

Evidence of Professional Practice for Full Registration

How can I adjust my teaching methods to best assist students in achieving program learning outcomes?



Teacher A

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1. CONTENT AND CONTEXT FOR LEARNING

1A: The Learners

Standard 1.1, 1.3, 1.4, 1.5 & 1.6

The Learners I am focusing on for my inquiry are female year nine students undertaking an outdoor education program. I am basing my inquiry on evidence from two schools Outdoor Education School work with- **School 1** and *School 2*. These are both all girls schools who outsource to Outdoor Education School to run some of their outdoor programs. As I do a large amount of work with all girls schools, I chose to focus on female students undertaking outdoor experiences. Many schools, such as the two I have chosen to collect evidence from, run outdoor education camps during year eight and nine, which is why I selected this age group.

Students from the two schools of focus have taken part in various levels of outdoor education previously and therefore I can assume some students will have outdoor skills and knowledge. However, as many students will have very limited previous experience, the programs will have to be adjusted to suit a variety of abilities and prior knowledge. **At School 1, the year nine students I will be working with have attended camps in year seven and year eight which has given them experience in navigation skills, bush cooking, camping and hard skills, such as paddling. The students I will be working with have also learnt skills on these programs such as dealing with challenge, problem solving, community living and using initiative.** *For School 2, the students at the start of the program will have very little assumed knowledge of outdoor education, with most only having spent a night or two in a tent previously.*

For the two programs there are a variety of factors that could affect student learning and alterations may need to be made to manage these factors. These are discussed further in the modification section of the Action Plan. I already have information on many of these students attending camp for School 2, however with School 1 I will have very little prior knowledge of my students and their physical and personal ability before the program commences. I will have to use the first couple of days to gauge student skill level and knowledge. I will receive medical forms for the students on day one, however it has been highlighted to me that one student has bad knees that will require monitoring and another student has back issues and may need a pack shuttle.

1B: Learning Context

Standard 2.2 & 3.2

The main source of evidence for my investigation will come from a seven day whole year level multi-activity program run from 18th to 24th April 2016, see Appendix A. I will be working as a Group Leader with the same 15 students for the entire program, with the assistance of a School 1 teacher and another outdoor educator. I chose this program as a focus, as I have worked on the same program with this school two times previously and therefore have a good understanding of the skills and outcomes. Being a seven day program, this will also give me ample opportunity to work with the students, giving them more time to achieve the outcomes and for me to assess and record their journey. An overview of the School 1's outdoor program throughout the year levels can be found in Appendix B.1.

The second source of evidence for my investigation will come from a whole year level hiking program with School 2, see Appendix A. The program has been set up to teach outdoor skills from the beginning and expand on these skills until the self led expedition at the end, see program outline in Appendix C.1. This is the first time the program will be run and is a three part program that I have been helping to develop, starting near the end of year eight and finishing at the end of year nine. The three programs in order are a three day introduction hike from 25th to 27th November, a four day preparation walk from 12th to 15th April and a six day expedition from 26th November to 2nd December. I will oversee the entire program from the Outdoor Education School's side, with seven or eight groups out in the field each time. The evidence I collect will come from the program design stage and from Group leader feedback related to their teaching techniques and the outcomes they believe are achieved. This is valuable evidence to collect as I should be able to apply learning from the introduction and preparation walks to my planning and running of the expedition.

1C: Content for the Program of Learning

Standard 2.1, 2.2 & 2.3

While not a specified subject, Outdoor Education can be used to achieve many areas of study in the current year 9 AUSVELS curriculum, including Geography, Civics and Citizenship, Health and Physical Education and Personal and Social Capability. See Appendix D. for relevant excerpts from the AUSVELS curriculum.

Appendix B.2 is an annotated program of learning for the School 1 program showing relevance to the following curriculum requirements- literacy/numeracy development, incorporation of ICT and understanding of ATSI histories, cultures and languages. This document was developed by School 1 and Outdoor Education School in consultation with each other.

Appendix C.1 is an annotated program of learning for the School 2 program showing relevance to the following curriculum requirements- literacy/numeracy development, incorporation of ICT and understanding of ATSI histories, cultures and languages. This document was developed by myself while planning the program in consultation with Teacher 5 (Head of Outdoor Education at School 2).

1D: My Evidence of Prior Knowledge of Learners

Standard 5.1

Prior learning of School 1 students can be found in Appendix B.1, as previously mentioned, however this is a guide for the student cohort as a whole. An assessment of students will be done by my own observations during the first day of program. This should show the level of relevant knowledge students have based on what they have retained from previous outdoor education experiences. See Appendix B.4 for all students' initial assessments. From these assessments I will decide which students need to be taught the basic skills or require more assistance to get tasks done and which students I can give roles of responsibility or more complex tasks. As well as skill, a factor will also be the students' attitude and maturity.

With School 2, the assumption is that the students have very little bush and camping skills. The task of the introduction program is to teach these skills. Upon completion of this trip an assessment will

be done based on staff feedback of the level of student learning and this will be used as a reference for the next two programs.

1E: Learning Outcomes for the Program of Learning

Standard 1.1, 1.2, 1.5, 2.1, 2.2, 3.1, 3.2, 3.3, & 4.1

The School 1 year nine program's main learning outcome is Leadership. The program is designed to provide both theoretical and practical application for leadership and gives them ample opportunity to work on these skills and reflect on their performance. Sessions will be run based on Kouzes and Posner's Five Practices of Exemplary Leadership (Kouzes & Posner, 2003) and the students will be given progressively more leadership opportunity throughout. I will give more complex leadership opportunities to the students who are picking up the skills quickly and need extending. An example of this is giving a particular student the menu and instructions for dinner so they can organise it themselves. This student will then learn experientially how to lead others to get a job like this done successfully (Dewey, 1938).

I will also need to support the students who are struggling with the program. Giving smaller, more achievable tasks within their level of comfort should allow these students to also achieve a feeling of success. By allowing for different levels of challenge, it should assist in all students achieving learning outcomes, as these are not linked to the difficulty of the program but the level to which students are challenged in their individual way, hopefully leading to a feeling of accomplishment (Stiehl & Parker, 2007). I also plan to have plenty of discussions with the students, encouraging and reminding them to trial all the aspects of leadership, even if in a small way. Students who have shown good leadership will be highlighted, so others can follow their example.

School 2's program has three main learning outcomes. These are to gain personal development skills such as independence, initiative and community living, to gain resilience through challenge and learn leadership skills. The program has been designed to prepare students for the final summit expedition. As the program is in three parts, the basic skills will be taught in the Introduction Hike and will be assumed knowledge for the Preparation Hike and the Expedition. Therefore the students will focus on the more specific learning outcomes, rather than the tools through which these can be achieved. To give students the ability to achieve these outcomes the students will be streamed based on their physical ability and aptitude with the skills of the first two trips. This means students that find the skills more challenging will be challenged to a similar extent to the students who find the program a bit easier (Stiehl & Parker, 2007).

2. THE INQUIRY QUESTION

2A: The Inquiry Question

Standard 1.5, 2.2, 2.3, 3.2, 3.3, 4.1 & 6.1

How can I adjust my teaching methods to best assist students in achieving program learning outcomes?

During the last few years, since finishing my teaching degree, I have taught in both a classroom setting and in the field on outdoor education programs. I have found that although my teaching pedagogies and methods seem effective for most students I work with, there are usually some who struggle to understand what I am teaching and for these students the learning outcomes are often not fully achieved. While I understand there are a variety of reasons that these students struggle to learn the skills I am teaching, it highlighted to me that I could work on my teaching methodology to be inclusive for all.

There is much research surrounding different types of learners and the importance of using a variety of methods while teaching (Campbell, Farrows, & Riley, 2016). Some students learn best through wrote learning, some learn best through group work and discussion, others through visual or auditory instructions (B. D. Friedman, 2008). In outdoor education, a key learning theory is experiential education and learning through doing. Outdoor Education is usually very practical and students are involved in all aspects of their learning (Chapman, McPhee, & Proudman, 2008). While this suits some students, it may not suit others. In order to answer my inquiry question I intend on focusing on my teaching methods during the School 1 program and inclusive planning and preparation methods during the School 2 Program.

I researched a variety of teaching methods and strategies to use with the many types of learners I may encounter throughout the School 1 program. The list of teaching techniques I found and will apply if appropriate are:

- | | |
|---|--------------------------|
| - Autocratic Leadership (telling) | - Non Verbal Responses |
| - Democratic Leadership (consulting) | - Front loading |
| - Abdicratic Leadership (joining or delegating) | - Facilitated Reflection |
| - Visual Demonstrations | - Debriefing |
| - Verbal Explanations | - Experiential Learning |
| - Discussion | - Small Group Work |
| - Questioning | - Large Group Work |
| - Recall | - One on One Instruction |

During this program I will be observing students' response to some of the above teaching methods based on how well they pick up and apply the skills I teach them ("150 Teaching Methods," 2016; Campbell et al., 2016; Ebert-II, Ebert, & Bentley, 2011; Friedman, 2012; B. D. Friedman, 2008; Martin, Cashel, Wagstaff, & Breunig, 2006). I will look at the evidence I collect and use it to highlight the effectiveness of teaching methods with certain students and what aspects I need to improve in the future.

From the School 2 program I will collect evidence about student learning from staff working on the program. It must be noted that the evidence collected from School 2 is not directly linked to my teaching methods, but is being used as supplementary evidence for how I can plan educational programs with different kinds of learners in mind.

2B: Professional Learning

As part of my inquiry and research I observed the teaching practice of others, had professional conversations, and undertook professional development. This assisted me in answering my inquiry question and links my professional learning with relevant teaching standards.

Observation of Experienced Colleagues

Date: 10/08/2016

Standard 3.5, 4.1, 6.3 & 6.4

Who and what I observed:

Teacher 2 - Independent Melbourne school year ten program. I observed Teacher 2 running a lesson instructing students on the 24 hour solo experience they were to take part in the following day. The students were taught about how solo will work, logistical information, safety information and general information on what they need to do during the activity.

What I saw/heard/experienced:

During this lesson there was a lot of information passed from Teacher 2 to the students. This was unavoidable, as it was necessary that the students were told all the information for their safety and the success of the solo the next day. Teacher 2 handled this by asking the students' questions, getting the students to problem solve what the answers may be, giving visual demonstrations of equipment they will need and how to set the equipment up, and attempting to not overload the students with unnecessary information. Teacher 2 seemed to be confident in the lesson she was running and the students paid attention and took notes most of the time. The students had been on camp for several days and had attended many retreat sessions and therefore their attention was a difficult thing to maintain, however Teacher 2 seemed to manage this well.

What I learnt:

I learnt the importance and saw a useful example of using different methods of teaching throughout a session, especially if the students are struggling to focus. As I am teaching a lesson the same as this in a couple of weeks I observed a successful way of running this lesson. I have also decided when I run the lesson I would like to spend more time on the reasons that students are doing solo so they know why they are there and why it is important to their learning.

How this help me address my inquiry:

Teacher 2 used a variety of teaching methods during her lesson, as stated above, which is a useful example for my own teaching.

Date: 17/08/2016

Standard 3.3, 4.4, 6.3 & 6.4

Who and what I observed:

Teacher 3- Independent College year nine climbing day. I observed Teacher 3 run two half day rock journey sessions which involved rock scrambling, climbing and abseiling.

What I saw/heard/experienced:

I saw that Teacher 3 spent a reasonable amount of time on safety and making sure all students understood what was expected of them. The main goal of this session was to get students working together and communicating to get the whole group from the start to the finish. There were many times during the session where Teacher 3 was required to send messages down along the group, or gave instructions where each student had to assist the student behind them.

What I learnt:

This activity and the way it was run gave the students a lot of responsibility, opportunity to problem solve themselves and as a group figure out how to get through the journey. I learnt that giving safety instructions but minimal instruction on how to get through each obstacle made sure the students got the most out of the program.

How this help me address my inquiry:

There are times when the best teaching technique is saying very little, letting students learn by doing and allowing them to pass their own learning on to the rest of the group rather than giving them every instruction. This is useful as I used this experiential style as one of the teaching methods in the inquiry and it assists me to reflect on the outcomes.

Professional Conversations

Date: 11/04/2016

Standard 6.1, 6.3 & 6.4

Who I talked to: Teacher 3

What we discussed:

Teacher 3 and I discussed my goals for the year. We discussed the personal development I wanted to take part in throughout the year and had a conversation about my Victorian Institute of Teaching (VIT) inquiry. I decided my goals for the year were to extend on my paddling and safety skills for when I am working on paddling programs. I also want to continue with my program coordinating skills, planning programs that are educational and with successful outcomes for the students involved. Regarding my VIT inquiry, I told Teacher 3 about the inquiry question I had chosen and the evidence I had collected so far, and we worked out a rough timeline for getting the rest of the inquiry done. Teacher 3 also suggested I have a discussion with Teacher 2, as she would be able to assist me with my inquiry question as well as give me assistance with my program coordinating skills.

What I learnt:

I learnt what professional development I wanted to do this year due to the conversation with Teacher 3. He helped me to decide on some suitable steps to take.

How this helped me address my inquiry:

This helps me as I now have a timeline for my inquiry. Teacher 3 also helped me by discussing ways I could continue with my professional development and skills related to my inquiry.

Date: 11/08/2016

Standard 6.3, 7.1 & 7.2

Who I talked to: Teacher 2

What we discussed:

Teacher 2 and I discussed various issues and scenarios that can come up when coordinating an outdoor education program. The issues involved student behaviour, the safety of students in specific circumstances, staffing problems and more. We looked at different ways in which we could solve issues.

What I learnt:

This conversation was extremely valuable for me to expand my confidence and knowledge in coordinating programs such as the School 2 Program. I learnt ways I could address issues and focused mainly on the policies of Outdoor Education School and of each school we work with, such as the chain of communication.

How this helped me address my inquiry:

This assisted with my inquiry as it gave another view point beyond teaching students directly. This was more about what goes on behind the scenes to make sure students have a safe and worthwhile learning experience. This is most relevant to my work with School 2.

Date: 25/08/2016

Standard 2.1, 2.2 & 3.3

Who I talked to: Teacher 2

What happened:

I ran a lesson similar to the one I observed Teacher 2 running two weeks previously. The lesson was taught to Independent Melbourne School year ten students and it was about their 24 hour solo experience they were to take part in the next day. I taught the students about how solo would work, what they needed to pack, gear they would be provided, logistical information, safety information, the reasons they do solo and general information on what they needed to do during the activity.

What we discussed:

Afterwards Teacher 2 and I discussed the lesson, what went well, and what I could have improved upon. She thought overall I ran a good, sequential lesson. Teacher 2 liked that I started by setting up the lesson with why we do solo, and then moved into what they needed to bring and how it was going to work. There were a couple of points I forgot to address, but these were minor and Teacher 2 was able to add these in. We also discussed the different teaching methods I used throughout the session and the engagement of the students.

What I learnt:

I learnt that students in this camp setting found it hard to concentrate on too much information. I noticed that students were losing concentrating early, so I had to mix up ways I was presenting information and focus on the important points they really needed to remember.

How this helped me address my inquiry:

I used a few different teaching techniques throughout the lesson which relates to my inquiry. I gave visual demonstrations, questioning, got students to consider what they needed to bring instead of me telling them and I repeated vital bits of information so it was clear in their mind. I also got them to write down important points. These varying techniques assisted with me getting the information across to the students.

Past Influential Experiences

Since finishing my teaching degree I have worked predominately for Outdoor Education companies or directly with schools, working as a Group Leader or Activity Staff Member on their outdoor programs. One of the major benefits of this job for my teaching development is that I work for a variety of schools and with different teachers from those schools each week, giving me a broad range of experience. I can observe the teachers and other staff I work with to enhance my teaching as well as practice my teaching with many different students.

In addition to this I have also gained classroom teaching experience by working as a relief teacher in schools. Other experiences which have assisted my teaching are working at summer camps in the USA, before and after school care and swimming teaching.

Professional Development

Education Outdoor Conference 23/05/2015

Standard 6.2 & 7.4

I attended the conference which was a valuable opportunity to network with other outdoor educators and to sit in on educational sessions. A session discussing how Outdoor Education fits into the new curriculum was very beneficial.

Outdoor Education School In-service 25 & 27/01/2016

Standard 2.3, 2.4 & 6.2

Overall Outdoor Education School's in-service is about preparing staff for the year ahead. It trains staff on the activities they may be running, such as flying fox and climbing wall, shows the School's policies and procedures, and runs sessions on educational outcomes, safety standards, and more. Two sessions that I attended were:

Indigicate (a company providing Indigenous education sessions for schools in outdoor settings)

Presentation- A presentation on what led to the issues facing the indigenous population as well as ways we can work towards reconciliation. The way this company is approaching reconciliation is through teaching students about the indigenous culture.

Educational Outcomes- This session discussed the main educational theories that Outdoor Education School wants staff to use and focus on, and ways in which staff can implement this in the field. These match some of the key components of the Australian Curriculum, such as Social Awareness, Self Management and Social Management (Personal and Social Capability- Level 6), and Citizenship, Diversity and Identity, and Problem Solving and Decision Making (Civics and Citizenship- Level 6).

Indigicate Schools Manager Meeting 15/08/2016

Standard 2.4 & 6.2

This meeting was designed for schools managers to ask questions and find out more about how we can incorporate Indigicate sessions into our programs. We found out about the different sessions that can be run for a variety of ages, and where they best fit in our programs.

Swift Water Rescue Course 17-19/09/2016

Standard 4.4, 6.2 & 7.4

The Swift Water Rescue Course is designed to train participants up to be able to make safe decisions and rescues in swift water. This course was run over 3 days. The first day we learnt about equipment and some basic water skills, the second day we covered some basic rescues and mechanical advantage and the third day we learnt some more rescue techniques and ran scenarios, practicing the skills. I did this course to enhance my safety and competency when working with students on river programs. This is a necessary skill for trip leading on a river and a desired skill for river guiding.

Disability PD 11/10/2016

Standard 1.6, 6.2 & 6.4

The Disability Standards for Education PD was an online course which was done in two parts. By doing this PD I received more knowledge about disabilities and how to be inclusive when planning and implementing lessons in school and camp programs in the field.

3. THE ACTION PLAN

3A: Components of the Action Plan

Standard 6.1

While there are learning outcomes for my students in this inquiry, I also have learning outcomes of my own. My aim is to improve my teaching methods to assist different kinds of learners in achieving learning outcomes. I would also like to find out how I can best teach a variety of learner types at the same time, giving them an equal chance of effective learning. This will be done in two different ways. Firstly, with School 1, I will teach using many different teaching methods, assess how well they work and which ones the students seem to respond to best over the seven days. For the School 2 program, I will assess each hike before and after, and make changes throughout, to provide students with the best opportunity in achieving the learning outcomes.

The Action Plan for Inquiry- School 1 7 Day Program

Resources

Standard 2.5 & 3.4

- Briefing notes, group list, medical forms: for program details and safety
- Leadership lesson plans x 6: to expand on and conceptualise the leadership skills students will be learning. This will create a clearer understanding and show them why it is important. See Appendix B.3 for lesson plans
- Debriefing activities: to consolidate student learning.
- Notebook and pens: to vary ways I can run leadership sessions to maintain engagement. Students can use paper and pens to do some written work and group activities.
- Yarra river information: to engage students through connection with the environment.
- Maps and Compass: students will be taught how to use these to navigate during the program.
- Outdoor equipment for each activity: so activities can be undertaken adequately and safely with the correct equipment. This is key for engagement as proper equipment creates a more comfortable learning environment (Friedman, 2012).
- Student letter/gift from home: this is an opportunity for students to reflect on their trip and home life. The letter is from their parents and is supposed to act as encouragement for the final part of their trip.

Teaching Strategy

Standard 1.1, 1.2, 2.1 & 3.5

- My main strategy is to try many different teaching techniques.
- As I get to know the students I plan to tailor my teaching to suit the various kinds of learners in my group.
- Some of the teaching strategies I will be trialling are: leadership styles, visual demonstrations, verbal explanations, discussions, questioning, recall, front loading, debriefing, group and individual work. See Appendix B.4 for all

teaching strategies used.

- I will try to use both Verbal and Non-verbal communication strategies throughout the whole program.

Programming Sequence

Standard 3.2 & 4.2

It is really important that a program is run in a coherent structure (Martin et al., 2006). This includes both the activities that the students are taking part in as well as the leadership skills they are meant to be learning. If students were left to run the program themselves at the beginning they would likely struggle and not have the skill base to manage. A leadership session and debrief will be run by myself each evening. It will give students the opportunity to look at how they are going and ways they can improve.

