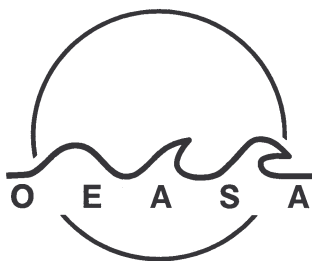


OUTDOOR NEWS

THE JOURNAL OF THE OUTDOOR EDUCATORS ASSOCIATION
OF SOUTH AUSTRALIA

Volume 22, no. 2 September 2003

Outdoor News is sponsored by:



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Editorial

This issue has been a long time coming and I apologise for the delay. I think the sigh of relief that I breathed following completion of the national conference went on a bit too long!

Conference Report

Following the National Outdoor Education Conference, Shirley Brown (conference organiser) tabled a report to the committee.

Main outcomes from Shirley's perspective were:

1. Average of 183 persons per day;
2. A surplus of around \$12,000 due to a flood of late registrations;
3. A well run conference;
4. Generally good participant feedback.

I must admit to feeling a little disappointed regarding the number of attendees from SA, but I understand that many were not attracted to such a conference. At a recent committee meeting a proposal was floated for a more practical event, which was well received. For the record there were 32 South Australian attendees, with 12 of those being student volunteers. Take out the committee members that attended and clearly this event was not considered a high priority for the majority of outdoor educators in South Australia. On the positive side, the conference had some outstanding presenters that will leave their mark on outdoor education practice for some time.

I would like to thank the members of the committee, the volunteers, sponsors, supporters and Shirley Brown for their outstanding efforts and contributions.

Certificate Presentation Dinner

The Annual Certificate Presentation Dinner was well attended again, with over 70 making it to the night. Again, thanks to Bushwalking Leadership SA for their involvement, as well as Paddy Pallin for their administrative support and donated prizes; Snowgum for their gift vouchers; Wilderness Escape Adventures for their generous prize donations; and Mountain Designs for their gifts also. Many thanks to all those that helped make the evening successful. Looking forward to next year. OEASA Awardees were:

Tertiary:

Certificates of Excellence:

- Shane Maycock (UniSA)
Tim Gill (Regency TAFE)

Certificate of Merit:

- Nick Hartog (UniSA)

Year 12 Awards:

Mark Auricht Award:

- John Hazel (Westminster)

Certificates of Excellence:

- Danielle Rusling (Westminster)

Erin Stanley (Westminster)
Andrew Sargeant (Westminster)
David Hughes (Westminster)
Ross Powell (Westminster)

Life Member – Kris Mosher

Kris Mosher is now a life member of OEASA. Kris was in the U.S. at the time of the Certificate Presentation, so an opportunity will be found to properly acknowledge her contribution to Outdoor Education in SA at a later date. Kris was one of the original members of OEASA, and a past chair. Congratulations, Kris.

New Year 12 OE Curriculum

It's been a long time coming, but the revised OE curriculum has been through the mid-point consultation point and was generally well received. The next step is to go the SSABSA subject approval board (I think that is their name!). Fingers crossed it gets a nod as it is. The course attempts to capture the essence of the previous documents, but with the following changes:

1. Name change to Outdoor and Environmental Education;
2. Living and Learning camp not compulsory at year 12;
3. Stage 2 can be taken as 2-unit HESS (general) or 1 or 2 unit HESS (restricted). This will allow students with an academic focus to be taught alongside those with a more applied focus;
4. Greater embedding of indigenous and sustainable living considerations.

Generally, the course structure remains the same.

Year 12 Subject Advisory Committee

SSABSA are looking for people to register an interest in serving on SAC (subject advisory committees) for 2004-2005. If you are interested you can apply/download by visiting www.ssabsa.sa.edu.au/sac

Updated SSABSA Web Page for Outdoor Education

Thanks to some great work by Peter Pritchard and Andrew Pope, SSABSA now has some great teaching resources on line. All the performance checklists have now been updated and can all be retrieved easily.

Outdoor Education Degree

The University of South Australia is considering proposals to begin an Outdoor Education undergraduate degree to commence in 2005. On Friday 5th September an advisory meeting was held to provide ideas for the development of the degree. 20 Outdoor Educators and Outdoor Recreation instructors past, present and future gathered to put together a wish list for the 'ideal' undergraduate program. The day was successful with plenty of ideas to move forward with. Details of the first version of the proposed program will be released for consultation as soon as it is complete. In addition to the degree proposals are afoot for a graduate diploma and master of education (specialisation: Outdoor Education) are also on the table.

Australia to Papua New Guinea by Sea Kayak

Regency TAFE graduates Kim Petherick and Ben ***** successfully kayaked from Darwin to PNG. I believe the pair will be sharing details of their adventure publicly in the relatively near future. Congratulations, Kim and Ben.

A Story...

An un-named Victorian High School just across the border searched high and low a while back for an outdoor educator to assist in the delivery of their program. The finally found someone who they thought might develop knowledge and skills as they went. The principal tells the story that this person was due to be sent out in the field for her first trial trip, but asked not to camp out, as she had to return for an episode of 'Home and Away'.

Traps for (not so young) players

Recently freelance outdoor educator Col Bolton had the misfortune of damaging his back whilst slinging a rucksack over his back on a field trip. The injury ultimately required surgery. Col says the pain is easing, but his wallet is hurting. Being over 65 he is not entitled to claim on work cover. Hope you are back to full strength soon.

New arrival

Congratulations to committee member Nerilee Flint on birth of daughter Lola.

New Committee

There is a new committee in place for 2003/2004, with a return of some old faces and some new input. Although no chair has been officially appointed, Mark Hayward is considering the position as this went to press. The other committee members are Peter Kellett, Mark Hayward, Wayne Hooper, Libby Robertson, Kate Lucas, Kathy Binks, Mike Meredith, Scott Polley, Nerilee Flint, Kyla Young and Brett Stanford. The committee is an open committee, so if you would like to participate you are welcome.

Port Augusta Training Week

Port Augusta Aquatic and Outdoor Education Centre continues to go from strength to strength, although is starting to run into administrative roadblocks in its desire to be a community based outdoor education centre. They are again holding their annual training week in the school holidays. They have short courses in sailing, windsurfing, kayaking, rockclimbing, abseiling and bushwalking. Contact Heather Miller on 86422699 or 0408 830 191.

Outdoor Council of Australia

OCA is now up and running, with an article in this journal from that organisation. There was a lot of behind the scenes work to make it happen. One of those was Anthea Shem who put many hours into providing advice on the constitution on behalf of OEASA. Many thanks, Anthea.

Regards,
Scott Polley

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 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.

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OEASA Meetings 2003

Thursdays

Education Development Centre

18 Milner Rd, Hindmarsh, 5.30-7.00

9 October

Christmas Break Up 14 December

All Welcome

Avalanche death of seven Canadian Outdoor Education students to be investigated

By [CHRIS JONES](#)

Friday February 14, 2003

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Downloaded from Adventure Pro 15/02/03

On Saturday February 1, seven students from a Canadian outdoor education class were killed in a massive avalanche in British Columbia, Canada. The group of 14 Grade 10 students and three adults, were on their way to Balu Pass, a well-known hiking and backcountry ski area near the summit of Rogers Pass.

The group, from Strathcona-Tweedsmuir School, a private school south of Calgary were heading out for a weekend of backcountry skiing. The trip was a culmination of two months intensive training and the most arduous yet of the school's celebrated, year-long outdoor education program.

Australian mountain guide Abbey Watkins and her partner, Rich Marshall, were skiing nearby when they saw the avalanche begin, high above the group of students. They shouted a warning but there was nothing they could do. The slide was up to 800 metres wide and buried some of the victims under more than three metres of snow.

Ms Watkins and Mr Marshall had to wait for the clouds of snow to settle before rushing down the hill to search for survivors. Fortunately the pair had both trained for avalanche rescues. Using avalanche transievers to locate the buried skiers, they frantically dug through the densely packed snow to free the victims.

"We searched for survivors in the way we've been trained to do," Ms Watkins said. "You go into automatic pilot."

"It was dense, dense snow, and so many of the victims were buried under a lot of it."

Parks Canada officials said the pair saved at least five people, although the modest mountaineer said she can't remember the number.

"It's pretty hard to be happy about [saving five] when seven died," Ms Watkins said.

"I had to leave people behind."

Some solace for Ms Watkins came from the families of some of the rescued children.

"We've spoken to the parents of the survivors," she said. "They said thank you."

On Monday February 10, a memorial service was held to celebrate the lives of the seven students. Thousands of Calgarians packed the city's largest indoor venue in an outpouring of grief that has touched the nation. Unfortunately, the avalanche is the second in two weeks to hit B.C. On January 20 seven experienced skiers were killed 30kms west of Rogers Pass on the Durrand Glacier.

These two tragedies have thrust outdoor education and backcountry travel into the public spotlight. The death of seven students is one of the worst incidents in the history of outdoor education and questions are being asked about the appropriateness of placing students in such a risky environment.

Many backcountry users are concerned that the government will over react and limit access to the backcountry. B.C. Premier Gordon Campbell said he wants his government to work with federal officials and professional associations on a "comprehensive review" of safety.

"Any new rules likely won't include pre-emptively closing areas deemed hazardous, because that would infringe on the rights of Canadians to visit the backcountry," government officials told a recent news conference.

Many users are calling for better education and information on backcountry safety, especially avalanche information.

Clair Israelson, Managing Director of the Canadian Avalanche Association, said avalanche analysts have struggled since 1991 budget cuts to broadcast "the knowledge, the research and the best practices of the industry."

Mr Israelson said it was time to gather a coalition of industry, government, private and volunteer groups "to find ways to do our job better." However, Israelson agreed pre-emptive and long-term bans of backcountry areas are not warranted.

"Most Canadians wouldn't want to have our government or land managers telling them when they could or couldn't step off the sidewalk and go for a walk in the forest," said Mr Israelson, himself a backcountry skier.

