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# OUTDOOR NEWS

The Journal of the Outdoor Educators' Association of South Australia Vol. 19 Issue 1 April 2000

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## Editorial

From the Chair

Welcome to the first Outdoor News for the century! OEASA is now 20 years old. I wonder what OEASA will look like in another 20 years. There have been a few milestones in the organisations life so far. The establishment of the Australian Outdoor Education Council (AOEC), the establishment

of a state journal and later a national journal, state and national conferences.

One of the milestones in school education has been the introduction of year 11/12 outdoor education in the early 80's.

Participation in the subject has waxed and waned, but appears to be on the increase at the moment. 63 schools offered year 11 outdoor

education in 1999, with 21 schools offering year 12 giving a total of 1188 students. (SSABSA, 2000) Although accurate figures for participation in outdoor activities as part of year 12 physical education are not kept by SSABSA, the survey by (Pickett, 1999) suggests that around half of the 8700 students taking part in year 11/12 complete an outdoor education/

*(Continued on page 2)*

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## Feature

# GST!

## A Ruling For Camps And Outdoor Education Providers

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recreation practical component.

Year 11/12 outdoor education continues to evolve. With the recent introduction of VET in schools, outdoor education teachers can have the opportunity to include VET modules within their curriculum. On first bite of this information, it seems very attractive. As students develop outdoor activity skills, they can be assessed using VET module criteria, and emerge having completed some components of the Vocational Education Certificate in (Outdoor) Recreation. This should mean, should they continue further training at TAFE, that they will get credit within that course for the components completed. But it is worth noting some of the 'flip sides' of this arrangement.

One of the dangers may be that this unique subject may be in danger of moving so far into the vocational sphere that students are not offered the opportunity to be reflective, critically analyse, or to experience the subject for the personal value that it has to individuals. Outdoor Education, along with other curriculum areas such as physical education, has long worked towards establishing a clear and distinct identity. The recent move by SSABSA to deconstruct these particular subjects into 'Sport and Recreation' threatens to impact on the work done by many to develop these identities. (See Peter Martin's (2000) article inside on the relationship between outdoor education and outdoor recreation.)

I attended my first SAC (Subject Advisory Committee) meeting for outdoor education on the 15th March. They were dismayed at the plans to dissolve the term 'outdoor education' in the subject title, and resolved to try to retain this subject independent and with it's current title. The fact that this SAC (as with the PE SAC) was not consulted by SSABSA suggests the usual process for deciding the future of our children's education by well paid public servants continues.

With this background, it is easy to see why Victoria has made bridges with environmental education to create the new VCE subject 'Outdoor and Environmental Studies'. Regina Gleeson's article from the VEOA journal is reproduced inside illuminates further their direction with the subject.

Now for some good news!! Since the conference in October 1999, it has been OEASA's strategic intent to pursue professional development in regional areas, with regional areas experiencing the largest growth in outdoor education at all year levels in recent years. The establishment of Port Augusta Aquatic Centre in 1998 has been very successful, and the centre now has plans to broaden it's appeal and become a year round outdoor education centre.

To assist with this process, a regional outdoor education/recreation instructor training week is being held 18-22 September in co-operation between the aquatic centre, OEASA, BLSA, CSA: Education, SAREA, YSA, ORCSA and hopefully, AAEE (Australian Association for nvironmental Education). A draft information sheet is with this issue. A great opportunity for those in this important regional area, as well as others that want to escape to the Lower Flinders, to develop relationships within our profession.

Lastly, a reminder to put aside some time in January to attend the National Outdoor Education Summit in Victoria, January 15-20 2000. We need as many South Australians as we can get there. Past conferences have been very worthwhile for examining practice, direction, making connections, and for generally getting revitalised.

Yours in the outdoors,

Scott Polley,  
Chair OEASA

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*The relationship between outdoor education and outdoor recreation continues to be a point of debate. Peter Martin, with feet in both camps, examines possible moves forward in relation to ORCA and the AOEC- the two national outdoor bodies. From Journeys.*

## **Outdoor recreation and outdoor education: Parts of a bigger whole**

*Peter Martin*

The executive of both the Outdoor Recreation Council of Australia (ORCA) and the Australian Outdoor Education Council (AOEC) have met to discuss future directions within the industry and profession. A meeting in Melbourne in late December enabled the executives to acknowledge the similar goals and constitutional intents of the two bodies. As a consequence, the ORCA and the AOEC have agreed to develop a closer working relationship to assist the achievement of common goals including:

- improved client access to quality experiences in the outdoors
- more informed cultural and environmental responsibility
- professional enhancement of the broader industry/field.

ORCA and the AOEC believe that a close working relationship will provide enhanced opportunities for:

- improved services to members and clients
- networking
- access to funding bodies
- political 'clout'.

ORCA and the AOEC are developing a number of strategies to ensure that the desired working relationship is achieved. One of the central issues in developing co-operation is the shared belief that professionalisation of the field will ensure improved quality of experience for both clients and providers in the field.

### **ORCA and the AOEC agree that the way forward lies in acknowledging existing points of connection and disconnection**

ORCA and the AOEC recognise that professionalisation is founded on a number of significant 'pillars', as discussed in the last edition of Journeys:

- a motive of service beyond self interest-a distinctive contribution to make to society, an ultimate good
- development of a specialised body of knowledge
- a code of ethics
- recognised educational pathway(s) which describe how members are admitted to, or join the profession

- public recognition via social standing and remuneration

ORCA and the AOEC agree that the way forward lies in acknowledging existing points of connection and disconnection and then determining what are appropriately-shared professionalisation pathways and what is specific to each family member. It is to that end that this initial co-operative agreement is directed.

Initially, one of the key issues to be tackled is that of accreditation and the production of industry awards. ORCA has already commenced this process but has not incorporated provision for non competency-based learning pathways, such as those developed outside the VET sector. Resolution of this and other pivotal issues will be tackled in the coming months in a lead up to the AOEC Summit in January 2001. The Summit is envisaged as the point at which many of the issues that have dogged the field over past years will be finally laid to rest with workable realistic solutions. I look forward to the challenges and outcomes.

Martin, P., 2000, Outdoor recreation and outdoor education: Parts of a bigger whole, *Journeys*, 5, 1, p.3

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## Outdoor Educators' Association of South Australia (OEASA)

Minutes of the Meeting 1/3/2000. Maid and Magpie Hotel. 6.30 pm

Apologies: Mark Dudley, Chris Davidson, Kerry Houston, Grant Henwood, Bron Martin

Present:: Tim Vogt, Matt Randall, Nerilee Flint, Scott Polley

### Correspondence:

1. AOEC (Australian Outdoor Education Council)  
Information regarding upcoming summit in January  
Feedback sought from OEASA, and was given  
Meeting in May to be attended by Scott in Melbourne
2. CEASA (Council for Education Associations of South Australia)  
Grant application for regional conference rejected. No specific information given.  
Upcoming meeting to address this.
3. ORCSA (Outdoor Recreation Council of South Australia)  
Newsletter. GST information. Intention to amalgamate with Recreation SA. Cheque for conference to be given following payment by unisa. (Scott to follow up).
4. CASA (Camping Association of South Australia)  
Camping connections.
5. VOEA (Victorian Outdoor Education Association)  
Journeys

### Business:

1. National Conference:  
Planning appears to be going well for Victoria in 2001. South Australia due to host next conference. Decision will need to be made by OEASA by January. Decision made to pursue this, with aim of building up cash reserves to enable someone to be employed to take on main organisational role. All OEASA projects to be at least cost neutral or profit making towards this aim.
2. Regional Conference:  
Port August Aquatic Centre has agreed to work with OEASA to get an instructor accreditation week going in term 3/4 break. SAREA, BLSA, CSA: Education, ORCSA likely to get involved.
3. Unpaid Memberships:  
A number of members have not paid membership for 99/2000. (Tabled by Nerilee). Individual phone calls to check with them, but no more journals, as they have already received one national journal and one state journal for free.

