**Chris Clark** - Good afternoon, everyone, both those that are joining us in a live capacity, but also those that will take the time to watch this back at a later stage as a recording. A sincere thanks for engaging with this professional learning. It's obviously a really important element of familiarisation with the revised study and preparing ourselves in the best possible way for implementing this with our students from term one, 2024. My name's Chris Clark. I'm the curriculum manager for Health PE at the VCAA and delighted today to be joined by Jarrod Paine. And Jarrod was integral in the revision process, so it's great to have his expertise here today, because and I'll get to this further shortly, but the purpose of today is unpacking the changes to the OES study, in an extra layer of depth. And Jarrod's best placed to be able to talk specifically about the intent of our key knowledge and key skills and particularly focusing on the elements that have changed.

So, before we jump right into it, I, on behalf of all of us that are joining here today and watching back, would like to pay our respects to the traditional owners of the country throughout Victoria and I myself are presenting from our office in Lonsdale Street on the lands of the Wurundjeri of the Kulin Nation. And I'd certainly like to pay our respects to elders past, present and emerging and this is very timely given that last week we celebrated NAIDOC week and took the time to reflect on importance of recognising the ongoing living cultures of First Nation Peoples. And as we quite often say, this subject is a wonderful context for us to meaningfully explore the perspectives of Aboriginal and Torres Strait Islander Peoples, both historical perspectives, but as importantly, looking at those perspectives through, a contemporary lens.

So, just a little bit of housekeeping. I'm going to begin the first part of the presentation and just talk a little bit about the structural changes to the OES course. And then I'll pass over to Jarrod to speak specifically. Obviously, today's a Unit One and Unit Two presentation, and next Thursday afternoon we will be looking at Units three and four. But throughout the presentation this afternoon, if you've got any questions, and I certainly thank those that submitted questions in the registration process. We've taken the time to look at those and we think we're going to be able to organically cover them off throughout the presentation. But for any other questions that might emerge through this afternoon or something that you had stored that you didn't submit in the registration, just place it into the QA function that you should be able to see on your screen. And we will endeavour to cover that as we're going.

And anything that might require a little bit more reflection on the behalf of Jarrod and I and may maybe a little bit more depth to it, we'll take it away offline, and we will contact the person that submitted that question and provide that. Remembering that the questions are really beneficial and the dialogue and conversation that comes from any of our professional learning is really beneficial, because it will actually inform the development of the frequently asked questions documentation. So please, if you have any questions, then certainly submit them through the Q and A. So, as I have alluded to, tonight's presentation is essentially the fourth step of the process of revising the VCE OES course. And by now we are really hopeful and confident that those that are joining us tonight, have already been able to connect with the revised study design, the on-demand videos and the support materials, which were most recently released. They're all available at the bottom of the VCE OES study page.

So, if you scroll to the bottom, you'll be able to see a window there that will be able to access all of that material there. The on-demand videos were designed to be a short introduction, a snapshot of the changes. And as I said. tonight, just adds an extra layer of detail to that and starts to consider what the changes might look like in a classroom perspective and being able to make sense of those in helping to prepare yourself to actually enact the course. The last step of the process of familiarisation and professional learning, will occur in August. And hopefully by now everyone that's joining us is aware that the VCAA in conjunction with ACHPER are running a series of free workshops and you can see the venues and the dates on the screen. The intent of these workshops is really about getting OES practitioners together in their local area. And I acknowledge that that local area is vast in some respects, but to begin having some conversations, around what do the changes mean in developing teaching and learning programmes and specifically and importantly what it might look like in relation to outdoor environments and outdoor experiences that might be able to be explored, both near but also obviously further afield, out of the local area. So, they'll be facilitated.

So, it's not just getting people together and going have a conversation. They will be facilitated by myself and like tonight, we will have a subject expert with us for those workshops and they're a great opportunity to iron out, any of those last questions that has been developed through the on-demand videos and the webinars. So, the revised study and I've already flagged where these resources can be found. So, just those big changes that we have instrumented or are instrumental through the revision of the study, the experiential learning focus, the obvious inclusion of area study three and we'll look at area study three for unit one and unit two tonight. And what that means, the cross-study specifications and I'll touch on those in a second. The expanded focus obviously on indigenous Australian Torres Strait Islander knowledge, culture, and history, the scope of the study design, which involved themes and realignment and assessment. And you can see that assessment for unit one and two is on the screen. The important point around the experiential learning focus and I know Jarrod will touch on this again a little bit later, is that we have included a reference to the minimum number of hours that are expected to be spent in outdoor environments and through outdoor experiences.

And that minimum number is in a range of 25 to 50 hours. And it's really important to remember that that number of hours was the intended amount or the expected amount that teachers would've been expected to deliver in the current study to be able to effectively and thoroughly deliver the key knowledge and key skills. All we've done with the revised study is explicitly make reference to that and the purpose of that is really to support teachers in schools to be able to ensure that they can work with their executive in being able to ensure that they can be taking students out to be able to engage through outdoor environments and outdoor experiences as intended.

And the spirit of this study and why students wish to wish to study it. Area study three is obviously a great context for outdoor environments and outdoor experiences, given it is complimenting the experiential learning focus and provides that focused opportunity skills, through an outdoor environment and outdoor experience. And as I said, Jarrod will talk about that more specifically in unit one and two shortly. The cross-study specifications, it's important to remember, this is obviously a new element of all revised VCE studies and the intent of them is to provide a series of underpinning skills and concepts that are the context through which, teachers should be delivering the study design.

So, when you are delivering the key knowledge and key skills, if you are doing that as intended, you should actually quite organically be reinforcing what those cross-study specifications are. Jarrod will actually talk shortly about the indigenous perspectives and the new key knowledge and revised key knowledge points that really emphasise these. Before I throw to Jarrod, I'm going to talk about assessment, which is on the screen at the moment. And before I talk about assessment, I'll probably reinforce that the slides that I just skipped through, you'll be able to find those slides, through the on-demand videos because really the element that I'm reinforcing at the moment is going back over just what those key changes are. And they were shown through the first of the on-demand videos.