"There are tens of thousands of British Columbians that go into the mountains because it brings value to their lives. I'd hate to see that privilege taken away from them."

In the next few weeks decisions will be made on exactly what type of inquiries should be undertaken. Parks Canada, Royal Canadian Mounted Police and the school will all hold their own investigations, however the exact nature of these are yet to be decided.

Bureaucracy Gone Mad...

Submitted by Ross Bament

Subject: The Dam

The correspondence below is reputedly true.

SUBJECT: DEQ File No.97-59-0023; T11N; R10W, Sec. 20;
Montcalm County

Dear Mr. DeVries:

It has come to the attention of the Department of Environmental Quality that there has been recent unauthorized activity on the above referenced parcel of property. You have been certified as the legal landowner and/or contractor who did the following unauthorized activity: Construction and maintenance of two wood debris dams across the outlet stream of Spring Pond. A permit must be issued prior to the start of this type of activity. A review of the department's files shows that no permits have been issued. Therefore, the Department has determined that this activity is in violation of Part 301, Inland Lakes and Streams, of the Natural Resource and Environmental Protection Act, Act 451 of the Public Acts of 1994, being sections 324.30101 to 324.30113 of the Michigan Compiled Laws, annotated. The Department has been informed that one or both of the dams partially failed during a recent rain event, causing debris and flooding at downstream locations. We find that dams of this nature are inherently hazardous and cannot be permitted. The Department therefore orders you to cease and desist all activities at this location, and to restore the stream to a free-flow condition by removing all wood and brush forming the dams from the stream channel. All restoration work shall be completed no later than January 31, 2002. Please notify this office when the restoration has been completed so that a follow-up site inspection may be scheduled by our staff. Failure to comply with this request or any further unauthorized activity on the site may result in this case being referred for elevated enforcement action. We anticipate and would appreciate your full cooperation in this matter. Please feel free to contact me at this office if you have any questions.

Sincerely,

David L. Price

District Representative Land and Water Management Division

This is the actual response sent back:

Re: DEQ File No. 97-59-0023; T11N; R10W, Sec. 20; Montcalm County.

Dear Mr. Price,

Your certified letter dated 12/17/97 has been handed to me to respond to. I am the legal landowner but not the Contractor at 2088 Dagget, Pierson, Michigan. A couple of beavers are in the (State unauthorized) process of constructing and maintaining two wood "debris" dams across the outlet stream of my Spring Pond. While I

did not pay for, authorize, nor supervise their dam project, I think they would be highly offended that you call their skillful use of natures building materials "debris." I would like to challenge your department to attempt to emulate their dam project any time and/or any place you choose. I believe I can safely state there is no way you could ever match their dam skills, their dam resourcefulness, their dam ingenuity, their dam persistence, their dam determination and/or their dam work ethic. As to your request, I do not think the beavers are aware that they must first fill out a dam permit prior to the start of this type of dam activity. My first dam question to you is: (1) Are you trying to discriminate against my Spring Pond Beavers or (2) do you require all beavers throughout this State to conform to said dam request? If you are not discriminating against these particular beavers, through the Freedom of Information Act, I request completed copies of all those other applicable beaver dam permits that have been issued. Perhaps we will see if there really is a dam violation of Part 301, Inland Lakes and Streams, of the Natural Resource and Environmental Protection Act, Act 451 of the Public Acts of 1994, being sections 324.30101 to 324.30113 of the Michigan Compiled Laws, annotated. I have several concerns. My first concern is - aren't the beavers entitled to legal representation? The Spring Pond Beavers are financially destitute and are unable to pay for said representation- so the State will have to provide them with a dam lawyer. The Department's dam concern that either one or both of the dams failed during a recent rain event causing flooding is proof that this is a natural occurrence, which the Department is required to protect. In other words, we should leave the Spring Pond Beavers alone rather than harassing them and calling their dam names. If you want the stream "restored" to a dam free-flow condition please contact the beavers - but if you are going to arrest them, they obviously did not pay any attention to your dam letter they being unable to read English. In my humble opinion, the Spring Pond Beavers have a right to build their unauthorized dams as long as the sky is blue, the grass is green and water flows downstream. They have more dam rights than I do to live and enjoy Spring Pond. If the Department of Natural Resources and Environmental Protection lives up to its name, it should protect the natural resources (Beavers) and the environment (Beavers' Dams). So, as far as the beavers and I are concerned, this dam case can be referred for more elevated enforcement action right now. Why wait until 1/31/2002? The Spring Pond Beavers may be under the dam ice then and there will be no way for you or your dam staff to contact/harass them then. In conclusion, I would like to bring to your attention to a real environmental quality (health) problem in the area. It is the bears! Bears are actually defecating in our woods. I definitely believe you should be persecuting the defecating bears and leave the beavers alone. If you are going to investigate the beaver dam, watch your step! (The bears are not careful where they dump!) Being unable to comply with your dam request, and being unable to contact you on your dam answering machine, I am sending this response to your dam office.

Indigenous Weather Forecasting

Submitted by Richard Smith, Environmental Educators Association of South Australia

From: http://www.enn.com/news/2003-03-18/s_3414.asp

18 March 2003

By Michael Perry, Reuters

SYDNEY, Australia - When the bearded dragon lizard sits upright and points its head to the sky, it is going to rain the next day. If a flock of currawongs flies overhead you've only got four hours to get the washing off the line.

If the queen wattle blooms heavily; bull ants abandon their tree nests for mounds of dirt; or meat ants cover nests with tiny, heat-reflecting quartz stones, then bushfires are coming.

Sounds like mumbo-jumbo? Not to Australia's Bureau of Meteorology, which hopes to tap into the tens of thousands of years of Aboriginal weather knowledge to help it expand its understanding of the island continent's harsh climate.

Aboriginal ideas about the weather can be starkly different. Unlike the conventional European notion of four seasons - summer, autumn, winter, and spring - Aborigines in different parts of Australia count as little as two or as many as six, each intimately linked to subtle changes in the local environment.

"The bureau comes from a purely Western scientific meteorology perspective. It is something entirely new for a weather bureau to recognize the importance of this other weather knowledge," said bureau forecaster John O'Brien. "Our concepts of meteorological science have a time span of several hundred years, whereas Aboriginal culture based on weather, flora, fauna, and climate is tens of thousands of years old."

The Bureau of Meteorology has launched an <http://www.bom.gov.au/iwk> indigenous weather Web site, mapping Aboriginal weather knowledge, and plans to keep on updating it as it documents new indigenous weather calendars. Aboriginal culture is dominated by a creation time called the Dreaming, which links past and present in a continuum. In it, the weather, land, plants, animals, people, previous generations, and supernatural forces are all interrelated.

Aboriginal culture is passed down from generation to generation in oral form, using stories and legends, but this generation is the first to start recording weather knowledge.

Frances Bodkin, a descendant of Sydney's D'harawal Aborigines, said indigenous weather patterns were signposted

by plants, animals, and the stars and were as accurate as any modern-day meteorological forecast.

"Present-day scientists do their studies by measurements and experiments. Aboriginal people are just as good scientists, but they use observation and experience," said Bodkin, a botanist at Sydney's Mount Annan botanical gardens.

In 1788, when English settlers first arrived in Sydney, they imposed the four European seasons on their new home without any real knowledge of local weather patterns, yet the local Aborigines lived according to an annual six-season calendar.

For longer-range weather forecasting they used an 11- to 12-year cycle and a massive 8,000- to 10,000-year cycle, said Bodkin, who is entrusted with D'harawal weather knowledge.

The bushfires which burned through Sydney in the past two "European summers" came as no surprise to Aborigines, as Sydney's queen wattle trees bloomed heavily for the past two years, a sign bushfires were coming, said Bodkin.

"When it had a very heavy bloom, the D'harawal people knew they had 18 months to burn off before massive fires went through," explained Bodkin. "That gave them two really good seasons to burn off before the fires appeared."

Bodkin warned the queen wattle had a massive number of buds this year and would again flower heavily - a portent of more fires to come.

Sydney's Six Seasons

Sydney's six-season Aboriginal calendar is based on the flowering of various native plants.

* Murrui'yunggoray, when the red waratah flower blooms, is the first season. Spanning September and October, it is a time when temperatures rise.

* Goraymurray, when the two-veined hickory wattle flowers, occurs

around November to December. It is a time of warm, wet weather, and historically Aborigines would not camp near rivers for fear of flooding.

* Gadalung marool, when the single-veined hickory wattle flowers, is hot and dry. It occurs from January to February, and Aborigines only ate fruit and seeds, as the heat meant stored meat would spoil quickly.

* Banamurray'yung, when the lillipilli tree produces tiny sour berries, is around March to May and is a time of wet, cooling temperatures, a signal to make cloaks to keep warm.

* Tugarah'tuli, when the forest red gum flowers around June to July, is a cold time. Aborigines would traditionally journey to the coast where food was more abundant.

Indigenous Weather Forecasting (cont)

* Tugarah'gunyamarra, when the gossamer wattle flowers around August, is the end of the annual weather calendar. It is a cold and windy season, a time to build shelters facing the rising sun. It was also a time for Aborigines to return to Sydney's western highland, following fish upstream.

The weather phenomenon El Niño has been blamed for Australia's worst drought in 100 years - a dry spell which has seen bushfires blaze along the eastern seaboard, ringing Sydney and razing hundreds of homes in the national capital, Canberra.

But according to the D'harawal Aborigines, El Niño is not to blame but the rare meteorological convergence of three ancient climate cycles: the annual hot and dry Gadalong marool; the hot season of the 11-year Djurali cycle; and the 8,000 to 10,000 Talara'gandi, which means ice and fire.

The 11-year cycle started in 2001 with the appearance of the Aurora Australis, the luminous pale green and pink phenomenon that occurs in the upper atmosphere above the South Pole, said Bodkin. The Aurora Australis is caused by the interaction of electrons and protons from outside the atmosphere.

The Talara'gandi, or ice and fire, had in the past been responsible for Ice Ages and desertification, said Bodkin, and it started when the sea began rising. Aborigines tell stories that the ocean was once a three-day walk east of Sydney's coastline.

