



Out and About



This Issue

We must remember

A tribute to Gottlieb

Managing the big kids on camp

Humans and their relationship with the outdoors

First aid – a case for higher status

Incident reviews – aspects of good practice

Loburn Primary excels

Celebrating the past, looking at the future
– 30 years at “The Boyle”

Awesome outcomes through GATEWAY





Mission and Goals

Education Outdoors New Zealand

is a national professional association of outdoor teachers and educators.

Our mission is:

“To promote quality outdoor education”

Outdoor education encompasses opportunities for learning:

In the outdoors,

About the outdoors,

Through the outdoors, and

For the environment,

at all levels of education.

EONZ is structured around regional branches with the National Executive made up of volunteers representing each branch.

The functions of EONZ are supported by an Executive Officer.

Membership is open to all educators of people in the outdoors.

Currently EONZ members are mostly schools and teachers but also include tertiary institutions, youth groups and outdoor providers.



Out and About

Issue 21 Summer 2009

Education Outdoors New Zealand

(EONZ)

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

This magazine is supplied to

members free.

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Summer 2009

by Arthur Sutherland

Out and About continues the theme of highlighting excellent work and challenges to practice and beliefs.

In this edition we have a first for NZ when EONZ recognised a primary school, namely Loburn from North Canterbury, when it was presented with the EONZ Best Programme Award at the 2008 ONZ Gala Dinner. My interview with respected outdoor educationalist Eric Schusser reveals the value of the relationship between key personnel within a school and between a school and its community. Working together the 'people of Dunstan' have facilitated excellent outcomes for three students through the GATEWAY programme. The recent celebration at the Boyle River Outdoor Education Centre focussed on outcomes and we bring you some examples from the Boyle's 30 years. In 'Managing the big kids on camp' Craig Donnelly shares the challenges and delights of using parents as helpers. Where would primary school camps be if it were not for 'the big kids?'

Katarina Te Maiharoa from CPIT explores the relationships between humans and the outdoors in an essay she presented to her tutor on her 'journey' to a Bachelor of Adventure Recreation and Outdoor Education. She acknowledges the role of her tutors as she developed a 'Caring for Nature' state where a

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connection to nature is made and by caring for the environment in its natural state.

Mike Brown highlights the discrepancies between the “tremendous” and more “modest” outcomes attributed to outdoor education programmes. It is suggested that overstating the outcomes is potentially problematic. The paper raises a number of questions and issues for consideration by all outdoor education professionals. The aim is to stimulate discussion and dialogue to explore new avenues for practice which reflects the needs of students, in this place, at this time.

At the time of writing all manner of reviews are under way in the outdoor education and recreation domains in NZ. Practice is being challenged around water activities following the tragedy in the Mangatepopo Gorge, the Kawareau and Matukituki Rivers and Lake Taupo. These events are the result of the actions or in-actions of people who are enjoying life in Aotearoa. In the case of the incidents over the holiday period boater best practice has been informed by the ‘Maritime NZ Boating Safety Strategy’ which had its origins in work done by the Pleasure Boat Safety Advisory Group but many ‘boaties’ seen reluctant to have regard for the ‘what if?’ The fact that the Queenstown Lakes District Council’s move to add the mandatory wearing of life jackets to its by-laws has been held up by the number of submissions sums up the attitude of ‘boaties.’ It has been, and will remain, my opinion

that buoyancy vests should be mandatory for all “boaties” at all times. The data backs this up. “The wearing of lifejackets would likely have prevented fatality in 66% of boating accidents between 2000 and 2006” (Maritime NZ Boating Safety Strategy 2007 review)

Cathye Haddock’s excellent article on incident reviews has a message for us all. A near-miss; an incident resulting in harm; ones school systems.....all should be independently reviewed. The ONZ OutdoorsMark is one such review process and helps schools and others such as the ‘funders’ ascertain the attributes of a quality provider. Yes, the ‘funders’ are interested in how to judge a quality provider as they consider the merits of a funding application. Currently the ASB community Trust is undertaking such research.

Finally, special thanks to Eric Schusser for his contribution “GOTTLIEB: Friend of the mountains and the snow.” Our friend (Gottlieb and Eric were members of the 1979 Christchurch College of Education Outdoor Education course taught by myself) has contributed so much both directly and indirectly to outdoor education and recreation in NZ)

Arthur Sutherland

PS: Special thanks to all who have assisted me as the guest editor of Out and About. The three editions have been both challenging and rewarding. I wish Dave Irwin all the best.



The summer holidays highlight the many wonderful places that are available for education and recreation. The easy access to the bush, beaches, rivers and mountains provides New Zealanders with a diverse range of opportunities and environments in which to live, learn and play. Three points have been raised for me:

1 The outdoor environment is a very valuable part of our culture and character.

I have been reminded of the contribution our outdoor environment makes to New Zealanders identity and culture. Sir Edmund Hillary’s contribution and leadership typifies this and affirms the important place the outdoors holds in lives of New Zealanders. In the Hillary Commission *Kiwi Outdoors* Sir Ed highlights this: “I believe that the outdoors contributes to the type of people we are. It is important for our sensitivity, identity and perspective. Without it, New Zealanders would lose a vital part of their culture and character”. (p. 1). As educators it is essential we continue to promote and support the opportunities the



From the Chair

natural outdoor environment offers for learning and pleasure. The challenges we face today include a decreasing population in rural areas, fewer children biking or walking to school, an increase in computer and TV time, a crowded curriculum, the decrease in pre service practical experiences and an aging work force. Let's start by the investigating the possibilities for education outside the classroom (EOTC) in the school grounds and surrounding environment where we could have an authentic experience once a week. These experiences could follow the seasons and take advantages of local happening for example, planting native trees, the exploration of the local walking tracks or cooking damper on a hobo stove. This would support the Ministry of Education focus of education for sustainability (EfS) and the New Zealand Curriculum's (2007) vision and philosophy of confident, connected, actively involved, life long learners.

2 The outdoor environment provides a unique environment to make friendships and memorable experiences

Term four has been the highlight of my EOTC year. I have been fortunate to be able to share special times with the pre service teacher education students on their outdoor education experiences. The planning and preparation

was an essential part of the whole experience and set the scene for its success. What struck me was the strengthening of relationships between students, teachers and the environment. Sharing time in different places and circumstances provided opportunities to see people in different settings and for many characters in the class to come out of the woodwork. These setting provided opportunities for adventure, team work, cooperative sharing, support and empathy as a natural sequence of events. The final debrief was moving and emotional and this shared experience provided real connections. The joy of spending time in a back to basic approach, with where cell phones and technology were out of reach had the effect of freeing the group and they were able to enjoy the moment.

3 Sound, safe, educational experiences need to be thoroughly planned and prepared

Two of the essential areas to address in schools and pre service teacher education are aquatic education and EOTC programmes. Students in New Zealand need to have comprehensive aquatic education and EOTC programmes throughout their schooling so they are competent and confident in a range of environments. They need be equipped to take advantage of the many exciting adventures

offered by these environments and to be responsible risk takers. Water and bush environments are a key part of the kiwi outdoor culture and this was highlighted on my recent summer trip around the north island. In every corner people were enjoying the local natural environment of the bush, rivers, lakes paddling pools and oceans. As educators we must foster this enthusiasm and support aquatic education and EOTC. Recent

publicity about the closure of many school pools, the reduction of learn to swim and the drownings in recent years, highlights a worrying trend. Boyes (2008) in an article in *The New Zealand Physical Educator* discussed this further and stated that: "We have a duty to turn this around and provide all children with the opportunity to experience joy through aquatic adventure". (p. 4). We need to voice our opinions and lobby for solid training that includes practical hands on experiences in both aquatic education and EOTC.

The outdoor environment is a very valuable part of our culture and character and must be fostered. It provides unique opportunities for sound and safe educational experiences.

Boyes, M. (2008) Taking Risks is a Social Phenomenon, *New Zealand Physical Educator*. Journal of Physical Education New Zealand. Vol 41 (10)

Hillary Commission (1995) *Kiwi Outdoors*. Hillary Commission, Wellington, New Zealand

EONZ AGM

Friday 1st May via video conference. Join in either through your schools vc or arrange to meet with an adjoining school or gather with your regional committee at their chosen venue



We must remember:

A passionate plea for a less passionate and more considered approach.

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Abstract

This paper highlights the discrepancies between the “tremendous” and more “modest” outcomes attributed to outdoor education programmes. It is suggested that overstating the outcomes is potentially problematic. The paper raises a number of questions and issues for consideration by all outdoor education professionals. The aim is to stimulate discussion and dialogue to explore new avenues for practice which reflects the needs of students, in this place, at this time.

Introduction

The thoughts presented in the following article are undoubtedly a reflection of my experiences and background. I have worked in the outdoors in the UK, Australia and New Zealand over a twenty year period. Positions include working: at Outward Bound Scotland; with Catholic and Protestant youth in Northern Ireland for a sail training charity during the

“troubles”; with school groups in Australia; a stint at OBNZ; coupled with doctoral study and two tertiary teaching positions. The opportunity to move between the academic context and “rock-face” has been both challenging and enriching. Theory can inform practice and practice can suggest new insights and challenges to existing theory.

Someone recently called me a cynic, and remembering a conversation I had with Mick Hopkinson, where he drew a distinction between the two terms, I responded with, “no I’m not, but I am occasionally sceptical”. A cynic is “one who sarcastically doubts or despises human sincerity and merit” whereas a sceptic is one who is “unconvinced of a particular fact or theory”¹. I would not be in education if I were of a cynical nature; however scepticism opens up possibilities for change.

As a young OB instructor in Scotland I was uncomfortable with verbal debriefings (& frontloading) of experiences where students almost invariably came up with certain “key” words; trust, communication, co-operation, etc. An Australian friend (Glynn Thomas) has described this phenomenon as “students tickling the instructor’s ears”. Espoused theories of facilitation didn’t seem to “fit” with my experiences or those of others I worked with. The sceptic in me nagged away persistently until I completed a doctorate examining power and knowledge in these verbal discussion sessions (see Brown, 2003, 2004). Whereas the cynic might have walked away, the sceptic challenged and looked for alternatives.

My writing to date has largely been informed by my experiences “in the field”, and reflections on my own practice and that of others. Recent “sceptical” endeavours have focussed on examining the use of the “comfort zone model” to aid learning (Brown, 2008), the possibilities for a place-based approach in preference to the traditional activity focus (Brown, in press), and the role of risk as a defining characteristic



¹ *The Concise Oxford Dictionary* (7th ed.) 1982



of adventure education (Brown & Fraser, 2008). These are not solitary endeavours but build on the work of others from a wide variety of fields both inside and outside outdoor education. Reading widely is one of the privileges of an academic job, and with it comes a responsibility to contribute to professional practice through research and teaching.

The events during an outdoor education programme in the central North Island earlier this year have had a profound impact on all involved in outdoor education. I have no intention of making any comment about the incident itself. What I wish to do is use several responses after the event to draw our collective attention to what I discern to be a discrepancy between what is commonly espoused about the magnitude of the benefits of outdoor education and the “reality” of what we can reasonably claim to be the educational outcomes. This discrepancy has existed for some time; the responses to events earlier this year has provided a catalyst for action. Please note: I could have found (and used) other examples of such comments from overseas sources in regards to incidents that have occurred elsewhere. However, in keeping with one of the themes of this paper I believe it is important to reflect on outdoor education in our context, at this time.

I have undoubtedly adopted a sceptical stance, a questioning of some of the assumptions relating to the benefits of outdoor education. I am concerned that appealing to “overstated” claims provides outdoor educators with tacit permission to justify practices that might not have a sound educational rationale. My hope is that this article might encourage discussion about how we conduct our programmes in light of the more “modest” and demonstrable claims about the educational benefits of outdoor education that are documented.

The two responses²

“While our thoughts are very much with those who have suffered loss... we must remember the tremendous value of what it is we do.”

² Both quotes have appeared in the public domain. However I have chosen not to identify the sources. My focus is not on who wrote what, rather the theme that is conveyed.

“It is important to recognize that it is impossible to eliminate the risks that are inherent in outdoor environments... We must remember that tens of thousands of people, young and old, have had wonderfully enriching experiences at outdoor centres across NZ over the decades. The outdoors provides a unique and unparalleled environment for learning across the curriculum, and for personal and group development... When they [kids] are immersed in the outdoors, with their feet in the river and an objective to achieve, they are truly discovering, learning and living.”

It could be argued that the two authors quoted above use the imperative “we must remember” as a way to mitigate the events that occurred. It is not my intention to engage in a critical discourse analysis to deconstruct these statements, rather I want to take the imperative “we must remember” to raise points for consideration and to pose some questions.

You may not agree with some of these questions or comments, however please do not dismiss them out of hand. As outdoor education professionals we have a responsibility to invest effort in placing our discipline on as firm an educational footing as possible.

We must remember that passion should not be confused with evidence.

As outdoor enthusiasts, often bought up with or introduced into outdoor education/recreation through involvement in kayaking, climbing, skiing, and so forth, we can attest to the benefits of adventurous endeavours, perhaps without reflection as to whether they are assumed or real. It is highly probable that as individuals we value challenge and the taking of risks. It is also likely that we gravitate to others who share our interests and outlook on life. Individually and as outdoor/adventure educators we believe that adventure is good and will benefit young people. We also find our beliefs repeated in the outdoor education literature. Pete McDonald’s (1997, p. 377), “We don’t need independent research to prove the value of outdoor education; we believe in it” is an expression of this mindset. However, how many of us would be comfortable going to a doctor who “believed” in a remedy that was not backed up by clinical trials? Belief that smoking doesn’t cause cancer is no longer defensible in light of the evidence. Beliefs can be misleading even though they are well intentioned.



Lugg (2004) suggests that the passion which is a strength of the outdoor profession, can also be a weakness, in that “it can create a ‘blinkered’ view of outdoor education practice rather than an openness to critique, debate and, possibly, change” (p. 10). Let us ensure that our beliefs about the value of outdoor education are backed up with more than passionate rhetoric.

We must remember that much of what we take-for-granted as outdoor education theory is not built on rock solid foundations.

Outdoor education theory has evolved from an eclectic mix of disciplinary areas (education, psychology, management, counselling, sociology etc.). As it has evolved some of the original contexts or sources have been “lost” and as a result we may not realise some of the limitations and flaws inherent in the theory or idea that was “imported” from another discipline. Whilst the originating disciplinary area may have advanced, we may not have kept up-to-date; we may be clinging to outdated notions. By way of example, it has been suggested that authors of outdoor education textbooks assume that programming principles conducted in the past implied such programmes were educationally sound (Brookes, 2004). Through this process it is possible to see how practices that were embedded in particular social and historical contexts, which may no longer be applicable to today’s learners, are perpetuated.

