**Chris Clark** - Good afternoon everyone and thank you very much for taking the time to complete or be with us for this professional learning activity this afternoon. And also, thanks to those that will engage with this recording post this afternoon. But yeah, I'll start just quickly by introducing myself for those that I maybe haven't engaged with. My name's Chris Clark and I'm the curriculum manager for health and physical education at the VCAA.

And it's my pleasure to, again, and I say again because Belinda Dalziel has been very generous right throughout the development and implementation and now supporting, I guess the delivery of our study. And it's great to have her with us again today as a subject expert. And importantly, obviously many of the teachers on the call will very much be familiar with Belinda and have engaged with Belinda previously. But importantly, she is there with you in the trenches, so to speak, delivering this same material. So, hopefully today you will take some ideas from what Belinda generously shares today and hopefully most importantly leave here today, having a really clear understanding of what is expected in the area of Unit Four, Area of Study Three.

We're going to get straight into it, but I certainly would preface that by acknowledging the traditional owners of country throughout Victoria. And I'm coming from the lands of the Wathaurong people of the Kulin Nation. And I'd like to pay my respect to elders past, present and future and very much acknowledge that they are the traditional custodians of the lands in which we learn, live and work from and do hope that they continue to walk with us and work with us in the important work we do, particularly in a study that is so connected to Country.

So, the first thing I'll start by saying today is very briefly going to just work through almost the 'how' we got here, just to give some perspective of what Unit Four, Area of Study Three and OES is all about. And then we will quickly transition into the practicalities and the nuts and bolts. And Belinda will share some examples. I'm not going to get bogged down too much on this slide, but I would say that this Unit Four, Area of Study Three has very much led the way in some respects, because the soon to be implemented revision of the Physical Education study design has taken a similar tact. And at the heart of it, we are looking for opportunities for students to obviously learn experientially and naturally that's a real underpinning of this study anyway, but be able to show their understanding as a through line from Unit Three, right through Unit Four and doing that through obviously the context of two different outdoor experiences in different outdoor environments.

So, really what we're challenging students to do is to show an understanding of interdisciplinary learning, that they can make connections through those four key knowledge points and be able to show not just an understanding of that content knowledge in silos, so to speak.

So, as I said, right off the get go, really today is about teachers having a really consistent understanding of what's required of Unit Four, Area of Study Three. We'll certainly cover the specifics around primary and secondary data. We'll talk also about obviously what it looks like in terms of collecting that data out in the field. How does that translate to the written report and the structure of the written report and also what role does the journal play in supporting that?

And this slide is designed to almost, I guess, you know, maybe act as a framework for stepping through what is expected in that planning, implementation and delivery of Unit Four, Area of Study 3. The one thing I would note off the get go, we've been really clear from the start, teachers here on the call tonight should be really clear, straight away and maybe have already delivered at least one of their outdoor experiences, but should be clear about what the four key knowledge points that they're exploring through this area study, having some form of investigative question that really ties together those key knowledge points.

And I know Belinda will share one tonight, naturally knowing what those two outdoor experiences are going to be. Because really they should have been selected based and connected to the key knowledge points. And importantly, and I know Belinda will emphasise this, teachers should be at the point, hopefully after tonight where they have confidence to go and attempt the written report themselves. So, design what it might look like for students and have a go at completing it as a real, like an authentic way of just testing the validity of that written report and maybe identifying any weaknesses in that that need to be ironed out before students have a crack at it. Belinda, is there anything you want to touch on just with that, I guess that overarching planning piece?

**Belinda Dalziel** - No, probably not. Just with the four key knowledge points. I guess there's a couple of different ways of doing it is that we need to select four key knowledge points, whether you are using two key knowledge points for environment one and two key knowledge points for environment two, that's plausible or you are using the four key knowledge points for both environment one and environment two to form a rich investigation. There's no concern around which way you are taking it. There's some breadth and depth in terms of that with your students. So, the key point is that I'm sure everyone here has selected the four key knowledge points and has sort of made ways about their investigation.

**Chris Clark** - Brilliant and what I might do, given I'm almost going to hand over to Belinda and she might get a little bit nervous as I'm jumping ahead in slides here, but I'm just going to jump just really quickly to slide 14 and then we'll head back and I'm going to pass over to Belinda. And I just noticed that I'll need to snip this a little bit for the PowerPoint and the recording that we publish because I note that a little bit's been chopped off here. However, this has come straight from the support material. So, you'll be able to see where this has come from.

The reason that I've just jumped to here is one really good question that came through the registration process and has been one that we have received a lot of is just seeking some clarity around the use of the log. And you'll need to, you'll need to forgive me because I keep flipping between the language that's used in in PE and OES. So, I've been the last time I do that tonight, the logbook in in OES we've had some questions around its use outside of Unit Four, Area of Study Three. So, what we've done recently and we did put out a notice to schools to just alert this and send some stuff through the Outdoor Education VCE network as well. But what you're seeing on the screen comes from an update that we did to the assessment section of the support materials and I've underlined some key bits from that. In summary, yes, you can have students refer to their logbook in a really purposeful way based on the assessment task type that you are selecting.

In other words, it may be quite appropriate if you are selecting a case study report and that case study is of an environment that you've visited. Students have utilised the logbook to collect, some primary data, therefore you might quite understandably allow students to refer to that primary data where you have obviously observed them recording that you've authenticated that, you allow them to refer only to that primary data in completing the set task. For instance, if it's a Unit three Area of Study, One case study that is okay, it needs to be quite purposeful, it needs to be obviously thought through from an authentication perspective. The one last comment I would make, which is slightly subtly different to Unit Four, Area of Study Three, is because the set task that you are selecting outside of Unit Four, Area of Study Three, there's some flexibility around that.