"We are in a period of absolute extremes, where we should be getting very cold, dry winters and very hot, dry summers," said Bodkin. "If you superimpose the 10,000-year cycle on top, I think it may last for 2,000 years."

Net Surfing...

Recently, a request was made for useful web-sites to use for outdoor education purposes on the outdoor education discussion list. Here are two of the responses:

From Brien Chartier:

http://interactive2.usgs.gov/learningweb/teachers/explore caves_explore.htm the usgs site. I put the link for caves although I know there are only a couple in your area. However, sometimes its fun to wander on a web-quest. The rest of the site has some other neat stuff. Try the students and explorers links for student friendly material.

The UN is also a good place to draw students attention concerning the environment. The UN is a highly overlooked

resource for promoting global environmental sustainability.

Try:

<http://unfccc.int/>

Or a bit easier site to navigate for kids is:

<http://www.unep.org/>

Desertification is an important global environmental issue. The United Nations University in Tokyo Japan operates the Global Environmental Information Center in partnership with the Japanese Ministry of the Environment <http://www.geic.or.jp/> (this one is a bit dry, but I include it as part of the UN's overlooked resources)

One more that's close to home:

Acid rain in Maine <http://www.state.me.us/dep/air/acidrain/>

Might be fun to compare pro and con sites.

From James Neill

Just letting people know that there is an update about new content available via the Outdoor Education Research & Evaluation Center website:

To read the update, go to:

<http://www.wilderdom.com/update14Jun2003.html>

Content topics include:

Adventure Therapy

Leadership, Staff, & Training

Management & Corporate

Nature & Wilderness

Philosophy & Theory

Research & Evaluation

Risk, Challenge, & Safety

Writing & Publishing

Quotes

Also:

13th National Outdoor Education Conference Proceedings, Adelaide 2003 can be downloaded from:

<http://www.wilderdom.com/ajoc/index.htm#NOEC2003>

A Code of Ethics for Outdoor Educators

Innes Larkin

This code of ethics was fine tuned by the recent National Outdoor Education Conference and ratified by State Outdoor Education bodies in July 2003.

“Outdoor Education is the process of applying learning models in, about and for the outdoors. The goal of Outdoor Education is to develop comprehensive understandings of ourselves, and our relationships with the diverse biophysical, social and cultural environments we live in.”

Ethical Guidelines

The Outdoor Educator will fulfil his/her duty of care.

The Outdoor Educator will provide a supportive and appropriate learning environment.

The Outdoor Educator will develop his/her professionalism.

The Outdoor Educator will ensure his/her practice is culturally and environmentally sensitive.

The Outdoor Educator will fulfil his/her duty of care.

An Outdoor Educator has a duty of care for the participants under his/her charge. This duty of care revolves around the principle Lord Denning stated in *Donaghue v Stevenson* [1932] AC 580, “You must take reasonable care to avoid acts or omissions which you can reasonably foresee would be likely to injure your neighbour... (that is) persons who are so closely and directly affected by my act that I ought reasonably to have them in contemplation”. When applied to the education field, the High Court in *Geyer v Downs* [1977] (138 CLR 91) moved away from this definition to a more school orientated definition, “It is now a proper working assumption that the standard of care is that of the reasonable teacher, having regard to the formal and acquired expertise of teachers, and the reasonable school authority, having regards to its resources.”

In fulfilling his/her duty of care, the Outdoor Educator will:

- Maintain as a first priority the mental, emotional, physical and social safety of those under our duty of care.
- Understand the concept of duty of care as outlined by the legislations and precedents below:

Chapter 27 Criminal Code Act 1899)to be

Section 93 Crimes (confiscation) Act 1989)linked with

Workplace Health and Safety Act 1995 federal

Principles of Negligence)regulations and acts

- Comply with professionally accepted practice.
- Comply with organisational policies or legislation.

The Outdoor Educator will provide a supportive and appropriate learning environment.

An Outdoor Educator is committed to providing learning experiences for his or her participants. A learning environment must be planned with clear learning goals in mind. The programme then needs to be developed and implemented with the participants’ physical, social, mental and emotional maturity in mind to safely achieve these learning goals. Flexibility within the learning environment allows for responsiveness to the situation, or participants.

In providing a supportive and appropriate learning environment, the Outdoor Educator will:

- Ensure that the learning environment is appropriate to their level of expertise.
- Ensure that the learning environment is appropriate to the participants’ maturity, experience, and developmental stage.
- Understand and apply a variety of leadership and learning models to suit the learning environment.
- Employ inclusive and equitable practices for participants.
- Contribute to a just and humane society through the facilitation of participants’ understanding of themselves and their relationships with the diverse biophysical, social and cultural environments.

The Outdoor Educator will develop his/her professionalism.

An Outdoor Educator is committed to providing a high standard of professional service and contributing to the profession.

- In developing his/her professionalism, the Outdoor Educator will:
- Demonstrate passion and commitment to the ideals of the Outdoor Education profession.
- Provide services in accordance with his/her education, training and experience.

A Code of Ethics for Outdoor Educators (cont)

- Demonstrate commitment to maintaining professional development.
- Contribute to the Outdoor Education body of knowledge and practice.
- Demonstrate mutual respect for colleagues and celebrate the diversity of practice within outdoor education professional practise.
- Engage in professional reflection and critique on a regular basis.
- Encourage and support the development of other Outdoor Educators.
- Promote public awareness and understanding of the Outdoor Education profession

The Outdoor Educator will ensure his or her practice is culturally and environmentally sensitive.

An Outdoor Educator is committed to caring for the earth and its inhabitants.

In practising cultural and environmental sensitivity the Outdoor Educator will:

- Promote critical reflection on the ecological consequences of both local and global behaviours.
- Personally model culturally and environmentally sensitive behaviours.
- Encourage a greater understanding of the natural and constructed environments through quality interpretation.
- Maintain a positive balance between the learning goals of the programme and the environmental impact. This could be achieved through
- Utilisation of the most appropriate environment that allows the programme goals to be achieved
- Maintaining group size to a level appropriate to the environment
- Educate participants in the use of environmentally sound practices.
- Care for the local environment through action projects.
- Encourage respect for the diverse cultural beliefs and practices.

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Earth Rangers™ Rule!

Submitted by OEASA Life Member, Kris Mosher

The Ardtornish Primary School class comes to attention as there is a knock the door and a “special delivery” parcel is given to John, the teacher. Inside is a small rubbish bin with a riddle “What can you not throw away when you are finished with it?” This grabs their interest. Attached is a note from Ranger Rain “If you can answer the question on the front of the bin you look inside.”

Answering the question and opening the bin, the kids notice a small model of the earth buried by rubbish and they are challenged by Ranger Rami to find other ways to use these materials. Below the rubbish they find some of the passengers on the earth are endangered by human use of materials. Ranger Rami challenges the kids to find out what each passenger needs for a healthy life and how humans are making life difficult for them. So starts the Earth Ranger program – kids are learning before they know what is happening!

The young people are then invited for a full day excursion to the Earth Ranger Training Camp to undertake the start of their training to become an Earth Ranger. Of course, they are all keen to go and off they set for Thomas Hill Study Centre near Lobethal where they learn the 7 secrets an Earth Ranger must know. One of these is the Secret of Cycles. Here they visit Speck Trail Junction to follow the adventures of some specks (molecules)– air, soil, and water - the stuff of which everything is made. At the end of the day in learning the Secret of Care they pledge ways they can use less materials in their every day lives.

“I am going to take shorter showers to save water,” says Thomas. “I will use both sides of each piece of paper I use – that will save trees,” chimes in Cassie. After 4 weeks of working on their materials habits they are presented with special stickers for their Training Manuals.

Meanwhile another surprise package has arrived in the classroom. This time a packing crate has come addressed to “Trainee Earth Rangers” and contains activities to do back at school that build on the first 7 secrets. There is a cycling activity to help them check out their desks for specks they use every day, ranger pouches full of cool ranger tools - a hand lens, compass, bug box, and heaps of other stuff. John has constructed a huge map on the back wall of the classroom and the kids will fill it with discoveries they make as they patrol the local parks and wild areas. After patrolling and completing all the other tasks they are presented with certificates naming each as an Apprentice Earth Ranger.

The Ardtornish Students have just completed Phase III of the program. They have spent 3 days learning 3 more secrets

Earth Rangers must know and practicing the ones they already know.

Students are now working on improving their own energy habits so they will use less energy in their daily lives.

“My plan is to remember turn off the lights when I leave the room” said Trainee Earth Ranger John. “I am making a few signs to have around the house and asking my mum and dad to help by reminding me now and then. I am also keeping a chart of how well I do.” All of the Trainee Earth Rangers have chosen other ways to use less energy. Some are taking shorter showers (less hot water) or putting on a jumper instead of turning up the heat (less heater energy). Even the teachers are planning ways they can monitor their use of energy in their homes and the classroom.

Soon another crate full of surprising activities will arrive in the classroom. Taking the students on adventures around their local area and immersing them in wild places close to home. Finally they will develop and implement an environmental project in a local area and become full-fledged Earth Rangers. They will then have earned the secret code to access the Earth Rangers web site so they can keep in touch with other Earth Rangers around the world.

The Earth Ranger program deals with 4 essential ecological concepts:

The Cycling of Materials – Air, Soil and Water – the building blocks of all life.

The Flow of Sunlight Energy – including food chains and fossil fuel use.

The Interrelationships of All Things – How all things are connected through energy and materials.

The Changing of Forms – the effects of the Flow of Energy and the cycling of materials on all life.

The Earth Rangers program also works to develop in its learners positive attitudes towards the earth and all its life.

Earth Rangers also want to help kids change their lives – to begin using less energy & materials and developing a belonging to the natural areas near their homes.

This program, developed by The Institute for Earth Education, is available to schools and youth groups. The Earth Rangers program lasts for the whole year starting with one day away from school. The program includes is plenty of classroom activities - all well documented for the teacher to use. The Grand Worldwide Launch of the Earth Rangers happens in September at the Earth Education Bio-Regional Conference held here in SA.

