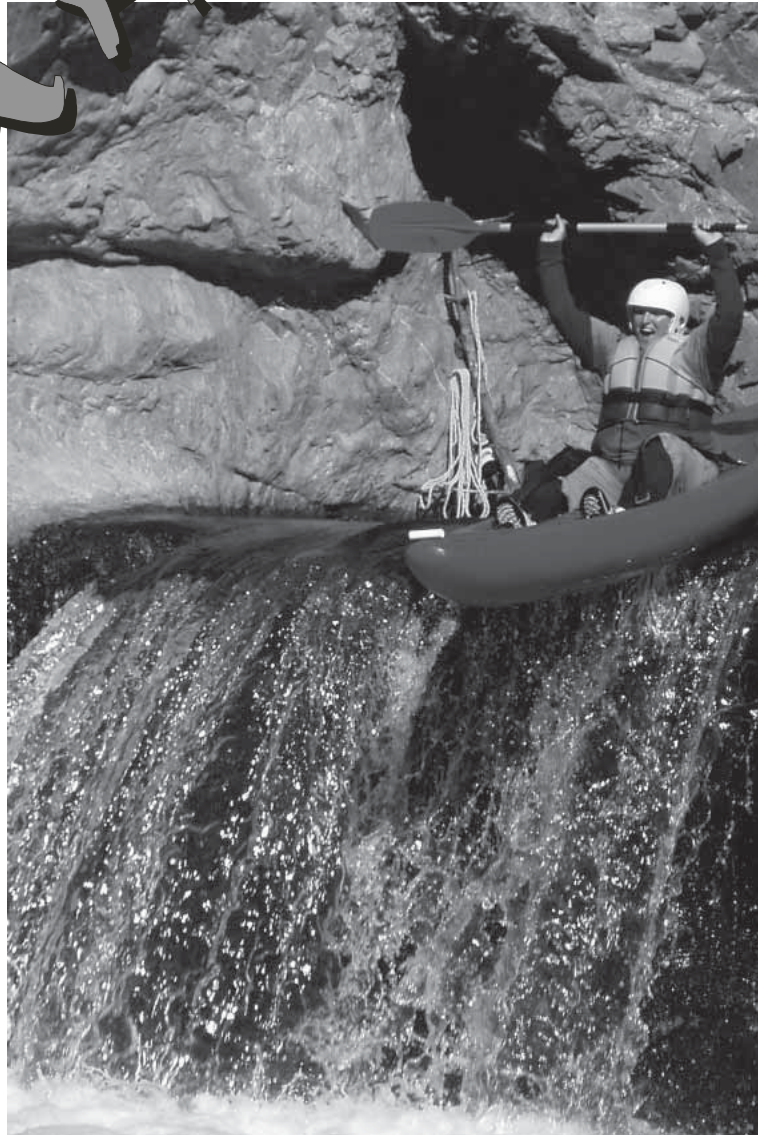




Out and About



This Issue

The role of outdoor education in cultural diversity

Outdoor Education for ESOL Students

Country Kids Going to the City – EOTC at Fox Glacier
Primary School

Challenge by Choice – What challenge? What choice?

Focus on Outdoors Centres: Rotoiti Lodge Outdoor
Education Centre

Interview with Cathye Haddock



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Out and About

Issue 14 Winter 2005

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.

Editor

Pip Lynch

Fax: (03) 325 3857

E Mail: lynchp@lincoln.ac.nz

Postal: Dr Pip Lynch,

Social Science, Parks, Recreation

and Tourism Group,

ESDD,

PO Box 84,

Lincoln University,

Canterbury

Design and Layout

Dietlind Wagner

Cover Photo

Jill McCaw

Contributions

Material for publication is welcome.

Articles, comment, photos,
resources etc should be sent to
the editor.

Winter 2005

by Pip Lynch

Kia ora tātou,

Oh! the joys of being an editor! Now that another issue of O and A has emerged from the dozens of emails, phone calls, and the scraps of reminder notes that have littered my life in recent weeks, I can reflect on one of the pleasures of this role. 'Meeting' new outdoor education people is something I look forward to with each edition of this journal, and even though these 'meetings' are largely confined to electronic means, I feel privileged to share a small part of others' lives, work and outdoor education interests. I am always impressed by the time and energy outdoor educators put into their work, and I am always very grateful when they are willing to do even more to produce articles and find photos for O and A.

Over the past couple of months, I have enjoyed conversations with Linda Holmes, principal of Fox Glacier Primary School. Linda is sole teacher at

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Fox Glacier and shares, in words and photos, some aspects of her EOTC programme on the Coast. For children in remote schools like those in South Westland, 'camps' in the city are as important as those outdoors, as Linda explains.

I am pleased to include in this issue some of the work of my own students. Astrid Clark's article asks if challenge is really choice in outdoor education, and Erin Smith and Stephanie Grogan approach issues of culture in outdoor education from different perspectives. Globalisation and internationalisation of New Zealand schools bring these issues to the fore. I hope that critical discussion arises from the ideas presented here.

Daniel Moore, another Lincoln University outdoor leadership graduate and now instructing at Rotoiti Lodge in Nelson Lakes National Park, explains outdoor education Rotoiti-style in this issue's 'Focus on Outdoor Centres'. In the next issue, I would like to focus on a North Island centre, so if you know of a centre that is doing a really good job of outdoor education, please let me know so that we can highlight their work in Out and About.

Ngā mihi nui,
Pip



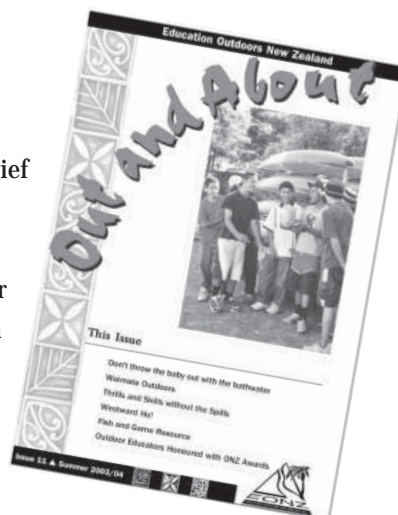
Upcoming Features

Potential topics include:

- Maori and Pasifika perspectives on EOTC
- Integrations with tertiary outdoor education
- EOTC in remote schools
- Environmental outdoor education
- Broadening curriculum links with the outdoors
- Photography in outdoor education
- Critical outdoor education

Please include full contact details and a brief personal biography.

If you have an idea for an article or other contribution, please contact Pip Lynch (lynchp@lincoln.ac.nz). Pip is happy to help you develop your ideas. If the next deadline is looming too soon for you, don't worry – contact Pip anyway. Having contributions in the pipeline ahead of time is an editor's dream!



Photos and illustrations are always welcome. Emailed copies of photos are great, as long as they are in a suitable size. Please see the notes below for image files. If you cannot provide a file to the specification, please send your originals to Pip. They will be returned as soon as possible after scanning.

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Chairperson's Perspective

Pursuing Relationships



Arthur Sutherland

As Pip Lynch pointed out in the last issue, the various organisations involved with outdoor education and outdoor leadership in this country are inter-related and are beginning to work more closely together than they have in the past. A quick survey revealed a complex set of interrelationships with other organisations where EONZ is

- An associate member of Water Safety NZ (Libby Paterson is the EONZ rep)
- Represented on the Ministry of Education's EOTC Reference Group by myself
- Represented on the Ministry of Education's Curriculum, Learning and Teaching Group by Gemma Perriam
- A member of Outdoors New Zealand (ONZ)
- A member of the Mountain Safety Council (Annie Dignan is EONZ rep)
- Represented on the MSC Education Committee by Annie Dignan

- A partner in the Safety and EOTC professional development consortium
- A shareholder in the Sport Fitness Recreation Industry Training Organisation (SFRITO)
- Represented on the SFRITO Outdoor Recreation Advisory Group (ORAG) by Jason Pearson
- Represented by Jason on the SFRITO minimum assessor requirements (MARS) and Unit Standard review groups
- A partner in memorandums of understanding with a number of groups. An example is the one with SFRITO re the MARS programme that also includes MSC, NZOIA, NZ Mountain Guides, and SKOANZ).

The main focus of EONZ work for the next few years will be enhancing these relationships and establishing others that benefit EONZ members and the partner organisations. To this end, EONZ is currently leading the development of the rewrite of the Outdoor Pursuits Guidelines

project on behalf of the consortium of outdoor organisations. A reference group is guiding the writer, Stu Allan. One can expect to see the Outdoor Activities Best Practice Guide published in late July 2005 through the efforts of ACC, SPARC, ONZ, the Ministry of Education and EONZ.

We are also enhancing our relationship with MSC. Firstly, for Outdoor 1 we have entered into a trial in the Otago area where MSC and EONZ personnel will be the assessors. We will report on outcomes of the trial at a later date. Secondly, we have entered into an agreement whereby EONZ Executive will act as educational committee for MSC.

In a further initiative we and SFRITO are developing a process to assist teachers to meet the minimum assessor requirements for assessment against unit standards.

EONZ continues to contribute to the Safety and EOTC Professional development programme. This joint project involving EONZ, ONZ, NZOIA, MSC and the Ministry of Education has delivered



training to hundreds of schools in NZ. For the most part each school has been represented by the principal and a teacher. In some cases, sadly not many, a Board of Trustees member has also attended the five-hour workshops, of which there have been two for each school. Schools have been clustered together with the hope that they might continue to liaise with each other on matters relating to EOTC.

Contribution to the Ministry of Education's EOTC Reference Group is also on-going. The Reference Group has met twice this year where the main focus has been the re-write of OPG, developing a strategic plan for the future, and it has begun the process of changing its membership. Sadly, the review of the membership meant the loss of Gemma Periam. Officially involved as 'an outdoor education expert', Gemma's contribution was immense.

Collaboration is the way ahead and so it is for teachers engaged in taking students beyond the classroom. I commend the peer review approach when developing a RAMS or SAP. Best wishes to everyone in this endeavour.

Arthur.

Report from EONZ AGM

The EONZ Annual General Meeting was held on 30 April 2005 at 11am. Before the AGM, Chris Jansen of Christchurch College of Education, gave a presentation about recent changes to pre-service teacher education in outdoor education, EOTC and environmental education. This sparked interesting discussion and reflection on other tertiary programmes in these areas. Chris commented that further change is likely as the College's amalgamation with the University of Canterbury is worked through. [Chris has been invited to turn his presentation into an article the next Out and About - Ed.]

The main business of the AGM this year consisted of voting on the remits regarding changes to the constitution. These remits were presented in Out and About, Issue 13. The detail of the voting is presented below:

	Votes For	Votes Against	Result
Remits 1, 3 - 16, 18, 20	20	0	Passed
Remits 2, 17, 19	19	1	Passed

The constitution will now be updated to reflect these decisions.

The incoming Executive Committee is: Arthur Sutherland (Chair), Gemma Periam (Treasurer), Jason Swann (Auckland), Waveney Parker (Waikato/Bay of Plenty), Liz Thevenard and Libby Paterson (Wellington), Catherine Kappelle (Canterbury), Annie Dignan (Otago).

Immediately after the AGM, Arthur invited Rosie Dowell, SFRITO's Client Liaison Officer in Canterbury, to talk about developments in qualifications and training. Rosie is a member of SFRITO's Outdoor Recreation and Snow Sports Team and her work is focused on qualifications and training in the outdoor recreation sector. Her presentation was of great interest to schools. [Rosie has been invited to write an article for the next edition of Out and About - Ed].

In Memory

EONZ Executive Committee acknowledges the contribution of the late John Crawford to both EONZ and to the wider outdoor education community. In John's role as a teacher at Logan Park High School, Dunedin, he inspired countless young people to share his passion for the outdoors. John died as a result of an accident during a rock climbing session with his students at Mt Somers. Our sincere condolences to the Crawford family and all those who knew John. The outdoor community is the lesser for his passing.



The role of outdoor education in cultural diversity

Erin Smith, Lincoln University

The New Zealand school roll is more culturally diverse than the nation's general population, based on data from Statistics New Zealand and the Ministry of Education. International students are one type of student who contribute to this cultural diversity. However, despite the value of cultural diversity being acknowledged in the curriculum, questions are raised as to whether this value is being fully realised. Outdoor education is suggested as a means to achieving the potential benefits of intercultural contact, not only between domestic and international students, but students of all cultures. A call for extensive research is also made.

