

Teaching and Learning at Paluma Environmental Education Centre is all about SUSTAINABILITY (of Self, Others and Place)			
Sustainability is addressed through our “nesting” frames of.....	SELF	OTHERS	PLACE
	HEART	HEAD	HAND
	WORLD VIEWS	SYSTEMS	FUTURES
A recurrent theme across our programs is.....	CONNECTEDNESS (to our own sense of self, to others and to society and to special places)		
<p>Our Curriculum Plan in Summary.....</p> <p>(When reviewed, our full Curriculum & Assessment Plan will be available on our website www.palumaeec.eq.edu.au)</p>	<p><u>Personal Capability</u></p> <ul style="list-style-type: none"> • Self-awareness • Self-management <p>Leadership & Team building Challenge & personal development <u>A contemporary effective learner</u></p>	<p><u>Social capability</u></p> <ul style="list-style-type: none"> • Social awareness • Social management <p>Subject-specific knowledge, understandings and skills, in <u>Science</u> and SOSE (<u>History & Geography</u>)</p>	<p>A “sense of place” Personal agency and confidence in action A futures perspective</p>
<p>Our Learning Experiences in summary.....</p> <p>(As rewritten, lesson plans for our learning experiences will be available on our website www.palumaeec.eq.edu.au)</p>	<ul style="list-style-type: none"> • Immersion in the natural environment • Sensory exploration & reflection • Experiential learning & attentiveness • Emotional connection to place • Personal development & leadership skills • Developing a world view • Valuing diversity & social justice • Taking responsibility • Understanding our dependence on healthy ecosystems 	<ul style="list-style-type: none"> • Explicit curriculum intent • Developing students’ knowledge base in specific content areas • Understanding of the Earth as a dynamic biosphere • Understanding of the interdependence of all life forms & ecosystems • Developing relationships • Taking account of differentiation • Understanding of other peoples’ histories & cultures • Learning lessons from the past • Sustainable patterns of living 	<ul style="list-style-type: none"> • Recognition of & caring for special places & landscapes • Understanding of world views • Understanding of ecosystems & ecological interactions • A futures perspective • Developing skills for active citizenship • Making balanced design judgments • Taking informed actions that reflect care, respect & responsibility • Personal behaviour change
<p><u>United in our pursuit of excellence (2012-2016)</u></p> <p>Teaching practice (‘the how’) High quality teaching focused on the achievement of every student</p>	<p><u>United in our pursuit of excellence (2012-2016)</u> lists four areas of focus under ‘The how’ - Teaching practice:</p> <ul style="list-style-type: none"> • Consistent pedagogical practice • High quality teaching practices • Collaborative practices • Evidence-based decision-making <p>These foci are reflected in the Core Systemic Principles of the <u>Pedagogical Framework (2013)</u>.</p>		
<p>Core Systemic Principles of the <u>Pedagogical Framework (2013)</u>.</p>	<p>Our Pedagogical Model is explored below through these six core principles:</p> <ol style="list-style-type: none"> 1. Student-centred planning 2. High expectations 3. Alignment of curriculum, pedagogy and assessment 4. Evidence-based decision making 5. Targeted and scaffolded instruction 6. Safe, supportive, connected and inclusive learning environments 		

