Maroon Outdoor Education Centre

Curriculum Framework

Context

Maroon Outdoor Education Centre is a Queensland Government education facility which specialises in providing education services to schools. Maroon OEC conducts week-long residential learning programs for students focusing on social and emotional learning. Learning in the outdoors provides unique and real learning experiences in social and emotional learning.

In Outdoor Education, students use outdoor experiences to learn about themselves, each other and their environment. They explore their relationship with the world around them, their responsibilities and their future. These students make generalisations, they test the social conventions of their community and they question the sustainability of human activity on the environment. They seek peer group acceptance, but there is a gradual increase in the importance of individual friendships. They desire autonomy and independence. They are more able to appreciate the views and rights of others and moral awareness and beliefs about social justice begin to emerge. The skills students learn at Maroon OEC are found in General Capabilities of the Australian Curriculum.

In the Australian Curriculum the General Capabilities play a significant role in realising the goals set out in the *Melbourne Declaration on Educational Goals for Young Australians* (MCEETYA 2008) – which describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

Social and emotional learning

Social and emotional learning is at the core of learning at Maroon OEC. Various terms are used to describe social and emotional learning including personal and social development, emotional literacy, emotional intelligence, social and emotional competence and social, emotional and behavioural skills (Department for Education and Skills UK, 2005).

Social and emotional learning is a process for helping students develop the knowledge, understandings and skills that support learning, positive behaviour and constructive social relationships. Social and emotional learning is an approach that teaches students to recognise, regulate and express the social and emotional aspects of their lives so they can operate successfully in the world and manage life tasks.

To operate successfully in the social world, students must build knowledge and understanding of their identity, how relationships are developed and the impact of social contexts on their decision making and behaviour.

The Collaborative for Academic, Social and Emotional Learning has identified five core social and emotional competency areas:

- **Self-awareness:** identifying and recognising emotions; recognising personal interests and strengths; maintaining a well-grounded sense of self-confidence

- **Self-management:** regulating emotions to handle stress, control impulses, and motivating oneself to persevere in overcoming obstacles; setting and monitoring progress toward the achievement of personal and academic goals; expressing emotions appropriately

- **Social awareness:** being able to take the perspective of and empathise with others; recognising and appreciating individual and group similarities and differences

- **Relationship skills:** establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure; preventing, managing, and constructively resolving interpersonal conflict; seeking help when needed

- **Responsible decision-making:** making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms; the likely consequences of taking alternative courses of action; evaluation and reflection.

Core Learnings

The Maroon Outdoor Education Centre core learnings align specifically with the Australian Curriculum's General Capabilities of Personal and Social Capability and the Critical and Creative Thinking Capability.

Maroon Outdoor Education Centre has four Core Learnings:
- Teamwork
- Resilience
- Leadership
- Connections

Teamwork

Teamwork is working collaboratively with a group of people in order to achieve a common goal.

Skills of an Effective Team Member

	Communication	Participation	Cooperation	Respect
Good	I listen to others	I focus on the team goals	I follow directions	I allow others to learn
Great	I deliver clear messages	I complete my tasks	I negotiate and offer help	I consider the effect of my actions
Awesome	I acknowledge the ideas of others	I reflect on my personal achievements	I consider the needs of others	I accept the diversity and strengths of others

Characteristics of an Effective Team

	Communication	Participation	Cooperation	Respect
Good	We take turns to speak	We work hard to achieve our goals	We help each other	We are reliable
Great	We encourage everyone to be involved in discussions	We negotiate our roles and responsibilities	We make decisions together	We build positive, trusting relationships
Awesome	We have discussions with a clear outcome	We reflect on our involvement to improve	We develop strategies to support our team	We use our strengths and acknowledge our weaknesses

Resilience

Resilience is the ability to bounce back after a set-back.

Characteristics of a resilient person:

	Self Esteem	Support	Strengths	Skills
Good	I believe that I am good at some things.	I have people that encourage me	I am free to make choices	I can communicate with others
Great	The things that I am good at are important to me.	I have people who will help me	I am self-motivated	I can solve problems
Awesome	I am confident in who I am	I have people I trust	I am hopeful about my future	I can reflect on who I am

Leadership

Leadership means making a positive difference in the lives of others.

Characteristics of a good leader:

	Responsible	Self-Confident	Decisive	Resourceful
Good	I am organised	I know my strengths and weaknesses	I will make a decision	I include all team members
Great	I am dependable and manage time well	I have the courage to take control	I understand how to solve problems	I use the skills and knowledge of the team
Awesome	I will be accountable	I am willing to take risks	I understand how to set goals	I encourage initiative and innovation

Connection

Our biggest obligation is to connect with all things and care for ourselves each other and the environment.