More information ph 8396 3304 or email iceaust@adam.com.au

OEASA Meeting 5-6-03

Present: Wayne Hooper, Libby Roberston, Scott Polley, Brett Stanford and Mike Meredith

Apologies: Russell Brown, Peter Vanderpeer, Andrew Quinn

Conference report:

Surplus of between \$8000 to \$12000.

No money required to go to the new national organisation Outdoor Australia, therefore all money to OEASA.

Looking at using money on practical resources for OE e.g. website or CD for members.

Low participation from SA at conference, possible reasons Teaching load/time of the year.

Possibilities of new chair discussed.

Possible candidates Peter Kellett, Mike Meredith

Certificate presentation dinner

Nominations from

Underdale

None from Mawson Lakes

TAFE still to come

Life membership awarded to Kris Mosher for service to the OE profession in SA

8 nominations all accepted for awards due to all students attaining perfect score for 12OE (i.e. 20's)

Website idea passes by committee

Investigating into having it professionally maintained

AGM to be held at a pub with possible speaker

Wayne Hooper to investigate, stay tuned

Year 12 OE re-write

SACE curriculum re-written to embed SACSAs senior bands and VET outcomes

Problems with SSABSA as they will not accept SOSE SACSAs stands in the document, despite most professionals pushing for this.

Basically document to remain largely the same with changes to meet SACSAs and VET needs

OE teachers will be asked to comment on the draft in July

O.E.A.S.A Annual General Meeting 8/8/03

Held at Kent Town Hotel commencing 6.30

Apologies: Peter Vandeppeer, David Williamson, Rod Becker, Tim Vogt, Andrew Govan, Dale Hobbs, Bret Stanford, Kyla Young, Kathy Binks

Present: Peter Kellett, Scott Polley, Mike Meredith, Wayne Hooper, Libby Robertson, Nerilee Flint, Mark Hayward, Kate Lucas, Andrew Quinn

Chairman's Report: Another successful year.

Main focus was a very successful National Conference which contributed to a strong financial position of the association. We have some conference T-shirts available which can be used as incentives/prizes in the future.

Vote of thanks was unanimously supported for Scott Polley's efforts in driving the conference and his work as chairman.

Election of Officers:

Chair - Mark Hayward Nominated Peter Kellett Seconded Mike Meredith (Mark is considering whether he is able to fill this role)

Treasurer - Brett Stanford is willing to continue in this position

Secretary - Wayne Hooper and Libby Robertson indicated a willingness to fulfill this role

Newsletter Coordinator - Scott Polley is willing to continue in this role. We have the funds to employ someone to format the newsletter.

Committee: Nerilee Flint, Mike Meredith, Peter Kellett, Andrew Quinn, Kate Lucas, Brett Stanford, Kyla Young,

Committee Priorities for 2004 :

- 4 newsletters per year
- Presentation dinner
- Christmas get together
- SACE courses

Issues re National Parks - access / camping / walking off track (schools and universities have had restrictions placed on long standing programmes in National Parks recently) - perhaps identify alternative venues e.g. forests/stations.

Membership coordinator to explore use of e-mail for OEASA publications.

State conference proposals 1 day conference, school holiday family conference in Upper Flinders possibly involving Igawarta Community, horse riding, walking, environmental interpretation etc.

General Business:

Progress of SSABSA Outdoor Ed . course rewrite. New course not very different. Greater emphasis on indigenous aspects and sustainability.

2 courses proposed - 2 x 1 semesters -school assessed and whole year publicly assessed

Code of Ethics for Outdoor Educators from National Conference -consultation continuing (contact Mike Meredith e-mail mimeredith@esc.net.au)

Meeting concluded at 8.30

Earth Education Opportunities 2003

Earth Education – the process of helping people live more harmoniously on the earth. Use these sessions to increase your knowledge and practice of earth education. You may have staff at your work place or friends who would benefit from this opportunity, please share this information with them. Booking for these events is recommended.



An evening lecture that will inspire & inform

Sunship Earth -
Our Place in Space
presented by

Steve Van Matre
Chairman &
Founder of
The Institute for
Earth Education

Enjoy 90 minutes of stories, information and knowledge gained from a life of adventuring and educating. Get a very different view of

this place we call home!

Date: Wednesday September 24

Venue: Education Development Centre
Milner St, Hindmarsh SA (UBD ref: Map 117 K2)

Time: 7:15pm for a 7:30 start 9:00 finish

\$20 / \$15 concession supper & displays

**I•E•E• Bio-Regional Conference - Sept 27 -
Sept 30 McLaren Vale.**

Showcasing our latest! - Earth education you have been asking for!

MUIR TREKS -Earth Education for adults & older teens

Earth Rangers - classroom based earth education for grades 4 & 5

Don't miss this opportunity - share this with your friends!

Earth Education Introductory Workshop

With Steve van Matre Saturday September 27 Full Day -
Cost \$100 includes GST & Lunch (in conjunction with the I•E•E• Bio-Regional conference)

- ★ **Experience**
the theory and practice of earth education
- ★ **Participate**
in hands-on environmental learning
- ★ **Discover**
education's best kept secret
- ★ **Meet others**
interested in focused nature education

Book NOW for these events ! ring IEE 08 83963304
email ieeaust@adam.com.au
Apply for concession fee for students, conference attendees & group bookings.

Two students die in San Francisco High School incident

Although this incident is a way offshore, there are some pretty interesting reporting here...

The original article can be found on SFGate.com;
<http://www.sfgate.com/cgi-bin/article.cgi?file=/c/a/2003/03/06/MN147864.DTL>

Thursday, March 6, 2003 (SF Chronicle)
2 San Francisco teens die during school camp trip/Cops probe mystery in Monterey County

Maria Alicia Gaura, Ray Delgado, Janine DeFao, Chronicle Staff Writers

Los Padres National Forest - Two San Francisco high school students on a school-sponsored wilderness backpacking trip in Monterey County were discovered dead Wednesday under mysterious circumstances at the bottom of a 67-foot ravine. Shocked classmates from the Urban Pioneer Experiential Academy found the bodies of Mikhail Nikolov and Vladislav Bogomolny, both 17, at daybreak after discovering them missing from their Arroyo Seco campsite near Big Sur. A teacher from the new charter school located at the Presidio said the two boys left their camp -- three miles into the backcountry -- sometime during the night after two male strangers stopped by. It had been a pitch-dark, moonless night. "We don't know if these are kids who slipped and fell or were killed," Monterey County Sheriff Mike Kanalakis said. "There's a lot of work going on right now to piece this together." While some deputies said that the deaths appeared to be accidental and that there were no obvious signs of foul play, others told The Chronicle they were investigating reports about the strangers. They said investigators had discovered a long-bladed knife resembling a machete and a shorter knife near the campground. Autopsies are scheduled for today.

Salient Reminders from the U.S.A.

Maria Alicia Gaura, Ray Delgado, Janine DeFao, Chronicle Staff Writers

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Los Padres National Forest -- Two San Francisco high school students on a school-sponsored wilderness backpacking trip in Monterey County were discovered dead Wednesday under mysterious circumstances at the bottom of a 67-foot ravine. Shocked classmates from the Urban Pioneer Experiential Academy found the bodies of Mikhail Nikolov and Vladislav Bogomolny, both 17, at daybreak after discovering them missing from their Arroyo Seco campsite near Big Sur. A teacher from the new charter school located at the Presidio said the two boys left their camp -- three miles into the backcountry -- sometime during the night after two male strangers stopped by. It had been a pitch-dark, moonless night. "We don't know if these are kids who slipped and fell or were killed," Monterey County Sheriff Mike Kanalakis said. "There's a lot of work going on right now to piece this together." While some deputies said that the deaths appeared to be accidental and that there were no obvious signs of foul play, others told The Chronicle they were investigating reports about the strangers. They said investigators had discovered a long-bladed knife resembling a machete and a shorter knife near the campground. Autopsies are scheduled for today. Commander Jim Cronin of the Monterey County Sheriff's Department said his detectives were dealing with a series of conflicting 911 calls -- some mentioning strangers with alcohol, a brawl and a machete. "There were strangers in the camp. There are pictures," Academy teacher Les Schlesinger, a chaperone, said at the campground before buses arrived to take the students back to San Francisco. The San Francisco Unified School District said it would provide grief counselors. Urban Pioneer academy - which features an entire semester of physical challenges such as rope courses, rock climbing and wilderness excursions - operates independently from the school district, but the district granted its charter. Schlesinger appeared tired and drawn as tearful students cried and hugged each other. "This really hurts. It hurts bad," the school's co-director, Wayne MacDonald, said Wednesday night in San Francisco. "I never in my wildest dreams thought (today) would go like this." Nikolov and Bogomolny were part of a group of 27 students and six adult chaperones who left Feb. 24 on an 11-day backpacking trip that was scheduled to end today. The students were camping in groups of nine with two chaperones each. Students from two other San Francisco high schools, Galileo and Downtown, also were camping in the area on unrelated trips, school district officials said. Schlesinger, who said the most serious incidents on previous trips were a sprained ankle and a broken leg, described Nikolov as a "happy, nice, smiling, gentle kid." He said Bogomolny, who was known as Robbie, "was full of energy, always ready to do something." "They were both excited to be out here," he said. MacDonald said Bogomolny had come to the school with some problems "but did a total turnaround." Camping trips are common for the Urban Pioneer Experiential Academy, which is in its first year of operation as a charter high school with about 150 students. Before becoming an independent

school under contract with the San Francisco Unified School District, Urban Pioneer had operated semester programs emphasizing outdoor education for nearly 30 years at McAteer High School. The school offers a nontraditional college-preparatory curriculum to students, some of whom have had disciplinary problems at other schools. Former students include actor Sam Rockwell and children of Mayor Willie Brown and Supervisor Tom Ammiano. Some students rave about the experience. "Our school builds survivors and not drones. Our school is teaching you can do anything you want to do," Skylar Woodie, an 11th-grader who was not on the trip, said Wednesday. "Doing 18 miles a day with an 80-pound pack puts a mental stress on you, but it also gives you empowerment." "It's a horrible tragedy. But everyone who joins this program understands the risk. It's the forces of nature," the 16-year-old said. Urban Pioneer sought a charter in early 2001 to become a full-blown, independent school and avoid the occasional conflicts it had with administrators at McAteer High School, where it was housed.