So, for instance, if it's a case study or a data analysis which lend themselves potentially to the use of the logbook, it is then reasonable and really fair and valid that you would be providing the students, any secondary data that would be required. And that should actually be provided through the stimulus of the task that you are developing. There's no need to have students entering secondary data into their logbook for that task, because if you are doing a case study task, it needs to come with a stimulus, that's where the secondary data should really be sitting. Then you are setting those questions students can then refer to primary data that they've observed in the field to just as they would in the examination when it asks them to reflect on or refer to any outdoor experiences they've undertaken throughout the year. Bel is there anything you wanted to add to that, that hopefully just clears that up? Yep, cool.

**Belinda Dalziel** - Good, all good.

**Chris Clark** - Excellent. So, I'm going to throw over to Bel. I'm going to come back to slide six where we we're up to and yeah, over to you Bel, talk some specifics.

**Belinda Dalziel** - Fantastic, thanks everyone for joining. Good afternoon. Probably the first few slides, most people will be very well aware and probably across most of this, but I will just skim over the fact that the students need to visit, two different outdoor environments throughout the year. So, the study design in this area study is asking us to do two different environments. And with that my second environment, I've done is very local within a five kilometre radius to my school. The first outdoor environment I did in early February. And I'll probably talk about some limitations to that and this a little bit later in the year, 'cause I'm learning just like each and every one of you as the year goes on.

But my first experience I did on the Mornington Peninsula, we did sort of our sea kayaking, That was in quite early February. And the second one that I'm actually using for this Area of Study Three is in our local environment. It's just a local park. And I think that's really important, 'cause the study design particularly asks for, often asked for local environments, but in case a student is away, particularly on that second outdoor experience, I think it's good because they can essentially go and go to that park in their own time. They can go and access that. I am actually going to take a little bit of primary data. I'm doing another outdoor experience just next week. I'm going up to Warburton, relatively close to my school for a night. And I will get the students, even though that's not one of my official, two set environments, I am going to get them to take a little bit of primary data whilst we're on there just in case, I do have one student that didn't come on that first outdoor experience in February.

So, that student can really supplement their logbook with that primary data. And I know not all schools can go out, three times a year and that's completely plausible, but you may even find another local park that you could get that student to access if a student has been absent on one of your planned outdoor experiences. And I think that's really valuable when we are looking at, continuity and authentication. But yeah, like I said, I've got my two set outdoor experiences that I planned for late last year, the Mornington Peninsula and then my local one that I'll be doing in July and really, really sort of delving into those Unit Four key knowledge points. But I am going to get the students to take in some more primary data on the third, little overnight I'm doing next week as well, just to sort of have that available. If some students are away later in the year.

I will share a planner and I have shared this particular one before, I'll just share my screen. It is on the slides that Chris will make available as well. But I'll just pop this here, 'cause it's a little bit easier for you to do. I actually did this as a planner essentially for myself, earlier this year. Sorry about that. So, what I did, I'll just make it larger for you all to see, is that I made sure I really mapped out what I'm doing. I've got a couple of things here. So, on this first page, this is actually what I got my students, I actually got them that my students are using a physical logbook. So, I've got them a little a five logbook and I've got some images so I can show you a little bit later. But I actually shrunk this and I got them to stick it in the front cover.

So, when they're actually adding the field, sometimes we have those students that are like, "Oh, what is primary data? "Give me some examples." So, they actually have this so they know, reduces the reliance on me. So, and here as well, I gave my framing question and I'll sort of extrapolate that as I go through the four key knowledge points I selected. But my overarching investigative question is 'How have relationships changed over time & how can we sustain outdoor environments into the future?' And I'll really show you how I'm using that to frame up my official written report a little bit later. But that's my overarching question and I'm kind of getting students, I'm referencing that quite often when I'm in the field and also when I'm getting them to pop in their primary and secondary data. But going on from here.

So, I actually printed this off each of them, I got them to stick it in. Yes, it took a little bit of time, but they liked it. They really liked it. They know what they needed to write. I also got them for each outdoor experience and I'll get them to do this a third time. I printed two of these off just some key information. So, what they did is they on the second page they stuck this in and it says experience environment, traditional owners, location, environment, just some basic information about that outdoor experience. And then what I actually got them to do was write on each double page of the A5 logbook, I got them to write the key knowledge I'd selected. Okay, so for example, these are the key knowledge points I'd selected.

So, relationships with outdoor environments is expressed by a specific Indigenous people, before and after colonisation. So, I actually got them to write that as the title and then they had a page and a half and I've got some images to show you on that outdoor experience in February that they took as primary data, based on that key knowledge point. Just because I want their logbooks to be really clear and cohesive for them. I don't want them taking little bits of information sporadically. So, they literally use the key knowledge points as subheadings in their logbook.

So, prior to the outdoor experience they wrote, literally wrote Area of Study Three, like what I've got highlighted there in yellow. And then all the information, the primary data fell under that heading for them. I got them to leave another, like another page and that will be their secondary data, which I topped up back in class. And then I wrote the next heading, which was the second key knowledge point I chose. I literally wrote out what I've got highlighted here in yellow. And again, it just helped them in the field and it's just about that preparation and we know that this is new for students and it's new for me as a teacher as well.

So, I tried to be as organised as I can and these simple little things literally took five minutes, just getting them to write four headings down, before we went on the programme. That's how I kind of got them to set up their logbooks. But I'll just sort of revert back a little bit in planning for this Area of Study Three, I did this planning back in November. I haven't changed the trips I have normally done, to be honest. I made things that are easy for myself and I know where I could've encouraged the students to collect primary data and I'm comfortable with that environment.

So, I chose the exact trips that I've been doing for quite a long time. But I actually wrote and I actually printed this off to the students, some examples of primary data. Where are they actually going to collect that. So, this actually prompts me when I'm in the field as well to say, Oh they actually need to get notes about the Hooded Plover at Point Leo in the foreshore. It really talks about conservation relationships. It prompts me and reminds me and for example we did bike riding with Peninsula Outdoors, what was some primary data? So, I'm really prompting them and it takes that reliance from me in the field as well. Like me have they got enough data? Have they got enough information?

