

Tranche 1 – Phase 4 – Draft Course

Outdoor Education Level 3

Total Responses = 3

Organisations represented	Group	Individual
4	2 (representing 7 individuals)	2

Content

Summary of feedback regarding implementation of course in relation to content

Key themes	Years 9 to 12 Learning Response
<p>Adjustment suggested for practical experiences / activities.</p> <p>Remove “Specialist” Units and redistribute time to other practical units. Relocate some of the content dot points from specialist to relevant other practical outdoor units. Clarify or reword to increase visible difference in intent of exposure (opportunities to experience and observe across diverse activities) and developmental experiences (multiple sessions for deeper understanding, breadth of experiences and improvement).</p> <p>Ensure all learners experience at least 4 different activities in Module 1.</p>	<p>Suggestions appreciated, reviewed and adjustments made.</p> <p>This has also warranted rewording or removal of some of the text in Module 1.</p>

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One respondent suggested a Folio Unit Part to each module (IOLP Part A Planning, Part B Leadership and Implementation, Part C Review and Reflection)	This suggestion was reviewed and adopted. This change to reposition some of the learning across each module has resulted in a number of flow-through adjustments to the course document.
One respondent was unclear on the practical requirements across the 3 courses. Is there scope to focus on 4-6 different outdoor activities?	Yes. The intention at all levels is to provide a mix of exposure (a broad range of taster activities) and focus experiences (multiple sessions to develop personal skills). Review and adjustments were made as necessary to ensure the course documents made this clear. This will also be reinforced in implementation of professional learning and the Course Implementation Guide.
Specific Questions: What are practical bushcraft skills? What are community based outdoor activities?	Answers: Areas of practical bushcraft for this course appear on page 11 under Key Skills. The Course Implementation Guide will elaborate to list typical subtopics such as shelter, fire, managing gear, outdoor cooking, first aid, survival skills, clothing, navigation, etc. This term appears in the level 2 course in the Outdoor Experiences 2 unit. As with the current level 2 course, exposure to a mix of experiences is intended to meet the aims of this course. With the Professional Studies focus it is important that learners are able to observe and, ideally, participate in a wide range of locally accessible community recreation activities (e.g. indoor climbing, surfing, abseiling, mountain biking, etc.) in addition to school / site based, journey based, and centre based experiences.
Students have a chosen activity to develop mastery in. How can a teacher provide the time and resources for students to develop skills in their chosen specialist activity?	The choice for the focus activity in Module 3 is for the provider and is for the whole group / class, not each learner. This will be dependent on the cohort profile, location, skillset of teacher, access, etc. This has been reviewed and

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	reworded for clarity and to emphasise the intent (refer to feedback point 1 above).
<p>One respondent suggested some name changes for the modules to better reflect the content:</p> <p>Core Module 1 – Outdoor Experiences and Planning</p> <p>Core Module 2 – Outdoor Leadership Theory</p> <p>Core Module 3 – Sustainability and Human Nature Relationships</p>	<p>Modules have been named consistently in each level of the suite using broader descriptors to show the progression and connections across levels in the 3 key areas. The names proposed elaborate on the level 3 course content and will be helpful for teachers in unpacking the course and the focus on leadership which is introduced at level 3.</p>
<p>The section on page 8 that commences ‘Module 1 provides learners with applied and authentic ...’ has dot points that are, to a large extent, repeated in Module 2 and 3. Again, it would be better to place these together in the prelims and instead have module specific information here. Perhaps remove all or change focus to Planning and Skill.</p> <p>Key Skills</p> <p>Remove Key skills and place in prelims as these are common across all three modules (see previous comment).</p> <p>Key knowledge and Concepts</p> <p>– see previous comment to move to prelims</p>	<p>Courses are developed and presented using a common template. The dot points relate to key aspects of the course which are viewed through the 3 different lenses of the modules.</p>
<p>Suggested modification to timings and content of Module 1 Content</p> <p>Outdoor Experiences 3 - (20 hrs)</p> <p>Planning to Lead Outdoor Activities 3 - (20 hrs)</p> <p>Planning the Individual Outdoor Leadership Activity (IOLP) - (10 hrs)</p>	<p>Suggestions valid, adjustments made.</p>
<p>Suggestions to review criteria, standards and assessment. Details of proposed ideas shared.</p>	<p>These suggestions have been considered during the process of refining C2 and C3 and the review and adjustments as necessary across all criteria and standards in this suite.</p>

Work Requirements

Summary of feedback regarding implementation of course in relation to Work Requirements

Key themes	Years 9 to 12 Learning Response
Biggest concern over all three courses 1, 2 & 3 is work requirement mode/format being a digital portfolio. Is this going to be compulsory? We trialled digital logbooks during term 1 2021. This sometimes became logistically difficult, and wasted 10-15 minutes each lesson trying to log on, to them complete a task that only took ten minutes. We reverted to a paper logbook to be more efficient with time.	Consideration will be given as course development progresses.
All work requirements 'must be digitally recorded in their digital portfolio'. Concerning that all pieces of work will be collated digitally taking away the options of different ways to present learning. IE/ Can students with low literacy present their work in visual journals? How can students work in group activities making posters, or must everything be individual and digital.	Response... read the words...agency high, capture artefact digitally - try photo of a poster using a phone...and store it digitally - Assumptions due to reduced detail and need for discussion sharing up front on these course docs in T 2 - vid clips? drop ins prior to phase ¾ feedback??
Given the academic nature of this course together with the practical elements of outdoor education more generally, we feel that there is too great an emphasis on reflection and multimodal presentations. More academic writing (analytical essay) should be included at Level 3 to help prepare for a variety of pathways including university.	