- Day one: Introduce program, set clear expectations and plans for the week. Teach basic navigation skills, bushwalking skills and camping skills. Most this day is based on authoritative teaching as there is lots of information the students need to know. A variety of verbal, directive, visual instruction and experiential education can be used as students learn the skills.
- Day two: Now students know the basic skills they will be split into leadership groups, each with a certain job for the day. The job groups will be navigation, cooking, clean up and general camp set up. Each role is clearly explained to students. Students will be encouraged to ask plenty of questions to assist with their learning. Plenty of instruction will still be given.
- Day three: This is day three of hiking. Students will continue with their leadership groups. I will change my leadership style to become more laissez faire. Students will be encouraged to ask each other questions and have more say in when jobs are done and which way we go.
- Day four: The activities change on day four. Students will learn bike riding skills and then ride for the day. While the activity changes, students leadership skills will still be developing. Students will be given more responsibility, allowed to make decisions as a group, such as when to get up, when to travel and when to rest. They will be allowed to make some safe mistakes to enhance their learning.
- Day Five: Riding will continue in the morning and then we will start paddling. Students will learn basic paddling skills. While during the day it will be difficult to give students much responsibility, due to safety restrictions, in the mornings and evenings students will now be expected to work as a team to get all tasks completed. I will facilitate by supervising activities rather than running them. I may still allocate certain students to take charge or run activities such as cooking. This will give the students who need it more responsibility and assist the group as a whole to get things done.
- Day Six: This day is a long paddle day. Similar to the day before students will take responsibility for the morning and evening. I will attempt to step back even more. In the evening the final group debrief will be run.

- Day seven: Finally students will be back on bikes and riding into the school. Although I have to make sure students arrive at a certain time I will let them control the day as much as possible. This is their last chance to show the leadership skills they have learnt.

Modifications Standard 1.3, 1.4, 1.5, 1.6, 3.1 & 5.3

There are many modifications I may have to consider during the program:

- The group as a whole may not be up to taking on much leadership and responsibility. If this is the case I may not be able to step back as much as planned. However I can still develop the learning outcomes by providing students with smaller leadership roles and giving students a sense of leadership by encouraging certain ideas and decisions. Students will learn through the lessons that leadership is much more than standing in front of a group and taking charge, so I will get students to focus on Kouzes and Posner's leadership characteristics such as 'Encourage the Heart' (Kouzes & Posner, 2003). This shows students can be great leadership by being kind and doing nice things for other people.
- If some students are struggling I may have to give them more individual assistance throughout the week.
- I have not been made aware of significant socio-economical, linguistic or religious limitations that would require modification.
- I do not have any students in the group with disabilities I would have to change my teaching strategies to be inclusive of.
- I have not been made aware of any Aboriginal/Torres Strait Islander students in the group. If I did, the practical based aspect of outdoor education is well suited to the hands on, practical ways aboriginal students often learn best, so this would have to be altered very little. As long as I was fair, offered help and assistance where I could and got to know all students, there would be very little I would change in my teaching methods (Partington, 2006).

Evidence to be collected Standard 5.1

Evidence I will collect:

- 1. Personal questionnaire of teaching methods with examples of when each were used.
- 2. Assessments of each student's skill level at the beginning and end of the program, as well as a written comment on how each student went during the week, with examples of what I did to assist their learning.
- See Appendix B.4 for further details.

Feedback Standard 1.6, 3.1, 5.2, 5.4 & 5.5

- Students will be expected to self assess their learning and efforts. They will be asked to continually set goals based on leadership, and will be asked to reflect on their achievement and methods for improvement.
- I will also give students my view of how they are going as a group and ways in which I believe they can improve continually as well as overall feedback at the final debrief. However, care will be taken on the final debrief to focus on their positive behaviour and learning as these are the things I would like students to leave camp thinking about.
- As well as the group feedback I will attempt to talk to all student individually at different stages throughout the week and give verbal one on one feedback on how they are doing and things they can improve upon. I will endeavour to highlight those who are stepping up and putting in the most effort to achieve the learning outcomes, while encouraging others to do the same.
- Hypothetically, if I did have students with a disability I would have to consider various ways in which I could deliver meaningful feedback for them. I may have to vary my methods to include written or visual feedback.

Assessment

Standard 3.1, 3.7, 5.1 & 7.3

- As mentioned previously feedback will be given throughout the entire program. I will be observing students as well as questioning their understanding as a formative type of assessment.
- The final debrief will be more of a summative assessment of their learning. We will talk about the positives and negatives of the whole trip and I will establish what students have learnt through questioning and discussion, as well as observations in the last couple of days.
- While for this program I do not directly have much to do with parents, I will work with the school teacher, who will be able to pass on feedback if necessary. I will see the parents at the end of the program, however this is mostly an opportunity for them to see the students as they arrive at the school and is not a suitable time to discuss student learning with them.

Application

Standard 3.6

- From the evidence I collect from this program I am hoping I will be able to gain an insight into which teaching methods work best and for which students.
- I will then be able to use this knowledge to improve my teaching for a range of students in the future.
- During this program I will also get the opportunity to use many different teaching techniques that I either may not have used before, or not realised I have been using it and the effect it could have on my students. This inquiry will hopefully give me a good insight into this.

The Action Plan for Inquiry- School 2 Program

Resources

Standard 2.4, 2.5, 2.6, 3.4, 4.2, 4.4, 4.5, 5.5, 6.3 & 7.3

- Briefing notes, group lists, medical forms: general safety information and gives staff clear instructions for the program
- Indigenous cultural information relevant to area students are going to: to be used throughout the program
- Program overview document: Gives staff an understanding of the progression of the program as a whole, shows them the learning outcomes and what the expectation is of their role on each of the programs. This is really important for consistency across the program and to make sure learning outcomes are clear.
- Online information: Students will use ICT by getting information about camp on the school online learning space. From here they can look up information such as the packing lists and group lists. As there is not much opportunity of ICT use during the program, in fact this is avoided as it can take away from the outdoor environment they are experiencing, it is beneficial that they can use the online system before camp to obtain resources assisting with their preparation.
- Parent Briefing: A parent briefing will take place between the preparation walk and the expedition. This is a chance to prepare parents and make sure they are fully involved in their student's education on camp. Parents will also receive some feedback on how the students have managed the program to date. See parent evening briefing notes Appendix C.2.
- Staff Briefing: Prior to the expedition there will be a staff briefing. Again this makes sure staff know the expectations and assists towards running a consistent program where students can all achieve the learning outcomes.
- Debriefing activities: Staff are expected to do debriefs during the program to consolidate student learning.
- Maps and Compass: Students will be taught how to use these to navigate during the program.
- Camera and Journals: Means through which students can record their journey.
- Novel: Contextualise the trip and the environment the students are moving through.
- Outdoor equipment for each activity: So activities can be undertaken adequately and safely with the correct equipment. This is key for engagement as proper equipment creates a more comfortable learning environment (Friedman, 2012).

Teaching Strategy

Standard 2.2 & 3.2

- This action plan is based predominantly on the planning and preparation of a program, but still relates to teaching strategies, as it is my job to prepare staff for ways in which I wish them to run the program.
- The first two trips of the program are based on students learning the general skills of bushwalking and managing themselves and their group on a journey. The final expedition is designed for staff to facilitate students running the trip. See program

overview Appendix C.1.

**Programming
Sequence**

Standard 3.2 & 4.2

- See Appendix C.1 for program sequence.

Modifications

Standard 1.5, 1.6, 3.1, 3.6 & 4.4

- I may have to make many modifications to the program depending on how student learning progresses.
- I will have students who are mentally and physically more capable in the outdoor setting. Students will be streamed into groups based on physical and mental ability throughout the program. Therefore on the expedition they can all be challenged to a similar extent, leading to similar learning outcomes. However, I may have to make modifications to lines, making more lines easier or harder depending on the students.
- I have written a line for students who may struggle a great deal or for students with injuries or disabilities. This line will have an extra support staff member and will have access throughout the walk for gear shuttles and support where necessary.
- If students struggle overall with the program I may have to assess if the learning outcomes are achievable in this program format and make adjustments as necessary. This will be decided before the expedition hike, which is the final aspect of the program.
- Modifications often have to be made during program due to severe weather, fires, etc. I will have back up plans for these scenarios as students need to stay safe and reasonably comfortable for effective learning.

**Evidence to be
collected**

Standard 5.1 & 5.3

Evidence I will collect:

- 1. A debrief and group discussion will be done with staff at the end of each of the programs. This will show staff assessment of student's general skill at the beginning and end of each program as well as asking some questions about student learning.
- See Appendix C.3 for further details.

Feedback

Standard 3.6 & 5.2

- Group Leaders are expected to give students feedback continuously throughout the week, similar to the School 1 program.
- I will use feedback received from both Outdoor Education School staff and School 2 staff to make the necessary adjustments between each program.

Assessment

Standard 3.6 & 5.4

- I will not be making direct assessments of students on this program. I will use

assessments from staff to establish students learning and how or what I can do to enhance this learning throughout the program.

Application

Standard 3.1, 3.2 & 6.1

- *From the evidence I collect from this program I am hoping I will be able to gain an insight into how I can plan a program to assist staff in best achieving their student's learning outcomes.*
- *I will then be able to use this knowledge to improve my program planning and teaching skills in the future.*

4. IMPLEMENTING YOUR ACTION PLAN

4A: Providing Feedback on the Action Plan

As I did not have one allocated mentor for my inquiry, I collected feedback in a variety of ways while I was implementing my action plan.

School 1 Seven Day Program

1.

Standard 6.1

During the School 1 seven day program I self evaluated my teaching. I wrote down examples of the different teaching techniques I attempted, and evaluated how I thought it went, including what could work better for next time. I also evaluated what techniques worked with different students in the group by asking myself a set of questions. See Appendix B.4

2.

Standard 4.3 & 6.3

I was able to get feedback from Teacher 4, who was the accompanying teacher on the trip and observed me the entire time. Teacher 4 and I discussed how I was managing the students and meeting the needs of their learning. Teacher 4 commented that some of the students in the groups were fairly challenging and had little engagement with the trip. He said, however, that I was managing this well. He thought I was using teaching methods that suited these students, by being a democratic and abdicratic leader, as he thought the girls would have rebelled and disengaged further with an autocratic leader.

School 2 Program

Throughout the planning for the School 2 program I was able to get assistance and feedback from multiple staff working at Outdoor Education School.

1.

Standard 3.1, 6.3 & 6.4

Teacher 5 and I had several meetings throughout the entire program, discussing how the students progressed and then identifying ways we could adjust the program to make it more successful. Teacher 5 and I found we needed to change a few aspects of the program after the introduction and preparation hikes in response to feedback from school staff and a response from students. Students seemed to really struggle to step up and take

ownership of the program, therefore our goal of students leading and taking ownership of their own experience for the learning outcome of leadership seemed unrealistic. I needed to prepare staff that they may need to assist students to a further extent than was expected on the final program. It was also found that Group Leaders needed to focus on the attitude of their students. Because of this staff were advised to base a final debrief on how students dealt with 'bumps in the road', and how they could apply this normal life. Other aspects, such as a final badge ceremony were also added to the program to emphasis achievement.

2.

Standard 3.1, 6.3 & 6.4

I received feedback from staff who Group Led on the program. This was very useful feedback on how the program went and how I could have prepared staff better. At the end of the preparation trip the staff stated that they thought the learning outcomes were well suited to the students and achievable. Some constructive feedback was that some lines were too hard for the girls. I discovered we had to come up with a better way to stream students and make sure they were in the appropriate groups for future programs, otherwise they were not going to be set up to succeed.

Appendix E. shows supporting evidence of standards from Teacher 4, Teacher 5 and Teacher 3. This is evidence of professional teacher standards which I have not shown to a large extent through my inquiry.

5. EVALUATING THE EFFECTIVENESS OF PRACTICE

5A: Assessing Learning

Standard 1.5, 2.5, 3.4, 3.6, 4.1, 5.1, 5.2, 5.3, 5.4 & 5.5

For evidence of the assessment of students on the School 1 program see Appendix B.4. This evidence was collected by myself based on observations, questioning and discussions with students. To make judgements on the extent to which students achieved the learning outcomes I compared my pre and post assessments to see where improvement occurred, focusing mostly on the leadership section. My overall assessment of student learning is that all students developed and achieved the learning outcomes to a certain extent, however there was only a selection of students who achieved them fully. These were generally the students who came into the program with greater leadership skills to start with, possibly from being given responsibility at home or being a leader in other environments. Students who found the physical skills easier also seemed to gain better leadership skills as they could focus less on the activity and more on developing these skills. An example of a student who excelled this week was Student 1:

“Student 1 did so well this week. She excelled at many of the activities and was able and willing to assist others in the group. I gave Student 1 extra responsibility and used her as an example and role model for other students.” extract from evidence- Appendix B.4.

I was able to extend Student 1’s skills further by expecting a higher level of leadership from her. She was well respected by her peers and therefore able to set a good example and assist the others.

Alternatively, a student in the group who really struggled to achieve the learning outcomes was Student 2. For example:

“Student 2 really struggled with Mountain Biking. It was an activity she was new to and uncomfortable with. I assisted her by riding alongside her, encouraging her on and giving her positive and constructive feedback.” extract from evidence- Appendix B.4.

As Student 2 struggled with this activity she lacked the ability to be a good leader at the same time. Student 2 complained a great deal and failed to support others in the group. Student 2 could also show some selfish tendencies as she was very focused on herself and how much she was struggling. However, Student 2 was able to complete the whole ride, proving to herself that she could show resilience and get through a difficult time. Part of the program debrief focused on the learning that could come out of challenge and how to apply this in the students’ everyday lives.

As discussed in the evidence I saw the most improvement during day five of the seven day program. It took up to day five for the students to get into a routine and learn what they were required to do each day. On day five I saw a great deal more leadership as students stepped up to do different tasks without or with little prompting. They also realised that they needed to support each other to get through the rest of camp and finish as a group. I saw in the debriefs and discussions from day five that a majority of the students were able to identify what was required of leaders and that they were able to identify when they had been a good leader, and what they

still needed to improve upon. Throughout the whole program, I got the students to reflect on their personal and group goals they made at the beginning of the trip. On day five the students could recognise the achievements of some of these goals, which they had not achieved earlier in the program. After day five student learning plateaued they started to focus on going home.

Throughout the School 2 program we had different levels of success with the learning outcomes. The introduction hike had mixed results. Students learnt the basic hiking skills as desired, so from that aspect the learning outcomes were achieved. However, students had to deal with adverse weather conditions, both heat and rain which gave many of the student a negative perspective of camp. During the preparation program the students seemed to find the hikes quite difficult and returned with a very negative outlook on the whole program, believing it was too hard and they had learned very little. The staff were not able to step back as much as hoped as students lacked the initiative to get tasks done without prompting. When comparing the pre and post assessments of student learning a larger improvement can be seen on the introduction hike than on the preparation hike.

This led to several changes on the expedition discussed in the following section. The final Expedition however was a great success. For a majority of students the learning objectives were met to a larger extent than was expected. The assessment of students saw a large improvement, especially in the personal development, leadership and resilience section. There were several explanations that could be attributed to this trips success. External factors such as the weather were in our favour. We also had no major injuries or illnesses, meaning no students were evacuated from the field, not completing the program. Just before the program we allowed four students to join mid way through the camp. There were a few reasons for this, but mainly it made the program more achievable for them. It also avoided issues which may have had a negative impact on the learning of those students and others in their group.

The major finding was that the introduction hike and the preparation hike were very successful in preparing the students for the trip and the progression led to achieving the outcomes. Although students left the preparation hike with a negative view on the program, they were able to come to the expedition prepared mentally and physically for what they needed to do. Students exceeded our expectation in regards to their leadership, and overall staff noted through their observations, debriefs and discussions that students stepped up, took charge of their own trip and overcame all small challenges and the overall challenge. Another way this could be seen was from a post trip meeting with students where they were shown photos from the trip and an English reflective piece students did a few months post trip, referring to their journals. The students responded extremely positively, talking about the fun parts of the program and the feeling of completing the challenge.



One of the groups leaving Mount Loch Car Park as they started on their walk.



Group Leader and teacher standing back while group leads themselves on the Expedition Hike.



One of the groups once they finished their walk. Most of this group even chose to go a further and summit Mount Hotham on the last day before getting on the bus.

5B: Evaluating the Effectiveness of Professional Practice

Standard 1.1, 1.5, 2.1, 2.5, 2.6, 3.2, 3.5, 3.6, 4.1, 4.3 & 6.1

I chose the topic “How can I adjust my teaching methods to best assist students in achieving program learning outcomes?” for my inquiry because I realised I often used many different teaching methods without being intentional in doing so. I wanted to look at the methods I use on a regular basis and see if they are appropriate for the students I work with. I also wanted to make sure that my teaching methods were suiting all students I taught, not just the majority. I spent some time narrowing my focus on how I could best teach students requiring more assistance or who were not responding to my regular methods.

Overall, during this inquiry I found that I am able to change my teaching techniques to suit certain students, however, as I hypothesised, I do not necessarily plan effectively and pick appropriate methods for this. Intentionally identifying problems with students from an initial assessment and then evaluating from this which teaching methods to use produced better outcomes, as seen in my observations and notes.

At the beginning of the School 1 program some students were struggling to understand the concepts of leadership. One example is Student 3:

“She responded better to one on one instruction where her response was not influenced by the rest of the group... great improvement of her attitude was seen throughout the week.” extract from evidence Appendix B.4.

Student 3 did not respond well to authority and always wanted to show off in front of the group. I attempted general group instruction as I would normally, and realised this was not working. However, when talked to one on one and ask to do tasks without having to prove anything to her peers Student 3 was much more receptive. Gradually throughout the week Student 3 showed improvement in her leadership skills as she, along with the rest of the group, realised they were necessary to get through the camp. This is one example of how I was able to pinpoint a students who required a slightly different approach and trial a teaching method that worked for her.

Another example is Student 4. Student 4 was one of the shining stars of the group. She was always doing things for other students and supporting the group, while maintaining a positive attitude herself, even though she found the physical aspects of the program quite tough.

“Student 4 required minimum supervision and she could be given the chance to work things out herself” extract from evidence Appendix B.4.

I realised early on in the program that leaving Student 4 to her own device not only seemed to work for her personality it also gave her the challenge of problem solving and figuring out issues herself. Rather than coming to me for help, she would quietly come up with a plan or ask friends for assistance. I believe stepping back extended Student 4’s learning. Student 4, however, was a very quite member of the group, so although she could figure things out for herself, she did not necessarily feel she could step up in front of the others and share her ideas. To assist Student 4 with this I started using questioning to ask her opinion on certain matters and during debriefs I would make sure there were structured questions that everyone had to answer rather than just a general discussion where Student 4 would often remain quite. Appendix B.4 shows evidence of other students that I selected certain teaching techniques for, the reason for this and outcome.

As a whole the School 1 students I Group Led for responded best to a relaxed style of leadership and experiential learning. Through a variety of teaching methods, I was able to enhance engagement with a varied group of learners and improve learning outcomes by doing this. Sometimes a technique which worked one day did not get the same response the next. I linked this to difference in energy levels, group cohesion and a general need for variety. I found this was quite a difficult group of students to work with. Many came to the camp with a negative attitude and were tough to engage in the program, so seeing some improvement in these students was an accomplishment. Some of the methods I chose were unsuccessful and I had to work hard to engage the students in other ways. Once the week came to a close I encouraged the students to continually work on the learning outcomes by making comparisons between the outdoor education program and their everyday lives.

The key things I have learnt from School 1 during this inquiry are:

- There are many teaching methods that are good for a majority of students but do not work for everyone**
- It is highly useful to get to know students to best know how to teach them**

- **It is good to try a variety of methods when meeting new students**
- **Students need a variety of methods to maintain engagement**
- **I need to work on intentionally choosing teaching methods for all students, not just the majority**

After the four day preparation hike it looked unlikely that the students would fully reach the intended outcomes. Teacher 5 and I discussed many ways we could assist Group Leaders and teachers in their task of teaching and facilitating the program. As previously mentioned in the 'Providing Feedback on Action Plan' section we lowered the expectation that students would lead the final expedition, as we felt even with assistance from staff, learning outcomes could still be achieved. While we did this for this year's program, in the future we have considered making the hikes easier so students are able to focus more on their leadership. We also intend on making the preparation hike easier to improve student attitude and perspective. For the expedition we also provided additional learning tools such as journals and cameras to record their trip. Feedback from the staff on the expedition showed the students stepped up to the challenge and were able to take on a great deal of responsibility, showing some of these additional tools may have helped. It is great feedback that a majority of students positively recalled the experience in their English reflective piece. There is a great deal of value in revisiting the thoughts and feelings the students had while on camp, and how they look back on the program once finished. I believe this is an invaluable teaching tool and technique (Jakubowski, 2008).

