



Out and About



This Issue

Making the transition from the outdoor programme back to school and home

‘Ehara te ara horipa haerekoa it e anna awhio’

Go by the thorough route rather than the quick one

The Papa Taiao-Earthcare Save a Species

Gore High School wins Education Programme Award





Education Outdoors New Zealand

Commitment to fostering and advocating for quality outdoor learning experiences which can educate for a sustainable future

Our mission

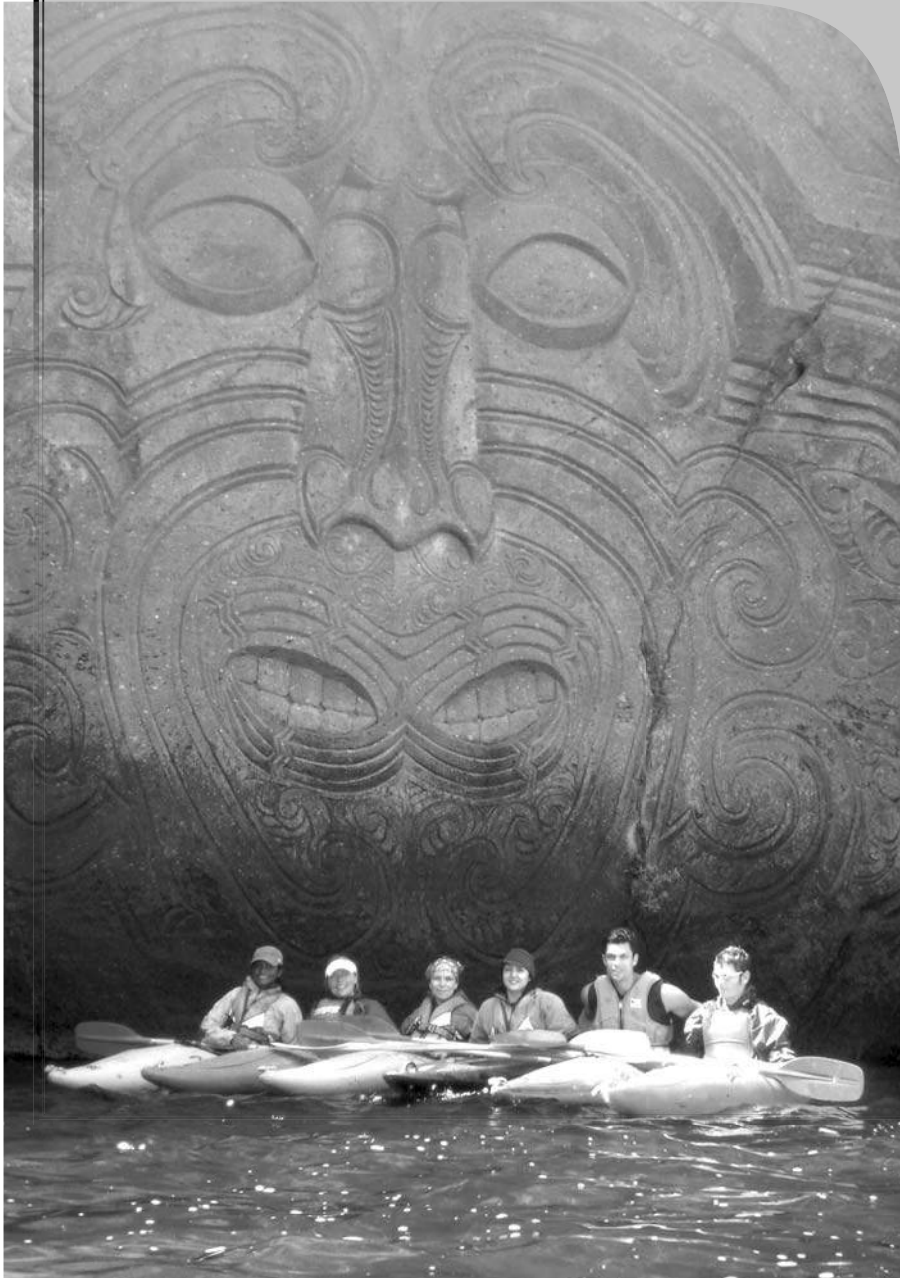
To increase participation in quality outdoor learning experiences.

Our goals

Engagement in advocacy to advance education outdoors

Education to build capability and improve practice

- **Advocacy**
- **E Newsletters**
- **Membership Magazine**
- **Training**
- **Professional Development**
- **Publications**
- **National Body Representation**
- **Networking**
- **Regional Focus**





Out and About

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EONZ is committed to fostering

and advocating for quality

outdoor learning experiences

that can educate for a

sustainable future.

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Summer 2015

by David Irwin

Editorial

Kia ora and welcome to this edition of Out and About, published by Education Outdoors New Zealand (EONZ). I hope you enjoy the reading, and if this is your first encounter with EONZ, I encourage you and/or your school to become a member of our community and to contribute to discussions about education outside the classroom into the future. As always, articles are welcomed and can be sent to me via email.



Well where to start... first I need to apologise for the cover of Issue 29 (where a young student is captured observing a hedgehog drinking milk from a plate).

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As pointed out by a reader (see letters), (1) hedgehogs are a pest and should not be encouraged, and (2) should not be given milk since it upsets their digestive systems. Despite the reality check about what our values are or rather should be, the letter from the reader did get me thinking that a *letters section* would be a great addition to *Out and About* and so I encourage readers to communicate ideas and discussion via letters to the editor to be published in future editions.

In an exciting move, a recent meeting between executive members of the New Zealand Association of Environmental Education (NZAEE) and EONZ further developed the relationship between the two organisations. This will see significantly more cooperation between NZAEE and EONZ into the future, and see members of both organisations coming together in a more coordinated way where common ground exists. This common ground was well demonstrated in the development of workshops and resources relating to the EOTC Guidelines project over the last couple of years, where members of both organisations worked together to produce outcomes of significant value to the sector. The relationship will also create opportunities for EONZ and NZAEE members; and attending the NZAEE biannual conference or EONZ regional workshops are obvious examples. EONZ's publication *Out and About* and NZAEE's publication *KiwEE News*

will be made available to each other's memberships. NZAEE members will also be invited to submit articles relevant to the wider readership to *Out and About*, although this is not new, since NZAEE members have published in this magazine in the past.

For me, this relationship is a logical fit since I have been a member of both organisations for some years and see the overlap quite clearly. I am enthusiastic for the opportunities that become available with wider networks that cannot help but lead to more opportunities for collaborative projects. In a wonderful example of what this overlap looks like in the teaching and learning space, I encourage readers to refer to *Kids to run new environmental education project in Taupō* in the latest Education Gazette (Ministry of Education, 2014). This article describes students interacting and becoming familiar with local environments and communities, learning about, monitoring, and trapping pests such as rats, and engaging in habitat restoration activity. The project is based on the very successful *Kids restore the Kepler* project, and there has been interaction between the students from Fiordland with the students from Taupō, which is wonderful. These are very inspiring projects that bring together different organisations such as the Department of Conservation, local and regional councils, community groups and schools!

My perception is that we

are seeing more of this type of collaborative undertaking in the outdoors, actively engaging students physically, intellectually and emotionally in the world around them in a way that focusses on contributing positively to a sustainable future. Glancing through earlier editions of *Out and About* we find examples such as the possum project developed by Marty Taylor of *Papa Taiao*, the superb EnviroSchools that now connect with more than 900 schools, and the Untouched World charitable trust initiatives that are also gaining momentum. Here at CPIT, we have been working with Environment Canterbury and Untouched World Charitable Trust for some years now, and the richness these organisations bring to our programme is invaluable, but these initiatives can be challenging for those that hold more traditional views of outdoor education. We need to remind ourselves that learning that occurs in the outdoors is not a constant, and the relationship between NZAEE and EONZ is a direct result of these developments in schools that are forging new ways of engaging with learning outside of the classroom. But there are other dimensions to the landscape of outdoor learning that are also shifting in not so positive ways.

First, a recent court case should be a reality check for schools that have high ropes courses, or have students that participate in high ropes course activities with other organisations. Waikato Institute of Technology (Wintec)



has been ordered to pay \$30,000 in reparation to a student who fell 10m and suffered a serious injury while attempting the pumper pole activity (where students are harnessed to two ropes, ascend a pole to a standing position on the top, and then leap for a trapeze to hopefully hang before being lowered off). In this case, an incorrectly arranged harness and rope attachment resulted in a student falling to the ground and suffering serious harm injuries (Feek, November 2014).

WorkSafe NZ charged Wintec with three separate offences under the Health and Safety and Employment Act including failing to notify WorkSafe that an accident even took place. The other two charges related to Wintec failing to take all practicable steps to ensure the student was not harmed by actions or inactions of their employee, and failing to take practicable steps to protect the student who had paid to undertake the activity. The maximum fine on each charge is \$250,000 (Feek, October 2014).

A key concern here is how students supervising other students are in turn supervised. The practice is wide spread in this country in both the secondary and tertiary sector, and educators need to remind themselves that it is they and their organisation that carry liability.

Accidents in the outdoors in both the adventure tourism industry and in the outdoor

education sector have been very visible in the media over the last few years. These high profile accidents that have at times involved multiple fatalities are no doubt impacting on decision and policy makers, and regulators. Coupled with changes to health and safety legislation that sees liability resting more clearly with senior managers and boards, we will no doubt see outdoor educators experiencing increasing levels of scrutiny and compliance.