Nichol (2002) has suggested that the aims of outdoor education (fostering awareness and respect for self, others and the environment) that were adopted at the Dartington conference in the UK in 1975 have proved to be remarkably resilient. However, he argues that these aims were merely a formulation of what the delegates already perceived their job to be. They “were not arrived at as the result of empirical analysis and so there is no evidence to suggest, for example, that by ‘heightening awareness’ ‘respect’ would be fostered for any of the three aims” (Nichol, 2002, p. 89). It appears that outdoor education has “evolved” into what it is as much by chance as design. “Consequently philosophical debate proceeds in defence of what has always been done” (Nichol, 2002, p. 90).

An example of research which critiques existing

assumptions, based on contemporary research findings, has been conducted by Andrew Brookes (2003a, 2003b). He has presented solid evidence to suggest that notions that outdoor education can “build character” are not viable. Notions that outdoor experiences reveal an individual’s “true self” that is then likely to “change” rely on understandings in the stability of personal traits that are not supported by research evidence. This literature review illustrates how our beliefs, and some of the claims based on these, have not kept pace with the research from social psychology.

We must remember that the outcomes of outdoor programmes have been well documented.

We do not have to revert to vague or grandiose claims in support of outdoor education programmes. Nor do we have to rely on anecdotal stories or claims such as those made by Pete McDonald in the absence of evidence. We do not have to apologise or feel like second-class citizens concerning the educational benefits of outdoor education. There have been a number of studies focused on the outcomes of various components of outdoor education programmes. I have chosen to briefly draw on the findings of a meta-analysis of outdoor education outcomes (Hattie, Marsh, Neill, & Richards, 1997). I have selected this study for several reasons; it was conducted by scholars from a range of academic disciplinary areas, it has undergone a peer review process and been published in a respected journal with an international readership, and it synthesizes the outcomes of almost one hundred individual studies.

Whilst meta-analytic studies do not provide the fine-grained detail of qualitative studies such as ethnographies (which are hugely valuable), they do permit a “broad view” of the educational outcomes. In this meta-analysis the researchers drew on 96 studies published between 1968 and 1994 involving over 12,000 participants. It is useful to note that the programmes lasted between 1 and 120 days with the mean length of 24 days. In essence these programmes were of a longer duration than the majority of programmes offered in New Zealand.

The overall effect size was .34 which indicates a 15% improvement in the rate of learning. To put this in context it is worthwhile comparing the magnitude



of outdoor education “change” to other educational programmes. In a synthesis of over 300 meta-analyses of educational interventions Hattie determined an effect size of .40 for achievement and .28 for affective outcomes. “Thus, the overall effect size from the adventure program of .34 is most comparable to achievement and affective outcomes from typical educational interventions” (Hattie et al., 1997, pp. 55). Interestingly the “follow up” effects of adventure programmes continued post-program, with an effect size of .17 recorded at a mean of 5.5 months after the completion of the course. Of note to outdoor educators working with school students was the finding that, “For all programs with school-aged students and for all shorter programs, the mean effect size was .26” (Hattie et al., 1997, p. 70). The findings presented by Hattie et al. are similar to those determined by Cason and Gillis’s (1994) meta-analysis of outdoor education programmes which returned an effect size of .31. *“In the most general terms, the average effects from attending adventure programs of .34 is not too dissimilar to the effects of many innovations in classrooms”* [italics added] (Hattie et al., 1997, p. 70). Whilst we must bear in mind that this effect size is slightly higher than found for school aged students (.21) and that these are long programmes (average 24 days), it is not unreasonable to assert that the magnitude of the effects of participation in outdoor education programmes are about the same as many classroom innovations. That’s right, similar to other educational interventions. Not worse nor ten times better!

The challenge is to match the appropriateness of our practices with these documented outcomes. The “tremendous value” (quote 1), and the “unique and unparalleled environment”...where “they are truly discovering, learning and living” (quote 2) are appealing images, particularly in an increasingly competitive and market driven education system. There is no doubt that outdoor education is of value and that it provides unique opportunities, but in light of the findings presented above we need to be very careful about claiming that it has tremendous value and it is the site of unique and unparalleled true learning. In doing so we are making claims that are not only difficult to substantiate, but potentially give tacit approval to engage in activities whose educational outcomes are not known nor researched but are perpetuated because it is believed that they enhance “true” learning experiences

with “tremendous” value. Students learn in various and diffuse ways, in varying contexts with different teachers. As outdoor educators we facilitate a part of the overall mix of students’ learning experiences. Students learn about the same with us as it would appear they might learn on a music camp, or school drama production or foreign language visit to another country.

We must remember that there is value in learning

skills: how to use a map and compass, how to cook a meal for a group and all of the ‘little things’ that we often take for granted. Why is it necessary to claim that we improve/enhance various psychological constructs (self-esteem, self-efficacy etc.)? Do we really know what we are talking about when we claim that our aim is to enhance one of these “contestable” constructs? Have we kept up with the research in these fields or are we merely repeating an “urban myth”? For example, enhancing self-esteem is often cited as an aim of outdoor programmes, however there is a considerable body of research which critiques both the concept of self-esteem and the desirability of high self-esteem (Baumeister, 1987; Baumeister, Campbell, Krueger, & Vohs, 2004).

Perhaps it is time to celebrate the observable and tangible aspects of what it is that occurs during outdoor programmes. Such a “modest” approach might include; acquiring some skills cooking or navigating, learning the name of certain plants and their role in the eco-system, enjoying each others company, seeing teachers and fellow students in a different setting and having fun.

We must remember that first and foremost we are educators.

This has implications on several levels. Firstly we need to think about the learning needs of our students rather than the types of activities that we might like, give students a “thrill”, or are “standard” outdoor activities. In a review of outdoor education textbooks Brookes (2004) remarked that, “it was difficult to avoid the impression that whatever the educational problem, the solution always seemed to be some mixture or selection of ice-breaking, trust activities, ropes course, environmental awareness activities, an expedition and adventure activities” (p. 23). Perhaps we could start planning our programmes with localising questions



such as: Who is here? What is here? What will the environment permit us to do here? What will the environment help/hinder us to do? (Berry, 1987). This may help us tailor our programmes to our environs and our learner's needs rather than taking a generic "outdoor education prescription".

Secondly, as educators we should engage with the issues that are part of the broader educational landscape. It is no longer possible, nor desirable to position ourselves in an educational enclave distinct from other educational innovations or interventions. As Hattie et. al. (1997) note, outdoor educators "have all too rarely used the research from their in-class counterparts to improve their programs, and they need to more fully appreciate that they are conducting an educational experience" (p. 78). We need to keep abreast of changes in teaching and learning theories that challenge the experiential approaches to learning that are commonly practiced in outdoor education. For example, socio-cultural and situated perspectives challenge constructivist views of learning which place learning in "the head" of individual students. These perspectives potentially provide insights into the problematic nature of "transfer of learning" which is often a central feature of programmes that have a strong emphasis on facilitating experiences to "other contexts" (home or school). Also relevant is a greater awareness of culture in fostering learning, the importance of relationships, catering for diversity and the development of educational approaches such as Te Kotahitanga (Bishop & Berryman, 2006; Bishop & Glynn, 1998) which may help outdoor educators broaden their approach from that advocated in many "imported" outdoor texts.

We must remember to question and challenge the "norms" that shape our practice.

Why should outdoor education in Aotearoa/New Zealand at the start of the 21st century be guided by philosophies that originated in youth movements, elite schools for young men, or military training establishments three quarters of a century ago in Europe? What space do we give for the voices of M ori, women and recent immigrant groups in our practice? Are we stuck in a "one-size-fits-all" (or most) approach? Brookes (2002) suggests that the search for universals in outdoor practice, coupled with the

uncritical acceptance of imported outdoor education theory, has inhibited the development of critical perspectives. The issues that face young people today may share some of the elements which gave rise to earlier forms of outdoor education but similarly there are also vast differences in a post-colonial Pacific nation in times of global environmental degradation. What is particular and unique about our place, our understanding of the world and our people that might shape "our" outdoor education? There are no easy or simple quick-fix answers. I have made some comments on my experiences of a place-based approach which might offer some ideas about future directions in a recent article in the NZ Journal of Outdoor Education (Brown, in press). Payne and Wattchow (2008) also offer some suggestions for what they describe as "post-traditional" outdoor education in their case study of "The Secret World of the Bear Gully Gnomes" which forms part of a practical component of a university paper, *Experiencing the Australian Landscape*.

We must remember that we are the guardians of someone's child, husband, sister, mother, wife, brother, niece, grandchild, and that participation in outdoor education programmes should be based on sound educational principles. What is the educational justification for placing students in situations that contain elements of risk that have potentially serious consequences? Given that the outcomes of participation in outdoor education programmes are known to be in the order of other educational interventions it may be timely to stand back, reflect on the assumptions underpinning practice and consider anew why we engage in the practices we do.

We must remember that as outdoor educators we do not have a magic wand or fairy dust to accelerate educational achievement.

We must remember this next time we are planning an excursion or leading a group.

Yes, we must remember. But we must do more than just remember. The challenge that lies before us is to open up the dialogue to develop outdoor education programmes that reflect our time, our place and our people.



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NEW ZEALANDER OF THE YEAR:

Muarry Burton, School Principal

In the Jan 2009 issue of North and South Joanna Wane wrote about the man who "opened the doors of Elim Christian College at the time that tragedy was tearing at the heart of his school. Ignoring official advice to keep the media at arm's length principal Murray Burton refused to lay blame or lose faith, and became the anchor for a devastated community. He displayed compassion and grace under the most stressful conditions and reminded us what true leadership means."

In the North and South editorial under the title "value judgement" Virginia Larson comments "It's that time again.... January is our pause for reflection issue when we name our New Zealander of the Year. And none has given us greater pause for thought than

our 2009 winner, Murray Burton, principal of Elim Christian College in Manukau City, which last April lost six students and a young teacher to a canyoning tragedy near Turangi. As for the much-vaunted skill of leadership, Burton showed it can be distilled down to the simple truths of caring for your colleagues, acting honestly and providing an example for others to follow. In a year that saw the loss of possibly New Zealand's greatest citizen, Sir Ed Hillary-a man who led by example-Burton gave us another example of real leadership and the qualities most of us wish we had."

(The North and South article is a great read. I have yet to research the assertion that the officials advised Murray to follow the line of 'no-comment.' Editor)



GOTTLIEB:

Friend of the mountains and the snow

Eric Schusser

It is perhaps an indication of the mana of this man that his first name leads to virtually instant recognition by outdoors people in New Zealand. What only a few would realise though is that Gottlieb was also a secondary teacher. I came to know him through Christchurch Teachers College where we were colleagues in the Outdoor Education class run that year by Arthur Sutherland.

It is 28 years since Gottlieb and I did outdoor education together and yet in many ways it seems like yesterday. Over the years Arthur Sutherland and I had talked on a number of occasions about doing a trip with Gottlieb to celebrate various milestones. It will forever remain one of my regrets in life that I never made that happen and that I didn't keep in contact more.

It came as a huge shock to me to wake to the radio broadcast recently that Gottlieb had died up at Rex Simpson Hut. On the drive up to and from the funeral, I thought about his influence on me and my style of outdoor education.

I remember the 'typical kiwi' approach to rock climbing at the time, learning a bit from clubs and mates and surviving by good

luck. But when I met Gottlieb suddenly here was the consummate professional, a man who knew what and why and I had a lot of fun setting up photos with him for use in instructing climbing as well as climbing occasionally up Castle Rock way. In many ways he was the first true professional instructor and guide I had met and his precision, mentoring skills and high uncompromising safety standard left a huge impact on me and still influences how I run my operation at Dunstan High School.

I remember going up the Nina valley with an MSC instructor running the winter camp for our Teachers College group. After over-nighting we went up through a gully/cliff band on snow and ice to the head of the valley. Gottlieb was appalled at the lack of fixed ropes but didn't get into an argument he just went and fixed the situation with his own gear putting in lines all through the dodgy sections for the descent. I learnt from Gottlieb that at times you have to stand up and do what is right and what is required in a situation, to trust your own judgement and to step in where someone else is compromising safety.

For our OE expeditions 2 students had organised a trip over the Copland – Gottlieb and I came as participants. I remember Gottlieb's guide skills came to the fore on the wet layover day at Hooker hut, Gottlieb and I climbed to the shelter then Gottlieb plugged steps to the pass for us all the next day. At the pass next morning, Gottlieb judged the West side too icy for unroped climbers so we both belayed groups down. I added a tourist to my rope as all he had was crampons and bizarrely - a fishing rod. I think on that trip I passed an informal Gottlieb "professionalism" test.

A couple of years later came Gottlieb's out of the blue invitation to run a German alpine Club 3 week trip around New Zealand. This was hugely challenging for me but as with everything Alpine Recreation does it had great infrastructure in place that made it easier. That was the year a number of Japanese died on Mt Cook and some of our party had been at Plateau with them prior to the weather shift. I can still visualise the body bags being unloaded from the chopper and it was a sobering reminder for our group of the importance of reading the weather right in New Zealand. I spoke a lot of German, met some



great people that I caught up with later overseas and generally had a fantastic and exhausting time. I always thought Gottlieb put an awful lot of trust in me to pull off that trip and he probably saw something in me then that I hadn't actually seen in myself.

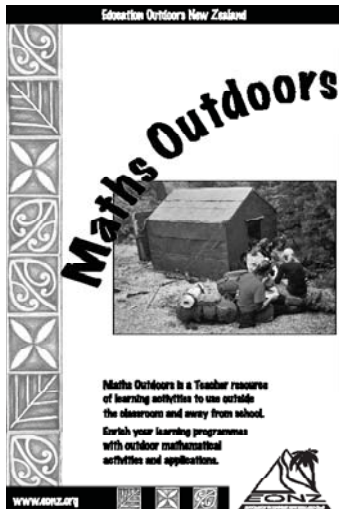
So for me now, I believe, I teach outdoor ed at a very high professional level, I mentor students into the outdoors and into the industry, I make hard calls on safety and management, I am often in a position where I'm at odds with others in the teaching industry and have to make a stand, I often see potential in others and grow that in them long before they see it in themselves, I develop resources and share them with my peers, I enjoy the outdoors and am still very, very active outdoors. I guide, I instruct, I teach and I facilitate. Where did all this come from? Many influences and people, but in retrospect Gottlieb has been one of the strongest in my formative years and for that I will forever be grateful as will the many thousands of students I pass these qualities on to.



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Arthur Sutherland

Change of Editor

From the next edition Dave Irwin takes over from the guest editor Arthur Sutherland. The editorial team will consist of Arthur, Allen Hill, Gemma Periam and one other to be announced in issue 22.

NEW ZEALAND ALPINE CLUB [2009] PHOTOGRAPHIC COMPETITION

Take aim and shoot. The New Zealand Alpine Club Photographic Competition will have a youth category in 2009. We are looking for your student's best shots of climbing (rock or alpine) and alpine environments. Photographers in the youth category must be 18 years or younger and do not need to be members to enter. Cool prizes including outdoor gear, cameras and enlargements of your image to poster size.

Entries will be accepted from mid June at
www.alpineclub.org.nz



Managing the Big Kids: Parents on Camp



Craig Donnelly, Berkley Normal Middle School

Spinners. America's Cup. Black Magic. The pleasure and the pain.

