

Te Whakatika

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In this issue

Te ao Māori Whakapapa
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Seaweek

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Enviroschools

Newness in the Outdoors
Tribute to an EOTC champion
Resources and PLD

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EONZ – EOTC conference in 2020

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EONZ

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A review of all articles occurs before publication and blind review can be arranged

for academic articles upon request. If you would like support and guidance with your writing we are happy to assist.

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Te Whakatika Purpose statement

Sitting at the nexus of academic inquiry and educational practice, *Te Whakatika* seeks to create a space to share good practice, innovative ideas, and critical engagement in outdoor and environmental learning.

In doing so, Te Whakatika seeks to:

- Provide access to the space between academics and practitioners, to connect these spaces.
- Encourage academics to make their work accessible to practitioners through practical application
- Encourage practitioners (teachers and other education providers) to share good practice and innovative ideas from their work through writing articles.
- Encourage strong connections between theory, research, and practice
- Encourage and support high quality learning and teaching in outdoor and environmental contexts.



***Te Whakatika* – Editorial Issue 41**

Spring 2023.

Tuia te rangi e tū nei
Tuia te papa e takoto nei.

Join sky above
to earth below,
just as people join together.

As the sky joins to earth, so people join together. People depend on one another. (Trad.) (Grace & Grace, 2003, p.88).

In this issue of *Te Whakatika*, Amorangi Apaapa shares a pūrākau to illustrate the meaning of whakapapa in the environment. Kauri and Tohorā, the tree and the whale, were brothers who separated to live different lives. Each gives a gift to the other that ensures their descendants understand and value the connection between the two. In other articles, several authors recount how people joined together and depended on one another to develop Education Outdoors New Zealand (EONZ) and the New Zealand Association for Environmental Education (NZAEE). These brief histories remind us how people with a passion, a purpose and a vision have supported one another over time to bring together philosophy and practice in the interest of education and the environment. EONZ and NZAEE have a whakapapa that we can look to with pride as

we move from the present to the future. Seaweed and EnviroSchools demonstrate the ongoing relevance of these organisations as practices that embrace mātauranga Māori have evolved to become substantial contributors to our knowledge and understanding of how to take care of the world around us. Celia Hogan reminds us through a brief history that play, which has challenges, uncertainty and risk, can help develop the confidence, problem-solving and decision-making that tamariki need to grow and flourish through being in the outdoors. Chris North and others caution educators who make pedagogical choices that might over-emphasise ‘newness’ in their quest for outdoor learning. These authors suggest that there are more factors to consider than that instant buzz from the experience and a ‘been there done that’ attitude. A long-time champion for education outside the classroom has recently retired, a colleague tells something of Margie and her story in the narrative of outdoor education in Aotearoa New Zealand. Finally, from EONZ and NZAEE, Sophie and Becky have put together resources and professional learning activities to inspire and guide you.

This year has seen extreme weather that has dealt significant blows to many people, landscapes, plants, animals and insects. The sky has joined the earth but despite this, the resilience and strength of Kiwis have

come together to go some way towards mending the grief and loss of these events. In this issue of *Te Whakatika*, there are heart-lifting photographs of Kiwis from the past, present and future who are joined and dependent on one another in the face of learning to take care of the environment. I take heart from this work, and as spring arrives, trust the birds will sing and the flowers will bloom, knowing that despite the politics of politics, people do care.

I hope that you enjoy reading these articles. We welcome your contributions. Looking to the future, we plan on having two publications per year; one issue in the Autumn will include a range of general articles while the Spring issue will be themed. For Autumn 2024 we welcome any articles of interest for our general issue. We will notify you as soon as possible of due dates and tell you about the themed Spring issue in 2024.

Ngā mihi nui
Dr Maureen Legge

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Whakapapa and the Outdoors

Amorangi Apaapa

In te ao Māori, whakapapa is central to understanding the interconnected relationships between all tangible and intangible things. Whakapapa connects tangata ki te tangata (people to people), tangata ki ngā tūpuna (ancestors), tangata ki te taiao (environment), tangata ki te ao wairua (spiritual plane) and tangata ki ngā atua (gods). Many Māori trace their ancestry from atua in their whakapapa and these atua are regarded as ancestors with influence over various domains. To better understand our taiao, or natural environment, we must uncover the whakapapa of our taonga.

In this article, we explore one variation of the pūrākau of the Tohorā and Kauri, and how it highlights an example of the deep whakapapa within our taiao. As tāngata whenua, our

natural environment holds deep whakapapa and when we enter the outdoors be it the moana, the ngāhere ērā momo taiao/those variations of our taiao, we acknowledge our atua through karakia, mihi, and tonono. When we see our maunga we see our tupuna, when we feel our wai/waters flowing around us we feel the embrace of our tupuna that traversed te ao mārama/the world of light. Pūrākau, traditional narratives, are often used to carry whakapapa and can help us understand the relevance of interconnected relationships.

The pūrākau of the Tohorā and Kauri.

He Pūrākau tēnei...

Long ago the tohorā lived on land alongside the kauri. They were likened to brothers, e kōingo ana tohorā ki te moana. Tohorā longed for the ocean, engari ka tū te kauri ki te waonui a Tāne, but Kauri stood fast in the domain of Tāne. When Tohorā departed for the oceans of Hinemoana he asked his tuakana/older brother for his blessing, this was given, and they both shared taonga/gifts with each other. Tohorā exchanged skin with Kauri, complete with scales so that Kauri could stand tall and protected above the tree canopy, in readiness for the day when Kauri would join him in the moana. The skin of Tohorā was now smooth and streamlined except for large callosities in place of the scales he had given to Kauri. Kauri in turn gave Tohorā his oil, which would help insulate him as he traversed the ocean currents. It is said that the tohorā breach to see and be seen by their whanaunga and the land they once called home.

This is just a small snippet of one variation of pūrākau that shows the whakapapa of our taonga species, “tohorā and kauri”, and how these interconnected relationships occur naturally in our taiao.

For educators in te taiao, acknowledging the whakapapa of your surroundings, either through karakia, pūrākau, or mihi is a great next step to deepen one’s understanding of a Māori worldview and connection to the environment. When we engage with our environment, we acknowledge the presence of our tupuna and the atua, reinforcing the importance of our interconnected relationships with the natural world. Whakapapa is what anchors you to the past, present, and future. Whakapapa connects all tangible and intangible things. Through the pūrākau of Tohorā and Kauri, we can see how the whakapapa of our taonga species reveals the interdependence of our natural world and the significance of our tupuna/ancestors in shaping our understanding of our place in the world. Overall, whakapapa carves and changes your view of Te Ao Mārama/the world of light, it serves as a powerful reminder that we are all part of a greater whole, and our actions have the potential to impact not only ourselves but also future generations, others, ecology, and te taiao.

About the author

He uri a Amorangi nō te rohe o koperu me Tauranga moana.

Amorangi is a descendant from the region of Koperu and Tauranga moana. Growing up at the feet of Te kaokaoroa o Patetere, more specifically Okauia, taught him the importance of whānau, and being raised on the marae reinforced the value of whakapapa, manaaki, and whanaungatanga. Carrying these values throughout his life he achieved the New Zealand Diploma in Outdoor and Adventure Education (Multi-skilled) (Level 5), Heke reo Diploma in te reo, and Adult tertiary teaching paper (ATTP). Noticing the lack of tikanga and how tāngata whenua view te taiao in the outdoor industry, he made it a priority to change this. He went on to tutor Tikanga Māori in the outdoors for 2 years under the guidance of Shanan Miles, David Williams, and Andrew Howell. Amorangi is now in the process of finishing his Diploma in Marine Biology. He looks to further deepen his knowledge in te ao Māori and continue to make waves in the outdoor industry.

Education Outdoors New Zealand (EONZ): An annotated history

Dr Mike Boyes

By the end of 2022, EONZ has been in existence for 30 years. To commemorate the event, Mike Boyes has been working on writing an annotated history of EONZ from the time of inception and the key events beforehand. As the introduction acknowledges, the chronology: “...explicitly recognises the massive amount of largely voluntary support provided by individuals for colleagues, the profession and ultimately the children of Aotearoa in the pursuit of quality outdoor learning” (Boyes, 2022, p.1). The history draws from meeting minutes, annual reports, books and the publications *Mātauranga o Aotearoa (MOA), Journey, Out and About and Te Whakatika*. Interviews and email correspondence with key individuals also supplement it.

The work provides a fascinating ride through the history of EONZ with all of the entries supported by footnotes that acknowledge the information sources. The chronology is written in the present tense which makes each entry more engaging. The chronology has eight sections: (1) the historical events in date order; (2) executive committee members over the years; (3) a photo gallery; (4) biographies of exec members and others; (5) NZ outdoor sector awards; (6) a glossary of acronyms; and (7) an index. The chronology will be available electronically and in print through the EONZ website. In this article, Mike focuses on the swirling milieu of events that coalesced to give rise to EONZ.

The beginnings

Some would argue it all began on the 4th of August 1992, when Gerald Rawson, the Convenor of the Ministry of Education’s

Education Outside the Classroom Planning & Co-ordinating Committee, looked with satisfaction at a discussion paper he had written to establish a new umbrella educational organisation for the outdoors. The memo had been blessed by Joe Hughes, a senior secondary school inspector with national responsibility for outdoor education and physical education in the New Zealand Department of Education. The paper proposed an organisation based on the regional outdoor education teachers’ associations and included a rationale for the proposal and many elements of a potential constitution. A date was set for a foundation group meeting in September followed by the first AGM on the 3rd of December 1992. From this meeting the first Executive was elected, chaired by Wayne Putt (Otaki College). For financial and communication reasons, the initial executive was drawn from the Wellington & Manawatu regional associations.

