Education Outdoors New Zealand

Out and About

This Issue

Wilderness in Outdoor Education

My Story. A reflection on environmental education

Tightening the purse strings: A discussion about funding

Learning from experience: Reflective practice and work-based learning on a vocational outdoor education course in Higher Education

Issue 31 ▲ Winter 2015

EONZ
EDUCATION OUTDOORS NEW ZEALAND (Inc.)

Education Outdoors New Zealand

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

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Our goals *Engagement in advocacy to advance education outdoors*

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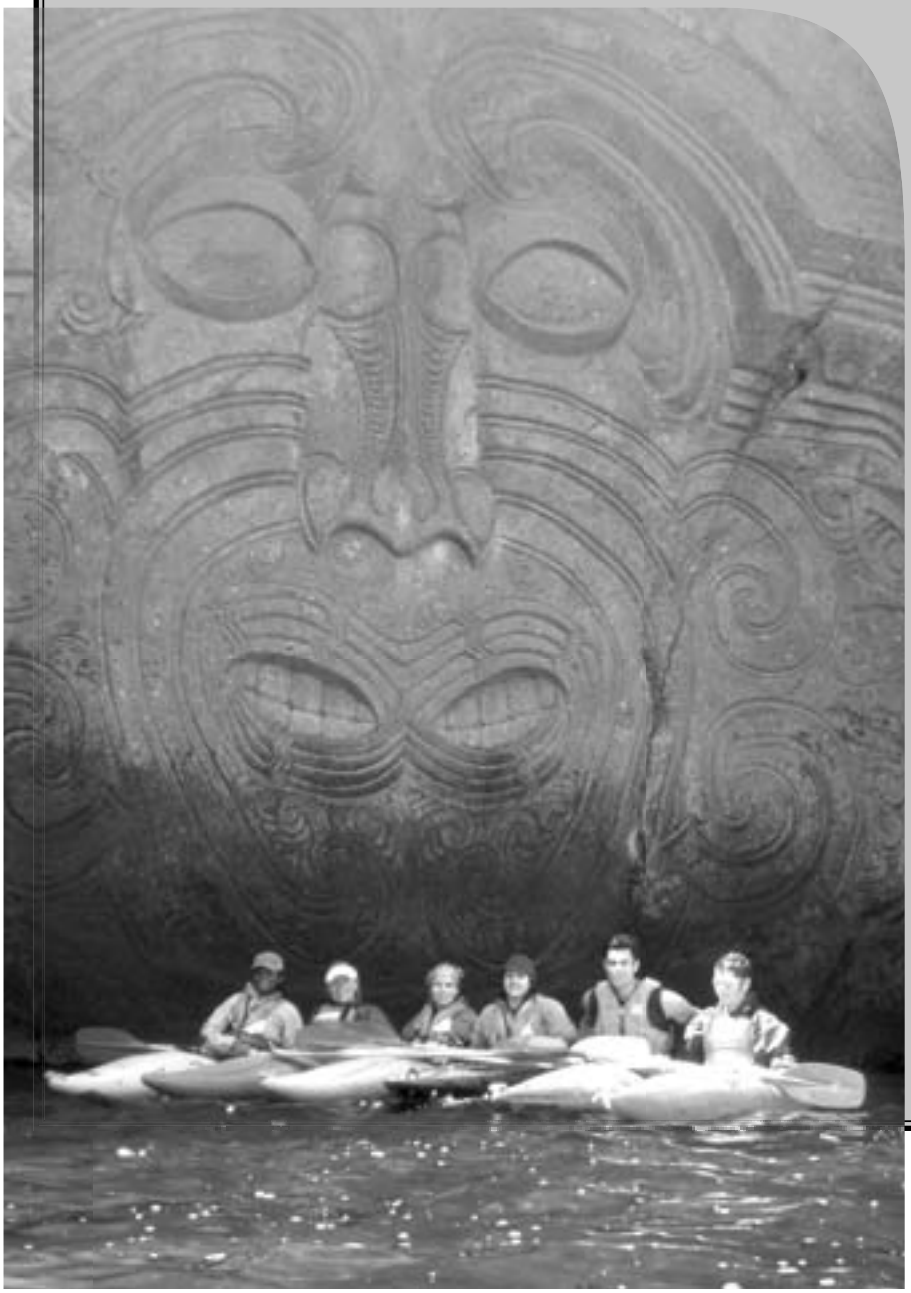

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Out and About

is published by

Education Outdoors New

Zealand (EONZ).

EONZ is committed to fostering

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Winter 2015

Editorial

by David Irwin

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

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The last six months have highlighted several key issues that are likely to be prominent in the thoughts of many educators in Aotearoa New Zealand, issues that may well have the potential to change the way we think about, organise, and manage EOTC in the future.

The first of these is the ability of schools to enforce out-of-school codes of behaviour, which came into question recently. As the event was widely reported in the media, most people will be aware that two students from Christchurch's St Bede's College rowing team, while en-route to Karapiro to compete in the Mardi Cup, rode on an airport baggage carousel into a secure area at Auckland International Airport. The incident breached airport security and also clearly breached the school's code of conduct which the boys and their parents had consented to abide by. However, the coaches of the rowing team and the parents of the boys involved chose not to penalise the boys for the breach of conduct, and the subsequent action taken by the coaches and parents bears consideration.

The rowing coaches (who were not employed by the school) were insistent the boys be allowed to compete. In an effort to enforce the code of conduct, the principal and school lawyer then travelled to the regatta to demand the coaches drop the boys from the team, in line with the school's policy for this degree of misbehaviour. The parents, believing (inaccurately) that exclusion from the competition would prejudice the boys' future ability to compete in the sport, sought and won an urgent High Court injunction to overturn the principal's decision, allowing the boys to compete.

Whether the school made the most appropriate decision regarding the removal of the

boys from competition, and whether the principal went about implementing that decision in the most appropriate way is obviously a subject for discussion. However, the real issue here is that schools need to be able to set and enforce standards of behaviour for out of school activities, and when those standards are breached, schools need to have the ability to assign consequences for students. And those consequences need to be for everyone, including athletes deemed by their coaches as likely to succeed in competition at a national level, and the offspring of well-healed parents who are capable of taking action against the school for decisions they disagree with.

Although the parents would later drop the charges against the school after the Mardi Cup rowing event had taken place, the ramifications of the actions of these parents and coaches draw into question the fundamental rights of schools to manage the behaviour of students engaged in EOTC activities. A deputy principal of a large urban secondary school that I spoke to about this issue reflected that schools cannot hope to manage EOTC if the actions of these coaches and parents becomes the norm. At the end of the day, codes of behaviour need to be enforceable or else there is no point in having them. Schools and teachers engaging in EOTC need to be supported by parents and ancillary staff in decisions that have been made to ensure safe and educational experiences are maintained. Hopefully we will not see more of this type of reaction from parents.

The second key issue is the inadequate funding of schools, which has resulted in reliance on sufficient donations from parents to undertake EOTC across the curriculum, from geography and art to outdoor education. To judge by the number of communications to the EONZ executive from teachers for guidance on this issue, as well as the number of recent articles in the popular media, the problem of insufficient funding to cover operating costs that include EOTC will likely dominate conversations for the immediate future. From my discussions with teachers that enabled me to write the article on funding found later in this issue, it appears that EOTC is under rapidly increasing pressure, as is the delivery of all non-core curriculum in schools. This has the potential to challenge the vital place EOTC has established in our schools since formal school began in this country, leading to a further narrowing of the education experience of our young people. I suspect the need for adequate funding for EOTC may well emerge as a political issue as more schools and parents grapple with requests for donations to support out of school learning.

In this issue of Out and About you will find some interesting and hopefully challenging reading. Nora Serres, a student at the University of Otago School of Physical Education has written a wonderful article about wilderness; Mark Oster, a long time environmental educator from Southland, has composed a provocative reflection about the challenges of engaging children with the outdoors; David Irwin discusses the very topical issue confronting schools in their efforts to fund EOTC; and UK academics Mark Hickman, Peter Stokes and David Collins explore work readiness of outdoor education graduates. It is great to receive articles from other countries and this is the second article in recent editions to receive content from the UK. New to Out and About are the letters to the editor that follow this editorial. I would like to thank those who took the time to write and express their views. Please consider sharing your own reflections on the issues facing EOTC through this forum.

