Education Outdoors New Zealand

Te Whakatika

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Issue 35 ▲ Spring 2017

Education Outdoors New Zealand

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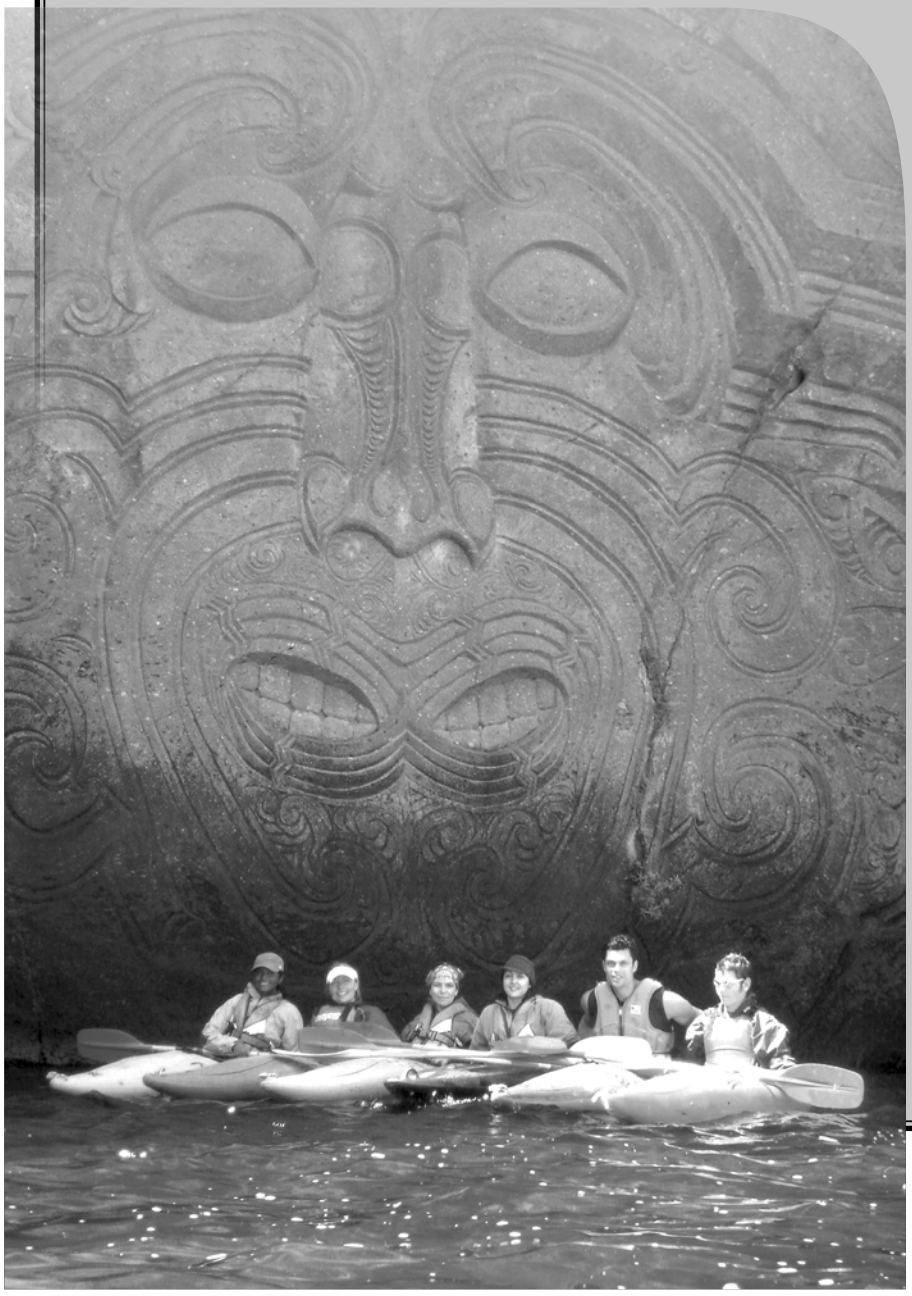

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Te Whakatika
(formerly known as Out and About) describes the start of a journey (to set out), but also means to make correct (to amend and prepare).

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EONZ is committed to fostering and advocating for quality outdoor learning experiences that can educate for a sustainable future.

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Editorial Spring 2017

by David Irwin

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

In the last issue I did not correctly acknowledge the schools that several of the student authors attended. To clarify, Norma Mclean, author of the speech delivered outside parliament attends *Wellington High School* and the reflection by Mia Faiumu, Selome Teklezgi, Sorcha Ashworth, and Narjis Al-Zaidi who organised the protest attend *Wellington East Girls' College*. I apologise for the error.

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Significantly, the focus on gender, misogyny and other forms of discrimination highlighted by the protest has continued with a related initiative aimed at improving how these issues are incorporated into curriculum. In early August a petition signed by more than 5000 people calling for "better, more consistent" sex education in secondary schools was handed to Parliament. The petition was organised by two 17-year-old high school students and calls for then Education Minister Nikki Kaye to make consent and healthy relationships a compulsory part of the curriculum. The students concerned want to see a course about healthy relationships developed for secondary school students and introduced into all schools. Importantly, the petition also argued for the recognition of lesbian, gay, bisexual and transgender communities in any resources to be developed (Stuff, 2017).

Health education is without question an important part of the curriculum as the young student activists reminded us in the last issue; increasingly so when our society is stressed by events such as the natural disasters or extreme poverty that have been visible in our country over recent years. Earthquakes in Christchurch and Kaikoura have exposed the fragility of our young people's mental health and the combination of poverty and over-priced housing in the Auckland region has resulted in levels of deprivation that our young people are paying dearly for. In this time when the overall health and wellbeing of our communities is being tested, it is ironic that training for teachers who work in the health and physical education space has been very much reduced.

In the last two issues of *Te Whakatika*, I have highlighted the decline and closure of health and physical education degrees across the country. In some ways this decline should not come as a surprise, since it is no secret that there has been an over-provision of health and physical education graduates when compared to the number of teaching positions available. The training is expensive when compared to other programmes, particularly sport science which is often seen as a replacement to health and physical education.

However, despite this trend now being well established, it is with much concern that the EONZ executive has followed recent developments at the School of Physical Education at the University of Otago that will see a drastically reduced presence of health and physical education into the future. Perhaps this concern is most acutely felt because the school has such distinguished history spanning some 70 odd years and over that time has established itself as the heart of health and physical education in this country. No other health and physical education tertiary programme in Aotearoa New Zealand has offered the same level of academic and research expertise, leadership and influence, quality and breadth of programmes, support to the wider sector, and sense of collegiality among students and graduates.

It is the professional studies and applied theory and practice areas in conjunction with sport and exercise science and sport and society studies that has made the School of Physical Education unique. The plan to dis-establish the professional studies and applied theory and practice in the school will have far reaching consequences in primary and secondary schools throughout the country. This is because there will now be far fewer graduates in the formal school sector with the ability to teach across the breadth of the school Health and Physical Education Curriculum.

Sports science graduates have limited capability to do this, yet universities appear to be widely investing in sports science programmes over health and physical education programmes, treating them it seems as interchangeable. However, although there are many sport and exercise science degrees in the country, none will replace the School of Physical Education.

From my perspective, this shift in focus towards sports and coaching at the expense of sociological perspectives on health and physical education is another symptom of the neoliberal attitudes that are now pervasive in the developed world; a culture that continues to measure education in ways that are at odds with what we are seeing as emerging and disturbing trends in some of our young people. As educators we must continually remind ourselves of what are we teaching and why? What are we trying to achieve and what are the outcomes for learners?

This edition of *Te Whakatika* presents an interesting selection of articles that grapple with aspects of the pedagogy of learning and teaching in EOTC. In the first feature article, Dr Margi Campbell-Price and Marg Cosgriff continue discussion introduced in previous issues exploring the dilemma of funding outdoor education in schools. They encourage readers to consider what learning opportunities are possible if outdoor experiences are seen as a *right* for all students, not just those who can pay. In the second feature article, Roslyn Macrae and Dr Jo Straker identify and discuss the effects of enthusiasm on motivation and learning in an outdoor education context. Interestingly, there are both positive and negative effects on motivation and learning and the impact of enthusiasm is not as predictable as one might think. In the third feature article, Molly McLaren investigates the nature of meaningful outdoor learning experiences based upon data collected from students reflecting on camp experiences with the School of Physical Education at the University of Otago. In the fourth feature article, Jessica FitzPatrick, Dr Judy Bruce and Dr Chris North discuss assessment in 21st Century and argue that educators should be thinking critically about what is being measured in assessment and why.

I hope you enjoy this edition of *Te Whakatika*, and wish you well for the coming summer months. Please consider sharing your own reflections on the issues facing EOTC through this forum.

Noho ora mai rā, nā Dave

David Irwin, PhD
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Dealing with a quandary:
Funding outdoor education in Aotearoa New Zealand

By Margi Campbell-Price and Marg Cosgriff

Abstract

School websites are one of a number of ways that schools communicate their vision, values, programmes, successes, and about their community in the public domain. An initial stimulus for this article was a study conducted by one of the authors investigating the presence and profile of outdoor education on secondary school websites in Aotearoa New Zealand. The cost associated with some senior outdoor education offerings compared with other resource-intensive subject options was a finding that provoked our collective attention. This is particularly so when Ministry of Education policy prohibits schools from compelling parents to pay fees for outdoor education courses that are part of the curriculum of a school. This article catalogues the questions and quandaries that surfaced from our consideration of outdoor education funding issues, particularly in senior outdoor education in some schools. We speculate about the importance of outdoor educators considering their 'bottom-lines' and what learning opportunities are possible if outdoor education experiences are seen to be a 'right' of all students.

Background

A teaching graduate recently shared his experience of a senior school field trip, recounting how

the trip introduced his students to a 'natural' environment that contrasted with their home city, exposing them to unique ecosystems and direct experiences that brought their classroom-based learning alive. All up, he thought it was a memorable experience for the students however felt a little conflicted about the $200 plus cost per student for the trip. Despite the teachers bringing samples of field evidence and photographs back so that the students who had not participated in the field trip could complete the assessment for the relevant Achievement Standard, something did not sit comfortably with this teacher. It didn't seem right that only those students whose families met the cost of the trip got to experience the 'authentic' field learning experience and the holistic benefits that such experiences often offer. Additional concern was expressed about an option offered to students that enabled them to do further field work in a more remote environment, for an added cost. Although the teacher could see how this 'once in a lifetime' opportunity might be desirable as an experience and add further enrichment to the students' learning, he grappled with the questions it raised about students' access to outdoor learning.

With current Ministry of Education (MOE) (June 2013) policy prohibiting state and partnership schools from charging fees for curriculum-related outdoor education activities, the scenario the teacher described accentuates the challenges educators continue to face when offering outdoor education or other subject-related field trips in environments away from the school grounds. It also highlights the potential ripple effects for students, something that we find to be troubling as this teacher clearly did. Working from a starting point that equity issues associated with the provision of outdoor education warrant our steadfast professional attention, this article charts our efforts to contribute to ongoing discussion about funding in outdoor education. We begin by briefly introducing Margie's research analysing the representation of outdoor education on secondary school websites in Aotearoa New Zealand. We shed light on our respective disquiet at finding outdoor education within senior school subject offerings is usually costly, if not the most expensive subject option for students, even when compared with other resource-reliant subject areas. We then turn to examine the questions and quandaries we identified about funding outdoor education that continued to nag at us, drawing on commentary from a previous issue of this journal (Irwin, 2015). The final part of the article suggests we review our 'bottom-lines' for the provision of outdoor education and consider what learning opportunities are possible if outdoor education experiences are seen to be a 'right' of all students.