Since '95, Kiwis have had the euphoria of watching various Team NZ boats power around America's Cup courses, surging ahead under a full spinnaker. Under the watchful eye of the experienced crew, perfectly trimmed and catching clean air, the spinnaker did everything the team – and the sponsors – wanted.

Equally, we have also witnessed campaigns ending in anguish. Spinnakers blown apart, entangled around poles, ropes or keels, leaving dreams dashed and spiraling sailors and supporters into despair.

Just like parents on camp.

Gemma Periam uses the metaphor of a sailing boat – the 'NZ Sole' – to describe the various roles and responsibilities of personnel involved in EOTC experiences.

In her model, parent helpers are compared to the spinnaker. How accurate.

Is it just good luck to have good parent helpers? Sometimes. But why are some teachers consistently 'luckier' with their parent helpers than others? I believe that it's the deliberate leading and management of parents that has the greatest effect on the success of a camp. And the person in charge has the ability to affect this most.

What follows are a few hard-learned ideas to help improve the chances of a successful camp.

Firstly, the right people are your most important asset. Seldom do teachers have the opportunity to select who comes on camp. In some situations a second or third letter home to ask for additional parental helpers is required. My experience of this has *usually* been negative. I've ended up with people who don't really want to be

there – they've come to ensure the camp goes ahead, but their heart is not in it – and when the going gets tough they begrudge the effort they have to put in. On the other hand, I have had parents volunteering weeks, months and in one case a year in advance, and every camp was a winner. Knowing their character also, I had no question about making these ones first priority on the list.

Forget about being pc and drawing names out of a hat; get the best you can. If they can't handle being told that they aren't *required* (whatever your slant on that word might mean) then you sure don't want them later on. This is also good practice for you in saying 'no'. You're going to need it.

With the right people, the problem of motivating and managing people largely goes away.

Also, you'll have a great time no



matter what the elements throw at you or how the activities pan out. They'll love just being out there with other motivated people and their own kid. You know you got the right people when at the end of a camp where everything that could have gone wrong went wrong; parents turn around and say, 'That was great!'

Once you have the right people, find the right tasks and responsibilities for them. This is a no-brainer. Have parents who love to cook, cook; 'firewood' goes to those parents that know how to use an axe – and any kid will love to think they are 'in charge' of the fire; those that can motivate and manage – look for ones that love to have fun with the kids – take care of supervising toilet, dorm and dishes duties. I learned from one parent how simple this could be. I always had trouble getting kids to turn up for dishes and kitchen duties, spending a lot of time chasing them up and then nagging them to stay on task once they got there. One day, Sally spotted the radio, – which we were under strict instructions to use only for weather forecasts – changed the station and cranked up the volume. With Radio Hauraki filling the room we never had to chase kids up or nag again, and there were always additional volunteers wanting to help.

If you have parent helpers hiving off to the back of the woodshed without an axe every time work needs to be done, look at finding a job they are more suited to. If that's not possible, try pairing them up with someone that they get on with and who has a good work

ethic. Giving them the hard word can be tricky, after all they have volunteered to come, they not on your payroll. This is where making it clear what is expected of them at the pre-camp meeting comes in. If you painted a picture of camp being a holiday then blame yourself when the going gets tough and they bail out, leaving you to pick up the pieces.

On tough going, lead by example. Show yourself willing to do the hard yards and the messy jobs that no one else will do. Do this early on, and others will realise that if it's good enough for you it'll be good enough for them. They'll also see the standard that you expect for the task being done. So, sweep floors, wipe down benches, collect up others dishes, make coffee and break open the best of the home baking and share with the parents. Balance this with having rests – you're no good to anyone doing everything and exhausting yourself. But constantly sitting around on your backside while everyone else is working will do you no favours, and you'll find they'll soon be either joining you or running you down.

In contrast, if you're seen to be constantly busy, no one will begrudge you taking a break while dinner's simmering; you may even get told to take one.

Once the organising of roles and responsibilities is sorted, make sure everyone knows clearly what is expected of them. Provide a version of a job description stating what is required, when, how often and who's doing it. Then, if you

trust them, leave them to find their own way to complete the task. The kitchen is a great example of this. Yes, your tried and tested menu may have worked every time for years, but unleashing a parent who has been involved in catering can remove a mountain of anxiety from your shoulders and give you the chance to see other ways of working miracles with camp food. They'll thrive on it. Show them the menu and the quantities then let them know that if they have another idea then they're welcome to try it. This year, one mum not only produced tastier meals, she reduced the amount of food prepared, the preparation time and the amount of wasted food too.

Everyone must feel valued, so if one person has only menial tasks, find something else that is both challenging and rewarding for them. Maybe they could organise a treasure hunt or 'multi-sport' challenge, lead singing, or set up a practical joke...

Show your appreciation. Give lots of thanks. Look the person in the eye as you say it along with a pat on the back or hand on the arm to show your sincerity. At the end of a long day, a public thank you and round of cheering can go a long way.

Give parents as much information about what is going on as you possible can. Once the kids are asleep, sit down with them and chat about the day they've had. There may be questions about what was done and why, they may have had a problem to deal with and want a chance to sound out if they



dealt with it okay. And lead them into tomorrow: *What* the plan is, *who* is doing what and *when*. If the environment is threatening to force a change of plans, give them a summary of the contingency plans. They'll feel more secure knowing you have thought ahead. They may also have suggestions for improving the plan, or may see an issue or potential problem that you haven't anticipated. Well-informed parents are in a better position to use their initiative and will be better prepared both mentally and with equipment.

Remember to go through your SAP or RAMS forms with them; give them a copy, along with a copy of your contingency plans.

When you have an unpopular decision to make, give your helpers plenty of time to get used to the idea by leaking details early. For example, while they're standing around watching the porridge bubble, make a passing comment about your concerns at how fast the wind is whipping the clouds over the mountaintops; that you'll keep an eye on it over breakfast and see what the forecast is, but from the view out the door, it's not looking so good at this stage. You may have already made your decision, but easing the parents into the prospect of change can improve the response when the decision is officially announced.

This leads me to the next tip: Don't be afraid to change your mind when you see your plan isn't working. You won't look indecisive if you show the logic of your changes.

To build parents' confidence in your leadership, you have to know what you are doing. Let's face it: you standing at a fork in a track, spinning the map like a propeller and muttering something like, 'I think we might be here...' is not going to impress anyone. If, on the other hand, after four hours on the hoof you predict, 'We'll be at the river crossing in an hour and the hut is another hour after that', and that's close to what happens, then their balloon of trust will be inflating. This applies whether you're in Central Whirinaki or navigating Cathedral Square.

When a crisis strikes, immediately address your helpers. Take charge of the situation, share a plan of action, ask for support, and show absolute confidence in a positive outcome. Don't dismiss concerns flippantly; justify your plan and your confidence in it.

The situation may be old hat for you, but remember: those that have only recently met you are still learning to put their trust in you while also dealing with their perception of the crisis.

- ✱ Watch for nervous or upset helpers; assign a stronger person to support them.
- ✱ Keep malcontents close to you: resist your instinct to avoid them and instead try to win them over and gain their support.

When the crisis is past, debrief the event with your helpers when they are all together. Listen to their views without getting defensive, and thank them for their help and patience. Admit errors and say

what you would do differently next time. Let's face it. You are human; you do your best.

When conducting an autopsy of an event, don't blame others. Autopsies are needed only to search for understanding and learning, not to blame. Sure, it may clearly be another person's error, but if you want to blame someone, look in the mirror and see if there is *anything at all* that you could have done to have made a difference to the outcome. Learn from it, and then let it go.

Show your humanness. Ask about their families, past jobs, adventures, dreams. Have fun, but take care with flippant remarks. A dry sense of humour takes a little time to get used to, especially if you're poker faced. Parents may be wondering what on earth they have got themselves in for. Give a wink or grin to let them know you're not serious.

Finally, make sure the whole job is done. Your helpers may be able to call it quits after the heavy lifting is over, but you are responsible for seeing the work through to its successful completion. *You* get the kids to sleep. *You* sort out the lost property. *You* write your thank you letters.

And into the future? Well, if you've lead and managed well, the word will get out, and you'll have great parents volunteering for next time.

If you're lucky.





How do humans develop a relationship with the outdoors?

Katarina Tē Maiharoa

Katarina is currently completing her Bachelors of adventure recreation and outdoor education at CPIT. The following essay on developing human – nature relationships through outdoor experiences was submitted for one of her papers.

I have found many ways to develop a relationship with the outdoors and nature. It wasn't easy, and it took awhile before I was consciously aware of such a thing as a relationship with the outdoors. 'Relationship' in my dictionary has a few definitions, one is 'the dealings and feelings that exist between people or groups' and another is 'the connection between two things' (Relationship, 2005). But was it possible for a human to have a relationship with the outdoors in the first place? There was no definition for connecting a person with an object or thing. So I decided to combine these two explanations creating; 'the dealings and feelings that exist between people and things which create a physical and/or emotional connection'. From the many different ways I have been able to connect with my environments, I believe this

definition works for me. I think back to my experiences involving dealings and feelings on physical and emotional terms with the outdoors and can see the diverse ways in which I have become connected.

For many summers from the time I can remember, my family has always travelled to the Waitaki lakes to camp. There we would enjoy the time by living simply and playing with the toys of big boats and water skiing. This was my first taste of being in the outdoors and I loved it. Later in high school, I gained my first real experience of adventure sports. I went on a trip where I experienced tramping, abseiling and rock climbing. From this I was hooked and once I was done with high school, I moved on into that field to gain a Diploma of Outdoor Education.

Looking back at this time of my life, I was unaware of so many things. I can see now that my perspective towards the outdoors was a very basic one. I loved the outdoors for sure and the way I saw it could be explained by Martin (2004b), who charts the development of a human relationship with nature. He starts with the idea of travelling through nature, the perspective of nature as a place to go and nature as a playground. The adventure aspect of this idea is repeated many times with Haskell (1999) saying that she finds answers when she interacts with the outdoor environment and that her awareness is heightened. Brooks et al. (2006) talks about the physical interactions people have with the environment and how it helps grow their knowledge and memories of a place. Martin (2004b) includes excerpts from an interview with a student who says



“Let’s just go and climb our guts out and enjoy the climbing and the nature thing will just come...” In the same article Martin (2004b) draws the conclusion that to gain the nature awareness for any type of connection with the outdoors, skills in these activities were very important.

I would agree that skills were needed to gain a more connected feeling for the outdoors. I remember while learning to rock climb and kayak just how focused I was to the task at hand. So focused was I that my surroundings were the least of my worries as I fought gravity up the climbs searching desperately for my hand holds or meandered out of control down the rivers being denied from all the menacing eddies. During these frantic times I could not see nature for her beauty, I saw her as challenges and obstacles for me to surpass and complete. Once my skill base grew, so did my confidence and I was able to relax in the situations that once made my nerves tweak. Martin (2004a) uses examples of students who are learning about nature relationships In a way that is similar to my own experience. He says that pushing

the students to develop a positive relationship with nature without emphasis on skills can actually create a negative connection out of fear and frustration. If the students couldn’t become comfortable with the activity because of a lack in skill, they become frustrated and blamed nature. Martin (2004b) concludes that for the students to overcome their initial fears they needed to have the skills to feel comfortable and competent in the outdoors.

Now that I had learnt the skills needed and I felt confident in the areas I was in and the activities I was performing, I had gained my diploma and was looking into a degree in adventure recreation. This was what I wanted, more adventuring and recreating rock and kayak trips. This however was not to be the full story. Once I had joined the third year of the programme, I began to see that this place took a different approach to what I was used to. They talked about foreign things called human/nature relationships, connections with the environment, incorporating environmental and social elements into teaching and something that intrigued me, holistic teaching. At

first I was afraid, I was petrified. What was this gobble-de-gook that I was listening to? I was here to dominate! It wasn’t until a rock climbing trip with the second year group that I started to understand what the implications of these ideas were for me.

First I was taken through a journey of knowledge, information and history. I learnt about the bugs, the plants, the rock and how the rock was formed which gave me an understanding of the place. While I climbed I could see the details of landscape and found weta in the cracks of the climb. The names of the climbs brought a little history to the forefront. For example, one climb was called ‘Hotline to Jim’, named after Jim Bolger who was at the time Aotearoa’s Prime Minister. Somehow I felt an affiliation with the climbs and the area. Nearly all of my references for this essay included the importance of knowledge for connecting to nature. Brindle (2001) says that knowledge will enhance people’s empathy for nature and knowing the history of a place can help people consider the events and adventurers that were there before them. Hutson and Montgomery (2006) believe that for outdoor leaders, when they know the area’s fauna and flora in detail, they are able to be engaged fully with the outdoors. They also reflect Brindle’s (2001) idea of history saying that understanding the process and history of a place can help interact deeply and create a nature-emotion connection. Stewart (2003) repeatedly makes the point that knowledge gives people the understanding of the details at an intimate level which highlights the interconnectedness of a place as a whole which gives peoples own existence meaning and worth.

I was mentally blown away by this ‘outside the square’ thinking. I was more blown away however when on the same trip, the third





year class which I was in decided for an assignment to incorporate culture into a teaching session. Once again I felt distant to the idea until we put it into action. We were to each talk about ourselves, how we got here and the areas we felt affiliated to in climbing terms and in the lay out of a Maori mihi. As we shared our history, where we were now and our hopes for the future, we sat at the top of the cliff and watched the sun set. I didn't realise until later on that we were in the middle of a facilitated action for us to gain a sense of place there, and it worked! The second years did not know it until later also that the session we ran with the mihi was facilitated by us because of an assignment. I certainly felt oblivious to what was happening. I knew that there was an underlying agenda for this thing, 'sense of place', but never would have I had picked it that it was happening to me at the time. We were allowed to chill at places and discover the area more thoroughly. Dan and I found a small pool which we stayed and bathed at for hours, we also found another beautiful crag that we started to climb on and develop climbs. All of it was our tutor's idea for us to build connections to this area and we did. Without such intervention I highly doubt I would have built on my perspective in this way. Never did I know that it was possible. Preston and Griffiths (2004) studied that when students were asked for a different focus for them to choose for an area such as history, experiential, ecological or other aspects, it would help broaden their personal growth, perspectives and help their values, attitudes and beliefs

to be developed. Nicholls and Gray (2007) mixed the influence of Buddhist philosophy and suggested that when the process of the student's experiences were debriefed it created mindfulness toward the experience by reflecting the thoughts and feelings that were had. Stewart (2003) says that attention to detail and care should be taken when attempting to connect people to a place and believes outdoor education to be a legitimate medium to lead people to better understanding and humbleness to nature.

Just when I thought that a person could get no closer to nature, I was taken on a loosely facilitated eleven day tramp. This I thought would be straight forward and another tick off the 'to do' list. Yet this was not to be the full case as we were directed toward many different ways to experience where we were. We were asked to complete a journal of our journey which made me nervous. How could writing about my day be useful? How could I be so misled again? The journal gave me the time to reflect on everything that had happened, and allowed me to review the things I had found and learned. Gisel (n.d) saw a personal journal as an opportunity for one to study an environment, develop a deeper relationship with the earth, grow a greater awareness and care for the earth. Matsumoto (2003) says that "recording observations and feelings in a field journal can be a powerful way for students to get to know their natural community and the geography of their home environment, so that they can develop that sense of caring commitment". She also connects

the journals to getting to know areas in an intimate and personal way saying that feelings are essential to gain a deeper understanding and to make sound judgments.

