



Out and About



This Issue

Reflections on the Confluence

A tribute to Sir Ed

Where is the E in EOTC and where should it be?

Take-away adventure

Old Farts-Bronzed hunks

The Perry Outdoor Education Project and the NZ Curriculum

Young Jack goes to camp

We won't get change without trying





Out and About

Issue 20 Winter 2008

Education Outdoors New Zealand
(EONZ)

EONZ is an organisation of
education professionals working
to promote and facilitate the
development of outdoor education.

This magazine is supplied to
members free.

Guest editor

Arthur Sutherland

Fax: +64 3 349 1351

Phone: +64 3 940 7180

email: arthur.sutherland@

canterbury.ac.nz

Postal: Arthur Sutherland,

UC Education Plus,

PO Box 3252,

Christchurch, 8140

Design and Layout

Dietlind Wagner

Cover Photo

Robyn Sutherland

Contributions

Material for publication

is welcome. Please send

contributions to the address

given at the bottom of page 46.

Winter 2008

Editorial

by Arthur Sutherland

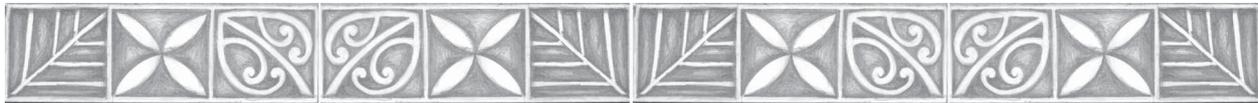
Sharing current accepted practice and challenging educators is the role of Out and About and this issue shouldn't disappoint.

Out and About acknowledges those who have contributed time and effort in writing for issue 20. Contributors are gainfully employed as educators and have volunteered to share their thoughts. Some may want to debate the latter point considering attendance at the Confluence in January 08 as the recipient of a scholarship was conditional on submitting a piece for Out and About. I guess I'd have to concede!

• Continued on page 7

Contents

From the Chair	4
Letter to the editor	6
Some Thoughts on the Death of a New Zealand Icon.....	8
Where is the E in EOTC and where should it be?	9
'Take-Away Adventure'	16
Old Farts – Bronzed Hunks	18
EOTC guidelines review	21
Perry Outdoor and the NZ curriculum	22
We won't get change without trying	26
Braids as systems.....	29
Jack goes to Camp	30
EONZ Awards Life Membership to Gemma Periam.....	33
Education Outdoors New Zealand Inc.....	34
EONZ Auckland Regional Report for 2007	35
Reflections on the Confluence	36



From the Chair

Celebrating the Outdoors



Welcome to the 20th Edition of *Out and About* the EONZ sail boat.

Kia ora and welcome to the 20th edition of *Out & About*. I must first thank Arthur Sutherland for his tireless efforts, his energy and willingness to take on the enormous role of editing this *Out and About*. We also owe much to the EONZ executive whose never failing contributions, support and encouragement aids the promotion of our mission, to promote quality education outdoors and our vision for people in New Zealand to have life long opportunities and learning in the outdoors, “more active more often outdoors”

As this is a celebration, I must acknowledge the wonderful contribution Sir Ed has made to our outdoor community, nation and our Kiwi character. Chris Knol highlighted this in the first edition of *Ki Waho* “As a kiwi we have taken great pride in this extraordinary, ordinary man who became a world wide symbol of courage, determination, leadership and humanitarian service”

Sir Ed continues to support us in our promotion of the outdoors with his wise words from *Kiwi Outdoors*.

“I always believe that outdoor New Zealand is one of the best available classrooms for learning. We are lucky to have such a beautiful, varied and accessible environment. Our mountains, lakes, forest, farms, parks and trees are not only places for recreation and enjoyment, but places where real experiences can add so much to learning.”

“I also believe that our outdoors contributes to the type of people we are. It is important to our sensitivity, spirituality, identity and perspective. Without it, New Zealanders would lose a vital part of their culture and character which, for a very small country, have contributed so much to the world at large. With increasing urbanisation and rapidly growing technology, we are in danger of not taking what is offering from our outdoors, neglecting or destroying it.”

(Sir Edmund Hillary, *Kiwi Outdoors*, 1995)

He highlights the valuable learning experiences we have in our communities and reinforces the best classroom we have. I believe EONZ strength is our connections with our environment and the passion of the outdoor community to make a difference to students’ lives. Keep up the great work.

EONZ also celebrates the newest collaborative cross sector publication called *Ki Waho*. We hope you find the magazine stimulating, informative and enjoyable. This exciting publication provides us with opportunity to share best practice, new ideas, current thinking and passion for the outdoors. We would welcome your feedback and any contributions you would like to make.

In Auckland recently I was proud to represent EONZ at the Ministry of Education Health and Physical Education Advisers’ Hui as a subject association keynote speaker.



I must thank, Allen Hill, Dave Irwin and Hillary Iles for their inspiration and some of the key messages I wish to promote on EONZ's behalf.

1. Journeying through not just to the destination.

Enjoy the glimpses, the sights, the small things like the dew on the cobwebs, the crisp frost, or the thin light filtering through the trees, the ripples on the lake and the friendships built from shared moments.

2. Look locally. We need to enjoy the things at our back doors and encourage connection and build relationships with the local environments. We can enjoy the seasonal changes, the growth of trees, the different walks and opportunities. The old saying "Don't leave home until you've seen the country" could be "Enjoy and explore locally". Let's see our neighbourhood and surroundings before we journey distances. These environs are cheap, accessible and introduce our students to recreation areas they can visit and enjoy with their family or whanau.

3. Back to basics. Moving from the thrills and high adventure of the bungy jump to a low cost simpler way of living. We need work to be more self sufficient and reduce technology. Camp or explore locally, plan a wild food festival, build shelters, cook damper, build dams and climb trees.

4. Reducing our foot print. Allen Hill & Dave Irwin in their articles have both encouraged us to reduce our foot print. They have encouraged us to look behind the scenes on our impact by being aware of what we eat, wear, how we travel and how we treat the environment.

5. Enhance, enrich and complement learning. Enjoy the environment outside the classroom to enhance, enrich and complement curriculum and cross curriculum learning, by engaging experientially with 'real' authentic contexts. Encourage students to engage with the natural world and build community links with community picnics and get togethers.

6. Develop local projects. These could include growing and planting trees, growing vegetables and flowers, developing worm farms. These projects encourage connectedness, active involvement and build a life long interest in the world around us

7. Explore the history and the cultural significance of the places and the use traditional Tikanga Maori knowledge. We need to research the history and the significance of the places we visit and the way people lived.

8. Environmental Ethos Taking photos and leaving foot prints. Encourage students to care and cherish the environment and extend this to local clean ups in the creeks and beaches.

9. Quality Safety System. These need to underpin any education outdoors and this should be part of the planning process.

10. The new curriculum embraces learning beyond the classroom. The five key competencies were made for outdoor education and EOTC, and these include managing self, relating to others, participating and contributing, thinking and using languages, symbols and text.

These ten points provide a starting point for discussion and I hope to refine and build these ideas as we develop our strategic plan 2008 – 2012.

My final celebrations are the unique opportunities the outdoor environment offers students to build confidence and make life long connections with the world around them and the potential for personal and social growth, teamwork, cooperation, personal challenge and adventure.

Liz Thevenard

Chairperson EONZ

liz.thevenard@vuw.ac.nz

References

- Knol, C. (2008) *Kiwaho*, A tribute to Sir Edmond Hillary. Outdoors New Zealand Winter Mountain Edition 1, p10-11.
- Hill, A. (2008) Outdoors New Zealand *Kiwaho*. Towards a Critical Outdoor Practice, Winter Mountain Edition 1, p50-51.
- Dave Irwin (2008) Outdoors New Zealand *Kiwaho*. Educating for Sustainability, Winter Mountain Edition 1, p56-57.
- Hillary Commission (1996) *Kiwi Outdoors*. Hillary Commission. p3



Letter to the editor

Taking the education out of outdoor education

I like to celebrate everything. I think we should just about have bubbly on our cereal because it just makes you feel like you are celebrating something. So writing this short piece has been a bit of a dilemma because it's not about focusing on the positive or highlighting everything we have to celebrate in outdoor education. Rather it's a sad story about my recent experience of sharing a hut with a bunch of teenagers and their teachers on a school tramping trip. Not sad because the children were badly behaved, noisy or lacked knowledge of hut etiquette but sad because of the number of educational opportunities that the staff just let pass by.

The staff were disinterested in the young people and thought their responsibility was in getting them safely from A to B. They achieved this and I did not have any sense that the young people's safety was at all compromised. It was their education that was compromised. It's hard to highlight specific examples, especially as I want the school to remain anonymous, but statements from the staff like "I don't bother to learn their names I just called them by their nationalities". (These were international students, who had come to the school specifically for their outdoor education. Cynically

I could suggest the students were cash cows that had arrived here after staff attended international school fairs to market their outdoor programme).

When I attempted to discuss the purpose of the experience for the students with the staff, they duly trotted out the words from the curriculum documents like personal and social development. I questioned them, if this was the aim, why were all students and staff cooking their own meals at different times (95% of the students had two minute noodles for dinner)? Why was the only interaction between staff and students that was initiated by staff a statement that said "hey you guys which country do you think are the biggest drinkers?" At times it seemed as me by the lack of awareness of other countries. This was a group of well travelled, reasonably polite, articulate students being lead by people who seemingly had little experience of, or interest in, finding out about the outdoor opportunities available in the young people's countries. Rather they made blanket statements about the lack of outdoor environments in countries like Finland and Norway. In contrast, however a number of the students were keen to sit around the table with me and discuss their

experiences of NZ, their own countries and why they chose to do Outdoor Ed (or just outdoor in this instance).

I am aware that the few examples I write here, in isolation do not necessarily scream out "poor outdoor education" but maybe you will just have to believe my experience of that evening spent in the hut was exactly that. So what am I doing about this beyond sitting in a hut feeling sad? I am writing this to encourage those taking people into the outdoors to really reflect upon their practice. To examine the ways in which they and their colleagues engage with their students. To look at the structures within their trips and ensure these are the most effective way to achieve the programme aims. To engage with other outdoor educators to remain invigorated and inspired. And to view their programme through the eyes of the person sharing the hut and to question whether this is Outdoor Education or just time spent outdoors.

Annie Dignan

(Thanks Annie. Your experience clearly left you disappointed. I trust it is not typical of the experiences provided for international students by our New Zealand schools. Ed)





• continued from page 3

Hence we have a section entitled Confluence Reflections, four lead articles from Confluence presenters Margie Campbell-Price, Gemma Periam, Allen Hill, and Eric Schusser, and Jean Corey-Wright's creation Braids. Trent Hiles reflects on some recent experiences and Out and About articles and suggests 'we won't get change if we don't try.' 'Young Jack goes to Camp' considers the enablers that meant it was possible for Rebecca Braun to take her class to camp.

Both Liz Thevenard and Bert McConnell reflect on the contribution of Sir Ed, and Liz shares some thoughts on behalf of us all as folks deal with the aftermath of the Mangatepopo tragedy.

In conclusion I acknowledge the work of the recently established editorial team of Dave Irwin, Gemma Periam and Allen Hill. Their voluntary commitment is appreciated.

Snippets

Outdoor Excellence award 2008 Nominations

The Outdoor Excellence Awards recognise the highest achievements of individuals and organisations involved in the outdoor recreation and education in New Zealand. (Go to www.outdoorsnz.org.nz for information about the awards.)

The **EONZ Programme Award** is awarded to an Outdoor Programme that has demonstrated quality and innovation, and has enabled a greater cognisance of outdoor recreation as a significant dimension of the New Zealand way of life.

2007 winner - William Colenso College. See www.eonz.org.nz for the application form for the EONZ award.

.....

Outdoor leader update

The EONZ website www.eonz.org.nz carries the updated assessment tasks, the registration form, the supporting resources, the new grand-parenting process, the requirements for revalidation, and the requirements and process for inclusion in the small assessor pool.

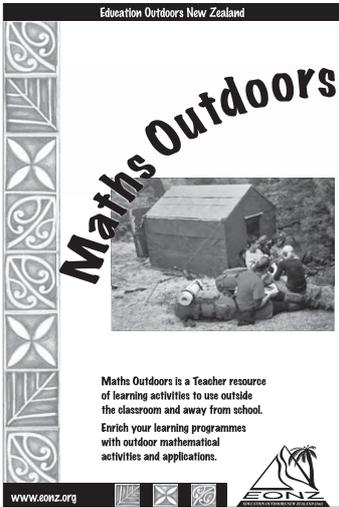
.....

Alteration to rules

Internal Affairs have accepted the changes made to the EONZ Constitution.

Maths Resource
from **EONZ**

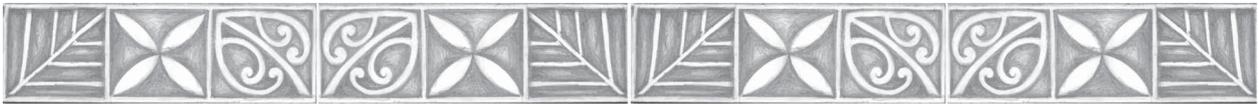
Maths in the Outdoors



A very useful resource from EONZ for teachers who want to take Maths outside the classroom or away on camp.

Copies are available from **EONZ** via www.eonz.org.nz or email: eonz.eo@clear.net.nz or Executive Officer Education Outdoors New Zealand Inc. 354 Tram Road R D 2 Kaiapoi 7692

Price \$20.00 per copy.



Some Thoughts on the Death of a New Zealand Icon

By Bert McConnell

Ed is gone though his youthful image lives on in our wallets.

Much has been written and spoken about his life and achievements by family and friends and people who knew him well. I have nothing new to add to that incredible story. I only met him once and then very briefly. However I've thought a lot about his influence on young people- obvious enough at the time of his funeral- but what are the lasting qualities we want to remind ourselves of as our memory of him fades? From the moment he stood on the summit of Everest he became the best known New Zealander in the world and remained so till his death. Yet the man who achieved this was not the quintessential hero.

Tall and gangly, not good looking or popular he seemed destined, like most of us, for a life of mediocrity. He wasn't academic, didn't excel in sports and had few close friends. He wasn't 'one of the boys' nor would he have been a likely pick for anyone's team or gang. That he started climbing with a guide and not a bunch of his mates tells us a lot about his lack of companionship in his early years.

It is not an exaggeration to say that those early visits to Mt Cook and his meeting with Harry Ayres changed his life. He found strength and courage and learned new skills among those high peaks that challenged and inspired him and the rest as they say, is history.

How many Ed's are there among the kids we take into the outdoors- kids who aren't popular or clever

or good at sport but who may be turned on by that O.E. trip that you lay on for them? Perhaps not a lot, if we measure by the ability to stand on the summit of Everest, but was that the measure of Ed Hillary? I think not.

