

Outdoor News

Journal of the Outdoor Educators' Association of South Australia

Volume 25 No 2, February 2007

From the Chairman

Mike Meredith

Greetings all. I hope your Christmas and New Year celebrations were safe and memorable occasions (I trust you can still remember) and for those of you who have been good perhaps Santa bought you some useful toys to use in the great outdoors. For those who have been resting I trust the batteries are being recharged for another busy year helping others out and about and for those working through I hope you have a chance to catch your breath soon.

The year 2007 will be another busy one for OEASA and the new National Network of Outdoor Education Associations. Dates for this year's major calendar events are contained in this edition of Outdoor News and I would urge you all to write them down now, so you don't miss out. In particular I would like to draw your attention to the following dates and activities:

- 1 The 2007 AGM: Friday 16 March 6:30 pm at the Education Development Centre, Milner Street, Hindmarsh
- 2 The presentation by Adelaide adventurer Duncan Chessell following the AGM should not be missed. We would like to invite all OEASA members and their friends to this great opportunity to hear from Duncan after his recent incredible feats in the Antarctic. Please see the flier in this edition for details and mark this one down with the AGM and I look forward to seeing you all there.

3 The Presentation dinner is set for 15 June and we hope this will continue as one of the social highlights of the year.

4 The 14th National Outdoor Education Conference is being run by VOA. It is to be held at Ballarat Lodge from Thursday 20 to Sunday 23 September 2007. We would like to get as many South Aussies over to this as possible and will help out with car pooling opportunities, etc. keep an eye out in future editions of Outdoor News.

A few other things are on the boil, in particular the Aquatics centre review by the Education Department continues this year. OEASA has sent a letter and this will be following up with input into the review process as this gets underway. Similarly, the Network of Outdoor Education Associations (Outdoor Education Australia) has been developing slowly and now has representatives from most states and territories. Don't forget that as OEASA members you can access VOA's extensive bookshop at member rates. Also, the planned meetings with the Department of Environment and Heritage (DEH) should get up and running this year with a few more contacts now established.

Looking forward to catching up with you all early this year (perhaps the AGM and Duncan Chessell talk?). Remember, if you have any feedback on how or where we are going as an organisation or any thoughts or requests for activities or professional development, etc, etc, please drop one of the committee a line, as we would love to hear from you.



Contents

From the Chairman	1	Trails News	10
From the Editor	2	Student Safety, Risk Management and Injury Prevention	11
News and Notes	3	Do you remember your first?	12
OEASA Annual General Meeting 2006	4	Sea Weekend 2007	12
Aquatics Centres letters	5	Holding icefield	13
Outdoor Education Australia	8	Getting a handle on things	14
A Code of Ethics for Outdoor Educators	9	Membership form	16

Outdoor News is supported by



And: Paddy Pallin, Mountain Designs, Outdoor Adventure Skills and Scout Outdoor Centre

From the Editor

Peter Carter

Welcome to the first edition of *Outdoor News* for 2007. One of the first OEASA activities for the year is the AGM, and you'll find notices, an agenda and minutes of the 2006 meeting in this issue. Another big 2007 event is the national conference in September in Ballarat, and there is some information in these pages.

The decision by the government to consider the closing of Aquatic Centres (and other specialist centres) is something of concern to all outdoor educators and their equivalents in other fields. In this issue are two letters that have gone to the Minister, from Mike Meredith and Heather Miller.

One point that seems not to have been made elsewhere is that the government is considering reducing services to state schools, while private schools will continue to run their own programs or source them from other organisations (such as Canoe SA). To close specialist centres will only reinforce the perception that private schools offer a 'better' education than the state system. It is the government's responsibility to offer courses to high standards, and be seen to be so doing. Any cuts by government, state or federal, should be made to subsidies to private schools, not its own system.

The past year has seen the formation of a new network of outdoor education associations, Outdoor Education Australia, and this issue has more information about it. We have a Code of Ethics for outdoor Educators, and Wayne Hooper points us to some Victorian work on risk management and injury prevention. Matthew Cox urges us to remember our firsts, so that we can help make others' firsts memorable. A first for Andrew Attwell-Gill

was a visit to Holding icefield in Alaska, as he relates on page 13. Prompted by something I heard the other day, I have a few words on canoeing and kayaking terminology.

As for canoeing and kayaking, the Australian Sports Commission has been getting the message through the meetings it has been holding with state associations that paddlers are not impressed with its report and recommendation for a unitary model of governance. The Adelaide meeting certainly made that clear. Australian Canoeing has called a planning meeting, to concentrate on budget issues, for early February. We paddle in interesting times.

As you may be aware, OEASA has a Web site at www.oeasa.org. If you look at it you'll find there is virtually no content, apart from some graphics that take far too long to download, and a spelling error. I was asked some time back to look into rebuilding the site, and you'll find my version at www.users.on.net/~pcarter/oeasa/. It's there because I still don't have FTP access to the official site. I'm still looking for content, but the pages are all valid HTML 4.01. (Beware, however, that Internet Explorer does not render CSS positioned pages correctly.) As for the content, if you have suitable images or articles, or suggestions for links or other content, please let me know. I don't see much point in content-free Web sites. 



