

Tallebudgera Outdoor & Environmental Education Centre

Teaching and Learning Framework

What does Deep Learning look like?

- 1. Surface Learning (Cumulative)** is the accumulation of experiences, facts, figures, vocabulary and motor skills that are characterised by automatic responses to stimuli and memories attached to strong emotions.
- 2. Shallow Learning (Assimilative)** is the staged development and refinement of skills and knowledge that are readily applied in a select range of predictable environments characterised by high levels of support and structured processes.
- 3. Mid-level Learning (Accommodative)** occurs when students apply existing knowledge and skills to solve problems in different ways or contexts leading to insights, comprehension and new ways of knowing and thinking. It is characterised by the ability to explain thinking, expand on concepts, justify positions, be discerning of information and apply skills and knowledge in creative ways.
- 4. Deep Learning (Transformative)** is the transformation of the individual by experiences that result in them seeing themselves and their relationships with others and the environment differently. This learning is characterised by a positive self-image, being more inclusive of others, open to new information and perspectives, embracing different cultures and positive behaviours towards the environment.

Content (What)

Cross Curricula Priorities

- Sustainability
- Aboriginal and Torres Strait Islander Histories and Cultures

General Capabilities

- Personal and Social Capabilities
- Critical and Creative Thinking
- Ethical Understanding
- Intercultural Understanding

Key Learning Areas

- Knowledge Skills & Understandings**
- Health and Physical Education
 - Science
 - Humanities and Social Science

Facilitated Place Based Learning Programs

- Being in and connecting to the natural environment
- Full sensory, mind and body engagement
- Exploring local places, histories, cultures and languages
- Learning by doing
- Create a sense of adventure and challenge
- Life learning in real places

Focused Reflection

- Body - What have you experienced?
- Heart - How do you feel about the experience?
- Head - What have you learned from the experience?
- Hands - How has this experience changed you?

Reflective Learners
Reflective Observation
"The Transformation"

Collaborative Makers of Meaning
Abstract Conceptualisation
"The Return"

Our Learning Journeys

Engaged Learners
Active Experimentation
"The Call to Adventure"

Active Learners
Concrete Experience
"The Quest"

Supportive Environments

- Effective Skills for Classroom Management (ESCM)
- Positive Behaviour for Learning
- Differentiated teaching practices
- Inclusive teaching practices
- 5 Keys to Success

Engaging Pedagogies

- Drama/role play
- Active exploration
- Games
- Inquiry based learning
- Problem based learning
- Story thread
- Language immersion
- Explicit teaching of skills
- Play based
- Investigation based learning
- Deep attentive listening

Incentive (Why)

Motivation

- Curiosity
- Challenge
- Adventure
- Personal need

Emotions

- Excitement
- Anticipation
- Apprehension
- Uncertainty

Volition

- Desire
- Tenacity
- Discipline

This framework has been developed using the following theories and publications

- **Cognitivist Theory** - Jerome Bruner
- **Constructivism** - John Dewey & Jean Piaget
- **Cognitive Constructivism** - Jean Piaget & Jerome Bruner
- **Social Constructivism** - Lev Vygotsky
- **Activity Theory** - Vygotsky & Leontev
- **Experiential Learning** - Kolb 1970
- **Transformative Learning Theory** - Jack Mezirow
- **5th Pedagogy** - Ballantyne & Packer
- **Temperament Theory** - David Keirsey
- **Place Based Education** - David Sobel
- **Curriculum Connections Outdoor Learning** - ACARA Australian Curriculum, Assessment and Reporting Authority
- **Hero with a Thousand Faces** - Joseph Campbell

Role of the Student Centred Teacher

To design and implement well sequenced learning journeys that actively engage students in outdoor learning, establish positive relationships with students and facilitate deep reflection for transformative learning.

What does Student Centred Teaching look like?

- Minimal and explicit instructions given efficiently
- Activities and resources that require no or limited explanation by the mentor
- Being present, attentive, curious and responsive to the learning needs of individuals and groups
- Skilful use of questioning to encourage deeper thinking and meaning making
- Effective use of non-verbal communication
- Multiple group structures evident during learning journeys
- Students encouraged to move out of comfort zones, take safe risks, and use mistakes as learning opportunities
- Flexible program design and delivery to respond to rapid changes in context and level of student engagement

Interaction (How)

Action

- Learning by doing
- Having a go
- Connecting to place

Communication

- Attentive listening
- Active contributing to discussions

Collaboration

- Engaging with, encouraging and supporting others
- Sharing and celebrating success
- Offering ideas and opinions

Role of the Student Centred Learner

To take ownership of their personal learning journey by being organised, positive and prepared to move out of their comfort zones. Be responsible for personal behaviours, be safe and engage respectfully with others and the environment.

What does Student Centred Learning look like?

Students are:

- motivated and actively engaged in learning - physically, emotionally and socially
- participating in collaborative decision making and problem solving
- sharing personal stories and experiences
- encouraging and supporting others
- determining personal/group goals and self-assessing success
- connecting to the natural world through exploration play and discovery
- engaged in reflection activities
- self-directed, sharing leadership roles and being self-reliant