Ed's life and achievements are a message of hope for young people- the triumph of the apparently ordinary and unremarkable- as he often described himself. In my view this wasn't false modesty- Ed genuinely believed this and in many ways he was right. What made him extraordinary were the qualities that are often derided by this 'me me me' generation- courage, selflessness, collegiality, kindness and consideration for others and a love and concern for our fellow human beings. Ed's work with and for the Sherpa people over 60 yrs. is living proof and witness to these. As outdoor educators and leaders these are the qualities we need to keep in front of the young people we take into the outdoors for these are the things that make us human and that can make any of us great.

To his dying day Ed was somewhat puzzled and embarrassed by the fame that his Everest climb brought to him. Yet it wasn't the climb itself that ensured him the lasting regard and affection that the world bestowed on him. It was the recognition of his determination to help others less fortunate in the years that followed that turned a celebrated climber into a much loved humanitarian.



Where is the **E** in **EOTC** and where should it be?

Margie Campbell-Price

We all know that EOTC is the acronym for Education Outside the Classroom. However, it is worth considering our own practice and whether the **E** sometimes has a greater emphasis on the **Excursion**, the **Expedition**, the **Entertainment**, the **Excitement**, the **Environment** or the **Education**. In this article I hope to encourage teachers to think about what they emphasise in the outdoor experiences they give their students, and why, especially within Outdoor Education in New Zealand secondary schools. Suggesting that we “do well” with the learning of outdoor pursuits and the development of confidence and interpersonal skills to relate with others, I recommend that we could shift our emphasis to helping students to enjoy “being” in the outdoors, to engage and interact with nature in simple, more aware

and environmentally responsive ways.

This paper explores teaching and learning strategies that accentuate the **E** (as in Education) along with the other **E**'s (perhaps more commonly thought of as Excursions or Expeditions) to environments outside the classroom. While EOTC embraces all curricular and co-curricular experiences that take place beyond the four walls of the classroom, this paper focuses on outdoor activities, those traditionally associated with Outdoor Education (or OE) as it sits within the key area of learning Health and Physical Education in the New Zealand curriculum. To do this, I will firstly suggest where the learning emphasis seems to be lying in secondary school Outdoor Education at present and why this might be so. A brief

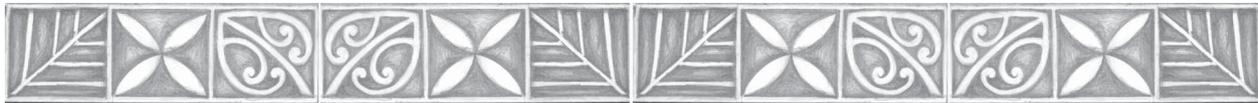
Margie Campbell-Price

Head of Department, Curriculum Development and Teaching
University of Otago College of Education
Box 56 Dunedin
New Zealand
margie.campbell-price@otago.ac.nz

Biographical details:

Margie Campbell-Price is a Principal Lecturer at the University of Otago College of Education. She has worked in teacher education for 10 years, and works closely with students preparing for secondary teaching in Physical Education, Outdoor Education, Tourism and EOTC. Prior to that, she was a secondary teacher for 17 years in a variety of schools throughout New Zealand.

Margie values and is committed to EOTC to support learning in all curriculum areas. She was the Regional Coordinator and a facilitator in the Ministry of Education professional development contract Safety and EOTC in 2003-2005. She is a keen participant in a range of outdoor pursuits.



insight into factors that can help strengthen the learning follows this, along with some consideration of what students should or could be learning. To conclude, some possible learning activities and approaches that could be incorporated into outdoor experiences will be briefly introduced.

A school newsletter, magazine or calendar of events usually highlights that EOTC is alive and well throughout New Zealand. This is also reported by Cathye Haddock's 2007 survey that intended to gain a national picture of EOTC in secondary schools. Her findings revealed that EOTC is a key component of secondary school life; in that it strongly supports learning outcomes in all eight essential learning areas; and is important in achieving four of the five key competencies in the recently revised and released NZ curriculum (Ministry of Education, 2007).

There is an inherent belief that outdoor activities provide great learning opportunities and facilitate positive learning outcomes in cognitive as well as personal and social development. This is reflected in the 35 goals and outcomes achievable through EOTC identified by the Ministry of Education (2002). It has something to do with the escape from the constraints of the classroom, the rarity and the freedom, the real context and experiential nature of the learning opportunities that "bring alive" those topics learned in class that make it so desirable and valued (Carr & Cooper, 2003;

Larsen & Jenssen, 2004; Lai, 1999).

Despite media attention and concerns around safety issues on trips (not just in New Zealand), opinion supporting the value of schools trips has continued to be clearly expressed by media reporters, the general public, and politicians (Bell, 2004; Curtis, 2005; Meikle, 2006; Revell, 2004, 2005). The former British Prime Minister Tony Blair, quoted in Part 2 of the HASPEV Supplement (cited in Lowe, 2002, p. 12) said

"I am happy to place on record that the government supports the role of adventure as part of active education, especially in helping young people to learn about assessing and managing risk, in offering them new and exciting challenges, and in helping them to gain skills in leadership and team work that will be of huge value in their progression to adulthood".

Some very good work has taken place to address the safety management of outdoor experiences in New Zealand over the last eight years. For teachers, school and industry leaders there have been updated and new resources; professional dialogue and development, alignment of training and qualifications, along with policy development. A key message from the professional development for school leaders was "What is the educational reason for doing this activity?" Case studies had shown that accidents and negative outcomes were more evident when there

was a lack of sound educational outcomes. Therefore EOTC needs to be not only safe, it needs to have educational value, and to have educational value it needs to be supported by effective teaching and learning. It is timely to shift the emphasis from safety to the pedagogy of learning in, through and about these experiences.

In a recent article in the New Zealand Physical Educator entitled "*A conversation to break the ice*" Marg Cosgriff (2007) questioned where the emphasis seems to be for student learning in OE. She referred to the statement about Outdoor Education as a Key Area of Learning in the Health and Physical Education in the New Zealand Curriculum document, which says that OE provides "students with opportunities to develop personal and social skills, to become safe and skilled in the outdoors, and to protect and care for the environment" (Ministry of Education, 1999, page 46). Reference is also made about "learning about the traditions, values, and heritages of their own and other cultural groups, including those of the tangata whenua", as well as "learning about the environmental impact of outdoor recreation activities and to plan strategies for caring for the environment" (p47).

Cosgriff suggests that we are good at "doing" OE – by that she means in and through outdoor activities and pursuits students' develop skills, both physical and interpersonal, face challenges and gain enjoyment so that they can



socially interact, feel good about who they are and how they can physically perform. She has more doubts and questions however about how well we learn about the outdoors – how we facilitate opportunities so that students learn how to “be” in the outdoors, to feel the wonderment, awe and freedom in nature; and how we weave together physical activity, relationships and the environment in environmentally responsive and sustainable ways.

Resources, skilled personnel, packaged activities, the qualifications structure and school traditions all contribute to why we “do” the outdoor pursuits and adventure activities so well ...and we know that students generally like it! The buzz from effort, excitement, having achieved something together, mastering a skill, or overcoming a challenge is hard to beat, especially if it is in a place of stunning beauty.

Along with purpose built facilities and skilled facilitators, resources and training by organisations such as Project Adventure, Arthur and Robyn Sutherland’s *Stepping Stones* provide another good example of the tools available to facilitate reflection of adventure experiences through a selection of over 40 questions that can be used in a variety of ways. These strategies assist students to recognise personal growth and learning. The commodification of adventure, evident in the proliferation of outdoor pursuits, specialised equipment, facilities and qualified instructors all packaged

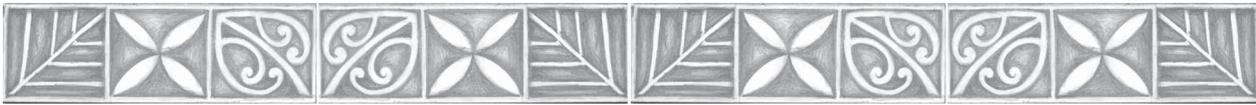
together has made it “easy to do business” and incorporate these kinds of outdoor experiences into our school programmes, perhaps at the risk of “consuming” the outdoors rather than connecting with the environment in an aware, caring and responsive way. The National Certificate in Educational Achievement (NCEA) with opportunities to assess against Achievement or Unit Standards using outdoor activities have given legitimacy and focused learning outcomes for senior courses, especially in performing physical skills and demonstrating risk management practices. The recent release of Achievement Standards in sustainability may encourage schools to broaden the focus of their senior courses. The values and beliefs of teachers, along with school traditions and routines reflects in their Outdoor Education practice – once an event such as a ski trip, an activities week or the Year 9 or 10 camp is on the calendar, it becomes part of the school culture and takes a major re-think to change it.

I am thrilled that there is so much Outdoor Education happening and that it is alive and well. But we come back to the question of balance and focus – which aspects of OE are explicitly taught, processed and evaluated or formally assessed? Do we hope that other aspects will just be absorbed by students “just by being there”? How can we weave it all together and broaden the learning without “doing” less, especially of the activities we know students enjoy?

The literature sheds some light about how to strengthen the learning from field trips, of which a few will be addressed in this paper. As mentioned previously, if learning is intended, it needs to be accompanied by appropriate teaching and learning strategies.

A key factor is to sustain the learning period around the experience. In Outdoor Education this relates to strong links between what happens in the classroom before and after outdoor experiences (not to be confused with “going over” organisational details); revisiting the environment and building a sense of familiarity and fondness with it, and hopefully a desire and commitment to care for it. This can lead to some sustainable community partnerships.

This raises the question about whether environments in the “backyard” should be favoured over the perceived more pristine and challenging nature of those that are new or more remote. It also challenges us to question the place of one-off activities, such as ski trips – they may be high on novelty and excitement, but over time what do students really learn (Cater, 2003; Hurd, 1997; Lugg & Slattery, 2003; Peacock, 2006)? While “one-off” experiences may be appropriate and have their place in a school programme, a whole programme made up of isolated events is more questionable. The question of sustainable practices should feature more strongly in school planning and the cost and impact of long distance travel pose further questions about where



Outdoor Education is best to take place.

In deciding what kinds of outdoor experiences to provide it is worth listening to what students' have to say. Zink (2004) informed us that for some students, experiences between the structured pursuit based sessions were equally as memorable – hanging out with their friends and creating their own fun while enjoying some awesome scenery. That raises a question about how much “down time” students get, when and how it might be used.

In a Norwegian study Larsen and Jenssen (2004) found that the social aspect is more important than the destination, as well as the physical activity, which was the second most important aspect for students – it is the being together and having fun as a class they like. On the other hand, if relationships are not harmonious within the class a trip can create nervousness and anxiety. As well as cherishing the freedom from the constraints and boredom of the classroom Lai (1999) found that students liked the enhanced independence they have over their learning when in the outdoor environment.

So with that in mind, how do we plan to facilitate learning about the outdoors and, to weave together physical activity, relationships and the environment in environmentally responsive and sustainable ways? Assuming that we are “doing good” with the physical, safety and interpersonal skills, let us think about the other aspects of

Outdoor Education as stated in the curriculum that students should have opportunities to learn. Let us also think about what these things may actually mean.

It is worth us thinking about what our interpretation of what these bullet points (from the curriculum) mean.

“The traditions, values and heritages of their own and other cultural groups, including those of the tangata whenua” (Ministry of Education, 1999; p 47):

- Is this about how the outdoor environment is used, treated and valued by others, the practices and protocols, both traditional and contemporary; how they vary with different cultural groups, and by national governments and local authorities to preserve, protect or develop?
- Is it the opportunity for storytelling about family or Maori legends and traditions, or to learn, practice and compare traditional and contemporary skills such as weaving or fishing?
- Do we want our own students to develop and express their own unique relationship with nature?
- Do you want your students to experience that feeling of freedom in and from the outdoors that Jo Straker described and had us draw pictures of in her “Finding Freedom: Philosophies

on Outdoor Education” presentation at the IOREC conference? Invariably those pictures had legs and arms swinging and body’s airborne!

- Is it about the people, such as Sir Edmund Hillary and what it is that has made him have such an influence on our national identity and values about nature, adventure, ambition, generosity and service to humanity? Is it just about “the stars and celebrities” or is it also those individuals or groups who have achieved or made a contribution with a low or no profile?

“The environmental impact of outdoor recreation activities and to plan strategies for caring for the environment” (Ministry of Education, 1999; p 47):

- Is this about exploring the trends and factors influencing outdoor recreation and how it is impacting on the natural environment, both positively and negatively? Do we want our students to have an understanding about what commodification of outdoor recreation means and to question whether it makes us “consumers of nature” or “responsive carers and enjoyers” of nature, or both?
- Is it about the decision-making processes involved about whether to develop natural environments for recreation?
- Does it include the challenges that organisations such as DOC



face with ever-increasing visitor numbers and the strategies to manage the wants, needs and expectations of diverse interest groups? Is a New Zealander using a national park a visitor or a local, and what does this mean?

- Does it include finding out how an adventure tourism operator obtains permission to operate in a National Park?
- What about who pays for increasing access and facilities for outdoor recreation or for the costs of some tourists who through ignorance or arrogance draw heavily on search and rescue services? Should students be exploring their own and other people's attitudes and values about this?
- Is it about learning what sustainable outdoor recreation and outdoor education might be, evaluating what we do, and taking action as a class or school to make changes to the way we "do" our Outdoor Education?

If we are going to broaden out our programmes we need to consider how we might do this, bearing in mind that we still want to:

- Have "lots of doing" and being active
- A learning focus while allowing for the teachable moment and spontaneity
- Free time "to be", in solitude or with others

- Independence and "freedom"

At the same time we need to use accepted pedagogical approaches to build broad adventurous thinkers, who can generate innovative solutions, reason, analyse and evaluate, and plan and think strategically. This can be achieved through critical thinking – "examining, questioning, evaluating, and challenging taken-for granted assumptions about issues and practices", and critical action – "action based on critical thinking" (Ministry of Education 1999, p56; Ministry of Education 2004, p 25). The action competence learning process is a framework to enable students to take individual or collective action on an issue (Ministry of Education, 2004). Incorporating the experiential learning approach enables students to make their own meaning about their experiences by learning through "doing" and then reflecting, analysing and transferring the learning to new experiences and aspects of their life. Judicious use of digital technologies further provides opportunities for students to link their classroom and outside and experiences and learning.

So with these in mind – here are a few ideas to toss around as a starter.

Interpreting the experience through the student perspective, using their own words and presentation styles, possibly supported with digital technologies such as cameras or Dictaphones to collect images and record sound. As a teacher guide them

to specific aspects or topics you would like them to focus on (refer to Outdoor Education as a Key Area of Learning; Ministry of Education, 1999). Some examples include:

- Photo postcards – send a message about an experience, issue, or a suggestion.
- Photo/caption competitions.
- Photo essays – e.g., about signage, impacts of outdoor recreation, people in action.
- Student documentaries – e.g., about a person and their work, an environmental issues/initiative.
- Creating web entries (on school intranet) – e.g., advise for future adventurers, letters to the editor, person profiles.