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4. New Memberships:  
Suggestion to acknowledge new financial members in each newsletter. (Tabled by Nerilee) Suggestion that profiles be obtained for publication also. Further suggestion to acknowledge our long term financial members. Nerilee to check records on this.
  5. Presentation Dinner:  
Scout Outdoor Centre and Paddy Pallin approached to be involved. Scouts preferred not to take bookings, but would like to continue relationship with OEASA with certificate vouchers. Paddy Pallin, through Mark Dudley, happy to assist with the organisation and booking. Scott to follow up.
  6. GST Information:  
Matt supplied some GST information obtained during a seminar for distribution. To be included in the next Newsletter.
  7. Mylor Baptist Camp  
Tim reported that this camp has cleared a section of the creek to have 500m of permanent grade 1/2 whitewater.

Meeting Concluded 7.45

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## Community Organisation Information

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### **Bushwalking Leadership S.A.**

1. Introduction To Bushwalking
2. Daywalk Leadership
3. Bushwalking Leadership
4. Advanced Bushwalking Leadership

**Contact BLSA on 8410 1414**

### **Bicycle S.A.**

1. Cycle Tour Leaders Courses
2. Bicycle Maintenance Courses
3. Bike Education

**Contact : 8410 1406**

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### **Canoe SA: Education**

1. Basic Skills Courses
2. Basic Skills Instructor Courses
3. Sea Proficiency
4. Whitewater Proficiency
5. Inland Canoe Tour Leaders Courses
6. Whitewater Instructors Courses
7. Sea Instructors Courses

**Contact Peter Carter: 8410 0700  
0700**

### **Yachting South Australia**

1. Sailing For Disabled
2. Sailing Education
3. Instructor Courses

**Contact John Woolatt: 8410 1437**

*yachtinsa@picknowl.com.au*

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### **South Australian Rockclimbing Education Association**

1. Assistant Climbing Instructor
2. Top Rope Instructor
3. Lead Climbing Instructor

**Contact Regency TAFE: 8348 4600**

### **Council Of Education Associations of S.A.**

1. Professional Development
2. Cross Curricular Contacts

**Contact Ian Smyth: 8373 0070**

**Email: *ceasa@ceasa.asn.au***

**Website: *www.ceasa.asn.au***

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*Year 12 Outdoor Education in South Australia involves 23 Schools and around 120 students. As we contemplate the future of this subject it is useful to look at what our eastern neighbours are doing. From our sister organisation, the Victorian Outdoor Education Association.*

## **Outdoor and Environmental Studies 2001**

*Regina Gleeson  
Board of Studies  
Reaccreditation Panel for  
Outdoor  
and Environmental Studies*

The VCE Outdoor and Environmental Studies (OES) 2001 course should be in schools in February. Contact the Board of Studies for a copy if you missed out. The aim of this article is to give you some background as to how the study was conceived and to outline the key features of the study.

### **Background**

As outlined in Peter Martin's article (journeys, August 1997), there are now two courses available to senior secondary students: one more closely aligned with outdoor recreation and one aligned with outdoor education. In the mid 1980s the Vocational Education and Training System (VET) began to be developed. Today, the Sport and Recreation 11 Training Package is available in the outdoor field. The VET system is outcomes-based and a

student's competency is determined in the performance of job-specific tasks. The VET system reflects industry needs and is aligned with the outdoor recreation industry. For students seeking a qualification to be, for example, a trainer, instructor or outdoor recreation administrator, the VET system offers provider-based training in specific pursuits and administration. This course requires outdoor educators to liaise and work with providers in the community.

The approach of a more liberal educational philosophy which is focused on broader educational goals than vocation, would include a more generalist, flexible and humanist understanding of educating an individual and a socially-critical and reflective approach to using the outdoors. This approach is encapsulated in the new VCE course. Many outdoor educators would see their educational goals as being much broader than skills-based training for the recreation industry.

After a review of the Victorian Certificate of Education in 1998, the Board of Studies determined that Environmental-Studies would be split into Environmental Science in the Science Key Learning Area and that the more humanities based part of Environmental Studies would be merged with Outdoor Education and exist in the Health and Physical Education Key Learning Area. The merger

of Outdoor Education and the more humanities-based part of Environmental Studies was designed to retain the important principles of each study, while positioning the new study in a way that would offer a unique course which did not overlap with the VET course, or VCE Environmental Science, Geography or Biology. This has meant that skills acquisition, for example, cannot be included under the dot points.

### **Curriculum**

Consequently, OES seeks to provide a curriculum which encompasses the existing Outdoor Education principles of adventure-based experiential education in largely natural environments whilst incorporating environmental interpretation and evaluation in a student's understanding of the outdoors

### **What is unchanged?**

The choice of activities and venues remains with the teacher, and the focus on adventure and a range of activities remains largely unchanged. Much of the existing VCE Outdoor Education study is still in the course, but in a redefined way. Some 90 per cent of course content can be found in the new course. Importantly, a minimum of thirty hours in the outdoors remains in place. While trip planning and preparation or skill

*(continued page 7)*

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acquisition are not overtly stated in the course, they obviously remain as an essential part of the course in the same way that science subjects do not dwell on laboratory operations in their curriculum. These are the means to learning outcomes rather than the ends in themselves. Similarly personal development, personal growth, team building, challenge, survival skills, leadership and community living approaches have always been important to Outdoor Education. These remain unchanged.

### **What has changed?**

That which has changed is the overarching philosophy of the course and the inclusion of Environmental Studies curriculum. The philosophy which emphasises the individual recreating on public land has been transformed towards the individual within the broader natural and social environment. All environments are now included although, for the purposes of access, public land will probably continue to be most often used. Largely natural places and human-altered environments will be compared and contrasted. In addition, a socially critical understanding of the relationship between humans and nature and nature and humans underpins each unit. The outcomes-based approach to assessment conforms to the post-review principles to be

found in each new study.

### **Course philosophy**

As stated in the Aims, the study is designed to enable students to:

- develop an appreciation and understanding of outdoor environments;
- develop an understanding of basic ecological principles;
- develop an understanding of the diversity of views of and that outdoor environments may not be synonymous with nature;
- develop an understanding of human impact on and relationships with nature;
- develop skills and knowledge related to practical experiences of outdoor environments;
- acquire practical skills for safe outdoor travel and living
- acquire skills for minimal impact travel, living and investigation of outdoor environments;
- develop skills of observation, data collection, analysis, synthesis and evaluation fundamental to outdoor environmental inquiry;
- develop an understanding of the role of the outdoor environment in contributing to Australian culture;
- develop respect for the

outdoor environment and a concern for its conservation;

- develop an understanding of strategies used to protect, conserve and manage the outdoor environment.

