
OUTDOOR NEWS

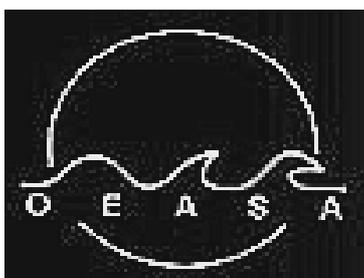
The Journal of the Outdoor Educators' Association of South Australia Vol. 19 Issue 4 November 2000

Report From the Chair

"What? Another one? I haven't had a chance to read the last one!"

This edition is a little earlier than usual— due to the editor's work commitments making a later edition impossible this year.

Well the olympics have been and gone. It was an amazing event but you can't help thinking where the money comes from. The health and education budgets have been



slashed considerably in real terms and one can only hope that these areas will not be affected further.

Summit



A respectable contingent of South Australians are headed east in January, and I hope many more will decide to attend as well. The two national conferences I have attended have left indelible footprint and thoroughly recommend them. We are fortunate that we have such quality conferences in Australia. The cost of national conferences sometimes appears high. For me it has been worth every penny to improve my practice and gaining a broader perspective.

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Feature

Page 14

Rosie Brink

Celebrating a new OEASA Life Member

A member since 1984, Rosie has been all things to OEASA. Her efforts have always been appreciated and are now acknowledged with life membership.

Her story is on page 14..



The cover of the first OEASA Journal published in July 1982. In the lead up to OEASA's 20th year excerpts from past journals will be reprinted. Apologies to previous authors and editors who may not want to be embarrassed in such a way!

Port Augusta Instructor Training Week:

The training week was well supported by locals and a few made the trek from Adelaide. Most memorable was the 'create an egg catcher' activity—with the added twist of an auction for equipment organised by Dave Higginson. The week was nominated for Recreation SA awards for excellence. Well done Brett Yardley, Heather Miller and co. on an excellent job. Access to training and professional development continues to be difficult in rural areas. There is no doubt that these events are more successful if co-ordinated by someone local to the area supported by organisations based in the city. Plans are already afoot for next year. More information to come!

SACSA

The penultimate curriculum guide for R-10 education in South Australia for Health and Physical Education is about to be released. Importantly the role of outdoor education, outdoor experiences, indigenous perspectives, environmental ethics and the need to evolve towards a more sustainable culture are embedded. The difficulty facing the education department will be gaining acceptance as many are only just getting over 'statements and profiles'. I have not seen the Society and Environment curriculum guide but I hope it contains similar paradigms about the future.

Outdoor and Physical Education Year 12 Subject Advisory Committee

Despite the protests of the previous 'Health and Physical Education' and 'Outdoor Education' year 12 subject advisory committees a new SAC was formed combining OE with PE. The new group appears committed to separate identities for the sake of both subjects integrity. Be that as it may, the committee will stay combined for the next 3 years. In the meantime, Outdoor Education is due to be redeveloped with writing due to start next year. If you have any input, contact the Chief Moderator, Gordon Begg at Westminster School. The intention of the SAC is to lobby strongly in about 2 years to ensure that the two regain their individual status. There does not appear to be any direct moves by SSABSA to combine the subjects at this stage. OEASA will keep you posted, and suggest ways to make your voice heard on this issue. A consultation process is part of the redevelopment process and it is here that the SAC hopes to ensure that the identity of outdoor education remains strong. (see Bronwen Marten's comment this issue)

ACIA

The formation of a national climbing body has been mooted for some time. The working title of this group being the Australian Climbing Instructors Association. There are positive signs that this might be heading in the right direction, but there are a few hurdles to be overcome. A meeting in Natimuk mid November will be the third meeting. If you have any comments or opinions on the matter, contact Darren Williams at Venture Corporate Recharge.

2003 National Conference Adelaide-Relevance

As mentioned in previous editorials, the national conference will be coming to Adelaide. Preparations have already begun. If you have any input into the structure, content or other aspects of this event now is the time!

Who is OEASA?

OEASA is an organisation that exists solely because of its members. It does not receive government or private funding. In this way it can retain independence as a professional body. We would like other members to know who else is in the organisation, and seek your permission to publish members names in first 2000 edition of OEASA news. We will make the assumption that you are happy to have your name published unless you contact us to raise your objections. *No addresses or contact details will be published.*

Scott Polley

**Aims of
The Outdoor
Educators'
Association
of
South Australia**

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 maintain, 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.

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
Mark Dudley 82323155
Jon Herd

All members of OEASA are invited to attend Committee meetings— see minutes for next date.

Meetings are held at the Maid and Magpie Hotel at 6.30. Prior to the meeting, Dinner can be had from 6.00.

Membership Fees:

Check your address label to see if fees are due!

Individual Member	\$45
Corporate Member	\$50
Full time Student	\$30
Family	\$50

Additional State Newsletters can be obtained for \$15 for each additional 4 issues

BBQ Nov 17
See inside this issue

**OEASA Committee:
2000/2001**

Scott Polley
Chairperson 83026497

“OUTDOOR NEWS”

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.

Advertising in the

Outdoor Educators' Association Newsletter

'OUTDOOR NEWS'

1. Corporate members are provided, as part of their membership, one quarter page advertising space. This space to be constructed by the corporate member, and is the responsibility of the corporate member to notify of changes.
2. Additional spacing is at the cost of \$50 per quarter page, or equivalent, with a one page advert costing \$100 for 4 issues.
3. Organisations such as bushwalking leadership, Canoe SA, Bicycle SA, SAREA, YSA continue to have general information disseminated free of charge.

Next OEASA Meeting

Uni Students Available to Assist on Kayaking/Bushwalking Programs.

Final year students studying outdoor recreation leadership at Uni of SA Mawson Lakes campus are required to complete the following as part of their course work:

- Bushwalking Leadership Certificate interim training leadership walks,
- Kayak Basic Skills Instructor observation & teaching requirements, and
- an overnight canoe/kayak expedition as an assistant leader.