Time on this trip was unconsciously creating connections for me. It had grabbed me with it's invisible hands and moulded me like dough into nature's landscape. I unknowingly became part of the area I was in, I was another Rimu, observing all that was around me; I was a Weta searching in the small places of the vicinity; I was a rock in the river allowing the forces which surrounded me to wash over leaving it's blanket of knowledge and acceptance. Time certainly did some funny things to me and as the environment in an unjudging way accepted me, I accepted her as my home, a place where I belonged and felt safe. Participants from Martin's (2004b) study believed that time with nature was valuable for their relationship with nature to develop because it grew their feeling of comfort. Stewart (2003) suggested that if the pace of life is slowed down then it is possible for a dialogue to begin with a place, this is through observing and participating in nature's life. Brooks et al. (2006) found that time in a place gave people intimacy, familiarity and prepared them as their experience increased. This allowed for their place relationship to grow.

I have found many ways to develop a relationship with the outdoors and nature. It wasn't easy, and it took awhile before I was consciously aware of such a thing as a relationship with the outdoors.



My journey began merely camping and participating in adventure activities where I was introduced to the outdoors. This is important for humans as these activities are the medium through which a relationship can start and grow. The fun aspect is this first point of contact with nature and is very important (Martin, 2004a) and allows a person to travel through nature (Martin, 2004b).

I developed my skills to become confident in the areas I explored. If all outdoor enthusiasts have the same skills, they too would be comfortable and their experiences would be positive and provide for an optimistic outlook towards the environment.

Knowledge came to be more important than I could have ever believed. With the information and history of a place, I felt more in touch and familiar with an area as I got to know it and cherish it. Our rapport with the environment grows as we have more understanding of a place's history and details, to know a place takes away fear, ignorance and lack of preparedness (Brooks et al. 2006). With this connection through knowledge I believe I was in Martin's (2004b) stage of "Caring for nature" where a type of connection to nature is made and by caring for the environment in its natural state.

The way that my tutors had integrated culture, journals and time into our learning experiences is the only way I believe that I would have opened up to such understanding. Outdoor education and facilitation is one of the most

important ways for people to create their nature relationships (Martin, 2004b). I cannot think of another way where people learn such emotional and physical connections to such a deep level as outdoor education with a holistic approach. The way programmes and tutors frame the course and their own positions create the potential for likely people/ place relationships as described by Stewart (2003). I believe I am now in the "Integrated with Nature" stage of Martin's (2004b) environmental development chart.

Outdoor education was the best way for me to create my relationship with the outdoors because it incorporates many aspects of relationship development. I believe

that outdoor education has huge potential for the world to develop awareness and connections for all. Maybe then can a sustainable, peaceful life might be enjoyed collectively.

Every time I was forced to experience nature in a new and different way, I always felt anxiety. I think this was from my belief that I already felt connected, I knew nature for all it was. And every time I found there was a little bit more that I could gain, that I could be closer to her. This makes me wonder, is there more ways for me to get to a higher stage of our relationship? If there is, I will be willing and open and maybe we will feel as one.

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First Aid:

A case for higher qualifications?

Eric Schusser



Eric is currently Head of Department Outdoor Education at Dunstan High School, Alexandra.

Reading through my recent NZOIA registration and validation material and the changing trends in the awards, I find it curious that each award requires a current first aid certificate but there is no requirement for first aid training at a higher level. There is no logged experience required, no currency of experience required and the very minimal qualification that is required is renewable every two years.

When things go wrong in the outdoors we are often isolated from help and have to deal with long term patient care before help arrives. Good patient records and baseline observations have a huge part to play because we will be passing our patients over to people with advanced care protocols. These people use equipment that it is also useful for us to know about.

Let's say that you are away with your group, two days into a five day tramp and your standard workplace first aid award is up for renewal next month. Someone

in your group falls and hurts their leg badly. There is substantial low cloud and rain in the valley and it is a howling gale. Radio reception is limited and you may be faced with major time with your patient. In the six years since you first qualified as a first aider you have never actually treated a real live patient. The patient is in considerable pain.

Do you know how to record the pain levels, the history, the MOI? Do you know how to take a detailed set of limb baselines over time? Do you have the forms to record that information and most importantly do you know what all that means in terms of the need for or speed of evacuation? Can you convey confidence in what you are doing and are you familiar with splinting options and pain relief options? I suspect many outdoor educators would reply "No, I'm not sure" to many of these questions.

I would argue that while we are qualified and experienced to lead the outdoor activity, many are not qualified enough and (more likely) not current

or experienced enough to treat a patient with a major medical problem or serious injury.

What should happen: I would argue that PHEC should be the minimum qualification for all outdoor educators and that there should be logged hours of patient treatment and ongoing training included just as for any other outdoor qualification. I would argue that First Aid could also be a three tier NZOIA qualification just like the direction all the other awards are heading in.

How do we get the experience: Some join the Fire Service as First Response Co-Responders, Some join the Red Cross. I joined the local St John Ambulance service as a volunteer and have become fully qualified. I get training two Tuesdays of every month; new advanced protocols and training are periodically added to the procedures I'm allowed to perform. I get re-registered every 2 years if I meet the criteria, I get on the road work for at least 12 hours every week and deal with things that I hope I never



get to see on any of my outdoors trips. This gives me confidence, skills, experience and judgement usually working with others more qualified and experienced than I am. I know what the next skill level of paramedics will do and can assist them. I'm familiar around helicopter evacuation and can have things ready for that scenario. As a school teacher I am also in charge of first aid and during the year deal with a huge variety of injuries and medical cases as well as the administration side of recording and analysing cases and information and the stocking of kits.

If there's one thing I've learnt over many years of dealing with serious injuries and illness – it is that the more you know, the more you realise you don't know!

I'm not trying to be cocky here – All I'm saying is that I believe

we as outdoor educators have a responsibility to be as qualified, current and experienced as possible in the first aid field as well as in our instructional field. I believe we should have recent, current experience operating at a much higher level than we would have with the current basic first aid certificate whether it is workplace or outdoor. I'm afraid that also means more hard work for us, more time and money commitment and wider availability of higher level first aid qualifications.

As someone undergoing a lot of SAR training currently with SARINZ and Wanaka SAR this is also something I am wondering about in terms of dealing with the risk of students getting lost or coming across another party that has lost someone. If I don't know current SAR methodology involving trained track and clue

teams using current search methods, dog capabilities, and tracking team capabilities then if I try to do the initial searching with my group it can lead to a lot of destroyed information and clues making it much harder for the teams coming in. Is this also something we should be looking at including in outdoor educators qualifications and experience? Should we have an awareness and knowledge of current search methodology? I would argue "yes" most definitely.

Currently our focus as I see it is on qualifications and systems to manage risk and instruct. Things still can and do go wrong despite our best plans. Is it time that we also look more closely at qualifications and current training and experience in the whole crisis and emergency management fields of first Aid and Search and Rescue? I believe it is.

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Articles in Volume 2, Issue 2, December 2007

Feature articles

- Outdoor Education: A Road to Freedom
(Jo Straker)
- The promise of Wilderness Therapy: Reflecting the Past, Projecting into the Future.
(Dene Berman and Jennifer Davis-Berman)
- Effective outdoor Leadership Through Displays of Trustworthiness and Immediacy
(Wynn Shooter and J. C. Norling)
- The nature and Scope of Outdoor Education in NZ Schools (Robyn Zink and Mike Boyes)



RISK MANAGEMENT

INCIDENT REVIEWS

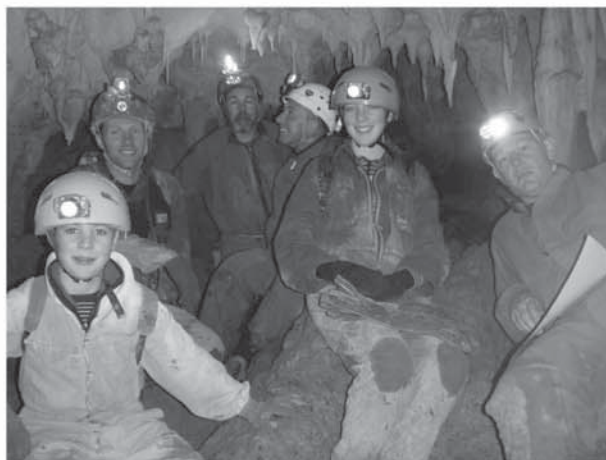
aspects of good practice

Cathye Haddock

// I got 5 students plus a support instructor out of the cave, including one girl who was very nervous about the low roof. I used the normal process of floating her on her back, eyes closed and passed her out to the support instructor waiting outside. I went to assist one more student, floating her out the same way. I got her half way out but took a mouth full of water so pulled her back in and got my breath. I went to re-do the exit, but the water level had risen to fully block the exit, so I stopped for a few seconds, not understanding what, why or where and after 20 seconds, realised the water level had come up. I went back to get out the escape route. The other support instructor, who had never been caving before, went in the middle chamber only to find that the first passage was also blocked. When he came back 30 seconds later, the passage he had taken was also full of water. He took a deep breath and came back to the group by diving under... Six students, the support instructor and I were now trapped between two sumps. //

Analysing what has gone wrong in the past is as important as anticipating what may go wrong in any given outdoor activity. Both are important components of safety and risk management in outdoor programmes.

Incidents are undesired events that could or do result in a loss to people, property or process. An incident is an umbrella term to describe a fatality, injury, illness, damage to property, near miss or a combination of these. Behavioural and motivation problems also fall into the incident category. Loss to process is an interruption to the programme or routine.



Effective incident reporting and review procedures are crucial to transfer the learning from incidents like the one in the excerpt above, into effective safety management in an outdoor programme. Valued lessons can be gleaned from incidents to inform organisational policies, improve the programme, assist in staff training, and contribute to a better understanding and management of the risks involved. Incident reports can provide organisations with valuable historic lessons which, if accessibly stored, can help to retain organisational knowledge despite staff and culture changes over time. Incident review findings can also inform relevant government policy and outdoor sector activity guidelines.

No one is immune from having an incident. The tendency for people to think "it can't happen to me" is flawed, as very experienced and motivated outdoor leaders and outdoor organisations with excellent reputations are represented in incident statistics alongside inexperienced leaders and outdoor organisations with poor reputations.

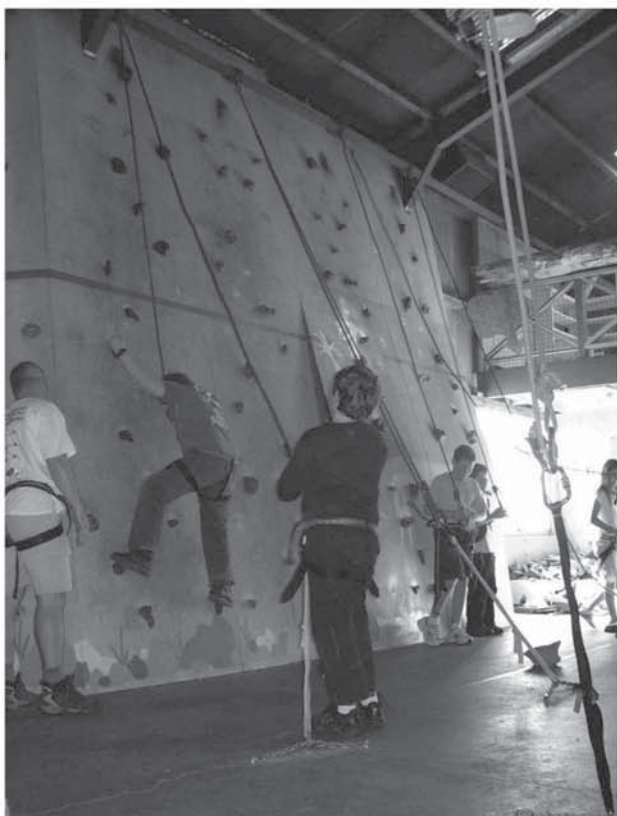
Breadth and depth are important when analysing outdoor incidents. The National Incident Database* (NID) is a quantitative tool designed to identify trends across a broad range of incidents in diverse settings. Whereas in-depth analysis of individual incidents involves qualitative methods to reveal important information and contributing factors that simply cannot be attained from the broad analysis the NID is designed for. In effect, the two types of analysis yield different types of information, both important.



While all incidents that rate a 3 or more on the Incident Severity Scale** should be reported to the NID – not all need in-depth review, or organisations would be doing nothing but in-depth reviews! The Department of Labour (DOL) requires workplaces to report serious harm events, which equate to a 6 or more on the Incident Severity Scale. However, DOL does not investigate all serious harm incidents reported to it. With fatalities, the Police, Coroner, Department of Labour, Maritime New Zealand or a combination of these statutory authorities might investigate.

Outdoor organisations should identify a threshold for the type of incident that warrants an in-depth review to them. Considerations include:

- the severity and potential severity of the incident
- frequency of use and participation rates for the activity
- the likelihood of a similar event occurring
- the adequacy of standard operating procedures for the activity
- the consequences to the organisation of further or worse such incidents (eg, loss of: reputation, use of an area, or exemption to statutory requirements such as land transport or maritime rules).



In-depth incident reviews can be internal or external, and a team of two to three people is sufficient for the purpose. If internal, it is good practice to involve at least one person from outside the immediate staff. This may be a board or safety committee member. Whether setting up an internal or external incident review team, it is important to involve the right people. Considerations include:

- independence from the organisation that had the incident
- activity expertise
- incident review or audit expertise
- relevant professional affiliation and standing
- access to legal advice

It is useful to establish clear terms of reference for an incident review. This should include who owns the review report, what the information will be used for, and a commitment from relevant organisations to act on the review findings and recommendations. This would ideally extend beyond the organisation that had the incident to the wider outdoor sector, including the national standards setting body for an activity or the relevant professional association. This is to ensure that any learning is incorporated into relevant activity guidelines or professional body responsibilities.

“ Miriam had completed 3 climbs. It was the end of the session and she wanted to do one more climb. The climbing groups had broken up. Miriam observed Katy to be on the outer and asked if she would belay her so Katy would feel included. Katy accepted. No back-up belayer was put in place. Miriam climbed to the top of the wall quickly. She asked Katy “Are you ready to lower me?” Katy replied “Yes.” There was slack in the rope. Katy left her hand on the live rope above the ATC and the right hand was down in the lock off position on dead rope. Katy gripped with ‘the top hand’.

Miriam leaned back and let go. She fell the length of the slack in the rope, creating more force on the rope than would have occurred with a tight rope. The rope ran through the ATC. Katy was not able to grip the rope properly so Miriam’s fall was not arrested. Miriam hit the teacher, who was standing at the bottom of the climb, before landing on the ground feet first.