Introduction

In 1996 the Education Gazette reported that "international students enrich our country through their daily interaction with New Zealanders." As a consequence, New Zealand students have first hand experience of different cultures and languages,

their knowledge is broadened and tolerant and positive attitudes are promoted. Thus, it seems that for at least eight years cultural diversity has been acknowledged as being an influencing factor within the general education system. Consequently, cultural diversity should also influence the way

in which outdoor education is approached and developed in this nation in the 21st century. However, from my own enquiries there seems to be little written regarding how students of different cultures impact and are considered with regard to classroom teaching practices, and even less regarding outdoor education programmes. It is the premise of this article to begin to address this issue and open it up as a field of inquiry. Due to the substantial breadth of this topic, this article will consider this issue specifically relating to international students.

Amanda Warren reported that New Zealand's fourth biggest export

Culture and outdoor education in tertiary education – Japanese, American and New Zealand students from Lincoln University practice river crossing at Orari Gorge.





earner is what has been termed “export education”. That is, foreign students coming specifically to our nation to buy an education by paying full fees. It is the presence of these students and their relationship with New Zealand outdoor education that is the focus of this article. As described previously, and for the remainder of this article, these students will be referred to as international students.

Ministry of Education statistics show that at July 2003, 17, 448 international students were enrolled in our primary and secondary schools. This was identified as being an increase of 268% on 1998 data. Despite this increase in the international student population, the participation rates of international students in outdoor education seem to be significantly lower than that of other students. Also, within schools there seems to be a lack of cultural consideration during the organisation of outdoor education programmes. These were two trends that were identified in a previous piece of work I have done for my degree requirements. It considered whether or not international students influenced outdoor education programmes in New Zealand schools, and if so, how. While the research for this paper was by no means comprehensive, in my opinion the two trends identified above require further research attention. It could be argued that international students simply come to New Zealand to get an academic education, and are not interested in experiences such as those provided by outdoor education. This argument seems somewhat stereotypical and I found

no evidence that comprehensive research had been done in this area.

A western focus

The majority of significant recreational and outdoor educational texts are written in the western world for a western context. Moreover, Simon Priest and Michael Gass identify the establishment of Outward Bound, in 1941, in Wales as being the beginning of adventure programming. They then discuss the subsequent outdoor education developments in ‘other European nations’, such as Australia, United States, Canada, and New Zealand. Asian nations such as South Korea, China, Japan and Thailand are not mentioned at all. However, according to Ministry of Education (2000) data it is these nations that the majority of international students in New Zealand schools come from. Having worked in outdoor education centres in both England and Australia I have seen differences in the way outdoor education is conducted between western nations. Given that Asian cultures are commonly termed collectivist cultures, and western culture is described as individualistic, it seems only logical that even greater differences in cultural perceptions of the outdoors and the natural environment would exist between Asian cultures and the way outdoor education developed in New Zealand.

Despite this western emphasis, some recreational leadership texts highlight cultural considerations that need to be made in leadership situations. In 1999, Debra J Jordan considered cultural influence in

leadership theories, communication, and behaviour management. Although these cultural considerations are important, there seems to be no literature on the practical facilitation of outdoor experiences in an intercultural context. Also, in an adventure programming context, Sharon Washington and Nina Roberts wrote “[outdoor] leadership training must stress the development of cross-cultural competencies.” Thus, the importance of providing outdoor leaders with the necessary skills to facilitate programmes involving several cultures has been recognised.

The New Zealand context

Outdoor education became an official part of the New Zealand school curriculum in 1999. It is not a separate curriculum in its own right, but part of the *Health and Physical Well-being* curriculum. Like all parts of the curriculum, schools and teachers have certain obligations pertaining to cultural inclusiveness that they must meet. These obligations must also be met when developing and running outdoor education programmes. The curriculum document states: “Health and physical education programmes must be inclusive of the diverse groups within the New Zealand society, recognising and valuing the experiences, cultural traditions, histories and languages of all New Zealanders.” Furthermore, it needs to be recognised that some students may need to meet more than one set of cultural expectations, members of relevant cultural groups in the wider community should be consulted, and teaching practices, language



used and resources should be non-racist and culturally inclusive. A possible argument to stem from these obligations is that legally international students are not New Zealanders. While this may be a valid point, I believe that it raises ethical issues with the fact that the New Zealand education system is receiving an income from these students. What's more, schools enrolling international students are signatories to a document titled the *Code of Practice for the Pastoral Care of International Students*. This document provides a framework for the pastoral care of foreign fee-paying students. Signatories must adequately cater for the academic, social and psychological requirements of international students. Also, as mentioned in the introduction, this issue is much broader as many school students

have New Zealand residency, yet identify with a different cultural background.

While the obligations pertaining to cultural inclusiveness outlined above are set out in all curriculum areas, the Ministry of Education has published a document called *Safety and Education Outside the Classroom* which clearly states that in order to develop safe outdoor experiences the needs of participating students must be met. Cultural and ethnic background is one of these student needs. That is, while participating in outdoor education a student must not only be emotionally and physically safe, but also culturally safe. An example of cultural safety is that in some cultures girls' swimming in certain situations is not allowed. Therefore, activities or practices that occur during outdoor

education experiences should not violate cultural norms and values of any culture. However, having spoken with outdoor education teachers in two Canterbury schools with a high proportion of international students, international student participation levels appear to be significantly lower when compared to domestic student participation levels.

Now, I am not discrediting the validity of Washington and Robert's call to provide teachers and outdoor educators with the practical skills to facilitate outdoor experiences in a culturally diverse environment, or that practical knowledge of cultural customs is also necessary. There seems to me however, little point in developing these skills or having practical ways to protect students culturally

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if students of other cultures are not actually present on outdoor programmes.

The role of outdoor education

The research available addressing cultural diversity in outdoor education is minimal, but early in 2004 the Ministry of Education released a national survey titled *The Experiences of International Students in New Zealand*. This report found that there was a distinction in satisfaction between the academic and social progress of international students. In general, students were satisfied with their academic progress, but their social progress was more of a concern for them. The following statistics highlight this concern: 41% of respondents did not feel included in their school environment; 58% reported that there were no opportunities for others to learn about their culture; 70% desired to have more New Zealand friends and 35% reported that they had no New Zealand friends. The two major conclusions from this report were that those international students who had greater contact with New Zealand students performed better in social and educational contexts, and that increasing and enhancing the quality of intercultural contact should be a priority of educational institutions. Thus, while this report only considered international students, there appears to be an issue of intercultural contact within our schools. The mere presence of international students does not seem to be encouraging interaction. The report also draws attention to the conclusions of extensive psychological research

which suggests that as intercultural contact increases people start to perceive others as individuals, and discrimination decreases.

Given the above statistics, and the obligations of schools under *The Code of Practice for the Pastoral Care of International Students*, perhaps schools could be doing more to create satisfying and beneficial social experiences. It seems that the primary form of specific educational support provided for international students is through *English for Speakers of Other Language* programmes. However, when over a third of a group of respondents report that they have no New Zealand friends, it would appear that English language skills may not be enough to encourage further sociological integration in New Zealand. Although the experiences of international students report did not comment on the type of experiences international students would like to have to be more satisfied with their social progress, I believe that outdoor education may be a means to facilitate intercultural interaction and awareness, not only for international students, but also domestic students as well. Sociological benefits are one of the many positive outcomes of outdoor programmes which are consistently highlighted in outdoor education texts; therefore, I suggest that outdoor education may be able to play a significant role in fostering intercultural contact between international and New Zealand students. If outdoor education is able to achieve desirable sociological outcomes, but there remains a distinct participation discrepancy between international

and New Zealand students, the way in which outdoor education is approached needs to change in order to be more culturally inclusive.

While this article has focused on the relationship between international students and outdoor education, this field of inquiry is much larger when immigrant students and New Zealanders born of other cultures are considered. Statistics show that our schools seem to be more culturally diverse than the general New Zealand population. At the 2001 census Statistics New Zealand reported that approximately 80% of the general population identified themselves as European; however, one year previously the Ministry of Education released figures showing that just 65% of New Zealand's school roll identified themselves as European. When the 2021 projections by Statistics New Zealand are considered, New Zealand's population is becoming increasingly culturally diverse. All ethnic groups, apart from European, are expected to have an increased percentage share of the general population. Therefore, it is reasonable to conclude that New Zealand's school roll will also become increasingly culturally diverse. International students are just part of this increasing diversity. Immigrants and refugees also contribute to the plethora of cultures in New Zealand. If New Zealand's education system and the youth of this nation are to reap the full potential benefits of cultural diversity identified back in 1996, I believe that successful measures to facilitate cultural interaction

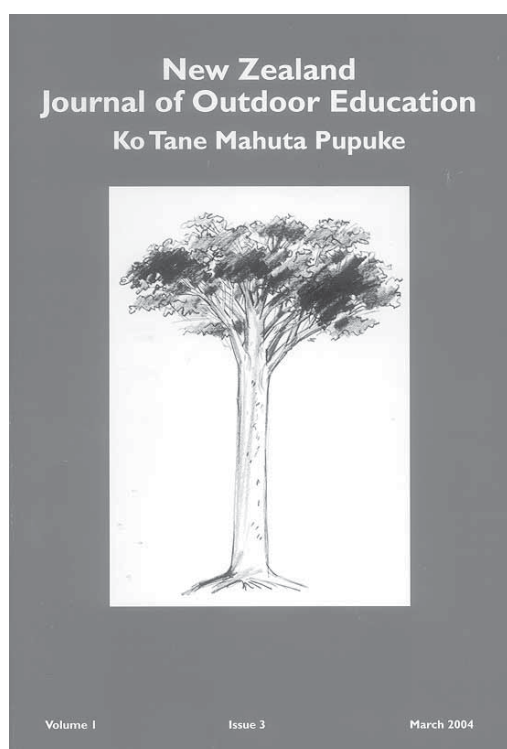


need to be explored and put in place. Outdoor education could be one of these means. Outdoor education literature recognises the need for cultural consideration by teachers and outdoor educators, but practical means to put these considerations in place are lacking. However, substantial research needs to be carried out within the sphere of outdoor education. Accurate participation levels need to be determined, and knowledge regarding the reasons international students study in New Zealand and their different perceptions of outdoor education and the natural environment would greatly benefit the future development of outdoor education in an increasingly culturally diverse context.

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NZ Journal of Outdoor Education



Articles in Volume 1, Issue 4, December 2004

Feature articles

Unaccompanied Activities in Outdoor Education – when can they be justified? (Grant Davidson)

From liability to student safety in Education Outside the Classroom (Cathye Haddock and Matthew Sword)

Including the Excluded: The Kimihia Adventure Programme (KAP) (Jenny Jordan)

Road Development in the Kahurangi National Park (Guy Sutherland)

Improving Integrity by Removing Equivocation: A critique of NZOIA rock 1 syllabus (Stuart Moyle)

The maintenance of quality in the preparation of outdoor education teachers (Michael Boyes)



Outdoor Education for ESOL Students

— Challenges and Strategies

Stephanie Grogan
Lincoln University

Due to immigration policy changes, New Zealand's immigrant population has recently diversified to include many people of non-English speaking background (Zodgekar, 1997; Asia2000, 2002; S.N.Z.; 2001). This diversity has been noticed in New Zealand schools with an increase of ESOL (Education for Speakers of Other Languages) students, whose needs can be quite different to students whose mother tongue is English (Humpage and Fleras, 2002). This article will reflect on these needs with regard to education outside the classroom.

Outdoor education is promoted and utilized in many New Zealand schools. Activities are wide ranging,

from over-night camping to day trips in any number of environments. My memories of outdoor camps in primary and high school still bring thoughts of good times and adventures; they offered a very real opportunity to push your limits and discover not just the outdoors but yourself. It was also an opportunity to build relationships with peers. To many minds, an outdoor education experience can be the perfect opportunity for a new child in a classroom to bond with their peers. However, for many newcomers to New Zealand, the experiences that are familiar in their country of origin are quite different to the interaction that New Zealanders have with their environment. Studies have shown that culture

is an important influence on environmental attitudes (Shultz et al., 1992; Caro and Ewert, 1995; Lewis and James, 1995), and culture may also influence interactions with and experiences in an outdoor setting. These different experiences and attitudes may act as a barrier to learning in outdoor education. An outdoor education teacher of a Christchurch school spoke about her experiences of teaching ESOL children in the outdoors and she suggests that outdoor education is a positive tool to aid in learning.

