OUR PEDAGOGY

Tallebudgera Beach Outdoor Education School

Our Curriculum intent & instructional model

Purpose, Vision, Values, Place

Our Culture

Our Team

Our Partners

Our Place

Our Team
Tallebudgera Beach School: Pedagogical Framework

Personal Growth
Through Learning Beyond the Classroom

Confident Individuals
Active & Informed Citizens

Experiential Learning Process

Successful Learners

Personal Growth

Outdoor Education

Cognitive Development

Modes of Delivery

<table>
<thead>
<tr>
<th>Recreational (Feelings)</th>
<th>Educational (Thinking)</th>
<th>Developmental (Behaviour)</th>
<th>Therapeutic (Misbehaviour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destination</td>
<td>Expert</td>
<td>Partnership</td>
<td></td>
</tr>
</tbody>
</table>

Client Schools

Outdoor & Environmental Education

DETE

TBS: Our 3 Guiding Masters
1. Introduction

The Tallebudgera Beach Outdoor Education School (TBS) document: “Purpose, Vision, Values and Place” is the core document of our Pedagogical Framework Document Set and outlines the key priorities of the schools pedagogy within the Australian, Queensland and Outdoor and Environmental Education Sector contexts. Key features include:

**Australian Context**

Melbourne Declaration on Educational Goals for Young Australians 2008:5

In the 21st century Australia’s capacity to provide a high quality of life for all will depend on the ability to compete in the global economy on knowledge and innovation.

1. Australian schooling promotes equity and excellence
2. All young Australians become
   - Successful learners
   - Confident and creative individuals
   - Active and informed citizens

**State Context - Queensland**

Strategic Direction:

<table>
<thead>
<tr>
<th>Strong</th>
<th>Green</th>
<th>Smart</th>
<th>Healthy</th>
<th>Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>We want to create a diverse economy powered by bright ideas</td>
<td>We want to protect our lifestyle and environment</td>
<td>We want to deliver world-class education and training</td>
<td>We want to make Queenslanders Australia’s healthiest people</td>
<td>We want to support a safe and caring community</td>
</tr>
</tbody>
</table>

The Department of Education Training and Employment commits all educational sites to an agenda for improvement as outlined in the statement “United in the Pursuit of Excellence”. This document details the strategies to ensure that “every day, in every classroom, every state school student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment”. Learning involves students in making sense of the world. Teaching is about supporting learning and helping students evaluate what they know, extend or renew their knowledge and deepen their understanding.

*(Department of Education and Training Dimensions of Teaching and Learning 2011:1)*

**Outdoor and Environmental Education Context**

The role of Outdoor and Environmental Education Centres within EQ is to support schools in meeting their responsibilities by working in partnership with classroom teachers to design, plan and deliver quality education experiences in “learning beyond the classroom” to enhance the development of individual students.

Our most critical decisions focus on:-

- What is our core curriculum focus / intent and how does that support the needs of visiting student and teachers?
- What will students have accomplished and how will they behave when they have achieved the core intent?
- What do the students need to learn to able demonstrate their understanding and practice of the core intent?
- What do the students already know?
- What is the best way to teach the critical knowledge, skills and values?
- How will the Centre teachers know that the students have learned it?
- How can we further support student learning?
Tallebudgera Beach Outdoor Education School: Education Context

These questions (above) are relevant to all TBS program areas and across the identified 3 modes of educational deliver: “destination, expert and partnership”. The five “Dimensions of Teaching and Learning” along with our 3 guiding education masters, DETE, client schools and the outdoor & environmental education sector, assist in making our curriculum and pedagogical design decisions.

Guiding Educational Masters

Identifying Our Outcomes

Dimension of Teaching & Learning

Achieving Our Outcomes

2. Curriculum Intent

Australian Curriculum

‘A curriculum for the 21st century will reflect an understanding and acknowledgment of the changing nature of young people as learners and the challenges and demands that will continue to shape their learning in the future. Young people will need a wide and adaptive set of knowledge, skills and understandings to meet the changing expectations of society and to contribute to the creation of a more productive, sustainable and just society’.

(The National Curriculum Board, ‘The Shape of Australian Curriculum’, 2009, p. 6)

Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) identified 3 broad outcomes for a national curriculum. An education for the 21st century must aim for the youth of Australia to become:

- successful learners;
- confident individuals; and,
- active and informed citizens.

(National Declaration on Educational Goals for Young Australians, December 2008, pp. 8–9.)

Successful learners:

- develop their capacity to learn and play an active role in their own learning;
- have the essential skills in literacy and numeracy and are creative and productive users of technology, especially ICT, as a foundation for success in all learning areas;
- are able to think deeply and logically, and obtain and evaluate evidence in a disciplined way as the result of studying fundamental disciplines;
- are creative, innovative and resourceful, and are able to solve problems in ways that draw upon a range of learning areas and disciplines;
- are able to plan activities independently, collaborate, work in teams and communicate ideas;
are able to make sense of their world and think about how things have become the way they are;  
are on a pathway towards continued success in further education, training or employment, and acquire the skills to make informed learning and employment decisions throughout their lives; and,  
amotivated to reach their full potential.

