



Erasmus+



# PROFESSIONAL STANDARDS OF OUTDOOR EDUCATION

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TAKE  ME OUT



# PROFESSIONAL STANDARDS FOR TEACHERS OF OUTDOOR EDUCATION

## Professional Knowledge

Teachers draw on a body of professional knowledge and research to respond to the needs of their children within the educational context of outdoor education.

Teachers know their children well, including their diverse linguistic, cultural and religious backgrounds. They know how the experiences that children bring to their kindergarten affect their continued learning. They know how to structure their lessons to meet the physical, social and intellectual development and characteristics of their children.

Teachers know the content of their subjects and curriculum. They know and understand the fundamental concepts, structure and enquiry processes relevant to programs they teach in outdoor education.

Teachers understand what constitutes effective, developmentally appropriate strategies in their educational programs and use this knowledge to make the content meaningful to children.

## ORGANISATION OF THE STANDARDS

Through their teaching practice, teachers develop children's literacy and numeracy within their subject areas. They are also able to use Information and Communication Technology to contextualise and expand their children's modes and scope of education.

## **Standard 1** – Knowing the children of pre-school age and how they learn

<b>FOCUS AREA</b>	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>	<b>In relevance with the topics of Handbook and Online modules</b>
<i>1.1 Physical, socio-emotional and intellectual development and characteristics of pre-school age children</i>	Demonstrate knowledge and understanding, summarise and explain physical, socio-emotional and intellectual development and characteristics of pre-school age children and how they may affect education.	Summarise, describe and use two teaching strategies based on the knowledge of children's physical, socio-emotional and intellectual development and characteristics to improve children's education.	Demonstrate knowledge, summarise and describe, from a flexible and effective repertoire, at least two teaching strategies to suit the physical, socio-emotional and intellectual development and characteristics of children.	Lead colleagues to summarise, describe, select and develop two teaching strategies to improve children's educating using knowledge of the physical, socio-emotional and intellectual development and characteristics of children.	<ul style="list-style-type: none"> <li>• <i>First steps before starting</i></li> <li>• <i>Perception of the child</i></li> <li>• <i>Outdoors and the environment</i></li> </ul>
<i>1.2 Understanding of how children of pre-school age learn through outdoor education (play, activities, experience learning, creative drama, musical motion activities and others)</i>	Demonstrate knowledge, understanding, and synopsis of research on how children learn through outdoor education and its implication for education.	Explain the structure of at least two teaching programs using research and collegial advice on how children learn through outdoor education.	Summarise through research and knowledge how children learn in outdoor education at your kindergarten.	Describe lead processes which evaluate the effectiveness of teaching programs using research and workplace knowledge on how children learn through outdoor education at your kindergarten.	<ul style="list-style-type: none"> <li>• <i>Perception of the child</i></li> <li>• <i>Outdoors and the environment</i></li> <li>• <i>The Role of the Early Years Professional</i></li> </ul>

<i>1.3 Children of pre-school age with diverse linguistic, cultural, religious and socioeconomic backgrounds</i>	Demonstrate the knowledge of and summarise at least two educational strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Design and implement two teaching strategies that are responsive to the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Support colleagues in developing effective teaching strategies that address the learning strengths and needs of children from diverse linguistic, cultural, religious and socioeconomic backgrounds.	Evaluate and revise kindergarten learning and teaching programs, using expert and community knowledge and experience, to meet the needs of children with diverse linguistic, cultural, religious and socioeconomic backgrounds.	<ul style="list-style-type: none"> <li>• <i>Outdoors and the environment</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Overcoming barriers and red-tape</i></li> <li>• <i>The Role of the Early Years Professional</i></li> </ul>
<i>1.4 Strategies for teaching children of pre-school age in kindergartens with an emphasis on their own surroundings</i>	Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of children. Describe two recognised theories.	Design and implement at least two effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories.	Provide advice and support colleagues in the process of implementation of effective teaching strategies for children using the knowledge of community representatives and their support.	Develop teaching programs that support equitable and ongoing participation of children by engaging in collaborative relationships with community representatives and parents/carers.	<ul style="list-style-type: none"> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Outdoors and the environment</i></li> </ul>
<i>1.5 Differentiation of teaching to meet the specific educational needs of children across the full range of abilities</i>	Demonstrate the knowledge of and describe two strategies for differentiating education to meet the specific educational needs of children across the full range of abilities in outdoor education.	Develop teaching activities that incorporate differentiated strategies to meet the specific educational needs of children across the full range of abilities in outdoor education.	Evaluate educational programs, using children's assessment data, which are differentiated for the specific educational needs of children across the full range of abilities in outdoor education.	Lead colleagues to evaluate the effectiveness of educational programs differentiated for the specific educational needs of children across the full range of abilities in outdoor education.	<ul style="list-style-type: none"> <li>• <i>Outdoors and the environment</i></li> <li>• <i>Overcoming barriers and red-tape</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>A positive approach to risk and challenge</i></li> </ul>