Related to increasing compliance is the need for adventure activity providers and some schools (particularly those with large international programmes) to undertake health and safety audits such as OutdoorsMark. With the demise of Outdoors New Zealand (ONZ), the responsibility for, and ownership of, the OutdoorsMark auditing process has been purchased by the ITO Skills Active. I attended the ONZ extraordinary meeting in Christchurch where these transactions were explained and the atmosphere was very, very tense. For me, tension existed because what has historically been the primary audit process for the outdoor sector now rests (with uncomfortable closeness) with the central qualifications issuing body. Fortunately WorkSafe have enabled other options for those seeking an audit.

In what appears to be a perfect storm brewing for EOTC, schools have also been brought into line for charging for activities that cost additional sums to deliver over-

and-above standard curriculum delivery, such as school camps and other cross-curricular trips to places beyond the school (Ministry of Education, June 2013). The ministry is very clear that “Where a donation is requested, payment can neither be insisted on nor enforced and interest should not be charged” (p.2). Where school communities struggle to make donations to their schools, it is obvious those schools will come under increasing pressure to juggle finances, and some out-of-school experiences will no doubt be curtailed.

The key theme of this edition is outdoor and environmental education in secondary schools. Of the three feature articles, two describe the findings of masters dissertations and it is wonderful that these researchers are sharing their findings through *Out and About*. In the first, the authors Shannon McNatty and Chris Furminger discuss the difficulties experienced by students on their return to the city after time at Kahanui. In the second, Jane Townsend describes place based and place responsive learning at Mt Maunganui College. The third feature article describes the save a species project by Marty Taylor. Other articles include: an introduction to NZAEE by their co-chair Chris Eames, the best programme award presented by EONZ to Gore High School; discussion about Sea Week 2015; and opportunities for professional development in 2015.



I hope you enjoy this edition of Out and About, and wish you well for what remains of 2014.

David Irwin, PhD
Sustainability and Outdoor Education
CPIT

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Letters to the Editor

Dear Dave

I received my copy of *Out and About* in the mail today and was reading it between interviews. It took me a couple of times as I looked at the cover to wonder why I thought there was something wrong. Then I realised that it was the hedgehog in the picture that was the issue. Below is a link from the Department of Conservation about them.

<http://www.doc.govt.nz/conservation/threats-and-impacts/animal-pests/animal-pests-a-z/hedgehogs/>

It is a great picture but hedgehogs are now considered to be a pest. (And you shouldn't feed them milk)

It made me wonder if we should have pictures of introduced animals in these types of publications where our focus is on native flora and fauna.

I was also interested in the article around the CTC and the achievement standards. It was interesting to see what standards were offered but the article seemed to lack any insights to how they were delivered as opposed to a traditional class room/OE program. I was involved in the trial of the new EfS standards last term and none of my students produced a high enough standard of work. There are some great units but a big lack of information and resources to support them. (An issue with a lot of assessments in education)

It was great to read about the idea of less talk, more do at the start and the level of engagement of the students. Having such a long period of time each day and length over all is a real strength. It is also great to read that students could see the connection with academic work and their success and no doubt it will make great connections for students wanting to come to CPIT.

It would have been great to have some student voice in the article to see what student's feedback was to the assessments.

At the moment I am torn between achievement standards and unit standards. I want the flexibility and learning that the achievement standards offer but my students are struggling and so the course results are not as high as I would like especially at level 3

Regards

Dale

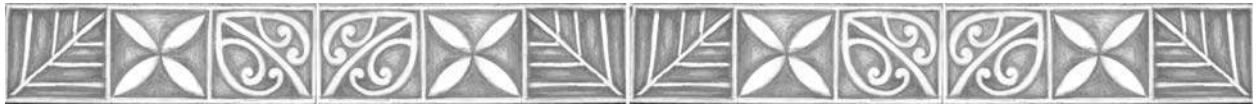
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A word from the Chair

Liz Thevenard

Let's Go Outside

– Rediscover, Reconnect, Recapture and Rebalance



According to Richard Louv (2014) “*The more high tech our lives become the more nature we need.*” He goes on to explain:

“Even as we see fewer and fewer children playing outdoors, a growing body of scientific evidence strongly suggests that more time in natural settings can improve mental and physical health, contribute to a greater ability to learn, and stimulate a higher level of awe and wonder.” (Louv, 2005, p. xi).

It has been heartening in recent days to hear real consciousness raising movements talking about the importance of balancing children's lives and their connection to nature. As outdoor educators, we are engaged in balancing our student's lives, immersing them in the natural world and introducing them to real and different experiences. We help connect our students to their local communities, environments and to each other. This connection

inspires creativity, and provides opportunities, freedom, fantasy, fun and getting in touch with our many different senses.

I have been thrilled to hear two radio interviews in the past weeks on National Radio. In one interview, Kim Hill (on the Morning Show 1/11/14) was talking with Richard Louv from the USA, who is the author of the best seller book *Last Child in the Woods* and co-founder of *Children and Nature Network*. In the second interview, Kathryn Ryan (on Nine til Noon on 13/11/14) was talking to David Bond from the UK, who is a British award winning film maker and founder of *Project Wild Thing*. Both Richard and David are world leaders in the field, promoting the importance of reconnecting young people to nature and suggesting ways to re-balance young people's lives. (It is worth listening to both speakers whose pod casts are available on the Radio NZ web site.)

I was privileged to hear Richard present *The Nature Principle*, the keynote speech at the *A Place to Live Conference* in Whanganui. Richard emphasizes our responsibility to value our natural capital more than we do. ‘Place’ he believes is vital for wellbeing and important as it grounds people in their own special places and knowing their own environment. He highlighted the pressures on young people to be connected through technology but emphasized the importance of establishing special connections, special places and unstructured time in nature. Discussions revolved around technology blocking out many of our senses and young people being ‘less physically and mentally alive’, spectators in other people's lives rather than having responsibility for their own lives.

Richard advocated greening the local areas by developing biodiversity in our back yards, schools and parks, taking kids outside to stimulate their learning



and taking journeys through places. Here in Aotearoa, Enviroschools are a good example of engaging schools in the many and varied projects 'greening' New Zealand at a grass roots level (see www.enviroschools.org.nz).

Richard highlighted the benefits to the brain and movement development, and emphasized the positive effect on physical, social, emotional and cognitive development. He suggested we should match indoors with outdoor play, reclaim outdoor free play where children can be creative and innovative, and get to know their local areas regularly to enjoy. I can remember in my youth having the freedom to roam, riding my pony up the river bed of the Oroua River for miles exploring, enjoying and creating this favorite place of my own. This I believe helped me to gain a self-reliance, a self-sufficiency and personal responsibility for me (and my pony). Creating favorite places, fun games, and memorable experiences help to build toward a sustainable future and place responsive programmes. Richard suggested New Zealand should become "*The best little country in the world for children.*" as it was for me. Both Richard and David had important messages for us in our work in educating outdoors.

Education Outdoors New Zealand Activities:

1 ■ AGM & Future Direction ■ Planning – MSC, NZWS, ONZ

It has been an extremely busy term for the EONZ National Executive

with many of the outdoor sector AGM's and strategic meetings taking place.

Water Safety New Zealand (WSNZ) has moved under the umbrella of Sport New Zealand (SNZ) and plans to take a proactive role in governance rather than water safety delivery. This meeting was productive and new directions look very positive and inclusive.

The Mountain Safety Council (MSC) had a hui that brought all their members together and we were able to provide ideas on their future direction. The MSC intends to reduce the number of face to face courses and will focus more on information reaching the many thousands of people that participate in land based recreation. We were pleased to see Fiona McDonald has been co-opted to the MSC for another two years.

Outdoors New Zealand (ONZ) Forum was held in Christchurch and provided a day and half of lively discussion about different directions and models that would be appropriate for ONZ. ONZ is coming under the umbrella of the New Zealand Recreation Association (NZRA) and discussions are underway to enable ONZ to be relevant and future focused.

It is interesting to note that all three outdoor sector organizations are undergoing substantial change and are focused on being more relevant in our changing world. EONZ will contribute where we can at a national level and we

look forward to a robust outdoor sector.

2 ■ Membership Survey – Key points

As an executive we were thrilled with the response and the information that came from the Membership Survey. We valued the time and effort members put into responding to the survey and your feedback gave the executive clear directions for the organization. Thanks to Mike Boyes for his efforts in pulling the survey together. I have summarised some of the key points:

The respondents were largely outdoor educators, EOTC coordinators, HODs or teachers in charge of outdoor education, and classroom teachers. Respondents were largely from secondary schools. A range of deciles were represented. You valued *Out and About*, the Consortium, electronic newsletter updates, the networks and professional development. The key functions you saw for EONZ were professional development, advocacy, sector relationships, web site, cluster meetings and you commented that it was important to keep Skills Active on task and also to build relationships with outside providers.

The resources you suggested were needed included: improvements in the Skills Active assessments, examples of exemplars of unit and achievement standards, New Zealand specific resources and resource promotion, regular updates, safety and gear maintenance procedures and



calendar at both regional and national level to help planning. An optional school specific audit was also suggested. Your suggestions around professional development were very helpful with a preference for one day workshops, regional clusters and collaborative conferences on a biannual basis. You suggested an emphasis be placed on best practice, embedding literacy and numeracy, idea sharing and work with Skills Active. You highlighted the challenges around cost, time, units being fit for purpose and the need for support to build experience, particularly for new teachers. A key role for EONZ was advocacy and the importance of educating the general public about the value of EOTC and the important place it can play in the lives of New Zealanders.