Experiential education remains as the cornerstone of this course. Much learning will occur in a practical, trip-based way. Understandings about ecology, geology, politics or environmental interpretation will continue to have an experiential orientation rather than, say, a scientific or textbook teaching approach. We have always shown our students special places and facilitated their learning about environments. We will continue to do this. The section

*Advice to Teachers* was not included in the consultation draft and includes a wealth of ideas about teaching each unit.

The choice of activities is school-based and the factors which determine the choice of activities include:

- trips which allow you to journey through an environment
- trips which encourage self sufficiency
- trips which facilitate observing the characteristics and types of environments, living and non-living things

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- trips which allow students to observe the effects of nature on humans, and the effects of humans on nature.

### Activities

Activities might include (not an exhaustive list)

- paddle touring-to observe river hydrology, land formation, wildlife and vegetation, human-nature relationships
- rock journeying-cliff formation, texture, structure, wildlife and vegetation, human-nature relationships
- *coastal activities* such as snorkeling, scuba diving, sea kayaking, Rockwell rambling, sailing, surfing, coastal walking-perhaps a combination-with a focus on the journey to observe hydrology, coastal formations, marine and coastal wildlife and vegetation, human- nature relationships
- *bushwalking*-stopping to observe environmental features such as watersheds, landforms, ecosystems, human-nature relationships
- *ski touring/snow shoeing*-observing structure and function of alpine environment, wildlife and vegetation, seasonal change, Human-nature relationships
- *cycle touring on tracks*
- *naturalist activities*-bird

watching, field surveying, rockpool rambling, night prowling

- *environmental activities*-tree planting, cleanups, impact surveys.

The activities should allow students to develop:

- personal critiques of human-nature relationships -1 ways of knowing nature, which, are not primarily science-oriented
- a sympathetic understanding of nature
- informed contributions to discussion of environmental issues
- Skills and knowledge which exclude the use of weapons or mechanical devices which replace human effort.

### Professional development

Depending on each outdoor educator's training, qualifications and experience, which is unique to each of us, there will need to be a range of professional development options in this and in coming years. The VOA is currently planning an extensive professional development program which will be outlined in the next journeys. A substantial amount of time at the VOA Conference in July will be dedicated to prepare for the course.

### Promoting the study

It is critical to the future of this

course, and to our future careers, that this course be marketed well this year. The success of VCE Outdoor and Environmental Studies will have ramifications for OE in the lower levels of schooling. We have always promoted Outdoor Education to students through adventure, and they have then been pleasantly surprised that they are drawn into a fascinating way of understanding themselves and their society. In marketing this subject, the same principles still apply. While some students and teachers may choose to take up the VET course, for many students and teachers a curriculum focus which enables students to learn more about their environment and to think critically about themselves and their society might be preferable to an assessment of their performance of predetermined job-specific tasks.

(Gleeson, R., 2000, Outdoor and Environmental Studies 2001, *Journeys*, 5, 1, pp.7-9)

*Here is a test to find whether your mission on earth is finished: If you are alive, it isn't.*

*Bach, R, (1994) Illusions, Mandarin, UK*



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## Real Outdoor Educators

Robbo Bennets

De La Salle College (From Journeys, 5,1, p.18)

River guide and outstanding outdoor educator Robbo Bennets puts his colleagues to the test . . .

Studies show that the most common adjective used to describe Outdoor Education within the industry is 'unique' (Bennets 1997, 1998, 1999). Outside the industry the most common adjective is 'Mickey'.

We, as outdoor educators certainly have the unique distinction of being terminally unable to define just what our industry really is (Thomas 1999). But perhaps the more paradigmatic question is: who are the real outdoor educators? Deep research has made it possible to construct the following profile.

### Real outdoor educators...

#### Never

- *drive* Subarus
- *begin* sentences with 'We, as Outdoor Educators.
- *suffer* from guru fetish-unless there is a significant element of narcissism involved
- *refer* to themselves as 'climbers' or 'paddlers'-to anyone but mug punters
- *wear* stripy long johns under their shorts, which actually colour coordinate with their bandannas
- *check* the meaning of 'ego-self, 'eco-self, 'eco-spiritual', 'eco-equalism' or 'eco-paradigmatic' before using such terms
- *can* figure out, or remember, what TLAs (like TER) or MFSAs (like PEEL) stand for
- *treat* any student with contempt-unless the student deserves it, or it is one of those all-too- common cases of mistaken identity
- *know* the difference between OE, recreation, PE, camping and the Heimlich manoeuvre
- *read* anything except 'The Phantorn' and the form guide
- *quote* their own studies-unless it is a 'publish or perish' situation, and they don't have time to do genuine research
- *embellish* the facts in any way-unless such embellishment directly enhances their legendary status within industry folklore
- *allow* students who are under the influence of alcohol or other drugs to drive the school bus
- *light* bonfires or set their dogs loose in sensitive areas-unless they feel like it
- *remember* to pay VOEA membership in the year it is due.

#### Always

- *drive* beat-up old station wagons (usually Stigmas) with dusty, faded 'No Dam' stickers flaking off the back window
- *sleep* in the back of their station wagon, in the school bus, or anywhere but a tent
- *bravely* continue their quest to execute the definitive telemark, i.e. half-snow plough, half-face plant
- (almost always) remember to take really essential items on trips like mobile phones, emergency phone numbers, first aid kit, medical forms, toilet paper, deodorant, food, paddles - except on paddling trips, the motor pass, the trailer, the bus and/or the students
- *cycle* in their paddling shoes and walk in their climbing shoes, i.e. Dunlop Volleys
- *believe* that the existence of Big Cats out there is the only plausible explanation why they regularly come home with fewer students than they take
- *keep up* with the latest trends in education, such as the proposed changes to the HSC
- *frankly* admit to making mistakes-unless there are no credible witnesses, or such admission is likely to have any kind of ugly consequence
- *tell* students the exact same appalling jokes camp after camp, year in and year out
- *have* an uncanny, instinctive sense of direction, only deserts them when they venture outdoors
- *keep* all quals up-to-date, e.g. their Herald
- *absolutely* love working in the Great Outdoors-unless it is inclement, or it's like work, or it's more than 2 kilometres to the nearest TAB.

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Some Activity Ideas From

## **Back Pocket Adventures**

by Karl Rohnke and Jim Grout

Members: \$20 Non-Members: \$25

### **Out of Kilter**

In pairs, grab one another's hands or wrists. Lean backwards until you **find** that if it were not for the support from your partner, you'd topple over. Of course while you're in the process of putting yourself out of balance your partner is doing the same. Move around a bit and try different positions, all the while maintaining a sense of balance, or ... imbalance. As you get **more** comfortable worth one another get a bit more daring. Try a move you couldn't possibly do without the support of your partner.

Now find another pair and make your duo a fourple. Careful, four unbalanced people can lead to a crescendo of falling bodies.

Again, the task is to create a point of imbalance that won't work without the support of your partners. When you've mastered four imbalanced bodies, you're ready for the big one.

Get the whole group together and create one massive example of 'human imbalance.' Uh ... better make sure there's no objects around to fall into or

onto. Four or more unbalanced bodies are bound to create a bit of havoc.

