

# Columboola Environmental Education Centre



## Pedagogical Framework

2024

## ***Mission & Values***

### ***Our school Vision***

*Inspiring students to LEAD*

### ***Our School Purpose***

- To enact defined elements of the Australian curriculum, through the delivery of best practice higher order thinking education programs both in situ and off site; in the fields of environmental sciences, general sciences and allied technologies, indigenous perspectives, sustainability and literacy.
- To empower students as successful learners by connecting them to the environmental and social complexities of their immediate environment and extrapolating that knowledge of 'place' to the broader contexts and interactions in the global environment.
- To enhance the personal growth and development of students by providing the opportunity to experience the unique physical, environmental and personal challenges associated with living and working in the country and foster their appreciation of their role as equal custodians of a fragile and important environment.

### ***Our Centre's Approach***

Cumboola EEC adopts the following frameworks to achieve the centres Mission & Values:

- 4 x 5 = 4 Framework of Adventure Therapy for Complex Trauma
- Stremba's 8 Levels of Facilitation in Outdoor Education
- The Fifth Pedagogy – Experience Based Learning

## ***Curriculum Alignment***

Programs are developed to achieve the visiting schools learning intentions, aligning with Australian Curriculum v9. Curriculum links are identified and developed in consultation with visiting schools, using strands from cross-curricular priorities, general capabilities and learning areas. Each activity that is implemented in programs is chosen for their link to the achievement standard and content descriptors, aligning to visiting schools' objectives.

## ***Data-informed Teaching***

Cumboola EEC use data to inform the review of pedagogy by:

- Analysing data sets associated with teaching and learning.
- Investigate and interpret the data to determine the focus (whole school to groups or individuals).
- Exploring how effective pedagogies are implemented in relation to the findings from the data.

The centre uses the following datapoints to achieve the review of pedagogy:

- Data Plan – The utilisation of Survey Manager results, visitation data and other data sets to work towards a targeted goal.
- Peer Feedback Cycle – Teachers engage in peer observations to provide constructive and positive feedback to improve teaching practices.
- Group Synopsis & Differentiation – Collation of student social, behavioural, emotional and physical information to assist in meeting group and individual learning needs.
- High Impact Strategies – Utilising observational, peer feedback reviews and formative data to determine the best pedagogical practices for learning to implement in

## ***The Fifth Pedagogy – Experience Based Learning***

This framework provides guidance in the various experiences a student can be immersed in. Cumboola EEC provides various opportunities through delivered programs to allow students to engage in the following experiences to achieve targeted learning outcomes.

- Learning by Doing – Students are actively involved in hands on exploration and investigation.
- Being in the Environment – Students are encouraged to experience and appreciate the special characteristics of the natural environment.
- Real Life Learning – Students are learning in real places, about real issues, and engaged in authentic tasks.
- Sensory Engagement – Opportunities are provided to students to engage a wide range of senses.
- Local Context – Students are encouraged to explore and investigate environmental problems and issues in "their own backyard".

Ballantyne, R & Packer, J. (2009). *Introducing a fifth pedagogy: experience-based strategies for facilitating learning in natural environments*.



## 4 x 5 = 4 Framework of Adventure Therapy for Complex Trauma

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## Stremba's 8 Levels of Facilitation in Outdoor Education

Columboola EEC adopts both frameworks and utilises them in conjunction with each other. Each framework uses a phased approach towards the facilitation of outdoor learning experiences in which teachers implement the appropriate phase & level of facilitation suited to the student. As students and teachers work together through the four phases outlined in the 4 x 5 = 4 Framework (*labelled as Phase 1, 2, 3a, 3b in the graphic representation*), the goal is for students to progress to a learning experience where they identify their newly learnt skills and personal capabilities, and apply these to their lives outside the outdoor education context.

Similarly, the 8 levels of facilitation influence the method in which teachers facilitate the learning being achieved through the 4 x 5 = 4 Framework. It is important to note that the phases/levels of each framework allows the teacher to scale up and down through these phases as required by the learning achieved by the student, also referred to as '*Practitioner Planning of Affordances*'. It is paramount that no matter the phase and level of facilitation a student is engaged at, the *Maintenance of Sense of Safety and Stability* must be embedded in the experience.

Furthermore, the 4 x 5 = 4 Framework outlines five domains (*orange circles in the graphic representation*) in which teachers and students focus on to achieve authentic and meaningful learning. If connection is made between self and the five domains through the appropriate phase/level of facilitation, the student will work towards a high level of personal capability development within the four benefits (*green quarters in the graphic representation*) outlined in the 4 x 5 = 4 Framework.

Note that level 6 & 7 of Stremba's levels of facilitation are not included as they are classified under *Therapeutic Adventure* which falls outside the scope of a teacher.



Pringle, G. (2023). *The healing potential of adventure for young people impacted by systemic adversity: A complex trauma informed adventure therapy theory*. Doctoral thesis, Griffith University.

R Stremba and C Bisson, 2009, *Teaching Adventure Education Theory*