This teacher emphasized that while there are a number of barriers to learning encountered by ESOL students in the outdoors, a number of New Zealand students also face a lack of experience in an outdoor setting as well, demonstrating a need for continued or more comprehensive programmes of outdoor education in schools. Many ESOL children are not familiar with tramping, walking on uneven ground and other experiences such as river crossing, kayaking, swimming in the surf and biking.

Experience with ESOL students in this Christchurch school finds that



*Children hunting
for fossils in mid-
Canterbury.*



A group of ESOL children prepare for planting at Travis Wetland, Christchurch.



An ESOL child having a go at carving limestone in the lead up to 'Minerals to Arts' weekend in Christchurch.



A group of children of mixed cultures taking part in initiative activities at Pudding Hill camp, Canterbury.

often Middle Eastern and Asian children are the most tentative when faced with a new experience, contrasted with children from African countries who are often more adventurous and outgoing. Some children come to New Zealand without ever having had interaction with an outdoor environment, such a garden, a lawn or any kind of wide open space. This explains why some ESOL students are more anxious or unsure when faced with any kind of outdoor experiences.

Language is an obvious barrier to learning for an ESOL student. If a language barrier exists this hinders communication and instruction. This is particularly an issue when instruction is for activities with elements of risk, as safety issues and procedures may be misunderstood. The combination of unfamiliarity with the language and the new environment may contribute to the reluctance in participation and increased risks. General lack of experience in an outdoor setting may make an ESOL child unnecessarily anxious and this may filter through to the parents who may also be reluctant

to allow their children to participate in activities with which they are not familiar. Many countries do not have as much outdoor education built into their school curriculum and therefore such activities may appear non-productive if they are not explained properly. The educative advantage of such activities may then be lost. Fitness may also play a significant role in a child's reluctance to participate, but this can be true of New Zealand students as well.

However, these obstacles can be overcome through extra consideration and accommodation of differing cultures. The outdoor education teacher I spoke to suggests that these issues can be resolved through ensuring families of ESOL students come along to parent information meetings. Extra assurance is given to these parents about the outdoor programmes, procedures and safety issues. Interpreters can also be utilized in situations where parents' English is not of a high enough level to ensure that the goals of the activities are understood, as part of holistic learning. It is also important to emphasize the relationship between

education out of the classroom and learning as a whole and how it is often related back to the classroom in follow up lessons and projects.

Parents are encouraged to become involved with outdoor activities themselves, so the family can have piece of mind that the children are being looked after. They can observe the activities and so be reassured that they are well supervised and organised to optimize learning. Parents' involvement often boosts the confidence of a child who may be anxious in involving themselves in an activity without family support. Buddy systems work well, where children with less confidence and experience are partnered with experienced individuals that will encourage the child positively.

Those students who are not willing to participate should not be coerced into activities that will make them uncomfortable. However, it is important that all parties are aware of the positive goals and experience that activities potentially could offer. My teacher friend also stated that often all that is needed is some gentle



persuasion in challenging activities, as long as the teacher is careful and sensitive to the students' cultural differences and perspectives. Standard procedures at schools now require risk management forms to be filled out including a 'Child at Risk' section; it is recommended that this include children who have language difficulties. Extra support is required for families of differing cultures who may be concerned about these out of classroom experiences.

Making an extra effort in pre-trip preparations by informing all parents and students of the trip expectations and experiences should help to encourage participation and reduce any concern of safety or the general unknown that outdoor activities may hold for some immigrant families.

Teachers need to be aware of cultural differences and understandings of the environment. These differences can easily be catered for as long as the parents of the child are aware of what the activities will involve and those taking a supervisory role are aware of cultural considerations. These should also be explained to all children in the classroom so they too can help and understand some reservations that ESOL children may have.

Through the use of media such as videos and pictures these messages can be communicated with more clarity and understanding than simple discussion can offer. A good example offered by the Christchurch teacher was of showing children and parents videos of previous year's

camp. This often relieves much trepidation. Sensitivity also needs to be given to food preferences and religious beliefs. For example, on overnight camps, immigrant families may worry that their children's requirements may not be looked after. This is easily addressed through careful instruction given to camp assistants and parents, who should be aware of cultural needs. I remember many years ago leading a high school outdoor education camp group in which there was a Hindu boy. Our group considered ourselves lucky, because as the other camp groups ate horrible old beef mince, we were able to feast on pork! This was possible because the parents were active members of our school community and felt at ease to communicate their child's needs.

The outdoor education teacher believes that outdoor education is a rewarding tool for all children, offering unique experiences and learning opportunities. Getting out into the environment, challenging themselves, interacting and talking, mixing with classmates in a different setting are all great tools and motivators for learning. This type of education can help with their integration and acculturation into New Zealand society, as it provides shared experiences to discuss and creates respect and understanding for their new environment. They may even decide to visit these places in their own time. One of the most positive aspects to come from such experiences is that, through participation, the children are educating their families about New Zealand. The families are involving themselves in their child's

school life and thus entering a new community. Acculturation comes not just through spending time in a country but through experiencing that country. In New Zealand that often means mucking in, helping out and experiencing the outdoors, be it in a garden or in a wilderness setting. These experiences can be made more accessible when accommodated by a host community and cultural differences are catered for. The real key is good communication of ideas and goals.



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Country Kids Going to the City

– EOTC at Fox Glacier Primary School

By Linda Holmes and pupils

Fox Glacier Primary School is in a small isolated rural community in South Westland. Our roll fluctuates with the tourist season but mainly it is sole charge with anything from 10-23 students. Our community has a stable base of farming families and our students are the fifth generation who has been at our school. We celebrated 125 years of schooling in the area at Labour weekend, 2004.

We are in a South West Cluster, which includes six schools – South Westland Area School in Hari Hari, Whataroa Primary School, Franz Josef Glacier School, Jacob River School, Haast Primary School and ourselves. We are all full primary schools. It takes three hours to travel from Hari Hari to Haast over five mountains, and on frosty and very windy roads. We all meet at least five times a year for sport and a Music Festival. Our students are often car-sick on the way!

The E.O.T.C programme at Fox Glacier School is planned but can be flexible. We have just had a new Marae built at Bruce Bay and will take the opportunity to visit when they are ready for camps. Sometimes advertising comes into the school about a camp and if we are flexible we can change if we need to.

We use a two year cycle where the Year 7 & 8 students go on week long camp every odd year along with the other Year 7 & 8 students in our Primary Schools Cluster.

On the even years the senior students – Yr 5-8 students - go on a week long camp, often to the city, and the Year 0-4 students go on an overnight camp as

close to Fox Glacier as possible. Sometimes a ski camp is organised, but this depends on fundraising.

We recently had a camp at Okarito and with a generous deal from Ferg's Kayaks at Franz Josef, we could take the children kayaking. The double kayaks were ideal for children aged 5-9 years with parents paddling, too, it was a safe way to travel in a beautiful place. Ferg's Kayaks staff also took the photos for us, which we really appreciated.

We feel that E.O.T.C. encourages our students to grow and extend themselves, mature, become more independent, and to broaden their outlook. One incident really brought home the importance of our Cluster year 7 & 8 camp. One of our students had decided to stay at home for her Year 9 year, and to do her schooling by Correspondence, as she didn't

Kayaking under the Alps. Fox Glacier children and parents on Okarito Lagoon.





Orienteering in the rain. Junior camp (Year 1-4 pupils) and their parents enjoy an overnight camp at Okarito. John Sullivan with (left to right) Ireland Steenbergen, Jacob Sullivan, Oliver Clarke.



Fox Glacier children at the Botanical Gardens, Dunedin.

feel confident enough to go to Boarding School. She also didn't want to leave her horse! (There is no high school near the isolated area where she lives.) After the Cluster Camp she said to me that she wanted to go away to Boarding School as she could see that she would miss out on the social aspects of school and would not make any friends. She realised that social interaction was really important and making connections for life would happen at high school.

We think that the E.O.T.C. programme in our school has relevance to all areas of the curriculum. Some areas are stronger – depending on the visit and the focus for the visit.

One change that is occurring is to rely on camps that cater for our students as well as providing instructors for certain activities. Our city camps have used the L.E.O.T.C. programmes, which are paid for by the

Ministry such as: Dunedin Art Gallery or the Settlers Museum Childrens' Programmes. The Year 7 & 8 camps are more adventure style camps and for these we prefer to stay at places that have qualified instructors on site.

All our camps are paid for by our Fundraising Committee's efforts. However, the Year 7&8 camps are partially funded by R.E.A.P. West Coast. Without their help the camp would be far too expensive.

We have plenty of offers to go on camp and often have too many parents. In the past all parents have paid for their own food, accommodation and activities. We are looking at this issue at the moment. We would like to go on camp in April/May as the weather is more settled, however, fundraising opportunities really dictate that our camps be in November.

Our timetable looks like this

2004	2005	2006	2007
Juniors – Overnight at Okarito Lagoan	Year 7 & 8 Students to Teapot Valley, Nelson	Juniors – Overnight to Greymouth and visit Shantytown	Year 7 & 8 Students to Berwick Camp in Dunedin
Seniors – Dunedin		Seniors to Marlborough Sounds or Wellington	



Fox Glacier Primary School's Junior Camp: kite flying at Okarito.

What the children said about their Okarito Camp:

"At Okarito we went fishing. We went kayaking too. For breakfast we had whitebait and we had sausages for tea. We had a bonfire and we cooked marshmallows. Ireland lost a ball. We saw little fish in the pool. We saw crabs all around the rock pool. It was fun at Okarito" – **Jacob Sullivan, Year 1.**

"We slept in bunks that went up to the roof. That night we went to the beach and had a bonfire. The next day we had whitebait for breakfast. During the day we went crabbing and had a scavenger hunt on the beach. We found heaps of lovely things like shells but we also found rubbish" – **Ella Glynn, Year 3.**

"When we went to Okarito we went kayaking. My Dad wouldn't paddle but I had to. We had a bonfire and we cooked marshmallows on a stick. I caught three little fish on the rod. We went crab hunting." – **Oliver Clarke, Year 2.**

"At school camp we went to the beach at Okarito. We had a bonfire and toasted marshmallows. We went crabbing after the bonfire and Katy tried to get a crab to eat a marshmallow and it did!" – **Ireland Steenbergen, Year 1.**

Parents team up with children to go kayaking on Okarito Lagoon.



Senior pupils from Fox Glacier at Larnach Castle, Dunedin.

Senior pupils had a 'camp in the city'. They remember their visit to Dunedin:

"Climbing the very steep hill at Baldwin St and rushing up to the top of it made it feel like a race. Looking down the long street made us feel giddy" – **Anthony Wetere, Year 5.**

"Mountains of Crunchie bars piled on top of each other surrounded me as I walked through the entrance of Cadbury World. My mouth was watering until I found out they were made of wood! While walking through the chocolate factory, I felt like Charlie Bucket exploring Willy Wonka's Factory. We earned chocolate bars on the way round. We all had smiles as we rushed through the corridors and up the stairs to be first to collect our Cadbury prizes. We observed the one and only chocolate waterfall in the world. About a tonne of liquid Cadbury Dairy Milk Chocolate came cascading down the four storey tower. What an awesome site. We learned how chocolate can be good for you!" – **Imogen Smith, Year 7.**



From Respect to Responsibility for the Environment

– the Rudolf Steiner School Approach

By Hannah Todd

What is it that motivates us to take care of the earth we live on? How do we gain an awareness of our environment that stimulates us to take care of it? This article gives an outline of some of the approaches to environmental education that the Rudolf Steiner School takes with a few examples of specific activities.

Rudolf Steiner environmental education is based on the premise that if children gain an awareness and healthy relationship to their environment and the natural world in their childhood, they will take care of the environment later in life. Another critical part is the holistic approach where all the subjects are related and interweave with one another. Thus environmental education, rather than being taught as an isolated subject, is integrated into many of the subjects. The sciences, biology, zoology, botany, geography, chemistry etc all contribute to environmental education in a Rudolf Steiner School as do mathematics and English.

Kindergarten

Education begins from birth through experience of the world.

Environmental education is the same as children begin to have experiences in the natural world. In the Rudolf Steiner kindergarten children begin to develop a healthy relationship to nature through the sense of wonder, through imitating adults and through physical activity. Children are encouraged to explore their world by looking, touching, smelling, tasting and listening. Their natural inquisitiveness is fostered through free play and contact with nature. Rich sense experiences are provided for the children such as sandpits, water, stones, plants with different textures and dirt for the children to dig in. While the children are playing, adults care for the garden. At this age, children imitate the adults around them, picking up on their attitudes and actions, so by being around adults who enjoy working in nature, they too enjoy it. Many Rudolf Steiner kindergartens also introduce habits like recycling and composting which they hopefully will continue doing for the rest of their lives.