I hope you enjoy this edition of Out and About, and wish you well for the winter months.

David Irwin, PhD
Sustainability and Outdoor Education
CPIT

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Letters to the editor:

To the editor,

My reaction to St. Bedes High School incident is that the school initially over-reacted and that an ill-thought out discipline penalised the whole team. But far more concerning was the parents ability to counter the school's disciplinary action so quickly and forcefully. From my uninformed stand point this is precedent setting in EOTC.

John

Hi Dave,

I've been thinking about the recent funding challenges that many (if not all) public schools are facing, now that the Ministry of Education has clearly outlined the position of a 'free NZ education'. I believe that providing free compulsory education is essential to ensuring that every young person has the same opportunity and access to educational success (through a variety of means), despite their socio-economic background. This is particularly significant considering the financial challenges many NZ families face and the rise of child poverty.

However, as an outdoor educator I am also realistic with how this positions EOTC/outdoor education in New Zealand schools. Outdoor learning can provide considerable authentic learning and enriches the lives of our students. Despite teacher's best efforts to keep the cost of these experiences to a minimum, many schools will struggle to fund them without course fees and parent contributions. I believe this funding stipulation has the potential to jeopardise EOTC/OE in NZ schools. While I will fight to ensure this doesn't happen, I also see this challenge as an opportunity. I'm sure many may think that I'm crazily optimistic, however I believe that this funding 'crisis' has provided us with the space to make positive changes to our outdoor programmes.

Over the past five years, there has been considerable discussion around the philosophy and design of EOTC/OE. We have seen a shift in some practices, away from pursuit and activity 'heavy' experiences, to those that emphasis place responsiveness and community. I have personally and professionally experienced both approaches, and overall I feel that learning environments that de-emphasise overly technical, teacher-centric and 'one hit wonder' aspects, and emphasises group-centred, journey and responsive learning, provide more authentic, powerful and relevant experiences for our students. These kind of experiences mean we often travel less distance, utilise and become familiar with places and resources around us, and require less money to fund such experiences. There are some fantastic examples of such practice already occurring throughout NZ.

I don't debate the seriousness of the situation, however rather than focussing on the problem, I want to look towards creating sustainable and innovative solutions. Yes, we are operating within a (at times) restrictive system of assessments and time constraints. However, attempting to find the 'silver lining' and making a positive contribution where we can, is far more productive than sitting on our hands wishing we still had what we used to.

Miss Optimistic
(Sophie Watson)

A word from the Chair
Liz Thevenard

Celebrating Our Place

"Education in its broadest terms is not just about delivering a curriculum. It is about giving children a chance to extend their life skills....It is about fostering their resilience and sense of responsibility..... it is about enjoyment, engagement and excitement of venturing into the real world with all its capacity for uncertainty, surprises, stimulation and delight" (Gill, 2010, p. 22).

EOTC and Outdoor Education has a key role in broadening our students' perspectives and as Libby Paterson from Physical Education New Zealand (PENZ) says, "EOTC and Outdoor Education needs to be promoted and valued."

The value of outdoor experiences cannot be underestimated. The benefits must be understood to be appreciated fully. A well planned outdoor activity can "lead to a sense of enterprise, fun, accomplishment so vital for maturity and judgment..... We must try to make life as safe as necessary not as safe as possible." (Mullarkey, 2010)

The English Learning Outside the Classroom manifesto (ELOC) highlighted the need to re-engage learners in the 'real' environment that surrounds them. Research suggests "the need to re-engage learners with the world as they actually experience it." This is often called experiential or authentic learning and has been promoted in the New Zealand Curriculum (2007) in its vision for young people: who will be confident, connected, actively involved and life-long learners (p. 8). "Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills." (ELOC p.5). "What we see, hear, taste, touch, smell and do gives us six main pathways to learning"..."The potential for learning is maximised if we use the powerful combination of physical, visual and naturalistic ways of learning as well as our linguistic and mathematical intelligence." (ELOC, 2007, p.3).

Will the pressures on school finances and the debate about donations deny our children and young people the opportunities that authentic learning offers? In the New Zealand Herald, The editorial on school fees highlighted the challenges for schools and said, "Parents who object to paying a school *donation* should be careful what they wish for. Two years ago, responding to criticism of fees, the Ministry of Education issued a memorandum to schools that parents should not be charged for activities that were part of curriculum. The result, we report today, is that some schools have stopped taking pupils away on science trips and other excursions that broaden a child's horizons." The article highlights the fact that the Ministry has not made parents aware of the major loss to student's learning.

Activities provided as part of curriculum delivery may not be charged for. It is reasonable to

request parents to pay a donation towards the travel costs which are connected with such activities as geography and biology and outdoor education programmes, provided that staff have made every effort to minimise costs by ensuring that the activities are held as close to the school as possible. Many Boards of Trustees have adopted a policy of including an outdoor education camp as part of the curriculum for students at the school, and outdoor education experiences may form part of certain subjects at secondary schools in particular. It is reasonable for parents to be asked to contribute towards the cost of food and towards the costs which are involved in travel to and from the camp. Such a request is a request for a donation. However, some modification to 'donations' needs to be considered to avoid losing many very valuable programmes. Education outside the classroom has always been a key part of New Zealand schools' Curriculum and the Key Area of learning Outdoor education is an important part of the HPE learning area. There needs to be opportunity for schools to charge reasonable costs for such experiences.

Place Responsive approaches

Health and Physical Education in the New Zealand Curriculum Ministry of Education (1999) highlights a range of structured, sequenced and developmentally appropriate learning opportunities in outdoor education. These are evident in the Mt Maunganaui College outdoor programme and include:1) adventure activities and outdoor pursuits that focus on physical skill development, fun and enjoyment; 2) adventure activities and outdoor pursuits that focus on physical skill development of personal and interpersonal skills; 3) learning about traditions, values and heritage of their own and other cultural groups, including those of the tangata whenua; 4) opportunities to learn about the environmental impact of outdoor recreation activities and to plan strategies for caring for the environment.

Jane Townsend Head of Outdoor Education at Mt Maunganui College article *A place responsive approach* (Out and About Summer 2015) ticks many of the boxes in the Health and Physical Education in the New Zealand Curriculum (1999) and the New Zealand Curriculum (2007). Mt. Maunganui College and a number of schools around New Zealand have similar philosophies including St Patrick's College Kilbirnie and Wellington East Girls College to mention a few. Jane's outdoor education place response approach helped her students learn about the cultural, historical and environmental aspects of the place they live in and the places they visited on their hikoi or journey. Jane designed a hikoi that provided opportunities for her "*students to learn about significant places, the history and the authentic and embodied experiences. (p. 17)* Students were involved in researching areas, in telling the stories along their journey and the planning.

The self-propelled journey's that involved walking, biking, kayaking beginning and ending at her school made sense, reducing the time spent traveling and the cost of transport. Student feedback showed how much they appreciated learning about their place through stories and story-telling. Slower journey's also allowed students to appreciate places in greater depth and keeping journeys in the neighbourhood encourages students to revisit special places in their own time with friends and whanau. I was very interested in her emphasis on being present in the place. These days with computers and smart phones, students often seem to be somewhere else and not in the moment. The emphasis on this is noteworthy; the hikoi offered opportunities for students to challenge themselves in different ways and to find more out about themselves and others.

Getting to know our surroundings and appreciating our environment close to students 'everyday lives' provides a sense of belonging and connection. This is an essential learning component if they are to enjoy, and care for it in the future. EOTC and Outdoor Education place responsive pedagogies make sense and can only grow.

The Scottish Outdoor Connections Advisory Group (2007) highlight's that "outdoor learning opens doors to opportunities to lead physically active lives well beyond the school …." the English Outdoor Council (2010, p. 2) reported there was clear and compelling evidence that learning outside the classroom:

1. raises educational standards; 2. makes a powerful contribution to curriculum; 3. helps to address health problems and enhances wellbeing; 4. offers many students their first real contact with the natural environment; 5. builds cross-cultural understanding and can change communities; 6. helps to reduce antisocial behaviour, crime and disengagement in education; 7. helps young people to manage risk and encourages them to welcome challenge.

