

# **COLUMBOOLA**

## **Outdoor & Environmental Education Centre**



**Quality Teaching and Learning**

**Pedagogical Framework 2012**

## Introduction

The national curriculum emphasises the need to improve education outcomes for all young Australians as being central to the nation's social and economic prosperity and will position young people to live fulfilling, productive and responsible lives. Columboola Environmental Education Centre promotes equity and excellence, and through participation in programs young Queenslanders become: successful learners; confident and creative individuals; and active and informed citizens.

The strategic direction for the state highlights 5 ambitions to make a Queensland that is:-

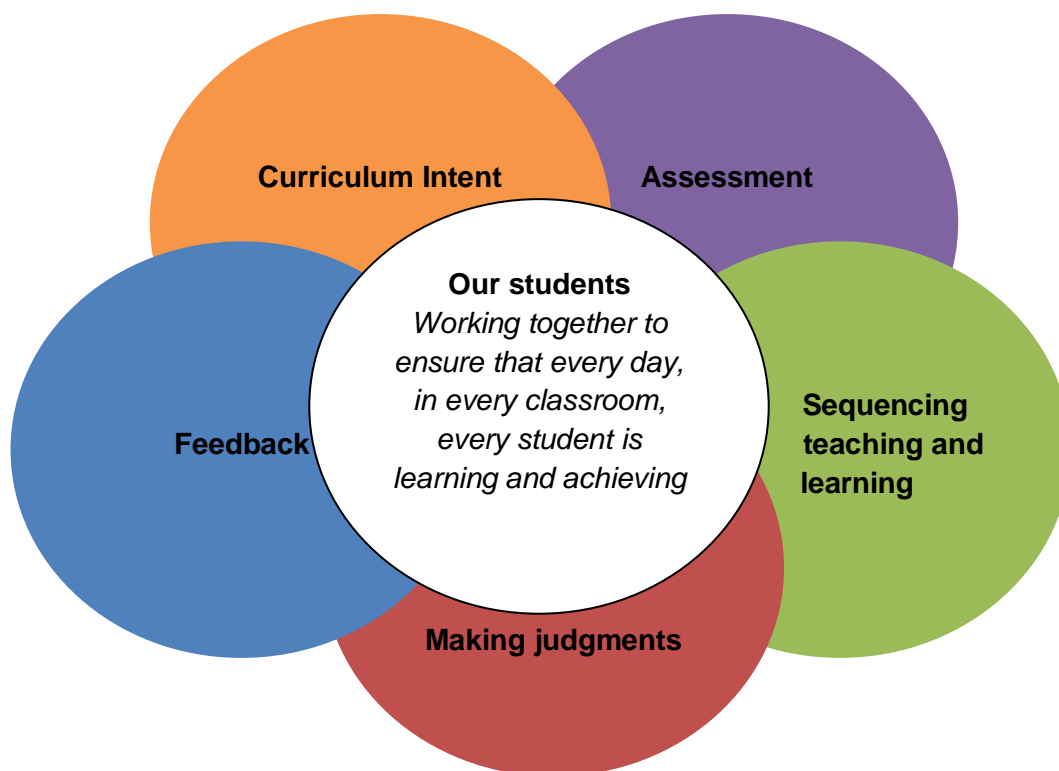
- Strong:** We want to create a diverse economy powered by bright ideas
- Green:** We want to protect our lifestyle and environment
- Smart:** We want to deliver world-class education and training
- Healthy:** We want to make Queenslanders Australia's healthiest people
- Fair:** We want to support a safe and caring community

The Department of Education and Training (DET) recognises the need to create a sustainable world by supporting the notion of sustainable schools through the statement 'enough for all for ever'. Living sustainably and making environmentally responsible decisions will leave a positive legacy for future generations.

## Outdoor Environmental Education Context

Columboola Outdoor & Environmental Education Centre is committed to the Department of Education Queensland's agenda for improvement outlined in *United in our pursuit of excellence*. This document details the strategies that are being implemented across our system to ensure that every day, every state school student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment.

Columboola O&EEC supports schools in meeting their responsibilities by working in partnership with classroom teachers to design, plan and deliver quality education experiences beyond the classroom to enhance the learning for individual students. At the Columboola O&EEC teachers use the five dimensions of teaching and learning to assist with making design decisions.