3 Executive Retreat – Future Directions

The Executive gathered at a small cottage close to Little River Banks Peninsular in November for an EONZ strategic planning retreat to plan for the future. This was a perfect spot to meet, with plenty of green spaces and easy access to bush walks when we needed to ground our discussions. The national executive included myself, Catherine Kappelle, Annie Dignan, Libby Paterson, Dave Irwin, Fiona McDonald, Kath Wilkie and Sophie Watson. Annie provided guidance and drive for the EONZ strategic planning retreat using an Outcomes Model. This focused us and we were able to use much of your survey information to draw together our key directions:

They included a focus on:

- Quality ongoing professional development opportunities
- Quality EOTC resources
- Credible voice advocating, advising and promoting
- Effective relationships with relevant organisations

We also identified the key functions within the organisation and developed a draft job description for each of the identified functions, and suggested members of the executive for each of the roles.

This was an extremely productive meeting and gave new members on the executive a real insight into our operation and our many roles. A big thank you to all the executive who give their time and wisdom so freely. EONZ members will benefit from the retreat and its outcomes.

4 Secondary Forums – Wellington

EONZ Secondary Forums have been held up and down the country and have proved successful. I was privileged to attend the Wellington EONZ Secondary Forum and hear details about the cutting edge developments around the Wellington area. I was very impressed with Chris Taylor's programme at St Patrick's School (Town). Chris has recently completed his Masters Degree in Place Responsive Programmes and has implemented a forward thinking innovative programme based in his local community around slow pedagogy, adventure and connections around the

Wellington area. He has focused on the Education for Sustainability (EFS) achievement standards, (new standards due out in December) and he has been able to capture a real interest with his outdoor education classes doubling his numbers to 60 students for 2015. Chris was keen to share his thoughts and the other Wellington outdoor educators found his discussion enlightening. The forum also provided an excellent opportunity to raise issues and to discuss some solutions.

Ria Edmonds from Hutt Valley High School, and Todd Wood and Richard Pinckney from Upper Hutt College provided some examples of moderation. The samples assisted others to see the standards required and the way schools had set out their assessments. This forum was informative and provided some new ways of thinking. Thanks to Hutt Valley High School for hosting us all.

Out and About

This year has given me an opportunity to see inside some of the education outdoor programmes in Wellington and I have been excited by the sorts of programmes and the effort the teachers put into ensuring the learning and safety are at the forefront of the students experience.

I accompanied Daniel Riggs and Howard Mannins of Otaki College and their year 12's when they traveled to Mt Ruapehu in July. We were based at the Manawatu Ski and Tramping Club Hut which was ideally situated away from the road



and provided an effective space for a group of thirty students to work together and socialize in their down time. The trip involved huge organisation and logistics. It was essential that all the students were well equipped and prepared for mountain living. They spent the week developing their snow craft skills, learning to build and sleeping in snow caves, walk in crampons, use ice axes and efficient ways to self-arresting. The hut provided easy access to the snow cave area in the event of an emergency and the activities encouraged teamwork and opportunities for students to show their own abilities. The students worked together to build the snow caves, cook meals and support each other during the different learning opportunities. This trip was based around unit standards and introduced the mountain environment to many students who had never had the opportunity to experience snow or challenging weather. I take my hat off to Dan and Howard for a well-run, exciting adventure.

I was also privileged to assist Howard on his Year 13 trip to Kime Hutt in the Tararua's. Again this trip was well organised and catered for a diverse range of students. The trip emphasized self-sufficiency and the importance of being part of a group. The weather was challenging with high winds preventing us from reaching our planned destination of Alpa Hut. On our return trip the wind was so strong that we had to link arms and hold onto each other to prevent being blown off the tops.

This experience highlighted how quickly the weather can change and the unexpected weather hazards on the tops in the New Zealand bush. It was evident in both trips that a vast amount of preparation and sequenced learning had happened prior to the trips. Both trips were very memorable and provided the students with plenty of learning.

I also accompanied Kayleen Wilson of Newlands College as part of the school international student trip to Waikanae. This trip was based at El Rancho Camp and included opportunities to explore Waikanae's wetlands, rivers and the wide range of birds. They adventured down to the beach and cooked marsh mellows around a fire together and visited Reikorangi and Nga Manu Nature Reserves. I provided kayaks, stand-up paddle boards and windsurf boards to paddle down the river to experience the river and wild life from close quarters. This highlighted the local opportunities and the simple pleasure that can be enjoyed close to home.

EOTC in-service and pre-service teacher education.

I discussed in my last *From the Chair* (Out and About No 29) the need for both in-service and pre-service teacher education in Education Outside the Classroom. I feel I need to revisit this time and again. I believe that learning outside the classroom needs promotion and needs to be supported through pre-service and in-service teacher education to encourage teachers to see authentic learning as essential

and learning in real environments an everyday happening. Beginner teachers need to see effective role modeling outside the classroom, as taking classes outside the classroom is more challenging than sitting in a classroom.

Donations and the funding of EOTC

For our next Out and About we hope to have some discussions on the challenging question of funding for EOTC activities including field trips and camps. EONZ sincerely hopes that the recent publicity will not mean that schools reduce or cancel these activities that we believe enrich, enhance and reinforce the curriculum by making learning memorable.

In this changing world, Mahatma Gandhi has expressed some wise words: *You must be the change you wish to see in the world.*

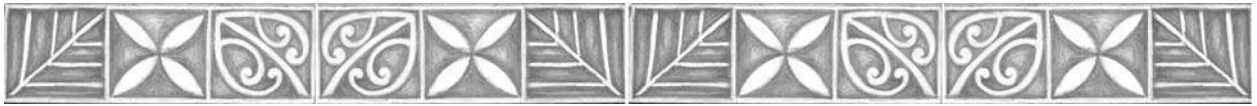
Keep the lives of young people alive and adventurous.

Liz



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- Radio New Zealand (1/11/2014) Saturday Morning interview with Richard Louv *Nature Principle* by Kim Hill
- Radio New Zealand (13/11/2014) Nine til Noon with David Bond, *Getting Kids of Screens and into the Outdoors*, Promoter of Project Wild Thing.



Making the transition from the outdoor programme back to school and home

By Shannon McNatty and Christine Furminger

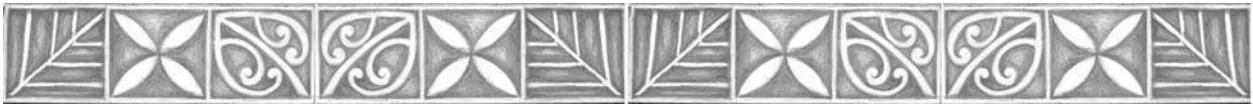
Learning in and through the outdoors is a key pedagogical strategy of New Zealand teachers. Considerable educational benefits accrue from students being immersed in the natural environment, interacting with others in a stimulating and memorable context. Often the experiences are profound and make an enduring impression on young minds (English Outdoor Council, 2010). Research shows that residential programmes of longer duration are more effective in generating permanent change (Hattie, Marsh, Neill, & Richards, 1997). Considering the amount of personal growth that occurs particularly from a 28-day programme, it is not surprising that

the transition back to mainstream society can be challenging. The focus of this research is to examine the transitioning experiences of year 10 girls (14 years old) who attend the St Cuthbert's College residential programme at Kahunui in the Bay of Plenty.

St Cuthbert's College is a top academic, cultural and sport performing school in New Zealand. Located in central Auckland, this decile 10 boarding and day school caters for girls from 5 to 18 years old. The decision by the St Cuthbert's College management to include an extended outdoor residential programme for all year 10 girls was carefully planned, then implemented in 2008. The

extended 28 day outdoor residential programme is located in a rural context, well out of the city.

Transition is defined in the literature as a period of time where norms are unclear. This time often involves emotional, spiritual, or physical changes and participants experience social disturbance. Transitional periods are necessary for regeneration and growth (Van Gennep, 1960). For St Cuthbert's girls, the experience at Kahunui may represent a 'rite of passage'. Rites of passage typically include three stages of growth: Separation from the peer group and existing norms, a period of transition, then a stage of readjusting into regular life (Van Gennep, 1960).



The girls' perspectives and their meanings of transitioning from Kahunui to Auckland were the focus of this research, as part of a broader qualitative study on girls' identity and learning in the outdoors. The girls' experiences at Kahunui are unique social constructions and their voices in the programme need to be heard to understand what the girls think, feel, and perceive, and how they coped with these feelings.

Data was gathered from interviewing two students in their final year of school (who had attended Kahunui three years prior), five students currently at Kahunui, the two Kahunui

directors and three St Cuthbert's staff members who taught the girls in Auckland. Interviewees were obtained through purposeful sampling of students who were keen to talk. The interviews were semi-structured with guide questions. They explored: (1) the girls most memorable experiences; (2) immediate thoughts and feelings of Kahunui; (3) the social impact, concepts and values of the programme; and (4) the girls perceptions of their own behaviours.

Literature review

Research findings suggested that meaningful change (particularly in terms of self-concept and self-

perception), takes place within an individual when undertaking an outdoor education programme (English Outdoor Council, 2010). In an extended outdoor programme this change may become most evident after returning to everyday life. This is also supported by Furminger (2011) who found St Cuthbert's students on their return to school had a positive attitude and self-belief that they could do anything after being immersed in the Kahunui programme for 28 days.

