

ACT Board of Senior Secondary Studies

Public Consultation Report 2023

Shape Paper: Outdoor and Environmental Education A/T/M

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

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Survey Question	Feedback	Reponses to Feedback
1. Which school are you from?	1 anonymous	
2. The rationale provides clarity about the scope of the course, its distinctive nature, and outcomes for students	5 Stars	Noted
3. Any comments on rationale.	none	Noted
4. The course goals, drawn from the Framework, are clear about the intended learning but allow flexibility.	5 stars	Noted
5. Discovering Outdoors: The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	Two stars	Noted
6. Discovering Outdoors: The specific unit goals are clearly outlined and appropriate to the unit	Two stars	Noted
7. Discovering Outdoors: The content descriptions clearly elaborate on the	Two stars	Noted

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<p>unit description and the specific unit goals.</p>		
<p>8. Discovering Outdoors: The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students..</p>	<p>Two stars</p>	<p>Noted</p>
<p>9.Any comments on the unit 'Discovering Outdoors.</p>	<p>The unit description is not specific enough, When you read the unit goals they can fit the unit description, The content descriptions can also meet the unit description BUT DO NOT meet or align to the unit goals. Either the unit goals or the content descriptions need to be adjusted to be cohesive within this unit. The unit seems to grab areas of knowledge from very diff areas eg. unit goal "prepare and plan appropriate and safe activities" is not covered in the content descriptions. The content descriptions cover Types of environments, Outdoor ed psychological models, Outdoor industry types/styles and there philosophies, Psychological models of health and wellbeing in the outdoors. and then back to industry types and styles. Suggest deleting the first k&U point on types of environments as this is covered in unit 2.</p>	<p>Thank you for your suggestions. The developers will clarify CDs. The 'Types of Environment' CD has been clarified to emphasise how that knowledge will be used in analysing and creating outdoor experiences particular to that context. Understanding the type/s of environment in which education activities are occurring is one of the key knowledge domains of this course, as the course title suggests.</p> <p>Sustainability and Health concepts have been reserved to those units, those these might be mentioned in passing in this unit, they will be fully investigated in subsequent units.</p> <p>"prepare and plan appropriate and safe activities" is covered in all the knowledge and understanding CDs and in Skill CDs 1, 2 and 3</p>

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<p>10. Sustainable Outdoor Experiences: The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>Four stars</p>	
<p>11. Sustainable Outdoor Experiences: The specific unit goals are clearly outlined and appropriate.</p>	<p>Four stars</p>	
<p>12. Sustainable Outdoor Experiences: The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>Four stars</p>	
<p>13. Sustainable Outdoor Experiences: The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>Four stars</p>	
<p>14. Any comments on the unit 'Sustainable Outdoor Experiences'.</p>	<p>technology is mention in the unit description but not in the content descriptions. In reflection section technology is mention but it is not</p>	<p>Thank you for your comment. Reference to technology has also been added to</p>

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	covered in the content or skills.	KU CD 3.
15. Connection to the Environment: The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.	No answer	
16. Connection to the Environment: The specific unit goals are clearly outlined and appropriate.	No answer	
17. Connection to the Environment: The content descriptions clearly elaborate on the unit description and the specific unit goals.	No answer	
18. Connection to the Environment: The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.	No answer	
19. Any comments on the unit 'Connection to the Environment.	Unit has some overlap with the health and wellbeing knowledge in unit 1 (suggest deleting it out of unit one). Content description looking at an	Thank you for your useful observations. Health and well-being has been deleted from unit

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	<p>environment seems out of place and does not align with the unit description or the unit goals. Question the use of actual books and programs in content descriptions could be rewritten instead of Florence -williams - the nature fix change to 'nature health benefits <u>academic/scientific research</u>' instead of Pegasus 'equine therapy'. Instead of Kakaur - into the wild use Literature and memoirs of nature experience to including the works of <u>Henry David Thoreau</u>, <u>John Muir</u> and <u>Aldo Leopold</u>. <u>First nations experiences</u> could cover books such as <u>The biggest Estate</u> by Bill Gamage, <u>Dark Emu</u> etc.. Maybe inclusion of a resource list somewhere. Question the inclusion of <u>WHS strategies</u> in the skills section for this unit.</p>	<p>one, thought it might be dealt with in passing as it is hard to naturally delete it from those topics.</p> <p>The unit references both general concepts and provides examples of specific case studies to guide teacher thinking. These are not compulsory but intended to assist teachers in choosing case studies of appropriate depth and complexity and highlighting the availability of local case studies. Examples have been rephrased to highlight that.</p> <p>Resources lists are not part of the approved course design specifications.</p> <p>WHS is a vital element to all Outdoor Education activities and can not be safely excluded from learning student learning.</p>
<p>20. Innovation and Change in Outdoor Education: The unit description clearly describes the focus and scope for this unit and informs in the planning of the program of learning.</p>	<p>Five stars</p>	<p>Noted</p>
<p>21. Innovation and Change in Outdoor Education: The specific unit goals are clearly outlined and appropriate.</p>	<p>Five stars</p>	<p>Noted</p>

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<p>22. Innovation and Change in Outdoor Education: The content descriptions clearly elaborate on the unit description and the specific unit goals.</p>	<p>Four stars</p>	<p>Noted</p>
<p>23. Innovation and Change in Outdoor Education: The content descriptions allow flexibility for a teacher to plan a program of learning that addresses the learning needs and interests of their students.</p>	<p>Four stars</p>	<p>Noted</p>
<p>24. Any comments on the unit 'Innovation and Change in Outdoor Education'.</p>	<p>Again question the inclusion of looking at a chosen environment this could be the focus of unit 1 then look at management strategies in unit 2. Instead of Baden-Powell-scouting use gender segregated outdoor skills programs. In last T content point reword along the lines of 'technological innovation to enable the progression of adventure sports into previously inaccessible environments, accent times...</p>	<p>Thank you for your comments.</p> <p>The Chosen environment point has been focused on the unit. Understanding the type/s of environment in which education activities are occurring is one of the key knowledge domains of this course, as the course title suggests.</p> <p>Baden-Powell point carried out. Thank you.</p> <p>Access point has been included. Thank you</p>

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25. The specific unit goals and content descriptions of the 'Independent Study' unit allow flexibility for a student and teacher to plan a study that addresses the learning needs and interests of the student.	No comments	Noted
26. Any comments on the Independent Study unit.	None	Noted

The logo for BSSS (Biology, Science, and Society) features a large, stylized blue letter 'A' in the center. The 'A' is composed of several overlapping, curved lines that create a sense of depth and movement. Below the 'A', the letters 'B S S S' are displayed in a large, bold, blue, sans-serif font, spaced out horizontally. The entire logo is set against a white background.

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