So, I did this obviously before the trip. And this helped me during that particular programme. So again, I'll reiterate my four key knowledge points that I've chosen and I'm using the four key knowledge points, across both outdoor environments. I feel like the investigation will be richer and I'll talk to that a little bit later. I actually wrote a written report myself, like I was a student. I did this over the holidays at Christmas and I found that having the four key knowledge points, probably just allowed me to create an evaluation that was probably a little bit easier for me to respond. But I did it with the two key knowledge points for one environment and two for the other. And you could still fulfil the requirements of the written report with ease.

So, these are my first two key knowledge points and my second two key knowledge points were observable characteristics and acts of conventions. Now many of you'll sit there and say, obviously I hadn't taught Unit Four, Area of Study One or Unit Four of Study Two back in February. Probably one of my biggest limitations this year was running my first outdoor experience in week two of term one. I've always done that, 'cause I like to get the students out early, but I didn't have obviously any time to teach these particular aspects. So, I actually did a fair bit of teaching in the field. I'm confident teaching the content. So, I did a bit of a, like a little bit of a cheat sheet and like four o'clock one afternoon, we go out for a couple of nights. I sat there and I chatted to them, about the observable characteristics. We literally went around and did it a couple of the assessments ourselves and then the students took primary data on that in their logbook.

So, as much as obviously I haven't had time or got to these points in the course yet, I could easily, I easily did it in the field. I didn't find it overwhelming, but perhaps next year in my planning, I'll move my outdoor experience one, a little bit later in term one, just to give me a little bit more breathing space. But it's certainly, I purposely chose these key knowledge points, 'cause I know they happen in both of my outdoor environments and I feel very confident in teaching those particularly ones in the field. But again, the observable characteristics, like where were we getting the primary data about?

We're looking at, we looked at soil quality, we also looked at water quality and biodiversity. So, we used the iNaturalist app and things like that and that was their primary data and they wrote all that in their logbooks when we're on the outdoor experience. It worked exceptionally well. We haven't got to secondary data, about these particular points yet, because I haven't taught them. I've definitely done the secondary data, back in the classroom and I'll speak to that in a second on the unit three points. But the Unit Four ones I haven't taught that formally in the classroom yet. So, we've definitely taken the primary data on those and that's been really credible. Also with Axon conventions, I looked particularly just one actor convention.

So, looking at the flora and fauna, particularly the Hooded Plover, like I said, they sketched great little images of the nesting zone. They took information from the signs; this is all rich sources of primary data and that they felt very comfortable doing that. Like I said, later in the year I'm going to go to June, it's probably going to be July, the Cardinia Creek Parklands very close to my school. Again, I'm using the same for key knowledge points and I've put there, I know what primary data, I know there's an information sign about the Cardinia Creek Parklands, but I've got an extract from like a local library I've had.

So, I'm actually just like going to take them in the field, like in the park and I'm going to read the extract, about the Indigenous relationships that happen there. And that's a rich source of primary data they see, feel they're connected to that country. And I think that's, I certainly enjoy it and the students like it. They love being immersed in the environment and listening to about the history of that particular area. So, as much the primary data is coming from me in the field, I'm certainly not a guest speaker. I'm certainly providing them. So, a rich source of information about that localised area. Again, I've just written some examples what we'll be doing on these. We'll be literally going to this park for probably an hour and a half in a double period and we'll be able to collect all these examples of primary data based on those four key knowledge points. The observer characteristics obviously is a fantastic one, you can do in any outdoor environment. And also, we're going to look at acts and conventions, 'cause there's some helmet of honey it is that are being released here.

So, and there's some signs and there's fantastic secondary data actually in our local council website about that also. So, I did that in my planning. So, I feel empowered as a teacher, I know what I'm delivering, I know it's purposeful primary data and I know that the students will sort of benefit from that, within this planning. And not everyone gets the chance to go to their outdoor environment, before they take their students. But I would encourage you to have like a good investigation based on that. So, that was what we did. I will show you a couple of little images quickly about the students and their primary data. I think this might help, what happens here? Just open up twice. So, for example, like you probably can hardly see, but here this is the heading.

So, they've written Unit Four study, they've written the actual key knowledge point. This is them at Point Leo literally drawing there, they've got their little annotation here and I said to them that they can have, this is like a little A5 book and I've got some other images. I said to them, they can have as much primary data in the pages as they want, but they can only have one of these of secondary data that's handwritten. Okay, so I'm really quantifying that. We know we'll have students that will write about five lines in between those lines. I'll write as much as they can. But what I have actually done, I've done secondary data for my unit three points, because I've taught that in class. And what I did is I gave the logbooks back to the students and I said to them, you've got 20 minutes to top up for each key knowledge point.

So, we looked at obviously conservation or recreation relationships when we're at the peninsula. Sorry, I'm just trying to get this off the screen. Yep and that worked really well. I gave the students 20 minutes. They literally just wrote a couple of dot points and I quantified that. I walked around the room; I recollected back up the logbooks back up and I popped them in a tub. I've got them all, this is an example here. I know some people have asked me. So, I've got them to get one of these little, I put it on the book list and it has worked really well, like a little pencil case, but you don't need to do that if you don't want to. And then I literally have them all, this is the very messy tub, a tub on my desk. And I find it like not to be arduous in collecting, giving out logbooks. It just stays on my, like underneath my desk. It's all there, like I said earlier, before I went on the particular outdoor experience in February, I felt like I didn't have time to teach a lot of the content.

So, what I did is I just merged a little bit of my own notes, my own PowerPoints or my own teaching resources into like a little document. And this is what I sat down with them in the field and just chatted them to them about. I hadn't had chance to talk about perceptions in describing contemporary relationships or economic, environmental and recreation. So, I just like just merged together a couple little things. I spoke about some observable characteristics and these are my everyday teaching resources that I just merged together to make me feel more comfortable delivering the content in the field that we haven't had time to teach in the classroom. Just so the students felt comfortable in collecting that primary data, 'cause I know some teachers have spoken to me about the fact that we're using key knowledge points from Unit Four and we haven't had time obviously to teach that at the starting unit three.