*1.6 Strategies to support full participation of children with disability in outdoor education*

Demonstrate broad knowledge and understanding of legislative requirements together with at least two educational strategies that support participation and education of children with disability in outdoor education.

Design and implement into teaching at least two activities that support the participation and education of children with disability and address relevant policy and legislative requirements.

Work with colleagues to access specialist knowledge, relevant policy and legislation to develop educational programs that support the participation and education of children with disability in outdoor education in your kindergarten.

Initiate and lead the review of pre-school policies to support the engagement and full participation of children with disability and ensure compliance with legislative and/or system policies in outdoor education in your kindergarten.

- *A positive approach to risk and challenge*
- *The Role of the Early Years Professional*
- *Outdoors and the environment*



## **Standard 2** – Knowing the content and how to teach it

<b>FOCUS AREA</b>	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>	<b><i>In relevance with the topics of Handbook and Online modules</i></b>
<i>2.1 Content, competences and educational strategies of the teaching area (knowledges, abilities, skills and attitudes)</i>	Demonstrate and summarise the knowledge and understanding of the concepts, substance and structure of the content, competences and educational strategies of the teaching area.	Apply knowledge of the content, competences and educational strategies of the teaching area to develop engaging outdoor activities.	Support colleagues in using current and comprehensive knowledge of the content, competences and educational strategies to develop and implement engaging educational programs in outdoor education.	Lead initiatives within the kindergarten to evaluate and improve the knowledge of the content, competences and educational strategies and demonstrate exemplary educating of subjects using effective, research based educational programs in outdoor education.	<ul style="list-style-type: none"> <li>• <i>Perception of the child</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>A positive approach to risk and challenge</i></li> </ul>
<i>2.2 Content selection and organisation of outdoor education in kindergarten</i>	Explain and organise the content into an effective educational sequence of the outdoor education.	Explain and organise the content into coherent, well-sequenced educational programs of outdoor education.	Describe and exhibit innovative practice in the selection and organisation of the content and delivery of educational programs in outdoor education.	Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of the content into coherently organised educational programs in outdoor education.	<ul style="list-style-type: none"> <li>• <i>Outdoors and the environment</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>A positive approach to risk and challenge</i></li> </ul>



<p><i>2.3 Curriculum, assessment and reporting</i></p>	<p>Explain and use curriculum, assessment and reporting knowledge to design education sequences and lesson plans of outdoor education in your kindergarten.</p>	<p>Summarise, design and implement educational programs using the knowledge of curriculum, assessment and reporting requirements into outdoor education in your kindergarten.</p>	<p>Support colleagues in planning and implementing educational programs that utilise contemporary knowledge and understanding of curriculum, assessment and reporting requirements of the outdoor education.</p>	<p>Lead colleagues to develop education programs that utilise comprehensive knowledge of curriculum, assessment and reporting requirements of outdoor education.</p>	<ul style="list-style-type: none"> <li>• <i>Evidence and evaluation</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> </ul>
<p><i>2.4 Children of pre-school age understand and respect their own surroundings in the kindergarten</i></p>	<p>Demonstrate broad knowledge and understanding of histories, cultures and languages of children's surroundings and respect them.</p>	<p>Know how to provide the opportunity to children to develop understanding and respect towards histories, cultures and languages of their surroundings.</p>	<p>Support colleagues in providing opportunities to children to develop understanding and respect towards histories, cultures and languages of their surroundings.</p>	<p>Lead initiatives to assist colleagues providing opportunities to children to develop understanding and respect towards histories, cultures and languages of their surroundings.</p>	<ul style="list-style-type: none"> <li>• <i>Outdoors and the environment</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Perception of the child</i></li> <li>• <i>Parents and carers role</i></li> </ul>