Following on the theme of 'Our Place' I was recently struck by several articles written in the Dominion Post, Your Weekend: *Free to Roam – Neglect or common sense;* the Sunday Star Times, *Adult fears cramp kids, and School kids learn to play with fire.* They all had a common theme highlighting the importance of young people having opportunities to adventure and explore their local outdoor surroundings. Swanson School with Principal Bruce McLachlan is leading the way as a 'Free Play" school where children are encouraged to climb trees, ride skateboards and play Bull Rush. Recently the school built fire pits and so students cook marsh mellows etc. The students are able explore the magic and dangers of fires. It is interesting to hear that the number of injuries and bullying has decreased significantly and students are more active and involved. The school playground is a place that encourages free and innovative play. We must encourage our students to go outside during breaks and lunchtime to take advantage of the schools natural environment for free play.

In the Dominion Post, Your Weekend (2015) a parent that identified herself as a "free range parent" stated "you might be giving you kids organic bananas and violin lessons but you could be missing the one thing that you recall so fondly." 'Give them the free-range childhood you had". I think of the fun we had and the lessons we learned on the way to and from school and the personal freedom and independence that has stood me in good stead to face the challenges in today's life. Making decisions, building personal confidence, problem solving, being in nature and making life-long friends are some of the outcomes of these, through walking, horse-back and bike riding. Journeys to and from school. It is comfortable and safe to be driven to the school door but this sedentary reliance on parents and caregivers reduces the opportunities for learning and reduces children to battery chickens. Sitting at home or in a classroom reduces the opportunities for children to explore their local neighbourhood and for incidental play. The article claimed that "everyday freedoms and the horizons of childhood have been steadily shrinking". There is extra effort needed to provide young people with freedom, responsibility and self-reliance. Mark Brancey from Auckland is part of the parent movement against 'cotton wool parenting style' and he says, "The sense of freedom and independence has been lost. Life is different through a car windscreen."..."this generation will miss out on activities and experiences of risk taking." In the Sunday Star Times (2014) Adults fears cramp kids, researcher Schofield from AUT highlighted that "Children and young people growing up today do not have the same opportunities for everyday adventure".

The everyday pressure on time has meant working families must shuttle their children from school to supervised care. Children have their free time filled with organised activities and free play has been scarified. "Over the last twenty years or thirty years, their movements have become more restricted, their free time more curtailed and their behaviour more closely monitored by adults"..."Far from keeping them safe from harm it can deny them the very experiences that help them to learn how to handle the challenges that life may throw at them". (Gill, 2010, p. 1.) Unsupervised play is crucial for the development of children's ability to manage risks and control their emotions. Massey University researcher Witten found that: "Some children never left their front gate without an adult." "Children need to be left alone for their social, physical and brain development" Gill's research suggests that over protecting children can lead to long term problems with mental health and well-being.

It is interesting to note that in the UK, Sweden and Norway there has been a growth in Forest schools where children spend one or two days a week in forest areas and a wide range of curriculum is

delivered. This is another example of how our young people world can be broadened and their contact with the nature fostered.

The school's EOTC programme and the playground offers opportunities for students to gain some of their independence and freedom that may not be available in their own lives and Swanson School is leading the way.

EONZ Executive News and AGM

The National Executive Hui was held at the end of May in Wellington and we had a great deal of work to accomplish. The next Newsletter will detail some of the discussion. The AGM was held on the 13th May via the computer medium of Webinar. We were able to see the speakers, show power points and accommodate all the attendees with speaking rights. This was a first and offers exciting possibilities in the future. I would urge you to read through the AGM Chairs Report and the Financial Report. It shows the many accomplishments through the year and highlights the projects being planned for 2015. I would also encourage you to contact us with any suggestion or queries as we welcome contact with our members.

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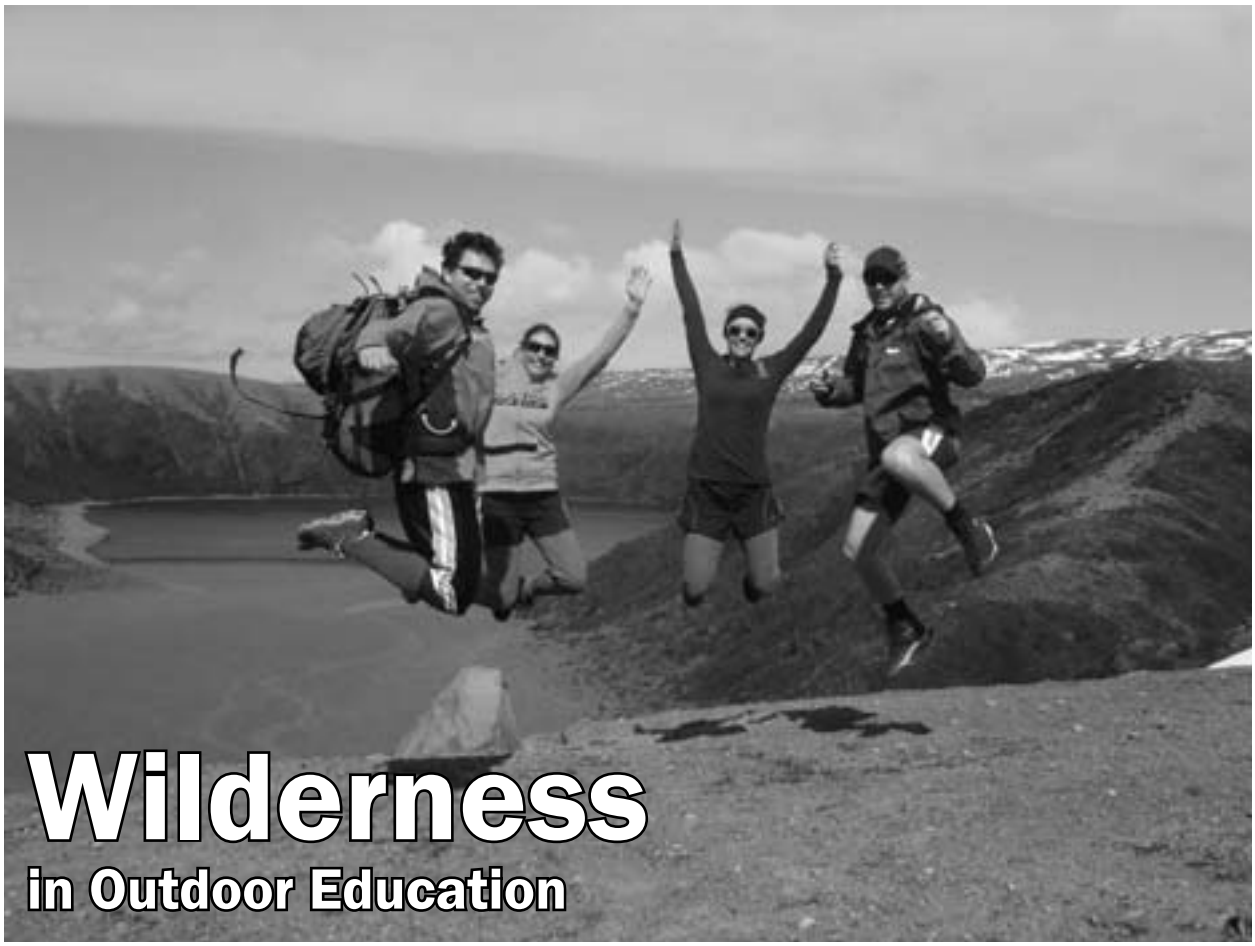
A new face on the EONZ Executive

A warm welcome is extended to Donald Matheson from the Perry Outdoor Education Trust, who joined the EONZ National Executive in May of this year as one of two people who now carry elected status on the leadership team. Donald and Fiona McDonald, who previously held a coopted position on the Executive, are the first two EONZ National Executive members to carry positions under the new governance structure and will each hold a three year term of office. Next year will see a further two elected positions become available, followed by a third year of the same, at which point the National Executive will carry six elected members.

