

A Whole School Approach to Pedagogy: Learning at Numinbah Valley Environmental Education Centre

Pedagogy is an integral part of systematic curriculum delivery, as reflected in the school's three levels of planning.

Expert teaching teams employ effective pedagogical practices to differentiate teaching and learning and ensure every student is engaged, challenged, feels safe to take risks in learning and supported to develop the knowledge, skills and dispositions necessary to succeed.

A whole school approach to pedagogy relies on intentional collaboration and a shared understanding and language with which to talk about pedagogy.

Monitoring or reviewing involves engaging in cycles of inquiry for continuous school improvement.

In a whole school approach to pedagogy, principles are used to determine the pedagogical approaches, practices and strategies that are most appropriate, including: the curriculum, the learning and the learner. They are the lens through which pedagogical decisions are made. Decisions should be effective in responding to the diverse learning needs of each student.

References:

<https://education.qld.gov.au/curriculums/Documents/p-12-curriculum-assessment-reporting-framework.pdf>

<https://learningplace.eq.edu.au/cx/resources/file/76fcf9c5-4485-4fa1-9981-19073ca3865b/1/pedagogy/index.html>

About Our Centre

Numinbah Valley Environmental Education Centre (NVEEC) provides experiential learning programs to students from Pre-Prep to Year 12, with environmental and sustainability themes embedded. Our customised camp, day and incursion programs are designed to assist state and independent schools in meeting goals linked to the Australian Curriculum (P–10), Queensland Curriculum and Assessment Authority (11–12) and other specialised learning areas.

Most learning happens in the outdoors and our location within Springbrook National Park enables us to offer engaging educational experiences that utilise the hinterland and catchment areas of the Nerang River, the forests and geology of the Springbrook plateau and other unique locations.

The rich Aboriginal history of Numinbah Valley is integrated into our programs with traditional and contemporary cultural land management practices explored. Numinbah means 'to hold tight', as the Kombumerri people believe the valley holds the mountains on either side together.

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.

<https://numinbahvalleyeec.eq.edu.au/>

Mission Statement

Our Vision is:

Inspiring Minds for a Sustainable Future.

Our Mission is:

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 are to:

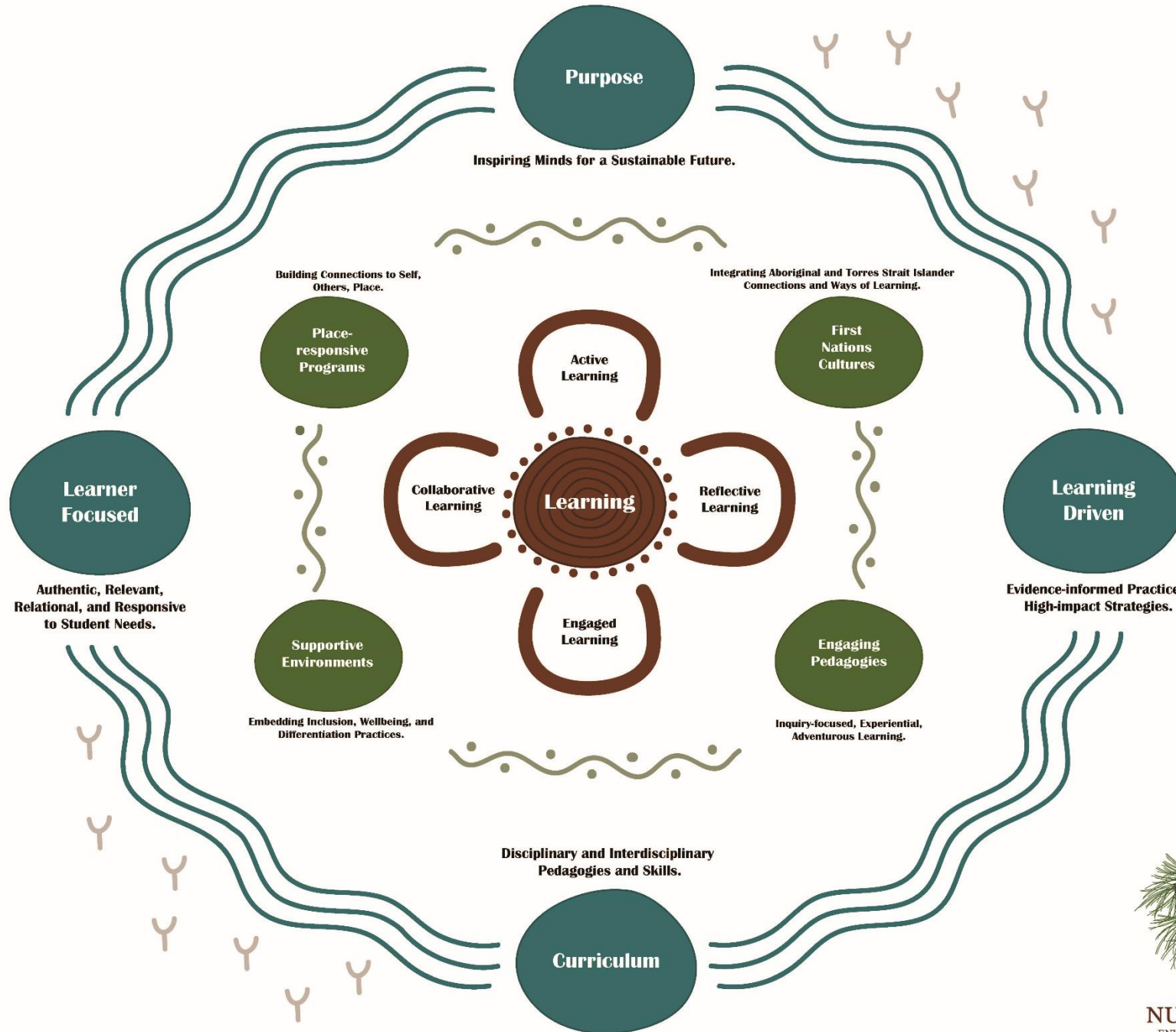
- Welcome individuals and groups into safe, inclusive and collaborative spaces;
- Provide meaningful, tailored learning experiences that meet curriculum, pedagogy and wellbeing goals;
- Support learners in building connections to themselves, others and the natural environment;
- Authentically integrate 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 - <https://numinbahvalleyeec.eq.edu.au/about-us/our-mission>