Support for Implementation

Summary of feedback regarding support desired for implementation and delivery

Key themes	Years 9 to 12 Learning Response
Positive inclusion of exploring outdoor industries and pathways	
Removing the written examination and having the folio due at the end of Term 4 would be more reflective of achievement in this course and how theoretical learning is applied practically in the field. We are aware that folios do take some time to mark, though we propose that the time taken would be similar to the three-hour exam currently undertaken in this course. It would be a better reflection of achievement without privileging learners who do well in a test situation. All folios should be double marked (perhaps even in collaboration).	<p>Agree that the use of recall-based, high-stakes text responses of a written exam is not a good tool for external assessment in this course. Support for a folio in this new course is universal and the cumulative development model proposed will address both learning and logistical concerns.</p> <p>Teachers and students believe this will be a fairer and more accurate way to reflect a year of study.</p> <p>Details around double marking, managing internal / external discrepancy data, moderation opportunities etc. will evolve.</p>

Further Feedback and General Comments

Summary of other feedback

Key themes	Years 9 to 12 Learning Response
Combine Learning Outcomes, Criteria & Standards (LO) for individual and community benefits (C2& C3 to be C2) Add a new criterion highlighting participation and pull this through all 3 levels. Consider this in conjunction with current draft C4 and C6.	Reviewed and adjusted in response to refinements sought through phase 4, critical friend, sponsor and TASC pre-accreditation check feedback.
One respondent suggested an adjustment to reduce the volume of external assessment. They suggested a four-part approach to folio: three parts of IOLP aligned to modules - Planning, Leadership and Implementation,	Agree this is more appropriate. Adjustment to final accreditation submission has been made to reflect this change.

Review and Reflection - plus an End of Year Reflection.

Resources need to be provided for the development of the implementation guide (current teachers of the subject should be paid / contracted to develop supporting materials and help run PD / collaboration sessions).

- Mirror current Teaching and Learning guide for this subject with updated content (specifics for each topic within each module, best practice examples and resources, recommended texts and associated resources, possible venues). This could take the place of a course module sample (which again would be driven by school resources / timings).
- All schools would have their own schedule (S&S) based on resources, timetables, etc. As such, a sample may make schools think that is how they should implement a course rather than it just being an example of what is possible.
- It also needs to be clear (if an exam was to continue) whether examiners use the syllabus doc or implementation guide or both in order to set the exam content. Historically, the exam has been ambiguous and unpredictable for 2 of the 4 sections.
- Resources need to be provided for the development of the guide (current teachers of the subject paid / contracted to develop supporting materials and help run PD/collaboration sessions).
- Support for hard skill development (and best teaching practice). Hard skill / risk

Comments and suggestions noted.

There is a planned process for implementation and support of all courses as they are developed and accredited. The Course Implementation Guide will be more extensive than the outgoing Teaching and Learning Guides. Professional learning will be a feature and Course Sponsors will be involved. The Community of Practice will house peer-developed and shared resources. There appears to be significant interest in developing a Peer Resource for this course and Years 9-12 learning will help facilitate this type of work.

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<p>management PD particularly for schools newly implementing Outdoor Education was suggested.</p>	
<p>Glossary: One respondent was not sure how words were selected. For example, 'explain' is defined, but no other verb used in the elements is explained.</p> <p>If long-term teachers of the subject cannot work out how to assess according to the content and assessment criteria, it will be incredibly problematic for new teachers. It is important for the syllabus document to be clear as a stand-alone document.</p>	<p>Cognitive verbs in standards are used in the context of the cognitive taxonomy work of Bloom, Marzano, et al. They are all placed to describe progression in attainment from a Level 1 - C to a Level 3 - A. The Course Implementation Guide will provide additional information and support including content and assessment elaborations.</p> <p>Preparatory and ongoing PL and resources in the CoP will also assist in understanding and using the assessment progressions of the new course.</p>
<p>Resources need to be provided for the development of the guide (current teachers of the subject paid / contracted to develop supporting materials and help run PD / collaboration sessions).</p>	<p>The Course Implementation Guide will be developed by Years 9-12 Learning. A Peer Developed guide to complement the other materials would be a terrific resource to house in the Community of Practice. The source or mechanisms for funding for this proposal are not clear but the concept is worth further consideration.</p>