'Within three clicks' – The research study

As noted, one key stimulus for this article was a study conducted by Margie in 2015 examining how outdoor education is portrayed on secondary school websites. The decision to examine school websites was a deliberate one as the public availability of a school website means that it allows 'front window' access to a school's community, vision and values, curriculum, and achievements. Schooling in Aotearoa New Zealand is based on choice about which school young people attend, hence school leaders need to drive differentiation in order to 'put their best foot forward' to construct or affirm their desired identity and reputation (Hesketh and Selwyn, 1999; McGuire, Perryman, Ball & Braun, 2011; Wylie, 2013). While the presentation and functionality of a school website is indicative of the resources allocated to its design and maintenance; the visual, textual and audio-visual messages inform and represent the 'story' school leaders wish to convey about their school. Outdoor education has had a long and rich history in Aotearoa New Zealand schools and arguably is an expected aspect of school life and recognised as a valuable learning context (Boyes, 2012; Lynch, 2006; MOE, 2016). With this in mind, the research started with the premise that outdoor education is likely to be reflected on a school website if it is perceived as a valued learning context and/or creates differentiation in curriculum offerings.

In practice, the study involved an analysis of the presence and profile of outdoor education within three 'clicks' of the home page of twenty percent of secondary school websites (N=104). Outdoor education featured in just over half of the websites accessed (N= 54), with its presence on those websites

ranging from minimal, to eight schools where it was highly visible and appeared integral to a school's philosophy and culture. Analysis revealed that where there was a presence of outdoor education on school websites, it could contribute to a school's appeal and distinctiveness. In particular, outdoor education created positive imagery – photographs of young people actively engaged in problem solving tasks or looking joyful in the presence of their peers at the top of a hill with a stunning landscape as a backdrop. Collectively these depicted active learning, opportunity, social connectedness and achievement and as such, these portrayals suggest outdoor education is valued as an active learning context.

In this article we initially focus our attention on the references on school websites to the cost of outdoor education in the senior school. Despite camps and other outdoor education experiences before Year 11 being visible on websites, there was insufficient information about the cost of these experiences to include junior outdoor education in this current discussion. Although many school websites include intranets for members of their school community, some websites allow public access to senior school curriculum information handbooks that detail subject option pathways, NCEA credits, policies and associated costs. Somewhat unsurprisingly given the Ministry of Education's strong encouragement of curriculum-based "learning that extends the four walls of the classroom" (2016, p. 4), analysis of these curriculum handbooks shows teachers across a variety of subjects include experiences beyond the classroom. These often incur an additional cost especially if experiences involve some form of travel. Sometimes field trips are optional, or as noted on one website, if they are some distance from the school "a decision would be made" about whether the field trip progresses "after consultation with students and parents." Further, if there are recommended or required resources like workbooks, scientific calculators, digital SLR cameras, or fabrics needed for specific subjects; these are stated in handbooks. However, it was the outdoor education experiences, whether a subject in its own right or a component of physical education, that jumped out as costly and usually the most expensive learning and NCEA credit-bearing context on offer to young people. As published on the websites examined, the costs associated with outdoor education typically ranged from $50 to $550, with these amounts usually increasing from Year 11 to 13. The only subject that came close to this cost for experiences outside the classroom were some geography field trips (up to $280 at Year 13).

The questions that nagged us

We know that school websites give only one 'window' into the outdoor education that is occurring in a school, and we firmly acknowledge they provide limited clues about the pedagogies that young people experience on a daily basis. Simply put, we appreciate that what you see isn't necessarily what you get! We also acknowledge outdoor education often requires special and additional resources, for example in the form of equipment or transportation. However, in positioning cost as an issue of equity in our discussions for this article, the complexities and apparent lack of 'wriggle room' for schools quickly became apparent. We mulled over why other subject options that incur significant resources such as specialist teaching spaces and equipment, consumables and access to digital technology (e.g. the arts, technology, and science learning areas) did not appear to require students to pay additional costs to participate. We also wondered why if outdoor education was valued in a school curriculum, it didn't always appear to attract similar resource allocation in school budgets that other learning areas did. In turn we questioned why there were ongoing shortfalls in government funding of schools that exacerbated subject areas within a school 'competing' for funds; and repeatedly pondered questions about the impact of cost on diverse students' enrolment, involvement, learning, and achievement in outdoor education in senior school programmes.

Questions about what a "free education" means in practice for outdoor education are not new. Two years ago in the winter issue of this publication, Dave Irwin (2015) noted the increasing number of queries that Education Outdoors New Zealand (EONZ) were receiving about what could and could not be legitimately charged

for. After charting Ministry policy and the Ombudsman's opinion in March 2014 about the illegality of charging for curriculum-related materials, Irwin (2015) recounts conversations with school leaders and outdoor education teachers that point to the complexities of implementing this funding policy in schools. His conversation with one senior leader in a large secondary school picks up on a quandary that had also come to the fore in our conversations discussing the website research findings. On the one hand, the value of 'real-world' applications in meaningful contexts outside the classroom is celebrated in education policy and guidelines. The *EOTC Guidelines 2016 Bringing the Curriculum Alive* for example, emphatically state the "vision of New Zealand's national curriculum cannot be achieved inside classrooms alone" (MOE, 2016, p. 5). In turn and as enumerated by the same senior leader, schools recognise and value curriculum-based learning beyond the classroom and want to retain EOTC activities and trips. However, on the other hand, schools are not allowed to charge (MOE, June 2013) even when as this senior leader notes, it is "increasingly difficult [for schools] to cover the costs for EOTC trips and activities" (Irwin, 2015, p. 20). Furthermore, and somewhat contradictorily, although teachers have been encouraged to utilise local environments in a range of curriculum-related documents (e.g. MOE, 1999, 2007; June 2013, 2016), there is also backing to broaden young peoples' horizons by introducing them to contrasting environments in "places further afield" that might extend to "travel overseas" (MOE, 2016, p. 4). Moreover, multi night experiences offer a "more powerful way of developing key life skills … and bringing the learning areas alive in real-life contexts over an extended period of time" (ibid). Thus sound learning justifications appear to be promulgated for extending young peoples' experiences beyond those in the 'backyard' during normal school time. Once again though, critical questions arise as to whether it is desirable, realistic or even possible to do this without incurring costs beyond what a school budget can allocate, and who gets 'left behind' if costs fall to parents to pick up, even by way of a "donation".[1]

Addressing the quandary?

Reconciling these quandaries is not straightforward. Irwin's (2015) recount of another senior teacher's perspective that schools are "…wary of the Ombudsman's decision and are treating voluntary funding as unrealistic" (p. 21) points to these complexities and tensions. Schools continuing to ask parents to contribute to the cost of their children's learning outdoors might be based on the 'buy in' and value assigned to these experiences by teachers, school leaders, and parents. In other words, the experience is perceived to be worth the cost. Unlike the junior secondary school, at the senior level students have the opportunity to choose the subject pathways they wish to pursue and school leaders may make the case for additional costs in outdoor education on this basis. With the provision of detailed timely senior curriculum information, such as the information accessed in Margie's 2015 website research, an argument can be made that young people and their parents

have time to pre-plan their subject options. This might assist them to select subject options they can 'afford', or embark on fundraising ventures to mitigate cost barriers. With other 'free' subjects on offer, 'expensive' subjects can be framed as options rather than compulsory curriculum. To some extent, this scenario might be less problematic in larger schools with a range of subject options (Irwin, 2015) or where related subject offerings might be on offer that allow young people to 'dabble' in outdoor experiences, e.g. as part of a physical education course, for no or minimal additional costs. Nevertheless, fundamental questions of equity related to access still persist.

Working on this discussion piece reminded us how complex the issue of funding is and how straightforward resolutions are not easy to find particularly given the current financial, political and social context of schooling. In our conversations we repeatedly came back to 'bottom-line' questions about outdoor education's purpose, what outdoor education experiences all secondary school students are or should be entitled to, and how schools might prioritise outdoor education to mitigate issues related to cost. We highlight below some insights that may be useful prompts for ongoing professional dialogue about funding as an equity issue. While triggered by the senior school context as discussed earlier, we consider they have relevance when thinking about outdoor education in junior school settings also.

What are the 'bottom-lines' outdoor education can achieve?

Teachers are encouraged to put students at the centre of curriculum decision-making. By knowing our students and their abilities, interests and prior experiences we can determine what is important for their learning (MOE, 2007). In doing so, learning becomes targeted towards individuals and groups of individuals and a one-size-fits-all approach becomes outdated, opening the door for greater differentiation. This may also mean that teachers and school leaders re-evaluate some of the historical traditions of outdoor education practice within their school community, such as multi-activity year level camps far from the school. Maybe it is also timely to rethink some of the 'grand claims' that have sometimes been made about what outdoor education achieves; sometimes to justify extended, faraway (and costly) experiences. Is it realistic for example, to suggest or infer that a one-off camp demonstrably develops students' resilience, social skills and independence rather than being a catalyst or contributor to these outcomes?

Adopting a more modest pedagogy that targets outcomes related to what is relevant and meaningful to many young people today seems pertinent when talking about bottom-lines. Developing an holistic understanding of our own and other's wellbeing is a key intent of the Health and Physical Education learning area in contemporary curricula, and young people's wellbeing continues to be the focus of ongoing media and political scrutiny. Yet, we wonder if well-being related learning and an understanding of the contributions that 'everyday' embodied experiences in nature might make to understanding ourselves, others and the environs in which we live, is prioritised enough in outdoor education curriculum and pedagogical decision-making.

Outdoor education for all?

Linked to the questions we raised about 'bottom-lines' and the usefulness of professional reflection about what it is we are trying to achieve in outdoor education, is critical consideration about who outdoor education is for. We think that one useful approach to grapple with this question is to consider what outdoor education learning opportunities and experiences ought to be part of the curriculum experienced by all students in a school; irrespective of subject choice, background, or socioeconomic circumstances. By implication, this question draws attention to not only our 'bottom-lines', but also to how these can be enacted in programmes to be inclusive of diverse students.

We found that provocative pedagogical questions arise through critical reflection about what outdoor education learning opportunities ought to be an entitlement of all students in a given school. Resourcing-related factors like staffing, location, and timing come into sharp relief; as do the advantages of orienting experiences closer to school and in the local environment. The potential benefits of a '(re)turn'

to local places and more place-responsive approaches in outdoor education programming have been repeatedly noted in professional and academic commentary (e.g. Brown, 2012; Irwin, 2015; Thevenard, 2015, Watson, 2015). These include teachers themselves feeling less stressed when operating in local environments (Brown, 2013), students relishing the challenges and the opportunities for their input into programming decisions, and enjoyment at getting to know their local environment more intimately (e.g. Brown, 2012; Townsend, 2015). Designating herself as "Miss Optimistic" when talking about her school's response to funding challenges, Sophie Watson (2015) reinforces the point that "authentic, powerful and relevant experiences" (p. 6) can be offered by utilising what is around us and without travelling far. A similar message came through from a local teacher who had been 'forced' by senior leaders to rethink outdoor education offerings based on the notion of a "free education". Bringing experiences close to home had not only increased student input into camp planning and implementation, and the use of local places and marae; but student participation overall soared to around 100%. Arguably; local, low cost outdoor education experiences can be high quality learning experiences accessible to all students.

