

Tranche 1 – Phase 3 – Initial Draft Course

Outdoor Education Level 3

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
Sufficient detail of Focus Areas and Key Features is provided.	Noted.
Explicit reference required for group management and leadership; sustainability, human-nature-relationships.	Will review and address where possible within word count constraints. Review and adjust as necessary, confirm with critical friends before submission for Phase 4.

Course Rationale and Description

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Would like to see “leadership”, “group management” “sustainability”, “human-nature-relationships” feature more prominently in rationale, description and throughout the course.	Noted. Sustainability and human nature-relationships appear within ecological literacy.
There should be less focus on experiences and more on leadership theory – moving through from participant to guide to leadership lenses. Maybe add a statement around employers in all industries looking for attributes developed in this course.	Balancing theoretical knowledge and demonstration of understanding through application is a tension within this course. Rigour and managing time to ensure it has sufficient theory and practical opportunities, addresses the focus area features, and provides agency are some of the aims represented. Review and adjust for clarity as necessary, confirm with Critical Friends before submission for Phase 4.

Integration of General Capabilities

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
General capabilities identified are appropriate and have been suitably embedded.	Noted.

Pathways

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Outdoor Education Level 2 should be emphasised as the main pathway. Level 1 and Australian Curriculum experiences may not provide sufficient scaffolding for the Level 3.	<p>Noted.</p> <p>Review and adjust for clarity as necessary, confirm with Critical Friends before submission for Phase 4.</p>

Course Requirements

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
A five learner minimum could reduce delivery flexibility.	<p>Noted.</p> <p>Providers would be challenged to give equitable learning experiences and provide opportunities for learners to develop and demonstrate group leadership skills and competence without working in and with a group.</p> <p>Discussion may be warranted about the minimum acceptable size to develop and show “group” leadership at Level 3.</p> <p>Review and adjust for clarity as necessary, confirm with Critical Friends before submission for Phase 4.</p>

Course Structure, Delivery and Progression

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Would like to see leadership more prominently featured.</p> <p>May be difficult to engage with industry in some locations.</p>	<p>Noted.</p>
<p>Clarity needed about how “sharing and replicating a professional paradigm” might look and still retain the feel of the outgoing course.</p> <p>Skill development in activities has not been a focus of the current course – more time is spent on how to lead an activity.</p>	<p>Some excellent papers backgrounding work and research behind the Focus Areas – including Professional Studies- are available on the Years 9-12 project website.</p> <p>This new course aspires to improve on the current course by adding Focus Area features. It provides options for individual and localised differentiation, more time to experience both practical skill development in a few preferred activities, as well as building broad awareness of group leadership approaches that can transfer through exposure/experience across a range of other activities.</p>
<p>Would like to see all three levels displayed together to review progressions and map content, outcomes, criteria and standards overview.</p>	<p>The Course Implementation Guide and supporting Professional Learning will provide opportunities to explore the progressions and connections within and across levels.</p>
<p>Appears to be some overlap in practical components. A strength of the current course is teacher agency in determining how best to support theory with practical experiences.</p>	<p>Agency is intended to be a feature for providers and learners in all courses.</p>

Module Content

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Feedback on aspects of Modules include:</p> <ul style="list-style-type: none">• Request for ‘leadership’ as well as ‘planning to lead’ to be included in outcomes and content for Module 1.• Suggestion to rename Module 2 as “Outdoor Leadership Knowledge and Skills” and perhaps move leading outdoor activities unit to Module 1.• Module 1 “relationships with the natural world” may fit better in Module 3• Module 2 unit “group leadership” retitled to “group management”. IOLP may need to feature here in place of 3B-Outdoor Specialisation.• Time demands of a COLP and IOLP may be challenging.• 3B-Outdoor Specialisation not appropriate as insufficient time. Prefer to see 10 hours given to an interpretation unit in Module 3 connecting to National Park and guiding industries.	<p>Noted. Specific responses below:</p> <ul style="list-style-type: none">• All modules are 50 hours so content adjustment will need to reflect that.• Time indicators for units will help limit the depth of coverage required. The assumption is that whilst content and topics are similar - coverage and approaches will not simply mirror the current course which, it is acknowledged, has widespread support and enjoys positive recognition.• This new course has greater breadth and provides opportunities to tailor deeper study in some topics relevant to the learner, cohort and setting.• Content revisions, placement of units and suggested content revisions will be considered and appear with revised criteria and standards in the next version. <p>Review wording and structures and adjust for clarity as necessary, confirm with critical friends before submission for Phase 4.</p>
<p>A Course Implementation Guide must be resourced to support such a radical rewrite.</p>	<p>A Course Implementation Guide will be developed and accompany the Professional Learning. This will complement ongoing use of the Community of Practice in supporting preparation and implementation following accreditation.</p>