### **Name of the Game**

Locate the group in a room that allows seating for everyone and some space for moving around. Indicate that one or two people will be asked to leave the room. While the volunteers are outside the room, the remainder of their group decides on a subtly repetitive sequence that can be de-coded through answering questions and/or offering a

*(Continued page 11)*

[www.outdooradventure.com.au](http://www.outdooradventure.com.au)

# Outdoor Adventure Skills

228 Rundle Street, Adelaide 5000 Telephone: (08) 8227 1855

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The Challenge Starts At....

## VENTURE

C O R P O R A T E  
R E C H A R G E

### ACTIVITIES:

- X Rock Climbing & Abseiling
- X High & Low Ropes Course
- X Bushwalking
- X Orienteering
- X Mountain Biking
- X Canoeing & Kayaking
- X Initiative & Problem Solving Tasks

### OUTCOMES:

- X Group Interaction
- X Learning
- X Fun, Challenge
- X Personal Development
- X Self Esteem & Confidence
- X Team & Leadership Development
- X Trust & Camaraderie-

**Phone: 8232 3997**

or look us up on the Net

[www.ozemail.com.au/~venture](http://www.ozemail.com.au/~venture)



192 Rundle St, Adelaide SA 5000 Ph: 8232 3997 Fax: 8223 5347 Email: [venture@senet.com.au](mailto:venture@senet.com.au)

demonstration. The person (people) outside the room are then asked to come back in and try to figure out the pattern; i.e. What's the name of the game?

The group will probably need some ideas. such as the following, to stimulate their thinking in a useful direction.

Someone in the group begins the sentence that starts with an A word. For example, 'Although what I'm saying may seem strange, the next comment may help.' The second comment (from a different person) starts with a B word. 'Better listen carefully.' The next sentence, offered spontaneously, starts with a C word, and the comments continue, following the alphabet until the contestants figure out what's going on, or the letter Z is reached and the game ends.

Or you might try:

Alternating male and female players as those answering each question. Obviously then, the answers have no relevance to the questions, as only the alternating male or female speaker is significant.

Including in each answer the name of a prominent article in the room. Answering 'Yes' to the first question. thereafter, answer the previous question. Example:

#### 7-11

Three people stand facing each other.

One of the players says, "One, two three, SHOOT!" On SHOOT, all three players throw out as many fingers (0-5) on one hand as they deem necessary to come up with a solution, which

is: to achieve the number 7; i.e. the total number of fingers being spontaneously exhibited. Any other digital total is wrong and the process must be repeated until 7 is achieved. Obviously talking or sharing signals is not allowed. Since there is absolutely no skill involved, the number of SHOOT times necessary to reach 7 will vary **ftoni** the first time to many more than that. ]be happy circumstance devel- ops that no one seems to *me* how many times it takes, being taken up in the laughter and ludicrousness of what's happen- ing. If players enjoy trying to reach 7, suggest that they use both hands and try to achieve 1 1. Same rules and procedure, but it takes longer.

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## River Murray Urban Users Committee

### Professional Development Program Teachers and students from the city can help Save the River Murray



Accredited Professional Development sessions covering River Murray issues and introducing teachers in Adelaide to a range of resources to assist them is available.

The professional development program is presented by the River Murray Urban Users Local Action Planning Committee in association with the Australian Association for Environmental Education.

Water is our most precious resource and the River Murray is the source of the majority of our water in Adelaide and South Australia. As highlighted by the recent media attention on the River Murray, it is essential that we protect and conserve this valuable resource.

A theme throughout each session is 'action' for the benefit of the River Murray. Each session will be interactive, motivating and informative. Two session formats are available:

- a 3.5 hour session on a weeknight in Adelaide; or
- an overnight 10 hour session on the River Murray.

The overnight sessions will cover broader River Murray issues and include visits to sites of interest on the River Murray at Mannum. As well as curriculum resources, the sessions will introduce teachers to a variety of opportunities, including:

- the 'Mighty Murray Musical' presented at your school;
- or assistance from a professional artist to paint signs inspired by the River Murray that can be erected near your school grounds.

**The sessions are targeted at middle years teachers.**

The sessions are subsidised by funding from the Natural Heritage Trust, Murray-Darling 2001 program, so the cost to participants is minimal.

**Dates:** Wednesday 29th March, 6:30pm to 10:00pm  
Friday 7th April, 6:00pm – Saturday 8th April, 5:00pm  
Friday 28<sup>th</sup> April, 6:00pm - Saturday 29th April, 5:00pm

**Cost:** Weeknight session - no cost Overnight sessions - \$50

A bus from Adelaide will be provided to transport participants to Mannum for the overnight sessions and all meals are included.

#### **Bookings and more information**

Contact Lara King on phone 8204 9100, fax 8226 0584 or email [rmuulapc@senet.com.au](mailto:rmuulapc@senet.com.au)

To find out more about the River Murray visit the River Murray Urban Users website at

[www.murrayusers.sa.gov.au](http://www.murrayusers.sa.gov.au).

To find out more about the musical and the visual art component visit [www.enviro-arting.com.au](http://www.enviro-arting.com.au)

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# Wilderness

*An essay by Fredrik Hakkinsen, University of South Australia Exchange Student*

## Introduction

Focusing on the subjective meaning of the word wilderness, it is something wild, unpredictable, out of control, untouched and possibly dangerous to someone from a western culture. To be in the wilderness you actually need to be outside your natural habitat. To someone from an urban setting this is the country, outback, bush or area not developed and controlled by white man. Wilderness is perceived as a possible danger zone to westerners, making them feel small and vulnerable.

**“If you perceive your self as small and exposed when in wilderness this implicates that the country is big and mighty”**

These elements of danger and no control also makes you want to go there. If you perceive your self as small and exposed when

in wilderness this implicates that the country is big and mighty and will have an impact on you. This phenomenon of being close to something larger than life, when in wilderness, has long been a part of Christian beliefs. Many of the episodes in the old Testament is situated in the wilderness (Brown 1992).

The origin of this contradictory relationship to wilderness in connection with the colonisation of Australia will be explored. An alternative view will be put forth in terms of Aboriginal people's traditional values and how these are rooted in the land.

Key terms such as balance, distance, closeness, family, touch, feeling and country will be used to illustrate connections between patterns of thinking.

## Western belief systems and wilderness

The English colonisation of Australia began in 1788.

Europeans had been in contact with the continent earlier but only briefly and with little impact. The reason why the English came to Australia reflects the frame of mind they were in. The exploration of the

continent was fuelled by socioeconomical interests. This put pressure on explorers to find viable economic usage of the land. For the exploitation of the land to be morally justified, the colonisers had to ignore any signs of culture and link between the land and the Aboriginal people. Terra nullis,

**“The reason why the English came to Australia reflects the frame of mind they were in”**

meaning ‘no mans land’ was coined and so the Aboriginal people was to be “in a state of nature, without social, political or religious organisation, and lacking any permanent or productive attachment to the land”. (Brown, 1992, p. 10). The western settlers easily adapted the terra nullis concept, as they were familiar with a world that promotes and has adopted as a science, the survival of the fittest (Brown, 1992).

Seeing oneself as the superior being and placing oneself over everybody else, makes you have a higher vantage point enabling you to see further into

*(continued p. 14)*

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the distance. It also makes you lose sight of details. If you cannot see any imprints made by man, it is yours to have. This perception is called cultural blindness and is accurately depicted by Anzac Munnnganyi, an Aboriginal man: "White people just came up blind, Bumping into everything. And put the flag; put the flag". (Bird Rose, 1996, p. 18).