Having said that, we appreciate that 'going local' does not necessarily always equate to 'no cost' outdoor education and a budget to resource some opportunities might still be needed. In this regard, we have pondered whether it would be useful for outdoor educators to argue the case for their local river, trails, or beach as needing to be seen to be akin to a functional specialist 'classroom'. Hence these spaces and the provision of teaching and learning within them, requires further budgetary support within schools. Just as an engineering workshop is not a functioning teaching and learning space until it is equipped with the capital items such as machinery or other safety gear; and the working materials like wood, sheet metal and electronics; some resourcing of support equipment and materials for outdoor education through the school budget might further facilitate outdoor spaces being places in which learning can come alive, day in and day out.

Conclusion

We started this article by raising the respective disquiet we had felt when reflecting on the potential impacts on students of one teacher's story about the costs associated with a field trip and of the costs associated with some senior outdoor education offerings as identified in Margie's study. Bringing an equity lens to the question of funding in outdoor education raises many questions and quandaries. This is particularly so given the apparent tensions between ongoing curriculum policy support for learning beyond the classroom and students entitlement to a "free education". Seeing one of the bottom-lines for outdoor education as access to quality learning experiences being a 'right' for all students, means thinking creatively about how to reduce and/or eliminate costs being placed onto students and their families. Professional and academic discussion suggests schools are responding in a range of ways, including focusing learning in their local environs. We are keen to hear more from teachers across the educational sector about the 'low cost' innovations emerging in their practice and school communities.

(Endnotes)

1 In the MOE circular (June 2013), schools are entitled to seek donations from parents towards the cost of a trip or camp. However, payment cannot be compelled where such camps or trips are a component of a specific course and deemed to be part of the curriculum of a school.

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The National EOTC Coordinator Database

Has your School signed up?

The National EOTC Coordinator Database initiative was implemented last year by EONZ and is supported by the Ministry of Education.

The primary function of the database is to actively support the role of the EOTC coordinator by providinga direct line of communication through:

- Notification of changes to good practice as they relate to EOTC safety management, and
- Actively building capability and competency within the EOTC coordinator role and ultimately the capability of the school to provide quality EOTC.

Talk with your EOTC coordinator and leadership team and ensure your school registers at www.eotc.org.nz.

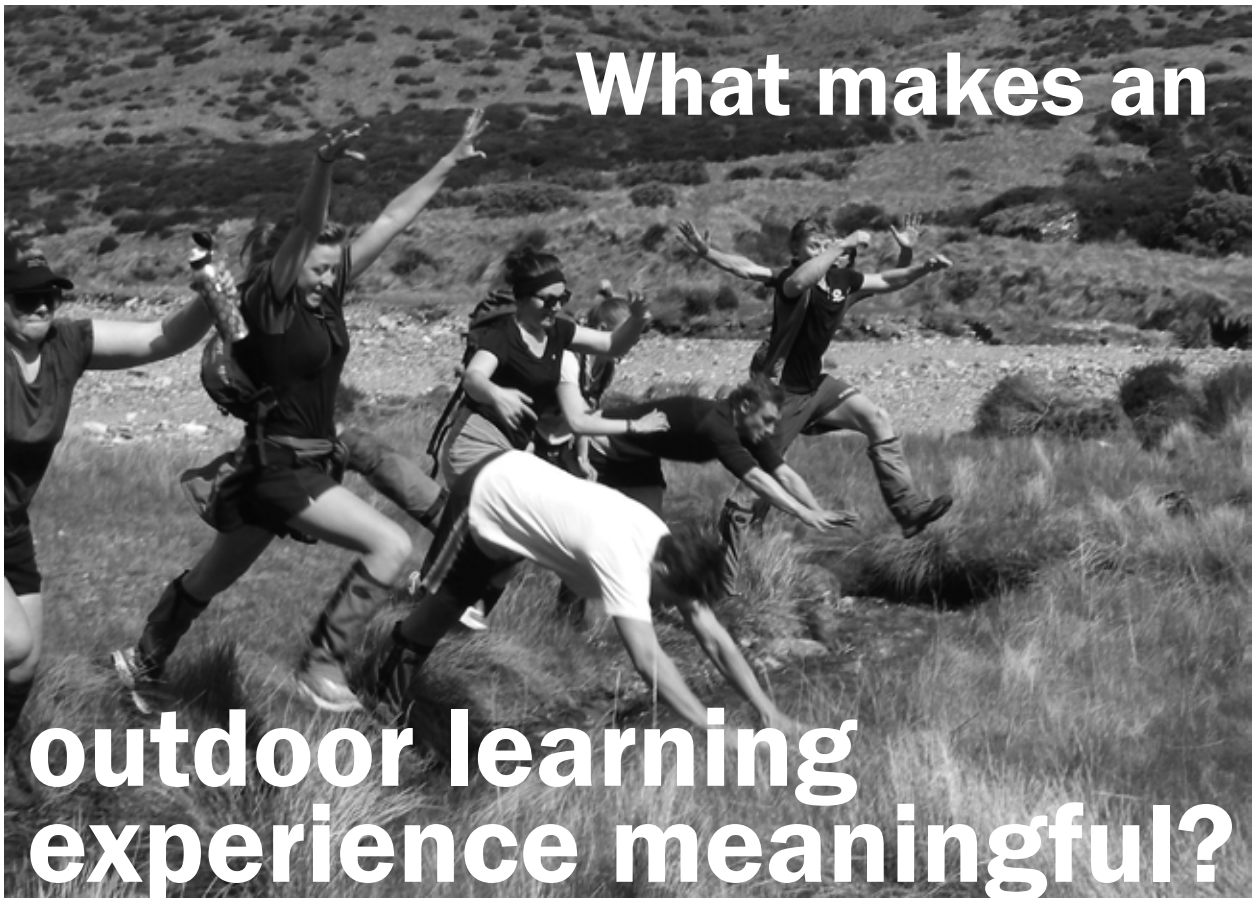
The initiative is designed for the designated EOTC coordinator or person in that role in school. However, any EONZ members can request to receive the communications generated by the initiative. Email Catherine at office@eonz.org.nz and ask for a link.

Schools face a real challenge in keeping updated with current good practice in the fast-evolving landscape of health and safety.

Since publication of the Ministry of Education **EOTC Guidelines 2016, Bringing the Curriculum Alive** updated versions have twice been released. Staff in many schools will be unaware of the changes.

The database is a mechanism that all schoolsshould take advantage of, with registration identified as an element of good practice (EOTC Guidelines 2016, P59).

EONZ believes unequivocally in the value and benefit of schools' engagement with the initiative and has an aspirational goal of 90% of New Zealand schools being registered with the database by the end of 2019.



What makes an outdoor learning experience meaningful?

by Molly McLaren

Introduction

In November 2015 during the second year of my Physical Education degree, I completed the 7-day PHSE 104 camp at Paradise, Glenorchy. For me this experience began a process of self-discovery and personal growth and I was intrigued to find out if camp was considered meaningful as well as educative for my peers.

This qualitative research study examined the nature of meaningful outdoor learning experiences (MLE), using Taniguchi's (2005) model of the attributes of meaningful learning experiences. The focus is through the experiences of four Physical Education students at Otago University who attended PHSE 104 camps in 2015 and 2016.; The research questions were: (1) when and where do people have these MLE? (2) What involvement and roles do others such as leaders and group members have in MLE; (3) In the MLE, how do participants' feel emotionally, physically and spiritually; And lastly (4) Do MLE's change people, such as through personal growth and reconstruction.

Meaningful learning experiences

Meaningful is defined by the English Oxford dictionary as 'having meaning, serious importance or worthwhile, and communicating something that is not directly expressed'. Meaningful learning experiences are characterised by a process of self-discovery that entails positive emotions as well as feelings of frustration, disappointment, and humiliation (Taniguchi, Freeman & Richards, 2005). Meaningful learning experiences are regarded as idiosyncratic with each experience being independent from another, resulting from the individuality of peoples past experiences, internal interpretations and emotions (Griffin, 2016). Jefferies (2012) further explains meaningful learning experiences as when an individual broadens their mind in addition to experiencing associated characteristics of joy, love, spirituality, prestige, spontaneity and risk. Jefferies (2012) and Griffin (2016) both considered joy

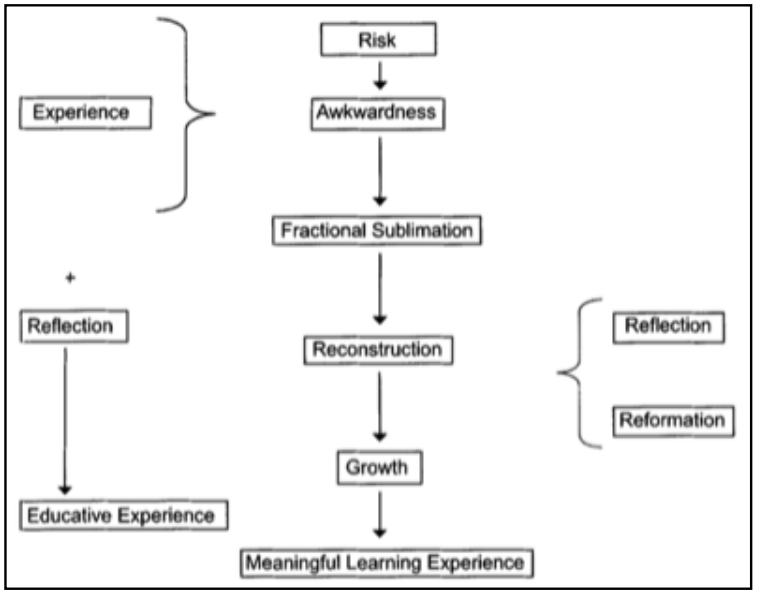
to be a significant emotion when individuals explore what they like, were challenged, and were then rewarded in situations that allow for deeper reflection. Reflection and pausing for introspection are catalysts for individuals to perceive highly memorable, special, emotionally charged and potentially life altering experiences as extraordinary, which may contribute to personal growth or renewal (Jefferies, 2012). These experiences are infrequent events in one's life, causing an exclusiveness, which leaves a lasting impression on the individual. Such experiences evoke a realisation of how small the world is and one's insignificance in comparison to it (Jefferies, 2012).

Expressing emotions and feelings towards meaningful learning experiences has proven to be a difficult task. The language used indicates the significance but people have a variety of ways to express how they felt, using both verbal and non-verbal cues such as smiles, laughs, hand gestures or facial expressions that indicated a total "loss for words".

Meaningful learning experiences often involved a connection with others as the group dynamics contribute to how individuals perceive their experience as well as the outcome of the experience (Taniguchi, Widmer, Duerden &Draper, 2009). Leaders and mentors involved in experiences, as well as a healthy group dynamic, contribute to participants' perception of the experience as meaningful. Meaningful learning experiences are facilitated by leaders with the personal attributes of being ambitious with identifiable goals; unselfish with their time; service orientated and interested in others; hard-working and fun loving with a sense of perceived freedom (Taniguchi et al., 2009).

This study investigated four PHSE 104 camp participants' perceptions of their outdoor learning experience using Taniguach's (2005) research model of the five attributes that make an educative experience meaningful; perceiving risk, feeling awkward or uneasy, experiencing fractional sublimation, and reconstructing a self-image that allows for growth and then re-growth.

