

Learning at Numinbah Valley Environmental Education Centre

Our Centre

Jingeri Jimbelungs! (Greetings friends) We acknowledge and pay respects to the Kombumerri people, the Traditional Owners of the djagun (land) in our area, which is part of the Yugambeh Language Region across South East Queensland. In Kombumerri language, Numinbah means 'place of holding tight'.

[Numinbah Valley Environmental Education Centre](#) is a Department of Education school and one of 25 Outdoor and Environmental Education Centres throughout Queensland. Our school vision is: Inspiring Minds for a Sustainable Future.

Our Programs

Our customised camp & day programs onsite, along with our field study and incursion programs offsite, are designed to assist partner schools in meeting goals linked to the Australian Curriculum (P-10), Queensland Curriculum and Assessment Authority (11-12) and other specialised learning areas; with a specific focus on authentically integrating the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures; and Sustainability; into centre operations and program delivery. We have a dynamic Reconciliation Action Plan (RAP), which is showcased in this short film - [ReconciliACTION – First Nations Connections](#).

Our Pedagogy

The strengths of all programs we facilitate, lie in our clarity of purpose and holistic learning framework; highlighting place-responsive, culturally-informed and interconnected ways of learning. Our whole-school approach to pedagogy framework, 'Learning at Numinbah Valley Environmental Education Centre', informs our teaching and learning practices. Learning is at the centre and our core learning foundations are Engaged, Active, Collaborative and Reflective learning. We hold the expectation that all students, staff, mentors, visitors & stakeholders connected with our centre, are on a learning journey – pedagogically, operationally and strategically. As such, this holistic framework informs our ways of learning, staff culture and community engagement.

Our Location

Through engaging with our programs, students have the opportunity to gain unique and specific benefits from outdoor learning. Our base location within Springbrook National Park and mutually-beneficial partnerships with First Nations cultural mentors, Queensland Parks and Wildlife Services, Seqwater and other community stakeholders, enables us to offer authentic educational experiences that utilise the hinterland and catchment areas of the Nerang River and Hinze Dam, the forests and geology of the Springbrook plateau and other exceptional locations.

Our Site

Sustainability practices are visible across our site and woven into learning activities and programs. We highlight and demonstrate how we run on solar power, access tank water, use worm farms to compost biotic waste and separate abiotic items for recycling. Students are invited to be environmental champions and custodians while engaging with our programs. We hope that all students leave our centre inspired and equipped with everyday sustainability skills they can apply to positively impact their own local environment. Keep Queensland Beautiful has awarded us their highest accreditation level - a 5-star Cleaner Greener School.

Mission Statement

Our Vision

Inspiring Minds for a Sustainable Future.

Our Mission

To cultivate sustainable practices, and facilitate engaging educational experiences that develop informed, inspired and active citizens, who strive for an equitable and sustainable future for all.

Our Call to Action

We connect, we are curious, we care, we critique, we create, we champion and we are custodians for the environment.

Our Goals

We endeavour to:

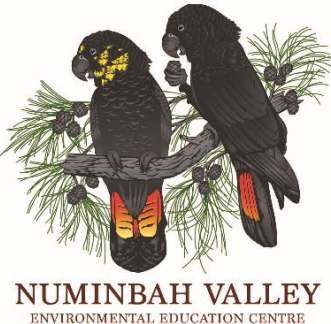
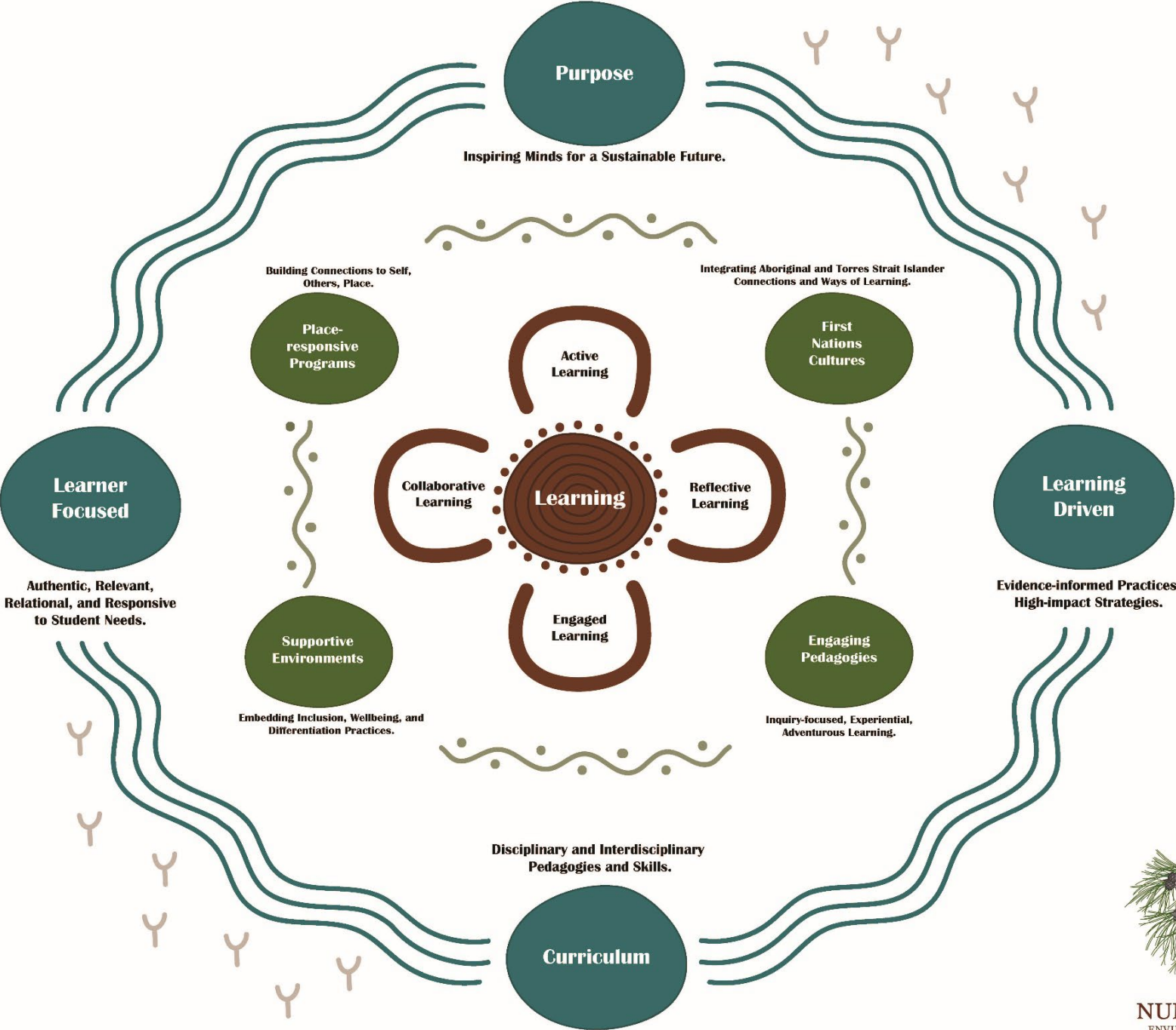
- Welcome individuals and groups into safe, inclusive and collaborative spaces;
- Provide meaningful, tailored learning experiences that meet curriculum, pedagogy and wellbeing goals;
- Support learners in building connections to themselves, others and the natural environment;
- Authentically integrate Aboriginal and Torres Strait Islander connections and ways of learning;
- Encourage and assist the implementation of effective sustainability and environmental education in schools;
- Build partnerships with other schools, government and non-government organisations, and community networks, to expand learning opportunities provided at our site & beyond.

NUMINBAH VALLEY
ENVIRONMENTAL EDUCATION CENTRE

Inspiring Minds for a Sustainable Future



Learning at Numinbah Valley Environmental Education Centre



Learning Map: Intention – Why, What, How, Who

Purpose: Why

‘Inspiring Minds for a Sustainable Future’

Our Mission

Equity and Excellence Education Strategy

Leading Learning Outdoors and for the Environment

Mparntwe Education Declaration

Curriculum: What

Disciplinary and Interdisciplinary Pedagogies and Skills.

Queensland Department of Education

Australian Curriculum

Science, Humanities & Social Sciences, Geography, Health & Physical Education

General Capabilities

Critical and Creative Thinking

Personal and Social Capability

Intercultural Understanding

Ethical Understanding

Cross-Curriculum Priorities

Sustainability

Aboriginal and Torres Strait Islander Histories and Cultures

Curriculum Connections

Outdoor Learning

Queensland Curriculum & Assessment Authority

Biology

Geography

21st Century Skills

Learning Driven: How

Evidence-informed Practices, High-impact Strategies.

P-12 Curriculum, Assessment and Reporting Framework

Learner Focused: Who

Authentic, Relevant, Relational, and Responsive to student needs.

Equity and Excellence - Realising the potential of every student

Queensland Education Department - Students

Learning Map: Ways of Learning

Place-Responsive Programs

Building Connections to Self, Others, Place.

