Outdoor Education and Curriculum at Rubicon

Rubicon delivers educational programs to government schools in Victoria. The primary delivery of teaching and learning is through the lens of adventure and environmental experiences. This powerful teaching tool provides high levels of student engagement and commitment.

The teaching program links students with the natural world and provides multiple frameworks for interaction with the environment, through a range of targeted learning strategies. Community living which may be either residential or on a journey based program provides the platform for developing positive relationships with others, promotes a healthy lifestyle and understanding and growing of personal strengths. This approach assists students to develop lifelong learning strategies.

A strong focus on modelling sustainable practices and well-being strategies are foundational to student learning. Through our teaching program, students develop a sense of personal and team capacity. Students experience a range of mobility skills in the outdoor environment and are supported to take an active role in their own learning. An obvious attention to safety and risk assessment is foundational in all our teaching programs.

A specific and targeted learning goal is developed with visiting schools to ensure that a stated *Program focus* and detailed *Learning Intentions* are identified. This is facilitated by a Rubicon teacher conducting a pre visit to the attending schools where students and their teachers discuss and negotiate the specific intended learning outcomes.

Teachers at Rubicon conduct Professional learning team meetings prior to each school attendance to ensure that visiting schools program focus and learning intentions are met. Curriculum content descriptors, program focus and related adventure activities are mapped and delivered as a concise teaching lesson and program. A post camp visit occurs to gather student and staff data and reflect on the learning experience.

AusVELS @ Rubicon

The curriculum at Rubicon primarily reflects the current AusVELS curriculum objectives. Students predominantly from years 7 to 10 attend Rubicon Outdoor Centre. We also conduct learning programs for VCE and occasional VCAL classes.

The curriculum at Rubicon uses the following domains and learning areas
- Health and Physical Education
- Personal and Social capabilities
- Science
- Geography
- ICT Information and Communication Technology
- Creative and Critical Thinking
- Cross curriculum focus on Indigenous connections

AusVELS takes account of the developmental stages of learning young people experience at school. While student learning is a continuum and different students develop at different rates, they broadly progress through the second two stages of learning.

The area of Building Breadth and Depth is for students in years 5 to 8. During this stage of learning, students begin to develop more complex thinking skills and can apply more abstract thinking strategies to their learning. Students in these years of schooling are experiencing rapid personal change, including physical growth, emotional and social development, and sexual development associated with puberty. The different rates at which individuals develop is also a major issue.

The development associated with puberty affects students' involvement in physical activity. Their increasing strength, coordination and control allows them to develop and refine locomotor and manipulative skills through practice and rehearsal, so that they can participate effectively in games, activities and sports. At this stage, students refine basic and complex motor skills and apply them to increasingly complex activities and specific situations. Students participate in outdoor adventure activities in natural environments, which develop skills, knowledge and behaviours to enhance and promote safety. They use skills such as strategic thinking to solve real-life problems to improve team performance.

 The area of Developing Pathways is for students in years 9 and 10. Students engage in authentic and personally meaningful activities that assist in developing pathways for their future. They explore how their learning links to the world around them and applies to specific situations. Importantly, students become more focused on how their learning relates to their personal future.

Students participate in peer teaching or coaching, with a focus on skill development and improvement. They engage in a variety of recreational and outdoor adventure activities, and develop skills, knowledge and behaviours for safe participation in these activities. They learn basic first aid skills.

In addition Rubicon provides modelling, living and learning opportunities in the following areas
- Community projects (garden care, cooking, track maintenance)
- Animal contact and care (horse riding, reptiles, bees, aquaculture,)

Program focus
- Teamwork
- Leadership
- Challenge

The common and interwoven **Core Topics** of the focus above form the basis of many school programs, these five core topics are:

- Communication and collaboration
- Respect and Positive Communities
- Decision making, Problem solving and Sustainability
- Character strengths
- Reflection and Evaluation

