

Tranche 1 – Phase 3 – Initial Draft Course

Outdoor Education Level 2

Total Responses = 3

Organisations represented	Group	Individual
3	3 (representing 9 individuals)	0

Focus Area and Key Features

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Sufficient detail in the focus areas and key features is provided.	Noted.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Rationale clearly articulates why the course is needed.	Rationale is aimed at providers and educator audience.
Description gives a clear overview for learners. Noted that there is some possible repetition with the description.	Course Description is intended for learners and use in Course Guide.

Key themes	Years 9 to 12 Learning Response
<p>One group raised concerns that:</p> <ul style="list-style-type: none"> the Focus Area may preclude recognition of the broader skillset developed in Outdoor Education that applies to all Focus Areas confusion about the ways they might replicate industry experiences or standards and the connections to shaping work requirements the Rationale did not need a Focus Area connection industry and careers pathways connections to work requirements and assessment are not mentioned 	<p>Noted. Responses below:</p> <ul style="list-style-type: none"> Focus Area Papers provide good background to this prominent design feature in new courses. The Course Implementation Guide and supporting Professional Learning will assist teachers in understanding the nature of delivery, agency and pedagogy aligned to the new courses. Much of this information appears in other sections of a course document and some of the feedback appears to reflect issues with the nature and format of the new course document. <p>Review language and adjust for clarity as necessary, confirm with Critical Friends before submission for Phase 4.</p>

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>General Capabilities are appropriate for this course.</p> <p>Embedding of General Capabilities within content and outcomes is clear.</p>	<p>The course documents provide a balance between prescription and teacher agency.</p>
<p>Uncertain about Asia and Australia's Engagement with Asia (Cross Curriculum Priorities) and direct connection to content.</p> <p>The alignment of Learning Outcomes to General Capabilities in Appendix I does not have detailed support and guidance on how to ensure these are met within the course.</p>	<p>Some of the General Capabilities and AAPs may not be specifically addressed or stated as a requirement in the document but learning opportunities may arise in some settings or scenarios where they can be appropriately and authentically addressed.</p> <p>The Course Implementation Guide may help make opportunities and details more visible.</p>

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The desirability of including a statement about the transferability of skills and qualities developed in this course which are valued in a wide range of occupations and settings.	Review and adjust Pathways information for clarity as necessary, confirm with Critical Friends before submission for Phase 4.

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The resource requirements section should encourage using the Australian Adventure Activity Standards (AAAS) but cannot prescribe they have to be met.	All Outdoor Education Courses will be designed to align with accepted national best practice. The AAAS have been identified as that source and can be prescribed.
Status and use of Australian Adventure Activity Standards and the DoE Procedures for planning Off Campus Activities Guide.	<p>The course document is used across sectors so providers will need to comply with their relevant policies, practices and procedure documents. (The Practices for POCA applies to DoE sites and will be reviewed for alignment to the AAAS in due course).</p> <p>Professional standards and expected practices: these include risk management in alignment to the National standards, and a requirement for meeting sector and site-based requirements.</p>
Resource requirements noted significant establishment budget and teacher capacity, or a reliance on external providers required to start a new program.	Review and adjust resource requirements to reflect provider capacity, equipment and transport needs.

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Course description gives a clear overview for learners.	Noted.
Concern that group dynamics and leadership may be too advanced for an experiential activity-based course.	Agency for providers and learners is one of the key design principles of the 9-12 curriculum framework.
Desire for flexibility in delivery sequencing to cater for site and teacher differences. Concern that volume may warrant a sample scope and sequence to help explain the model and to show timeframes.	Planning and delivery models will be discussed as part of implementation of Professional Learning and unpacked further in the Course Implementation Guide.
Question – do all modules need to be completed to an acceptable standard to complete the course?	Course design currently does not refer to modular assessment. Work and assessment requirements make clear what must be completed to complete the 150-hour course. Review and adjust this section for clarity as necessary, confirm with Critical Friends before submission for Phase 4.

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Engagement with knowledge, skills and understandings for all modules is clear. Acknowledgement that positive components and approaches of the current course can be evolved.	Noted.