Prior to their final year students will have completed two subjects involving bushwalks in the Adelaide Hills, Wilpena area, and Mambrey Creek, a canoe expedition in the Chowilla area, kayak expedition to Katarapko Creek, and four days white water experience at Eildon, Victoria.

As part of their leadership studies they complete induction topics for the Bushwalking Leadership Certificate and Canoe Basic Skills Instructor Award, a four day Kayak expedition in the Coorong, and a four day bushwalk in the Grampians. This is completed by the end of April each year.

If you could make use of such students in your program, or are willing to provide an opportunity for them to gain field experience, please send a note giving the dates and details of coming trips or teaching sessions to:

Nerilee Flint, Uni of SA, Mawson Lakes Boulevard, Mawson Lakes, 5095,
Fax on 8302 5082,
email Nerilee.Flint@unisa.edu.au

OUTDOOR ADVENTURE SKILLS

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- Abseiling
- Ropes Courses
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www.outdooradventure.com.au



Year 12 Outdoor Education Report

By Bronwen Marten, Outdoor and Physical Education Year 12 advisory committee

The first meeting of the newly combined Subject Advisory Committee for SSABSA for Physical and Outdoor Education was held on Wednesday 11 October. This combination has been more or less forced on both subjects as a result of rationalization at SSABSA. Outdoor Education representatives on this committee of seventeen, include Gordon Begg, Scott Polley, Grant Henwood and Bronwen Martin. At the meeting, both PE and Outdoor Education representatives voiced a desire to preserve the integrity of their subject areas as unique and distinct subjects and to resist any moves or suggestions that they should be amalgamated into one subject. Both groups would prefer to have an independent SAC but realise the need to work together where our interests cross and support each other's independence over the next three years for the term of the SAC.

It is envisaged that the Outdoor Education Stage 1 and Stage 2 Curriculum statements will be rewritten in 2001. Writers of these statements will need to clarify the distinctive values and worth of Outdoor Education at Stage 1 and 2 level and will need to determine whether or not South Australia wishes to adopt the emphasis on environmental education within the subject, as Victoria has. The issue of structuring the guidelines to include VET modules and the levels of hard physical skills expected for each stage also need to be considered.

If you have any views on this, please talk to one of the above or forward your comments to one of the above. Email addresses are: gordon-begg@hotmail.com, bmartin@wilderness.com.au, and scott.polley@unisa.edu.au .

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

Canoe S.A. 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

Yachting South Australia

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

Contact John Woolatt: 8410 1437
yachtinsa@picknowl.com.au

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 Lindsay Mathews: 8373 0070
Email: ceasa@ceasa.asn.au

Coming Events

Coming Events



Camping Association
of South Australia (Inc.)

PO Box 264 STIRLING 5152
Ph: 8339 8600 Fax: 8339 8280

ANNUAL DINNER and GENERAL MEETING

Monday 30 October 2000

The Hungarian Club, 82 Osmond Terrace, Norwood

Cost: \$22 per head, plus drinks

- 5.30 pm Drinks and nibbles - enjoy networking with CASA members
- 7.00 pm Dinner - 3 course meal
- 8.30 pm Annual General Meeting (see separate Agenda)
- 9.00 pm Guest speakers - David Schumacher (1956??? Please check date of Olympics last held in Melbourne Olympian Wrestler) and Arek Olczac (2000 Olympic Wrestler)

Wrestling Demonstration by "Super Connie" (yes Connie Giorgi of our Executive Committee!)

Camping Association of South Australia (Inc.)

ABN: 81 219 307 014

I will be attending the Dinner and AGM on Monday 30 October 2000 at the Hungarian Club, 82 Osmond Terrace, Norwood

Name/s:

Organisation:

Address:

..... Postcode

Telephone:

Please find enclosed a cheque for \$_____ (\$22 pp) in payment

Please return this form, together with your cheque and nomination form by Fri 20 October to:
Camping Association of SA, PO Box 264 STIRLING 5152

Coming Events

2000 RECREATION AND SPORT INDUSTRY AWARDS



OFFICE FOR
RECREATION & SPORT



ACTIVE
AUSTRALIA

2000 RECREATION AND SPORT INDUSTRY AWARDS

A CELEBRATION

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BE THERE**

**HILTON INTERNATIONAL HOTEL
VICTORIA SQUARE**

November 23 at 7.30pm \$25.00 A TICKET

SUPPORT YOUR INDUSTRY



FLINDERS CAMPING

PLEASE PROMOTE THIS TO YOUR MEMBERS

**Further information please contact
Judy Roden on 84166735**



Coming Events



Minister's Award

Recognition for outstanding contribution to the development and promotion of the recreation and sport industry

Who May Nominate

This award is open to any project, organisation or individual based or operating in South Australia
Time frame – July 99 to November 2000

Assessment Criteria

All nominations will be assessed by a judging panel comprising representatives from across the industry sectors

Nominator's Details

Name:	Position:
Organisation:	Project:
Postal Address:	
Suburb:	Postcode:
Telephone:	Fax:

Details of nomination to include

(Please attach a copy of this form with your application)

1. Title/name of nomination
2. Project, individual or organisation
3. Background on Nomination
4. Brief description of the nomination with reference to impact on the industry in one or more of the following aspects:
 - + innovation
 - + planning/policy development
 - + education and training
 - + advocacy and representation
 - + program development
 - + leadership
5. Outline of the significant outcomes that are a direct result of the organisation, project or individual
6. Details of two referees who may be contacted to confirm or support the nomination

Nominations close: 31st October 2000, at 5.00pm

Applications to be a maximum of 3 A4 pages of text with evidence supporting the application.