San Francisco schools Superintendent Arlene Ackerman originally asked the school board to deny the charter due to concerns about student safety and district liability. Among the concerns cited by Ackerman were a 1994 incident in which students and staff had to be rescued by U.S. forest rangers after being caught in a blizzard without appropriate clothing and supplies; a 1997 knife fight between students from the program and students from another school; and several instances of students being reported missing or overdue, sometimes without adult supervision. Most recently, eight students were arrested while attending a logging protest in Humboldt County while on an excursion without adult supervision.

But the school board approved the charter, saying it had little choice under state law. Instead they asked the charter school for written assurances on student safety. All students receive extensive safety and CPR training before embarking on wilderness expeditions like the ones the 27 students were on, MacDonald said. "We do everything right," he said. "They're actually safer out there than they are on streets in the city." The tragedy in Monterey County is not the first time that students on a wilderness educational experience have died. There was a small spate of high-profile accidental deaths at camps and on trips in the United States in the early 1990s. In 2000, two students and a teacher from Canada perished in a freak drowning accident in the Pacific Ocean, just off Shelter Cove in Humboldt County.

Also that year, an Oregon boy died while being restrained at a wilderness camp, prompting state lawmakers there to begin regulating wilderness schools, which have become a popular way to try to reach troubled kids. More recently, there has been a rash of deaths on school trips of all kinds in Great Britain, and a teachers union there has suggested that the risks of outings and wilderness excursions could outweigh the benefits.

Chronicle staff writers Ryan Kim, Nanette Asimov and Ulysses Torassa and the Associated Press contributed to this report. / E-mail Janine DeFao at jdefao@sfchronicle.com.

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Submitted by Alistair McArthur,
Odyssey Consultants.

Risks Associated with Sideways Seating in “Troop Carrier” Vehicles

Contributor:

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This is to inform you of the OHSW issues surrounding sideways seating in motor vehicles.

The Australian Defence Force has had a study undertaken into the number and extent of injuries incurred in vehicles. In brief it was determined that more extensive injuries were obtained in carrying troops unrestrained in troop carrying vehicles. These vehicle types carry personnel using sideways seating.

Agencies operate vehicles in the outback in harsh terrain and require the use of a 4WD vehicle to carry passengers. To meet this need a number of Government agencies carry passengers in Toyota Troop Carriers, which can seat up to 11 people. 8 people are carried in the back in sideways seating, with lap seat belts as the only restraint mechanism.

Following the receipt of the results of the Australian Defence Force study, it has come to Fleet SA's attention that there is a significantly greater risk of injury carrying passengers in sideways seating as opposed to forward and backwards facing seats. A sudden stop when seated in sideways seating would cause the head of the passenger to move sideways, which places much greater strain on the neck than a forward and backward motion. Carrying a number of persons in sideways seating would risk head to head collision. Although the “Safe Carriage of Personnel in General Service Vehicles Study” appears to have concentrated on unrestrained carriage of troops, the fitment of a lap seat belt in the Toyota Troop Carriers does little to restrain the body.

Fleet SA believe that placing lap sash seat belts (i.e. seat belts that come across the shoulder and across the lap) as opposed to lap seatbelts (i.e. seatbelts that only go across the lap) in sideways carrying vehicles would not reduce the sideways movement of the head on the unrestrained shoulder side. It may, in fact, cause greater injury due to the lap sash seat belt restraining the torso.

There is no statistical data available to demonstrate this risk, however from Fleet SA's experience in vehicles, and knowing

how the body moves when a collision or sudden stop occurs, the probability of injury is rated as high.

Although the vehicle is still roadworthy and meets the requirements of the Australian Design Rules and Road Traffic Act, the issue is one of safety of passengers, not compliance with vehicle design rules. It is recommended that Agencies undertake a risk assessment of the situation and take all reasonable practical steps to remove risk of injury.

Below I have provided you with some options for your consideration:

For vehicles which currently have sideways seating, it is possible to have the seating changed to forward and backward seating and appropriate lap sash seat belts be installed. The cost of such an option, depending on the seat configuration, ranges from \$1800 to \$3100. Seats are, however, re-useable, that is they can be transferred to the next vehicle at a minimal cost.

Future options, if a 4WD vehicle is required, are to either lease Toyota troop Carriers with forward facing or converted to forward and/or backward facing seats which seats 8 persons or to lease a Volkswagon Transporter Synchro 4WD which is suitable for outback terrain and has a suspension kit to achieve additional ground clearance. The Volkswagon Transporter Synchro has up to a 10-seat capacity.

Fleet SA would also recommend that Agencies review the usage of lap seat belts in vehicles where they are fitted. Where there is a need to use seats where lap seat belts are fitted, it is recommended that Agencies explore the possibility of changing such belts to lap sash seat belts.

Eagle Mountain Bike Park

The Office for Recreation and Sport has been granted \$98,626 from the Extractive Areas Rehabilitation Fund of the Department of Primary Industries and Resources, for rehabilitation works in the quarry site of Eagle Mountain Bike Park at Eagle on the Hill.

This money has been allocated to undertake a sediment and water management works program to make the quarry site suitable for the construction of mountain bike trails.

When this work has been completed and following Ministerial approval of the draft Eagle Park Management Plan and a consultation process, it is planned to commence trail development and conservation works.

Mathew completed the course 'Introduction to Outdoor Education Leadership' as part of his management studies at University of South Australia.

Outdoor Education in the Health and Physical Education learning area in South Australia:

Philosophies of harmony or tension?

By Brett Stanford

Historically Outdoor Education curriculum has been recognised as a sub discipline of the Health and Physical Education (H&PE) learning area (Lugg, 1999, p. 30; Williams, 1996 p. 3). The rapid growth in the subject area in the past decade has given significant weight to arguments for Outdoor Education to develop independence, rather than be viewed as sub set of physical education as it contains its own body of knowledge with a unique set of pedagogies and educational philosophies (Cooper, 1996, p. 13; Lugg, 1999 p. 30; Pickett, 1999; Williams, 1996, p. 7).

A distinction can be made between the terms 'outdoor pursuits' that is, participating in outdoor activities mostly within Physical Education curriculum, or as extra curricula activities, and 'Outdoor Education' as subject in its own right (Lugg, 1999 p. 30; Pickett, 1999 p. 9; Williams, 1996, p. 6). Often Outdoor Education in South Australian schools is referred to and involves: school camps, as a unit within Physical Education curriculum and extra curricula practices (Pickett, 1999, p. 45).

Outdoor Education in the Health & Physical Education learning area

The philosophy of outdoor education has widely been accepted as supporting the following ends: respect for self, respect for others and respect of the natural environment and it's primary concern is with the interactions between these three variables. (Copper, 1996, p. 13; Lugg, 1999 p. 26; Williams, 1996, p. 3). Further, Blades & McKenna (1998 p. 6) claim that Outdoor Education curriculum can be divided into four key strands: environment, personal discovery, community and outdoor activities.

In contrast philosophies in the Health and Physical Education (H&PE) learning area, which Outdoor Education is found within in South Australia, focuses on development of the self and also social development with very little if not no focus on environmental education, thus affecting how Outdoor Education is interpreted in the curriculum (Pickett & Polley, 2001, p. 52). As a result of a lack of focus on environmental education from the H&PE learning area, Outdoor Education

curriculum has found a need to draw on the learning area of Studies of Society and Environment (SOSE) also (Blades & McKenna, 1998, p. 5; Lugg, 1999, p. 30).

Outdoor Education in the Studies of Society and Environment learning area

A significant argument can be mounted that in many respects outdoor education can be just as validly placed in the Studies of Society and Environment learning area (Lugg, 1999, p. 29). Lugg (1999) further challenges the status quo of the acceptance of H&PE as the appropriate learning area for Outdoor Education. She states that Outdoor Education curriculum in Victoria has benefited significantly from such alliances with SOSE, leading to the formation of subjects such as *outdoor and environmental studies*. The philosophy of SOSE appears to have a primary focus on promoting social development and greater sense of community in our society, values critical to Outdoor Education and its development (Cooper, 1996, p. 13). However I believe philosophies in H&PE sees social development values as secondary to the primary agenda of promoting health and fitness of the individual. Cooper (1996, p. 13) argues that the greatest contribution Outdoor Education can make is that of education for social change. He further argues that our education system needs to stand and challenge economic structures based on consumption and wealth and advocate for sustainable communities and natural environments, again SOSE core values.

Research by Pickett (1999, p. 94) in South Australian secondary schools has shown that in the vast number of South Australian secondary schools H&PE is significantly seen as the dominant learning area appropriate for Outdoor Education and perceptions of the contributions of SOSE are significantly less. To deny Outdoor Education of a broader interpretation through the lens of SOSE, primarily from the contributions of environmental education, is to limit the subject to a narrowly defined skills based 'outdoor pursuits' approach to the subject. This can be damaging to the broader vision of Outdoor Education and its values.

Just as many Physical Educators feel strongly about furthering the causes of the crisis in health and fitness by justifying its relevance in the curriculum, it seems that Outdoor Educators will need to communicate an equally valid crisis in the state of our natural environment to the Physical Educators who they so closely work with. To add to further confusion Outdoor Education's curriculum structure in South Australia, as being predominantly within the H&PE learning area, lends to often little distinction made between these groups of educators and many working within the learning area consider themselves to be both (Pickett & Polley, 2001, p. 52; Pickett, 1999. p. 20).