Key themes	Years 9 to 12 Learning Response
Exposure to professional practice appears over-emphasised.	Participants in these courses are exposed to modelling from professional outdoor educators who themselves represent a significant component of the Tasmanian Outdoor recreation industry sector.
Unable to locate “ideation, research, discovery and integrated learning”.	The guaranteed learning experiences and Work Requirements of this course are intended to address the Focus Area features - perhaps these need to be made more explicit and the language more accessible. The opportunities for ideation, research, discovery and application of theory using integrated learning approaches in multiple field settings is one of the great strengths of the Outdoor Education courses.
Positive about detail provided but concern about volume and when Work Requirements will be completed.	Glossary and Course Implementation Guide will help increase confident usage by clarifying and supporting the implementation processes.
Concern at appropriate focus and level of “leadership” to be addressed at this level.	Some learning about roles and recognition of leadership, compliance, respect and support is important in understanding and contributing to positive group dynamics.
Consistent use of terms like “units and modules” unclear.	Review language and adjust for clarity as necessary, confirm with critical friends before submission for Phase 4.
Some issues interpreting “production and sharing replicating a professional paradigm”.	The use of the term “paradigm” has been causing confusion even for teachers familiar with the Years 9 to 12 Project Focus Area documentation.

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One group felt that the Learning Outcomes, Criteria, and standards were appropriate and aligned well.	Noted.
One group identified: <ul style="list-style-type: none">• confusion around the elements of Criteria 1 Personal and Social Capability and concern that the complexity is too high• concern that Criteria 4 and other criteria in general are aimed at concepts not skills• Criteria 5 seems too advanced for Level 2• they would like the balance of criteria to be different	<p>Noted. Specific responses below:</p> <ul style="list-style-type: none">• Criteria 1 progressions and terms drawn directly from the ACARA General Capabilities F-10.• Whilst concerns around the balance of areas of criteria and focus were raised no suggestions for alternatives were provided• All criteria and standards will be reviewed and there will be alterations for Phase 4.• Criteria address understanding of concepts and the application of skills and knowledge in context. <p>Review and adjust criteria and standards for clarity as necessary, confirm with Critical Friends before submission for Phase 4.</p>
The nature of requirements for course success may need to be clearer and show greater weighting towards practical experiences.	The Course Implementation Guide should help improve understanding of the standards.

Appendix 1 - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
One group felt the Line of Sight was not clear or aligned with their view of a preferred course.	<p>The Line of Sight refers to this draft and should show alignment.</p> <p>Following review of criteria this will be reworked for Phase 4.</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>Module Tasks involving pitching and agency need clarifying.</p> <p>Some examples of work requirements may be needed to see if time allocations are reasonable or achievable.</p> <p>Would like to see more practical Work Requirement tasks, including a skills checklist.</p> <p>Concern that concurrent modules and culminating tasks may create huge spikes in load for learners.</p>	<p>Noted.</p> <p>Teachers have agency in making reasonable adjustments to broaden and tailor tasks to meet their localised opportunities.</p> <p>The timeframes in Work Requirements are intended to help contextualise the expected volume and nature of student work.</p> <p>Review and perhaps refine following adjustment of criteria and standards for clarity as necessary, confirm with Critical Friends before submission for Phase 4.</p>

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Nil	Nil

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>As a significant change it is essential that this course be resourced to develop a detailed teaching and learning guide.</p> <p>Need to clarify and describe “intermediate level” skills.</p>	<p>To support the implementation of the course, a glossary will be added and following accreditation a Course Implementation Guide will be developed and shared during Professional Learning sessions.</p> <p>The Community of Practice will also be important as a place for ongoing sharing and development of resources.</p> <p>Following review and adjustment, particularly to criteria and standards, Critical Friends will be consulted before submission for Phase 4.</p>
<p>The degree of detail in standards requires significant time to examine – would have liked more time to analyse the documents.</p> <p>Request for Years 9 to 12 project team to find the resources to meet with providers to unpack the feedback provided. The draft does not seem to capture the transformational capacity of the outdoors and there is concern that some valued aspects of the current course may be lost.</p>	<p>The Curriculum Leader has invited all respondents to meet.</p>