Historical development

While this was the inaugural step, in reality, the groundwork was laid in the years prior. Pip Lynch in her book *Camping in the Curriculum* (Lynch, 2006), clearly documents the considerable amount of outdoor learning that was taking place in colonial New Zealand and in the subsequent years. It was custom and practice for teachers to employ the outdoors as a teaching and learning resource through outdoor excursions and field trips across the curriculum. In a natural progression, residential centres were established as school camps located in nature at convenient locations to meet a wide range of curriculum objectives in general and some subjects in particular. Some of these were purpose built



Rangitikei College adventure camp, Resolution Bay

with permanent staff e.g., Port Waikato (1956), Castle Hill (1965), Rotoiti Lodge (1966), Motutapu Island Outdoor Education Centre (1966), Kaitawa (1967), Tautuku Outdoor Education Centre (1969), Borland Lodge (1973), and Boyle River Lodge (1978) (Stothart, 2012). Hundreds of smaller camps owned by regional Education Boards were established by converting small country schools closed through lack of numbers. Mostly, classrooms were customised into bunkrooms, while kitchens and ablutions were expanded. The Boards also established equipment pools and gear trailers, and staffing and funding mechanisms were set up.

The school advisory service often took a lead role, particularly in running in-service courses and the production of localised resources for teachers.

Department of Education developments

At a national level, the infrastructure lagged behind the field. It was 1973 before the Kirk Labour government approved a capitation

grant per pupil to be used for equipment and maintenance. Each of the ten education boards established an advisory committee to advise on outdoor education in general and determine the spending of the capitation grant. A key breakthrough was the 1977 Johnson Report *Growing, Sharing, Learning* (see Stothart, 1993) which advocated for outdoor education as a key curriculum component and legitimated outdoor education within education. From here, an ex-principal Ruth Upchurch, was appointed to develop the Department of Education’s policy on outdoor education. Joe Hughes, a school inspector in Hamilton, was given national responsibility for Physical Education and Outdoor Education in primary and secondary schools.

Over the years the Department became more active in establishing internal Outdoor Education / Education Outside the Classroom (EOTC) standing committees, running national in-service courses, appointing field staff and producing EOTC teaching resources. From 1974 to 1978 a series of national in-service courses for teachers on outdoor and environmental education were held at Wallis House, Wellington; Lopdell House, Auckland; and Hogben House Christchurch. Their purpose was to prepare a national policy and curriculum framework for outdoor education. The subsequent report presented a scope for outdoor education, programme guidelines and guidelines for principals and teachers. This material was further developed in subsequent years and a number of influential publications ensued: (1) *EOTC Safety and Supervision* (1985); (2) *EOTC Legal Aspects* (1985); (3) *Policy Statement on EOTC* (1986); (4) *Principals Guide to EOTC* (1987); (5) *Risk Management Scheme for EOTC* (1987 & 1988) and (6) *Outdoor pursuits Guidelines for Educators* (1989).

As early as 1975 the Curriculum

Development unit of the Department of Education produced its first publication to support Outdoor Education: *Outdoor Education Recipes*. They say an army marches on its stomach! The resource included pragmatic recipes for those working in camp kitchens or outdoors, catering for large numbers of people. Further publications include (1) *Outdoor Education – Planning the school camp* (1975); (2) *Outdoor Education - Campcraft* (1979); (3) *Fitness for Living through Outdoor Education* (1980). In addition, in 1981 Hilary Chidlow privately published an outdoor education resource book for educators: *No classroom was ever like this* (Chidlow, 1981).

In terms of staffing outdoor education, from 1977 to 1982 the Department ran the Outdoor Education Supervisors scheme to train a cohort of teachers in advanced outdoor pursuits skills who would then conduct local/regional courses for teachers. Many graduates including Sam Beamish (Tautuku Outdoor Education Centre), Mike Boyes (Okato College), Peter Dale (Rotoiti Lodge), Phil Kay (Colenso High School), Barry Law (Otago Boys High School), Brian Neville (Mangakino High School), Wayne Putt (Newlands College), Sam Sampson (Tautuku Outdoor Education Centre), Eric Schusser (Dunstan High School), Brian Staite (Borland Lodge) and Arthur Sutherland (Kaiapoi High School) became influential in EONZ and the outdoors. In 1979 the Rural Education Activities Programmes (REAP) programmes were established to provide support services in rural centres lacking tertiary services. The significance here is that three REAPs had 0.5 outdoor education co-ordinators and Gerald Rawson (Borland Lodge) was appointed at the Marlborough REAP as a full-time Outdoor Education co-ordinator, primarily working for the Department of Education as a national adviser/coordinator in support of Joe Hughes.

In the early days, considerable debate

took place about an appropriate name for the field. There was concern in the Education Department that outdoor education was beginning to be conceptualised more in terms of residential and outdoor pursuits programmes. In order to embrace the full range of outdoor learning experiences across the curriculum, a change of name was needed. Earlier discussions within the Department began with the term outdoor education before outdoor/environmental education was employed. Because the latter terms were considered disparate, further developments led to *Out of Classroom Education and Education Beyond the Classroom* before the term *Education Outside the Classroom* was agreed on. This was formally announced by Bill Renwick, Director General of Education in 1980.

Teacher Education

In terms of teacher education, Philip Smithells of the University of Otago's School of Physical Education introduced outdoor education into the curriculum of the university in 1948. It was to be a number of years before Bert McConnell established outdoor education courses at the Christchurch College of Education in 1977. Later staff in Canterbury included well-known identities Ian Culpan, Cathye Haddock, Barry Law and Arthur Sutherland. By the late 1980's all Colleges of Education had outdoor education / EOTC curricula with dedicated staff members.

Youth development through adventure

There was also strong interest in the public arena in the potential of outdoor recreation pursuits to contribute to youth development. Outward Bound was established at Anakiwa in 1962 and in 1972 Graeme Dingle established the Outdoor Pursuits Centre at Tawhitakuri, adjacent to Tongariro National Park, to

run residential outdoor pursuits courses for secondary schools. A year later, the Spirit of Adventure Trust was formed by Auckland businessman Lou Fisher to provide large boat sailing programmes for youth. In the educational setting, in 1978 the Tihoi Venture



Dunedin College of Education OE group on Temple – Huxley circuit

School was established by St Paul's Collegiate School, Hamilton at the disused Tihoi timber mill at West Taupo. An 18-week residential back-to-basics outdoor programme was designed specifically for Year 10 boys.

The role of the Hillary Commission

The Department of Recreation and Sport took a keen interest in outdoor recreation and in 1973 appointed Australian Colin Abbott as a national outdoor recreation advisor. In 1978 the New Zealand Council for Recreation and Sport (NZCRS) put money and resources into setting up the Outdoor Training and Advisory Board (OTAB) which was a collaborative group of NZCRS, the Department of Education and non-government organisations such as the National Youth Council, NZ Mountain Safety Council, NZ Water Safety Council, Outward Bound, NZEI, PPTA and others. OTAB

facilitated the first national conference on outdoor education in Wellington in 1982 which was attended by 350. In a significant turn in 1985, Peter Dale the resident teacher at Rotoiti Lodge was appointed as Outdoors Manager with NZCRS which soon became the Hillary Commission for Recreation & Sport. From this position, Peter was a strong advocate for outdoor recreation and education and funding levels were never higher.

Peter employed Chris Knol as an accomplice. Together with the Hillary Commission, they were instrumental in many developments in the field at the time. In one pivotal meeting in Dec 1986, Peter outlined the need for a training and assessment scheme for outdoor leaders, preferably accompanied by a professional body to set standards and administer training. This led to the creation of the New Zealand Outdoor Instructors Association (NZOIA) and the development of an outdoor instructors qualifications scheme (such as Bush 1, Kayak 1). However, education has a wider scope than outdoor pursuits, Joe Hughes who was also present at the meeting, believed: "Education should acknowledge the responsibility for structuring its own [outdoor training and assessment] scheme" (Hughes, March 1987). Here was the beginning of the Risk Management and Training (RMTA) scheme for teachers that was to occupy considerable time and resources in the years ahead. It was also the beginning of tensions between NZOIA and EONZ with the ground and territory between the two being explored. Other accomplishments of the Hillary Commission were: the development of ASTU units of learning in night schools, the commissioning of an outdoor magazine, *Mātauranga o Aotearoa* (MOA) in 1992, the funding of outdoor education / EOTC advisors in regions and the *Kiwi Outdoors and Totally Outdoors* teaching resources.



Otago teachers cross country ski course, Cardrona ski field

Outdoor Education Teachers Associations

With programmes burgeoning and growing numbers of teachers engaging in learning in the outdoors, interest grew in establishing outdoor education associations made up of like-minded individuals. Accordingly, the Canterbury Outdoor Education Teachers Association was established in 1980 and chaired by Arthur Sutherland. A couple of years later, the Auckland Outdoor Education Teachers Association was set up in 1983 chaired by Margaret O'Connor. Others followed: Wellington Regional EOTC Committee (1990, Chair Liz Thevenard); Otago Outdoor Educators Association (1992, Chair Noel Johnson); Waikato / Bay of Plenty Outdoor Educators Association (1992, Chair Chris Green); Hawkes Bay Outdoor Education Teachers Association (1992, Chair Phil Kay); Manawatu Education Outside the Classroom Association (1992, Chair Susan Miller-Thevenard); The Aotearoa Māori Outdoor Leaders Association (Te Ao Turoa) (1993, Chair Howard Reti); Top of the South Outdoor Educators Association (1993), and Central Otago Outdoor Educators Association (1994,

Chair Craig Champion).

The final trigger was generated by Education Minister and Prime Minister David Lange in 1989 with the groundbreaking report "Tomorrows Schools." Following the report, a radical restructuring in education took place. The Department of Education became the Ministry of Education and consistent with the government's ideology of neoliberalism, the Ministry became policy rather than operationally focused and there was a devolution of curriculum development and implementation to local, regional and national curriculum-based associations. The previously internal Education Outside the Classroom Planning & Co-ordinating Committee now became an advisory and sat outside the Ministry. The ground was ready for the formation of a national association in EOTC with a strong regional network. In effect, the stage was set for Gerald to raise his pen!