Applications should be marked
Minister's Award
2000 Recreation and Sport Industry Awards
Office for Recreation & Sport,
PO Box 219 Brooklyn Park SA 5032
Ph 8416 6738

Winners will be announced at the awards function to be held at the Hilton International Hotel, Adelaide on 23rd November, 2000 at 7.30pm.

Coming Events

Outdoor Educators' Association of South Australia Annual Christmas BBQ

When: 6.30 Friday Nov 17
Where: 37 Burwood Crescent, Nailsworth
Who: All OEASA members
What: Backyard BBQ
Meat, Salad and Vegetarian (on request) supplied
BYO
Cost: Coin donation on the night
RSVP: To Michael Meredith preferably by Fri Nov 10
(to ensure we have enough supplies!)
8269 5693

The Challenge Starts At....

VENTURE

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ACTIVITIES:

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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



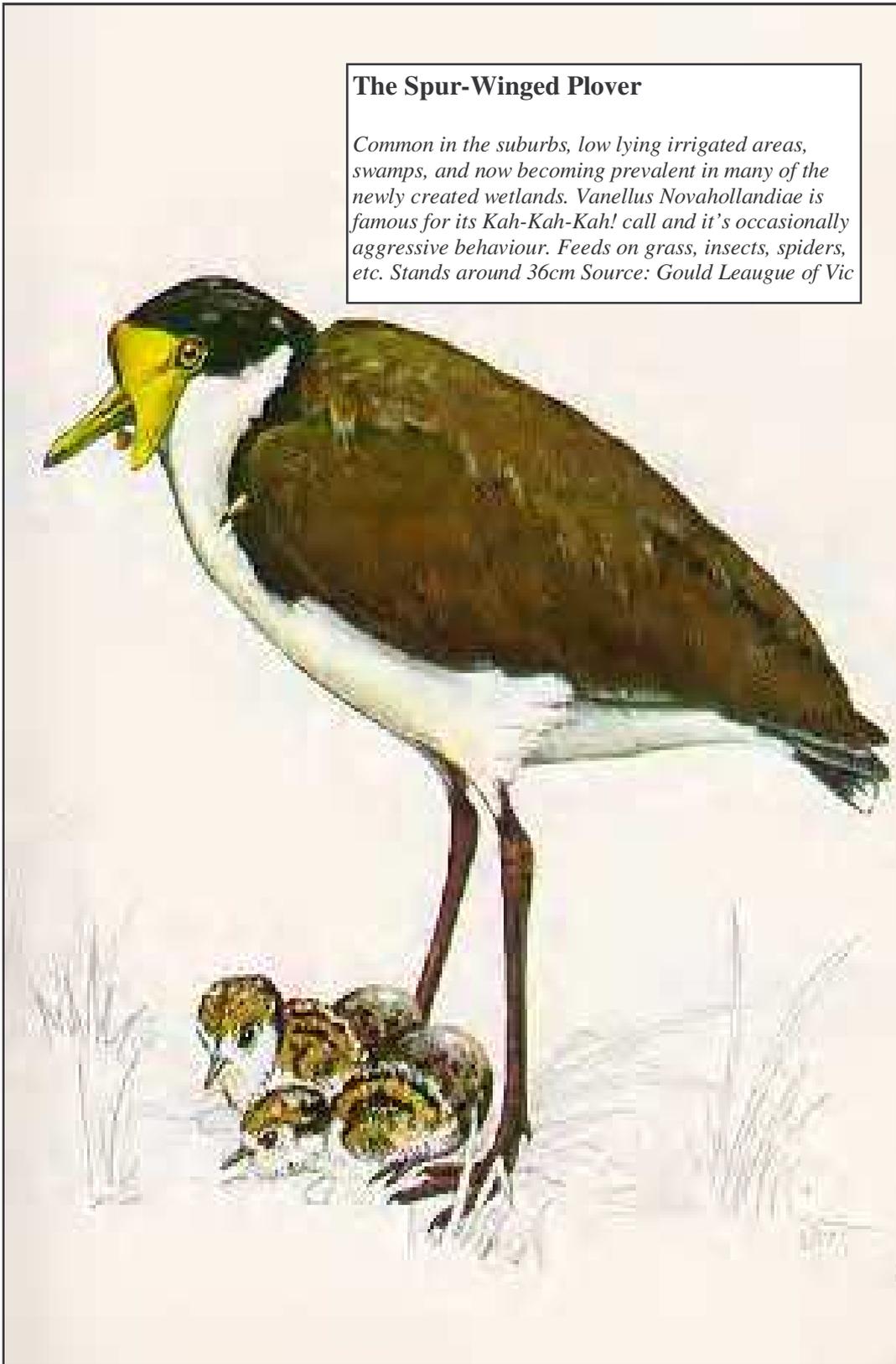
192 Rundle St, Adelaide SA 5000 Ph: 8232 3997 Fax: 8223 5347 Email: venture@senet.com.au

Coming Events

Common Birds of South Australia

The Spur-Winged Plover

Common in the suburbs, low lying irrigated areas, swamps, and now becoming prevalent in many of the newly created wetlands. Vanellus Novahollandiae is famous for its Kah-Kah-Kah! call and it's occasionally aggressive behaviour. Feeds on grass, insects, spiders, etc. Stands around 36cm Source: Gould League of Vic





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

Life member:

Rosie Brink



by Nerilee Flint in consultation with Rosie

I first met Rosie on a white water trip at Eildon in Victoria in 1985 when we were studying some kind of fun and exciting and challenging subject involving kayaking. We both have vivid memories of being scared silly most of the time. I also remember meeting Rosie in Mt Remarkable National Park a few years in a row when I was working at Wilderness School and Rosie was with OutNorth. It seems to happen that way sometimes – we have our programs running smoothly and certain trips take place at the same time each year. It used to always amuse the students that out in the middle of nowhere you could come across someone you knew. Little could they understand that it would be more likely to happen to us in the bush than in Rundle Mall!

