

# Out and About



## This Issue

**ONZ Forum/EONZ Celebration 2006**

**Outdoor Education Now – Celebrate Our Successes!**

**Capturing student voice – what Kiwi kids are learning in outdoor education**

**Maintaining Outdoor Education: Thoughts On/From Scotland**





## Out and About

Issue 17 Summer 2006/07

Education Outdoors New Zealand

(EONZ)

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

This magazine is supplied to members free.

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# Summer 2006/07

*by Pip Lynch*

## Kia ora,

Congratulations on the wonderful celebrations of Outdoor Education that have gone on around the country this year, and in Wellington mid-September. The photos shared in this issue of Out and About document the links between outdoor educators across the decades and the strength and unity of the EOTC community. It is enormously encouraging to look back over the years and see how much has been achieved for so many, by so few, and with so little. Our challenge for the future is to find ways to maintain the support and commitment that outdoor educators give to their field and to their students. That will be a significant challenge but one that is surmountable. If we can survive the late 1980s and early 1990s, surely we can survive anything!

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# Chairperson's Perspective

## Ramblings from the Chair



*Arthur Sutherland*

There are many things that one could comment on in our well received 'Out and About'. At the national level there have been many reflective thoughts shared as we acknowledge 50 years of formal school camping. The gathering in Wellington was exciting with lots of reminiscing and appropriate acknowledgement of our history. Again at the national level there are many major projects underway that will enhance our performance as educators, both in- and about- the outdoors.

I am sure that this bumper edition of 'Out and About' will convey a sense of both the reflections and the projects.

Educators value communication. EONZ is indebted to executive member Peter Brailsford and his team for the upgrade of the website. Please take time to check it out using the new URL [www.eonz.org.nz](http://www.eonz.org.nz).

On behalf of you all, I have been exploring what is currently called 'Scholarships for Teachers'. At this stage the Ministry of Education's EOTC Reference Group is developing a strategy to support teachers to gain the outdoor qualifications that meet the Minimum Assessor Requirement (MARS) and current, accepted practice. The former is specific to secondary teachers assessing

against industry unit standards; the latter applies to all teachers who engage in EOTC activities and teaching associated with meeting the achievement objectives of the Health and Physical Education Curriculum document. This is a major project.

To date EONZ, as it's part in the 'scholarships for teachers' project has had formal and informal communications with TeachNZ, SPARC, PPTA, NZEI, SFRITO, NZOIA and MSC. The experience of other countries such as Canada and Australia is being considered.

The phrase 'current accepted practice' was introduced into our vocabulary through the Outdoor Activities Guidelines for Leaders document (an excellent collaborative project produced this document in 2005), and anecdotal evidence suggests there is work to be done in our work places especially with regard to the implementation. My current message to schools and teachers is 'less paper work and practices that are current'.

In the outdoor world there are many pieces of work under way that support the 'Scholarships for Teachers' project. The following come to mind: MARS, Outdoor Leader Award revamp, the ERO research/review of the quality of EOTC delivery, the Ministry EQTC Survey, the Outdoor Qualifications

Alignment project (Qualifications map and recommendations), the Ministry's EOTC Reference Group Strategic Plan, the Boyes/Zink Outdoor Education Research, and the research associated with the National Incident data-base. This is an awesome list. The Qualifications Alignment project is complete although some would argue that it is just beginning when one considers the recommendations supplementary document produced by Stu Allen.

In simple terms the 'Scholarships for Teachers' project outcome will see teachers able to apply for funding to support the gaining of Outdoor Leader, Outdoor First Aid, Risk Management Award and activity specific awards. Currently some schools are able to prioritise their Professional Development funding to assist their staff can outdoor awards. One of these, Roncalli College, was recognised for their excellence at the Outdoors NZ Forum dinner when I presented them with the EONZ Outstanding Programme Award. Once again I congratulate Roncalli.

I wish everyone a restful but adventurous December/January.



## Photo and Video International EONZ Outdoor Education

# PhotoCompetition 2006/7

As part of our year of celebrating outdoor education, we are running a photo competition. This year – 2006 – marks fifty years since the beginning of ‘official’ outdoor education in New Zealand. The first ‘official’ camps were run at Port Waikato in the North Island although many other camping ventures had taken place before that. Over the past fifty years, outdoor education has changed and developed and we want to celebrate that this year. Join in the party by entering the Photo and Video International EONZ Outdoor Education Photo Competition 2006/7!

Our thanks to Photo and Video International for assisting us with this competition. Prizes will be announced in next Out and About (December 2006). Prizes will be announced in next Out and About (December 2006).

Competition runs from June 2006 to end of March 2007. Entries may be made by school pupils and by adults. All entries must be in by 30 March 2007. All photos entered in the competition must be in digital form. They may be sent via email (as jpg files of no less than 500 kb and no larger than 1mb) or on CD. If you are sending several images,



Photo: Robyn Sutherland

it will be better to send them on a CD. Photos sent by email should be sent individually (i.e. one photo to one email message).

Email or post your entry to:

Pip Lynch, Editor, Out and About, Photo and Video EONZ Photo Competition, PO Box 84, Lincoln University, Canterbury.  
Email: [lynchp@lincoln.ac.nz](mailto:lynchp@lincoln.ac.nz)

### Five Categories:

#### **‘Then and Now’**

In this category, photos are submitted in pairs. Each pair consists of a photo from 20 years ago or more, depicting some aspect of outdoor education, and a second photo depicting outdoor education at present. The photos should be from the same school or geographical area (e.g. the same province or district).

#### **‘Primary and Intermediate education’**

This category is for photos of or about outdoor education in primary and intermediate schools.

#### **‘Secondary education’**

This category is for photos of or about outdoor education in secondary schools.

#### **‘Tertiary education’**

This category is for photos of or about outdoor education in tertiary education.

#### **‘Unseen Outdoor Education’**

This category is for photos of the aspects of outdoor education that are not usually photographed: for example, planning and administration of outdoor education; pre-camp site visits; transport to and from outdoor education sites; staff training or professional development; equipment pools and storage; equipment repair and maintenance; doing the paperwork; attending to injuries; consulting with professional instructors; negotiating access for trips; and all sorts of other background tasks.

### There is no entry fee!





# Photo and Video International EONZ Outdoor Education Photo Competition 2006/7

## Entry form

**One form must be sent with each entry.**

Name of photographer: \_\_\_\_\_

School pupil / Adult (please circle **one** option)

Name of School/Organisation \_\_\_\_\_

Contact Email: \_\_\_\_\_

Contact Postal Address: \_\_\_\_\_

Contact Phone: \_\_\_\_\_

Category: 'Then and Now' ☐

'Primary and Intermediate Education' ☐

'Secondary Education' ☐

'Tertiary Education' ☐

'Unseen Outdoor Education' ☐

Caption for photograph: \_\_\_\_\_

For category 1 ('Then and Now') only: \_\_\_\_\_

Caption for photograph 1: \_\_\_\_\_

Caption for photograph 2: \_\_\_\_\_

**Please read and sign the statement below:**

I, \_\_\_\_\_ (person submitting entry, or if under 18 years of age, parent/guardian/supervising teacher), agree that I am submitting a photograph(s) for which approval(s) have been obtained to both enter the photo in this competition and for the photo to be published in Out and About. I further agree that EONZ may keep the photograph(s) for future use, without payment, in Out and About and other publications, including web publication.



• continued from page 3

**Got photography on the brain?**



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Reflecting on the past is also an opportunity to look forward to the future. My wish is for us all to draw on the strengths and successes of the past, to learn from the challenges and failures of the past, and to grow our capacity to keep outdoor education in good heart and good health. We must keep holding firm to our belief in the importance and integrity of what we do. We must remain vigilant and alert to opportunities and partnerships that support our work, including those at national and political levels. We must also celebrate more often. It helps to enhance our profile and gives us all a well-earned lift! I suggest there be an organised national celebration every 10 years – so roll on 2016!

My sincere thanks to those who held the Out and About ‘baby’ for me while I was away this year and who have walked the extra mile to assist me in getting this issue prepared: Pete Brailsford, Arthur Sutherland, Gemma Periam, Catherine Kappelle, Lynley Stewart, Craig Donnelly and others. Apologies to Arthur’s family who had an interrupted birthday party, and to my long-suffering climbing partner who didn’t get expected climbs.

Wishing everyone a successful outdoor summer,

*Pip.*

PS. Don’t forget to get those photo competition entries in!

## ONZ Forum/EONZ Celebration

# 2006

*Some thoughts by Arthur Sutherland*

*(Throughout the day he used his 'check team' of six people as a source of opinion.)*

The Annual Outdoors New Zealand (ONZ) Forum was held in Wellington on September 15-16 and this year, along with it, EONZ celebrated 50 Years of Outdoor Education with a celebratory dinner and reflections from outdoor educators past and present.

Mark Jones' introductory Forum presentation to a full room was excellent. Thought provoking as usual, Mark used his slide collection, his intelligence and wit to great effect. The 'check team' gave Mark a standing ovation.

The two hour open forum was well received. Chaired by Grant Davidson (Deputy Chair of ONZ), there was a mix of presentations and facilitated discussion. Ian Nicholson gave a succinct overview of the ONZ Strategic plan; John Meeuwsen, CEO of Sfrito, was slick with his overview of the work of the Industry Training Organisation but his presentation failed to convince my 'check team' when I posed the question 'did John communicate a clear understanding of the outdoor recreation industry?'

Matt Cant shared the key features of the ONZ proposal to SPARC regarding an external review of the outdoor sector while Arthur Sutherland gave a lightning presentation on OutdoorsMark. Unfortunately with lunch already served the time allocated for questions and discussion had disappeared and so the 'check team' were mixed on this part of the session but gave the thumbs up to the lunch!

It was a pleasure to be part of the Jo Straker/Cathy Haddock facilitated session. Together they tackled the Qualifications Alignment Project report and the

Stu Allen recommendations to the industry. The questioning, discussion and debate reflected a mature attitude and the facilitation was top drawer stuff. And my 'check team' concurred.

The topics for the afternoon breakout groups emerged from the above under the facilitation of Grant, and folks were focussed in discussing the National Incident Data Base, the proposed conference (date yet to be set), unification (the need for unification and what people mean by it) and the Qualifications Alignment project.

*Arthur Sutherland addresses the ONZ Forum.*



# Keeping it Real

## An address to the ONZ forum, 2006

*Mark Jones*

*AUT University*

I want to talk about the spirit of adventure. Adventure is a vital part of our methodology in outdoor education. There is an increasing realisation that there is a very real danger of losing this important aspect of outdoor education.

Outdoor education is a small part of ONZ's interest, but it is an important part. It is one of the roots of the outdoor sector in New Zealand. More often than not these days the first experience NZ kids will have in the bush, the sea, the mountains, will be on a school outdoor programme. This is a vital interface.

From the outside looking in, outdoor education appears to have been hijacked by vocational training interests. Traditionally outdoor education was about kids interacting with nature and with each other in the outdoors learning and developing with regard to loosely defined, but none the less important outcomes. The pursuits were the means, the outdoors was the medium, and the end was that rich potpourri of experiences and learning that we called outdoor education- such things as personal development, social interactions, understanding of and affinity for the environment, the fostering of positive attributes, like caring

for others, calculated risk taking, leadership, self confidence and self reliance.

It seems now, more often than not, that the acquisition of pursuit skills has become an end in itself. The various qualification schemes can ask themselves what part they play in fostering this situation, but a greater factor is the influence of vocational training. If we really want to prepare our outdoor students vocationally we should listen to the people who employ them in the outdoor sector and focus on people skills and personal attributes, which was where the emphasis used to lie, rather than technical skills, easy though these are to quantify, assess and compartmentalise.

Outdoor education is more mired than most sectors in compliance issues and issues of risk aversion. We have a vigorous discourse in risk management yet it appears from the research that it is no more dangerous or harmful to health than any of the other risks in life if approached with common sense. You don't hear of too many schools dropping there rugby program, or boards of trustees being concerned about liability over sports accidents, yet schools sports and non-curricular activities lay claim to the lion's share of school injuries.

I think environmental correctness is diminishing these experiences too. The latest NZMSC Bushcraft manual discourages the use of fire. "Appropriate in emergency situations only". In that single statement we sweep away one of the ingredients of the magic, and in its place advocate the arguably greater evils of fossil fuels and disposable canisters. That sort of environmental zealotry we can do without, or we run the risk of alienating the very people we wish to engage with the outdoors. The "look but don't touch" philosophy will not endear the outdoors to young people. If we want to engage our young people in the outdoors they must be allowed to interact with it fully. They need to touch, smell, taste, get dirt under their fingernails and wood-smoke in their hair- and yes, learn how to do so with respect. And they must be challenged. What they learn from discomfort, and hardship, and shared epics and being scared may be the most valuable lessons of the year.

There is some wonderful outdoor education happening out there, and there is a degree of dumbing down, watering down and sanitisation of some of our outdoor education experiences. Young New Zealanders don't need sanitised experiences cluttered by "do nots" and "this way pleases". They need responsibility, and enough rope, not to hang themselves, but to learn. Let the development of pursuit skills be peripheral to their real education in the outdoors. In other words, let their education in the outdoors be real.





*At the ONZ Awards: Gerry Fennessy accepts the EONZ Programme Award on behalf of Roncalli College, Timaru.*

## Roncalli College!

**Excerpts from the ONZ press release of 16 October 2006:**

*“The 2006 Outdoors Excellence Awards were presented at the Outdoors New Zealand annual Forum held in Wellington on September 15th. These awards represent the highest of achievement of individuals and organisations involved in delivering outdoor recreation and education experiences to New Zealanders of all ages and abilities.”*

**“The Education Outdoors New Zealand (EONZ) Programme Award** was won by **Roncalli College, Timaru** for its year 10, 12, and 13 Outdoor Education programmes. The students are immersed in the mountain and river environments while they live and camp outdoors. “The Roncalli year 10 programme is unique and is based on a journey,” said Wendy Davis, Manager of the Boyle River Outdoor Education Centre. “Each group experiences a variety of outdoor activities as they tramp between activity locations and camp sites during their week.” Arthur Sutherland, Chair of Education Outdoors NZ stated, “The success of the Roncalli programmes is in no small measure due to the commitment and drive of the various outdoor education staff at the school who have contributed their time, enthusiasm and energy over the past 20 years.” “

### **More congratulations:**

**“The SPARC Supreme Award for Contribution to Outdoor Recreation** was presented to **Chris Knol**. Chris is a Wellington resident who has been involved in the outdoors throughout his life both professionally and recreationally. Chris has worked for the Hillary Commission, established the Outdoor Safety Institute as New Zealand’s first private sector outdoor safety training organisation, and in 1997 set up the NZ Outdoor Recreational Assembly which later became Outdoors NZ. His diverse career has included working as a ski patroller, field officer for the Mountain Safety Council, and as a snow survival instructor for the NZ Army. Chris is a former Chair of the Otago Alpine Club and former leader of the Otago Alpine Cliff Rescue Team. “It would be hard to find someone who has been more dedicated to the outdoors. Chris Knol

fully deserves our commendation through this award,” said Dr. Grant Davidson, the Deputy Chair of Outdoors New Zealand.”

“The **Outdoors New Zealand Facility Award** was presented to **The Sir Edmund Hillary Outdoor Pursuits Centre of NZ (OPC)**. This facility was established during 1972 in National Park, with the first programme for school students delivered in early 1973. The old buildings from the hydropower scheme tunnellers’ camp at Tawhitikuri near Turangi provided the base for the OPC vision to become reality. Over the past 10 years, the facilities have been completely renovated and additional resources added including the youth development centre, leadership centre, leadership school, indoor pool, and high ropes facility. Latest in the OPC developments has been the establishment of OPC Great Barrier. The Great Barrier programs add a marine flavour to what OPC has to offer, and occur in a facility closer to the main population centre in Auckland. “OPC has indeed established world class facilities from which both youth and adult New Zealanders can benefit from challenging and enriching outdoor programmes,” emphasized Laura Adams, CEO of Outdoors New Zealand.”