EONZ today

As well as outlining the events leading to the creation of EONZ, the *EONZ Chronology* also documents the highly impressive amount of work undertaken over the last 30 years. The breadth is breathtaking, including professional development courses and resources, leadership, mentoring, conferences, regional meetings, advocacy, liaison, teaching resources, information, representation, research, qualifications, networking, collaborations, publications and expert advice. With the calibre of the present Executive, EONZ has never been in better hands!

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About the author

Dr Mike Boyes has been an Associate Professor in Outdoor Education at the School of Physical Education, University of Otago. He has published widely in outdoor education journals, made numerous conference presentations, obtained research grants and supervised a large number of postgraduate students.



Arthur Sutherland & Mike Boyes

A Brief History of the New Zealand Association for Environmental Education

Dr Chris Eames, Dr Barry Law and Dr Sally Birdsall

The New Zealand Association for Environmental Education (NZAEE) is a non-profit organisation that has been working for environmental education in New Zealand since 1984. The organisation was founded in Canterbury by a group of educators, conservationists, and researchers who believed that environmental education was essential for the protection and preservation of New Zealand's unique natural environment.

The organisation's origins can be traced back to international and local awareness about the environment in the 1960s and 1970s. There was a growing concern about the impact of human activities on the environment, leading to such events as the Save Manapouri campaign and the Pureora Forest sit-in, and a realisation that there needed to be a concerted effort to protect and conserve the country's natural resources. In 1981 the Department of Education held its first environmental education conference, 'Environmental Education Across the Curriculum', at Lopdell House in Auckland. The conference was centred around UNESCO/UNEP proposals for environmental education across the global community to become part of formal education.

NZAEE was officially established in 1984 as an incorporated society, and its mission was to promote and support environmental education in New Zealand. The early years of the organisation were focused on developing resources and training programmes for educators. The organisation developed a range of environmental education materials, including resource kits, teaching guides, and activity books. NZEE facilitated workshops for educators, which aimed to provide them

with the skills and knowledge they needed to incorporate environmental education into their teaching practice.

In the late 1980s and early 1990s, the organisation began to expand its reach beyond the formal education sector. The NZAEE established partnerships with government agencies, community groups, and businesses to promote environmental education and conservation. It also began to advocate for environmental policy and legislation, working with government agencies to ensure that environmental issues were given the attention they deserved. NZAEE held its first conference in 1987 at the Wellington College of Education, focussing on the theme of Environmental Education through Outdoor Education. This conference provided a platform for new ideas, research, discussion and workshops on how to promote environmental education alongside outdoor education initiatives. In the late 1980s NZAEE, along with other environmental groups, supported the development of the Green Ribbon Awards. The awards, which were first presented in 1990, recognised individuals, businesses, and organisations that had made significant contributions to environmental conservation and sustainability, and included a category for education. The awards were suspended in 2018 pending a review and it is unclear whether this has been conducted as yet.

Throughout the 1990s the organisation continued to expand its reach and influence by establishing regional branches throughout the country, which allowed closer engagement with local communities and organisations. The NZAEE also established a range of programmes and initiatives aimed at

promoting environmental education and conservation, specifically in teacher education. The key purpose was to ensure environmental education was part of the national school curriculum, part of teacher education, conservation education and local Government education programmes.

During the decade 1990-2000, NZAEE members were becoming aware of international activity in promoting environmental education across the Asia Pacific region. NZAEE, along with other organisations, was involved in selecting a number of individuals to attend UNESCO international seminars in the Asia Pacific region. Participation in these seminars helped clarify and refine NZAEE's goals, and highlight opportunities, issues and next steps for the organisation. As a result, NZAEE was invited to a number of meetings held in New Zealand by both Government and non-government agencies (1993-1998) to discuss initiatives in Environmental Education and the newly emerging focus on Education for Sustainability.

During the early meetings, NZAEE advocated strongly for national guidelines for Environmental Education. In 1995 the Ministry of Education finally decided to develop guidelines for teachers. Contract writers from the Wellington College of Education were employed and the development of the guidelines commenced. NZAEE was engaged in reviewing data and information to help form early drafts of these guidelines (1995-96). After a great deal of consultation, the Ministry of Education published the Guidelines for Environmental Education for New Zealand Schools in 1999 (Ministry of Education, 1999). There was a sense of joy for NZAEE members who had promoted and advocated for the guidelines for a number of years.

In 1999-2001 the Ministry of Education provided funding for a two-year national professional development programme for

teachers and teacher educators. NZAEE regional branches around the country were engaged to help organise and promote the Guidelines teacher professional development programme. This was a significant step towards promoting opportunities for the integration of environmental education into the curriculum. In the late 1990s and into the 2000s, three significant events took place. The first was NZAEE's active support of a fledgling Enviroschools Programme. Born out of a pilot with three schools and supported by Hamilton City Council and the University of Waikato, NZAEE provided an umbrella for the establishment of the programme through 2002 and 2003. This enabled Enviroschools to develop their structures and seek funding. The Enviroschools Programme created a unique bi-cultural framework to help teachers and their learners co-design environmental projects in their schools (Enviroschools, 2023). The support of Enviroschools is one of NZAEE's most significant achievements, playing a part in enabling the Programme to grow to become a very important contributor to environmental education in Aotearoa New Zealand. (See article on Enviroschools in this issue.)

The second step was NZAEE's support for a National Education for Sustainability (EFS) in-service team. The Ministry of Education provided funds for the establishment of the team to support teachers in schools by promoting and implementing the recommendations that emerged out of the *Guidelines for Environmental Education workshops* (2001-2) and later *See Change* (see below). The team started in 2002 and grew in number until its conclusion in 2009 and was effective in helping to raise the profile of education for sustainability and achieving NZAEE key goals: to agitate for change and to get environmental education implemented and integrated more frequently into schools.



NZAEE, 2012 Wellington Conference

During this period, NZAEE's collaboration with Enviroschools and the National EfS team was highly significant in promoting education for sustainability at both regional and national levels. This partnership was significant during the 2000s with all three organisations attending meetings together with Government and non-governmental organisations to ensure outcomes for environmental education in the formal sector.

The third significant step was NZAEE's engagement with the Parliamentary Commissioner for the Environment's Office in advocating for a review of Environmental Education and Education for Sustainability across the country. This resulted in the publication of *See Change: Learning and education for sustainability* in 2004 (Parliamentary Commissioner for the Environment, 2004). The document was a 'think piece' to raise the debate about education for sustainability to help stimulate effective action for people to live in more sustainable ways. The call was for "education in

its broadest sense to bring about a sea change (a transformation) for the better" (p. 130). The document gained international credibility very quickly because it was one of the very first reviews, within a country, to raise issues and opportunities on the implementation of education for sustainability across all sectors of the community. A significant achievement for NZAEE has been the development and support of 'Seaweek', which long-standing NZAEE member and Seaweek advocate, Pam Crisp, describes in her article in this issue

A further stimulus to the work of NZAEE was the establishment of biennial national conferences, beginning in 2002 in Hamilton, Christchurch in 2004, Auckland in 2006, Dunedin in 2008, Hawkes Bay in 2010, Hamilton in 2012, Christchurch in 2014, Auckland in 2016, and Wellington in 2018. The Covid disruption forced a hiatus until 2022 when a hybrid event reinvigorated its conferencing. These events have provided crucial opportunities to meet like-minded colleagues, offer support and learn from

each other. They have reflected the NZAEE membership base as an incredible mix of teachers, non-government and government providers, and researchers. They have attracted internationally renowned researchers and advocates such as Stephen Sterling, Sir Jonathan Porritt and Bjarne Jensen, as well as grassroots educators and passionate individuals.

Through the late 2010s, NZAEE experienced what many volunteer-led organisations did – a contraction of activities due to time pressures on leadership and a sense that the organisation was not gaining traction. A lack of activities and traction naturally led to a decline in membership. Despite this, we played a major role in the writing of *vtauranga*

Whakauka Taiao/ Environmental Education for Sustainability Mahere Rautaki/Strategy and Action Plan 2017-2021 (Department of Conservation, 2017). This piece of work saw a longed-for collaboration between the Ministry of Education, the Ministry for the Environment and the Department of Conservation, with the latter organisation taking the lead. The

Action Plan had clear objectives to celebrate the success that was already happening, strengthen networks, build capability, and foster and monitor the progress of the Plan.

Since its launch in July 2017, NZAEE has championed the Action Plan and worked hard to achieve its objectives, a commitment that the three Government entities who were



EEfS Strategy Cover

original parties to the Plan have found hard to match in other ways. A key reason that NZAEE has been able to play this role was the securing of Network of Expertise funding in early 2021. This significant funding enabled the organisation to employ a part-time executive officer for three years. Suddenly, NZAEE was able to gain traction!

A new strategy was formulated and a major website re-development project began. This project was supported by hiring a content curator whose work alongside a member studying for her doctorate allowed NZAEE to catalogue hundreds of environmental education providers and showcase their work (New Zealand Association for Environmental Education, 2023). The organisation was able to refocus its energy on enacting the Government's Action Plan by strengthening networks in regions, building capacity through regular national webinars and hosting the 2022 conference. It has also enabled a sharpening of focus on advocacy, which has led to numerous submissions regarding the importance of including environmental education in policy, and NZAEE taking a prominent role in developing climate change education.

So what is the future of NZAEE? There is little doubt that its work is needed more than ever. Crises in climate and biodiversity are both warnings and symptoms of a human species putting immense pressure on the planet. A different set of knowledge, skills and dispositions to act will be required to overcome these major challenges and it is imperative that all peoples, from their early years through schooling, further study and throughout communities, be given the opportunity to contribute positively to their futures. Through environmental education, NZAEE has a key role to play in creating these opportunities. Whilst funding and traction may be forever uncertain for an organisation like NZAEE, the need for its work is indisputable.