Figure 1: Taniguchi's (2005, p.141) meaningful experience model



Risk is defined as the chance that a 'state of awkwardness' may result from participation in an activity or experience. A perception of risk can be on a spectrum from an embarrassing moment or something perceived as life threatening (Taniguichi et al., 2005). Feeling awkward works closely with risk due to the perception and lack of aptitude for the activity and recognition of the awkwardness. The third attribute is 'fractional sublimation'; shredding facades and behaviours that portray a socially appropriate and accepted personal image. Confronting facades in an outdoor experience can be confrontational for an individual as they challenge aspects of their personality that may be used as a defensive mechanism. The Fourth attribute is reconstruction of self- image using reflection to accept the personal realisation for growth to begin (Taniguichi et al., 2005). Growth is the productive outcome allowing the individual to understand and verify meanings (Taniguichi et al., 2005). Meaningful experiences impact participants on many levels; creating memories, learning personal insights and guiding a person's perception of who they are and what they are capable of (Taniguichi et al., 2005).

Participants

This study involved four Physical Education, Sport and Exercise students purposefully sampled from participants who completed

PHSE104 camps between 2015-2016. The first participant was a New Zealand born 21-year-old female called Huia, with little experiences of moving through the backcountry. The second participant, Tane, was a 21-year-old New Zealand male with some backcountry experience. The third participant was Tui, a 21-year-old New Zealand female who was an experienced tramper. The fourth participant was a New Zealand born 21-year-old female called Moana who had some experience in a backcountry environment.

Procedure

The purpose of this qualitative research was to investigate underlying reasons, motives and opinions. Interviews were based on a series of semi structured open-ended questions to gain information on the participant's perception and understanding of their meaningful outdoor learning experience. Interview questions were based on Taniguichi's (2005) model of meaningful outdoor learning. The questions linked to the themes of risk in an experience, epistemological knowledge, group dynamics, instructors, reflection, personal growth, feelings and environmental influence. All interviews were recorded and transcribed, then coded for patterns and themes through inductive analysis (Patton, 1990).

Results & discussion

Six main themes emerged from the participants' interviews. These were; (1) Reflection, (2) personal growth and development, (3) group/instructor dynamics, (4) epistemological thoughts, (5) environmental influences and (6) enjoyment. In this section I present the findings regarding each of these themes.

(1) Reflection

Reflection was a theme that was consistent across all participants. Each participant described times in which their meaningful outdoor learning experience took them to reflective opportunities. Some participants reflected on a macro scale, such as Tane's concept of his place in the world;

> *"... it was quite humbling being in amongst such a grand landscape of the mountains and everything. It also of made you feel quite small and put things into perspective" (Tane).*

While others tended to microfocus;

> *"What I wanted to get out of this, how I wanted to be in real life I guess. Like kind of what kind of a person I wanted to be and where I wanted to go and the things that are important to me" (Moana).*

The pedagogical approach of reflection combined with opportunities for introspection enabled students to identify meaning from the outdoor experience.

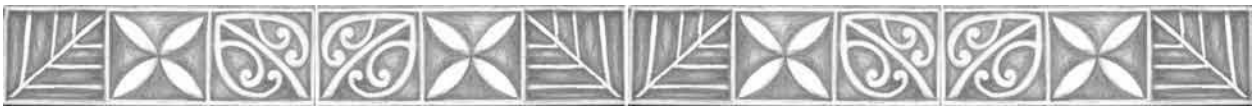
(2) Personal growth and development

The reflective process defined what was meaningful for each participant and gave recognition and acceptance of what could be changed within them. Tane expressed discovering what was important for him;

> *"I guess it kind of did change me quite a bit. It made me realise it's something I want to be involved in through my life so I think without having done that experience I wouldn't be doing, well I assume I'd be doing completely different courses to what I am" (Tane).*

Tane further reflected;

> *"...how pristine the environment we were in was... made me think about recycling and everything in the flat, to try and make a little bit more*



of an effort even though it's so difficult in a flat situation… how we are the custodians of the land, we need to look after it. So, I think that is one of the changes I have tried to make in my everyday life".

Participants expressed that for an experience to be meaningful, it needed to teach a person about themselves. Most of the students explained how the lessons learned created influential changes following their camp experience. For example, Tane developed a sustainability consciousness on his return from camp and Huia had new strategies on how to manage stress.

(3) Group/instructor dynamics

Group/instructor dynamics was a new theme (compared to Taniguichi's themes) that emerged throughout the data analysis of this study; all four participants discussed the influence of either leaders or group members on their experiences. Tui, Huia and Tane expressed an admiration and appreciation for both their group and leader. Tane described the positive facilitation methods his leader used;

"[The instructor was] very knowledgeable, very relaxed in the environment, which was great because it made us relaxed".

Tui explained how her facilitator created a motivating, stress-free environment and she emphasised the importance of group cohesion in a meaningful experience;

"The people you are with make a massive difference, like my group was amazing. I loved everyone in it and we had such a good time we had so many laughs…One time we were cliff jumping off these rocks and I suck at heights but everyone in the team was like, "Tui you can do it" and like really good and supportive".

In contrast, Moana did not feel a connection with her group and leader,

"I think the group dynamics were not suited… I kinda felt like we were the randoms just thrown together".

From then on she felt it was a continuous battle to connect with her group. Moana spoke of the contrast she had experienced years earlier with a Duke of Edinburgh camp where the attitude was positive and cohesiveness was evident despite inclement weather, illustrating that she could identify how she felt throughout an outdoor learning experience she considered to be meaningful and the important impact of group dynamics and leaders.

Although Taniguichi's (2005) model of meaningful outdoor learning experiences does not discuss significant others, my research findings provide evidence of the impact of interactions and connections with the leaders or group members on one's perception of their experience as meaningful.

(4) Epistemological thoughts

Taniguichi's (2005) model of meaningful outdoor learning expresses the need to face personal facades in order to reach a 'pure' sublime self and have a meaningful outdoor learning experience. In order for participants to grasp this concept and discuss an in-depth answer, prompting was used to help participants understand what 'facades' meant, for example through cosmetics, clothing, social interactions and gestures. Palmer (2004) implies that facades are used as a protective mechanism in order to create an idealistic socially accepted self. To reach a 'pure' self these facades need to be stripped away in order for the sublime to become recognised and generate a meaningful outdoor learning experience. Tui compared the removal of facades to people taking off a mask;

"… all that superficial stuff is stripped away, you're not known for anything else apart from what you do out there, like it's not gonna matter if you're good or if you're popular …or have a reputation. That goes away in the bush" (Tui).

Moana further agreed with this when she stated that when an experience is meaningful;

"I just feel free … an escape… there are no societal rules or pressures …it's almost like a release, you can unwind and just be" (Moana).

(5) Environment influences

The study suggests that the outdoor environment is captivating and provides unique challenges. The findings of the study indicate that

for each participant, reflection occurred spontaneously influenced by this environment, as Tui said;

> *One morning when we stayed in the sugar loaf pass and we all ate breakfast in like absolute silence watching the sunrise come up over lake Wakatipu which was really cool and also when we got to the top of Mt Ari we all just kind of sat there before we had lunch and we just had that time just absolutely in awe of the beauty of nature which is really cool" (Tui).*

Each participant reflected on their introspective feelings of freedom and peace. Huia described how the outdoors also provided exhilarating challenges for her to overcome;

> *"I was climbing Mt Alaska and if you took one step wrong you were gonna fall, you're toast… the thrill of it was awesome … that you can take one bad step and be injured or maybe even dead was so cool" (Huia).*

She then further explained how her accomplishments in this environment made the experience meaningful for her;

> *"Getting up to the top and being able to look back and say, wow I've come from down there, was really meaningful… gave you a sense of accomplishment … exhilarated, stress-free, at some points you feel shattered and tired … you feel challenged as well, it's awesome. It's the best feeling, I think it's cool…*

> *being outside just makes you so happy … which is meaningful, massively" (Huia).*

The participants' impression of the environment they were in and overcoming the challenges of being in this environment played a larger role for those in my research than in Taniguichi's (2005) study. For example, the participants expressed how it was meaningful for them to accomplish the physical challenge of walking up a step scree slope and navigate along a ridgeline in poor weather conditions. This influence of a challenging outdoor environment may be due to these students' value and enjoyment of the physical challenges created by moving through this landscape.

(6) Enjoyment

The theme of enjoyment was a new finding of this study as all four participants explained moments of intense enjoyment throughout the experience. A range of expressive language was used to describe the enjoyment felt during the camp experience

> *"Happy, kinda free and you only get to focus on the here and now which is really refreshing…. just kinda peaceful" (Tui).*

And later; *"…the whole thing was awesome; I still get on a buzz thinking about it" (Tui).*

Tane spoke of the range of emotions the experience provoked for him;

> *"Lots of different feelings, challenged and peaceful in those quiet moments, it's hard to describe, you have a good sense of accomplishment and you feel humbled. I guess you really get immersed in that moment which is unique and refreshing" (Tane).*

Huia shared her enjoyment of the experience by her speechless expression, then used large hand movements before she was able to say;

> *"It was the best feeling, so cool" (Huia).*

Although Taniguichi's (2005) study of meaningful learning did not explicitly say there needed to be enjoyment, it become evident in my research that these participants felt they needed enjoyment in order for it to be meaningful.

Limitations

Certain limitations or challenges of the study became clear during the coding of my transcripts. The most evident limitation to the study was my interviewing skills. This was the first time I had conducted interviews and it was a learning process to extract all that was needed for my research. After the interviews, I returned to particular participants to ask further questions to learn more. It was challenging to gain an in-depth and accurate understanding of

epistemological theories to evaluate if my participants reached these new cognitive considerations, as it was a new concept for myself when I started my research.

Conclusion

This study applied Taniguichi's (2005) concept of meaningful learning experiences, to evaluate if the PHSE104 camp was more than educative and could be considered meaningful for these participants. All but one participant reached a meaningful outdoor learning experience, presenting some new, conflicting, and concurrent evidence from the literature. Two new attributes emerged of group/ instructor dynamics and that of enjoyment emerged. Whilst these attributes were not regarded as important in Taniguichi's (2005) work, they were influential in other literature (Griffins, 2016; Jefferies, 2012; Taniguichi, 2009). The findings of this study indicated that feeling the emotion of enjoyment, enabled camp to be transformative and meaningful for participants. Enjoyment can often be overlooked. Perception and expression of enjoyment is a theme that is worthy of further research to better understand how it contributes to meaningful outdoor learning experiences. Research findings indicated that certain attributes need to be present, but this study challenged the idea that a 'sequence of events' had to occur to enable a meaningful outdoor learning experience to happen. I suggest that further research is needed in this concept of sequential events.

Taniguichi's (2005) model provided a framework to evaluate if the participants reached a MLE. By applying reflection and time for introspection; achievable challenges to enable personal growth to affect the reconstruction of self; an emphasis on particular attributes within an experience such as group cohesion and strong leader facilitation, and time for enjoyment and experiences of joy in the outdoor environment, the PHSE104 camp experience generated 'meaning' for these learners. Further research needs to be completed to determine how these meaningful outdoor learning experiences were facilitated. It became apparent that significant others played an important role. This is also worthy of further research in order to gain a better understanding of the group impact on meaningful outdoor learning experiences.