Interpreting and "being in" the nature. Use available resources to:

- Create environmental art sculptures.
- Create a map of the local environment using accepted mapping conventions (e.g., scale, key).
- Encourage play using natural resources – e.g., skipping stones on the water, knuckle bones.
- Solo's.
- Students write themselves a postcard – return it to them 3 months later for reflection.



Becoming aware and responsive to the environment in sustainable ways.

- “Front load” games such as tag games to “play with purpose”, to highlight environmental issues. Manipulate or modify the rules to bring in new tactics to highlight particular points, consider strategies and experience consequences.
- Interviews, presentations, visits.
- Critique social justice and ecological impact of activities – using Plus-Minus-Interesting (PMI’s) or sustainability checklists.
- Initiate and engage in action projects.
- Foster service and volunteering.

In conclusion, it is an appropriate time to be considering where the E is in EOTC, and more particularly where the E is in Outdoor Education. We should recognise the things that are mostly “doing well” – facilitating good learning around safety and risk management, and helping students gain physical skills and confidence to interact with others. The revised New Zealand school curriculum emphasises participating and contributing, ecological sustainability, innovation, inquiry and curiosity. Schools are encouraged to make connections between learning areas and help students make connections to their “worlds” outside of the school (Ministry of Education, 2007).

Outdoor Education needs the same periodic review and revamp that a wardrobe does – open it up, have a good look at it and evaluate it. Decide what the “classics” are and why they are “classics” – what it is that makes them a good “fit” for your school, students and surrounding environment? Keep them, while at the same time freshen the wardrobe with some new ideas to give your programme a “look” that sits comfortably with your students, staff and community; and allows students to “be” and to “do” in the outdoors; in ways that foster sustained engagement with and enjoyment of the environment in ways that are responsive and sustainable.

References

Bell, D. (2004, 28 September 2004). *Chance discovery*. Retrieved 17 May 2007, from <http://education.guardian.co.uk/schooltrips/story/0,,1313901,00.html>

Carr, N., & Cooper, C. (2003) Schools Educational Tourism. In B. W. Ritchie (Ed.), *Managing Educational Tourism* Clevedon, England: Channel View Publications.

Cater, E. (2003). Exhibit 4.1 Ecotourism and secondary school students: The Chumbe Island Coral Park, Zanzibar. In B. W. Ritchie (Ed.), *Managing Educational Tourism* (pp. 132-133). Clevedon, England: Channel View Publications.

Cosgriff, M. (2007) *Student Learning in the Key Area of Learning in Outdoor Education: A conversation to break the ice*. New Zealand Physical Educator 40(3), October. P11.

Curtis, P. (2005, 15 February 2005). *PM backs school trips manifesto*. Retrieved 17 May 2007, from <http://education.guardian.co.uk/schooltrips/story/0,,1415226,00.html>

Haddock, C. (2007) *Education Outside the Classroom (EOTC) Survey: Secondary Schools Report*. Wellington, New Zealand: Ministry of Education.

Hurd, D. W. (1997) Novelty and it’s relation to field trips. *Education 118 (Fall)*.

Larsen, S & Jenssen, D (2004) The school trip: Travelling with, not to or from. *Scandinavian Journal of Hospitality and Tourism*. 4(1), pa 43 – 57. Taylor & Francis.

Lai, K. C. (1999) Freedom to Learn: A study of the experiences of secondary school teachers and students in a geography field trip. *International Research in Geographical and Environmental Education*, 8(3), 239-255.

Lowe, C. (2002). *Planning an Educational Visit: A guide to running safe and effective visits with Tour Operators*. Retrieved 17 May 2007, from <http://www.schooltravelforum.com/planavisit.pdf>

Lugg, A & Slattery, D. (2003) Use of National Parks for Outdoor Environmental Education: An Australian Case Study. *Journal of Adventure Education and Outdoor Learning Vol 3 (1)* 77-92.

Meikle, J. (2006) *Government pledges support for school trips*. Retrieved 17 May 2007, from <http://education.guardian.co.uk/schooltrips/story/0,,1958852,00.html>

Ministry of Education. (2002) *Safety and EOTC (Education Outside The Classroom): A good practice guide for New Zealand schools*. Retrieved. from www.tki.org.nz/e/community/eotc.php.

Ministry of Education (1999) *Health and Physical Education in the New Zealand Curriculum*. Wellington, New Zealand: Learning Media.

Ministry of Education (2004). *Making meaning: Making a difference. Ideas for learning about the socio-ecological perspective and health promotion approaches at years 11-13*. Wellington, New Zealand: Learning Media.

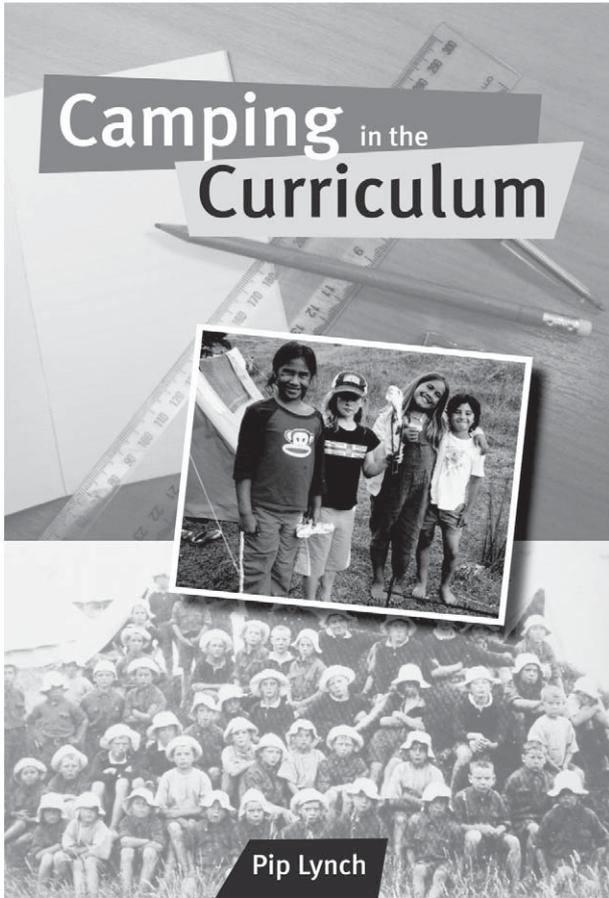
Ministry of Education (2007) *New Zealand Curriculum: For English-medium teaching and learning in years 1-13*. Wellington, New Zealand: Learning Media.

Peacock, A. (2006). *Changing Minds: The lasting impact of school trips. A study of the long-term impact of sustained relationships between schools and the National Trust via the Guardianship school*. Exeter, England: The Innovation Centre, University of Exeter.

Revell, P. (2004, 13 July 2004). *Out of bounds*. Retrieved 17 May 2007, from <http://education.guardian.co.uk/schooltrips/story/0,,1259503,00.html>

Revell, P. (2005, 15 March 2005) *Outdoors is great*. Retrieved 17 May 2007, from <http://education.guardian.co.uk/schooltrips/story/0,,1437507,00.html>

Zink, R. (2004) Does Pamela Anderson have a place in Outdoor Education? *Childrenz Issues: Journal of the Children’s Issues Centre*, 8(1), 13-16 & 28.



Our history !

An authoritative history of the development of outdoor education in New Zealand. 268 pages, fully referenced, indexed. Extensively illustrated and integrating policy development with examples of individual school outdoor programmes from before 1950s to the present.

This book is a very enjoyable read that highlights the political influences on school curriculum and outdoor experiences with the curriculum.

- Liz Thevenard, Victoria University, Wellington

An enormous amount of research and a good read.

- Bob Stothart, PE historian, Wellington

This work ... fills an important niche – or rather, a black hole. This book can help us see where we've been and help us plan where we're going.

- Cathye Haddock, Advisor, OE,

ORDER FORM

Please fill out the form and return it with your payment to:

Pip Lynch (Book order)
12 Egmont St,
Pinehill,
Dunedin
Email: piplynch@gmail.com

Cost per copy: \$NZ39.95 (including GST)
Plus \$5.50 p&p within NZ*
Total \$NZ45.45

I wish to order _____ copies of *Camping in the Curriculum*.

Name: _____

Postal address: _____

Contact phone: () _____ Contact email: _____

Payment

Please make cheques out to 'P. Lynch'

I enclose a cheque for \$ _____



Wild Comment



'Take-Away Adventure'

Outdoor educator Allen Hill questions whether the traditional Kiwi adventure is in danger of extinction at the hands of commercialised and packaged 'takeaway' adventure experiences?

Most New Zealanders hold adventure close to their hearts. Our very nation was built on an adventurous spirit whether from the perspective of the first Maori settlers or from the pioneering roots of European settlers. Historically adventure was associated with new frontiers, exploration, hardships and discovery where skill, knowledge, physical and mental ability were essential for survival. Many of our nation's heroes are held in high esteem because of their adventurous feats. From climbing mountains, crossing frozen continents, being the first humans to fly or sail around the world, many New Zealanders have made a name for themselves through adventure.

Our national identity is strongly linked to adventure. Many Kiwis' have grown up with low key,

relatively cheap adventures as part of life. Grabbing the pack, sleeping bag, a few clothes and some tucker and heading into the hills for a weekend has been a common part of the Kiwi lifestyle. Are simple adventure experiences being endangered by a rapidly growing adventure industry beast which thrives on commercially packaged experiences?

Malcolm Foley, Matt Frew and David McGillivray (2003) in an article titled, "Rough comfort, consuming adventure on the edge"¹, argue that although modern adventure recreation advocates "risk and radicalness" it actually delivers experiences that are managed, controlled and pre-packaged for consumption of the masses. Adventure can therefore be packaged to suit everyone regardless of age, gender, skill,

ability or disability. Perceived extremes have been clawed back to be mainstream. You can now jump off a mountain top or out of a plane safely strapped to an expert who takes care of all the risk. You can 'shoot' rough white water rapids or climb a mountain with your expert guiding you every step of the way.

Although many people, both New Zealanders and tourists enjoy these types of adventure experiences, commodified adventure presents some problems that are worth consideration.

Consumer adventure strongly influences the way in which we view our natural environment. Foley, Frew and McGillivray (2003) would argue that commercialised adventure recreation advocates the idea of our natural environment as an adventure facility, an



outdoor playground to be used for excitement and enjoyment. In this way our environment and landscape have become more of a material resource that can therefore be packaged for consumption. The notion of conserving our environment because it is of value in its own right may be a foreign thought for some people.

Commodified adventure recreation experiences are having an impact on how New Zealanders perceive adventure. Adventure is being turned into a consumer product just like a take-away burger. Whilst this may not be a bad thing I think we need to be aware of the implications.

I remember teenage adventures with my family as we tied rope around tractor inner tubes and 'rafted' down the Rangitikei River. I read in a recent FMC bulletin of a group of teenagers in the 1940's making their own canoes out of timber and canvas and embarking on a successful 2 week journey down the Wanganui River. I suggest these types of adventures are seldom seen on New Zealand Rivers having been replaced by people 'consuming' commercial packages. It is perceived to be too risky to do your own thing now, it is better to pay the experts to make sure it is safe.

Are we at risk of losing the traditional 'Kiwi adventure' through increasing commercialisation? We live in a society and time that is increasingly paranoid about risk and obsessed with managing risk and sanitising the human experience. Conversely people

want to experience the thrills that adventure might provide. As such, commercial adventure packages seek to provide experiences where there is a perception of risk but little actual risk in the activity itself. With 'Take-away Adventure' the illusion of risk is a central feature of consumption.

Consumer adventure has also become tied to individuals' identity. The modern adventure

recreation experience for a lot of people is the epitome of what Naomi Klein would call 'coolhunter' consumerism. People who seek the thrill of adventure also want to be viewed as part of the cool adventure scene. To be seen to be adventurous is now more socially valued.

The messages and brands sold to adventure consumers are therefore highly important. Phrases such as 'live life on the edge' and 'weekend warriors' are seductive and appealing to many. Adventure experiences provide consumers the chance to escape the stress and control of mundane working life to a life of excitement, extraordinary experiences and dynamic participation.

Adventure activities have become as much about who you are as what you do. In becoming involved with an adventure activity consumers become part of that 'tribe'. They learn the normal behaviour for that group and it becomes part of their identity. Being part of group is nothing new. However, in the past you climbed mountains or rode your

bike because of the enjoyment in the experience. Being part of a group was a by-product but now it appears to be a more important motivation for many.

For most modern consumers adventure does not entail the endurance and bravery, the freezing or torrential weather, the thirst, hunger or personal discomfort of adventure pioneers like Shackleton and Hillary. Instead it often involves using their credit card to purchase another packaged adventure.

There are still New Zealanders out there in our tramping, climbing and other clubs who highly value the simple Kiwi adventure. Are these people, like many of our native birds, becoming threatened species for the sake of progress and commercialisation?

I believe the challenge for New Zealand adventure lovers is to begin to think about ways our adventures can become less consumer oriented. Do we really need that latest bit of lightweight kit? Do we really need to fork out money to have this adventure experience? In what ways can our adventures cost less money, use less gear, have less impact, be less commercial and still be enjoyable and rewarding.

References:

- Foley, M., Frew, M. & McGillivray, D. (2003). Rough comfort: Consuming adventure on the 'edge'. In B. Humberstone, H. Brown, K. Richards. (Eds) *Whose journeys? The outdoors and adventure as social and cultural phenomena. Critical explorations of relations between individuals, 'others' and the environment.* Penrith, UK: The Institute for Outdoor Learning.



Old Farts – Bronzed Hunks

Some collective thoughts from the OE conference on male outdoor educators

One of the workshops I had the pleasure to facilitate at this years OE conference was related to male outdoor educators and the possible role they have to play as role models for male teenagers.

This time limited workshop generated a lot of vigorous discussion and it also raised some interesting viewpoints and issues that are worthy of consideration. I'll attempt to summarise the discussion from the various papers that discussion groups handed to me.

The background to this issue has been my thoughts about my role as an OE teacher over the last 28 years and being male. This led to the question – what do I role model? Combine this with the questions male teenagers seem to ask me and I realise so many have nowhere to go to ask their questions, so many seem to get their information from peers a year or two older than them. I personally believe this is a perilous situation for our youth to be in – very few teenagers would have the breadth of life understanding to be able to answer the question “Why doesn't my father seem to notice

me or spend time with me?” Fewer still would be able to answer that question with understanding of both perspectives or to answer with compassion. For some reason kids seem to feel comfortable asking me these sorts of questions. If as a male outdoor educator I establish relationships that can generate such questions then I believe I have a huge responsibility to handle them well. That comes down to who I am and what I role model

On top of this I'm concerned that I'm seeing more and more male kids disconnected from nature, adventure, from themselves and from others. Less fit, less motivated, less interested but most of all with no get up and go, no drive, no spirit. I feel I have a responsibility to do something about that not just be a witness to it.