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Seaweek – Kaupapa Moana – celebrating our connections with the sea

Pam Crisp

Beginnings...

For over thirty years Kiwis of all ages have celebrated Seaweek – a national week of marine education and engagement in, about and for the sea. The New Zealand Association of Environmental Education (NZAEE) has played a major part in its evolution over that time and it is one of the most significant achievements of the organisation.

Seaweek originated in Australia in 1987 when a group of enthusiastic young marine scientists and environmental educators set up the Marine Education Society of Australasia (MESA), launching Seaweek with a marine-themed art competition. Following their lead, in 1992 a group of marine enthusiasts set up the Marine Education Society of Aotearoa (MESA). Our first Seaweek took place in November of that year, organised by MESA founding president Sally Carson and vice president Denis Page.

Savvy people, stakeholder support and several Lotteries grants put Seaweek onto a firm footing. However, by 1999 the Marine Education Society of Aotearoa had run out of steam, it was disestablished and negotiated transferring custodianship of Seaweek to NZAEE with the support of the NZAEE national executive. Across the Tasman, the Marine Education Society of Australasia carried on until 2014 when it took the strategic step of uniting with The Australian Association for Environmental Education (AAEE), morphing into the AAEE Marine & Coastal Special Interest Group, which continues to lead Seaweek.

Growing uptake...

From its outset in Aotearoa New Zealand, Seaweek provided a niche for groups, agencies, scientists and educators to showcase their work in the marine and coastal environments.

Under NZAEE's leadership, it continued to receive good stakeholder support, with sponsorship from the Department of Conservation, Ministry of Fisheries, Seafood Industry Council, Sir Peter Blake Trust, NZ Coastal Society and several regional councils covering the basic running costs, and a network of volunteer regional coordinators generating plenty of activity around the country. But there were gaps in its reach, especially in the Auckland region.

A significant shift came in 2009 when NZAEE's Northern Branch chair and executive committee member, Sioux Campbell, secured funding from the ASB Community Trust (later Foundation North) for a Seaweek coordinator for the Auckland region, and additional funding support for the Northland region. As is often the case in the environmental sector, the establishment of a funded coordinator position provided the impetus for growth. In 2010, freshwater scientist and environmentalist Dr Mels Barton was appointed Auckland and national Seaweek co-ordinator - a position she was to hold for the next nine years. Seaweek's growth over that time was stellar, particularly in the Auckland region, which witnessed a year-on-year increase in the number of events on offer, and the numbers and diversity of people taking part.

For several years, The New Zealand Herald's Weekend Edition featured a two-page spread advertising the full programme of Seaweek events in the Auckland region –



Sea week 2019 Experiencing Marine Reserves (PC)

at no cost to NZAEE. Collaborative partnerships with the Hauraki Gulf Forum and the New Zealand Marine Studies Centre contributed to the growing engagement by schools. New Zealand Marine Studies Centre director, Dr Sally Carson, set out to engage schools and communities more by monitoring their shorelines through the popular Marine Metre Squared (Mm2) project. Noticing less participation by Auckland schools, NZAEE partnered with the New Zealand Marine Studies Centre to set up the Hauraki Gulf Monitoring Project, applying the Mm2 methodology in the Tikapa Moana Hauraki Gulf.

Across the country, Seaweek activities ranging from LEARNZ virtual field trips

to guided snorkelling and kayaking trips, Mm2 shoreline surveys, beach clean-ups, birdwatching, projects to protect and restore biodiversity, open days, competitions, discussion forums and films provide something for everyone.

Changes...

In May 2019, Dr Mels Barton announced her resignation as NZAEE Seaweek and Hauraki Gulf Monitoring Project coordinator. The announcement caused some consternation, but with it came the realisation that Seaweek had outgrown NZAEE's capacity to continue managing it. It was time for a change. Following Mels' resignation, NZAEE called for expressions of interest for suitably qualified

people to complete the 2019 Hauraki Gulf Monitoring Project delivery and start preparing for Seaweek 2020. The Sir Peter Blake Marine Education and Recreation Centre (MERC) enthusiastically prepared for Seaweek in 2020, while education for sustainability consultant Shanthie Walker was appointed to complete the 2019 Hauraki Gulf Monitoring Project.

Then came the COVID-19 pandemic, followed by a long period of experimentation, discussion and transition, concluding with the custodianship of Seaweek being transferred to MERC, and coordination of the Hauraki Gulf Monitoring Project returning to NZ Marine Studies Director, Dr Sally Carson.

Looking ahead...

Already we are seeing changes with Seaweek that will carry the mahi forward – including a much stronger focus on recreation as a gateway to learning and future engagement; a programme with South Auckland schools delivered in a Māori cultural context; and a digital presence year-round, including a series of marine-themed webinars sponsored by the New Zealand National Commission for UNESCO. We are confident that the Hauraki Gulf Monitoring Project – awarded a National Biosecurity Award in 2020 for the discovery by a group of students of the invasive Mediterranean fan worm at one of their survey sites – will go from strength to strength as our seas continue to warm, rise and acidify, underscoring the important role schools and communities can play in monitoring their coastline and protecting marine biodiversity.

About the author

Pam Crisp Seaweek Liaison, NZAEE

Pam is a past Chairperson and long-time Executive member of NZAEE. She was also an education leader at the Department of Conservation. Over many years, she has been a passionate supporter and manager of Seaweek alongside former NZAEE Executive member Sioux Campbell. Pam has put countless hours of energy into ensuring Seaweek is the success it is today.



Hauraki Gulf Monitoring Project, Wentworth School, Okoromai Bay, Shakespear Regional Park, 2020. (PC)



Risky Play (CH)

Play it Safe or Play to Learn? Why Risky Play should be embraced in Schools

Celia Hogan

The concept of risky play is not a new one and has been a part of human experiences since our ancestors first walked the earth. The thrill of adventure and the desire to push boundaries have consistently been ingrained in our DNA. But how has the concept of risky play evolved, how has it been perceived and understood throughout history, why is it emerging now, and what are the barriers that prevent schools from embracing risky play? Buckle up and get ready to leap into the world of risky play.

What is risky play?

Before we delve into the history of risky play let's start with what risky play is and what it

is not. Risky play can be defined as 'thrilling and exciting forms of physical play that involve uncertainty and a risk of physical injury' (Sandseter et al., 2022, p. 3). It may include activities such as climbing, playing with fire, and real tools, and jumping from heights. However, there is a difference between risky play and reckless or dangerous play. Reckless play is play with the potential for significant harm, it is dangerous, and there is no positive learning experience.

To help differentiate between reckless and risky play it is important to understand learning injuries and life-altering injuries. Learning injuries are cuts, bruises, grazes, bumps and even a simple broken bone. These are a normal

part of children's play and should be expected. A life-altering injury is where there is potential for significant harm, for example, loss of a limb, head injury, strangulation or drowning. Risky play is a type of play that has positive outcomes and where learning and growing take place.

History of risky play

Risky play was probably not called risky play back in the day but can be traced back to ancient times when physical prowess and courage were a matter of pride and essential for survival. Gladiatorial games were popular entertainment in ancient Rome, where participants would fight to the death or until one party surrendered. The Greeks also had their share of risky games, with bull-leaping being a popular sport that involved physically trained athletes jumping over a bull's back (Coakley et al., 2009). Children were not usually involved in these 'extreme' sports but would have been observers. Looking for challenging and slightly fearful activities has been observed not only in humans but also in juvenile mammals and some birds to explore emotions of thrill and excitement. Thomas(1998) cited in (Sandseter et al., 2022) suggests that an evolutionary function of rough-and-tumble play, along with competitive physical and social skills, could serve as a self-assessment of an individual's skills and ability to deal with uncertainty for survival.

The very first playground was introduced in England in 1859. As motor vehicles started to boom in the mid-20th century children's play, in towns and cities, had to move from being mostly on the streets to playgrounds. These playground apparatus were often made of metal and had fewer safety features than modern-day playgrounds. However, while the older designs allowed children to develop their sense of balance, coordination, and agility they also came with some very real risks. The dangers of unprotected playgrounds had many parents concerned about their children's safety, leading

to the introduction of safety standards.

In the 1960s and 1970s, risky play came under scrutiny, as parents and educators began to advocate for safer playgrounds. As a result, playgrounds were redesigned and the first playground safety standards were introduced in Aotearoa in 1986. The idea of providing a safe and protective environment for children became a top priority and parents started to rely on more sedentary activities like television as a form of entertainment for their children. However, this mindset started to change in the 1990s and early 2000s. Adventure parks and extreme sports began to gain popularity, as the concept of risk broadened from being associated with negative outcomes to becoming more about uncertainties. Research started to back this thinking with studies showing that risky play can help children build self-confidence, develop their decision-making and problem-solving skills, and improve their mental and physical flexibility (Sandseter et al., 2022). Parents started to recognise the benefits of exposing their children to risky play.



Risky Play (CH)

In Māori culture, ngā taonga tākaro (traditional Māori games) were developed if a physical, social, or psychological skill was thought necessary for tribal resilience (Brown, 2016). During some of these tākaro children were exposed to risks from a young age. For example, walking and balancing across logs that were high off the ground developed courage and confidence. Play was a key way in which children learned to manage risk and develop their physical and mental capabilities. Parents and elders encouraged children to take calculated risks, knowing that experiences of failure and success were important for their growth and development and would contribute to the skills that the tribe needed to stay resilient. This constant exposure to risk was not seen as a negative, but rather a natural way of life that allowed them to push their physical and mental limits. Mātauranga Māori traditional play practice allowed tamariki to develop resilience and self-reliance, essential skills for navigating life's challenges.