Within western cultures of knowledge there is a tradition of distance. The thought here is that if you can separate yourself from emotions, distancing yourself, you will gain a greater perspective thus seeing the whole picture. The urban dweller may feel a distance between him self and the country. Almost like it is too big to take in. Western art in the form of landscape painting makes an attempt to narrow the gap. You are looking at a painting of a landscape and trying to place yourself in it. The painter's greatest dilemma seems to be to make you feel what he feels. To transcend the emotions felt, the painter familiarises him self with the landscape, making a personal relevance. The expression of this process is then put on canvas.

### **Aboriginals**

Aboriginal people's way of thinking and collective knowledge is expressed through art. Rather than having institutions set up to reproduce science, they maintained and spread this knowledge with artistic tools such as dance, music, poetry, paintings and storytelling. The basis of inspiration and the materials used, all originated from the land (Bird Rose, 1996).

"Everything come up out of ground – language, people, emu, kangaroo, grass. That's Law". (Bird Rose 1996, p. 9). Land for Aboriginal people is the basis for everything they know and need to understand. To survive, a close interactive relationship with the land was created; 'country'.

### **Country: it is a family affair.**

Aboriginal peoples use the term 'country' in a conceptualised way. For them it means nourishing terrain, "(...) a place that gives and receives life. Not just imagined or represented, it is lived in and lived with". (Bird Rose, 1996, p. 7).

Country is people, flowers, animals, stones, water, air and earth. It is everything, and yet it

is personal and local. Country is perceived as and talked to and about as though it is a person. It has its own consciousness. For Aboriginal people the country is their habitat, their home. It is what they are used to and have grown up with (Bird Rose, 1996).

It is estimated that Aboriginal people have lived in Australia for over 50 000 years (Horton, 1994). That is a long time from a human perspective. Through this time country has become a family member. It is seen as one of their own. This is a very practical way of thinking. When someone is part of your family, you have a strong bond with them. You get to know country and country gets to know you. A mutual dependency is formed. This mutual dependency is relevant to all life, humans being one of many relatives within the family. In order to gain some control over their existence they simply made themselves apart of it. Making your apart of the existence means that you have to lose the distance. In a sense, Aboriginal people loose themselves into the context of

*(continued p.15)*

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country, making them not explicitly aware of their knowledge (Bowers, 1993, p. 189).

### **Knowledge is feeling**

Each local country is seen as complete but still they are apart of a larger whole. No one knows how big and no one should try to know. In expanding your knowledge to a larger whole, you run the risk of losing touch with the feeling of the local country.

Contradictory to early western believes Aboriginal people did cultivate the land. Practices such as selective harvesting, sanctuaries and totems and use of fire along with gathering and hunting enabled them to live of the land. The dingo was introduced to Australia for hunting purposes. These practices had been developed over thousands of years, obtaining a balance (Brown, 1992).

To be able to live you have to kill. This is the way it is. With Aboriginal people this needs no justification. I, a European, do not need any justification to buy some fish fingers. But dissociation and alienation achieve the need of no

justification. By going into a store and buying fish fingers I make it easy on my self, distancing my self from the catching and killing of the fish. Aboriginal people do the opposite. They acknowledge the closeness to the fish, appreciating its life spilling over into their own. The actual act of catching the fish is valued because, not despite of, the difficulties it involves. The fact that the fish is not handed to one on a plate enables you to maybe think before you eat (Bowers, 1993, p. 187-188).

When 8-9 year old western schoolchildren from an urban setting were asked to draw some fish the result was fish fingers.

### **A case of black and white**

Within the constraints of this essay a number of generalisations has been made. It is important to recognise that Aboriginal people did not sit by idle, while Europeans colonised Australia. Aboriginal people attempted from an early stage to incorporate European settlers. In many areas of Australia it was believed that white people where Aboriginal ancestors coming back from the dead.

Europeans where often incorporated into Aboriginal families so that a relationship was formed. By doing this, it would make the Europeans food and goods their own as well (Anderson, 1988).

Further it is important to note that there exists variations within Aboriginal people's social, cultural and economic community. This is also the case when speaking of western and European cultures. Thus, it is not as clear-cut as black and white.

There is also an issue whether or not the Aboriginal people's connection with the land is all that balanced. One argument is that people are all the same and the Aboriginal people had no choice. If they were given a choice, they too would like to live like westerners. They had to be ecologically sound because of lacking technology.

Another argument states that there are real social and cultural differences between people from different parts of the world and how they choose to

(continued p.16)

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live their lives. It is rather like trying to find out who came first; the hen or the egg. To me this is not important. What is important to acknowledge is that we can all learn from different cultures. Why stand on one leg when you obtain a better balance on two.

### References

Anderson, C. (1988). The Aboriginal people. In J. Jupp, (Eds.), The Australian people (pp. 13-19). Australia: Angus Robertson Pub.

Bird Rose, D. (1996). Nourishing terrains. Australia: Australian Heritage Commission.

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Brown, A. J. (1992). Keeping the land alive. Sydney: The Wilderness Society.

Horton, D. (1994). Economy. In D. Horton, (Eds.), Encyclopaedia of Aboriginal Australia (pp. 323-328). Canberra: Aboriginal Studies Press.

## New Members:

We would like to welcome the following new members to

OEASA since June 1999.

Corporate/School/Institution members:

Port Lincoln High School

*Todd George*

Mercedes College

*Peter Thornton*

King's Baptist Grammar School

*Chris Hodgson*

Yorke town Area School

*Simon Mott*

Hamilton Secondary School

*Ian Jenkinson*

Cornerstone College

*Andrew Lines*

Woodcroft College

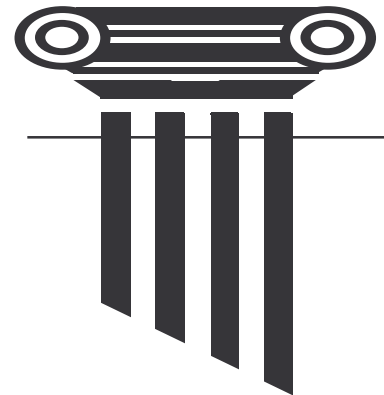
*Neil Turner*

Individual Members:

*Kyla Young*

*David Badenoch*

Great to have your membership, support, and look forward to your involvement with OEASA.



## Australian Taxation Office Ruling on educational campsite services

In relation to treatment of GST for the above services, we have received the following ruling from the ATO:

*'A campsite owner or outdoor education provider, if registered or required to be registered, must include GST in the price charged to a school. The school will be entitled to claim a credit for the amount of GST included in the price.*

*When supplying the camp to students, the school will not be required to account for GST where the camps are directly related to the school curriculum being undertaken.*

*Schools must account for GST on*

*(continued p.17)*



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*campus that are not directly related to the school curriculum or are predominantly recreational in nature.'*

**What does this mean?**

Simplifying the above statement, campsites are required to treat school camps as follows:

1. Campsites will quote schools GST-inclusive prices.
2. Campsites will invoice schools GST-inclusive amounts.  
Schools will pay campsites GST-inclusive amounts.
4. Schools will claim GST credits with their next Monthly Activities return.

