

VISITING TEACHER GUIDE TO

Outdoor School

A DET School based at Bogong Village



Message from Campus Principal - Roger Blackwell

Welcome

As the Campus Principal it gives me great pleasure to welcome you to our school.

The purpose of this document is to provide all our visiting staff with a deeper understanding of the crucial role that they play in the students learning while at Bogong.

We want visiting staff to value the team teaching role that they will be in with the Bogong staff over the duration of the program, as this relationship is pivotal to student achievement.

As a school we focus on curriculum driven student learning outcomes and we want these to be at the forefront of all staff thinking and decision making.

We hope you find this resource informative, clarifying and valuable to you as a teacher in our school.

Thanks for taking the time to unpack its contents.

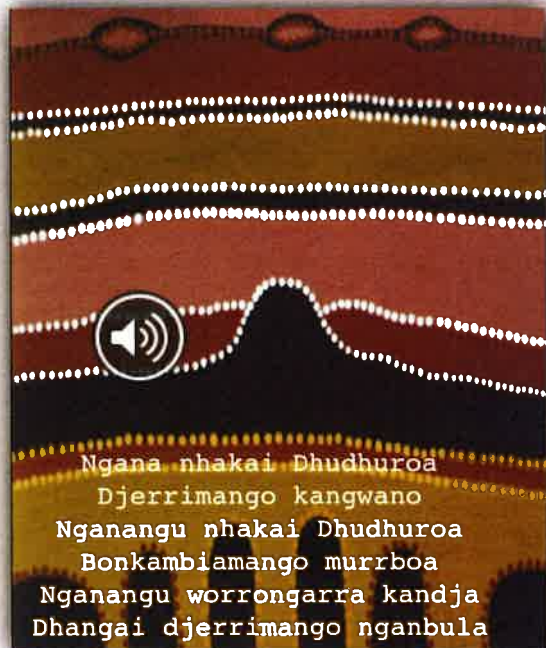
Roger



Acknowledgement of

Country

In Duduroa Language



We would like to show our respect for country by acknowledging the Jaithmathang and Duduroa people who are the traditional custodians of this land. It is upon their ancestral land that Bogong staff and students visit, rest upon, and journey through. We would also like to pay our respects to the elders, both past and present, of the Jaithmathang and Duduroa who have shared connections and left their footprints for us to follow upon this earth for thousands of years.

We would also like to extend our respect to the Aboriginal and Torres Islander staff and students who may be present here today.

YOU CAN

- Make an effort to research and acknowledge the indigenous custodians of your own home and school area.
- Support and participate in NAIDOC Week. NAIDOC Week celebrations are held across Australia each July to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander people.

About our School

Introduction from Outdoor School Principal Tony Keeble



Tap to view Tony's overview of our School and Curriculum

Our programs are more than just fun. Our vision is to educate for sustainable living. Our purpose is to develop future ready young adults.

Our curriculum ensures that students gain a greater understanding of the importance of Nature on their physical and mental wellbeing, sustainable living practices in their own homes, schools and communities, understanding and learning about how to evaluate risky behaviour and how to make informed choices. They also learn about the value of positively contributing to their community, engaging and learning collaboratively to solve problems that enhance their ability to be a productive member of society.

All Outdoor School Teaching and Support Staff are committed to achieving these goals.