## Columboola Environmental Education – Our School Vision

To develop and deliver tailored Environmental education programmes that motivate and empower students and teachers in the Darling Downs and South West Region to be active Global citizens who are focussed on a healthy lifestyle, while establishing and maintaining sustainable economic and ecological processes.

### Curriculum Intent - Australian Curriculum

The broad outcomes of national curriculum aim for education within the 21<sup>st</sup> century to create:-

- successful learners
- confident individuals
- active and informed citizens

Environmental Education is about building the confidence of students and equip them with the skills necessary to be active and informed citizens to address the challenges posed by a rapidly changing world now and into the future.

Environmental Education and education for sustainability clearly aligns with the broad outcomes of the Australian curriculum and as such is an excellent educational approach to support schools in delivering specific knowledge and skills identified within the key learning areas of the Australian Curriculum. Because of the real-life context and active engagement in real issues students are provided with opportunities to develop general capabilities through the application of knowledge and utilize skills to address issues in real world contexts whether in the personal, social or natural worlds.

### Curriculum Intent at Columboola O&EEC

Learning at Columboola O&EEC is about actively engaging with and exploring the natural environments through learning experiences that focus on: student achievement of formal curriculum expectations, student interests and challenging the physical and mental capacities of students to solve real issues, in real places, for real purposes.

All programs and activities designed at Columboola O&EEC align with our school values of:

- *Challenge and Empowerment* through Outdoor Education; and
- *Sustainability and Conservation* through Environmental Education.

The specific knowledge, skills and values required to achieve our school vision have been selected from the elaborations in key learning areas of the Australian Curriculum and/or the Queensland Curriculum Assessment and Reporting Framework (QCAR). In addition, the programs offered at Columboola O&EEC provide students with the opportunity to enhance their general capabilities, specifically personal and social capabilities such as:

Self-awareness	Self-Management	Social Management
Recognising emotions Self-knowledge Self-perception Self-worth Reflective practice	Appropriate expression of emotions Self-discipline Goal setting & tracking Working independently & showing initiative Confidence, resilience & adaptability	Communication Working collaboratively Conflict resolution Building & maintaining relationships Leadership

### Sequencing Teaching and Learning

Programs are delivered in a day visit mode or multi-day residential mode and may be delivered on site, at the school or appropriate sites within the Darling Downs South West Region. All programs are designed and delivered to maximise the learning outcomes for students and respond to the needs of students, teachers and schools.



Centre programs may require activities to be conducted prior to the program to prepare students and these will be delivered by Centre staff or the class teacher. Learning experiences will be conducted in partnership with the class teacher and may utilise individuals from the community or government agencies.

All core curriculum intent will be detailed in the Centres publications and provided to class teachers to select programs appropriate to the needs of the students utilising the Centre. Centre curriculum planning documentation will:-

- Clearly identify the explicit curriculum intent linking with the Australian Curriculum and/or the Queensland Curriculum Assessment and Reporting Framework (QCAR).
- Respond to the learning needs identified by the classroom teacher
- Identify teaching strategies that align with the pedagogical framework
- Provide opportunities for problem solving or practical application of knowledge and skills

Curriculum planning documentation is organised as follows:

- Program Overview - broad focus of the program
- Activity Overview - lesson plan detailing what will be covered including: the purpose, curriculum links desired outcomes, teaching and learning strategies, differentiation, risk assessment and resources.
- Evaluation – student and teacher evaluation of core curriculum intent.

## **Pedagogical Framework**

The Columboola Outdoor and Environmental Education Centre education experiences/programs are based on the 5<sup>th</sup> Pedagogy - *‘Learning beyond the Classroom’* and the *Education Queensland Inquiry model*.

### **5<sup>th</sup> Pedagogy ‘Learning beyond the Classroom’**

**Learning By Doing** requires the active involvement of students in hands on exploration and investigation of the real world.

**Being in the Natural Environment** is about students being encouraged to experience, appreciate, think about and connect emotionally with the natural environment.