About Donald

I grew up exploring the Kapiti Coast and Wellington and have always been interested in the outdoors. I want to share that with other people, whatever their background. In my job at the Perry Outdoor Education Trust (POET), I help low decile schools in the Bay of Plenty, Waikato and Auckland regions organise their outdoor education experiences. My aim is to increase access to outdoor education for learners and make greater connections between their outdoor experiences and the school curriculum. I have explored outdoor education all over the world. That has taken me from tutoring at Federation University in Ballarat, Australia, to instructing journey-based programmes in Croatia. I have also worked in mentoring, safety management and staff coordination roles with non-profit organisations. In 2009, I gained a Bachelor of Leisure Management from Griffith University in Brisbane. Outside work, I enjoy exploring Mt Pirongia, mountain biking, surfing and learning to play the banjo.



Wilderness
in Outdoor Education

By Nora Serres

The wilderness: it's untamed, unknown, and untouched by humans; it's scary, vast, and unpredictable. It is also different for everyone, presenting unique challenges and lessons to all people who go into the wilderness – a "state of mind influenced by personal and cultural values" (Nash, 1982).

Wilderness \'wil-dər-nəs\ *(noun)*: a tract or region uncultivated and uninhabited by human beings; an area essentially undisturbed by human activity together with its naturally developed life community (Merriam-Webster, 2015).

My wilderness: the corners of my soul that scream and shout; that dance to the song of wind and the rhythm of thunderstorms. Where panting breaths at the summit become extensions of the clouds surrounding me. Trees yet to be climbed and earth untrodden call me to escape the confines of my modern-day life. I carry the footprints on my soul of the path I have travelled to get here, and I have adjusted my lens to see the world through my experiences. With every step, I am learning in, through, and about the world around me.

The concept of wilderness assumes that there is an existing network of beings and phases apart from humans – it lives on regardless of us knowing about it or not. So why are we so motivated to explore these places? These untamed regions appeal to the most natural and fundamental fibers of our being to seek novelty and test our limits. However, we must be careful not to exploit these wild places in pursuit of this. Anthropocentrism, or the perspective that human beings are the most significant species on the planet and that nature is "valuable only insofar it is valuable to human beings" (Cocks & Simpson, 2015), has dominated previous attitudes regarding the environment.

New Zealand was sought out as a country to escape from organized

dirty urban life into the untampered wilderness; a frontier to explore. This mindset unfortunately led to the exploitation of a number of resources, including trees and wetlands. The anthropocentric view also valued organization and tameness as attractive, as seen through botanical gardens and manicured lawns – beauty is in the eyes of the beholder (Boyes, 2015). This manipulation of the environment continues to affect landscapes today, but more people are becoming aware of the importance of the wild places on this earth. The emergence of national parks protected many areas from development and put value on the physical place and its ecosystems. New Zealand's close connection to nature with places unexplored has been a key motivator in the creation of outdoor education. To understand the approaches taken to outdoor education and the wilderness today, one must take a closer look at what was done in past generations.

Outdoor education aims to incorporate theory with practice, engaging all of the senses: "any particular form of outdoor education can be understood as an expression of the ideas and assumptions of the protagonists and as a response to a particular set of conditions" (Brookes, 1991). Priest & Gass (2005) looked extensively at outdoor education and the power of experiential learning. Being in nature is the epitome of this, where individual has had experiences that shape how she approaches current and future situations. Moreover, relationships both within and between people are crucial to education through adventure. Once the connections are made, the focus can be shifted to nature and society's systems. Henton (1996) argued that the qualities learned, rather than the activities, were more significant in education. She specifically stressed the four major components of an adventure experience to be significance, support, stimulation, and satisfaction. Regardless of the activity, assessing these factors leads to a more fulfilling experience. All of this requires the learner to be completely immersed, using excitement and challenge to motivate learners (Boyes, 2015).

The approach of outdoor and adventure education requires that the participants be exposed to an ecocentric perspective: human beings are not the center of the planet's reason to be, and the environment is intrinsically valuable – all components are equal (Cocks & Simpson, 2015). Through this, wilderness becomes timeless because its existence is not dependent on people – it is everywhere we have not conquered. Once a position of respect is established between people and the land, a higher level of alertness and being in tune with nature can be reached. In some cases, experiences in the wilderness can even lead to

moments of transcendence that forge an even deeper connection.

This relationship with the outdoors gets us in touch with process; through experience, we build toolboxes of ways to navigate any given situation. There should be no competition with nature – the wilderness is giving the learner an environment in which to practice and engage. Ewert (1989) looked at motivations for this engagement, and found that even though they may be different between people, sharing an experience often leads people to arrive at common understandings. This is unique from any other approaches to education, the whole process demands full mental and physical participation. It is "a common attraction to explore the limits of human cognition and capacity in search of new possibilities of being" (Lyng, 2005). This experiential learning has become increasingly popular, attracting a number of people that seek an environment which challenges them the whole way through – the journey is the destination.

In the wilderness, one speaks the language of trees in the wind and changing streams. Being exposed to these places creates a connection that cannot be explained through words, making it that much more meaningful. One must make an effort to remove oneself from society and get into the wilderness; deliberate choice that leads to these transformative experiences. All of the components of a landscape are dependent on each other and make up that environment. We must acknowledge that the wilderness is bigger than us, but also that we have the potential to destroy it. How we treat and teach about these places now will impact future generations' approaches. When we learn to honor these places, we can make more informed decisions about which marks we choose to leave – a dialogue with our environment is crucial to its continuation (Cronon, 1995).

> "***You have to leave the city of your comfort and go into the wilderness of your intuition. What you'll discover will be wonderful. What you'll discover is yourself***". ~Alan Alda

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About the author:

Nora Serres is an undergraduate student at the University of Otago School of Physical Education.

My Story

A reflection by *Mark Oster*

This refection was presented at a New Zealand Council for Educational Research focus group meeting 12th April 2015 in Christchurch.

(**Marks note:** *Environmental education in this context means all forms of education that connects young people with their wider outdoor physical environments. Bear in mind that I have simplified many of my statements*)

Having been involved in environmental education in a variety of forms for many years I have many examples to draw from. In pondering them all I have decided to share what to me is the most critical element for success using the example of two schools.

The first, a small rural school where I witnessed teachers using what I think may be the highest form of environmental education pedagogy. Modeling, making a difference; by planting in their students, seeds of respect and connection for the environments they lived in. One teacher would take his students into the paddocks and bush to do their book lessons as often as he could. He knew it was important for the students to learn their curricular lessons but he also knew that nature could enhance both the learning and his teaching. Another teacher owned a block of bush near the school and would often take her students for long walks there, spending time acknowledging the wonders of nature and nurturing the connection of her students with it. Many students grew to understand that their learning not only existed, but was enhanced within the outdoor environments and therefore, taking care of those environments was tantamount to nurturing one's own wellbeing.

The second school was an EnviroSchool where life is more focused on using smart devices and fast internet connections to develop understandings about such things as worm farms and energy saving and sustainable business models. In this school the students were still equally inspired by teachers and educators who used the same outdoor environmental contexts to inspire their learning and connections.

I know these are true examples because the first school was where I grew up as a child in the 1960's. Today even with all the changes, that school community still carries a strong environmental ethos, and the bush block was recently gifted to the school with all future students as its kaitiakitanga. The second school is the one my grandchildren went to many years later. You see environmental education is not a new thing! These two examples frame a period of certain societal disconnection with nature and then a growing desire to reconnect and heal, what to many, is an increasingly ailing earth.

Years ago we were all connected in some way with the wider physical environments we interacted with, yet today we may be better informed but often with few physical connections remaining. Over the last few years I have come face to face with some of what that disconnection looks like in an environmental education context. Government agencies that were once leaders in environmental education are cutting back on the people who were most important to students learning, and at the same time spending enormous sums of money on developing "real virtual outdoor experiences". There are teachers who have never been in the outdoors and are afraid to do so because it is outside their comfort zones, and parents who no longer take their children outdoors (a recent excursion I was involved with showed that up to 40% of local students who lived within 5




km of a local beach had never been there). There are also primary aged country kids who have never been out on their farm because they are not allowed to as it is deemed unsafe and too risky.

There are experienced environmental education teachers and educators losing their jobs or struggling to maintain their work on only short term funding, while at the same time programs and resources delivering environmental education have become loaded with regional, scientific, political and commercial agendas in order to gain funding. The demand on environmental educators is growing to the point where there is not the capacity to meet the need. I believe the demand for environmental education is rapidly increasing throughout the country but our policy makers are still undervaluing the importance of its place in a healthy modern society.