So, looking at assessment at unit one and unit two, the two important points and thanks to those teachers that submitted questions, particularly around the task types and the logbooks. In relation to task types, obviously at unit one and two schools have autonomy in relation to the types of assessment in what they can deliver as opposed to in unit three and four, it's a little bit more prescriptive in relation to what tasks need to be completed. Unit one and two has that autonomy for teachers, but it's within a scope of listed assessment items. And the intention of that is to ensure that students are exposed to a variety of assessments. And one of the questions that we've received is around structured questions. And you'll note that in the revised study, structured questions aren't listed as an option for selection across unit one and unit two. And that was quite deliberate in the fact that almost universally, schools will have their students sit a midyear and an end year exam. So, a unit one exam and a unit two exam and those exams will naturally be, short answer-structured questions.

So therefore, to ensure that students were being exposed to a range of different assessment task types, that's why we removed it from that list. Naturally remembering that obviously as part of teaching and learning programmes, teachers will obviously quite frequently and deliberately expose students and develop those skills to be able to access examination questions, through practise questions and that's where those skills can be developed. Whereas summative assessment task types, like the ones that are listed here, they're an opportunity for students to show their knowledge and understanding in different ways, not always the same way in terms of exam style questions. Jarrod will talk quite specifically around area study three, but I'll just touch on the logbooks. Just one really important point that in this revised study, the logbook has shifted to become an S or N task, rather than a prescribed assessment task type. And that's probably more meaningful for teachers in relation to unit three and four.

However, across the course logbooks are expected to be completed by students when they are completing outdoor experiences in outdoor environments. And Jarrod will look at the specifics and ideas around how what that looks like, but I'm just reinforcing the point that it is an S/N task. So, students need to need to do that and demonstrate the use of the logbook, but also teachers can use the logbook as a way of providing a vehicle for students to reference the experiences that they undertook when they're out in outdoor environments. So, specifically assessment tasks could and should, be written in a way that students would actually have access to their logbook and obviously teachers can work with students to ensure what material is accessible from that logbook and from an authentication perspective. But students should have the ability to be able to use the logbook as a way of being able to show their understanding for a specific assessment question as a way of referencing an example and applying their understanding. So, that's the intended use of the logbook, rather than the logbook literally being, an assessment task type of its own and providing a scored assessment on that. Jarrod, is there anything that you wanted to jump in with any of, just the preliminary information there before I hand over to you to look at unit one and two specifically?

**Jarrod Paine** - I think you covered that very effectively. Thank you, Chris.

**Chris Clark** - Wonderful. So, I'll now pass over to you. I'm going to stop sharing my screen, Jarrod.

**Jarrod Paine** - Yeah, no worries.

**Chris Clark** - I'll let you take over yours.

**Jarrod Paine** - Just a fresh Q and A dropped in there right on time for me to hand over that job to you, Chris. Good day everyone. Hello friends, hello colleagues. Hello peers and hello other review panel members that I know have dropped into this session, here representing you as well as myself as part of the revision team, having a look at this major review of the OES study design.

So, thanks for joining me. Let me just get up some slides. Bear with me everyone, it'll be happy in just a moment. Here we go. That looks good, doesn't it? That coming through all right, Chris?

**Chris Clark** - Yep, it is.

**Jarrod Paine** - That's superb news. Now what's not superb news is that the notes were not coming through, let's get rid of that annoying panel. That's because they'll be, there, okay, sorry everyone. You think an online teacher would be better at this, but if it's every time you use something, it's slightly different across, let's see if that's going to have given me happy days and allow me to see my notes still, 'cause that's what I'm after, that helps. Anyway, I wrote the notes so I should know them. That's the attitude. Alright, unit one structure. So, jumping in, jeepers, sorry folks, here we go.

So, but you'll see that there's a few changes across unit one and two, multiple revisions and a few word changes, really just the reviewers were looking at that scaffold and revisiting that scaffold and flow of info through from unit one, all the way through to unit four. And with that idea of building the students' time and the outdoors connection and understanding of how the outdoors work and their place in the outdoors and humans place in the outdoors, there's a great summary, you can use that one.

So, unit one, therefore has had a title change from exploring outdoor experiences to connections with outdoor environments. So, just a subtle change. I'm not going to go through the study design each dot point It's all there for you to access and I'll point out all the places to access it, but I'll point out the bigger bits that have popped up in questions and in other aspects of query. So, area study one of unit one, we've got a change of name to our place in outdoor environments. And the other aspect of this outcome is you'll see a reduction of key knowledge from six to four. For those playing home that are teaching across all units, you're going to see this coming into outcomes one, two of all units. And that's partly in relation to outcome three, coming into our study design. And we didn't want to be adding key knowledge points.

So, there's multiple visions across all of it, condensing key knowledge and expanding area of studies to three. Where I can, I'll point out where dot point has moved, that it might be a dot point you've been fond of, key knowledge or dot point, we're all happy with that language and you're wondering where it's gone to. And then there's others that have come down from unit three, four down into one or two to fit that scaffolding, that movement and flow of knowledge, across the whole entire course. So, looking at area study one. So, straight into it cross curriculum focus and a big part of the panel's review is to really embed indigenous people's knowledge and understanding and how we study that and help respect and learn it through our course, straight up.

So, it features bang in there, which is really great part of this revision of course, in my opinion. So, that first dot point you're going to see, it's a combination of the old first and second dot points, bringing key terminology into a single key knowledge and bringing that cross-study spec large focus, straight into this study design. Now in each slide I've also got a link or just a reference to a resource that compliments this dot point. So, any dot point that is specifically new or it could be a slight tweak, it does correlate across to the support materials for teachers that Chris pointed out. And I'll keep referencing. And there's small one-liner activities within that, similar to past teacher support resources and then larger played out ones. And I'll just reference here as far as you know, there is resources here ready in the VCAA materials, and I know there's different groups, across the state working on building more. Now, there's also some key skills changes.

So again, it's not all of a sudden, asking outdoor ed teachers to be experts in traditional owner knowledge. We're trying to help give voice to knowledge and bring learning and respect to knowledge. And so, you'll see a lot of the terminology or the order of thinking where that fits as describe or explain or outline often in those dot points. So, that's kind of handy and should lead to less intimidation. There was no purpose of this. It's not changing the course into something else, just helping to highlight some great things we do and can expand on. So, new terminology in this dot point, are the words kinship and country. The next slide, which I won't linger on, does describe some clarifications. You'll see lots of clarifications of terminology in the support materials to just help give a base. Here's a definition that's gone through the rigour of the VCAA process to be able to help teach what that word means in our course. I'm not going to read the screen out to everyone, you can have a read of that, I'll give you just a tick. But really trying to point at what the purpose of the review and the reviewers were leading at when they brought words into that first dot point and throughout the course. You'll also see some links in there to some great resources across Victoria.