I recently had a conversation with Rosie and attempted to glean from her what her involvement in the outdoors and OEASA has been over the last 'goodness knows how many years'. Many members are aware that it has been substantial but I thought a nice little chronological summary would be a good idea for the newsletter to alert people to the contributions of our most recently awarded life member. After a short discussion I gave up on the chronological bit as it just gets too tricky!

Rosie began her Primary School teaching career nearly 25 years ago and has mainly worked full-time ever since with a few years part-time. 1984 was a turning point for Rosie as she became heavily involved in Earth Education with Kris Mosher (OEASA member) and Jean Whimp and also began a Graduate Diploma in Outdoor Education at SACAE (Salisbury) when Rob Easter then Rob Hogan (both Life members of OEASA) were in charge. Rosie completed the Grad Dip over three years but in the mean time had joined OEASA in 1984 and took on the role of secretary in 1986. She filled this role for 8 years and then remained a committee member until the AGM in May 1998.

Rosie was one of those people to me that was synonymous with OEASA. I joined in the mid 80's as well but didn't actually start working on the committee until 1997 and for years constantly felt appreciative that there were people out there who were putting time into developing and running the association. I always looked forward to the newsletter (and still do) as it signalled for me that it was time to run a hot bath, pour myself a glass of red or make a cup of coffee and take some time out to read it from cover to cover.

Rosie was the driving force behind the state newsletter for many years when she was working as the OutNorth coordinator, a position that was funded by Priority Projects and DETE that Rosie worked in from 1987 to 1992. She in fact began the OutNorth position in 1987 in a 0.7 capacity with 0.3 time at Gilles Plains Primary School working with all classes on their outdoor education programs. As any of us would know this adds up to more than a full-time position – Rosie spent more nights in a tent that year than in her own bed!

Rosie was the OEASA's representative on CASA (Camping Association of South Australia) for 4 years.

She was also part of a consortium in the early 90's called NPDP (National Profiles Development Plan) which had ACHPER, Ausdance, OEASA and the 'Home Eccies' join together and for a couple of years run workshops to teach staff in schools about Statements and Profiles.

Rosie also likes to travel to places further afield than Mambray Creek (!) and in 1984 spent time in Europe and Scandinavia, a decade later in England, Scotland, Holland, and Norway and just last year Holland, Belgium, Canada, Alaska, and the US of A.

What is Rosie up to now? Teaching year 6/7 at Wynn Vale Primary School and still working hard organising camps and activities for the six year 6/7 classes. She doesn't get out in a tent as much any more but has fantastic memories of the times gone by and the numerous people she met, worked and studied with. The OEASA files that have been stored at her house for years have been passed on and she can relax now and graciously receive the state newsletter and keep an eye on things from a well-deserved distance.

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From Rosie's Archives:

From an OEASA state conference (held in conjunction with the Camping Association of South Australia) circa 1990.

Lester Rigney held court sharing his skills with the didgeridoo and in dance.

Wayne Hooper is the emu (of course!)

Annual General Meeting of the Outdoor Educators' Association of South Australia

2/8/2000. Maid and Magpie Hotel. Meeting Commenced 7pm.

Attendance: S.Polley, B. Pickett, K.Houston, M. Meredith, J. Herd, M.Randall, N.Flint, P. Pritchard.

Apologies: G. Henwood, T. Vogt, A. Shem, M. Rowe

1. Chairperson's report tabled

(see last newsletter)

2. Treasurer's report tabled

(Thanks to Kerry Houston and Jescinta Schroeder for keeping books)

3. All positions declared vacant

Elected officers:

Treasurer: Nerilee Flint (nom K.H, sec M.M.)

Secretary: Kerry Houston (nom S.P., sec J. H)

Chair: Scott Polley (nom M.M, sec M.R)

Committee: M.R, J.H., M. R., M.M., B.P.

To contact: Jamie Holland, Tim Vogt, Mark Dudley, Ceitlin Walker, Bron Marten, Grant

Henwood to see if interested in committee. Many thanks to outgoing committee member
Liz Patterson who has moved to Victoria. Liz was active at 1999 conference.

4. Business Arising:

1. Instructor Training Week at Port Augusta seems to be 'on track'
2. National Conference 2001- encourage OEASA members to attend
3. Theme 'Relevance' for 2003 Conference has been accepted
4. Year 12 Outdoor Education Issues- moves to change PE and OE to 'Sport and Recreation' by SSABSA. Scott is on interim advisory committee attempting to thwart this.
5. Life Member Nomination: Rose Brink- nominated S.P., seconded M.M. accepted unanimously
6. Professional Development 2001- continue with professional issues forums and rural development.

Meeting closed at 8.39

Next meeting Wednesday Oct 5 at Maid and Magpie

From the Outdoor Education Discussion List

As training and accreditation remains on the agenda, it seems appropriate to print this discussion taking place on the list. Food for thought!

Fri 6 Oct: By Simon Priest:

PLEASE FEEL FREE TO REDISTRIBUTE THIS INFORMATION WIDELY. I ALSO LOOK FORWARD TO HEARING SOME PUBLIC DIALOGUE AROUND THESE ISSUES AND OTHERS THAT MAY ARISE.

BLUEPRINT FOR QUALIFICATION, CERTIFICATION, AND ACCREDITATION IN OZ AND NZ.

Editorial by Simon Priest appearing in the next issue of the Australian Journal of Outdoor Education.

Until recently, I hadn't visited Australia or New Zealand in almost three years. Now, after having enjoyed a couple of trips to both in the past three months, I note that the outdoor education fields of each country are struggling with the leader certification and program accreditation issues that the UK and US have been through in decades past. On the basis of my past observations, recent interviews and discussions with leading folks in the fields, at least two years of living and travelling in both nations, and 20 years of research on these very topics, I feel confident that Australia and New Zealand can do a better job of addressing these issues than either the UK or US and can do so without repeating their mistakes. I

will try to explain my reasoning in brief and concise terms. First, I'll define some key words. Second, I'll review some history regarding the three issues titled above. Third, I'll outline a blueprint for how these issues can be better addressed by Australia and New Zealand. Last, I'll set a challenge for folks to take up at their next national meetings. Hope it works!