Many things appear to be conspiring to denude our country of its most valued environmental education resource: passionate, trained, professional environmental educators and teachers. The more disconnected society becomes from the outdoors, the higher the demand grows and the more we need to focus back on a fact that environmental education is about real people and their connections.

I have worked with hundreds of people in conservation and environmental education from all walks of life and I love to ask them where their passion comes from. With encouragement most have a story to tell about the time as a young person when a friend, relative, ranger, farmer, hunter, outdoor instructor,

parent or teacher planted a seed of inspiration.

I challenge you to reconnect with *your* story and realise that students (young and old) are searching for inspiration to build their own story. Be that inspiration at every opportunity you can. The only resource you can be replaced by is Mother Nature herself but remember that more and more people don't know where to find her or how to connect with her when they do.

The more time you personally spend with her yourselves the more seeds you will have to plant. Never forget…You are what's needed.

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Swallows and Amazons lost forever

Small worlds
blown up with
global awareness of
man's brutality.

Innocence
whitewashed with
the facts of life and
fear of strangers.

Imagination boxed in with
Packaged entertainment and
Conformity.

Adventure
drowned with
life jackets and
the obligatory adult.

Smothered with expectation,
Strangled with caution,
Childhood has been taken care of;
Swallows and amazons lost forever.

By Lorna Cooper.

Poem submitted by *Hilary Iles*, Enviroschools facilitator, Canterbury.

The poem is from:

Cooper, G. (1998). Outdoors with young people: A leaders guide to outdoor activities, the environment and sustainability. Lyme Regis, England: Russell House Publishing. (p.29).

Tightening the purse strings:

A discussion about funding of EOTC in Aotearoa New Zealand

By David Irwin

Over the last 12 months or so, the EONZ executive have received an increasing number of enquiries from teachers seeking clarity about the funding of EOTC in their schools. Teachers and the schools they work for were essentially trying to establish what they could legitimately charge for and what they could not. This article is an exploration of this issue. To gain a clearer picture of what was happening in schools I requested information from EONZ members via the electronic newsletter. The following discussion is based on the 20 odd responses from both primary and secondary schools I received. As I have endeavored to protect the confidentiality of all those who have responded, no names of teachers or schools are revealed.

Education outside the classroom (EOTC) is generic term to describe curriculum based learning that occurs beyond the walls of the school classroom. EOTC includes sporting and cultural events and visits to maraes, museums, and other sites of geographic or social significance. The survey of New Zealand secondary schools conducted by the Ministry of Education (Haddock, 2007) found that EOTC was used by schools to support teaching and learning in all eight essential learning areas of the curriculum. The research found:

- Over 90 per cent of schools used EOTC to support teaching and learning in Health and Physical Well-being, Science and Social Sciences.

- Approximately 80 per cent used EOTC to support the Arts.
- Over 60 per cent used EOTC to support teaching and learning in Technology.
- Approximately 50 per cent used EOTC to support English and the learning of Languages.
- Approximately 40 per cent used EOTC to support Mathematics. (Haddock, 2007. p.4)

The statistics cited in the report reveal the very significant value and place that EOTC holds in the delivery of the curriculum across all subject areas.

In the survey, principals who responded could choose from 13 options relating to what enabled effective EOTC in their school. Of the options, *Resourcing decisions in the school that supported EOTC* was a frequently reported enabler, but not among the top five enablers that emerged in the survey. The top five were related to: safety management; well trained and qualified providers; well trained and qualified school staff; access to transport; and a belief in the value of EOTC as it related to teaching and learning.

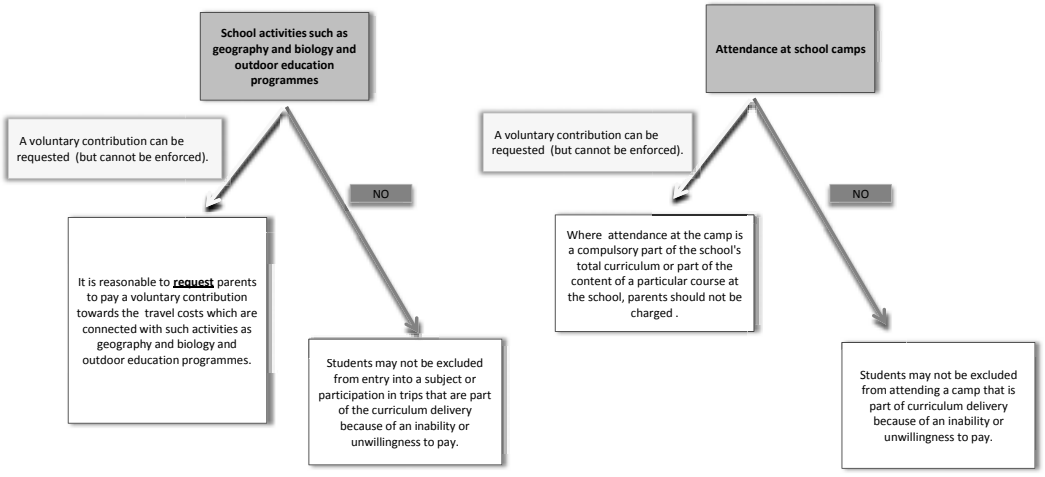
However, since this survey was conducted, it seems highly likely that schools have come under much more financial pressure, and most certainly their ability to request funds from parents to cover curriculum related EOTC has come under more scrutiny. To assist schools manage the desire or need to request financial contributions from parents, the Ministry has clarified the difference between donations and voluntary contributions:

> An annual donation can be requested by Boards for any student attending their school. This donation is not compulsory however where parents do pay a donation, they are entitled to claim part of it back as a tax credit through the IRD. Where a Board offers school excursions or school camps, the Board may request a voluntary contribution to cover the cost of these activities. This request cannot be enforced and payment of a voluntary contribution in such circumstances by parents does not entitle claiming of a tax credit through the IRD. (Ministry of Education, 2015)

The Ministry has made some small amendments to attendance at school activities, school camps and the provision of workbooks and these changes are documented in the *Fees and Donations flowchart* (Ministry of Education, 2015). The section of the flow chart that applies to school camps and field trips has been snipped from the flowchart and appears in figure 1.

The flow chart is clear; a student cannot be excluded from a curriculum related field trip or activity because of non-payment of a voluntary contribution, and

Fig 1: Excerpt from View Fees and Donations Flow Chart (updated 27 Feb) [PDF] (Ministry of Education, 2015)





students cannot be excluded from selecting subjects with related field trips or activities because of non-payment of a voluntary contribution. The same statements found in the flow chart are described in more detail in *Education Circular 2013/06*. This circular *strongly* emphasises that no payments to schools are compulsory except for attendance dues levied by state-integrated schools, and charges for voluntary purchases of goods and services (Ministry of Education, June 2013. p.2). However, despite such direct advice from the ministry, schools appear to be struggling with the issue of what course related activities or materials they can require parents to pay for, and what course related activities or materials constitute a voluntary charge that cannot be made mandatory.

In March 2014, the Ombudsman released an opinion relating to a complaint received from a parent regarding charging for course materials (in this case printed materials) related to curriculum delivery at their child's high school. The summary statement of the Ombudsman contained the following findings:

> My conclusion is that, in imposing compulsory charges for workbooks and any other curriculum-related materials, the Board of Trustees:
>
> - Has acted in a manner that appears to have been contrary to law as its actions contravene section 3 of the Education Act 1989.
>
> - Has acted unreasonably in this matter, in that it is refusing to apply the advice of the Ministry as set out in the *Education circular 1998/25*[1]; and has charged the complainant for curriculum-related material that he was lawfully entitled to his children free of charge. (Paterson, March 2014. p.2)

In relation to school activities such as geography and biology and outdoor education field trips, the Ministry of Education notes "It is reasonable to request parents to pay a donation towards the travel costs which are connected with such activities … provided that staff have made every effort to minimise costs by ensuring that the activities are held as close to the school as possible." (June 2013, p.8) This is a key statement that clearly signals to schools what they can charge for.

