CLASSROOM WITHOUT WALLS

The Power of Outdoor Learning

Steve McMurtrie
Vice Chairman, Outdoors Victoria
HEALTHY LIFE OUTDOORS

Health as defined by World Health Organisation:

“Complete state of physical, mental and social wellbeing, and not merely the absence of disease or infirmity” (1)

Human health and wellbeing is enhanced through 4 meaningful connections between people and places:

• Socio-ecological health and wellbeing
• Individual health and wellbeing
• Social Context: Relationships
• Community and natural environment

Carpenter and Harper Health and Wellbeing Benefits of Activities in the Outdoors International Handbook of Outdoor Studies
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Socio-ecological health and wellbeing
LIVE LIFE OUTDOORS

Individual health and wellbeing
LIVE LIFE OUTDOORS
Social Context: Relationships
LIVE LIFE OUTDOORS

Community and natural environment
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Significant educational outcomes from education outdoors

1. Self-awareness and emotional intelligence
2. Community living
3. Socio-critical thinking — step back and reflect
4. Up close with nature — appreciation, stewardship and care
5. Skills of outdoor living and travel skills
6. Risk management awareness and astute judgement
7. Associated physical and psychological benefits
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Self-awareness and emotional intelligence
LEARN LIFE OUTDOORS
Community living
LEARN LIFE OUTDOORS

Socio-critical thinking — step back and reflect

Key themes can include:

- growing dependence upon technology,
- increasing isolation from nature and the support systems of our planet,
- the importance of communities,
- personal well-being and
- life choices.
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Up close with nature
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Skills of outdoor living and travel skills
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Risk management awareness and astute judgement
Research indicates that:

- children who play outside with a dominance of natural elements demonstrate increased creativity compared to those who do not.
- children who play in free outdoor spaces demonstrate more expansive movement patterns.
- direct personal contact with nature improves mood states and well-being, lowers heart rates and blood pressure when compared with responses in other settings.
Associated physical and psychological benefits

Research indicates that:

- Outdoor recreation activities are accessible to a wide population and demographic.
- Camping in natural settings is a popular form of family-based recreation, is affordable, builds community and connection to nature.
LEARN LIFE OUTDOORS

Nature and the Numimous:

- Spirituality is one dimension of human existence
- Our innate desire to connect with the more-than-human world
- Increased maturity and spiritual health and wellbeing
Melbourne Declaration 2008

All Australian Education Ministers released a national declaration on 12 December 2008 of the educational goals for young Australians.
Melbourne Declaration identifies five major developments

• Global integration and international mobility.
• The growing influence of India, China and Asia on the rest of the world.
• Globalisation and technological change placing demands on education and skill development.
• Complex environmental social and economic pressures, such as climate change, that extends beyond national borders.
• Rapid and continued advances in ICT that change the nature of information and communication.
There are several emerging challenges for the health and well-being of young Australian’s today.

- Many young people are overweight or obese
- Considerable proportions of young people consume alcohol at risky levels
- There are rising rates of diabetes and sexually transmissible infection
- Health problems and disorders
- Young males and road deaths
LEARNING OUTDOORS
Victoria - “The Education State”

The Labor State Government making Victoria’s education system the best in the country

All number plates for registered vehicles printed ‘Victoria — The Education State’
The government is aiming to develop a system where students:

- make positive choices in life
- understand and appreciate the natural environment
- understand human interaction with different environments
- enjoy and participate in sporting and recreational activities
- develop confidence, initiative, adaptability, self-discipline, responsibility, honesty, kindness, tolerance, resilience and cooperation
CURRICULUM - A SYSTEMIC APPROACH

The Australian Curriculum

The Australian Curriculum in Victoria: AUSVels
Elements of learning in the outdoors draw from 3 main learning areas:

- Health and Physical Education
- Geography
- Science
KEY DELIVERY MODELS

1. Specific Purpose Schools
2. Formal subjects
3. Elective subjects
4. Programs in alternate settings
5. Extra and co-curricular activity
6. Excursions in related disciplines
VICTORIAN CASE STUDIES

Outdoor Education Group

ROSA Outdoor Schools

School for Student Leadership
Background

- Founded in 1984
- Approximately 40,000 participants per year
- Custom designs programs
OUTDOOR EDUCATION GROUP

Educational Philosophy

- Adventure Based Outdoor Learning
- Foundation Skills
- “Transfer” of Learning

<table>
<thead>
<tr>
<th>Values</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Respect &amp; Responsibility for Self</td>
<td>A person values, respects, cares for, and takes responsibility for him/herself.</td>
</tr>
<tr>
<td>Respect &amp; Responsibility for Others</td>
<td>A person values, respects, helps, and cares for other people.</td>
</tr>
<tr>
<td>Respect &amp; Responsibility for the Natural World</td>
<td>A person values, respects, cares for, and takes responsibility for the natural world.</td>
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OUTDOOR EDUCATION GROUP

Classrooms Without Walls

The Outdoor Education Group offers two distinct types of service:

- Journey based programs
- Camps
LEARNING OUTDOORS
ROSASCHOOLS

Background
Vision is that:

“All state school students participate in quality, education-based residential outdoor programs”
ROSA SCHOOLS

Classrooms Without Walls

School Vision
Educating for Sustainable Living

Educative Purpose
Develop Future-Ready Young People

Critical Thinking
Reflecting on Thinking, Actions & Processes

Social
Social Awareness Social Management

Personal
Self Awareness Self Management

Alpine Living
Journeying within the Alps

Nature Knowledge
Systems History Culture

Future Maker
Systems World View Futures

Alpine Environment

Sequential Educational Learning Journey
LEARNING OUTDOORS
SCHOOL FOR STUDENT LEADERSHIP

Background

• Dinner Plain Campus opened in 2000
• 3 campuses
• Approximately 1800 students per year
Vision

A community where people are passionate, informed and active global citizens

Mission

We are a Year 9 residential school for Victorian government students, which provides opportunities for personal, community and leadership development
SCHOOL FOR STUDENT LEADERSHIP

Classrooms Without Walls

Gnurad Gundidj Campus

Snowy River Campus

Alpine School Campus
“To equip our students holistically to allow them to succeed in the 21st century, with all of the opportunities and challenges that this new era presents.

....develop young Malaysians who are knowledgeable, think critically and creatively, have leadership skills and are able to communicate with the rest of the world.

.....be imbued with values, ethics and a sense of nationhood, enabling them to make the right choices for themselves, their families and the country with a view towards enduring and overcoming life’s inevitable challenges.

Tan Sri Dato’ Haji Muhyiddin bin Haji Mohd Yassin
Deputy Prime Minister and Minister of Education Malaysia
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ROSA Outdoor Schools
School for Student Leadership
Outdoor Education Group
Outdoors Victoria
THANK YOU