There are many techniques I could still use to further engage students. In the future I would like to focus on the students who may not have got the most out of the program, why this is the case and come up with ways I could address this, such as incorporating more interdisciplinary subjects to the camp program, like art or history. I also believe on the next program I need to be involved in improving the attendance of camp. The students who did not attend are probably the students who could get the most value from a program such as this. These students need to be shown that they will be well supported and are more than capable of completing such an expedition.

The key things I have learnt from School 2 during this inquiry are that:

- *The three hike progression suited these students well. They would not have been able to cope with the expedition initially so I can see the real benefit on progression in my teaching.*
- *I explored some useful teaching techniques, such as journaling, which enhanced student learning and engagement.*

As I have highlighted previously, this inquiry project has resulted in me learning a great deal about my teaching techniques and my ability to apply them in different settings. I have learnt that while I use many different methods in my teaching, I do not always do this intentionally, and if I did, it could have a great impact on individual students. Getting to know my students learning style is really important for this and will be the main impact this inquiry has on my future teaching.

While I have learnt a great deal through this inquiry it has also highlighted some aspects of my teaching that I still need to learn and improve upon. Although not really possible in my job, I believe it would be useful to spend more time with the students to get to know them. I think I could allocate more time at the beginning of a program to get to know the students learning style and this is something I will aim to do in the future. In my future practice it would also be good to focus on a smaller list of techniques and trial them on different student groups, such as, males groups, mixed

groups, different age groups, and different cultural groups. This would expand my knowledge in this area.

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Appendix A.

Evidence Summary

Evidence from School 1 7 Day Journey (18th-24th April 2016)

For the School 1 7 day program I was a Group Leader with a group of 15 students for the entire 7 days. I worked alongside a teacher from the school who saw me facilitating the program throughout the week. The program involved hiking, bike riding, paddling and general camping skills. During the camp I also ran daily debriefs and lessons on the 5 characteristics of leadership, to enhance student knowledge and assess/focus their learning. I collected information on each student in the group. An assessment was done for each student at the beginning and end of the program, as well as some written observations on their learning and the teaching techniques which I used specifically to assist them.

Evidence from School 2 Program (Intro Hike- 25th-17th Nov, Prep Hike- 12th-15th April, Expedition Hike- 26th Nov-2nd Dec)

This evidence has been collected from Group Leaders who worked on the School 2 three part Program which I planned and organised based on the learning outcomes requested from the school and linked to AUSVELS. Included is the program overview documents, preparation and briefing information. During the program I saw all groups a few times, however, the Group Leaders spent all program with the students and were able to best assess their learning throughout. In a debrief following each program Group Leaders were asked questions related to their teaching/facilitating techniques and for specific program feedback. Using feedback from the first two hikes, the best instruction and adjustments were applied to the final hike.

Appendix B.1.

CAMPS AT SCHOOL 1

The Year 7 camp in Term 1 provides an opportunity for students to get to know each other through a variety of exciting new indoor and outdoor activities. Students are introduced to new skills such as orienteering and bush cooking, and accomplish problem solving activities as a group. Individually, students set their own challenges to extend themselves in activities such as the High Ropes Course and Giant Swing. They will have the opportunity to sleep in tents for one night, and will participate in night games on other occasions. The YMCA's Lady Northcote camp is an ideal host, providing excellent staff, catering, and facilities such as their recreation area, pool, lake, and spacious grounds.

Year 8's experience a forest based camp in Term 2, venturing to Camp Jungai to take part in a series of half-day activities such as white water rafting, raft building, canoeing, rock climbing, Indigenous cultural activities and initiative games. Located in close proximity to the Cathedral Ranges, students will also be exposed to cultural and environmental exploration through their overnight campout at this scenic National Park. Camp Jungai expands on the students' past skills, social networks, challenges and environmental experiences.

Year 9 students will embark on a 7-day journey that follows the Yarra River from its source down past Mt Donna Buang and the Warburton Trail, into the Yarra Valley region, through rapids at Warrandyte, and following the Yarra River Bike Trail, concluding at their school. Students will bushwalk, bike ride, and canoe over the week, reflecting on themselves, their environment, and their peers throughout the journey.

Year 10 camp will be based at Merricks on the Mornington Peninsula. Students participate in Surfing, Sailing, Snorkelling, Kayaking and a variety of environmental and water safety activities, while developing their leadership, organisational, and navigational skills. They will also have the opportunity to listen to marine experts and Surf Lifesavers talk about their coastal work experiences.

In addition to the year level camps offered, other Outdoor Education opportunities at School 1 include Duke of Edinburgh's Award bushwalks and canoe journeys, as well as day trips to introduce students to Surfing or Skiing.

Appendix B.2.

Annotation Key:

This document shows the School 1 program overview as well as how it links with various aspects of the curriculum. The document has been highlighted where links occur in the colours shown below. Where multiple curriculum areas are covered at once, half the sentence has been highlighted in each colour.

Literacy and Numeracy

ICT (Information Communication Technologies)

ATSI (Aboriginal and Torres Strait Islander Histories, cultures and languages)

Health and Physical Education

Geography

Civics and Citizenship

Personal and Social Capability

SCHOOL 1

YEAR 9 OUTDOOR PROGRAM

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PLAN

7 DAY “EXPEDITION” STYLE JOURNEY

OUTLINE

The seven day program will run as a multi activity journey down the Yarra River, incorporating a hike (3days), bike ride (1.5 days), paddle (1.5days) followed by another ride (1day) into the schools year 9 Campus. The trip will focus on leadership development and personal growth for the girls through the physical challenges of the journey as well as facilitated activities from Outdoor Ed School Staff

The Hike, a three day progression from the Top of Mt Donna Buang to Doone Reserve Caravan Park, camping in various caravan parks and school camps along the way. Groups will be completely self-sufficient for their time on the Hike.

The first ride section will introduce a “**Specialist**” staff member who will be both bike qualified and paddle qualified and who will remain with the group for the duration of the week. Groups gear will be shuttled while on the Bike and Paddle with the exception of a daypack to contain necessities

The paddle section on the Yarra River will be completed in Inflatable Kayaks. Group gear will all be shuttled again to save on weight in boats to make the goals of the journey more achievable. Daypacks/Drybags to be carried again with essentials, barrels to be supplied for lunch etc.

The second bike section finishes the trip with a ride down the Yarra Trail into the school, gear will be shuttled and GL + Specialist will finish at the school with the girls.

LEADERSHIP DEVELOPMENT

- Following on from 2014's program the Journey will focus on Kouzes and Posner's "5 Practices of Exemplary Leadership" (2007) which will consist of 6 sessions, one to be Completed each night.

- Introduction to Leadership

Is a session designed to have the girls think critically about what leadership is and to apply principles of leadership in their group. The girls will identify Characteristics of leadership they will look to emulate or embody throughout the trip, and reflect of past or present leadership roles they may hold.

- Model the way

The girls will look at the importance of role models with a special focus on the values of leaders and how those values are represented in actions.

- Inspire a shared vision

The girls will look at the value of goal setting for leaders, notably leaders identified as "charismatic". Focus will also be on the importance of communication to an effective team achieving their goals

- Challenge the process

Change is an important aspect for growth and maturity, not just for teams but for individuals as well. A good leader needs to be able to recognize the difference between healthy and unhealthy risks in order to adopt meaningful change. Girls will look to identify past decisions and the consequences of those decisions.

- Enable others to act

The girls will work to identify that the leader may not have all the answers and that a team is only as strong as its members. A good leader will have ways of drawing those strengths to the fore. Here the girls will look in a small way at how this may be accomplished.

- Encourage the heart

The girls will be led to discover that encouraging the heart is all about recognizing and appreciating the contributions of those around us and celebrating each victory, no matter how big or small. And a away for them to recognise the help from others throughout the camp.

RECCOMENDATIONS FROM PREVIOUS PROGRAM

- See Appendix A for report from last year

HIKE SECTION

- Girls to have their packs pre-packed (except for food) to arrive at the start of the hike and walk out soon – the hike off the top will conservatively take 6-7 hours
- The hike this year will all start from the top of Mt Donna Buang to take into account its access to Warburton as well its viewpoint as the highest peak in the Yarra Valley.
- Girls to have a separate bag (daypack sized) with any spare small items of clothes that they don't wish to take on the hike and their water shoes which will meet them at the end of their hike leg.

BIKE SECTION

- Bike Skills- ran well last year, may be of greater benefit to identify any students who are particularly weak riders and have a more tailored session around them.
- Water was sufficient along the way for the groups to carry all they required.
- Evac points – along the bike route the entire trail is reasonably accessible by car. Worked last year to have two set points as possible evac spots.
- Students will need to supply own daypack for the bike leg

PADDLE SECTION

- Need to be departing from Homestead Road by 11am at the absolute latest to allow time to get to "Bobs Rock" for lunch and then Clifford by 3pm (ish) focus needs to be on paddle skills over time as the 6th day is going to be a killer
- Students will only be carrying what they need for the day, food/drink bottle/warm layer
- Campsite access – Clifford's is easy, Cresco Park will need to be flagged from water's edge
- Girls to Paddle IK's this time to better perform in rapids and in the event of capsize.
- Also to be issued wetsuits.

STAFF RATIOS- ACTIVITY SPECIFIC

It is Outdoor Education School's "best practice" policy to adhere to both Adventure Activity Standards (AAS) and Department of Education guidelines, whichever is the more severe, this allows us to maintain an acceptable ratio of students to instructors which allows for safety of all participants and enables appropriate facilitation of the program.

AAS

Activity	Specific	Ratio	Shorthand
Bushwalking		1 staff member to 8 students	1:8
Camping	Caravan Park	1 staff member to 8 students	1:8
	Bush camping	1 staff member to 6 students	1:6
Bike riding		1 staff member to 6 students*	1:6
Canoeing		1 staff member to 6 boats *	1:6

DEPARTMENT OF EDUCATION

Activity	Specifics	Staff	Students	Ratio
Bushwalking includes camping	Day walks	2 staff	1-20 students	1:10
		3 staff	21-30 students	
	Overnight	2 staff	1-12 students	1:6
		3 staff	13-18 students	
Kayaking whitewater grade 1-2		2 staff *	Up to 12	1:6
		3 staff *	13-18	
Cycling		2 staff*	Up to 20	1:10

*requires one specialist activity leader per group i.e. one teacher one group leader and a specialist can take 18 participants

FINDINGS

Staffing required for a group of 14 students for the 7 day program

Activity	12 Students : Staff	14-15 students
Hiking	12 : 2 (Teacher and Group Leader)	14 : 2 (Teacher, Group Leader)
Bike riding	12 : 3 (Teacher, Group Leader and Specialist)	14 : 3 (Teacher, Group Leader and Specialist)
Paddling	12 : 3 (Teacher, Group Leader and Specialist)	14 : 3 (Teacher, Group Leader and Specialist)

PROGRAM OUTLINE

DAY 0

An Outdoor Education School representative came into School 1 to do a briefing of the trip/bike day /pack day (two days maybe)

At the end of these days it should be known:

- If there are any non-riders in the group and strategies have been put in place to manage their ability level
- Bags for all groups will be fully packed and ready to go the Friday prior to the Journey (including a daypack for bike leg)
- Medforms and dietary forms to be back to the Outdoor Education School 3 weeks prior to journey

DAY 1

Travel from school to Mount Donna Buang by bus. Meet GL then run through hike outline with the girls, **frame activity from self-responsibility standpoint**, distribute group gear and food for three days, repack packs and start hike. Hike is a strenuous 5-6 hour hike down steep terrain to the Yarra river then a gentle winding track up to camp at Warburton Caravan Park (GR)

- Lunch to be had on trail (packed lunch from home)
- Water will be carried with group, extra can be obtained from creeks along the way but must be purified prior to drinking.

- Evac points at (GR) and (GR)
- Communications stable on NextG network along most trails and from high points

DAY 2

Continue from Warburton Caravan Park, hike up Yuonga Rd to the O'Shannessy aqueduct trail, along to the Dee Rd lookout then down and into Casa Pallotti (Camp)

- Lunch will be had on trail
- Water will be carried with group
- Evac points at GR and GR
- Hiking for most of the day along well formed aqueduct track, pretty easy walking compared to Day 1

DAY 3

Hike from Casa Pallotti to Doone Reserve, again an easy enough walk as most of the day will be spent on rail trail. Groups will pass through Launching Place on their way to Doone and this is a good opportunity to observe the hustle and bustle of the everyday whilst on camp.

- Lunch will be had on trail
- Watch out for traffic! Will be walking along the side of the road for sections
- Communications won't be an issue along this section
- Evac points at GR and GR

DAY 4

Specialist staff member to arrive early (8am) to unload bikes and be ready to ride by 8.30. the first half hour of the ride would be spent on a thorough skills and drills session to focus on

- Efficient + effective braking
- Safe riding position
- Gearing ratios and use of gears
- Basic bike safety and road rules

The bike ride runs on the Warburton rail trail moving down to Lilydale, need to be aware of several road crossings and little access to water (possibility to drop water at lunch stop if required). Girls will each carry a daypack (minimum recommended size 24L) to carry water, rain jacket, warm layer, snacks and lunch.

Ride through Mt Evelyn along the Mt Evelyn aqueduct trail and make our way to Wishart Lodge.

- Care needs to be taken of numerous road crossings.

- All camping gear will be transported to camp for the girls but they must take all things necessary for the day with them.
- Water will be an issue; each girl will need carrying capacity of 1.5L (2*750ml drink bottle)
- Evac Points at GR and GR
- Communication on Telstra's NextG network is excellent along this section

DAY 5

Two half day activities; bike ride to the Yarra River, then canoe to Clifford Park.

Bike ride is through the back of Lilydale and then onto Lower Homestead Rd to meet the canoes, will need to be closely managed as sections of the ride (approximately 4kms) is on the side of 80km/h roads with little or no shoulder/ footpath. The strategy used to deal with this last year was Have a vehicle tail the riders with a "bikes ahead" sign along the identified dangerous section of the road to provide warning to passing cars

Group needs to be at the canoe put in at Lower Homestead by 10.00am, this will allow time for the girls to change into their paddling clothes/wetsuits, do a quick restructure of their day bags, (to be taken on boats) and then get through a safety /paddling brief with a view to be on the water by 11.00am

Paddle section from Homestead Rd to Clifford Park is very forgiving and allows for great development of hard skills (these need to be solid for tomorrow!!!) Lunch at Bobs Rock and attempt to be in at Clifford Park by 4pm

- Specialist staff will run all of the safety side of things, GL will handle group management in conjunction with teaching staff.
- Wetsuits will be provided to the girls
- Overnight bags will be shuttled to campsites
- Comm's along the Yarra are fine.
- Evac points along the ride are everywhere, along the paddle vehicle access at GR and GR

DAY 6

Cresco Park, this will be a very long day on the water, need to be paddling away from camp by 7.30am at the latest, rapids will need to be negotiated quickly to ensure that the day is a success. There will also need to be a cutoff on timing; If the group has not made it past Warrandyte picnic area (bridge) by 3pm then they will need to call out to be shuttled to Longridge camp.

Cresco Park camp will represent the end of our paddle journey, bikes will be dropped in later that afternoon/evening for the final day.

- Specialist staff and Gl roles to remain same.
- Bags will be shuttled to campsites

- Communications along the Yarra are fine
- Evac points along the river are at (GR) and (GR)

DAY 7

Ride into school from Longridge camp. Ride will take place largely on the Yarra River trails, with some minor sections being run on footpaths next to roads, map with more detail will be provided. A fairly easy ride, we will need the girls to be arriving back at school at around 3pm (best case) which will mean another early(ish) start. (The earlier they leave the slower they can travel more stops etc)

- Communications are fine along this section
- Specialist staff and GL to reprise their roles
- Bags will be shuttled to school (paddle clothes included)
- Evac points along the ride are GR and GR

CAMPSITES

Campsites and facilities to be utilised along the way have all been checked

Night 1- Warburton Caravan Park

Warburton Caravan Park, located at 30 Woods Point Rd, Warburton is approximately 80kms east of Melbourne. Nestled in the heart of the Yarra Valley it lies on the banks of the Yarra River and has great access to and from nearby walking and cycling trails including the Warburton Rail Trail.

Facilities include, toilets and shower blocks, outside BBQ's and sheltered areas to eat under, water and power available through toilet block.

Night 2 – Casa Pallotti

Casa Pallotti is a Christian camping facility located in Millgrove in the Yarra Valley. We are using the Montserrat facility which has access to good camping, shower and toilet facilities and running water

Night 3 - Doone reserve

Doone reserve Caravan Park is located on the banks of the Yarra River, approximately 2 km's out of Launching Place, accessed by local backroads

Facilities include camping toilets/ showers and running water

Night 4 – Wishart Lodge

Wishart Lodge is located at to the south of Lilydale 45kms east of Melbourne.

It is on the “wrong” side of Lilydale for us so is not preferable but is booked and they are willing to take us for these dates.

Facilities include toilets and showers running water and power

Night 5 Clifford Park

Clifford Park is a bush property in the suburbs at Wonga Park, 35kms east of Melbourne. The park is set on fifty acres of bush land owned by Scouts Australia surrounded on three sides by Warrandyte State Park and the Yarra River.

Facilities – toilets (drop toilets) may be able to negotiate for showers, the Challenge Valley course running water and power is around.

Night 6 Longridge Park

Longridge, located in the middle of the conservation area of the Yarra Valley Parklands, offers a quiet camping space beside the Yarra River.

Facilities – toilet and showers, water, tables and fire pit.

FOOD

Catering on any Outdoor Education School extended program is controlled to deliver meals which provide tasty, nutritious meals which are suitable to activity and weight sensitive.

Food for the 2016 programs is yet to be finalised but an example of a typical days food would be

Breakfast:

Choice of	Wheatbix
	Nutri Grain
	Museli
	Instant Oats
	Fruit Loaf
	w/powdered milk

Lunch:

Wraps or wheat biscuits
Combined with
Tuna
Tomatoes
Salami
Carrots
Cucumber
Cheese
Mayonnaise
Sweet Chili Sauce

Dinner:

Options include

Chicken and vegetable stir fry
(Nut Free) Vegetarian Satay
Pasta Napoli
Moroccan Chicken
BBQ (possibility for Clifford Park)

All meals come with detailed recipes with the expectation that the students take responsibility for their own meal planning, preparation, execution and cleanup.

Food will be supplied in sections of “resupply drops”

Day 1/3 – The girls will carry all their food for the first 3 days* with them on their hike, food will be resupplied on the morning of Day 4 at Warburton so they will need to carry an additional breakfast.

Day 4/7- As all their equipment is being shuttled to the various campsites their food will be as well, this allows us to use eskies and provide more fresh vegetable matter and meat. The last meal to be lunch on Day 7

Snacks- generally allotted at 1 piece of fruit and two muesli bars per day*- in addition there are bags of lollies Arnott’s Shapes etc.

As a general rule food supplied on program is often at an excess to what is required, students will carry with them what is required, any extra snacks they wish to take from the resupply drops is up to them.

APPENDICIES

APPENDIX A - RECCONAISSANCE TRIP

Reccie trip-

Map used VicMap series; McMahons Creek 8022-N 1:50 000

Driven in 4WD on 10th October 2013

Day 1's Hike

Started at Upper Yarra reservoir (GR 009299) drove approximately 2kms down road to first intersection, took the south fork, no gate at (GR001295) headed south along track for approximately 1km before turning east crossing a small creek and then south at the next intersection again (GR005288) continue to follow this trail curving around to point 417. (GR998290) (potential for a campsite or lunch) take the next fork to the west (track is reasonable 4WD trail) arrive at junction of Two Mile Track didn't drive up two mile track as the hill is very steep and muddy (still hikeable) traveled NW up boundary track turning SW along Woods Point Rd to (GR971268) turned east along McMahons Creek Rd to point (GR982260) turned west and followed the main road as it winds up through Sandy Drive and above McMahons creek. At point 404 (GR 983245) take the south fork to follow MM fireline. Prospective campsite will be close to knoll (height 582m) (GR980236).