“The **NZ Outdoor Instructor Association (NZOIA) Emerging Instructor Award** was awarded to **Ben Barlow**. Ben developed his passion for the outdoors as student at Tihoi Venture School, part of St Paul’s Collegiate in Hamilton. Since then he has been studying to gain a Batchelor of Sport and Leisure at Waikato University. While immersed in his studies, Ben has continually demonstrated his commitment to the outdoors, and has provided voluntary coaching to the St Paul’s whitewater kayak slalom team as well as disabled and sight impaired students. “Ben demonstrates trust, competence, and confidence. His students are always prepared to push themselves to achieve new levels,” said Christine Furminger, former director of Tihoi Venture School.”



# More from Arthur

Either side of afternoon tea we celebrated 50 years of formal school camping in the education system in NZ through a series of presentations. Joe Hughes, John Willis and Hilary Chidlow entertained and reminded us of the contributions of various people; the reasons why teachers and science and physical education advisers engaged students in camps, rocky shore studies, tramps and the like. Their use of photos brought many a memory to the fore. At 80+ years, Joe set a standard for us all in enthusiasm, articulation, expressiveness, humbleness and personal presentation. Hilary reminded us of excellent work that teachers have done, on the school site and in the immediate school environs. Her book, ‘No Classroom was ever like this’, did look a bit tatty! John shared something of the very early days at Port Waikato and the actions of many in 1956 when a series of classes from a number of schools camped there. Again my team were complimentary.

The dinner and awards evening was very successful. Barry Law’s Blumine Island student-produced power point was outstanding; Bert McConnell, standing in for the Prime Minister, entertained with a series of humorous stories and led us all in an action song! “Classic McConnell stuff” was a frequently used phrase as folks continued to enjoy the hospitality. Matt Cant and Anne Tresch were deserving recipients of praise for the way they put together the day and evening programme. The venue was appropriate. I had much pleasure in presenting Roncalli College with the EONZ Best Outdoor Programme Award.

The ‘check team’ gave the thumbs up to all aspects of the evening. They did make some unrepeatable comment about my suit.

# DNZ Forum/EONZ Celebration 2006

Early Saturday morning the EONZ folk - 30 or so - gathered for breakfast and a photo shoot on the waterfront, and then the walls of Mountain Safety House became the receptors of many a story facilitated by Arthur. Everyone had, and took, their chance to share.

Jean Silver told us about her experiences in offering and running leadership camps in the fifties. The laughter was extreme when she related how students were selected given that there were always many keen students. Mike Boyes was one of those students and his memory of

standing on one foot for as long as possible to gain a place on the camp raised the laughter level. What he shared about the camp remains within the four walls. Mention was made of the 'passing of the batten' as Mike has facilitated and trained many into leadership roles. Annie Dignan, being one of those people, shared something of her time under Mike's tutelage.

Each of the EONZ chairs since day one shared two or three highlights of their time at the head of an organisation that has done so much for the educators of NZ who

choose to use the great outdoors and the many 'beyond school' venues (museums, art galleries, etc).

The response to two questions posed by Arthur produced very interesting responses. Specifically, 'when did you first experience a school outdoor education event?' and 'when did the life of EONZ actually start?'

Time to sign off and let the reminiscing continue out in the regions...



*The 'Gathering':*

*Standing (left to right):*

*Susan Miller-Thevenard, Craig Donnelly, Peter Cooper, John Charteris, Lynley Stewart, Phil Kay (behind), Bert McConnell, Fiona MacDonald, Annie Dignan, Gerry Fennessy, Hilary Chidlow, Wayne Putt, Allen Hill, John Willis.*

*Seated (left to right):*

*Lynne Arnold, Cathye Haddock, Waveney Parker, Sandra Buchanan (in front of Waveney), Arthur Sutherland, Sara Kiff, Mike Boyes, Pete Brailsford, Jill Dalton (in front of Pete), Jean Silver, Gemma Periam, Catherine Kappelle, Jason Swann, Liz Thevenard.*

*Absent:*

*Joe Hughes, Ross Bailey, Barry Law, Gerald Rawson, Pete Dale, Libby Paterson.*



# Reflections on outdoor education



*EONZ breakfast, Saturday:  
Outdoor educators past and  
present.*

*From the left:  
Jean Silver, Hilary Chidlow,  
Gerry Fennessy, Peter Cooper,  
John Charteris, John Willis,  
Sandra Buchanan, Sara Kiff,  
Rowdy (John Maxted), Fiona  
MacDonald, the invisible  
mystery guest, and Mike Boyes.*

*The other breakfast table.*

*From left to right:  
Wayne Putt, Bert McConnell,  
Waveney Parker, Lynne Arnold,  
Phil Kay, Susan Miller-  
Thevenard, Arthur Sutherland,  
Gemma Periam, Pete Brailsford,  
Catherine Kappelle, Jason  
Swann, Craig Donnelly.*







## Reflections

*Pauline and Joe Hughes enjoy the celebrations.*

### Happy Memories

*By Joe Hughes*

When Arthur asked me to recall some of the significant events and stories from my days in the Department of Education, my first reaction was to pull a long face and recall the continual battle to put in structures and get resources that would enable teachers to explore safely the learning opportunities outside the classroom. As I pondered over those early days I increasingly began to smile to myself as I recalled the many wonderful people I came in contact with and to whom I would like to pay tribute. Besides, I feel sure you have all bought a copy of Pip Lynch's delightful history of outdoor education entitled 'Camping in the Curriculum' and will already know what went on in the 70's and 80's (Do I get a commission for that plug Pip?) [Let's talk – Ed.]

Few people nowadays would appreciate the contribution made by the NZ Physical Education Advisory Service to 'school camping', 'outdoor education', or the name so aptly coined by Bill Renwick, Director General of Education, 'Education Outside the Classroom'. Immediately I think of John Mitchell, Barry Cowley and Trevor Wallbank in South Auckland, Colin Spanhake, Ray Aitcheson, Jean Silver,

Con Hilt et al in Auckland, Eric Hogge in Hawkes Bay, Les Bayly and his merry men in Wellington, and so on throughout the length and breadth of NZ.

Education Outdoors today owes them much for their dedication and ground-breaking work.

A special tribute also to the resident teachers, especially Sam Sampson who pioneered the first RT position at Rotoiti Lodge.

As outdoor education gathered momentum in the early 1970s it was obvious that some form of teacher or leadership training was essential and my next tribute must go to Graeme Dingle and the OPC of NZ. Graeme and chief instructor Colin Abbott ran a wonderful short course for the HOD's PE in South Auckland which eventually led to the establishment of the Outdoor Supervisors' Scheme through which 87 teachers were able to participate in a ten week course at OPC. This was only made possible by a truly innovative DSIS Noel Scott who put his reputation on the line by establishing a paid position for a teacher to run the scheme. Stu Allen, who was chief Instructor of OPC and a trained teacher, was appointed to design and run the scheme and it is a great testament to Stu that many of the teachers trained under the scheme became leading figures in the growth of Education Outdoors. Among them your present Chairman Arthur, Barry Law, Mike Boyes, and Peter Dale.

*Jill Dalton celebrates at the ONZ Forum/EONZ 50 Years Celebration dinner.*



By chance I met Alan Trist, ex-Director of Mountain Safety Council at an education workshop on Outdoor Ed which included that pioneer of OE, Philip Smithells. There was unanimous agreement that some form of teacher / leader training was urgently required but how to get it off the ground was the big question. Alan invited me to become involved with MSC and I am sad to say that the contribution that MSC made to education over many years has never been acknowledged. Apart from helping run courses for teachers and for students at the teachers' colleges, MSC developed four volumes especially for schools which were available free for any school just for the asking. MSC also provided free class sets of many of their pamphlets and also provided instructors from many of their district committees to run ten-week courses for teachers under the evening class regulations. So a long overdue 'Thank You' to Alan Trist and the Mountain Safety Council.

Another good friend to education was Colin Abbott, at that time National Adviser on Outdoor Recreation with the then NZ Council for Recreation and Sport. We three, Alan Trist, Colin and I, became lifelong friends and one particular night we started throwing ideas around on leader training and came up with the nucleus of a training scheme for the short lived NZ Outdoor Training and Advisory Board. The main thrust was to provide three levels of training and try to coordinate the many agencies who could provide leader training throughout NZ. In retrospect it became too complex but was another milestone in the quest for training in risk management.

At this time there was a growing unrest from a host of organisations and quangos who could see the values inherent in education outdoors and wanted to assist in whatever way they were able. The trouble was that it was not a subject and couldn't compete for resources as could science, music, languages, etc. Eventually, the Department of Education was pressured into calling a workshop, organised by Ruth Upchurch, with over twenty organisations attending. There was

some straight talking levelled at the Department for its lack of any enunciated policy. The Forest Service representative became quite scathing in his criticism when suddenly the lilting Irish brogue of my dear friend Bert McConnell broke the tension by saying, "Ya nah, The Depaartment of Edyoocaation remoids me of the Baattle o' the Boyne where this Oirish Genral had thought up a woonderful plaan to outwit the EnnGLISH. Unfortoonately an English cannon blew his heid aff".

Soon after, the Departmental Committee on EOTC was set up, chaired initially by Peter Culliford, Director of Secondary Schools no less. A policy on EOTC was drafted and many good things flowed from the input of special people such as Peter MacPherson, Bob Stothart, Les Bayly and my able confidante Gerald Rawson. I would like to publicly acknowledge the commitment and loyalty of this quiet unassuming man whose counsel, assistance and hospitality I cherish. I was ever hopeful that Gerald would step into my shoes when I retired but financial cuts in education dictated otherwise.

On reflection, my happiest memories are of the wonderful friends I made through outdoor education. It is said that a true friend is one to whom you can pour out all the contents of your heart, the chaff and the grain together, knowing that the gentlest of hands will take and sift it, keep what is worth keeping - and

*Among those who paved the way: Jean Silver, Joe Hughes, Hilary Chidlow and Bert McConnell.*



with a breath of kindness blow the rest away. In saying that my sincere gratitude to all those I have already mentioned and my warm thanks to Ray and Marie Goldring, Ray and Maggie Button, Colin Bramfitt, Stu and Ali Allen, Hilary Chidlow, my close friend ex-colleague and neighbour Ross Bailey whose wisdom and knowledge of NZ's wilderness given unstintingly was

a great help. Ross, as Secondary Schools Inspector in Hamilton, had responsibility for OE In the South Auckland region and organised one of the two regional courses the Department funded as the second stage of the Outdoor Education Supervisors' Scheme. Arthur Sutherland ran the other one. And to all those teachers and lecturers who helped foster the development

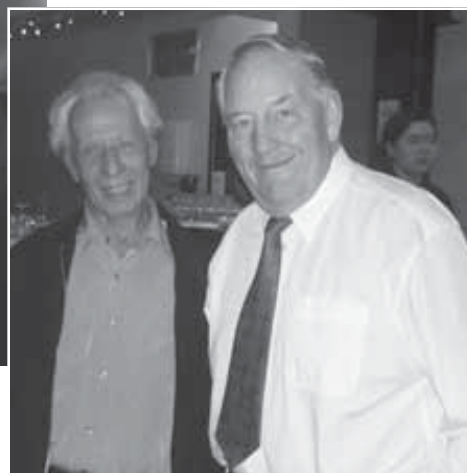
of Education Outdoors at in-service training courses and workshops I ran, my heartfelt thanks for walking the extra mile and for your unending patience.

Finally a brief message of encouragement to all you young people who have already made a commitment to Education Outdoors.



*Joe Hughes and Arthur Sutherland share thoughts on outdoor education.*

*Catching up: Joe Hughes and the Hon. Noel Scott.*



## Reflections

### Euphoria of Memory Lane

*—a note from Joe Hughes to Arthur Sutherland after the Celebration event*

The euphoria has died down and we are left with the memory of a wonderful trip to Wellington. So different from the many trips I had during my time with the Department of Education when I returned to Hamilton feeling kicked in yet again.

My heartiest congratulations to you and all who strived to make the weekend such a great occasion. What a wonderful gathering of bright young people so committed to Education Outdoors it was. For me it was a trip down memory lane, catching up with so many old friends and colleagues and still feeling a part of the whole ethos of taking introducing kids to the magic of the outdoors.

It was good to know that my small contribution helped the cause

a little but the deliberations taking place today seem very much de-javu. The longstanding kernels of unification, leader training, safety issues and how best to apply risk management all seem still under debate.

I have always believed that NZ with its population of under 4 million has less people than many cities throughout the world. As such, it must surely be worthwhile and not too difficult to evolve a system of leader training that all



agencies can subscribe to. The key to the problem we faced with OTAB was to persuade the various organisations already in the game of providing training, to swallow their pride and commit to a national scheme and to a degree lose a bit of their mana. There were other faults with what OTAB produced at the time, but the unanimity of thinking that was evidenced at the celebratory gathering leads me to believe that the concept of an agreed syllabus of leader training with progressive levels incorporating the principles of the Risk Management Scheme and assessment, is worth resurrecting. There is now a much larger nucleus of able minds and experience available to tease out a national NZ Outdoor Leader Training Scheme which could be geared to the needs of clubs and education and lead on to the more advanced needs of the professional field.

I mentioned to Cathye Haddock that at one time, in despair of the Department ever providing

adequate teacher training, I thought of trying to get summer school courses in Outdoor Supervision approved that teachers would elect to attend in order to improve their qualifications. The incentive to attend such courses would be an increased salary increment. However, at that time the task of implementing such a scheme was daunting and with my retirement looming I ran out of time. I mention the concept since the new qualifications authority seems to be more open to change.

In reading this through I feel embarrassed at offering comments which are probably 'old hat', but the adrenalin rush I got from being with you all again rekindled the old enthusiasm.

Thank you, Arthur, for inviting me! Thank you for all the work and support you gave me when I was in harness, and thank you for continuing to be so committed to education outdoors. Well done!

*Gerald Rawson and Joe Hughes at the Celebration Dinner.*



## Reflections

### Challenge By Choice – 1970s style

*By Bert McConnell,  
Ex-Christchurch College of Education,  
Now Oxford, Canterbury.*

It was a camp in the early 70's for yr 7 pupils at Staveley in mid Canterbury – three days of fun and 'getting to know you' for pupils from many different small rural schools who had just started at Geraldine High school. 'Tom' was one of those kids - small, nervous looking, quiet - a bit of a loaner.

The first morning I took all the kids for a run before breakfast round the "confidence course"- actually just an obstacle course, over wee streams, under logs, up steep banks but it did end with the ultimate challenge – a "flying fox" - of the old type before we'd heard of risk management! "Hold on to the bar and don't let go!" Most of the kids tackled it like lemmings until there was only Tom standing beside the ladder up to the launching platform. Tears were in his eyes - he was so scared he wouldn't even climb the ladder.

"It's OK Tom, you don't have to do it."

"But I want to, sir".



So we stood there for ages but Tom's courage deserted him and as we walked back to the camp for breakfast I consoled him and reminded him there was another chance tomorrow.

The next day he got on to the platform with the bar in his hands but couldn't launch forth. For ages we stood there and I was sorely tempted to give him a wee nudge. I reasoned he would be thrilled when he did it but deep down I knew this was his challenge and any nudges no matter how friendly and well meaning would take that away from him. He was bitterly disappointed he couldn't do it and he felt the others would make fun of him and no reassurance on my part made it any better.