In the Rudolf Steiner Kindergarten in Havelock North, the programme includes preparing

the earth, planting and cultivating seeds, harvesting the fruits or vegetables and then cooking and of course eating the buns and other goodies that the children make. Sometimes they gather wood for an outdoor fire which they cook on. This provides opportunities for experiencing and learning about fire.

Instead of plastic toys for the children to play with there are lots of objects from nature such as pieces of bark, shells, driftwood and stones. These allow the children to use their imagination more and create their own stories, as well as building on their appreciation of nature's gifts.

Inside Rudolf Steiner kindergartens there is usually a small table with a scene that reflects the season. For example in Autumn there may be some branches with a few leaves left on them and many different Autumn leaves on the table as well as perhaps acorns, chestnuts and other nuts. In the Spring there may be flowers, blossoms and green leaves. This helps keep the children aware of the seasons and natural cycles of life.



School

Stories play a big part in the first years at the Rudolf Steiner School. Stories awaken the imagination and when the stories relate to the natural world they help build feelings of connection to and understanding about the environment.

In year 3 the children study farming and gardening. They visit farms to see or help with cows being milked, churning butter, sheep shearing or other farm tasks. They also build a house out of bricks, mud brick, willow poles or other materials and a garden. Through the real work of building they experience how raw materials can be transformed. They also keep on helping with the gardens and are involved with the basic processes of food production.

In year 4 the children study animals in greater detail looking at the special characteristics of each animal and how they relate to Human Beings. The descriptive powers of the teacher in describing the animals engages the emotions of the children and helps them connect with the world of animals.

Year 5 looks at fungi, algae, deciduous and evergreen trees and the qualities in each part of the plant - root, leaf and stem, flower, fruit and seed. This study is done primarily through observing, drawing and imaginatively describing the plants.

Clouder and Rawson in "Waldorf education" give the following explanation.

"Without first having described the nature of particular plants, be they flowers, fungi or trees, the children may have difficulty seeing their qualities in nature. If they already have an inner imaginative picture then each encounter with the plant in nature has the character of a discovery. If they only see images or reproductions, or isolated specimens, they will never grasp that the nature of the plant can only be grasped in context in the living world." (Clouder and Rawson, 1998, p.94).

Work in the garden continues in year 6 but now they are expected to make more detailed observations, collect seeds, make and use compost and rotate the crops. This is all integrated with geology, ecology, nutrition and healing plants.

Years 9 and 10 go on to have farming and forestry work experience. Geology, chemistry and biology which includes origins

of life, cell theory, cycles of matter and energy in ecosystems, genetics etc as well as other sciences are taught in the high school. Year 10 has a focus on the earth and the impact that humans have on the environment while in year 12, the focus is on the responsibilities that we as Human Beings have on this earth. These studies all contribute to the students' understanding of the earth and our place within nature.

The Rudolf Steiner philosophy recognises the importance of learning through doing so as much as possible the students are actively involved in projects. Environmental concepts at the Christchurch Rudolf Steiner School are taught through their organic gardening. Being responsible for the garden stimulates interest and with their garden being a mini ecosystem they learn about the biodiversity, sustainability and interdependence. An important element is the handing over of the garden from year 8 to the year 5 class, this is a metaphor for the passing on of land to future generations and the social responsibility this brings.

*Display of Autumn Season's
Table at Christchurch
Rudolf Steiner
Kindergarten*





Seasonal Festivals

Seasonal festivals and celebrations are an important part of the school year and the whole school community including parents are involved in different ways. These festivals are a chance to recognise and celebrate the natural changes through the year, building on the children's awareness of nature.

The Spring festival is a gathering of students, families and teachers. In the Taikura Rudolf Steiner School each class creatively decorates a pole with the green leaves, branches and flowers and maybe topping them off with balloons or crepe paper. Once the twelve poles are decorated they are carried to the field where they are erected in a large circle. They are a spectacular and joyous sight, especially as everyone is dressed in the mood of spring with flowers in their hair and lots of bright vibrant colours. Everyone who has gathered to celebrate life, the season and community is welcomed. There is singing and the traditional Maypole becomes a focus when class four performs their beautiful and intricate dances while class five plays the music. Picnics, games and socialising follow. Each class is involved in organising the food stalls, games and activities.

Apology:

In Issue 13, Pip Lynch's article titled 'Who's Who in the Outdoors' referred to Water Safety NZ as the Water Safety Council. Pip apologises for using the old title for the organisation and asks readers to refer to it as Water Safety NZ.

The last part of the festival is a play performed by class nine. They perform a Mummings play which is an old English traditional fertility rite where the boys play women speaking in high falsetto voices.

The autumn festival at Taikura begins in the hall where years 1 to 4 perform St Michael (St George) and the dragon. The play finishes with the townspeople (year 4) leading the dragon (year 3) to a bonfire prepared outside. The audience follows and the head of the dragon (made with paper mache) is thrown onto the fire, signifying the conquering of the dragon. This represents the battle we must fight within us in autumn to find the strength to carry us through the turmoil of the season. Around the bonfire everyone joins in for songs, games and socialising. There are food stalls with hot potatoes, sausages, hot pumpkin soup and dragon bread. Many people have carved pumpkins which they carry with them, a symbol of harvest. There are stalls with autumn goods, crafts made with chestnuts and acorns and candle dipping.

The winter festival is held in the evening close to the shortest day. As darkness sets in each class gathers in a different part of the school with lanterns which they have made. They sing winter songs as they walk to the hall. There they watch a play with a winter theme, like the Maori Matariki legend, performed by the teachers. After the play, everyone lights their lanterns again and files outside to where there is a spiral made with evergreen branches and candles. Each person walks through the spiral, in the centre of which is

a gate which one passes through before winding back out again. At the end every one gets a small bag of donuts to enjoy as they return to their homes.

These festivals recognise the traditional values of communities coming together to celebrate the changing of the seasons. These traditions create respect and understanding about the cycles of life and the passing on of responsibilities to other generations. The Rudolf Steiner school approach aims to increase the students' environmental awareness in ways that are appropriate for their development. Awareness of and respect for the natural world are important steps in caring for our environment. The following quote by Clouder & Rawson summarises the process of environmental education which has been described.

"What started out with the young child being lead into a naïve encounter with nature through story and festival, through play and direct experience, has arrived at a complex ecological understanding of the essential unity of natural phenomena. A holistic attitude has been cultivated, though one not less scientific for being so. Wonder has turned to lively enquiry, which has become knowledge with responsibility towards the natural world." (Clouder and Rawson, 1998, p.97-98).

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Challenge by Choice

What challenge? What choice?

Astrid Clark, Lincoln University

Challenge by choice involves giving each participant the freedom to determine for himself or herself the nature and the degree of challenge to participate in. It has already been employed in many outdoor settings and programmes involving children around the globe and many positive outcomes have been recorded as a result of the philosophy. This article looks at how teachers may implement this philosophy into outdoor education, what the benefits are, and at what point is the challenge too much?

Introduction and Background

"The way a child learns how to make decisions is: by making decisions." This simple quote by Kohn (p. 253) illustrates the influence that challenge by choice can have upon children. The nature in which outdoor education and adventure programming for children is undertaken can have a significant impact for individuals and hence, society at large. With the increase in outdoor education in New Zealand schools as a result of a curriculum change, the surrounding issues are coming to the front. Adventure programmers and those involved in the implementation of outdoor education for children are faced with a multiple of choices as to how to run their programmes and what philosophies they should be backing.

This article proposes the challenge by choice (CBC) philosophy as one method that can be

practiced by outdoor educationists and adventure programmers when planning for children. Project Adventure, an American based venture, first started challenge by choice in 1971. They have defined challenge by choice as "Giving each participant the freedom to determine for himself or herself the nature and the degree of challenge to participate in."

Therefore, a decision lies with programmers and instructors of outdoor education for children as to whether to implement challenge by choice, or stick with the "everybody tries everything" practice that has been implemented in the past. Of course, the option also exists to combine these two philosophies in varying degrees.

Elements of the philosophy

Evans and Carlson suggest that the challenge by choice philosophy has three general core elements. One

of these is that participants should set their own goals on particular challenge activities. This implies that success is not necessary in completing the entire activity but in reaching one's own predetermined goal. According to Mary Henton, one of the ways that students balance their need for challenge and competence is by being able to determine the level of challenge they wish to engage in.

The second element of the philosophy provides the opportunity for a participant to choose how much of an element they will experience. This element allows a participant to make a decision as to the end point of their experience. Rohnke suggested that this element provides the participant with "an opportunity to back off when performance pressures or self doubt become too strong".

A third element of challenge by choice states that participants should always be given the opportunity for informed decision making. Gaining true informed consent from participants can pose problems though. This is due to the nature of outdoor education. This will be discussed further in the ethical considerations section of this paper.



Risk and challenge

Risk and challenge are difficult concepts to define. A discrepancy may lie between what programmers perceive as risky or challenging and what children see as risky or challenging. To this end, Miles and Priest have suggested that the only definite thing about risk and challenge is that they are idiosyncratic and personally constructed. This means that different children will have different definitions as to what is risky and challenging.

Risk and consequently challenge can also be emotional, social, or physical. Different children may experience different types of challenges when presented with the same activity.

Fear is also a critical part of challenge. This is because fear creates uncertainty from which success and personal growth can occur. Neill defines challenge as "something that triggers positive emotions such as excitement and confidence as well as the trepidations of fear and doubt." Mortlock explains further that fear is only a beneficial element if it is not taken to the extent of terror however.

Views of Choice

There are two ways to look at choice. The first view suggests that children are given a choice of what specific activity they will undertake. The second view suggests that children get a choice regarding the level of challenge they will undertake in a particular activity. According to the project adventure definition both of these views should be implemented

into a programme being run under a challenge by choice umbrella.

Origin of the philosophy and its practice today

As mentioned, Project Adventure first started introducing challenge by choice into the American school setting in 1971, when an outdoor education camp was taken in Massachusetts and the challenge by choice philosophy was implemented. Initially, facilitators had difficulty in not putting pressure on participants and coercing them into trying activities. Project Adventure soon realised that coercion and pressure increased legal liability and the risk of emotional harm and hence, decided to strongly enforce the challenge by choice philosophy as one of their key business principles. Project Adventure feels that challenge by choice "creates an environment where participants are asked to search for opportunities to stretch and grow during the experience."

One of the core methods that Project Adventure uses in its programmes are challenge ropes courses. These present students with a variety of low and high challenge activities within the ropes course setting. Low challenge activities are those that are close to the ground and do not require a belay whereas high challenge elements are defined as those above the ground and require a belay rope to be attached.

Project Adventure has continued to expand its programmes and hence, the challenge by choice philosophy, into hundreds of outdoor education programmes

in American schools. In 1990, a branch of Project Adventure was set up in New Zealand (PANZ). They have erected many ropes courses and have held numerous courses for teachers, instructors and facilitators. Zinc feels this encouraged the implementation of the challenge by choice philosophy in EOTC and outdoor education programmes around New Zealand.

Personally, I have seen the challenge by choice philosophy implemented by the Christchurch City Council in their adventure holiday programmes for children. In 2002 I organized one of these programmes. We gave out participation forms to the children prior to them coming on the holiday programmes which asked them what activities they would like to participate in and at what level. This helped to give a fairly accurate indication of numbers, equipment needed and levels to be catered for. Of course, there were still some participants that changed their minds once they were on the programme, but it certainly helped with general planning.

Ethical issues for consideration

Those running adventure and outdoor education programmes for children have some ethical choices placed upon them. A pressing point among these is making a decision as to whom the most appropriate person to be making choices for children is. Is it the children themselves, their parents or instructors involved in the programme? This issue is currently contentious due to a move away from a dictator - like



way of teaching children. In many educational settings today children are being encouraged to take responsibility for their own learning and choices. I propose that children will gain more from an experience that teaches them how to make reasoned decisions rather than one which simply imposes the values of others upon them.

If it is decided that children should choose their own challenges then to what extent will this freedom be given? Where will a line be drawn between what is acceptable and what is not?

Informed consent is another ethical minefield to be aware of. As outdoor professionals it is easy to fall under the assumption that participants are fully informed about the risks and benefits of participating in an activity. Hunt suggests this is a very dangerous assumption to make because the nature of outdoor education predisposes that all possible benefits and risks of an activity can never be totally out in the open. Due to this inconsistency, it is an ethically dicey area because students do not necessarily understand the full picture about what they are involving themselves in.