Risky Play (CH)

The concept of risky play is becoming increasingly popular and more widely accepted in modern Aotearoa, due to the understanding of the developmental benefits it provides and has provided for tamariki over the centuries. Organisations like the *Little Kiwis Nature*

Play (<https://littlekiwisnatureplay.com>), and Nature Education Aotearoa (<https://www.natureeducationaotearoa.org>) have started advocating for the importance of risky play in a child's development and educational settings. The Nature Education and Forest School (<https://forestschoollassociation.org/what-is-forest-school>) movement encourages getting children into nature, providing them with opportunities to explore and take risks in a natural setting.

Barriers to risky play for schools

While we are seeing a resurgence in risky play, some schools tend to restrict children's play, fearing that it might cause injuries or harm to children. When considering risky play we need to be weighing up the risks and the benefits rather than just focusing on the barriers. The barriers that prevent schools from embracing risky play can include a lack of understanding of the benefits of risky play and not knowing how developmentally important it is; a fear of health and safety legislation and being liable if someone gets injured; and in some cases a lack of resources to support risky and outdoor play.

How to start addressing the barriers

Overcoming these barriers requires a shift in mindset and a greater understanding of how important risky play is for brain development. Rather than asking what could go wrong, we need to be asking 'What is the impact on our children if we don't allow this kind of play?' By not allowing risky play we remove key opportunities to develop problem-solving and decision-making skills, build confidence and resilience, and develop coping strategies for dealing with stress. Embracing risky play in a school environment requires investment in supporting staff to:

- Gain knowledge on how this kind of play supports children's overall development and learning, thus helping build resilient tamariki.
- Understand how to facilitate and supervise risky play safely while ensuring good practice
- Understand their policies and procedures and that the legislation is not there to stop risky play but to ensure that it happens safely

The concept of risky play has been a part of the human experience for centuries, and it has evolved over time. While parents and educators once prioritised safety over adventure, the benefits of risky play, including increased self-confidence and problem-solving skills, are now recognised. Schools may shy away from risky play due to safety concerns, but it is essential to remember that learning injuries are a normal part of play, and schools can support children's physical and emotional well-being by embracing risky play. By investing in staff training and support, schools can embrace a safe and enriching environment for children to develop resilience and self-reliance.

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Celia Hogan, Founder of Little Kiwis Nature Play is a Nature Education Specialist, Education Consultant, Coach and Speaker. She is passionate about connecting children to nature and is a strong advocate for nature play, risky play and improving mental health and well-being through nature. Celia is currently the co-chair for EONZ, Chair for Nature Education Aotearoa and an advisor for ECE Reform.

Enviroschools: Connection and change through intergenerational learning and action

Dr Robyn Zink

“Our children are driving their own learning and understanding their connections to our environment. They have definitely developed a strong sense of kaitiakitanga in caring for the ngahere they have planted.” Quote from a teacher¹ (Wypych & Field, 2021)

“Enviroschools is a journey of investigation, experimentation, action, and reflection to become part of a sustainable community. At each level knowledge and experience and practice increases in depth and breadth.” (Toimata Foundation, 2020, p. 25).

Introduction

The seed of an idea that has become Enviroschools emerged in 1993 in Waikato, in response to the call from the 1992 Rio Earth Summit, to “think globally and act locally”. Three Hamilton primary schools trialled a number of projects to explore how to integrate Environmental Education into school life. This was initiated by members of the Hamilton Community Environmental Programme and supported by the Hamilton City Council, Environment Waikato and the University of Waikato. This was a time of experimentation and trialling mapping techniques, experiential activities, and student-centred decision-making tools to support young people to think globally and act locally. Recognising the importance of integrating Māori perspectives led to a relationship with Te Mauri Tau – a Māori educational, environmental and health organisation based in Whaingaroa/Raglan. Through this core partnership came the development of the first Enviroschools Kit (Enviroschools, 2023a).

Funding from the Ministry for the Environment in 2001 enabled Enviroschools to grow into a national programme which now supports over 1500 Early Childhood Centres

(ECE), primary and intermediate schools, and high schools. Enviroschools connects with over 357,800 tamariki and students and supports 15,700 teachers and other staff. There are 150 Enviroschools Regional Coordinators and facilitators across the country working alongside ECEs, schools and the wider community (Enviroschools, 2023a). “The support of our facilitator is critical” (Teacher², Enviroschools, 2017).

In 2004, founding partner Te Mauri Tau led the development of what is now called Te Aho Tū Roa. This is a programme in Te Reo Māori working with kōhanga / puna reo, kura, wharekura, and communities that embrace Māori culture, language and wisdom. Te Aho Tū Roa works predominantly across Te Ika-a-Māui and is still in the development phase (Toimata, 2023a). The Toimata Foundation emerged from what was then the Enviroschools Foundation in 2015. Toimata holds the vision for both Enviroschools and Te Aho Tū Roa aiming to increase the capacity of both programmes, increase support for post-school youth, further embrace and embed Māori knowledge, wisdom, and values, broaden partnerships, and continue to grow a caring organisation (Toimata, 2023b).

¹The 2021 on-line survey of Enviroschools stakeholders undertaken by Dovetail explores the value of Enviroschools and future directions of the programme. Principals, Boards of Trustees, teachers, parents and council staff were invited to complete this survey.

²In 2017 Enviroschools undertook a nationwide census of all Enviroschools to gauge the range and depth of sustainability activities Enviroschools are undertaking. All of the quotes from the 2017 census are from teachers. The page numbers are not available.



Learning about soil (RZ)

“It’s [Enviroschools] valuable because it involves children learning about how they have the power to make a difference. I have loved the support from Enviroschools hui, cluster meetings and workshops”. (Enviroschools, 2017).

Enviroschools Kaupapa, vision and pedagogy

The Enviroschools Kaupapa is about creating a healthy, peaceful, sustainable world through learning and taking action together (Enviroschools, 2023b). Enviroschools is a long-term, holistic journey guided by the Kaupapa, to learn and work together, across generations, creating positive action and

change connected to te taiao. This looks quite different across the motu and even between neighbouring schools and communities as the starting point for learning and action is investigating where the school and community have come from and what they know now. This process helps the school build a connection to their local environment and community and an understanding of how their unique histories and inter-relationships have shaped the current situation. Ākonga have an “*authentic context in the environment in which we live*” (Enviroschools, 2017).

The learning and connections that develop through this process of investigation provide a strong foundation for asking how else things could be in their school and community and

what actions Tamariki or Rangatahi can take to create positive change on issues they are passionate about. *“It prepares them [ākonga] for the world they are living in, enabling them to make ethical decisions in their life and work”* (Enviroschools, 2017). There are five guiding principles for Enviroschools that provide a strong framework for developing learning programmes responsive to the diverse interests and needs of a learning community and build community capacity to take local action on what is locally important and culturally relevant. These are:

- **Empowered Students** (cognisant that we are all students/ learners/ ākonga/ tamariki/ students /young people/ teachers/ kaiako/ whānau)
- **Sustainable Communities** (health and vitality of our whole environment)
- **Learning for sustainability** (action focused holistic learning)
- **Māori Perspectives** (Te Ao Māori, mātauranga Māori)
- **Respect for the Diversity of People and Cultures** (fair, peaceful, cooperative, inclusive)

(Enviroschools, 2023b)

A teacher described the relationship between the guiding principles and the curriculum as:

“...present[ing] values that sit alongside our school and curriculum values. They are complimentary. The programme gives us structure for the many activities we undertake as part of our school tikanga” (Enviroschools, 2017).

Schools and communities take many practical actions to create more sustainable and resilient communities. This can include growing, cooking and sharing kai; identifying changes schools, families and communities can make to reduce the amount of waste they generate; enhancing biodiversity in school grounds and

community spaces by finding out what lives in these spaces, what the environment would have looked like before people arrived, taking actions to reduce plant and animal pests, propagating and planting native plants; actions to look after the waterways; learning about how we use energy and changes we can make to treat energy with respect; and looking at how buildings shape how we interact with nature (Enviroschools, 2023c).

“The [Enviroschools] resources help incorporate sustainability in all subjects. The Enviroschools facilitators [who] come and support the school with programmes, ideas and contacts” (Enviroschools, 2017) were highly valued.

The Enviroschool Kaupapa and Guiding Principles invite an understanding of less tangible elements of creating a healthy, peaceful, and sustainable world. The holistic approach of Enviroschools makes the ways in which everything is interconnected, te taiao and people, more visible. The acknowledgement of and integration of Māori perspectives honour the status of tangata whenua in this land and the value of indigenous knowledge and wisdom in enriching and guiding learning and action. Respecting the diversity of people and cultures acknowledges the unique gifts, contributions and perspectives of individuals and groups, reinforcing the value of participatory decision-making and collaborative action (Enviroschools, 2023b).

Thea DePetris (2023) reminds us that “our problems are as much philosophical ones as they are scientific, technological, political, and economic ones. Unless we prioritise and address the philosophical root causes of our socio-ecological issues, technology and science are mere ‘band-aid’ solutions to our problems” (p. 16). Core to the root cause of socio-ecological issues is the human disconnect from the environment and from each other.

Enviroschool’s Kaupapa, a holistic and long-term pedagogical approach, addresses interconnected issues and connects solutions with root causes (Education Gazette, 2022). A parent observed that *“I just love how empowered my daughter is to make good decisions for the environment”* based on her experiences at an Enviroschool. (Wypych & Field, 2021). Enviroschools, has from the outset, been values based. As Enviroschools has evolved over the last 30 years, the Kaupapa and Guiding Principles have remained the touchstones shaping relationships with schools and communities, the pedagogical approach, and resources used by Enviroschools facilitators.