Taniguichi's (2005) model can be used to assess different situations to determine if they have the attributes to potentially generate MLE. As the results from this study indicate, the educational curriculum has progressive capabilities within the dimensions of meaningful outdoor learning experiences. It is evident that an experience with meaning has beneficial impacts, providing memories that involve excitement about learning new personal insights and perception of their capabilities. For these students, the camp was not just an educative experience; it created meaningful reconstructive capabilities. It is an honor to have experienced PHSE 104 camp and felt the transformation that meaningful outdoor learning holds.

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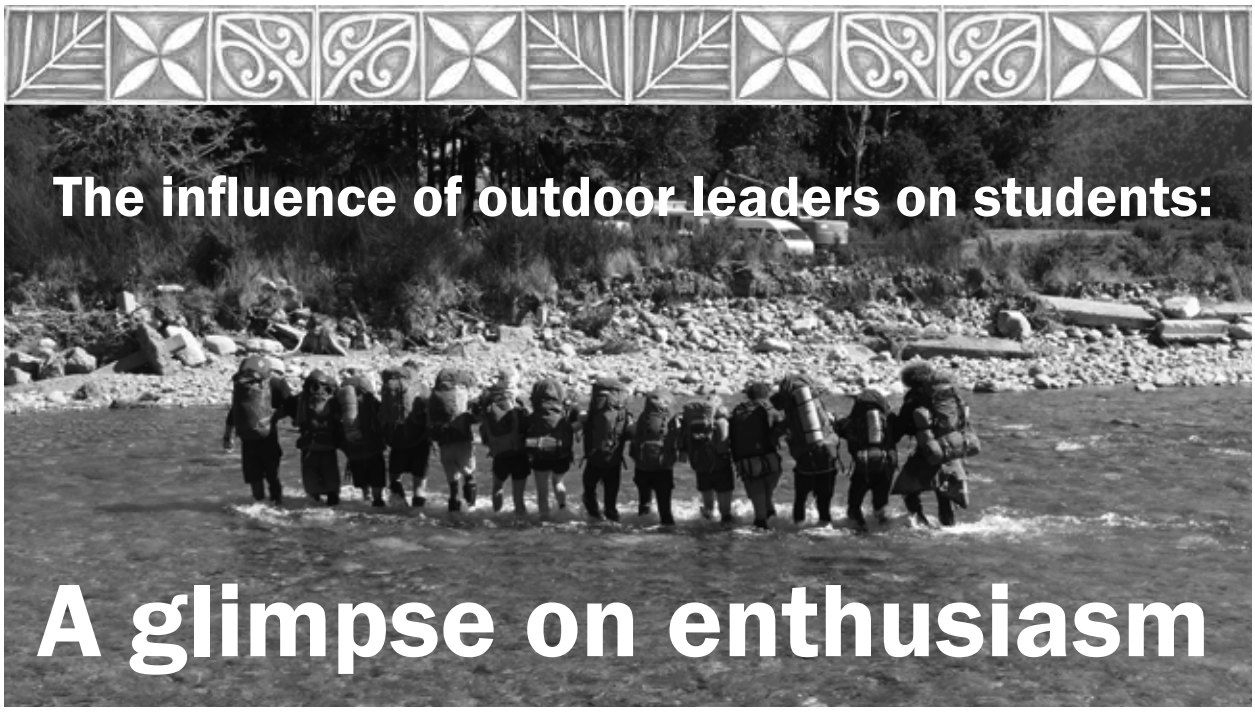

The influence of outdoor leaders on students:

A glimpse on enthusiasm

By Roslyn Macrae and Jo Straker

Abstract

Identifying the components of successful teaching is a goal most reflective teachers strive for. Enthusiasm has been described as a powerful attribute to help student learning, yet determining how enthusiasm influences learning remains unclear. The content, activities, and environment of outdoor education offer specific opportunities to explore teacher enthusiasm, especially with students who find the topic interesting and enjoyable. Tertiary outdoor education students were interviewed to identify the effects of enthusiasm on motivation and learning. This research identified not only some key characteristics of enthusiastic teachers, but also some of the risks associated with being enthusiastic.

Introduction

> *"For every sale you miss because you're too enthusiastic, you will miss a hundred because you're not enthusiastic enough"* Ziglar, Z (as cited in Eha, 2012)

Some outdoor programmes, especially those with the goal of personal development, place a strong emphasis on teacher/instructor enthusiasm. Enthusiasm is assumed to engage, motivate, and increase the attention span of students. One or two programme managers have even suggested to me (Roz) that if enthusiasm cannot be genuine –it needs to be faked. Yet, little research has been completed on whether this really works. This research explores three open-ended questions – What is enthusiasm? Why is enthusiasm helpful to learning? What issues and problems are associated with being enthusiastic?

The role of enthusiasm while anecdotally important has been not well researched. It has been described both as a potentially powerful tool that can create a positive learning environment (Bulger, Mohr, & Walls, 2002), and a distraction from important learning outcomes (Runnels, 2009). One limitation in researching enthusiasm is that it is a very broad global concept which can be interpreted in many ways. When enthusiasm is broken down into more measurable and specific traits such as maintaining eye-contact, communicating with lively facial expressions, and expressive gestures, then its holistic nature is diluted. To overcome this dilemma, this research was designed to allow individuals to describe enthusiasm in their own terms and then identify their response to different attributes. This research takes a glimpse at enthusiasm by asking students who have been through a high school outdoor education programme to describe how

their outdoor education teachers portrayed enthusiasm and how that resonated with them.

Defining Enthusiasm

Glassman and McAfee (1990) described enthusiasm as a loose term ranging from showing an interest to a passionate zeal. These general traits have been criticised for being too abstract and subjective. In his review of enthusiasm research, Rosenshine (1970) described enthusiastic teaching as the opposite of a monotonous and dull teaching style. To add objective clarity, enthusiasm has been described using more specific behaviours, such as fast excited speech varying in tone and pitch, vibrant facial expressions, shiny eyes and raised brows, and quick demonstrative body movements (Burts, McKinney, & Burts, 1985). Enthusiasm is further complicated because of the relationship the educator has with their students, and the interest the students have with the topic.

On a less positive note, Weaver and Cottrell (1988) suggest that some enthusiasm is related to power and control, stating that it involves elements of aggressiveness, forcefulness, boldness, a demonstration of intellectual and physical power, along with the desire to manipulate interest and get certain points across.

Outdoor education

Outdoor education can take many forms, but a common trait is that many outdoor programmes have been provided by enthusiastic leaders (Zink & Boyes, 2006). Kunter et al. (2008) suggest teacher enthusiasm "reflects the degree of enjoyment, excitement, and pleasure that teachers typically experience in their professional activities" (p. 470). Many outdoor educators are avid outdoor practitioners and often want to share their love of the outdoors. In addition, being outside often allows for exuberant and less conventional teaching styles, often with goals of personal development. Hayashi and Ewert, (2006) contend that many outdoor leaders prefer transformative leadership styles which are designed to inspire learners, whereas traditional transactional education is more associated with the neoliberal structures of control and standard setting.

In compiling attributes of an outdoor leader, Priest (1986) identified 14 components, 8 of which could be associated with constructs of enthusiasm. While there has been a shift from defining outdoor leaders as needing a list of skills and personal attributes, toward looking at the whole package of behaviours and teaching practices, key elements of enthusiasm still appear in many job advertisements. The following quotes were taken from the Institute for Outdoor Learning Job page (2016) "customer focused, organised, enthusiastic, reliable, honest and proactive managers" "passionate and enthusiastic about Outdoor Education" "have a cheerful disposition and spirit of adventure" "love of the outdoors" "passionate & committed". This suggests that many employees seek enthusiastic staff, and believe that enthusiasm enhances instruction.

Methods

This research was a qualitative study, with an emphasis on the qualities of enthusiasm. Denzin & Lincoln (2003) explain how qualitative research focuses on the socially constructed nature of reality. In this research, the nature of participants' perceptions on enthusiasm was explored. Qualitative interpretive practice tries to understand how "reality is apprehended, understood, organised and conveyed in everyday life" (Denzin & Lincoln, 2003, p. 488).

Data was gathered via semi-structured interviews with six tertiary students who had elected to study outdoor education. A group of tertiary students were approached and invited to participate if they had recently completed a high school outdoor education programme. The interview started by asking the participants to share their story about who and what inspired them to enrol in an outdoor education course. Further questions then delved into their perceptions of enthusiasm and how they reacted to enthusiastic teachers. Interviews ranged from 30 to 50 minutes. Interviews were transcribed in full and analysed using in-vivo coding. Key themes were then consolidated under three main headings: attributes of enthusiasm; how enthusiasm helps learning; and problems or limitations of enthusiasm.

Findings

All participants completed an outdoor education course at high school in New Zealand. Half the participants considered their OE teachers to be more enthusiastic than other teachers. But the other half felt at least some of their other teachers showed similar levels of enthusiasm, although they observed that the outdoor environment encouraged teachers to be more involved and part of the team.

Defining enthusiasm

All participants found it difficult to define or describe enthusiasm. In the interviews participants were asked directly to define enthusiasm. Three participants defined enthusiasm as positive, but in different ways. One thought it involved teachers expressing themselves in a positive manner; another participant discussed the value of creating a positive atmosphere; and the third described it as demonstrations of happiness and excitement towards something or someone. Two participants defined enthusiasm as a passionate approach. One emphasised passion for the topic or activity, while the other thought it related more to sharing passion and influencing others.

To help further define enthusiasm participants were asked to describe experiences of outdoor education at high school that related to enthusiasm. These descriptions included teaching styles and techniques, skills and abilities, behaviours and attitudes. Below is a table of attributes which the participants associated with enthusiasm.

Number of participants	Attributes associated with enthusiasm	Descriptions
4	Open teaching style and varied technique	Tries new things, uses environment, non traditional way of teaching, unique ideas, non restrictive but still safe, adaptable, different techniques, songs, games, reward-lollies.
3	Collected	Focused excitement, calm, mellow, slightly serious, quiet, reserved, peaceful, subtle, slight movements, conversational.
6	Passionate	Love what you do, bright eyes, want to teach and see student success, keen, excited, share with world, talks higher pitch, integrates personality, and proactive.
4	Competent	Knowledgeable, experienced, credible
4	Confident	Confident in self and abilities, Shoulders back, eye contact
3	Involved	Interested in lives, wellbeing and activities outside school. Extra time, extra opportunities, smaller numbers, personal,
6	Supportive	Encouraging, always there, trusted, feel safe, approachable,
6	Influential	Motivates, pulls group together, memorable, draws you in, boost, easy to listen to, believable, interesting, empowering, inspiring, engaging
3	Playful	Silly, hilarious, joke, funny, humorous
6	Animated	Quirky fun, weird, out there, out of ordinary, loud, yelling, wild hand gestures, lots of body movement, crazy, extravagant, cheesy, exaggerated
6	Positive	Outlook, presence, project inner happiness, joyous, want to be there, smile, laughter, optimism, sunshine yellow, cup half full, positive atmosphere, fun.
2	Role model	Leads by example, fit and able
6	Helpful	Open opportunities, provides assistance, caring
1	Aggressive	Intentional passionate negative push

It is important to note that while animated enthusiasm is more recognised many of the enthusiastic traits discussed were lower key. Three participants suggested that there were different levels of enthusiasm and some teachers were highly influential,

supportive, positive and helpful whilst not being highly animated. Participant F noticed that newer instructors were often more outwardly animated than those who had been there a long time. Participant B noted that both styles were important depending on the time and place; she described how one instructor, who was regarded as enthusiastic, calmed the group because someone appeared nervous.

