




*Amazing people,
amazing experiences,
amazing learning.*

OEG is an independent not-for-profit outdoor education service

Growth through Experience



THE
OUTDOOR
EDUCATION GROUP



*Why Teach
Life Skills?*

Dr Lorraine Smith

Jo van Son

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VISION

We envisage a world where more people think and act to support:

- positive relationships with themselves
- dynamic healthy communities
- the sustainability of all life.


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MISSION

To deliver excellence in Outdoor Education through partnerships with our clients, in order to prepare young people for the personal, social and environmental challenges in their lives.

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VALUES

We encourage:

- respect, and
- taking responsibility

for self, others and the natural world.

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HOW DO WE DELIVER EXCELLENCE IN OUTDOOR EDUCATION?

We create a teaching and learning framework that provides a strategy for the development of excellence in outdoor education in schools that provides:

- a purpose linked to mission, vision and values
- a common language for all staff to articulate what OEG actually delivers and can achieve educationally
- a foundation for research to support outdoor education practice.

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PARTNERSHIPS

- engage the whole school community with the outdoor education experience
- educate a school about what outdoor education is from an OEG perspective
- assist a school to convey the importance of its outdoor education program and outcomes to the whole school community
- assist a school to examine appropriate links to the outdoor education program through complementary curriculum areas before, during and/or after the outdoor education experience

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WHY LIFE SKILLS?

- The role of the school in society is rapidly changing.
- Teaching has undergone a revolution to become a system that must:
 - find the point of relevance for the education of students across a vast array of academic and cultural starting points
 - address dimensions of learning far beyond standard academic disciplines.

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VALUES EDUCATION

Quality Teaching research has illustrated the full power of the educator to make a difference in student learning not only around the technical (or factual), but around the interpretive (or social) and reflective (or personal).

Lovat & Smith, 2003

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CONTEMPORARY EVIDENCE

- Adelaide Declaration on the National Goals for Schooling in the 21st Century (1999)
- Values for Australian Schooling (2002)
- Federal Government Values Education Study (DEST, 2003)
- National Framework for Values Education (DEST, 2005)
- Living Values Education Program (UNESCO, 2005)
- Victorian Essential Learning Standards (2005)

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THE OEG CURRICULUM and RESEARCH PROCESS

- An organisation wide commitment to the delivery of outdoor education experiences that consistently reflects our Vision, Mission and Values.
- A Core Curriculum based on OEG's agreed values of respect and responsibility for self, others and the natural world.
- An Educational Framework focussed on the facilitation of life skills/competencies.
- A five year research process (2005-2009) focussed on improving learning outcomes on OEG programs.

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CORE CURRICULUM

- The 'core curriculum' is delivered on every OEG program.
- The intention is to ensure consistent delivery of outstanding outdoor education all of the time.
- The Essential Teaching and Learning document reflects OEG's core values of respect and responsibility.

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OEG EDUCATION OUTCOMES FRAMEWORK

- innovative
- sequential through multiple year levels
- integrated with the curriculum of the school where appropriate (but does not see the core curriculum 'highjack' the OE program)
- focusses on outcomes based outdoor education and its contribution to the overall education of a student
- identifies life skills/competencies and core values that complement the OEG educational facets of self; others and the natural world

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OEG EDUCATION OUTCOMES FRAMEWORK

- Provides the minimum required educational outcomes and teaching strategies for all OEG programs.
- Identifies 13 competencies related to self; 11 competencies related to others and three competencies related to environment. There are six learning stages for each competency.
- The resultant matrix provides teaching requirements and strategies that derive directly from one of the competencies matched to the appropriate learning stage and relevant behavioural indicators.

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SELF

- personal responsibility
- personal organisation
- social competence
- achievement motivation
- intellectual flexibility
- task leadership
- emotional resilience
- active initiative
- self confidence
- locus of control
- willingness to extend comfort zone
- goal setting
- self identity

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OTHERS

- empathy
- team work
- group problem solving
- followership
- conflict resolution
- leading a group
- values and understanding others
- impact on others
- effective communication
- community development



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NATURAL WORLD

- environmental understanding
- environmental appreciation
- environmental action



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RESEARCH

In 2005 we have developed and implemented a five year research plan aimed at:

- validating the content and format of the Core Curriculum and the Educational Outcomes Framework
- validating student learning on OEG programs
- investigating key influences that impact educational outcomes on OEG programs
- evaluating the delivery of educational outcomes from a program planning and implementation perspective on OEG programs.

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WHY TEST?

How do we know we are making a difference?

- feedback for schools
- feedback for OEG in terms of our mission
- feedback for teaching staff
- contribution(s) to the outdoor education profession

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YES . . .

BUT?????

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