<i>2.5 Literacy and numeracy strategies in outdoor education</i>	Know and understand literacy and numeracy teaching strategies and their application in selected teaching areas.	Apply knowledge and understanding of at least two effective educational strategies to support children's achievement in literacy and numeracy.	Support colleagues in implementing effective educational strategies to improve children's achievement in literacy and numeracy.	Monitor and evaluate the implementation of educational strategies within the kindergarten to improve children's achievement in literacy and numeracy using research-based knowledge and children data.	<ul style="list-style-type: none"> <li><i>The Role of the Early Years Professional</i></li> <li><i>Management and leadership of the outdoors approach</i></li> </ul>
<i>2.6 Information and Communication Technology (ICT) in outdoor education</i>	Summarise and know how to implement educational strategies for using ICT to expand curriculum education opportunities for children.	Explain effective teaching strategies that integrate ICT into educational programs and make the selected content relevant and meaningful.	Model high-level teaching knowledge, skills and work with colleagues to use current ICT to improve their teaching practice and make the content relevant and meaningful.	Know how to lead and support colleagues to select and use ICT with effective educational strategies to expand educational opportunities and the content knowledge of all children.	<ul style="list-style-type: none"> <li><i>Overcoming barriers and red-tape</i></li> </ul>

## Professional Practice

Teachers are able to make the learning engaging and appreciated. They are able to create and maintain safe, inclusive and challenging learning environments and implement fair and equitable behaviour management plans. They use sophisticated communication techniques.

Teachers have a repertoire of effective teaching strategies and use them to implement well designed teaching programs and lessons in the context of outdoor education. They regularly evaluate all aspects of their teaching practice to ensure they are meeting the learning needs of their children.

They interpret and use children assessment data to diagnose barriers to learning and to challenge children to improve their performance.

They operate effectively at all stages of the educational cycle, including planning for education and assessment, developing educational programs, assessing, providing feedback on children's learning and reporting to parents/carers.



## **Standard 3** – Planning and implementing effective education in the outdoors

<b>FOCUS AREA</b>	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>	<b>In relevance with the topics of Handbook and Online modules</b>
<i>3.1 Using educational strategies and establishing challenging educational goals</i>	Explain the range of educational strategies. Summarise educational goals that provide achievable challenges for children of varying abilities and characteristics.	Explain relevant teaching strategies to develop knowledge, skills, problem solving, critical and creative thinking. Set explicit, challenging and achievable educating goals for all children in outdoor education.	Know how to support colleagues in selecting and applying effective educational strategies to develop knowledge, skills, problem solving, critical and creative thinking. Know how to create and develop a culture of high expectations for all children by modelling and setting challenging educating goals in the outdoors.	Know how to work with colleagues to review, modify and expand their repertoire of educating strategies to enable children to use knowledge, skills, problem solving, critical and creative thinking. Demonstrate exemplary practice and high expectations. Lead colleagues to encourage children to pursue challenging goals in all aspects of their education.	<ul style="list-style-type: none"> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>The Role of the Early Years Professional</i></li> </ul>



<i>3.2 Planning, structuring and sequencing educational programs in outdoor education</i>	Explain the planning of lesson sequences using the knowledge of learning, content and effective educational strategies.	Know how to plan and implement well-structured educational programs or lesson sequences that engage children and promote the outdoors.	Explain the work with colleagues when planning, evaluating and modifying educational programs to create productive learning environments that engage all children in the outdoors.	Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their educational programs that develop children's knowledge, understanding and skills in the outdoors.	<ul style="list-style-type: none"> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>The Role of the Early Years Professional</i></li> </ul>
<i>3.3 Selection and the use of Resources</i>	Demonstrate the knowledge of a range of resources, including ICT, which engage children in their education.	Select and/or create and use a range of resources, including ICT, which engage children in their education.	Assist colleagues in creating, selecting and using a wide range of resources, including ICT, which engage children in their education.	Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the school.	<ul style="list-style-type: none"> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Evidence and evaluation</i></li> <li>• <i>Outdoors and the environment</i></li> </ul>
<i>3.4 Using effective Communication</i>	Summarise a range of verbal and non-verbal communication strategies that support child's engagement into activities.	Explain effective verbal and non-verbal communication strategies that support child's understanding, participation, engagement and achievement.	Know how to assist colleagues in selecting a wide range of verbal and non-verbal communication strategies that support children's understanding, engagement and achievement.	Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support children's understanding, engagement and achievement.	<ul style="list-style-type: none"> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Perception of the child</i></li> <li>• <i>A positive approach to risk and challenge</i></li> </ul>