The feeling of change is enhanced by the physical separation into the outdoor environment at a critical distance, combined with the removal of the expectations of the city (Cushing, 1997). The removal of students from their daily life into a contrasting experience becomes the ideal situation to enact change (Leupp, 2007). Brookes (2003) argues that the self-concept that emerges in the outdoors is temporary but programmes that develop on-going relationships should be carefully considered for their stronger effects. After Kahunui, the girls return to school in the same class group for the remainder of the year. The advantage of this is that time put into forming positive relationships and building a respectful and trusting community at Kahunui will continue to build when they return to school. The students are empowered to deal with conflict and to gain skills. A cohesive bond between the students is based on their shared experiences. There are indications that longer duration programmes have greater effects on



self-concept and self-perception (Hattie et al., 1997). A study on girls who participated in a 23-day canoe expedition found that time in the outdoors enabled them to live simply and on their return the girls altered their habits and concerns (Whittington, 2006). Priest and Gass (1997) liken the journey aspect of adventure programmes to the process of maturing, a concept the girls at Kahunui referred to.

Preparing participants for the transition of reintegrating back into their lives and contributing to their community is not often part of an outdoor programme. Grof (1996) encourages the concept of healthy rites of passage for young people to develop and provide a positive context to transform into adulthood.

The philosophy of Kahunui

Kahunui's philosophy has been crucial to its success, as it is the foundation for the inclusion of all elements in the programme. The philosophy is presented in the form of a compass with (1) new beginnings of place, self, and others to the north; (2) learning for life to the east; (3) connection with others, self, and place to the west; and (4) adventure in the form of journeys to the south. Central to all behaviour is the motto "By Love Serve" overarched with excellence and reflection. The geographical distance of Kahunui, a five-hour drive from Auckland, was deliberately chosen to provide separation from what was normal, and to challenge the girls on many levels.

St Cuthbert's girls expressed such a feeling of dislocation transitioning home from Kahunui, that they described the feeling as the 'Kahunui Syndrome'. They explained the physical and emotional challenge of returning home to Auckland after Kahunui to be turbulent and sometimes difficult. They felt out of place, questioned their values, friendships, and goals. This transitional period is a threshold for the girls to accept these new values or go back to their old ways. Many girls had not experienced such alternatives to the ways they were living until Kahunui. Staff members, parents, and students praised the programme and staff, but were surprised at the strength of emotion expressed by the girls about coming home.

How is Transition addressed?

The Kahunui staff address transition in week four of the programme. In this final week the girls convey a sense of sadness as they realise their time at Kahunui is nearly over. Some express regrets that they did not accept and commit themselves more fully, earlier in the programme.

There is much reflecting and talking about the 'lasts', the last house dinner, last time walking up the valley, last roll call. Personal interviews are conducted with house tutors and each girl creates a reflection page of her 28 days for an intake magazine. On day 26 the girls experience a six – eight hour solo time alone in the bush during which time they are encouraged to create their life list, read their

personal journal and write a letter to themselves to receive when they turn 21.

Debriefing the solo provides opportunities for the students to share their concerns about returning back to school and home. This time can begin a grieving process, as often there are tears and hugs and sometimes-unexplained changes in behaviour. The leavers' service provides time for staff and students to share reflections and each girl receives a page with special words of thanks written by all the others. Cleaning and packing on the final day makes leaving a reality.

The girl's achievements are celebrated in the closing ceremony, which includes the parents, who drive down to Kahunui to collect their daughters. The girls' Kahunui experience finishes where they started, standing in a circle around the fire. The directors believe these rituals and ceremonies are important in bringing the group together and signifying closure.

The directors, teachers and some families take an active role in reintegrating the girls when they return to Auckland to ensure this continuation of growth occurs. Each intake meets with the Principal back at school and time is provided for the girls to share their experiences and reaffirm the relationships formed. Jodi reflected on her changed feelings as she tried to make sense of being home:

"Excited, lonely, weird, and hard to get back into normal"



routine.

Lost, lonely, stupid when I look at how my life is normally and the routine of it.” (Jodi)

The girls spontaneously organise intake dinners and times to get together which may continue into senior school. Girls continue with the Duke of Edinburgh award and go tramping or on other expeditions together through school or take part in large teams to help community projects like beach clean ups. As a consequence of the programme, some girls are referred to the counsellor for extra care. The perspectives of parents are valued and parental feedback is obtained through a survey.

Challenges

Leaving Kahunui is challenging for the girls. ‘Kahunui Syndrome’

is a method of describing the grief felt and the fears of not fitting in, about relationships, of not holding on to what they value, who they want to be and of judgment. Concerns regarding parents’ expectations of excelling, returning to the physical environment of the city, the excesses, the demands of technology and social media are combined with feelings of loneliness. Some girls are only children and express sadness of returning to sleep alone and going back into their peer group.

“When you come back [from Kahunui] you’re not necessarily able to be that person in all your groups... so it can be kind of confusing in some ways.” (Kate)

The Kahunui programme has recently introduced Connection

Time on the final day of Kahunui. Parents sit with their daughter in a place she knows well but the parents have never seen. The students share their reflections, discuss their concerns and talk about adjusting to life at home. Ideally an overnight stay with parents would be beneficial so that students have an opportunity to have a time with a parent in the Kahunui environment. The main school has adopted the vertical form process as a result of the outcomes of Kahunui – this means the girls have the opportunity when they return from Kahunui to share their story with other year groups. A year 13 student suggested a concept of mentoring – that parents could mentor other parents on mechanisms to help with their daughter’s readjustment. Another suggestion was that older students could mentor the younger ones.





"We worked it out by arranging goals for her and talking lots..."

(Parents written comment)

On leaving Kahunui the students are encouraged to take their parents into the environment and share the special things they have learned and take time to just enjoy each other and nature. Kahunui staff recognise the need to ensure St Cuthbert's school staff and parents are informed and aware of the programme and the outcomes so they view the girls with empathy and understanding.

From the interviews with the girls and ex-girls there was evidence that they strongly believed in the value of the learning experience at Kahunui. Over the past six years the school academic results have significantly improved and the correlation of this since the implementation of Kahunui has been linked to the self-efficacy of the students. Many of the students have spoken about how motivated they are on their return, to approach schoolwork with a positive and focused attitude.

Conclusion

There is significant personal and social development in the Kahunui outdoor programme. The directors and school have recognised the challenge of transitioning home and address these challenges progressively and sensitively. Further growth must be able to continue following this time in the outdoors and part of our role as educators is not expecting students

to go 'back' to where they were previously. 'Kahunui syndrome' as an expression of the grief felt returning to society and how new roles and responsibilities on their return need to be viewed as positives to look forward to.

There is a need for healthy rites of passages in society so that significant growth experiences are safe for young people. There is a danger in young people creating their own 'rites' if healthy growth alternatives aren't provided (Grof, 1996).

Is it worth considering the placement of transitional experiences in order for them to be relevant at pivotal life changing times? Possible opportunities would be transitioning from junior to senior school or from high school to leaving school. This would embrace the natural growth of roles and responsibilities as young people mature. We should not expect students to slot 'back' into their old lives, when they feel an experience has been life changing.

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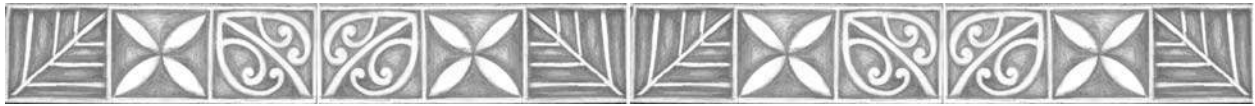
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Christine Furminger has managed outdoor residential centres for over twenty years and currently is co-director and founder of Kahunui, the remote campus of St Cuthbert's College. Her passion is growing young people in outdoor environments and providing opportunities for them to take challenge and have adventures.



‘Ehara te ara horipa haerekoa it e anna awhio’

Go by the thorough route rather than the quick one

*By Jane Townsend (Mount Maunganui
College and The University of Waikato)*

Hīkoi – The Summit of Mauao



Fig 1: *The Summit of Mauao*

I have chosen to use the above whakataukī to illustrate the implementation of a place-responsive approach for my Year 12 outdoor education course from 2011. The words of the whakataukī express the focus on the journey rather than the destination for the Hīkoi concept inherent in my outdoor education course.

I will use the stories from my experience and ‘student voice’ from the evaluations to illustrate how the place responsive Hīkoi was relevant and meaningful to my students, and in particular contributed to the appeal of outdoor education for the Māori students in the course.



Implementing a Place-responsive Approach

A place-responsive approach is an alternative pedagogy that focuses attention to the connection between people and place/s, “and this focus is at the centre of the planning process” (Brown, 2012, p. 2). If a particular programme is intended to help participants to learn about the cultural, historical, or environmental aspects of places being visited, then these foci should be reflected in the planning, organisation, and facilitation of the experience. As Brown (2009) contends, “Learning cannot be separated from, and treated independently of, the social, political, historical and cultural context in which it occurs” (p.8).

Wattchow and Brown (2011) offer four signposts for outdoor educators who wish to implement a place - responsive approach: Being present in and with a place; the power of place-responsive stories and narratives; apprenticing ourselves to outdoor places; and, the representation of place experiences. These ‘signposts’ underpinned the planning and direction of the 2012 outdoor education course. In this article I will share how signposts one and two guided the planning and implementation of the Hikoi.

Our Place -responsive Hikoi

I was inspired to implement the concept after reading Mike Brown’s article about his experiences as an

instructor on the Aoraki Outward Bound Course and the Hikoi (journey) they undertook. The Aoraki Bound programme provided opportunities for members of Ngāi Tahu to connect with their significant places, people and culture, and to have the knowledge of their whakapapa to truly identify as Ngāi Tahu (Brown, 2008b). I had an overwhelming desire for my outdoor education students at Mount Maunganui College to have the same opportunity. I wanted students to learn about their significant places, the history and the stories through an authentic and embodied experience. I sought to provide a culturally responsive learning environment through implementing a place responsive approach. A learning environment where Māori knowledge, culture and values are normal, valid and legitimate, and where Māori students can be themselves (Bishop and Glynn, 2002).