School Program Pathway
The objective at Rubicon is to optimise the learning opportunity and experience for every student. A broad pathway and timeline is utilised to identify the immediate and longer term influence of the learning journey at Rubicon. The following is an example of the process
- School Booking accepted by Rubicon
- Rubicon Program coordinator will discuss the visiting school's specific learning objectives and content descriptors with visiting teacher in charge
- Rubicon staff member will visit school to meet with accompanying staff and students and specifically identify the Learning Intentions. The program focus and content descriptors are generally identified and then more specifically students will choose a number of explicit learning outcomes they wish to concentrate on.
- Rubicon staff meet as a professional learning team and discuss the explicit content descriptors and learning objectives as identified by the students and plan a teaching and learning program to reflect these objectives.
- Students arrive at Rubicon and engage in the learning program
- Students, visiting teachers and Rubicon staff reflect and assess their individual and class progress at conclusion of program

- Rubicon staff member to visit school post program (between 4 to 6 weeks). This vital meeting is to identify and record the longer term student reflection and learning.

Assessment at Rubicon

Assessment is conducted in a number of ways

- Student personal reflection – surveys or report at end of program and post program (approx. 6 weeks)
- Visiting teacher- student observation and reflection – report and survey
- Rubicon staff – survey

Learning Intentions are clearly identified with students at Rubicon prior to each teaching session. Students independently and together with teachers identify the specific learning goals they wish to achieve. They are encouraged to have ownership and make personal observations and assessment's related to their learning. Students and teachers rate this learning with the scale below. It provides a simple yet powerful tool to identify what has been learnt.

Assessment at Rubicon

Visible	= Students getting the idea
Confident	= Students doing this well
Strong	= Students demonstrate very good understanding and can apply this learning in other contexts

Content descriptor by program focus
All program focus are under a broad umbrella of Connecting to the Natural environment, Community living and Sustainable modelling

Rubicon Program focus *Teamwork*	Content Descriptors HPE	Linked program focus activities
Core Topics Communication and collaboration Respect and Positive Communities Decision making, Problem solving and Sustainability Character strengths Reflection and Evaluation **Teamwork Topics** Empathy and patience Group processes and roles Community and conflict resolution Common vision and goals Participation and effort	Teamwork 8.12 Practise and apply personal and social skills when undertaking a range of roles in physical activities (CA, GS, LLPA, RE, RS) 10.12 Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (CA, GS, LLPA, RE, RS) 8.4 Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (AD, FN, HBPA, MH, RS, S) Teamwork Decision Making 10.4 Investigate how empathy and ethical decision making contribute to respectful relationships (AD, MH, RS, S)	Canoeing Rafting Climbing Caving High Ropes Orienteering Rogaining Team initiative activities Community Projects

Content descriptor by program focus
All program focus are under a broad umbrella of Connecting to the Natural environment, Community living and Sustainable modelling

Rubicon Program focus *Leadership*	Content Descriptors HPE	Linked program focus activities
Core Topics: Communication and collaboration Respect and Positive Communities Decision making, Problem solving and Sustainability Character strengths Reflection and Evaluation **Leadership Topics** Responsibility and role modelling Delegation and roles Planning and organisation Honesty and Integrity Flexibility and creativity	Leadership Character Strengths 8.1 Investigate the impact of transition and change on identities (MH, RS, S) 2.1 Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities. (HBPA, MH, AP) Leadership Character Strengths 10.1 Evaluate factors that shape identities and analyse how individuals impact on the identities of others (AD, FN, HBPA, MH, RS, S) Leadership and Teamwork 8.12 Practise and apply personal and social skills when undertaking a range of roles in physical activities (CA, GS, LLPA, RE, RS) Leadership and Teamwork 10.12 Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (CA, GS, LLPA, RE, RS)	Rafting Canoeing Bushwalking Horse Riding

Content descriptor by program focus
All program focus are under a broad umbrella of Connecting to the Natural environment, Community living and Sustainable modelling

Rubicon Program focus _Challenge_	Content Descriptors HPE	Linked program focus activities
Core Topics: Communication and collaboration Respect and Positive Communities Decision making, Problem solving and Sustainability Character strengths Reflection and Evaluation **Challenge Topics** Fear and bravery Resilience and persistence Goal setting Choice and extension Achievement and Celebration	Challenge Environment 6.7a Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (HBPA, CA, LLPA) 8.7a Plan and implement strategies for connecting to natural and built environments to promote health and wellbeing of their communities (HBPA, MH, CA, LLPA) 10.7a Plan and evaluate new and creative interventions that promote their own and others' connection to community, natural and built environments (AD, FN, HBPA, MH, RS, S, CA, LLPA)	Caving White water rafting Rock climbing High Ropes Cross country skiing Alpine skiing Alpine winter journey Snow shoe