Day 2's Hike

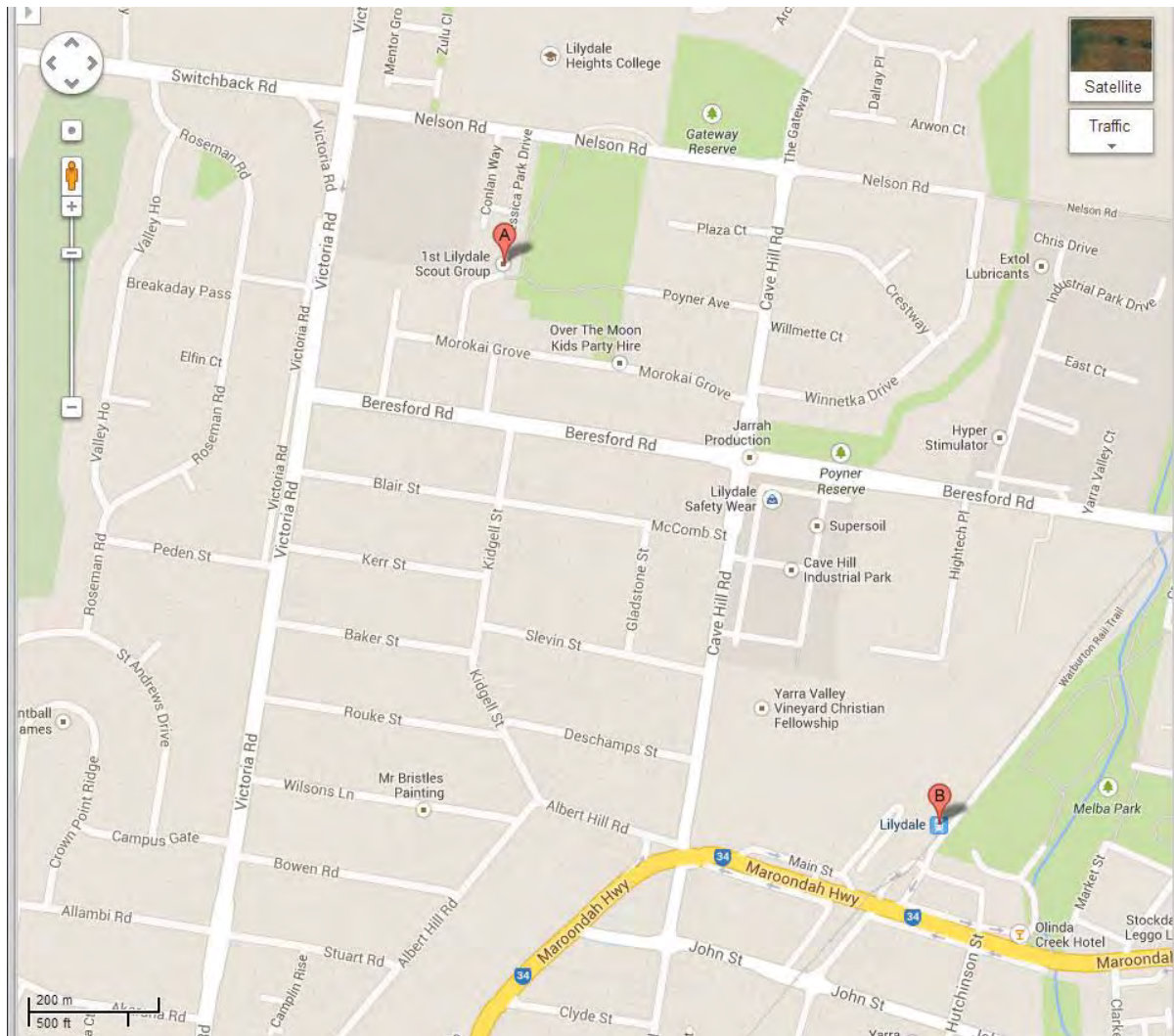
Continue to Muddy Creek Rd and turn north, merge onto the SM fireline followed this to Starvation Creek Rd. The SM Fireline continues (and looks walkable) however the entry to the trail was very muddy and rutted up, preventing a 4wd access to reccie. Took the car and scouted down to the pipeline (GR944255) and followed pipeline along until point (GR935243) then bailed out to the Rd as the trails were becoming hazardous to 4WD (very easy to walk just hilly) followed the accessible trail north back to the main road (south trail doesn't exist) turned west along main road to Brahams Rd (GR 921242). Turned South at Brahams Rd and followed this until Lyrebird Rd. We are looking to camp in around (GR 922224) again a campsite will need to be cleared to allow for approximately 14 tents to be erected on site and water will need to be dropped in.

Day 3's Hike

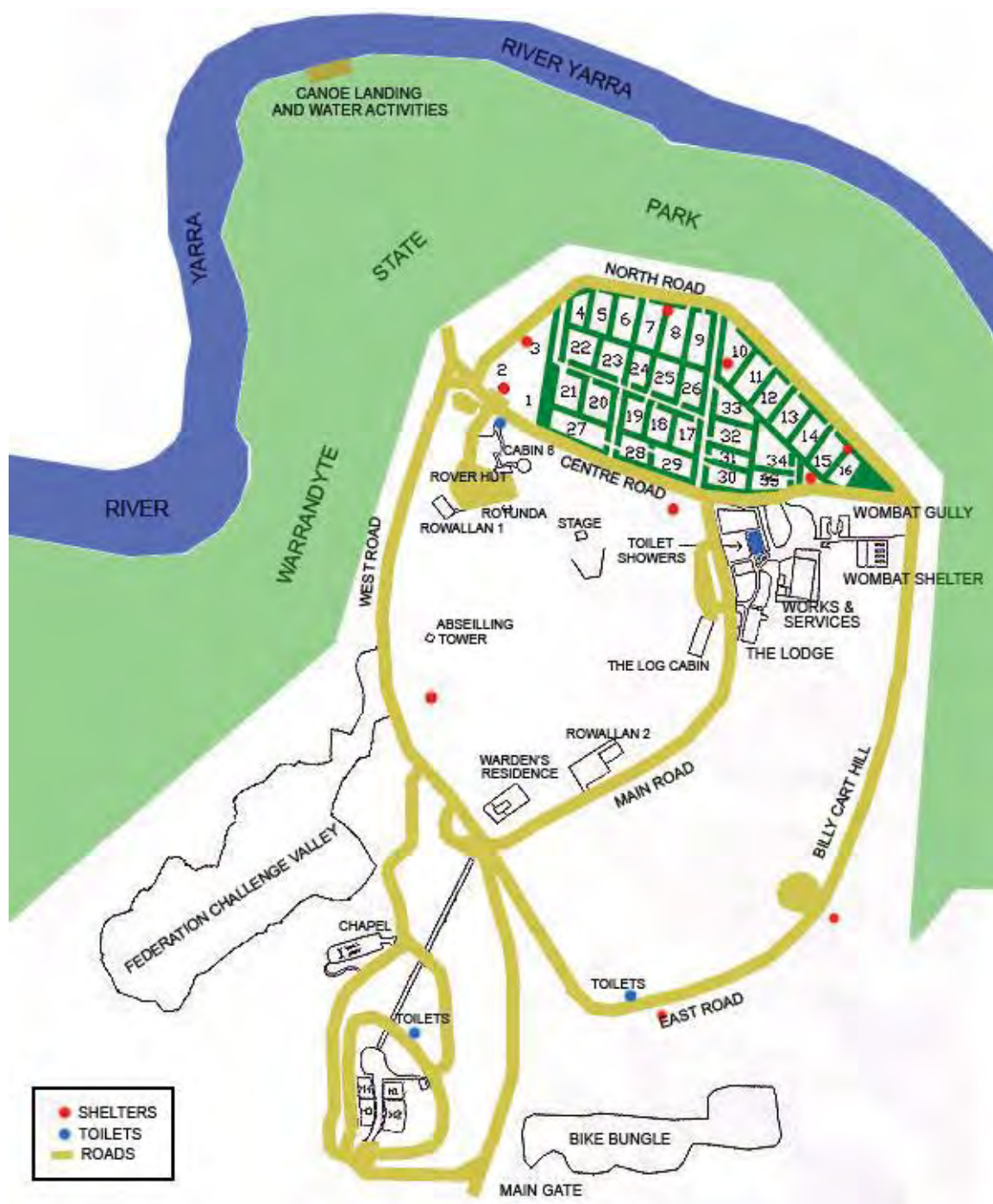
Drove Lyrebird Rd in towards Warburton, kept going till the Yarra (GR881208), turned west along this road and followed, kept the Yarra on the right until arriving in town, turned east(right)go across the bridge and into the caravan park (GR857209)

[illegible]

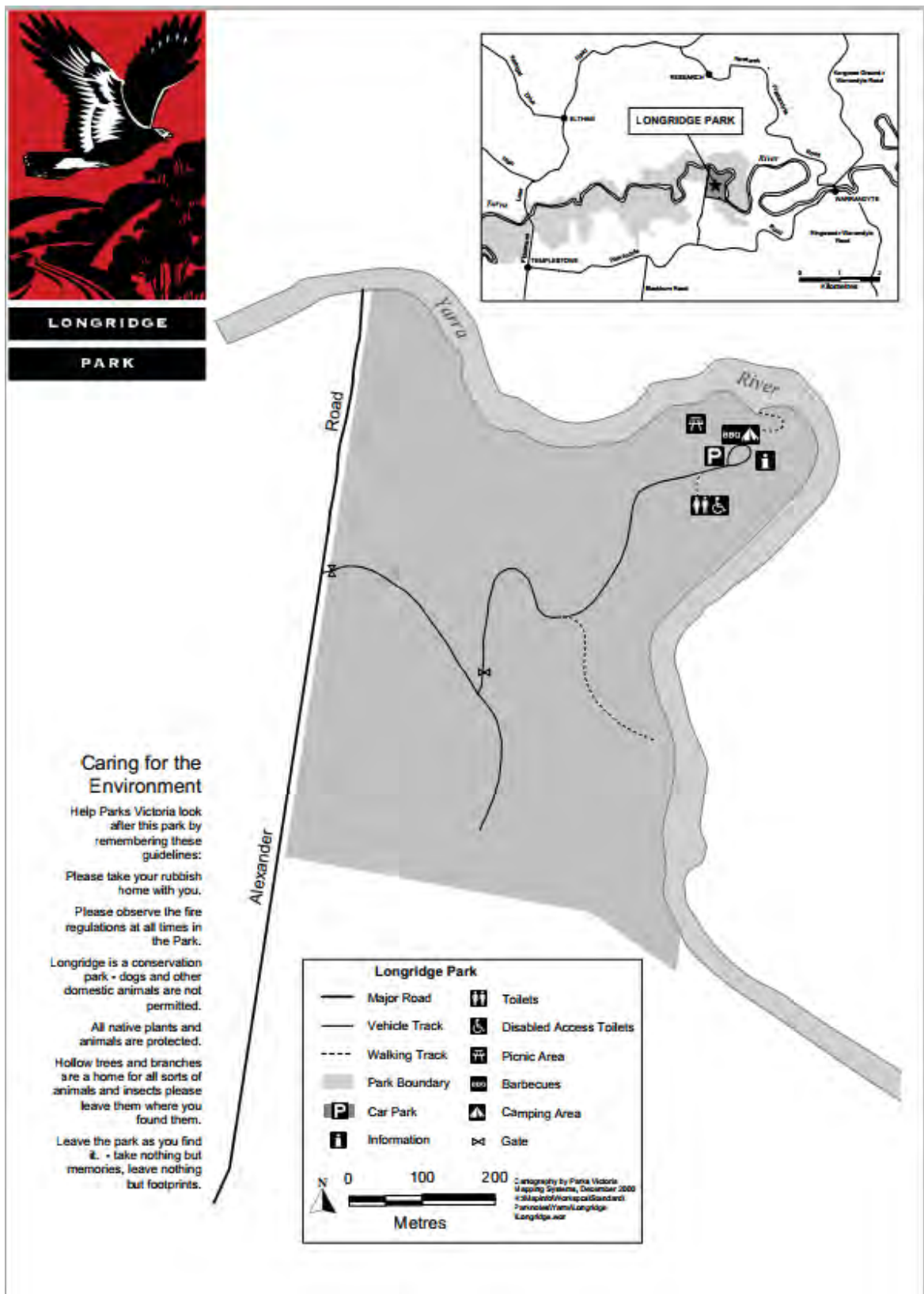
APPENDIX C - SCOUT HALL LOCATION



APPENDIX D- CLIFFORD PARK MAP



APPENDIX E- LONGRIDGE PARK NOTES



Group Outline	Group Outline
Time	Day 1
	Walk to Warburton Caravan Park
Staff	TBC
Contact	
7:30am	
8:00am	Arrive at Outdoor Education School
8:15am	Depart Outdoor Education School
9:30am	Arrive at Rainforest Gallery Walk. GR(861,255)
10:00am	Meet GL's and have a quick walk/ look around the Rainforest Gallery get back on the Bus (ASAP)
	Go to the top of Mt Donna Buang GR(839,259)
11:00am	Depart Donna Buang - Carry daypacks with overgear, hygiene and shelter tarp.
	Hike from Mt Donna Buang, down the Mt Victoria walking trail to the Yarra River GR(840,205) head east along the side of the Yarra River up to the Warburton Caravan Park, GR(858,209) - there are walking paths and trails accessible
	Equipment will be waiting for you in a shed at the warburton Caravan park. If none of the logistics staff are waiting for you then you will need to call the Caravan Park to get access. Issue equipment set up camp - Showers are useable and encouraged once all other necessary tasks are completed.
Camp	total distance, 10kms approximate walking time 5 hours, total walking time 6.5hours
Grid Ref	GR(858,209)
Water	No access to water save what can be carried. Water is at the Campsite (Tap)
Time	Day 2
	Walk from Warburton to Casa Palotti
AM	Pack for Hike, The girls will see their daypacks again on the morning of Day 4 so if there is anything specific for the later week have them pack it in their day packs. Their soft bags they will see again night 6 any extra clothes etc can be put in these and will be stored at Outdoor Education School for a few days.
	A note on personal snacks, the girls have been allowed to take 1 snaplock bag (medium sized) for lollies etc. if there is any more we have the schools permission to have them leave it behind in their suitcases. If there is any nut related snacks these must be left in suitcases and not consumed on trip - (please work with your teacher on this)
	Be on the move by 10:00am. walk from the caravan park up Yuonga rd to the Aqueduct track. GR (859,217) (Yes its uphill) Follow the aqueduct trail west towards Millgrove.

PM	Arrive at the Dee Rd lookout in Millgrove (slightly off map but well signposted) walk down Dee Rd to McNamarras Rd GR(803,214), walk into Casa Pallotti just past the gates turn right towards the sign to Montserrat GR(795,215) camp here, there are two big open spaces near to the Montserrat facilities, we only need to go inside to use the toilets. (there are two showers available at this facility, please make them accesible for use but arrange a fair way for ALL the girls to use them at a convenient time for the group.)
Camp	Camp At Casa Palotti (Montserrat- total distance, 6.3km approximate walking time 2 hours, total time 3.5hours)
Grid Ref	GR (795,215)
Water	No access for the day, save what will be carried.
Time	Day 3
	Hike from Casa Pallotti to Doone Reserve
AM	Walk back out to Dee Rd and head south towards Millgrove. Walk into the township to pick up the Warburton Rail Trail GR(813,204) and follow this to Yarra Junction (YJ) GR (775,176). The park here is a good spot for lunch.
PM	Pass through YJ along Rail trail. Turn North off Rail trail at Corduroy Rd GR(770,180), turn East along Doone Rd GR(772,184) to arrive at Doone Reserve
Camp	Doone Reserve Caravan Park (total distance, 9.5 kms walking time approximatley 2.5 hours. Total time 3.5 hours)
	Aim to arrive at Camp by mid afternoon, give the girls time for R+R before bike ride, also allow time to debrief the Hike and work on teachable moment
Grid Ref	GR(188,773)
Water	Water access at park in YJ (tap) also at Doone reserve
Time	Day 4
	Ride from YJ to Lilydale Camp at Wishart Lodge Scout Camp
AM	Bikes to arrive with a specialist staff member by 8:30am, between specialist and GL get the groups gear into the trailer, run a bike skills session and activity brief, major points of road safety and shared trails, aim to be riding out of Camp by 10am (latest). When riding out of the campsite follow Doone rd to Corduroy rd then cross the Warburton Highway onto the Warburton rail trail. Follow Rail trail to Mount Evelyn - Specifically GR(576,164)
PM	Cross the main rd onto Mt Evelyn Aqeduct Trail and follow this to Swansea Rd GR(556,167) (The descent to Swansea rd is very steep and YOU WILL NEED TO WALK THE BIKES). Cross Swansea rd at the crossing, move onto bike path, follow this north towards Hull rd GR(559, 177), ride up the side of Hull rd left onto Charles rd GR(551,174) right onto William rd and then cross the fire trail to get into Wishart Lodge.
Evac	Burgi Hill rd. Seville GR(630,182) - if required this is the preferred spot.
Camp	Camp is Wishart Lodge Scout Camp, there is a big open field at the bottom of the Camp which we have permission to Camp on. The gear will have been removed from the trailer and stored inside a little garage under the main building. Two staff members will meet you here to assist with getting into the site, otherwise the site manager will be around to help.

	Distance approximatley 30kms time to ride, 3 hours riding time 4.5 hours total
Grid Ref	GR(164,552)
Water	Group will need to be self sufficient with water throughout the day. There is an option to place a water drop at Seville, if required.
Time	Day 5
	Hump Day, Ride and Paddle.
	Leave all hiking packs in the garage where you found them, girls will need to be dressed in, or carrying, all the gear they will be wearing on the river. They will not have access to these bags untill camp tonight. Please pack accordingly, lunch layers etc. The girls will be issued with cags and wetsuits at the water and there will be a selection of barrels- or drybags, 1 between 4-6 girls to store gear in for the river journey.
AM	Ride from Camp (Scout Hall) to Lwr Homestead rd GR(495,246). Make this an activity for the girls to run as self-sufficiently as possible, supervise but let them take responsibility for group safety, route plan etc. Keep off the roads as much as possible and on footpaths where available. Aim to be arriving at Homestead by 10am, girls to help with the loading/unloading of boats and bikes. Brief and aim to be getting onto the water at 11:00am, paddle skills session with girls focus their attention towards reading the water and rapids/ group management. Aim to be at Bobs rock by 1pm for lunch.
PM	Head into Clifford Park GR(483, 245), try to be there by 3:30pm. Clifford park is approximately 1.5km after the pull-out at Witton's reserve, and is clearly defined by a concrete boat pull-out.
Evac points	Homestead rd. Canoe/Bike changeover Gr(495,246)
Camp	Clifford Park
Distance	12.5km bike ride 5km paddle
Grid Ref	GR (483,245)
Water	Opportunity to refill water at changeover from drums in the vehicles. No water access on river. There is a tap at camp
	Try to get into camp early ish, let the girls have some free time, you will however need to ensure they get adequate rest, tomorrow will be a big day. Let the girls decide, (with some gentle nudging) that they will need to be on the water by 7.30am at the latest
	Day 6
Time	Details Paddle from Clifford to Longridge
	Big day on the water to reach Longridge, 30(ish) km's aim to be on water by 7:30am at the latest. Impress on students the night before the need to be consistent with speed, aware of their timings.
AM	See Yarra maps for more information regarding route, paddle specialist to run the activity GL to assist. Keep trucking through the river, allow time for fun but be cautious of wastage.