In response to my desired aims, I set the following objectives for my outdoor education class’s ‘place responsive’ Hikoi. We would start

and finish at Mount Maunganui College so that the students could experience the places in relation to their school, and because our school is the centre of our learning community. We would complete the journey self - propelled through kayaking, mountain biking and walking, rather than travelling to far off places by mini-van or car. Self -propelled journeys provide students with a sense of satisfaction and an opportunity to take responsibility for their actions. We would use simple low-technology equipment that was readily available and inexpensive. We were fortunate that the Perry Outdoor Education Trust (POET) lent us the mountain bikes we rode at no cost to the students. We also hired the double sea kayaks from a local provider for a minimal fee. Travelling self-propelled meant we could take the time to pause and understand the local history of the places through which we traveled together. The planning of the route would ensure the journey would be safe and within everybody’s capability with the focus placed on challenge rather than risk.



Fig 2: Tahuwhakatiki (Rōmai marae) with Kopukairua in the background.



A key objective of the Hikoi was for students to learn about the places they would be travelling through. Prior to the Hikoi, students were given an assignment and class time to research one of the legs of the journey which they would present at the appropriate location. They were given a choice of questions and could choose an area of interest or could negotiate to come up with their own question. These questions were based on the questions posed by Greenwood (2008): What happened here? What is happening now? What should happen here?

Signpost 2: The Power of Story and Storytelling

People's experience of places, their spiritual or numinous encounters, the names and naming of outdoor places, and the stories that people both tell and listen to in a place, provide outdoor educators with important clues in thinking about what a place-responsive form of practice might look like (Wattchow & Brown, 2011, p.98).

The facilitation of the sharing of knowledge of history, myths and legends on the Hikoi was a valuable pedagogical strategy in connecting students with place(s) through an embodied experience. Wattchow and Brown (2011) urge outdoor educators and learners to attend to the values of their senses, and strive to understand the cultural meanings they attach to them. An effective and appropriate way to do this, they suggest, "is through the power of story and storytelling" (p. 185). Stories are

a powerful pedagogical tool to stimulate further questioning and discussion. Stewart (2008) suggests that it is essential that outdoor educators consider carefully the ways in which outdoor experiences introduce participants to particular 'stories' of the land, whose land it is or has been, and how it has changed over time.

The areas of cultural and environmental history have much to offer outdoor education in regard to learning how to 'read' the landscape for stories of past activities that have shaped a place (Stewart, 2008, p. 85). The words and meanings inherent in the presentations created and cemented social relationships," created the story and create understanding" (Bishop & Glynn, 2003). Lauritzen and Jaeger (1997) further suggest that learners are empowered/facilitated through stories to grow from their prior knowledge to new understandings appropriate to their own experiences.

Through the power of storytelling and listening to stories both as creators and recipients, students had the opportunity to gain an understanding of the meaning and cultural significance of the place(s). For the locally based Hikoi I felt the students had the skills and would benefit from researching and presenting on a topic of interest at significant sites. This sharing of knowledge that was lead by the students, in and about the significant places encountered on the journey, proved to be a highlight of our

place-responsive Hikoi. Students responded positively to the research assignment and took pride in presenting their information at the place that was significant to the story during the Hikoi. It was apparent in the student evaluations that significant 'real world' learning took place. Comments such as "It was nice to know more about the stories", "It was good to learn about the environment around us", "I think it was a nice idea to hear about myths and legends around this area", "I learnt a lot about the place where I live", "the stories that were told" and "listening to the stories and finding new stuff out" were reported as highlights by the students (Hikoi student evaluations, 2011).

As Linda Tuhiwai Smith (2002) argues, "What is taught, and learnt, emerges through interaction rather than being delivered through set activities with pre-determined outcomes. All participants become creators of knowledge rather than the consumers of knowledge created by others" (p. 593). Through these embodied experiences students began to recognise the uniqueness and significance of their natural environment. As Wattchow and Brown (2011) contend, "experience includes interpretation and reflection, the cognitive sense we make of our situatedness in the world" (p. 185).

For the students in my outdoor education class, weaving stories through an outdoor experience transformed it from people-less landscape into place with a rich



history and uncertain future (Stewart, 2008). The weaving of stories and the embodied experience of the Hikoi was illustrated when we were welcomed onto Romai marae with a Pōwhiri. The Hikoi further weaved together the experiences, the legends and the history we had felt, seen and heard throughout the day and added to the significance of the Hikoi experience.

Signpost One: Being present in and with a place

Through experience I wanted the outdoor education students to ‘live in the moment’ and ‘in the here and now’ when they visited their everyday places and significant sites during their Hikoi (Wattchow and Brown, 2011). I believe it is impossible to be ‘present and with a place’ when students are texting or engaging in social media. From my recent experiences as an outdoor education teacher I understand, more than ever, the value of being present to experience what is there in front of you, and all around you rather than images of second hand experiences on a screen. To hear the sound of pounding surf and to talk and interact with other people rather than being shut off by a pair of headphones. For this reason, I discussed my concerns with the class and they made the decision that earphones and social media would not be used and engaged with in outdoor education class and during the Hikoi. They also desired to engage in the experiences undistracted and with all their senses. This also involved us taking our time, without anybody rushing ahead or

leaving anybody behind, keeping the Hikoi local so students could revisit and completing the journey self-propelled and an emphasis on challenge rather than risk.

Keeping it in the Neighbourhood

In their Hikoi evaluations, students reflected on the various highlights of their journey, and many were based around ‘staying close to home’. Comments such as: “It was good to learn about the environment around us”, “I think it was a nice idea to hear about myths and legends around this area”, “I learnt a lot about the place where I live”, “It was a great opportunity to get to know the area better. We went to places where I would never have gone to without the camp” and “It was fun because I knew where to go and it was near my house” were prominent (Hikoi student evaluations, 2011).

The students also recognised the value of spending the night at a local marae; “I found it a really

interesting experience to sleep in a wharenuī and learn more about Māori culture” and “a highlight for me was staying at the marae and the introduction/ Pōwhiri” (Hikoi student evaluations, 2011). Through the place-responsive Hikoi the students gained an enhanced appreciation of the cultural dimension of their experiences of the places they visited.

Our significant places, and our relationship with them, contribute to individual and communal identity. A place responsive Hikoi in our local area, close to the students ‘everyday lives’ encouraged and enabled students to feel comfortable in place(s). For some “the sense of being adrift and placeless”, and of being a ‘stranger’ was “replaced by a sense of belonging and connection” (Brown, 2012, p.3). This was particularly relevant for those students who had been existing in a ‘cultural no man’s land’. Park (1995) and Wattchow (2006) contend that our experiences of places are fundamental and inseparable from



Fig 3: The view from Romai marae over the Raungataua harbour towards Mauao



our lived experiences of the world. Moreover, place is an integral part of Māori identity. As Penetito (2004) argues, “no one experiences feeling ‘out of place’ more than those who have been colonised (p.10). If human experience, identity, and culture are intimate with, and inseparable from, our relationship with places, places deserve much attention in discussions of education (Gruenewald, 2003a). Casey (1994) writes, “to live is to live locally, and to know is first of all to know the places one is in” (p. 18). The reciprocity, ongoing meaning making and interaction between people and the places we inhabit are indicators of the inherently experiential nature of place (Wattchow, 2006). As Relph (1976) contends, this relationship; “is indeed a very powerful one in which each reinforces the identity of the other, and in which the landscape is very

much an expression of community held beliefs and values and of interpersonal involvement”(p.34).

Challenge over Risk

For our Hikoi we travelled in a self-propelled manner and experienced our significant places as a group. There were times that the fitter faster students would get ahead but they always waited for the rest to catch up. This approach was initially hard for the more competitive students but they adapted and appreciated the experience. For example, Sam said “I started with an attitude that I would beat everyone, but later on I began helping people and being more responsible” (Hikoi Student Evaluations, 2012). There was no time during the Hikoi where the students felt any fear or that they were at any risk of injury but there were plenty of times they felt challenged. The Reid Road hill was a challenge that had an impact

on all the students. Reid Road is a winding steep country road that ascends for over three kilometres to Summerhill Farmpark, descends for two kilometres then ascends again. Challenges ranged from trying to beat the teachers to the top, to the student who cried with happiness that she rode her bike all the way.

None of the activities involved in the Hikoi would be considered ‘high risk’ and there was no learning occurring in the ‘deep end’. As Brown (2008b) suggests, we should “seek to develop a modest pedagogy which acknowledges our relationships with place(s) as a way to understand who we are, how we connect to others and how we both give and take meanings from the places in which we live and learn”(p. 7).

Slowing down the experience





and staying as a group meant students' had the opportunity to make connections with the places we visited and learnt about. Cuthbertson (1999) and Stewart (2003a) found that participants struggled to feel connected to the land when their personal comfort (physical and emotional) was challenged. It is unlikely that students will build a relationship with place(s) if they feel threatened by unknown hazards they imagine will be found there. As Humberstone (2003, p.183) has pointed out, "The rhetoric of being outside one's comfort zone, or danger and risk, is not immutable nor necessarily intrinsic to outdoor education". Therefore it was important to me that I planned a safe, enjoyable but challenging experience for the students. This was stated simply by one student who said after the Hikoi, "It was safe and fun" (Hikoi student evaluations, 2012).