Content descriptor by program focus

All program focus are under a broad umbrella of Connecting to the Natural environment, Community living and Sustainable modelling

Rubicon Program focus Personal Social capability **Decision Making**	Content Descriptors HPE	Linked program focus activities
Decision Making / Concept Language Unilateral Consultative Consensus Team agreement Expert Sub Team	Decision Making 10.3a Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (AD, FN, HBPA, MH, RS, S) Teamwork Decision Making 10.4 Investigate how empathy and ethical decision making contribute to respectful relationships (AD, MH, RS, S)	Bushwalking High Ropes Rock climbing Horse riding Special programs MAPPS
Empathy How others feel Scales Self-centred Awareness of others Advanced view Mature view	Empathy 8.5a Analyse factors that influence emotions and develop strategies to demonstrate empathy and sensitivity (AD, MH, RS, S) Empathy 10.5a Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (MH, RS, S) 8.13 Evaluate and justify reasons for decisions and choices of action when solving movement challenges (CA, GS, LLPA, RE)	

Content descriptor by program focus
All program focus are under a broad umbrella of Connecting to the Natural environment, Community living and Sustainable modelling

Rubicon Program focus **Skills**	Content Descriptors HPE	Linked program focus activities
Skills Concept Language	Skills Healthy food Choices 8.5b Develop skills to evaluate health information and express health concerns (AD, FN, HBPA, MH, RS, S) 10.5b Evaluate and apply health information from a range of sources to health decisions and situations (AD, FN, HBPA, MH, RS, S) Skills 8.8a Use feedback to improve body control and coordination when performing specialised movement skills situations (CA, GS, RE) 8.13 Evaluate and justify reasons for decisions and choices of action when solving movement challenges (CA, GS, LLPA, RE) 10.10 Design, implement and evaluate personalised plans for improving or maintaining own and others' physical activity and fitness levels (LLPA, HBPA) 10.13 Transfer understanding from previous movement experiences to create solutions to movement challenges (CA, GS, LLPA, RE)	Canoeing Rafting River reading Navigation skills Packing a pack Climbing Knot tying Belaying Food preparation for Bushwalking Bush cooking Fire and Trangia skills Tent Pitching Tarp shelter construction

Content descriptor by program focus
All program focus are under a broad umbrella of Connecting to the Natural environment, Community living and Sustainable modelling

Rubicon Program focus	Content Descriptors HPE	Linked program focus activities
Indigenous ccp	Indigenous 6.11b Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (GS, LLPA, RE, HBPA) 8.11b Participate in and investigate the cultural and historical significance of a range of physical activities (GS, LLPA, HBPA) Indigenous 10.11b Examine the role physical activity, outdoor recreation and sport plays in the lives of Australians and investigate how this has changed over time (CA, GS, HBPA, LLPA, RE)	Games and interactive play Local bush foods Local indigenous history

Content descriptor by program focus
All program focus are under a broad umbrella of Connecting to the Natural environment, Community living and Sustainable modelling

Rubicon Program focus Science Links	Content Descriptors Science	Linked program focus activities
Human nature relationships enhance an individual's experience in natural environments and their understanding of places	*In Science Year 7:* Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions (ACSSU111) *In Science Year 9:* Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176)	
Ecological, cultural and personal knowledge of places enhances decision making about conservation and sustainability	*In Science Year 7:* Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon (ACSSU115) Some of Earth's resources are renewable, but others are non-renewable (ACSSU116) Water is an important resource that cycles through the environment (ACSSU222) *In Science Year 8* Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales (ACSSU153) *In Science Year 9:* Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems (ACSSU176) *In Science Year 10* The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185)	

Content descriptor by program focus
All program focus are under a broad umbrella of Connecting to the Natural environment, Community living and Sustainable modelling

Rubicon Program focus Geography links	Content Descriptors Geography	Linked program focus activities
Human nature relationships enhance an individual's experience in natural environments and their understanding of places	*In Geography Year 7* The influence of environmental quality on the liveability of places (ACHGK045) The strategies to enhance the liveability of places, especially for young people, including examples from Australia and Europe (ACHGK047) The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041) *In Geography Year 8* The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049) *In Geography Year 9* The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069) *In Geography Year 10* The human induced environmental changes that challenge sustainability (ACHGK070) The environmental world views of people and their implications for environmental management (ACHGK071)	