Once I had an instructor come to a workshop I was running and his goal was related to seeing if you could be a successful outdoor ed instructor and not be an extrovert. His perception was male instructors had this image of being highly extrovert. He wasn't like that and he'd heard I was a more

introverted person as well. He wanted to see how I worked and to discuss that concept. This also got me thinking about our image as adventure instructors. Add to that my experiences of watching some adventure providers – all ego and hoopla, sometimes I find it embarrassing to be a male when they are around. It can be a bit like watching predatory males in a pub trawling for a score.

This may sound a bit negative – I don't mean it that way. It's important to remember that all of my close male friends are outstanding outdoor educators and human beings of the highest calibre. Many of the male students I have taught are fantastic young people who contribute amazing things to people and the planet. Either way it is a huge privilege to work with other males in the outdoors either as educators or as students. Males have an energy and way of being that, in some ways I cannot explain, you really have to be male to truly appreciate.

At The Confluence our groups considered a number of questions in our discussions around being a



male outdoor educator – what is their popular image, what can they contribute in the outdoor field for younger males, what are barriers to them being able to make that contribution, and finally, what are the characteristics of the ideal male outdoor educator.

Popular image of the male outdoor educator

A number of stereotypes were identified: The old school stereotype – comfortable in their own skin, wearing old outdoor gear, and coming across as genuine; the young dude stereotype who uses dude type language, with a toned fit body, exuding sex appeal, often with his top off and perhaps overconfident. Those in a middle ground – professional, responsible, appropriate gear, good role model, adaptable to client needs and expectations, and who had integrity, character and depth and the right mix of fun, competence, knowledge, skills and judgement.

Some commented that there were more male than female outdoor educators. Males were frequently perceived as well off, heterosexual and white with perhaps an emphasis on outdoor pursuits rather than a holistic approach. Some commented on macho images being often used in event marketing. Words that came up in relation to male outdoor educators were gung ho, energetic, funny, bronzed, hunks, strong and silent, knowledgeable, god like figures, cocky, arrogant, rugged,

youthful, indestructible, insecure, and hard skill focused.

Clearly with these images there are some positive and some negative aspects to the perceived images and they certainly give us cause for thought.

What males can contribute to society

There was a widespread perception that male outdoor educators do have a unique opportunity to contribute to society and are in a unique position to assist male teenagers in the transition to adulthood. Male outdoor educators can:

- Role model respectful masculinity and walk the talk for young people
- Demonstrate respect for females and others
- Play and have fun in a safe way
- Offer genuine conversations and relationships, share experiences
- Provide guidance and a listening ear
- Model sustainable relationships with nature
- Motivate others with lofty goals
- Model gentle respectful movements rather than “conquering”

- Provide a unique “Man” presence
- Model how to be a real person, model acceptance of others
- Offer “rites of passage” opportunities to youth
- Provide a sense of belonging to young people
- Offer mentor roles where appropriate
- Demonstrate what it means to be male as opposed to macho
- Sometimes it’s a mix of cowboy, warrior, king and sage
- Provide positive reinforcement of values
- Provide support for individuals and non-conformists amongst youth
- Model how to “just do it” or get stuck in
- Teaching action, consequence and common sense
- Provide the wisdom of older experienced men
- Work with who we have in front of us – change starts small

Barriers

While male outdoor educators can play a unique role in the transition from boyhood to manhood, there are barriers that can interfere with



that. Society is changing, many young people are less used to hard work, aren't interested in the journey and have more of an "I want it now" attitude. Good national male role models are few and far between, often sports related and frequently have been found wanting or fallen from grace.

Being PC has potentially restricted some opportunities, less males are involved in teaching and there is more pressure to conform to popular culture or peers. Some perceive outdoor education/instruction as a single mans game, it puts family & relationships under pressure or strain when instructors are away or over committed.

The media image may not be what we want to convey or may not reflect the reality of our situation. In our work, we may not have time to build relationships with groups, the group expectations may be too high or have false expectations of what can be delivered. There may be no workplace mentoring or training in the role of male outdoor educator or we may never have considered this as a valid or important role.

First impressions can be very important with teenagers making instant judgements. The perception may be that male instructors are not as good at facilitation and that action is the only element that is worthwhile in outdoor pursuits. This is also a safe ground for staff without the facilitation skills to develop groups and individuals. Conversely some educators may set the goalposts too high and not get the mix of adrenalin, mentoring

and facilitation right and thus lose opportunities that were there with the males in the group. Instructor ego or personal agenda can get in the way as can selfishness and lack of empathy with individuals or groups.

What should the image of the male outdoor educator be?

- Down to earth, practical and able to express himself
- Able to be himself using positive adrenalin
- Honest, able to express fear, physically able to assist others
- Good facilitator with empathy for people
- Respects himself, students, teachers and others
- Excellent role model who acts appropriately and professionally
- Has depth and competence in his field
- Understand emotional development processes of people
- Has a wider world perspective and experience
- Doesn't perpetuate male stereotypes and is firm and fair, rather than matey
- Appreciates the environment and his place in it

- Adaptable, looks the part, credible, confident, appropriate, shows empathy, has an ethical balance, open to feedback, hard and soft skills, humble, secure in himself

My impression from reading the feedback sheets and hearing the groups was that the outdoor skills are a given, it is these other elements that are vital for the male outdoor instructor who wants to make a difference in kids lives. The one word that kept coming up was empathy. I like that, it suggests a maturity and depth of character and a person with dignity and integrity who knows themselves well.

Boys will search out an adult role model somewhere and they see through people hiding behind masks. The outdoors and adventure sometimes enables a special relationship to happen. When that opportunity arises the question is; are we capable of rising to the occasion as a male and being a real person, doing the right thing with the right skills in the right place at the right time? If we are, magic can and often does happen.

Eric Schusser – outdoor educator, friend of the mountains and the snows, male

Postscript:

I am very grateful for the assistance of EONZ to attend : "The Confluence" – The opportunity to share experiences from around the world, discover new approaches, converse with colleagues and friends professionally and personally is something we should never take for granted



EOTC guidelines review

EONZ is represented by Arthur Sutherland while Fiona McDonald (EONZ Exe member) represents teachers.

The following statement from Cathye Haddock succinctly captures what the review is about.

“Boards may have heard that following the tragic loss of life at Mangatepopo Stream on 15 April, Education Minister Chris Carter requested a review of the Ministry’s Education Outside the Classroom (EOTC) guidelines. This review is not concerned with the specific events of 15 April, but to confirm that the guidelines are of the highest possible standard.

The Ministry wishes to reassure boards that while the review is

under way, they can continue to rely on the existing guidelines. The guidelines were developed with the input of education and outdoor activities experts, including the New Zealand School Trustees’ Association, and have strong support from these groups.

Safety and EOTC – A good practice guide for New Zealand schools was published in 2002, and in fact a review was already planned to ensure that five years later they were still meeting the needs of schools. At the Minister’s request, the Ministry has now brought this review forward.

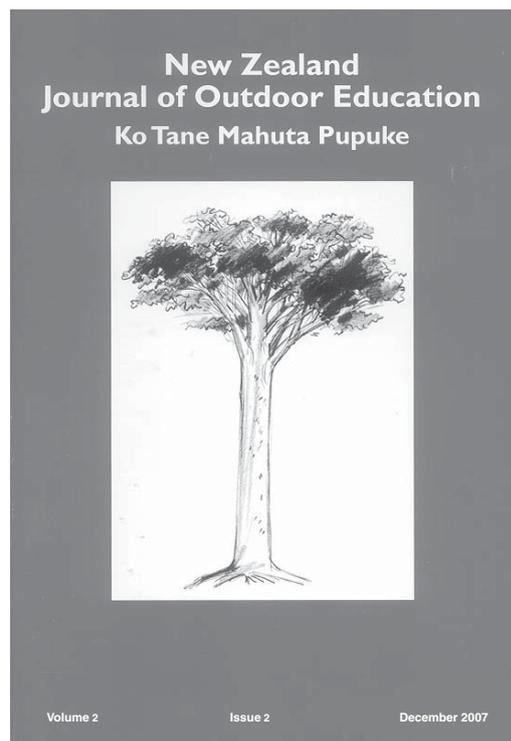
This is also an appropriate time for schools to review their EOTC policies and practices to reassure themselves that these are consistent with the EOTC guidelines.

The Ministry invites boards of trustees and/or principals to make submissions on the EOTC guidelines to help inform the review.

A submission form is available on <http://www.tki.org.nz/e/community/eotc>.

Please send submissions to eotc@minedu.govt.nz by **30 July 2008.** *(date changed by editor)*

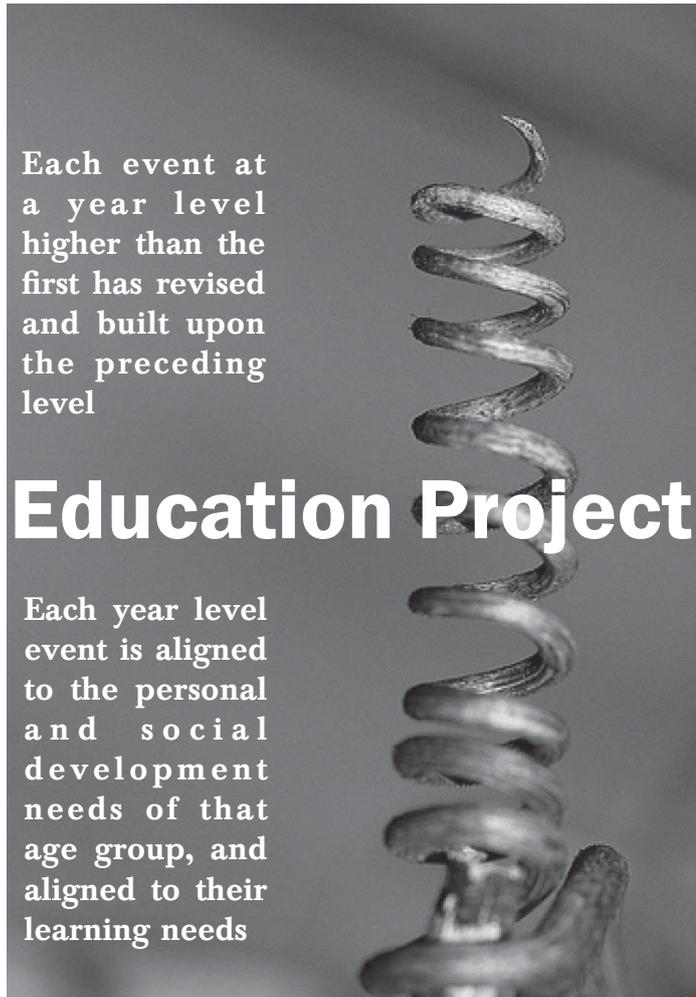
NZ Journal of Outdoor Education



Articles in Volume 2, Issue 2, December 2007

Feature articles

- Outdoor Education: A Road to Freedom (Jo Straker)
- The promise of Wilderness Therapy: Reflecting the Past, Projecting into the Future. (Dene Berman and Jennifer Davis-Berman)
- Effective outdoor Leadership Through Displays of Trustworthiness and Immediacy (Wynn Shooter and J. C. Norling)
- The nature and Scope of Outdoor Education in NZ Schools (Robyn Zink and Mike Boyes)



Each event at a year level higher than the first has revised and built upon the preceding level

Each year level event is aligned to the personal and social development needs of that age group, and aligned to their learning needs

Perry Outdoor Education Project and the NZ curriculum

Introduction

The Perry Outdoor Education Project is targeted at supporting low decile secondary schools in providing outdoor education experiences that meet student needs. The project has a vision for learning based on a spiral concept.

The project is not driven by individual learning area achievement objectives or on credits for unit/achievement standards, although these are used appropriately. It is driven more by the principles, values and key competencies of the curriculum – although things didn't start out that way.

In forming the vision between Perry Foundation Trustees, schools and outdoor education specialists it became clear that the focus of the programme was about creating a holistic environment where student learning is maximized, and where retaining students in effective learning programmes at school is a key goal.

Vision

As the new curriculum went through the process of development it became clear our project was about the vision of the curriculum. We are teaching in explicit and implicit ways for our young people

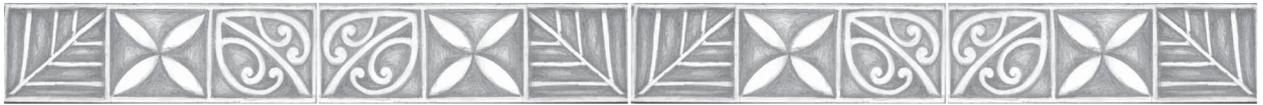
to be confident, connected, actively involved, lifelong learners!

Principles

We provide a programme that adheres to the principles of the NZ Curriculum in the following ways.

Excellence – Challenging students to be the best they can be in social and physical contexts is a key feature of the programme. Further we expect students when not contributing their best to reflect upon and explain their behaviour.

Learning to Learn – All programmes at all levels encourage



Sharing a meal after a long day of caving and travel, Y12 Leadership and Safety Management camp

active involvement, build confidence and encourage students to think in creative and innovative ways. A high level of student responsibility and a focus on problem solving in our programmes encourage the students to own their contributions and value everyone's ability to learn.

Cultural Heritage – Biculturalism is a feature of residential programmes in particular. Events are run with respect for tangata whenua and other cultural practices. Manaakitanga and whanaungatanga are valued as important concepts in outdoor education for all our students not just those who identify as or with Maori. Practices around the preparation and consumption of food, operating a communal living space and learning in outdoor environments reflect our bicultural heritage and multi-cultural groups.

Equity – the varied and individual learning needs of students in our programmes are not only addressed but differences are

celebrated. Activities in our programmes regularly provide opportunity for students of different cultures and talents to excel and be recognized.

Connections – staff, parents, outside agencies, senior students are all encouraged to be involved in various capacities in the programme. Use of a variety of facilities and personnel in the community fosters a connection with other people and places giving students a 'foot in the door' for utilizing the resources of the community beyond formal schooling opportunities.

Coherence – The POET project is based on a spiral of learning. Coherent transitions from one level to the next is key to its success. Pathways for vocational learning are offered through senior programmes in most of the schools. Perhaps more importantly explicit opportunities are provided to develop self-management and leadership skills as they apply in outdoor education settings but also in other student activities, present or future.

Values

What students learn about values (their own and those of others) and the ability to act from a values base is a continuous current flowing through all POET events. Many of the individual programmes deliberately put students in situations where values are explored, of which there are numerous examples.

Key Competencies

"Capable people draw on and combine all the resources available to them: knowledge, skills, attitudes, and values." (NZC, 2007 p. 11)

Outdoor education events in the POET Project promote all of the key competencies. Some programmes plan to provide explicit opportunities to develop some of these competencies.