Well, moving on with unit one, area of study one. You'll see some changes here in this dot point in that we're looking at features of biomes, including those named ones. So, there's been some subtle word changes there on what is included in that list, but it's not stuck at just this list. This dot point has been brought forward in this revision from unit two area study one and the word characteristics did get used and in that, but now we're looking at features of biomes, an idea for a resource, completed world cafe and just, what do kids know about biomes? What can teachers seed into that? Can they do a task of researching and bring that info back or work in small teams to present to their class about a particular biome? Whether it's where your school is, whether you are doing an outdoor experience or just broaden knowledge across this wonderful state of Victoria. Again, key skill of describe in this dot point. Moving forward. Again, here we have the range of motivations. This one looks similar straight up, but is a combined dot point three and four from the previous study design. And that's the idea of combining.

So, we're not expecting to have taught the same amount of knowledge that we would've taught in the previous dot points, being two, but being more succinct in this one and making room for area study three in the course. And you'll see that fear and appreciation, that word list has shrunk there as well. It's key skills of analyse for this one. So, a higher order of learning that students should be able to describe, the cause and effects of motivations and responses for experiencing outdoor environments. use some online ideas, short adventure films show great motivations for people participating in the outdoors and their responses. There's some fantastic ones in the Banff Film Festival every year. Short things, snappy, watch out, make sure they're language approved for your school's context. Yeah, that's that one.

So, then what you'll also find in the support materials is some detailed examples for activities for each area of study. So, this one I've just pulled out of those support materials and it's a growing of past ideas, not reinventing the wheel here, use what we're great at in outdoor ed, conduct a survey of students in the school. We don't have to travel for this. And look at collecting data and motivations for seeking and responses to outdoor experiences and environments. What you do, there's some suggestions of what you do with it, where you go with it. It could turn into an assessment task of a multimedia presentation. It could turn into aspects that Chris has described in the assessments. Have a read of that and look for that kind of activity at the end of each area of study, within the support materials for more advice and ideas on not reinventing the wheel, sharing resources is great. So, moving on to unit one, area of study two. When I click-

**Chris Clark** - JP, just as you are getting ready for that, would you be able to just reinforce, we had one question in the Q and A that was just speaking about or asking about what would be considered appropriate to explore in terms of features of biomes and whether that would be elevation, climber, flora or fauna threats. Just backing over that again just to reinforce that.

**Jarrod Paine** - Yeah, yeah, sure. No, good question. So, if I flick back here, it hasn't been prescriptive, that was a new word, prescriptive in the study design. So, I'd expect to study the features and pick what you feel is comfortable to cover to match the biomes that you are going to study. Again, the great thing about unit one and two is it's not locked down study these dot points assess it in this way, there's freedom to match this to your environment and your trips. Sharing a study design out wider is going to get more questions and make this an even better course. So, keep them coming please. I'll move on to area study two of unit one, then change of name to exploring outdoor environments.

So, there's key practical skills, shifted to unit one, area study three that did exist in this area study in the past one. And the code of conducts, key knowledge point is no longer in existence in this place or in the study design. So, you'll see a removal of that one. Looking at this one here.

So, depictions, there's been a work by the reviewers to use the word depictions solely. Here not having portrayals and depictions and different variations of what we're asking of students. So, depictions and you'll see this is brought together and described all those sorts of media, rather than just media as the lead word. And you'll also notice that music, writing, advertising, they're coming into this dot point and that's come from unit three down into unit one. And a lot of people love that dot point. I know that. Resource idea, creating a list of songs using Spotify, look for outside resources to bring in some sparks and spice to class. And there's some great contemporary songs that do teach about depictions of outdoor environments that we can go for. I don't mind big yellow taxi. It's nice to broaden lots of music and indigenous music in there as well. Again, language warning can be a challenge working in there. And this one is a key skill of analyse the depictions of experiencing outdoor environments. That was it for the changes in area of study two, again, I reflected that there was some things moved to area of study three. I'm not going to read the screen to you all and you can go back on this one to get it. And I believe the PowerPoint itself is accessible, Chris, to be able to access.

**Chris Clark** - Yes, this PowerPoint will complement the recording and will be sent out and it's a good segue JP. Now moving on. So, that's area study one and two, the more straightforward bits I suppose, shouldn't be many surprises. Hopefully this has been a good overview of what those changes are for teachers. Area study three. Yep, the biggest change of it is that it exists. Chris has talked about it, where it sits, and I've mentioned key practical skills that did exist and move to this area of study. Plus, there's additional key knowledge and key skills in this area of study. Now it links through to ongoing logbook entries and reference to outdoor practical experiences, within those logbooks. And then Chris again talked about the assessment of the logbooks as an S or N completion. It links back and I've highlighted this bit that shouldn't, the idea is that at the completion of unit one and area of study three, depending on where you teach it in your planner. And I'll touch on planners I think, toward the end of this session, but should have had at least one outdoor experience by the end of unit one. That idea of a minimum of 25 hours per unit to best achieve the learning and to give students the best opportunities to do great with their learning. Unit one and two are fantastic as standalones and a scaffolds to unit three and four.

So, giving these outdoor experience opportunities from local environment, schoolyard, outdoors, nearby creeks or parkland to travelling, to closer parks or further afield to the classic prom, Gariwerd or Alpine National Parks for big trips. We really encourage that, and it's been, was a big talked about aspect of this review is fair to say Chris and those panel members that are in this session as well. So, area study three of unit one, you're going to see key knowledge points such as this one. That is the whole dot point added into the top there. Safe and sustainable interactions. It's assuming students are with us as outdoor teachers and outdoor providers, having safe and sustainable interactions. They're participating in them and they're learning these strategies for how to just be outdoors and be comfortable and enjoy being outdoors. That being part of our goal to get them back out again. So, let's not have a first experience that's not going to get them out for more. So those basic skills is of outdoor living is where this dot point kind of sits. Key skills for plan for participation.