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<p>Our Pedagogical Model in summary.....</p> <p>Paluma Environmental Education Centre is the only departmental Centre to offer a rainforest experience, being surrounded by World Heritage-listed tropical rainforests providing engaging learning environments rich in human history. Paluma EEC is part of the outdoor and environmental education sector within Education Queensland. A 2006 DETA document committed our department to creating a more sustainable world by supporting the notion of sustainable schools through the statement <i>‘enough for all for ever’</i>.</p>	<p>Learning at Paluma EEC is about actively engaging with and exploring the natural environment.</p> <p>We believe that students develop personal and social capability, subject knowledge and understandings, and personal agency through connectedness to the natural environment and a “sense of place”.</p> <p>We embrace the Australian Curriculum’s cross-curricular priority of Sustainability, and identify opportunities for classroom teachers to bring Sustainability to the fore in the implementation of our focus subject areas (Science, History, and Geography). We develop excursion programs explicitly linked to the implementation of the Australian Curriculum through units of work in the Curriculum into the Classroom (C2C) resources, thus supporting the classroom teacher in scaffolding assessment.</p> <p>We apply research-validated pedagogical tools relevant to each of our three focus areas (Self-Others-Place). We have participated in two Australian Research Council projects with the University of Queensland to investigate and document Learning Beyond the Classroom pedagogical tools for use in our context.</p>		
Core Systemic Principles of the Pedagogical Framework	Our current pedagogical practice	Room for improvement (in the next 6-12 months)	
<p>1. Student-centred planning</p> <ul style="list-style-type: none"> • decisions based on knowledge of the students and their prior learning and attributes • range of agreed data used to tailor learning pathways and target resources • frequent monitoring and diagnostic assessment to inform differentiation <p>We only have a very short time working with our visiting students and have only basic knowledge of their prior learnings or learning styles and needs. Despite these limitations, we aim to give each student learning experiences they will always remember. These learning experiences will impart field knowledge in core curriculum areas, enable specialist literacies and numeracies to be developed, and teach them the skills of ‘attentiveness’ to the natural environment around them.</p>	<p>How is our pedagogy student-centred?</p> <ul style="list-style-type: none"> • Pre-visits to individual classes and teacher planning workshops are used to gather data on students, their prior learning, and the context for the excursion program within the unit of work • Each excursion program is tailored to meet the needs of the individual class group • Each excursion program and its learning experiences are explicitly aligned with content descriptors of the Australian Curriculum and its Queensland interpretation, C2C, that students are required to achieve • All learning experiences are fully resourced • Simple technological and logistical systems are in place to build a rapport with visiting students • The involvement and participation of each individual student is monitored whilst on an excursion and our teaching style and content is adapted to meet their needs 	<p>What else can we do?</p> <ul style="list-style-type: none"> • Make more consistent use of the pre-visit planning tool to collect data about students’ learning journeys • Develop and implement a simple data gathering tool for use during the excursion • Include student reflection on their own learning as a part of all new learning experiences to give the students an idea of where they are in their learning and to give us an idea where students are as well 	

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<p>2. High expectations</p> <ul style="list-style-type: none"> comprehensive and challenging learning goals for each student based on agreed data sets deep learning through higher order thinking and authentic contexts agreed procedures for ongoing induction, coaching, mentoring and support in teaching and learning for all staff <p>Our pedagogical context is that learning experiences take place outdoors, in the natural environment. Our core learning priorities are set by the Australian Curriculum (and C2C), the developing <i>Learning Beyond the Classroom (a 5th Pedagogy?)</i> strategies and other research into the pedagogy of place. We purposefully schedule time for professional conversations on the quality of our curriculum, our developing pedagogical practice and in giving each other feedback. We are confident of both the quality and relevance of our programs.</p>	<p>How does our pedagogy set high expectations for students?</p> <ul style="list-style-type: none"> Pre-visits to individual classes are used to gather data on students prior learning through the use of pedagogical tools such as the TWLH chart Development and inclusion of Centre-based pedagogical tools such as the Connected Map encourage higher order thinking in a real-life context One excursion program is built around the development of a student action plan for more sustainable behaviours Paluma itself provides the authentic context for Place based learning through immersion in the natural environment Paluma is a real place with a history explored through one excursion program Paluma is a place based on values e.g the protection of special places in National Parks and World Heritage Areas <p>How do we set high expectations for ourselves?</p> <ul style="list-style-type: none"> As such a small sector within Education Queensland, we don't often get any professional development tailored to our needs. We consciously involve all staff in the PD opportunities provided by our own associations, the Outdoor and Environmental Education Centres Principals Alliance (OEECPA), the Australian Association of Environmental Educators (AAEE) or by our partner agencies. We schedule 'curriculum meetings' to reflect on the development and delivery of excursion programs Team teaching by Centre teachers facilitates sharing of practice and provides opportunities for induction and coaching 	<p>What else can we do?</p> <ul style="list-style-type: none"> Formalise our Centre induction for new teachers Secure professional development in coaching through re-established links with OEECPA FNQ cluster Continue development of Centre pedagogical tools eg extend use of the Connected Map Increased focus on deep learning and higher order thinking in learning experiences, rather than recall of facts Make excursion programs even more authentic by including more investigations, Problem Based Learning etc Deepen our focus on the cross-curricular priority of Sustainability and transferability of learning at Paluma to personal behaviours Build in to new learning experiences opportunities for student reflection and for students to provide feedback on their learning