PM	Approximate plan is for lunch at Warrandyte just upstream of the bridge. Again try to impress on the girls the need to be watching their timing, without appearing to run the show. Stay well to river right as you exit Warrandyte to stay clear of Pound Bend tunnel – Outdoor Education School policy is that we do not go through this at any time with clients. Continue around the Pound Bend tunnel and down the last few rapids to aim to be in Longridge by 4:00-4:30pm - IK's will need to be brought up and loaded onto trailer that night
Evac	Pound Bend Canoe Launch- this is the big day on water and there is potential that you will not make it the whole way, (this is largely dependant on the groups ability). If you have not left Warrandyte by 3.30pm then Call staff member for an Evac. You will paddle around to the Pound Bend canoe launch approximatley 1 hr downstream where you will be met by a bus to transport you to camp.
Distance	30km paddle - 6 hours paddling time
Camp	Longridge
EXTRA	Students suitcases will meet you at camp tonight de issue gear tonight/tomorrow morning before ride and make sure all students gear and group gear is separate and labeled as appropriate
Grid Ref	Gr (407,223)
Water	Sufficient for the day, water at camp.
	Day 7
Time	Details- Ride to school
	Last day of program, All suitcases will meet you back at school so it will be important to ensure that students are carrying both location/activity specific clothing and adequate food/water for the day.
AM	Bikes will be dropped at the top of the hill out of Longridge, pack girls stuff up and walk them up the hill to the bikes, unload and prep the girls for the ride. Load all their gear into the trailer or vehicle; this will meet them at school. Try to be leaving Longridge by 9am on the bikes to be heading into school. Follow the Main Yarra trail along the river towards the school. Bike specialist to have more detail.
PM	Lunch along the river (potential to debrief here) then continue following the trail back to school GR(255,118), girls should be able to run their own group management for the afternoon. Note, there are many intersections and loops of the Yarra River trail as well as a number of other trails that cut across. Please be aware and manage the group accordingly. Bike specialist to take charge of nav. Aim to arrive at school by 3:00pm. Bike trailer and gopher to meet you at the school. Debrief students. Load bikes and Return to Outdoor Education School.
Evac	Can be anywhere along the trail, road access is good
	Approximate distance 30kms. Using your ride from Day 4 as a guide leave enough time to return to school for 2.30pm arrival
Water	Self sufficient for the day, refill at taps along the way as required.

Appendix B.3

Leadership lessons

Overview & process This lesson helps students define leadership and apply principles to their roles within the camp framework as participants.		Defining Leadership Activity 1
Lesson Plan Goals and objectives	Define leadership according to the Student Leadership Challenge and analyse its meaning. Apply Leadership practices to daily experiences and responsibilities through a focussed camp setting	
Materials Needed	N/A in field, a quiet space sheltered within which to discuss topic	
Activity 10-15 mins	Have the students each come up with three words which describe leadership, <ul style="list-style-type: none">• Record these on the back of this page Discuss as a group and use the words that the girls arrive at to come up with a statement defining leadership record <ul style="list-style-type: none">• Record on the back of this page as well	
15-20 mins	After this process, split the girls into small groups of 3-5 and have them chew through the following questions Questions for discussion: <ul style="list-style-type: none">• How did you determine the describing characteristics of leadership?• Was it easy or hard to create the group definition of leadership?• How may past experience of leadership within the group (sporting clubs school teams etc.) define how we view leadership?• How do you see your role in the group on relation to the definition your group wrote?	
5 mins	Introduce Kouzes and Posner's " 5 characteristics of exemplary leadership " There is a handout detailing the 5 characteristics in this pouch	

Overview & process In order for students to be role models and leaders it is important for them to define what is important to them as leaders.	Model the Way Activity 2
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Lesson Plan Goals and objectives	Examine the role of values in leadership. Identify personal values and rank in order of importance
Materials Needed	Paper and pen if they have it, otherwise; N/A in field, a quiet space sheltered within which to discuss topic.
Activity - Introduction 5-10 mins	Values – “Enduring beliefs about how things should be accomplished” <i>“Leaders live and act by their values. They have clarity in what they believe and they align their actions with their values.” – Unknown author</i> <i>“It’s not hard to make decisions when you know what your values are” – Roy Disney.</i> Briefly discuss <ul style="list-style-type: none"> • Where do our values come from? What shapes or determines them? • How or why might our values change over time? • How do our values affect decisions we take in our day to day life?
Task 10-15 mins	*Each girl will need their own paper and pen/pencil for this activity, if they don’t have them then you will need to improvise Have each girl write down on their top 10 personal values that they hold to (on own paper). <ul style="list-style-type: none"> • Once complete have them underline their top 5 • Then rank their top five in order from 1-5 • Explain, to the group, their top 2 values • Write down each girls top 2 values on the back of this page, this will become the “group’s” values After this activity have the group discuss the following. Does anyone wish to add a value to the list? Explain – try to keep these to a minimum <ul style="list-style-type: none"> • How easy/difficult was it to rank your values? • Have you had a personal leadership experience? So far this trip? What values do you think? Do you feel you represented any of these values?
Task 10-15 mins	Ask students to summarize what it means to model the way in their own words and why it is important in leadership. Remind them that leadership is about doing, but it is also about purposeful and consistent actions based on shared values and how we demonstrate those values through our actions. It’s not just about us as individuals, but who/what we represent.

<p>Overview & purpose</p> <p>Inspiring a shared vision can be difficult for any leader, especially a teenager. Teens are still developing the ability to set long term goals, envision what the end result might look like and communicate that vision to empower others.</p>	<p>Inspire a Shared Vision Activity 3</p>
<p>Lesson Plan Goals and objectives</p>	<p>Clarify the meaning of “inspire a shared vision.”</p> <p>Identify characteristics of leaders who inspire action.</p>
<p>Materials Needed</p>	<p>N/A in field, a quiet space sheltered within which to discuss topic.</p>
<p>Activity - Introduction</p> <p>5-10 mins</p>	<p>Ask students to think about people, past and present, who have inspired others to work toward a common goal. These might be activists, coaches, political figures, or people in their own lives such as family members, peers, religious figures or coaches.</p> <p>Discuss traits and qualities of these charismatic leaders which enabled them to “get the job done”</p>
<p>Task</p> <p>15-20 mins</p>	<p>Before they can inspire others, leaders need to have a clear, purposeful vision. We often consider our goals and think about our dreams, but we don’t spend time really thinking about what they look and feel like. In order to bring clarity to one’s vision, it’s not only important to consider the end result but also what it’s going to take to get there.</p> <p>Ask students to close their eyes and lead them through a visual imagery exercise. Use the following prompts to guide students to not only think about but also to visualize their goals, futures, and dreams. Be careful to pause between prompts in order to give time for students to create visual pictures and really imagine the possibilities.</p> <ul style="list-style-type: none"> • Think of a goal or dream you want to accomplish. This might be something you are currently working on or something for the future. Maybe something you’ve considered but haven’t really focused on lately. • Imagine the day you accomplished your goal. Picture yourself in that environment. What do you look like? What are you saying and doing? Who else is there? Imagine the environment; what does it look like? Smell like? Sound like? How do you feel? • Now think back to what it took for you to get to this point. How long did it take you? What sacrifices did you have to make? What were the little victories you were able to celebrate along the way? What were the victories that you knew were bringing you that much closer to your goal?

	<ul style="list-style-type: none"> • What did that road look like? Was it smooth and uneventful or bumpy and turbulent? What obstacles did you encounter? How did you work through these obstacles? Consider the time it took to get through to each one. • Now picture yourself today and think about the route you are going to take to get from here to there. <p>Ask students to open their eyes and take 5 minutes to reflect on what they envisioned (this could be writing, or simply a mental activity). Provide an opportunity for sharing.</p>
Task-Conclusion 10-15 mins	<p>Workshop these ideas</p> <p>Explain that is important for leaders to be clear in their vision before they can expect others to follow. Whether it's working on a group project or leading an organization, a shared vision needs to exist to give purpose and direction to the experience. As an organization/school do we have a shared vision? If not, should we? What should that vision look like? How can we make that vision more apparent and inspire others?</p>

<p>Overview & process</p> <p>In order for students to grow and mature change is necessary. This lesson helps youths to understand how to effect change in a healthy, positive way as to encourage leadership growth and organisational development.</p>		<p>Challenge the Process Activity 4</p>
Lesson Plan Goals and objectives	<p>Examine the role of consequences in problem-solving and decision-making.</p> <p>Differentiate between healthy and unhealthy risks.</p>	
Materials Needed	<p>Paper and pen if they have it, otherwise;</p> <p>N/A in field, a quiet space sheltered within which to discuss topic.</p>	
Activity - Introduction 5-10 mins	<p>Introduce the third practice, Challenge the Process. Explain to students that leaders are always looking for ways to be innovative in order to change, grow, and improve. They feel safe to experiment, take healthy risks, and see mistakes/challenges as an opportunity to learn. They also provide opportunities for those around them to feel that same safety net. However, challenge the process doesn't mean take unhealthy risks or just challenge the process for the sake of the challenge. Leaders are able to critically analyse the situation and recognize what needs to be changed and what should stay the same.</p>	
Task 10-15 mins	<p>Ask students to reflect on the following:</p> <p><i>"Imagine a time in the past when you have learned a life lesson from a mistake you made. This could have been a situation relating to friends/relationships with others, preparing/executing a school project, or</i></p>	

	<p><i>others. Think about meaningful experiences from lessons you still remember. How did you feel at the time? What were the consequences of that mistake? Looking back, what lessons did you learn from that mistake? If you had the opportunity to change the situation, would you? Why or why not?"</i></p> <p>Invite volunteers to share an experience they have had.</p>
<p>Conclusion</p> <p>10-15 mins</p>	<p>As leaders it's important to continuously seek opportunities for change and growth. Leaders look at mistakes and failures as opportunities for growth and change rather than setbacks. Think about how you can grow and improve as a leader and challenge yourself to take a positive risk. "Be proactive in looking for chances to stretch yourself and learning something new. Consider how you can supply those same opportunities and support to others you are working with" (Kouzes and Posner, 2008, p. 94).</p>

<p>Overview & process</p> <p>In order to enable others to act, it is important for leaders to engage and encourage action. We are all motivated by different things, for a leader to understand what motivates others to act further assists them in enabling others to do so.</p>		<p>Enable Others to Act Activity 5</p>
Lesson Plan Goals and objectives	<p>Define what it means to enable others and identify strategies to enable action</p> <p>Engage in team building activities</p>	
Materials Needed	<p>Paper and pen if they have it, otherwise;</p> <p>N/A in field, a quiet space sheltered within which to discuss topic.</p>	
<p>Activity - Introduction</p> <p>5-10 mins</p>	<p>Activity- Arm Tangle – groups of 6-8 participants</p> <p>Have the group stand up and form a circle, shoulder to shoulder, everyone puts their right hand into the centre and grabs someone's right hand. Repeat this step with left hands making sure to grab someone else's left hand.</p> <p>The students are now "locked" in a twisted tangled circle, they need to untangle themselves from this mess.</p>	

	<p>They may not let go of each other's hands, they may however change grips.</p> <p>Let this continue for a few minutes.</p>
<p>Task</p> <p>10-15 mins</p>	<p>Ask students to reflect on the activity:</p> <ul style="list-style-type: none"> • Did anyone emerge as a group leader? Explain. • What challenges did you encounter? How did you overcome them? • What worked really well for your group? • What would you try to change if you repeated this process? – insert any relevant changes into the next activity
<p>Task</p> <p>5 mins</p>	<p>Repeat the same activity, this time have the group elect a leader, (who does not involve themselves in the activity but rather stands back and directs)</p> <p>After this round has either finished or become stuck.</p> <ul style="list-style-type: none"> • Did having a dedicated leader help? • Did the changes you implemented help?
<p>Conclusion</p> <p>5 – 10 mins</p>	<ul style="list-style-type: none"> • Did the leader control and dominate? Or did the leader allow for feedback from others? • How did the leader motivate the rest of the group to continue the activity? Did they need to? • Were there any new challenges the group faced in completing the activity?

<p>Overview & process</p> <p>Society at large spends a lot of time recognising outstanding achievement. This does mean that society lets the little everyday feats that build up to the big achievements. Many of us (students) will or have accomplished many great things without receiving any recognition or recognising others. This lesson will focus on the “little things”</p>	<p>Encourage the Heart Activity 6</p>
<p>Lesson Plan Goals and objectives</p>	<p>Identify strategies to encourage and support others</p> <p>Examine the impact of recognition on others esteem and performance.</p>
<p>Materials Needed</p>	<p>Paper and pen if the students have them, (if not, improvise as usual)</p> <p>N/A in field, a quiet space sheltered within which to discuss topic – will need some space to perform activity.</p>

<p>Activity - Introduction</p> <p>5-10 mins</p>	<p>Ask students to record (or remember the answers to the following question;</p> <ul style="list-style-type: none"> • Name the 5 wealthiest people in the world. • Name the last 10 Australian Prime Ministers. • Name the last 5 captains of the Aussie Diamonds. <p>Now these ones</p> <ul style="list-style-type: none"> • List a few teaches who have helped your journey through school • Name 3 friends who have helped you through a difficult time • Name 5 people who have taught you something worthwhile • Think of 5 people you enjoy spending time with • Think of 1 friend who has helped you through your camp experience. <p>The point of this exercise is that none of us remember all the big names of the past. These people were the best in their fields, important in their own right. Achievements are forgotten, accolades and certificates are buried with their owners.</p> <p>“The people who make a difference in your life are not the ones with the most credentials, the most money or the most awards. They are often the ones that care.”</p>
<p>Task</p> <p>10-15 mins</p>	<p>Explain to students that the fifth practice of the Five Practices is <i>encourage the heart</i>. Encouraging the heart is about recognizing and appreciating the contributions of those around us and celebrating each victory, no matter how big or small.</p> <p>Ask students if they have ever worked hard at something and been recognized for it. How did it make them feel? Have they ever worked hard or accomplished something they were proud but no one else noticed? How did that make them feel? Explain that we should not be motivated by reward, but as leaders we can encourage those around us by recognizing others’ contributions and achievements.</p>
<p>Conclusion</p> <p>5 mins</p>	<p>Awards time. Have the group sit in a circle. Each student will give an “award” to the person next to them, congratulating them on some aspect of their camp experience. Ideally something that may have gone unnoticed on the whole but has helped the group in some way. Repeat all the way around the circle.</p>

Appendix B.4.

VIT Evidence Collection - Personal Questionnaire of Teaching Methods (School 1)

Please answer the following questions related to your teaching methods and styles during the program:

What were the different teaching methods and styles used this week? Give an example of when each of the following teaching methods or styles were used this week and evaluate how well it worked:

Autocratic Leadership (telling)

Example:

I told the students how to manage safety while cooking and ensured they followed what I said. This worked fairly well. It is necessary to give set instructions when it comes to safety, and there are set aspects that need to be talked about. However, the girls in this group did not necessary respond well to direct instruction and often ignored some of the safety instructions.

Democratic Leadership (consulting)

Example:

Letting students make decisions about their trip, such as what time they wanted to get up in the mornings.

While this was only possible on the mornings where there was no strict deadline, this method seemed to work well as students could take ownership of their trip by making decisions. The students then complained less as they had made the decision.

Abdicratic Leadership (joining or delegating)

Example:

Assigning roles to the group such as navigation, cooking and washup. This worked well for some students, as they were intrinsically motivated to get jobs done. However, a majority of the students tried to get out of jobs, often leaving just a few to pick up the slack. I would constantly have to encourage students to help out the few that were doing the jobs.

Visual Demonstrations

Example:

I gave a visual demonstration of how to set up a tent before students had to set theirs up for the first time. This seemed to work well for a majority of students. After seeing the demonstration they were able to put up their tents with little instruction.

Verbal Explanations

Example:

I explained how the leadership group should manage a group as they walk along/travel. Eg. front and back marker, stopping at intersections. This verbal instruction worked reasonably for this task, however students were often so keen to reach their destination they forgot about their peers at the back. They often needed to be reminded. They seemed to get better at this task while having a chance to practice it, and through learning that they did not get to camp any faster by leaving some of their group behind.

Discussion

Example:

Each night we had a discussion about how the group went that day and things they could do better. About half the group seemed happy to have input into the discussion. This did not work well for the other half, who did not contribute much without prompting. I had to find other ways to gauge and discover their thoughts on the trip, such as written answers and one on one conversations.

Questioning

Example:

I questioned the students to find out what skills and knowledge the students previously had before the program.

This worked as an assessment tool on the first day. Students were happy to share their previous experience.

Recall

Example:

On the second day I used recall by asking students how they needed to set up the tent.

Most students liked that they were asked rather than having to be told again. They were able to have input by recapping on the skill.

Non-Verbal Responses

Example:

I found out if students found walking or mountain biking easiest by a show of hands.

The students were able to give a quick and easy response, which they liked.

Front Loading

Example:

At the beginning of the program I explained the outcomes we wanted students to achieve throughout the week.

This seemed to work well as students then knew what they were expected to achieve. However, many students did not seem to understand at the time.

Facilitated Reflection

Example:

I got students to reflect on their behaviour and attitude during the first 24 hours and set personal goals related to this.

It was important for the students to look at their attitude at this point of camp. It worked well as a stepping stone for personal goals.

Debriefing

Example:

Each evening we did debriefs based on the day. One example was the 'awards' where they gave feedback on something another person in the group did well.

This was an interesting debrief as just 3 or 4 students received all the awards. It made some students realise that they needed to do more to assist their peers with the camp.

Experiential Learning

Example:

Students were left to make decisions by themselves, for example, when to make dinner. One night the students on dinner duty could not be bothered to start cooking, by the time they did it was dark and it made the job a lot more difficult. Other students in the group had to wait for a late dinner. From this they seemed to learn that it was a good job to get into early.

Small Group/Partner Work

Example:

Students were put into small task groups and allocated different tasks for each day.

Some students really enjoyed this and were able to work well in their group. However, other students used this as an excuse to avoid the work and leave it up to their partner, or other members of their group.

Large Group Work

Example:

Students were expected to get themselves from A to B each day as a group. No one was left behind and they had to help each other and make decisions as a large group to get there.

Again, some students stepped up well, whereas others were able to get away without doing much.

This did not teach them much. I believe they needed a lot more prompting and to be allocated individual jobs that they could not avoid.

One on One Instruction

Example:

This student got one on one instruction to set up a Trangia and the safety rules. She did not hear the group instruction.

This worked well for the student. She had not paid much attention during the group briefing, but after this one on one instruction she was able to use a Trangia easily for the rest of the week and even showed others.

Can you give an example of a teaching/facilitating technique and/or style you had to use for a particular student or group of students? Why did you pick this technique?

For this whole group I picked an Abdicative style of leadership. This is for two reasons, one so they could take ownership of the journey themselves and learn more from it that way. The second was I believe this best suited the learners. They did not respond well to strict rules and instructions, they needed to make decisions themselves. Were there student/s in your group this week who struggled? In what way did they struggle? What skills & learn from mistakes did you do to assist them through the program?

██████████ struggled with Mountain biking. It was an activity she was new to and uncomfortable with. I assisted her by riding along side her, encouraging her on and giving her positive and constructive feedback.

Were there student/s in your group this week who excelled? How were you able to assist their learning? Were you able to extend their learning? In what way?

██████████ did so well this week. She excelled at many of the activities and was able and willing to assist others in the group. I gave ██████████ extra responsibility and used her as an example and role model for other students.

At what stage of the program did you see the most improvement? Why do you believe this was the case?

I saw the most improvement during day 5. I believe at this point students realised they needed to look after not only themselves but also the group to get through. After this a focus on getting home took over a little.

How were you able to establish that learning was taking place? Please give some examples?

I saw that learning was occurring through observation and responses given during debriefing. One evening I got students to reflect on their personal goals and how well they were achieving them. Students were able to identify their improvement but also how they could do better in future days.

How did you customise your debrief/s to suit the group you instructed this week? Eg. discussion, structured questioning, short answer questions, non verbal responses.

Each day I did a different kind of debrief such as the ones above as this suited different student learners. We would often have large group discussions where students such as ██████████ and ██████████ would contribute a great deal. I also would give structured questions and go around the circle to hear from everyone and ensure they all had their say. I could give prompts and ideas to students who often struggled to contribute.