DEFINITIONS

Outdoor Education is about relationships concerning adventure (intrapersonal and interpersonal), the environment (ecosystemics and ekistics) and the interaction of all these (spirituality). Although outdoor education has historically had an adventurous meaning in Australia and New Zealand, I am suitably impressed by recent efforts to develop the "Australian" model of OE that incorporates elements of critical thinking with a deeper understanding of "place" and one's connection to a particular environment while engaged in challenging experiences.

Leaders are people trained and assessed to be competent in the dozen skills of outdoor leadership (activity, safety, environment, organization, instruction, facilitation, style, ethics, communication, problem solving, decision making, and judgement). Leaders are the principle catalyst for helping people learn about the five relationships noted above.

While I also understand leadership to be a process of influence, and recognize that leadership can emerge from within a group process, I will not use the word in this way during this discussion.

Programs are collections of learning experiences held together by many logistics such as scheduling, staffing, equipment, meals, housing, transportation, communication, finances, etc. Each learning experience is a specific event that participants engage in and that subsequently changes the way they feel, think, or behave in connection with the five relationships noted above.

Staff are the leaders designated by the program to have the responsibility for participant safety, environmental protection, program effectiveness, and for facilitating participant changes as repeatedly noted earlier.

Qualification is a systemic process and sequential approach to screening, training, assessing, developing, and apprenticing people in the dozen outdoor leadership skills listed. I use the term in reference to leaders only. My notion of qualification differs somewhat from British and other NCVQ schemes.

Certification is a process whereby an evaluating body guarantees that standards of competence have been achieved by leaders after their qualification. I use the term in reference to staff working in programs only. Certification is only effective when a program designates their staff as appropriate to work in their program and not when the certificate is generalized to other outside programs. My notion of certification differs drastically from the old BMLC scheme (or any of the so-called "leadership" certificates currently in use around the world) which support transferability of the certificate to many and various situations.

Accreditation is a process whereby an evaluating body recognizes that a program has met standards of operation, which includes the staff's abilities to "lead" appropriate learning experiences. I use the term in reference to programs only. My notion of accreditation is in tune with the American PA scheme (from AEE).

Standards are the benchmarks by which qualification, certification, and accreditation are evaluated. Using a single minimum standard in any case is a fatal error. In all cases, standards should be stated as a range of commonly accepted practices (and not the single best practice). A range provides for flexibility, diversity, and the use of people's judgement. One minimum or one best way constrains creativity (prevents people from thinking outside the boxed in limits), constructs identical leaders and programs (everyone acts the same), and can cause accidents (Jasper Hunt's well read treatise on substituting rules for judgement). Standards are a double edged sword and should be treated with the upmost care and caution. Mandatory ratios are a great example of everything that is wrong with setting standards and using a "one-size-fits-all" mental-

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ity! Tighter standards means a leader's job is harder and the lawyer's job is easier.

HISTORY

I'm on record several places as having criticizing British programs as stuck in the past and in decline. I am also similarly concerned about American programs being stagnant and static (they are likely to decline just like the British if changes aren't made soon). Here is a historical synopsis of my thinking.

Modern day OE or AP can trace its origins to Outward Bound (OB) in Britain. In the 1950's through 70's the innovative thinking for these fields was centered in the UK. Generally speaking, programs were heavily recreational and slightly educational in nature (use of outdoor pursuits with very limited debriefing afterwards). Many well known exceptions can be sited, but the vast majority of these programs did the fun stuff outdoors and left the lessons for the learner to figure out later on. We simply didn't know any better in those days.

Since safety in the British "activity" model was heavily dependent on the leaders' competence at doing the activities safely, early certification and later qualification schemes tended to focus mainly on the so-called "hard" leadership skills. While the "soft" and "meta" skills were identified as important by an enlightened few, most schemes have failed to incorporate these skills into curricula. The result are well qualified technically proficient people, but they are far from qualified in all aspects of outdoor leadership.

Since the leadership certification approach failed to address the safety issue, it was re-engineered in several ways: first as a qualification scheme (doing away with certification over 20 years ago) and recently as the national vocational scheme. In all instances, standards were introduced (by government and by the outdoor industry itself) that prescribed single ways of doing things. The result may have been more safety, but at the cost of creativity and flexibility.

Coupled with these changes was a lack of research (to improve practice and to "prove" its effectiveness) and an absence of public relations (to communicate the benefits of OE and limited research findings to the general public and to active practitioners). As a result, the field failed to grow forward and when cutbacks came (as they inevitably do), we saw a number of programs closed down.

Earlier on, in the 1970's through 90's, OB shipped its methodology overseas to the USA at a time when Americans were experimenting with psychological interventions (T-groups, Rogerian theory, encounter sessions, etc.). The merging of these fields brought about the American "experiential" model, where programs were developmentally and therapeutically focused on behavioral change (using psychotherapy, high/low ropes courses, group initiative tasks, special facilitation techniques, etc.). While not all programs were this forward thinking, a significant number of quality ones influenced the evolution of a plethora of new

"spin-offs" as the American model was widely replicated.

Since some "copycat" programs operated under the guise of "wilderness therapy," and when their generally unacceptable practices may have contributed to several client deaths, the field took a long hard look at the British solution of leader certification as a way of ensuring safety. After decades of debate, Americans settled on program accreditation as a viable alternative to certification. Clearly, accreditation takes a multi-dimensional view of quality, while certification takes a one dimensional view by only considering the leader as a predictor and influencer of safety. Even the best leader, given a bus with no brakes, old equipment, or an outdated educational philosophy, can still hurt people. Program accreditation recognizes that there is more to safety than just competent leadership, and so examines all aspects of programs including staff.