Equity and Excellence Education Strategy -

<https://education.qld.gov.au/initiatives-and-strategies/strategies-and-programs/equity-and-excellence>

Leading learning outdoors and for the environment –

<https://education.qld.gov.au/schools-educators/other-education/OEEC>

Curriculum: What

Disciplinary and Interdisciplinary Pedagogies and Skills.

Queensland Department of Education - <https://education.qld.gov.au/>

Australian Curriculum - <https://v9.australiancurriculum.edu.au/>

- **Key Learning Areas** – Science, Geography, HPE

General Capabilities

- Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding.

Cross-Curriculum Priorities

- Sustainability
- Aboriginal and Torres Strait Islander Histories and Cultures.

Curriculum Connections

- Outdoor Learning

QCAA – 21st Century Skills - <https://www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills>

Learning Driven: How

Evidence-informed Practices, High-impact Strategies.

<https://education.qld.gov.au/curriculums/Documents/p-12-curriculum-assessment-reporting-framework.pdf>
(Section on Whole School Approach to Pedagogy)

Learner Focused: Who

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

<https://education.qld.gov.au/initiativesstrategies/equityexcellence/Documents/equity-excellence-booklet.pdf>
<https://education.qld.gov.au/students>

Learning Map: Ways of Learning

Place-Responsive Programs

Building Connections to Self, Others, Place.

<https://www.routledge.com/Diverse-Pedagogies-of-Place-Educating-Students-in-and-for-Local-and-Global/Renshaw-Tooth/p/book/9780367197063>

First Nations Cultures

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

<https://www.8ways.online/>

Supportive Environments

Embedding Inclusion, Wellbeing, and Differentiation Practices.

- **Inclusion** – <https://education.qld.gov.au/students/inclusive-education>
- **Wellbeing** - <https://education.qld.gov.au/students/student-health-safety-wellbeing>
- **Differentiation** - <https://education.qld.gov.au/curriculums/Documents/p-12-curriculum-assessment-reporting-framework.pdf>

Engaging Pedagogies

Inquiry-focused, Experiential, Adventurous Learning.

Inquiry - <https://www.dese.gov.au/australian-curriculum/national-stem-education-resources-toolkit/i-want-know-about-stem-education/what-works-best-when-teaching-stem/inquiry-based-learning>

- *Higher Order Thinking Skills* - <https://www.itcpublications.com.au/assets/files/Lesson%20Launchpad%20.pdf>

Experiential - <https://experientiallearninginstitute.org/resources/what-is-experiential-learning/>

- *Experience, Reflect, Think, Act.*

Adventurous - <https://www.adventurouslearning.org/>

- *Authenticity (Purpose), Agency (Responsibility), Risk (Challenge), Mastery (Skills).*

Learning Map: Learning at its Core

Learning occurs as a process to develop depth of knowledge and understandings, increasingly sophisticated skills and global competencies. Learning is viewed as being a progression, with the overarching goal of developing successful learners, confident and creative individuals, and active and informed citizens. <https://www.australiancurriculum.edu.au/f-10-curriculum/structure/>
<https://www.dese.gov.au/alice-springs-mparntwe-education-declaration>

Core Learning Foundations

- ***Engaged Learning*** - Learning has meaning, purpose, relevance.
- ***Active Learning*** - Learning through thinking (head – cognitive), feeling (heart – affective), doing (hands – practical).
- ***Collaborative Learning*** - Co-herming learning experiences, working with others, linking to community.
- ***Reflective Learning*** - Learning through being curious, caring, connected, critical, creative.

The Australian Curriculum Explained

The Foundation – Year 10 Australian Curriculum is described as a three-dimensional curriculum that recognises the central importance of disciplinary knowledge, skills and understanding; general capabilities and cross-curriculum priorities.



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.

Disciplinary knowledge is found in the eight learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, Arts, Technologies and Languages.

Alongside disciplinary knowledge, the Australian Curriculum provides seven general capabilities: Literacy; Numeracy; Information and Communication Technology Capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding. The general capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that apply across subject-based content and equip students to be lifelong learners and be able to operate with confidence in a complex, information-rich, globalised world. In the Australian Curriculum, the general capabilities are developed and applied, where relevant, through the learning areas.

The Australian Curriculum also includes three current cross-curriculum priorities that are to be developed, where relevant, through the learning areas. These are: Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability. The priorities are not separate subjects in themselves; they are addressed through learning area content.