Reflecting on the Hikoi Experience

The Hikoi was a significant experience for all involved and added to the appeal of outdoor education for not only my Māori students but all of my students. Comments such as, "It was a blast! I've never had so much fun on a camp anywhere else" and "I learned so much about different places in my local area" (Hikoi student evaluation, 2011) served to further fuel my enthusiasm for implementing a place-responsive approach.



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About the author:

Jane Townsend is Head of the Physical Education Department at Mount Maunganui College. She completed her Masters thesis part time through The University of Waikato in 2014. Through her Masters study Jane was able to combine her passions for outdoor education, and enriching the experience of her students, in particular Maori students, through implementation of a place responsive approach.

She is an active member of the Omanu Surf Lifesaving Club patrolling over the summer months, training new lifeguards and competing at Masters level on the sand, in the water and in a surf canoe. Jane has recently rediscovered her love of Multisport, and enjoys exploring and revisiting places through running, mountain biking and paddling a kayak.



The Papa Taiao-Earthcare Save a Species

By Marty Taylor

Most good ideas grow from interesting questions. In 2004 I had recently finished writing and photographing a story for *New Zealand Geographic* on the impact of stoats. Warren Judd was the editor of *NZ Geo* at the time. Warren knew more about New Zealand than anyone I know. In conversation he asked, “Can you name five species of plant that are close to extinction in New Zealand.” I had written a story on mistletoe. I knew they were ‘at risk’ but I did not know their threat status. I knew many of New Zealand’s critically threatened animal species. I knew *kaka beak* was threatened but I did not know there were two types of *kaka beak* and I didn’t know the threat status of either.

As well as writing for *New Zealand Geographic* I was teaching biology and sustainability at secondary school at the time. This question fascinated me for some time. I realised that if I, someone who had deep interest in

natural history, couldn’t answer this question then there would be many other people who had either, not thought about the threat to plants, or who would have little idea about specific plants threatened with extinction. I proposed to Warren that I write a story for the *NZ Geo* with his question at the core. I would go on a quest to find, photograph and follow the fortunes of New Zealand’s most threatened plants. I did this in the school holidays over three years and I uncovered a host of passionate scientists, conservationists and volunteers dedicated to preserving our unsung flora.

By this stage my role had changed and I was working as a secondary schools support facilitator in Education for Sustainability at Auckland University’s Team Solutions. This is when I started calling the idea *Save a Species*.

I was working in Northland schools on a regular basis trying to engage teachers and students in *Education for Sustainability*. While researching the



*Students from Opononi Area School
working with Ngapuka Hebe speciosa*

threatened plants story for *NZ Geo* I discovered that Northland has in the region of 28 species of plants whose threat status is *Nationally Critical*.

I went to Andrew Townsend at the Whangarei Office of the Department of Conservation and asked him to compile a list of species within a 10km radius of each school I was working in. The 10 km radius was introduced as a demonstration that extinction was not just something happening in other parts of the world. Extinction could happen in a students' own 'back paddock'. This distinction turned out to be a key motivator for students and staff involved in *Save a Species*.

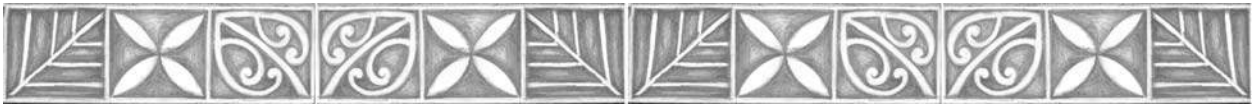
We continued to narrow our selection by ensuring the plant species on our list should be easily grown by students with basic facilities. There was no room for orchids or ferns that required very specific growing techniques, or difficult to replicate conditions or soil types. The students would have to be able to throw

out a few seeds, control for threats like predation and competition and have a good chance of successfully growing the threatened plants.

After hearing about *Save a Species* Philip Kippenberger from Whangarei Boys High School approached me to see if he could do a Royal Society Teacher Fellowship with Papa Taiao-Earthcare, DoC and Northland Regional Council. Between Andrew, Philip and I we settled on a native hibiscus called *Puarangi* (*Hibiscus richardsonii*). *Puarangi's* original range was from North Cape to East Cape and gave Auckland's East Coast its more evocative title—the Hibiscus Coast.

Several years earlier the DoC rediscovered a relic population of *Puarangi* just north of Whangarei. The two core threats to *Puarangi* are competition and its palatability to almost every known herbivore.

Puarangi is fecund. Each of the seed pods carry



Puarangi Hibiscus richardsonii

in the region of 30-40 seeds and each plant carries 20-30 seed pods so DoC Whangarei made 1300 seeds available to Philip. Almost exactly half of the seeds grew into healthy seedlings and were translocated on to Matakahe Limestone Island where many have survived.

Liz Haines, the HoD of Science at Ruawai College, encouraged her EfS students to research *kowhai ngutu kaka* (*Clianthus puniceus*) as their *Save a Species* plant. *Kowhai ngutu kaka* is the more northern and more threatened of the kaka beaks with only one plant remaining in the wild on an island in the Kaipara Harbour. The Ruawai College students' sourced seed from the Auckland Botanic Gardens then initiated their own restoration programme aimed at reintroducing *Clianthus puniceus* to Marae of the northern Kaipara where historical records show it was present.

Merryn Robinson, the EfS teacher at Mangakahia Area School, was running another *Papa Taiao-Earthcare* programme called *Wai* Restoration through her EfS course. She asked a question that developed into a great project, "Can we use *tuna* (long finned eels) as part of our *Save a Species*?" She explained that she had established a strong relationship with two Iwi groups Te Parawhau and a group called Nga Kaitiaki o Nga Maori. Te Parawhau derive their mana from feeding manuhire or visitors tuna and watercress and Nga

Kaitiaki o Nga Maori are a water protection group. Together the school and these Iwi groups were working with Merryn to restore tuna habitat—the waterways. Students grew several thousand plants including *Carex secta*, which provides ideal hiding sites for juvenile tuna and inunga (whitebait). The other plants, including flax, cabbage trees, manuka and karaka improved waterways planting and habitat for birds. A number of Merryn's students participated in the *Papa Taiao-Earthcare Wai* Fencing course where students learn to fence off stock from waterways.

This was exactly where I was hoping *Save a Species* would go. Where students and teachers took hold of the *Save a Species* framework and fitted it to their own circumstances, goals and aspirations. Merryn and her students had designed ways to fit it in to their course, they connected with local groups, engaged with Iwi and then acted to protect and restore local populations of a threatened species. In the process students and teachers learned about threats to species and ways to mitigate those threats locally. Thus, linking all involved to their local environment and developing a greater depth of understanding of the local ecology of their place. Taking action gave students and teachers a sense of connection and empowerment.



Empowerment is one thing but management, teachers and students wanted academic recognition for their efforts. The Education for Sustainability achievement standards are ideal for students with strong literacy and organisational skills. Many of the students involved in the *Save a Species* actions were not going to meet the EfS criteria so I developed several support courses for my company, *Papa Taiao-Earthcare*, to deliver. For some schools this has provided the extra motivation needed to engage staff and students to commit the time and energy to participate in these high value ecological protection / restoration projects.

From the classrooms of Taipa Area School students can hear the surf breaking on the beach. Less than a 500m from school's front office there are several nesting sites of the endangered *Tuturiwhatu* or the NZ Dotterel. So students from Taipa Area School chose to trap for mustelids and rats to protect the dotterel.

Tauraroa Area School is close to the Waipu sand spit where the world's most threatened bird species *Tara Iti* (Fairy tern) spends its summers breeding. Each of these schools participated in the *Papa Taiao-Earthcare Project Predator* course. Students gain 15 Level 3 NCEA Credits; they learn about the threats posed by

mustelids, they link in with local community groups and they go trapping at least a dozen times a year.

From a simple question posed by Warren Judd almost ten years ago some good things have come. I hope to continue building the support courses through *Papa Taiao-Earthcare* for schools. The goal has always been to legitimise student action in the eyes of the New Zealand Curriculum and to make it available to all students regardless of abilities and location.

Unfortunately, I never finished the *Geographic* story but hopefully something equally as good or better has resulted.

Kowhai ngutu kaka

About the Author:

Marty's love of the outdoors lead to early dalliances as a natural history writer and photographer for the Natural History Unit and New Zealand Geographic. Marty is currently the director of a small social enterprise called Papa Taiao—Earthcare and consults to Northland Regional Council as an Education for Sustainability and EnviroSchools facilitator. Contact Marty on Mardtaylor@gmail.com or 0226502098 if you want to know more.

Tauraroa Area School students Waipu sandspit learning how to use predator traps





Gore High School

wins Education Programme Award

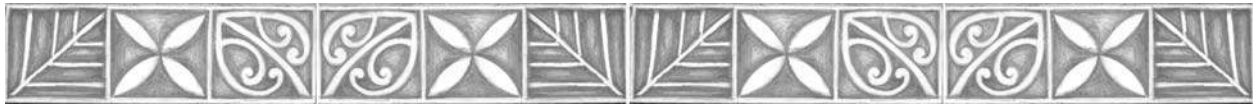
By Catherine Kappelle

The Gore High School Adventure Programme won the 2014 Education Programme Award, announced at the Outdoors New Zealand Forum. Historically outdoor education at the school comprised a camp experience at Borland Lodge in Southland and while the lodge is still used, the learning undertaken there is now much broader and richer.

The school made the decision to develop their outdoor education programme six years ago; identifying the significant value learning in the outdoors brings to young people through both the front and back end of the New Zealand Curriculum (2007). Designed by teacher Dale Kington, the comprehensive programme that now exists caters to multi-year levels involving many students. It offers cross-curricular learning opportunities, supports robust NCEA qualifications, and provides leadership development.