Skill developments and outcomes

There is a host of skills and positive outcomes that can eventuate from challenge by choice implementation. It is also conceivable that by simply giving children a decision in their own behaviour you are encouraging personal growth and responsibility without even the need for an activity. Miles and Priest support

that challenge by choice can help foster improved intrinsic motivation, confidence and self-efficacy. It can also provide opportunities for personal responsibility, risk perception and commitment to develop. Children who experience challenge by choice have often been found to have improved problem solving, stress control, and decision making skills in many cases. Some children have also shown better communication skills and respect for others. Bunting reinforced these claims by saying that "there are many times in our lives when taking a significant risk is necessary if we are to move beyond a certain level of achievement." Of course not all these outcomes will occur in all children and some children may even experience negative consequences as a result of challenge by choice being implemented into the programme.

Other influences upon children's decisions

Because other factors are always going to be a part of the decisions that people make, adventure programmers and outdoor education implementers should be aware of these in order to manipulate them as much as possible. Outside influences should always be minimized so as to gain a more realistic view as to what is causing a particular child to make a particular decision.

The setting that children are given opportunities for challenge in can be highly influential. The geographic nature of the area will usually predispose itself to different activity and level options. The organizational setting will also

influence challenges available because activity and level options may be limited by small-sized outdoor centres.

The point at which the choice is given may also influence the decisions that children make. The choice may be given at school, at the outdoor centre, before division into groups or after division into groups. Particularly if the latter is implemented, then possible group influences may affect children's decisions. Hopkins and Putnam suggest that this is because children usually have a strong need for approval and therefore may be peer pressured into doing something or may do something in order to conform and be accepted by their peers.

Difficulties for programming

Challenge by choice can mean that organisation of the programme can be made more difficult. Namely, it is harder to know what numbers of children will be doing what activities, at what level and therefore what equipment will be required.

The role of the facilitator/instructor can also be presented with increased difficulties. Instructors may be faced with children wanting to do activities and levels that they are not trained for, and may therefore have to restrict the challenge by choice ideal. There is also the difficulty of coping with the children not participating in the activity to consider. An instructor must think of ways to integrate these children and provide a supportive environment for their decision to sit out of the activity.



Recommendations for outdoor professionals today

Hopkins and Putnam warn that outdoor professionals should be aware of the wide range of physical and emotional maturity that occurs within children and the influence this can have upon their ability to choose appropriate challenges for themselves. Programmers and instructors can get around this to some degree by ensuring they understand the participant's communication cues, explaining the activity clearly and by giving the participants the opportunity to observe others doing the activity. Outdoor professionals have an obligation to ensure that the challenge is defined and accepted by the learner.

Because outdoor professionals have a duty of supervision imposed upon them when working with children, safety and well-being should always be the primary concern. Outdoor professionals must be aware of the constant tug of war between responsibility for the health and safety of children and the freedom of activity and level choice given. This is particularly relevant because it seems that the outdoor industry as a whole is becoming more legally culpable and therefore safety concerns are becoming a primary objective for future practice. Priest suggests that activities should be structured so that risk is perceived as high but in reality is actually at controlled and acceptable low levels.

Consideration must also be given as to how to get around programming difficulties to ensure

the smooth and safe operation of the programme. This can be achieved through means such as participation forms and having a variety of instructors with different abilities present where possible.

Nurturance, support, encouragement and other positive reinforcements are also critical when challenge by choice is being implemented. Neill proposed this formula for personal growth within participants: growth = challenge X support.

Conclusions

This quote from Neill sums up the essence of the challenge by choice philosophy and the benefits it can serve children: "Life at its best is a series of challenges. A big enough challenge will bring out strengths and abilities you never knew you had. Take on challenges and you will bring yourself to life."

In this article I have briefly outlined the challenge by choice philosophy and the surrounding theoretical dimensions. An indication as to how an adventure programmer would implement it into outdoor education for children was also given. I have suggested the ethical considerations that need addressing and have specified what other factors may influence children's skill outcomes, which were also discussed. I also provided some recommendations for outdoor professionals who want to implement challenge by choice into their programmes.

My opinion is that challenge by choice; although it can pose some problems for those planning and

facilitating the programmes, has the potential to positively redefine the nature of outdoor education for children in New Zealand and abroad.



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3 Rotoiti Lodge Outdoor Education Centre

By Daniel Moore, Rotoiti Lodge

Since 1968 the Rotoiti Lodge Outdoor Education Centre (RLOEC) has provided outdoor education programmes to well over 70, 000 people from the Nelson-Marlborough region. Based in the beautiful Nelson Lakes National Park its ability to offer quality outdoor and environmental programmes has been aided primarily by a lineage of passionate and committed staff, but also by its physical surrounds. The Rotoiti Lodge programme focuses on achieving personal and social development and environmental respect through a week long camp and is considered the mainstay of outdoor education provision for students from the Nelson and Marlborough regions.

Introduction

The Rotoiti Lodge lies nestled in the alpine village of St Arnaud within the northern boundaries of the Nelson Lakes National Park (102, 000ha). As an outdoor education centre, its location provides a central point of travel for schools from throughout the Nelson and Marlborough regions, schools travelling from as far north as Golden Bay (Takaka High School) and as far west as Reefton (Reefton Area School) to experience Rotoiti. The experiences students have provide a means to appraise personal limits and develop new goals and objectives, both personally and within a team. Experiences also offer chances to understand more about the outdoor

region and the local community. That this project could be realised within the park suggested a wide range of outdoor activities could be incorporated into youth programmes that were held here. The National Park Board accepted Oxnam's idea and applied to the National Park Authority for a building subsidy. The subsidy was approved by the National Authority and construction commenced.

Excited at the prospect of providing a centre for youth that focused on providing worthwhile and character building experiences in the outdoors, Oxnam provided the initial drive and enthusiasm for the development of the Rotoiti Lodge. Chief Park Ranger George Lyon also worked tirelessly to develop the lodge. Schools from the region saw the potential benefits of the project and offered donations and considerable amounts of labour in return for preferential booking of

environment; its ecology and its possibilities for outdoor recreation. For year 12 students, the Rotoiti Lodge provides an ideal centre for undertaking studies in field biology and geology as they work towards achieving NCEA standards.

History

In the early 1960s, local police sergeant Noel Oxnam wanted to establish a youth hall as a means of fostering better relationships between police and the increasing numbers of urban youth. Trafalgar square in central Nelson City was considered an ideal location for the project, however despite raising around £ 3000 through public subscription the project never went ahead.

Appointed to the Nelson Lakes National Park Board in 1964, Oxnam again saw the potential of developing a youth facility that benefited both the youth of the

Students from Marlborough Girls College study the ecological niche of Aoteapsyche Colonica (Net-Building Caddisfly) in the Buller river.

Photo: L. Barber





the lodge to undertake their own school camps. In 1968 the lodge opened, a trust was formed and permanent lodge staff employed to co-ordinate camps from the contributing schools.

In 1992, twelve schools from the region formed the Lake Rotoiti Outdoor Education Trust to provide ongoing financial support and future financial independence. The Rotoiti Lodge OEC was registered officially as a charitable trust, and now employs three full time staff; one director and two instructors. Lodge property and facility maintenance and administrative management, formerly the responsibility of the Nelson Lakes National Park Board were relinquished in 1996, a long term lease arrangement now providing independence from the Department of Conservation (DOC).

Realising a vision

Positive experiences in the outdoors builds respect for the natural and social environments in which they take place. Reflecting on these positive experiences can provide stimulus for personal growth and character development. Also, the utilitarian values of outdoor and environmental education in breeding an environmental appreciation can

not be undervalued. These notions have been defined over time, and now provide the primary objectives for programmes run at the Rotoiti Lodge OEC.

The programme

The Rotoiti Lodge Outdoor Education Centre runs outdoor and environmental education programmes for its twelve trust schools on a 37 week school year schedule. Of these weeks, around 80% are occupied by year nine and ten outdoor education camps and 20% occupied by year 12 biology and geology students undertaking field studies to achieve required NCEA standards. Trust schools are allocated a number of weeks throughout this 37 week schedule, the allocation of which rotates annually.

Outdoor and Environmental Education

A generic five day outdoor and environmental education programme forms the basis for the Rotoiti Lodge experience. This programme focuses on developing teamwork, student relationships, self-worth and environmental understanding and appreciation. Achieving these outcomes requires a well sequenced programme that progresses through a number of

personal and team challenges. To realise this progression, lodge staff customise each programme to suit the needs of the school and students attending. Over time these programmes have become increasingly school specific, with each trust school having slightly different student numbers, staff ratios and intended outcomes for the week. For example a camp run for local Area schools Murchison, Tapawera and Rai Valley focuses on meeting new people, building relationships and fostering teamwork in a new social environment.

However, for other schools, such as Marlborough Boys College a strong emphasis is placed on environmental education in addition to achieving other goals of personal and social growth. DOC give an evening presentation explaining the goals of the Rotoiti Nature Recovery Project, the presentation looks at the ecology of the area, strategies for pest management and native species recovery and also explains the importance of community support and backing. Following this, students complete an interpretive walk and questionnaire looking at honeydew beech forest ecosystems. These principles are emphasised with real life examples when students undertake their overnight tramp. Other environmental education activities include a talk by lodge staff on the history of pest introductions to New Zealand and a DOC visitor centre questionnaire.

A week at Rotoiti

Fundamental to the success of all programmes is the sequence



Photo: J. Bonny

Students from Nayland College practice river crossing techniques on the Travers River.



at which students and teams are exposed to activities and challenges throughout the week. A standard yr 9-10 outdoor education week sees students arrive on a Monday morning; students are introduced to lodge staff and explained the rules, goals and expectations of the week. Once settled into dorms, students begin activities.

Trust and team building

Initially, students are immersed in a series of trust sequence and team building activities before discussing personal and group goals for the week. Students are then introduced to activities that build on these goals and challenge students to overcome fears, build new relationships and foster team spirit and values. Around the lodge these activities may include the use of a number of team problem solving initiatives, a low ropes course, fidget ladder and orienteering activities.

Scaling great heights

The lodges' high ropes course is a highlight of the programme. The three elements: the Flying Kiwi, Dangling Duo and Pamper Pole are scheduled throughout the week and offer challenges to teams, pairs and individuals. Group responsibility and trust being tested when team members belay each other from far below. An abseil site is also set up on a local rock called Horace, and although small, surprises a number of students with its deceptive height.

Out on overnight

The crux of the weekly programme occurs when students head out on their overnight expedition. Often considered by students as the

biggest challenge, the overnight trip is usually the highlight of the week. Overnight options include tramps to Bushline and Speargrass Huts, a canoe/tramp trip to Lakehead and Coldwater Huts and for some schools, a two night trip combining sections of these routes. Students stay in huts, camp under tent flies and inside snowcaves depending on the season, the snow and the sandflies!!

Other activities

Other activities include a day caving at Huia Caves, rafting on the Buller River and Skiing at Rainbow Ski field. When weather permits, these activities are also major highlights of the week.

Some schools incorporate specific outdoor training into their programme. First aid courses being a regular part of some schools camps as are Riversafe courses and programmes oriented towards bushcraft skills.

Developing meaning

Depending on personal and group development over the week, specific, non-specific and metaphoric transfer of new skills and values is encouraged through effective facilitation and debriefing of the weeks experiences. Lodge instructors and teaching staff providing for these with a number of often spontaneous debriefs that

A student takes part in a team problem solving challenge.

Photo: L. Barber



Photo: L. Barber

A student jumps for the trapeze on the Pamper Pole.

focus on new learning and the benefits of applying this learning to other aspects of life.

Biology Geology

In addition to year 9 and 10 outdoor education camps, year 12 biology and geology classes attend a five day camp that focuses on achieving NCEA standards through a series of field work studies. Biology studies focus primarily on freshwater ecosystems, primary and secondary





Photo: J. Bonny

Students prepare for a two night canoe/tramp expedition in the Travers River Valley.

succession of local flora, honeydew forest ecosystems, altitudinal zonation of vegetation and human induced change in the natural environment. Geology studies focus on local landforms and look specifically at the effects of past glacial periods and the alpine fault zone and its very local erosion examples i.e. Mt Robert and the Speargrass Valley.

Rotoiti Lodge Staff

The lodge trust employs three full time staff- one director and two instructors. Overall running of the lodge, financial tasks such as grant funding and maintenance of lodge procedures and systems is the primary responsibility of the director. The role of instructors at the lodge is focused on developing and delivering quality outdoor education programmes that operate smoothly and are of benefit to students who participate. Instructors also provide teaching assistance on yr 12 Biology and Geology camps in partnership with school department staff.