So, involvement in planning, it could be you're breaking up these things in planning and students presenting back to each other. And then analysing relevant information which would go into the logbooks, further dot points. Here's the other three of this area of study. Basic first aid skills. I know a question popped up within our pre-questions, Chris, about this one and some other things. Where do we get info of this? There's a tonne of great information by a lot of our first aid providers that a lot of us would've trained in doing from level two remote area or wilderness first aid courses as we are required to do to take students remotely that have great videos we can use as tutorials to teach with kids, with students, sorry. And that we can grow from with our knowledge. That this isn't the idea of them getting a first aid certificate. It's not go away and do St John's level two, it's getting the skills to participate safely in the outdoors. I imagine it a bunch of students then out on the weekend go mountain biking and one of them crashes and they knew to carry a bandage and they knew how to fit it, fantastic or a snake bite, we're kind of preparing them for this adult world.

That's not an official course. And the panel that reviewed the course, the study design talked a fair bit about that one. Equipment, again, a bit like the first point, what equipment exists to make things safe. There's some great learning activities, I've got on the next page for an idea of that. And then risk management introducing them to identifying, analysing and suggesting controls for outdoor experiences. Something we have to do in our planning for every outdoor experience as teachers across all sectors. So, a lot of this info is things we do that we can bring into this area of study three. We're not saying area study three, go mountaineering or skydiving. It's stuff that's within what we're doing and becoming more explicit. I hinted at this idea for a logbook activity that, getting students to research equipment and presenting it back to the class pre or during and that can lead to other students' logbook entries, demonstration of use of logbook of that equipment. And then that's going to equal an S in their logbook for that point against the criteria you see as a teacher as required to achieve that. It should flow together.

Is fair to say there, Chris, do you want to add anything else on that area study three there Chris? I think you've really hit the nail on the head, about the key points and the intent of area study three and I know you highlighted on one of the previous slides, about students should have completed at least one outdoor experience. I think it's important to remember that area study three is not the site of the only outdoor experiences, through the course. And I think it's important to remember that area study three provides a specific context, through which the key practical skills particularly are applied, to be able to really achieve, the intent and those 25 to 50 minimum hours that we're suggesting should be achieved to be able to deliver the course as intended. Unit one, area study one and unit one, area study two, still have outdoor experiences near and far, delivered through throughout. And what we're saying with area study three is it's an additional, specific outdoor experience, through which the knowledge and skills can be applied for that area of study.

So, that, again fire through questions in the Q and A or post session to Chris to access more clarity. But we want to provide that clarity. I think the assessment we talked about. Now, I'll flick through here. The next couple of slides are about logbooks, 'cause logbooks is a term that's used across a few study designs. So, the review panel indeed chose logbook as a term, not because we invented it, but because it is a way of recording knowledge in other study designs within VCE and as a primary source of data. And we bring the word and I bring the word data in here deliberately, because it's the place they're recording and creating that place that their knowledge lives that they can reference in assessment tasks and it builds their skills through to unit three and four and their literacy around primary and secondary data, being record or collected, researched, recorded and then used in assessments. So, it's got a maybe a stronger rigour than perhaps a journal may have had in the past.

So, a deliberate language change would be fair to say. It doesn't mean that a logbook is all of a sudden, this magic scientific piece, it's still paper with lines on it, right? It could be a book, it's your choice. You make your own logbook as a teacher to meet the learning needs and meet the key knowledge and key skills that is required. So, it can be a printed booklet with lines and headings. The panel discussed that it doesn't need to be limited to written drawings and photos are great. And then whether you can, whether with ICT within your class, whether you can bring audio or audio-visual as part of logbook entries as well. Filming a competency of a use of equipment, could be a great way to engage students and achieve some cross curriculum stuff for outdoor ed. We don't have to be pencil and paper and mountain speak for themselves. We can use ICT and really expand where our subject sits.

Chris did talk about authenticity of logbook and that's where this point comes in. Teachers do need, we need to regularly cite and monitor the logbook. It needs to be, it's a task that is completed, perhaps during outdoor experiences or during different sessions during your planner, your classes and your monitoring how things are coming through. Just like any task that is ongoing, a long-term project I suppose you could consider. This is giving you a first exposure; I suppose if this is the first of the changes you've noted. But criteria may include these different aspects you're going to have students write about in each different outdoor experience or location or activity. Being an outdoor experience, could be an hour and a half a day or a day. And how that logs into, sorry, how that goes into your book. How could it look? What would it look like? My graphic artist skills. I'm not a whizz with how things look, but I reckon this would work really well as far as just laying out creating a booklet that students can do and then, allowing a page per key knowledge for logbook entries.

So, you could align those key knowledge points against, what you want them to observe from outcome one or two, area study one or two. And then specifically for area study three, they can sit very simply. So, I'm just trying to emphasise this isn't a technical phenomenal graphic artist base that we need to have a design team on. It can be you and Microsoft Word, just like it was me and Microsoft Word here with this one.

**Chris Clark** - JP can I get you, just quickly to go back, we've had one question in Q and A, and I think it's good to reinforce this. Can you go back to the assessment slide where, that's the one?

**Jarrod Paine** - Yep.

**Chris Clark** - It it's really important and you've certainly heard us say a couple of times that the logbook is not an assessment item of its own in relation to we're not collecting the logbook and assessing it as was the case in the current study. What you will notice on the screen there is the last words of that assessment statement in addition to ongoing logbook entries of outdoor practical experiences. That's written in there is basically talking to the S and N component of the assessment. But the unit one area, study three assessment, it's the front end of that statement. That is the most, that's the assessment. It's the practical demonstration of the key skills that logbook entries are ongoing.

So, obviously there'd be a logbook entry in relation to the outdoor experience that you are using as a part of unit one, area study three that you can certainly factor into the assessment. But what we're trying to avoid is the notion that the logbook in itself is the assessment and then if we focus on that, we lose sight of the fact that, of the demonstration of the key practical skills throughout, and the reason I'm emphasising it in this way, probably has more weight when we consider unit three and four. So, those teachers that are familiar with the unit three and four course would know that the logbook is currently a prescribed assessment task in unit three and unit four. It is no longer the case.

So, that's why to keep consistency, throughout units one to four. We are really strong on that messaging that the logbook is an ongoing tool that's used. It's an S or N task, it's not its own prescriptive assessment. So, one of the questions in the Q and A that we've received is a really good clarifying question, but it refers to can the logbook be a, assessment be structured questions? And my simple answer to that, to the task, the structured questions that is not what you would see in this assessment at unit one and unit two in area study three, we are looking for that demonstration of key skills, complimented by students' reflections and collection of data in that outdoor experience.