As we packed up to go home on the 3rd day, Tom came to me and whispered, "Will you take me to the flying fox?" My tip of the tongue response - "Don't be silly. We're too busy" - I managed to leave unsaid and off we went. Up the ladder, grasp the bar and - wait - but then he went and the squeals of delight from the bottom were music to my ears. As we walked back to camp, Tom was '10 feet tall' and long before we reached the bus his cries of "I did it! I did it!" echoed round the hills on a hot Canterbury day. A magic moment for Tom and for me. I wonder if he still remembers it?

*True to form: Bert McConnell gets everyone moving!*



## Reflections

*Leaders still leading:*

*Arthur Sutherland and Mike Boyes.*

## A Story of Two Special Girls

*By Bert McConnell*

This story is about two special girls - both Downs Syndrome - let's call them Lucy and Sue. They are pupils at Dunstan High School, both in Year 11. The setting is the school lodge (the old Mt Aspiring homestead) in the East Matukituki valley in mid winter, 1985. Boy, was it cold! Water frozen every morning. Frosts like most people have never seen or felt - wading the river was excruciating - but the stars at night and the brilliant crisp days with mountains so close you felt you could touch them made up for it all.

Lucy and Sue were part of the non-School Certificate class - 17 kids whose limited ability, behaviour or lack of motivation was a problem for them and for the school. However, some dedicated staff members were prepared to take these kids on a winter camp. I had been invited to come along to do some research on the effectiveness of this outdoor education experience in changing behaviour or attitudes. The staff had prepared a full programme keeping the kids fully occupied from daybreak to bedtime: tramping, orienteering, fire-lighting, cooking, abseiling, wide games and indoor games and stories. By and large, the kids got into things but by far the two most enthusiastic participants were Lucy and Sue. They were an inspiration to everyone - pupils and teachers. Their 'stickability' was unbelievable as was their willingness to give everything a go. Two boys refused to do the abseiling till they saw

Lucy and Sue right into it and then they joined in, and this wasn't an isolated incident. The day we did the fire-lighting it was very cold and started to sleet while the kids struggled with their fires. In the end, they all gave up except these two special girls - they wouldn't retreat to the lodge until they had succeeded and they did! With the best will in the world we often see special needs kids as a problem but what about them as an inspiration? Lucy and Sue certainly were.

*Two stalwarts of outdoor education: Jean Silver and Hilary Chidlow.*



## Early Days

*By Hilary Chidlow*

*Current position – Environmental Education Coordinator Auckland Regional Council*

*Previous positions – Outdoor Education Advisor (Auckland Advisory Services), Auckland EONZ – committee and chair for 10 years (mid 80's to mid 90's). Initiator and Editor of Out and About. Author – No Classroom Was Ever Like This (1981)*

## Beginnings in Britain

I was a 4th former at a comprehensive school in the Industrial Midlands of England. Not an exciting place really, and I don't remember being taken anywhere at all on what New Zealanders would term a class trip, let alone a school camp.

This was not to say that I didn't go anywhere, because I did. I was one of those kids who got involved in whatever was on offer as part of the extra curricular activities of school. Like every school there were a number of teachers who did exciting things with students after normal school hours – sporting activities, music weekends, performing arts and the Duke of Edinburgh's Award scheme. For the 1960's T. P Riley County Comprehensive School was quite enlightened!

I was a 4th former, and one day my form teacher asked me if I could swim. Yes, I replied, not asking why he wanted to know this information. Some weeks later I was called for interview at the council offices and was lucky enough to be selected to attend a 28-day Junior Outward Bound course at Rhowniar (the Girls School) in the wilds of Wales. I had no idea what this entailed and when my mother asked if she should buy me a pair of walking boots, I said no, I would never use them again.

It was February and it was cold. It was in the days of canvas canoes and heavy outdoor gear. Wetsuits had not been invented (or at least were not in common usage at outdoor education centres). We climbed and canoed, negotiated confidence courses and navigated ourselves over the hills and valleys. We survived the ravages of the British winter in two person tents -cooking dehydrated slop on primus stoves, breaking the ice to collect water from the stream and calling on all ones inner reserves to survive. The 'final' expedition was 3 days in the Plynlimmon hills, unaccompanied by adults. I was 14 years old, I loved it and it was character forming!

That Outward Bound course was one of those life-changing experiences that many have experienced. It shaped my future career choices and shaped my own teaching of Outdoor Education. My philosophy of teaching and learning was very much that of Kurt Hahn, the founder of Outward Bound – “to impel young people into experiences”.

## Early days at Henderson High School

This was in the early days of Outdoor Education at Henderson High School. The school had no equipment so students borrowed packs and tents. We bussed to the

road end. Students map read their way to the campsite, an hours walk away, carrying everything they needed for 3 days in the bush. They collected firewood, made campfires and cooked in groups of four and dug their own toilets – always a bit of a challenge for young people from the city!

Students were so busy looking after themselves that it was never an issue what to do with them once we were at the campsite. We didn't have to provide high-risk adventurous activities like abseiling and canoeing. The environment, and looking after themselves in all weathers became the adventure.

This was in the days when classes were streamed 1 to 13. I vividly remember one student from the top class who came up to me one evening holding a slightly dirty and crumpled sausage on a fork. Miss Chidlow, I dropped my sausage in the dirt, what do I do now? Listen I said, what do you hear (gushing sounds of stony

creek)? Problem solved in three easy steps – go to the creek, collect water in billy and wash the sausage! It never ceased to amaze me that such problems never arose with students from so called lower ability classes. They often came from large families and were well used to looking after themselves and younger siblings. They were almost always self sufficient, hardy and uncomplaining.

I was fortunate to be in a school (Henderson High School 1976 – 1990) that encouraged innovation. The success of those early camps, which cost the students \$2.50 (and we made a profit), led us to develop Outdoor Education as a curriculum subject – at 3rd, 4th, 5th (usually 2 hours a week for 6 months) and eventually at Sixth Form Certificate level.

Whilst the ultimate outdoor experience was the school camp (whether it be in the local Waitakere Ranges or further afield), it was our firm conviction that skill development prior to camp was important but so was the personal and social development of the students. This was seen as critical to the success

of the outdoor activities or camps and hence a considerable amount of class time was spent on cooperative activities, learning to live and work together.

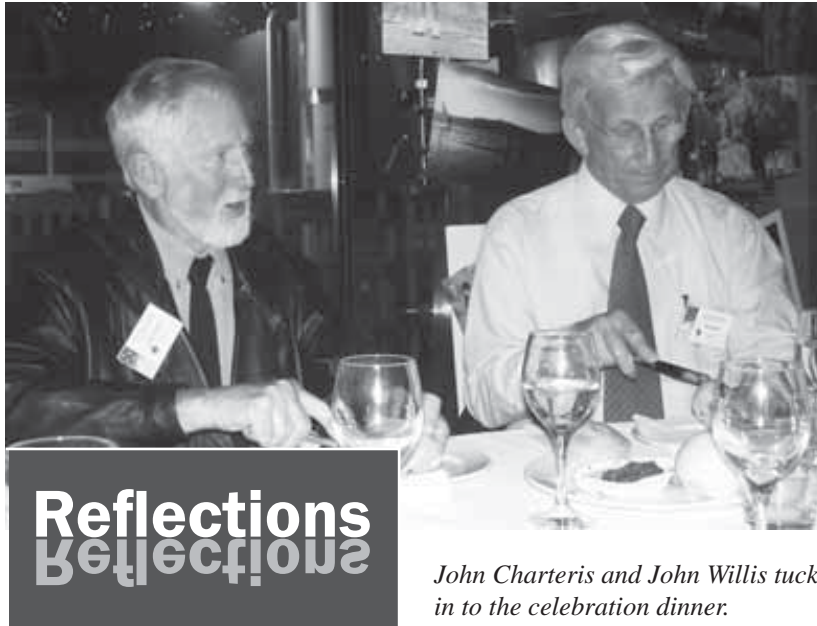
“50 Years of School Camping” has given me the opportunity to reflect on what is important in Outdoor Education. Outdoor Educators (myself included) have often treated the environment as a giant playground, as something to pit ourselves against, something to conquer.

What my teaching didn't do in those early days was to place overt importance on valuing and caring for the environment. If present and future outdoor educators can pass this to our young people, then the profession of Outdoor Education will I believe, be judged to have been truly successful. Not only will we have contributed to the personal and social development of the young but a lasting legacy will have been left for all to enjoy, no matter what age and abilities – our environment.

*There's plenty to talk about: Lynley Stewart makes a point while Susan Miller-Thevenard listens in.*







*John Charteris and John Willis tuck in to the celebration dinner.*

## Reflections of a Nature Study Specialist

*John Charteris, Taupiri.  
Life member, EONZ Waikato.*

My parents trained me from an early age to be a natural historian whilst growing up on a farmlet in idyllic Eltham. Particularly precious were my collections of birds' eggs, dried and varnished dead frogs, koura, weta and snails. I can still remember the smell and the arguments with my mother when she periodically removed them from the security of my clothes drawers (I have five siblings).

Dad gave me 'frogman's' gear around 1950. I was 13 or 14 and I reckon I became NZ's first drift diver. We would cycle to the Waingongoro (the odd grade 2 rapid) and the other kids would take the bike a couple of miles downstream and meet me two or

so hours later, cold but exhilarated by my encounters with trout, eels, smelt, koura, bullies and the odd surprised trout fisherman!

I was hooked and went to Teachers' College (1956-57) with the expressed aim of becoming a nature study specialist teacher and took this third year of training in Christchurch, in 1958.

Posted to Auckland and my first large scale fieldwork programmes were taking classes and teacher groups to Rangitoto Island on day trips in 1960, and I have been more or less doing that kind of thing ever since. Even during the ten years I spent as a classroom teacher, much of my curriculum content was outdoors oriented. You were allowed, even encouraged, to follow and develop creative strengths in the 1960s and 1970s.

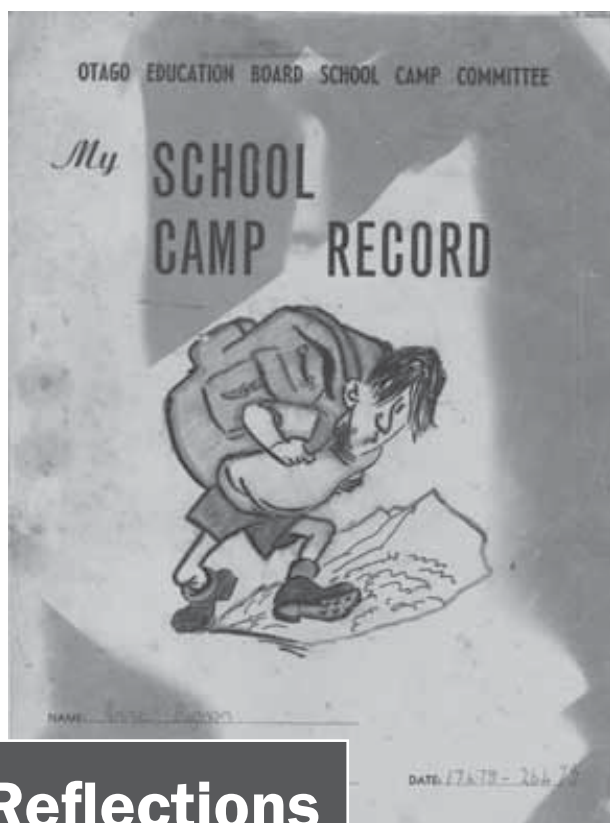
I moved to Hamilton in 1965 to be involved with the Port Waikato school camp and there I worked

as a science advisor with physical education, art, and rural school advisors (camps were 10 days in duration) and gained a "whole" curriculum approach to the field exercise.

People I have particular empathy with in regard to the EOTC philosophy that has developed with them over the last 40 years are Theo Gerritsen, teacher, plantsman and mountain safety contractor; Pat Devlin, hunter and academic of Lincoln University; and Bruce Hammonds, writer, educational consultant, ex-school principal and science and art advisor.

Being water-oriented and lucky enough to be working as a school advisor for Waikato University, I was able to set up boats on the Waikato River, Manukau Harbour and the Hauraki Gulf as floating classrooms and snorkel platforms and have taught hundreds of students in these programmes. Since leaving the University in 1999, I run two charter boats with partner Elva Gouk, undertake environmental contract work with USA universities and we have undertaken several contracts with DoC writing teachers' kits on high interest sites with special character, and helping teachers with their field work at these places: Tongariro Crossing, Te Whanganui a Hei marine reserve, Kauaeranga Valley, Karangahake Gorge, Ruakuri Reserve Waitomo, Pureora and Pirongia Forest Parks and Waikato Wetlands. At the moment we are involved in setting up a marine reserve and environment centre in Korovo, Fiji.





## Reflections

### The Outdoors Was My Educator

Annie Dignan

Lecturer in Applied Theory and Practice

School of Physical Education, University of Otago

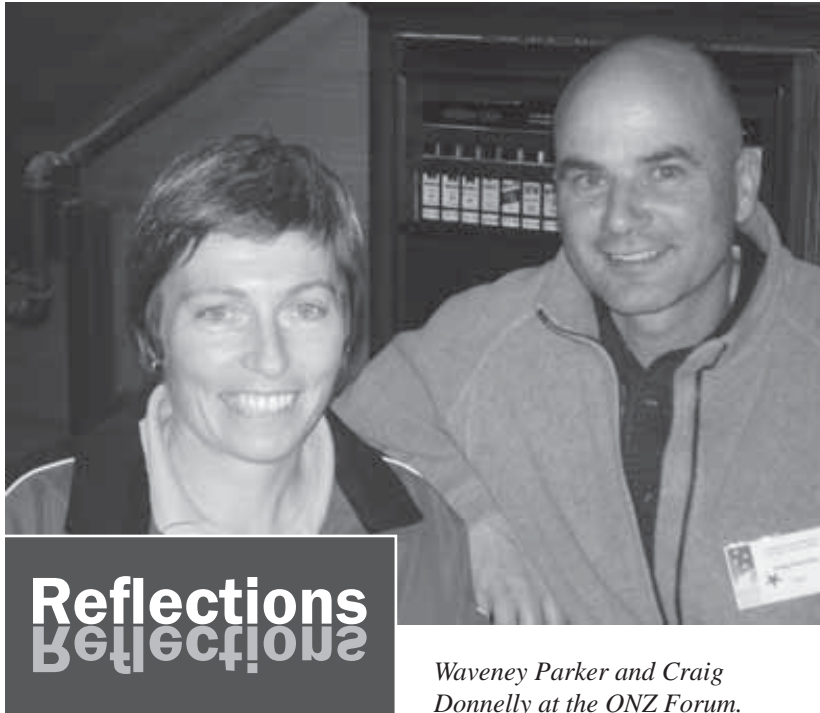
Camp Iona, an amalgamation of concrete buildings in North Otago, seems an unlikely location for a revelation that would set me on the path to becoming an outdoor educator. Especially unlikely as the gestetner pages (which lost the smell of meths about 25 years ago) dutifully record the weather as: Monday 17.4.78 very wet and cold, Tuesday, wet and cold, Wednesday raining on and off, Thursday get fine (sic), Friday, getting better and Saturday, wet: I should have been put off by this alone. (I have often wondered why we ended up being bused into Oamaru to go to the Star Wars movie while on camp, this was a highlight, most of us kids coming from a tiny rural town, but I can see now that this must have been the last refuge of desperate teachers during a week of bad weather). The camp booklet is a testament to a number of things:

the activities we undertook, including archery, rifle range, singing and cook out, my inability to colour in between the lines, and that lessons change and my spelling has improved for example “The three B’s of a good tramper are burn, bash and burie (sic)”.