Teachers and managers who I spoke to responded overwhelmingly that staying local was as a strategy in their schools now that it was clearer what they could and could not charge for. This strategy had

1 Education circular 1998/25 was replaced with 2013/06 (cited above), although the key messages of the earlier circular remained unchanged since the legislation (Education Act 1989) was still current.

impacted on their courses in they were now doing more locally-based and more lower-cost activities. These changes in practice are obviously going to impact on how EOTC is conceived, how it is delivered, and how it is assessed in schools.

For example, many of the outdoor education teachers I spoke to describe a shift in the focus of their programme away from traditional pursuits that often involved long distance travel and high delivery costs relating to accessing qualified staff, to a more place based pedagogy that could be delivered close to the school. These teachers also noted that this approach was easier to engage with since there were fewer problems with compliance and risk management, and most importantly reduced the need for, and therefore cost of, external providers. A number of teachers also described these changes as providing for richer community based experiences in local environments with a broader scope for assessment in senior school.

The ministry is also very clear that "Students may not be excluded from entry into a subject or participation in trips that are part of the curriculum delivery because of an inability or unwillingness to pay" (June 2013, p.8). I spoke to the deputy principal of a very large high school about the implications of this statement and he suggested this statement is quite problematic for schools because schools find it increasingly difficult to cover the costs for EOTC trips and activities yet did not want to reduce them. For example, some trips become flagship activities for schools: a trip to the volcanic plateau to study geology, a trip to Queenstown to study tourism, or even a trip overseas to study culture or language. The deputy principal observed that the reality of the Ombudsman's decision is that schools just have become a lot more up front and transparent, and he suggested this meant schools saying to students that "if you cannot afford this trip then you cannot do this course – you need to select another course without a trip or activity" because in a big school there will always be other options. But where such options are forced on students and their families, there are obvious impacts on the education opportunities of children of families experiencing hardship. This clearly breaches the intent of the act. In acknowledgement of this issue, most teachers I spoke to suggested that where parents cannot pay a donation then an internal discretionary hardship fund could be applied for, but most teachers also acknowledged this could not be relied upon in all cases. This is what I find most disturbing; paying to learn highlights equity issues in an education system where the very foundation is equal opportunity for all children regardless of ethnicity or social status.

The Ministry of Education's 2014 recalculation of school decile ratings might well exacerbate this issue. This is because for many schools, a rise in decile will mean a significant drop in funding, placing further pressure on schools to balance the books. For example The Press (O'Callaghan, 4 April 2015) reported that:

> "Linwood North School principal ... and Board of Trustees chairman [sic] ... said in its submission [to the Ministry of Education] the proposed change from decile 2 to 3 would strip $12,634 from its budget." and "Less than 50 percent of parents could afford the $40 annual donation. Unpaid donations, school camps, stationary and uniform costs has left [the school] $10,000 out of pocket" (p.A5).

The article observed that one third of all schools had risen in rating, one third fallen, and one third stayed the same and it comes as no surprise that 141 schools had sought a review of their decile recalculation.

Clearly the illegality for schools to charge for curriculum related EOTC activities has been reinforced by the Ministry of Education and by the Ombudsman. The unfortunate reality for many schools seems to be that they are not adequately funded by the government to engage with EOTC to the level that appears to be occurring in many if not most schools. A senior teacher I spoke to suggested that from their perspective, schools are wary of

the Ombudsman's decision and are treating voluntary funding of EOTC as unrealistic. This is because EOTC would not occur without the significant support of parents to subsidise the cost of EOTC.

When there is not enough money to adequately fund education, schools are placed in the position of having to prioritize their operational budget, and to seek additional revenue to cover the deficit from where ever they can find it. This underfunding of education drives a focus on core delivery and acts to reduce engagement with the broader curriculum that enriches all subject areas and leads to more well-rounded citizens emerging from our schools. This situation is consistent with the neoliberal agenda that has driven education policy for the last few decades. How schools manage the financial burden of EOTC into the future will be interesting to follow, for I am sure there will be a variety of responses as voluntary funding comes under more scrutiny and more parents challenge pay-to-learn policies.

Acknowledgements:

My thanks to those teachers and principals who responded to my request for information about how funding for EOTC was being dealt with in their schools. These responses greatly assisted in the writing of this article. I also acknowledge the assistance of Mike Boyes and Liz Thevenard who critically reviewed this article.

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Learning from experience:

Reflective practice and work-based learning on a vocational outdoor education course in Higher Education

– transferability between the United Kingdom and New Zealand.

By Mark Hickman, Peter Stokes and David Collins.

Introduction.

Outdoor adventure has become a major industry in many countries and has created a need for well-qualified, experienced and work-ready graduates who are expected to be more independent, have greater situational awareness, and assume positions of responsibility faster than their non-graduate peers (Watt, 2008). Whilst increasingly popular in emergent economies, such as India and Singapore, English-speaking countries have historically led the way in the use and development of the outdoors to shape sport, leisure, team-building and personal development (Krouwel and Goodwill, 2010; Ogilvie, 2013).

In many economies, the outdoor sector has proved surprisingly robust despite the recent economic downturn. In the United Kingdom (UK) one indicator is that in 2011 alone, in North Wales and the English Lake District, adventure tourism generated revenues between NZD433 and NZD484 million (OEG, 2011). Consequently, job opportunities remain buoyant and this has led, in recent years, to increased calls for a more professional collective identity, closer relationships between industry and higher education, and more interaction between outdoor practitioners and academics (Humberstone and Brown, 2006).

With the sector in expansion, more young adults are considering outdoor careers and increasing numbers are being attracted to vocational undergraduate and postgraduate outdoor courses. This might be explained, in part, by a trans-generational awareness

that a 'job for life' is unlikely to characterize future employment trends; and, that less reliance is being placed on strictly defined skills sets. Moreover, 'the outdoors' is once again in mainstream education in many national curricula; in forest schools; and, in the notion of learning outside the classroom. Thus, in June 2014 a search of the United Kingdom Universities and Colleges Admissions Service (UCAS) - the central organization through which university applications are processed - identified fifty undergraduate and seventy-one courses with either 'adventure' or 'outdoor' in the title. The 'outdoors' approached and embodied in a graduate qualification appears to be here to stay as an international phenomenon for the foreseeable future.

Reliance on 'how-to' skills.

A feature of outdoor leadership education in both further and higher education in the United Kingdom is the onus placed on acquiring 'how-to' or procedural skills (Martindale and Collins, 2005) in activities such as climbing, tramping, canoeing and kayaking rather than, for example, more reflective skills. This is not to deny a need for traditional competencies: well-developed technical and risk management skills remain essential for safe outdoor practice (OEG, 2011). However, there is also a need to develop the proficiencies necessary for work in the increasingly sophisticated outdoor sector and to reconsider the way in which judgment and decision-making skills are developed (Alison and Telford, 2005; Collins and Collins, 2012). This is particularly applicable to the varied social, psychological, interpretative and educational environments in which outdoor professionals are now working and the range of individuals with whom they interact (Lynch, Moore and Minchington, 2012).

A conceptual framework indicating *which non-technical skills* should be included in the education of outdoor professionals is not yet in existence, let alone strategies to determine *how* they might be delivered. Nevertheless, discussion about continued professional development (CPD) is achieving more mainstream status (Cousquer and Beames, 2013) and considerations are being made over how other professions with high staff-to-client ratios, such as nursing and education, are dealing with this requirement. Interestingly, Cousquer (2014) shows how in-service doctors no longer focus exclusively on technical expertise but also on the managerial, social and personal skills necessary for success in environments involving intensive human contact.

Our response.

In collaboration with second year students, we decided to look at how reflective practice functions to support young aspirant outdoor professionals in the acquisition of the skills necessary for success in their work environments. To do this, we looked at experiences gained over a summer's work-based learning of between five and twelve weeks in locations as diverse as the UK and Borneo, and, in roles ranging from instructors at children's camps to assistant expedition leaders in remote environments. The study volunteers had all undertaken a course in experiential education, which included reflective practice, and

were invited to keep journals that would at a later stage be critically reviewed for the range of issues they perceived as important. Our findings contribute to informing the considerations and actions of anyone with the responsibility for planning and developing the initial or ongoing education of young aspirant outdoor practitioners.