Skill development for teachers

Ongoing development of outdoor education skills is the focus of a skill

development system that allows teachers to take an active part in the provision of each outdoor education week. Every teacher that attends camp has their outdoor experience logged on the lodge database. Over time, this log of experience helps define what activities the teacher has the ability to run safely and effectively. As teachers gain experience and become competent facilitators their role at camp becomes increasingly assigned to facilitating their own group. Teaching staff are responsible for all student affairs while on camp, coordinating meals and evening activity sessions. Instructors maintain overall responsibility

The Rotoiti Nature Recovery Project

The local landscape is geologically and ecologically impressive. Characteristic of the park are the series of mountain ranges, and glacially carved river valleys. Cloaked in forests of Black, Red, Silver and Mountain Beech these mountains are home to unique ecological communities and since 1997 have been the focus of more intensive management by DOC.

In 1997 DOC established the Rotoiti Nature Recovery Project. The project aims to recover the ecology of a 5000 ha area of Beech forest bordering the eastern shores of Lake Rotoiti to a standard as close as possible to that which existed before human settlement. Central to the projects success has been the intensive pest management regime undertaken in this Mainland Island sanctuary. In May 2004, nine Great Spotted Kiwi / Roa were re-introduced to the area. To have a project of such conservation significance so close to the Rotoiti Lodge is a great opportunity for education and learning; and one that is realised by both DOC and the Rotoiti Lodge.

for programme effectiveness; facilitating groups with more inexperienced staff, running high ropes, abseil and canoe sessions and overnight trips.

The future

The benefits of modern day outdoor education are now relatively defined and easy to identify. As outdoor education has evolved so too have the justifications for providing people with fun, safe, quality and educational outdoor experiences. The benefits of which include personal and social growth, increased environmental awareness and respect and teamwork and leadership development. However, although these benefits are identifiable, justifiable and logical now, it is wise to remember that were not always so clear to society and providers alike. As a means of introducing youth to the outdoors, the Rotoiti Lodge OEC, as Noel Oxnam envisaged, will continue to play the eternally important role of providing for personal development through positive outdoor experience now and in the future.



Out and About Interview

with

Cathye Haddock,
Adviser, Ministry of Education

In the previous issue of *Out and About*, Pip Lynch described the roles and relationships between organisations involved in EOTC / outdoor education in New Zealand. One of those groups was the Ministry of Education. The Ministry established an EOTC Reference Group in late 2000. Cathye Haddock has been a member of the EOTC Reference Group since its inception. Cathye was seconded to the Ministry of Education from February to August 2002 to co-ordinate the writing of *Safety and EOTC – A good practice guide for NZ schools*. In August 2003 she was employed as a Senior Adviser. In this interview, Cathye discusses her work and her views on EOTC and outdoor education issues.

Q: What is your role within the Ministry?

Cathye: Senior Adviser – Student Support Team, National Operations Division

I have a wide brief for student safety and emergency management matters in schools, including: EOTC; health issues; drug and alcohol issues; school bullying. My role includes answering Ministerials, Parliamentary Questions and Official Information Requests on any of these topics. I spend about 50% of my time on EOTC.

Q: To whom do you report?

Cathye: My Team Leader is Kay Phillips, the Operational Policy Manager is Jim Matheson, and Senior Manager is Kathy Phillips.

Q. With whom do you liaise (within the Ministry) and coordinate?

Cathye: I liaise with a wide range of people and groups -

- Curriculum Facilitators eg, Barbara Hollard, Health and Physical Education; Chris Arcus, Science and Environmental Education
- Professional learning and leadership – Curriculum Division
- Resourcing & Worksafe in Schools
- Curriculum project – Mary Ann Mills
- Group Special Education
- Group Maori
- Early Childhood
- Property Division

- Legal Division – the solicitors who give advice to the Ministry as a whole.

On issues that concern multiple areas of the Ministry of Education, my colleagues and I work together. Any enquiries regarding EOTC should be directed to me in the first instance. I can draw on the wide range of expertise within the Ministry. I have found a tremendous amount of support for EOTC in most of my dealings with the Divisions within the Ministry.

- Local and Regional Offices of the Ministry – there is a person responsible for EOTC matters in each of the local and regional offices. I work with the local regions to resolve local issues and so at the moment it is best for enquiries to come to me and I will work back through the local person.
- TKI – Te Kete Ipurangi – the Ministry's on-line learning centre. Another way to gain an answer to an EOTC question is to go to www.tki.org.nz/e/community/eotc. Click on FAQ and there is information on that page. There is a facility there for sending additional questions that come to me.

Q. Who reports to you (within the Ministry)?

Cathye: No one

Q: What work connections do you have on a weekly basis with organisations or people outside the Ministry?

Cathye:

- EOTC Reference Group: EONZ/ONZ/NZMSC/



Water Safety NZ/NZ School Trustees Assn/ NZ Principals' Federation/ Secondary Principals' Assn NZ

- NZ Mountain Safety Council – National Incident Database & CD Rom of teaching resources to support *Outdoor Safety – Risk Management for outdoor leaders*
- EONZ/ONZ/SPARC/ACC/NZOIA – Revision of *Outdoor Pursuits – Guidelines for Educators*
- ACC – National Drowning Prevention Strategy
- OSH – Serious incidents in schools
- Phone and email enquiries from parents, schools and a range of organisations (eg outdoor providers) regarding aspects of EOTC
- School Support Services – mainly Waikato, Lynley Stewart; and to a lesser extent, have contact with EOTC Professional Development Regional Coordinators in 6 School Support Services regions.
- SPARC – Cath Clark, Rikki Burgess, Jo Forbes.

Q. What do you see as the key issues for EOTC/ outdoor education at present?

Cathye: From the EOTC Strategic Plan -

- *Outdoor activities best practice guidelines* revised and out in the sector
- National Incident Database launched with good outdoor sector buy in, including schools
- Improve consistency of quality EOTC activity delivery across the curriculum in NZ schools by:
 - Having a curriculum framework document that acknowledges EOTC as an effective tool for teaching and learning
 - Review research on all aspects of EOTC including support for EOTC as an effective teaching strategy
 - Establish effective support for schools to deliver quality EOTC programmes
 - Support for pre-service EOTC preparation for teachers
 - Accessible in-service EOTC professional development opportunities for teachers
 - Support the establishment of EOTC training pathways for teachers that use EOTC as part of their teaching repertoire
 - EOTC exemplars available on tki for all curriculum areas

Q. What do you see as the future for EOTC/

outdoor education in NZ?

Cathye: I believe EOTC, including outdoor education, has a bright future in New Zealand. The Ministry of Education has responded to outdoor sector demand to update EOTC safety guidelines for schools and to appoint a senior adviser responsible for EOTC. The Ministry continues to convene an EOTC Reference Group to 'provide expert advice and guidance to the Ministry of Education on best practice associated with all aspects of EOTC.'

The outdoor community is working more collaboratively on initiatives and projects of mutual benefit than ever before eg: *Safety and EOTC* guidelines; National Incident Database; Revised *Outdoor Activities Best Practice Guidelines*; Joint Awards Scheme to name a few. This type of collaboration gives great strength to initiatives that will benefit schools and therefore assist greatly in gaining Ministry commitment and support for the initiatives.

I have a vision: that EOTC is alive and well in most schools in New Zealand. However, I feel that I am very much looking at the wrong side of an unfinished tapestry as far as supporting schools to deliver quality EOTC experiences. The back of the tapestry shows many opportunities to stitch in and strengthen teachers' and schools' abilities to provide quality EOTC experiences for students. A closer look reveals that some initiatives, such as the *Safety and EOTC* guidelines and supporting professional development for schools are neatly sewn in with few loose ends. Other initiatives, such as the National Incident Database and up-dated *Outdoor Activity Best Practice Guidelines* are partly woven with strands being worked on by many different organisations across the outdoor community. Bare patches indicate future projects or those about to begin, such as ensuring that statements affirming EOTC as an effective pedagogy are included in revised curriculum documents.

When I think about Pip Lynch's doctoral thesis on the history of outdoor education, I realise that this tapestry has been in the making for well over a hundred years. Some of the colours, while bright when first sewn in, have faded into softer hues with the passage of time, giving the work an enduring quality. Many skilled hands have contributed to the work over time and there is much still to be done. One of these years, we will turn the tapestry around and see the picture fully stitched in.



Q. What might that vision look like?

Cathy: Engaged students participating in high quality, safe, enjoyable EOTC experiences that give real life relevance to curriculum learning, and enhance achievement levels at school.

Maybe some of the things in the list below will assist in attaining the vision.

Q. Given that decisions about EOTC spending are made at school level and MoE level – what might further investment by all parties include?

Cathy:

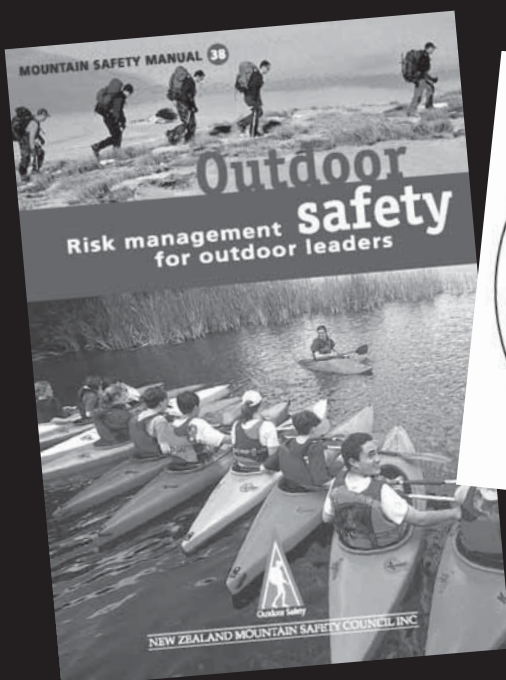
- A strong research programme and evidence base for all aspects of EOTC. A research plan has been developed by the EOTC Reference Group and will be implemented from here on.
- Strong support for EOTC as a pedagogy in the revised NZ Curriculum Framework.
- Strengthen the support available for schools to deliver quality EOTC experiences across all curriculum areas and aspects of student learning and achievement. This means having EOTC as an effective pedagogy and context embedded in Essence Statements of each of the eight essential learning areas, and having support materials, such as exemplars. Also, revision of Outdoor Activities

Guidelines for Educators (with a new title: 'Outdoor Activities – best practice guidelines'). [See the note in this issue from Stu Allan who is writing the revised guidelines - Ed].

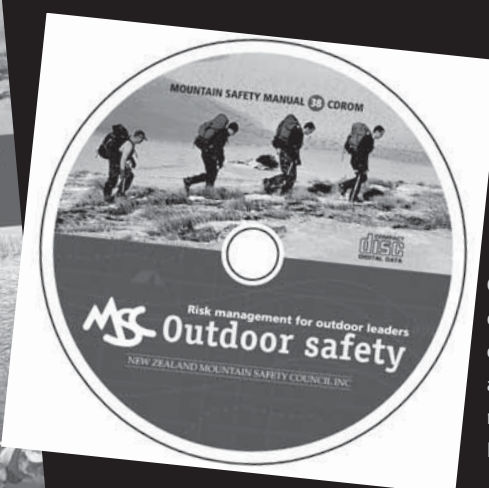
- Support and strengthen EOTC preparation for teachers at pre-service and in-service levels. Each teacher education provider (there are 22 not counting early childhood providers) is autonomous. They make decisions about what is important to include in teacher training. The EOTC preparation for teacher trainees varies greatly between providers.
- Support the establishment of clear education/training pathways for teachers that use EOTC as part of their teaching repertoire. The joint Awards project, led by NZMSC, is one example where existing training and assessment opportunities are being aligned. Work will be required to assess which awards are best suited to teachers' needs and further work will need to be done to ensure the awards are more accessible to teachers.

Thank you Cathy. You obviously have an interesting and challenging role that supports EOTC and outdoor education in a variety of ways. Thank you for your efforts on behalf of teachers, outdoor leaders and young New Zealanders.

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EONZ Executive Update

The EONZ Executive Committee held two meetings on 30 April and 1 May, with the AGM also held on 30 April. (A report from the AGM follows this Exec. Update.) Present at the Executive meetings were: Arthur Sutherland (Chair), Gemma Perriam (Treasurer), Liz Thevenard (Wgtn), Pip Lynch (Editor), Annie Dignan (Otago), Pete Brailsford (Canty), Jason Swann (Auckland), Craig Donnelly (Waikato/Bay of Plenty).