Characteristics of being connected:

	Lore	Love	Look, Listen, Learn	Lead
Self	I know my story	I care for myself	I look and listen to learn about myself	I strive to be the best I can be
Others	I know the story of others	I care for others	I look and listen to learn about others	I help others to be the best they can be
Country	I know the stories of my country	I care for my country	I look and listen to learn about my country	I strive to keep my country at its best

Student Assessment and Reporting

Assessment and reporting of student learning at Maroon OEC has been designed to provide useful student learning and timely information to students, teachers, schools and parents. It has been designed to reflect the sensitive nature of the assessment and reporting on aspects of Social and Emotional Learning and to reflect an experiential pedagogy.

The key features of the Maroon OEC Student Assessment and Reporting System (StARS) are:

Before program:

1. Parent email address supplied through Medical Consent Form via MOEC Student Information database.

Start of program:

2. Pre-test conducted on first day of program by ALL students via WordPad (student response system). The ROPELOC assessment tool is a purpose designed survey developed to elicit information about how the students rate themselves in teamwork, leadership and resilience.
3. The Maroon OEC teacher has immediate access to the survey responses. These responses are reviewed by the Maroon OEC teacher to enhance their understanding of the students and to assist in planning for the program.
4. Maroon OEC teachers continually assess student performance against the skills targeted for development and adapt their teaching to maximise student learning. This includes changing the sequence and complexity of activities to suit the learning development of the students.
5. Throughout a week-long program Maroon OEC teachers give individual student and group feedback in terms of the identified skills being developed and facilitate learning opportunities to help students refine their skills.
6. During processing activities students are able to self-assess based on their personal and group performance in relation to identified skills. This self-assessment is used by the students to set new goals.
7. Visiting teachers have the opportunity to assess student achievement using the observation sheets.

End of Program

1. Post test conducted on last day of program by ALL students via WordPad (student response system).
2. Two students from each group, visiting teacher and the Maroon OEC teacher complete an on-line learning and satisfaction survey. The students and teachers provide specific feedback on the quality of the teaching and learning.
3. Maroon OEC teachers have access to the data from both surveys. The data helps Maroon OEC teachers reflect on the feedback and their own teaching practices.
4. A Maroon OEC teaching staff program evaluation meeting is conducted for each school. Data collected from the student and visiting teacher evaluations is presented and discussed and key issues are identified for further attention by Maroon OEC Principal and Deputy Principal.

After Program:

1. All students are sent an email which contains a summary of the ROPELOC survey responses.
2. Parents (who submit email addresses) are sent an email which contains a summary of the average ROPELOC survey responses for their son/daughter's group.

EVERY STUDENT REAL ADVENTURE REAL ACHIEVEMENT LEARNING OUTDOORS

3. The Principal and Coordinator receive the following reports:
    a. **Student Learning Report**: This report outlines the learning outcomes achieved by the students and the level of satisfaction of the teachers and students engaged in the program. It is collated from the on-line survey responses from students, visiting teachers and Maroon OEC teachers.
    b. **School Report**: This report outlines the average ROPELOC survey responses for the start and the end of the program for all of the students and for each individual program group.
    c. **Outliers Report**: This report identifies individual students whose ROPELOC survey responses lie outside of the typical range. That is, responses which were consistently low or had decreased from the start to the end of the program. This is information provided purely as an indication of the students' responses.

Term Review

A term overview is produced to identify medium term trends in student learning and visiting staff satisfaction. Term data is compared with progressive annual data and data from the previous year. This data is:

1. Analysed by Maroon OEC Principal and Deputy Principal to identify trends and issues for attention.
2. Displayed for all staff.
3. Discussed at staff meetings.

Teacher Feedback

At the end of each semester teachers are provided with a report which contains comments from the visiting staff and student program evaluations. These reports will be used as a stimulus for professional reflection and targeted professional development.

Annual review and planning

An annual report is produced to identify trends in student learning and visiting staff satisfaction. This data is:

1. Analysed by Maroon OEC Principal and Deputy Principal to identify trends and issues for attention.
2. Displayed for all staff.
3. Used as the stimulus for annual planning procedures.