Reflection and the development of professional identity.

From the journal logs, students most commonly identified reflection on the seemingly surface issues of punctuality, personal presentation, contextual awareness of the workplace and technical skills as contributing to their professional identity. These also combined to prompt thinking at a deeper level about the holistic nature of 'being' and 'doing' as an outdoor professional.

Punctuality.

In the workplace, punctuality quickly became associated with time-management. Andrea noted that:

> "As a fresher (first year) I hadn't noticed (when people were late to lessons); now coming into my second year I'll notice everyone who isn't early, never mind isn't on time. And I know that most of that is because they've not organized themselves properly, not looked at the clock and worked backwards with what they have to do. That's what I did in France, worked backwards on everything".

For others, poor client punctuality made the most impression:

> "It was all supposed to be fun for our guests but for us, the staff, everything had to be run like we were in the military. Start times were fixed, transport ready if necessary, or all kit laid out ready, and all that took time. Then when guests were late, even by only a few minutes we got conscious of time: start now with the safety brief, or wait? What if there's an accident and someone's missed the first part of the brief? Start times drove everything; we couldn't shout if somebody was late, but I used to get well twitchy" (David).

Reflecting on these experiences when back at university showed that common workplace anxieties over time-management existed and prompted a new respect and engagement for academic punctuality that emerged as a key shaper of experiences.

Personal presentation.

For some, adjustment to the requirements of the workplace affected a degree of discomfort. Dan had initially rebelled when told not to wear sandals when rafting in Austria; Allan interpreted a ban on bracelets whilst coasteering in the UK as an attack on personal expression:

> "We were all wearing bracelets, and were just given a list of do's and don'ts on the first day of training. I'd got my bracelets, necklaces and a bandana on, looking what I thought was seriously cool, and didn't like it. I wore mine to the first wet session anyway and was asked whether I could read or not. Funny. Eventually the coach explained about snagging on rocks, and then it made sense, proper sense, 'cos people can slip off when traversing. That did make me think though, more about my mardy reaction and jumping to conclusions".

More than one student referred to mandatory staff clothing making them feel as if they were back in school uniform. However, Daria, a career changer in her late twenties with a corporate background, quickly offered another perspective. Her role was as a 'hi-bye girl' as she described it, responsible for meeting and greeting staff accompanying school and college groups to her camp near the French Alps. She argued that staff clothing promoted the company image and set standards but perhaps more importantly allowed visitors to be identified by their dress: 'uniforms' expressed professionalism and contributed to child safety. She argued that presentation was the root of credibility and power and that the direction of professional display needed to be towards the chief instructors. For Daria, the outdoors was a business and a corporate image was essential, especially in an environment that was perceived as risky. "The kids don't write your references" she maintained, "neither do your mates".

Contextual awareness of the workplace.

It was often through the 'noticing' of others, particularly those on repeat contracts that recognition and mapping of workplace demands occurred. Prior to the commencement of work-based learning practice had been considered but mainly in the abstract. However, once at work close colleagues were most influential in both affecting and effecting change. Students suggested that the visibility of these colleagues, demonstrating punctuality, attention to detail and good self-presentation, made these skills easier to emulate than those of more senior staff to whom they found it more difficult to relate and whose skills were perceived as more obscure. 'D-J' observed:

> "We know that CIs (Chief Instructors) do a really good job, but they're more office staff, getting rotas organized, cover arranged, and generally making sure the place runs smoothly, whilst we're out dealing with the kids. What's more important to us, well it was to me anyway, was watching how CLs (Climb Leaders) dealt with the little things that kept the session moving".

Andrea, who had spent a year teaching sessional canoeing at a UK outdoor centre before university, was of a similar opinion:

> "We'd see the CIs once a day, at the morning brief, and then worked in our river teams. Then we might only see them once every three days or so. It was my first job as an RL (River Leader) and I had four other staff and their boats to look after on the water. I spent the first month trying to look cool but with eyeballs on stalks at what the other RLs were doing – I needed to learn fast!"

This proximity effect led to suggestions that second and third year students play a more active role in preparation for work-based learning, particularly for first years, who were likely to have little or no applied experience. In response, more peer-group learning was introduced with experienced students working alongside academic staff in select sessions and in targeted seminars dealing with work-based learning.

The utility of technical skills.

Despite the variety of subject areas studied as part of their degree course, technical issues were still found to dominate students' journal entries: discussions allowed several strands of reasoning to emerge as to why. First was that to obtain even introductory level jobs National Governing Body (NGB) qualifications, or at least the training was considered essential. Also, in order for students to exploit the assessment opportunities on offer whilst in-post, technical proficiency was imperative. In turn, employers viewed success as 'qualifications held' which: equated to credibility in the minds of consumers; made staff more deployable across the business; and made advance renewal of contracts to qualified, competent and experienced staff more likely. Students admitted to consciously prioritizing technicality at the expense of other employability skills but reasoned this was pragmatism at this stage of their career.

Post-work-based learning analysis suggested that knowing how to reflect to optimize short-term technical skills development would benefit students prior to their industrial experience. Borrowing and adapting from more traditional sports coaching and skill acquisition were found useful here and economy of effort would allow time to consider other work-based issues.

Reflective practice and the bridge between experience and learning.

Discussion also centred on *when* students felt reflections would be most profitable and *how* they should be carried out. Interestingly, the relationship of reflective practice to professional development was not called into question, but the applicability of established theory to the outdoor sector was. Long hours and concurrent pastoral duties with clients were seen as the fundamental differences between working in the outdoors and, for example, nursing, and that the latter used shift patterns that allowed space for creative thinking. In contrast, most students had experienced short-term contracts, often working six days a week, with added 'block parent' type duties as clients rotated through five-day 'adventure' experiences. Solitary reflections during work-based learning were considered relatively ineffective due to lack of contextual awareness and reflective skill. The opportunity to share and analyse experiences once back at university where group discussion allowed common themes to be identified and explored in a supportive environment was considered more valuable. Inviting experienced third years to these sessions was also of benefit in creating wider frames of reference and to emphasise the value of critical friendships within the student body. This was felt to mirror the tightly knit teams that formed whilst at work, the way that problems and issues were dealt with by and through staff discussion, and provided the opportunity to critically review the nature of in- and out-group perceptions and dynamics.

Concluding Thoughts.

Students, tutors, instructors and clients all agreed that the project had proven worthwhile and identified simple, yet effective, changes that could be made to support preparation for work-based learning.

For students, sharing and exploring experiences in a mutually supportive environment was said to be most valuable. Once back at university group reflection was considered more valuable than solitary work and positively engaged with. Being able to share experiences and determine group meaning was very much preferred to solitary reflection at work and reinforced teamwork; the voices of 'older, more experienced' second and third years were particularly welcome.

For staff, there were three main benefits. One was to identify simple student-driven improvements to the preparations for work-based learning. Secondly, students developed confidence in their analysis of experiences gained in the workplace and were able to articulate how these could inform and transfer to future behaviour and development. Thirdly, and perhaps most important, was that students developed a willingness to challenge accepted theory and suggest adaptations that suited the specific context of outdoor employment. If this willingness to question established ideas and remain intellectually flexible can be harnessed then the independence of thought required of undergraduate study and the sophistication for the modern outdoor workplace should be easier to develop in a range of national contexts. This project contextualized the hard skills that tend to outline undergraduate vocational outdoor education and volunteered room for the development of other complimentary proficiencies.

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Qualifications subsidies available

for EOTC and Outdoor Leader awards

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

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

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

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

Look under the Qualifications tab at www.eonz.org.nz for more details about the qualification and on how to enrol.