Miriam fractured her left leg and sprained her right ankle ... and sustained significant soft tissue damage. **”**



The external review of this incident included a check of the recently released activity guidelines at the time, Outdoor Activities – Guidelines for Leaders, which revealed no mention of the current accepted practice of having back-up belayers in place when teaching novices to climb. This was recommended to be included in the next edition and articles on back-up belaying appeared in subsequent industry newsletters.

The incident review process should be clear and transparent, with provision for the organisation that had the incident to provide information to the review team as necessary and give feedback on the draft report before it is finalised.

Review teams need to collect and analyse all relevant information for a review. The review team for the caving incident, mentioned earlier in this article, reviewed over eighty documents provided by four organisations (a school, lead provider and two sub-contracted providers) and other relevant authorities (the Police, Search and Rescue, and Cave SAR Adviser). Documents included internal incident reports from the four organisations, witness accounts, emergency services reports, safety management documentation, programme goals and outcomes, training records, site maps and photographs. A detailed sequence of events was developed in three dimensions: the incident in the cave; the search and rescue effort; the traumatic incident response from the organisations affected. One review team member made a site visit with a senior staff member who knew the incident site and caving activity well, and visited the landowner. Information was gained on previous and recent flood events in the cave. The review team also accessed independent data from the Meteorological Service. This included weather forecasts for the day of the incident and the day prior and rainfall data from four separate local rain gauges. In addition, the review team had ongoing email and telephone communication with the four organisations to clarify information and fill any gaps.

Immediate and root causes of incidents

Incidents don't just happen. They usually have multiple causes that combine under just the right circumstances to result in an incident. Some factors can be described as immediate causes such as an unsafe act or equipment failure immediately prior to the event. Other factors can be described as the basic or root causes of an incident, such as inadequate policies and standard operating procedures or an informal culture of saving money by employing unqualified people. These underlying factors are systemic and relate to the organisation's systems, policies and culture. They may also relate to a lack of clear industry standards. Root causes create the pre-conditions for incidents. Management and industry bodies usually have control over root causes.

It is important to identify both immediate and root causes of incidents. These can form a complex web of interacting factors, with different weightings. In the case of the caving incident 15 immediate and 10 root causes were identified. In the case of the rock climbing incident, 11 immediate and 7 root causes were identified. Organisations need to address the underlying root causes rather than focus purely on preventing unsafe acts (immediate causes).

“Some students were preparing and cooking dinner on camping stoves. Janine, who had arrived at camp late and missed the cooker instruction, was worried her cooker was not going properly and may be out of fuel. An adult told Janine to change the canister. Janine took her cooker to the teacher and asked for help to remove the canister. The teacher removed the canister ‘after a struggle’.

Janine returned to her cooking group to replace the canister with a new one. She ‘pushed and twisted’ the canister in order to fit it to the cooker. Cold white liquid gas escaped from the new canister, frightening Janine who dropped it. There was a whoosh then a two metre by two metre flash of two to three seconds as the gas ignited from a nearby stove about a metre away.

The fireball hit two students standing in its pathway, burning them on the legs and one on her exposed stomach (she was wearing a midriff top). All students scattered away from the heat.

”



One of the underlying causes of this stove incident was that the school had no strategies to catch pupils up on important safety briefings they had missed if they arrived late at camp. They also had no strategy to prevent students participating in a risky activity such as operating the stoves, if they had received no instruction. One of the immediate causes identified was inadequate supervision of cooking by the teachers, particularly the teacher who failed to recognise that if the student had trouble removing the empty canister, she may have trouble fitting the new one. If the school addressed the immediate cause only, the underlying pre-condition would still remain and a similar incident could easily occur.

Informal practices that are not consistent with formal policies, but accepted by the organisation, are common in organisations. These can also contribute to incidents as root causes. In the caving incident at the start of this article, the practice of using support instructors who had outdoor leadership experience but no caving experience was identified as an underlying root cause of the incident. This in turn affected the contributory causes of 'lack of competent supervisors to novices' (inadequate ratios) and contributed to 'task overload' for the one competent caving instructor on the caving trip, especially during the incident.



The practice of using instructors or support instructors with inadequate experience in the activity was a root cause in all three incidents in this article. The practice usually crept in over several years, possibly due to budget restraints (the real root cause), and was accepted by the organisations even though all were aware that in general, outdoor leaders should meet industry standards for all activities.

In one incident, recommendations were made to review policies and strengthen contracts to ensure that any subcontractors used by a lead provider had a clause requiring them to meet relevant industry standards, including instructor competence, to ensure the ultimate safety of participants. The intention was to prevent standards eroding over time, especially if several levels of subcontracting were in place.

Incident review scope

Ideally the scope of an incident review should include:

- programme objectives and outcomes;
- participant and leader preparation for an activity of this nature;
- the organisation's understanding of the risks involved and their safety management systems to mitigate risk;
- the participants'/parents' understanding of the risks involved and informed consent procedures;
- formal approval processes in place for activities of this nature;
- competence of staff to deliver the programme and deal with emergencies meets relevant industry standards;
- consistency of practices used in the activity with current accepted practices and relevant standards in the outdoor sector;
- the role of outside agencies in planning, execution, response and review;
- commendations – all the things the organisation/s did well in managing and resolving the incident; and
- recommendations for the organisation, relevant government agencies, and the wider outdoor sector, as a result of the findings.

If you wish to initiate an incident review, contact one of the following for advice:

The Ministry of Education

eotc@minedu.govt.nz

Register of Outdoor Safety Auditors (ROSA)

info@outdoorsnz.org.nz

Outdoors New Zealand (ONZ) info@outdoorsnz.org.nz

New Zealand Mountain Safety Council (NZMSC)

info@mountainsafety.org.nz

Water Safety New Zealand (WSNZ)

wsnz@watersafety.org.nz

New Zealand Outdoor Instructors Association (NZOIA)

ao@nzoia.org.nz

Education Outdoors New Zealand (EONZ)

eonz.eo@clear.net.nz

Acknowledgements

I would like to thank the organisations who willingly participated in the incident reviews included in this article and agreed to the lessons learned being passed on to others in an anonymous form. Thanks also to Paul Chaplow and Mark Smith who peer reviewed this article.

Notes

* Register free at www.incidentreport.org.nz

** see the Incident Severity Scale at www.incidentreport.org.nz

(Adapted from Davidson 2002)

All names in this article have been changed to preserve confidentiality.

Cathye Haddock is currently a senior adviser at the Ministry of Education. She has convened outdoor incident reviews for a range of organisations including schools, outdoor organisations and clubs over the past few years. Cathye is a member of Outward Bound's Executive Safety Advisory Committee, convenes the NZMSC Risk Management Committee and has served on the Outdoors NZ Board. Author of Outdoor safety - Risk management for outdoor leaders and Safety and EOTC, Cathye is an active caver, sea kayaker, tramp, runner and skier.



Loburn Primary School excels

“Loburn School has become the first primary school in New Zealand to win a national award at the Outdoors New Zealand Excellence Awards.” So read a local press release after the 2008 Awards, presented at the dinner that concluding this year’s annual ONZ forum.

Loburn school has EOTC and outdoor education programmes grounded in the school’s vision of ‘Together Helping Children to Grow’ and clear evidence of this paved the way for it to claim this year’s honour.

Evidence of this is to be found at many levels.

- Foundation documents that identify EOTC as a valued pathway to learning. EOTC has been built into the philosophy and framework of the school, and link directly to its values and core beliefs.
- The commitment and dedication of the Principal and staff in framing quality EOTC programmes and their belief in the power of meaningful and relevant learning; the belief that learning has no lasting value for students without the scaffolding of context within the students own lives.
- The way in which programmes are constructed, with clear learning intentions, progression, prior learning, reflection, links made with other contexts, all supported by a sound safety management system.
- The way in which so much learning at school is taken outside of the classroom

- The willingness of the parent community to support EOTC. While the rural nature of the school may lend itself to more parental involvement, there is also a real culture of inclusion. Some activities call for expertise from within the community such as the rural fire fighters and farm safety officers (both found within the parent body) others require a role such as for transport.
- The students themselves, as they grow through their experiences and years at the school. Some activities and programmes have strong and immediate impact on the students, however it is

also the manner in which the students grow that is parent.

- The flexibility of the programmes from one year to the next, to allow for the needs of the students. The school is needs-focused, and teachers constantly consider what the best options for their students will be, as opposed to being driven by a fixed programme. With this comes a strong emphasis on review, as well as careful planning to frame intended, manageable outcomes.

The project that involved the production of a DVD while on a winter camp at Arthur’s Pass by a Year 5/6 class in 2007 (detailed in a previous issue of *Out and About*) is an example of how much can be achieved with the enablers for learning in place.

Loburn School Principal, Stuart Priddy, accepting the EONZ Best Programme Award from EONZ Chair, Liz Thevenard





Celebrating the past, looking at the future – 30 Years at “The Boyle”

In his speech at the 30th celebration of Outdoor Education at Boyle River Outdoor Education Centre, Arthur Sutherland seizes the opportunity to acknowledge those behind the centre's success and to talk about the future of Outdoor Education embedded in the New Zealand Curriculum.

Among the guests were current and past instructors and Resident Teachers, (currently titled Centre Manager); teachers, some of whom gained their inspiration while at the Boyle as student leaders; and many from the ranks of those who have contributed to the Boyle as trustees, committee members, 'builders,' and spouses. Some of the latter have contributed by looking after family; others have 'served' in some capacity.

“The Boyle” was the vision of members of the North Canterbury community. They were keen to assist the youth of the area.

Origins in brief

The Boyle began in the early seventies when the Rotarians of Belfast, Kaiapoi and Rangiora responded to the thoughts of Belfast club member Bob Hawkins

who 36 years ago in July 1972 is reputed to have said during a club brainstorming session “Why not build a tin shed up in the mountains somewhere for the benefit of the High School kids” (the latter reference being to the announcement that a high school was to be opened in Kaiapoi). They were joined by the Kaiapoi and Rangiora High School communities

in an investigation that led to the formation of the North Canterbury Alpine Trust, representations to various significant organisations such as Forest Service, Lands and Survey and the Education Department, the selection of a site, fundraising, the construction and the opening of the Boyle Lodge late in 1978.

Colin East, foundation chair of the North Canterbury Alpine Trust and author of the History of the Boyle and the Trust spoke about the spirit of volunteerism and the huge outpouring of the spirit of philanthropy and generosity.

Having met it's obligations to provide the Boyle Lodge the Trust chair was facing the question of management of the facility when Arthur Sutherland was appointed to the Trust by Kaiapoi High School. “As a staff member of Kaiapoi Arthur brought with him considerable experience & knowledge about Outdoor Education. He very soon had a team around him of **like minded teachers** who spent considerable time (their own time mostly), evolving management practices for the Lodge and guidelines for users of the Lodge. This management team played a critical role in the establishment of Outdoor Education at the Boyle.”

The next critical issue was the engagement of a person to supervise the Boyle on a daily basis and for the Trust to provide the suitable remuneration. “I was naïve enough to think that because, through a community effort an Outdoor Education facility had been provided that the Education Department Administration would cover the cost of a resident teacher to look after it. It was soon realised that it was the

Trust's financial responsibility for paying staff at the Boyle. Hence a policy of 'user pay' had to be introduced. Talking this problem over on one occasion with Roy McKenzie of the J R McKenzie Foundation, a generous benefactor of the Lodge, he suggested taking the matter up with the deputy director of Education, whom he knew well as a member of his Rotary club. An appointment was subsequently made for a meeting in Wellington and after an hour's friendly discussion the meeting terminated with no assurance of financial assistance for a Resident Teacher.

But his parting words to me have forever been engrained on my mind. The Deputy Director said 'you know Mr East we must never deprive our communities of the opportunities for the spirit of volunteerism.' So in other words go home and establish a user pay system.” Tony Sinclair was subsequently appointed as the first Resident Teacher. There would be no story to tell about the Boyle if it weren't for the spirit of volunteerism.



Awards

In 2004 best facility in NZ award and in 2006 gained OutdoorsMark having achieved or bettered the benchmark set by the membership of Outdoors NZ. These awards are due to the skill, knowledge and contribution of many people

Outcomes for young people

The outcomes for young people are many. The following illustrate what is gained from 'the Boyle experience.'

Ritchie Hunter, Boyle and Activity Hanmer instructor was recently named runner-up to the winner of the New Zealand Outdoor Instructors Association (NZOIA) **Emerging Instructor Award.** Ritchie is a product of the many experiences he has had in life. Both the Boyle and Activity Hanmer have given Ritchie the opportunity to develop his skills and build on his knowledge base. To be runner-up in a tough competition where there were eight nominees is an awesome achievement.

Oxford Area School, represented by their Outdoor Education specialist Peter Cooper, was recently judged runner up to Loburn Primary School for the Education Outdoors New Zealand (EONZ) Best programme award. The judges commented on the leadership of Peter. The Oxford community and the Boyle benefit from Peter's leadership. In the case of the Boyle Peter contributes to the cadet programme by sharing his wisdom and developing the skills of the cadets when they participate in Oxford outdoor education experiences.

The cadet programme, ahead of its time given the recent innovation by the Ministry of Education in establishing a Youth Apprenticeship Scheme, has produced outstanding instructors and citizens. Started in 2001 by Graham Frith, the then Boyle Centre Manager, Jaron Frost holds rafting, kayaking and bush qualifications and can be found leading rafting trips in the USA and NZ or multi-day tramps in NZ. On occasions he works at the Boyle having graduated from his cadetship he completed an 'apprenticeship' period at the Boyle. Anthony 'Sumo' Earl has moved from outdoor instructing into the fire service in Christchurch; Gemma Parkin plays a major role for Horizons Unlimited; Isaac is a se-kayaking guide; Amy and Sarah work for Activity Hanmer; Katie, Dave and Matt currently work for the Boyle. All but 4 of the 13 cadets are working in outdoor education or recreation in 2008.

The Boyle experience for Year 10 students

The attached photo shows amongst other things students

designing a response to the task presented to them and then they are implementing that very plan. This is the Technology Learning Area in action. As they implement their plan they are learning about the nature of group work – about how a group functions. They have goals associated with how they interact with each other – how they treat each other. This is the Social Sciences and Health and PE Learning Areas in action.

The activity is taking place in the natural and physical world – the world of Science. The ripples on the water will be a factor in the decision making while the Mathematics Learning Area is very obvious as the students size up their planks, themselves and the distances involved in getting to the other side of the pond.

Conversations now and at the conclusion of the activity involve appropriate language. Debriefing in its simplest form will address 'The what?' 'The so-what?' and the 'What next?' for the group, and the individuals. Language in action. What an awesome context.

Problem solving





Photo study at 30th Celebration-see group problem solving photo

Following a think-pair share session in response to the question 'What is happening here?' a number of guests were invited to share with the whole group.