BLUEPRINT

In my opinion, what is needed in Australia and New Zealand is an arrangement where the three approaches of program accreditation, leader qualifications, and staff certification can exist in harmony and with synergy. Since New Zealand is small enough, and since Australia is readying to address these issues at a national summit in January, and since both are young enough in their growth of OE, the time is right to consider a solution that engages AND/BOTH rather than either/or thinking. Here's one way the three approaches can be used in concert.

First, establish a leader qualification board and a program accreditation board. Be certain that the membership of these boards (could be one board if needed) is not politically weighted and cannot become politically overweighted. One way to do this is to have representation from a wide variety of outdoor activity or sport "governing" bodies. The role of these bodies is to establish a wide range of standards (from commonly accepted practice and not single best practice) and to operate volunteer procedures that might qualify leaders and/or accredit programs, but without stating the generalization of these to all situations.

Second, successful accreditation of programs must account for all logistical considerations that impact participant safety, environmental protection, and learning effectiveness, including staff qualifications and certification by the program (see later paragraph). Check out AEE's standards on how to do this! The important piece here is to avoid placing safety and other concerns under the guise of a single factor (just the leaders) and instead taking a systemic view (program wide). Make staff one important element of program accreditation.

Third, prior to their voluntary qualification, training

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of leaders should be done by a variety of sources (thus avoiding carbon-copy leadership development). For example, outdoor activity or sport "governing" bodies might develop the "hard" leadership skills (activity, safety, environment)

specific to a locale or pursuit, universities might develop the generic "soft" skills (organization, instruction, facilitation) appropriate for all locations and activities, and even the assessment board (or some other bodies) might develop certain "meta" skills (style, ethics, communication, problem solving, decision making, and judgement). The key here is to make sure no one agency does all the developing.

Fourth, make certification the responsibility of individual programs and not either of the two boards. Certification decides whether staff are competent to use their qualifications within the normal operation of a certain program. Only the program can decide this. Possession of a certificate from one program does not guarantee its portability to other

programs. New programs would have to "certify" new staff within their established probationary work period. The important point here is to avoid the principle pitfall of certification, so that programs don't accept certificates as "carte blanche" evidence of competence, but agree to accept the responsibility of regularly checking out their own staff in accordance with the program accreditation guidelines met earlier.

Last, resist the awful temptation to pass minimum standards of mediocrity! The key to the above is that we have diversity of training and assessment, avoid squeezing our conduct into one best way of doing, and celebrate our differences.

CHALLENGE

Finally, this won't work unless we are all willing to work on it together! I ask any individual who thinks my suggested arrangement already exists in their country to take a long hard look at each piece in isolation and then all three in connection. Can you truly say existing systems are apolitical or unbiased?

The trick to making this work is avoiding the political entrapments that come with a few special interest groups wanting to establish industry monopolies and some individuals wishing to make a living from these new opportunities. To be successful, this solution requires both qualifying and accrediting bodies to be representative of the field and not be bastions of in-bred nepotism. People who qualify leaders or accredit programs must be volunteer (their expenses would be covered) in order to avoid self-serving decisions to retest people or programs. Certification must be done by programs to their own staff and not be the easy product of qualifications in an attempt to pass liability on to someone else.

The challenge to Australia and New Zealand (as national meetings draw near) is to put aside politics and self-interests and to create versions of these three concepts that

work together synergistically and effectively. Can this be done?

REGARDS! Simon Priest, PhD (US)

Friday 6 Oct: From Bert Horwood, (US)

G'day All:

I fancy that Simon's editorial will serve as a strong stimulus to conversation. Here are my first thoughts, in brief.

Formal qualification, certification and accreditation are full of hazards, and in my experience, work only for the most superficial aspects of any undertaking. I'm including medical, legal, educational and religious undertakings as well as industrial ones. The reason seems to be that it is very difficult to penetrate with mechanistic standards into the heart of a practice.

To illustrate this, please note that there is very little in Simon's remarks about education. What's educative about the definition? Why are the key personnel called "leaders" rather than "teachers" or "instructors" or "educators?" If you look, as he advises, at the AEE accreditation standards you will find virtually nothing about educative competence or effectiveness.

This is not to dismiss the issues he raises or the suggestions he makes. It is meant to say that to go down this road rightly is to begin a profound examination of practice and its hard-to-grasp subtleties. It may become necessary to find new language for aspects of practice which are not yet fully understood or articulated.

Good Luck!
Cheers, Bert

P.S: If everyone could have all that they wanted, would they still want more?

9 Oct: Reply From Simon Priest:

At 09:14 -0400 6 Oct, Bert Horwood wrote:

Formal qualification, certification and accreditation are full of hazards, and in my experience, work only for the most superficial aspects of any undertaking.

I agree whole heartedly. My concern is that Australia has already moved in this direction and New Zealand is making motions to do the same. While I would much prefer to avoid the obvious dangers of doing this, the deed has been done! My only hope now is that Oz and NZ don't repeat the mistakes of the USA and UK.

This is not to dismiss the issues he raises or the suggestions he makes. It is meant to say that to go down this road rightly is to begin a profound examination of practice and its hard-to-grasp subtleties. It may become necessary to find new language for aspects of practice

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which are not yet fully understood or articulated.

Again I agree. I hope we can begin this exploration together, here on this discussion list. I know that this will also be a focus for topics at the National Summit for Australia and again later on in upcoming Kiwi meetings.

REGARDS! Simon Priest, PhD

A reply to Simon's paper from Steve Bowles:

Hello everybody - Just a few comments for dialogue concerning the text (below) from Simon.