Enviroschools’ place in the wider education eco-system

Education is seen as crucial to equipping us to thrive in the ever more complex times we live in due to the changing climate, biodiversity loss, the ongoing effects of the COVID 19 pandemic, economic pressures and increasing levels of inequality. The value of real-life, participatory and action orientated education has been identified as being necessary for education that will equip not only young people but the community, to develop the knowledge, skills and dispositions required to meet the challenges of today and the future. Bolstad et al (2012, p. 3-5) highlight the following attributes needed for future-orientated teaching and learning in Aotearoa:

- Personalised learning that meets the needs of students,
- Diversity recognised as a strength and developing the skills to work with a diversity of ideas,
- Developing capabilities to work with knowledge,
- Teachers and students need to work together in knowledge building,



Students take a close look at the creatures that live in the stream (RZ)

- Schools more connected with the community.

Research in Environmental Education and Education for Sustainability also consistently points to the need for education that draws on real-life contexts, that are participatory and action orientated (DePetris, 2023), which aligns with the type of education that will equip people across generations to create a better place. Te Mātaiaho, the curriculum refresh currently underway, and the focus on local curriculum, aim to make learning more responsive to the needs of ākonga as they deepen their understanding of the big ideas (understand) as they explore the context (know) using critical practices (do) (Ministry of Education, 2023).

In their 2012 report, Bolstad et. al stated that;

Progress towards the audacious, amorphous, and long-term goal of making the world a better place through education is only achievable if there is system-wide capacity and capability. Educational organisations alone simply do not have all the ‘in-house’ resources necessary for identifying and integrating real-life, place-based learning contexts (cited in DePetris, 2023, p. 8).

The facilitated support provided to schools by Enviroschools supports teachers to integrate real-life, place-based learning into their curriculum and actions. One of the themes that emerged from the 2017 Enviroschools census is encapsulated in this comment from a teacher: [Enviroschools] brings a perspective which isn't strongly presented in the NZ curriculum, along with passionate advocates (Enviroschools, 2017).



Exploring building with natural materials (RZ)

Enviroschool's facilitators, the passionate advocates, work alongside schools, supporting schools to meet the needs of their ākongā, staff and communities. Strong relationships with teachers are key to enabling schools to continue their work creating a sustainable community and deepening their practices.

The following reflects many of the comments from teachers when asked what they see makes Enviroschools work in their schools; Amazing having the support of a local facilitator and working with other groups in our community (Enviroschools, 2017).

Enviroschool's values in the changing education and socio-cultural context of Aotearoa

It is vital that students learn about sustainability and sustainable practices as we are moving toward a very different future. Teachers need sustained support in this undertaking, through professional development, resources, ideas, providing focus and strategies. Also, lending authority to actions. (Enviroschools 2017 census)

Readers of this journal will be all too aware of the many shifts and changes that have occurred in the educational landscape in Aotearoa over the last 30 years; the increasingly crowded curriculum, the complex learning needs of many young people, and the political shifts and changes in curriculum and assessment. While the principles of the New Zealand Curriculum include sustainability, the inclusion of sustainability in a school's policies, practices, learning and place still tends to occur on an ad hoc basis and is reliant on the interests and passions of school leaders and staff (Bolstad, 2020).

The Enviroschools Kaupapa and values have enabled the organisation and facilitators to continue to provide support to ECE and schools through this changing landscape. As the starting point is always identifying the current situation for a school, the staff, ākongā and the facilitator can find ways to keep the aho / thread of creating a healthy, peaceful and sustainable world going even when schools are facing upheaval and disruption.

Connecting to Communities

Enviroschools brings an *awareness of what possibilities exist in our community* (Enviroschools, 2017). Connecting schools with communities create opportunities for the inter-generational learning and action that is needed for the audacious and amorphous goal of making the world a better place through education. A key role of Enviroschool's regional coordinators and facilitators is developing strong relationships in their communities so schools can draw on the expertise and strengths within the community and ākongā can participate in meaningful ways in the community to bring about change. This work contributes to nurturing a vibrant ecosystem across schools and communities that is enabling intergenerational learning and action. The majority of regional coordinators and facilitators are funded by Regional, District and City councils; organisations that are focused on their local environment and ensuring that the communities they work with are vibrant and resilient. Enviroschool's facilitators can draw on the expertise and resources of councils to support schools in creating authentic, place-based contexts for learning and action. And as this council manager suggests, councils benefit from the holistic approach Enviroschools takes to creating change.

We really value having the Enviroschools team with us in our offices. The expertise that they have across a range of areas - connecting with schools and young people, facilitation, and relationships with mana whenua are skills that many of the other staff draw on (Wypych, & Field, 2021).

Examples of community and intergenerational collaborations from across the motu include:

1. Creating sustainable communities through kai [https://enviroschools.org.nz/creating-change/stories/enviroschools-](https://enviroschools.org.nz/creating-change/stories/enviroschools-sustainable-communities-through-kai-growth-and-relevance-10-years-on/)

[sustainable-communities-through-kai-growth-and-relevance-10-years-on/;](https://enviroschools.org.nz/creating-change/stories/enviroschools-sustainable-communities-through-kai-growth-and-relevance-10-years-on/)

2. Working toward a whole community compost system on Waiheke Island <https://enviroschools.org.nz/creating-change/stories/community-composting-system-a-natural-choice-for-waiheke-students/>

3. Renwick Kindergarten's community work to create a green space for everyone <https://enviroschools.org.nz/creating-change/stories/renwick-kindergarten-enviroschools-journey-with-rousehill-reserve>



Trinity College Students (RZ)

Conclusion

Enviroschools is a nationwide movement for positive environmental change. Facilitators work alongside schools and communities to identify issues they are passionate about, supporting change in curriculum, school policies and practices, the school environment, and across the wider community. The values inherent in the Kaupapa and the guiding principles, and the processes and pedagogy that underpin Enviroschools enable facilitators, teachers and ākongā to think globally and act locally. Working alongside schools with a Kaupapa that has such strong values enables the focus on positive change while

schools navigate complex and ever-changing environments.

The holistic and long-term approach taken by Enviroschools prioritises understanding how everything is connected and interdependent and builds the capability and capacity of ākongas, schools and communities to work toward positive change. Through connecting schools more strongly to their communities, Enviroschools is supporting intergenerational, real-life, and place-based learning key to education that equips us all to thrive.

N. B. Please note following the references is an example case study of Enviroschools in action.

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Case study: What goes on camp, doesn't stay on camp

Shotover Primary School ākongas were concerned about the amount of waste they produce at their school. Nicky, their Enviroschools facilitator, helped the students explore the concepts of waste as a modern human product, how current waste management creates problems and then got them thinking about designing for zero waste. This got ākongas thinking about how they could take the waste reduction ideas and practices they have at school into their camp environment. They decided that having beeswax wraps for packaging camp lunches would reduce waste, so set about making some. At camp, ākongas collected their food scraps into buckets, weighed them and took these to a pig farm. All the other waste was taken back to school for auditing. This was recorded to provide a baseline from which to improve and to compare with next year's camp waste. Ākongas then looked at the landfill waste and came up with ideas to reduce waste next time. Some ideas were to buy different brands that are packaged in cardboard or glass rather than plastic and to buy in bulk to reduce packaging. After this "post-camp" discussion, their Enviroschools facilitator, Nicky, helped them create a "Tips to Reduce Camp Waste" sheet to share with the whole school and other schools in their area.

<https://enviroschools.org.nz/creating-change/stories/the-waste-that-goes-on-camp-doesnt-stay-on-camp/>

About the author

Dr Robyn Zink lives in Ōtepoti and has been the Ōtakau Enviroschools Regional Coordinator since 2016. Robyn has been involved in Outdoor and Environmental Education for a number of decades. Being part of the Enviroschools whanau has connected much of the abstract and academic work Robyn has done around interdependence and relationality to local contexts and how ākongas and teachers bring these concepts to life. Robyn is currently the chair of NZAEE. Robyn would like to thank the national Enviroschools team for help with writing this article and for creating such an enduring programme.

The importance of 'newness' in Education Outside the Classroom

Dr Chris North, Dr Allen Hill, Marg Cosgriff, Dr Dave Irwin, Sophie Watson and Dr Mike Boyes

Introduction:

In modern society, we have a fascination with novelty and newness. This can be seen in consumerism and is also linked to our growing use of social media. It is no surprise that in a comprehensive national study of Education Outside the Classroom (EOTC), Hill et al., (2022) showed how much students, teachers, and school leaders focused on the importance of newness. When we analysed the data from this study, we were able to go deeply into what newness means in EOTC, for the student and staff experience. This material was published earlier this year (see North et al., 2022) and the present paper presents the key outcomes.

First some definitions: EOTC and newness

EOTC can take place on "school grounds, in the local community, or in regions further afield, including overseas" (Ministry of Education, 2016, p.1). EOTC can be used for any curriculum area and is often used for integrated learning across the curriculum (Hill et al., 2020). The definition of EOTC is very broad and does not even require moving beyond the school grounds.

Newness is used in education in a similar way to concepts like novelty, unfamiliarity, strangeness, uncertainty, and emergence. This idea of novelty and freshness often contrasts with classroom experiences and creates a sense of the unexpected, of uniqueness, or "a threshold of unfamiliarity" (Ingman, 2019, p. 69). d'Agnese (2020) sees newness as symbolising untapped possibilities which make learning and life meaningful and argues that opportunities for students to have experiences

that surprise and engage them are being squeezed out by the neoliberal focus on control, standardisation and efficiency. Essentially, newness describes learning experiences that are not routine and which are beyond a student's regular or everyday experiences. EOTC provides students with high levels of newness because it brings together subjects, new learning environments and often different approaches to teaching. EOTC takes students beyond their known horizons both geographically and experientially, and students can discover new things about themselves.

Some researchers have warned that too much newness can be overwhelming and actually stops students from learning effectively because they are distracted and sometimes even scared of the new situations (Reed & Smith, 2020). Others think that newness in education can become a form of consumerism because "an insatiable desire for the new permeates contemporary consumer culture" (Coskuner-Balli & Sandikci, 2014, p. 122). In these consumer experiences, the newness gets used up as soon as the consumer becomes familiar with the product. Some EOTC experiences have been linked to consumerism where learning becomes fast and exciting at the expense of deeper learning (Beames & Brown, 2014; Loynes, 2013). Having looked at some of the ways newness has been defined and theorised, we now turn to what we found. Note that the methods and participants are covered in the executive summary overview of this issue.