Good scaffolding of the camps and activities allows for a progressive build up of awareness, skills, and knowledge. Learning outcomes are embedded into the different activities that include sea kayaking, kayaking, raft building, cross country skiing, downhill skiing, ABL, and alpine skills.





The programme structure has seen changes to the senior-level assessment. Initially, discrete and targeted Unit Standards that focus primarily on skill acquisition were used to assess learning. Achievement Standards from the PE domain and Education for Sustainability (EFS) were brought in and are now offered at both Year 12 and 13. This has provided programme flexibility and created opportunities that suit the local area and offer more depth to the learning, as well as rewarding high-achieving students through merit and excellence options. Inclusion of environmental action to programmes has empowered students to recognise their actions are critical and that what they do does count. The conversations that arise in such units of work outside the classroom continue on and are not forgotten. Thinking critically and taking critical action such as having to carry out waste (Poo Pots are used on the Alpine Camp), studying the impacts of introduced species in areas like the Kepler Track where there are pest control traps around the length of the track, and setting up a pest eradication project as a class, engage students in meaningful ways that impact on the individual's ability to transfer learning and position students to engage in future sustainable practices. The environmental connection also creates



a strong sense of connectedness to the outdoor spaces that the students consider their own back yard.

The GHS Adventure Program seeks to foster the critical connections people need to make with the outdoors in order to ensure a sustainable future. It has responded to the value brought by outdoors for learning and recognises the unique spaces that comprise the New Zealand outdoors. The program has grown over the last 5 years and now offers one of the most diverse programs of the schools in Southland and is one of a limited number of schools in New Zealand that has gained OutdoorsMark.

EONZ congratulates Gore High School for winning the 2014 Education Programme Award



NZAEE Seaweeek 2015

will take place from Saturday 28 February to Sunday 8 March 2015.

The theme will be “*Look beneath the surface - Papatai ō roto - Papatai ō raro*” highlighting how precious this amazing resource is that we call the sea and how much we can learn from studying its wonders.

Seaweeek 2015 will call on Kiwis from all walks of life to celebrate Tangaroa’s realm, tackle issues such as marine pollution and learn about the positive impacts of initiatives such as sustainable fishing and

marine reserves to look after our seas for future generations. We all contribute to taking care of our oceans.

Seaweeek 2015 is once again supported by ASB Community Trust, Department of Conservation, NZ Marine Studies Centre, University of Otago, Auckland Council, the DSP Print Group Ltd and many local sponsors. New sponsor, the New Zealand Coastal Society, will provide prize money

for the winning Seaweeek Ocean Champion for 2015.

NZAEE Seaweeek’s website is at www.seaweeek.org.nz. Nominations for the Seaweeek Ocean Champion for 2015 will open from 1 November 2014 to celebrate all those individuals, groups and organizations who work so hard to look after our seas and the marine life that lives in them



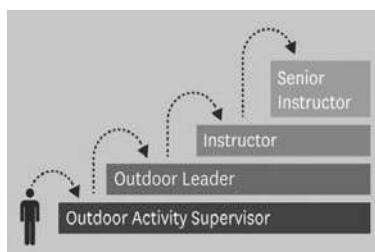
GET RECOGNISED WITH AN OUTDOOR RECREATION QUALIFICATION

If you are an education outside the classroom (EOTC) coordinator or teacher in a kura, primary or secondary school, or a private contractor providing these services to schools, there is a qualification for you.

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Qualifications subsidies available

for EOTC and Outdoor Leader awards

Seaweed 2015 will provide more great opportunities to get children involved in citizen science; information about this can be found at the 'Marine Metre Squared' project, overseen by the NZ Marine Studies Centre. Data entered into the MM2 website at www.mm2.net.nz is being used to help scientists improve coastal management.

Many events will be scheduled around the country during Seaweed 2015, including favourites such as 'Farewell to the Godwits' bird watching, clean-ups, adventure races, films, lectures and guided snorkeling trips. If you are interested in organising an event contact the Seaweed Regional Coordinator for Canterbury, Debbie.eddington@ecan.govt.nz to discuss how they can support you.

The Seaweed team would love to hear what your school or group is doing to explore 2015's theme of "Look beneath the surface - Papatai ō roto - Papatai ō raro" and help you with publicity and resources. Please let National Coordinator, Mels Barton know your ideas and plans on mels@subliminal.co.nz

Seaweed article provided by NZAEE.

Two qualifications are currently available to teachers in schools and EONZ members at significantly subsidised rates.

National Certificate in Outdoor Recreation (Leadership) with strand in Bush-Walking, Level 3

This award replaces the previous Outdoor Leader Award that EONZ and MSC used to administer. A great value week-long residential course is currently offered by the Collaborative Leader Development initiative. The week is an intensive and full-on experience that includes days in the outdoors and in a classroom environment plus nights out in the bush.

Coordinated by the Mountain Safety Council, the initiative is available to members of 8 organisations, including EONZ, at a heavily subsidised rate of \$100 per person. The real value of the course is \$1500. EONZ has been allocated places on the courses that run during school holiday time.

There are still 3 places available for EONZ members on the next course, to be run at Glentui, North Canterbury from 11 to 18 April, 2015. Look under the Qualifications tab at www.eonz.org.nz for more details about the qualification and on how to enrol.

National Certificate in Recreation and Sport (EOTC)

This qualification is ideally suited to EOTC coordinators in schools and contractors providing services to schools. The modules of work cover:

- Describing the principles and values of EOTC in the curriculum and in your school
- Managing hazards and risks
- Planning, delivering and evaluating safe and rewarding EOTC activities and events
- Teamwork and listening skills
- Dealing with different types of behaviour.

This qualification works hand-in-hand with the Ministry of Education's *EOTC Guidelines - Bringing the Curriculum Alive*.

The award normally costs \$400 excl GST but is currently available to teachers in schools for \$260. Go to www.eonz.org.nz and look under the Qualifications tab for full information.



Meet the EONZ Executive Committee (not included in last issue):



Sophie Watson

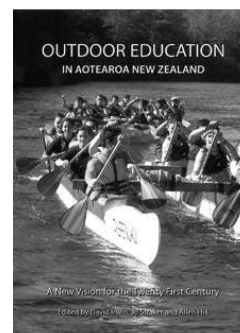
Sophie Watson is the newest member of the EONZ Executive. She currently teaches at Wellington East Girls' College and is the TIC of Outdoor Education. Place-Based Education, play and exploration are key elements in her outdoor programmes. Sophie completed her Bachelor of Adventure Recreation and Outdoor Education from CPIT in 2008 and has spent most of her time since working in the education sector, having dabbled in various outdoor instructing roles as well. Sophie enjoys any adventure that gets her outside and more recently has been trying her hand at Adventure Racing. She has a great passion for learning and is particularly interested in supporting young women in the outdoors. She has begun post-graduate studies at Waikato University to help her explore this area further.

Outdoor Education in Aotearoa New Zealand: A New Vision for the Twenty First Century

Edited by: Dave Irwin, Jo Straker and Allen Hill

Outdoor education in a variety of guises has a rich history in Aotearoa New Zealand, dating back more than 100 years. Outdoor learning experiences have a strong and often much-loved place in our collective education memories. However, the world in which we currently live is vastly different from the one which shaped those memories. What does that mean for education, and more specifically, what does that mean for outdoor learning experiences? This book attends to these questions from a forward looking position by providing a practical, insightful, and innovative reappraisal of outdoor education theory and practice. Embracing a critical socio-ecological perspective, the contributors celebrate aspects of creative practice and chart a direction for outdoor education which aspires to educate for a sustainable and more equitable future.

This is essential reading for outdoor educators, teachers, guides, and students who want to expand the possibilities and practices of education, especially education which builds a deeper understanding of our relationship to the world we depend on.



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NZAEE and EONZ:

Developing a closer relationship

By Chris Eames, Co-chair NZAEE

The New Zealand Association for Environmental Education (NZAEE) and Education Outdoors New Zealand (EONZ) are developing a closer relationship. I would like to take this opportunity to introduce EONZ members to NZAEE.

NZAEE is a national, non-profit organisation that promotes and supports lifelong learning and encourages behaviours that lead to sustainability for Aotearoa New Zealand. NZAEE is an independent voice for environmental education, empowering people to respect and nurture the environment, recognising its link with the social, cultural and economic aspects of sustainability. We have strong links with local, regional and central government and numerous non-governmental organisations. We have a regional structure consisting of seven branches, and employ one part-time (5 hours per week) national coordinator. Our membership is currently around 200 and includes employees of local and regional councils, and non-government organisations, tertiary educators and teachers. NZAEE is governed by a national executive consisting of branch representatives. NZAEE was founded in 1984.

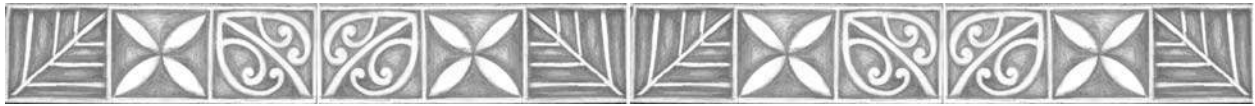
The objectives of NZAEE are to foster the development of environmental education in New Zealand by:

- Providing a national environmental education network, including publishing regular newsletters
- Providing and promoting information and resources about environmental education
- Advocating for environmental education
- Hosting environmental education workshops, seminars and biennial conferences
- Supporting and promoting the coordination of organisations involved with environmental education in New Zealand and internationally

The main activities of NZAEE include:

- Offering a national environmental education conference every two years. The next one is in Auckland in Feb 2016 so look out for that.
- Coordinating Seaweeek at the national level. Seaweeek runs Feb 28 – March 5 2015, visit <http://seaweeek.org.nz/>
- Hosting workshops and forums
- Actively participating in a number of initiatives, including development of NCEA achievement standards, the UN Decade of Education for Sustainable Development
- Advocating on environmental education issues.