Outdoor Education in the Health and Physical Education learning area in South Australia: Philosophies of harmony or tension? (cont)

Training of Outdoor Educators in South Australia

As Outdoor Education curriculum continues to grow greater demand will be placed on the need for Outdoor Educators to receive their own set of training differing from that of Physical Educators. Lugg (1999) argues that,

'physical educators may not be well equipped to teach outdoor education and may tend to take a competitive, skill-oriented approach to outdoor pursuits while ignoring or being unaware of the broader educational goals of outdoor education.'

Physical Educators may also see the natural environment as merely an alternative setting for activities rather than an educational variable in its own right (Lugg, 1999, p30). Further more,

'without specific outdoor education training, physical education teachers, faced with teaching outdoor education, tend at least initially, to focus on what they are familiar with, that is, the teaching of activities and physical skills.' (Lugg, 1999, p30).

Currently in South Australia, most secondary Outdoor Education teachers are trained through completing a postgraduate Bachelor of Education at the University of South Australia. They are able to complete this after first completing a Human Movement (Sports Science) degree, where they complete a specialisation in Outdoor Education. Some are also trained through a Bachelor of Education at Flinders University, which offer a middle schooling degree with some specialisation in Outdoor Education available. Most of these students are trained through courses with heavy focus on promoting sports science and H&PE discourses. There is little opportunity for training of environmental educators and SOSE teachers to include Outdoor Education in their studies, nor are current SOSE teachers encouraged to undertake professional development in gain skills in Outdoor Education. Is it any wonder then that H&PE discourses dominate curriculum in South Australia. Perhaps the best way forward for a greater voice for SOSE in Outdoor Education curriculum is to give options for Outdoor Education specialisation to people training to be SOSE teachers. If nothing more this would enable Environmental Educators to assist in a similar way that Physical Educators do in providing Outdoor Education programs.

Conclusion

It seems that tensions will arise in Outdoor Education curriculum development in the future in South Australia, unless it is allowed the freedom to be interpreted through both

the H&PE and SOSE learning areas. Historically in South Australia Outdoor Education has been heavily interpreted through the lens of H&PE (Pickett & Polley, 2001, p. 52).

It seems the question we need to ask ourselves what levels of contributions do we want H&PE and SOSE to make to the development of Outdoor Education curriculum? On the one extreme we could have a heavily H&PE focused interpretation where skills from involvement in outdoor pursuits are emphasised, where Outdoor Education is seen as a 'gung ho' character building type of experience, focusing on the individual. On the other hand an extreme SOSE interpretation may see us creating a 'touchy feely' environmental focus where we are primarily concerned with deepening our relationships with our natural environment and also deepening cares for community based values.

It would seem that a balance between both these extremes orientation is most desirable. Victoria has moved toward greater balance between the contributions of both H&PE and SOSE. Perhaps we need to look at heading in this direction for our Outdoor Education curriculum. What seems to be certain is that with growing interest by schools in Outdoor Education, such a growth in year 12 Outdoor Education, it will become vital that we articulate a clear rationale and vision for Outdoor Education curriculum.

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I am an outdoor educator.

I use pedagogical and methodological approaches that allow me to meet different client needs to achieve recognised educational outcomes.

I apply educational theory to achieve educational outcomes.

I have knowledge of natural history, biodiversity principles, ecosystems and conservation.

I have critically analysed approaches to living that are not ecologically sustainable.

I am able to articulate more sustainable social and technological practices.

I have a personal philosophy regarding outdoor education, and I am aware of the philosophies of other outdoor educators.

I am able to structure experiences that promote individual, group, environmental appreciation and social justice learning outcomes.

I adopt risk management practices to minimise the chances of death or disabling injury.

I have knowledge and skills in group dynamics, facilitation and leadership.

I have knowledge of indigenous and western cultural interpretations of the significance of landscape, outdoor journeys and nature.

I have teaching skills to promote skill development for the conduct of outdoor journeys.

I have sound and verifiable experiences, knowledge and skills in the types of outdoor journeys that I conduct for educational purposes.

I am able to assess student learning according to recognised criteria.

I critically reflect on current curriculum and its application to promote changes in future practice.

I have knowledge of the developmental needs of a range of client groups including young people, adults and special populations.

I am aware of recent trends and investigations into outdoor education teaching practice.

I am able to administer first aid, extended nursing care, make appropriate plans for safe victim and group evacuation and implement group management practices in the event of accident, injury or illness during an outdoor journey.

I adhere to a code of conduct for outdoor educators.

I am a member of a professional body of outdoor educators.

Scott Polley

Field Teaching Notes:

The Southern Cross

The Southern Cross is one of the most clearly identifiable constellations in the Southern hemisphere (The Southern Cross, 2003). Also known as the Crux, the Southern Cross is also the smallest of all constellations (Stars & Coffee, 2003). The Southern Cross is particularly visible in the autumn and winter skies. The Crux is made up of four stars known as Alpha Crucis, Gamma Crucis, Delta Crucis, and Beta Crucis (The Southern Cross, 2003).

The stars of the Southern Cross were of particular importance to Aboriginal people. Different Aboriginal groups had different beliefs on its significance, Central Australian groups believed the cross pattern of the crux was the footprint of a wedge tailed eagle, and the pointer stars symbolized his throwing stick (The Southern Cross, 2003). Another belief was that the crux was a stingray and the pointers formed a shark, the belief was that the stingray was under pursuit from the shark (The Southern Cross). Aboriginals of Eastern Australia believed the Crux to be a man named Mirrabooka, a clever and kind man chosen by the creator, Biarni, to become immortalised and remain in the stars so he could watch over the people (The Southern Cross, 2003). A popular Aboriginal story of the Southern Cross was that a large rock cod fish, Alakitja, lived in the river (Milky Way). When swimming through the river Alakitja was careful not to become trapped in the 'sky peoples' fish traps, as he swims through endless water lilies (stars). As Alakitja came to rest under a large rock two brothers searching for food found and speared him. The two brothers are believed to have made separate campfires and shared the large fish. Today the campfires are known as Delta and Gamma Crucis, and the brothers are Alpha and Beta Crucis. The pointer stars Alpha and Beta Centauri are believed to be friends of the brothers waiting for a share of the fish (The Southern Cross, 2003).



The Southern Cross seen above shows the positioning of the individual stars in the constellation. Included in the picture but not the Crux is the star named Epsilon, this star is included in the Australian flag (Southern Cross Constellation, 2003).

Alpha Centauri is the brightest of the two pointer stars; it is a triple star system which consists of two yellow stars which form a close double star which circle each other one light year apart, and a faint red dwarf star known as Proxima Centauri. Proxima Centauri is the closest star to our solar system (Southern Cross Constellation, 2003). Alpha and Beta Centauri are slowly moving towards each other (Stars & Coffee, 2003).

Using the Southern Cross and the pointer stars we are roughly able to determine the direction of South. If two imaginary lines are drawn: one that follows straight through Gamma Crucis and Alpha Crucis, and another which bisects the line between Alpha and Beta Centauri on the diagram above. The union of these two lines is said to point in the direction of South (Navigation Using Sticks, Stones and the Stars, 2003).

References:

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WHAT IS THE OUTDOOR COUNCIL OF AUSTRALIA?

Outdoor Council of Australia,

July 2003, Issue 1, vol 1

The Outdoor Council of Australia is a recently established organisation that evolved from the merger between the Outdoor Recreation Council of Australia (ORCA) and the Australian Outdoor Education Council (AOEC). The Outdoor Council of Australia (OCA) is an incorporated, not-for-profit association that will act as the peak body for outdoor recreation and outdoor education in Australia. Membership of the OCA is primarily through state and territory peak industry bodies and national organisations. This membership structure will enable a process where the states/territories can participate in the discussion of national issues and provide conduits for information to flow through the OCA network to industry members at the state and local level. The OCA, in its role as the peak body for the outdoors, represents all organisations and individuals that use outdoor adventure activities for the purpose of:

- Recreation
- Education
- Tourism
- Personal development
- Corporate development.

Hence, the OCA's membership and coverage includes commercial outdoor enterprises, not-for-profit church and community based clubs and associations and other organisations such as schools and universities which conduct outdoor education. Further, the OCA represents the guides, instructors, volunteer leaders, outdoor education teachers and adventure therapists associated with all of these enterprises and organisations.

Mission

The Outdoor Council of Australia will provide services to support:

- Professional conduct
- Environmental sustainability
- Cultural and social sensitivity
- Risk minimisation.

Role

The role of the Council is to represent to the community, industries and all levels of government the views and needs of outdoor educators, leaders, guides and organisations that support leadership or are otherwise involved in the training of outdoor educators, leaders and guides via their state and national peak bodies.

Objectives

The objectives of the Outdoor Council of Australia cover the broad areas of:

Representation - To represent the views and needs of members to the community, industries and all levels of government and to facilitate communication between outdoor educators, leaders and guides, and between these stakeholders and external interest groups.

Advocacy - To develop policies, strategies and actions on key issues affecting the outdoor community and to work with government to develop policies, strategies and actions that support and encourage Outdoor Recreation and Outdoor Education.

Resource Management - To promote a philosophy and practice of sustainable environmental living, conservation and positive attitudes towards the use of the natural environment and to encourage planning and management for ecologically sustainable outdoor recreation and outdoor education.

Quality - To encourage organizational development within the outdoor community to enhance the delivery of services that are appropriate, ecologically sustainable, equitable and of a high standard and to promote safe and quality outdoor experiences. In addition, to promote best practices in standards and quality of leadership and instruction through the support of quality education and training.

Research - To assist the advancement of research within the outdoor community in order to provide accurate information to all stakeholders that will promote best practice in outdoor leadership and enhance community awareness and understanding.