Typical responses included:

1. Group work
2. Problem solving activity
3. Lots of communication
4. Students are having fun
5. There is lots of happiness being expressed
6. Student are making decisions based on their judgement of the distances and their ability to utilise the planks

The well-being and motor skills are clear to see. The Health and PE Learning Area in action! While not shown this group has been asked to show the rest of the class during the evening programme how they tackled the event and so they have designated one of the group to be the photographer. The Arts Learning Area in action.

The activity also indicates that the students are developing the key competencies. The success of the group depends on their thinking, their ability to manage themselves, their ability to relate to others, participating and the use of language symbols and text.

Arthur drew on the thoughts of those gathered at the 30th Celebration and the ones he had recorded in preparing his speech to make connections with some of the Learning Areas in the recently published *New Zealand Curriculum (2007)*. He commented that the activity can be viewed through a number of lenses. School A may send students to the Boyle to achieve the outcomes associated with the Health and Physical Education Learning Area while School B maybe taking the 'integrated' approach with outcomes from almost all the Learning Areas being achieved.

The group engaged in the activity captured in the photo included **a senior student in the role of co-leader**. "What do senior students get from their experiences? My garage contains many legacies of my time at Kaiapoi High including the reflective comments of participants in the many Boyle experiences I facilitated over 25 years. From those records I want to share with you what the principal of Kaiapoi High Kevin Jennings wrote about his co-leader."

"B's leadership was superb. He was at home in the Outdoors, and his considerable competence and confidence in all technical areas gained the immediate respect of the group. He was thoughtful, always planning ahead, and consulting with D and myself. His calm and quiet manner showed a maturity that I appreciated, and added to the excellent performance of the group. The students had complete confidence in B, and so did I. He was prepared for all the situations that arose, including emergencies. B stepped beyond his normally reserved self, and accepted the challenge of leadership. His effort was rewarded by a very successful group, who appreciated his efforts. I enjoyed his company, and appreciated his excellent effort."

From those same archives the following is an example of the end-of-experience self-reflections by one of the seniors. Camille wrote the following:

"My greatest feeling is one of achievement. Throughout the year I doubted whether I could fulfil all the requirements of being a leader, especially in the communication area. I have learnt that I have to take risks when it comes to communicating. I know that I have to believe in myself to be successful. I feel I have quite a high tolerance level and am a successful role model for the year 10s to look up to. My goals were to be pro-active with my group; assessing potential teaching moments and the risks; to be an active risk manager; to be organised and on time for all activities which I was; and first and foremost give myself and the year 10s an enjoyable experience at camp. In my final debrief with my group they were all really positive about camp and I had an excellent time."

When asked to comment on what she was aiming to do in the future based on this experience Camille responded:

- "Use my leadership experience in my chosen career
- Promote Kaiapoi High Outdoor education and the excellent facilities at the Boyle
- Continue being a role model for younger students around our school, and the community. That is in sports clubs
- Pursue other outdoor activities on offer"



Camille expressed her gratitude to Kaiapoi High, the Boyle and the camp Mum and Dad (her phrase) Mr and Mrs Suth. "I have learnt so much about myself and others and I feel as though this will really help me in the future."

Camille is now teaching, and brings young people from Timaru Girls' High to the Boyle. The circle is complete. Awesome!



Boyle Cadet Jaron Frost

In the midst of the audience was first year teacher Katrina Pollard. Her story is almost identical to that of Camille. Recently she gained the Outdoor Leader Qualification and she now brings Kaiapoi students to the Boyle. Also present was Ian Olson who fulfils the role of part-time Boyle Assistant Manager and part-time instructor. A graduate of the Kaiapoi High Outdoor Education programme Ian studied at the Christchurch Polytechnic Institute of Technology and has worked in the USA on a number of occasions. He holds qualifications in Rafting, Kayaking, Adventure Based Learning, Bush and Tramping.

"As can be seen from these examples the Boyle River Outdoor Education Centre has had a huge influence on people. Long may that be the case."

The challenge

In moving forward the Boyle faces a number of challenges. One such challenge is the need to enhance the relationships the Boyle has with its schools. There is a need to increase the pre- and post-Boyle experience engagement. Boyle staff need to have a greater awareness of what

the incoming school expects the outcomes to be for their students. Post the experience there needs to be liaison between the school and the Boyle where the focus is 'reflection' on the experience for the school and the students. "What have the students done as a result of their Boyle experience?" could be one of the questions asked.

Another challenge is to take the integrated approach to learning as illustrated earlier. This is one

way the NZ Curriculum can be implemented as it is planned for 2010.

In conclusion

"As was stated at the start 'The Boyle' was the vision of members of the North Canterbury community. The Rotarians were keen to assist the youth. The 30th celebration was a celebration of what has been achieved. I trust I have contributed to that celebration."

Boyle River Outdoor Education Centre Positions Available

Assistant Manager

Tenured full-time salaried position

Start as soon as possible 2009

With Ian Olson moving on to greater things the Trust has re-defined the role of the Assistant Manager and upgraded the position to full time.

Instructor/Project Manager

Two tenured full or part time salaried positions

Start 26th Jan 2009.

Training available Feb 2-5

The tenure of these positions could be for one or two years, and employment could be fulltime or for the duration of the school year.

We are looking for people

- ➔ with NZOIA awards and/or
- ➔ qualifications on the NQF and/or
- ➔ who are working towards such qualifications
- ➔ with a background in environmental and outdoor education

The Boyle provides outdoor education experiences to primarily secondary students and has been accredited with OutdoorsMark and recognised for its outstanding facilities.

See www.boyle.org.nz/employment for more details contact

Wendy Davis wendy@boyle.org.nz



Awesome Outcomes through Gateway at Dunstan High School

Out and About Editor Arthur Sutherland chats with Eric Schusser while exploring the Bendigo diggings



O & A: You mentioned earlier today that a couple of students had been sending you cards and emails. What were they saying?

Eric: One of the Gateway boys, Jimmy, sent a card from Milford Sound where he's got a job as a kayaking guide – exactly what he wanted to do. In it he said “thank you for your time, commitment and knowledge and everything over the last three years in OE. It was a blast and I've learnt a lot. I've also overcome a lot of things and have become less shy to try new things.”

O & A: And the other?

Eric: Mat flicked me an email as well – he's aiming to travel for the year taking photos then go do Outdoor Education at CPIT. “I have got my self a camera, it is great. Also in the process of planning a wee trip for next year, but think I will be mainly working for parents to get money for 2010, to head to Christchurch for outdoors course. A GAP year! Thank you so much for everything you have done for me; for helping me gain my outdoor experience, skills and qualifications; and for being a great person, friend and teacher. I could never thank you enough, you have done so much. Thank you.”

O & A: What courses did the students take at school in 2008?

Eric: The three students selected Gateway and Year 11 Outdoor Education Leadership from the menu of subjects offered at the start of the year; two of the students also selected Year 13 ABL and the other chose Year 13 POE; while one chose photography as their fourth subject. Basically they were all doing three out of five lines in Outdoor Education.

O & A: As I understand it Gateway is about gaining experience, credits on the NQF and becoming informed about the requirements and expectations associated with a student's career pathway and perhaps moving into a job at an appropriate time. What sort of work placements did these students have in 2008?

Eric: They worked with

- ★ A ski field – looking at ski patrol and instruction sides
- ★ A MTB trail riding company catering for tourism markets
- ★ A kayak company looking at guiding
- ★ Worked with the local youth worker who is using adventure based facilitation approaches with primary aged students to develop social and personal skills – this was a chance for

them to give something back to the community and explore other ways of using Outdoor Education

- ★ An Outdoor Education instructor contracted to Dunstan High and who also is the Learning Adventures Operations Manager
- ★ The Dunstan High Year 11 Outdoor Education course where they were assistant facilitators helping to deliver the course
- ★ I also took all of them on the Year 10 camp at the start of the year where they were part of a 6 person student trained leadership team along with 4 staff. That was a smart move as I got to work really closely with them in the first 3 weeks and work us all together as a team
- ★ Upskilling to the latest SARINZ search approaches on the Year 12 OE the search and rescue camp. These guys would simultaneously but separately plan a paper search and rescue at the same times as the year 12's. They'd end up planning 5 searches by the end of the week but at a much higher theoretical level than the year 12's based on the SARINZ MLSO (Manage Land Search Operations) course



– lots of stuff on decision points. We'd debrief them later. It was great for me developing my skills in that field as well

- * Red Cross for standards First Aid course requirement
- * Me in my role as volunteer ambulance officer/workplace assessor, specifically for the crisis management/ advanced first aid module

O & A: Before I ask you about the crisis management experience given your photography work for the school did you have any part in X's photography course?

Eric: I mentored the student undertaking the photography course and involved him in the work I did for the school production. He has produced some awesome shots and his final portfolio was one of the best there – very graphic.

O & A: Tell me about the crisis management module?

Eric: Module might not be the right phrase. I provided them with a five day intensive training day and night after school had finished for the year and externals

were all complete. Prior to that on the Aspiring SAR camp I'd covered extra first aid beyond the standard stuff which included blood pressure, detailed secondary surveys for back country, patient report forms, splinting options, shelter, hypothermia, patient transfers, during exams we'd also spent time doing detailed secondary surveys to develop a systematic approach that they then repeated on brothers/ mothers etc at home prior to the five day intensive assessment

O & A: You are a classic Eric, always involving parents and family. Tell me more.

Eric: They learnt a lot about working in a team, delegating, dealing with professionals, making the right decision rather than the easy one, communication, people reassurance skills as well as all the technical skills. We had a great time over the course. It was neat watching them develop from being nervous about working with emergency services at a professional level and then when it came to the moment doing a fantastic contact job, preparation and packaging of

the patient and then transfer. They were pretty proud of what they achieved.

O & A: What local emergency services were involved in this intensive?

Eric: Both the Alex Fire Brigade and Ambulance Service. (*Eric is an ambulance staff member. I watched him in action during the winter when a bus loaded with University of Otago students ended up off the Cardrona Ski field road through the positive actions of the driver-editor*). I wanted to introduce the students to front line emergency services, how they work, their gear and equipment – the ambos were fantastic as we did multiple assessments with them being called to various obscure outdoor locations. The students would use radios, call up Southcom and then meet the crews, guide them to the location, do a patient handover, help re package as necessary then help carry out. They saw other professions in actions and on the last job, the ambos turned up with drink and food for them. Fantastic fun and I was very proud of how professional they were.

O & A: Have there been any other outcomes for the students?

Eric: They gained credits on the NQF; their independence was enhanced; motivated to assist school in the future; awareness of what life is like in a workplace; explored career pathways; affirmation of career pathway; informed their decision making; gained new skills; achieved and set new goals and took up employment; gained a Level 3 Risk Management Certificate offered by Sfrito*; less shy, could see how sometimes you have to work over time to get a result with





a group – one week won't do it, it needs a year with a lot of work around self awareness

O & A: I'm so impressed that the Dunstan High Outdoor Education Programmes cater for groups of students and individual students. The complexities must be a challenge for you?

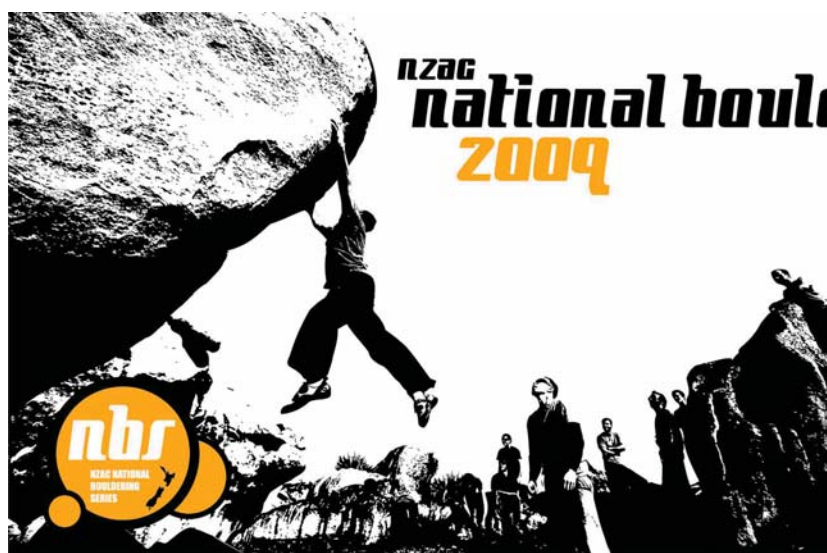
Eric: The GATEWAY Coordinator has been very creative. She is so supportive of students and has made it work for them and us and the ITO. Right down to the wee card at the end of the year from her thanking me for going the extra mile with the guys – everyone likes to feel valued. She and I have a great relationship and have made it work for these students – lots of extra hours outside the "Job" have been a strain but heck it's great when you see these guys take on the challenges and come up with the goodies and that makes it worth

it. Sometimes it's disappointing where these guys (and their parents) have determined the direction they want to go in life – i.e. OE – and yet they/we still get flack from some teachers about them being away from class. I wish some staff were more aware of what GATEWAY is, what it offers and were a bit more compassionate with students. Some staff unfortunately only see the trees in front of them that have there subjects name engraved in the trunk and not the massive forest of possibilities around them that our kids see.

O & A: I understand from my work as an advisor to schools on matters pertaining to career pathways that some schools have agreed that the GATEWAY programme and others such as STAR are as important as any other course on offer. Others have yet to achieve this outcome. Clearly you see real benefits in the GATEWAY

programme at Dunstan.

Eric: We had a lot of laughs during the year and really when you come down to it I'm just a guy throwing a few doors past these guys – it's not rocket science – they've taken up so many challenges and grown from it to the point where we're a team delivering a programme for others – for them its got independence and interdependence thrown in, mastery of outdoor skills and facilitation skills, a huge sense of belonging to something special and the opportunity to practice generosity by giving something back to others. – those four things (independence, belonging, mastery and generosity) are the essence to me of great education and a life well lived.



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Accreditation with Sfrito

Too often schools comment “the Sfrito accreditation process is very difficult and takes too long” while Sfrito representatives are heard to say “schools are poorly prepared for the accreditation process.” In this article Arthur Sutherland provides some insight to the process, requirements and best practice.

What does the Sfrito Accreditation Guide have to say?

This “Accreditation Guide” has been developed to provide information on the process and essential requirements to help an Applicant Organisation gain Sfrito Accreditation.

What is Accreditation?

1. Accreditation is an evaluation process to determine whether an Applicant Organisation has the ability to assess against the specified standards within the scope of an accreditation application. It focuses on the Applicant Organisation’s Quality Management Systems (QMS), evaluation policies, procedures and evidence.
2. Granting of accreditation for Sfrito unit standards is the responsibility of the New Zealand Qualifications Authority (NZQA).
3. NZQA checks that the Applicant Organisation meets the requirements of Quality Assurance (QA) Standard One*
4. Sfrito’s role is to check that the Applicant Organisation meets the Sfrito sector specific requirements listed in the Accreditation and Moderation Action Plans (AMAPs)**.
5. This means that formal accreditation for Sfrito unit standards is a two stage process – through NZQA and through Sfrito. Usually the Applicant Organisation is required to produce only one set of documentation that can be evaluated both by NZQA and Sfrito.
6. Sfrito does not allow blanket accreditation for multi-site organisations. Each site will be individually reviewed to ensure it meets Sfrito accreditation requirements.