So great segue for you JP, to go back to, well what does that look like? What are students putting in and what does that logbook assessment look like? And you can see here we are not looking for question, answer, question, answer. That's not the intent of our assessment here in unit one and unit two. JP anything to add to that or have I've reinforced that well enough?

**Jarrod Paine** - Very, very well reinforced. I really can't see any of it while I'm presenting, But yeah, here's an example of an assessment, provided that's in the support materials that we can access, make your own, please feel free to grow your own. But it's emphasising that fact that how the observation goes with reference to logbook entry. So, that primary data they're writing in the information, they're showing you how you did it and then you are assessing it to the criteria you've developed that will meet that particular key knowledge point. So not trying to be overly technical, but it is a succinct aspect to it.

So, that's that one. Final couple of slides on unit one and unit one has had the more changes to it than unit two. Outdoor experiences is where we go next. We talked about this, that idea of minimum of 25 to 50 hours in unit one. There is that strong emphasis that to assist the great student learning we go outdoors for this subject, and we know that that's a strength, it's a passion for a lot of us as teachers to have this subject that is so improved and necessary to be outdoors to make these observations. And thus, there's that emphasis and written into the study design, which is fantastic to have in there. Now examples of types of outdoor environments and experiences in the support materials. And we do here need to reference the Department of Education Safety Guidelines or adventure activity standards, making sure we are accessing outdoor experiences safely with safe providers and enjoying the time out there as learning experiences. That's if, sorry Chris, were you about to say something?

**Chris Clark** - No, I was just going to say JP, it's probably a good segue to a couple of the questions that we've received in the registration process, have referred to the elephant in the room if you like.

**Jarrod Paine** - In relation to time in lieu and operational constraints within schools. And obviously that's outside the scope of this here in relation to looking literally at the curriculum and the teaching and assessment of it. However, we're really understanding and cognizant of the fact that is really quite an impacting constraint for many schools. Many of you'll be already aware that Outdoors Victoria particularly are providing a lot of support in this space with information that teachers can use in collaboration with leadership in their school and that there was quite an explicit reference to that in the July newsletter. I'll post the link in there for the Outdoors Victoria Newsletter and that should have some information that should support teachers in relation to that. It's been a tough one for many of us I know and it's important to recognise that this study design and major review and this revised 2024 implementation has been happening, it started before time in lieu issues came up and that the dream and the vision of the review and of the study design is to still, what's the best curriculum delivery of this learning.

So, it was written separate to any discussions of time in lieu or resourcing or what different schools can do, 'cause we can all access different things as different schools. So, it's another spin. But thank you Chris. I reckon there'll be a few participants happy that you've touched on that. Now I just, it was a good time to lead this slide, I think on the screen, just more, more support materials. There's support out there. If you're new to teaching this subject this year or know that you're teaching next year, There is some more resources in the support materials, about just some ideas about what you can do and a strong emphasis on, we don't have to travel far to the big national parks to achieve this course. Yes, there's some great aspects to them, but some local places and to our schools or in our own school yard can achieve a lot of what we're after. Council parks do have a lot of different users and management overlays that will complement unit one through to unit four. We can get creative in delivering learning and giving students observations of outdoor environments to really demonstrate their key knowledge in any assessment we're giving unit one and two or through to unit three and four and the exam.

So, an emphasis on, it doesn't need to be five days of snow camping on Mount Stirling. It can be I think day mountain biking in the You Yangs or at Lysterfield or just a day visit to somewhere nearby or a half day or a double period to the nearby council land. So, I think I've emphasised that one pretty thoroughly. I won't keep harping on it, but I know I love teaching my students to just find their own nearby nature space that they study that's close to their home that they can go visit and they can apply techniques and things they're learning in the course currently to that nature space.

So, that's an outdoor environment that they can recall and study and use in assessments. That's unit one wrapped. Unit two structure. I'll just flip down here to my unit two. So, we've got a change of title from exploring outdoor experiences to discovering outdoor environments and then some area of study titles there that have slight changes. Again, you'll see that scaffold coming through that growth of where we're expecting students to be in relation to the outdoors, particularly in outdoor area of study three, moving toward independent participation in outdoor environments. We'll look at what that does and mean. It's not saying they go out solo but looking that they have some skills to participate independently. They're not needing as thorough hand holding as they may have needed in their first version of an outdoor experience perhaps.

So, they got more skills to take forward. When we skip through to area of study one, unit two, there's a key knowledge reduction from five dot points here to three. Revised title to understanding outdoor environments with that idea that they can describe a range of understandings of outdoor environments and the effect of natural changes. This is where those biotic, abiotic, those sorts of dot points live. That's not changed. So, jumping in, coming back to one of our key cross curriculum themes. We do have an indigenous people's land management dot point, straight in here. And the idea that the panel went with, the review team, sorry, went with as far as bringing in this thread throughout the course was to grow knowledge from unit one through to unit four.

And so, some dot points do crossover and in some depths of knowledge does crossover, about how we're learning traditional learning uses of country. For example, traditional or cultural burning, will come up in a fair few dot points, but how it's taught and what the purpose of its teaching in relation to the curriculum will be a different angle. So, you will see some and feel some, I hate the word double up, but you're going to feel some growth and building of knowledge through those dot points, throughout the course. This one here, I must had some few questions and we really see it. The intent I believe of it was in unpacking land management understanding.

So, looking at historical, indigenous people's land management and the other classic ones in the previous course. So, some of that knowledge coming into here as a beginning growth of knowledge and then moving through to contemporary land management techniques within this same dot point. And I know that comes up later in unit three, looking at land and water councils and how land and water councils, have really gained some management of some lands and processes involved in doing that. So, this dot point does feed well, through to those ones later, which I know we're talking unit one or two, but sometimes not everything is seen in just a silo of a unit. It's nice to see where they connect through. Again, explain is the key skill word. So, we're not looking for massive high order knowledge here. We're looking for students to recall bits of information and tell their teacher about what they know to do with indigenous people's land management. Again, that idea of historical and then contemporary can both come into this dot point. Next dot point. And this one is a new one I believe Chris; this was a cross-curriculum focus to bring vocational stuff into the study design. Maybe it came out of some pre-survey work. I'm just trying to drill back 'cause it has-

**Chris Clark** - Yeah, it was a really strong request that came through the consultation prior to the revision of the study there really wanted, there was a desire for students to be provided some path, a pathway and opportunities, so that they might be able to pursue post their VCE OES study.