But you don't necessarily need to teach like the nitty gritty or the aims and objectives of environmental policies and the management strategies. But if you give a wholehearted understanding about why is the Hooded Plover protected, what are some management strategies? Can we see some management strategies in the field? And the name of it that that's enough and that's enough information for them to collect rich primary data. And then like I said, when it comes to teaching in the classroom, the students can top up their notes with secondary data.

I think I might just go back to the PowerPoint now Chris and I'll just stop sharing. Yeah, so this was obviously the four key knowledge points that we went through. I'll just pop onto the next slide.

**Chris Clark** - Yep, so just as we're doing that, a couple of things jumped out for me. First of all, I did fail to mention that if anyone's got any questions, please use the Q and A function and over the course of the next half an hour we'll make sure we're monitoring that. We thank those that lodged questions and we're really confident that the handful that did, were actually across the fact we're going to cover those organically as we go through. And I know we've already covered a couple. The other thing that just jumped out at me, just hearing you speak about that ability to almost trust yourself to be able to impactfully teach Unit Four content out in the field, rather than just that sequential. When we get to it, we're in the classroom and we are working through, almost working through our chapters of the textbook.

However, although I apologise, I know that that might be triggering for some in terms of mentioning the textbook. I didn't mean to do that. The reason I raise it is because I'd be really keen to hear from teachers as after they have gone through the year of delivering the revised study about just the retention of information that students show when you actually get to reconnecting to that Unit Four content after introducing some of it in the field. I just think sometimes we lose sight of just how much students can engage with that material out in the field, rather than needing to always obviously reinforce and go back over content in the classroom, after we actually have introduced it. Even if we think we haven't introduced it or delivered it in a way that might be as comprehensive as usual. So, it's great to hear you talk about, just that initial delivery and it'll be great to see how much the students actually retain when it comes to circling back.

**Belinda Dalziel** - Yep, great. I might just answer one of the Q and A now in terms of the assessment. So, the four key knowledge points that you chose for your Area of Study Three for your investigation. You don't need to reassess them in formal traditional SAC modes. Perhaps for me, I'm looking at a lot as we know a lot of the key knowledge points are what I call double loaded. So, we're looking at conservation, recreation, economic relationships. For my Area of Study Three investigation, I am only choosing recreation relationships.

So, I will actually assess conservation and economic in my formal SAC condition assessments. But I won't reassess those particular, the particular conservation relationships, if that makes sense. So, we don't need to be double assessing anything at all. But some of the key knowledge points are broad and they've got a couple of aspects to them. So, I certainly wouldn't shy away from, if you needed to find marks in making your assessment, have those other aspects of that key knowledge point available, like the recreation and economic if that's what you wanted to deliver.

But you don't need to reassess if you are looking at indigenous relationships, before and after as a core part of your area study Area of Study Three investigation. You don't need to reassess that particular key knowledge, key knowledge point as a whole in your standard SAC-based assessment. I will unpack some written report practise here as well. But I guess before looking at the written report as such, it's good to look at how are we going to assess the written report 'cause that's pivotal when we are designing assessment, it's obviously really important to look at the mode of assessment.

This particular slide here is the performance descriptor that was written for Area of Study Three. So, it's all available for you right now to download on the VCAA website as is all the performance descriptors or rubrics for each area of study. So, I actually give the rubrics to my students at the start of every area of study I say, oh welcome to Area of Study Two, this is what we're going to be learning. Here is the actual rubric that you can actually assess your own level of understanding as we move through the course. And I think it's empowering for them; they actually get to see that and they can actually make a self-assessment as they move through and gauge their own understanding. So, this is the rubric that is available. I will be adapting mine to suit my overall investigative question. And I've also will sort of put some breakdown and I'll explain that in a second. We know that the mark allocation for Area of Study Three is 40 marks.

So, similar to what you'll be doing in a school-based assessment. I know that this particular one has got a loose mark allocation on the side here that says 10, 10 and five and five. And you know that doesn't equal 40 marks, but you can easily scale that. So, obviously this is equalling 30 marks, but you can scale that to 40 if you wish. From my assessment I will be doing 15 in the first two columns. 15 marks, 15 marks, and then five and five and that's the waiting. I'll be applying to each of those particular lines. But like I said before, I'll be definitely adapting this performance descriptor, based on what I'm delivering. So, what I'll get into now, there are some screenshots on the slide presentation as well, but I think it's just a little bit easier if I share my screen once again in terms of the written report practise.

So, I think as well and it's something I've had conversations with, sorry, I'll just get it all up, with my head of English at my school and also some science teachers in the fact that students are actually probably more comfortable writing a written report than we are as outdoor teachers. So, it's good to get, have an understanding of what the students are doing in other subjects and what they actually do for a written report. What I've actually developed here is what I call a written report practise. So, I've actually done this already once, based on just one environment. And I know that's not going to be indicative or prepare well for the two environments, but I just want them to be comfortable and I wanted to be comfortable delivering a practise written report. So, what I did is I just broke the main parts of the report that is the Introduction, Body and also Conclusion into a little bit of a scaffold.

So, what I did, I just put in some guiding questions. So, I've put in a little table. Introduction, what do they actually need to cover? So, I printed this in A3, anyone that knows me knows I love them, I love an A3 print. A little table and they literally physically hand wrote this in, so didn't feel overwhelming for them. So, what do they need to cover in the introduction? They need to introduce the readers to the investigation, talk about their investigative question, outline their three key knowledge points, talk about their environments they visited, talk about limiting some limitations, like on our camp in February it was lightning and it was 40 degrees. We had huge limitations. So, they're introducing that briefly.