Criteria and Standards

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Satisfaction with the present criteria and standards, and a desire to see these retained or visible in the new course, was expressed.</p> <p>More specific feedback includes:</p> <ul style="list-style-type: none">• Criteria are not aligned to major content/topics.• Desire for group leadership to have at least as much prominence as personal and social capability.• Personal and Social capability standards too extensive – streamlining required.• Academic rigour and referencing seem to be missing.• Criteria 4 and Criteria 6 appear to have potential overlaps.	<p>Noted.</p> <ul style="list-style-type: none">• More recent requirements prescribe the way that new courses must be presented for accreditation and use. The intention has been to retain positive aspects of the current course and marry these with current educational approaches and contemporary practice.• Criteria and standards from existing courses have been considered and many features have been included in this course design.• Phase 4 versions will have 8 criteria and the standards and elements will be refined. <p>Review and adjust content, criteria and standards for clarity as necessary, confirm with Critical Friends before submission for Phase 4.</p>

Appendix I - Line of Sight

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
<p>Would like to see leadership featured more prominently.</p>	<p>Noted.</p> <p>The Line of Sight will be updated in response to review and adjustment of content, criteria and standards, changes will be confirmed with Critical Friends before submission 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>Over reliance on journals and multimodal - need more scope for teacher discretion.</p> <p>Would like more report/essay writing for deeper responses.</p> <p>Work requirements should help prepare for external assessment and a folio would be a better option for this course.</p>	<p>Noted.</p> <p>Assessment should allow a range of response modes. The work requirements are not the only assessment items learners should undertake; there is scope for teacher/ learner agency.</p> <p>Work requirements have been designed with a view to folio based external assessment, at least as a component part.</p> <p>These Work Requirements align to the Focus Area and content but will be reviewed considering the various adjustments with a view to maximise opportunities for increased agency and flexibility.</p> <p>Changes will be confirmed with critical friends before submission for Phase 4.</p>
<p>Some work requirements seem excessive and underestimate the time needed.</p>	<p>Time allocations for work requirements should be used to guide the depth and nature of work learners undertake. Details of planning, task approaches and how classes can be managed to meet the intentions will be supported by the Course Implementation Guide, Professional Learning and the Community of Practice.</p>

Key themes	Years 9 to 12 Learning Response
Module 3 - remove industry connection.	As a Professional Studies course, industry connection is implicit. Learners undertaking this course are regularly exposed to professional practice in the Outdoor Recreation industry – in Tasmania, Outdoor Educators are a significant proportion of the professional practitioners in the sector.

Further Appendices

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
The activities list provided should be reviewed and approved by Outdoor Education Tasmania.	Noted. Outdoor Education Tasmania feedback will be sought for Phase 4.

Further Feedback and General Comments

Summary of key themes and way forward from feedback

Key themes	Years 9 to 12 Learning Response
Request for face-to-face meetings to discuss draft documents.	The Curriculum Leader has invited all respondents to meet and will continue to do so.
Online feedback limitations causing frustration.	To support implementation a glossary will be added and following accreditation a Course Implementation Guide will be developed and shared during Professional Learning sessions. The Community of Practice will also be important as a place for ongoing sharing and development of resources. Following review and adjustment, especially the criteria and standards, Critical Friends will be consulted before submission for Phase 4.