If you have any questions regarding our organisation, please visit www.nzaee.org.nz or email nzaeecontact@gmail.com. We look forward to connecting with you as an EONZ member in the near future.



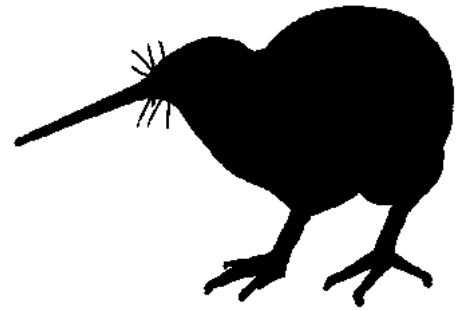
Predator/Prey

(also known as the Survival Game or the Game of Life)

Submitted by Liz Thevenard

Prey and Predator is another game used to highlight environmental issues. I have used this game to highlight local issues in the areas we will be studying eg a local estuary highlighting, pollution, over use, over fishing etc.

This is a complicated game but very worthwhile for teaching the students the basics of ecology and the food chain. In the introduction to the game, you should talk about the relationship between herbivorous (plant-eating), omnivorous (everything-eating) and carnivorous (meat-eating) animals. You should also talk about some possible strategies that the three different types of animals use to survive in nature. More will become clear as I describe the basic set-up below.



Materials:

- 30 “Herbivore” life-rings (described below),
- 10 “Omnivore” life-rings,
- 5 “Carnivore” life-rings,
- 5 water stations,
- 5 food stations,
- 45 file cards,
- a whistle,
- a water gun,
- brown, green and red face paint

(These instructions are for a game with 50 players... if you have a different number of players try to keep the ratios of the different types of animals the same.)

The Set-up:

The life rings basically show each player how many lives they have left. Herbivores get 10 lives each, omnivores 5 lives, and carnivores 2. What we found worked best for the life rings were to take coloured pieces of Bristol board, punch a hole in them, and thread them on to a pipe cleaner. Herbivores got 10 green cards, omnivores got 5 brown cards, and carnivores got 2 red cards. If you wish to use this game a number of times, I recommend waterproofing the cards with tape. This also makes them more durable. On each life-ring there should also be attached one white file card.

The food and water stations are easily made out of a bright piece of

construction paper or Bristol board, with the word “food” or “water” written on them. Attached to the station sign is a crayon on a string. Make sure that each station has a different colour crayon attached. When the players visit the food and water stations, they mark their file card with the crayon to prove they found it.

The play area should be as large as possible. Scatter the food and water stations throughout the play area, and try to make at least two of them very difficult to find. Use the face paint to mark each player and identify them as either herbivore (green paint), omnivore (brown paint) or carnivore (red paint).



The Rules:

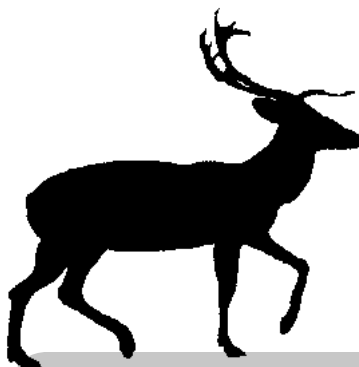
This is a survival game. Therefore, the only way to “win” is to still be alive at the end of the game. Each type of animal (herbivore, omnivore and carnivore) has different needs which must be met in order to survive. Send the Herbivores out into the play area first, and give them at least a 10-minute head start on the others. The herbivores must find all the food and water stations in order to survive. Next, send out the omnivores. They must find all the water stations and at least two food stations. They must also catch at least four herbivores in order to survive. Herbivores are caught by being tagged, at which point the omnivore (or carnivore) takes one card from their life-ring. Carnivores are sent out next. They must find all the water stations and must catch at least ten other animals (can be either herbivores or omnivores).

At this point you should have 5 players left, unmarked. Send four of them out as Fire, Flood, Famine and Cold. These students can tag any animal and take one life-card at a time. Their goal is to kill as many animals as possible. The last student is given the water gun. She/he is Human. Human can hunt any animal and doesn't have to tag them to catch them: if they can hit them with water from the gun the animal is considered caught and must give Human as many life-



cards as Human requests. Human can take all of the life-cards of any animal caught except for the very last one. When an animal runs out of lives, the student is out of the game and should return to the start point.

Let the game run for at least an hour, and longer if possible. At the end, call all the participants back with the whistle. You should also have a group discussion about the different strategies used by the players to survive. It is always interesting to find out what strategies the survivors of the game used, and to try and apply them to real life. For example: one time I ran the game we had a Carnivore whose strategy was to hide by one of the water stations, wait for other animals to come by, and ambush them. Lions, crocodiles and other top predators often use this strategy in nature!



PLEASE note: This game has come from North America and needs to be adapted to local environments in New Zealand eg. sea, bush, estuary's, rivers etc.

Variations:

- You can also have one player circulate as Disease. This student should be equipped with a number of yellow cards. When the student tags a player, the student takes one of their life cards and replaces it with a yellow card. When the infected player tags another animal, she can take two life-cards, and passes on her disease card. Conversely, if the infected player is tagged by another animal, the student can take one of her attacker's life-cards and passes on the disease card. When the game is over, include in your discussion the effects of diseases on animals.
- If you want to make the game really complicated, name all your animals! For example: in the Herbivores you can have Deer, Rabbit, Squirrel, etc., in the Omnivores you can have Raccoon, Skunk, Bear, etc., and in Carnivores you can use Wolf, Owl, etc. As part of the survival game the players must find the mate of their species and trade some sort of “reproduction card”. In your discussion afterwards, talk about the risks and dangers animals must face in the wild as they try to find a mate and reproduce.



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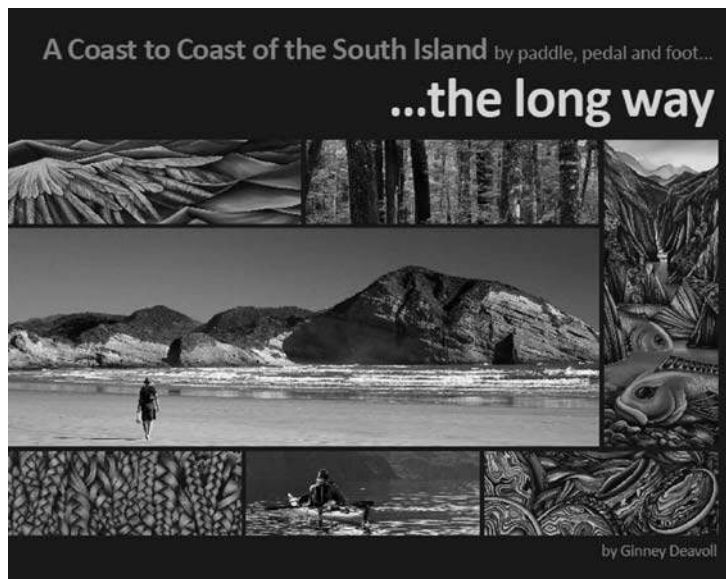
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THE EONZ POSITION STATEMENT ON EOTC

1. Purpose (What we do)

EONZ maintains that the primary purpose of EOTC is to engage with the New Zealand curriculum outside the classroom in order to enrich the learning of students in early childhood centres, and primary and secondary schools.

EONZ embraces all the principles of Te Whāriki He Whāriki Mātauranga mō ngā Mokopuna O Aotearoa / Early Childhood Curriculum (1996); Te Marautanga o Aotearoa (2008); and The New Zealand Curriculum (2007); including a commitment to the Treaty of Waitangi and cultural diversity, inclusive communities, coherence in learning across the curriculum, and future focussed issues such as sustainability, citizenship, enterprise and globalisation.

EONZ supports the values outlined in the above documents including excellence, innovation, diversity, equity, community, cultural and ecological sustainability, integrity, and respect.

2. Why we do it (benefits for individuals, communities, environments)

EONZ is cognisant of research (for example see TKI website <http://eotc.tki.org.nz/eotc-home>) that supports well-structured EOTC experiences. Studies have shown that educationally sound EOTC experiences can enrich student learning across the curriculum. The establishment of positive relationships with teachers and peers in places of significance can foster a sense of belonging to communities and environments that is essential to on-going learning.

3. How we do it (Pedagogy/practice/partnerships)

EOTC programme design should be informed by sound pedagogical principles as highlighted in the New Zealand Curriculum. EONZ maintains that EOTC should at all times occur within the framework of the EOTC Guidelines: Bringing the Curriculum Alive (2009).

EONZ actively supports partnerships with and between teachers, schools and the community. EONZ seeks to work collaboratively with other sector organisations with the goal to improve EOTC in Aotearoa New Zealand.

4. Where we do it (Place)

EONZ supports place based and responsive approaches to EOTC that seek to: strengthen the understanding that students have of their local communities and environments (as well as those further afield), and engender a sense of obligation to care for those communities and environments. To achieve these goals, EONZ encourages action oriented experiential education that explores individual and collective relationships to places to foster vibrant communities and healthy environments.



MEMBERSHIP FORM

*Membership is current for ONE year and runs from
1 January to 31 December*

For further information contact the EONZ Executive Officer:

Phone: 03 327 9551

Email: eonz.eo@clear.net.nz

If you wish to become a member please complete the form below and return with payment to:

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