With agendas covering over 30 items, the Committee was very busy. Highlights from the meeting are:

Finances: Gemma reported that the organisation's finances are in good order and that the change to employing a part-time Administrative Assistant rather than an Executive Officer has been a good one financially.

Relationship with NZMSC: The Committee was joined for part of the day by Ian Nicholson, Executive Director of NZ Mountain Safety Council, who provided an overview of the work of MSC and its educational role. EONZ and MSC have been negotiating a working relationship and this has resulted in EONZ taking on the role of MSC's Education Standing Committee. The Chairperson of the Education Standing Committee will sit on MSC's Council with

voting rights. This means that EONZ will play an important role in advising on education matters with a key player in the field of outdoor training, assessment and safety promotion. The benefits for EONZ members are expected to be significant.

The work of the Education Standing Committee will be identified through discussion between the convenor of the committee and the Executive Director of MSC, and by projects identified by the Committee itself. The Committee is to champion projects to the point where they are considered by the MSC Executive

Committee, and then to monitor and advise on project progress. The Committee will not be expected to undertake the work of the projects themselves - that will be done by contract or similar arrangement at MSC's expense.

EONZ Executive Committee is excited about this closer relationship with MSC and will keep membership informed of developments.

Outdoor 1: The Committee was joined for part of the meeting also by Linda Wensley, NZOIA. With both Linda and Ian, the Committee discussed potential collaborations

Role of NZ Mountain Safety Council's Education Standing Committee

To advise the Council on:

1. Developments and changes in:

- Education Outside the Classroom (EOTC) in primary and intermediate schools;
- Formal Outdoor Education opportunities and informal outdoor recreation opportunities in secondary schools;
- Certificates and diplomas awarded by Polytechnics in outdoor recreation, outdoor education and linked subject areas;

- Outdoor education and EOTC training provided by the College of Education;

- Theoretical and practical components of outdoor education/recreation papers offered with university.

2. The relationships between the education system and MSC branches.

3. The development and marketing of the Council's training and publicity materials for educational institutions.

4. Any future initiatives the Council should consider in relation to the education sector.



around each organisation's initial outdoor leader qualification to mutual benefit. Content of the awards was discussed, in particular definitions of levels of activity and the need for training and assessment related to supervising activities at swimming holes in rivers. The outcome was agreement to form a sub-committee to jointly develop a proposal for collaborative assessment on a joint award. This proposal will then be taken to each organisation's Executive for decision.

Subject association input to New Zealand Curriculum Project (HPE): Gemma reported that the Ministry of Education in response to recommendations from the curriculum stocktake have gone through a process of refining the curriculum. EONZ, Physical Education NZ (PENZ), HETTANZ (Home Economics Teachers Association) and NZHTA (Health Teachers Association) are the subject associations with key areas of learning in the Health and Physical Education curriculum. Hence representatives have been gathered together by Barbara Hollard (MOE Curriculum facilitator – HPE) to form one of the consultation groups to contribute in the refining process.

The key task to date has been the writing of an essence statement for HPE that adequately and accurately explains this Essential Learning Area. Each ELA will have such a statement that will be included in the new Curriculum Framework document which will eventually be mandated.

Other key tasks have been to:

- review and refine Achievement Objectives (a start has been made)
- consider recent work on values education and how HPE provides for this (for HPE the match is good if perhaps not explicit enough)
- examine the key competencies and how HPE provides learning opportunities for students to acquire these competencies (again for HPE there is a good fit)

Over the last 18 months or so several people have ably represented the interests of EONZ members on this group.

PPTA Subject Association Forum

Gemma also reported from this forum. PPTA executive authorized through their professional issues personnel a forum to bring together all subject associations working in secondary education. PPTA is clear about the enormous value of subject associations in furthering the professionalism of the teaching profession and their value to the Ministry of Education through the expertise provided in a multitude of projects.

It is felt that the subject associations are all struggling and could benefit from each others' support and that of the PPTA in brokering better service to secondary teachers and to the MOE.

The forum provided for discussion on these issues, an

opportunity to hear the Associate Minister of Education David Benson-Pope put his position on subject associations, and for the gathered associations to ask him some questions. The forum also had sessions on current initiatives in secondary education. These included:

- Literature review on Initial teacher education (ie Pre-service training);
- Research findings from 'Teachers talking about NCEA';
- the Secondary Futures Project;
- New career pathways for secondary teachers (eg Specialist Classroom Teachers (SCT)) and
- An update on the NZ Curriculum Project.

The forum finished with some direction given to PPTA to facilitate a co-operative arrangement between associations to improve the viability and effectiveness their work.

Other: Other issues discussed included Safety and EOTC professional development; Primary School Physical Activity Pilot programmes; maths resource project; website development; Outdoor Pursuits Guidelines update [see separate item by Stu Allan - Ed.]; review of EONZ promotions and publicity material; remuneration for Executive members; applications for funds. If you would like information about any of these items or other business of the Executive Committee, please contact your regional representative or the representative in the region nearest you.



Best Practice

EONZ is leading an exciting project – the collation of best practice in New Zealand outdoor activities.

The project is a partnership of EONZ, Outdoors New Zealand, SPARC, the Ministry of Education, ACC, the New Zealand Outdoor Instructors Association, and the Mountain Safety Council.

Since the publication of *Outdoor Pursuits: Guidelines for Educators (1996)*, outdoor recreation and outdoor education safety standards and best practice have evolved considerably. *Outdoor Activities: Best Practice Guidelines* aims to capture best practice in the outdoors sector as defined by national organisations.

This 2005 edition will broaden its audience to include all outdoor leaders (not just outdoor educators) and individual recreationalists too. It will broaden its

activities too, from the 26 in the 1996 edition to 50 or so. Each activity will point readers to extensive resources, particularly web-based information.

The new resource will support the Ministry of Education's publication *Safety and EOTC: A good practice guide for NZ schools (2002)* and the NZ Mountain Safety Council's publication *Outdoor Safety – Risk management for outdoor leaders*.

A reference group, including Arthur Sutherland (Chair) and Liz Thevenard from EONZ provides support, feedback, and guidance to the writer.

Stu Allan

Active Voice

stu@activevoice.co.nz

Writer / Co-ordinator

Reports from the Regions

EONZ Auckland Regional Report

The committee has had some changes, welcoming new members and having other members take some time out. We are fortunate to have a mix of experience and youth on the committee and commitment to the task. Events have been proposed and scheduled on our usual calendar to occur in the second half of the year. A key event is a 'camp' for teacher professional development at Kokako Lodge to follow on from the successful one held in 2004.

As the new committee gets familiar with their role and the needs of our regional members, other initiatives will be explored and offered.

We continue to meet regularly share a few laughs and welcome new members.

Canterbury Regional Report to EONZ AGM – April 2005

2004 Happenings:

Outdoor One successfully got underway in May, with 17 attending the pre-assessment evening. The consensus among those attending was that as a professional development opportunity and a measure of accountability for teachers this qualification was of huge value. Comments have been that it was affirming, empowering, and involved learning.

Thanks go to Arthur Sutherland

and his assessor team, Fiona McDonald and Bert McConnell.

Outdoor One also went through a very successful review process through external channels at the end of the year.

We have once again run an excellent secondary schools forum with 15 institutions attending. Unfortunately the primary one did not get off the ground. In Nelson two secondary school forums were facilitated.

Key people in the committee were involved with Safety in EOTC workshops across the Canterbury and Nelson regions. Canterbury has been recognised as leading the way with these workshops. The



entire Canterbury contingent were EONZ folk.

Canterbury Plans for 2005:

- **Outdoor One** – starting Term 1
- **Primary teachers forum** – Term 2
- **Secondary teachers forum** – Term 4
- **Canterbury Mountaineering Club weekend** – introduction to mountaineering for secondary students.
- **MARS:** EONZ, in conjunction with Sfrito, is developing a programme to assist those teachers who assess against unit standards. This is a national initiative, trialling in Canterbury
- **EONZ Gear Pool**

Summary of Membership:

Membership for 2004 dropped by two as compared to 2003, with a breakdown for 2004 as follows. The 2005 figures are not in yet.

Secondary/Area Schools	20
Primary Schools	6
Tertiary institutions	3
Providers	1
Invid. Memberships	6
Life Memberships	2

Canterbury does have a small stable core membership.

There was some gain in Secondary memberships and a loss of Primary.

In previous years newly lapsed members have been specifically targeted to renew but generally this has not brought numbers up.

A trend noted over the last few years is that when key people leave a school, the membership falls away.

The discount offered to Outdoor One participants who belong to EONZ members has kept membership up, although these are not stable members. It seems that schools who are buying into Outdoor one will continue their membership while individuals fall away.

Given the huge publicity and positive exposure to schools by EONZ in the last 18 months through the Ministry of Education Safety in EOTC workshops, it is of interest that there has been no significant increase in schools buying into EONZ. The need for support is there, however.

EONZ Executive must consider how best to tap into funding in order to support schools, given that schools are not buying into support.

The organisation continues to rely on regional memberships to operate, so key questions for EONZ Canterbury regarding membership might be:

- What more we can do to increase membership?
- Why do schools/individuals become members?
- Are we providing sufficient here in Canterbury to retain members?
- Does the Canterbury membership expect more, and is this a reason for dropping off?

General:

Thanks go to the committee and other Canterbury Members for their availability and support of Arthur Sutherland in his role as National Chair. He has made considerable positive impact across the broader spectrum of outdoor organisations, the Ministry of Education, SFRITO, and SPARC.

Thanks also go to Pip Lynch, editor of *Out and About*, who manages a large task that she somehow finds time for.

Catherine Kappelle

April, 2005

Other Regions have obviously been too active in the outdoors to even file reports!



Snippets

Arthur Sutherland reports that the following people are the members of the Outdoor Activities Best Practice Guide Reference Group:

Ian Nicholson MSC

Liz Thevenard EONZ

Arthur Sutherland chair EONZ

Cathye Haddock MoE

Mike Sim ONZ

Riki Burgess SPARC

Jo Forbes SPARC

Matt Cant NZIOA

Lawrie Stewart PENZ

Matt Claridge WSNZ

Wakahuia Porter Te Runanganui o te Kura Kaupapa



Outdoor Education Abroad

What happens in outdoor education overseas? The following article is re-printed here with the kind permission of Guardian Newspapers Ltd, UK. It first appeared in the Guardian on Tuesday, 15 March, 2005.

Outdoors is great

Just about the safest place a child could be is on a school trip, writes Phil Revell, and teachers have little to fear either

Tuesday March 15, 2005, The Guardian

Nearly three years after a 10-year-old boy died on a school trip, and 18 months after the teacher in charge was jailed for manslaughter, the Health and Safety Executive has released its report on the tragedy.

Max Palmer drowned while pool jumping in Glenridding Beck in Cumbria. Pool jumping is a fun activity on a warm day. But May 2002 was wet and stormy, the beck was in flood, and the water temperature was 8C.

Max soon got into difficulties, and attempts to rescue him failed. His mother, who was on the trip as a classroom assistant, exhausted herself trying to save her son, who was swept out of the rock pool and down the rapids to his death.

The group, from Fleetwood High School, was led by a geography teacher, Paul Ellis. The HSE has followed the courts in finding Ellis fairly and squarely to blame for the tragedy. Ellis, it says, was an "unsuitable leader" who demonstrated "serious errors of judgment" in planning the trip and on the day itself.

The finding reignites the controversy surrounding outdoor education. On the one side are the columnists and leader writers who point to a decline in adventurous activities and bewail the "cottonwool culture" that denies children the opportunity to experience the challenges of nature.

In the opposite camp are safety campaigners and the second largest teaching union, the National Association of Schoolmasters/Union of Women Teachers, of which Ellis was a member. The NASUWT argues that teachers are at risk if they lead a school trip. Its general secretary, Chris Keates, told MPs on the education select committee that her members faced spurious legal action from parents unable to accept that there was such a thing as a genuine accident. There was a "huge fear of litigation in schools", she said.

Whether that fear is justified is another matter. The NASUWT has supported 20 of its members through legal action relating to trips in three years. Only Ellis has faced criminal proceedings. Teachers are not personally liable

for civil damages arising from such excursions, and they rarely have to appear in court. Keates told the MPs that the cases represented the "tip of the iceberg". But they look like a very small tip of a very small iceberg.