Student Assessments

General Survey and Questionnaire- VIT Evidence Collection

Name of Student: [REDACTED]

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien- t at task	Excels at task
Packing a Backpack					
Waterproof a sleeping bag	✓				✓
Waterproof backpack	✓				✓
Packed carefully, no spaces/gaps inside					✓
Ready access to items such as jacket, snacks, drink.				✓	
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
Campsite					
Select a safe tent site/ trees/ slope/ puddle hollows				✓	
Assemble a tent correctly					✓
Minimal Impact Practices at camp				✓	
Cooking					
Assemble Trangia stove correctly				✓	
Cooking circle rules				✓	
Safe fuel storage and handling				✓	
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
Cleaning Up					
Set up wash up station				✓	
Wash up plates, then cooking gear				✓	
Navigation					
Use compass to orientate a map	✓				
Use symbols to identify features					
Use grid to estimate distances					
Find way using map					
Walking					
Walk together as a group					
Minimal Impact Practices while walking					
What to do if you become lost					
Paddling					
Basic paddling skills	✓				
Safety skills					
Working together with partner					
Bike Riding					
Basic balance and riding skills	✓				
Use of brakes	✓				
Use of gears	✓				
Environment					
Learn about the surrounding environment					
Leadership					
Able to complete assigned roles, eg. navigator, hygiene, food prep	✓				
Able to work as a team	✓				

Able to work independently				✓	
Take care of other in the group				✓	
Use initiative to get jobs done				✓	
Make decisions				✓	
Self management with minimal assistance from GL				✓	
Model the way				✓	

Comments on how student went this week/additional information on above:

██████ did well throughout the program. Lots of the students seemed to look up to ██████ and often ██████ could often be a bit negative about the experience. Conversations were had about maintaining a positive attitude and modeling the way for others.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student: [REDACTED]

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (individual or group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)	Cannot do task	Struggle s with task	Proficien t at task	Excell s at task
Packing a Backpack						
Waterproof a sleeping bag					✓	
Waterproof backpack					✓	
Packed carefully, no spaces/gaps inside					✓	
Ready access to items such as jacket, snacks, drink.						✓
Lift pack / with partner / alone						✓
Adjust pack so weight is on shoulders and hips					✓	
Campsite						
Select a safe tent site/ trees/ slope/ puddle hollows					✓	✓
Assemble a tent correctly					✓	
Minimal Impact Practices at camp					✓	
Cooking						
Assemble Trangia stove correctly					✓	
Cooking circle rules					✓	
Safe fuel storage and handling					✓	
Light/ put out safety					✓	
Simmer ring/ use safely					✓	
Billy grippers/ use correctly					✓	
Cleaning Up						
Set up wash up station						✓
Wash up plates, then cooking gear					✓	
Navigation						
Use compass to orientate a map	✓				✓	
Use symbols to identify features	✓				✓	
Use grid to estimate distances					✓	
Find way using map					✓	
Walking						
Walk together as a group					✓	
Minimal Impact Practices while walking					✓	
What to do if you become lost					✓	
Paddling						
Basic paddling skills	✓				✓	
Safety skills					✓	
Working together with partner						✓
Bike Riding						
Basic balance and riding skills	✓				✓	
Use of brakes	✓				✓	
Use of gears	✓				✓	
Environment						
Learn about the surrounding environment					✓	
Leadership						
Able to complete assigned roles, eg. navigator, hygiene, food prep						✓
Able to work as a team	✓					✓

Able to work independently	✓				✓
Take care of other in the group	✓				✓
Use initiative to get jobs done	✓				✓
Make decisions	✓			✓	
Self management with minimal assistance from GL	✓			✓	
Model the way	✓				✓

Comments on how student went this week/additional information on above:

██████ was an extremely quiet member of the group. It was very important throughout the week to make sure she could have her say. Although quiet and a bit timid with the physical activities, she was a key group contributor. Once she knew what needed to be done around camp she would step up and do it without being asked.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student:

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students What can you do do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien t at task	Excellis at task
<u>Packing a Backpack</u>					
Waterproof a sleeping bag				✓	
Waterproof backpack				✓	
Packed carefully, no spaces/gaps inside				✓	
Ready access to items such as jacket, snacks, drink.				✓	
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
<u>Campsite</u>					
Select a safe tent site/ trees/ slope/ puddle hollows				✓	
Assemble a tent correctly				✓	
Minimal Impact Practices at camp			✓		
<u>Cooking</u>					
Assemble Trangia stove correctly			✓		
Cooking circle rules				✓	
Safe fuel storage and handling				✓	
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
<u>Cleaning Up</u>					
Set up wash up station				✓	
Wash up plates, then cooking gear				✓	
<u>Navigation</u>					
Use compass to orientate a map	✓			✓	
Use symbols to identify features	✓			✓	
Use grid to estimate distances				✓	
Find way using map				✓	
<u>Walking</u>					
Walk together as a group				✓	
Minimal Impact Practices while walking			✓		
What to do if you become lost	✓			✓	
<u>Paddling</u>					
Basic paddling skills	✓			✓	✓
Safety skills				✓	
Working together with partner	✓			✓	
<u>Bike Riding</u>					
Basic balance and riding skills	✓				✓
Use of brakes	✓				✓
Use of gears	✓				✓
<u>Environment</u>					
Learn about the surrounding environment				✓	
<u>Leadership</u>					
Able to complete assigned roles, eg. navigator, hygiene, food prep			✓		
Able to work as a team	✓		✓		

Able to work independently	✓			✓	
Take care of other in the group			✓		
Use initiative to get jobs done			✓		
Make decisions	✓			✓	
Self management with minimal assistance from GL			✓	✓	
Model the way			✓		

Comments on how student went this week/additional information on above:

██████ did fairly well during the program. She did really well with the activity skills, however she often did not step up when it came to group tasks. She did improve with this throughout the week and worked well if she was given some encouragement to get things done.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student:

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
	Cannot do task	Struggle s with task	Proficien t at task	Excels at task	
Packing a Backpack					
Waterproof a sleeping bag	✓		✓		
Waterproof backpack			✓		
Packed carefully, no spaces/gaps inside			✓		
Ready access to items such as jacket, snacks, drink.			✓		
Lift pack / with partner / alone			✓		
Adjust pack so weight is on shoulders and hips			✓		
Campsite					
Select a safe tent site/ trees/ slope/ puddle hollows			✓		
Assemble a tent correctly	✓				✓
Minimal Impact Practices at camp			✓		
Cooking					
Assemble Trangia stove correctly	✓		✓		
Cooking circle rules	✓		✓		
Safe fuel storage and handling			✓		
Light/ put out safety			✓		
Simmer ring/ use safely			✓		
Billy grippers/ use correctly			✓		
Cleaning Up					
Set up wash up station					✓
Wash up plates, then cooking gear			✓		
Navigation					
Use compass to orientate a map			✓		
Use symbols to identify features	✓		✓		
Use grid to estimate distances	✓		✓		
Find way using map			✓		
Walking					
Walk together as a group			✓		
Minimal Impact Practices while walking			✓		
What to do if you become lost	✓		✓		
Paddling					
Basic paddling skills	✓		✓		
Safety skills			✓		
Working together with partner	✓		✓		
Bike Riding					
Basic balance and riding skills	✓				✓
Use of brakes	✓				✓
Use of gears	✓				✓
Environment					
Learn about the surrounding environment			✓		
Leadership					
Able to complete assigned roles, eg. navigator, hygiene, food prep			✓		
Able to work as a team	✓		✓		

Able to work independently	✓			✓	
Take care of other in the group	✓				✓
Use initiative to get jobs done				✓	
Make decisions				✓	
Self management with minimal assistance from GL	✓			✓	
Model the way				✓	

Comments on how student went this week/additional information on above:

Charlotte did a fairly good job during the program. She was able to complete tasks as required and support the group through most situations. Occasionally when activities were difficult she would just focus on herself and forget to help out her friends. In these situations Charlotte needed encouragement and a reminder to not forget the group.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student: [REDACTED]

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien t at task	Excell s at task
Packing a Backpack					
Waterproof a sleeping bag				✓	
Waterproof backpack				✓	
Packed carefully, no spaces/gaps inside				✓	
Ready access to items such as jacket, snacks, drink.				✓	
Lift pack / with partner / alone					✓
Adjust pack so weight is on shoulders and hips				✓	
Campsite					
Select a safe tent site/ trees/ slope/ puddle hollows				✓	
Assemble a tent correctly				✓	
Minimal Impact Practices at camp				✓	
Cooking					
Assemble Trangia stove correctly				✓	
Cooking circle rules				✓	
Safe fuel storage and handling				✓	
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
Cleaning Up					
Set up wash up station				✓	
Wash up plates, then cooking gear				✓	
Navigation					
Use compass to orientate a map	✓			✓	
Use symbols to identify features	✓			✓	
Use grid to estimate distances	✓			✓	
Find way using map				✓	
Walking					
Walk together as a group				✓	
Minimal Impact Practices while walking				✓	
What to do if you become lost	✓			✓	
Paddling					
Basic paddling skills	✓			✓	
Safety skills				✓	
Working together with partner	✓			✓	
Bike Riding					
Basic balance and riding skills	✓		✓	✓	
Use of brakes	✓			✓	
Use of gears	✓			✓	
Environment					
Learn about the surrounding environment				✓	
Leadership					
Able to complete assigned roles, eg. navigator, hygiene, food prep				✓	
Able to work as a team	✓			✓	

Able to work independently	✓			✓	
Take care of other in the group	✓			✓	
Use initiative to get jobs done				✓	
Make decisions	✓			✓	
Self management with minimal assistance from GL				✓	
Model the way			✓		

Comments on how student went this week/additional information on above:

██████████ struggled a great deal this program with staying positive. To assist her through this, I had many group and one on one conversations about techniques to get her through. She often brought the rest of the group down. Over the week I saw great improvement and she did learn how to stay positive for the sake of herself and the group.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student: [REDACTED]

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
	Cannot do task	Struggle s with task	Proficien t at task	Excells at task	
Packing a Backpack					
Waterproof a sleeping bag		✓		✓	
Waterproof backpack				✓	
Packed carefully, no spaces/gaps inside				✓	
Ready access to items such as jacket, snacks, drink.				✓	
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
Campsite					
Select a safe tent site/ trees/ slope/ puddle hollows				✓	
Assemble a tent correctly	✓			✓	
Minimal Impact Practices at camp			✓		
Cooking					
Assemble Trangia stove correctly	✓			✓	
Cooking circle rules				✓	
Safe fuel storage and handling				✓	
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
Cleaning Up					
Set up wash up station				✓	
Wash up plates, then cooking gear				✓	
Navigation					
Use compass to orientate a map	✓			✓	
Use symbols to identify features	✓			✓	
Use grid to estimate distances				✓	
Find way using map				✓	
Walking					
Walk together as a group					✓
Minimal Impact Practices while walking				✓	
What to do if you become lost	✓			✓	
Paddling					
Basic paddling skills	✓				✓
Safety skills	✓			✓	
Working together with partner	✓				✓
Bike Riding					
Basic balance and riding skills	✓				✓
Use of brakes	✓				✓
Use of gears	✓				✓
Environment					
Learn about the surrounding environment				✓	
Leadership					
Able to complete assigned roles, eg. navigator, hygiene, food prep				✓	
Able to work as a team	✓			✓	

Able to work independently	✓			✓	
Take care of other in the group	✓			✓	
Use initiative to get jobs done				✓	
Make decisions	✓			✓	
Self management with minimal assistance from GL				✓	
Model the way				✓	

Comments on how student went this week/additional information on above:

██████ did quite well during the program. She was very competent with the activity skills and was able to assist others in the group as well. ██████ did not always step up to assist with group jobs and needed to be encouraged to do so, however I saw some improvement with this throughout the week.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student: [REDACTED]

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien t at task	Excels at task
<u>Packing a Backpack</u>					
Waterproof a sleeping bag				✓	
Waterproof backpack				✓	
Packed carefully, no spaces/gaps inside					✓
Ready access to items such as jacket, snacks, drink.					✓
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
<u>Campsite</u>					
Select a safe tent site/ trees/ slope/ puddle hollows					✓
Assemble a tent correctly	✓				✓
Minimal Impact Practices at camp				✓	
<u>Cooking</u>					
Assemble Trangia stove correctly	✓				✓
Cooking circle rules				✓	
Safe fuel storage and handling					✓
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
<u>Cleaning Up</u>					
Set up wash up station					✓
Wash up plates, then cooking gear				✓	
<u>Navigation</u>					
Use compass to orientate a map	✓				✓
Use symbols to identify features	✓				✓
Use grid to estimate distances	✓				✓
Find way using map					✓
<u>Walking</u>					
Walk together as a group				✓	
Minimal Impact Practices while walking				✓	
What to do if you become lost	✓			✓	
<u>Paddling</u>					
Basic paddling skills	✓				✓
Safety skills	✓				✓
Working together with partner	✓				✓
<u>Bike Riding</u>					
Basic balance and riding skills	✓			✓	
Use of brakes	✓			✓	
Use of gears	✓			✓	
<u>Environment</u>					
Learn about the surrounding environment				✓	
<u>Leadership</u>					
Able to complete assigned roles, eg. navigator, hygiene, food prep					✓
Able to work as a team	✓				✓

Able to work independently	✓				✓
Take care of other in the group	✓				✓
Use initiative to get jobs done	✓				✓
Make decisions	✓			✓	
Self management with minimal assistance from GL	✓			✓	
Model the way	✓				✓

Comments on how student went this week/additional information on above:

██████ did a fantastic job on this program. While she struggled slightly with the physical activities she did not complain and always thought of others in the group. As far as group and camp tasks ██████ always stepped up and used her initiative to get things done. ██████ required minimum supervision and she could be given the chance to work things out herself.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student:

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien t at task	Excels at task
<u>Packing a Backpack</u>					
Waterproof a sleeping bag	✓			✓	
Waterproof backpack	✓			✓	
Packed carefully, no spaces/gaps inside				✓	
Ready access to items such as jacket, snacks, drink.				✓	
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
<u>Campsite</u>					
Select a safe tent site/ trees/ slope/ puddle hollows				✓	
Assemble a tent correctly					✓
Minimal Impact Practices at camp				✓	
<u>Cooking</u>					
Assemble Trangia stove correctly				✓	
Cooking circle rules				✓	
Safe fuel storage and handling				✓	
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
<u>Cleaning Up</u>					
Set up wash up station				✓	
Wash up plates, then cooking gear					✓
<u>Navigation</u>					
Use compass to orientate a map	✓				✓
Use symbols to identify features					✓
Use grid to estimate distances					✓
Find way using map					✓
<u>Walking</u>					
Walk together as a group				✓	
Minimal Impact Practices while walking				✓	
What to do if you become lost				✓	
<u>Paddling</u>					
Basic paddling skills	✓				✓
Safety skills					✓
Working together with partner					✓
<u>Bike Riding</u>					
Basic balance and riding skills	✓			✓	
Use of brakes				✓	
Use of gears				✓	
<u>Environment</u>					
Learn about the surrounding environment				✓	
<u>Leadership</u>					
Able to complete assigned roles, eg. navigator, hygiene, food prep	✓			✓	
Able to work as a team	✓			✓	

Able to work independently				✓	
Take care of other in the group				✓	
Use initiative to get jobs done				✓	
Make decisions				✓	
Self management with minimal assistance from GL	✓			✓	
Model the way				✓	

Comments on how student went this week/additional information on above:

[REDACTED] showed much resilience and perseverance during the week. She had an issue with her foot and we had to modify her trip so we could include her in the whole week. This worked well and she rode into school at the end of the program with everyone else in the group. With general group tasks, [REDACTED] did well but could have stepped up a little more.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student: [REDACTED]

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)	Cannot do task	Struggle s with task	Proficien t at task	Excell s at task
Packing a Backpack						
Waterproof a sleeping bag	✓				✓	
Waterproof backpack	✓				✓	
Packed carefully, no spaces/gaps inside					✓	
Ready access to items such as jacket, snacks, drink.					✓	
Lift pack / with partner / alone					✓	
Adjust pack so weight is on shoulders and hips					✓	
Campsite						
Select a safe tent site/ trees/ slope/ puddle hollows					✓	
Assemble a tent correctly	✓				✓	
Minimal Impact Practices at camp					✓	
Cooking						
Assemble Trangia stove correctly					✓	
Cooking circle rules					✓	
Safe fuel storage and handling					✓	
Light/ put out safety					✓	
Simmer ring/ use safely					✓	
Billy grippers/ use correctly					✓	
Cleaning Up						
Set up wash up station					✓	
Wash up plates, then cooking gear					✓	
Navigation						
Use compass to orientate a map	✓				✓	
Use symbols to identify features	✓				✓	
Use grid to estimate distances	✓				✓	
Find way using map					✓	
Walking						
Walk together as a group					✓	
Minimal Impact Practices while walking					✓	
What to do if you become lost					✓	
Paddling						
Basic paddling skills	✓				✓	
Safety skills					✓	
Working together with partner	✓				✓	
Bike Riding						
Basic balance and riding skills	✓				✓	
Use of brakes	✓				✓	
Use of gears	✓				✓	
Environment						
Learn about the surrounding environment					✓	
Leadership						
Able to complete assigned roles, eg. navigator, hygiene, food prep					✓	
Able to work as a team	✓				✓	

Able to work independently				✓	
Take care of other in the group				✓	
Use initiative to get jobs done				✓	
Make decisions				✓	
Self management with minimal assistance from GL				✓	
Model the way				✓	

Comments on how student went this week/additional information on above:

[REDACTED] always had a smile on her face. She was competent with all of the activities we did during the program and even if she struggled with any thing she tended to keep it to herself. She worked well in small groups and would often do jobs/ necessary tasks with her friends rather than on her own. This was quite common with most of the students.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student:

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien t at task	Excels at task
<u>Packing a Backpack</u>					
Waterproof a sleeping bag	✓			✓	
Waterproof backpack	✓			✓	
Packed carefully, no spaces/gaps inside				✓	
Ready access to items such as jacket, snacks, drink.				✓	
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
<u>Campsite</u>					
Select a safe tent site/ trees/ slope/ puddle hollows				✓	
Assemble a tent correctly	✓			✓	
Minimal Impact Practices at camp				✓	
<u>Cooking</u>					
Assemble Trangia stove correctly				✓	
Cooking circle rules				✓	
Safe fuel storage and handling				✓	
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
<u>Cleaning Up</u>					
Set up wash up station					✓
Wash up plates, then cooking gear					✓
<u>Navigation</u>					
Use compass to orientate a map	✓				✓
Use symbols to identify features	✓			✓	
Use grid to estimate distances				✓	
Find way using map				✓	
<u>Walking</u>					
Walk together as a group				✓	
Minimal Impact Practices while walking				✓	
What to do if you become lost				✓	
<u>Paddling</u>					
Basic paddling skills	✓			✓	
Safety skills				✓	
Working together with partner				✓	
<u>Bike Riding</u>					
Basic balance and riding skills	✓			✓	
Use of brakes	✓			✓	
Use of gears	✓			✓	
<u>Environment</u>					
Learn about the surrounding environment				✓	
<u>Leadership</u>					
Able to complete assigned roles, eg. navigator, hygiene, food prep	✓				✓
Able to work as a team	✓			✓	

Able to work independently				✓	
Take care of other in the group				✓	
Use initiative to get jobs done				✓	
Make decisions				✓	
Self management with minimal assistance from GL				✓	
Model the way				✓	

Comments on how student went this week/additional information on above:

██████ did well with the whole week. She would always do the jobs that were assigned to her but may need to ask for a re~~ex~~planation. She also struggled with initiative to get things done without being asked. I definitely saw improvement in ██████ throughout the week which was great.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student:

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien t at task	Excels at task
<u>Packing a Backpack</u>					
Waterproof a sleeping bag	✓			✓	
Waterproof backpack	✓			✓	
Packed carefully, no spaces/gaps inside				✓	
Ready access to items such as jacket, snacks, drink.				✓	
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
<u>Campsite</u>					
Select a safe tent site/ trees/ slope/ puddle hollows				✓	
Assemble a tent correctly	✓			✓	
Minimal Impact Practices at camp				✓	
<u>Cooking</u>					
Assemble Trangia stove correctly				✓	
Cooking circle rules				✓	
Safe fuel storage and handling				✓	
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
<u>Cleaning Up</u>					
Set up wash up station				✓	
Wash up plates, then cooking gear				✓	
<u>Navigation</u>					
Use compass to orientate a map				✓	
Use symbols to identify features	✓			✓	
Use grid to estimate distances				✓	
Find way using map			✓		
<u>Walking</u>					
Walk together as a group				✓	
Minimal Impact Practices while walking				✓	
What to do if you become lost				✓	
<u>Paddling</u>					
Basic paddling skills	✓			✓	
Safety skills				✓	
Working together with partner				✓	
<u>Bike Riding</u>					
Basic balance and riding skills	✓			✓	
Use of brakes				✓	
Use of gears				✓	
<u>Environment</u>					
Learn about the surrounding environment				✓	
<u>Leadership</u>					
Able to complete assigned roles, eg. navigator, hygiene, food prep				✓	
Able to work as a team				✓	

Able to work independently				✓	
Take care of other in the group				✓	
Use initiative to get jobs done				✓	
Make decisions				✓	
Self management with minimal assistance from GL				✓	
Model the way				✓	

Comments on how student went this week/additional information on above:

[REDACTED] struggled a bit with this camp program. However I saw some definite improvement throughout the week. She tried hard with each ~~of~~ the activities, even if she found them difficult

General Survey and Questionnaire- VIT Evidence Collection

Name of Student: [REDACTED]