While Camp Iona was an unlikely venue, I know that this was where my career started because I can still picture the chain of events. It wasn’t anything of huge significance (except for me), I didn’t hear or feel a calling from a greater being: I simply had a “talent” recognised. We had spent the day (or maybe a couple of hours in reality) on a tramp (euphemism for walk across farm land). I had carried the group pack (with lunches, coats and first aid kit (I hope)). When we returned the teacher said to me, “You have done really well carrying that heavy pack all day without whinging, you are a good tramper”. That was all, like I said, nothing of huge significance, but those few words of recognition from a teacher (my academic bent had obviously not been evident until later in life) made me believe I was good at something. These few words of recognition were also within the context of the wider camp experience which I loved. Again the camp book provides evidence of my enjoyment of the confidence course and my lamentations over having no luck on the rabbit shooting expedition (I don’t remember if we had real guns!), interspersed with the typed words of camp songs.

“I love to go a wandering,  
Along the mountain track,  
And as I go I love to sing,  
My knapsack on my back.”

Within three years of that event I had joined a tramping club as a 15 year old. In the following years I assisted on camps, and then began leading them. I continued on to gain a degree in Outdoor Education and currently lecture at the Otago University School of Physical Education. And throughout my career, regardless of whether I am leading youth prisoners, social work clients or students of Physed School, I always try to remain aware that I will never know which words or actions may light a spark so I should try and consider them all carefully. As well as being an educator, I still occasionally carry a pack, and try not whinge.



*Waveney Parker and Craig Donnelly at the ONZ Forum.*

## **I want to tell you about Leslie.**

*By Craig Donnelly, Waikato.*

The Aongatete River follows a lava flow – a solid mass of rock – in the Kaimai Range, and the ‘Down River Challenge’ involves navigating our way down this river, negotiating small waterfalls, deep pools and lots of slime & moss. The Down River Challenge begins with crossing a slippery patch of river before descending the first drop, which requires going backwards using a rope for support.

Leslie was falling over even before she got to the drop, and the thought of leaning backward to descend terrified her. She was crying as she took hold of the rope, and every effort to remain upright meant another slip. There were calls of encouragement and support

from kids and parents, but clearly this was well beyond what she could cope with, and intervention was required.

“Leslie, you don’t have to do this,” I said. “Remember earlier we talked about challenge by choice? This is a time where you can go back up and join the group going back to camp. I’ll come with you. The choice is yours.”

Leslie refused. Through the sobs she insisted, “I’m going to do this.”

I cringed at the thought of another two hours of her struggling on, but decided that this was her decision and we could support her through this.

Leslie was slow. We frequently waited for her to catch up, but no one complained.

Charlotte buddied up with Leslie and they began talking their way over and around obstacles. Holding hands, they carefully slid their way across yet another slippery section, and then the inevitable happened. They slipped, screamed, and crashed onto the rocks before falling into a knee-deep pool.

This was the final straw.

Struggling awkwardly to rise from the water, the two girls started to laugh. Slipping again they pulled each other down for a second dunking, and rose up laughing louder. Like a wave the laughter spread through the rest of the group. Anxiety dissipated, relief swept across.

From that moment, the whole group took great delight in falls and spills. Obstacles were no longer avoided; students chose to take the most challenging route they could find. The fear of taking a risk and being seen to fail was gone. The level of excitement rose, there were still screams and squeals, but we talked in a way that we hadn’t before. Students challenged each other, and gave their support to those who took up the challenge. They congratulated and cheered, regardless of the outcome. The falls and spills were seen as the fun part of the experience.

Accomplishing the challenge was a big deal for Leslie, but discovering a friendship with Charlotte and camaraderie with the rest of the group was more important. It helped her through the immediate challenge, and unknown

to anyone then, was going to help her face another personal challenge in the coming weeks.

Not long after camp, Leslie's mum came to see me back at school. "I have cancer," she explained, "and the hospital treatment I need to take involves me staying in isolation for one week. Leslie may be upset, she won't see me until I can come out."

Leslie was upset. Together we sat outside on the step.

"Leslie, you don't have to stay in class when you're upset. You can take time out and go and be with your friend (from another room) until you feel like joining us again. The class knows about your mum, and we understand that this is not an easy time. The choice is yours'.

Leslie thought this was a good idea, but she never left the classroom that week. The support that she needed had been formed weeks ago at camp when she made another choice.

In telling the story of Leslie, I want to acknowledge the power of Challenge-by-Choice: individuals presented with a challenge and then given the opportunity to try it, knowing that they can back out at any time.

Secondly, I want to emphasize the importance of building relationships in education. To me, teaching is first and foremost about building a positive relationship based on trust between teacher and student. In our effort to be more effective with transferring knowledge or to engage students in learning, I believe that we have overlooked the most critical factor: the human touch.

Camping enables this to develop like no other thing that we do in schools. Living with each other, we get to see how individuals function, and in particular, how they function in adverse or challenging conditions. We can see strengths and weakness that remain hidden in the classroom. With skills developed through high quality training, such as learning to

facilitate adventure-based learning programmes, we can develop the human touch within our students and allow them to see our own humanness.

Great camping experiences don't happen by chance, and neither does learning to be courageous or compassionate.

Sadly, many EOTC experiences are based on activities for excitement sake alone. Recently I returned from a weekend EOTC experience with a group of students. On Monday, staff wanted to know how it went. "Fantastic," I replied. What did you do? was the number one question. I felt hollow answering. What did we do? What we did didn't seem important. The real treasure was how we grew. The adventures we shared, the fears we faced, the frustrations and disappointments we endured, the success that we achieved and the fun – oh the fun – that we had! How we bonded together was what I wanted to talk about, but not what my colleagues wanted to hear.

Leslie laughs now when we talk about her terror at the start of the challenge, and the message on the Christmas card that she gave me at the end of the year made no mention of the help I had been to her understanding math, or with becoming a better reader and writer, or gaining confidence with public speaking, or how trees are classified. It simply says, 'Thanks for helping me when mum was having her treatment.'

*Mike Boyes, Rowdy (John Maxted) and David Bailey enjoy catching up over lunch on the Friday.*







## Reflections

*Cheers! Mike Boyes and Lynley Stewart drink to EONZ, ONZ and OE.*



## Reflections

*Gemma Periam and Arthur Sutherland at the ONZ Forum.*

### Enjoyable Years on Committees

*By Annie Dignan*

*Lecturer in Applied Theory and Practice*

*School of Physical Education, University of Otago*

I have been involved in EONZ since the Otago Outdoor Education Committee decided to vote in favour of combining to form a national organisation. I have spent many enjoyable years involved both regionally and on the national exec. I wanted to be involved in this celebration of outdoor education because I think it is important to acknowledge the people, the triumphs, the trials and hear the stories.

### 20 years on EONZ committees

*By Gemma Periam,*

*HedOutdoors,*

*Tē Kauwhata.*

Reflecting upon my 20 years involved in outdoor education and then upon the apparently decreasing volunteerism, I wish to share the considerable benefit I have gained by being an active member of EONZ both regionally and nationally over that time.

I'm currently self-employed working as an outdoor education adviser to schools. My major contract is

*Pauline Hughes, Ross and Val Bailey at the Celebration Dinner.*





as co-ordinator of the Perry Foundation Outdoor Education project and I also continue to provide professional development courses for teachers and provide feedback on national EOTC programmes and initiatives. I am at this point in my career due to the networks I have formed, and the opportunities I have been given, through my involvement with EONZ.

I started as secretary of EONZ-Auckland (in 1986 it was the 'Auckland Outdoor Education Teachers' Association) in my teachers' college training year. I began teaching in 1987 at Rosehill College, Papakura – a school with an extensive outdoor education programme at the time. I left the school in 1992 to start a family but had spent the previous two and a half years as teacher-in-charge of outdoor education. My ability to do that job was without a doubt influenced by my colleagues at the school and all my colleagues on the EONZ Auckland committee. (You know, I actually started writing the names of these people then realized there would be so many by the end of my 20 year reflection, I couldn't do them all justice. You guys know who you are!)

I chose to give up full-time teaching while raising my children but the mind does need to keep busy! I continued my active involvement with EONZ and was persuaded to take on a newly formed part-time position for EONZ national – Executive Officer. It was a good fit for a stay-at-home mother living in a rural area. During my 5 or 6 years as EO I made some wonderful friends on the executive and met a large range of people passionate about the outdoors. Associating with likeminded people with such energy and passion for educating young people in the outdoors is highly motivating. I know they have appreciated the work I did while executive officer at EONZ but I wonder if they realize how much I appreciate their guidance and friendship? I hope so.

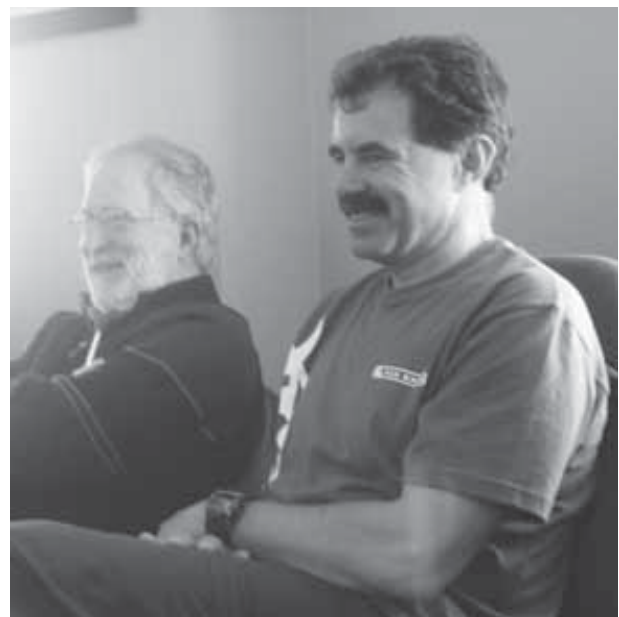
In those 5 or 6 years, and since, I have continued to represent EONZ's interests with the Ministry of Education (Health and PE developments concerning Outdoor education, Safety and EOTC document and PD) and with Water Safety agencies (eg. Riversafe)

Executive Officer for an organization is pretty much a desk job and in my case a lonely one. Not a great fit for someone who loves getting outside and being physical, or for someone who loves working with people and making a difference in a young person's development. My job now is much more hands on. I still spend too much time behind a desk but I do get to work directly with staff and students in schools delivering outdoor learning opportunities. EONZ continues to support me in my work and keep my knowledge and practice current.

I am still on the EONZ national executive as treasurer. I often ask myself why (because there is a bit of work involved and I also have several other volunteer roles related to my kids education and sport) but I think the answer is in what I've written above.

I continue to gain so much from my involvement with EONZ and I hope anyone who reads this and has the opportunity to be involved with EONZ sees that the hours of volunteer time are well rewarded professionally and personally.

*Passing on the baton: Wayne Putt and Mike Boyes enjoying the discussion at MSC House on the Saturday.*





## Journeys of Leadership

*Jean Silver*

*Retired District Health and Physical Education Adviser Auckland*

My leadership journey began in 1951 when Beatrice Kidson, a Science teacher at Nelson Girls College, took our fifth form Science class to Lake Rotoiti for science and tramping experiences. Within the outdoor environment my skills were allowed to flourish, Potential previously hidden, was allowed to blossom and on my return to school I found myself being put into positions of leadership. These school experiences set me on my path to leadership.

I trained as a primary teacher and became an assistant physical education adviser in Wanganui and Nelson working in primary and secondary schools. Later, I taught in South East London with outstanding physical education and dance teachers who became leaders in their own fields. These people inspired me to always "look outside the square".

Some years later whilst teaching at Rangitikei College in Marton, Ted Jones and I introduced adventure camping to the school. We felt that there was a lack of student leadership at the time and so developed a leadership programme, based around a camping experience (1964 to 1966). Initially, all teachers were invited to nominate students from 3' to 6'" form, whom they thought had leadership potential. In subsequent years, students applied to join the programme.

In the first year, sixty students from the third to the sixth form were selected to try out for the camp. Over a period of several months different types of challenges were set that were designed to test student's physical abilities and more importantly their attitudes to physical challenges. These included climbing up and over high tubular steel climbing frames to test their strength and head for heights, weekend tramps, and endurance running. They learned to read maps and follow compass bearings. They problem solved what they would do if they had survived a plane crash in heavily bushed country to assess their common sense and problem solving abilities.

Twenty students, fifteen boys and five girls, were finally selected to take part in a ten day adventure camp during the May holidays, at Resolution Bay in the Marlborough Sounds. Activities were designed to challenge students physically, mentally and emotionally. One challenge involved groups being dropped off along the shoreline with the task of finding their way back to camp by a set time, two days later. Another was to row a cutter to an island and survive in a group for two nights, cooking their own food and looking after themselves without adult supervision.

Many students involved in the programme over the three years have since become teachers, principals and leaders in other professions.

At the recent "Celebration of 50 years of School Camping" Mike Boyes, now senior lecturer at Otago University, said that his love of the outdoors and his leadership journey began at Resolution Bay. A mantle of leadership was passed through four generations of outdoor leaders – Beatrice Kidson to Jean Silver, to Mike Boyes and now to Annie Dignan, one of Mike's students now lecturing at Otago University.

Someone wrote " true leaders are those who do first and then inspire others to do".

## Reflections

### A Walk in the Forest.

*Pete Brailsford.*

Walking in the forest has been an important part of my life from an early age. My parents built a bach at Bealey Spur when I was young. Weekends and holidays at the bach were spent roaming through native bush, falling into the river and scrambling up the hills. Being in the 'wild' was a natural part of my growing up.

Living without electricity, cooking on an open fire, keeping food without refrigeration was just how it was. Family picnic ambles on the Spur turned into energetic jaunts up Mt Bealey, Mt Bruce and The Dome. My first weary tramp to Anti Crow evolved into longer trips at high school. When those trips were insufficient to sate my hunger for trips, friends began organizing our own adventures into wild and remote places. Canterbury University Tramping Club introduced me to a whole new group of companions and adventures, the Alpine Club to mountaineering, and the Arthurs Pass Outdoor Education Centre gave me my first taste of instructing – all the rest is history.

When I look back at Arthurs Pass and Bealey Spur I realise how much it has done to shape the direction and purpose of my career in the outdoors. But as much as the place there were a whole lot of people who influenced me as well. My mum and dad who let me roam the Spur in a carefree and explorative way – years before the term experiential learning had ever been mentioned. Paddy Freaney at Arthurs Pass – my

father would take his Teachers' College students up to the lodge where Paddy worked. Bert McConnell was a contemporary of my father and fitted in to the mix. Steve Anderson employed me at the APOEC and introduced me to Mt Cook. Many others lent their hands to shape my development.

30 years on, in mid-September in central Wellington, I found myself once again in a tall forest. Cloistered away three stories up in Mountain Safety House were twenty five EONZ members, current and former committee members, people who had at some time or now been involved in helping to build outdoor education in New Zealand. For four hours the stories flowed out across the room. Luminaries like Hilary Chidlow and Susan Miller-Thevenard, Mike Boyes and Bert McConnell. I met and listened to people who I knew had done so much for outdoor education, for students, for the teachers involved; as generous now as they were in the past. The room filled with laughter and, at times, tears; the conversation bouncing around the room from one story to the next. Outrageous stories that were played out before risk management became a concept and the protagonists became responsible.

How much real learning can be achieved in safety? Craig Donnelly answered that question admirably with his account. It brought tears to my eyes. It reminded me of all the learning and experience that I had gained from the outdoors and all the situations where I have helped others achieve the same. We may live in a different world today but the essential messages of the outdoors have remained the same. The outdoors shapes who we are and gives us the opportunity to become the people we are. I'm grateful to have had that opportunity and to stand in the forest. I want my children to have the same.