**Confident individuals:**  
- have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;  
- have a sense of optimism about their lives and the future — are enterprising, show initiative and use their creative abilities;  
- develop personal values and attributes such as honesty, resilience, empathy and respect for others;  
- have the knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives;  
- have the confidence and capability to pursue university or post-secondary vocational qualifications leading to rewarding and productive employment;  
- relate well to others and form and maintain healthy relationships;  
- are well prepared for their potential life roles as family, community and workforce members; and,  
- embrace opportunities, make rational and informed decisions about their own lives and accept responsibility for their own actions.

**Active and informed citizens:**  
- act with moral and ethical integrity;  
- appreciate Australia's social, cultural, linguistic and religious diversity, and have an understanding of Australia's system of government, history and culture;  
- understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians;  
- are committed to national values of democracy, equity and justice, and participate in Australia's civic life;  
- are able to relate to and communicate across cultures, especially the cultures and countries of Asia;  
- work for the common good, in particular sustaining and improving natural and social environments; and,  
- are responsible global and local citizens.

*(Ministerial Council on Education, Employment, Training and Youth Affairs, National Declaration on Educational Goals for Young Australians, December 2008, pp. 8–9.)*

The Australian Curriculum focuses on three cross-curriculum dimensions and seven general capabilities and how these contribute to, and can be developed through, teaching in each learning area.

The three cross-curriculum dimensions are:  
- Aboriginal and Torres Strait Islander histories and cultures  
- Asia and Australia's engagement with Asia  
- Sustainability

The seven general capabilities are:  
- literacy  
- numeracy  
- information communication technology capability  
- critical and creative thinking  
- personal and social capability  
- ethical behaviour  
- intercultural understanding
The Outdoor & Environmental Education Sector is about building the confidence of students and equipping 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.

The Outdoor & Environmental Education Sector’s programs and pedagogy directly support the Health & Wellbeing Framework. This Framework highlights that effective support for a learner’s health and wellbeing is fundamental to their success in engaging with learning and developing their knowledge and skills. Further it will enhance development of the 7 general capabilities and a learner’s ability to address issues in real world contexts – personal, social and natural (or self, others and place).

Curriculum Intent at Tallebudgera Beach Outdoor Education School
TBS is committed to Outdoor Education and personal challenge experiential learning experiences. Outdoor Education adds activity and personal challenge to further engage learners through real life contexts and applications, and develops a value of our natural world. Learners are challenged to develop further understanding of self, others and place to promote personal growth, team building and communication skills. Dr Simon Priest defines Outdoor Education as an “experiential process of learning by doing” exemplified by six major points:

Outdoor education: 1. is a method for learning; 2. is experiential; 3. takes place primarily in the outdoors; 4. requires use of all senses and domains; 5. is based upon interdisciplinary curriculum matter; and, 6. is a matter of relationships involving people and natural resources.

Using the metaphorical model of the “Outdoor Education Tree” as a basis for our philosophy it describes utilizing the two approaches to outdoor education.

1. Adventure education relates to interpersonal and intrapersonal relationships (personal challenge).
2. Environmental education concentrates on ecosystemic and ekistic relationships.
Four categories of relationships exist:

1. **the interpersonal**;
   (refers to relationships which exist between people; how they cooperate, communicate, and trust one another during group interactions)

2. **the intrapersonal**;
   (refers to how one relates to him/herself; their level of independence, their self-concept, and their perception of abilities and limitations)

3. **the ecosysternic**;
   (refers to the dynamics and interdependence of all parts of an ecosystem)

4. **the ekistic**
   (refers to the interaction between people and their surroundings and the impacts)

TBS and the Currumbin Community Farm Campus (Farm Campus) are surrounded by engaging learning environments that are rich in human history, have diverse natural assets and are easily accessible to Queensland schools. Both campuses are located on traditional indigenous pathways and gathering places. They provide an excellent opportunity to embed traditional indigenous perspectives into all aspects of our operations. Learning at our venues is about actively engaging with and exploring the natural environments through focussed learning experiences that contribute to student achievement of formal curriculum expectations. However, it is also critical to demonstrate relevance to student interests and to challenge the physical and mental capacities of students to solve real issues, in real places, for real purposes rather than contrived situations.

Tallebudgera Beach School programs are designed to model best practice in “Learning Beyond the Classroom”. Our core focus in all program learning outcomes is “**Personal Growth**”. Individual programs and activities achieve this focus through specific themes that include: **Team Building Leadership, Personal Challenge and Healthy Lifestyles. Indigenous and Environmental Sustainability** are imbedded across all program areas. A key component in achieving targeted outcomes is the development of productive partnerships between our site and visiting school teachers. Our goal is to drive “**extended learning**” programs where classroom teachers are supported to enhance student outcomes through a range of learning experiences provided for students and teachers: “**before, during and after**” site-based programs.

