

Nudgee Beach Environmental Education Centre



Curriculum Plan 2015

Empowering keepers of the wetlands

Students that visit NBEEC are challenged to become environmentally and culturally aware; to be empowered for the future as keepers of the wetlands.

By delivering curriculum relevant programs we will enhance students' understanding of our past, present and future environmental footprints.

Mission

Students that visit Nudgee Beach Environmental Education Centre are challenged to become environmentally and culturally aware; to be empowered for the future as keepers of the wetlands. By delivering curriculum relevant programs we will enhance students' understanding of our past, present and future environmental footprints.

Values

Environment: Cultivating awareness of the interconnectedness and diversity of Nudgee Beach for future generations.

Cultural awareness: Recognising the Indigenous past, present and future significance of Nudgee Beach.

Clients first: Creating positive and empowering experiences for students, schools and the community through life learning in real places.

Teaching ideals: Working cooperatively and efficiently within a research based pedagogy to deliver curriculum relevant programs.

NBEEC “family”: Developing and empowering the centre community through relationships based on trust, respect and valuing diversity.

Nudgee Beach the “place” has informed and directed the creation of the centres mission and set of values which provide a context for delivering our curriculum to **Empower Keepers of the Wetlands**

Our curriculum aligns with the LBC and “the place” we align place, and our mission with the C2C units to enable easy dialog between teachers and visiting teachers We use the National curriculum C2C and our mission The one off visits and Our curriculum is designed to support schools who wish their students to repeatedly access the Centre throughout the 13 years of schooling, visiting our sites to develop a deep appreciation and understanding of the wetlands system and processes. The planning of curriculum delivery ensures a consistency of teaching and learning. An understanding of the wetlands systems and the impacts of our past, present and future human activities will empower keepers of the wetlands linking our students to natural world.

Alignment

A strong alignment has been achieved between the curriculum, teaching and the regular monitoring of student progress in relation to our Prep to year 10 curriculum expectations by alignment with the Australian National Science, History or Geography Curriculum and Curriculum into the Classroom units. Senior programs are aligned with the senior Sciences, Geography or identified Vocational Education certificates. Our programs document explicitly what (and when) teachers should teach and students should learn. The curriculum delivery plan implemented through the centre is shared with our wider community.

Considerable attention has been given to ensuring ‘vertical’ alignment of our curriculum offerings so that there is continuity and progression of learning across the years of school, with teaching for each year building on to and extending learning in previous years.

Awareness of the general capabilities (literacy , numeracy, It , critical and creative thinking

and personal and social capacity ethical behaviour and intellectual understanding) has ensured that aspects of these and the cross-curriculum priorities- Sustainability and Aboriginal and Torres Strait Islander perspectives of history and culture are understood, valued and used as active learning streams within many of our programs.

Attributes

A high priority in curriculum planning is given to the progressive development of students' deep understandings of concepts, principles and big ideas within the specific learning areas. As well as to the ongoing development of cross-curricular skills and attributes, including embed the fundamental skills of literacy, numeracy and higher order thinking, teamwork, critical thinking, problem solving, and the evaluation of information and evidence.

Pedagogy

A place based pedagogy ensures that the curriculum is locally relevant and accessible to all visiting students and builds on to students' existing knowledge and varying backgrounds. A past, present and future lens empowers the teaching and learning process providing the context and supporting the content.

Past perspective: The Nudgee Beach area was highly significant to the Indigenous people of the area. We know this from the artefacts left behind and the remanent oral histories of the area. Accessed by students within a short distance of the centre are the bora ring, flint site, midden, burial and birthing sites. The gateway motorway aligns with one of the old indigenous paths and story lines.

Early European uses of the area included one of the earliest farming areas and Nudgee Beach a “fishing village” that has become the suburb.

Present Nudgee Beach is on the edge of the Moreton Bay Marine Park a wonderful wetlands environment more than half our beach and teaching area is within the green zone thus restricting what we can do and the reporting processes for using the marine park. The 66 hectare Boondall Wetlands Reserve butts on to the marine park providing much of the infrastructure the centre utilises- boardwalk, boat ramps, canoe portage and ramp. The locals are very proactive and highly involved in the centre and where we go, what we do with students.