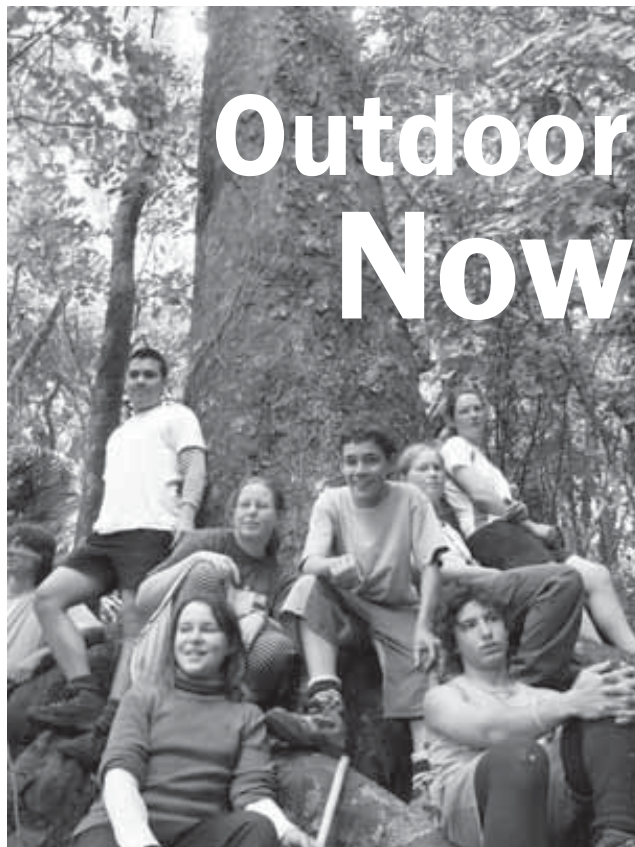


Photo: Peter Sutton, Marlborough Boys' College  
*Budding conservationists*

# Outdoor Education Now – Celebrate Our Successes!

## **'EOTC and Conservation – Collaboration for Success**

*Published with permission from Education Gazette. Originally published in Education Gazette, Volume 85 Number 6 (24 April 20036).*

### **Marlborough's education isle**

**Kate Tringham** takes stock of a unique education and conservation project involving secondary school students.

Three years ago, Blumine Island was just another reserve in the Marlborough Sounds in need of maintenance but low on the Department of Conservation's agenda due to limited funds. Today,

the island is pest free and well on the way to becoming the most publicly accessible island wildlife sanctuary close to the South Island's shores.

Much of the credit for this remarkable transformation goes to the hard work of secondary students from seven schools in Canterbury and Marlborough. For the past three years they have taken part in a successful education conservation project developed by the Untouched World Foundation, the Department of Conservation and Christchurch College of Education.

Piloted on the island in 2002, the project provides opportunities for secondary school students to do



Photo: Peter Sutton, Marlborough Boys' College  
*A bird in the hand ... ?*

hands-on conservation work. The programme also aims to develop leadership skills through student-centred learning by engaging students in all aspects of planning, decision making, risk management, hands-on conservation, critical thinking and reflection, data management and promotion. It has proved so successful that last year Conservation Minister Chris Carter visited the island and approved funding for pest eradication, saying it was a result of the good work being done on the island through the partnership. Marlborough Boys' College science teacher Peter Sutton, the lead teacher in the programme, has worked in a unique partnership with Dr Barry Law from the Christchurch College of Education. Peter participated in a trip to the island in late 2003 and quickly saw the project's potential. He used the focus of the programme in his application for a Royal Society scholarship with DOC in 2005. While Barry developed the programme's educational framework, Peter refined its

content to ensure the education process was in harmony with DOC's conservation outcomes. Both educators say there are "all sorts of pluses" to come out of the programme.

The partnership has enabled DOC to see that schools can make a difference in large biodiversity projects. It has allowed DOC to further work programmes quickly without having to commit resources it has not got – and that's where Untouched World Foundation becomes a critical partner. Untouched World Foundation hairperson Peri Drysdale believes it is critical to educate and enhance the leadership potential of young people if we want to create a sustainable future. Three times a year, groups of about 14 students led by pre-service teacher trainees and accompanied by three teachers spend a week on the island doing such work as clearing tracks, tracking predators, monitoring snails, birds and wetas, and cleaning up historic sites.

In terms of professional development, Peter rates the trips as having high value, but low stress. No expectations are placed on the three teachers accompanying each group – they take on more of a mentoring role, and can become as involved as they like. "On the last trip, for example, one of the teachers who came out was a history buff, and once we got into the history side he contributed that way. But at the same time he picked up a lot of skills in the conservation side of things which was new to him," says Peter. Working closely with Department of Conservation Sounds Area staff, Peter has helped enhance the links between the programme's education and conservation objectives by ensuring the tasks undertaken have the maximum potential for benefit for DOC and therefore make a real contribution. More recently he has been working on the content resources and refining the learning process to enhance the student-centred nature of the programme so that students take more ownership and control of the field programme.



*The bird box project*

Photo: Pete Brailsford, Lincoln High School.



The student-centred approach used in this project is based on research undertaken by Barry Law between 1998 and 2003 in experiential learning. Peter says the impact of the project on his own teaching has been huge. "My approach to student-centred learning and experientialtype learning has changed. It took me a while to get my head around that style of teaching, and I have seen other teachers come out who also have a traditional classroom-based teaching experience coming away

quite enthused about a different way of teaching.” Students certainly seem to appreciate the approach. As one wrote: “it was really great having responsibility most of the time, it was not just the teachers taking control. I think the system worked because everyone pulled their weight and was encouraged to lead”. Students design their own action plans for the island. They are given background information including history of the island and data from previous work, and supported in identifying possible tasks, prioritising them, allocating resources and managing the conservation work on their trip.

The project also provides a great opportunity for teachers to see their students operating in a completely different learning environment. “They all treat each other as equals, and we’ve seen as much leadership from Year 9 students as we have from Year 13. Every year we have Year 9 and 10 students who will stand up and take charge of 20-25 people ranging in age from 12-60 and show leadership skills and management skills you wouldn’t see in a Year 9 class,” says Peter. He says the conservation/restoration nature of the project sits well with the students. “They enjoy being involved in real work that’s progressing, and the progress is measured so they can evaluate how much they have contributed in the time they’re there.” “In the space of a week, we work towards them pretty much taking control of the activities on the island, managing the day to day programme. They have to work out what things need doing, in what time, and what resources are allocated to them.

They generate data which is fed directly back to DOC so they can see what they are doing fits in with DOC,” he says, adding that there is one DOC representative on every trip.

Learning occurs on several different levels. There is a skills component – virtually all activities involve recording locations on maps and by GPS. There is also a values component. “In the end we don’t expect students to come off the island being tree-hugging conservationists, but we’re trying to get them to examine their own values and decide where they see themselves in relation to this part of the environment and its future.” “While some students come off the island and head into careers in conservation, others come off

thinking – ‘it’s not the sort of work I want to do, but I have a better understanding of where this fits into the world and how I relate to it’.”

## Special needs inclusion

A pilot project which saw students with special education needs participating in the Blumine Island programme in 2004 proved so successful it is now a regular part of the programme. In the final trip of each year, seven students from previous trips who have shown very good leadership skills are invited back to mentor seven students with special needs on the island. Dr Barry Law says the students with special needs have responded amazingly well to the programme. “I have heard that in some cases they achieved more than some of the other students, simply because

*Using IT technology to record field data in the field*  
Photo Peter Sutton, Marlborough Boys’ College).





it's such an amazing experience for them." Director of Salisbury School in Nelson, Ritchie Telfer, and teacher aide Carolyn Shirtcliff say the trips have a tremendous impact on students. "Our students have all got special needs, and for them to be able to tell me in great detail the anatomy of wetas and their feeding habits and behaviour was stunning."

One of the students showed so much potential, she was invited back the following year as a leader and she now plans to pursue a career in conservation work. Carolyn says students who go on the trip see it as a challenge and an honour to be chosen to go. "For our girls to mix with other special needs students in a totally different environment is really good for them, and they seem to respond incredibly well – they get totally involved, even with the pretraining which can be quite difficult for them." Carolyn cites the case of a student who struggled with the physical training required to get fit enough to participate. "You should have seen the look on her face when she made it to the top of the island – that sense of achievement made the whole experience worthwhile."

*Getting close to nature*  
Photo Pete Brailsford, Lincoln High School.



## Snippets from Students:

### Reflections on Camp

Year 7 and 8 pupils from Berkley Normal Middle School in Hamilton go to Aongatete Lodge in the Kaimais Ranges for five days of bush experiences. "Most of our pupils have not been in the bush before", says teacher Craig Donnelly, "and we provide them with challenges and learning experiences in tramping, tenting, cooking lunch over a fire outdoors, river activities and night activities such as a candle trail."

Here's what the pupils\* had to say about their experiences:

#### 'Justin':

The best thing about camp for me was eating meals because heaps of people wanted me to sit at their tables.

I felt good about camp because I made a lot of new friends.

Something that I have learned about myself from attending camp is that outdoors is great if you go with a lot of great people.

#### 'Beth':

I felt great about camp I learned a lot of new things about other people and about myself.

Something that I have learned about myself from attending camp is that I can accomplish goals if I push myself really hard.

#### 'Jayne':

The best thing at camp for me was the Down River Challenge because I loved all of the waterfalls and falling over all the mossy stones and getting all soaking wet.

I felt good about camp because I learned how to do lots of things; one was how to light a fire and how to put a harness on for rock climbing.

If I had a chance to do the camp again, I would not do toilet duty because it was disgusting and there were massive spiders.

#### 'Anita':

The best thing about camp for me was cooking on an open fire at the stony beach because when I go camping I don't cook on a fire.

Something I have learned about myself at camp is that I can do lots of things that I don't usually do.

#### 'Deborah':

The best thing about camp for me was the rock climbing because it was a fun activity and it was good working in a group.

I felt great about camp because it was a great experience to teach me about the outdoors – I learned heaps at camp.

Something that I have learned about myself from attending camp is that whatever I try I can do and nothing will overcome me.

*\*Pseudonyms used.*

## The Tent Invaders

*The following two short stories were written by Berkley Normal Middle School (Hamilton) pupils, inspired by their school camp experiences.*

*by Becky Dawson-Smith*

It was the second night of camp. We had just finished singing around the campfire. When we arrived at our tent, Ashleigh, Dana and I started unrolling our sleeping bags. But we never knew that 5 minutes later a visitor would pop in for a scare!

“Eek!”

“Eew!”

“Ahh! Get it off!”

Dana, Ashleigh and I started to panic. There, in front of us was a creature with six legs and tiny spikes on its back!

A weta! In the tent!

Ashleigh tried to take it outside.

“Zip up the door!” Dana and I yelled at the same time, continuously repeating it until Ashleigh finished struggling with the zipper.

“Phew!” We all breathed a sigh of relief. I took off my jacket, grabbed my pillow and lay on my sleeping bag. Then I felt a bump near my back. It’s just a lump on the ground. I hope I won’t wake up with a sore back, I thought.

Around 30 seconds later another little friend came for a visit, in Ashleigh’s sleeping bag! She picked it up and flicked the brownish

looking weta off to the ground. It looked like the shell of a cicada, all brown and crunchy. Well, it looked crunchy.

All three of us were shivering from head to toe. It would be scary having to sleep with wetas.

Dana started to talk about ‘Americas Next Top Model’. We were chattering along until the other girls told us to be quiet.

“Yikes!”

“Help!”

“Not again!”

There was another weta in Ashleigh’s sleeping bag. For the third time! The little critters must love the cosiness of it. After we took it outside (not really WE, it was more like Ashleigh) we had a thorough inspection of the whole tent. Checking in bags, under pillows, everywhere!

I guess we weren’t good inspectors because there was another weta! It was sitting on my jacket, trying to look like an innocent little puppy. But we weren’t fooled. We kicked him out of the tent and went to bed, still worrying about the 3cm long wetas.

*by Estella Oliver*

I was going down. Down the waterfall, clinging onto the rope so hard that my hands were feeling numb. It felt like the river was alive, alive and dragging me down. My feet were my warriors shielding me against the attacking waters. I had made it - made it down the waterfall of running hatred. I succeeded without slipping or sliding; the

decent was easy. So that was the end of our river challenge... not! We had about 2 hours to go.

After wadding through different water levels and scaling down small waterfalls - not to mention slipping over - I realised you should try to avoid standing on wet rocks above the waterline. These ones can be very slippery, especially the ones that are smooth and mossy. The rough ones aren’t that slippery. While doing the river challenge we learnt a lot of new things, like where it is safe to tramp in rivers and the incredible strengths of the river currents and how it changes the riverbed and surroundings.

By then we were tired, hungry and wet! However, we next reached an enormous swimming hole. We clambered round rocks on tiny ledges, terrified of slipping into the icy waters below. (What? He’s cheating - he’s swimming across... Oh, he’s fallen in!)

Eventually we arrived at this rock island. I pulled off my shoes and tore off my socks then dived into the frozen bottomless pit. I scampered up the steep cliff face to a ledge jutting out from the side of the bank. There was a small line of people jumping one after the other into the black unknown. Finally my turn came. I looked at the water below and against my wishes my legs pushed off the stony ledge. Soaring through the air at 100 miles per hour, as suddenly as it started it finished with one icy hit! Descending into the darkness, the fading light snapped my brain into action and with one powerful kick my head broke the surface.

Back to the bush we knew so well we tramped like frozen ice cubes wearing beanies on a summer's afternoon.

I was in a small group at the front and unexpectedly we heard a rustling then a thumping. We froze...It froze! I could hear Jessica's shallow breath behind me. Its huge ears were acting as eyes sensing what we were. Then it was gone. The deer disappeared without sound. The day's challenge ended with us all laughing, joking and retelling the encounter with the wild deer.

## Outdoor Education at Boyle River OEC

### **"You can do it!"**

The girl is silent, staring down at her feet. Her toes overlap the front edge of the pole she is standing on and her heels hang over the back. She is oblivious of the whoops and shouts of encouragement from her group members five or six metres below her. They have the comfort of the ground under their feet. She has already been standing there for three minutes and they are anxious to see whether her jump will reach the trapeze. It dangles, tempting her, one and half metres in front of where she stands, wobbling. She starts to weep, quietly and without self-consciousness. The six people gripping her twin belay ropes look uncertainly at their instructor but

his gaze is riveted on the figure standing high above them.

"You can DO it!" he yells.

The girl sniffs, collects herself and sighs. Her arms drop, she stares at the trapeze and calls out in a wavering voice, "Count me down!"

"Three," the instructor's voice rings out.

"Two," the others join in.

"One ... GO."

She lurches forward, her fingers brush the swinging bar and she pendulums out and back on the ropes tightening behind her, emitting a howl that is part anguish and substantially a release of her fears. Her friends join in, shrieking in triumph for her.

Missing the bar is not failure. Refusing to try for it is.

The Boyle River Outdoor Education Centre is tucked away on a river terrace by a sweeping curve on the road through the Lewis Pass. For many thousands of Canterbury children it represents a first real taste of the South Island high country and this introduction is experienced as part of a school outdoor education programme. A typical camp begins with manager Wendy Davis greeting a busload of Year 10s – this time from Kaiapoi High School. "There are only three rules," she tells them. "Number one – Respect! Respect the environment, respect the lodge and respect each other." "Number two – don't do dumb stuff!" The group titters in acknowledgement. No one needs

to ask what she means but she sets sail through her list of the sorts of deeds that many adolescents don't seem to understand might get them into difficulties here. Risk management is an essential part of the programme and everyone is conscious of the need to avoid accidents.

"Rule three," she says, "is – smile!"

The old days of school camps are long gone. The idea of shouldering lead-lined packs and slogging silently for hours up a track to a chosen destination, to return along the same muddy route has little appeal these days. The process is as important as the product.

Four days of adventure camp might see groups clambering up rock faces, crossing rivers, navigating their way through the bush, edging along ropes strung high in the trees or pitching tents on the river flats. The raft or 'tube' the river, they climb and they walk together. They work as a group, adults and student leaders zeroing in on the dynamics that constantly mutate as tiredness and impatience set in.