**Jarrod Paine** - Yeah, so and I know to borrow your word Chris, it organically jumped in here and it fit well in this area of where I like the outdoors. This is a student talking here and what can I do? What's a job apart from trying to be JP, my outdoor ed teacher? What job can I get to work in the outdoors, either in management or in conservation or all these different things. So, the idea is to have these suggested headings and indeed that idea of including at least two of the following, I should just point out here is a good time. throughout the study design, there's a lot of lists where you're asked to look at often two of a list that's supplied and you can look at outside, indeed, unit two you can add to this list. But indeed, the requirement is at least two of the following.

So, there's a few supplied and a few resources offered in the support materials. And this is one where it lends itself great to a guest speaker, I think. A guest speaker that's not a class's outdoor ed teacher, but someone else who works in one of those other fields perhaps, there's some amazing parents out there, uncles, aunties and outdoor providers that would love to talk to a class. Indeed, we've got agriculture in there as well, because that's an important part of working in outdoor environments and a celebrated part. So, there's no delineation between conservation or any conflict between these things in a vocational perspective of the course. Key skill is a compare.

So, that's at least two just comparing different ones. What's the pathway, how do they look at outdoor environments differently, between these two vocations, so that what's their perspective difference. So, research task lends well to that. I think I've got the research task there. A detailed example, this was just a growth activity again suggested to grow on the vocation dot point. It did come up in a few questions from players at home, get students researching this. This does lend itself to a passion project research. A student might just be a diehard, all I want to do is ski. What's my job in the outdoor environments? Ski patrol, go and research that or it could be so many things. So, a chance for them to get involved in it as often a year 10 student studying unit two as well.

So, it's at that prime time for choosing pathways. So, I think it fits well, some bias as a panel member there of course, apologies. Again, support materials to get activities like this and more. Now onto area study two specific changes, there's an increase in key knowledge from four to five and that idea of evaluating the impacts of humans. So, it's got a few, a bit more in this area. So, unit two, area of study two, I've highlighted a key word change here. So, impacts of conservation, economic and recreational activities. In the previous design where commercialisation and we had economic, we had a different kind of language across the course.

So, the review panel went for economic into this dot point and into future ones. So, those impacts of conservation, economic and recreational activities on a range of outdoor environments. Straightforward, I think changed that one. But good one to spot, because you might look at it on first glance and go that's the same and no it's not the same as what you might have previously had.

So, an update there. Suggests for a resource. And then a key skill of an evaluate. So, we have got a higher order level of learning for an evaluate that positives, negatives and an outline or a therefore kind of answer, what are the impacts of these activities? How do we often compare them? and sorry the contrasting outdoor environments is one that we spotted in the key skill that's not as strong in the key knowledge. So, do spot that, because there is some requirement to look at what contrasting outdoor environments are. So, that's a good one to point out here. I should have highlighted that word there in the key skill. Apologies.

The next dot point that's had a subtle change. So, remember I said it's gone up, but we've had some shrinkage of the size of some key knowledge points. This one, the impact of urbanisation on outdoor environments. It doesn't have the impact on human lifestyles as a further aspect of this do point. So, it has been decreased with the key skill of discuss and predict impacts of urbanisation. So, it's in that shrink, it's definitely reduced the size of it. So, you might be able to see this key knowledge point and perhaps the one previous or there's another one hiding in there. But you're not doing the classic one week per dot point rule, would be perhaps a way to consider how this would implement.

Skipping through to the next. Change and this one you may see as something that's moved, because it has. This key knowledge, well not moved, it's kind of, it's living here and it's an additional key knowledge added to area of study two. And it introduces concepts that are further expanded in unit four that threatened species and threats to environments that coming into this area of study here. So, identification and management, it's bringing in those aspects that are fantastically expanded in unit four. It's lending itself to that local outdoor experience, 'cause we are looking at local environmental policy as a key skill and then evaluating the effectiveness of management strategies, perhaps of that local environmental policy that manages those things.

So, it is encouraging and pointing out that local aspect that can be a strong feature of our course and how we travel and spend our time in outdoor experiences. Resource, bring in the FFGA. It hasn't gone, it's not gone from the course, sorry, the host folk who we're cheering further reduction of government material in the course of that bigger management stuff. I know a lot of fans out there that love the FFGA Amended 2019. Bring that into unit two and start introducing and get some of that knowledge of how to read these documents in there. So, it's the first viewing perhaps in prep for those students going through to unit four is how I kind of consider it. Rounding out unit two row study two, detailed example. Look at community-based environmental action investigation as an activity.

So, that key knowledge point still sits in unit two. And looking at who's out there in our local area. Can they be a guest speaker? Can we visit a place where a community group is doing some work? Is there a tree planting? Is there something we can get involved in as part of an outdoor experience? So again, words on the screen for you to read and access in the PowerPoint. I don't want us to read every word on a screen. Area study three, here it is again.

So, here's a new bit. We've got area study three existing in both unit one and unit two. Scaffold of independent participation is the focus here in outdoor environments. And then the key knowledge wise, it's how to conduct safe and sustainable peer-led activities. So, more on the students to lead whatever outdoor experience they're doing for whatever duration it is. And being involved in, readily involved in what the route planning, food and equipment planning. So, that next level of planning aspect to be able to do any outdoor experience, no matter what the duration of the experience is. You'll see risk management planning and then even transport planning, bringing classes into how are we getting there, students how do you organise a bus service or where do we need to go? What public transport? You've got a lot of options to bring into this area of study. Some real-world kind of skill. Another example of a resource and then the key skill of plan and demonstrate safe and sustainable participation.

**Chris Clark** - JP, sorry, can I throw one at you on the spot here? I know through the consultation period there was some concern raised around the peer-led nature of this area study. Can you just reinforce to everyone, about the breadth of what peer led outdoor activities, might look like in terms of that? It could be quite simple in; we're not expecting anything here that would obviously place a group out in an outdoor environment or outdoor experience.

**Jarrod Paine** - Yeah, I understand Chris.

**Chris Clark** - That it really is quite structured, and it can be quite minimal in nature. Did you want to just speak through that?