So, I've literally written on the right hand column, like exactly how they, I'm a year 12 student studying OES. So, I'm doing like. Just actually get them to put pen on the paper and give them confidence as well. And I was happy for them to use like numbers and make it easy for them. We want to build their confidence as well. So, I've kind of written my own little answers here. I did this myself before I gave this to the students, I did this myself. This is exactly what I did. Obviously the left hand column here, it says body describe like I had this all, I've got this all printed for the students. So, describe why the outdoor environment was chosen and this is what we want in a body of a report. Whether they're doing this for outdoor or they're doing this for English.

Generally, in a body of report, this is what we want them to know. But I've just obviously made it applicable to our subject. So, I've got 'em to describe why the outdoor environment was chosen. So, they think and it reflects the key knowledge points. What were some observations they made? Describe the outdoor environment, the biome, flora and fauna. Describe the experiences they under they were undertaking. So, outline why they did them. For example, we participate in removing rubbish and as a form of conservation relationship we met with the Friends of the Flinders and we did some re-vegetation. So, those particular are like exact primary data examples that we want them to discuss.

So, I've given them prompts, include multiple examples of primary data, include multiple examples of secondary data for example with the secondary data. Actually, describe their conservation relationship. They viewed the environment as a temple, what does that actually mean? What are some interactions, what are some positive environmental impacts, explicitly referencing some species and the location. So, it shows they have an understanding about that outdoor environment. Discuss any further unplanned changes. Yeah, it was lightning for our surfing session so we didn't get to go surfing. Simple as that. Like that's what happened. Obviously then I didn't have a recreation relationship. I had no, example of that. Also, our conservation session had to be stopped, because we saw two snakes after 40 minutes. These are actual plausible limitations that we had and to be honest, I've never had so many limitations on one trip, but that's okay. I'm alive.

So yeah, like I said, the left hand is literally, I just fleshed out what I want them to write about and this gave them so much confidence in their responses. But I've only done this once. I've only done it for one outdoor environment. I will do this like little table again for when I get back from Warburton next week as well on the little mini extra one I'm doing. So, that was for the Body. So, like I said, I didn't fill this out perfectly myself, but the students did really well. Now the evaluation is where I really wanted them to provide like rich information. So, everyone knows I love a table, so I put a table in a table. So, I got them to actually flesh out, each key knowledge point.

So, what was some positives? So, did you form a relationship? Did you find it was effective? And what was the overall judgement if you're talking about that in relation to the observable characteristics? We assessed and I got them to do, like I said earlier, we did soil and species and ecosystem biodiversity, what was some species, do we think the biodiversity levels was high? What was the overall judgement of that environment? Like be that explicit, 'cause that's what the evaluation is asking for.

So, I really like fleshed all of this out for them and gave them confidence to respond. Again, what was the convention? What was the species, do you think it's effective? What was the management strategies? Do you think it's effectively being managed? Why not? It's been critically endangered for 40 years. Do you really think that's effective this policy is, really got them to flesh that out as well. And again, the conclusion, four key things that we want them to encompass in a conclusion, summarise the findings. Overall, I think the Hooded Plover has been effectively managed. There has been a slight increase in breeding numbers. However, in relation to the observable characteristics, the soil quality at narrowing seemed poor. There was a lot of soil compaction, there was a lack of native vegetation. But actually, get them to thread in those responses.

Again, discuss any small limitations, provide recommendations and include any references. We didn't really do a lot of the references yet, because I haven't still, like I said, done a lot of secondary data for those Unit Four points. But it just got them thinking about that. And like, this is probably nothing revolutionary for many teachers, but I feel like it gave the students, like literally got them pen on the paper. And then from there, and I'll be super honest, I haven't done it yet. I haven't like taken this to the next level, which is to write just a fluent written report. I haven't done that yet, I haven't had time, but they've done it and they've got their pen on the paper. I've actually collected this 'cause I just get stressed, they'll lose it.

So, I've actually collected that and I actually want to do this, after my Unit Three Area of Study SAC in the start of June, just to really beef it up to make sure they're confident. So, I personally did this myself. I needed to do this, this first, what I call scaffold one. So, getting them to sort of summarise that information from their logbook into like a template for a written report. And then for me, the next square fold is for them to write a written report or just an environment one.

And then I'll get them to use it and we'll make those key comparisons. And I think when we've got the second environment, it'll actually be easier and it'll be easier for them to follow. So, I'll be getting them to do this at least three times, before they do their official written report, which I'll be doing hopefully in July, is in my planner late July. But I'm actually going to probably bring forward, acts and conventions in my teaching much earlier. I'm actually going to do it earlier at the start of Unit 4 like after observable characteristics. So, I can get that Area of Study Three written report done. I don't want to leave it till September. I don't want it to be the last thing, I want it to be sort of sorted in my planning.

So, like I said earlier, I really encourage each and every one of you to be a student, to write a written report yourself based on the information that you have gathered or are going to gather. It was probably the most empowering that I can take as well. And we know that when you do things yourself, it's much easier to teach but also have those conversations with your colleagues in other subject areas about what students are doing at year 11 for written report. What are they actually being like taught in English to write a written report or in science or geography? Like what is the modes of delivery? And those conversations are often really rich and valuable.

So, coming back to the, obviously the performance descriptor as well. I will be adapting it for my own environment and I will be adapting it for the key knowledge that I've selected. And essentially those, the first couple of the first two rows rather are for those key knowledge points across Unit Three and across Unit Four. So, I'll be putting in my key knowledge points there and actually making that a description. I've had some people also comment about how long will be my written report as a task. So, I chatted with, like I said, my English department and we know it's a 40 mark, it's worth 40 marks. And we know if we do 40 marks in the classroom, we probably give them about 50 minutes for this particular task and English do this well. They actually don't give reading time; they give planning time.