**Life Learning in Real places** is about engaging students in learning activities based on real places, real issues and authentic tasks

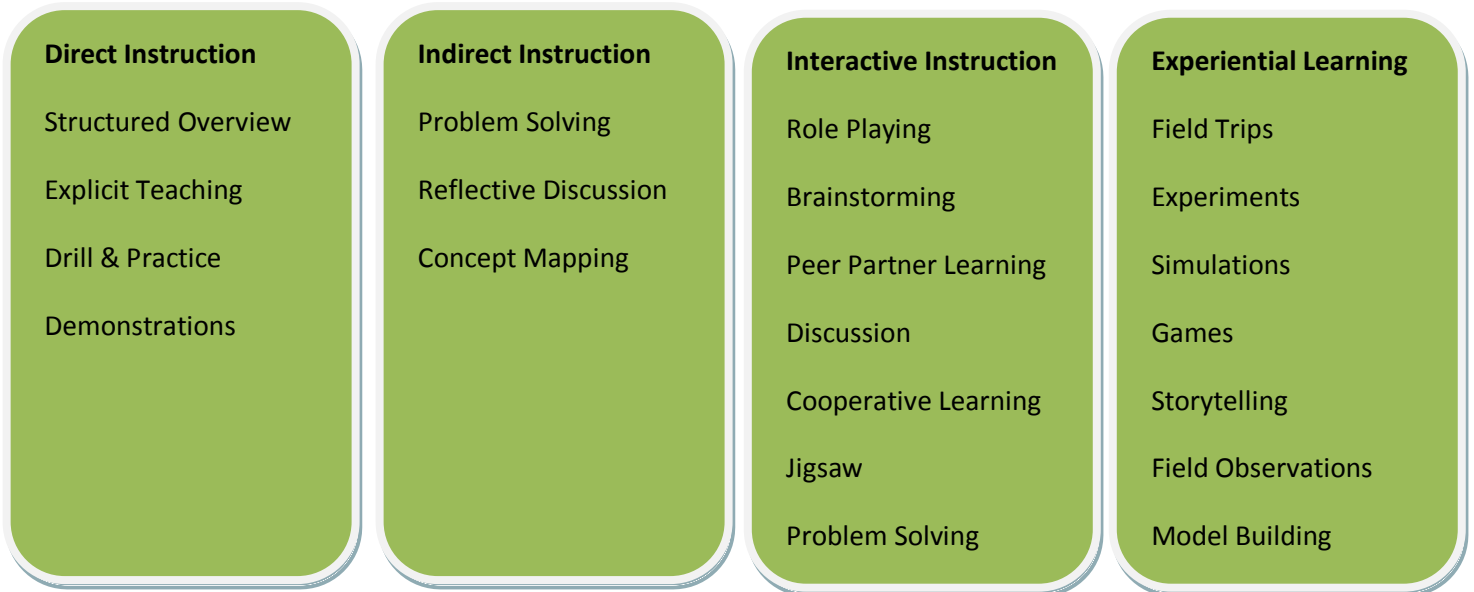
**Full Sensory, Mind Body Engagement** is about providing opportunities for students to explore, think about and reflect on real experiences using all five senses.

**Exploring Issues in Local Contexts** encourages students to explore and investigate environmental problems and issues in ‘their own backyard’

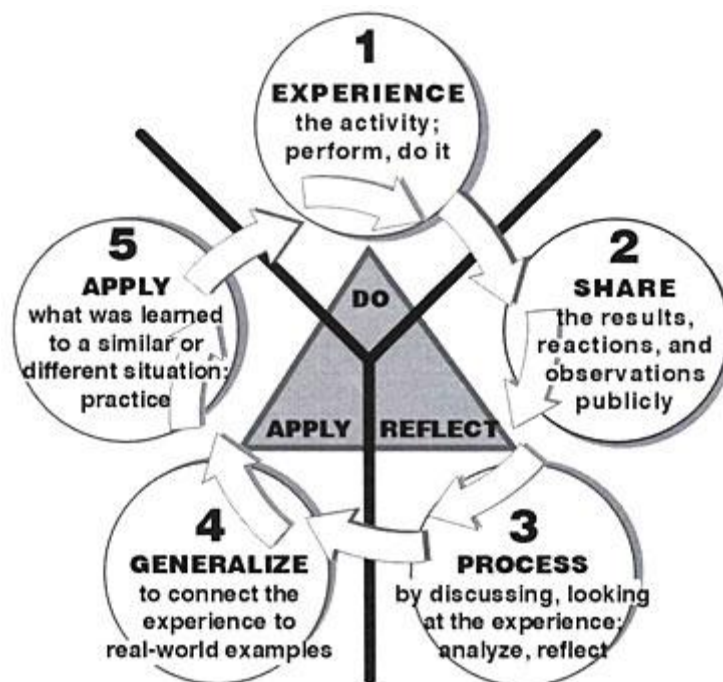
**Adventure & Challenge** provides students with the opportunity to work in teams, push the physical and emotional boundaries, solve problems and reflect on their own strengths.