7. Sfrito is able to help an Applicant Organisation with preparation of the accreditation application and recommends contact with Sfrito at an early stage in the process to ensure all requirements are understood and the Applicant Organisation is aware of the resources and assistance available. Depending on the assistance needed there may be charges for this service.

How long does this process take?

1. Once an application is received, Sfrito will allocate an Analyst to evaluate the documentation.
2. There is a standard turnaround time of 15 working days for the initial evaluation of accreditation documentation.
3. If the information supplied is insufficient the Analyst will require the Applicant Organisation to carry out the remedial work required. The final timeframe will therefore depend on the Applicant Organisation’s ability to source the necessary additional information and submit for re-evaluation.
4. The Sport, Fitness and Recreation industries can involve high risk. To ensure Applicant Organisations meet the requirements of industry the Sfrito Analysts are very thorough in the evaluation process. From our experience, it can take several attempts to document and supply all the required information, and arrange a Site Visit (if necessary). Considerable “backwards and forwards” communication may be necessary until the Sfrito Analyst is satisfied that all requirements have been met.
5. If an application for Accreditation or Accreditation Scope Extension is not completed to Sfrito’s satisfaction within one year from submission of



the initial documentation, Sfrito reserves the right to request resubmission of up-to-date materials/documentation in order for the process to be continued.

* QA Standard One – <http://www.nzqa.govt.nz/for-providers/aaa/resources.html>

** For an explanation on AMAPs – <http://www.nzqa.govt.nz/framework/amaps/index.html>

New Accreditation Applications

Sfrito requires copies of the Applicant Organisation's policy and process documentation relating to the eight criteria*** detailed in the AMAP and the Sfrito Accreditation Checklist.

Accreditation Scope Extension Applications

1. For Accreditation Scope Extensions, Sfrito must sight documentation that the original policies and procedures forwarded by the Applicant Organisation are being implemented.
2. Accreditation Scope Extension applications are based on evidence. For example, the Analyst

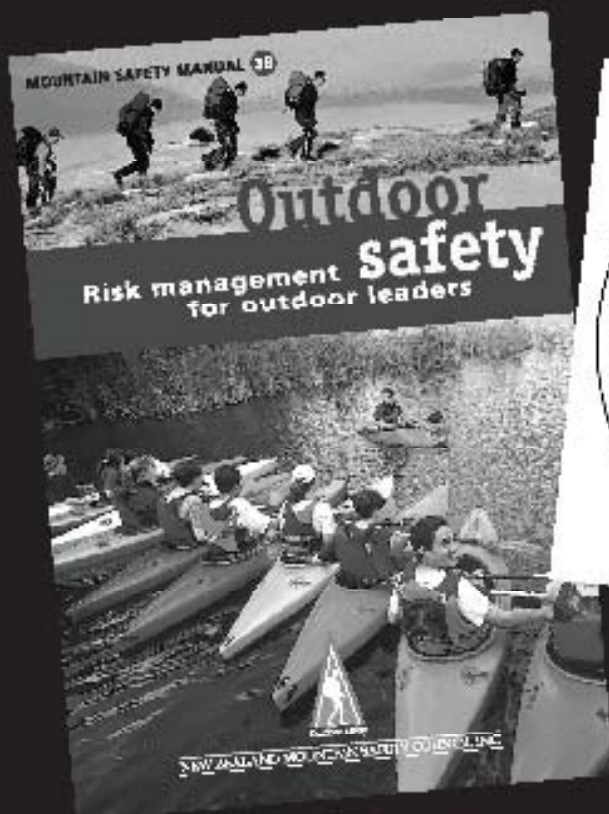
will expect to see evidence of meetings attended, industry consultation, staff qualifications, emails, working documentation of student and staff evaluations etc.

(Note: It is important that "working" documentation is provided, not simply blank templates. If a blank template is provided because there has been no action in that area, then evidence of the necessary policy/process to complete the template must be supplied.)

Accreditation Application Site Visits

Site Visits focus on systems or evidence gaps within the Applicant Organisation's documentation and will seek to establish whether the documentation is an accurate reflection of the Applicant Organisation's situation. The Sfrito Analyst will also look at the systems that are in place with a view to ensuring that the Applicant Organisation is capable of maintaining and implementing additional systems. (It is acknowledged that not all systems will be in place, but it is expected that there will be relevant systems for the above to occur.) Site Visits by NZQA/ITPQ and an Industry representative are required for accreditation

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applications as stated in the relevant AMAP (unless waived).

Sfrito Provider Reviews

To ensure the quality of training and assessment standards are maintained, Sfrito will annually review the practices of randomly selected training providers. All costs for this “Provider Review Visit” will be met by the Provider in accordance with the Sfrito AMAP.

Reviews are carried out through a visit by a Sfrito appointed Review Analyst. The Reviews are intended to be educative and customer focussed. The results of a Sfrito Review often highlight excellent training and assessment practices and can be a way of commending best practice as well as completing Sfrito Annual Moderation processes. Any Provider selected for a Review Visit will be notified early in any calendar year, with visits taking place generally in the second half of the year.

***** General requirements for accreditation**

Criterion 1 Development and evaluation of teaching programmes

There is a system for developing coherent teaching programmes and for their evaluation, which should include evaluation by learners/consumers.

Criterion 2 *Financial, administrative and physical resources*

Adequate and appropriate financial and administrative resources will be maintained to enable all necessary activities to be carried out.

Adequate, appropriate and accessible physical resources will be available for supporting students to meet the required standards.

Criterion 3 *Staff selection, appraisal and development*

A teaching staff with the necessary knowledge and skills will be maintained through staff selection, appraisal, and development.

Criterion 4 *Student entry*

There is a system for establishing and clearly publicising student entry requirements that include no unreasonable barriers.

Criterion 5 *Student guidance and support systems*

Students have adequate access to appropriate guidance and support systems.

Criterion 6 *Off-site practical or work-based components*

There are arrangements for ensuring that any off-site practical or work-based components are fully integrated into the relevant programmes.

Criterion 7 *Assessment*

There is a system for ensuring that assessment is fair, valid, and consistent.

Criterion 8 *Reporting*

There is a system for providing students with fair and regular feedback on progress and fair reporting on final achievements, with an associated appeals procedure.

There is a reliable system for archiving information on final student achievements.

Suggested best practice

1. Have all your documentation in place before forwarding it for analysis.
2. In setting your expectations be cognisant of the Sfrito comments such as “once an application is received, Sfrito will allocate an Analyst to evaluate the documentation.....There is a standard turnaround time of 15 working days for the initial evaluation of accreditation documentation..... The Sport, Fitness and Recreation industries can involve high risk. To ensure Applicant Organisations meet the requirements of industry the Sfrito Analysts are very thorough in the evaluation process. (From our experience, it can take several attempts to document and supply all the required information, and arrange a Site Visit (if necessary))”.
3. Your documentation must be concise, compact and easy to follow (referenced as comprehensively as possible) and include:
 - The Applicant Organisation’s Quality Management Systems (QMS), evaluation policies, procedures and evidence.
 - Only documents relevant to the Accreditation Application process
 - The completed Accreditation Checklist.
 - The eight General requirements for accreditation



4. Easy to follow includes identification within the completed checklist of where things can be found for example, cross-reference to where 6.1 can be located in the accompanying documentation
5. All the documentation must be easily understood and followed by existing and new staff
6. The visit by Sfriso is about assessing how the documented procedures are being implemented therefore the latter should capture actual practice
7. Check off what your school currently has in place before creating anything new
8. Ensure anything new is embedded before applying for accreditation



Drowning Statistics

Our Drowning statistics while on the decline are still too high. Each year about 20 people drown at our beaches. Half of these drown at surf beaches and 1/4 are swept off rocks. According to a feature article in the Sunday-Star Times (4th Jan 2009) last season 3400 guards on 80 beaches performed 111000 preventable actions-bollocking swimmers for being foolhardy, shepherding them back between the flags, that sort of thing- and carried out 1680 rescues and 272 searches putting in a combined 183000 patrol hours. See www.surf.lifesaving.org.nz

“Nine males, one female drown over (Christmas) holiday” (ODT Jan 6th 2009). WSNZ statistics released yesterday show eight of these deaths were recreational with all types of water bodies involved: beaches, lakes, rivers, off-shore, a pond, and tidal waters. No age group escaped. Matt Claridge of WSNZ was quoted as saying “regrettably, these holidays have provided for 10 deaths that didn’t need to occur. We are fortunate that there weren’t a great many more deaths, as the reported rescue incidents and near misses suggest a real lack of planning and attention to some basic safety requirements. There is no point in being in, on or around the water if you don’t have the skills and knowledge to be there. It is not reasonable to rely on lifeguards or other rescue services when precautions and safety measures could negate such a need.” (NZPA) See www.wsnz.org.nz



Outdoor Activities – Guidelines for Leaders (5th Edition)

This edition replaces the 1996 publication *Outdoor Pursuits* – Guidelines for Educators (4th edition).

These guidelines are for outdoor leaders including teachers, employed and voluntary instructors, assistant instructors, youth group leaders and guides. This is an essential resource for tertiary institutions and national organisations that train outdoor leaders. Employers, managers and governors of outdoor organisations may also find the guidelines useful as may participants.

The guidelines document current, accepted practice for a wide range of outdoor activities.

- Section A contains general guidelines for all outdoor activities.
- Section B contains specific guidelines for 42 outdoor activities, including abseiling, adventure based learning, kayaking, tramping, local activities such as a trip to the beach or orienteering in the local park and many more.

The resource was distributed in book format to all secondary schools and to primary and intermediate schools in CD-ROM format as part of the Active Schools Kit in 2005/2006

The resource can be ordered on line at www.sparc.org.nz

- Book \$20 (includes GST and P&P);
- CD \$5 (includes GST and P&P), or
- download for free.

If you are looking for guidelines for activities that are not included in this publication, please send a message to **Anne Tresch, ONZ Administrator, PO Box 11 776, Wellington** or
Tel: W 04 385 7287
Fax: W 04 385 9680
Email: Anne@outdoorsnz.org.nz

The resource complements:

- Ministry of Education, (2002) *Safety and EOTC – A good practice guide for New Zealand schools*,
- Mountain Safety Council, (2004) *Outdoor safety – risk management for outdoor leaders*,
- Standards New Zealand, (2004) *New Zealand Guidelines for risk management in sport and recreation*,



EONZ and Sfrito

A number of meetings, one more formal than the others, have occurred in the second half of 2008.

Formal meeting

Sue Gemmell, Paul Richards (Sfrito) met with Arthur Sutherland and Fiona McDonald in Christchurch 9th October 2008.

Outcomes:

1. Agreed to maintain a regular meeting schedule and to communicate on a more regular basis and establish guidelines for a continued working relationship.
2. Sfrito provided an update around the Leader qualifications – EONZ provide some feedback (much of this has been outlined above and reinforced in the three meetings to date).
3. Sfrito provided an update on the Risk Management award
4. Sfrito provided an update on proposed accreditation changes.

Risk Management Award... the Sfrito position:

During the research and consultation for this project we have realized that our current Level 3 qualification the National Certificate in Outdoor Recreation Leadership and the associated National Award in Risk Management will also need re working if they are to fit with the new pathway. This qualification and unit standard review is a large

project and is likely to take at least a year to complete. We are reluctant to start this project until we have the new leader qualifications on the framework.

However there is considerable pressure to adjust the National Award in Risk Management to make it better fit for purpose. To this end we wish to propose a “quick fix” solution that might hold us over until the bigger project can be started.

This update is to provide you with some information about the approach and to seek your feedback.

Objectives:

Short term

- To adjust the Award in Risk Management so that it better reflects the competencies required by the target group.
- To provide a training and assessment pathway that reduces barriers to completion
- To minimize the impact on NZQA Accredited Providers currently accessing TEC funding for this qualification.

Long term

- To assess the relevance of the National Certificate in Outdoor Recreation Leadership level 3
- To develop a qualification that captures the risk management needs of a wider pool of activities. A Risk Management award that will serve EOTC in general rather than just outdoor recreation activities.

Re-branding of Sfrito

The Sports Fitness and Recreation Industry Training Organisation is now called Skills Active Aotearoa. There contact details are info@skillsactive.org.nz 0508 4SKILLS (04 385 7124) www.skillsactive.org.nz

- NB the long term plan will be put into action after the Leader qualifications have been finalized and the Sfrito Level 5 National Certificate has been reviewed to better align with NZOIA level 1 awards.

Approach (short term only):

Adjustment to qualification:

We propose the removal of two unit standards that seem to exceed the skills described in the purpose. (unit standards 424: Respond to an emergency care situation and 20160: Demonstrate Knowledge of weather processes and their effects on outdoor recreation in New Zealand)

These will be replaced with units that better compliment the purpose (Unit standards 13377: Identify and manage hazards and risks related to a recreation activity environment and 20142 Assist with leadership of an outdoor activity)

Consideration was given to developing a number of new units specifically aligned with the scope and syllabus of this qualification but the negative consequences to providers resulted in this idea being rejected in the short term.

Draft scope and syllabus documents along with a brief outline of the proposed qualification changes have been included for your consideration.



Improve the training and assessment pathway

In conjunction with these changes we also propose creating clearer training and assessment pathways for the Award.

The key subscribers to this Award have to date been Teachers. In many cases the teacher is the HOD of Outdoor Education with the school and there are few opportunities for mentoring and internal assessment. This has made the cost of this award prohibitive.

Possible Solutions.

The following are proposed changes to the assessment methodology that will make

the award more accessible with better consistency of training and assessment.

- Develop comprehensive training and assessment workbooks
- Develop a system to facilitate approved instructors to deliver workplace training courses. Such courses will be advertised through the Sfrito website and can be more easily audited.
- Develop a more cost effective approach to assessment. This is likely to include a weekend group assessment, workbook evidence and an endorsed practical portfolio.
- Continue to offer the current methodology for workplaces

that have an internal training and assessment pathway.

At this stage we are seeking your feedback on the proposed changes to both the Award and the training and assessment strategy.

Please find enclosed for your consideration.

- A draft qualification descriptor – showing the unit standards for the proposed Award.

There is some degree of urgency to make this material available so a prompt response would be appreciated. Please reply via email no later than the 30th November 2008.

Sfrito support for schools

Sfrito have made it very clear that they do have a role to play in supporting teachers. Their involvement is at two levels. Namely, supporting teachers in their assessment of students against unit standards and supporting teachers gain qualifications on the NQF.

Base scope accreditation

In addition Sfrito are currently working with EONZ and NZQA regarding the 'base scope accreditation.' The goal is to have a number of 'low risk' in terms of hazards Sfrito unit standards included in the base scope accreditation. This will mean that the schools will not have to apply to Sfrito for permission to assess against these units; rather new schools and those with Year 11 for the first time would submit their generic procedures to NZQA and become accredited.