Vocational Education &Training

To gain certificates in outdoor recreation, students can choose to either complete a Certificate II in Outdoor Recreation via a program of short courses comprising activity specific units, or complement their SET program by completing a short course. Maroon OEC supports the school with training materials and resources, so that students are prepared for assessment at MOEC. Each training course has practical training days and a workbook for students to complete. The assessment consists of demonstrating skills (tasks) and questions. An evidence matrix is used to ensure all aspects of the course have been covered and assessed.

Course Structure
MOEC recommends that the requirements of the full Certificate II be met through the provision of course based training and assessment at MOEC or MOEC venues through 4 courses, with a 5th course to be covered by the school. It is suggested that the school support these courses with a program of targeted class based instruction. Each course could form the core of a term in the school program.

Course 1: Bushwalking and Camping

SISOBWG201A	Demonstrate bushwalking skills in a controlled environment
SISONAV201A	Demonstrate navigation skills in a controlled environment
SISOOPS202A	Use and maintain a temporary or overnight site
PUAOPE002A	Operate communications systems and equipment (optional)
SISOOPS201A	Minimise environmental impact

Course 2: Canoeing and Teamwork

SISOCNE201A	Demonstrate simple canoeing skills
SISOCNE202A	Perform deep water rescues
BSBWOR203B	Work effectively with others
SISXFAC207	Maintain sport, fitness and recreation equipment for activities

Course 3: Abseiling, climbing and Safety

SISOABA201A	Demonstrate abseiling skills on artificial surfaces
SISOABN202A	Safeguard an abseiler using a single rope belay system
SISOCLA201A	Demonstrate top rope climbing skills on artificial surfaces
SISXOHS101A	Follow occupational health and safety policies

Course 4: Work and assisting experience

SISXIND101A	Work effectively in sport and recreation environments
SISOODR201A	Assist in conducting outdoor recreation sessions

Course 5: First Aid

School based

Appendix

Connections to the Australian Curriculum

Personal and Social Capability in the Maroon OEC Context

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Australian Curriculum				Maroon OEC Curriculum			
Capability		Level	Typically by the end of the level (Year 6 for level 4, Year 8 for level 5 and Year 10 for level 6) students;	Teamwork	Resilience	Leadership	Connections
Self-awareness	Recognise emotions	4	explain how the appropriateness of emotional responses influences behaviour	✓	✓	✓	
		5	examine influences on and consequences of their emotional responses in learning, social and work-related contexts	✓	✓	✓	
		6	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts ,	✓	✓	✓	
	Recognise personal qualities and achievements	4	describe the influence that personal qualities and strengths have on their learning outcomes	✓	✓	✓	
		5	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	✓	✓	✓	
		6	assess their strengths and challenges and devise personally appropriate strategies to achieve future success	✓	✓	✓	
	Understand themselves as learners	4	identify preferred learning styles and work habits				
		5	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning				
		6	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required				
	Develop reflective practice	4	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	✓	✓	✓	
		5	predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers				
		6	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability				

Self-management	Express emotions appropriately	4	explain the influence of emotions on behaviour, learning and relationships	✓	✓	✓	
		5	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	✓	✓	✓	
		6	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices	✓	✓	✓	
	Develop self-discipline and set goals	4	analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	✓	✓	✓	
		5	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	✓	✓	✓	
		6	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts	✓	✓	✓	
	Work independently and show initiative	4	assess the value of working independently, and taking initiative to do so where appropriate	✓	✓	✓	
		5	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	✓	✓	✓	
		6	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes	✓	✓	✓	
	Become confident, resilient and adaptable	4	devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	✓	✓	✓	
		5	assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	✓	✓	✓	
		6	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations	✓	✓	✓	
Social awareness	Appreciate diverse perspectives	4	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	✓		✓	
		5	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	✓		✓	
		6	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views	✓	✓	✓	
	Contribute to civil society	4	identify a community need or problem and consider ways to take action to address it	✓		✓	
		5	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	✓	✓	✓	
		6	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels				
	Understand relationships	4	identify the differences between positive and negative relationships and ways of managing these	✓	✓	✓	
		5	identify indicators of possible problems in relationships in a range of social and work related situations	✓	✓	✓	
		6	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships				

Social management	Communicate effectively	4	identify and explain factors that influence effective communication in a variety of situations	✔	✔	✔	
		5	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	✔	✔	✔	
		6	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	✔	✔	✔	
	Work collaboratively	4	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	✔	✔	✔	
		5	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	✔	✔	✔	
		6	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks	✔		✔	
	Make decisions	4	identify factors that influence decision making and consider the usefulness of these in making their own decisions	✔	✔	✔	
		5	assess individual and group decision-making processes in challenging situations	✔	✔	✔	
		6	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making	✔		✔	
	Negotiate and resolve conflict	4	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	✔	✔	✔	
		5	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	✔	✔	✔	
		6	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts	✔	✔	✔	
	Develop leadership skills	4	initiate or help to organise group activities that address a common need	✔	✔	✔	
		5	plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals				
		6	propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely				

Critical and Creative Thinking Capability in the Maroon OEC Context

In the Australian Curriculum, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school. The Maroon OEC context is beautifully placed to help students develop these skills.

