AMAROO ENVIRONMENTAL EDUCATION CENTRE PEDAGOGICAL FRAMEWORK

Pedagogy and Place – *Learning Beyond the Classroom*

Strategy and Definition	How do we do this?
Learning By Doing requires the active involvement of students in hands on exploration and investigation of the real world.	• Authentic equipment • Contemporary issues • Hands on activities
Being in the Natural Environment is about students being encouraged to experience, appreciate, think about and connect emotionally with the natural environment.	• Reflection based activities • Sharing circle / Yarning logs • Utilise Uncle Ernie's Framework
Life Learning in Real places is about engaging students in learning activities based on real places, real issues and authentic tasks	• Visit significant cultural and environmental sites • Photography • Guest speakers
Full Sensory, Mind Body Engagement is about providing opportunities for students to explore, think about and reflect on real experiences using all five senses.	• Immersion in a natural setting • Using all senses • Kinaesthetic participation • Student centred
Exploring Issues in Local Contexts encourages students to explore and investigate environmental problems and issues in 'their own backyard"	• Extended learning experiences • Auditing familiar environments
Adventure & Challenge provides students with the opportunity to work in teams, push the physical and emotional boundaries, solve problems and reflect on their own strengths	• Responsible risk taking • Leadership challenges • Self-empowerment • Group work

Pedagogical Framework

At Amaroo Environmental Education Centre our environmental and Indigenous education programs offered to visiting schools are guided by the Productive Pedagogies theoretical framework, plus the inclusion of the 5th Pedagogy: *Learning Beyond the Classroom*.

This Pedagogical Framework provides centre staff with a guide to develop teaching and learning strategies in relation to what they are teaching and the variable styles, approaches and backgrounds of the visiting students.

The pedagogical strategies used by the Centre teachers demand intellectual quality, connect the learner to the real world, embed learning in a real world context, recognise difference, encourage learning beyond the classroom and support learners as individuals as well as members of a social group to develop a sense of place.

This framework is also driven by the Centre's vision for *a community that cares for self, others and the environment to achieve enough for all forever.*

We respectfully acknowledge the traditional custodians of this land.

Supportive classroom environment

Strategy and Definition	How do we do this?
Student Direction is a measure of the degree to which students influence the nature of the activities they perform and the way in which they are implemented.	• Cooperative and negotiated learning • Group discussions • Team work and challenges
Social Support is present in classes where the teacher supports students by conveying high expectations for them all. The teacher expects the students to recognise that it is necessary to take risks and try hard to master challenging academic work, that all members of the class can learn important knowledge and skills and that a climate mutual respect among all members of the class contributes to achievement by all.	• Setting high expectations • Challenging work • Encourage participation of all students • Redirection • Buddy system
Academic Engagement Students demonstrate *academic engagement* when they are attentive, do the assigned work, and show enthusiasm for this work by raising questions, contributing to group tasks and helping their peers.	• Highly motivated staff • Celebration of student success • Goal setting by students • Catering for individual differences
Explicit Quality Performance Criteria are frequent, detailed and specific statements about what it is the students are to do to achieve. This may involve overall statements regarding requirements for successful demonstration of outcomes within a unit of work, or about performance at different stages in a lesson.	• Brainstorming • Scaffolding • Modelling and demonstration
Self-regulation by students is high when teachers are not making, or not having to make, statements to discipline the students' behaviour or movement.	• Explicit expectation • Making smart choices • Linking actions and consequences

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 implication. 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.	• Symphony of Teaching and Learning (Blooms Taxonomy) • discussions, questioning • Cooperative group activities • Cues – visual, verbal and physical • Strategic questioning techniques • Problem solving
Deep Knowledge establishes relatively complex connections to central ideas of a topic or discipline, which are judged to be crucial.	• Plan activities that cater for students' learning styles
Students show **deep understanding** when they have grasped relatively complex relationships between the central concepts of a topic or discipline. They are able to solve problems, construct explanations and draw conclusions.	• Open questions • Use of a variety of visual representations to prompt students • Recognition of prior knowledge
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 share understanding.	• Feedback sessions where we talk about learning experiences • Sharing/Yarning Circle • Discussion on past, present and future events
Recognising **knowledge as problematic** involves an understanding that knowledge is constructed, and hence subject to political, social and cultural influences and implications.	• Decision making activities • Share responses of activities
Metalanguage focussed 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.	• Learning the meaning of words • Using correct terminology • Incorporating technical terms • Referring to Indigenous words and meanings

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: *head* (learning), *heart* (loving) and *hand* (action) for the Earth
- Components of: *hook*, *organiser* and *immerser* throughout the program
- Phases of: *Pre-visit* (prior engagement), *visit* (WOW in 1 day) & *post-visit* (culmination)
- Sustainability organising ideas of *futures 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 *modis operandi*:
- *Destination* (in a place), *Expert* (professional development), *Partnership* (with others)

Connectedness

Strategy and Definition	How do we do this?
Knowledge Integration is identifiable when knowledge is connected across subject boundaries, or subject boundaries do not exist.	• Real life experiences • Task distribution • Decompartmentalising
Background Knowledge is valued when lessons provide explicit links with students' prior experience. This may include community knowledge, local knowledge, personal experience, media and popular culture sources.	• Link to what students know through eliciting questions • Problem solving • Reflective discussion
Connectedness to the world is a measure of the extent to which the lesson has value and meaning beyond the instructional context, and exhibits a connection to the large social context within which students live.	• Real life issues • Relating actual experiences • Sense of self and place
Problem-based Curriculum is characterised by lessons in which students are presented with a specific real, practical or hypothetical problem to solve.	• Guided questioning • Brainstorming • Authentic equipment • Primary data collection

Recognition of Difference

Strategy and Definition	How do we do this?
Cultural Knowledge is valued when more than one cultural group is present and given status within the curriculum. Cultural groups may be distinguished by gender, ethnicity, race, religion, economic status or youth.	• Communicating with people from different cultural background • Location of students • Identification of staff demographic • Discussion and questioning to highlight cultural differences
Inclusivity is the degree to which classroom practices intentionally acknowledge, support and incorporate students' diverse background knowledge, experiences and abilities.	• Opportunities given for all to participate by catering for learning styles and special needs • Flexibility and catering • Differentiation of pedagogy
Narrative The use of *narrative* in lessons involves an emphasis in teaching and in student responses on such things as the use of personal stories, biographies, historical accounts, and literacy and cultural texts.	• Sharing/Yarning circles • Story, dance and body language • Indigenous stories • Non-verbal pedagogy • Children's Literature
Group Identity is manifested when difference and group identity are actively encouraged and recognised, while at the same time a sense of community is created. This requires going beyond a simple politics of tolerance.	• Group work, whole class and small group • Identifying student's needs, interests and abilities to facilitate cooperative learning • Active listening
Active citizenship is evident when the teacher elaborates the rights and responsibilities of groups and individuals in a democratic society and facilitates their practice both inside and outside the classroom.	• 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

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