Appropriate opportunities for students to enhance the 7 general capabilities of the curriculum will be identified within programs, communicated to visiting classroom teachers and students and specifically targeted during the delivery of programs. The specific knowledge, skills and values required to achieve that core intent will be selected from the elaborations in key learning areas of the Australian Curriculum or the Queensland Curriculum Assessment and Reporting Framework (QCAR).

Centre teaching staff make design decisions, develop specific activities or organise programs with a focus on developing the most balanced and well-rounded outdoor education program. They are focussed through the 4 categories of relationships (above) and guided by the following principles:

- Engagement with the natural environment including its history and future sustainability
- Demonstrates a commitment to our mission – Personal Growth
- Demonstrates a commitment to targeted themes – Team Building Leadership, Personal Challenge & Healthy Lifestyles
3. Sequencing Teaching and Learning

Programming is the deliberate and purposeful use of `activities’ to achieve change. There are 4 main types of programming with a focus on change:

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Anticipated Outcomes</th>
<th>To Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recreational</td>
<td>New skills, energy, enjoyment and fun</td>
<td>Feelings</td>
</tr>
<tr>
<td>Educational</td>
<td>New knowledge, attitude and awareness</td>
<td>Thinking</td>
</tr>
<tr>
<td>Developmental</td>
<td>New ways to act and increase function</td>
<td>Behaviour</td>
</tr>
<tr>
<td>Therapeutic</td>
<td>New ways to cope and decrease dysfunction</td>
<td>Misbehaviour</td>
</tr>
</tbody>
</table>

Centre curriculum planning documentation will:

- clearly identify the explicit curriculum intent;
- articulate evidence of learning;
- incorporate strategies/instruments to assess student learning;
- respond to the learning needs identified through pre-visit data collection processes;
- identify essential learnings:
  - knowledge
  - ways of working
  - values;
- identify opportunities to enhance general capabilities;
- utilise the productive pedagogies framework to identify macro and micro teaching strategies;
- demand critical and creative thinking;
- provide opportunities for problem solving or practical application of knowledge and skills; and,
- incorporate deep reflective processes.

Core curriculum intent will be detailed in Centre publications and provided to classroom teachers to select programs appropriate to the needs of the students utilising Centre services.

Pre-visit Planning Process

After booking confirmation of the planned program, classroom teachers undertake pre-excursion planning sessions following a logistic and learning resource kit provided on-line. The TBS Deputy Principal or delegated Program Co-ordinator determines with the visiting school teacher / co-ordinator the following:

- The program’s core focus and selected theme activities;
- Support induction and introductory learning experiences and resources;
- Specific student data capture processes to be completed at the school site to determine learner readiness, student medical and welfare needs and learning styles and needs;
- Appropriate teaching strategies to meet the learning needs / styles of the individual student groups; and,
- Core focus and theme assessment and reporting requirements.

Tallebudgera’s pedagogical framework, the Australian Curriculum, QCAR, on-line resource platform, data capture, distance travelled structures and collective staff expertise support this process.

The selection process is informed by:

- Tallebudgera Beach O/E School Pedagogical Framework
- Centre Program Guides
- On-line Curriculum to the Classroom resources
- Visiting School Curriculum Planning
- Classroom planning
Program Delivery
Site programs are delivered through a variety of modes including, single day only visits, multi day (up to 5 days) residential programs. Programs may be delivered on-site, at Tallebudgera and Currumbin Campuses at selected public venues, at the school or other appropriate sites within the community. Programs are designed and delivered to maximise the learning outcomes for students and respond to the needs of students, teachers and schools. Centre programs require activities to be conducted prior to the excursion to prepare students. These will generally be delivered by the class teacher with on-line support material provided. Program learning experiences will be conducted in partnership with the class teacher and may utilise the external expertise of individuals from the community or external agencies. All programs will be designed to provide experiences not usually available in the school setting.

Post-Program Support
The provision of post program support by TBS staff enables teachers to extend & enhance student learning experiences and to provide commentary on student achievement. Support will generally be provided through on-line web-conferencing, resources, modelled learning activities and interactive data capture processes. Teachers can access:-
- Teaching resources
- On-line support for extension learning activities and secondary assessment tasks.
- Post-exursion modelled activities, data capture and distance travelled surveys.

Program and secondary assessment tasks along with learner distance travelled surveys and satisfaction data capture from all stakeholders will drive site program review and evaluation as well as generic school improvement processes.

In addition, all established activity plans will be reviewed to incorporate productive pedagogy strategies and the design of all new activities and programs are guided by the Productive Pedagogies framework (including the O&EEC developed 5th Pedagogy: Pedagogy & Place).