The themes

Looking through the data from the national survey and interviews with teachers and students gathered for the EOTC report (Hill et al., 2022), we identified three key themes: (1) What newness means; (2) the relationship between newness and learning; and (3) the downsides to newness.

What newness means

You can learn about other things and look at different animals while we are going on trips. We can meet new people... study about new things. (Primary Student Focus Group)

This student's comment shows that newness in EOTC can be experienced through different places, contexts, people, and the focus of the learning. The strongest areas involved thinking about EOTC as different from routines "it's not a dull every day, same thing" (Student Focus Group) and one teacher felt that:

School camps give our students experiences that they will most likely never get in their life is a reason we continue to break down all the barriers [to EOTC]. (Principal/EOTC Coordinator Questionnaire Response)

In talking about camp experiences as something students "will most likely never get", this teacher suggested new experiences were an important motivator for providing EOTC. Exposing students to perspectives from a range of world views was also worthwhile:

It's a different place and it's something they can talk about with their friends or their family. It opens their eyes to another world view. And it's something that they will remember. (External provider, Interview)

Students in this study linked new experiences in EOTC with high levels of engagement:

The fun is doing something new, so if you are constantly doing the same thing each year ... it kind of gets a bit boring. (Composite School Student Focus Group)

Fun can also make learning more memorable. Students recalled positive feelings with new experiences in familiar places:

you've seen the whole place but there's just new things to do. (Composite School Student Focus Group)

Newness here is shown as different from everyday life and also as being very engaging. Now we look at the links between learning and newness.



First aid scenario (CN)

Connections between newness and learning

Students, school leaders and teachers described two ways that enhanced learning: in understanding the wider world; and understanding themselves. As one teacher said:

... going on a trip shows them that they don't just live in this little bubble, beyond where they live connects them with the wider bit. (Primary School Staff Focus Group)

All participants wanted students to understand other places and other people and move outside their usual experiences.

Some students wanted to visit new places because that was going to be part of their exciting future life. As one commented:

I wish we could have those camps where we go like to another country. I don't wanna stay in [town] for the rest of my life. Go to America,... down to Christchurch.... I'll be all over the place. (Primary Student Focus Group)

As part of this approach, schools in cities and larger towns often had trips to farms and rural areas, as this interview exchange illustrates:



Farm Experience (CN)

We went to visit the farm.

Interviewer: What was this learning for? About like animals on farms...Yeah and taking care of animals.

Interviewer: Why do you think your teachers take you on camps?

To teach us about these things...like more

about the world. (Primary Student Focus Group)

Rural schools valued trips to cities:

Because we are from a small place, [we] like going to the city. (Secondary Student Focus Group)

Many schools also exposed students to learning activities which were radically different to their everyday lives, often through outdoor pursuits including caving, rock climbing and also international trips.

EOTC experiences allow students to learn new things about themselves. These were observed by both staff and students who often saw students finding new capabilities:

I have expanded my knowledge on like surviving a day, I never knew how to make a fire. (Composite School Student Focus Group)

Achiev(ing) something that they didn't think that they'd be able to do. (Primary Staff Focus Group)

Having a day where challenges were overcome after experiencing anxiety and doubt can be uplifting and expand students' ideas of their own capabilities.

Educators saw students' lack of familiarity with nature or being away on camp as an important focus for student learning through challenge. Students held similar ideas:

We did this day walk to a campsite and I didn't want to do it, but after you did it, it was worth it. (Primary Student Focus Group)

Newness in this quote is in the change of the student's idea of what is 'worth it' and might lead to them seeing walks as a good experience. This is one example of how new knowledge is created through EOTC.

EOTC can cause students to see new possibilities for their future lives including recreation and also careers, as one teacher reported:

[Going to] one of the gyms in Hamilton that are leaders in adolescent athletics development...And seeing other Māori from small towns doing personal training and running the programmes, all of a sudden they can see themselves in that environment.... (Secondary Staff Interview)

In summary, the findings show how EOTC provided new insights for students including beyond their immediate "bubbles", finding fresh ideas about their own capabilities and also towards future opportunities.

Downsides of newness

Some participants' comments showed they thought that EOTC can only be valuable if it is new, as this student mentioned:

We go to camps from Year 4 to 8, they're all at different places and I presume that's just because if you went to the same place for four years in a row, you wouldn't really be learning anything. If you only go once, you learn a lot. The second time you learn a little and then less and less and less. (Primary Student Focus Group)

Other comments showed the potential for learning through repeat visits to an area but it was generally the less preferred option. We come back to this point in the implications and link it to consumerism. New learning environments and experiences can also be overly challenging for some students, especially separation from family, potentially resulting in some form of anxiety or discomfort. Teacher perspectives included:

For a few students, especially the ones that are not used to being out in nature, it can be quite scary...[we] have to talk about the smells and the light being gone because

you have [tree] cover. (External Provider Interview)

Homesickness can be an issue for some of them (Primary Staff Focus Group).

It can be medical issues such as bed wetting and so on – the kids are deeply uncomfortable about it and you have to work your way around that. ...(Staff Focus Group)

Both students and staff knew that fear was sometimes associated with newness in EOTC. It is important for all educators involved in EOTC to understand that new and challenging learning environments and activities can positively and negatively affect student learning. The key is understanding the needs of learners, providing appropriate support and progression for learning, and recognising that newness does not always equal better learning. We discuss these next.

Implications

Newness is found in the familiar and the strange, from local neighbourhoods to remote places. Students, teachers and school leaders felt that newness has the potential to engage students and expand their horizons. This aligns well with d'Agnes (2020) who states that "if the potential of newness has to be preserved and nurtured, we have to preserve and nurture students' imaginative vision and capacity to disrupt, suspend and play with curricular contents" (p.185). The findings show how EOTC supports this nurturing of students' visions for growth and allows them to play with the curriculum areas. Newness also seems to disrupt their assumptions about themselves and their potential future lives.

However, when newness is framed as being all about new places or activities the newness does not last. We think that educators should be careful that we don't make EOTC into another type of consumerism where we

always look for the “newest” experience and “turn up the newness dial” to create student engagement. The danger of too much focus on newness is that we will teach students that they can't learn in familiar places and through known activities.

The value of EOTC is not just about newness, but the quality and direction of the learning. While quality learning might use places or activities that are new, we also encourage educators to look for new knowledge or skills in places or activities that are familiar to students. For example, newness can be found in visiting a local place but through a different approach which can show students new ways of looking at their everyday worlds. “This will allow EOTC to benefit student learning by finding newness in the unfamiliar and, just as importantly, finding newness in the familiar” (North et al., 2022, p. 17).



Gecko from EOTC guidelines (CN)

We see some important insights for teachers coming out of this research:

- Provide students with new and novel experiences because it heightens engagement and creates opportunities for different types of learning. EOTC is an important way for this to happen.
- Be aware that newness can provoke anxiety in some students, and work with students to develop strategies to deal with things like homesickness, particularly on multi-day trips.
- Empower students to take control of their own learning by exploring the links between their engagement with learning, self-motivation and the role that new experiences play in these connections.
- Ensure students are scaffolded into experiences with appropriate social support.
- Encourage the exploration of an experience and apply it across the curriculum in other subject areas.
- Assist students to make links between EOTC and their wider lives and aspirations.

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Acknowledging an EOTC champion - Tribute to Dr Margie Campbell-Price

Shannon McNatty



Margie Campbell Price (SM)

Dr Margie Campbell-Price said farewell on Tuesday 20th June 2023 to current and former colleagues and students at Otago's College of Education, with her campervan packed and as always, a spring in her step and a cheery wave.

Margie has always been a strong advocate for EOTC with a long career as an EOTC champion. She began as a high school PE teacher at Nayland College in Nelson, then taught at Fairfield, Cambridge, and Hillcrest High in Hamilton. Margie later moved south with a teaching position at Bayfield High School in Dunedin, before becoming HOD of Physical Education at St Hilda's Collegiate. Margie was a lecturer at Dunedin College of Education from 1998-2023.

Margie is a dynamic and invigorating Rangatira who has provided quality teaching and fostered a positive, friendly, and professional learning environment. She has a passion for teaching in the outdoors and bringing learning alive. She was exceptionally organised and efficient with vast experience and knowledge. Subsequently, Margie is

now well recognised as a professional leader by national and international colleagues within the fields of Physical Education, Outdoor Education and Education Outside the Classroom, with a sustained and ongoing commitment to outdoor learning.

Margie's publications reflect her commitment to students and the opportunities that EOTC and outdoor spaces provide. Dr Chris North from Canterbury acknowledges that Margie is more than a great thinker and academic, but is also a great person, skilled at building relationships and supporting the work of others, always with a smile, sense of humour, empathy, and insight. Margie has been a valued colleague in EOTC nationally, as recognised by Marg Cosgriff from Waikato, who commends Margie's contributions over a sustained period of time. Marg believes that Margie's conference workshops, presentations and publications, always showed a willingness to ask questions about what's important in teaching and learning outdoors, which is a real legacy for other educators.

Dr Mike Boyes from Otago University commends Margie's community work with outdoor educators, particularly with the Otago branch of EONZ, the EONZ National Executive and as a member of the editorial board of Te Whakatika, the professional journal of EONZ (and now in partnership with NZAEE). In addition, through the Ministry of Education expert advisory group, Margie ran many valuable courses for teachers as the lead facilitator in Otago and Southland on Safety and EOTC. Margie was also an invited member of the EOTC tertiary advisory group of New Zealand (NZETAG). Margie's academic work in international education with schools that journey offshore explored the unique value of these experiences.