Future Moreton Bay is a biodiversity hotspot. As it is an “edge” many of the plants and animals found here are at the extremes of their range. It was declared a RAMSAR site in 1992 protecting migratory wader birds and their habits. Brisbane city is one of the few major cities in the world on the edge of a significant marine park and the issues associated with such a city have had huge impacts on the programs designed and delivered at the centre. Climate change and sea rise will have a significant effect on the geographical and flora and fauna of the area. Programs developed are heavily tide dependant.

Curriculum delivery is designed to meet the needs of the range of students within each year level including those with disabilities and other particular needs and values. The centre's purpose built boat was designed for wheel chair access. Our enacted curriculum remains a focus for discussion among, and collaboration between, teachers.

Assessment, Monitoring and Reflection

Excursions to Nudgee Beach Environmental Education Centre provide visiting teachers with a range of opportunities to make assessment judgements about their students. Teaching staff at the centre have an invaluable role to play in supporting them and their schools by providing quality commentary about individual learners and learning experiences.

At Nudgee Beach:

Assessment for learning focuses on the learning and teaching process and informs the teacher of learner development, effectiveness of pedagogies, and relevance of curricula and though the teacher provides feedback to the teacher on the instruction provided it also informs individual learner about their personal progress and development.

Assessment as learning Students are asked in many programs to reflect and or record their own learning journey.

Assessment of learning The judgements made by teachers about individual learners will in some cases become part of the formative assessment collected towards the final piece on the topic. Centre staff will work closely with visiting teachers for this to be aligned to the criteria and tasks set for students by the visiting teacher and the comparability of these judgements between teachers and across schools. The aggregation of these judgements is what is reported on and requires a sound evidential base to ensure confidence in judgements. Vocational Education assessment completed at the centre requires a sound evidential base requires a variety of techniques and time to build a portfolio of evidence.

The context of Nudgee Beach Environmental Education Centre is such that students are on site for a short period of time, therefore, judgements made by Centre teaching staffs about students' achieving outcomes are valid for a limited range of tasks and response modes. In this light, it is inappropriate for Centre staff to assess specifically for reporting purposes. Staff however can inform visiting teachers and assist in providing the platform and context to support classroom teachers in making judgment. Centre programs however can contribute to the students' final assessment.

Categories	Instruments	Test Administrator		Reporting	
		Who	Where	Who	Where
Cert 3 Indigenous Conservation and Land Management	NBEEC	NBEEC	NBEEC	NBEEC	RTO
C2C	EQ	Class Teacher	School	Class Teacher	School
KLA's	School	Class Teacher	School	Class Teacher	NBEEC
Individual learning experiences Goals	NBEEC	NBEEC	NBEEC	NBEEC	NBEEC
	Classroom Teacher	Class Teacher	NBEEC	Class Teacher	NBEEC
	NBEEC	Students	NBEEC	Students	NBEEC

After program sheets reflect time, visiting teacher feedback and photo documentation is the primary method used by staff to discuss and evaluate delivery and monitor program development.

Year Level Matrix

Code	Name	Prep	1	2	3	4	5	6	7	8	9	10	11	12
S.YP.U1	Our Marine Living World	X												
S.YP.U4	Move It, Move It with Wings, Legs and Fins	X												
S.Y1.U1	A Marine Living Adventure + Shorncliffe Modification		X											
G.Y1.U1	Nudgee Beach a Place we Use		X											
S.Y2.U3	Growing Changes by the Sea			X										
S.Y2.U4	Save Planet Earth and its Seas			X										
S.Y3.U1	Is it Living in the Marine Environment				X									
H.Y4.U2	Land and Sea (Indigenous Focus)					X								
S.Y4.U2	Growing in the Marine Environment					X								
S.Y5.U1	Survival in the Australian Marine Environment + Shorncliffe Modification						X							
S.Y6.U2	Energy – Power up, electricity usage down							X						
S.Y6.U4	Life on Earth and in the Sea							X						
S.Y7.U1	Water Fresh or Salty – Waste not want not								X					
S.Y7.U7	Food webs in the Marine Environment								X					
G.Y8.U1	Local Landforms									X				
S.Y9.U1	Marine Ecosystems										X			
G.Y10.U1	Managing Boondall Wetlands or Moreton Bay Marine Park											X		
E.1	Learning to Lead							X					X	X
E.2	Art by the Estuary						X	X	X	X	X	X	X	
R.1	Sustainable Fishing				X	X	X	X	X	X	X	X	X	X
R.2	Canoeing Extension for a day						X	X	X	X	X	X	X	X
	Mangrove transect										X	X	X	X
	Mangrove Zonation / ID										X	X	X	X
	Nudgee Beach Transect										X	X	X	X
	Water Quality Testing										X	X	X	X