This process emphasises communication, action and reflection. Debriefing sessions prod and push pupils into a greater awareness of themselves and how they relate to others. What happened? What does it mean? What should I do about it? Such questions emerge again and again in the learning journals that are updated by pupils back at the lodge each evening.



# Outdoor Education Now

One group has set off up the road to chew over the day's events while soaking in the natural hotpools at Sylvia Flats. They lie in the water, counting shooting stars and talking softly in the darkness. Their instructor recounts the time he had arrived with a group to find another car parked at the beginning of the short track to the pools. His group was warned that "Errrm .... There's a possibility that these people up here might be skinny dipping, but hey, let's check it out anyway."

The group had set off, single file, with their leader trailing behind. Twenty metres from their destination they were confronted by the sight of a young woman standing in the pool, resplendent in here complete birthday suit. The

column of pupils did not pause, wheeling about-face as one and marching military style back to their transport. One more adventure to discuss over dinner!

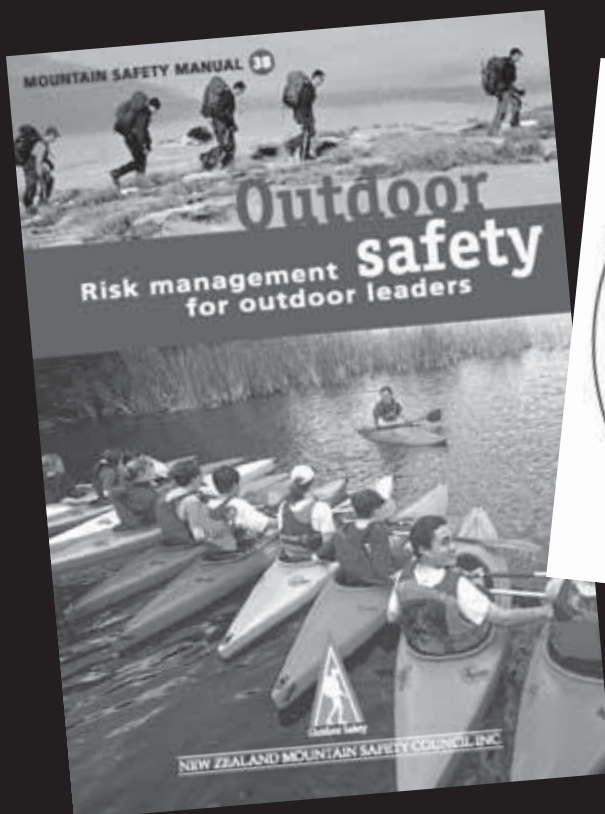
Every day offers something new to face up to. The overriding philosophy in 'Challenge by Choice', but instructors are quick to remind any reluctant participants that their choices should not include opting out. For some, the challenge is to stay at the table right through mealtime and actually talk to other people. It might mean sitting alone in the bush at night for an hour. Then, of course, the multitude of 'high ropes' adventure activities present a special obstacle for those who have declared their fear of heights.

After four long days and nights these tired teenagers re-board their bus equipped with an arrange of practical new skills. They have learnt how to tie new knots, how to prepare and serve meals, how to clean the toilets. They have tried to keep their bunkrooms tidy. All have a clearer picture of their own strengths and weaknesses.

More importantly, though, everyone goes home just a little more adept at that most vital of human skills – the ability to understand and get along with other people.

And what, in these testing times, could be more important than that?

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Photo: Lynley Stewart.

# Capturing student voice

## – what Kiwi kids are learning in outdoor education.

*Lynley Stewart, The University of Waikato  
School Support Services  
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Many New Zealand schools believe that education in the outdoors is an important part of the curriculum. They may refer to what they do as either, outdoor education or EOTC. Outdoor education, as a key area of learning in the health and physical education curriculum, "...includes adventure activities and outdoor pursuits" (Ministry of Education, 1999 p46). EOTC is a term used to describe curriculum-based learning that extends beyond the four walls of the classroom (Haddock & Sword, 2004). Such experiences may include a visit to the museum,

botanic gardens, or marae; an estuary or rocky shore field trip; and an outdoor education camp (Ministry of Education, 2002).

For a significant number of these schools outdoor education happens during the school camp or outdoor education week where outdoor pursuits and adventure based learning activities, together with learning experiences linked to curriculum areas such as science and social studies prevail.

I am particularly interested in the decision making that happens in primary schools around outdoor education. I am interested in why schools, and teachers do what they do in outdoor education – what

it is that determines the decisions they make about programme content. I am also curious about what meaning students make from the outdoor education experiences they engage in – what they are learning and is this learning is related to the learning intended by their teachers?

Teachers, as professionals, strive to provide interesting and exciting ways for their children to learn. One teacher I interviewed told me, "...outdoor education is a part of my programme because some children learn more when they are outside, it fits their learning style. As a teacher I should be providing different environments for the children to learn in.



Another teacher said,

...kids are not exposed to the outdoors in their family lives as much as they used to be – there are so many possibilities out there, opportunities to find out who they are and who they can be when faced with socially challenging situations.

Haddock and Sword suggest outdoor education can add value to the curriculum and because it provides opportunities for direct experiences is more likely to engage students in learning as understanding is enhanced. In a synthesis of research about quality teaching in NZ schools Adrienne Alton-Lee reports that there is a range of research suggesting out-of-school applications, authentic activities, outdoor education and adventure programmes have a strong impact on students.

When I asked one girl if outdoor education was important she said, “...Yeah, otherwise it’s just boring and no-one will be interested all the time. You have to actually do stuff, not just study it.” When answering the same question a boy said, “...Yeah – you get to practice hands on, if you are right there you learn.”

Very few of the teachers I talked to about outdoor education practices indicated there was systematic planning in place to ensure that outdoor pursuit’s skills are developed sequentially over time. The interesting thing I have found from talking to teachers about their outdoor education practices is that activities related to other

curriculum areas such as science and social studies are usually an extension of the classroom learning programme whereas outdoor pursuits tend to be limited to the outdoor education event. Without a sequential learning pathway begun in earlier years some students will not acquire the knowledge and skills, and therefore the confidence necessary for a successful experience.

### **What are these students learning?**

Teachers also indicated that the development of personal skills, such as meeting and managing challenge, and social skills such as team work, were an important part of outdoor education. One teacher said, “...physical challenges that takes them out of their comfort zone are important.”

In recent years it would seem that an increasing number of schools are engaging outdoor instructors to provide outdoor pursuit experiences for their students, this is particularly prevalent for the higher risk pursuits. These are the activities teachers identify as those selected to meet personal and social outcomes such as managing

challenges and developing team co-operation. Jones (2004) raises this as an issue, if teachers say one of the most important outcomes they plan to meet through outdoor education is personal and social development and then hire outside providers for such activities as abseiling, kayaking etc are they able to guarantee that the outcomes they desire are being met for each student? “...teachers know their students best...” (Jones, 2004 p31)

Using an action research approach, I have been working with teachers and students to find out what students are learning in outdoor education. Tunstall and Gipps (1996) report that research suggests it is possible to develop a clear picture of the student’s perceptions of their own learning through interviews with them, so I talked to the students prior to, during and after an outdoor education event. The information gathered from students was shared with teachers. The intention – to use student voice to help the teachers recognise the gaps between what they intended the students to learn, what the students thought they were learning and what they actually said they were learning – using student voice as the catalyst to stimulate reflective inquiry into practice.

Photo: Lynley Stewart.







For the purpose of this paper I will be presenting the results of my findings from one school where I talked to the year 7 and 8 class teacher and two students. This class, together with the two year 5 and 6 classes were preparing for the annual school camp.

### **What did the teacher tell me before the camp?**

This teacher's outdoor education programme included learning opportunities from different curriculum areas, in particular science, and health and physical education. Related to the health and physical education curriculum learning outcomes around personal and interpersonal skills, challenge and safety were important. Learning goals focused on skills associated with outdoor pursuits were not mentioned. Outdoor pursuits appeared to be one-off experiences focused on personal challenge.

When asked what her students were learning in outdoor education class the teacher identified a variety

of skills such as tent pitching, cooking on outdoor stoves, and managing risk. She also said, "...relationship skills – whether they realize it or not – well I hope that is what they are learning." How did this teacher know the students were learning these things? She said, "...by observing, seeing the dynamics and them pitching tents and cooking without burning themselves." The teacher also told me how she facilitated such learning. She identified a number of strategies she used, such as posing questions to initiate dialogue between her and the students, as well as between students and students and she talked about the importance of including opportunities for reflecting on what had happened following an experience. The teacher also said, "there is just so much more learning that happens than you planned for." When asked how she manages such unplanned learning she was not able to directly say. I believe this is an 'untapped' area for consideration – how might teachers capture the numerous opportunities for helping students to focus on the unplanned learning, the learning not established as learning goals?

### **What did the students (who I will call Lee and Ben) tell me before the camp?**

After establishing what outdoor education is I asked them what they had learned, neither student found this easy to answer. I also asked them what they thought they should be learning and what they would like to learn in outdoor education and why. Lee told me

that it was important to learn, "...safety stuff and how to work as a team." She was rather vague about why she thought this was important other than making references to getting along with each other. Ben was quite definite about what he thought he should be learning, "...to eskimo roll", because he enjoyed kayaking and felt that he needed to learn this skill.

### **What did these students tell me during the camp?**

I spent a day at camp with the school. This particular day was focused around aquatic activities at an outdoor centre. All activities were organized by the company that ran the centre, with the teachers and parents helping, as directed by the instructors. The questions I asked the two students were focused on their learning:

- What do you think you are learning (and how do you know this is what you are learning)?
- Why do you think you are learning this?
- How will you know when you have learnt it?
- How does your teacher help you with your learning?

Both students told me they were learning how to kayak. Ben told me he was learning, "...how to get water out of other people's boats and how to get people back in." While Lee said, "...we learnt to paddle forwards and backwards and to stand up on the kayak."

Photo: Lynley Stewart.





Both students were able to identify a purpose for their learning. Ben related his learning to the up-river trip and knowing what to do if someone fell out of their kayak. He also said that if he went kayaking again he would be able to teach other people. Lee connected her learning to being able to kayak across a river if the need ever arose again. When asked how they would know when they had learnt it Lee said, "...when I am doing it confidently and I'm not scared of it any more, and when it's in my memory." Ben said, "...when I can do it over and over again." Neither student was able to articulate the specific skills related to learning to kayak. This suggests that these learning points (criteria) were not made explicit for the students.

So, how does the teacher help these students with their learning? The responses from the two students tended to focus on the centre instructor doing it with them, showing them what to do. They both said that their teacher also gave them encouragement, "...supportive stuff like, come on you can do it." There was no mention of specific learning points/criteria being shared them.

### **What did these students tell me after the camp?**

I talked to the two students again, approximately 4 weeks after the camp. Again, I asked them what they had learnt during their outdoor education camp. Ben again talked about his learning around kayaking as well as what he had learnt during time spent at the estuary, "I learnt

heaps about estuary creatures, I learnt that welks eat cat food and that there are 10,000 snail eggs inside one little sac." Lee talked about what she had learnt during the estuary study and while at the rock pools. She also talked about further kayak skills she had learnt, "I learnt to paddle backwards and that the paddle acts as a rudder if you put it in the water it helps you to turn."

So what did these students think their teacher wanted them to learn? Both students said the teacher had wanted them to learn about rocky shore creatures as this is what they had focused on in the classroom prior to going to camp. Lee said they had a learning intention; 'We are learning to identify rocky shore creatures'. Lee said they had talked about how they will know when they have learnt this (criteria/learning points). As to why they were learning about the rocky shore Lee said, "It will help if you become a marine biologist, and I guess it helps to know about the

world around you." Neither student indicated that there were learning intentions for the kayaking activities they had talked to me about.

### **What did the teacher tell me after the camp?**

The teacher believed the students had learnt to recognize their own personal limits and she used as an example the kayak trip up the river to the overnight camp site. When asked how she knew this is what the students learnt she identified observation, and student post-camp recounts as the means of ascertaining this.

The teacher indicated to me that learning goals/intentions had been established with the students at school, before going to camp. She identified one learning goal as, "I will be able to face challenges." She also said that they had spent time talking about how they would do this (face challenges). She also believed the students had learnt

Photo: Lynley Stewart.





to identify their own, and others strengths and weaknesses, and that they had consolidated their understanding of rocky shore creatures. The teacher did not indicate that she had talked to any of the students about their learning; neither had she included opportunities for individual, pair or group reflection on the learning.

When asked how she helped the students to process (reflect), and think about their learning she admitted that debriefing was probably not done as well as it could have been. She did tell me that each evening time was set aside for the students to write in their camp diaries about their experiences during the day.

As a result of sharing what the students said about their learning the teacher recognized that the learning goals she set were not explicit enough. She also realized that once set these goals needed to be shared and discussed with the students. She said "...I can see where I need to focus more around the learning goals." She also said, "...diary writing could be more directed back to the learning we are focusing on."

So what else would this teacher do differently next time? She said she noticed there were students who found some of the outdoor skills, such as pitching tents, difficult. She felt that some of these skills should be taught and practiced prior to going to camp. She also said in the future she would allow more time for student reflection to ensure they understood what they were learning

If outdoor education is going to survive the challenges - such as the demands on teacher time, resourcing issues, and the requirements of compliance then as educators we need to be vigilant about ensuring outdoor education programmes are planned to meet school and curriculum goals. Outdoor education programmes should be a sequentially developed, not one-off, isolated activities and events. Intended learning should be made explicit for students, and teachers should be enabling sufficient time for students to process their learning, learning that is both 'taught' and 'caught'.

However we choose to describe, and define what we do as outdoor education we need to consider why we are doing it - what is the purpose? We also need to consider how we are doing it - is it a planned and sequentially developed programme relevant to the needs and interests of the learners? And we need to focus on the learning - both planned for and unplanned for, and the ways in which we help students to process this learning and make links to their 'real world'.

Learning happens in many different ways. Straker (2004) reminds us that individuals respond in different ways to what is happening in the here and now. Outdoor education programmes based on a constructivist model where the learner engages in a number of experiences followed by opportunities to reflect enables them to construct their own knowledge based on their learning.

Something may happen during an experience which has a significant impact on the student. As Straker (2004) says, "These impacts can change how we perceive the world and they can change our way of being in the world" (p 60). If we do not enable opportunities for students to reflect on what they are learning we may well miss a valuable opportunity to help them make meaning and to see valuable links to their own lives. As Einstein said, "I never teach my pupils: I only attempt to provide the conditions in which they can learn."

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# Overseas News

## Kiwis in the UK

*Lynley Stewart, Waikato University*

New Zealand was well represented at a recent conference, the *Third International Outdoor Education Research Conference – Widening Horizons: Diversity in Theoretical and Critical Views of Outdoor Education*, held in the Lake District in England.

The six Kiwis who attended the conference all delivered papers:

**Matt Barker** (AUT) *Attribution Theory and Self-Efficacy Augmentation; Theoretical Constructs to Shape Outdoor Educators' Best Practice*; **Mike Boyes** (University of Otago) *Diversity in Outdoor Decision Making Models: When to use what*; **Annie Dignan** (University of Otago) *Feeling Bodies*; **Pip Lynch** (Lincoln University) *OE and School curriculum: Ideology and the Politics of Curriculum Change*; **Lynley Stewart** (University of Waikato, School Support Services) *Capturing Student Voice – What Kiwi Kids are Learning in Outdoor Education*; **Robyn Zink** (Monash University – ex. University of Otago).

This was an interesting and thought provoking conference with

a diverse array of papers presented by, predominantly but not limited to, tertiary educators from around the world (Denmark, Canada, Australia, Scotland, Singapore, Norway, Sweden, Wales, Japan and England).

