



## **POLICY STATEMENT OUTDOOR EDUCATION**

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### **1.0 Introduction**

- 1.1** Outdoor Education plays a significant role in the education of students at Hillbrook Anglican School. The Outdoor Program is infused into the life of the school and is viewed as being an important area of curriculum for all students.

It ties together three areas of development that are often largely neglected in traditional curriculum; that of gaining knowledge, insight and understanding of self, community and the environment.

### **2.0 Definition of Outdoor Education**

- 2.1** There are many definitions of Outdoor Education, however the definition suggested by Simon Priest (Adventure Education 1990) meshes well with what Outdoor Education at Hillbrook attempts to achieve.
- 2.2** “Outdoor Education is an experiential method of learning with the use of all senses. It takes place primarily, but not exclusively, through exposure to the natural environment. In Outdoor Education, the emphasis for the subject of learning is placed on relationships concerning people and natural resources”.
- 2.3** This stems from certain underpinning assumptions that have been made when designing the program.

### **3.0 Underpinnings of the Outdoor Education Philosophy at Hillbrook**

- 3.1** Today’s world is urban, industrialised, technological, competitive and impersonal. Life moves at a very fast pace and people tend to be self-orientated. Human beings are losing touch with the natural world and the lessons that can be learned by establishing contact with it.
- 3.2** Hillbrook’s Outdoor Education program places young people in co-operative, co-educational groups and introduces them to the natural environment. This can do a great deal to empower them to move beyond their day to day horizons and develop attitudes and life skills that will enhance their individual lives and the communities they belong to.

### **4.0 Guiding Principles of the Outdoor Education Program**

- 4.1** The guiding principles of the program flow from the ethos of Hillbrook Anglican School and policy that reflects this ethos.



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- 4.2 Of primary concern is safety and inclusivity. Policy of the Outdoor Education Program including risk management procedure and documentation detail this.
- 4.3 The program is progressive in nature and allows for, and helps facilitate the development of students.
- 4.4 Venues are appropriate to what is designed to be achieved from each aspect of the program. They are often areas of significant conservation value and at all times our practices are designed to protect the long term health of the areas we visit, as well as the broader environment. The concept of education “in the environment, about the environment, and for the environment” is present throughout the delivery of the program.

## 5.0 Outdoor Education for all

- 6.0 The Outdoor Education Program at Hillbrook is a compulsory aspect of school life. Each year level attends a camp of 4 days (in some cases more) and a number of activity days. Attendance at these is mandatory.
- 7.0 The underlying principles of inclusion and “challenge by choice” mean a suitable level of challenge and direct involvement can be negotiated between students and the specialist Outdoor Education Staff.
- 8.0 Where special programming is required this will be worked out collaboratively with the student and Outdoor Education staff and at times may involve the Home Class Teacher, Special Needs Teachers, parents and administration staff.