Instructors

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Information and application forms can be found on our website, www.outwardbound.co.nz or from David Mangnall, Training Manager
Outward Bound New Zealand
Private Bag 403, Picton 7372 Ph: 03 520 8290
or email: dmangnall@outwardbound.co.nz





EOTC Review

By Arthur Sutherland

Safety and EOTC – A good practice guide for New Zealand schools was published in 2002, and a review was planned to ensure that five years later the guidelines were still meeting the needs of schools. At the Minister's request, the Ministry brought this review forward. The current version is still available at www.tki.org.nz/e/community/eotc/resources

The Ministry in a communication to all school principals 'reassured boards that while the review is under way, they can continue to rely on the existing guidelines.'

The following sets the parameters for the review

What is meant by EOTC?

EOTC is the acronym for Education Outside The Classroom. My conversations with schools always include the question 'what do you understand EOTC to include?'

Occasionally the response is EOTC is curriculum-based learning that extends beyond the four walls of the classroom.

Clearly the respondent has been reading *Safety and EOTC – A good practice guide for New Zealand schools*.

The Ministry is very clear, yet there is uncertainty within some schools. Worse still there are some who say a Sports Tour is not a school event. Likewise some say Saturday sport is not EOTC. The Ministry cites museum visits,

Marae visits, rocky shore studies, sports trips and outdoor education camps as examples of EOTC. I always include sports and cultural events including overseas trips, weekend sport, art gallery visits, Geography field trips, sea kayaking, and kapa haka performances in the community.

The role of contracts

Wherever there is an agreement with another party such as the completion of an entry form, and/or the payment of money, and/or a Memorandum of Agreement, there is now a contract. For example, if the school purchases air fares for students and/or staff to fly to wherever, then the event is a school one and the event is an EOTC one!

Why do teachers take students outside the classroom?

Teachers and principals often site the following when asked why they take students off-site:

- Learning about yourself
- Learning about the environment
- Experiencing competition & team participation
- Physical activity
- Learning about safety
- Experiencing another culture
- Learning from the resource that exists beyond the classroom
- Engaging in competition

See pages 7 – 9 in *Safety and EOTC-A good practice guide for NZ schools*

The review to-date:

1. Steering group met to scope the review and produced a project plan
2. EOTC Reference Group affirmed the project plan and reported to the Minister
3. Cathye Haddock prepared framework for the front section of the guidelines, given that this section will undergo considerable change to reflect the NZ Curriculum 2007
4. The Minister requested regular updates from the Ministry
5. Three EOTC Reference Group meetings have focussed on the review
6. Fiona McDonald (teacher rep) and Arthur Sutherland (EONZ rep) have set up a group of six as their reference group
7. The draft front section has been to a Cathye Haddock convened focus group in the Wairarapa
8. ERO gathering baseline data on school EOTC procedures in 2008 and 2009
9. Ministry Curriculum personnel have contributed to the front section which looks at pedagogy
10. A writer has been contracted
11. The Steering group has met three times
12. Arthur Graves has been seconded to the role of independent chair of the EOTC Reference Group
13. Considerable progress has been made in ensuring that the legal section is up to date



Next steps

1. Continue with consultation and writing
2. Following completion of the draft there will be consultation
3. Printing and then distribution
4. Development of PD
5. Roll out of PD to schools
6. ERO to evaluate the effectiveness of the PD

Expectations of the writer

1. Very little change to the safety sections
2. Change to the title
3. Re-positioning of the blue box on page 21
4. The blue box on page 21 will reflect requirements of SportsMark, Sfrito, OutdoorsMark and the Ministry
5. The document will reflect the role of the Sports Coordinator and EOTC Coordinator, or their equivalents
6. Update with regard to legal changes that have occurred since 2002
7. Use of on-line for the tool-kit section
8. The new document will be loaded with pedagogy as this is an opportunity to incorporate material similar to what was in Anywhere Everywhere.



EONZ acknowledges the support of the Perry Foundation and Pub Charity.

The **Perry Foundation** supports the publication of *Out and About*.

Pub Charity have helped us resource the 'EONZ office'

Lifeline Deadline

The 1st of Feb 2009 deadline for the switch to 406 Distress Beacons will have come and gone as you read this and the old system will not now be monitored! Registering your new device is free and simple. See www.beacons.org.nz

EONZ website

The EONZ website is the place to go for information. It includes the schedule of events both national and regional; all you need re Outdoor Leader; articles from Out and About; articles and presentations by members; and direct links to relevant websites

NZ RESEARCH feedback to the fore

A huge study based on research into 83 million students from around the world shows that the key to effective teaching is the quality of the feedback students get and their interaction with teachers. Auckland University professor John Hattie's research has confirmed what outdoor education teachers see as the key to their work. Teaching students to rock climb, cross a river, pitch a tent etc requires interaction especially feedback and peer assessment.

(Many have written about the value of feedback. Thanks to my colleagues in the atol project I have in excess of 50 quotes on feedback-Editor)

"Setting objectives and providing feedback are strongly related to student achievement." Marzano, R., Pickering, D. & Pollock, J., (2001). Classroom instruction that works: Research-based strategies for increasing student achievement. In Alton-Lee, A. (2003). *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis*. Wellington: MOE.

"... It is useful to summarise the characteristics of assessment that promotes learning. These are that:

- it is embedded in a view of teaching and learning of which it is an essential part;
- it involves sharing learning goals with pupils;
- it aims to help pupils to know and to recognize the standards they are aiming for;
- it involves pupils in self-assessment;
- it provides feedback which leads to pupils recognizing their next steps and how to take them;
- it is underpinned by confidence that every student can improve;
- It involves both teacher and pupils reviewing and reflecting on assessment data." Assessment Reform Group. (1999). *Assessment for Learning: Beyond the black box*. Cambridge: School of Education.



Congratulations to recent Outdoor Leader holders

EONZ has been busy assessing and revalidating candidates for the Outdoor Leader Award and consolidating the assessor pool. Congratulations go to the following who have gained the award in 2007-08 either through grand-parenting, revalidation or the assessment episode.

| | |
|------------------|--|
| Glenn Close | Papanui High |
| Alesha Hobbs | Boyle River OE Centre |
| Kaye Norstrom | Avonside Girls |
| Louise Thomson | Avonside Girls |
| Ashleigh Kersten | Boyle River OE Centre |
| Cameron McKeown | Boyle River OE Centre |
| Sam Richardson | Timaru Boys High |
| Katrina Pollard | Kaiapoi High |
| Liz Thevenard | Victoria University |
| Allen Hill | Otago University |
| Fiona McDonald | Kaiapoi High |
| Clinton Fee | Boyle River OE Centre |
| Pete Brailsford | Unlimited |
| Gemma Perriam | EONZ |
| Eric Schusser | Dunstan High |
| Allan Kane | Hornby High |
| Ian Thomas | Marlborough Girls |
| Darren Rooney | Lincoln High |
| George Elliott | Lincoln High |
| Kay Nordstrom | Avonside Girls |
| Louise Thompson | Avonside Girls |
| Neil Sloan | Cashmere |
| Katie Gray | Boyle River OE Centre |
| Matthew Johnston | Boyle River OE Centre |
| Jaron Frost | Boyle River OE Centre |
| David Felstead | Boyle River OE Centre/ Activity Hanmer |
| Amy Devlin | Boyle River OE Centre/ Activity Hanmer |
| Sam Palmer | Boyle River OE Centre/Activity Hanmer |
| Steve Hodgkinson | Kaiapoi High |
| Allan Easte | Hurunui College |
| Ed Rimmer | Garin College |
| Greg Jansen | Kaiapoi High School |
| Tara English | Hurunui College |
| Guy Sutherland | Roncalli College |
| Lynne Arnold | Napier |

Those who gained Outdoor Leader or Outdoor One in the past are encouraged to make application for revalidation of their award by contacting Arthur Sutherland after consulting the EONZ website www.eonz.org.nz

The Outdoor Leader Award (ODL)

Designed for teachers and youth leaders the three partners to the award EONZ, NZOIA and NZMSC agreed to continue with the Outdoor Leader Award until such time as it was no longer required.

The current work being done on the new Leader Awards has yet to reach a decision on this matter. ODL is the best award available for those leading day walks on formed tracks with or without an overnight.

The EONZ Executive has agreed to promote the award and to encourage past holders of Outdoor One and ODL to have their award revalidated. Currency is proven through revalidation.

Many teachers with higher qualifications in bush (camping and tramping) and/or Kayaking and Rock Climbing have been applying for ODL. The latter do not cover off the ODL scope and therefore it should not be assumed that a holder of Rock One is component as a leader in the bush.

The Award consists of two components:

1. Prerequisite written tasks
2. A 24 hour practical

See www.eonz.org.nz and contact the ODL programme manager arthur.sutherland@canterbury.ac.nz



Search and Rescue Institute New Zealand – SARINZ

Welcome to SARINZ! As New Zealand's principal search and rescue (SAR) training provider we are well placed to support outdoor instructors and leaders to handle SAR emergencies. In November we delivered a practical skills workshop to EONZ on what to do when you or someone in your party gets lost. We are keen to share our knowledge and systems with you and your industry to enhance everyone's experience in the outdoors. We look forward to developing our relationship and training with you in 2009.

About SARINZ

The Search and Rescue Institute New Zealand (SARINZ) is an international training centre of search and rescue (SAR) excellence. All our services are designed and delivered by search and rescue training specialists who are operational in SAR. This ensures SARINZ meets its purpose to equip search and rescue personnel with

the practical skills and knowledge to search for and rescue others in alpine, backcountry, rural, urban, and coastal or workplace environs.

SARINZ achieves its purpose by:

- ✱ *Educating the NZ public in search and rescue*
- ✱ *Providing education, training and assessment for developing and retaining an internationally credible, effective and efficient SAR capability throughout New Zealand.*
- ✱ *Promoting and supporting SAR research and development*

Since 2003, SARINZ has delivered over 1200 training days to more than 6500 SAR practitioners in New Zealand, Antarctica, USA, Canada, Iceland and Australia.

Specific training/consulting projects with the likes of the Australian (and NZ, USA) Antarctic Divisions, NZ Defence Force, Department of Conservation, Civil Defence, NZ Fire Service, NZ Police and SAR volunteers (via LandSAR) means that SARINZ can offer a range of services to advance the skills and capabilities to help others save lives.

The not-for-profit SARINZ Trust and charitable operating SARINZ Company were established in 2003 to provide for the above purposes and also to undertake, promote and support research and development relating to SAR. The company is 100% owned by the Trust and serves as the vehicle to accomplish the Trusts' objectives.

Feel free to visit the SARINZ website at **www.sarinz.com** or contact Tony Wells, Programme Manager Search at **tony@sarinz.com** or Ross Gordon, SAR Development Manager at **ross@sarinz.com**. We will be taking a break in the hills over Christmas and we look forward to catching up in 2009.

Out & About on the EONZ website

Out and About content appears on the website in PDF format. Currently issues 15, 16 and 17 are there in full as one pdf while a selection of articles and the editorial from issues 18, 19 and 20 are posted on the site. **www.eonz.org.nz**



EONZ national office now in Canterbury

The national office transitioned successfully from Wellington to Canterbury during the second part of the year. Thanks are expressed to Pub Charity, whose donation purchased a laptop, operating software and a laser printer. All queries, accounts and other business can be directed to the office.

Education Outdoors New Zealand Inc.

354 Tram Road
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Phone: 03 327 9551

Email: eonz.eo@clear.net.nz
Web page: www.eonz.org.nz



Standards Alignment Project

Fiona McDonald reports on progress up until Dec 2008.

The group charged with the responsibility of aligning the PE Achievement and Unit Standards within the Physical Education domain on the NQF submitted Milestone 5 (and final I believe) to the MOE on the 9th Dec 2008.

The work then goes to NZQA and MOE where a group of three then check what has been done and the units go through the quality assurance process.

The major changes for Outdoor Education are:

1. changes to the L2 ABL unit standard which becomes L1 unit
2. L3 Outdoor Pursuits becomes 'multi-day activities' and becomes L2
These changes have had to occur to avoid duplication with existing achievement standards and to match the levels and achievement objectives (AO) in the new curriculum.
3. The L2 achievement standard around safety management has changed to a unit standard to allow the unit to have more credits in line with the work involved. It now has 4 credits.
4. There are now new L1 and L3 safety management unit standards.
5. All of these unit standards have merit and excellence attached to them.

Hopefully the other outcome of the project will be a recommendation from the PENZ group that new units be developed so that senior students can study both PE and OE courses without having to use Sfruto units for assessment. The expectation is that the following

or similar units be developed: L1 sustainability, L2 & L3 group processes to follow on from L1 ABL, L1 & L3 Outdoor pursuits, L1, 2 & 3 environmental processes.

Alignment of NCEA Standards with The New Zealand Curriculum (2007)

(Official notice-Education Gazette 15th Dec 2008)

The Ministry of Education, in association with the New Zealand Qualifications Authority, has contracted the national subject associations to carry out a review of all curriculum-related standards so that they are aligned to The New Zealand Curriculum.

This review will also address any issues of duplication between standards and ensure credit parity. As announced by the former Prime Minister at the PPTA conference in September, and subsequently published in the 27 October *Education Gazette*, the reviewed standards will be implemented over three years with Level 1 introduced in 2010, Level 2 in 2011, and Level 3 in 2012.

Draft Matrices The subject associations are working on developing a draft matrix of the standards. Each matrix shows the proposed key assessment outcomes (titles) at each of the three levels along with the proposed credit value and assessment mode. The subject associations will be consulting on these. The link below provides access to these drafts as they become available. <http://www.tki.org.nz/e/community/ncea/alignment-standards.php>

Fiona is keen to have dialogue with people. Contact her on f.mcdonald@kaiapoi.school.nz

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



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

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

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

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

All contributions welcome:

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

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

Guidelines for written contributions:

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

Guidelines for illustrations:

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



Don't delay – post today!

The new editor hasn't been appointed yet but we still want your contributions. Please send them to Arthur Sutherland in the meantime.

By email: to arthur.sutherland@canterbury.ac.nz

By post: to Arthur Sutherland, UC Education Plus, PO Box 3252, Christchurch 8140

Deadline for next edition – May 1, 2009



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
R D 2 Kaiapoi 7692

Name: _____ Phone: _____

Address: _____

_____ Fax: _____

_____ email: _____

Contact Person (in Organisation): _____ enrolled at: (for students only)

Membership category (please circle one):

| | | |
|---------------------------|-----------------|---|
| Organisation | \$100.00 | (all organisations, and Schools with rolls above 300) |
| Small Organisation | \$70.00 | (Schools with rolls of less than 300) |
| Individual | \$45.00 | (Not carried by school/organisation) |
| Student | \$25.00 | |

Payment enclosed

Direct credit: 060 561 0151538-00

Please include name of school or person

Date: _____ REGION: _____

REMEMBER! *Membership of EONZ gives you:*

Training Courses and Workshops ♦ Newsletters/
Magazines ♦ Resources ♦ Advocacy ♦ Networking
♦ Regional focus ♦ and more...

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EONZ Resources

Refer to EONZ Executive Officer – see
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