The opening address at the conference was by Steve Lenartowitz, Chairman of the Institute of Outdoor Learning. Steve emphasized the importance of high quality outdoor education which is able to connect to the UK

*Back from left to right: Matt Barker, Mike Boyes, Robyn Zink, Annie Dignan, Front from left to right: Pip Lynch, Lynley Stewart*





government framework, *Every Child Matters*. The key components of *Every Child Matters* include:

- Be Healthy,
- Stay Safe,
- Enjoying and Achieving,
- Making a Positive Contribution,
- Achieving Economic Wellbeing.

Connection can be made between the components of this framework and the vision, principles, values and key competencies of the draft New Zealand curriculum, recently released for consultation.

As well as opportunities for professional stimulation and collegial networking the conference organizers did provide time for us to learn about, and experience the beauty of, the Lake District in Cumbria in the North West of England.



*Herdwick sheep, the Lake District's unique and hardy breed, which are said to be of Norse origin. Derwent Water (near Keswick) is in the background*

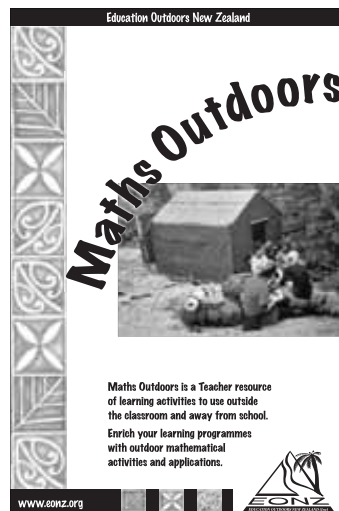


*Castlerigg Stone Circle near Keswick*



## Maths Resource from EONZ

### Maths in the Outdoors

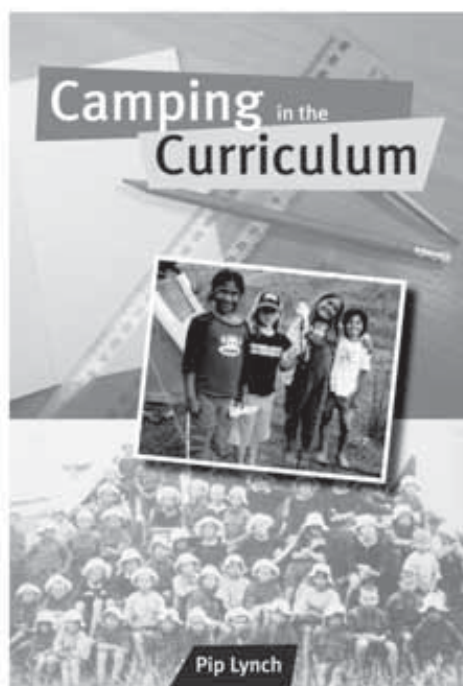


A very useful resource from EONZ for teachers who want to take Maths outside the classroom or away on camp.

Copies are available from  
**EONZ via [www.eonz.org](http://www.eonz.org) or**  
**email: [anne@outdoorsnz.org.nz](mailto:anne@outdoorsnz.org.nz) or**  
**Administration Officer**  
**PO Box 11-776**  
**Manners Mall**  
**Wellington**

Available from May 2006. Price \$20.00 per copy.





## Our history !

An authoritative history of the development of outdoor education in New Zealand.

268 pages, fully referenced, indexed.

Extensively illustrated and integrating policy development with examples of individual school outdoor programmes from before 1950s to the present.

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

- Liz Thevenard, Victoria University, Wellington

*An enormous amount of research and a good read.*

- Bob Stothart, PE historian, Wellington

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

- Cathye Haddock, Advisor, OE, Wellington.

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Wayne Keenan accepting the “innovation” award for the Sustainable Business Network awards

# Awards for Centre, School and Students!

The Peel Forest Outdoor Pursuits Centre “Eco Centre” won the Sustainable Business Network’s award for “Innovation” at the Southern Awards Ceremony in Christchurch recently.

They then went on to receive a commendation at the Westpac National Sustainable Business Network awards in Auckland.

Ann Sherry, CEO Westpac said: “The businesses attending tonight’s awards are some of the leading lights among the many thousands around the country that are making real contributions to their communities and I congratulate them all.”

The awards recognised it’s Eco Centre development as providing a unique outdoor education centre that provides visitors with a chance to experience green technologies and live within resource limits. Set within a 20ha site of regenerating native bush which has been placed under a QEII covenant, the Eco Lodge features include:

solar electricity, gas and wood for cooking and heating water, greywater wetland, waterless toilets, heat transfer ducts and the use of recycled materials and fittings, and timber milled from the site.

Centre Director, Wayne Keenan said it was fantastic to receive the award.

“It gives us a real sense of achievement; an acknowledgement of where we have come from, and where we are going with the centre. It’s great to be recognised like this,” he said after the presentation.

See: [www.peelforestopc.org.nz](http://www.peelforestopc.org.nz)

See: [www.sustainable.org.nz/newsite](http://www.sustainable.org.nz/newsite)

Other recipient’s of Canterbury Resource Management Awards this year were Kaikoura High School and students: “Landcare Research also presented a Merit Award to Kaikoura High School and its eco-council in recognition

of their practical approach to environmental education” and “The Future Environmentalist Award joint winners were Sarah Smith, a year 12 student at Kaikoura High School and Tom Baker, a year 13 student at St Bede’s College, Christchurch”.

“The biennial awards ... celebrate the efforts of people living in the Canterbury region who are improving their environment and promoting sustainability of natural and man-made resources” and were announced on November 1 by Hon. David Parker, Climate Change Minister.

“The awards are hosted every two years by Environment Canterbury with support from Landcare Research, the Energy Efficiency and Conservation Authority, Te Rūnanga o Ngāi Tahu, the Target Zero Business Network and the Sustainable Business Network”.

Source: [www.scoop.co.nz](http://www.scoop.co.nz)





# ViewPoint

## Let's no longer talk 'ratios'.

*Gemma Periam,  
HedOutdoors, Tē Kauwhata.*

'Ratios' is a term that has been used simplistically to describe an instruction and supervision structure in an outdoors setting.

I'm advocating we no longer use the term but instead talk 'supervision structure' or 'leadership structure.' The question the person in a school who is approving a safe and effective EOTC event should ask a teacher is: "What is the supervision structure you need?" not "What ratio do you need?"

Having facilitated numerous professional development opportunities in safety management and programme planning for people who work in or with schools, I usually arrive at the 'ratios' conversation sooner rather than later. I also soon get frustrated at people's traditional understanding of 'ratios' getting in the way of them grasping an understanding of the currently accepted meaning of ratios.

Ratios are still understood by many to be a relationship of two numbers (that is, supervisor/leader

number to participant/learner/client number), that there are set ratios for a given type of activity, and that the set ratio is applied regardless of any situation specific factors. I share two examples of these understandings.

**A teacher at a recent course commented, "My school's ratio for trips outside the classroom is 1:10 but for activities involving water it is 1:4." They went on to describe the difficulty they had applying these.**

**An instructor at an outdoors forum filled with outdoor sector experts stated as part of an argument; "I have to work to set ratios of 1:4 for kayaking."**

It is widely accepted that applying a recommended set ratio for an activity may not lead to safe practice, although such ratios are useful as a starting point or 'ball park' guideline. For example most of us recognize that the general level of supervision required for water activities is significantly higher than for a bush activity.

The current understanding of ratios is described in Safety

and EOTC: Guidelines for good practice (Ministry of Education 2002: 28) -

"A ratio compares the number of skilled/experienced supervisors with the number of novices involved in an EOTC event."

Likewise in Outdoor Safety: Risk management for outdoor leaders (Haddock 2003: 101) -

"A ratio is the number of experienced people compared to the number of inexperienced people involved in an outdoor activity."

Both resources go on to state ratios are hard to prescribe and can vary considerably according to a number of factors present for any given situation.

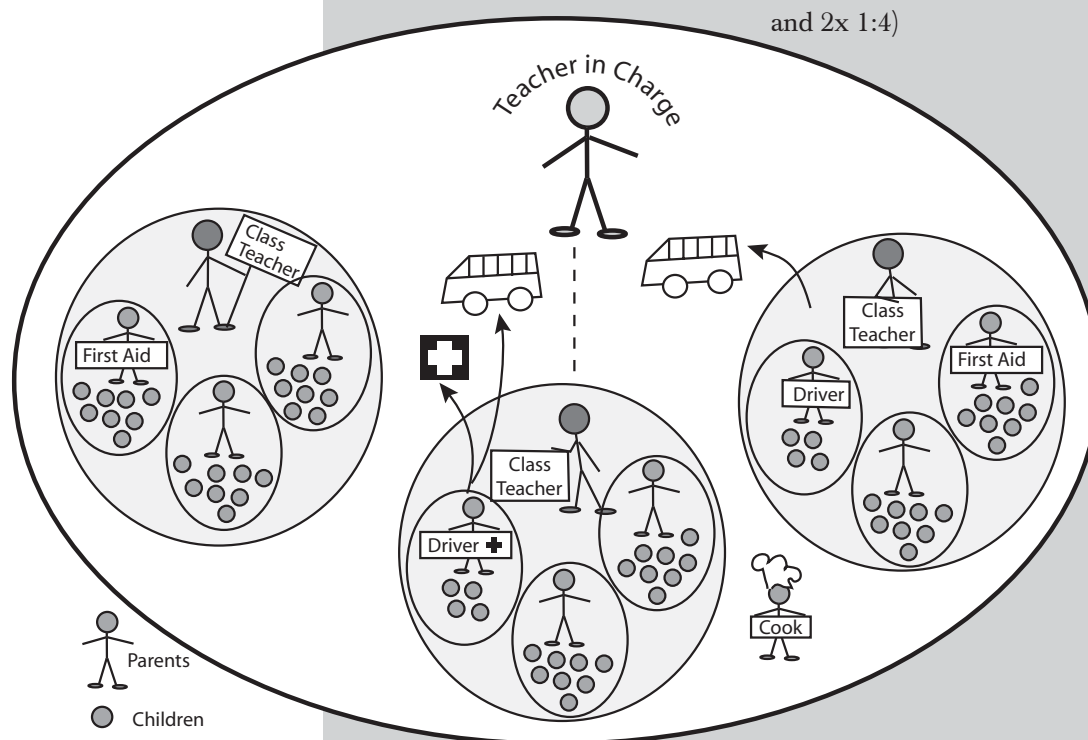
But even these explanations of ratios still suggest we boil everything down to two numbers separated by a colon. For me that still oversimplifies things. Here are two examples of supervision structures. They are in fact several sets of ratios. In the first example the ratios are 'all over the place' and the supervision structure is continually altering.



## Example 1. Year 5/6 Social Studies Camp – Rotorua

A group of 64 students, 9 parents and 4 teachers went on a camp for four days. So is that 13:64 (or 1:5) or 4:73 or what? Activities included visits to Rotorua Museum, Whakarewarewa, Buried Village (including walk to the waterfall) and the local city thermal park. Accommodation was at a holiday park in a large hostel type facility.

The following diagram represents the supervision structure that was put in place as a result of teachers' collaborative planning to maximize learning and safety across the range of activities undertaken.



**Teacher-in-charge** had responsibility for overall supervision of the programme and had no students to directly supervise. It was their role to respond to any problem or crisis and ensure it was managed successfully. (1:77)

**Cook.** A parent with considerable experience cooking in commercial kitchens for large groups. No students under their direct supervision.

**First Aid Officer.** A parent who was bus driver and a trained current volunteer ambulance officer was the designated first aid person. He had a group of four students only. The class teacher would take this group when he had to deal with any first aid situation. Other teachers and parents had a range of first aid knowledge and experience, two with current certificates. (1:77 or is it 3:77)

**Three teachers.** Each was responsible for a class of students. If a parent required assistance or to be released the teacher would step in for that parent's group. When the two parent bus drivers were driving the teacher would supervise their group. If a problem or crisis occurred the teacher for that group would respond initially and communicate to teacher-in-charge if the problem could not be managed at that level. (1:24 and 2x 1:20)

Eight parents. Six parents were allocated eight students each to directly supervise and be responsible for during the four days. Two parents who were also bus drivers had four students allocated. Groups of students were formed and matched with parents who had the skills to supervise them. For example two ex-teacher parents were given groups with more troublesome students. (1:8 and 2x 1:4)

Y5 and Y6 Social Studies Camp – Rotorua

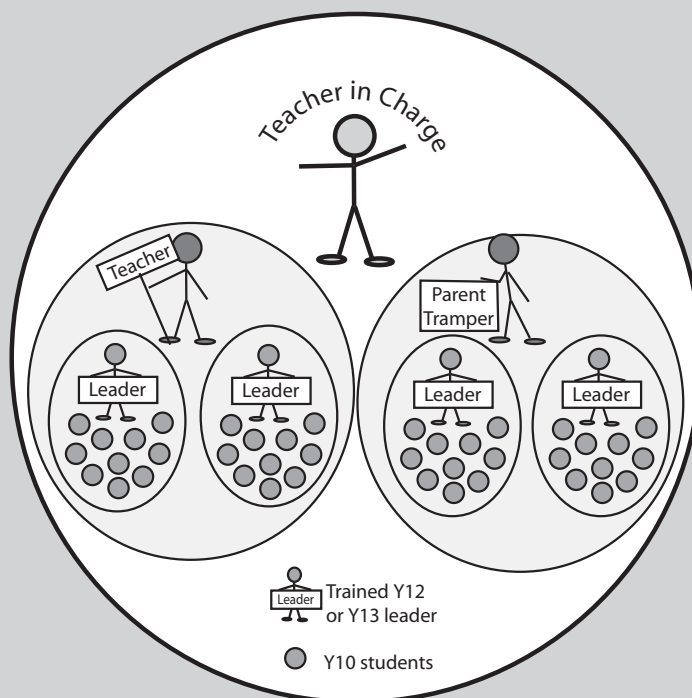


## Example Two. Year 10 day tramp – Hunua

Each tramping group was made up of 40 Year 10 students, 4 Year 13 leaders, teacher in charge, a teacher and a parent. The tramp is about 5 hours and on a high use, well formed and clearly marked track. The track is very steep in places and has two easier contingency routes.

Four groups of 11: 10 Year 10 students assigned to one Year 13 leader. A parent tramper or teacher with 2 groups of 11. See diagram. So two larger groups of 23 tramping 5-10 minutes apart. Teacher – in-charge within whistling distance of both groups. Both groups stopping and touching base with each other at junctions and pre-determined rest spots. The group of 40 was split into these smaller sub-groups to be a more manageable size to walk along a tramping track.

It wouldn't be best practice to have each of these groups walking totally independently. Ideally we would want supervision levels to be sufficient so that we could, but reality in schools means we make the best of what we can get. The bottom line has to be do we have enough competent leadership to handle a crisis in this given situation?



Y5 and Y6 Social Studies Camp – Rotorua

**Teacher in charge.** Moved between the groups particularly when groups stopped at junctions. No assigned students. Knows the area particularly well and has considerable tramping experience, risk and crisis management skills (Bush 1 equivalence). (1:46)

**Teacher Two and Parent.** Teacher had some tramping experience and site specific knowledge having tramped the track previously. Parent with considerable tramping experience and leadership

experience working with young people in youth groups. (1:11)

**Year 13 students.** Trained in leadership, established rapport with students in previous two or three days leading in other outdoor activities. Received site-specific training earlier in the year. At least one of the two had workplace first aid. (1:10)

**Overall** the 'ratio' according to definitions above was 7:40.





## Other examples.

We are seeing specific supervision structures being designed for outdoor programmes promoted to schools. Check out ACC Riversafe: *Supervision of ACC Riversafe and other EOTC activities in, on, and around water* and Water Safe Auckland: *Rainbow System*. Both spell out specific roles and required competence for each in their supervision plans.