Department program

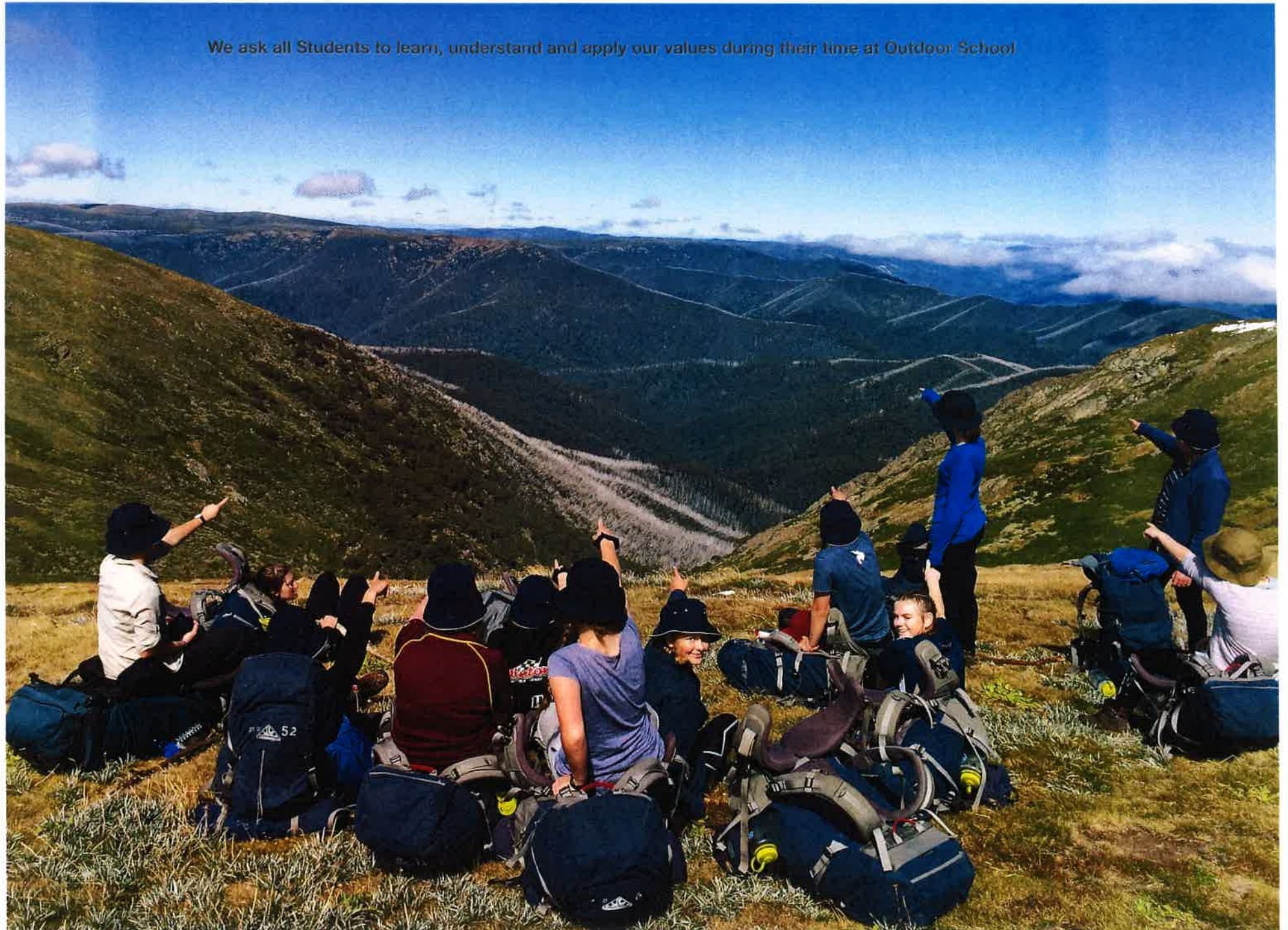
Respectful Relationships


Respectful Relationships supports schools and early childhood settings to promote and model respect, positive attitudes and behaviours. It teaches our children how to build healthy relationships, resilience and confidence.

Outdoor School Statement of Commitment

- We commit to action that promotes gender equity and respectful relationships
- We will model respectful relationships between peers and all members of the school community
- We will speak out about sexism, gender inequality and gender stereotypes
- We will provide a safe, inclusive and supportive environment
- We will provide a structural and cultural environment that promotes gender equity

We ask all Students to learn, understand and apply our values during their time at Outdoor School





What we

Teach

Personal and Social Development

Critical Thinking

Outdoor Experience

Nature Knowledge

Futures Thinking

Student learning is linked to the **Victorian Curriculum**

Our purpose is to develop future ready young adults.