Ecological, cultural and personal knowledge of places enhances decision making about conservation and sustainability	*In Geography Year 7* The ways that flows of water connect places as it moves through the environment and the ways that it affects places (ACHGK038) The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041) *In Geography Year 8* The different types of landscapes and their distinctive landform features (ACHGK048) The geomorphic processes that produce landforms, including a case study of at least one landform (ACHGK050) The ways of protecting significant landscapes (ACHGK052) The management and planning of Australia's urban (ACHGK059) *In Geography Year 9* The distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity (ACHGK060) The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069) *In Geography Year 10* The human induced environmental changes that challenge sustainability (ACHGK070) The environmental world views of people and their implications for environmental management (ACHGK071) The application of human-environment systems thinking to understanding the causes and likely consequences of the environmental change being investigated (ACHGK073) The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074) The application of environmental, economic and social criteria in evaluating management responses to the change (ACHGK075)	

Personal and Social capability at Rubicon

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work.

Organising elements

The Personal and social capability learning continuum is organised into four interrelated elements of:
• Self-awareness • Self-management • Social awareness • Social management

Self-awareness

This element involves students in identifying and describing the factors that influence their emotional responses.
• recognise emotions • recognise personal qualities and achievements • understand themselves as learners • develop reflective practice.

Recognise emotions

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students examine influences on and consequences of their emotional responses in learning, social and work-related contexts	At Rubicon students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
Examples • investigating emotional responses to unfair play or unfair treatment at work Separating thoughts and emotions eg Student scared of participating in HR session or activity.	**Examples** • gathering feedback from peers and adults about the appropriateness of their emotional responses in a range of situations. Dealing with fears with clear thinking strategies

Recognise personal qualities and achievements

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	At Rubicon students assess their strengths and challenges and devise personally appropriate strategies to achieve future success
Examples • considering what interventions they could have made, and how these may have changed outcomes in study and personal pursuits	**Examples** • designing a personal capability inventory that includes evidence to support their self-assessments At Rubicon this looks like Students could take the VIA Character strengths survey

Understand themselves as Learners

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	At Rubicon students evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required
Examples • choosing strategies that capitalise on and expand their strengths and preferred learning styles	**Examples** • developing personal learning plans that identify individual learning style

Develop reflective practice

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers	At Rubicon students reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability
Examples • identifying strategies they have used successfully to complete learning area tasks they have found difficult	**Examples** • noticing how emotions such as anger and excitement affect learning and impact on achievements and successes

Self-management
This element involves students in effectively regulating, managing and monitoring their own emotional responses, and persisting in completing tasks and overcoming obstacles.
• express emotions appropriately • develop self-discipline and set goals • work independently and show initiative • become confident, resilient and adaptable.

**Express emotions
appropriately**

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	At Rubicon students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Examples • predicting situations that serve as emotional triggers and implementing regulating responses	**Examples** • choosing appropriate language and voice to convey personal responses and opinions to a range of adults and peers

Develop self-discipline and set goals

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	At Rubicon students critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts
Examples • using spread sheets and other organisers to plan and arrange activities at school and study outside school	**Examples** • drawing on goal setting strategies used at school to plan for work life

Work independently and show initiative

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	At Rubicon students establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
Examples • developing strategies for overcoming obstacles encountered in working independently	**Examples** • identifying learning goals and monitoring effectiveness of their strategies and interventions to achieve them

Become confident, resilient and adaptable

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	At Rubicon students evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations
Examples • recording successful strategies, and drawing on these in unfamiliar and complex situations	**Examples** • reconceptualising a challenging learning task

Social awareness

This element involves students recognising others' feelings and knowing how and when to assist others.
• appreciate diverse perspectives • contribute to civil society • understand relationships.