National Certificate in Recreation and Sport (EOTC)

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

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

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

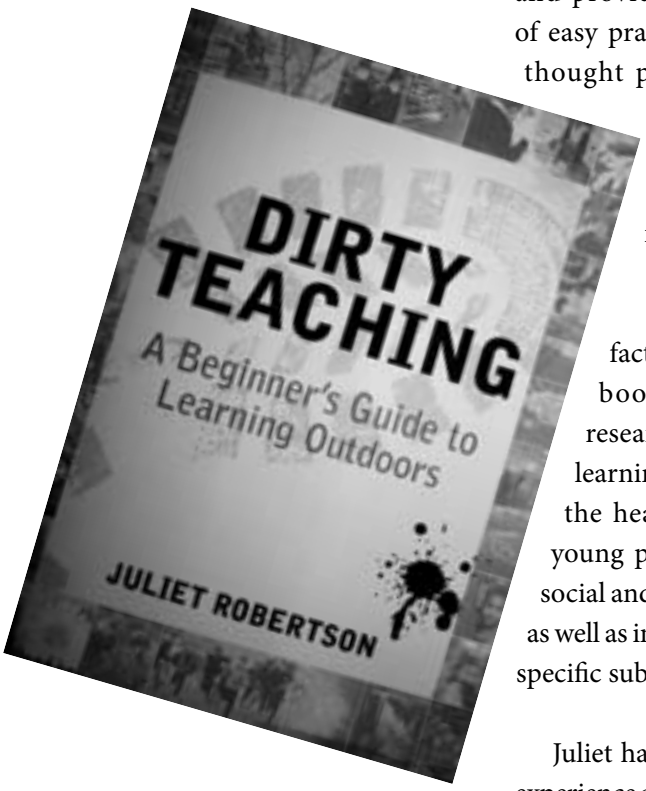
The award normally costs $400 excl GST but is currently available to teachers in schools for $260. Go to www.eonz.org.nz and look under the Qualifications tab for full information.

Seaweek 2016 is from February 27th until March 6th. This is the New Zealand Association of Environmental Education's flagship event that occurs each year. Activities happen throughout New Zealand lead by a variety of organisations – and now is the time to start planning your event or activity to celebrate Tangaroa's realm. Contact your local or regional coordinator to share your activity so it can be promoted through networks. Check out http://seaweek.org.nz/ , the official web presence. The national Seaweek coordinator is Dr Mels Barton mels@subliminal.co.nz

Book Review

by Hilary Isles

Dirty Teaching; a beginner's Guide to Learning Outdoors by **Juliet Robertson**



This book is designed as a guide to taking your teaching out of the classroom and into the environment – whether that environment is the school grounds, a neighbouring forest, national park or a town park. And to be able to do this across all seasons and all weathers. It is aimed at primary teachers of 6 -12 year olds and provides advice, hundreds of easy practical ideas and some thought provoking questions. The activities are simple and require minimal planning and resources.

One of the driving factors for producing this book is the quantity of research which shows how learning outside impacts on the health and wellbeing of young people, improves their social and communication skills as well as increasing attainment in specific subject.

Juliet has many years teaching experience and is now an education consultant specialising in outdoor learning. When working outside she has found it helpful to take a sustainable and rights based approach, value free play and playful learning, provide a nurturing environment and develop children's creative approaches.

There are 12 'chapters', starting with the Golden Principles of Teaching Outdoors. The subsequent 'chapters' have an introduction and then are full of 'ideas' around the theme of the chapter. The number of 'ideas' varies with each chapter but generally ranges between 15-28 ideas. Each idea is an activity, and some activities could be a whole lesson.

This was a wonderful book and it has really shifted my thinking. It has done this by making me think more about being less structured and prescriptive – but still getting the outcomes I want to achieve.

Copies of Juliet's book are available from her website: www.creativestarlearning.co.uk

Game

Clash of cultures

By Tristan Gorst and Emily McDonald

This game is about the difficulties that are faced by people when they enter a new society.

Societal structure is a complex configuration that is influenced by a range of factors such as social paradigms, religion, gender roles, resources and military configuration. Over time this can change as the factors change. This game is designed to identify the problems and issues around communication and how cultural and social changes can affect the every day to day life of people. This game not only looks into possibilities of New Zealand in 2050 but has links to cultures of the past dealing with colonization processes.

Rules

– How the game is played:

A small group of people will be asked to leave the room while the rules of the society are explained to the rest of the group. Then once the rules are explained those in the society must follow the rules and etiquettes as outlined. The small group is then asked to re-enter the room and must try and initiate themselves into the community without the rules being explained to them. The small group can re-enter the community for only a short amount of time each time. Then they leave and can conduct a discussion outside about what the guidelines are. At the end of the game the small group is asked to try and explain what they believe the rules of the society were, and then the actual rules are explained.

Customs of the society

- This is male dominated society with a king
- The males fiercely protect the females and male outsiders are not allowed to talk to the females of the community without another male from their society present.
- This is a very touchy-feely community and a conversation cannot happen unless you are touching the person you intend to talk to.
- Conversations take place as follows, first health and wellness of family must be enquired about and then small talk can be made maybe about any movies seen lately, a funny story or a TV show watched recently. Once sufficient conversation is made then a game of paper, scissors can be played.
- The community has no material or monetary demands so this game is more about having fun, however buttons can be won as a reward of the game. Some buttons are given to everyone at the beginning of the game and if a person runs out then the king will freely give out more buttons.
- The king is in charge of ensuring that the customs of the society are followed and he can kick people out of the community for disobeying the rules and customs.

This is followed by a discussion on the nature of societies and how they change. Obviously there are many variations to how this game can be played, and by changing the scenarios of customs, students can be encouraged to confront awkward and challenging social themes such as gender equality, racism, social class etc.

About the authors:
Emily MacDonald and Tristan Gorst are in their final year of study at CPIT's Bachelor of sustainability and outdoor education.

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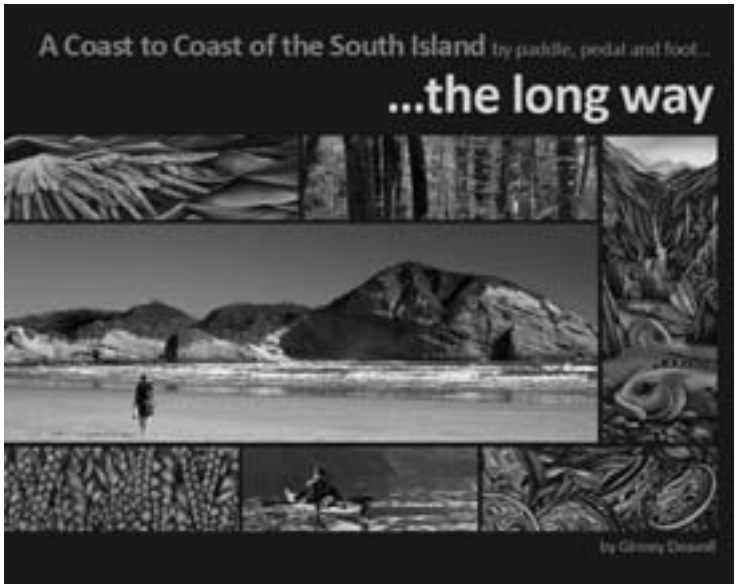

Isn't it amazing how something can begin with a casual or stray thought, a dream that somehow resonates in your mind?

You begin to wonder if it's possible, do a bit of casual research, mention it to family and friends every once in a while. Then before you know it you're printing out maps, buying gear and standing on a deserted south coast beach surrounded by the equipment to make that idea a reality.

Before us the Southern Ocean crashes on the shore in a maelstrom of white water. Beyond those waves is the start of a two thousand kilometre self-propelled journey by paddle, pedal and foot leading to Cape Farewell, the most northerly point of the South Island.

On that journey we would encounter towering mountains, forests of fragile ferns and mosses guarded by sturdy giants, relentless surf and blood-red sunsets. We'd be joined along the way by unique and terrifying wildlife and by loyal friends. At times we'd be thrown challenges that caused us to struggle emotionally and physically, digging deep within ourselves to find a strength we didn't know existed. Often we were awestruck by the incredible beauty or ruggedness of New Zealand's most wild and beautiful places.

Ultimately this is a journey of friendship and adventure while discovering some of the secrets of our greatest treasure.

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THE EONZ POSITION STATEMENT ON EOTC

1. Purpose (What we do)

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

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

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

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

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

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

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

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

4. Where we do it (Place)

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

MEMBERSHIP FORM

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

For further information contact the EONZ Executive Officer:
Phone: 03 327 9551
Email: eonz.eo@clear.net.nz

If you wish to become a member please complete the form below and return with payment to:
Catherine Kappelle
Executive Officer
Education Outdoors New Zealand Inc.
354 Tram Road
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Refer to EONZ Executive Officer – see above

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