Basically, GST amounts flow from school to campsite to ATO and back to schools.

Important!!! School campsites, as such, cannot be GST free. Only the 'educational services' linked to curriculum can be GST free.

**Non School**

All camping services offered to Non-School Organisations are subject to GST and are invoiced accordingly.

Curriculum related excursions or field trips that are not predominantly recreational are *GST-free*. This includes the accommodation and travel components of school excursions.

To be *GST-free*, excursions must directly relate to the school curriculum being undertaken and be organised by the school. For

example, a local school's history class has an excursion to the Australian War Memorial. This excursion is directly related to the school curriculum and is *GST-free*. While some non-related curriculum activities may take place during an excursion such activities will generally not alter the *GST-free* status of the excursion.

**Example**

*GST-free excursion*

A country secondary college arranges a three-day excursion to the city to participate in a range of activities that directly relate to the school curriculum being undertaken. Some other activities of a recreational nature may occur. As the excursion directly related to the school curriculum and it is not predominantly recreational, it will be *GST-free*. In this instance, the recreational activities are incidental to the excursion and will not change the *GST-free* status of the excursion.

Curriculums Of many secondary colleges include school camps and excursions designed for personal and lifestyle development, which may include activities such as abseiling and bushwalking.

These activities are *GST-free*, if directly related to the school curriculum being undertaken.

However, GST will apply to an excursion, such as a day trip to the snow organised by the school, if it does not relate to the school curriculum.

School excursions often require parental assistance to meet legal obligations. GST is generally not payable by the parents or staff for their participation in the excursion unless there is a separate charge to them.

**Example**

*Excursion transportation*

The students and staff of a secondary college attend an athletics sports carnival to participate and support the school's team. Transportation to and from the venue is by a private bus company. This excursion is directly related to the school curriculum and is *GST-free*. The school is entitled to an input tax credit for GST included in the price of the bus hire. The school will be able to claim an input tax credit for any GST included cost of the excursion.

**See Over For Letter From ATO**

*(continued p.18)*



Telephone: (03) 9215 3111  
Facsimile: (03) 9215 3215

19 January 2000

Mr. John Wheeler  
Business Manager,  
Camping Association of Victoria Inc.  
332 Banyule Road  
VIEW BANK 3084

Dear Mr. Wheeler

We refer to your letter dated 25 August 1999 and the subsequent telephone conversations between yourself and Trevor Welgus of this office concerning the activities of the Camping- Association of Victoria and, in particular, the provision of school camps.

#### **Facts**

The Camping Association of Victoria represents a cross section of members including school camp operators, schools, teachers and outdoor education providers.

The Association's main source of funding is through membership subscriptions.

The Association provides a series of support materials to primary and secondary schools and teachers. These materials provide ideas to help the schools and teachers develop a quality camping program which addresses the educational goals and meets the need of the students.

The Association provides a series of support materials to primary and secondary schools and teachers. These materials provide ideas to help the schools and teachers develop a quality camping program which addresses the educational goals and meets the need of the students.

The Association also provides information and support for campsites across Australia through its role with the Australian Camping Association.

The Association does not supply campsites. The school camp operators and outdoor education providers charge the schools directly for the camps.

#### **Decision**

All taxable supplies made by the Camping Association of Victoria Inc, if registered or required to be registered, will be subject to GST. However, as the Association does not supply the school camps or campsites to the schools, the Association will not incur a GST liability in this instance.

The campsite operators and outdoor education providers, if registered or required to be registered, will incur a GST liability when making supplies of school camps.

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### **Reason for decision**

As a non-profit body you must register for the GST if your annual turnover is 100,00 or more.

Once registered, or required to be registered, GST will be payable by you on most goods and services you sell or supply to others in the course of your business.

Section 9-5 of *A New Tax System (Goods and Services Tax) Act 1999* states that you make a taxable supply if

- a) you make the supply for consideration; and
- b) the supply is made in course of furtherance of an enterprise that you carry on; and
- c) the supply is connected with Australia; and
- d) you are registered or are required to be registered.

However, the supply is not a taxable supply to the extent that it is GST-free or input taxed.

Membership, joining and renewal fees will be subject to GST as they are paid in return for a supply. The supply is the benefit and the right of being a member of the Association.

GST will also be included in the price of things you acquire or import for your business. However, if you are registered for GST you can claim a credit from the ATO for any GST included in the price.

A campsite officer or education provider, if registered or required to be registered, must include the GST in the price charged to the school. The school will be entitled to claim a credit for the amount of GST included in the price.

When supplying the camp to students, the school will not be required to account for GST where the camps are directly related to the school curriculum being undertaken.

Schools must account for GST on camps that are not directly related to the school curriculum or are predominantly recreational in nature.

Further information is provided in "The New Tax System" booklet.

### **Date of Effect**

This advice is a private ruling for the purposes of Section 37 of the *Taxation Administration Act 1953*. You can rely on this information unless you have misstated or suppressed a material fact. Although this ruling is made prior to the commencement of *A new Tax System (Goods and Services Tax) Act 1999* on 1 July 2000 and, therefore, does not take effect until that date, it has been prepared on the basis of information supplied by you and can be relied upon immediately for business planning purposes. However, if a public ruling is subsequently issued that conflicts with this private ruling, the public ruling will prevail. This advice can only constitute a private ruling when applied to the entity to which it relates.

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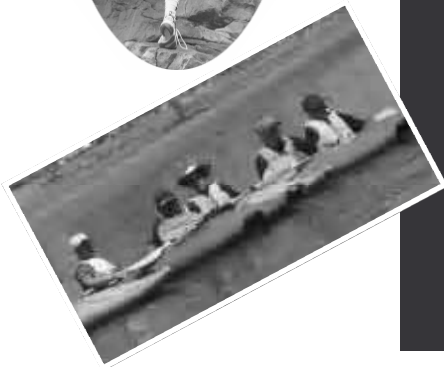
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# Outdoor Education/Recreation

# Instructor Training



**Monday 18 September  
to  
Sunday 24 September  
2000**



**Sailing  
Kayaking  
Windsurfing  
Bushwalking  
Rockclimbing**



**Port Augusta  
Aquatic Centre**

**Phone  
8642 2699  
0408 830191**

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## Book Review

### **Your Freedom Formula**

Simmons, J., and Legg England, S (1999) W-10 Training

Available from W-10 Training  
15 Hill St North Adelaide  
SA 5006. Cost \$25

Outdoor educators' are often confronted with 'what else can I do?' with the talents and skills that I have. Jeffrey Simmons, ex TAFE lecturer in recreation, kayaking instructor, well known games master, has launched out on his own with wife, Ann with their business W-10 training. One of his projects was to write this book on goal-setting and achieving Maslow's pinnacle of human experience 'self actualisation' with Stephanie Legg England. This A-Z guide seems easy to follow, and is written in a friendly, homey style. It lacks the glitz of Americanised self help books, and feels a bit more approachable. I did not get time to do all their exercises before print, but they seemed easy to follow. The authors have embarked on an adventure of their own, producing and printing the volume themselves. This is no mean feat, and follows

their own 'pearl' of wisdom. 'The easier you make things, the higher the probability of success. Ultimately, if something involves doing nothing, success is guaranteed.' (p.113)

### **River Murray Urban Users Region Local Action Plan**

River Murray Urban Users Committee, 1999  
Available from PO  
RMUUG, Box 3165  
Rundle Mall SA 5000, or  
[www.murrayusers.sa.gov](http://www.murrayusers.sa.gov)

This volume was sent with accompanying letter via the Council of Education Associations South Australia. It is a fantastic resource, and reflects the governments current awareness for some urgent action to improve the quality of this important resource, source of recreation and inspiration. Heaps of useful information for school projects, environmental education in preparation for canoe expeditions, and information for community interest. The resource obviously reflects the interest group that produced it, and has overlooked some issues, but otherwise it seems to be a fairly balanced approach. See inside this issue for some of this group's other activities.