Productive Pedagogies
The effectiveness of the TBS curriculum programs is dependent upon the quality of teaching on site. The strategies used by teaching staff at both the Tallebudgera and Currumbin campuses demand intellectual quality, connect the learner to the real world, imbed learning in real world contexts, recognise difference and support learners as individuals and as members of a social group to develop a sense of place at the Centre.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Strategy</th>
<th>Focus Questions</th>
<th>TBS Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Quality</td>
<td>Higher-order thinking</td>
<td>Higher-order thinking requires students to manipulate information and ideas in ways that transform their meaning and implication. This transformation occurs when students combine facts and ideas to synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation, Manipulating information and ideas through these processes allows students to solve problems, gain understanding and discover new meaning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deep Knowledge</td>
<td>Deep knowledge establishes relatively complex connections to central ideas of a topic or discipline, which are judged to be crucial.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Deep Understanding</td>
<td>Students show deep understanding when they have grasped relatively complex relationships between the central concepts of a topic or discipline. They are able to solve problems, construct explanations and draw conclusions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Substantive Conversation</td>
<td>Substantive conversation is evident in classes where there is considerable teacher-student and student-student interaction about the ideas of a substantive topic; the interaction is reciprocal, and promotes coherent shared understanding.</td>
<td></td>
</tr>
<tr>
<td>Dimension</td>
<td>Strategy</td>
<td>Focus Questions</td>
<td>TBS Examples</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Knowledge problematic</td>
<td>Recognising knowledge</td>
<td>Recognising knowledge as problematic involves an understanding that knowledge is constructed, and hence subject to political, social and cultural influences and implications.</td>
<td></td>
</tr>
<tr>
<td>Metalanguage</td>
<td>Metalanguage-focused instruction is evident when there are high levels of talk about the functions and influences of language, Topics include: talk and writing; how written and spoken texts work; specific technical vocabulary and words; how sentences work or don’t work; meaning structures and text structures; and issues around how discourses and ideologies work in speech and writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge Integration</td>
<td>Knowledge integration</td>
<td>Knowledge integration is identifiable when knowledge is connected across subject boundaries, or subject boundaries do not exist.</td>
<td></td>
</tr>
<tr>
<td>Background Knowledge</td>
<td>Background knowledge</td>
<td>Background knowledge is valued when lessons provide explicit links with students’ prior experience. This may include community knowledge, local knowledge, personal experience, media and popular culture sources.</td>
<td></td>
</tr>
<tr>
<td>Connectedness Beyond Classroom</td>
<td>Connectedness</td>
<td>Connectedness to the world is a measure of the extent to which the lesson has value and meaning beyond the instructional context, and exhibits a connection to the large social context within which students live.</td>
<td></td>
</tr>
<tr>
<td>Problem-based Curriculum</td>
<td>Problem-based curriculum</td>
<td>Problem-based curriculum is characterised by lessons in which students are presented with a specific real, practical or hypothetical problem (or set of problems) to solve.</td>
<td></td>
</tr>
<tr>
<td>Student Direction</td>
<td>Student direction</td>
<td>Student direction is a measure of the degree to which students influence the nature of the activities they perform and the way in which they are implemented.</td>
<td></td>
</tr>
<tr>
<td>Social Support</td>
<td>Social support</td>
<td>Social support is present in classes where the teacher supports students by conveying high expectations for them all. The teacher expects the students to recognise that it is necessary to take risks and try hard to master challenging academic work, that all members of the class can learn important knowledge and skills and that a climate of mutual respect among all members of the class contributes to achievement by all.</td>
<td></td>
</tr>
<tr>
<td>Academic Engagement</td>
<td>Academic engagement</td>
<td>Students demonstrate academic engagement when they are attentive, do the assigned work, and show enthusiasm for this work by raising questions, contributing to group tasks and helping their peers.</td>
<td></td>
</tr>
<tr>
<td>Explicit Quality Performance Criteria</td>
<td>Explicit quality performance criteria</td>
<td>Explicit quality performance criteria are frequent, detailed and specific statements about what it is the students are to do to achieve. This may involve overall statements regarding requirements for successful demonstration of outcomes within a unit of work, or about performance at different stages in a lesson.</td>
<td></td>
</tr>
<tr>
<td>Self-regulation</td>
<td>Self-regulation</td>
<td>Self-regulation by students is high when teachers are not making, or not having to make, statements to discipline the students' behaviour or movement.</td>
<td></td>
</tr>
<tr>
<td>Cultural Knowledge</td>
<td>Cultural knowledge</td>
<td>Cultural knowledge is valued when more than one cultural group is present and given stature within the curriculum. Cultural groups may be distinguished by gender, ethnicity, race, religion, economic status or youth.</td>
<td></td>
</tr>
<tr>
<td>Inclusivity</td>
<td>Inclusivity</td>
<td>Inclusivity is the degree to which classroom practices intentionally acknowledge, support and incorporate students’ diverse background knowledge, experiences and abilities.</td>
<td></td>
</tr>
<tr>
<td>Narrative</td>
<td>The use of narrative</td>
<td>The use of narrative in lessons involves an emphasis in teaching and in student responses on such things as the use of personal stories, biographies, historical accounts, and literacy and cultural texts.</td>
<td></td>
</tr>
<tr>
<td>Dimension</td>
<td>Strategy</td>
<td>Focus Questions</td>
<td>TBS Examples</td>
</tr>
<tr>
<td>-----------</td>
<td>----------</td>
<td>-----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Group Identity</td>
<td><strong>Group identity</strong> is manifested when difference and group identity are actively encouraged and recognised, while at the same time a sense of community is created. This requires going beyond a simple politic of tolerance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Active Citizenship</td>
<td><strong>Active citizenship</strong> is evident when the teacher elaborates the rights and responsibilities of groups and individuals in a democratic society and facilitates their practice both inside and outside the classroom.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning By Doing</td>
<td><strong>Learning By Doing</strong> requires the active involvement of students in hands on exploration and investigation of the real world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in the Natural Environment</td>
<td><strong>Being in the Natural Environment</strong> is about students being encouraged to experience, appreciate, think about and connect emotionally with the natural environment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life Learning in Real places</td>
<td><strong>Life Learning in Real places</strong> is about engaging students in learning activities based on real places, real issues and authentic tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Sensory, Mind Body Engagement</td>
<td><strong>Full Sensory, Mind Body Engagement</strong> is about providing opportunities for students to explore, think about and reflect on real experiences using all five senses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring Issues in Local Contexts</td>
<td><strong>Exploring Issues in Local Contexts</strong> encourages students to explore and investigate environmental problems and issues in ‘their own backyard’</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Challenge</td>
<td><strong>Personal Challenge</strong> provides students with the opportunity to work in teams, push the physical and emotional boundaries, solve problems and reflect on their own strengths.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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 – Identified aspects of the 5th Pedagogy)