How enthusiasm helps learning

All participants acknowledged a significant link between motivation and enthusiasm. "To me enthusiasm and motivation, pretty much one comes along with the other…. I find them very close knit and one feeds off the other automatically. Motivation feeds enthusiasm and enthusiasm feeds motivation" (Participant E). All participants noted that enthusiasm encourages you to learn, it makes the topic more interesting and more fun, so you want to "know more, do more, and be more" (Participant A). It helped them achieve beyond their expectations. "Sometimes it made it better, 'cause I'd be like, okay, he believes I can do it, he's enthusiastic, and he's supporting me, so I can do this" (Participant F). Participant D also stated, "If it was something that was actually challenging, and the enthusiasm was there, I'd definitely respond well to it, and physically, I would probably push myself more, because of that enthusiasm being present". Several participants also noted that enthusiastic teachers seemed to make the sessions more fun, and this made it easier to learn.

While much of the motivation was short-term and task specific, participant A also felt it could help build long term commitment. He talked about how students wanted to please a particularly enthusiastic teacher so they worked harder and headed out on their own to improve their skills. The whole group became more capable and self motivated which snow-balled into many of that group pursuing careers in outdoor education.

Problems with enthusiasm

Participant D suggested being supported to move out of his comfort zone for the first time was thrilling and introduced him to a whole new world and an amazing lifestyle, but added that encouragement in easy situations takes away personal empowerment and a sense of ownership.

Most participants felt enthusiasm could motivate their learning especially when they were interested. However, if participants did not have an interest then enthusiasm sometimes detracted from learning. "If it (*enthusiasm*) is trying to mask a dull boring topic or activity then I think it can definitely have ramifications" (Participant C). The teacher's enthusiasm had to feel relevant to the situation and believable in order to motivate participants towards learning otherwise they would be motivated away from the task . "I remember, in second year, she (teacher) was enthusiastic about paperwork, and I was like, you gotta be kidding me, like, ... Like, it made me not want to do my paperwork because of her… Man, this lady's crazy, who could be enthusiastic about paperwork?" (Participant F). Participant E also mentioned feeling negative towards ABL. He explains "having a really happy person all the time it makes

it, almost like she's trying to be too happy and it becomes like she is trying to sell us a product that we have already bought into in a sense. It was weird and not very motivating" (Participant E).

Some participants also rejected enthusiastic motivation entirely if received before rapport could be established. "She was new and we really liked the instructor before her and she was really bubbly and our class was not willing to give her a chance and they teased her about the way she got excited about things … if you don't know the person and you feel like its fake it can be off putting and you can sort of push back…" (Participant C).

All participants had also experienced some form of enthusiasm that crossed the line and became de-motivating. Participants E and D believe a good instructor knows this limit. Participant A explained how enthusiastic encouragement and support from a teacher helped her push through a mental block and try harder things, but in another situation being pushed hard to meet a deadline made her shut down and put a wall up. It stopped her wanting to do well and no amount of support helped in this situation.

Participant B described one situation when an enthusiastic instructor became quite aggressive with a student who was lagging behind, saying "You're not keeping up. You're letting the team down". The student then reacted by storming off in front. Participant B thought it showed a passion for getting things done, but noted that it could have had a different effect on other students.

When enthusiastic encouragement was given in a situation with a very high perceived risk it could have negative effects "…one point I definitely did start crying. It made me feel… like, quite bad on myself. Cause he said I could do it, and I wasn't doing it, so it was like, I'm such a… bad… person" (Participant F). Participant D also noted a tipping point where enthusiasm can be discouraging because it makes you feel like you're letting the teacher down.

Participant D described a situation when a friend was encouraged to go down a rapid for the first time and swims halfway. "…this teacher influenced someone to do something through using enthusiasm, that's where the risk lies, you could use enthusiasm in the wrong situation, then it gets really bad, the outcome is really bad" (Participant D).

Discussion

Even though enthusiasm eludes a fully constructed definition, most participants associated enthusiasm with passionate, supportive, influential, positive, and helpful attributes. There was also a strong emphasis on caring for students and using a range of transformational teaching techniques which allowed for student ownership and empowerment. Participants felt more motivated when one or more of the following things occurred; rapport with instructor, interest in task, support, enjoyment, feelings of success and achievement, and when enthusiasm was relevant and believable. The participants were dismissive of enthusiasm when it was coercive, over the top, or lacked understanding of the students and their learning. It was evident that enthusiasm alone was not enough; an effective teacher also had to use effective teaching and student-centred strategies.

It should be noted that a limitation of this research involved just interviewing students with a commitment to outdoor education, so some of the enthusiasm may relate as much to the topic as to the teacher.

Recommendations

- Do not fake enthusiasm or encourage younger instructors to fake it.
- Be conscious of the positives and negatives of enthusiasm.
- Recognise that both animated and quieter versions of enthusiasm are relevant in different situations; it is more than animated non-verbal behaviours
- Be aware of the risks that enthusiasm can hold especially when it does not mesh with the overarching programme or the personal goals of students.
- Remain aware that enthusiasm can be a style of coercion and may lead to unexpected or unwanted outcomes.
- Remember that enthusiasm includes rapport amongst students and between students and teachers rather than being purely uni-directional.
- But most importantly strive to remain genuinely enthusiastic; it remains a vital aspect for teaching and learning.

Conclusion

Although enthusiasm remains an elusive concept, this research identified that participants were more likely to be motivated by enthusiasm when well-supported, feel the teacher is genuine, and the subject material is interesting and enjoyable. Humour, energy, and quirkiness can help, but only after a relationship has been built up. Overall, enthusiasm remains hard to pin down, but still so full of potential.

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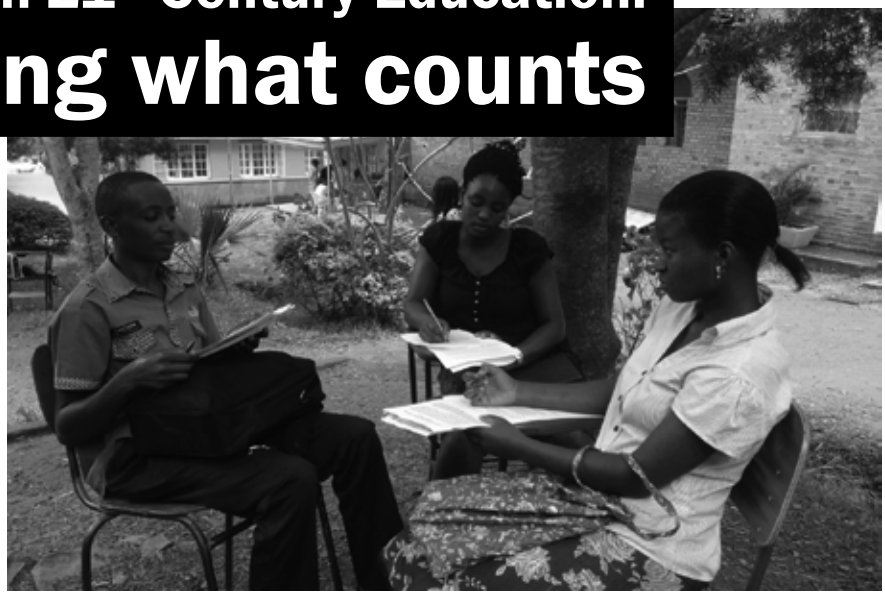
Assessment in 21st Century Education: Measuring what counts

By Jessica FitzPatrick, Judy Bruce and Chris North



Abstract

In this article we argue for a shift in assessment to better align with the kind of skills needed for the 21st century. Drawing on Biesta's critique of assessment, we explore a range of current limitations in assessment practices which tend to define learning narrowly and constrain what is possible in education. After outlining the reasons for a shift in assessment practice, we argue for alternative assessment practices to gather rich and open evidence of learning that bring together contemporary ideas of the skills needed for the 21st century. We conclude by presenting challenges for alternative assessment practices, and wrestle with some of the inherent tensions that exist.

"Not everything that counts can be counted, and not everything that can be counted counts" (Cameron, 1963, p. 13)

Introduction

We are now firmly in the 21st century and societal shifts increasingly require different ways of thinking about teaching and learning (Gilbert, 2005). A shift is happening away from facts and knowledge towards competencies such as 'the four Cs': critical thinking, creativity, collaboration and communication. In New Zealand (NZ), the New Zealand Curriculum (NZC) document (Ministry of Education, 2007) reflects this shift by emphasizing values and key competencies that shape 21st century skills. Included in the values section are "innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively" (p.10). There is a common theme emerging across education: that students need 21st century skills and competencies in addition to core knowledge.

The shift toward 21st century skills in education requires a re-evaluation of our relationship with assessment and measurement, away from traditional methods of measuring fixed notions of knowledge toward innovative approaches of assessment that reflect 21st century skills and competencies (Gilbert, 2005). As discussed by Darling-Hammond (1993), schools and teachers need to re-organize their structures to measure these "non-standardized needs" of students (p.754). Yet many teachers and schools internationally are struggling to measure and assess learning within this new paradigm. They may articulate in their mission statements, or curriculum documents, a desire to provide students with a more contemporary educational experience but until they develop a way to mark or grade students on these 21st century skills, students are still assessed against more traditional content standards which limits opportunities to develop 21st century skills (Darling-Hammond, 1993).

If you are a teacher who supports the idea that radical change is needed, you may ask "What should I *do*?" The difference between what you are doing now and what you should be doing can feel vast. While the need for a significant shift is generally well recognised, change is slow

as many practitioners struggle to shift practices to respond to change (Biesta, 2010).

The tension between measurement and life-long learning skills is not new, as progressive educators have been providing alternate pedagogies for years. So what is new? Biesta (2010) provides a helpful metaphor of assessment as *measuring the speed of the train*. He argues that it is far easier to do this, than to question in which direction the train is heading. In this article we use this metaphor to provide a critique of assessment and then present case studies of alternative assessment. In this way we hope to show how simply measuring the speed of the train is not sufficient. We agree with Biesta (2010) that a change in the direction of the train is needed.

Critiques of assessment and measurement

Assessment is an important component of education, yet there are signs that our growing focus on measurement is creating problems, particularly where there is incongruence between traditional assessment methods and the demands of 21st century learning. Biesta (2010) captures this dilemma when he asks whether we are "measuring what we value, or whether we are just measuring what we can easily measure and thus end up valuing what we (can) measure" (p. 13). In this section we explore some of these tensions by arguing that assessment is (1) constraining student creativity; (2) becoming an end in itself and driving curriculum; (3) being used to label schools/students as either successful or failures; and (4) focussing on what is easy to measure rather than what is important.

1. *Assessment is constraining student creativity*

We live in an age where measurement is the central organiser of our institutions (Biesta, 2010). In order to measure the learning of students and make comparisons with other students (including those in other countries) a standardised format is important. This in turn requires that answers be easily given by tens or hundreds of thousands of students and scores measured and compared. Multiple choice questions are an obvious answer to questions about mass-scale assessments. We argue here that standardised assessments assume there *are* right answers to problems; thus contributing to the over-simplification of complex problems. Furthermore, when assessments restrict answers to a set of predetermined outcomes, creativity and critical thinking may become limited. As Darling-Hammond (n.d.) states "Life doesn't come with four choices". In addition, How (2003) argues that "Problems arose when the facts of a particular situation restricted thought, as though those facts were all that we could conceive as existing" (p. 8). Thus when we teach something with predetermined outcomes we may limit students' creativity to imagine 'other' possibilities (Biesta, 2010).