So, they actually give the students an A3 or A4 blank piece of paper and they give them 10 minutes to plan their written report. So, in the task, they'll get maybe some overall guiding questions, about the written report and then they'll get 10 minutes to do a plan on a blank bit of paper. And then after that, I think I'll be giving my students around 65 minutes, 60 minutes to complete the written report, because it's not a structured question. It's a task that, they're not commonly used to doing in this subject and I want them to do well, but I'm not going to give them multiple periods, across multiple days. I find that really hard to authenticate and I find it challenging. It just, students are awake, it gets quite annoying. So, oh, I think at this stage, similar to English, I'll give them 10 minutes of planning time and that encourages them to get their information out on the page what they actually want to encompass.

And I think it, as my colleague said, it's very empowering for them and also encourages those students who perhaps are a little struggle with English and those concepts that the plan is a real, provides them with a comforting experience that they could do this task as well. But they will have their logbooks. So, we don't want them flicking through their logbooks for hours, either wasting their time. We want them to be really efficient. So, I think probably about 60 minutes, 10 minutes planning and 60 minutes or 55 writing. I think is the way that I will end up delivering it in the one period. Our periods are one hour. We do have a double once a fortnight, but I'll probably run it into recess or lunch or something to get it done.

So yeah, I'd really encourage you each and every one of you to have a go at writing, like a little scaffold for them, give them the prompting and guiding questions that really helps them. A little bit similar if we are looking at previous exams in these subjects with the extended response. We love the fact there's always those three or four or five dot points, the guiding points. And I think if you break the written report, down into some succinct introduction, body and conclusion with some guiding prompts, it really encourages them to be able to respond, explicitly and accurately what the information you can gather.

**Chris Clark** - Well Bel, there's a great question in the Q and A about referencing.

**Belinda Dalziel** - Yes.

**Chris Clark** - And you can absolutely correct me on this. My take would be that the students would be using their log to record their referencing and obviously teachers would be needing to collect the log, just like as Bel mentioned, ongoingly anyway in terms of throughout the year that's likely to be common practise, but after completing the written report here, teachers will obviously be taking up the log to be able to reference some of that primary and secondary data that's used in the written report. Therefore, that would be the place that they'd be able to look at the references that were in there. I certainly don't think there would be a need to go to the level in the Q and A of using quotation marks in referencing page numbers. I think the reference list in the log would be sufficient. Would you agree with that Bel?

**Belinda Dalziel** - Yeah, definitely. I would say for example if a student, we did an Indigenous session in Mornington earlier this year and some students just wrote a couple of quotes and just wrote like the group that that speaker represented. So, that's more than suffice. Perhaps maybe if a student looked at they were getting some data about the Hooded Plover and the species numbers, they might actually write that they got that from the particular flora and fauna website or Parks Victoria. But I wouldn't think, they don't need to write out web pages and things like that. I just don't want them. I just want the students to actually have an understanding that they're credible data. I think yeah, someone wrote about the verbal data from primary data.

Yeah, look, I agree and I grappled with this a little bit myself, is the fact that I can't get a guest speaker to come out and I really want to deliver that information. Obviously that is coming from me, but I am reading, like an actual part from our local historical society. So, I feel like it is primary data, 'cause it's actually in the field. Like it's not me in the classroom, it's actually me in the field. The students are immersed in that environment and having that connection to Country, it's not something I necessarily want to necessarily get the students to gather all the time, but I kind of don't have a way around it. There's no lovely information sign about the Boon Wurrung occupation at the Cardinia Creek Parklands sadly. But I've got a great like, passage of writing about it that I read. Hopefully that helps.

**Chris Clark** - I'm just summarising that answer by wanting, all we're really expecting students to do is acknowledge where that information's come from. We're not getting pinned down on the formal way of reference.

**Belinda Dalziel** - Definitely. Yep, definitely. I'm just trying to think what else the next slide is here. Yeah, definitely. And I just unpacked this in terms of conventions of report writing. I have actually at the very start, I actually did this in Head Start late last year. I taught just quickly what is primary data, what is secondary data? I just got them to take a couple of notes. I just got to what is it? And I just went through what is a report, writing a report. But as I said, so many students actually are doing this, across a lot of different subjects and obviously we have to make it unique to our subjects, but it's not foreign to many students. So, and the evaluation, as I showed you in my scaffold table, that's why I got them to evaluate the two. I will get them to evaluate the two different environments, based on the key knowledge point.

So, after we've done our, completed officially environment two, I'll say in June, the Parklands that I will get them to evaluate, for example the observable characteristics, like which environment, based on the two observable characteristics we've used. So, the levels of biodiversity and soil quality. They'll actually say that according to my observations, the Cardinia Creek Parklands, I'm anticipating will be healthier. There was more of a native vegetation cover, the soil was not compacted. Therefore, based on those observable characteristics and this key knowledge point environment two, the Cardinia Creek Parklands is healthier when compared to Boon Wurrung Foreshore Reserve. And I think that that provides that rich evaluation is really clear for the students.

**Chris Clark** - Certainly no pressure here Bel to your summary earlier, referring to your notes is really thorough. So, these are here but guidance if there's anything else. But yeah, I'm conscious that you've gone through a fair bit of this already.

**Belinda Dalziel** - Yep, definitely. I like, that's how I scaffolded my own little table. Like this is the example, but I've literally just scaffolded this, this is all in the VCAA documents that are online. This is nothing new and exactly, this is from the official documentation. I've just broadened that out. So, just putting some guiding questions for the students and look, I'm like everyone else. I don't know if this is going to be the perfect way and in five years I'm sure I'll be making some adjustments. But for me and the way I'll deliver my course, I and the students have responded well to this. My students love a guiding question, so that they like some dot points to guide their responses.