**Jarrod Paine** - Yeah, yeah and that's great. And I did point out earlier, we're referencing adventure activity standards and the department outdoor ed for public schools, what rules we have to follow and supervision's 100% mandatory in all of these things. So, peer-led, there is a supervision as your school approves to be able to achieve peer-led. But the breadth, it's not saying it's a four-day solo peer-led walk with a following teacher or approved adult, sorry. It can be a peer led activity to the local park. So, the skills in demonstrating a lot of these bits to hit the key skill of plan and demonstrate safe participation, doesn't require an expedition. It requires a safe outdoor experience that keeps our courses growing and students safe. Does that cover that one Chris?

**Chris Clark** - It does indeed. Thanks JP.

**Jarrod Paine** - Yeah, no worries. So, the next top point in this area of study is how to plan and adapt outdoor experiences due to weather, including weather patterns in extreme weather. So, this one has popped out of, we know extreme weather is more apparent in our outdoor experiences. Let's bring students into planning for escape routes and planning for how do we actually deliberately plan where we go depending on the time of year, how are we recognising that weather has changed or let's learn about weather and how it's changed. There's some good resources available. There's a shout out there to Jane Bunn, weather forecaster and her team's weather tutorials. There's a bunch of the stuff access free online and growing that knowledge about weather. Weather has been something we've taught for a long time in outdoor ed. I remember learning it at, I think it's an aspect that's come in and out of the course and I suppose it's come back in here into area study three where it fits as this practical demonstration of a skill to be able to plan around whether where we go, what time of year and then how to plan for extreme weather. Describe as the key skill, describe the influence of weather and weather patterns.

So, it's not a higher order ability. They're not becoming bureau of meteorologist workers here or forecasters, they're just getting a weather map in their hand or whichever version you go for teaching your students how to plan and adapt outdoor experiences due to this. So, that's the second dot point. Third, how to monitor observations of own and other groups impact. So, here's where minimal impact lives. And so that moved from area study two to area study three. So, let's teach minimal impact strategies for individuals groups and let's analyse observations of impacts of groups that can be our own group. We're not looking for us to become, as a course the hall monitors of campsites, monitoring impacts of each other's group sort of likes. But we're growing our knowledge and students' knowledge of the strategies to reduce our impact while we're in the bush. And this is part of their peer-led kind of activity. They've got the plans for this. Emphasise at the bottom, students should have at least two outdoor experience by the end of unit two.

So you'll remember 25 hours minimum is the goal for unit one. Again another 25 in unit two. See where they fit for you in your course rollout and your planner and your resources. That's where a lot of this will go well to deliver. Scrolling on, I have just lost where I'm at on this one. Here we go. Detailed example. So, more preparation and recording of practical actor experience. So, you're using our logbook to demonstrate preparation of those minimal impact strategies. What are we doing and how are we doing it? What's our route planning? You can see the ability for small groups to break up tasks for the peer-lead or individuals within a group of four to six if you were to break out tasks that are outlined in the dot points.

So, we've got route planning, food and equipment planning, risk management planning, transport planning, weather patterns and extreme weather. It lends itself well for perhaps small group work or individual work depending on your class to be able to plan out what this experience is and how that knowledge fits into it.

Got reference on the bottom asterisk, use the same logbook style that work for you in unit one or you've had a semester of practise. Adapt it, grow it, improve it and share it. I know our subject's fantastic at sharing. There is one offered in the sample materials, sorry, support materials as a resource. Pretty much the same as the one for unit one that you saw but play with how that looks for you for this area of study three. This is a generic use of a slide we did already look at. I won't show you that one, but I will just flip through to this, getting toward the final few slides from my area Chris. Support materials that are available and Chris and I both touched on these, I really want that emphasis that it's a community of teachers working together. Here's the revised study design, here's the ones that are ready and then let's share what else is produced and what other providers are making resources.

So, there's updated support materials where Chris pointed out on the VCAA website for each key knowledge point and skills within there from web links to resources, detailed examples per area of study. And then planners in my next couple, I've got a planner example, even planning how many weeks to allow for each unit when you're planning out your year as you get toward the unit this year and need to plan it out. And then there's example of a logbook that you can get as well as the on-demand videos, which is the shorter version of this talk. And then as Chris said, there's the touring presentations that are happening, VCAA and in conjunction across the state for some face-to-face time, live face-to-face time, in real life. Here's that unit one planner. I know it's too small for you to read, it's really just here to say, hey there is one, here's a way you could look at it.

We've got one for each unit within the support materials. VCAA has supplied them and they're all for between 14 and 16 weeks. You can adapt and as you unpack the key knowledge points, what ones you think are the classic one week per dot point, might not apply to each version. And where you have area study three learning, tucked in amongst your planner. It doesn't have to be in sequence area. Study one, two, three, indeed unit area study three does fit where it fits perhaps depend on your experience. So, make your planner reflect how you do things, how you can plan for things rolling out in your school. Any questions about planner or the likes? Chris pop up in the Q and A.

**Chris Clark** - Yeah not so much about the planner JP, but a couple of questions. One of them that's come up a couple of times is just around when students and obviously teachers addressing relationships and whether we want perceptions, interactions and impacts used as the framework for discussing relationships. So maybe that one first.

**Jarrod Paine** - Yeah, yeah, I might just stop sharing Chris, we've only got one slide left, we can bring that contact slide back up. Yeah, indeed. That's a great question. And perceptions, interactions, impacts have been great. I'm not sure who or which team came up with that acronym PII. But it's been excellent for delivery our course and is emphasised throughout unit three where relationships still lives massively. So, if we are bringing in that same language in unit one and two, I see that as a great strength in moving forward into unit three and four. You will have seen me hesitate on the delivery when we're looking at one of the areas where we could break the IT into relationship and into that language. It'll come into you knowing your class and knowing area one and two, flowing through to three four and are you teaching or how's that work in your school? And then that's you beauty bonzer, use the language that works and is emphasised and there's certainly support materials around that. Yeah, I would say yes.

**Chris Clark** - Brilliant, thanks JP. The other one was just whether we had any guidance around what understanding, and perspectives may or may not include. And I've already answered it by making the point that it allows us, it provides the scope for multiple perspectives and multiple lenses to be, have content looked through and obviously then that naturally will allow us to consider what might be agreed and what might be contested through those lenses. Anything for you to add about, understanding and perspectives? Obviously, they are deliberately broad to allow for that scope of investigating or examining content.