<p><i>3.5 Evaluating and improving educational programs for outdoor education</i></p>	<p>Summarise the knowledge of strategies that can be used to evaluate educational programs which improve children's educating in the outdoors.</p>	<p>Explain and evaluate personal educational programs using evidence, including feedback from children and children assessment data.</p>	<p>Summarise the work with colleagues in reviewing current educational programs using children's feedback, children assessment data, the knowledge of curriculum and workplace practices.</p>	<p>Explain and conduct regular reviews of educational programs using multiple sources of evidence including: children assessment data, curriculum documents, educational practices and feedback from parents/carers, children and colleagues.</p>	<ul style="list-style-type: none"> <li>• <i>Evidence and evaluation</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Parents and carers role</i></li> </ul>
<p><i>3.6 Engaging parents/carers in the educative process in the context of outdoor education.</i></p>	<p>Explain a broad range of strategies for involving parents/carers in the educative process in the context of outdoor education.</p>	<p>Describe a plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's educating in the context of outdoor education.</p>	<p>Summarise the work with colleagues in providing appropriate and contextually relevant opportunities for parents/carers to be involved in their children's educating in the context of outdoor.</p>	<p>Explain the initiation of contextually relevant processes to establish programs that involve parents/carers in the education of their children and broader kindergarten priorities and activities.</p>	<ul style="list-style-type: none"> <li>• <i>Outdoors and the environment</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Parents and carers role</i></li> </ul>



## **Standard 4** – Creating and maintaining supportive and safe educational environments in the context of outdoor education

<b>FOCUS AREA</b>	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>	<b><i>In relevance with the topics of Handbook and Online modules</i></b>
<i>4.1 Supporting children's participation in outdoor activities (play, activities, experience learning, creative drama, musical motion activities and others)</i>	Explain strategies for supporting inclusive children's participation and engagement in kindergarten outdoor activities.	Establish and explain two inclusive and positive interactions to engage and support all children in kindergarten outdoor activities.	Describe an effective model practice and support colleagues in implementing inclusive strategies that engage and support all children in the kindergarten in the context of outdoor education.	Demonstrate and lead by example the development of productive and inclusive educational environments across the kindergarten by reviewing inclusive strategies and exploring new approaches to engage and support all children in the context of outdoor education.	<ul style="list-style-type: none"> <li><i>The Role of the Early Years Professional</i></li> <li><i>Management and leadership of the outdoors approach</i></li> <li><i>First steps before starting</i></li> </ul>
<i>4.2 Managing outdoor activities (play, activities, experience learning, creative drama, musical motion activities and others) in kindergarten</i>	Explain how to organise outdoor activities in kindergarten and provide clear instructions for children.	Describe orderly and workable routines to create an environment where the child's time is spent on educational tasks in the context of outdoor education.	Explain how to share a flexible repertoire of strategies in kindergarten management with colleagues to ensure all children are engaged in purposeful outdoor activities.	Summarise initiation strategies that implement effective outdoor management in kindergarten and promote colleagues' responsibility for child's educating.	<ul style="list-style-type: none"> <li><i>The Role of the Early Years Professional</i></li> <li><i>Management and leadership of the outdoors approach</i></li> <li><i>Perception of the child</i></li> </ul>