**Chris Clark** - And it's a really good point to emphasise what you've just said there, there is no written report that is going to be the same between schools and that's the nature of school based assessment and school assessed coursework. Remembering that what we want is to ensure that the task is valid, reliable, that it's equitable, but it's for your cohort. So, what you are using is the same for all of your students. You are using it to, as part of a broader rank internally. So, we don't need to get caught up of, oh, I was going down a slightly different path to what Belinda has. Is that a problem? Absolutely not. This is just one way and one example of doing it. And naturally hopefully people on the call will go, "I love that idea that that Belinda's run with here, "I had this other idea, "I'm merging that together that works for me. "I've picked up something from someone else, someone else said it. And it really just becomes a like a rolling best practise.

And obviously as each year progresses, we're all going to refine the way in which this is done. And I'd finish that point by saying that the more we can learn about learn the way in which teachers are implementing this element of the course and specifically the written report, the more it helps us develop future professional learning. So, those of you that may have had the knock on the door or will be getting the knock on the door for Unit Four auditing, please, please, please, submit your Unit Four Area of Study Three report. And that's you've heard today about the need to really trial that and put it out there. Please submit it, because we're really needing as much information as possible with all our audit submissions. But more importantly, it's used for us to look at, okay, what are the difficulties in this task? Where are those little, that nuancing that needs further support from us to better understand and deliver this? And we could be stand easily standing here in 12 months’ time doing another professional learning session. And the more information we can gather about the way in which teachers are going about this, the better it is for everyone. So, I think Bel, those next few slides are what you have shared.

**Belinda Dalziel** - Yes, yep.

**Chris Clark** - And really that part has really come, I don't know if there's anything you want to reinforce there. I think you've made that fairly clear.

**Belinda Dalziel** - No, like I think as well and other teachers I've had conversations with, it is challenging to find two to four key knowledge points from the one outdoor environment. It is, it can be challenging. So, I was pretty strategic in what I chose. And I think as we've just alluded to perhaps in my second outdoor environment, I don't have a lot of rich, Indigenous primary data artefacts, like visually there. That's why I have to read the little X script and I have to; I'm taking them into the park. So sometimes you have to be a little bit creative in finding those, making sure you can hit all those key knowledge points as well. So, there's certainly ways around it. There's not going to be a lovely sign about every key knowledge point you want to teach in every environment. You have to kind of work your way around it a little bit.

And it might be as simple as stopping off safely on the side of the road and saying, oh, here's a farm, here's an economic relationship. Oh, here we go. There's no tree lines, there's no native vegetation cover. Great, they're growing food, we need food. This is a plausible economic relationship, but like, let's just take some, like write some sketches about this. Like it literally is right there. You know, you don't necessarily have to go and have some special session with a farmer and they have to talk to you or anything like that. It can be as simple as that, in a broader context of an environment. So, you can be creative and you can kind of linking things you want. So don't think that you have to find the greatest and best parks information sign at every environment. 'Cause it's probably not going to be there.

**Chris Clark** - There's a great one here, Bel, a great question about environments that are outside Victoria. The short answer is yes, that's not a problem. And we are really conscious that there are several providers who are situated outside of Victoria. So, when it comes to referencing outdoor environments, the short answer is absolutely yes, no problems at all those environments not being in Victoria. What you do need to be just really conscious of. And I know I'm fairly certain you'll be across this and I know this question came from Beth, but I know our providers in this situation are really conscious of this, that the elements of the study design that refer to Victorian context, they absolutely need, the students need to be delivered that key knowledge through the Victorian context so our Indigenous groups, the elements of the course, that is one example, but any example where it's just referring to outdoor environments and specifically with the examination referring to outdoor environments. Yes, they students absolutely can reference the environment that they attend that's outside of Victoria. Bel, is that anything that adds on that? Or covered that off okay.

**Belinda Dalziel** - No, definitely. Yep, 100% definitely. And I just reiterate about the importance of trying to get a local environment. I just, it's just fantastic and it's a huge part of the new course is lots of local references. I will chat to Eliza's question about having a student with diverse needs. They're needing to do a digital logbook. That's completely fine. I've got a student doing a digital logbook as well, is not, she brings an iPad, she has the same kind of scaffolding, like she's got a in a little, it's like a little notebook thing I think. And she's written the key knowledge points exactly like we've done in the field and it's worked really well for her. So, I've got no concerns in relation to that, those students need to have equal access and they're supported just like every other student and like they would in a formal classroom based assessment. Any other questions?

**Chris Clark** - No, I think we've covered off the ones that are there at the moment. I'll move forward. I not going to sit on that slide because we very much covered that off other than just to remind people that that updated information is in the assessment section of the support materials. So, you'll be able to go and reconnect with that. There's some of the images that you referred to here earlier Bel, of your students in action.

**Belinda Dalziel** - Yes, I found, yeah, like I said, I found having a tub pretty efficient. I love having a tub for everything, having logbooks and it's easy 'cause it just sits in my office. I do, I collect my logbooks all the time. I do not give them to students to take home at all. So literally the morning of the troop I put 'em in the bus and they sit there and then they take them in and out when they need them for their primary data observations. And then, like I said before, when they topped up, when they've topped up with secondary data, sometimes I think, oh, I've just finished teaching this key knowledge point. I've got 20 minutes I've run back to my office, grab the tub and then I say, oh, this is a great opportunity for you to use that time to do the secondary data. You've got 20 minutes you can write about the keynote, like the conservation relationships we've just learned in class. You can top up based on that key knowledge point that we did on our trip. And then I take them back and then that's it.

So, I haven't found it, managing the logbook situation overwhelming at all. I like having the physical, that's just me. But yeah, I haven't found it time consuming or any extra just setting them up. I think it's really important. I love the way I've set them up, set them up with the key knowledge point and then they take the primary data based on that in the field and they know everything relates back to that key knowledge point and that's going to help them when they do that assessment. So, they're not going to have bits of information scattered throughout. And also, like I said at the very side of these presentation, having that little kind of overview like what is primary data, what is secondary data? 'Cause like it's there for them. Like this is primary data you need to be taking, so yeah.