**Jarrod Paine** - Yeah, totally. So, Chris, you are relating that to unit two, area study one the indigenous people's land, management understanding. Yeah, indeed. So, I mean I threw out that intent of historical perspectives and contemporary land management techniques and where they're grown from and the language in the really challenging language to write within there without a strong indigenous voice, within our panel to get our language correct and respectful. And so almost in keeping it broad there, we're allowing for the organic growth of what we teach in this space because we know that we're getting a lot more resource and a lot more indigenous voice coming through into education and that the challenge I found as a panel member of writing, being part of this study design is we're writing something to last for a fair while and so we want it to be able to grow organically with the knowledge. So, it is kept broad, and I know there is some resources coming that do unpack that further, including the textbook that'll come later in the year. That definitely unpacks it quite thoroughly. So, there's things coming in this space.

**Chris Clark** - Couple of things quickly to come out of what you've just said, Jarrod which is great. We had a question earlier around textbooks that's for publishers, so that's not in the VCAA space, so you'll need to, teachers will need to explore that with publishers, but I think Jarrod's got a bit of an insight into the fact that they're certainly well underway in terms of those that are more commonly used. The other one, just picking up what Jarrod mentioned, around Aboriginal Torres Strait Islander perspectives, we are currently collaborating with Parks Victoria and we're hoping to potentially run an additional professional learning activity that unpacks some of the indigenous perspectives content that is embedded in the VCE OES course.

What's worth noting as we play that out in the background is that Parks Victoria and obviously I'm really cognizant of the fact that many people tuning to this, we'll be well aware of this, but the Parks Victoria resource managing country together is a resource that provides exceptional support for localised and looking at traditional land landowners throughout Victoria and those associated perspectives. But as a, just reinforcing, we are working with Parks Victoria at the moment of making sure or looking at what we can deliver as everyone would respect, where that's moving really slowly and purposely, because we don't want to run a professional learning session that does not have adequate and appropriate voice of Aboriginal and Torres Strait Islander people. So, we're just making sure that what we put in place is going to be purposeful, meaningful and respectful with regards to that.

**Jarrod Paine** - Yeah, definitely Chris and that is a great resource you mentioned. Perhaps if someone just writes a question, about what was that resource, Chris and you can drop that in there 'cause that lends itself well to the dot point we discussed and also into key knowledge in unit three and four to do with vocational roles as well and then through to land and mortar councils and how they're working with Parks Vic in managing country. There's some really good, except new stuff, contemporary stuff happening in that space.

**Chris Clark** - And I've just done that as we speak now. Yeah. So, I'll just share my screen.

**Chris Clark** - Yeah, the contact slide there. What some of those major changes were. As we've said right throughout the revision of a study design and the familiarisation process is really around finding out where those little elements of the course that require additional support. So again, I thank those teachers who have already offered questions, through the registration process, which I'm really confident we've addressed most of those. If you feel that we haven't then certainly reach out and that, as I said, is going to inform the publication of Frequently Asked Questions document that that'll be produced post the face-to-face workshops as well, because that will be reflective of what are those key questions that have really manifested themselves, throughout the webinars and into the five workshops.

And feel free to reach out to me if you know that you are going to participate in those workshops and that you still have some of those questions that are nagging at you that you would like to see addressed in the workshops. Again, the process for registering those allow, go through the actual Victoria website and I had that link in the PowerPoint as well. But if you go to professional learning and workshops on the actual Victoria website, you'll be able to see the registration for those and just reminding they are free. So yeah, no cost associated with those. Just double checking the chat again. There's one other question around the assessment for outcome three along with the logbook for S or N. Is it just the student participating? JP, can you see that question there?

**Jarrod Paine** - I'm just navigating through.

**Chris Clark** - Feel free to follow up Adam in relation to the question and JP might fill in some of the gaps. The S or N nature of the logbook is really around the student demonstrating their participation in engagement with outdoor experience, outdoor environments throughout the unit. The use of the logbook with regards to outcome three is the way is the vehicle for students demonstrating their engagement with that specific outdoor experience used for outcome three and to be able to record and show their demonstration or understanding of some of those practical skills.

Now how you do that, and Jarrod used a couple of examples, about whether students might be even using an audio-visual means for their logbook that might allow them to film it or use a little audio clip of showing their demonstration of some of those practical skills. Or it could simply be the use of the criteria logbook in the criteria that you, the rubric that you use and Jarrod has pointed to the support materials of examples of that, that could simply be going into a student's logbook and allowing you to be able to look at those practical skills and assess those practical skills using the rubric that you might enter into the student's logbook, 'cause there is actually in the proforma that the possible example, the opportunity for students to actually reflect upon their own self-assessment of those skills as well. Jarrod, anything to add to that?

**Jarrod Paine** - No, you got that. I was just going to point out that there was a self-assessment example provided in that, but yeah, it's that demonstration of those things in and reference to the logbook in supporting that demonstration. That's how it connects together.

**Chris Clark** - And just reinforcing again, what we are not advocating for and we don't want to see, it's not a set of structured questions that students are completing to show understanding. It does explicitly state those key practical skills. So, we really want students demonstrating those skills out in the environment. Obviously, there are those examples, particularly as some good ones provided about skills that might be demonstrated before going out into the outdoor environment to prepare for that experience and obviously, they form part of what you would expect documented in the logbook as well.

**Jarrod Paine** - Just another I'll question there has come through Chris, which comes through the assessment bit, might be in your ballpark.

**Chris Clark** - Yeah, that might be one, that we might address offline. What I would say straight away is that nothing has changed in relation to the flexibility that schools have in working with students who might have a genuine reason why they cannot participate in particular outdoor experiences. What needs to be remembered is the subject is very clear in its scope and its key knowledge and key skills.

So, obviously there would be reasons why students may or may not be able to engage with a subject to start with. However, I think you are more referring to a student that might have, there might be a reason they can't go on a specific outdoor experience or engage with a particular activity and nothing has changed in you being able to look for alternative ways for students to be able to demonstrate the key knowledge and key skills and the outcome that might not be through that student attending that outdoor experience with their traditional class group.

So, I'm happy to, if you've got a specific example or question that you want to address that might be quite definitive in nature, then send it through and I'll address that. But nothing's changed in relation to, we want to be working with students who might have a genuine reason why they can't attend a particular outdoor experience or yeah. On that note, I think JP I think that is it.

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