Board Members

The inaugural Board members of the Outdoor Council of Australia are:

Kirsty Brown, OAM (Secretary) kbrown@technet2000.com.au

Zoe Herbert (President) Ph: 02 6237 5158
zoe@outwardbound.com.au

Peter Horne Ph: 02 9552 4500 peter.horne@canoe.org.au

Kathy Kingsford (Treasurer) Ph: 07 3369 9455
info@qorf.org.au

Outdoor Council of Australia,

July 2003, Issue 1, vol. 1 (cont)

Peter Martin Ph: 03 5444 7278

p.martin@bendigo.latrobe.edu.au

Joanne Prior Ph: 03 9350 1700 jprior@cav.asn.au

Glyn Thomas (Vice-President) Ph: 03 5444 7480

g.thomas@bendigo.latrobe.edu.au

Profiles of three of these Board members are included in this newsletter. The Outdoor Council of Australia has a giant task ahead of it with the needs and issues of the industry coming to the fore across many sectors. Surviving insurance premiums, land access issues, and a litigious climate are significant obstacles for all - from private enterprise, to volunteers, to educators and participants. The OCA is committed to the evolution and protection of education and enjoyment in the outdoors. We want to keep individuals and groups enjoying and learning in Australia's beautiful wilderness. We honour the aims of our members and cherish the outdoors itself and are committed to sensible sustainable practices. The OCA committee are a dedicated and experienced collection of individuals from across the entire industry who are keen to make a fundamental difference and real service to its members. It is a privilege to work alongside them and I have every confidence that together we will move the professional practice in the outdoors forwards to new success. I look forward to you joining us in preserving and developing our industry and profession.

Zoe Herbert

President of OCA

OCA Board Profiles

Zoë Herbert, OCA President

"I achieved my grounding in outdoor education through nine years of wilderness canoe trip leading on the wild rivers of Canada's Northwest Ontario. I arrived in Australia in 1996 and have worked with Outward Bound Australia (OBA) ever since, first as an instructor, then Head of Training, and now as Research and Development Director. I set up OBA as a Registered Training Organisation and established OBA's Internship program for the Certificate IV in Outdoor Recreation. As a result, OBA has won the ACT's Employer of the Year Training Awards as well as the National Award for Recreation in 2001 and 2002. I have been involved in industry organisations and projects for the last few years including serving as one of the Directors for the ACT Industry Training Advisory Board, Secretary for the ACT Outdoor Education Association, and for the last couple of years, on the ORCA Board. I have recently been nominated as the President for OCA. "I look forward to taking on the challenge of growing an industry body that truly serves all its members in promoting

and protecting the Outdoor Recreation and Education sectors. There is an exciting future ahead!"

Zoe

Glyn Thomas, OCA Vice - President

"I have had the privileged of working in a number of organisations within the outdoor education profession including: government and non-government schools, not-for-profit organisations, a private company, and now a university. My current position as a lecturer with the Department of Outdoor Education and Nature Tourism, at La Trobe University, in Bendigo indulges my passion for outdoor leadership development. I am a keen climber and paddler and maintain high levels of qualifications with the Australian Climbing Instructor's Association (ACIA) and Australian Canoeing (AC). I played a primary role in the formation of the ACIA and maintain my involvement at board level as a curriculum advisor. I am committed to my own professional development and I am currently engaged in doctoral studies in the area of facilitator education. I am a firm believer that outdoor education and outdoor recreation can play a significant role in making a world a better place by helping participants to live in a more environmentally sensitive manner. My professional interests include: outdoor leadership, experiential learning and facilitation, and human resource management issues in the outdoor profession."

Glyn

Peter Martin

"I am Head of the Dept of Outdoor Education and Nature Tourism at La Trobe University, Bendigo. My background contains aspects of both outdoor education and outdoor recreation. I commenced my involvement in professional outdoor education as a teacher at a secondary school, then as staff member at an outdoor centre, Bogong School Camp, in the Victorian Alps. From Bogong I returned to a school and worked for the Victorian Education Dept as an outdoor education curriculum consultant covering schools in the NE of the State.

It was from this background that I developed a commitment for, and belief in, outdoor education as a formal part of the school curriculum. (Since then I have had formal involvement in curriculum writing and design for the Victorian Education department's programs in outdoor education and the new outdoor and environmental studies). In the mid 80's I completed a Master's degree in outdoor education in the US, then returned to teach outdoor education at the Bendigo College of Advanced Education - a mortgage, two kids, a PhD, and an employer name change to LaTrobe Uni, Bendigo, and I'm still here! I have always had, and continue to have, a passion for the outdoors, particularly climbing.

Outdoor Council of Australia,

July 2003, Issue 1, vol. 1 (cont)

This has led to a founding role in the Victorian based Climbing Instructors' Association (CIA) and subsequent immersion in NORLD, ACIA, and ultimately as the tertiary representative on the Outdoor Recreation Training Package steering committee. Outdoor recreation remains for me a personally significant aspect, but also an important means through which the majority of Australians come to know the wonder of our natural environment. I have previously chaired the AOEC, and am also an advisor to the Australian Climbing Instructors' Association."

Peter

WHAT ARE THE PRIORITIES OF THE OUTDOOR COUNCIL OF AUSTRALIA?

OCA's priorities have been identified through strategic planning conducted by the Boards of ORCA and AOEC (November 2002) and via sessions at the National Outdoor Education Conference (April 2003). In the short term, the eight priority areas of the Council's endeavours will be:

- Organisational Accreditation;
- National Outdoor Leader Registration Scheme (NOLRS);
- Advocacy;
- Continuation of the *Australian Journal of Outdoor Education*;
- National Conferences (every 2 years);
- Workshops/Forums/Communication strategies;
- Networking of state/territory peak bodies;
- Support for member initiatives;
- Workplace Relations issues.

With limited funds, the short term priorities of the Outdoor Council of Australia are to ensure that the activities of the state/territory associations and National members Associations are co-ordinated to minimise wastage of resources. This will require improved communication within states, from state to state and to and from the OCA Board. The OCA Board has undertaken to:

- establish a website as soon as possible;
- print a "practitioner" focused newsletter 3 or 4 times per year; and
- establish a mechanism for state/territory associations to
- communicate regularly and to provide input into the OCA.

Planning for the 2005 OCA Conference will be undertaken by the Queensland Outdoor Recreation Federation and the Outdoor Educator's Association of Queensland. So, you guessed it, the next OCA conference will be held in Queensland!

Two editions of the *Australian Journal of Outdoor Education* will continue to be published annually. The winter 2003 edition will be a publication of the AOEC whilst the Spring 2003 edition will be an OCA publication. The Board of OCA are looking at ways to ensure that national accreditation programs are available throughout Australia which best meet the needs of this diverse industry, from organizations and campsites to clubs and associations. Watch this newsletter for updates on this very important issue! Individual member associations of the OCA are involved in a range of initiatives that will benefit outdoor recreation and outdoor education nationally. Information about these initiatives will be published regularly in this newsletter so that everyone is better informed. This month, an update on the National Outdoor Leader Registration Scheme (NOLRS) is provided. Membership of OCA comes as a consequence of membership of either State or National outdoor education or outdoor recreation associations. The Outdoor Council of Australia does not have individual memberships, except as Associate members. For example, the state based outdoor education associations (VOEA, OEAQ, OEASA etc) would be members of the OCA, as would state based outdoor recreation associations (ORC, ORIC etc). In addition, national outdoor or activity bodies such as Scouts Australia, ACIA, PADI, Australian Canoeing etc. could also be members. The membership fee for OCA will be \$500 plus GST per organisation, per annum. The intent of this membership fee is that any professional or volunteer in the outdoor industry will not be required to pay, via their state or national body, more than \$2 to the OCA - a pretty cheap investment! Where a state or national outdoor body seeks to be a member of the OCA, but has a small number of individuals as members, their membership fee will be negotiated. All members of the OCA have voting rights, can lobby Board members for specific issues, receive newsletters and the Australian Journal of Outdoor Education.

Individual subscriptions for the Australian Journal of Outdoor Education will be offered to all members as an additional cost of membership of the OCA, or may be built in to state based outdoor education / recreation association memberships. As the OCA operates on a calendar based financial year, membership fees will be payable from 1 July 2003 for a period of six months.

Associate members

The OCA has provision for Associate members. This membership has a fee of \$250 per annum. It is available to any individual, enterprise or body wishing to support the OCA in a

direct way via membership. Associate members could include retailers, commercial organisations, Universities, TAFEs, individuals, etc. Associate members do not have voting rights in the OCA, but do receive newsletters and the Australian Journal of Outdoor Education.

National Outdoor Leadership Registration Scheme

They say that good things come to those that wait. It has been eleven years since the first mention of a registration scheme for people working in an outdoor education/ recreation setting. The

National Outdoor Leader Registration Scheme (NOLRS) is the product that has just been launched, representing the culmination of those eleven years of discussion and consultation. The following article is a brief outline of the scheme and the steps that need to be taken to gain registration.

For more detail on the scheme please contact your state/territory outdoor recreation peak body or view their website.

There are many benefits from the development and support of a National Outdoor Leader Registration Scheme. Perhaps the major advantages are the ability to promote “currency” of skills through ongoing professional development and to provide the registered leader with nationally recognised certification. However, it is also anticipated that the registration scheme will develop the professional image of outdoor leaders and will enable the collation of data that can be used by planners to gain a more accurate picture of the number of persons involved in leading outdoor activities and the level and nature of the activity that they are leading. As the OCA develops the leader registration scheme further, personal benefits *may* include;

- international recognition of registration by other countries (eg, New Zealand, United Kingdom) that have adopted a competency based training system;
- discount schemes (retail, insurance, training);
- improvements in pay rates and job opportunities.

The NOLRS also compliments other schemes relevant to outdoor recreation and outdoor education, namely the Victorian Adventure Activity Standards (AAS), the Australian Camping Association Campsite and Outdoor Activity Provider Accreditation, and the NSW

ORIC Organisational Accreditation. (For a comparison of NOLRS with these schemes, view the article “Update: Registration and accreditation schemes” on the AdventurePro message board www.adventurepro.com.au). Registration is now available in five activity

areas, these being Abseiling (Artificial Surfaces), Abseiling (Natural Surfaces), Bushwalking, Challenge Ropes Courses (Low and High) and Climbing (Artificial Surfaces). More activities will be added to the registration scheme in the coming year. For each activity, registration is available at a number of levels (eg, single pitch abseiling guide, multi pitch abseiling instructor). Requirements for registration for each activity level have been specified using units of competency from the National Outdoor Recreation Training Package (SRO03) as benchmarks. However, registration can also be achieved by presenting proof of current skills and knowledge equivalent to these competencies. Registration may be achieved via one, or a combination of, three different pathways.