2. *Assessment is becoming an end in itself and driving curriculum*

While assessment tools are intended to measure learning, teachers and students generally understand that by focusing on assessments, students can gain higher scores in assessments. What is measured matters to teachers and students, and this means that test results typically lead the content delivery in the classrooms as teachers work hard to improve their students' scores (Griffin, McGaw, & Care, 2012). As a consequence, schools appear to be developing units of work around the assessment tools, rather than around the NZC (Fyall, personal communication). Furthermore, Hume and Coll (2009) found that in senior secondary school science classes in NZ assessment was viewed as learning. Their results suggest that the focus on high stakes assessments indicate that students typically learn by practicing for assessments themselves rather than focusing on learning more broadly. Additionally, Hirsh's (2011) article suggests that students are becoming increasingly focussed on accumulating credits, and many NZ teachers are familiar with this catch phrase, "How many credits is this worth Mister?".

3. *Assessment is used to label schools/students as either successful or failures*

All parents want the best for their children and choosing a school that will give their child the best chance of success is a key concern. School performance tables (long resisted in NZ because of flawed assumptions) are available in the UK and USA, and intensify the anxiety around school selection. Au (2009) discusses how "high-stakes assessments" are now

commonly used in reporting student progress in schools. These measures are not just used to assess student learning but are also used in some instances to determine grade promotion, graduation for students and on other occasions, salaries and promotions for teachers and educators (Au, 2009). Arguably the most harmful effect is that of labelling students as failures (achieving below the national standard). While we need to understand how students are learning and to what extent, such mass-scale blunt instruments can be used to rank and label students, schools and teachers along narrow lines of traditional knowledge acquisition, rather than 21st century skills and competencies.

4. Assessment is focused on what is easy to measure rather than important

In schools today, we are moving toward a situation where almost every activity or exercise should be justified, has to be marked, assessed and measured against a curricular standard (NZQA, 2017). If everything in a formal learning environment must prove its value to the student's growth and learning, learning becomes increasingly driven by assessment. We argue here that the process of learning is neither linear nor truly a direct cause and effect relationship (Biesta, 2010). There is no 'number of hours' that makes learning work, and the activity or lesson that enlightens one student does not necessarily work for the next. Biesta (2006) discusses the complexities of learning stating that "we might see learning as a reaction to a disturbance, as an attempt to reorganize and reintegrate as a result of disintegration" (p.27). Each reaction, disturbance, and disintegration is unique. Biesta (2006) suggests that this uniqueness is an important, if not the most important aspect to 'education', and as such cannot be easily standardised as a form of measurement.

The NZC (Ministry of Education, 2007) captures some of the complexities of the uniqueness of 21st century experiences stating that "Our population has become increasingly diverse, technologies are more sophisticated, and the demands of the workplace are more complex" (p. 4). Given the complexities, it is our supposition that when we attempt to standardise learning and assessment processes for all students we lessen the likelihood that meaningful, 21st century learning can occur.

Measuring the speed of the train

"The truth is … education can simply equip people to be more efficient vandals of the Earth" (Orr, 1994).

Biesta (2010) argues that we are in some ways putting the cart before the horse. What we need is a refocusing of the purpose of education as a whole. Biesta (2010) writes that, "Such discourses often appear to be about the quality of education –think, for example, of discussions about the effectiveness of education or on accountability in education– but in fact never address the question of good education itself" (p.2). He argues that important questions are being ignored in the rush to meet the needs of 21st century living. What is education for? Is it for society or the individual? Is this an either-or dichotomy or can it be for both? Our aim in education is the direction the train is pointing. At the moment we seem to be focused on the speed of the train and the quality of the engine but not the direction we are headed. Biesta (2010) argues that, "those discussions not just require another book or another publication, but that they first of all hint at the need for educators –at all levels of the educational system– to engage with the question of purpose so that the question of good education can, again, become the central question in our educational endeavors" (p.8).

Changing the direction of the train

The debate about learning is an age-old comparison between knowledge and wisdom. Freire (1996) compares two strategies for educating: banking or problem-solving. Banking is described as an attempt to fill students with the knowledge of history, the scientific method, and the language of maths; as opposed to problem-solving, how education relates to our changing world and how it affects individuals, which is a weightier and more complex issue. It is to the latter that we argue the direction of the train needs to turn.

New school designs strive to create flexible learning spaces or innovative learning environments to meet the challenges of 21st century learning (Benade, 2017). In NZ many EOTC classes are

striving to meet 21st century skills; Campbell-Price (1999) highlights three educators who exemplify this approach. Each educator adjusted the achievement standards of the NZ Qualifications Framework to meet the needs of the students. The NZ Ministry of Education recognizes this as an important aspect of curriculum. As Bolstad (2012) notes, "Such an approach requires that we build our education system and the curriculum around the learner rather than the learner having to fit the system" (p.iii). EOTC is situated to approach assessment more authentically in real life contexts. It can be helpful to look at some of the ways EOTC utilizes assessment. Strategies from EOTC can also be applied to education 'in' the classroom. . Thus the question, "what can assessment look like in your learning environment?" is difficult to answer as everyone's learning environment is different, and students' needs vary greatly.

We argue here that it is important to start by asking the right questions of students: questions that require their own particular answers, such as 'Why do you agree/disagree'?, 'How could this impact your life'?, and 'Why does this matter to you'?. As Wagner (2008) poses, "How often were you asked by a teacher, "So what do you think about . . ."? I don't mean just once in a while—I mean every day" (p.xxiv). Such questions require new ways of evaluating or assessing the answers, as they reflect 21st century skills like communication and collaboration, creativity, and critical thinking. Griffin et al. (2012) notes that, "new standards for what students should be able to do must replace the basic skills and knowledge expectations of the past" (p. 18). If we are evaluating processes and giving it more weight than outcomes or products, our tools for assessment ought to reflect this. Some ways that teachers can observe the student process, or progress, are through portfolios, learning logs, journals and rubrics for projects. In some projects "… students may prove their math skills by designing a playground; their social studies knowledge by promoting awareness of local historical landmarks; their math, science, and social studies expertise by hosting a hunger awareness event" (Greenstein, 2012, p.38). These kinds of projects and activities may sound intimidating to teachers, because they lack a clear picture of what each student should be doing all the time. This is the very crux of the change. The *process* of learning may indeed be different for the individual students in the class, as they may acquire the 21st century skills in their own time with their own '*ah ha*' moment. The teacher can create the environment and apply the stimulus but the student is the one who learns. In the following section we explore possibilities that could provide signposts for change.

Examples of a different kind: Education as experience

Dewey (1963) is considered the originator of learning through experience and wrote extensively on the topic arguing that we learn best through *doing* and *reflecting* on the process. This idea led to the development of a number of approaches including project based learning (PBL) and problem based learning. Many teachers use projects and problems as the basis of group work in their classes. As teachers, we have used many forms of projects in our various classrooms, and we propose two projects here and consider their value as possible 21st century practices. As an outdoor field instructor at an overnight science experience centre (Jessica) I often wondered why hands-on learning strategies were left to these once a semester 'experiences'. When I returned to teaching in a more traditional setting I brought some of the EOTC principles with me to enhance practical learning experiences amongst my students. These practical skills evolved into more formalized ways to intentionally develop the communication and collaboration skills of my students.

1. Collaborative video on communication

Seeking to implement 21st century assessment practices for English as a Second Language classes I (Jessica) recently used several group projects to develop communication and collaboration, and drew upon PBL concepts to do this. Students formed groups and worked together to create a script, shoot a video, and evaluate other groups videos according to a rubric. They were invited to collaborate and communicate with each other to create a dialog that demonstrated a natural conversation that included small talk, information gathering strategies, follow up questions, and continuing conversation strategies.

Students were graded according to a rubric which was applied to the final product. Students were also required to self-assess their ability to work in a team, and comment on other students' strengths and weaknesses. Upon reflection, a missing element was a way to measure the students' growth in the skills of communication and collaboration, that were used to work together, to solve problems, and to create the video. Not enough value (from the teacher or a grade) was placed on the process or the time the groups spent negotiating, planning, and working to produce their product.

2. Peer review of written works

In another example, I (Jessica) required students to submit several drafts of their persuasive essay, along with the final paper. In the review process I used peer assessment as a tool to give more personal feedback and position students as experts in the process. This encouraged higher cognitive development and moved them into the range of analysis and evaluation in Bloom's taxonomy (Armstrong, n.d). I gave each student a form that required them to identify critical aspects of their partner's essay, thesis statement, supporting arguments, introduction and conclusion as well as give their own assessment of how well these things were done. Students were told they would be graded for their grading. They were also told their first draft would be compared to their final essay to 'see' what changes were made. Although students were intimidated at first, and expressed concern over other students –and not the teacher- having 'control' over their essays, the engagement in the process was high and I observed many students giving thoughtful and productive feedback, with much more attention and time than I could afford to give to each student in the class. I monitored assessment forms and looked over them in the final grading process. This was by far the most successful writing process class I taught, and I noticed high levels of growth and improvement in students through their peer interactions. The biggest challenge was preventing some students from being overly critical of other students' work, or harsh with their words. Interestingly, I noticed that some of the top academic students struggled to state their feedback constructively. This assessment provided authentic opportunities to develop communication and collaboration. It was a collaborative process because students were willing to defend their writing choices. This PBL method of assessment was specifically used to develop communication skills, on many levels, relevant to 21st century learning. As Campbell-Price (2012) notes, "The authenticity of context is considered to be not just motivational for the students, but also enables them to effectively meet the requirements of the standard…" (p.93). In order for students to edit their draft paper, they had to understand the critique and feedback of their peer evaluator as well as how their critique of others might be received.

Some of the challenges

Although experiential education and PBL approaches are not new ideas, we believe they present some of the best methods for integrating 21st century skills into teaching and learning practices. But, how do you measure the growth of skills such as communication, collaboration, creativity and critical thinking? As an educator, I (Jessica), have a vague idea of what this looks like in my classroom. I can tell you when I think groups are working well, and 'being productive', but this is still an educated guess and sometimes even a gut feeling. Some students are really good at faking it -figuring out what you are looking for and manifesting it. I, like many other teachers, am seeking to wrestle with 21st century skill shifts, and how to best implement assessment practices to fit these needs.

A variety of questions will need to be answered to focus attention on the direction of the train of education. We have argued here that a tension exists between the age of 'measurement and transparency' and 21st century skills themselves, which have proven hard to measure. Additionally, students (often the ones who do well under a traditional system) may resist more complex and ambiguous learning environments. Complexity is inevitable in 21st century contexts, and if the focus is on standard simple outcomes then the opportunity is missed to develop complex higher order thinking skills needed for thriving within 21st century societies. We have suggested here that experiential learning, and particularly PBL, present possibilities for assessment shifts and encourage teachers to explore these and other alternative approaches.