First I found through a quick reading of that text a very reasonable atmosphere and that in itself built up a kind of "authority" of the text. I therefore re-read it and thought about it more and read it again just to make sure that the overall atmosphere was not over-powering any critical judgement. On this close-reading of the words from Simon I built up a few questions that I think now need some kind of answer before the whole text can be viewed as saying anything at all. I am suggesting that I was indeed hood-winked by the first reading atmosphere. From my side a few questions would be as follows :-

1. On what basis does Simon believe that Australia and NZ can do a "better job" than the USA or the UK ? What is the comparative or the linking "universal" that Simon must see as existing in order to make a judgement concerning a "better job" ? Simon did not use the word "different", for example. Until this background assumption is made clearer, or at least as clear as it can be made in the company that is involved, then to read more of the text is just romantic and is just building up from nothing.
2. Simon talks in the text of "education". This I found a little strange as I know that Simon is a very professional worker in the field of "programming". I sensed therefore that there could be a bias in the hidden agenda (just as in the hidden curriculum of educational theory-practice) whereby "programming" expertise was being used in a covert and maybe an unintentional way to evaluate and to define "education". A close-reading demands such a critical sense of reading a text. I sense now, after further reading and reflective work, that I may be right here. Without a detailed and a kind of dialogue with others approach I doubt that I can justify too much here concerning my point but I say here as much as I can. Simon mentions nothing about the "educational" or the "moral" realms that are involved. he does not talk in the language of "education" at all. There is no pedagogic validity, that is. What Simon does do is to make the common mistake of either confusing "programming" language games with "education" or (much worse for me) to place the language-game of "programming ABOVE (in a kind of quasi-evolutionary way) that of a mere education. For example there is (I repeat) no mention of the pedagogy and more plainly (less controversial perhaps) there is no mention of a curriculum or hidden curriculum and all the related

themes that are thereby attached to "education" and professional marks of validity and legitimation. I suggest here that until we clear up these language-games in a way that respects the language-game of "education" then to read more of this text from Simon is to read from nothing of any real substance. To agree to anything concerning this text is folly if not dangerous.

3. As a final comment (although "final" here in the sense that there are many others but here enough is enough to satisfy my opening up of a argument) I would like to call into question the way that Simon is so romantic and in fact so full of hidden curricula as to try and tell folk to be working outside of the political realm. Simon asks folk to put away "politics". Is this an idealistic version of the "fact/value" divide? Is this a dangerous version of neopositivism? Is this a very dangerous position whereby the neutrality of "education" (surely not !!!!) or of "programming" (maybe) is taken as the selling point and thereby leaving the real educational issues alone and hidden from the everyday practices ?

What I have tried to say here is that a close-reading is, I suggest, very necessary before any comment is made and more especially any understanding is formed concerning this text from Simon.

Thanks Simon - I hope that I have taken up your challenge and maybe moved somewhat to get away from such a challenge and more into reasonable educational language.

best wishes
Steve Bowles

Response from Simon Priest to Steve Bowles:

At 08:52 +0300 2000/10/06, Steve Bowles wrote:

1. On what basis does Simon believe that Australia and NZ can do a "better job" than the USA or the UK ?

I think the situations in the USA and UK have become over regulated by lawyers and government control respectively. I think Oz and NZ have the opportunity to avoid going this way (because they aren't as far down the evolutionary track).

What is the comparative or the linking "universal" that Simon must see as existing in order to make judgement concerning a "better job" ?

The fields in these countries are small enough, new enough, and well networked enough (everybody seems to know everybody else in these small communities), that they can get the job done (unlike USA and UK where fields are large, old, and unwieldy with numerous organizations and individuals influencing a wide field).

2. Simon talks in the text of "education"... I sensed therefore that there could be a bias in the hidden agenda...whereby "programming"expertise was being used in a covert and maybe an unintentional way to

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evaluate and to define "education".... I sense now, after further reading and reflective work, that I may be right here.

Nothing so insidious. I use the word "Outdoor EDUCATION" because this is the term for our field that is in vogue for both countries and seems to make the most sense for a discussion about this field. I have no desire to play language games either or argue over semantics. Folks down under know what this means.

Is this an idealistic version of the "fact/value" divide?

NO (I don't believe so)!

Is this a dangerous version of neo-positivism?

NO (I certainly hope not)!

Is this a very dangerous position whereby the neutrality of "education" (surely not !!!!) or of "programming" (maybe) is taken as the selling point and thereby leaving the real educational issues alone and hidden from the everyday practices ?

NO (I have no idea what you mean)!

Can we discuss the blueprint and find ways to improve it before January (when the national Summit for Australia convenes in Bendigo)? Thanks.

REGARDS! Simon Priest, PhD

From Steve Bowles in reply to the above:

Thanks Simon for your reply - However you gave no answers to my main points. My point was, in total agreement with Bert Horwood, that your definitions and your "language-game" (I use this in the common educational way) was not really attached to education at all. Educational theory and practice was not shown through your first text and thereafter through your replies. This I state most firmly.

For example just because folk appear to be linked in what you call a "network" does not mean that they can just "know" everyone. Such a network may be mainly with surface information rather than knowledge. This is no mere semantics as the Gotenburg School of phenomenography (an education based school of 30 years research) will show. In the same way any review work in OE will bring this out in many ways.

Such a view that this network is self-evident is in fact just one of the starting points for knowledge and thereby a well informed and educated decision-making act. This is an adventure - to question and confront the self-evident.

Furthermore in any productive and interpretative work concerning a text there will be many aspects of the covert and the "hidden" at work. This is quite common to

educational theory and good practice. There is always the need for us all, as educators, to be aware of this and to confront just this. This was my point and I went on to say that such a reading of the text demands many readings (a good review that has both expression and has explanative-understanding etc) and these with and for others that may communicate through a shared language-game-situation.

Finally my point concerning your advice to avoid politics is now even more strange because you begin to claim that it is the political action itself which is the main force at work (government and law) !!!! If we follow your own advice we will thereby ignore the main causal (or quasi-causal) issue and that would be a most ill-informed way to select would it not.