**Chris Clark** - And the only thing, I'll just jump to the next slide and just referencing that, this example that's on here, and again, this was really provided through the generosity of Bel, but that example has been situated on our support materials page since late last year. I think it's really worth remembering that and maybe if some teachers on the call might reflect and modify their practise next year accordingly. But you've heard a lot tonight about having students really become accustomed to what they're looking for in the field. Just the notion of sitting down and putting entries in their logbook. I think it's worth emphasising that the log logbook is not solely designed for Unit Four, Area of Study Three.

So, if you are out in the, doing a separate outdoor experience in an outdoor environment that is not connected to one of the two or three that you are focusing on for Unit Four, Area of Study Three. It's so important that students are using their logbook out in the field just as has been accustomed with the previous study and there's no change there. And obviously those students that are moving from unit one two into unit three four, they should be really comfortable with seeing anytime they're out in the field that there's an expectation that they're recording their experiences in the logbook.

**Belinda Dalziel** - Yep, definitely.

**Chris Clark** - That's really just touching on what you had there before.

**Belinda Dalziel** - Yep, definitely.

**Chris Clark** - And as with your notes there, the last two slides are just examples of the primary and secondary data. I'm not sure whether you wanted to emphasise those further or whether you probably covered a fair bit of detail there already.

**Belinda Dalziel** - Yeah, definitely. I just, I think 'cause this is the first time teaching it as well and the first time the students, I haven't done year 11 obviously with the logbook, I was pretty explicit in what I wanted them to do with primary data. I was like, literally you need to draw this. Like you need to go and read that sign and you need to take three to four dot points. I was, I'm pretty purposeful with the primary data. I'd love just to be able to say, oh, here's the beach off you go and take some notes. They, but we know not all students are that way inclined. So, I was pretty purposeful, I was saying you need to draw the foot of love nesting zone and you need to draw the fact where we did the conservation where we planted the trees and draw the cliff line and do some arrows like literally physically do it.

So, I think that was, it purposeful and like I said to you at the start, I have that little like what they actually need to take down, what are some examples of primary data and they did and they really, they didn't find it overwhelming at all. I think I gave them time to do it obviously, but I think I constantly say to them, this is like your logbook’s, your vehicle to essentially having a fantastic amount of information to help you write that written report, which is a SAC. So, you're pretty much bringing in lots of rich data that's going to help you with that. So, the more data you collect, the more information, the clearer it is, the more time you take, the better off you are going to be in that SAC. And that's 40 marks, it's a 40 mark assessment. It's a whole area of study, it's a lot of waiting. So, I just sort of beef it up like that that I want them to do things very well in terms of taking the primary data.

**Chris Clark** - Yeah, and I think you've covered a fair bit of information around the secondary data, particularly around the constraints in which you put in place around what students can do with that.

**Belinda Dalziel** - Yeah, yeah, definitely. I just, when they've taken the secondary data in the book, I literally just continually walk around the room to make sure they're not writing too much. You know, we all have those four or five students that are very high achieving and would like to write 900 lines, but I just say, oh sorry, that's all we've got. You've got this section and I'm giving you 20 minutes. That's all you've got. And if you want to find a little bit of information about a credible website as well as the notes we've taken in class, like for example, the hood of love recent species count at on the peninsula. If they wanted to try and find some data on that, they could, I gave 'em that time. But you know, then they're not writing pages and pages of secondary data 'cause they might as well just write out every single note we've taken. They're not writing out their own notebooks, they're writing a little summary to top up their primary data.

**Chris Clark** - That is all we have formally to get through. I'm just looking at the Q and A and I think, I know we've covered off the questions that were provided in the registration process. There's no new outstanding ones that are in the Q and A. So whilst I give just a minute for any final questions, I will take this opportunity on behalf of the 40 or so that I think we had live tonight, teachers here to thank Belinda, as I said at the start, and I know many of you will be aware, so generous with her time and so collegial in sharing her practise and really humble in acknowledging that just like all of you just wading through stepping through this for the first time. Yep, sure, she comes from a place that has a fairly strong understanding of the intent, but at the same time has been pretty honest in those learnings that she might adjust next year. And that's life of a VCAA teacher or any teacher.

So, Belinda, massive thank you to you. This presentation has been recorded. What we will be doing is we will be shortly in the next couple of days sending out the recording link to those who have registered. Then at a later date in the coming weeks, the actual presentation will be published to the study page. So that takes time in terms of developing the translation of it and being able to formalise that once it's published to the page, the slide deck and the recording will be there and I'll work with Belinda to see what of your examples we might be able to pop into that package as well.

There's one last minute question that has come in. Yeah, yeah. So yeah, thanks Jake. Importantly, the logbook template, there's one already available. In fact, I think there's actually two examples that are available through the support materials page. There's one specific to Unit Four, Area of Study Three or more specific. There's also a couple of examples that are in there that are probably more appropriate or suited to unit one and unit two Area of Study Three in there in the support materials as well. Bel is anything you wanted to add to that? I think that covers it.

**Belinda Dalziel** - No, definitely in terms of the like logbook planners, I guess it's just, you probably just need to obviously ha have the logbook set up different for the year 11 to year twelves. The year 11 obviously acts very differently. It's just like SRN, I guess and you kind of moving through that. But with the year twelves, they obviously need to have that articulated to the key knowledge points that you've chosen and given to them. But the basic template is on the VCAA website for you.

**Chris Clark Belinda Dalziel** - Yeah, and I think it's also worth just reinforcing that the use of the logbook in the revised unit three and four study really there's no added layer of that compared to the previous study. So, you'll recall the previous study actually explicitly assessed the logbook. That's not the case now. So obviously students are using the logbook to inform their written reporting unit for study three, but it's not being assessed multiple times throughout the course. So yeah, just important to keep that in mind as well.

Thanks Belinda. Thanks to Mary for supporting this as well. And a big thanks to those teachers who have jumped on. As is always, please reach out if you've got any questions and yeah, we can help support you through delivering the study. Thanks everyone and we'll catch up soon.

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