The TBS education experiences and programs are based on Experiential Learning Theory (David Kolb) where “learning is the process whereby knowledge is created through the transformation of experience” (1984, p38). The four components of this theory are active engagement in new and concrete experiences, reflective observation where the learner consciously reflects on that experience, abstract conceptualisation where the learner attempts to conceptualise a theory or model and finally active experimentation where the learner tests their conceptual models and theories in new contexts. This constructivist learning theory supports the outdoor and environmental education ethos of active and informed citizenship and more specifically with the strategies of learning in, learning about and learning for the environment. TBS utilises this theory through the PLAN – ACT – REVIEW (PAR) Cycle of learning experiences.

To assist students to actively participate in personal reflection it is essential that centre teaching staff are skilled in the use questioning techniques that encourage students to think more deeply about their experiences at key points throughout the program and when concluding the program. Centre staff utilise Blooms Taxonomy to guide questioning during activities and while facilitating reflection activities. To ensure all students feel safe in participating in personal reflection there needs to be a range of media, technologies and materials available for students to use and structured opportunities provided where students have a choice whether to reflect individually, in small groups or as part of the whole group.
<table>
<thead>
<tr>
<th>Competence</th>
<th>Skills Demonstrated</th>
<th>TBS Examples</th>
</tr>
</thead>
</table>
| Knowledge  | • observation and recall of information  
• knowledge of dates, events, places  
• knowledge of major ideas  
• mastery of subject matter  
• *Question Cues*: list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
|            |                                                                                   | •            |
| Comprehension | • understanding information  
• grasp meaning  
• translate knowledge into new context  
• interpret facts, compare, contrast  
• order, group, infer causes  
• predict consequences  
• *Question Cues*: summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend. |
| Application | • use information  
• use methods, concepts, theories in new situations  
• solve problems using required skills or knowledge  
• *Questions Cues*: apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover. |
| Analysis   | • seeing patterns  
• organization of parts  
• recognition of hidden meanings  
• identification of components  
• *Question Cues*: analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer. |
| Synthesis  | • use old ideas to create new ones  
• generalize from given facts  
• relate knowledge from several areas  
• predict, draw conclusions  
• *Question Cues*: combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite. |
| Evaluation | • compare and discriminate between ideas  
• assess value of theories, presentations  
• make choices based on reasoned argument  
• verify value of evidence  
• recognize subjectivity  
• *Question Cues*: assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize | •            |
4. ASSESSMENT

The capacity of TBS programs to contribute to overall student learning outcomes is proportional to the amount of time students are engaged in our programs. It must be recognised that TBS staff are accountable for the level of student achievement of learning outcomes within the context of the limited time they work with students. Classroom teachers are responsible for developing and extending student learning outcomes through resources available (TBS provided, researched & self-developed).