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<p>3. Alignment of curriculum, pedagogy and assessment</p> <ul style="list-style-type: none"> pedagogy aligned with curriculum intent and demands of the learning area/subject, general capabilities and cross-curriculum priorities assessment, with explicit criteria and standards, planned up front and aligned with teaching lesson design and delivery, including monitoring and data collection practices, consistent across the school and learning area moderation practices to support consistency of teacher judgment about assessment data <p>Environmental education for sustainability is our core business. Environmental education for sustainability clearly aligns with outcomes of the Australian Curriculum and is an excellent educational approach supporting schools in delivering field knowledge and skills in selected subjects. We see our role as supporting schools in achieving content descriptors in the subject areas of:</p> <ul style="list-style-type: none"> Science History Geography <p>We support schools in delivering on the cross-curricular priorities and the Learning and Wellbeing Framework commitments.</p> <p>Centres cannot deliver on all types of assessment in every program. Students are only on site for a short period of time. Centre teachers have limited knowledge of the learner’s capacity, readiness, preferred ways of learning or demonstrating understanding. Therefore, Centre teachers’ assessment <i>of</i> student learning to make judgements is valid only for a limited range of tasks and response modes. However, as designers and facilitators of the learning experience, it is the responsibility of Centre teachers to develop sample assessment strategies and instruments and to share these with the classroom teacher.</p>	<p>How does our pedagogy align our curriculum with assessment?</p> <ul style="list-style-type: none"> Each excursion program and its learning experiences are explicitly aligned with content descriptors and pedagogical practices of the Australian Curriculum, its Queensland interpretation (C2C) and Learning Beyond the Classroom strategies Cross-curricular priorities and general capabilities of the Australian Curriculum are included in professional conversations that surround the design and development of each excursion program Owing to the real-life context and active engagement in real issues that we provide, students have multiple opportunities to develop general capabilities through the application of specialist knowledge. Each new excursion program itinerary is designed and delivered around a consistent three-phase framework Literacy and numeracy opportunities are flagged in all new learning experiences In the Pre-Visit stage, classes begin a TWHL chart that is added to during the excursion and the Post-Visit. The capacity of Centre programs to contribute to assessment is proportional to the amount of time students are engaged in our programs. However, new excursion programs flag and scaffold the assessment task for the classroom teacher The involvement and participation of each individual student is monitored whilst on an excursion and informal feedback is provided to the class teacher Ongoing feedback is provided to students through our interaction with students and reflective discussions Guides to Making Judgements are provided to the classroom teacher to enable responses in the field workbook to be assessed as work samples 	<p>What else can we do?</p> <ul style="list-style-type: none"> Gather feedback on our performance as teachers from the class teacher Vary our pedagogical practice to match the demands of specific subjects Seek moderation of our programs with leadership provided by an external facilitator, perhaps working with the OEECPA FNQ cluster More rigorously collect data on student learning eg students record learning facilitated by a set of questions, use ICTs eg flip videos, iPads, Promethean learners response devices Expand coding of student responses using the elements identified in the current ARC UQ research project Develop a script for the ‘Chapter 4’ Post Excursion Visit (POSV) Develop a matrix that clearly shows the assessment opportunities provided in each excursion program Centre teachers do not currently carry any responsibility for reporting on assessment. At the POSV, we could view student presentations of their assessment task. By working with the class teacher, we can enable judgments to be made about the effectiveness of Centre programs in meeting the explicit curriculum intent.

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<p>4. Evidence-based decision making</p> <ul style="list-style-type: none"> teaching and learning informed by student performance data and validated research quality evidence of the sustained impact of the agreed teaching methods is used to inform teaching and learning agreed feedback practices for staff, parents and students <p>The only system data provided to outdoor and environmental education centres is staff opinion survey data and logistical data on facilities and staff retention. We are responsible for collection and collation of our own data, using the OEECPA data collection tool to record student visitations. We acknowledge that we do not collect other forms of feedback data well, but are working with the University of Queensland on a research project that will give us valid information on student engagement. We will also implement regular surveys of students, parents and teachers.</p>	<p>How is our pedagogy evidence-based?</p> <ul style="list-style-type: none"> The natural environment is our classroom – we teach and learn outside because we know from research undertaken by our colleagues in other Centres that this accommodates different personality types and helps our students learn Our beliefs (that students develop personal and social capability, subject knowledge and understandings and personal agency through connectedness to the natural environment and a “sense of place”) are based on the four dimensions of the Productive Pedagogies and the extension of that model to include a 5th Pedagogy, Learning beyond the Classroom, which was the result of the first ARC UQ research project (Ballantyne & Packer) We apply research-validated pedagogical tools relevant to our context We continue documenting Learning Beyond the Classroom pedagogical tools for use in our local context 	<p>What else can we do?</p> <ul style="list-style-type: none"> Secure professional development in obtaining feedback with leadership provided by an external facilitator, perhaps working with the OEECPA FNQ cluster Continue development of Centre pedagogical tools Document our existing and new learning experiences in an agreed format More rigorously collect data on student learning eg students record learning facilitated by a set of questions, use ICTs eg flip videos, iPads, Promethean learners response devices Reimagine the field workbook to include a statement of achievement related to the intent of the excursion program