The following is an example of programmes that provide opportunities for the development of the key competencies, Managing self, Relating to others, Participating and contributing, Thinking, and Using language, symbols and texts (NZC, 2007).

Key Competency: Managing Self

Y7 or 9 students manage their own needs in looking after themselves at camp regarding bedtime, getting up, co-operatively cooking their own dinner and breakfast, and be ready with whatever gear they need at a certain place and time.



Example 1. Y7/9 Adventure Based Learning overnight experience.

Year 7 or 9 students work in small groups through a range of increasingly more challenging activities. They are lead by Y13 leaders trained to deliver the programme. The junior students are expected to learn how to participate and contribute fully to the success of their group in meeting challenges and solving problems. Senior students are expected to manage themselves, their time, knowledge, skills, and be a positive role model to effectively lead their group through an entire 2 day programme.



BUILDING STRONG COMMUNITIES

They are expected to be responsible for their actions within their group – set personal goals in terms of their contribution to the group and reflect upon how successfully they have achieved them. They are encouraged to plan strategies to solve problems, be held accountable to the group for their actions, lead when they have the ideas and follow when others do.

Y13 student leaders are given a group to manage and facilitate for 2 days. They are given lead responsibility for implementing a set programme of activities and need to use whatever skills and knowledge they have acquired to facilitate learning in their group. They must take the initiative to manage the equipment, facilities and time available. At all times they have teachers available to them to assist with aspects of the programme or deal with discipline. They are encouraged to use their sense of humour, personality and

self-control to manage at times very difficult groups and be a good role model. They need to be able to adapt, change direction and make decisions constantly throughout their role.

Key Competency: Relating to Others

Y7/9 ABL programme provides explicit opportunities to develop this competency. Students are deliberately placed in groups of diverse people and expected to interact in a range of situations often challenging ones for a common goal. The planning of strategies to complete a co-operative challenge or to solve a problem requires students to “listen actively, recognize different points of view, negotiate, and share ideas.” (NZC, 2007, p. 11). One activity (group icebergs) expressly sets groups up to work competitively and then co-operatively – leaving the judgment and choice up to the individual group members as to whether and when they assist other struggling groups when they themselves have been successful.

Students become aware everyone has different strengths and weaknesses and as a result roles within the group shift as students’ co-operation increases due to increased empathy and respect for each other.

Y13 leaders are effective as leaders and role models only if they can establish a rapport with their group and can “interact effectively with a diverse range of people in a variety of contexts” (NZC, 2007, p. 11)

Doing our own washing up. Y9 Adventure Based Learning camp





Key Competency: Participating and Contributing

If we can accept Yr 7/9 ABL camp is set up as a mini-community, as an analogy of how a co-operative society works, once again we see explicit opportunity for developing this competency. Regular reflection and debriefing of activities throughout the programme requires group members to have the analyse their contributions and have the *“capacity to respond appropriately as a group member, to make connections to others”* (NZC, 2007, p. 11) and to work on including everyone in the group’s activities.

The final key activity of the two day experience (The Amazing Race) shifts the focus from functioning co-operatively within the group to being a co-operative group that now competes against all the other groups for the title of most successful group. Because they have a strong sense of belonging to their group they take on the challenge of the Amazing Race without the guidance of a leader, *with the confidence to participate*

and contribute actively in new roles. Because students are repeatedly helped to make the connection of the relevance of their learning in the camp context to school, family, sport and other community contexts they begin to understand the balancing of rights, roles and responsibilities and of contributing to the quality and sustainability of their environment.

Key Competency: Thinking

This is most apparent in the Problem Solving sessions. Students are encouraged to think outside the square, use creative and critical thinking to find one of several ways to solve and complete a challenge. Students are encouraged to actively reflect on their own learning and their contributions, and verbalise these to their group. Students are given maximum responsibility for their own learning by their leaders and hence are expected to think through organizing the successful completion of the activity, making decisions and taking action towards completing a clearly stated goal.

Key Competency: Using language symbols and texts

Verbal and non-verbal means of communication are deliberately used in ABL activities to develop effective communication skills both for Year 7 or 9 students and Y13 leaders. Some activities e.g Blind Polygon require students to plan their strategy verbally but execute it mute and blindfolded. In the Amazing Race students have a map that uses symbols and visual cues to represent land features. Students are encouraged to interpret that information. Use of texts is limited but use of spoken language to communicate ideas effectively in their group and in the outdoors becomes increasingly more important throughout the programme. Year 7 and 9 students become more confident in expressing their ideas within a group and their vocabulary increases. Y13 students develop their verbal and non-verbal skills around first of all giving clear and specific instructions, and then using non-confrontational language to facilitate debriefing and conflict resolution.

Punctured drum - requiring co-ordinated teamwork and everyone involved



Should she go through this hole or that hole, and who is going to catch her on the other side?” Strategising to complete the Spider’s Web challenge





We won't get change without trying

As the van, loaded with tired, hungry, and peaking Outdoor Education students from Aranui High School headed back towards Christchurch, that familiar feeling of not wanting the journey to end washed over me. It had been not only a picture perfect finish to our adventure but also an emotionally and spiritually satisfying end for many in the group as well. A short time before, as if on cue, low cloud had rolled in over us as we stood in the Wharfedale Track car park at the edge of Puketeraki-Mt Oxford Forest, embraced in a circle as we sang E tu Kahikatea.

Before we sang together we had been running our debrief, sitting in the last of the sun before it dropped behind the beech-clad hills. While not wanting to deny students the chance to identify what had gone well, what was a challenge – you know the drill – Lisa Keating (Leader of Outdoor Education at Aranui) and I had decided to jump

straight into something deeper – getting students to think about how they might transfer some of the learning from their recent experiences to improve their lives back in the city in some way.

Let's be honest, it's a big question and one that we did not expect a response to after a minute or three. We made it clear that the answer may come in a few hours, more likely days, weeks even, or maybe months, or a year. The important thing was to plant in the minds of the students the concept of using skills and knowledge, gained through the outdoors experience, to confront and surmount challenges in other areas of their lives.

As I drove home, both exhausted and euphoric, I began to reflect on what I might take away from this latest adventure. It occurred to me that we, as educators, rarely ask ourselves the big questions that we put to our students, let alone seek

answers. What do we take from these trips that we facilitate? What learning do we use to improve our lives and/or the lives of others, and/or make the world a better place? We expect our students to change in some way, for the better, because of something we have provided for them during their EOTC experiences yet what do we expect of ourselves?

The more I thought on this issue the clearer it became that, as facilitators of experiential life-positive activities, we have a professional obligation to share our planning, facilitation, and debrief skills and knowledge with colleagues locked into other subject areas (I guess I am talking predominantly about secondary educators here although the sentiment applies right across the education spectrum). This thinking has been further focussed over the past weeks as I work with a small and passionate team who are involved in the establishment



of a new school. In particular, we are creating a holistic curriculum framework that is underpinned by a desire to truly honour and nurture students through the development and implementation of student-relevant learning experiences.

Then the most recent edition of “Out and About” (2007/08, Issue 19) arrived following my recent EONZ membership renewal and the tone of many of the articles in there struck a chord with what I had been pondering on since the Oxford journey in early April. I decided that it was time to share my thinking about our professional responsibilities as educators, with an emphasis on the development of programmes of learning that fully engage our students physically, emotionally, intellectually, and intuitively.

Dave Irwin, in his article on sustainability education (ibid, p. 6), highlighted many critical points that apply not just to Outdoor Education but across all ‘subject’ areas. Key phrases held my attention: “...what we have always done is no longer acceptable”, “Education must encourage us to question the way we think and act...” (p. 6). While Irwin’s focus is on moving organisations to more authentic sustainable practice I believe the essence of his article applies directly to the broader education experience.

Secondary school educators would do well to read the article about students from Loburn School creating their DVD about Arthur’s Pass. I believe more needs to be done by educators of adolescents to

provide opportunities for “learning across a range of curriculum areas, both in and outside the classroom” so as to encourage “meaningful, relevant, [and] contextual learning to occur” (ibid, p.22). If secondary educators think multi-subject teaching and learning experiences are the domain of the primary teacher it is time to change that way of thinking.

Imagine how powerful such learning opportunities could be if cross-curricula collegial partnerships allowed our students the opportunity to be inspired by relevant and meaningful maths experiences, stimulating and contextually pertinent biology activities, or engaging and life-changing art interactions that were all emanating from the same real-world multi level research project.

Young people learn best by doing things that they see as relevant to their lives, that have meaning, and that are, ideally, enjoyable. Further to this, “It is what teachers know, do, and care about which is very powerful in this learning equation” (Hattie, 2003, p.9). Ask yourself this – would you want to be educated in the “one-subject fits all” way that is the predominant model? Would you be, or are you, happy that your children are educated in this way?

I feel strongly that transferring our experiences, as facilitators of experiential learning opportunities, to the wider school curriculum must begin with learning conversations with our colleagues. Start with the obvious ones – educators whose eyes light up when you talk about

making learning encounters more holistic by offering opportunities for young people to learn about the world through meaningful and relevant multi-curricula experiences. These conversations then need to be followed by action.

Luke Arrandale’s article in Issue 19 (*EOTC enhances learning at Whakatane Intermediate*) offers an insight into how this holistic process can be initiated at an individual level. Unfortunately this approach is often the exception, not the rule. It is undeniably a great starting point but where to from there? Is there school-wide acknowledgement of the importance in moving toward a greater holistic approach for all students? Is Luke being encouraged to mentor colleagues, as well as further develop his own professional practice? Is he getting support from management and school leaders?

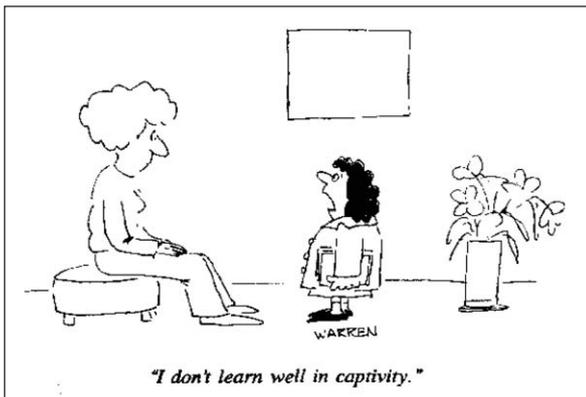
I recently read Pat Thomson’s article “Do School’s Work?” (2002). Not surprisingly a number of questions are raised concerning the emphasis on ‘adult-work’ at the expense of the ‘joy of learning’. Thompson ‘wonders’ on how things might be different if we as educators behaved differently towards the students in our care (p. 5):

- ▶ I wonder how we could invent schools that were more like children’s life worlds, rather than our own?
- ▶ I wonder how it would be if we seriously engaged students as co-constructors of curriculum, pedagogies, school cultures and infrastructures?



These two points alone emphasise the need to take a holistic approach to curriculum design, so as to engage the whole learner, and the whole educator. We need to change what we do so that we can “prepare people for change. [Schools] should encourage growth and adaptability, and equip people to deal with real-world situations and problems” (This quote from Gilbert, 2005, p.83 is based on work done by John Dewey in 1938...). Yet we continue to do the same thing that we have done over the years. We decide what students need or want without consulting them. Why? What is holding us back from making career-affirming changes to the way we educate students? There is a plethora of information about what the truly learner-centred school environment should be like. Surely the majority of educators are not consciously incompetent... So what are we afraid of?

We need to change the way we educate. I believe this responsibility falls heavily on the shoulders of outdoor education teachers and facilitators of EOTC programmes, as we regularly see and share the joyful learning that flows from meaningful and engaging learning experiences that matter.



To part quote Irwin: “...outdoor education can provide a powerful medium to help the way our society relates to [education]” (Out and About, Issue 19, p. 7). We need to find our voice and exhort our less ‘experientially-experienced’ colleagues, our curriculum designers, our school leaders, to join us on the learning adventures we oversee beyond the four walls.

I recently read some graffiti: “People crying, the world is dying. We won’t get change without trying”. Very Zephaniah-esque and it strongly emphasises my point. If we do not act now then are we honestly stepping up to take on our own challenges as educators, just as we expect our students to take on personal, life-changing challenges? Are we willing to walk the talk? Or are we merely conduits for the message, rather than protagonists of the action?

I encourage you all to initiate a conversation with a colleague today about how you might begin your own journey of discovery and adventure by stepping beyond that which is known and comfortable to a place that you know in your heart should exist, just that you haven’t pushed yourself yet to go there. And, if you have made some first steps, or are ‘up and running’ please share your stories.

As educators there is no denying that we are agents of change. As facilitators

of quality life-changing learning experiences we have a professional duty to share our knowledge, understanding, and passion for this “way”. The implementation of the new Curriculum document provides us with no better time to begin on our own journeys to change the way education looks, and how it feels, in such a way that it honours the students who we care about, and ourselves, as human beings.

E tu Kahikatea – a translation

*Stand tall, like the Kahikatea
– branches and roots systems
interconnected
You give to me and I give to you
And between what we have
We will be strong together*

References

Arrandale, L. (2007). *EOTC enhances learning at Whakatane Intermediate*. Out and About, Issue 19. EONZ: Wellington

Gilbert, J. (2005). *Catching the knowledge wave? The knowledge society and the future of education*. NZCER Press: Wellington

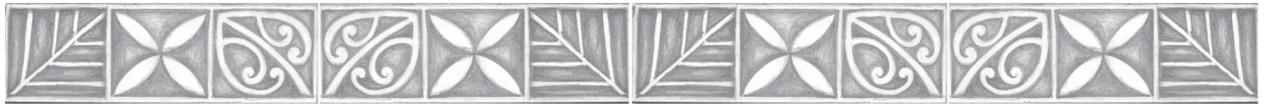
Hattie, J. (2003). *New Zealand Education Snapshot*. Paper presented at Knowledge Wave 2003, Auckland. http://www.knowledgewave.org.nz/forum_2003/speeches/Hattie%20J.pdf

Irwin, D. (2007). *Educating for change at CPIT*. Out and About, Issue 19. EONZ: Wellington

Kappelle, C. (2007). *Passing through Arthur’s Pass: an integrated EOTC journey*. Out and About, Issue 19. EONZ: Wellington

Thomson, P. (2002). *Do schools work?* Paper presented at the Curriculum Corporation Conference, Canberra. <http://www.leadspace.govt.nz/leadership/articles/do-schools-work.php>

Trent Hiles
June 2008



Braids as systems

The braided river,
A New Zealand icon,
Threads its way hither.
A thousand channels.
Beads of light,
Glisten in the sun,
Emphasizing
Their separation.
Each flows with strength,
As if the only way.

Rivers meet
We call it a confluence
And flows mix
And colours meld,
Yet still the channels
Define themselves,
Waiting for floods,
Boundaries to dissolve.

But those floods don't come
For years or more
And when they pass,
The braids return.
Separation
Becomes the norm.