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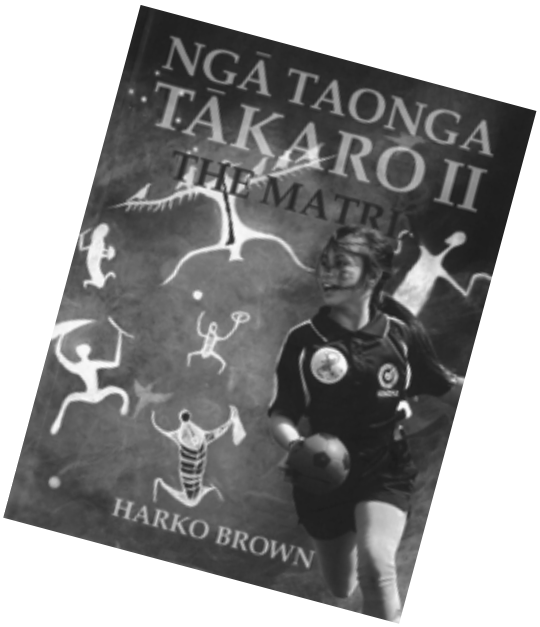
Book review

by Dave Irwin



NgāTaongaTākaro II The Matrix by Harko Brown

In 2016 I attended the PENZ conference in Palmerston North. At the conference dinner, I was privileged to find myself next to Harko Brown, author of this book. He sat down and introduced himself, and without further discussion, instructed me in making a poi (ball) out of the long harakeke (flax) leaves that he had carried to the table. He first led me through the weaving of a ball that ended up about the size of a soft ball, and then directed me to add a platted tail. After I had finished, he shared with me the many ways this object we had just made was a feature of traditional Māori life in both tākaro (games) and war. This was my most valued memory of the conference, and it was with much respect that I later engaged with this book and the focus of his work: Tākaro.

It is hard to know where to start with this review, for this book is not so much a book about games as it is about a passionate journey through the whakapapa of tākaro. Harko draws heavily on the traditions of the selected tākaro that have been passed down through the generations; not limiting the discussion to rules and strategies, but rather teasing out the depth of the historical place these traditions had in Māori society. For example, I was particularly engaged with the traditions of manupakanga (kites) and tuki-teketeke (war-kites). Flying of kites was very much a part of traditional Māori life, and the skills of flying and the technology of the kites themselves evolved considerably over the years. For example very large kites that took up to 30 people to launch were flown on the end of two kilometre cords. Harko goes on to explain that mastery of the kite for recreation led to kites becoming effective weapons of war, and judging by the modern reproductions of these weapons complete with sharp spikes, they must have been pretty intimidating and deadly in the hands of skilled operators.

But discussion is not limited to history for it also draws on the contemporary place of tākaro, tracing the importance of these traditional games in schools, marae and public spaces, and recalling Māori participation in the worlds' first Indigenous Games in Brazil. To illustrate the contemporary place of tākaro, the book is laced with the reflections of rangitahi (youth) and their experiences of tākaro in finding a place for Māori in modern society.

The aim of the book in Harko's words, is to "uplift the mana of our ancestors and to simultaneously help to build a bridge – to bring Māori and non-Māori together, and in this way give our children hope for the future" (p.18). It is an ambitious book and a wonderful read, but also a very valuable resource for educators. I highly recommend Harko's*NgāTaongaTākaro II The Matrix.*

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Networks of Expertise: HPE in PLD

– new support for teachers

Networks of Expertise is part of a broader redesign of Professional Learning and Development (PLD), carried out by the Ministry of Education in conjunction with sector representative groups. The Networks of Expertise seeks to grow and develop existing and new curriculum, teaching and learning networks and meet the specific needs of teachers.

Health and Physical Education – Food and Nutrition and Outdoor Providers, as well as languages, digital technologies, inclusive education, Māori medium education and te reo Māori in English medium settings have been chosen as the first areas to support.

These five areas are the first phase of an intended broader roll-out of support by the Ministry over the next 12 months.

For general information about Networks of Expertise, see: http://services.education.govt.nz/pld/networks/

Networks of Learning: HPE in PLD is a collaboration project targeting support around the identified Food and nutrition and Outdoor Providers areas above.

The collaboration,between the NZ Health Education Association (NZHEA) and the Home Economics and Technology Teachers Association (HETTANZ) and EONZ, began in September will run until the end of Term 1, 2018.

Rachael Dixon (NZHEA), Libby Paterson (EONZ) and Sarah Wirth (HETTANZ) sign -off on the contract.

Networks of Expertise

Here is what's available to tap into.

Primary and Secondary teachers' workshops

One-day workshops that are free to teachers are offered. Ten secondary-level workshops have already been delivered across the country during Term 4. Six primary-level workshops are offered for early next year.

The workshops are a hands-on and interactive way of exploring effective teaching and learning in health, outdoor education and food and nutrition contexts. Look out for further information and registration. Locations and dates are:

Location	Date (2018)
Auckland Central	6 March
Hamilton	7 March
Wellington	6 March
Christchurch	9 March
Nelson	22 March
Dunedin	13 March

Each organisation has a kaiārahi

The kaiārahi are available to provide teachers with on-going advice and guidance to build capability and adaptive expertise in each subject.

Health Education: Debbie Jones

Debbie is based in Christchurch and is an experienced teacher and middle leader of health education. Contact Debbie at: kaiarahi@healtheducation.org.nz

Home Economics: Nicola Potts

Nicola is based in Wellington and is well known to teachers across Aotearoa in the home economics community. Contact Nicola at: kaiarahi@hettanz.org.nz

Outdoor Education: David Cassaidy

David is currently based in the Bay of Plenty and on leave from a leadership role at Mt Aspiring College. Contact Dave at: kaiarahi@eonz.org.nz.

Resource development

Another part of the project is the development of teaching and learning resources for each subject. These will be:

- *Health Education: Mental health and resilience for years 12-13.*
- *Home Economics: Connecting Home Economics learning to STEM*
- *Outdoor Education: Revisioning School camp*

If you are interested in being involved in the development of these resources, please email your libby@eonz.org.nz.

R2R is Part of Kokiri Marae

KOKIRI MARAE HEALTH & SOCIAL SERVICES

Review of:

RANGATAHI TŪ RANGATIRA

By Dave Irwin

Rangatahi Tū Rangatira (R2R) is a National Training Provider that has a focus to "promote cultural and physical wellbeing for rangatahi Māori, and to encourage the development of rangatahi as future leaders." More specifically R2R provides training support that involves coordination and delivery of Ngā Taonga Tākaro wānanga, education sessions, regional provider update training, and event support throughout Aotearoa New Zealand. This review is of the R2R website and resource repository found at: https://www.r2r.org.nz/

On the website, R2R has done a wonderful job of capturing and explaining Ngā Taonga Tākaro (traditional Māori games – where taonga means treasured or prized and Tākaro means sport, game or recreational activity). The website explains that the tākaro have been provided as a starting point and offer an insight into the scope of traditional training methods. Each one has a purpose and develops a wide range of skills physically and mentally. I found the background to the games fascinating, for a number of the activities were focussing on the agility and coordination required to develop warriors, while others captured the traditions of whanau (or family), developed leadership or the ability to strategize.

The website stresses that Tikanga Māori (Māori values) are "essential and are inter-woven into and throughout all Tākaro and activities" and that they can be utilised and adapted to suit a variety of ages, skill levels, as well as fitness levels. Many of the tākaro on the repository have short video files to help describe and illustrate the rules and flow of the game, and all have brief written outlines of rules and resource requirements. Importantly, R2R note that "All Tākaro have a Whakapapa (genealogy), a connection to Te Taiao (the environment) and therefore a connection to the "world view" of the Tupuna (ancestors) who created them. Please be respectful of that connection and be mindful of that when you utilise the Taonga (treasures)".

I have played a number of the tākaro described and as a Pakeha, am intrigued by the opportunities they present to educators for I have long lamented the widespread adoption of particularly United States based models of adventure based learning that are for the most part irrelevant to different cultural contexts. Many times I have asked of myself, my students and of other academic staff "what does adventure based learning that is contextualised in Aotearoa New Zealand really look like?" Well, R2R has gone some distance to answering that question, and the website discloses the effort to bring the knowledge of Ngā Taonga Tākaro "out of the darkness and into the light of day once more". I highly recommend this resource to teachers and encourage them to discover and engage with the games and activities that are unique to our place.

The following game **Ti Uru** is from the R2R pages and is a lot of fun.

Game/Tākaro:

Ti Uru

Game whakapapa/atuatanga

Traditionally played with a piece of Tī Kōuka or block of wood. Tī Uru is a tākaro that encouraged and celebrates close connections and ties between Whānau, Hapu, and Iwi.

GAME DESCRIPTION

This Tākaro is played with a light piece of Tī Kōuka (cabbage tree) once dried out the branch has a hollow centre. This makes it perfect for the way you pass, catch and score in the game. A flat open palm has to be used at all times when carrying the "Ti or Kī".

NUMBER OF PLAYERS REQUIRED

6 players minimum (3 a side).

SPACE REQUIRED

Netball size court or bigger for larger groups.

GAME BENEFITS

Hand/eye coordination, improves balance, whanaungatanga (team work), strategic thinking, spatial awareness

EQUIPMENT REQUIRED

Piece of Tī Kōuka, Block of wood, Kī or Triangle ball (multi directional ball found in most P.E. departments)

- Cones
- Whariki / Place mats
- Bibs or Ripper tags for team I.D

GUIDELINES

Attack: Pass the ti or kī to one of your players standing on a mat to score points. Player (standing on mat) must catch and control the ti, ki, or poi on the full with an open hand.

Defense: Stop the other team from scoring points by intercepting a passed ti or kī.

How to score points: Catch near hips = 1 mat removed, catch above the head = 2 mats removed, catch ti or kī on the back of the neck without using your hands = game winner.

ti or kī is passed into the field of play by the Kaiwawao (referee) at the beginning of the game and after each score.

Alternatively, each team can start halves or quarters and defending team starts after each score.

The kī cannot go directly from defence to the attacking zone; it must be passed to the players in the middle zone.

Must be caught open handed to score, when using a kī or block.

If it is caught waist high, take away 1 mat, head high take away 2 mats, catches behind the neck wins the game.

VARIATIONS

There is an option to add more than 1 ti or kī to open up scoring opportunities. A "poi toa" can also be added as an alternative to a ti or kī, or in addition to ti or kī.

Depending on skill level and understanding, the Tākaro can be played where by players are allowed to run with the ti or kī; if touched while in possession it's a hand over. Or can play a passing variation with similar rules to games like "Netball" where by when players are touched they must pass the ti or kī.

Traditionally played with a block of wood, no holding of the block (or ki/poi) so open handed in all areas of play, better for more experienced players.

You can have as many or few mats as you want.

Only 1 defender in te pawero, makes it easier to score for each team, but more defenders around the mats contesting the scores is also lots of fun.

The variation we promote is that you can only control the ti or kī with an open hand during play. However, catching and passing as you would in most other games can be played for those trying to learn the Tākaro. The open hand method however develops a different skill set as well as offering players a challenge!

THE EONZ POSITION STATEMENT ON EOTC

1. Purpose (What we do)

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

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

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

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

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

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

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

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

4. Where we do it (Place)

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

MEMBERSHIP FORM

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

For further information contact the EONZ Executive Officer:
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If you wish to become a member please complete the form below and return with payment to:
Catherine Kappelle
Executive Officer
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354 Tram Road
R D 2 Kaiapoi 7692

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Organisation	**$110.00**	(all organisations, and Schools with rolls above 300)
Small Organisation	**$75.00**	(Schools with rolls of less than 300)
Individual	**$50.00**	(Not carried by school/ organisation)
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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 above

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