There's a widespread belief that school trips are in terminal decline. But Ian Park, the outdoor education adviser for Buckinghamshire and chair of the national outdoor education advisers' panel, says: "There's no evidence for a decline." Park has polled fellow advisers and few report a drop in numbers. Outdoor education providers also fail to support the view that trips are on the wane. Outward Bound, PGL and World Challenge all report healthy bookings, and most outdoor centres are full for months ahead.

There has been a change in the nature of excursions. The traditional field trip, focused on geography or biology, does appear to be dying out. The Field Studies Council has seen bookings drop by a third in the past year. Curriculum-related trips are being replaced by adventure outings focusing on personal development, and by end-of-term recreational trips to places like Alton Towers.

It is a myth that school trips represent an unusual risk for children and teachers. In fact, pupils



are safer on a school excursion than performing almost any other activity. The school trip fatality rate approaches one death for every 8m pupil days. Statistics show that more children die in motor accidents, in fires, at school - even in their beds at home.

The idea that Ellis was some kind of scapegoat, a teacher jailed because he gave up his free time for his students, is at variance with the facts. Ellis lied to his school about his leadership qualifications. He failed to make the most basic inquiries to discover whether the children in his care could swim. He took his group to the hills in conditions that were completely unsuitable for the planned activity. The children had no protective clothing: no wetsuits, windproofs or buoyancy aids. Ellis had no rescue equipment and it seems that, even if he had taken a rope, he would not have known how to use it.

Ellis had been specifically warned against pool jumping because of high river levels, but went ahead anyway. And when Max Palmer got into difficulties, Ellis failed to send for assistance; pupils in his group did that on their own initiative.

"The vast majority of teachers and leaders are incredibly conscientious about safety," says William Ripley, the operations director for Outward Bound.

"We host 15,000 people a year," says Tom Ecclestone at the YMCA's Lake District activity centre. "This isn't a Mickey Mouse operation and I would not be doing this job if I

believed that there were any serious risks for the children."

The various organisations that make up the outdoor education sector are frustrated that the agenda surrounding school trips is dominated by the safety issue.

The education select committee report pressed ministers to promote outdoor education. It was followed by a promise from Ruth Kelly, the education secretary, of a manifesto for out-of-classroom learning. This would encourage teachers to take trips and introduce a presumption of good practice that would offer protection to teachers fearful of legal action.

But the sector is familiar with ministers' rhetoric. In a joint statement, the main outdoor organisations - representing commercial providers, local authority centres and charities - said: "We welcome the report and the subsequent announcement by Ruth Kelly, but the promised manifesto must be more than warm words. It is vital that children have the opportunity to respond to real challenges. We challenge the government to confirm that it will provide the funding to deliver its promise."

Ripley points out that the government has produced a whole series of documents about safety in the past 10 years, but has yet to publish any guidance on how schools should approach outdoor education. "Nowhere have I ever seen any guidance which says that teachers should make sure that there is a lesson plan, or asking

teachers to set out the learning outcomes for the activity," he says. "I would welcome ministers saying that the reason you go into the outdoor classroom is because there are things that you can learn there that you cannot learn anywhere else."

"It's about motivation, growing up, leadership and teamwork," says Charles Rigby at World Challenge. "It is really sad that we are in 2005 and still discussing whether it's a good idea for a child to go on an expedition."

Together with many others in the sector, Rigby would like to see ministers make a commitment to a residential experience for every child, something first raised as a possibility by David Blunkett when he was education secretary.

"It's such an inexpensive way to transform children's lives," says Rigby. He favours a voucher, worth around £300, which would fund a five-day residential experience. Something similar is already on offer to older teenagers through the lottery-funded Get Real project.

But Rigby would prefer to see the money given to schools. "There's a broad market out there, a range of provision. Give the schools a voucher for each child and let them decide what provision best fits with their curriculum and ethos," he says.

He has the backing of the Secondary Heads Association, whose deputy general secretary, Martin Ward, agrees that more could be done to promote the



benefits of trips. "We should be saying that this is a thing worth doing. We would like to see a funded entitlement, possibly a voucher," he said.

There's widespread belief that Charles Clarke and David Miliband were on the verge of making a commitment to a residential experience for all children, but that it was stalled by the reshuffle that put Kelly in her post.

In its report, the HSE says that while serious incidents are rare, many have occurred on trips where there was no direct link to the curriculum. Ellis had no specific aims for his trip. Planning, say safety inspectors, usually results in a better, as well as a safer, experience.

Related articles

- 10.03.2005: Safety watchdog blames teacher for boy's drowning on school trip
- 15.02.2005: PM backs school trips manifesto
- 15.02.2005: Kelly aims to reverse fall in school trips
- 13.02.2005: Travel news: School trip safety
- 10.02.2005: Teachers stand firm on school trip guidance
- 10.02.2005: School trips are safe, say MPs
- 30.12.2004: Scotland publishes advice on school trips
- 04.11.2004: Ofsted boss defends school trips

Trip guidelines

- 15.02.2005: What the new guidance will cover

Comment

- 28.09.2004: Chance discovery
- 13.07.2004: The boom in school 'jollies'

Special report

School trips

Useful links

Advice on school trips - Scottish executive
Advice on school trips - England

Here are two activities suitable for a variety of levels in maths education. These are examples from the new Maths Resource under development by EONZ. Watch this space for when this exciting resource will be available!

Maths Activities in the Outdoors

Measuring Your Pace

Location: An open space

Equipment: Measuring tapes, chalk, notebooks, pencil and worksheets

Group size: Groups of 3 – 4 for 30 – 45 minutes

Directions:

1. Pupils estimate the length of their own pace for a variety of movements and write their estimates in a table:

	Estimate	Measurement
Walking normally		
Fast walking		
Jogging		
Running		
Fast walking		
Side-ways steps		
Walking backwards		



2. The pupils measure the distance travelled for ten of their paces for each variety of movement. Some discussion may be necessary to establish conditions for reliability, e.g. beginning the movement some distance before the beginning of the measurement start to ensure a steady speed. The average pace measurement is entered into the table and compared with the estimate.

should the distance backwards be recorded?

Extension:

- Use uphill and downhill ground surface. What happens to pace length?
 - Use a site with obstacles.
 - Estimate distance from A to B on a map with a scale. Then measure using paces. Is there a significant difference? Why? (e.g. changing terrain or obstacles may lengthen the distance measured.)
 - How could this skill be useful for a tramper or orienteer?
3. The results are plotted as a bar graph with the distances recorded in centimetres. How



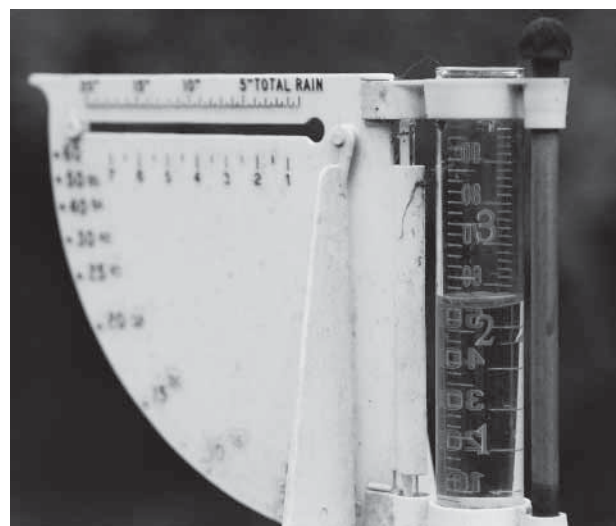
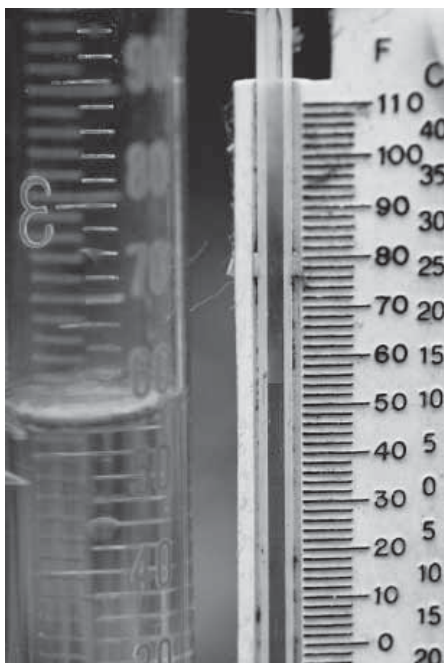
Weather and temperature

Location: School or camp

You need: A minimum – maximum thermometer, rain gauge, wind measuring device, UV card (obtained from the cancer society), record sheet

Group size: Small groups

1. Daily temperature records can be kept at set times such as 9am, 12pm, 3pm etc.
2. These may include:
 - a. Temperature (actual and maximum-minimum)
 - b. Rainfall
 - c. Wind velocity
 - d. Wind direction
 - e. Cloud cover (measured in eighths)
 - f. Sunshine
 - g. UV rating
3. Temperature changes can be recorded in graph form on a regular interval basis, for example every 2 hours from 8am to 8pm. Measurements could be taken in the following places:
 - a. On an unshaded sealed or concrete area
 - b. On the south side of a building
 - c. Over a pool or river water surface
 - d. In the dining room
 - e. In the kitchen
 - f. In the bush or wooded area
 - g. Soil temperature at depths of 5 and 10 cms.
4. Collate this information into graphs. They can be superimposed to allow for comparison.





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Compiled by Suzie Joyce, Lincoln University

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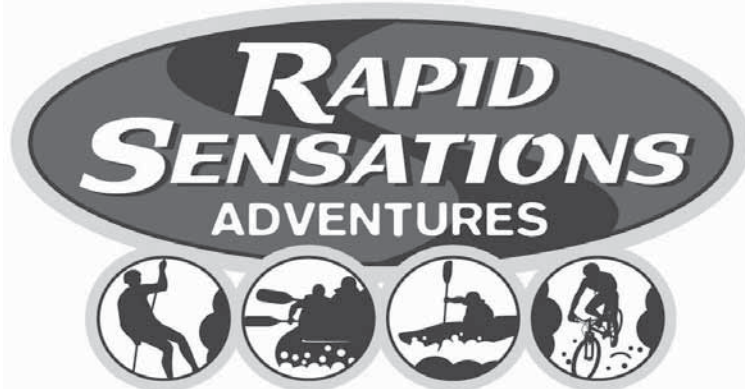
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PO Box 16-128, CHRISTCHURCH
Ph: 03 940 7180 Fax: 03 349 7680
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EONZ Administrator:

■ **Anne Tresch**,
Education Outdoors New Zealand Inc.
PO Box 11-776, WELLINGTON
Phone: 04 385 9680 Fax: 04 385 9680
email: eonzadmin@outdoorsnz.org.nz

Members:

Gemma Periam – hEdOutdoors Ltd – 343
Falls Road, RD 2, TE KAUWHATA
Ph: 07 826 7577 Fax: 07 826 7500
Mob: 0274 770 998
email: hedoutdoors@xtra.co.nz

Waveney Parker – EONZ Waikato/BOP
– Te Puru School, RD 5, THAMES
Ph/Fax: 07 868 2747
email: w.parker@tepuru.school.nz

Liz Thevenard, Libby Paterson – EONZ
Wellington – Victoria University of
Wellington, PO Box 17 310, WELLINGTON
Ph: 04 463 9733
email: liz.thevenard@vuw.ac.nz
email: libby.paterson@vuw.ac.nz

Catherine Kappelle – EONZ Canterbury
– 354 Tram Road, Clarkville RD2 Kaiapoi,
Ph: 03 327 9551
E-mail: gileskap@ihug.co.nz

Jason Swann – EONZ Auckland, Sir
Douglas Bader Intermediate School,
Mangere, AUCKLAND,
Ph: 09 275 4332, Fax: 09 275 5240,
email: deputyprincipal@bader.school.nz

Annie Dignan – EONZ Otago–
School of Physical Education
University of Otago, PO Box 56, DUNEDIN
Ph: 03 479 8938
email: adignan@pooka.otago.ac.nz

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Social Science, Parks, Recreation and
Tourism Group, ESDD, PO Box 84, Lincoln
University, CANTERBURY
Ph: 03 325 2811 Fax: 03 325 3857
email: lynchp@lincoln.ac.nz

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Outdoor 1 Co-ordinator:

■ **Arthur Sutherland** – Christchurch
College of Education –
PO Box 16-128, CHRISTCHURCH
Ph: 03 940 7180 Fax: 03 349 7680
email: arthur.sutherland@cce.ac.nz