This poem is about a braided river going through a gorge to emerge at a lake. It is also a metaphor for many life circumstances. In the case of the outdoor sector of New Zealand, it represents the array of organizations trying to come together to achieve some common

Then the bedrock
Is interrupted,
A hard resistant
Geology.
The separate braids
Are stronger together
A gorge forms
Geology yields

Tumultuous journey
Rapids and whirlpools
The gorges flow
Is strong and fast.
Waves will argue,
Boiling with disagreement
Still holding close
The separation of the braids.

But nature triumphs
Solid rock
And flowing water
Combine their strength
To forge a route

The gorge continues
Cliffs grow higher,
Boils are bigger,
The river tires.
But in the distance
Landscape changes
And like curtains
Cliffs draw back.

goals. In the author's opinion, we are just entering the gorge, which represents a testing time out of which we could emerge into a peaceful lake or another braided river. How it turns out is our choice, but we must support that choice with our words and actions.

The water relaxes,
The colour a sharp
Turquoise alpine blue
A tranquil lake
Emerges like mirage
And peace descends
Upon the pools

Look closer,
Ecosystems bustle.
A solid community
Working together,
Surviving
Harmonious.

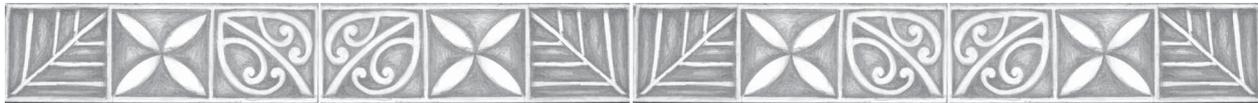
Lake life abundant
Lake life fragile,
Changes abound
Adaptation
Is nature's way

Human beings
Are also nature
Adaptation
A part of us.
Working together
Supporting a vision
Inviting diversity
To join with us.

The river flows on....
And life goes on....

Jean Cory-Wright Jan 2008

The same could apply to other groups of organizations, such as environmental organizations, sport organizations and health and fitness. It could also apply to humanity as a whole. Feel free to put your own metaphors to it or to add a few verses.



Jack goes to Camp



Jack's story was told to his uncle during the extended family gathering at Easter. The latter decided to find what enabled Jack's teacher to take him on such an experience.

by Arthur Sutherland

Jack's teacher Rebecca comments on the volunteers.....

"We had lots of parents offering their support. Too many in fact, so we considered what they could do and why they wanted to help ("some filtering," says principal John Bangma) and then drew the names out of the hat. They were awesome as group and activity leaders. With the rotation system we (the teachers) only had to brief the activity leaders once. Our pre camp briefing of the helpers included sharing information about the students and the 'parental roles and responsibilities!' One mum drew up the menu, found sponsors, purchased the food and ran the kitchen. She was awesome."

Monday March 3rd 2008 is full of excitement for the Mairehau community in Christchurch.

Three classes from Mairehau Primary are heading for the Cracroft Guide Centre at the foot of the Cashmere Hills. They are part of a convoy of vehicles, some with 30 on board, carrying the three composite-Year 3 / 4 students to the site of their two-day adventure. Parents and teachers are spread between the buses and cars.

Young Jack explains "Camp was fun. We got to do a number of activities; all helped us achieve the goals of getting to know each other and working together. I enjoyed the orienteering ... not real orienteering because the things were hidden, the

spider-web, the karts, stilts, elastic stretches, the games and the cricket. We played with different people so got to know them"

In response to the questions how did orienteering help with team work? Jack talked about his buddy and how they had to work things out. "Finding the bottle tops was hard but fun. We worked together. We had to make decisions. One would hold the map; the other the piece of paper. The red marker on the map got us close; then we had to hunt. Me and my partner found seven. The idea of a buddy....one could tell the teacher if the other got hurt."

He explained that each student has goals. The author somewhat surprised, pleasantly surprised



inquires ‘goals?’ “I want to help around school ... put my hand up to be a team captain on Y3/4 sports days and put my name on the board to be voted for school council. My goals are on a paper soccer ball on a chart on the classroom wall” (Young Jack)

Jack went on, under prompting, to say that the chart has a goal-post at one end and the students move the balls towards the goal. Jack’s homework book and the classroom chart have Jack’s goals wrapped up in the big goal “Showing Leadership”

“At camp I had to think of others, use my manners, be respectful, be friendly, stay within the boundaries, do my duties and play safely.”

“There were lots of parents and teachers including Mr Bangma. They all helped make it a fun time. My Mum wasn’t there. She went to a meeting before the camp. The bunkroom was noisy at times”.

“At night we had to write things about the day.” Reflections, inquires the uncle? “Yes. I had to think about my goals.”

In addition to the daily ‘reflections’ Jack undertook a conversation with his parents as he tackled the PMI post camp homework task. In it he talks about “sleeping with others,” “sleeping in a sleeping bag,” and the “interesting trees.” “Sharing our experiences with Mum and Dad was part of it. Also we made a big picture book and posted it on the wall in our classroom. P means the good things; M minus and I stands for interesting.”



Parental Roles and Responsibilities

Thank you for coming to support our children on their Year3/4 camp experience.

To help you manage the children, and so that you know what is expected of you on this camp, we have put together some information that may be of assistance:

1. To reinforce and enforce the camp rules with the children in your group (especially the camp boundaries)
2. To monitor the children in your group and report any concerns or inappropriate behaviour to the teachers
3. Never be alone with one child (safety)

Jack’s Mum comments on the before camp meeting.

“The teacher presented using a power point which had lots of photos including the bunk rooms, the kitchen and other facilities. One visual captured a teacher standing knee deep in the local creek. This was of particular interest to the Y4 Mums and Dads. The risk identification and how they would manage things, was shared. The latter included using a teacher/guide leader who frequently leads the kayaking in the local creek at Cracroft. All questions were answered. Tony and I decided that Jack should experience camp with out his parents. The enthusiasm of the teachers was contagious.”



4. Make sure the children are in the right place at the right time
5. To actively supervise the children during the duration of the camp
6. Be a positive role model for our children
7. To be empathetic to the needs of the children as they experience being away from home
8. If you are unsure about anything please ask one of us
9. Participate fully in all of the camp activities as appropriate

- The camp experience is part of the teaching and learning programme. “The Term one focus for HPE is the Adventure Based Learning Key area of Learning.”
- Leadership of the principal and his co-leaders including the syndicate leader
- Leadership displayed by the staff member given the Teacher-in-charge role
- Timeline on the intranet
- Staff visited the camp-site and brought back photos for use at the pre-camp meeting of parents

Mairehau procedures require the teachers to consider a list of factors before setting the ratio. However Jack’s teacher understood that a 1 to 6 ratio was required for water activities. On explaining this further it was established that the figure must have come into her thinking from some where else. At Young Jack’s camp there was one supervisor for each student for the Y4 kayaking. For the other activities supervision levels varied. When students were walking from station to station it was to 1 to 12. For the practical activities it was 1 to 6. In addition the TIC was roaming and took the lead role if a student was feeling poorly and/or injured.

The enablers

The research for this story revealed the following enablers.

- The Mairehau Primary School intranet which contains models and templates: letter to parents, health form, previous camp documentation, available sites with comments by the teachers who have visited or used them, specific parental consent; risk management template and previous camp examples
- Attitude and practice such as “the programme will meet student needs” and the encouragement given to non-attendees to participate by way of a visit
- Team work – the syndicate approach to planning.

- Drip feed payment of the cost
- Briefing of parent helpers
- Conversations with parents
- Roles and responsibilities
- “Alternative programme planned in case of wet weather.”
- Guidelines on the supervision levels

The quotes are from Jack’s teacher who fulfilled the role of teacher-in-charge. She comments “I/we have been extremely well supported by the school systems and the preparation was free of stress because it was shared by three people.”

On the matter of the supervision levels it became clear that the

Principal John Bangma acknowledged the regional professional development of 2004 (“there were many great ideas... thanks to EONZ and others”), the enthusiasm and professionalism of the staff who led the camp and the support of the parents.

Young Jack is hoping there will be more camps. “It was fun. I liked everything.”

Cracroft House sleeps 22; the barn sleeps 52; has an obstacle course, rope and tyre swings, picnic tables, some kayaks, and abseiling tower with instructor on call and lots of big games such as noughts and crosses, stilts and orienteering.

Nearby are the Cracroft Caverns and Pioneer Pool Complex.

cracroft@guidesn.org.nz



EONZ Awards Life Membership to Gemma Periam

At the AGM in April Gemma Periam was awarded a Life Membership Award. Life membership is the highest award of Education Outdoors New Zealand and recognises long term and outstanding service to the organisation.

Gemma's contribution over 22 years has been enormous. Her passion, enthusiasm and commitment to EONZ and education outdoors have been on-going and outstanding.

Gemma's interest in the outdoors began with a Form 4 school camp, was extended at Otago University and consolidated at Teacher's College (in the days when you could choose Outdoor Education as a teaching subject major at ACE).

After teaching physical education and outdoor education for 6 years Gemma moved to the position of EONZ Executive Officer where she was one of the key driving forces in the development of the organisation as an effective national body. Since her involvement as Executive Officer she has run the finances efficiently and effectively in the role of Treasurer, and has maintained the organisation in a healthy state.

Gemma has not only guided EONZ, she has been very involved nationally in contributing to the writing of Safety and EOTC, a good practice guide for New Zealand schools,(2002); the writing and delivery of the professional development programme for its

implementation. Further, she represented EONZ during the NZ Curriculum project and continues to be our representative on Water Safety NZ projects. She has been at the forefront of many of the EONZ initiatives and regularly writes thought provoking and readable articles for Principal and teacher magazines. She is a regular contributor to Out and About. She always has the grassroots teacher in mind and has a practical down to earth approach.

Gemma has had a high profile in the Auckland Branch and has been a driving force in keeping the branch keen and active. More recently she has been instrumental in developing and co-ordinating for the Perry Outdoor Education Trust an outdoor education project for low decile secondary schools.

She works enthusiastically and passionately for the outdoors and believes the outdoors is the best place for learning. She is generous with her time and regularly goes beyond the call of duty.

Gemma is personally involved in tramping, mountain biking and an occasional kayaking excursion or rock climb, and spends time in the outdoors with her family.

We welcome her as a life member to this prestigious role. A very well deserved title

Liz



Avalanche Awareness

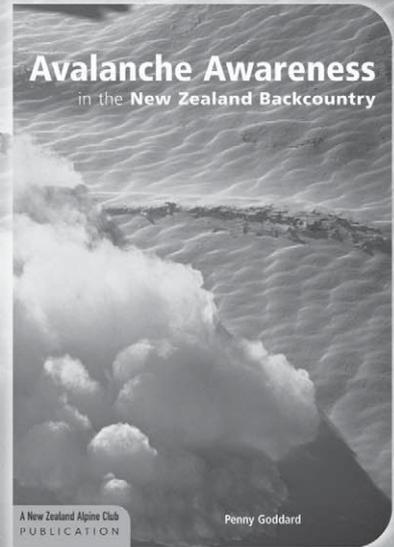
in the New Zealand Backcountry

FOR THE FIRST TIME, a complete avalanche awareness handbook has been created specifically for New Zealand's unique weather and snowpack conditions. Everyone who visits New Zealand's mountains needs to have an understanding of avalanches and the threat they pose. This book provides simple strategies for identifying avalanche terrain and avalanche conditions, explains how to make wise decisions and teaches rescue techniques. Well illustrated with photos, diagrams, and a New Zealand regional guide, this book is an essential companion for climbers, snowboarders, skiers, trampers and hunters—as well as being an ideal resource for backcountry instruction.



NEW ZEALAND
ALPINE CLUB

TO ORDER
PHONE 03 377 7595 FAX 03 377 7594
EMAIL ORDERS@ALPINECLUB.ORG.NZ
WWW.ALPINECLUB.ORG.NZ



Education Outdoors New Zealand Inc

COMING EVENTS

August 18th	OD Safety Management Course in Auckland
September 3rd	Orienteering evening in Auckland
September 11th	Outdoor Leaders Standards and Qualifications forum*
September 12th and 13th	ONZ Forum in Wellington*
September 12th 7pm	Outdoor Excellence Awards Gala Dinner**
September 13th	ONZ AGM***
June to Dec	Review of Safety and EOTC
Sept through Nov	Outdoor Leader assessment opportunities
October 17th and 18th	Canterbury Outdoor Leader practical assessment
October 18th and 19th	Bush Stay and walk in Auckland
November 2nd	Puhoi River Paddle for Auckland members

* Contributions due with ONZ 4th July

** Nominations close 15th August

*** Nominations for the Board and motions due with ONZ 21 July

See www.eonz.org.nz for details



EONZ Auckland Regional Report for 2007

Jason Swann

Education Outdoors New Zealand Auckland Committee.

The Auckland EONZ committee planned and delivered another vibrant and knowledgeable year of opportunities for educators to be involved in activities outdoors. As a committee we planned workshops that would cater for the teaching profession through to the enthusiast wanting to get into the outdoors for their own personal gains.

I must congratulate the Auckland committee members who volunteer their time and expertise to enable Auckland EONZ the opportunities to provide outdoor activities and leadership. Our committee is Ross Berry (Mt Roskill Intermediate School), Anne Owens (St. Cuthberts School), Sandra Buchanan (Tangaroa College), Sarah Kiff (Manurewa High School), Brenton Harrison (Director – Kokako Lodge, Hunua), Jackie King (Outdoor Instructor), Jason Swann (Sir Douglas Bader Intermediate School), Gemma Periam (Outdoor Instructor/Consultant) and Margaret O'Connor (Outdoors/ Search and Rescue). The time and effort applied to planning, advertising, corresponding, delivering workshops/activities and debriefing is significant. Well-done team!

In 2007 we planned a major professional development weekend for teachers/educators at Kokako Lodge in the Hunua Ranges. This had been successfully delivered two years previously and was the focus for much of our workshop delivery. Sadly we did not get the required numbers to make this a viable option for us and we hope to be able to provide this again or something similar in the future.

We successfully completed delivering our Outdoor Safety Management (OSM) course to teachers who are responsible for taking students outdoors. It was great to see teaching practitioners with a range of experience participate in this valuable course.

We also enjoyed delivering the “Puhoi Paddle”. Where we paddled in kayaks down the Puhoi River

and sampled the delights of the area in the process. Fun was had by all, with many participants promising that they would be back.

In the later part of the year we delivered a sailing workshop that again proved to be a success and has been delivered each year. It was great to see a range of skills in action and the activity was delivered to ensure that all different skill sets were challenged and enjoyed.

Our 2008 programme is looking very exciting with opportunities to participate in a range of activities. We will be facilitating activities in:

- Canyoning “Extreme River Walking”.
- Outdoor Safety Management (OSM).
- Orienteering.
- The Puhoi Paddle – down the Puhoi River.
- A “Bush Overnighter” based in the Waitakere Ranges.
- Sailing.

