

Learning happens everywhere

Presented by Shannon McNatty
(MPhEd)



EOTC

- Alternate setting for student learning
- An effective pedagogical method
- Experiential learning
- Intentional, cognitive, and explicit knowing
- Alters learners interactions and relationships

EOTC as immersive journeys



Journeys

- A 'journey' is defined by the Oxford dictionary as 'an act of travelling from one place to another'.
- Journeys 'emphasise the path, not the destination; allowing for deviations and detours; and the focus on being...' (Straker, 2012,p. 170).
- Journeys enable exploration of places and environments

The students

10 students

The DNI senior staff team drew on classroom teachers' recommendations to decide which students could benefit or be suited to this initiative.

- *Gender mix*
- *Mix of ethnicities*
- *Range of socio-cultural backgrounds*
- *Lacking confidence*



The programme



Working with the school timetable



Key aspects of the programme

- 1) Self-management and developing connections;
- 2) Environmental awareness;
- 3) How the outdoor context made it easier for students to learn;
- 4) The empowerment of active non-motorised forms of transport; and
- 5) The role of the educator.



1) Self-management and developing connections



- Reinforcing positive interpersonal skills,
- Developing respect for others and self.
- Friendships
- Self-management

“J has developed some 'mana' and I think is feeling really good about himself. He used to be fairly invisible and needed to be checked on that he had what he needed and knew what to do... I feel that he is more independent in his self-management for learning” (J’s teacher).

2) Environmental awareness



- Kaitiakitanga
- Mt Cargill pine-needle tea
- Botanical gardens pond water quality
- Uncluttered mind
- Emotional and sensory responses to places



3) How the outdoor context made it easier for students to learn

Active for much of the day →



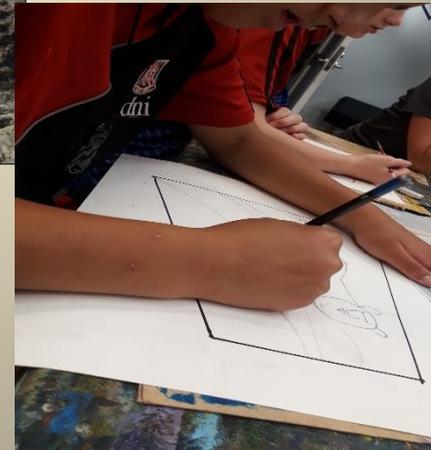
Time and space to think →



Just right challenges →



Stimulated and intrigued →



4) The empowerment of active non-motorised forms of transport



- Familiarised with cycleways and tracks
- Accessibility of community
- Taking time to be quiet, chat, unwind or ramp up
- Debrief time, thinking time
- Own power, future access
- Medium to be physically active
- Environmental values of non-motorised transport

5) The role of the educator



- Role-modelling active transport methods
- Enhancing social relationships
- Learning across curriculum areas
- Practicing key competencies
- Conversing alongside
- High behavioural expectations
- Manaakitanga
- Happiness

Future directions



- Integrate and communicate the learning outside with the in-classroom learning
- Connecting back with students and staff during the week
- Deeper reflection
- Supporting students values, awareness and life skills

Conclusion

- Place-responsive pedagogy
- Connection to city's green spaces
- Learning whilst being active, developing friendships, feeling revitalised
- Positive attitudes to learning
- Experiential learning
- Non-motorised, own transport



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