## Web Site

New Bushwalking  
Leadership South Australia  
Internet Site

*From:*  
*Bushwalking Leadership SA*  
*1 Sturt St Adelaide*  
*84101414*

Bushwalking Leadership SA has a new web site. We would really like you to visit it and send any feedback to me (Gordon Lehmann [gordonp@camtech.net.au](mailto:gordonp@camtech.net.au))

We have the latest Bush Telegraph for you to look at and some information about our restructured courses (keep coming back as more on this is on the way).

The address is (and remember to add this to your favorites or bookmarks).

<http://members.iweb.net.au/~blsa>

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The Outdoor Educators Association of South Australia presents

in association with SAREA, Canoe SA: Education, Bushwalking Leadership SA,  
Australian Yachting Federation, Regency TAFE and University of South Australia  
presents:

## OUTDOOR LEADERSHIP CERTIFICATION PRESENTATION

All welcome to celebrate the successful candidates and awardees.

*When:* **Friday June 2, 2000**  
*Where:* **Unley Community Sports Club Inc**  
39 Oxford Terrace Unley  
*Program:* 6.00pm: Drinks and nibbles  
6.30pm: Dinner. Choice of two mains plus vegetarian option  
7.30pm: Certificate presentations  
8.00pm: Auction  
8.30pm: Guest Speaker. Dorjee Sherpa  
9.30pm: Desert and coffee  
*Cost:* \$30. Does not include drinks available from the bar.  
Student/unemployed price of \$27.50

*Booking:*

Required by Friday May 19 for catering purposes  
Reply to:  
Mark Dudley  
Paddy Pallin 228 Rundle St. Adelaide 5000  
Phone: (08) 8232 3155 Fax: (08) 8232 3156 e-mail: paladel@ozemail.com.au



I wish to attend the  
2000 OUTDOOR LEADERSHIP CERTIFICATE PRESENTATION.

Name[s]: \_\_\_\_\_

I enclose \_\_\_\_\_ being for \_\_\_\_\_ people.

I represent \_\_\_\_\_ organisation, or I am here to  
witness \_\_\_\_\_ receive an award/certificate.

[please advise if any special dietary requirements]

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**Outdoor Educators' Association of South Australia**

**Outdoor Education Award**

**For young people that have demonstrated a high level of involvement and commitment to  
Outdoor Education**

**Criteria:**

1. Attendance at a primary, secondary, or post secondary institution
2. Demonstrate a high level of interest in Outdoor Education
3. Significant involvement in one or more outdoor activities or environment care activities
4. Demonstrated leadership qualities
5. Demonstrated environmental awareness

**Categories:**

1. Primary Education award
2. Secondary Education award [Stage 2 Outdoor Education]
3. TAFE award
4. Tertiary Outdoor Recreation award
5. Tertiary Outdoor Education award
6. Certificate of Merit

**Awardees Receive:**

1. Certificate from OEASA, presented at the Certificate Presentation Dinner
2. Voucher from Scout Outdoor Centre for categories 1 - 5
3. Membership to OEASA for categories 1 - 5
4. Invitation to be part of the Outdoor Educators' Association committee

**Nominations:**

An application for the award is to be submitted prior to **May 19**. A written nomination from the teacher/ lecturer of less than 250 words addressing the criteria, indicating which category, with full details of the nominee, the nominator, the school/organisation, contact details, and appropriate supporting evidence.

**Address to:**

OEASA Chair, Scott Polley, c/- University of South Australia, Holbrooks Rd, Underdale, SA 5032

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## OEASA Committee Member Profile

Name: Matthew Randell  
Occupation: Outdoor Recreation  
Manager, YMCA of SA  
Date joined OEASA: June 1998

Details: I studied Recreation  
Planning and Management at the  
University of SA, specialising in  
Outdoor Recreation, under the  
tutelage of Nerilee Flint. I also  
completed some Outdoor  
Education subjects with Scott  
Polley at Underdale.

In 1998 I received the OEASA  
Award, and was offered a  
position on the Committee. I  
saw this as an excellent  
opportunity to further my  
professional development and to  
key into the networks within the  
Outdoor industry.

I completed my degree and  
gained a Managerial position  
with the YMCA of South  
Australia. I currently manage the  
Outdoor Recreation and Youth  
Development Unit, which  
includes the Kangaroo Island  
Summer Camps, School Holiday  
Camps, Managed and City  
Camps for Schools,  
Adventurers/Explorers  
Program, and Loftia Park  
Campsite.

In my spare time I enjoy surf  
kayaking, canoe polo, and riding  
my motorcycle. I am a Baseball  
Umpire and recently umpired my  
first Claxton Shield series in the  
newly formed IBLA.

I have continued on the OEASA  
committee for 1999/2000, where  
I have been involved in collating  
member's surveys, the OEASA  
presentation dinner, and chaired  
a small Environment task group  
for the State Outdoors  
Conference. I enjoy my  
involvement with OEASA, and  
would recommend it to anyone  
who has a passion for the

outdoors.

This is the newsletter of the  
Outdoor Educators' Association of  
South Australia. It is a means of  
exchange of information between  
members and interested  
organisations. It also provides a  
forum for debate of important  
issues to Outdoor Education. The  
views expressed by contributors are  
their own and not necessarily those  
held by OEASA.

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### Membership Fees

Check your address label to see if  
fees are due!

Individual Member	\$49.10
Corporate Member	\$54.60
Full time Student	\$32.75
Family	\$54.60

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### Advertising in the Outdoor Educators' Association Newsletter 'OUTDOOR NEWS'

1. That corporate members be  
given, as part of their  
membership, one quarter  
page spacing. This space to  
be constructed by the  
corporate member, and is the  
responsibility of the  
corporate member to submit  
updates by the deadlines.
2. Additional spacing to be at  
the cost of \$50 per quarter  
page, or equivalent, with a  
one page advert costing \$100  
for 4 issues.
3. That organisations such as  
bushwamng leadership,  
Canoe SA, Bicycle SA,  
SAREA, YSA continue to  
have general information  
disseminated free of charge

## The Outdoor Educators' Association of South Australia

### AIMS

1. To promote the development of  
Outdoor Education in South  
Australia.
2. To represent Outdoor Educators  
on issues and matters concerning  
the use of the outdoors.
3. To maintain the professional  
development of personnel  
working in the area of Outdoor  
Education.
4. To amintain, support and develop  
the role of Outdoor Educators in  
South Australia.
5. To promote the professional  
interchange of information  
between members and other  
related organisations through  
conferences, meetings, seminars  
and publications.
6. To promote a philosophy of  
environmental awareness,  
preservation, conservation and  
positive attitudes towards the use  
of the outdoor environment.
7. To act in an advisory capacity to  
community, government and non-  
government agencies.