<i>4.3 Managing challenging behaviour of pre-school age children in the outdoor environment</i>	Explain and demonstrate knowledge of two practical approaches to manage challenging behaviour of pre-school age children in the outdoors.	Describe and manage challenging behaviour by establishing and negotiating clear expectations with children and address discipline issues promptly, fairly and respectfully.	Explain and summarise how to develop and share with colleagues a flexible repertoire of behaviour management strategies using expert knowledge and workplace experience.	Summarise lead and behaviour management initiatives to assist colleagues in broadening their range of strategies.	<ul style="list-style-type: none"> <li>• <i>Perception of the child</i></li> <li>• <i>Outdoors and the environment</i></li> <li>• <i>Overcoming barriers and red-tape</i></li> <li>• <i>The Role of the Early Years Professional</i></li> </ul>
<i>4.4 Maintaining children's safety</i>	Describe two strategies that support children's well-being and safety within kindergarten and/ or system, curriculum and legislative requirements within the context of outdoor education.	Summarise children's well-being and safety within kindergarten by implementing school and/ or system, curriculum and legislative requirements.	Summarise how to take responsibility for implementing current kindergarten and/ or system, curriculum and legislative requirements to ensure children's well-being and safety in the context of outdoor education.	Comment on the effectiveness of children well-being policies and safety practices using current kindergarten and/ or system, curriculum and legislative requirements and assist colleagues in updating their practices.	<ul style="list-style-type: none"> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>First steps before starting</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> </ul>
<i>4.5 Using ICT safely, responsibly and ethically in the context of kindergarten outdoor education</i>	Explain ways and strategies available for supporting the safe, responsible and ethical use of ICT in outdoor education in kindergarten.	Summarise strategies to promote the safe, responsible and ethical use of ICT in outdoor education in kindergarten.	Explain how to support colleagues in developing strategies to promote the safe, responsible and ethical use of ICT in outdoor education in kindergarten.	Summarise new policies and strategies for ensuring the safe, responsible and ethical use of ICT in outdoor education in kindergarten.	<ul style="list-style-type: none"> <li>• <i>Overcoming barriers and red-tape</i></li> </ul>

**Standard 5** – Assessing, providing feedback and reporting on children’s of pre-school age education in the context of kindergarten outdoor education

<b>FOCUS AREA</b>	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>	<b>In relevance with the topics of Handbook and Online modules</b>
<i>5.1 Assessing children of pre-school age education in the outdoors</i>	Describe assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess children of pre-school age in outdoor education.	Explain how to develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess children of pre-school age in outdoor education.	Describe and develop a way to apply a comprehensive range of assessment strategies in order to diagnose outdoor educational needs, in compliance with curriculum requirements and support colleagues in evaluating the effectiveness of their approaches to assessment.	Summarise and evaluate kindergarten assessment policies and strategies to support colleagues in: using assessment data to diagnose educational needs in compliance with curriculum, system and/or kindergarten assessment requirements; and in the using of a range of assessment strategies.	<ul style="list-style-type: none"> <li><i>Evidence and evaluation</i></li> </ul>





<p><i>5.2 Monitoring. Providing feedback to children of pre-school age on their education in the context of kindergarten outdoor education</i></p>	<p>Explain and demonstrate monitoring. Explain and demonstrate the understanding of the purpose of providing timely and appropriate feedback to children on their outdoor education in kindergarten.</p>	<p>Explain and demonstrate monitoring. Explain how to provide timely, effective and appropriate feedback to children on their achievement connected to their educational goals in outdoor education.</p>	<p>Explain and demonstrate monitoring. Using an effective range of strategies, describe how to provide targeted feedback based on informed and timely judgements of each child's current needs in order to progress in their education.</p>	<p>Explain and demonstrate monitoring. Describe exemplary practice and programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies.</p>	<ul style="list-style-type: none"> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Evidence and evaluation</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Outdoors and the environment</i></li> </ul>
<p><i>5.3 Making consistent and comparable judgements</i></p>	<p>Explain the term assessment moderation and its application in supporting consistent and comparable judgements of child's education.</p>	<p>Summarise assessment moderation activities aimed at supporting consistent and comparable judgements of child's education.</p>	<p>Describe assessment moderation activities that support consistent and comparable judgements of child's education.</p>	<p>Summarise and evaluate moderation activities that ensure consistent and comparable judgements of child's learning to meet curriculum and kindergarten or system requirements.</p>	<ul style="list-style-type: none"> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Evidence and evaluation</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Outdoors and the environment</i></li> </ul>