	Plankton collection										X	X	X	X
	Fishing Schulz Canal										X	X	X	X
	Canoeing Skills										X	X	X	X
	Power boating /crabbing										X	X	X	X

Code	Program name	Centre based programs alignment with ACARA Science strands							
		Science Understanding, Endeavour	Science Inquiry Skills		Science as a Human Endeavour				
		B=Biological C= Chemical E= Earth and Space P=Physical	Nature and development of Science	Use and influence of Science	Questioning and predicting	Planning and conducting	Processing and analysing data and information	Evaluating	Communicating
S.YP.U1	Our Marine living World	B				X	X		X
S.YP.U4	Move it Move it , with Wings Legs and Fins	B	X			X			X
S.Y1.U1	A Marine Living Adventure	B	X						X
S.Y2.U1	Growing Changes by the Sea	B	X	X	X			X	X
S.Y2.U4	Save Planet Earth and its Seas	E	X	X	X	X	X	X	X

S.Y3.U1	Is it Living in the Marine Environment?	B	X	X					X
S.Y4.U2	Growing in the Marine Environment	B		X		X			X
S.Y5.U1	Survival in the Australian Marine Environment + Shorncliffe Modification	B	X	X		X	X		X
S.Y6.U4	Life on Earth and in the Sea	B	X	X		X			X
S.Y7.U1	Water Fresh or Salty – Waste not want not	C							
S.Y7.U7	Foodwebs in a Marine Environment	B				X			X
S.Y9.U6	Marine Ecosystems	B			X	X	X	X	X

Code	Program name	Centre based programs alignment with ACARA History strands					
		Historical Knowledge and Understanding	Historical Skills				
			Chronology, terms and concepts	Historical questions and research	Analysis and use of sources	Perspectives and interpretations	Explanation and communication
H.Y4.U1	Land and Sea (Indigenous Perspective)	X	X	X	X	X	X

Code	Program name	Centre based programs alignment with ACARA Geography strands				
		Geographical Knowledge and Understanding	Geographical Inquiry and Skills			
			Mapping	Observing	Questioning	Planning
G.Y1.U1	Nudgee Beach , A Place we Use	Observable Features – Natural, modified, constructed	X	X	X	X
G.Y10.U2	Managing Boondall Wetlands or Moreton Bay Marine Park/Airport	Interconnectedness of communities		X	X	

Code	Program Name	Solid Partners Solid Futures Curriculum Alignment with Centre based programs alignment with ACARA				
		Centre Curriculum Plan	Whole Program Overview	Individual Activity Outline	Other	Aligns to Aboriginal and Torres Strait Islander histories and cultures cross-curricular priority
S.Y3.U1	Is it Living in the Marine Environment?	X	X	X		Students will understand that Aboriginal peoples and Torres Strait Islander peoples have different ways of grouping things Explore Aboriginal peoples and Torres Strait Islander peoples use of observations. Understand that Aboriginal peoples and Torres Strait Islander peoples have particular ways of knowing the world. Investigate the ways in which traditional knowledge and western scientific knowledge can be complementary.
H.Y4.U2	Land and Sea (Indigenous Focus)	X	X	X	X	The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives.
S.Y5.U1	Survival in the Australian Marine Environment + Shorncliffe Modification	X	X			Students will explore how Aboriginal peoples and Torres Strait Islander peoples utilise knowledge of adaptations in plants and animals.
S.Y6.U4	Life on Earth and in the Sea	X	X			Students will explore how Aboriginal peoples view their position in the environment, how they care for their country and how they use their ecological knowledge when harvesting resources sustainably, ensuring the growth and survival of living things.

S.Y7.U7	Foodwebs in a Marine Environment	X	X	X	X	Students will explore how Aboriginal peoples view their position in the environment, how they care for their country and how they use their ecological knowledge when harvesting resources sustainably, ensuring the growth and survival of living things. Explore how Western practices in Australia have interrupted this delicate balance within the environment and its subsequent effects upon Indigenous Australians.
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Reference to NBEEC only looking at local Indigenous and not TI perspectives