**Appreciate diverse
perspectives**

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	At Rubicon students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
Examples • identifying and explaining different perspectives on social issues arising in areas such as industry, agriculture and resource management	**Examples** • recognising how language can be used to position listeners in particular ways, analysing different accounts of the same event

Contribute to civil society

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	At Rubicon students plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
Examples • investigating strategies to maintain part of the local environment and ways to contribute to its improvement	**Examples** • identifying and trialling strategies to address a global social issue such as child labour

Understand relationships

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students identify indicators of possible problems in relationships in a range of social and work related situations	At Rubicon students explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
Examples • recognising personal boundaries, appropriate degrees of intimacy, distribution of power, effects of social and cultural norms and mores	**Examples** • identifying the various communities to which they belong and how language reinforces membership of these communities

 Social management

This element involves students in interacting effectively and respectfully with a range of adults and peers
• communicate effectively • work collaboratively • make decisions • negotiate and resolve conflict • develop leadership skills.

Communicate effectively

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students analyse enablers of and barriers to effective verbal, nonverbal and digital communication	At Rubicon students formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Examples • analysing popular modes of communication used by young people, noting factors that promote or obstruct communication	**Examples** • using agreed protocols to join group discussions and assert their own viewpoint, entertaining divergent views, developing guidelines for the effective use of social media

Work collaboratively

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	At Rubicon students critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks
Examples • assessing how well they support other members of the team in group investigations and projects	**Examples** • considering the ideas of others in reaching an independent or shared decision

Make decisions

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students assess individual and group decision-making processes in challenging situations	At Rubicon students develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
Examples • using scientific, ethical, economic and social arguments to make decisions regarding personal and community issues	**Examples** • explaining how a change in a social policy could affect individuals and groups

Negotiate and resolve conflict

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	At Rubicon students generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts
Examples • evaluating the effectiveness of imposed resolutions compared to mutually agreed resolutions to conflict	**Examples** • using mediation skills to support people holding different views on a given topic and to assist in respecting one another's views

Develop leadership skills

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	At Rubicon students propose, implement and monitor strategies to address needs prioritised at local ,national, regional and global levels, and communicate these widely
Examples • initiating and planning school and community projects such as charity work, environmental projects and coaching	**Examples** • developing a communication strategy for an identified project. Eg preparation and implementation of expedition

Reflecting on thinking and processes
Metacognition

ADD DAAT

Describe what they are thinking and give reasons why
Describe the thinking strategies used in given situations and tasks
Reflect on, explain and check the processes used to come to conclusions
Reflect on assumptions made, consider reasonable criticism and adjust theirth inking if necessary
Assess assumptions in their thinking and invite alternative opinions
Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions

Examples	Examples	Examples
• drawing on a past experience to explain their thinking	• describing how they approach tasks when they are not sure what to do	• explaining ways they check their thinking and deal with setbacks
Examples • identifying where methods of investigation and inquiry could be improved	**Examples** • reflecting on the accuracy of their own and others' thinking	**Examples** • reflecting on justifications for approaching problems in certain ways

ICT at Rubicon

Information and communications technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.

ICT, an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:

- develop new thinking and learning skills that produce creative and innovative insights

- develop more productive ways of working and solving problems individually and collaboratively

- create information products that demonstrate their understanding of concepts, issues, relationships and processes

- express themselves in contemporary and socially relevant ways

- communicate locally and globally to solve problems and to share knowledge

- understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.

Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information skilfully to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.

Students are provided with tools and strategies to monitor learning patterns and problem solving strategies. This provides a sound foundation for transforming personal learning. They gain an understanding of Internet protocols and strategies for exchanging information, which enables them to share and challenge their own and other people's ideas and solutions with a global audience.

At Rubicon ICT looks like

Student and staff selection and application of appropriate equipment, techniques and procedures,

Key learning Intention
Students process data and information skilfully to create information products in forms that are meaningful for themselves and their audience.

At Rubicon students will use and interact with
Weather reports using and interpreting BOM data
Google surveys
Route planning
Use of Radios and communication protocols (Logging road communications)
Use of GPS as ancillary aid to mapping skills
Use of SPOT device as tracking device
Use of Satellite phones as an emergency backup communication tool
Use of digital cameras
Utilise end product of filming and introduction to basic editing processes

These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.

Typically by the end of Year 8, students: :	Typically by the end of Year 10, students
At Rubicon students assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	At Rubicon students critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks
Examples	**Examples**

• assessing how well they support other members of the team in group investigations and projects	• considering the ideas of others in reaching an independent or shared decision