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students individual with a group do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)	Cannot do task	Struggle s with task	Proficien t at task	Excella at task
Packing a Backpack						
Waterproof a sleeping bag	✓				✓	
Waterproof backpack	✓				✓	
Packed carefully, no spaces/gaps inside	✓				✓	
Ready access to items such as jacket, snacks, drink.					✓	
Lift pack / with partner / alone					✓	
Adjust pack so weight is on shoulders and hips					✓	
Campsite						
Select a safe tent site/ trees/ slope/ puddle hollows					✓	
Assemble a tent correctly	✓				✓	
Minimal Impact Practices at camp				✓		
Cooking						
Assemble Trangia stove correctly					✓	
Cooking circle rules					✓	
Safe fuel storage and handling					✓	
Light/ put out safety					✓	
Simmer ring/ use safely					✓	
Billy grippers/ use correctly					✓	
Cleaning Up						
Set up wash up station					✓	
Wash up plates, then cooking gear					✓	
Navigation						
Use compass to orientate a map	✓				✓	
Use symbols to identify features	✓			✓		
Use grid to estimate distances	✓				✓	
Find way using map				✓	✓	
Walking						
Walk together as a group				✓		
Minimal Impact Practices while walking				✓		
What to do if you become lost	✓				✓	
Paddling						
Basic paddling skills	✓				✓	✓
Safety skills	✓				✓	
Working together with partner	✓				✓	
Bike Riding						
Basic balance and riding skills	✓					✓
Use of brakes	✓					✓
Use of gears	✓					✓
Environment						
Learn about the surrounding environment					✓	
Leadership						
Able to complete assigned roles, eg. navigator, hygiene, food prep					✓	
Able to work as a team					✓	

Able to work independently	✓			✓	✓	
Take care of other in the group				✓		
Use initiative to get jobs done				✓		
Make decisions	✓				✓	
Self management with minimal assistance from GL	✓			✓	✓	
Model the way				✓		

Comments on how student went this week/additional information on above:

██████ could be quite loud and outspoken. She often complained about having to do jobs, however usually did them. She responded better to one on one instruction where her response was not influenced by the rest of the group. Overall she did well at the physical activities and great improvement of her attitude was seen throughout the week.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student:

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien t at task	Excels at task
<u>Packing a Backpack</u>					
Waterproof a sleeping bag	✓			✓	
Waterproof backpack	✓			✓	
Packed carefully, no spaces/gaps inside				✓	
Ready access to items such as jacket, snacks, drink.				✓	
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
<u>Campsite</u>					
Select a safe tent site/ trees/ slope/ puddle hollows	✓			✓	
Assemble a tent correctly	✓			✓	
Minimal Impact Practices at camp				✓	
<u>Cooking</u>					
Assemble Trangia stove correctly				✓	
Cooking circle rules				✓	
Safe fuel storage and handling				✓	
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
<u>Cleaning Up</u>					
Set up wash up station				✓	
Wash up plates, then cooking gear				✓	
<u>Navigation</u>					
Use compass to orientate a map				✓	
Use symbols to identify features					✓
Use grid to estimate distances				✓	✓
Find way using map				✓	
<u>Walking</u>					
Walk together as a group				✓	
Minimal Impact Practices while walking				✓	
What to do if you become lost				✓	
<u>Paddling</u>					
Basic paddling skills	✓			✓	
Safety skills				✓	
Working together with partner				✓	
<u>Bike Riding</u>					
Basic balance and riding skills	✓			✓	
Use of brakes	✓			✓	
Use of gears				✓	
<u>Environment</u>					
Learn about the surrounding environment				✓	
<u>Leadership</u>					
Able to complete assigned roles, eg. navigator, hygiene, food prep				✓	
Able to work as a team				✓	

Able to work independently				✓	
Take care of other in the group				✓	
Use initiative to get jobs done				✓	
Make decisions				✓	
Self management with minimal assistance from GL				✓	
Model the way				✓	

Comments on how student went this week/additional information on above:

██████████ was quite quiet and reserved throughout the program. She listened well to instructions and was able to get tasks done once shown how. As ██████████ was reserved she would not offer step up to do jobs without being asked and worked best with the support of her friends.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student:

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien t at task	Excels at task
Packing a Backpack					
Waterproof a sleeping bag	✓			✓	
Waterproof backpack	✓			✓	
Packed carefully, no spaces/gaps inside				✓	
Ready access to items such as jacket, snacks, drink.				✓	
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
Campsite					
Select a safe tent site/ trees/ slope/ puddle hollows				✓	
Assemble a tent correctly				✓	
Minimal Impact Practices at camp				✓	
Cooking					
Assemble Trangia stove correctly					✓
Cooking circle rules				✓	
Safe fuel storage and handling				✓	
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
Cleaning Up					
Set up wash up station					✓
Wash up plates, then cooking gear					✓
Navigation					
Use compass to orientate a map	✓			✓	
Use symbols to identify features	✓			✓	
Use grid to estimate distances				✓	
Find way using map				✓	
Walking					
Walk together as a group					✓
Minimal Impact Practices while walking					✓
What to do if you become lost				✓	
Paddling					
Basic paddling skills	✓			✓	
Safety skills				✓	
Working together with partner	✓			✓	
Bike Riding					
Basic balance and riding skills	✓			✓	
Use of brakes	✓			✓	
Use of gears	✓			✓	
Environment					
Learn about the surrounding environment					✓
Leadership					
Able to complete assigned roles, eg. navigator, hygiene, food prep				✓	
Able to work as a team	✓			✓	

Able to work independently					✓	
Take care of other in the group					✓	✓
Use initiative to get jobs done					✓	
Make decisions					✓	
Self management with minimal assistance from GL					✓	✓
Model the way					✓	

Comments on how student went this week/additional information on above:

██████ did well overall. She could be unsupervised to do tasks and was knew she would still get them done. ██████ maintained a positive attitude even when others did not which assisted with role modelling for the other students.

General Survey and Questionnaire- VIT Evidence Collection

Name of Student:

Below is a list of all the skills that each student should learn during their Journey Program. As students have been on camp in previous they may have some of these skills/knowledge already. This should show what level the students were at from the beginning and the skills/knowledge they learnt throughout. Most of recording is to be done through observation, questioning and discussion with students.

Can the students (majority of group) do the following:	Monday: Beginning of Program (Tick or Cross)	Sunday: End of Program (Tick)			
		Cannot do task	Struggle s with task	Proficien t at task	Excell s at task
<u>Packing a Backpack</u>					
Waterproof a sleeping bag	✓			✓	
Waterproof backpack	✓				✓
Packed carefully, no spaces/gaps inside					✓
Ready access to items such as jacket, snacks, drink.					✓
Lift pack / with partner / alone				✓	
Adjust pack so weight is on shoulders and hips				✓	
<u>Campsite</u>					
Select a safe tent site/ trees/ slope/ puddle hollows					✓
Assemble a tent correctly				✓	✓
Minimal Impact Practices at camp				✓	
<u>Cooking</u>					
Assemble Trangia stove correctly					✓
Cooking circle rules					✓
Safe fuel storage and handling				✓	✓
Light/ put out safety				✓	
Simmer ring/ use safely				✓	
Billy grippers/ use correctly				✓	
<u>Cleaning Up</u>					
Set up wash up station				✓	✓
Wash up plates, then cooking gear				✓	
<u>Navigation</u>					
Use compass to orientate a map	✓				✓
Use symbols to identify features	✓				✓
Use grid to estimate distances	✓				✓
Find way using map	✓				✓
<u>Walking</u>					
Walk together as a group	✓				✓
Minimal Impact Practices while walking				✓	
What to do if you become lost				✓	
<u>Paddling</u>					
Basic paddling skills	✓				✓
Safety skills					✓
Working together with partner	✓				✓
<u>Bike Riding</u>					
Basic balance and riding skills	✓				✓
Use of brakes	✓				✓
Use of gears	✓				✓
<u>Environment</u>					
Learn about the surrounding environment				✓	
<u>Leadership</u>					
Able to complete assigned roles, eg. navigator, hygiene, food prep	✓				✓
Able to work as a team	✓				✓

Able to work independently	✓				✓
Take care of other in the group	✓				✓
Use initiative to get jobs done				✓	
Make decisions				✓	
Self management with minimal assistance from GL	✓			✓	
Model the way				✓	

Comments on how student went this week/additional information on above:

██████████ was very competent at all activities during the program. She could also get camp tasks done with minimal prompting. ██████████ assisted other students throughout the week. Although ██████████ knew some of the skills before arriving at camp, I still saw plenty of improvement throughout the program.

Appendix C.1.

Annotation Key:

This document shows the School 2 program overview as well as how it links with various aspects of the curriculum. The document has been highlighted where links occur in the colours shown below. Where multiple curriculum areas are covered at once, half the sentence has been highlighted in each colour.

Literacy and Numeracy

ICT (Information Communication Technologies)

ATSI (Aboriginal and Torres Strait Islander Histories, cultures and languages)

Health and Physical Education

Geography

Civics and Citizenship

Personal and Social Capability

SCHOOL 2 OUTDOOR EDUCATION HIKING PROGRAM 2015/2016

All Year 8/9 students at School 2 will be taking part in an Outdoor Education Hiking Program in 2015/2016. This begins with an introduction hike in November of Year 8 and finishing with a culminating Expedition Program at the end of Year 9. This is a new program for the school and therefore it is important that all staff and students are informed of and understand the progression, aims and educational value. The program has been set up to prepare students as best as possible for their final expedition in Year 9.

The educational benefits and aims of the overall program are to:

- Gain Personal Development skills such as independence, initiative and community living
- Develop resilience and grow through challenge
- Learn leadership and teamwork skills

Through experiential experience, constructive discussions and debriefing students will evaluate their experiences, learn from each other and prepare themselves mentally and physically for the challenge of the final expedition.

This document will describe each aspect of the program and detail the progression of student aims, experience and skill throughout.

Introductory Hike

Aims:

- To begin to develop leadership and teamwork skills
- Gain basic outdoor activity skills and experience- specific skills listed below (Bushwalking Skills)
- To provide a challenge to students

The Introductory Hike is a three day hike near the end of Year 8. It is designed as an easy introduction to hiking around the Kurth Kiln/Bunyip State Park area. The distances are fairly short as the main focus is on bushwalk skill acquisition. The benefit of this area for an introductory hike is the 4WD access to all campsites and on most walking routes. During this hike the students will learn the basics of hiking, camping and navigation. Most of these skills will be new to the students so it will be important to start right at the beginning. Time will be taken to teach the skills properly so in future programs students can take on more and more responsibility, with the goal of eventually running the final expedition themselves (with staff support). The food on this program is provided, and will be cooked as a whole group, although on future programs students will be bringing up to two days of their own food. For this reason it would be good to have a discussion with students during a meal time about some good food options and things that could be difficult to cook on a Trangia.

Preparation Hike

Aims:

- Continue to develop leadership and teamwork skills
- Continue to enhance Personal Development skills
- Recall outdoor activity skills and experience
- To further challenge students

The four day preparation hike, in April of Year 9, is an opportunity for the students to recap the skills they have previously learnt. Walking distance and difficulty will increase from the previous hike to further extend the students. They will receive the opportunity to take on leadership roles and as much as possible will be encouraged to think and make decisions for themselves. In small groups of two or three, students will provide their own food to cook on a Trangia for the first 24 hours of the program (the rest of the time will be whole group cooking with food provided by Outdoor Education School). The setting for these camps will be the Grampians National Park and the Mitchell National Park, areas rich in history and both unique environments. Students will be encouraged to learn about the area they will be travelling through and will visit traditional indigenous sites.

Expedition Hike

Aims:

- Further enhance leadership skills by students leading and taking ownership of their experience as a group
- Continue to enhance Personal Development skills
- Enhance outdoor activity skills and experience
- Provide a culminating challenge for students

The aim of the expedition hike is that the students will be able to run their own hike (with support from the Group Leader/Teacher). The students will have the opportunity to make decisions as a group and will be allowed to learn from minor mistakes and challenges. The Group Leader and Teacher role will be to supervise, assist and to manage group safety. In small groups of two or three, students will provide their own food to cook on a Trangia for the first 48 hours of the program (the rest of the time will be whole group cooking with food provided by Outdoor Education School). The venues for this hike are the Bogong High Plains or Howqua Valley, both of which will entail some strenuous walking, however will have worthwhile views and alpine environments. Students will need to be prepared for all types of weather as in November the Alpine area can vary from hot sunny days to snow. When finalising and debriefing the program with the students, it will be important to not just discuss student learning on the expedition, but also to summarise the program as a whole.

Bushwalking Skills

Below is a list of all the skills that students should be able to do by the end of the Introductory Hike. These personal and group skills will be consolidated on the Preparation Hike and are essential for the success of the group for the Expedition Hike.

- Packing a Backpack
 - Waterproof a sleeping bag
 - Waterproof backpack
 - Packed carefully, no spaces/gaps inside
 - Ready access to items such as jacket, snacks, drink.
 - Lift pack / with partner / alone
 - Adjust pack so weight is on shoulders and hips
- Campsite
 - Select a safe tent site / trees / slope/ puddle hollows
 - Assemble tent correctly
 - Remove poles / push method
 - Collapse poles from middle
 - Correct angle on pegs in ground
 - Minimal Impact Practices at camp
- Hygiene
 - Fill hand washer bag
 - Hang hand washer bag in a good spot
 - Use hand washer soap / gelsan
 - Engaged signal / if “Doug” is gone someone is at the toilet
 - Suitable location (private / away from streams and creeks)
 - Placement of reflectors
 - Suitable pit size
- Cooking
 - Assemble Trangia stove correctly
 - Level placement
 - Designated kitchen area
 - Safe fuel storage and handling
 - Light / put out safely
 - Simmer ring / use safely
 - Billy grippers / use correctly
- Cleaning Up
 - Set up washing station
 - Wash:
 - Plates and bowls first
 - Cooking gear last
 - Food scraps- strain and place in rubbish
 - Manage all rubbish: Individual and Group- Avoid one big rubbish bag
- Navigation
 - Use compass to orientate map
 - Use symbols to identify features
 - Use grid to estimate distances (1 square = 1 Km)
 - Find features encounter on the map
- Walking
 - Walk together as a group: slower walkers at the front / tail end Charlie.
 - Minimal Impact Practices while walking
 - If you become LOST - STOP! Stay together! 3 loud blasts on whistle every minute

Learning Resources for the Program

Digital Camera

All groups will carry a school digital camera. Staff and students can use this to take photos that represent the experiences of the three hikes. These photos will be accessible to students via the school online system and will be used in slideshows after the program as a way to get students to recollect on their trip and to assist with their learning.

Journals

All students will be expected to write a journal each night on the final expedition. This journal is an opportunity for students to write down their feelings from the day, funny memories, things they enjoyed, as well as challenges and things they are struggling with. The journal will be used as a resource when students are reflecting on their experience. The students' first task in year 10 English will be to write a reflective piece on their Expedition and students will have these journals to look back on to assist with this.

Novel

Students will have a chapter of a book read to them each night on the expedition program. The reading of this book is designed to get students thinking about the challenge of their experience and their ability to overcome this challenge during the program, and in other aspects of their lives.

Appendix C.2.

School 2 Program Parent Information Night

Tuesday 8 November, 2016

6.00 pm Parents arrive

6.05 Welcome, Introduce Outdoor Education staff

6.10 Staff to highlight the importance of Personal Growth and Yr 9 being a pivotal

year for the girls as they move towards adulthood.

Importance of being good decision makers and taking responsibility for actions

Young adults how are able to cope with challenges, work with a range of people and

understand the importance of a positive working community.

6.20 Expalantion

Direct parents to the display boards- There will be a group list and a map marked with two groups' line at each board.

1 What prep the girls have done, follow through the programme sequence

2 Packing day 2-4 pm!! This has changed, girls bring everything for the trip and pack

3 Gear and Food

4 Departure

5 Group structure, tent gps, staff

6 Support, communication

7 Journals Yr 10 English reflection / debrief

Answer Q.s Pastoral, direct to Teacher 6 and Teacher 7

1 Programme sequence

- Key to success
- Girls have had 7 days prep in the outdoors, first 2 camps are getting ready for this
- Note change of time for pack day

2 Packing day Sat 26/11

- girls bring everything for the trip and pack to school

- * 2-4 pm!! This has changed,
- All staff are here
- Complete packed pack at the end of this session

3 Gear and Food

- Girls have has an information session
- Have practiced what's appropriate re gear and food
- Give suggestions for meals the girls could bring (as self catering for 2 days)
- Need money for lunch last day
- List have been given, available to girls on Seqta / Basecamp

4 Departure

- All groups leave at 7.30 am Sunday 27/11
- Travel to start point
- All groups have a walk to their first campsite

5 Group structure, tent gps, staff

- Staff are with the girls for all the trip
- Girl's have had a say in their tent group
- Group Names

6 Support, communication

- Support in area, staff and 4WD, repond as needed, water and food drops
- Daily communication with Base, weather etc
- If any individual or group is changed from plan trip parents are informed by school contact

7 Journals Yr 10 English reflection / debrief

- Significant experience for the girls, what will they learn from it?
- Journals will form base of yr 10 reflective writing

Answer any Q.s you can. Direct pastoral Q.s to Teacher 6 and Teacher 7

Appendix C.3.

VIT Evidence Collection – Questions for Group Leaders, Knowledge Assessment and Evaluation of each Program (School 2)

Introduction Hike

Questions for Group Leaders

What were some of the teaching methods the group leaders used this week?

Group leaders stated they used many different leadership styles, such as autocratic, democratic and abdicratic, visual demonstrataions, verbal explanations, discussion, questioning, recall, front loading, framing, facilitated reflection, debriefing, experiential learning, small group work, large group work, one on one instruction and whole group instruction.

Overall, how did the group leaders feel the program went?

The group leaders viewed the program as going well overall. The Group Leaders were able to use the bushwalking skills resource to make sure they covered all relevant information and the students seemed to pick these skills up well.

Were there any issues with students that group leaders needed to deal with?

There were no major issues that group leaders had to deal with. The students had to be resilient as the weather was not great. The program started really hot and then as the change came through there were high winds, storms and a lot of rain. Some groups had to change campsites to safer areas on the first night. However, this did not prevent the program from achieving the outcomes of students learning basic hiking skills. Staff also commented that the resilience the student would have gained from this will assist them in the future hikes.

How did students deal with the challenge of the program? What did group leaders do to assist students with the challenge?

The group leaders stated that a few students felt quite uncomfortable to begin with as they were quite out of their comfort zone. Almost all of the students had not hiked before, some had not even slept in a tent. The challenge of the weather also showed the students that the hiking program was much more than a physical challenge, but a mental one as well, needing a positive attitude. Students did manage to deal with the program relatively well, though the group leaders definitely thought students were quite anxious about the rest of the program. Group leaders stated that they did a lot of front- loading, discussion, debriefing on challenge and what learning students could take from this hike to the future ones. As this was the first part of the program the students were not streamed like they will be in future hikes, therefore according to staff some students found the walking much easier than others. It was a chance for us to start the streaming process.

What ways could the program and student learning be improved in future programs?

Group leaders believed the program was well suited for beginner hikers. One group leader suggested that next time it may be beneficial to have set debrief questions to help group leaders in

steering their debrief in the correct direction and to keep consistency throughout all the groups. Another group leader suggested the students participate in a solo in which they write a letter to themselves about how they feel about the program. This would be good to look at again at the end of the program, as students would be able to reflect back on how they felt and if there were any changes. The idea of this would be that by the end of the program the students should have a feeling of achievement and could see the progress they have made. Both of these suggestions are good and I will consider and/or suggest them to the school for the following year.

Knowledge Assessment

Knowledge of students hiking skills at the beginning and end of the Introduction Hike. These skills are the core of what needed to be taught and the assessment has been done based on group leader feedback and my observations. Included in this knowledge assessment is also a section on personal development, resilience and leadership. While these were not a direct goal of this first hike, it is a good baseline view of where the students started with these skills.