<p><i>5.4 Interpretation of child's data</i></p>	<p>Explain how to interpret child's assessment data in order to evaluate child's achievement in education and accordingly modify teaching practice in outdoor education.</p>	<p>Summarise child's assessment data to analyse and evaluate child's understanding of the subject/content, identify possible interventions and modify teaching practice accordingly.</p>	<p>Summarise the work with colleagues in using data from internal and external children assessments for evaluating their achievement in education, in identifying possible interventions and modifying teaching practice accordingly.</p>	<p>Describe and co-ordinate children performance and program evaluation using internal and external children assessment data to improve teaching practice.</p>	<ul style="list-style-type: none"> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Evidence and evaluation</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Outdoors and the environment</i></li> </ul>
<p><i>5.5 Reporting on children's achievement in the context of kindergarten outdoor education</i></p>	<p>Explain two strategies for reporting to children and their parents/carers and the purpose of keeping accurate and reliable records of child's achievement in the context of outdoor education in kindergarten.</p>	<p>Explain how to report clearly, accurately and respectfully to children and their parents/carers on child's achievement, making the use of accurate and reliable records in the context of outdoor education in kindergarten.</p>	<p>Describe the work with colleagues in constructing accurate, informative and timely reports to children and their parents/carers on children's education and achievement in the context of outdoor education in kindergarten.</p>	<p>Summarise and explain reporting and accountability mechanisms in kindergarten to meet the needs of children, parents/carers and colleagues.</p>	<ul style="list-style-type: none"> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Evidence and evaluation</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Outdoors and the environment</i></li> <li>• <i>Parents and carers role</i></li> </ul>



## Professional Engagement

Teachers model effective outdoor education. They identify their own learning needs and analyse, evaluate and expand their professional learning both collegially and individually.

Teachers demonstrate respect and professionalism in all their interactions with children, colleagues, parents/carers and the community. They are sensitive to the needs of parents/carers and can communicate effectively with them about

their children's education in the context of outdoor education.

Teachers appreciate opportunities to engage with their school communities within and beyond the classroom to enrich the educational context for children.

They understand the links between the kindergarten, home and the community in the process of social and intellectual development of their children.

### **Standard 6** – Engaging in professional learning in the context of outdoor education

<b>FOCUS AREA</b>	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>	<b><i>In relevance with the topics of Handbook and Online modules</i></b>
<i>6.1 Identifying and planning professional educational needs in the context of outdoor education in kindergarten</i>	Explain the role of the Standards of an outdoor teacher when identifying professional learning needs.	Summarise the Standards of an outdoor teacher and advice from colleagues on the identification and planning of professional learning needs.	Summarise and analyse the Standards of an outdoor teacher to plan personal and professional development goals, support colleagues in identifying and achieving personal development goals, and pre-service teachers in improving their practice.	Summarise and provide comprehensive knowledge of the Standards of an outdoor teacher; plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers.	<ul style="list-style-type: none"> <li><i>The Role of the Early Years Professional</i></li> <li><i>Management and leadership of the outdoors approach</i></li> <li><i>Evidence and evaluation</i></li> <li><i>A positive approach to risk and challenge</i></li> <li><i>Outdoors and the environment</i></li> <li><i>Parents and carers role</i></li> </ul>

<p><i>6.2 Engaging in professional learning and improving the practice in the context of outdoor education in kindergarten</i></p>	<p>Summarise relevant and appropriate sources of professional learning for teachers in the context of outdoor education in kindergarten.</p>	<p>Describe the learning and update the knowledge, practice targeted at professional needs and kindergarten and/or system priorities in outdoor education.</p>	<p>Describe a plan for professional learning for outdoor education in kindergarten by summarising and reviewing relevant research. Comment on and improve the practice; offer quality placements for kindergarten teachers where applicable.</p>	<p>Comment on collaborative relationships to expand professional learning opportunities, engage in research and provide quality opportunities together with placements for kindergarten teachers in the context of outdoor education.</p>	<ul style="list-style-type: none"> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Evidence and evaluation</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Outdoors and the environment</i></li> <li>• <i>Parents and carers role</i></li> </ul>
<p><i>6.3 Engaging with colleagues and improving the practice in outdoor education in kindergarten</i></p>	<p>Summarise constructive feedback from supervisors and teachers to improve educational practices in outdoor education.</p>	<p>Summarise collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice in outdoor education.</p>	<p>Summarise the engagement in professional discussions with colleagues in a range of forums to evaluate the practice directed at improving professional knowledge, practice and the educational outcomes of children in outdoor education.</p>	<p>Explain and summarise professional dialogue within the kindergarten or professional learning network(s) that is informed by feedback. Analyse current research and practice to improve the educational outcomes of children in outdoor education.</p>	<ul style="list-style-type: none"> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Evidence and evaluation</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Outdoors and the environment</i></li> <li>• <i>Parents and carers role</i></li> </ul>



