

Tranche 1 – Phase 3 – Initial Draft Course

Outdoor Education Level 1

Total Responses = 3

Organisations represented	Group	Individual
3	2 (representing 5 individuals)	1

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One group submission supported the course alignment to Professional Studies.	Noted.
One individual submission suggested that placement of the course within Personal Futures might better represent the motivation and profile of their current cohort.	Noted.
Another group noted that Outdoor Education skills are transferable across all Focus Areas.	Dialogue with Critical Friends supports Focus Area for this and its consistency with the other Outdoor Education courses.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One group identified repetition in Rationale and Course Description.	Noted the problem with the clarity of purpose and intended audience.
One individual response restated the belief that health and independence are key.	The description (for students and community) and rationale (for providers) will be reviewed and adjusted.
Both group submissions supported Rationale as articulating why the course is needed.	
One group noted the difference in student audience (Course Description) and provider audience (whole document).	

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
All submissions believe that the General Capabilities identified are appropriate.	Noted.
One group identified uncertainty about visibility of Asia and Australia's Engagement with Asia within the content.	Review and adjust as necessary, confirm with critical friends before submission for next phase.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Respondents agreed that pathways are clear.	Noted.

Key themes	Years 9 to 12 Learning Response
One group identified a) a desire to strengthen messages around this course developing attributes that transfer and apply to a wide range of occupations and b) the need for clarity of the connections to current and proposed courses.	Review and adjust as necessary, confirm with critical friends before submission for next phase.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>One group noted the following:</p> <ul style="list-style-type: none"> • locating of requirements was difficult • concerns that complexity of content seemed challenging for Level I • questioning status and significance of the Australian Adventure Activity Standards and DoE - Procedures for Planning Off Campus Activities) • digital resources and whether they might be at risk if unsuitable when used in the field • the complexity and repetitive nature of this information across the series of Outdoor Education courses 	<p>Noted. Responses below:</p> <ul style="list-style-type: none"> • These are found on Page 7. • All Outdoor Education Courses are designed to align with accepted national best practice. The AAAS has been identified as that source. The course applies across sectors so providers will need to comply with their relevant policies, practices, and procedure documents. • (The Procedures for POCA applies to DoE sites and will be reviewed for alignment to the Australian Adventure Activity Standards in due course). <p>Review and adjust for clarity as necessary, confirm with critical friends before submission for next phase.</p>
<p>Another group noted that:</p> <ul style="list-style-type: none"> • journaling may be in a variety of forms (not just digital) • the purpose of minimum group size is unclear and the need to meet ratios is a more significant factor 	<p>Responses as follows:</p> <ul style="list-style-type: none"> • A multi-level approach to course group documents was proposed. • Minimum group size relates to provision of opportunities to develop collaborative and

Key themes	Years 9 to 12 Learning Response
<ul style="list-style-type: none"> concerns around viability of 150-hour course size at Level 1 and desire for flexibility in modular delivery across Years 9-12 and TCE to address retention, attainment, and engagement 	<p>group skills, meet Work Requirements and Criteria.</p> <ul style="list-style-type: none"> 50-hour modularization is a feature of the draft Integrated Model. <p>Review and adjust for clarity as necessary, confirm with critical friends before submission for next phase.</p>

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Individual submission noted that structure, delivery and progression were clear.	Noted.
Clarification of the nature of engaging with exposure to professional practice was sought.	Outdoor Education teachers represent a significant workforce within the industry sector and in their work behaviour they model professional practices, safety and risk management conventions.
Not clear on how Focus Area features are applied and the differences in these courses to VET.	Work Requirements are designed to clearly align with Focus area features.
<p>The group submission suggested that:</p> <ul style="list-style-type: none"> a sample program would help providers progression must be within rather than across modules if delivering concurrently sequenced modules better for students who complete a part of the year nature of the course makes concurrent delivery sensible 	<p>Noted. Responses below:</p> <ul style="list-style-type: none"> Sample program scope/sequence modelling will appear in Course Implementation Guide Full flexibility in modular delivery may be desirable. <p>Review and adjust for clarity as necessary, confirm with critical friends before submission for next phase.</p>

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Additional feedback included:</p> <ul style="list-style-type: none">• Focus Area features applied to the context of this course needing greater clarity.• Potential for localised engagement and community contexts - desire for agency and flexibility• Over reliance on reflective journaling• One provider questioned full day stipulation in Module 3.	<p>Noted. Responses below:</p> <ul style="list-style-type: none">• Comprehensive documentation supporting the Focus Areas exists on the Years 9 to 12 project website. Professional learning sessions have been, and will be, provided leading into course implementation.• The Course Implementation Guide will support delivery and clarify many of these queries. <p>Review and adjust for clarity as necessary, confirm with critical friends before submission for next phase.</p>
<p>The term” paradigm “seems to be confusing. Defining “professional practice”. Possible content error noted on page 13</p>	<p>Focus area wording will be reviewed.</p>
<p>Desire for a sample digital folio for clarity</p>	<p>Provision of a sample folio may be a good project for the Community of Practice after course is underway.</p>
<p>Work requirements not matching the Summary</p>	<p>Work requirements will be reviewed in consultation with sponsors.</p>
<p>Review level and nature of leadership skill development and focus.</p>	<p>Refine description of level appropriate leadership skills, scaffolding and progressions.</p>

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Varied feedback including:</p> <ul style="list-style-type: none">• Criteria 5 too conceptual, E5 vague• Criteria 4 industry not relevant• Criteria 1 – why two branches• Criteria 4 and 5 not relevant to Level 1• Standards at times appear dense, repetitive and/or ambiguous.	<p>Noted. Specific responses below:</p> <ul style="list-style-type: none">• Personal and Social Capability progressions align to the Australian Curriculum General Capability language and descriptors.• Criteria and Standards will be redesigned as a set of 8. <p>Review and adjust for clarity as necessary, confirm with Critical Friends before submission for next phase.</p>

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>All responses affirmative.</p> <p>One response commented on the symbols key and explanation.</p>	<p>Noted.</p> <p>The use of Australian Curriculum General Capabilities and the CCCP icons will be reviewed.</p>

Appendix 2 – Alignment to Curriculum Frameworks

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
N/A	N/A

Appendix 3 – Work Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Repeated use of journal and multimodal presentations as a guide good, but if a compulsory requirement they may overly reduce teacher or learner agency.</p> <p>A summary of time totals aligned to theory/practical activities would be helpful.</p>	<p>Noted.</p> <p>Review and adjust for clarity as necessary, confirm with critical friends before submission for next phase.</p>
<p>A sample of the folio of work would be appreciated.</p>	<p>Preparation of sample work requirement folio resources would be good as part of a Community of Practice following implementation.</p>

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Coasteneering/ sea level traversing popularity growth - consider for Appendix 6 the Outdoor Education: Guidelines for Practical Activities.</p> <p>Activity guide is good – should have Outdoor Education Tasmania review for suitability and currency.</p>	<p>Review and adjust for clarity as necessary, confirm with Outdoor Education Tasmania and critical friends before submission for next phase.</p>

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Generally, feedback has been positive.	<p>Most of the feedback for this course has been strong and positive. Teachers in the learning area have engaged and supported the proposed development.</p> <p>Opportunities to engage with consultation in the final phases of developing the course, the implementation guide, professional learning, and the Community of Practice will all assist in helping providers to help shape and then transition to the new course.</p>
Some further need for clarity in the Focus Area content was noted, as was the interrelationship and connections across levels.	It is noted that Focus Area and connections within and across levels will need further detail. Support and consultation will be provided.