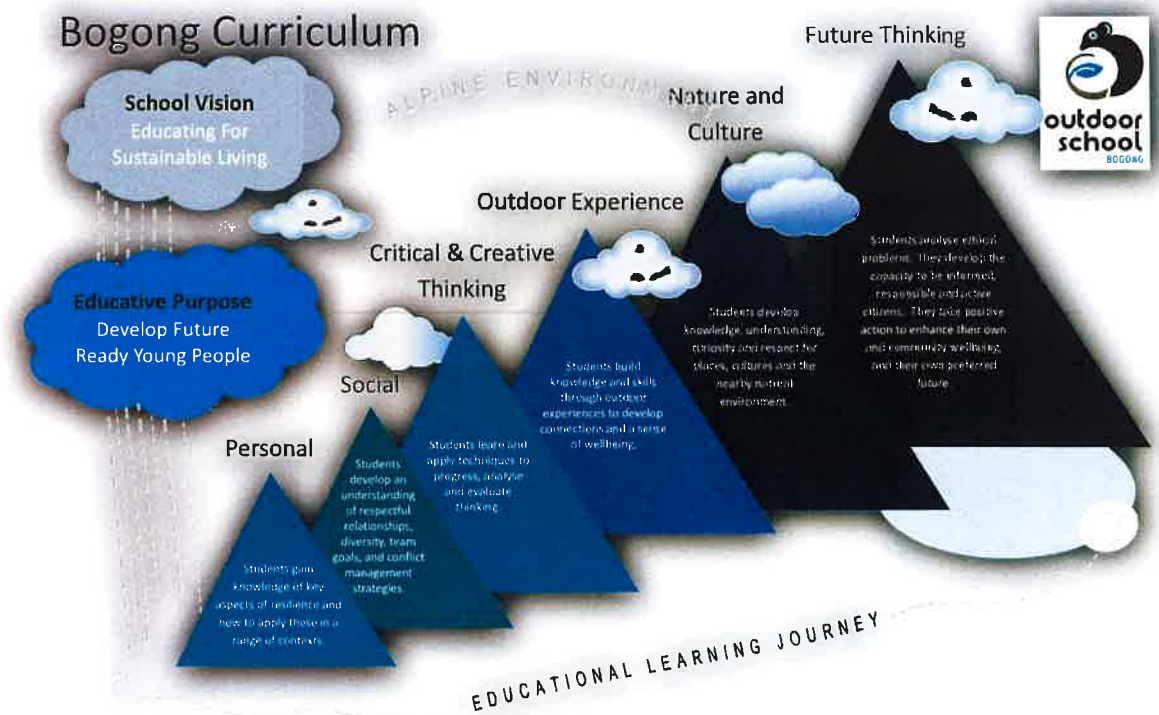
Our Educational Model

Program Planning and Design

In the months prior to arrival at Outdoor School, detailed planning is done in partnership with your school to determine the specific aims of your program. Program themes are broadly categorised into these themes:

- **Its Up to Me**
- **Working Together**
- **Alpine Connections (Winter)**
- **Future Maker**
- **VCE OES**
- **Extension Programs**

Which Program are
you here with?



Its Up To Me



Working Together



Winter Connect



Future Maker



How we

Teach

We apply a range of instructional techniques during the program.

DET models apply, but the setting is different

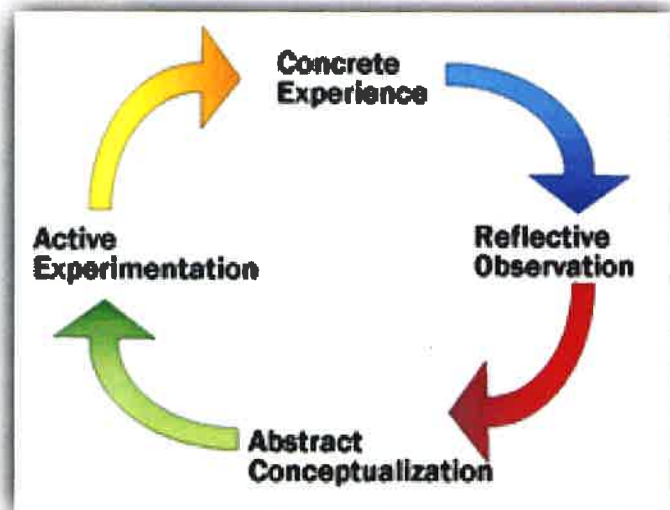
We use an Experiential approach and the Adventure Experience is integral to student achievement

We treat the entire time at Outdoor School as a learning opportunity

We have a responsive and flexible approach

A combination of all group briefing and facilitation plus 1 to 1 instruction, feedback and reflection.