## Operational Procedures

What is more important than getting bogged down on numbers is for supervisors to understand the operational procedures that have been carefully considered and put in place. Management strategies particular to the supervisor's role need to be understood and able to be put into action. 'Chain of command' or who has responsibility for what needs to be understood by all supervisors. Hence an effective

briefing of the supervision team must be done at some point prior to the event, preferably with the opportunity for the team to ask questions and contribute to the plan.

For me the term 'ratios' has become redundant. Anytime someone asks me a question about ratios I invariably find myself responding with 'supervision structure' in my answer. And yes the answer is invariably a lot longer than it used to be – but it's a better one!

## References

- Ministry of Education - Safety and EOTC Guidelines for good practice.
- Cathye Haddock (2003) - Outdoor Safety Risk management for outdoor leaders.
- Water Safety New Zealand - ACC Riversafe, Provider's guidelines.
- Watersafe Auckland Incorporated - The Rainbow System.

*Comments on this ViewPoint are welcome and should be directed to Gemma at: [hedoutdoors@xtra.co.nz](mailto:hedoutdoors@xtra.co.nz)*



Photo: Arthur/Robyn Sutherland

Photo: Arthur/Robyn Sutherland



Photo: Arthur/Robyn Sutherland



November 2006

To all graduates

Welcome to the Teaching Profession

**Synopsis of the situation regarding Education Outside The Classroom (EOTC) and Outdoor Education (OE).**

All teachers in New Zealand at some time in their career engage students in learning at sites beyond the classroom. These sites are often categorised as 'on- and off- site.' The use of the local art gallery, the swimming pool, the rocky shore, a patch of bush, the local park, a river valley, national parks and outdoor centres along with all the sports events and trips off shore feature as part of learning or subject area or extra curricula programmes. Collectively they constitute the components of a school's **Education Outside The Classroom (EOTC)** programme. In many cases the EOTC programme is overseen by an 'EOTC Coordinator.'

Further, many schools use adventure based learning activities as a vehicle for personal growth and take students on camps, tramps and cycle trips as they strive to provide students with the opportunity to achieve the outcomes specified in the Health and Physical Education Curriculum document. These activities are either referred to as 'our **Outdoor Education (OE) programme**' or are immersed in the Health and PE programme or the 'integrated curriculum.'

Some senior secondary schools deliver specialist **Outdoor Education or Outdoor Recreation** courses. Here the teachers capture student interest to such an extent that the successful experience has a spin-off in their other school subjects and/or they are motivated to follow a recreation and/or outdoor career pathway. Students are encouraged to demonstrate competency through assessment against industry unit standards in activities such as tramping, kayaking, orienteering, rock climbing and adventure based learning.







### **Skill set of staff**

It is widely accepted, and well documented, that the level of engagement described above requires as a minimum, staff with both a knowledge base and an ability to manage the students; the leadership team; the activity itself; the potential for gain and loss (usually referred to as risk management); and an ability to act competently in the event of an incident.

As the level of engagement moves into the '**outdoor pursuits**' arena the skill set includes an ability to demonstrate competency beyond that of the student engagement level in activities such as tramping, kayaking, orienteering, rock climbing and adventure based learning.

Adequate staffing and supervision of EOTC events requires competent staff. The following are the core competencies cited by the Ministry of Education in ***Safety and EOTC-A good practice guide for New Zealand schools.***

- Ability to teach/instruct
- Outdoor pursuit skills; qualification or attestation of equivalent skills/experience to match selected activities
- Current first-aid certificate
- Ability to identify and manage risks
- Crisis management skills
- Leadership skills
- Group management skills
- Environment skills
- Cultural values

A special need arises for those teachers who assess students against industry unit standards registered on the National Qualifications Framework. These teachers need to meet the minimum assessor requirements (MARS) which have been established by the **Sports Fitness and Recreation Industry Training Organisation (Sfrito)**.

The Ministry, along with the partners to the publication ***Outdoor Activities, Guidelines for Leaders*** has provided clarity regarding the skill set required by teachers

".....there is a trend towards outdoor leaders holding qualifications that provide an independent assessment of competence to current, accepted practice. These include generic risk management, first aid, and activity-specific qualifications. This trend is likely to continue. Organisations and individuals should prepare for a future where there are higher expectations of training and qualification requirements."(page 2)

### **About EONZ**

**Education Outdoors New Zealand Inc (EONZ)** has institutional and individual members from all four levels of education; namely, Early Childhood, Primary, Secondary and Tertiary. We have established partnership relationships with many of the outdoor organisations in NZ, including Outdoors NZ, the NZ Outdoor Instructors Association, the NZ Mountain Safety Council, Water Safety NZ, the Sports Fitness and Recreation Industry Training Organisation (Sfrito), some Private Training





Organisations and Teacher Colleges of Education. These partnerships, while primarily training and assessment focused, are part of our 'work in progress' as we advance the status of teachers and programmes, and thus the outcomes for students. The environs beyond school are so rich; likewise the methodology used by teachers of **Outdoor Education**.

Our organisational structure is one of a national organisation with an executive committee supporting regional branches. Our website [www.eonz.org.nz](http://www.eonz.org.nz) contains the regional contacts, a membership application form with the fees for organisations, individuals and students.

EONZ as the professional association for educators, advocates on their behalf, produces a national magazine called 'Out and About' and information updates called 'snippets,' delivers professional development, assessors candidates for the **Outdoor Leader Award**, and offers members discounted resources.

The **resources** available to teachers and schools are a result of our collaborative. The following 'big three' can be accessed through our website.

***Safety and EOTC-A good practice guide for New Zealand schools*** (Ministry of Education, National Operations, November 2002)

***Outdoor Activities, Guidelines for Leaders*** (SPARC, December 2005)

***Outdoor Safety-Risk Management for outdoor leaders*** (NZMSC manual #38)

We at EONZ are your support crew. Please do not hesitate to contact us. EONZ wishes you many enjoyable experiences in your teaching career.

Arthur Sutherland

Chair

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# Snippets

## 1. Outdoor Activities Guidelines for Leaders

The CD version has been distributed to 1800 primary and intermediate schools through the Toolkit distributed as part of the Active Schools PD Programme.

The hardcopy version appeared in all schools with a secondary student component late in 2005. Various websites carry links to the downloadable version on the SPARC site. The site contains the link under the resources heading.

## 2. Bushcraft Manual

MSC has been distributing their latest version of this excellent manual. See [www.maintainsafety.org.nz](http://www.maintainsafety.org.nz)

Resources for instructors/leaders/teachers are being placed on the website progressively. Eventually a CD will be made available through MSC.

## 3. MSC Videos

The current Bush and Outdoor First Aide videos are being converted to DVD format. Look for these early 2007.

## 4. Riversafe

WSNZ is currently reviewing this programme and expects to have the new resources ready for 2007.

**EONZ** was represented at the DOC Recreation Summit held at Te Papa by Matthew Cant and Liz Thevenard. Liz reports that the discussions were interesting.

**EONZ** chair faced with dilemma. As the nominator of Roncalli College for the EONZ award and a member of the ONZ awards selection panel your chair did the right thing and asked three teachers to select the best nominee and pass it onto the ONZ panel. The said panel minus the EONZ chair then made the final decision.

## 7. Outdoor Leader.

The **new award** from 1 September 2006

It is official. NZOIA, NZMSC and EONZ have reached agreement. New Zealand now has one outdoor award at this entry level. (Outdoor One is history). Candidates for Outdoor Leader will be assessed against the same performance criteria. EONZ assessors will work alongside NZOIA and NZMSC assessors as part of the moderation process.

**Revalidation** (yet to be confirmed by the three national executives).

A new component of the award is the requirement to maintain currency. Holders of the Outdoor Leader award are required to, within 36 months of gaining or revalidating:

1. hold membership status with either NZOIA or NZMSC or EONZ
2. renew their first aid qualification
3. have logged<sup>1</sup> either (a) five days<sup>2</sup> or leadership experience or (b) three days of leadership experience and two days of personal experience
4. have participated in currency discussions either (a) by attending a three hour seminar<sup>3</sup> or (b) by taking part in a multiple-hour training course or an assessment episode<sup>4</sup>.

Notes:

<sup>1</sup> Must include 'reflective comment'. See [www.eonz.org.nz](http://www.eonz.org.nz)

<sup>2</sup> a day is defined at six hours minimum

<sup>3</sup> EONZ, NZMSC and NZOIA will provide these annually

<sup>4</sup> for example, Bush One assessment.

Revalidation will be a continuous cycle.

**Current holders** of Outdoor Leader are required to revalidate sometime before 20 October 2007.



### Rationale for Outdoor Leader

A clear message has been given to all leaders of youth, and others, by the outdoor world about the need to raise the bar. Leaders need to have tested their experience, skill level and knowledge against a benchmark. For those leading 'on-trail tramps', overnight tent and hut/lodge camps, and related events, Outdoor Leader is the benchmark. The Ministry of Education and partners in Outdoor Activities, Guidelines for Leaders (SPARC, Dec 2005) state:

"... there is a trend towards outdoor leaders holding qualifications that provide an independent assessment of competence to current, accepted practice. These include generic risk management, first aid, and activity-specific qualifications. This trend is likely to continue. Organisations and individuals should prepare for a future where there are higher expectations of training and qualification requirements" (p2).

Contact person for EONZ Outdoor Leader matters:  
arthur.sutherland@cce.ac.nz

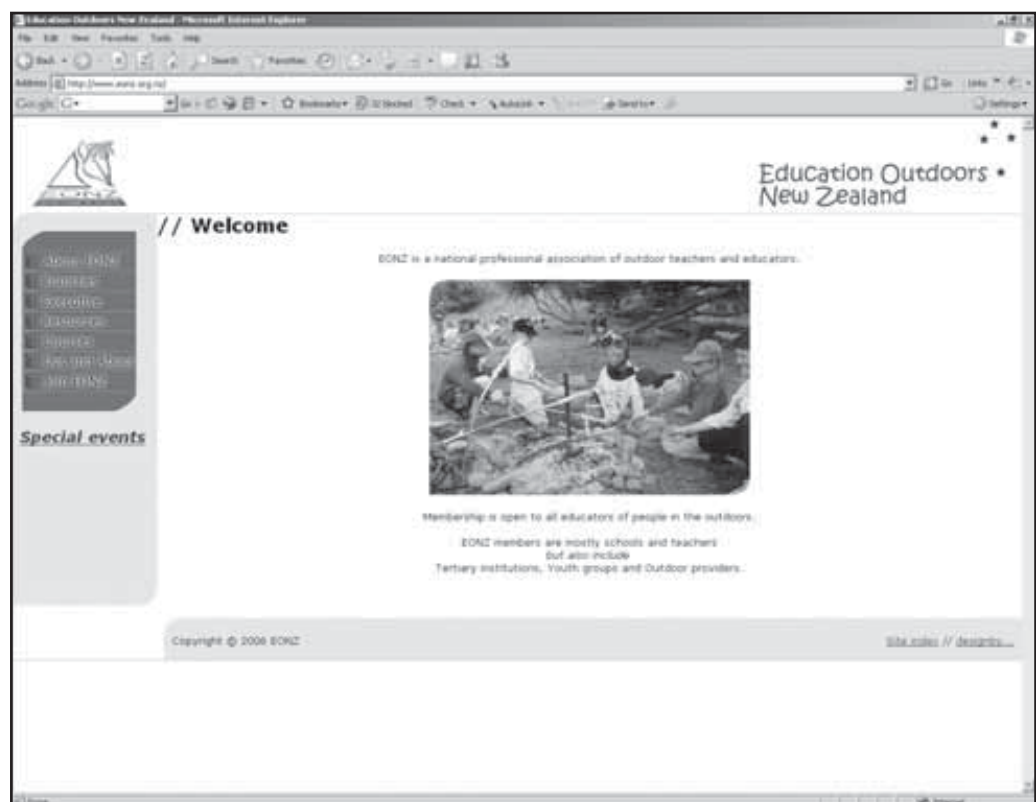
### 8. EONZ Web Site has moved.

Our new web address is <http://www.eonz.org.nz> and is New Zealand based, replacing the old US address [www.eonz.org](http://www.eonz.org).

The site has been updated and contains new material and resources. Check out the new Outdoor Leader syllabus, and resources page, including sample pages from the Maths Outdoors resource plus downloadable resource masters. There are also a number of new links to help you be more effective in your programme and to locate the things you need. There is a gallery of the EONZ 50 years of Camping celebration.

Visit the site and bookmark it for future reference.  
Happy surfing.

<http://www.eonz.org.nz>





## America's Cup Boat Building

### Activity Ideas

#### Aim:

To build a boat out of natural bush materials. It must be able to float in water and have a fantastic appearance.

Think "America's cup"-Design, construction

#### Objectives:

1. To practice design and construction skills
2. To investigate the properties of natural bush materials.
3. To encourage co-operative group work.

#### Resources:

Natural bush materials

Teamwork

Lateral thinking

#### Plan: (5 Minutes)

1. Discuss boats with your group. How to build the boat e.g sail, rope, and knots. Think about the America's cup designers. The boat must be able to move or travel on water.
2. Divide into small groups. (4-6 per team)
3. Explain what materials can be used. Natural bush materials eg. Sticks, leaves, flax etc.
4. Explain there is no man made objects to be used. Eg. Cans, paper, plastic. It must be "organic". Use the environment around you.

5. Size: explain to students that the boat must be bigger than a shoe box 50cm<sup>3</sup> (length) x 50cm<sup>3</sup> (width) x 50cm<sup>3</sup>(height).

#### Assessment:

students will be judged on:

Assessment	Marks (out of ten)
1. Team work	/10
2. Design/appearance	/10
3. Construction (how it is built)	/10
4. Float-ability (does it float)	/10
5. Distance travelled on water (if it floats)	/10
<b>Total Marks</b>	<b>/50</b>

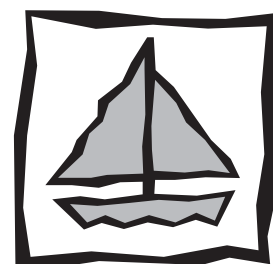
6. Time: 45mins to design and build

7. Take boats to the water to see if it floats and how far it travels

8. Judge the boats

There are no rules to how it's made except that it has to be made out of all bush materials!

## Have Fun!!!



## Environmental Activities

### Get to Know a Tree

You need one blindfold between two and a partner you can trust.

1. Go down to the bridge on track 3a (200m NE of camp) past ropes course
2. In partners, one person is blindfolded. Their partner turns them around 3 times then leads them carefully into the bush to a tree.

**Don't go more than 15m from the track or 40m from the bridge.**

3. The blindfolded person explores the tree in detail with their hands.
4. Return to the bridge. Take off your blindfold and find your tree
5. Swap with your partner.



### Scavenger Hunt

Collect the following but DO NOT damage the environment:

- Twig
- Pebble
- Small branch
- 2 flowers
- Green round leaf
- Yellow leaf
- Brown leaf
- Piece of paper
- Something plastic
- A large stone
- A seed



### Scavenger's Sculpture

Arrange the items you have collected into a sculpture.

Be prepared to talk about your sculpture

**Return your items to the place you found them.**

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



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

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

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

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

## All contributions welcome:

Poetry • photos • practical activity ideas • letters to the editor • children's work, news ...

The editor is happy to offer advice and guidance on contributions. If the next deadline is looming too soon for you, don't worry – contact Pip anyway. Having contributions ahead of time is an editor's dream!

### Guidelines for written contributions:

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

### Guidelines for illustrations:

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



## Don't delay – post today!

By email: to [lynchp@lincoln.ac.nz](mailto:lynchp@lincoln.ac.nz)

By post: to Dr Pip Lynch, ESDD, PO Box 84,  
Lincoln University, Canterbury.

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