Diverse Pedagogies of Place

First Nations Cultures

Integrating Aboriginal and Torres Strait Islander Connections and Ways of Learning.

8 Aboriginal Ways of Learning

Supportive Environments

Embedding Inclusion, Wellbeing, and Differentiation Practices.

Inclusive Education

Student health, safety and wellbeing

Differentiation

Engaging Pedagogies

Inquiry-focused, Experiential, Adventurous Learning.

Inquiry Based Learning

Higher Order Thinking Skills

Thinking Skills - Lesson Launchpad

Kolb Experiential Learning Theory

Experience, Reflect, Think, Act.

Adventurous Learning - Pedagogy for a Changing World

Authenticity , Agency, Uncertainty, Mastery

Learning Map: Learning at its Core

Core Learning Foundations

Engaged Learning

Learning has meaning, purpose, relevance.

Active Learning

Learning through head (cognitive), heart (affective), hands (practical).

Collaborative Learning

Co-helming learning experiences, working with others, linking to community.

Reflective Learning

Learning through being curious, caring, connected, critical, creative.

A Whole School Approach to Pedagogy

Pedagogy is integral to systematic curriculum implementation. [A Whole School Approach to Pedagogy](#) is a flexible, responsive and ongoing process that supports schools to employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students.

A whole school approach to pedagogy is a process for how schools determine, review and monitor how effectively the pedagogies employed are working to support students' achievement, wellbeing and engagement. Schools:

- develop a shared understanding and language about pedagogy;
- use assessment and reporting data to inform a review of pedagogy;
- determine pedagogies most effective in relation to the principles of pedagogy;
- employ effective pedagogies to meet the diverse learning needs of students;
- monitor and measure the evidence of impact.

The principles of pedagogy include: the curriculum, the learning and the learner. In a whole school approach to pedagogy, the principles are used to determine the pedagogical approaches, practices and teaching strategies that are most appropriate. Decisions should be effective in responding to the diverse learning needs of each student.

- **Curriculum:** the disciplinary and interdisciplinary nature of the curriculum.
- **Learning:** the nature of learning, how learning occurs and how students move through the process of learning
- **Learner:** the nature of the learner, which is characterised by age, development, stage of schooling and diversity of learners.

P-12 Curriculum, Assessment and Reporting Framework

A whole school approach to pedagogy is a flexible, responsive, and ongoing process that supports schools to employ the most effective pedagogies to maximise the achievement, engagement and wellbeing of all students.





Determine pedagogies most effective in relation to the three principles

Using the three principles to determine effective pedagogies

Schools consider the principles of pedagogy to determine effective evidence-informed pedagogical approaches, practices and teaching strategies

Curriculum Principle

Knowing what is going to be taught and the way content needs to be taught for the greatest impact on student engagement, learning and achievement. This may look like, collaboratively:

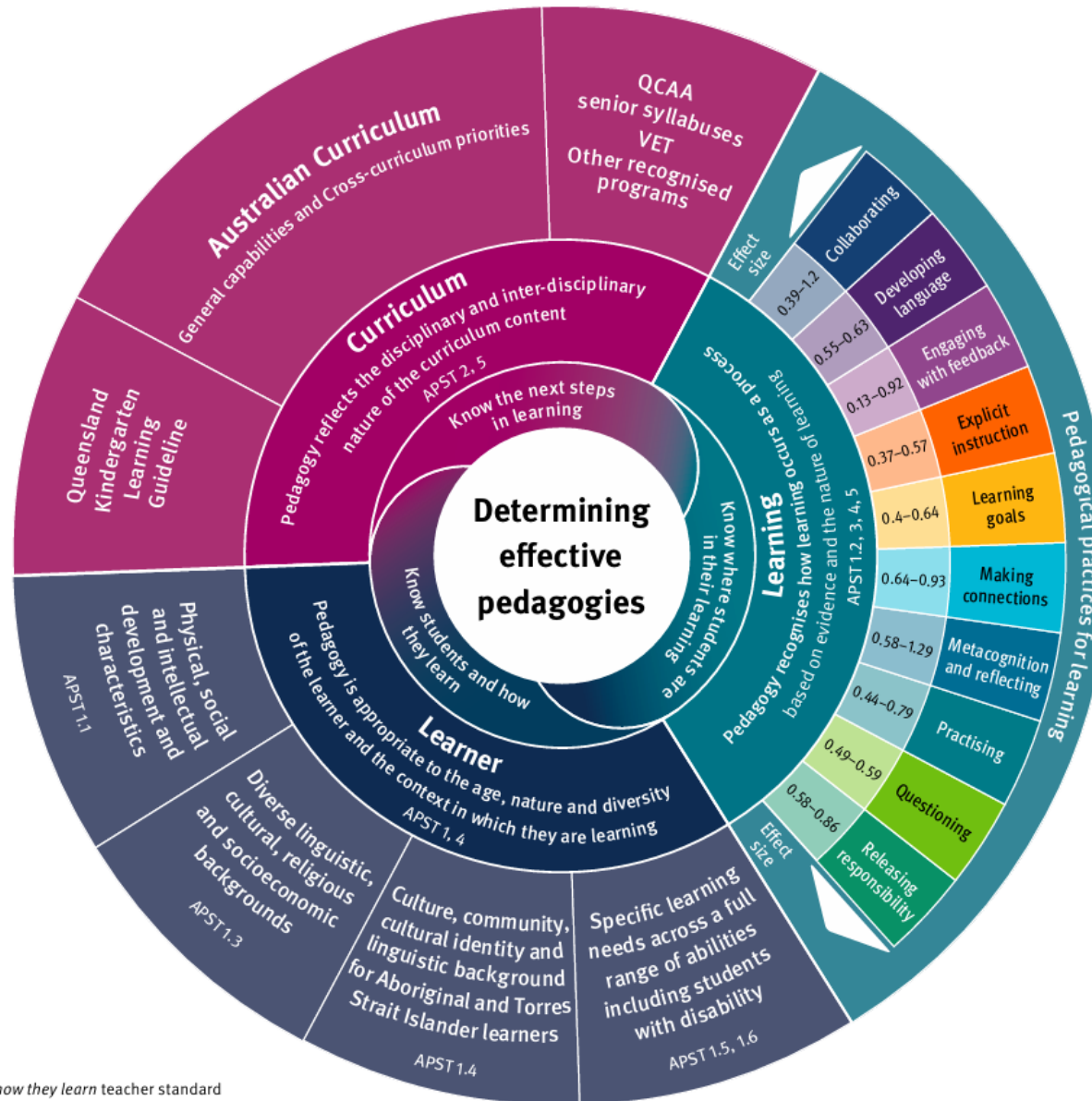
- › Choosing the learning area/subject and the year level that is the focus for teaching.
- › Unpacking the curriculum to develop a deep understanding of the pedagogical approaches embedded and/or naturally suited to the learning.
- › Determining what this means for how the curriculum content should be taught.
- › Using this understanding during planning and moderation processes to map out a sequence of teaching that will guide how the content is to be delivered.

Learner Principle

Knowing how the learners in a class need to be taught. This may look like, collaboratively:

- › Reflecting on the diversity of learners to identify individual, group and collective strengths and needs.
- › Identifying focus groups and/or individuals to be considered.
- › Considering their age, characteristics and diversity and what types of pedagogies are appropriate to their learning needs.
- › Determining how content is delivered for targeted cohorts and individual students.
- › Capturing adjustments and differentiated practices in OneSchool Personalised Learning Records (PLR).

More information on the *Know students and how they learn* teacher standard is available at [Australian Professional Standards for Teachers](https://www.austlii.edu.au/au/other/dfat/special/apst/) (APST).



Learning Principle

Knowing the nature of learning, how learning occurs and how students move through the process of learning. This may look like, collaboratively:

- › Identifying where learners are in the learning process, for example: surface, deep to transferral of learning.
- › Monitoring how students are progressing with learning related to the relevant curriculum.
- › Identifying pedagogies most appropriate to support students at each stage of learning.
- › Reflecting on how students will progress from being dependent learners to being able to apply their understandings and skills independently.
- › Determining which pedagogical practices for learning (PP4Ls)* will support students build and refine their understandings and skills and to move them along in their learning journey.
- › Using PP4Ls to support a range of teaching strategies to address the diverse needs of the students to access curriculum content.

* The Department of Education, in collaboration with Australian Institute for Teaching and School Leadership (AITSL), reviewed contemporary research about learning. Ten pedagogical practices for learning were identified that surfaced most frequently in literature as practices having the greatest impact on student achievement and aim to move students' learning from dependent to independent. Pedagogical practices for learning are a non-exhaustive list of practices.

More detailed information and resources on the PP4Ls is available [here](https://www.austlii.edu.au/au/other/dfat/special/apst/).

Effect size should be used as a guide only, and is calculated by taking the difference in two mean scores and then dividing this figure by the average spread of student scores.

(Hattie, J. (2011). *Visible Learning for Teachers: Maximising Impact on Learning*, Taylor & Francis. For more information, access <https://visible-learning.org/>)

The Australian Curriculum Explained

The Australian Curriculum sets high aspirations for what all students should know and be able to do, and supports improvement in Australia's educational performance. It was developed to improve the quality, equity and transparency of the Australia's education system.