Our activity sessions are a series of Experiential cycles, often utilising adventure experiences to bring about learning. Students usually find this process engaging and productive, older students are explicitly taught about experiential cycles.

Students will progress up and down the Hierarchy of Needs as part of their experience at Outdoor School. Many of our facilitated adventure experiences include temporarily reducing the comfort levels of students, and later reflecting on this experience once the student feels safe again.

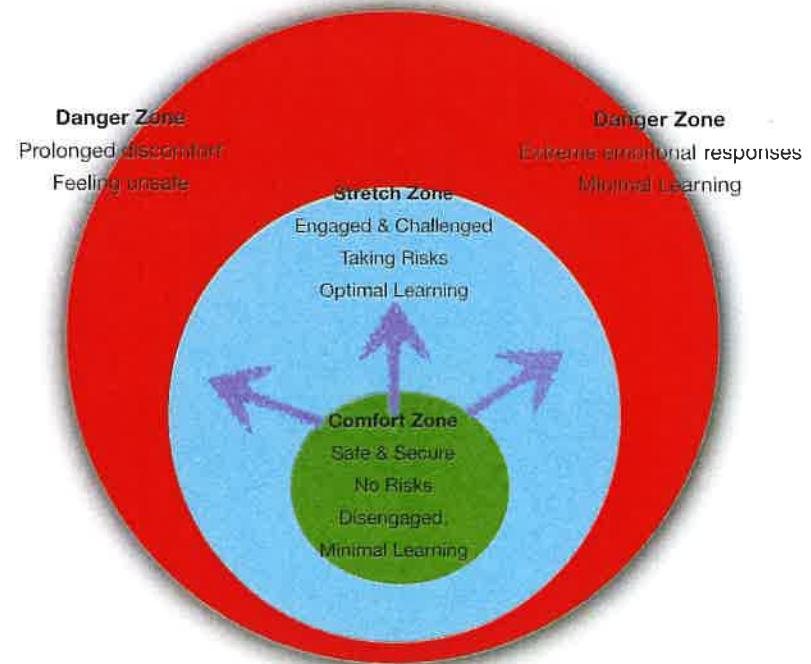


Models

WE EXPLICITLY TEACH:

1. Goal setting
2. Comfort zones
3. Experiential adventure theory
4. Critical thinking
5. Sustainability behavior change
6. Nature wellbeing
7. Futures thinking

Helping students choose to step out of their comfort is an essential component of learning at Outdoor School. Sometimes this means we need to explicitly teach the benefits of this to them.



DET Models

1. Our teaching practices utilise the familiar High Impact Teaching Strategies outlined within the DET Pedagogical Model
2. We apply the DET Practice Principles throughout our programs

Vision for Learning

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.

THE PEDAGOGICAL MODEL



PRACTICE PRINCIPLES FOR EXCELLENCE IN TEACHING AND LEARNING

Vision for Learning

All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them.



Practice - conditions for learning	1. High quality teaching for world-ready students, including digital literacy and self-regulation
	2. A supportive and productive learning environment that promotes inclusion and collaboration
	3. High quality, relevant and challenging learning experiences and high student pride
Excellence in teaching and learning	4. Curriculum planning and implementation that engages and challenges all students
	5. Deep learning challenges that require students to think and apply their knowledge
	6. Robust assessment practices and feedback systems that support learning and growth
	7. Evidence-based strategies that promote a culture of continuous improvement
Community engagement in learning	8. Global citizenship is fostered through real-world contexts for learning
	9. Partnerships with parents and other agencies support learning

Our Advantages and Challenges

WE HAVE WONDERFUL OPPORTUNITIES

1. Duration of programs
2. Diverse classrooms
3. Consistent programming
4. Spectacular Nature
5. Flexibility to teach curriculum when opportunities arise
6. Great teacher:student ratios

COMMON CHALLENGES

1. Potential differences between Visiting staff and OS staff in approach to some situations
2. Weather related variability and changes
3. Commitment of time and location away from home
4. Need for active safety management of activities can affect teaching processes
5. Fatigue for both students and staff

Future Ready Young People

Benefits

Robust and extensive research about the benefits to students of outdoor education points to significant and sustained outcomes across our learning areas outlined above, plus:

Increased wellbeing

Increased resilience

Higher academic performance across all of school

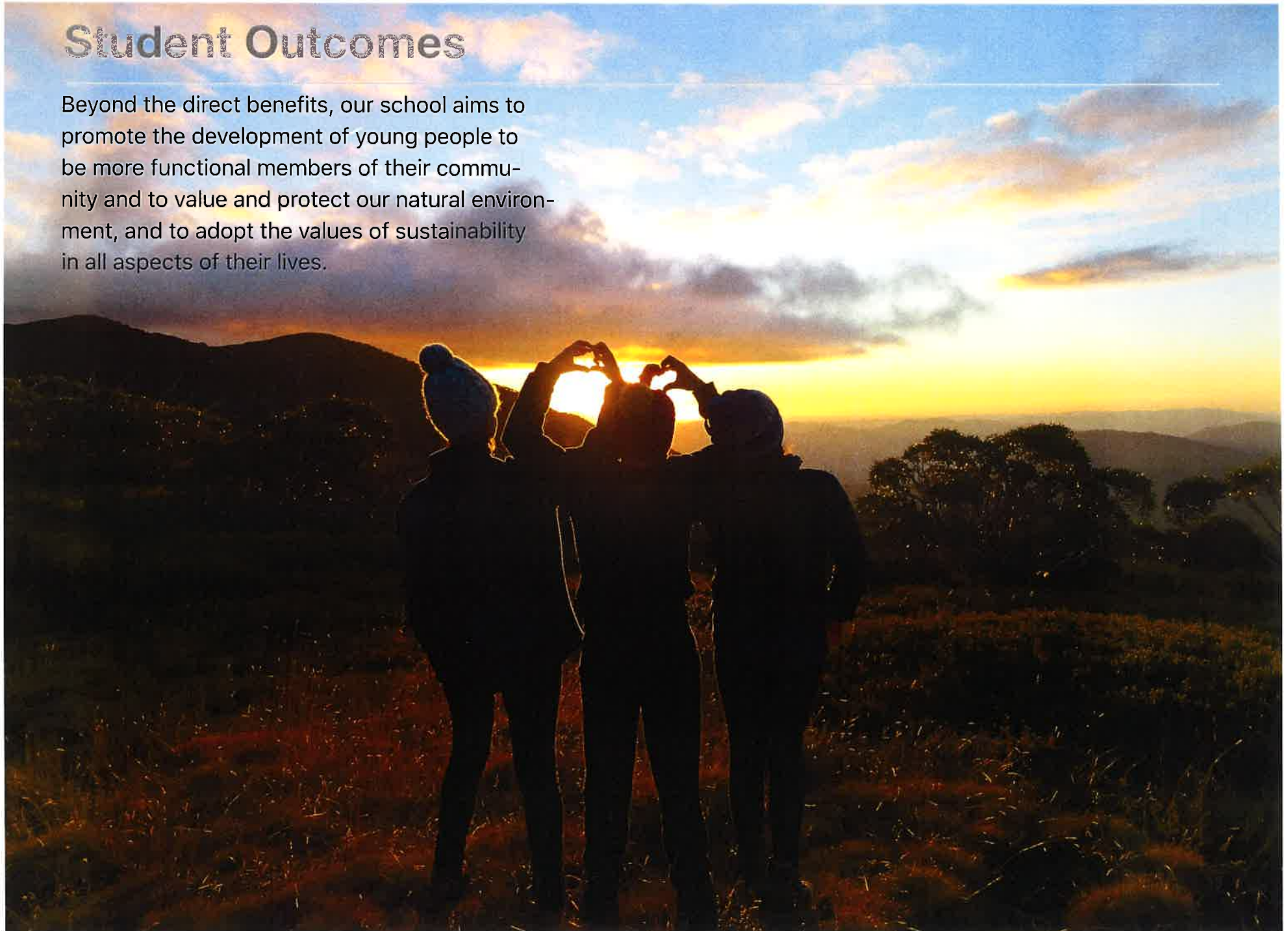
Better social skills

Increased engagement in school and community



Student Outcomes

Beyond the direct benefits, our school aims to promote the development of young people to be more functional members of their community and to value and protect our natural environment, and to adopt the values of sustainability in all aspects of their lives.