Pathway 1: Present a statement of attainment that indicates competency in the required units of competency for a specific activity and level;

Pathway 2: Present a qualification or some other formal “in-house” certification that has been mapped as achieving outcomes equivalent to the required units of competency; or

Pathway 3: Undergo a recognition process to confirm that current skills and knowledge are equivalent to the required units of competency. (Recognition tools and a peer assessment recognition process have been developed to assist applicants). Applicants for registration will also need to be able to demonstrate that their skills and knowledge are current, hold a current senior first aid certificate and agree to abide by the NOLRS Codes of Ethics and Practice. Once gained, registration will be valid for a period of three years, during which a record of activity should be kept to assist with the re-registration process. As an introductory offer, available until 31st December 2003, three year registration is available for members of state/territory outdoor recreation and outdoor education peak bodies (and their members) for \$120 (first activity) with a second activity costing \$77 (third and subsequent activities are free). The cost for non-members varies from state to state.

If you wish to apply for registration, contact your state / territory outdoor recreation peak body and ask for the *Registration Workbook* and the *Activity Clusters for Registration*, or source these documents from their websites. Additional information about peer recognition workshops should also be available from these organisations.

Outdoor Council of Australia

C/- Recreation SA, Cnr Wakefield Street and Chancery Lane, ADELAIDE SA 5000. Ph: 08 8232 6477; Email: recreation.sa@iweb.net.au

From Recreation SA:

Workplace Safety Study

Progress Report

Rebecca Avery
Executive Officer
Recreation SA

(Note: OEASA is a member of Recreation SA)

Four months have now elapsed since this Recreation SA project began and the stage has been reached where you should be made aware of what has been achieved to date and the directions we plan to take from here.

We have all been shocked at the way the insurance industry has perceived many recreation activities to be a high insurance risk, threatening even to price some activities out of existence. We at Recreation SA *know* how hard you work to make your activity safe. It is the *perception* of risk that seems to scare insurers, a perception that Recreation SA wants to help dispel.

Early in 2003, Recreation SA sought and gained funding from WorkCover Corporation SA to undertake a study of workplace safety in the Recreation Industry. In our industry, "workplace" can mean a building, a court, a river, a rock face, or any other location where recreation activities are provided. Although WorkCover is concerned primarily about the safety of workers, clearly this impacts on public safety also.

The first task of the WorkCover project has been to survey our member organisations to establish a picture of the current OH&S situation. While 60% return is considered to be an excellent return rate for surveys it has taken a considerable follow up with personal contact to achieve this result.

Survey Findings

From the survey some useful indicators have begun to emerge that are worth reporting and pursuing.

Many organisations in the recreation industry do not currently use OH&S policies, procedures or induction manuals, particularly those organisations with small numbers of paid staff (less than 10 staff)

('Comprehensive' includes having OH&S policies and procedures, OH&S training manuals, staff training in these procedures and having a first aid kit available).

Factors considered to be important in OH&S for the Recreation Industry

The following were the most common suggestions made in the survey:

- Staff awareness of policies and procedures / Qualified staff
- Best practice risk assessment and management / hazard identification
- Guidelines for safe work practice / procedures
- Staff Safety
- Qualified and experienced leadership / Best practice instruction
- Customer Safety
- Staff with Basic First Aid and CPR

- Matching activity to client readiness
- Client screening and supervision
- Equipment maintenance
-

In short, qualified & aware staff, best practice risk assessment and management, staff safety and guidelines for safe work practice are the most common OH&S issues considered important for the recreation industry.

What respondents would like to see in an OH&S manual.

The following were the most common suggestions made from the survey:

- Manual handling - muscle or joint injuries caused by inappropriate technique
- Standards, set procedures, policies, guidelines on manual / procedures for staff - customised for the recreation industry
- Risk assessment
- Emergency/Accident procedures - Cuts, Asthma, Heart, Drowning etc
- Checklists for people, equipment and environment
- Guidelines for training / induction process
- U.V Policy
- Handling chemicals safely
- Risk Management protocols
- Incident forms
- Basic common sense procedures

Issues of Concern

There are two clear facts to be taken into account in determining the best outcomes for this project:

It is difficult to develop a generic safety code for the whole recreation industry. As we all know, there is such a wide diversity of organisations, in terms of the activities they provide and their size. Notwithstanding the foregoing diversity problem, Recreation SA sees the need to ensure that *every* organisation within the recreation industry has clear and acceptable OH&S protocols, and ensures a consistently high standard of maintaining and observing those protocols.

Some particular issues that the survey is indicating include the following:

Public Perceptions

The study is again drawing attention to the lack of public understanding (particularly insurers) that while challenge is an essential ingredient of many recreational experiences, compromising safety is not tolerated. In fact, the higher the degree of possible danger, the greater the safety measures that are in place, as can be seen in the strict procedures observed for activities such as archery, or gun clubs.

The horse industry is having particular difficulties with this "perception" problem. Recreation SA recognizes that the WorkCover study should give separate and special treatment to the issues of OH&S in the horse industry.

Tedium

OH&S is perhaps seen as an "unsexy" and seemingly tedious part of organisational management, particularly for small organisations that are overworked and under-resourced. Regular staff turnover, particularly volunteers, means that OH&S responsibilities need to be managed in a way that

enable new staff to assimilate, observe and monitor OH&S responsibilities with the minimum of difficulty.

Other

Other problems identified to date from the survey include:

- difficulties with enforcing OH&S standards on volunteers,
- minimal previous research and statistics on workplace injuries specific to the recreation industry.

WorkCover SA

The importance of our industry being seen to take the issue of OH&S seriously cannot be overstated. WorkCover SA has a major influence on actual and perceived workplace safety. Any increase in WorkCover levies automatically suggests an increased risk. Nor is the timing of this study just by chance. There are possible WorkCover changes of which you need to be aware. It could be that your WorkCover levy rate may be changed from being claim-based to one dependent upon the workplace safety systems that are in place. The rate *could* rise if WorkCover felt that the organisation showed a slack approach to workplace safety.

There is no single "recreation industry" classification as such in the WorkCover schedule of levy rates. Whether or not there should be depends on a number of issues that cannot be addressed until we have an accurate picture of the current situation of recreation organisations regarding WorkCover.

Where To From Here?

The study to date has confirmed a clear aim which is becoming increasingly critical in view of the spotlight being placed on the insurability of our industry. That aim is to:

Ensure the development and ongoing maintenance of consistently high standard of Occupational Health and Safety protocols in all recreation organisations, irrespective of their size, or type of activity.

Recreation SA proposes two broad thrusts:

- A Model Guidelines Manual, and
- A series of Educational Seminars.

Model Guidelines

This would be in the form of a Hardcover manual and supporting CD that will spell out all of the factors that an organisation needs to consider in developing comprehensive OH&S policies and procedures. This would enable each organisation to develop and maintain its own Workplace Safety Manual to suit its special conditions. The Model Guidelines could be similar in concept to the Risk Management Resource produced by the Office for Recreation and Sport.

Educational Seminars

Recreation SA is planning to conduct a series of seminars designed to:

- help all recreation organisations understand relevant legislation,
- establish the best ways of meeting workplace safety responsibilities,
- keep WorkCover levies to a minimum,
- present material in terms that can be understood and appreciated by volunteers not experienced in workplace safety practices.

We would hope and expect that further appropriate actions would arise from this letter and from the proceedings of the seminars. The seminars are being scheduled to take place before the end of 2003. I close by reaffirming that which we all know - the Recreation Industry is extremely safety conscious and we are all concerned that insurers, the general public and WorkCover fully appreciate this fact. Recreation SA sees an important role in doing all that we can on your behalf to make this fact clear. Your co-operation and participation in this WorkCover project is strongly encouraged, not for the sake of Recreation SA but for the sake of your organisation and for the stability of the recreation industry.

Yours sincerely,
Rebecca Avery
Executive Officer

ANZ OE Researchers

Following a discussion at the recent Australian National OE Conference amongst tertiary educators I have put together a site that will provide a 'shop front' for people interested in what is happening in OE research in Australasia. I'm happy to list URL's, emails etc for research active academics and postgraduate students in Australian and New Zealand institutions. It is intended that you will maintain your own sites and this site will act as a 'window' or focal point.

The site is in a formative stage so comments and suggestions are welcome. URL's should be sent to me in an email.

The ANZ OE researchers site address is:

<http://www.education.monash.edu.au/centres/aoe/index.html>

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13th National Outdoor Education Conference April 14-16 Adelaide Proceedings

The University of South Australia has agreed to print the NOEC proceedings for those that would like to obtain a copy. The volume is 327 pages long and has 17 peer reviewed papers and 13 non-peer reviewed papers for Australian, NZ and US speakers.

PRICE for CD: \$15 (inc GST) plus \$5 (inc GST) postage and handling.
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Members in the organisational category have been sent a Tax Invoice to use. If you are a new member in this category please return this form without payment and a Tax Invoice will be sent to you.

[If you have this membership and would like an extra copy of a year's OEASA newsletters please add \$20, two extra copies add \$40 etc]

Please make cheques, money orders payable to 'Outdoor Educators' Association of South Australia'.

Members will receive:

- OEASA newsletters "Outdoor News" (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:

School/Organisation/Corporation (if applicable).....

Last Name.....First Name.....

Postal Address.....

.....Suburb.....Postcode.....

Home Phone Work Phone.....

Fax.....E-mail.....

For Ind/student/family members what is the School/Organisation you are connected with?

.....

Forward to:

The Outdoor Educators Association of South Australia
C/-University of South Australia
Holbrooks Rd
Underdale
SA 5032