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<p>5. Targeted and scaffolded instruction</p> <ul style="list-style-type: none"> comprehensive range of agreed contemporary teaching strategies that support curriculum intent, engage students and exploit available technology differentiated and scaffolded teaching based on identified needs of students <p>The 'Four Chapter' delivery model</p> <p>Until recently, Paluma EEC did not offer any post-excursion support to schools. New residential excursion programs will be designed around a model similar to Pullenvale Environmental Education Centre's 'four chapter' model to include more Post-Visit support:</p> <ul style="list-style-type: none"> Chapter One – The Pre-Visit and Teacher Planning Workshop: organising the logistics of the excursion program, designing the excursion program and itinerary, students' introduction to attentiveness and to the Centre, preparation of students for excursion (Paluma and/or Class Teacher) Chapter Two – The excursion program itself Chapter Three – The Post-Visit: reflection on the excursion program, checking for understanding, possibly assessment Chapter Four – A long-term relationship: assisting schools with the implementation of a hands-on project 	<p>How does our pedagogy provide targeted and scaffolded instruction?</p> <ul style="list-style-type: none"> We engage students through place based education The design of new excursion programs is consistent with our 'pedagogical placemat', reflecting the three phases of our general program design We use curriculum design models relevant to the subject area eg the 5Es for science-based excursion programs We build in increasing use of ICT's and multimedia devices Our new excursion programs and individual learning experiences clearly identify core curriculum intent Our new excursion programs that support a specific C2C unit show these links explicitly We've developed pedagogical tools that can be used in any program (Connected Map, Super Powers, Magic Spot) We scaffold differentiated instruction through the involvement of parents and support staff Professional conversations with the class teacher at the Pre-visit provide us with information on individual student learning needs 	<p>What else can we do?</p> <ul style="list-style-type: none"> Secure professional development in differentiation in our context with leadership provided by an external facilitator, perhaps working with the OEECPA FNQ cluster Revisit Bloom's Taxonomy in a curriculum meeting to scaffold questioning during learning experiences and while facilitating reflection activities Formalise what we do with multimedia devices in specific learning experiences eg cameras Document our individualised delivery of learning experiences as a resource for agreed teaching practice Factor in differentiation to new learning experiences

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<p>6. Safe, supportive, connected and inclusive learning environments</p> <ul style="list-style-type: none"> consistent, whole-school approaches to classroom and behaviour management, recognition of difference, student well-being and development of student autonomy innovative, responsible and ethical use of digital technologies. <p>A number of factors motivate Centre teachers to make explicit Centre practices in providing a safe, supportive, connected and inclusive learning environment</p> <ul style="list-style-type: none"> The introduction of the national curriculum The allocation of a third teacher to small Centres Generational change resulting from the retirement of a long-serving teacher The availability of new ICT technologies Departmental initiatives like <i>The Learning and Wellbeing Framework</i> 	<p>How is our Centre learning environment safe, supportive, connected and inclusive for our visiting students?</p> <ul style="list-style-type: none"> The core principles of our Responsible Behaviour Plan for Students are made explicit during the Pre-Visit, as is our expected dress code Our new excursion programs have a framework consistent with our ‘pedagogical placemat’, reflecting the three phases of our general program design We provide both adults and student with inductions to the Centre as part of the Pre-Visit stage and on arrival at the Centre We encourage greater student autonomy by hosting students in a residential situation and demonstrating life skills eg washing up their own dishes We are skilled at managing the ‘logistics’ of student safety and well-being All Centre staff are funded to maintain their First Aid qualifications We adapt our learning experiences to include students with disability We are always looking for relevant ways to incorporate ICTs into our learning experiences We take advantage of opportunities to upgrade our technical skills in using ICTs and the network 	<p>What else can we do?</p> <ul style="list-style-type: none"> Review our Responsible Behaviour Plan for Students Review our induction programs annually Undertake internal PD on current EQ policy on the use of ICTs and the departmental network, as a whole staff Make explicit our acceptable use policy when distributing media devices for student use Complete our training in web conferencing moderation