In the Maroon OEC context students are faced with a wide range of problems, unfamiliar information, new ideas and challenges which their group has to manage. Critical and creative thinking is developed when teachers front-load and process the learning opportunities to help students develop strategies. As the week progresses, the teachers, through facilitation, assist the students manage ever more challenging situations to refine their skills.

Australian Curriculum				Maroon OEC Curriculum			
Capability		Level	Typically by the end of the level (Year 6 for level 4, Year 8 for level 5 and Year 10 for level 6) students;	Teamwork	Resilience	Leadership	Connections
Inquiring – identifying, exploring and organising information and ideas	Pose questions	4	Pose questions to clarify and interpret information and probe for causes and consequences	✓	✓	✓	
		5	Pose questions to probe assumptions and investigate complex issues				
		6	Pose questions to critically analyse issues and abstract ideas				
	Identify and clarify information and ideas	4	Identify and clarify relevant information and prioritise ideas	✓	✓	✓	
		5	Clarify information and ideas from texts or images when exploring challenging ideas				
		6	Clarify complex information and ideas drawn from a range of sources				
	Organise and process information	4	Analyse, condense and combine relevant information from multiple sources				
		5	Critically analyse information and evidence according to criteria such as validity and relevance				
		6	Critically analyse independently sourced information to determine bias and reliability				

Generating ideas, possibilities and actions	**Imagine possibilities and connect ideas**	4	Combine ideas in a variety of ways and from a range of sources	✔	✔	✔	
		5	Draw parallels between known and new ideas to create new ways of achieving goals	✔		✔	
		6	Create and connect complex ideas using imagery, analogies and symbolism				
	Consider alternatives	4	Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions	✔	✔	✔	
		5	Generate alternatives and innovate solutions, and adapt ideas, including when information is limited or conflicting	✔	✔	✔	
		6	Speculate on creative options to modify ideas when circumstances change	✔		✔	
	Seek solutions and put ideas into action	4	Assess and test options to identify the most effective solution and put ideas into action	✔	✔	✔	
		5	Predict possibilities, and identify and test consequences when seeking solutions and putting ideas into action	✔	✔	✔	
		6	Assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action	✔		✔	
Reflecting on thinking and process	**Thinking about thinking (metacognition)**	4	Reflect on assumptions made, consider reasonable criticism and adjust their thinking if necessary	✔	✔	✔	
		5	Assess assumptions in their thinking and invite alternative options	✔	✔	✔	
		6	Give reasons to support their thinking, and address opposing viewpoints and possible weaknesses in their own positions	✔	✔	✔	
	Reflect on process	4	Identify and adjust the thinking behind choices they have made	✔	✔	✔	
		5	Evaluate and justify the reasons behind choosing a particular problem-solving strategy	✔	✔	✔	
		6	Balance rational and irrational components of a complex or ambiguous problem to evaluate evidence				
	Transfer knowledge to new contexts	4	Apply knowledge gained from one context to another unrelated context and identify new meaning	✔	✔	✔	
		5	Justify reasons for decisions when transferring information to similar and different contexts	✔	✔	✔	
		6	Identify, plan and justify transference of knowledge to new contexts	✔	✔	✔	

Analysing, synthesisising and evaluating reasoning and procedures	Apply logic and reasoning	4	Assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome	✓	✓	✓	
		5	Identify gaps in reasoning and missing elements in information	✓	✓	✓	
		6	Analyse reasoning used in finding and applying solutions, and in choice of resources	✓	✓	✓	
	Draw conclusions and design a course of action	4	Scrutinise ideas or concepts, test conclusions and modify actions when designing a course of action	✓	✓	✓	
		5	Differentiate the components of a designed course of action and tolerate ambiguities when drawing conclusions	✓	✓	✓	
		6	Use logical and abstract thinking to analyse and synthesise complex information to inform a course of action				