*Adapted from Productive Pedagogies framework. The State of Queensland (Department of Education) 2002; ARC UQ Project Learning for sustainability – The role and impact of O&EECs. Roy Ballantyne and Jan Packer, 2008.*

## Education Queensland Inquiry model



Specifically, *Experiential Learning* underpins all programs implemented at Columboola O&ECC. The image provided below from <http://www.unce.unr.edu/4h/volunteers/education/> demonstrates how students learn by doing, share observations, discuss their learning conclusion, connect to real-world examples and hopefully in the future students will apply their knowledge and/or skills to similar or different situation.



### Assessment

We at Columboola O&ECC develop and deliver tailored Environmental education programmes that motivate and empower students and teachers in the Darling Downs and South West Region to be active Global citizens who are focussed on a healthy lifestyle, while establishing and maintaining sustainable economic and ecological processes.

At the beginning of the program students will self-assess their personal and social capabilities, such as self-awareness, self-management and social management. Throughout the program students will complete a journal in order to set personal learning goals and reflect on their learning journey. Upon completion of their program, students will re-assess these capabilities to determine whether they have made any improvements. Staff at Columboola O&ECC and visiting staff will attempt to ensure that students explain their opinions.

Visiting teachers will assess Columboola O&ECC staff, programs and organisation to influence future effectiveness of pedagogies and student engagement in learning.

### **Making Judgements**

Columboola O&ECC provides visiting teachers with a range of opportunities to make assessment judgements about their students in a new and unique location. The teaching staff at Columboola O&ECC play an invaluable role in supporting teachers and their schools by providing quality commentary about individual learners, learning experiences and providing some evidence of learning. This task is best achieved in partnership with the classroom teacher and may be managed during or following the program by the classroom teacher.

Not all assessment strategies produce artefacts/physical evidence/records however some assessment recording instruments utilised by staff at the Columboola O&ECC to provide data to visiting teachers so that they can make judgements and give students credit for their learning are:-

- Reflective diaries
- Group discussion notes
- Surveys
- Artistic representations
- Student feedback sheets
- Question/answer sheets
- Constructions and demonstrations

### **Feedback**

Feedback can be defined as information and advice provided by a teacher, peer, parent, supervisor, student or self about aspects of one's performance with the focus on improvement. We at Columboola O&ECC use feedback to: improve teaching, enhance student learning and enrich our school improvement agenda on a regular basis.

Productive and quality feedback:

- Is timely, ongoing, instructive and purposeful
- Is given at the task, process and self-regulation level
- Is focussed on the quality of the individual or team performance and not at the individual
- Gives specific information
- Requires the individual to take action and responsibility
- Challenges individuals with support

At Columboola O&EEC feedback is generated through the following interactions:

<b>From</b>	<b>To</b>	<b>Purpose</b>	<b>Instrument/tool</b>
<b>Student</b>	Self	Self-reflection adapt learning strategies	Personal goal setting Learning
<b>Student</b>	Other Students	Peer assessment of group and individual performance	Group self-assessment
<b>Centre Teacher</b>	Student	To encourage, guide and challenge student learning	Informal discussions, spoken gestured throughout learning
<b>Centre staff</b>	Visiting teacher	Provide commentary on student learning Readiness of student learning	Informal discussions Induction processes Observation of visiting teachers running activities

<b>Centre staff</b>	Self	Reflect on their practice to strengthen their effectiveness	Performance planning processes
<b>Visiting Teachers</b>	Centre staff	To access information about performance of staff teaching, program design, resourcing and student management to make adjustments to future programs	Evaluation surveys Informal discussion
<b>Centre staff</b>	Centre staff	Provide advice and guidance to improve professional practice and effectiveness	Post camp evaluation meeting Teacher Observation Sheet Performance planning
<b>Student</b>	Centre Staff	Collect student opinions about program design, teaching, facilities and resources to make improvements to design and delivery of learning experiences Access information about non-goal based student learning occurring during programs	Ideas chest comments Student reflection activities Evaluation surveys