However, it is our responsibility to ensure that all of our programs are designed with explicit intent that aligns with the curriculum intent of the Australian Curriculum and the Queensland Curriculum, Assessment and Reporting (QCAR) without compromising our capacity to design and deliver meaningful outdoor and environmental learning experiences and to achieve our planned learning outcomes in our unique location and context.

Assessment is at the heart of the learning and teaching process and in the school context has three distinct but related purposes:

- Assessment of learning
- Assessment for learning
- Assessment as learning

a) Assessment of learning focuses on judgements made by teachers about individual learner achievement and the comparability of these judgements between teachers and across schools. The aggregation of these judgements is what is reported on and requires a sound evidential base to ensure confidence in judgements. A sound evidential base requires a variety of techniques, multiple contexts and time to build and is primarily summative at the end of critical learning junctures, at the end of a learning sequence or unit of study.

Quality assessment of learning:

- Utilises a of range of task formats;
- Provides a variety of response modes over time;
- Clearly aligns with the learning intent;
- Clearly defined levels of success which are shared with the learner; and
- Provides positive and constructive feedback to the learner.

b) Assessment for learning focuses on the teaching and learning process and informs the teacher delivering the program about the effectiveness of pedagogies, student engagement in learning and student progress at key junctures in the learning progression. The key outcome of this assessment is to make adaptations to content, pedagogies, resources and the learning sequence of programs to make improvements to the teaching. This form of assessment can occur prior to the learning experience, at key junctures or at end of critical learning experiences and is flexible but focused

Quality assessment for learning:

- Requires forward planning;
- Targets specific elements of teaching, sequencing, resourcing and participation levels;
- Is systematic;
- Provides opportunities for the participants to demonstrate non goal based learning or opinions;
- Provides positive and constructive feedback to both the teacher and learner.

c) Assessment as learning focuses on providing opportunities for students to set personal learning goals, select learning strategies and to monitor and reflect on their personal learning journey. The outcome of this form of assessment is to provide opportunities for feedback to the
individual learner about their personal progress and development and for students to make adaptations to their learning strategies and establish future learning goals. This assessment is ongoing, flexible, personalised and occurs throughout the learning experience. In the context of outdoor and environmental education centres this form of assessment begins with the pre-program or initial stage of an extended program, continues throughout the learning program through debriefing processes and culminates with end of program reflection activities.

Quality assessment as learning:

- Is learner focused;
- Is open ended;
- Is non-judgemental;
- Provides opportunities for the participants to reflect on their learning.

5. Feedback

Feedback underpins all teaching, learning and assessment processes. It 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. This information may include self-generated feedback produced through self-reflection as a professional and as a learner. Teachers use feedback to improve their teaching, students utilise feedback to improve their learning and TBS uses feedback to improve the quality of service delivery.

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; and,
- Challenges individuals with support.

At TBS feedback is generated through the following interactions:

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
<th>Purpose</th>
<th>Instrument / Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>Self</td>
<td>Self-reflection adapt learning strategies</td>
<td>Personal goal setting for learning</td>
</tr>
<tr>
<td>Student</td>
<td>Other Students</td>
<td>Peer assessment of group and individual performance.</td>
<td>Group self-assessment criteria sheets</td>
</tr>
<tr>
<td>TBS Teacher</td>
<td>Student</td>
<td>To encourage, guide and challenge student learning.</td>
<td>Informal discussions, spoken gestured throughout learning</td>
</tr>
<tr>
<td>TBS staff</td>
<td>Visiting teacher</td>
<td>Provide commentary on student learning. Readiness of student learning.</td>
<td>Informal discussions Induction processes Observation of visiting teachers running activities</td>
</tr>
<tr>
<td>TBS staff</td>
<td>Self</td>
<td>Reflect on their practice to strengthen their effectiveness.</td>
<td>Professional journal camp reports Performance planning processes</td>
</tr>
<tr>
<td>Visiting Teachers</td>
<td>TBS staff</td>
<td>To access information about performance of staff teaching, program design, resourcing and student management to make adjustments to future programs.</td>
<td>Client opinion surveys Informal discussion, feedback.</td>
</tr>
<tr>
<td>TBS staff</td>
<td>TBS staff</td>
<td>Provide advice and guidance to improve professional practice and effectiveness.</td>
<td>Peer Feedback sheets Camp reports Staff meetings Performance planning Team Teaching Informal Discussion</td>
</tr>
<tr>
<td>From</td>
<td>To</td>
<td>Purpose</td>
<td>Instrument / Tool</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------</td>
</tr>
<tr>
<td>Student</td>
<td>TBS Staff</td>
<td>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.</td>
<td>“Ideas chest” comments Student reflection leaves</td>
</tr>
</tbody>
</table>

### 6. Making Judgements

In an Outdoor or Environmental Education Centre context students are on site for a short period of time and present a limited opportunity to gather knowledge of the learner’s capacity, readiness, preferred ways of learning and demonstrating their level of understanding. Therefore, assessment of student learning to make judgements by TBS teaching staff is valid for a limited range of tasks and response modes. In this light, it is problematic for TBS staff to effectively assess student learning and more specifically assessing for reporting purposes.