If you would like to be part of any or all of these activities you can check details on our website (www.eonz.org.nz), check the Education Gazette, view course flyers via email to all Auckland members or email Sandra Buchanan at: sandrab@tangaroa.school.nz. Also join us at our regional meetings where you can learn so much, develop valuable contacts and have fun doing it.

Once again, thanks to the Auckland EONZ committee for providing another exciting year ahead and to all past and future participants in the outdoors, have fun, keep safe and see you there!

Reflections on the Confluence

Reflections on the Confluence

Reflections on the Confluence

Reflections on the Confluence

Susan Houge

University of Otago

First I would like to thank EONZ for the wonderful opportunity to attend the Confluence. As I set out to write this reflection, I had intended to write a summary of my research presentation. As it turned out, I guess I had some other more important things to say about the people in attendance. In the words of the Confluence mantra, for me “it is the people” which matter most. In that vein, here are some spontaneous, and potentially overly-sentimental (apologies), thoughts that bubbled up when I reflected on my IOREC experience.

I was rather nervous at the prospect of presenting at my first conference and unsure about how my research would be perceived. However, once I arrived and met the tireless, smiling, red-shirted army at reception, my worries began to fade. Not only were the organisers accessible, but every person I met in attendance was a delight. I really enjoyed and was able to connect, on some level, with everyone I met at this conference. That was the most important aspect of my experience: the passion and inspiration which that diverse mix

of outdoors people stimulated. Not only did I meet experienced researchers who were interested in my presentation topic and donated their time and advice to assist the project, but I also encountered practitioners with an interest in my research! This positive feedback has been a motivating force for my dissertation and future career plans. Moreover, it reaffirmed that my research is heading in the direction I had hoped: *theoretical as well as practical*.

The post-graduate research path can be lonesome and wrought with self-doubt, frustrations, and disillusionment. I have often questioned my research and its merits, or what others might think of it. Many times I have despaired that the questions I ask have already been answered in a better way, or cannot be answered at all by my investigations. My worst fear was that my questions would be of no value to anyone else; to hear a dangling “so what?” at the end of this all-consuming project. After attending the Confluence, these fears receded. I realised that people I came to respect and admire over that week shared my questions and were interested in what cursory answers I could provide. Though my research is in its infancy, I now look forward to reconnecting with these inspiring peers to share my findings and to learn more about their interests and projects. More

importantly, I look forward to a career surrounded by colleagues who are energetic, active, passionate and genuinely caring individuals. My fellow educators’ sense of perspective was infectious and reminded me of what was truly important in a career and in life. If they are representative outdoor educators globally, then I know I am headed in the right direction. Thank you.

Reflections on the Confluence

My Thoughts on the 4th National Outdoor Education Conference: Tutakitanga/The Confluence – Blending Theory and Practice

Libby Knight

Adventure Works

As I am sitting here trying to decide which aspect of my experience of the conference to write about, what hits me is the actual title of the conference.

Looking back at my experience over the five days it was definitely a blend of many things. Not only did I experience the blending of theory and practise through presentations like Eric Schusser’s ‘The Art of Transference’ – where the outdoor education programme at Dunstan High School glows with the mix of the theory and practice. Where

it works in circles where former students come back to work in the programme along side Eric and young people have the opportunity to discover what they could and want to be. The transference from the programme links through to not only school but to home life, the community and the future of these young people.

Another presentation which demonstrated to me the importance of basing practical activities and experiences that are run in programmes on the theoretical was “The Spiral in Action: A Pathway of Outdoor Education in Low-Decile Secondary Schools” presented by Gemma Periam (HEdOutdoors Ltd), Joshua Steward (Huntly College) and Nigel Ord (Te Kauwhata College). It was great hearing about and seeing the experiences that the young people at these two colleges were having. It definitely sounded and looked like the experiences they were having would help them later on in life. Again, for me, the ideas around transfer of learning, the linking back to school and everyday places and experiences stood out.

Other presentations that I came ‘buzzing’ out of were Cathye Haddock’s “EOTC – The National Picture”, I never thought bar graphs could be so interesting...and useful! Allen Hill’s “Toward a Critical Outdoor Education Practice”, how exciting would it be to get a bunch of young people talking and doing something about social justice and equality. Although two presentations I wanted to see overlapped by half an hour, I was still able to soak up half an hour of

Margie Campbell-Price’s ‘Putting the E in EOTC’, where ideas were flying about – I think I wrote down more from that half hour than some presentations put together.

Some other blendings that happened for me at the conference were...

- the old and new – what an honour it was to be able to meet these people I have heard so much about over my few years in the industry and learn about the experiences of people who have only just started in the industry.
- the connections and reconnections – the conference meant that I was able to meet up again with people you have been influential in my development as an educator and it was fantastic being able to make connections with new people, people I had only heard of and people who I have worked with but didn’t have the time to really connect with.
- us Kiwis and the rest – this conference being a New Zealand conference helped me gain more of an appreciation for the uniqueness of Aotearoa and the importance of honouring tikanga. Through those that were from overseas I gained more of an appreciation for the importance of laughter and having fun.

The conference was such an opportunity for professional development. It was fantastic seeing things that have been put

into action and really work. The networking was the best – almost worth it just for the networking! And just being around people who are heading where you want to head, have been where you are and can offer you advice and support on how to get there.

As I understand, the 5th National Outdoor Education Conference: Tutakitanga / The Confluence is going to be held in Aotearoa / New Zealand in 2010 hosted again by Outdoors New Zealand. I hope and look forward to catching up with old friends, making new friends and being filled with knowledge, hope and drive for the future, which I have received in abundance from this conference.

Special thanks to the Perry Foundation, and the Perry Outdoor Education Trust, for the funding me to the conference. Now that I know what to expect, I’m going to make every effort to go to the next one. See you there.

Reflections on the Confluence

Why and how do we do what we do?

*Martin Leslie
Linwood College.*

As with many outdoor educators I work alone in my school, so The Confluence with its advertised blend of theory and practice was



Reflections on the Confluence

eagerly anticipated as an opportunity to see how my practice measured up, and gain stimulus and ideas to enhance school programmes. At its conclusion I felt confidence in my management but challenged to redefine my purpose.

With months having now passed with the rush of the first term what message has remained with me?

I found European traditions of outdoor education enlightening. Their perspective is quite different from the NZ pursuits based tradition; more holistic, simple, nature based living and journeys being the norm.

Presentations on sustainability issues further focused my attention on the desirability of keeping things simple and fostering a

connectedness with the natural environment.

Thanks too, to Allen Hill who helped crystallise my thoughts with his discussion of the increasing commodification or commercial packaging of adventure experiences at the recent EONZAGM. Combine this trend with the adventure we view in the media; much of it at the extreme end of the spectrum, with professional and spectacularly equipped participants; it raises concerns that students from my low decile urban school may no longer view adventure as desirable or accessible to them.

I feel inspired to develop programmes that use local environments and low technology, minimise transport and empower students to seek out adventure

independently. Our aims and practice need to provide students with knowledge, skills and experience of sustainable adventures, achieve ongoing participation, and the desired transference of attributes and values gained to other aspects of their lives.

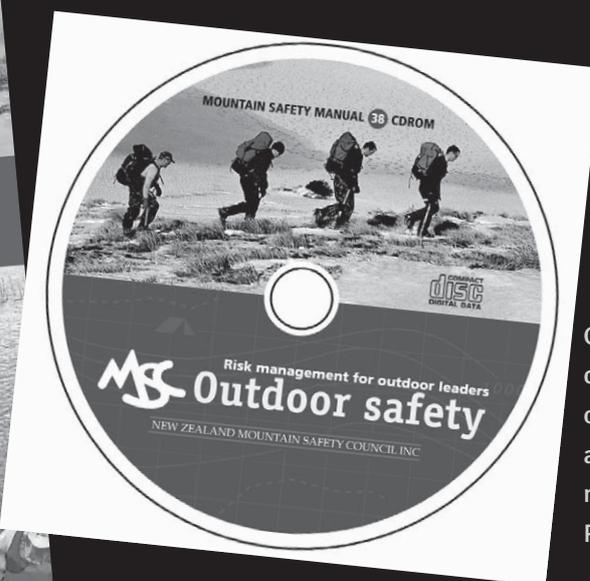
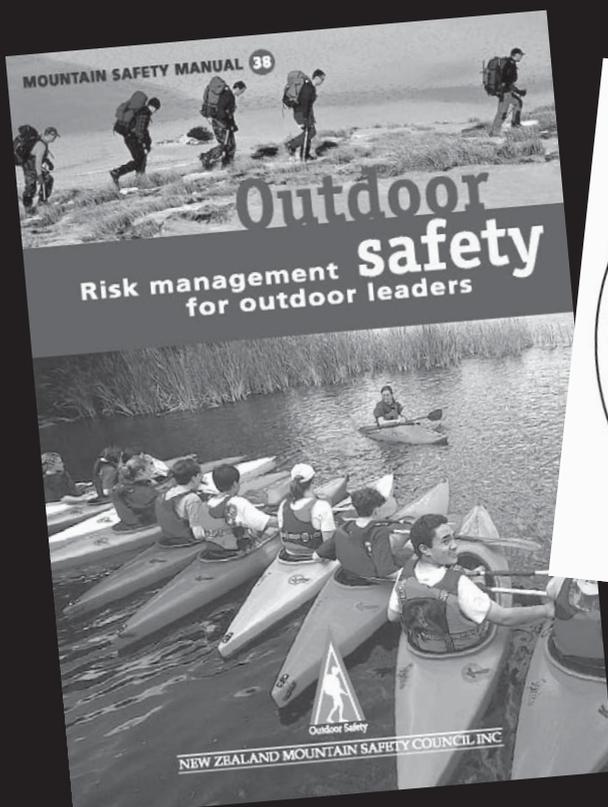
Reflections on the Confluence

2008 Confluence Conference Scholarship Recipient

That's me - Ingrid Meister Outdoor Education teacher at Gisborne Girls High School.

Here I am starting Term Two and only now able to get pen to paper to thank the committee that gave me the opportunity to become inspired to update my qualifications and programme content. So a very big thanks!!!

NEW CD-ROM RESOURCE FOR TEACHING OUTDOOR SAFETY



CD-ROM provides sample course outlines, a selection of theory and practical activities along with the resources to support them. Purchase from MSC \$10 or CD-ROM downloadable free from the web site.

Latest on safety management for outdoor activities \$20



NEW ZEALAND MOUNTAIN SAFETY COUNCIL
PO Box 6027, Wellington, Tel 04 385 7162
www.mountainsafety.org.nz

So what have I done with that inspiration?

Firstly, my application to SFRITO for accreditation was sent away.

Secondly my qualifications were updated. Outdoor Leader, Introduction to Risk Management, Bush One (4098) and my commitment to Mountain Safety was solidified.

Thirdly, I have assisted in tutoring a river crossing course.

Fourthly, I have sourced new equipment such as 10 mountain bikes and together with the SFRITO accreditation, I can now extend the schools programme to not only include surfing, tramping, and camping but the joys of mountain biking. (Now sympathising with Andy Thompsons' work load presentation)

Benefits from speakers and networking have seen me use with high levels of constructive feedback the Stepping Stones debriefing tools. Thanks Arthur! Also I have acquired slings to run with the Raccoon circle activities which Miranda so entertainingly presented.

It has been good just to go back through the programme and reacquaint myself with the wealth of papers that were presented and over the year I expect I will continue to integrate the material into my courses here at Gisborne Girls High defining the purpose and adding value.

Reflections

International Outdoor Recreation & Education Conference 2008

Moira Young

Otago Girls' High School

“Why am I giving up the second last week of my well earned summer holiday to attend the Confluence in Christchurch?” That was the question I asked myself as I lined up to register on a warm, sunny Monday morning last January. Why am I here? Being the schools EOTC coordinator it seemed the perfect opportunity to interact with other Outdoor Educators and Providers, and find out what are the current trends in the outdoors. So I put my name forward and applied for an EONZ scholarship which I was very fortunate to receive.

After all the opening formalities and morning tea we were back in the lecture theatre to hear a presentation by the keynote speaker; Alan Ewart from Indiana University. Ewart was addressing the issue of the role that outdoor education and outdoor recreation play in our society. Ewart believed that there was a downward trend and this trend needed to be reversed. As outdoor educators we have a responsibility to provide these opportunities for our students. Ewart left me with some words of wisdom that I could take with me to help continue promoting outdoor education at my school – “... we can not always teach or educate our children with books, let them experience the activity. This will allow them to ‘think’, thinking is the start of real education.”

During the course of the four day conference I attended many seminars, workshops and presentations that covered theory and practice, risk management and safety, teaching and learning, and sustainability and environment.

I came away inspired with a multitude of ideas that I would like to incorporate into our current outdoor education programme such as; developing Youth Facilitation/ Leader programme, providing mentoring programmes for teaching staff as they step up into leading outdoor education camps, encouraging stronger links for students to transfer their skills from the outdoors into the classroom and school community, and completing a peer review of our school's outdoor education systems and practice. These may be small steps to provide better opportunities for our students in the outdoors, enhance current programmes, and as a result facilitate to reverse the downward trend as Alan Ewart identified in his opening presentation.

I am already looking forward to the next Outdoor Recreation & Education conference, wherever it may be, and would encourage anyone who has the opportunity to attend the conference to take it up. I left with renewed enthusiasm for taking our students into the great outdoors. The values and skills the students develop are life-enhancing and transferable across so many areas of their education.

Many thanks to EONZ for providing me with this wonderful opportunity.

Learning's from the Confluence

Guy Sutherland

Overall the Confluence provided an excellent opportunity to network with others from the outdoor community, especially those from the secondary teaching sector. I gained quite a lot of affirmation from the various presentations, seeing that what we are achieving and undertaking here at Roncalli College is on the same level as other schools.

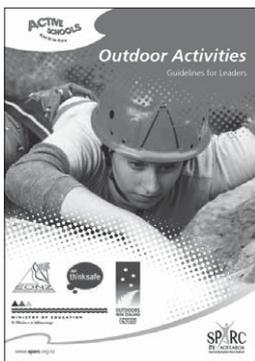
One key aspect that was bought into mind whilst at one of the presentations was the positive group culture that outdoor education builds within the school.

A reflection students often make when they leave Year 13 at Roncalli College is the effect that the Year 10 Outdoor Education Camp had on building stronger bonds within their year level and fostering stronger relationships between students who were their leaders and also with the staff.

There is always large interest from staff wishing to assist with Outdoor Education at Roncalli. This year we have ensured that all of our staff who assist with Outdoor Education are certified with outdoor first aid or comprehensive first aid qualifications. Staff involved with Year 10 Camp are also on the Outdoor Leader pathway. This has enabled us to have a wider range of staff involved and therefore has had a greater impact on those positive relationships back at school.

Through our pre and post year 10 camp indicator forms, the feedback we received from the students was how much they value having the staff assisting with their camp experience and how their relationships with staff have improved since returning back to school. This is I feel due to the immense contribution that our staff make to the students Outdoor Education experience.