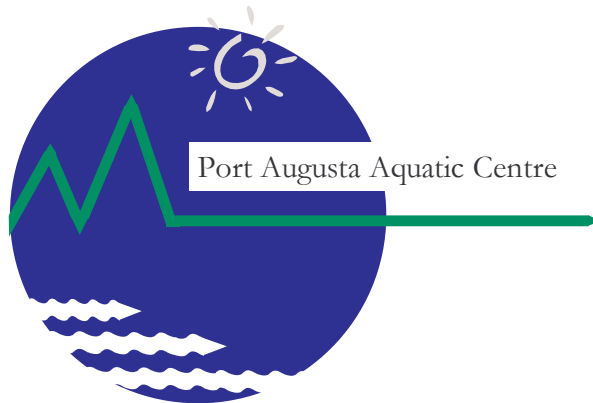
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### OEASA Committee: 1999/2000

Scott Polley 83026497  
*scott.polley@unisa.edu.au*  
Nerilee Flint- Treasurer  
83025266 *nerilee.flint@unisa.edu.au*  
Mike Meredith 82695693  
Matt Randall 82231611  
Bronte Pickett 83518773  
Bronwyn Marten  
Jamie Holland  
Kerry Houston 82771855  
Liz Patterson  
Grant Henwood  
Chris Davidson  
Aaron Nielson  
Tim Vogt 82703727  
Mark Dudley 82323155

All Members of OEASA are  
welcome to attend committee  
meetings.





## **STAFF WANTED**

### **Energetic, keen and enthusiastic outdoor educators required**

Expressions of interest are invited from persons who meet the above criteria. Positions will be available from October 2000 with some casual hours before this date. Most of the work will fall between October and April.

We are looking for people with skills in aquatics and/or outdoor pursuits with completed qualifications an advantage but not essential. Activities include sailing, windsurfing, kayaking, snorkelling, bushwalking & rockclimbing.

Training and work experience opportunities exist in the off season for suitable applicants. Port Augusta Aquatic Centre is steadily growing and will require some permanent staff with the relevant qualifications during the next few years.

Please call or send resumés and personal details to:

**Brett Yardley**  
**Port Augusta Aquatic Centre**  
**C/- Port Augusta Secondary School**  
**3 Stirling Road**  
**Port Augusta SA 5700**

**Phone 08 86422699 or Mobile 0408 830191**

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## **Bushwalking Leadership SA**

### **Notice to all Bushwalking Leadership South Australia Bushwalking Leaders:**

#### **Revised Training Structure**

Dear Bushwalking Leader

As you are probably aware, Bushwalking Leadership South Australia is restructuring the way that it does business. This has been brought about by changes in the way that bushwalking leadership is funded by Recreation and Sport and the need to incorporate the newly released outdoor recreation training packages.

This letter is to introduce you to these changes and to ensure that you have clarity about your role within this training organisation.

Before outlining these changes, it is important to note the things that are not changing.

- The advisor/mentor system to be retained
- All Leadership Training to be carried out by Advanced Bushwalking Leaders
- 1 Sturt St to remain the central registration point

#### **Principles behind the changes:**

- Courses to move to full cost recovery in the short term, until BLSA is more stable financially
- All courses have clear outcomes
- Bushwalking Leaders to have greater role in training for bushwalking leadership
- Bushwalking Leaders required to reaccredit on a 3 year basis
- Clear progression for courses
- Implementation of 'Recognition of Current Competency' principles

#### **Summary of key changes: (as of January 2000)**

- 'Introduction to Bushwalking', 'Bushwalking Leadership Appraisal' have been deleted. Replaced by 'Basic Skills Bushwalking'. This skill based certificate can be assessed in the field by leaders that hold a current Bushwalking Leadership Certificate.
- Replacement of the Bushwalking Leadership Induction by the Assistant Bushwalking Leaders Course.
- Entry into the Assistant Bushwalking Leaders Course consists of having a Basic Skills Bushwalking Certificate, 10 days or more of overnight walking experience (logged), and a self assessment checklist.

#### **Summary of further changes to be made: (as of January 2001)**

- 
- 
- All bushwalking leaders to require reaccreditation every 3 years. This will require filling in a log to verify currency, and payment of a fee to assist with information dissemination.
  - Accredited Daywalk Leaders to be given Recognition of Prior Learning Status within the assistant bushwalking leaders course.
  - All training and assessment clearly aligned with Nationally Accredited Training Modules

**Additional Changes that affect Bushwalking Leadership:**

- 'Club Walk' now replaced by 'Adult Walk'
- Advisors to check Walk Planning Project
- Advisors able to assess own trainees at Bushwalking Leadership Level
- Office to be staffed at a minimal level until financial situation improves. All correspondence by mail or email in the interim.

It is hoped that these changes improve the quality of the service that is provided in the long term, and allows Bushwalking Leadership to maintain it's 20 year history of excellence in Bushwalking Leadership training in South Australia. Your support of this organisation is valued and appreciated.

Regards

Bushwalking Leadership South Australia

**New Course Structure  
Bushwalking Leadership Certificate**

Bushwalking Leadership South Australia

**Basic Skills Bushwalking  
Information Pack for Assessors and Candidates**

Available from Bushwalking Leadership SA

Contact BLSA 84101414, or mail to 1 Sturt St Adelaide

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**Step 1: Obtain Basic Skills Bushwalking Certificate**

- This certificate can be assessed in the field by any qualified BLSA Bushwalking Leader, or by attending any of the Basic Skills Bushwalking Courses offered by BLSA. Details available from Bushwalking Leadership South Australia.

**Step 2: Complete 10 additional days of overnight bushwalking**

- This may be done before or after completion of Basic Skills Bushwalking Certificate

**Step 3: Apply to BLSA for entry into Assistant Bushwalking Leaders Course**

Entry requirements are:

- Basic Skills Bushwalking
- 10 days of overnight walking (logged)
- Completion of self assessment checklist

**Step 4: Complete Assistant Bushwalking Leaders Course**

- 7 day residential course including search and rescue, navigation, leadership, group management, route planning

**Step 5: Complete Interim Training**

- 6 x 2/3 day walks under supervision of bushwalking leader, under guidance of advisor
- Seminar weekend
- Optional Steep Terrain module

**Step 6: Skills Assessment**

- 2 day assessment with peers. Navigation, personal bushwalking, decision making, emergency response

**Step 7: Group Management Assessment**

- 2 day bushwalk with dependants. Focus on group management.

Candidates may then wish to continue on to the Advanced Bushwalking Leadership Certificate Course.

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**OUTDOOR EDUCATORS' ASSOCIATION OF SOUTH AUSTRALIA**

**MEMBERSHIP FORM**

- Renewal                       New member

Membership subscription for period 1 June 2000 to 31 May 2001.

Type of Membership:

- Individual (\$49.10) ie \$45 membership + \$4.10 GST
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Members will receive:

- OEASA newsletters (4 per year)
- AJOE (Australian Journal of Outdoor Education) (2 per year)

and affiliation to other State Associations via Australian Outdoor Education Council.

Member details (apart from name, only complete if details have changed or if you are a new member):

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Postal Address.....

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Kerry Houston  
228 Rundle Street  
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