<p><i>6.4 Applying professional learning and improving children education in outdoor education</i></p>	<p>Explain the rationale behind the continuing professional learning and the implications for improved children's education in outdoor education.</p>	<p>Describe professional educational programs designed to address selected children's educational needs in outdoor education.</p>	<p>Summarise the effectiveness of teacher professional learning activities to address children's educational needs in outdoor education.</p>	<p>Explain and summarise strategies aimed at supporting high-quality professional learning opportunities for colleagues that focus on improved children's educating in outdoor education.</p>	<ul style="list-style-type: none"> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Evidence and evaluation</i></li> <li>• <i>A positive approach to risk and challenge</i></li> <li>• <i>Outdoors and the environment</i></li> <li>• <i>Parents and carers role</i></li> </ul>
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## **Standard 7** – Engaging professionally with colleagues, parents/carers and the community in the context of outdoor education in kindergarten

<b>FOCUS AREA</b>	<b>GRADUATE</b>	<b>PROFICIENT</b>	<b>HIGHLY ACCOMPLISHED</b>	<b>LEAD</b>	<b><i>In relevance with the topics of Handbook and Online modules</i></b>
<i>7.1 Meeting professional ethics and responsibilities in outdoor education in kindergarten</i>	Explain the application of key principles described in the codes of ethics and conduct for the teaching profession in the context of outdoor education in kindergarten.	Summarise the codes of ethics and conduct established by regulatory authorities, systems and kindergarten in the context of outdoor education.	Explain high ethical standards and summarise them to interpret the code of ethics in kindergarten and community in the context of outdoor education.	Describe exemplary ethical behaviour in all professional dealings with children, colleagues and the community members in outdoor education in kindergarten.	<ul style="list-style-type: none"> <li>• <i>Overcoming barriers and red-tape</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> </ul>
<i>7.2 Complying with legislative, administrative and organisational requirements in outdoor education in kindergarten</i>	Explain the relevant legislative, administrative and organisational policies and processes required for kindergarten teachers in the context of outdoor education.	Summarise the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes for kindergarten teachers in the context of outdoor education.	Explain how you support colleagues in reviewing and interpreting legislative, administrative, and organisational requirements, policies and processes in the kindergarten in the context of outdoor education.	Summarise, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities in kindergarten in the context of outdoor education.	<ul style="list-style-type: none"> <li>• <i>Overcoming barriers and red-tape</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> </ul>



<p><i>7.3 Engaging parents/ carers into effective cooperation in outdoor education</i></p>	<p>Explain two strategies for working effectively, sensitively and confidentially with parents/carers in the kindergarten in the context of outdoor education.</p>	<p>Describe how to establish and maintain respectful and collaborative relationships with parents/ carers regarding their children's education and well-being in the outdoors.</p>	<p>Explain how to respond in all communicative situations with parents/carers about their children's education and well-being.</p>	<p>Summarise how to identify, initiate and build on opportunities that engage parents/ carers in both the progress of their children's education and in the educational priorities of the kindergarten in the context of outdoor education.</p>	<ul style="list-style-type: none"> <li>• <i>Outdoors and the environment</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>Overcoming barriers and red-tape</i></li> <li>• <i>Parents and carers role</i></li> <li>• <i>Evidence and evaluation</i></li> </ul>
<p><i>7.4 Engaging with professional teaching networks and broader communities in the context of outdoor education</i></p>	<p>Explain the role of external professionals and community representatives in broadening teachers' professional knowledge and practice.</p>	<p>Explain how one can participate in professional and community networks and forums to broaden their knowledge and improve their practice in the context of outdoor education in kindergarten.</p>	<p>Describe ways to contribute to professional networks and associations and build productive links with the wider community to improve outdoor education in kindergarten.</p>	<p>Explain how to take a leadership role in professional and community networks and how you support the involvement of colleagues in external learning opportunities in outdoor education in kindergarten.</p>	<ul style="list-style-type: none"> <li>• <i>Outdoors and the environment</i></li> <li>• <i>Management and leadership of the outdoors approach</i></li> <li>• <i>The Role of the Early Years Professional</i></li> <li>• <i>Overcoming barriers and red-tape</i></li> <li>• <i>Evidence and evaluation</i></li> <li>• <i>A positive approach to risk and challenge</i></li> </ul>