The Value of Your Role

A man and a woman are standing in a mountainous landscape with patches of snow. The man, on the left, is wearing a green long-sleeved shirt and sunglasses, pointing his right index finger upwards. The woman, on the right, is wearing a blue bucket hat, sunglasses, and a maroon long-sleeved shirt, pointing her right index finger towards the right. They are both smiling. The background shows a vast mountain range under a clear blue sky.

Prior knowledge of Students

Ongoing relationships with Students

Shared experiences over the duration of the program

Transfer of learning back to home and School

Things you can do to add impact

Practical Actions

Be clear on what the aims of your program are

Work to your own strengths

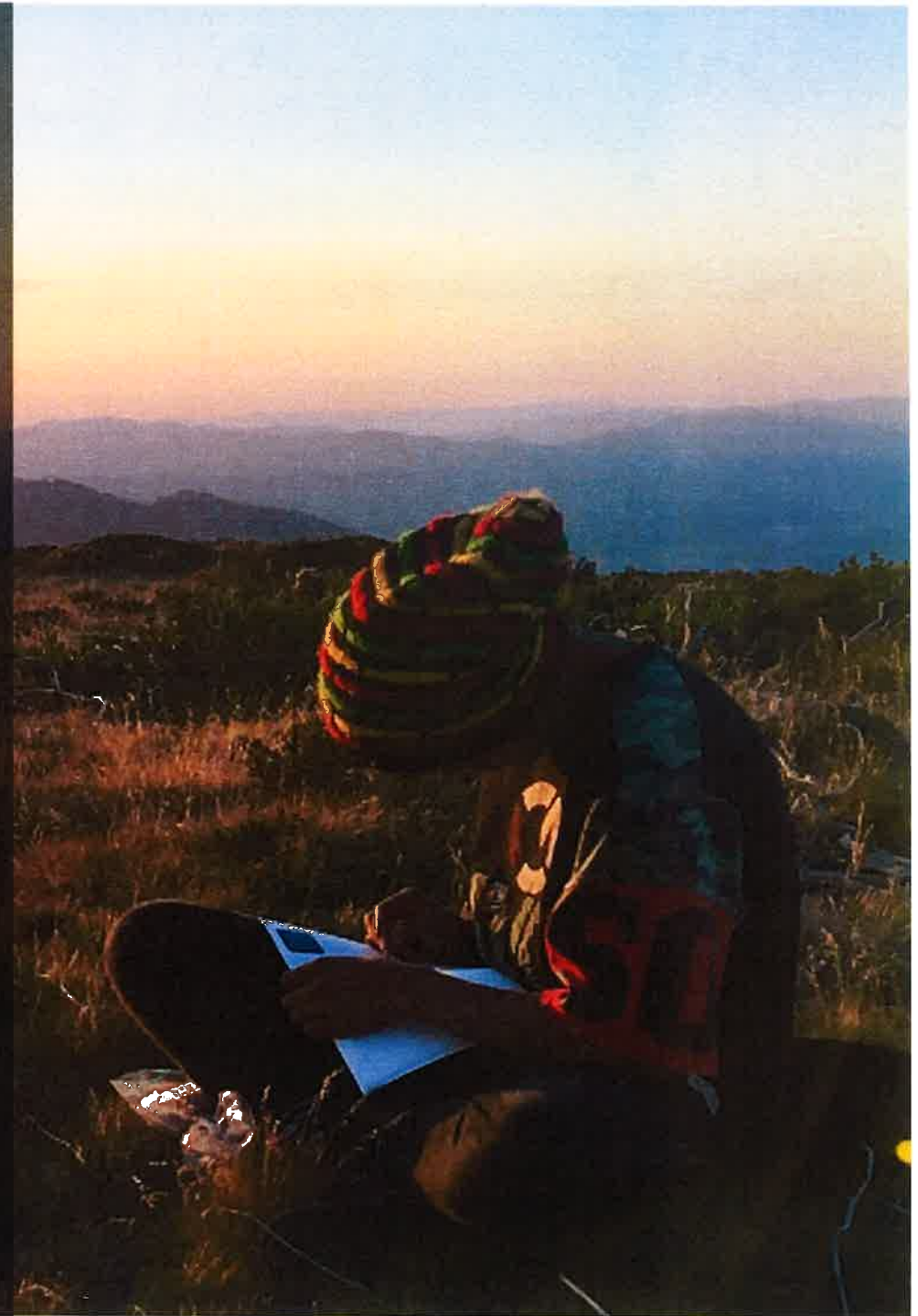
Have 1 on 1 conversations with every student