Thanks for the reply
Hope I have been reasonable

Steve Bowles

Response From Simon Priest to the above:

At 09:07 +0300 2000/10/09, Steve Bowles wrote:

My point was, in total agreement with Bert Horwood....

Sorry, I found his post more clearly worded and therefore easier to agree with.

Finally my point concerning your advice to avoid politics is now even more strange because you begin to claim that it is the political action itself which is the main force at work (government and law) !!!!

I'll clarify my use of "politics." What we need to avoid is people with their own agenda who seek to influence the process in a non-democratic manner. Many folks in OZ and NZ have complained to me about individuals seeking to establish their monopolies on the processes. I'd like to avoid this and see a system that has democratic representation. I guess this is as much "politics" as government and legal interventions good or bad.
Perhaps we can now discuss the blueprint?

REGARDS!

Simon Priest, PhD

10 Oct:

Response to Simon Priest's initial paper by Roy Dumble, NZ

I'm not sure upon what basis Simon has made his recent observations of the New Zealand outdoor education scene. I am not sure how widespread his consultation with outdoor educators was but I know of his list of 'important people' and it actually includes a Kiwi! Even if we don't win many medals at the olympics at least we can rest easy with that! But I did attend one forum with Simon during his recent visit.

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His section on New Zealand in *Effective Leadership in Adventure Programming* (1997) is in no way current. Again I'm not sure who he consulted to get his information. Likewise after the forum I went away thinking that his knowledge of our current educational and political position of outdoor education was superficial and that he came with a message already formulated. Having this preformed message may well be the result after travelling (in both nations) for 2 years but I certainly didn't feel Simon had any comprehensive understanding of Kiwi's or our outdoor education culture, or the shenanigans with the New Zealand Qualification Authority (NZQA), the National Qualification Framework (NQF), Sport Fitness and Recreation Industry Training Organisation (SFRITO), New Zealand Outdoor Instructors Association (NZOIA), Mountain Safety Council (MSC), the Outdoor Assembly (OA) etc etc.

Of course his *list* of important people is representative of Simon's ideas which can't be forgotten here, and that is his paradigmatic representation of our current and future being. Simon is a positivist or as Steve Bowles suggests, a neo-positivist (Simon agreed in the forum that indeed he supports a positivist perspective) - with lists here, and matrix's there and models everywhere. For example his competency list for leaders (the Dirty Dozen??) - my god what happens if my leadership style doesn't fit?... what can I do with an unlisted 13th skill - does it count ?? This list is a good example of atomising and quantifying to provide a 'true' representation of an outdoor leader.

Questions: is Simon's 'Australian model' based on 'Australian' models or one or two models in the state of Victoria? Does Simon have as exemplars any 'Kiwi models'? Has Simon heard of Tihoi? Is it desirable to even attempt to develop/impose a singular model? Do we Kiwis have to accept the Australian model of outdoor education along with their currency?

The Blueprint

It's good to see Aussie 'readying to address these issues' but all New Zealand is 'small' - as if we are some variable that can be manipulated to fit the model. It also assumes Kiwis are unconcerned or unthinking. But of course we shouldn't worry, we're small enough to follow the West Island?!

I would argue that we have in place *our* characteristics of this Blueprint already - our concern in NZ is the political (and hence financial) legitimisation of diversity in outdoor education rather than the cloning process of vocational training through the NQF and the standards of mediocrity that this is alleged to encourage.

We already have accreditation boards in NZ - and this is a good example of Simon not understanding either the NZ scene, it's complexity, and what others on the list have been pointing out - his locatedness within adventure programming compared to education. Outdoor education in NZ is, generally, part of the state/private *education* and as such there are policy and legislative barriers and ease-

ments in existence.

Also, the second and third blueprint point on successful programs has already been happening in NZ in some courses- e.g. Poly (TAFE in Aust) courses that have strong links with NZOIA. Likewise, leader certification is increasingly common in outdoor centres and the commercial industry

He makes an interesting point on volunteer leader assessors. Perhaps if NZOIA were the assessment branch of the OA and recognised by central government, then assessors could become public servants on a salary (like teachers) - I need to think about the consequences of this!! But neither volunteer nor 'public servant assessors' will be apolitical or without agendas.

Now having said what may be read as an attack on Simon, I would like to point out that I agree with some general principles he has outlined - perhaps the most important one is the willingness to engage, something that Kiwis are reluctant to do publicly. His point on standards is accurate, I believe, and a key concern with the current drive (yes, still) for a unified qualifications system in NZ based on 'unit standards'. His points on successful programmes, qualifications and certification I also agree with, but hey - we're (non NQF-based courses) doing it already within a process that is grounded in Kiwi education!

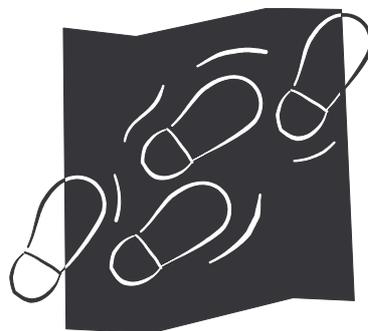
Perhaps us small Kiwi's are the ones with the model after all - Aussie may just be big enough to look across the ditch and borrow, and North America can be our kindly paternalistic guardian, keeping a check on which side of the graph we are on.

I understand Steve's concerns regarding a critical pedagogy, power, politics and the role of the hidden curriculum. Just the term 'outdoor education' is so broad (in the NZ sense) that it is easy to get into a semantics debate (I don't think folks down here at all know what this means, Simon) and not debate the general concept Simon has presented. But I see this as a juggling act - debating the topic presented by Simon whilst being aware of the possible critiques within the discourses. It is vital for astute critical readers like Steve (Bert and others!) to present us with alternative readings. The challenge for us here in little old New Zealand is to maintain an educational process compared to the current alternative being pushed - vocationalism.

Roy Dumble

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