However, as the designers and facilitators of the learning experience it is the responsibility of TBS staff to develop relevant and appropriate assessment strategies and instruments to make judgments about the effectiveness of learning experiences in meeting the explicit learning intent of programs/activities through the performance of students. It is critical that any assessment task developed works to support student learning, contributes positively to the learning experience, enables individual students to be credited for their learning and provides relevant data to improve quality curriculum and teaching.

However, excursions to Outdoor and Environmental Education Centres provide visiting teachers with a range of opportunities to make assessment judgements about their students and TBS teaching staff. TBS staff have an invaluable role to play in supporting visiting students and staff by providing quality commentary about individual learners, learning experiences and provide some evidence of learning. This task is best achieved in partnership with the visiting classroom teacher and may be managed during a program or following the program by the classroom teacher.

Assessment at an Outdoor and Environmental Education Centre is primarily formative (for learning) and transformative (as learning) however programs at TBS will include, where appropriate and where it does not detract from the learning experience, a summative assessment instrument/process that focuses on assessment of learning. This assessment can be completed as part of a program or as a post program activity in the classroom that supports the classroom curriculum and enhances the learning experience. The techniques utilised vary according to the profile of the students and the activity being undertaken.

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

- Learning logs and journals
- Reflective diaries
- Team discussion notes
- Surveys
- Computer software programs
- Performances / Representations
- Student feedback sheets
7. Curriculum Overview

a) Program Area History
Tallebudgera Beach Outdoor Education School began operations as the Tallebudgera Camp School in 1966. The core focus of programs was to provide an introduction to outdoor recreation through a personal growth, beach experience for country kids. The Camp Program has always been popular and interest has generally exceeded capacity. Personal growth and challenge provided the core of learning experiences with the addition of (in recent years) healthy lifestyles, teambuilding and effective communication and indigenous and environmental sustainability.

In 2001 Alternate Camps were introduced to alleviate the unmet school demand and continued until the Tallebudgera site re-development in 2004. Following the redevelopment restrictions to accommodation access saw the Alternate Camp focus change to Day Programs (2005). The Day Program delivers single day and 3 day non-residential programs within the themes of Teambuilding Leadership, Aquatic Adventure Challenge and Indigenous and Environmental Sustainability.

In 2007, Tallebudgera assumed site management of theCurrumbin Community Farm Campus. As a second campus of TBS, the Farm Campus delivers residential and day programs within the themes of personal development and challenge, animal welfare and environmental science and sustainability.

The Tallebudgera Registered Training Organisation (RTO) was established in 2001 and supported school vocational education requirements within a limited range of programs until 2009. In 2010 pilot funding enabled expansion of the scope of the RTO operations to incorporate risk management accreditation and specific outdoor and environmental education sector activity accreditation. The name and focus of the RTO was changed. Now titled the Outdoor and Environmental Sustainability Training (OEST) RTO, it supports the O&EE sector and schools through staff and student accreditation in the areas safety & welfare, systemic accountabilities, curriculum and pedagogical professional development.

b) Program Summary (Destination Mode)

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Core Focus</th>
<th>Program Themes</th>
</tr>
</thead>
</table>
| Camp Program | Personal Growth | • Adventure Challenge  
              |              | • Healthy Lifestyles    |
|              |             | • Teambuilding & Personal Leadership |
|              |             | • Indigenous & Environmental Sustainability |
| Day Program  | Personal Growth | • Teambuilding Leadership  
              |              | • Adventure Challenge |
|              |             | • Indigenous & Environmental Sustainability |
| Farm Program | Personal Growth | • Personal Development  
              |              | • Personal Challenge    |
|              |             | • Environmental Science & Sustainability |
|              |             | • Animal Welfare         |
| OEST RTO     | Systemic Compliance, Quality Assurance & Teaching & Learning Professional Development | • Risk Assessment & Management  
              | Systemic Accountabilities & Welfare  |
|              |             | • Specific Outdoor Activity Accreditation |
|              |             | • Pedagogical Professional Development |
|              |             | • Related Vocational Education & Training |
|              |             | • Extended O&EE Program Resources |
|              |             | • Curriculum exemplar programs |
c) Personal Growth

Educational under-achievement is directly related to poor interpersonal relationships and low emotional well-being. Overall between 30% and 50% of students under-achieve (higher in areas with economic disadvantage (Michael E. Bernard 2011). Outdoor and environmental education programs enhance the opportunities for the development of personal growth and well-being. Programs provide a sensory "engagement with place", real life learning applications and heightened emotional intensity through personal challenge, close interpersonal contact, interdependence and complex routines and structures. Learners discover more about themselves and the reality of their behaviour and interpersonal interactions.