Dunedin College of Education's former colleague, Gaye McDowell, has fond memories of working with Margie, whom she describes as "a vibrant, clever, interesting, fun-loving person". Gaye recalled great memories of invigorating planning meetings with Margie, often whilst walking and talking in the nearby local areas, reflecting, debating and evaluating teaching approaches. Margie's critical thinking approach truly developed the teaching and learning for her preservice students and in-service colleagues. Former teaching colleague Kathryn Fletcher (Fletch) also acknowledges the privilege of working with Margie, which she believes made her a better educator. Fletch shares her thanks for the huge contribution Margie made to Physical Education and Outdoor Education both locally and nationally.

Whenever you meet Margie, there is always a cheery hello, and she always has time to stop and chat. As my PhD supervisor and colleague, I am grateful for Margie's insights, effervescent enthusiasm, gems of knowledge, critical questions, and friendship. Her contributions to the field have been immense, and on behalf of colleagues, and current and former students, our fraternity wishes Margie all the best in

retirement as she and John continue to lead active, happy outdoor lifestyles and enjoy their adventures in the wonderful years ahead.

About the author

Shannon McNatty teaches secondary physical education and outdoor education students in the Master of Teaching and Learning programme at the Otago University College of Education. She has been Margie's colleague. Margie has also been Shannon's PhD supervisor.

Support for Educators: Resources, Providers and PLD

We're here to help you access relevant and effective resources, support and professional learning opportunities. Both EONZ and NZAEE receive funding through the Networks of Expertise initiative, with a focus on peer-to-peer delivery to build capability and support kaiako throughout Aotearoa.

In this section we outline and provide links to the support available from our organisations and highlight some recommended resources to read, watch and listen to.

New Zealand Association for Environmental Education

Visit our website www.nzaee.org.nz to find resources and support for teaching environmental and sustainability education including:

— Resource Catalogue

Find teaching resources for all levels, across a range of learning contexts, with a focus on environmental and sustainability teaching and learning in Aotearoa. You can search using keywords, or use the filters for education level, context and region.

— Professional Learning resources

Access research, articles, webinars, books and guides to support your personal and professional learning. These are updated regularly and include collections related to current issues or priorities, such as local curriculum and climate education.

— Providers Database

With over 300 listings for organisations, programmes and groups around Aotearoa, you can filter by location and learning context to find support near you.

— Spotlights: Stories and Curated Collections

We also share inspiring stories and highlight providers and resources related to seasonal events and other relevant themes.

— Events

We have a dedicated space to promote events that are relevant for educators, including online and in person opportunities. Please get in touch if you would like us to share your event (contact@nzaee.org.nz)

To stay in the loop about new content and upcoming webinars or networking events, you can sign up to our newsletter through our website or follow us on Facebook:

<https://www.facebook.com/NZAssociationforEnvironmentalEducation>

Education Outdoors New Zealand

News Flash

NEW Education Outside the Classroom Tools and templates

We are excited to announce the reviewed and updated EOTC Safety Management Plan (SMP) template and the accompanying EOTC Toolkit is live and ready for download @ <https://eonz.org.nz/eotc-management/eotc-smp-template-and-tool-kit-forms/>.

We have added a brand new EOTC Coordinator toolkit to support the critical work of EOTC coordinators. These tools are designed to help EOTC coordinators maintain robust systems,

ensuring the implementation of current good practices, and consistent implementation across all staff members. These resources are crucial in maintaining and enhancing our current practices for Education Outside the Classroom. This presents an opportune moment to review your school's EOTC system and documentation against the new templates and ensure you have the most current practice in place.

For support and any questions email eotcsupport@eonz.org.nz

Other News

Visit <https://eonz.org.nz/> to sign up for PLD, access resources and find details of how EONZ can support you with all things relating to education outside the classroom.

We offer a range of Professional Learning Development (PLD) opportunities including:

— Revisioning School Camps and DIY camping

Our popular 'Revisioning school camps' (RSC) and 'DIY camping' DIY PLD have now been rolled into one PLD package. During the RSC workshop you will learn about four important concepts that will help your school to develop localised, place-responsive, and student-centred school camps. The DIY workshop brings the ideas shared in the first workshop to life.

— EOTC and Effective Safety Management Systems

The PLD supports school staff to understand and implement good practice processes in EOTC and to embed the processes in programmes and school-wide safety systems.

— Mātauranga Māori in Outdoor Education

This PLD is for Outdoor Education teachers wanting to develop their understanding of mātauranga Māori. It has a focus on exploring significant local places, their history and pūrakau along with gaining a deeper understanding of some Te Ao Māori concepts. Support is given to help with planning programmes to intertwine mātauranga Māori and Outdoor Education.

— Embedding Good Practice Systems for EOTC

This 1-Day workshop drills down and critiques participant schools' EOTC processes using self-review and the sharing of practice. There is a strong focus on three key areas: Testing your system; Refining your system; Supporting your system

What We're Reading...

A Place To Stand

NZ Geographic article from Issue 181
May - June 2023

“Nō hea koe? Where are you from? In te ao Māori, it's the first and most important question to ask—because your place, and the place of your people, shapes who you are.

Over the past year, nine teens have allowed our writers and photographers glimpses into the places and communities that shape their lives. From these, it's possible to glimpse something of the spirit of growing up in New Zealand today—and what it means to belong.”

Reconnection: Fixing our Broken Relationship with Nature

by Miles Richardson

“*Reconnection explores our hidden links with nature and through the science of nature connectedness, sets out ways to revivify the relationship across society.*” This book

provides an accessible overview of the history and impacts of our changing relationship with nature, including links to research and practical advice. An essential read for everyone, but particularly educators who have an important role to play in nurturing and role modelling a deep, respectful relationship with nature.

Find out more by reading Miles' blog Finding nature:
<https://findingnature.org.uk/2023/04/25/reconnection/>



What We're Watching...

Engaging with mana whenua: advice for schools and organisations

Tangata Tiriti - Treaty People Webinars (30 minutes each)

A series for schools and other organisations preparing to engage with mana whenua. It comes full of excellent advice from Māori with expertise in the education sector about what to consider before reaching out. A must-watch for any organisation aiming to build long-term, mutually-beneficial relationships that are sustainable for both parties.

The Importance of Connecting Youth with Nature

Nate Wilbourne | TEDxNelson (8 minutes)

Nate is a 14-year-old environmentalist from Nelson, NZ. By harnessing his passion to create change, he is inspiring and involving young people to protect planet earth and do their part to reverse the crisis facing nature in New Zealand. Through his involvement in conservation, Nate is nationally recognized by several environmental organisations and charities.

Open Access articles

The following links are to outdoor learning related articles that you are invited to read. Please note they are only open for 6 months:

- North et al. (2023) [The impact of artificial intelligence on adventure education and outdoor learning: international perspectives.](#)
- Berning et al. (2023) [Deconstructing the anthropocentrism versus ecocentrism binary through Māori oral fire traditions.](#)
- North et al. (2023) [Leave No Trace and Sustainability Education: Taking a Dialectical Approach.](#)

EONZ Website

On the EONZ website you can access a range of wonderful resources including: EOTC templates and tool kits (see updated version in our News Flash above); gender equity in the outdoors; materials to support revisioning school camps; video interviews sharing good practice stories; EOTC research; Te Ao Māori; Unit Standard assessment materials; and much more.

About the authors

Becky McCormack, NZAEE Learning and Content Curator

Becky finds and curates resources and stories on the NZAEE website, with a focus on seasonal and relevant content to inspire and support educators around Aotearoa. She also facilitates online professional learning, including webinars, communities of practice and NZAEE's national . With a background in secondary science and biology education (nine years) and environmental education (seven years), Becky brings a wealth of experience and knowledge to her role. She loves books, connecting with nature and sharing stories of integrated, place-based learning.

Sophie Hoskins, EONZ Kaiārahi

Since 2018 Sophie has provided curriculum support and advice to kaiako for education outside the classroom and outdoor education. Sophie has expertise in curriculum design and is passionate about helping find pedagogical solutions to support kaiako to make strong connections and networks to engage with local places. Sophie is also a secondary school teacher of outdoor education and has been involved with the NCEA change programme as part of the Outdoor Education Subject Expert Group. She is excited to be involved with quality PLD for kaiako in this subject.

Contributions: Get inspired – looking forward to the Autumn 2024 issue of Te Whakatika.

This is a call for contributions to Te Whakatika Autumn Issue March 2024

With a commitment to two issues a year, we are already thinking about articles for our Autumn issue for March 2024. The focus will be on general interest articles about learning, teaching, researching, and enjoying the outdoor environment at all levels.

In this spirit, we invite contributions from the NZAEE and EONZ communities. Your article may provide diverse perspectives on how you and others are learning in, about, for, and with the outdoors. We would also like at least 3 good quality photographs that you have permission to use to support and add interest to your writing.

If you have any questions or would like assistance with a potential article idea, please reach out to the editor or one of the editorial board members.

Guidelines for writing

- Word count between 600 to 1500 words long with a limitation of five to six references. We would also like you to include photographs or other illustrations to support your article. These must be photos that you have permission to use in the public domain.
- Use of Māori in text – Does not need to be italicised as it is not a foreign language. Do not mark plurals of Māori with an s. Use macrons on long vowels or a double vowel.
- Format for copy submission e.g. Microsoft word, Adobe PDF
- Manuscript is double spaced in A4 format
- Format for references is APA style
<https://www.waikato.ac.nz/library/guidance/referencing/apa>
- Submit via the EONZ website or a link to EONZ from the NZAEE website or directly to editor@eonz.org.nz
- Once your submission has been received the editor will email it to a reviewer who will check out the article. They may give feedback and return the article to the editor. The editor checks the feedback and forwards it to the author to consider and rewrite aspects if that is required. The author then returns the article to the editor who prepares it for publication.

Ngā mihi ki a koutou.

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