# CONTENT KNOWLEDGE - APPENDIX

## CONTENT KNOWLEDGE

Outdoor educators in kindergarten understand the disciplinary concepts of education, leading and programming outdoor activities and the intellectual, historic and philosophic foundations of the fields of outdoor education, physical development and movement science.

### **Content Topics:**

- Core physical development content topics
- Relationship between the science of ecology and outdoor activities
- Environmental issues and outdoor literature
- The history of outdoor activity in early years
- Philosophical foundations of outdoor education
- Principles of organizing and coordinating outdoor activities
- Promotion of activities
- Preparation, planning
- Program evaluation



A watercolor illustration of a tree with a thick, brown trunk and a large, spreading canopy of green and blue leaves. A bright blue, textured banner is positioned at the top right, partially overlapping the tree's canopy. The banner contains the title text in white, bold, sans-serif capital letters.

# TEACHING AND LEADERSHIP STRATEGIES IN THE CONTEXT OF OUTDOOR EDUCATION

Outdoor educators understand methodologies of teaching outdoor activities, have gained practical experience in the preparation of instructional plans and materials, and are knowledgeable about the concepts, models and practices of leadership in the outdoor environment.

## **Content Topics:**

- Leadership theory
- Leadership styles
- Group dynamics
- Teaching styles
- Facilitation and transference
- Communication
- Assessment and evaluation
- Ethics of leadership
- Decision making and problem solving
- Lesson plan development
- Development of learning and programming objectives
- Methods of teaching outdoor activities
- Practical and field experience in educating outdoor activities

# SAFETY AND MINIMAL IMPACT OF OUTDOOR ACTIVITIES IN NATURAL AREAS

Outdoor educators understand the principles of running safe activities, have been exposed to analytical and procedural approaches in responding to outdoor emergencies, and know how to minimize the environmental impact of outdoor activities in natural areas.

## Content Topics:

- Liability and legal issues in the context of outdoor education in kindergarten
- Development of a risk management plan
- Knowledge of first aid
- Hazard evaluation in the outdoors
- Meal planning & nutrition
- Health & sanitation
- Practical and field experience in safety skills and activities
- Practical and field experience in minimal impact techniques

# KNOWLEDGE OF THE NATURAL ENVIRONMENT IN OUTDOOR EDUCATION

Outdoor educators are knowledgeable about the natural history sciences, have an appreciation for the interrelationships found in nature, and are able to identify common plants, animals, rocks, minerals, landforms and other natural objects.

## Content Topics:

- Natural science background in one or more of the following fields: biology, geology, botany, ecology, ornithology, and/or astronomy.





## EXPERIENTIAL SKILLS AND FIELD EXPERIENCE

Outdoor educators understand the techniques, equipment and safety procedures associated with a variety of outdoor activities, have taken ample opportunity to learn, practice and refine outdoor skills, and have gained practical experience in leading outdoor activities and/or teaching outdoor skills.

### **Content Topics:**

- Development of personal skills in selected outdoor activities.
- Knowledge of the application of outdoor activity techniques.
- Ability to make a fire and manage it during a session.
- Ability to create dens with a group of children.
- Ability to demonstrate the safe use of tools with children outdoors.
- Ability to demonstrate a sensitive approach to working in natural environments in a sustainable way (impact assessments).
- Demonstration of awareness of good animal welfare in their habitat.
- Familiarity with the equipment and clothing required in selected outdoor activities.
- Ability to support children in independently assessing the outdoor sessions (getting dressed independently, toileting on their own, sleeping if necessary, healthy eating and drinking).
- Practical and field experience in teaching and/or leading outdoor activities.

## Notes:



## Notes:

[illegible]

# TAKE ME OUT

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