to organize interviews
- Students justify methods of research aligned with the research questions
- Students identify limitations of their research and how to overcome these
- Students make informed hypothesis for their research
- Students present this as an oral presentation using innovative presentation tools

### **Analysis and Results:**

#### **By the end of the analysis and results students will:**

- Generate graphs using survey data
- Analyze graphs; demographic, correlations between data sets; causal factors
- Comparing their field research to secondary research
- Answer questions using field research and secondary sources
- Critically assess their research and identify bias
- Write a structured research report using APA referencing

### **Final Exhibition:**

#### **By the end of the final exhibition students will:**

- Demonstrate communications strategies used within the team
- Identify strengths and weakness of working in their team
- Evaluate challenges and strategies for overcoming them
- Appreciate achievements of their peers
- Reflect on their own personal development within a team

## **Community Service**

Each week students spend an hour at an external community organization with the aim of making a contribution to the Melbourne community. This allows students to develop their autonomy, responsibility and initiative in a range of organizations including; primary schools, childcares, op shops and aged care homes.