The F-10 Australian Curriculum is 3-dimensional; it includes learning areas, general capabilities, and cross-curriculum priorities. Together, the 3 dimensions set out essential knowledge, understanding and skills all young Australians need so they will be able to learn, contribute and shape their world now and in the future.

The Australian Curriculum is presented as a progression of learning from Foundation to Year 10 and it identifies and organises the essential knowledge, understandings and skills that students should learn in 8 learning areas. The learning areas of English, Mathematics, Science, and Health and Physical Education comprise a single subject. The learning areas of Humanities and Social Sciences (HASS), The Arts, Technologies and Languages each comprise multiple subjects.

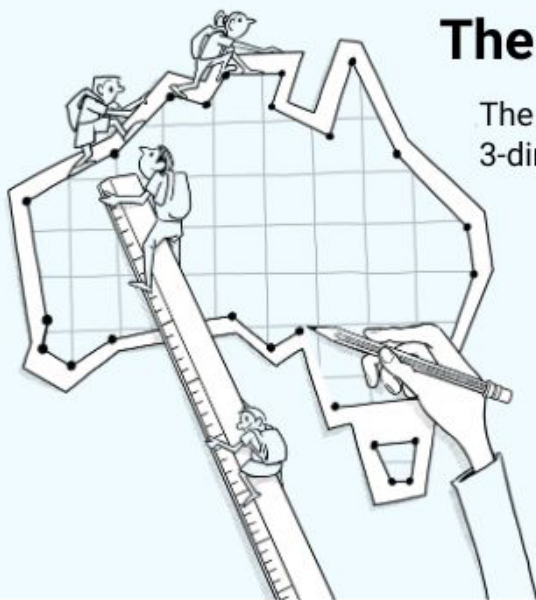
In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through the content of the learning areas; they are not separate learning areas, subjects or isolated skills. The 7 general capabilities are: Critical & Creative Thinking; Digital Literacy; Ethical Understanding; Intercultural Understanding; Literacy; Numeracy; Personal & Social Capability.

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. The 3 cross-curriculum priorities are: Aboriginal and Torres Strait Islander Histories & Cultures; Asia and Australia's Engagement with Asia; and Sustainability.

The Australian Curriculum can be used flexibly by schools to develop teaching and learning programs that meet the educational needs and interests of their students. The curriculum comes alive in the hands of teachers, who make expert decisions about the learning experiences each student needs to progress.

The senior secondary Australian Curriculum for each subject specifies content and achievement standards. The content describes the knowledge, understanding and skills that are to be taught and learned. The achievement standards describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

[Teaching and Learning Hub](#)
[F-10 Australian Curriculum Overview](#)



The Australian Curriculum

The Australian Curriculum is 3-dimensional; it includes:

- **learning areas**
- **general capabilities**
- **cross-curriculum priorities.**

Together, the **3 dimensions** set out essential knowledge, understanding and skills that enable all young Australians to learn, contribute and shape their world now and in the future.

3 dimensions of the Australian Curriculum

8 Learning Areas ...

and the disciplines from which they are drawn, provide the foundation of learning.

The Australian Curriculum identifies and organises the essential knowledge, understandings and skills that students should learn.

English
Mathematics
Science
Humanities and Social Science

HASS F-6
Civics & Citizenship
Economics & Business
Geography
History

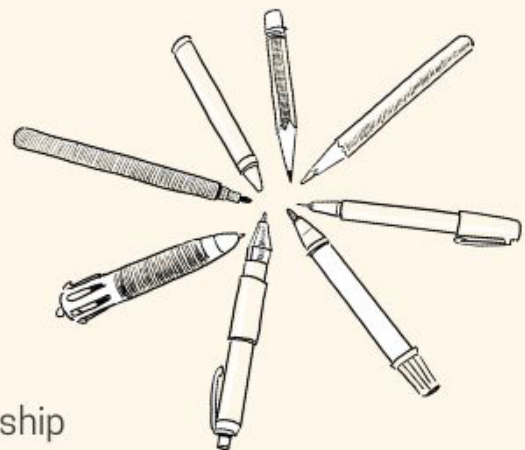
The Arts

Dance
Drama
Media Arts
Music
Visual Arts

Technologies

Design & Technologies
Digital Technologies

Health and Physical Education
Languages



7 General Capabilities

equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully.

They support and deepen student engagement with learning area content and are developed within the context of the learning areas.

3 Cross-curriculum Priorities

support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts.

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