Recognise that Outdoor School can be a fresh start for some students

Frame student responses to challenge as positively as possible and encourage students to try hard to challenge themselves given the limited opportunities while they are at Outdoor School

Recognise the opportunities during free time and evenings to build relationships

Participate in activities so that you have a shared experience with students

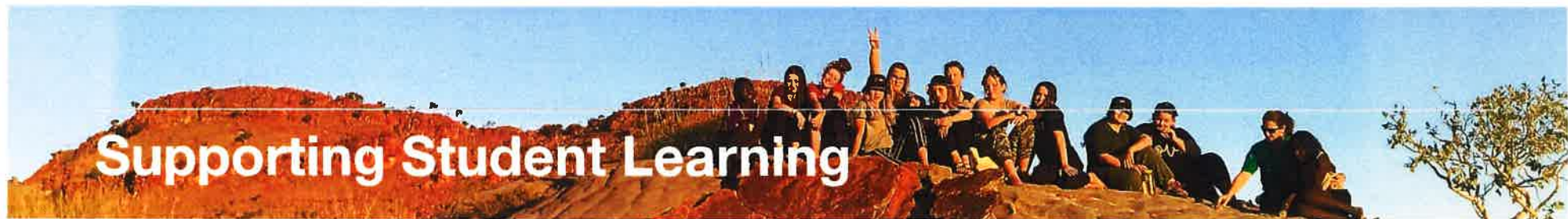




KEYS TO FORMING A TEAM QUICKLY

1. Good communication
2. Clarity around roles - refer to this diagram and discuss any details as needed
3. Have a discussion for 5 minutes about any student needs and your approach to teaching
4. There is an open invitation to be a part of any lesson, please feel encouraged to be as involved as you feel comfortable with
5. Please feel welcome to provide and ask for feedback about the week and your role





KEY OPPORTUNITIES

1. Activity sessions
2. Free time
3. Reflection
4. Post program

Activity Sessions

- Encourage participation and risk taking
- Closely observe student responses
- Help students remain engaged
- Engage in sideline discussions
- Feedback your observations during reflection time

Free Time

- Student knowledge check:
- Name
- A positive, non-school fact about them
- A conversation around their interests
- What don't you know about them?
- A highlight from their week so far?
- Join in games or passive activities when able

Reflection

- Highlight student achievements
- Validate the challenging moments
- Push for deeper reflection on learning with direct examples from the activities
- Point out the potential to transfer learning into the future

Post program

- Plan reviews and celebrations within a month of returning from program
- Discuss their report from OSB
- Encourage and support transfer of knowledge and behavior back to school
- Apply helpful models from OSB to school settings if suitable

When things get difficult

Student Engagement

We are guided by:

Our School Values document

[Our Student Code of Cooperation](#)

Our School Rules

We refer to the [DET engagement strategies](#):

Click through to these pages for further details

GROW



Implementation Process

It is important to be clear that Outdoor School has developed levels of appropriate responses and sanctions, over many years of operation. These responses may be different to those normally applied at your school.

Please do not assume that the approach taken back at school will be the same taken at Outdoor School.

Any breach of the Code of Cooperation will initiate a restorative approach. The staff at Outdoor School will decide the appropriate level of action, and will always be inclusive of the views of Visiting Staff, however the responsibility for the approach taken rests with Outdoor School while students are on the program.

In general the escalation will be:

- o Feedback from Teaching Staff to student
- o Referencing to school values, rules and code of cooperation
- o Negotiated agreement between student and teaching staff on expected behaviour and clear consequences
- o Repeated breaches of behaviour from this point = escalation to
- o Isolation during free time
- o Isolated sleeping arrangements
- o Separation from activity group
- o Discussion with Visiting Staff and Program Manager or Campus Principal utilising a restorative approach
- o Consultation with home school Principal
- o Ongoing monitoring of expected behaviors
- o Phone call discussions with Parents and Staff from Home School
- o Ongoing discussions with home school principal, visiting staff and Outdoor School Staff
- o As a last resort – Sent home.

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Thank You!

For everything you do to help make it an unforgettable experience