There are numerous other benefits that I have observed occurring here at Roncalli College based on initiatives that I have set up from what I gained from the Confluence. Overall, it was a great experience and very valuable for my improving my teaching practice. Thanks to EONZ for awarding the scholarship which enabled me to attend.



Outdoor Activities – Guidelines for Leaders (5th Edition)

This edition replaces the 1996 publication *Outdoor Pursuits – Guidelines for Educators (4th edition)*.

These guidelines are for outdoor leaders including teachers, employed and voluntary instructors, assistant instructors, youth group leaders and guides. This is an essential resource for tertiary institutions and national organisations that train outdoor leaders. Employers, managers and governors of outdoor organisations may also find the guidelines useful as may participants.

The guidelines document current, accepted practice for a wide range of outdoor activities.

- Section A contains general guidelines for all outdoor activities.
- Section B contains specific guidelines for 42 outdoor activities, including abseiling, adventure based learning, kayaking, tramping, local activities such as a trip to the beach or orienteering in the local park and many more.

The resource was distributed in book format to all secondary schools and to primary and intermediate schools in CD-ROM format as part of the Active Schools Kit in 2005/2006

The resource can be ordered on line at www.sparc.org.nz

- Book \$20 (includes GST and P&P);
- CD \$5 (includes GST and P&P), or
- download for free.

If you are looking for guidelines for activities that are not included in this publication, please send a message to **Anne Tresch, ONZ Administrator, PO Box 11 776, Wellington** or
 Tel: W 04 385 7287
 Fax: W 04 385 9680
 Email: Anne@outdoorsnz.org.nz

The resource complements:

- Ministry of Education, (2002) *Safety and EOTC – A good practice guide for New Zealand schools*,
- Mountain Safety Council, (2004) *Outdoor safety – risk management for outdoor leaders*,
- Standards New Zealand, (2004) *New Zealand Guidelines for risk management in sport and recreation*,

Reflections on the International/Outdoor Recreations and Education Conference 2008

By Jane Townsend
Mt Maunganui College

On 20 January 2008 I had the pleasure of traveling to Christchurch for 'the confluence' in which I hoped to have the opportunity to be updated with the latest research, have time to reflect and plan for the future and to network with others who are passionate about the outdoors.

I have taught Outdoor Education for the past nine years at Hamilton's Fraser High School and Mount Maunganui College. I have always felt privileged to facilitate outdoor experiences and to introduce students to the skills and opportunities to safely maximise their recreation time. I have also enjoyed hearing 'work stories' from ex-students who have traveled the world in their outdoor careers.

In 2007 I was appointed as Head of Faculty Physical Education and Health at Mount Maunganui College and with the commitment of this new role decided I needed to look at giving my Outdoor Education 'baby' away.

The 'Confluence' for me was about looking at ways I could support our Physical Education Department in EOTC and exploring ways to develop and move forward.

My personal top five lectures/workshops were as follows:

1) Developing Positive Group Culture – Chris Jansen

Chris Jansen presented a refreshingly honest lecture on developing positive group culture. The strategies he outlined could be applied to Sports Teams, Assisted Learning Programmes and even within a staff environment. I have applied some of these strategies into a Year 10 Adventure Based Unit I wrote for 2008. It has been extremely rewarding to witness classes build a positive Group Culture.

2) Extreme Sport Subcultures: Big Wave Surfing – John Maxted

This presentation was so entertaining and interesting that half an hour just wasn't long enough. I am a fan of the 'Dogtown,' '2-Boys' and 'Riding Giants' documentaries and this presentation was along the same lines. I have recognised the potential for students to learn about subcultures in Society.

I would love to research Adventure Sports in the future but for now I plan to write a unit for my Sports Performance class on Adventure Sports subcultures.

3) Critical Outdoor Education in New Zealand Schools – Allen Hill

Allen Hill is an outstanding presenter who is passionate about sustainability. I feel incredibly

guilty for never considering where the food we recommend the students take on camp comes from and where the cheaper outdoor clothing is made and the impact these decisions have on the size of our 'carbon footprint' and thus our environment. I have always considered the energy content, packaging, weight and ease of preparation when planning food for the Outdoors. From now on I will also consider sustainability and the Environment also.

When it comes to Outdoor clothing it becomes more of a challenge because of the 'affordability factor' but fortunately for us at Mount Maunganui College the Perry Foundation have supported us in acquiring clothing made locally. Our Physical Education department is now exploring alternatives of Outdoor venues to reduce our 'Carbon Footprint'

4) The Spiral in Action – A Pathway of Outdoor Education in low decile Secondary Schools, Gemma Periam, Joshua Stewart and Nigel Ord

Erin Porteous (colleague from Mount Maunganui College) and I were extremely proud of the dynamic, interesting and informative presentation that these three delivered. Mount Maunganui College is a part of the POET project and our school community has benefited immensely. We will continue to develop in EOTC and to overcome barriers that exist in a larger Secondary School.

5) The power behind the costumes: What Batwoman can and can't do in the Outdoors. Dr Katherine Pinch

I related on many levels to this presentation and the research Katherine presented. Males relish the role of leading and assisting others in adventure and outdoor situations. Although they feel they are assisting females often they are taking away the value of the experience for the female.

When I was training for a twenty four hour adventure race I was the only woman in a team of four males. When I reflect on this experience I realise despite working in an Outdoor Leader role I did not lead very much in a male dominated team.

I realised this when I invited a female friend to participate in a night tramp as a training session and my brother and a team member was unable to join us as planned, what a fantastic experience it was to tramp in the middle of the night. I felt like we had reclaimed the night as women (cheesy I know!).

I will consider this research in my teaching as I feel more and more girls are taking a back seat and passive role in sport and the outdoors.

I am glad to say I have some outstanding competitive, determined girls who are effective leaders in my Sports Performance class this year and I look forward to seeing them develop as people over the next five years.

I really enjoyed the majority of lectures and presentations I attended and some reinforced my own teaching philosophy and others challenged my thinking.

Overall the four days were valuable professionally and I look forward to incorporating what I have learnt into my planning and teaching.

Reflections on the Confluence

Confluence

*Chris Taylor
St Patrick's College*

The confluence was used as a metaphor to describe the blending together of theory and practice in the outdoors at the recent outdoor conference held in Christchurch. On reporting about this conference I would like to continue this metaphor of the river. As with most rivers the conference was swift, with some rapids, eddies, rocks and even a few trees to avoid.

As time raced by my brain also raced with some of the ideas, concepts and research that was presented. There were plenty of roller coaster rides in the rapids with energy levels rising and falling throughout the four days. Some rapids required focused concentration in an attempt to avoid going over, whilst others were a joy to ride on and play in.

As always, on a river, rocks and trees needed to be avoided. At times, I was unsuccessful at doing this (somewhat similar to my

paddling I have to admit) as I found myself stranded in a lecture room wishing I had chosen a different line, or lecture. Sometimes these obstacles provided only minor embarrassment whilst tipping me up; at other times they almost came close to pinning me and causing all sorts of trouble.

But the real joy was the successful carving into and out of eddies. In these eddies were places of safety and contemplation, as with all rivers. In these places I learnt loads of new stuff, remembered some old lessons forgotten and most importantly recharged myself for another trip out into the current.

Along the river there are always play spots and these will always be highlights of my journey. Talking to old friends and being inspired by the stories of new friends.

Consolidating the belief that I am truly on the right river, with a bunch of great paddlers, all going in the same general direction, even though we are all at different levels and find different challenges in different features on the river.

Kia Kaha my fellow paddlers and see you at the next conference.

Reflections on the Confluence

The Confluence

Michele Cameron

As a primary/intermediate school teacher attending the conference I was unsure of how much of the information would be relevant to me and the sector that

I work in. I found that there was definitely an emphasis on secondary education and outdoor education providers but there was also some very relevant information that I took away from the confluence too.

The idea of environmental sustainability in education, particularly in Education Outside the Classroom (EOTC), is not a new concept and particularly not to many primary/intermediate schools. I was very impressed with the emphasis that it was given over the days. It was of particular interest to me as the school I currently teach in is an Enviro School, striving to achieve our Green-Gold award this year. Chris North, when speaking about Leave No Trace (LNT) emphasised the organizations philosophy of 'Education not Legislation.' LNT depends on attitudes and awareness more than rules and regulations. There were 7 principals to be taught, practiced and followed. Another point that Chris emphasized,

that resounded with me, was the focus when completing Risk Management/Safety Action Plans to include strategies and systems for protecting the environment. We have a tendency to focus on the safety of those involved in the activities and the equipment being used, but also need to ensure that we are planning for the safety and protection of the environments that we are using.

Erin Boardman and Chris Jansen spoke about 'Exploring Education for Sustainability in Training Outdoor Educators.' They discussed the importance of designing environmental policies for camps and EOTC trips. Of particular interest to me was their views of not letting the setting dictate the context. I think often in education we choose the setting/venue first and then design the context, planning, learning intentions next. Surely it is more appropriate to decide on what the groups learning and/or developmental needs are, base

learning intentions on these and then find the best setting/venue that will help to achieve this. If we fall into the trap of doing it the other way around we run the risk of not teaching to the groups needs. Once the context/learning intention has been decided on it is important to first look into your local environment for a setting that could be relevant. Again this is taking a sustainable approach to EOTC as you reduce carbon emissions with less travel. It was also suggested that you consider where your food sources come from when catering for camps/activities. Consider purchasing local produce, buying organic, New Zealand made products ... think deeply about the impact that you and your group will have, not only on the immediate environment you will be using but also in a wider, national, international and global perspective.





Alignment of standards with the New Zealand curriculum

The Ministry of Education and the New Zealand Qualifications Authority are working on a series of improvements to the National Certificates of Educational Achievement. One of these is the Alignment of Standards with the New Zealand Curriculum (2007) project. The objectives of this project are to:

- Align the standards with the New Zealand Curriculum
- Address issues of duplication
- Address issues of credit parity.

EONZ accepted an invitation and was represented by Liz and Arthur at a special meeting of Teacher

Associations. Contracts between the Ministry and the various Teacher Associations have been established. There is one between PENZ and the Ministry. Our approach to the Ministry received a negative response so we are a small part of the PENZ contract.

Fiona McDonald is our representative on the group that is establishing a set of recommendations which go to the Ministry and to teachers. The teaching community is required to respond to the recommendations and a report on the feedback compiled and forwarded to the Ministry. The recommendations must be those of the group and not those of anyone individual.

EONZ is keen to see either a matrix of Achievement Standards or Unit Standards, Level One to Three derived from the Achievement Objectives of the NZC. The rationale being that Outdoor Education/Recreation is a 'subject' in many of our schools where there are secondary aged students. EONZ is also involved in discussions with the Sport Fitness and Recreation ITO. The Visual Arts model where there are five sets of Achievement Standards derived from the Curriculum AOs is proof that Teacher Associations and the Ministry/NZQA can be responsive to need.

(Arthur Sutherland)

DOC consultation

The DOC has been consulting on matters pertaining to concessions particularly in regard to schools and outdoor education providers. EONZ has contributed significantly. It is intended that schools be able to use the DOC estate without the need to have a concession. Likewise those Outdoor Education Centres who are providing for schools. It is expected that the DOC policy will be available later this year and thus there

will be clarity for DOC staff, schools and providers. Lack of clarity and consistency has been an issue to date. It must be pointed out that the less than satisfactory behaviour of some educators (see Letters to the editor for an example of three situations that have come to the attention of the editor in recent weeks) is less than helpful when we are in discussions with DOC. Of course the 'norm' is positive behaviour by students and educators.



National incident database

Trust you are making good use of the NID? Go to <http://www.incidentreport.org.nz/>

The National Incident Database Project was initiated by New Zealand Mountain Safety Council after discussions arising from the Risk 2002 Conference and with Rick Curtis of OutdoorSafety.org.

This database is designed for use by those involved in outdoor activities. That is, people and organisations involved in self propelled outdoor pursuit/outdoor adventure activities such as; kayaking, rafting, biking, tramping, trail running, caving, skiing, climbing, sailing, paragliding,

diving, etc. As well as motorised adventure activities such as quad biking and jet skiing. These people/ organisations could be commercial, educational, not for profit, or informal groups and individuals recreating in the outdoors or any combination of the above.

The project aims to:

- Create a standard method for collecting and analyzing outdoor incident data. Although the locations may be different, the activities themselves such as rock climbing, ropes courses, and kayaking are much the same therefore the incidents that occur are usually similar.

- Have an accepted database standard will allow for the collation of data from various sources. The more data collected, the better our ability to analyze it, identify trends, and make concrete recommendations for programme improvement.

- Provide timely and accurate incident data to varying government agencies.

- Work towards developing an international standard to enable it easier to integrate programme data from around the world.

Notice of subscription rates effective 2009

At the AGM in April 2008 a new membership fee structure was approved for 2009. The details are:

Students	\$25.00
Individuals	\$45.00
Primary/preschool /secondary. Rolls under 300	\$70.00
Organisations and schools with rolls of 300+ (includes 2 copies of Out & About)	\$100.00

Application to charities commission

Regarding our status the decision of the Charities Commission is pending

Ki waho

Trust you have enjoyed your read of the joint publication Ki Waho. If you have not received a copy please contact Catherine Kappelle. gileskap@clear.net.

This is your magazine – your contributions are welcome and needed.



If you have questions, ask them through **Out and About**.

If you have something to celebrate, celebrate in **Out and About**.

And all those good ideas, comments and even criticisms you have – let's hear about them, too.

If it's about outdoor education / EOTC, it belongs in **Out and About**!

All contributions welcome:

Poetry • photos • practical activity ideas • letters to the editor • children's work, • news
The editor is happy to offer advice and guidance on contributions. If the next deadline is looming too soon for you, don't worry – contact Pip anyway. Having contributions ahead of time is an editor's dream!

Guidelines for written contributions:

- Word files preferred
- Send by email or by CD
- Articles usually 1500 – 2000 words but longer or shorter is acceptable
- Please include full contact details and contributors name and affiliation (with school, organisation, etc)
- Please don't put photos into Word documents – send them as separate files

Guidelines for illustrations:

- Digital images preferred – see specifications below
- If digital images not available, please send prints or slides to editor; they will be returned with due care
- It is best to send images taken with digital camera, unaltered (please don't insert photos into Word documents - they only have to be taken out again and are usually not the best quality as a result)
- Please scan images with their original dimensions at a resolution of 300 ppi (pixels per inch)
- Jpeg is the preferred file format. Please choose 'best quality' when saving images as jpeg files
- As a guide, a standard 6x4 inch photo would require a file size of 300–500kB to be suitable for print production.



Don't delay – post today!

The new editor hasn't been appointed yet but we still want your contributions. Please send them to Arthur Sutherland in the meantime.

By email: to arthur.sutherland@canterbury.ac.nz

By post: to Arthur Sutherland, UC Education Plus, PO Box 3252, Christchurch 8140

Deadline for next edition – November 1, 2008