The Tallebudgera Beach School has adapted the “Theory and Practice of You Can Do It Education” to support the development of personal growth as the core focus within its program delivery. Program structures, daily operations, activity delivery and learning experiences provide support for the development of the 5 Foundation Skills:

<table>
<thead>
<tr>
<th>5 Foundation Skills</th>
<th>TBS</th>
<th>5 Blockers</th>
</tr>
</thead>
</table>
| • Getting Along     | Interpersonal skilling is supported through the filter of the school motto:  
| • Organisation     | • Courtesy  
| • Persistence       | • Cooperation  
| • Confidence        | • Consideration  
| • Resilience        | • Common Sense  
|                     | In developing the 5 foundation skills students are supported to develop an awareness and capacity to deal with the 5 Blockers:  
|                     | • Feeling Down  
|                     | • Feeling Anxious  
|                     | • Procrastination  
|                     | • Not Paying Attention – Disturbing Others  
|                     | • Feeling Angry – Misbehaving  

Where practical, students and staff are introduced to Temperament Theory through the “AusIdentities” program. Learning and thinking styles highlight and support the needs of individual learners, develop increased tolerance and support for others and develop more effective interaction and communication strategies. Program learning activities, routines, student teacher interactions and pre and post program activities encourage learners to identify personal strengths and development areas. Learners work in teams and with teachers to share perceptions, deepen their understanding and report on learning and development experienced.

d) Program Themes and Extended Learning Programs.

While all program areas support and deliver the core focus of personal growth, visiting schools are able to choose specific themes and activities as identified in the Program Summary Table (Page 16). Themes may be specific to the design of individual programs or activities or an optional subset of a specific program varying the nature and focus of the delivery of the related learning experiences.

Learning activities are aligned (where relevant) to the key learning areas of the Australian Curriculum and QCAR and designed to be adapted and incorporated within the visiting school curricula and reporting frameworks. Program information and lesson plans (available on line) indicate aligned outcomes. All program areas offer a range of on-line extended learning activity options and resources for visiting schools, teachers and students. These relate to both the core program focus of personal growth and specific themes. The TBS website and program area sub-sites provide access to the learning activities and resources. The OEST RTO plays a key role in managing the design and presentation of on-line resources including podcasts, lesson plans, personal assessment and distance travelled data capture and feedback. A range of pre-program and post-program resources and activities are provided online, including:

- Program induction
- Learner readiness data capture
- Research materials
- Introductory activities
- Extended learning activities
- Secondary assessment tasks
- Outcome data capture
- Client satisfaction data capture
- Program assessment and certification.
e) Teacher Professional Development (Expert Mode)
The OEST RTO plays a central role in the design and delivery of specific accreditation, competency and awareness programs to support O&EE Sector and general school systemic accountabilities. A professional, easily accessible, intuitive and interactive on-line learning environment is crucial to the delivery of quality professional development, training and accreditation.

The development and utilisation of TBS staff expertise is crucial to support OEST RTO programs. It is also crucial to develop productive relationships to access the expertise of quality personnel in other O&EEC’s, schools, department agencies and related industries and communities to drive the highest standards in competency, currency and quality.

TBS site-based programs also provide the opportunity to not only support student learning but also drive teacher development and accreditation in the area of “Learning Beyond the Classroom”. The productive engagement of teachers in site programs and related accreditation activities increases their capacity to support student learning at their home school and also at TBS campuses.

2 examples of site program teacher development and accreditation are:
- Camp Coordinator accreditation
- Facilitator of “Learning Beyond the Classroom” accreditation.

These Teacher professional development programs when linked to peer observation and mentoring strategies enhance:
- The quality of TBS program preparation and operations
- The quality of onsite activity delivery and outcomes
- The skills of visiting teachers
- The relationship between visiting and site based personnel.

f) Partnership Mode
Tallebudgera Beach School's effectiveness is based on the development and maintenance of productive partnerships. All visiting schools are in effect partners in the delivery and achievement of outcomes of site programs. The development of more effective partnerships between visiting and site teachers is crucial to ongoing school improvement.

The O&EEC Sector through the platform of the OEST RTO also has the capacity to build and share their expertise within individual centres. It also provides a structure to enhance the efficient operations of centres through professional development, sharing and cooperative delivery of programs, resources, accreditation, training and induction processes.

Collectively, the O&EEC Sector has the capacity to build on individual centre partnerships with local business, government, industry and community agencies to drive a greater sector-wide efficiency and productivity in:
- program development and delivery
- centre resource support
- engagement of specialist expertise
- program access to schools and communities
- specialist program scope and outcomes.