Can the students do the following:

Wednesday: Beginning of Program

Friday: End of Program

No, none	Some can	Many can	Yes, all	No, none	Some can	Most can	Yes, all
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Packing a Backpack

Waterproof a sleeping bag	✓						✓
Waterproof backpack	✓						✓
Packed carefully, no spaces/gaps inside	✓					✓	
Ready access to items such as jacket, snacks, drink.	✓					✓	
Lift pack / with partner / alone	✓						✓
Adjust pack so weight is on shoulders and hips	✓					✓	

Campsite

Select a safe tent site/ trees/ slope/ puddle hollows		✓					✓
Assemble a tent correctly	✓					✓	
Minimal Impact Practices at camp	✓					✓	

Hygiene

Setting up hygiene station	✓					✓	
Picking a suitable location for group toilet	✓					✓	
How to dig a toilet	✓					✓	

Cooking

Assemble Trangia stove correctly	✓		✓	
Cooking circle rules	✓			✓
Safe fuel storage and handling	✓		✓	
Light/ put out safety	✓			✓
Simmer ring/ use safely	✓		✓	
Billy grippers/ use correctly	✓			✓

Cleaning Up

Set up wash up station	✓			✓
Wash up plates, then cooking gear		✓		✓
Food scraps- strain and place in rubbish	✓			✓
Manage all rubbish- Individual and group	✓			✓

Navigation

Use compass to orientate a map		✓		✓
Use symbols to identify features		✓		✓
Use grid to estimate distances		✓		✓
Find way using map	✓			✓

Walking

Walk together as a group	✓			✓
Minimal Impact Practices while walking	✓			✓
What to do if you become lost		✓		✓

Personal Development, Resilience & Leadership

Able to complete assigned roles, eg. navigator, hygiene, food prep	✓		✓	
Take care of oneself		✓		✓
Take care of others in the group	✓			✓
Use initiative to get jobs done	✓		✓	
Maintain safety		✓		✓
Make sensible decisions	✓			✓

Positive Attitude

✓

✓

Self-management with minimal assistance from GL

✓

✓

Evaluation of Program

Overall the Introduction Hike was a success. The main outcomes of this hike were to learn basic hiking skills and experience a hike for the first time. The program taught the student the majority of the skills required for the two future hikes in the program. Feedback from staff and student discussion showed that most students were able learn the skills. While students had a chance to learn these skills, a potential issue could be information retention. For this reason students will be reminded of the skills again on the preparation hike. All accounts from staff showed the program was well set up to teach students the necessary skills due to the easy lines to allow plenty of time for instruction and practice of basic skills.

Preparation Hike

Questions for Group Leaders

What were some of the teaching methods the group leaders used this week?

Group leaders stated they used many different leadership styles, such as autocratic, democratic and abdicratic, visual demonstrations, verbal explanations, discussion, questioning, recall, front loading, framing, facilitated reflection, debriefing, experiential learning, small group work, large group work, one on one instruction and whole group instruction. However, recall and questioning was used a lot more on this trip as students had previously learnt many of the skills.

Overall, how did the group leaders feel the program went?

The group leaders thought the trip learning outcomes were good and clearly explained. However the students really struggled to step up to the leadership outcome. The group leaders felt that students were going to struggle a great deal on the final expedition due to how much they struggled on this program.

Were there any issues with students that group leaders needed to deal with?

There were no noted behavioral issues with students on this hike, however the group leaders and school staff reported that the attitude of the students on the trip was very negative. From the introduction hike many of the students seemed to bring a negative outlook towards the entire program. The group leaders struggled to change this outlook and encourage student that they had the resilience and ability to finish the program.

How did students deal with the challenge of the program? What did group leaders do to assist students with the challenge?

Luckily we had good weather for the program and no significant incidents, so the challenge was based on the difficulty of the walk rather than external factors. While all but two groups were able to complete their hike, students found the lines quite difficult. The two groups that did not achieve their lines walked alternative routes to the finishing location. This made the students quite concerned about the expedition ahead and highlighted to staff that work would need to be done to address student resilience and attitude. Group leaders tried to lead by example during the program, keeping positive throughout to show the students how. It was reported that at least one group leader struggled with this.

What ways could the program and student learning be improved in future programs?

Group leaders believed future programs would benefit from better student streaming. They had to deal with some students whom they believed were in the incorrect difficulty level, some too hard, some too easy. Another thing the group leaders thought needed improving was the student food. All students were expected to provide their own food for the first 24 hours of the program. Some groups had very basic food such as two minute noodles. A suggestion was that students submitted a menu to be approved prior to camp.

Knowledge Assessment

Knowledge of students hiking skills at the beginning and end of the Preparation Hike. The hiking skills were consolidated during this hike and the leadership skills were covered for the first time. The assessment has been done based on group leader feedback and my observations.

Can the students do the following:	Sunday: Beginning of Program				Friday: End of Program			
	No, none	Some can	Many can	Yes, all	No, none	Some can	Most can	Yes, all
<u>Packing a Backpack</u>								
Waterproof a sleeping bag			✓					✓
Waterproof backpack			✓					✓
Packed carefully, no spaces/gaps inside		✓					✓	
Ready access to items such as jacket, snacks, drink.		✓					✓	
Lift pack / with partner / alone			✓				✓	
Adjust pack so weight is on shoulders and hips		✓					✓	
<u>Campsite</u>								
Select a safe tent site/ trees/ slope/ puddle hollows			✓				✓	
Assemble a tent correctly		✓					✓	
Minimal Impact Practices at camp		✓					✓	
<u>Hygiene</u>								

Setting up hygiene station	✓		✓
Picking a suitable location for group toilet	✓		✓
How to dig a toilet	✓		✓
<u>Cooking</u>			
Assemble Trangia stove correctly	✓		✓
Cooking circle rules		✓	✓
Safe fuel storage and handling	✓		✓
Light/ put out safety	✓		✓
Simmer ring/ use safely	✓		✓
Billy grippers/ use correctly		✓	✓
<u>Cleaning Up</u>			
Set up wash up station	✓		✓
Wash up plates, then cooking gear		✓	✓
Food scraps- strain and place in rubbish	✓		✓
Manage all rubbish- Individual and group	✓		✓
<u>Navigation</u>			
Use compass to orientate a map	✓		✓
Use symbols to identify features		✓	✓
Use grid to estimate distances		✓	✓
Find way using map	✓		✓
<u>Walking</u>			
Walk together as a group	✓		✓
Minimal Impact Practices while walking	✓		✓
What to do if you become lost	✓		✓
<u>Group Development, Resilience & Leadership</u>			
Able to complete assigned roles, eg. navigator, hygiene, food prep	✓		✓
Take care of oneself	✓		✓
Take care of others in the group	✓		✓

Use initiative to get jobs done	✓	✓
Maintain safety	✓	✓
Make sensible decisions	✓	✓
Positive Attitude	✓	✓
Self-management with minimal assistance from GL	✓	✓

Evaluation of Program

The preparation hike was designed to extend and refresh students on the basic hiking skills, increase the difficulty of the walk and start to focus on student leadership. There were a couple of issues that occurred on this hike. Two of the groups had to have their lines adjusted as they were not making the distance. One of these groups was supposed to be the most capable students. As some students in other groups struggled a lot less, it highlighted that further work must be done to stream students appropriately.

Students left this hike quite concerned about the expedition as they found this hike so much of a challenge. For this reason, next year we may make the preparation hike easier. While we are aware that the students are more than capable of achieving the hikes, a positive attitude and belief that they can complete the challenge would be very beneficial. If we make this hike easier, then students are more likely to look forward to the expedition, even if they are not quite as well prepared physically.

To address some of the issues from the preparation hike a couple of features have been added to the program. These include a badge ceremony, journals and other ways for students to record their journey. The goals of personal growth, learning leadership skills and resilience had to be slightly altered. The students were not able to take on as much of the leadership skills and independence as expected on this trip. While this will still be a focus on the expedition, we will focus more on approach and attitude.

Expedition Hike

Questions for Group Leaders

What were some of the teaching methods the group leaders used this week?

Group leaders stated that they were able to use a more relaxed style of leadership for this trip. They stated that they still used discussion, questioning, recall, framing, facilitated reflection, debriefing, experiential learning, one on one instruction and whole group instruction. Discussion on how tasks should be completed and experiential learning was more dominant. Students were allowed time to figure things out for themselves and learn from their mistakes.

Overall, how did the group leaders feel the program went?

The group leaders commented on how well the program went. The teachers they had were great and helped throughout the hike and the students mostly enjoyed the program and learnt a great deal along the way. The group leaders were much happier with how this hike had gone than the previous one and commented that the whole program progression showed to be a success, leading to the outcomes being achieved (based on their observations recorded below).

Were there any issues with students that group leaders needed to deal with?

A group leader reported that their group had some girls who had a poor attitude still and had to be talked to, however this did not bring the rest of the group down. One student had hired shoes that were too small for her, causing her feet to be really painful. The group leader contacted me, and to prevent her feet getting worse and enable her to finish the hike I took her some spare shoes. Another group leader called me because during the program with an unwell students. I took the student to the doctor but luckily she was well enough to return to the program. The group leader said she was okay for the rest of the program.

How did students deal with the challenge of the program? What did group leaders do to assist students with the challenge?

The group leaders thought the students were well prepared for the challenge thanks to the preparation they had received. While the hikes were difficult the students were able to step up accordingly. The group leaders liked that they all had a mountain to summit, this was the most difficult day for a majority of the groups and was mostly near the end of their hike. The group leaders said they assisted the students by stepping back. As the students had the hiking skills previously taught the best way for them to achieve the outcomes of personal development and resilience and leadership skills was by the group leaders letting students make decision, make mistakes and get through the program themselves with minimal assistance.

What ways could the program and student learning be improved in future programs?

As the program went so well group leaders did not have many suggestions for improvement. Some students could have done harder walks, some should have done easier walks, but the groups were much better streamlined than the hike before. The group leaders liked all the added features, such as the badge ceremony and thought they worked well for the program.

Knowledge Assessment

Knowledge of students hiking skills at the beginning and end of the Expedition Hike. The hiking skills were consolidated further during this hike, however the focus was now the section 'Personal Development, Resilience and Leadership'. The assessment has been done based on group leader feedback and my observations.

Can the students do the following:

Tuesday: Beginning of Program

Friday: End of Program

Tuesday: Beginning of Program				Friday: End of Program			
No, none	Some can	Many can	Yes, all	No, none	Some can	Most can	Yes, all

Packing a Backpack

Waterproof a sleeping bag	✓	✓
Waterproof backpack	✓	✓
Packed carefully, no spaces/gaps inside	✓	✓
Ready access to items such as jacket, snacks, drink.	✓	✓
Lift pack / with partner / alone	✓	✓
Adjust pack so weight is on shoulders and hips	✓	✓
<u>Campsite</u>		
Select a safe tent site/ trees/ slope/ puddle hollows	✓	✓
Assemble a tent correctly	✓	✓
Minimal Impact Practices at camp	✓	✓
<u>Hygiene</u>		
Setting up hygiene station	✓	✓
Picking a suitable location for group toilet	✓	✓
How to dig a toilet	✓	✓
<u>Cooking</u>		
Assemble Trangia stove correctly	✓	✓
Cooking circle rules	✓	✓
Safe fuel storage and handling	✓	✓
Light/ put out safety	✓	✓
Simmer ring/ use safely	✓	✓
Billy grippers/ use correctly	✓	✓
<u>Cleaning Up</u>		
Set up wash up station	✓	✓
Wash up plates, then cooking gear	✓	✓
Food scraps- strain and place in rubbish	✓	✓
Manage all rubbish- Individual and group	✓	✓
<u>Navigation</u>		
Use compass to orientate a map	✓	✓

Use symbols to identify features	✓	✓	
Use grid to estimate distances	✓		✓
Find way using map	✓	✓	
<u>Walking</u>			
Walk together as a group	✓	✓	
Minimal Impact Practices while walking	✓		✓
What to do if you become lost	✓		✓
<u>Personal Development, Resilience & Leadership</u>			
Able to complete assigned roles, eg. navigator, hygiene, food prep	✓	✓	
Take care of oneself	✓		✓
Take care of others in the group	✓	✓	
Use initiative to get jobs done	✓	✓	
Maintain safety	✓		✓
Make sensible decisions	✓	✓	
Positive Attitude	✓	✓	
Self-management with minimal assistance from GL	✓	✓	

Evaluation of Program

From my perspective the program was a great success. The students showed that they were more than capable of achieving the walks designed for them and the massive jump in ability and attitude showed that the preparation actually worked, even though we could not see it before the expedition. Therefore, on future years programs I believe it would be necessary to keep the Introduction Hike and the Preparation Hike in the program to prepare for the expedition. The extra teaching resources, such as the journals, also seemed to add value to the program as student could record it for future reference. The knowledge assessments show how the personal development, resilience and leadership skills improved over the program. While not all students were able to show these skills at all times by the end of the program there was significant improvement in their skills level and through succeeding in such challenging hikes students and staff could see a growth in resilience.

Appendix D.

AUSVELS Year 9 Curriculum Related to Outdoor Education

Year 9- Geography

Unit 2: Geographies of interconnections

- The perceptions people have of place, and how these influence their connections to different places (ACHGK065)
- The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places

Year 9- Civics and Citizenship

Citizenship, diversity and identity

- How and why individuals and groups, including religious groups, participate in and contribute to civic life

Problem-solving and decision-making

- Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues
- Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action

Year 9- Health and Physical Education

Personal, Social and Community Health

Being healthy, safe and active

- [Evaluate](#) factors that shape [identities](#) and [critically analyse](#) how individuals impact the [identities](#) of others
- [Examine](#) the impact of changes and [transitions](#) on relationships
- Propose, practise and [evaluate](#) responses in situations where external influences may impact on their ability to make healthy and safe choices

Communicating and interacting for health and wellbeing

- Investigate how empathy and ethical decision making contribute to respectful relationships
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses

Movement and Physical Activity

Understanding movement

- [Examine](#) the role [physical activity, outdoor recreation](#) and [sport play](#) in the lives of Australians and [investigate](#) how this has changed over time

Learning through movement

- Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams
- Transfer understanding from previous movement experiences to create solutions to movement challenges

Year 9- Personal and Social Capability

Self Awareness- Level 6

Typically by the end of Year 10, students:

Recognise emotions- reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts

Recognise personal qualities and achievements- assess their strengths and challenges and devise personally appropriate strategies to achieve future success

Understand themselves as learners- evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required

Develop reflective practice- reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability

Self Management- Level 6

Typically by the end of Year 10, students:

Express emotions appropriately- consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices

Develop self-discipline and set goals- critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts

Work independently and show initiative- establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes

Become confident, resilient and adaptable- evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations

Social Awareness- Level 6

Typically by the end of Year 10, students:

Appreciate diverse perspectives- articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views

Contribute to civil society- plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels

Understand relationships- explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships

Social Management- Level 6

Typically by the end of Year 10, students:

Communicate effectively- formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks

Work collaboratively- critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks

Make decisions- develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making

Negotiate and resolve conflict- generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

Develop leadership skills- propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

Appendix E.

Supporting and Additional Evidence of Standards

I ACCOMPANIED [REDACTED] ON A 7 DAY OUTDOOR ED
PROGRAM INCL CAMPING, HIKING, KAYAKING & MOUNTAIN BIKE RIDING
ON 18/4/16 → 24/4/16
AND OBSERVED THE FOLLOWING

VIT Evidence of Professional Standards

4.1: Support participation of learners- Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.

Evidenced by: [REDACTED]

4.2: Manage learning and teaching activities- Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.

Evidenced by: [REDACTED]

4.3: Manage Challenging Behaviour- Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.

Evidenced by: [REDACTED]

4.4: Maintain Safety of Learners- Ensure the well-being and safety of learners within the learning environment by implementing curriculum and legislative requirements.

Evidenced by: [REDACTED]

5.2: Provide feedback to learners about their learning- Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals.

Evidenced by: [REDACTED]

5.3: Make consistent and comparable judgements- Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.

Evidenced by: [REDACTED]

[REDACTED]

VIT Evidence of Professional Standards

3.7 Engage parents/carers in the educative process- Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Teacher A has planned and run a parent information session for parents of students who were getting ready for a major multiday journey trip in the outdoors which had a focus of personal development. This trip was preceded a number of major preparation events both based at school and in the outdoors in which Teacher A was the main planner and organiser.

This information session involved parents / carers attending a major briefing session where the aims of the experience and learning were clearly articulated. This was followed by logistical information for individual students / parents and the opportunity for parents to ask specific questions that directly related to their daughter's trip and experience.

There was a large range and amount of information that needed to be clearly communicated to parents in an accessible manner. It included practicalities such as gear lists, times and dates to how the desired learning outcomes would be facilitated and assessed.

Evidenced by Teacher 5 / Director of Outdoor Education School 2 16/6/2018

7.3 Engage with the parents/carers- Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.

Teacher A has lead a range of Outdoor Education trip in the last 2 years. These have all required Teacher A to liaise with parents of students on these trips. Many of the trips are extended and in remote settings. This often cause a level of concern within the parents. Teacher A has been able to relate to parent concerns with understanding and appropriateness.

Teacher A has been able to work with all parents in a respectful and positive manner. She has been able to support and offer practical solutions to parents who have concerns and issues with the planned events. During the running of these trips Teacher A has the primary communicator between the field and the school community.

This has often required a calm and respectful approach which Teacher A has excelled at.


Evidenced by Teacher 5 / Director of Outdoor Education School 2 16/6/2018

VIT Evidence of Professional Standards

7.1 Meet professional ethics and responsibilities- Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.

As the education administrator for [REDACTED] continually demonstrates ability to conduct herself with a high level of ethic's and professionalism in her role. This role requires regular communications with students and employers around the enrolment, training and completion of courses, all of which must work to or above our standards set out in [REDACTED] along with standards set by our regulating body, the Australian Skills Quality Authority.

Evidenced by...



7.2 Comply with legislative, administrative and organisational requirements- Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.

As part of the administrative role [REDACTED] is required to maintain compliance with the 'Standards for RTO's 2015' (ASQA). In the role, these standards relate to our enrolment process, continual communications with students and employers, completions, record keeping and reviewing training. In addition, our ongoing training is required to meet the national training package rules and when delivering many of our locations will require compliance with land owners and managers.

Recently [REDACTED] could demonstrate her knowledge and understanding around our organisational policies and procedures to demonstrate compliance when partaking in an audit with the Australian Skills Quality Authority. In the preparation prior to the audit it was evident of [REDACTED] understanding of the implications of non-compliance and the affect this would have on the student and employer group.

Evidenced by



Attached Document 1: Referencing the Australian Professional Standards for Teachers

Standards at the Proficient Teacher Level

STANDARD 1: KNOW LEARNERS AND HOW THEY LEARN	REFERENCED IN SECTION
1.1: Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	1A, 1E, 3A, 5B
1.2: Structure teaching programs using research and collegial advice about learning.	1E, 3A
1.3: Design and implement teaching strategies responsive to learning strengths of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	1A, 3A
1.4: Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.	1A, 3A
1.5: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	1A, 1E, 3A, 5A, 5B
1.6: Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	1A, 2B, 3A
STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT	REFERENCED IN SECTION
2.1: Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	1C, 1E, 2B, 3A, 5B
2.2: Organise content into coherent, well-sequenced learning and teaching programs.	1B, 1C, 1E, 2A, 2B, 3A
2.3: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	1C, 2A, 2B
2.4: Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	2B, 3A
2.5: Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	3A, 5A, 5B
2.6: Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	3A, 5B
STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING	REFERENCED IN SECTION
3.1: Set explicit, challenging and achievable learning goals for all learners.	1E, 3A, 4A
3.2: Plan and implement well-structured learning and teaching programs or lesson sequences that engage learners and promote learning.	1B, 1E, 2A, 3A, 5B
3.3: Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	1E, 2A, 2B
3.4: Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	3A, 5A

3.5: Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	2B, 3A, 5B
3.6: Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	3A, 5A, 5B
3.7: Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.	3A
4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS	REFERENCED IN SECTION
4.1: Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	1E, 2A, 2B, 5A, 5B
4.2: Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	3A
4.3: Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	4A, 5B
4.4: Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	2B, 3A
4.5: Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	3A
STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON LEARNING	REFERENCED IN SECTION
5.1: Develop, select and use informal, formal, diagnostic, formative and summative assessment strategies to assess learning.	1D, 3A, 5A
5.2: Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals.	3A, 5A
5.3: Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	3A, 5A
5.4: Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	3A, 5A
5.5: Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.	3A, 5A
STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING	REFERENCED IN SECTION
6.1: Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs.	2A, 2B, 3A, 4A, 5B
6.2: Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	2B
6.3: Contribute to collegial discussions and apply constructive feedback from colleagues to improve knowledge and practice.	2B, 3A, 4A
6.4: Undertake professional learning programs designed to address identified needs of learners.	2B, 4A
STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY	REFERENCED IN SECTION
7.1: Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	2B

7.2: Understand implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.	2B
7.3: Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.	3A
7.4: Participate in professional and community networks and forums to broaden knowledge and improve practice.	2B