Our environmental and Indigenous education programs, that are designed, developed and delivered at Amaroo EEC, focus on a “Big Idea” and include elements of:

- Education in, about and for the environment
- Focus on: Learning, Heart (learning), Heart (hand) and Action (for the Earth)
- Compositional Components of: hook, organise and immerse through the program
- Phases of: Pre-visit (prior engagement), visit (WOW in 1 day) & post-visit (cultural) sustainability, organisational ideas of future perspectives, systems thinking & world views
- Indigenous perspectives organising ideas of Country/place, culture and people

Programs are delivered through one or more of the following modes/operational:

- Destination (in a place), Expert (professional development), Partnership (with others)

### Intellectual Quality

#### Strategy and Definition

**How do we do this?**

- Higher-order thinking requires students to manipulate information and ideas in ways that transform their meaning and implications. This transformation occurs when students combine facts and ideas to synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation. Manipulating information and ideas through these processes allows students to solve problems, gain understanding and discover new meaning.

- Deep Knowledge establishes relatively complex connections to the central ideas of a topic or discipline, which are judged to be crucial.

- Higher-order thinking is manifested when students are able to:
  - Plan activities that cater for students’ learning styles
  - Open questions
  - Use a variety of visual representations to prompt students

- Substantive Conversation is evident in classes where there is considerable teacher-student and student-student interaction about the ideas of a substantive topic; the interaction is reciprocal, and promotes coherent shared understanding.

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- Recognising knowledge as problematic involves an understanding that knowledge is constructed, and hence subject to political, social and cultural influences and implications.

- Metalinguage focused instruction is evident when there are high levels of talk about the functions and influences of language; Topics include: talk and writing; how written and spoken texts work; specific technical vocabulary and words; how sentences work or don’t work; meaning structures and text structures; and issues around how discourses and ideologies work in speech and writing.

### Pedagogy and Place – Learning Beyond the Classroom

**Strategy and Definition**

**How do we do this?**

- Authentic equipment
- Contemporary issues
- Hands on activities
- Reification based activities
- Sharing circle / Yarning logs
- Utilising Uncle Ernie’s life stories
- Visiting significant cultural and environmental sites
- Photography
- Guest speakers
- Immersion in a natural setting
- Using all senses
- Kinesthetic participation
- Central ideas of a topic or discipline
- Contingency of: hooks, organise and immerse throughout the program
- Phases of: Pre-visit (prior engagement), visit (WOW in 1 day) & post-visit (cultural) sustainability, organisational ideas of future perspectives, systems thinking & world views

### Pedagogical Framework

**Strategy and Definition**

**How do we do this?**

- **Cooperative and negotiated learning**
  - Differentiation of pedagogy
  - Metalanguage
  - Story, dance and body language
  - Auditing familiar environments
  - Reflective discussion

- **Self-regulation**
  - Strategy and Definition

- **Academic Engagement**

- **Cultural Knowledge**

- **Inclusivity**

- **Recognition of Difference**

### Connectedness

**Strategy and Definition**

**How do we do this?**

- **Real life experiences**
- **Task distribution**
- **Decompartmentalising**
- **Real life issues**
- **Relating actual experiences**
- **Sense of self and place**

- **Brainstorming**
- **Scaffolding**
- **Modelling and demonstration**

- **Group work, whole class and small group**
- **Group work, whole class and small group**
- **Group work, whole class and small group**

- **Discussion of contemporary issues**
- **Individual empowerment to make a difference for the environment**
- **Students are aware of their rights and responsibilities as active and informed citizens for a sustainable world**

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Our vision is for a community that cares for self, others and the environment to achieve enough for all forever.