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

The Outdoor Educators' Association of South Australia

supports these national ethical guidelines for outdoor educators:

- The Outdoor Educator will fulfil his or her duty of care
- The Outdoor Educator will provide a supportive and appropriate learning environment
- The Outdoor Educator will develop his or her professionalism
- The Outdoor Educator will ensure his or her practice is culturally and environmentally sensitive

OEASA Committee 2006

Chair: Mike Meredith

Vice: Kate Mitchell

Treasurer: Phil Noble

Secretary: Libby Robertson

Editor: Peter Carter

Sub-Editor: Wayne Hooper

Committee: Nerilee Flint, Andrew Govan, Beau Griffiths, Mark Hayward, Dale Hobbs, Cath Jenner, Owen Jones, Peter Kellett, Scott Polley, Matt Randell

News and Notes

OEASA AGM 2007

Education Development Centre Milner Street Hindmarsh

Friday 16 March 6:30 pm

Followed by finger food and drinks at 7:15 pm

At 8:00 pm there will be a presentation by South Australian adventurer Duncan Chessell who recently led an expedition to climb the highest peak in Antarctica (Mt Vinson), becoming one of only 100 people in the world to attain the highest peaks on the seven continents.

An opportunity not to be missed!

The general public, including Outdoor Education students at Schools and University, are invited to attend the presentation by Duncan.

OEASA members free

Non members (presentation only) \$10 or \$5 (students/concession) pay at the door

RSVP both for catering and seating by 4:00 pm 12 March to Secretary Libby Robertson: libby.robertson@unisa.edu.au or 0428 103 308

Minutes of the 2006 meeting and an agenda are elsewhere in this issue.

Memberships due for 2007

As mentioned in the last issue, we are reviewing our membership list and those who have not renewed their membership over the last few years will be removed from the database and thus will not receive information from OEASA in the future.

You are invited to renew your membership for 2007 by post to the treasurer Phil Noble (membership form on the back page) or in person at the AGM.

We regularly use e-mail to provide information to members between newsletters, so an e-mail address is desirable.

2007 Important dates

- AGM and Speaker Duncan Chessell: 16 March Education Centre, Hindmarsh
- Presentation Dinner: 15 June, venue to be confirmed
- Proposed Training and Development Day: 19 October
- Committee meetings—all Welcome: 25 May, 17 August, 19 Nov, venue to be confirmed
- National Conference: 20–23 September, Ballarat, Victoria

Send items to either Peter Carter <pcarter@acslink.net.au> or Wayne Hooper <Waynelib@bigpond.com>

National conference 2007

In 2007 the VOEA will host the 15th National Outdoor Education Conference, 20–23 September. We are proposing the following theme to guide and inform the presenters who contribute to the conference.

In establishing the theme we have considered the following things:

- The theme should be open and inclusive to allow for a variety of presentations
- It is useful to have a connection to past themes so that the profession has some historical continuity within an evolving framework
- this theme links with the previous Victorian national conference theme of 'Our Sense of Place' (2001)
- Several key issues are of paramount importance to us as human beings in the 21st century and of vital relevance to our work as educators. These issues are climate change, environmental connection and indigenous relations, which are reflected in the conference theme.

To this end we are proposing that the conference theme be 'Sustaining our Spirit of Place'.

Colin Abbott, Conference Convenor
Mark Dingle, VOEA Executive Officer
conference@voea.vic.edu.au
<www.voea.vic.edu.au/conferences>

Aquatics Centres Proposal

As mentioned in the last issue the state government is considering closing Aquatics Centres at the end of Term 1 2007. There have been several opportunities for schools to respond to this proposal via questionnaires circulated through a variety of avenues. If you are concerned about the effect of this proposal on education opportunities for students in our schools we encourage you to make your feelings known to members of parliament as soon as possible.

Elsewhere in this edition is the letter sent by Mike Meredith on behalf of OEASA to the minister and premier. Also included is a letter from Heather Miller (Port Augusta Aquatics Centre). These and the letters included in the last issue highlight the repercussions of a decision to close the Centres.

It is likely that the Outdoor Education community will need to mobilise in Term 1 to ensure that the government does not implement the proposal.

Most schools do not have the expertise or the resources to run Aquatics programs and thus the closure of Aquatics Centres would deny students the opportunity to develop the skills to recreate safely in the sea, lakes and rivers.

OEASA Annual General Meeting 2006

Held at Hackney Hotel 3 March

- 1 Present:** Mark Hayward, Mike Meredith, Libby Robertson, Phil Noble, Beau Griffiths, Kate Mitchell, Meridee Shearing, Sally Younger, Nerilee Flint, Matt Randell, Wayne Hooper, Kate Hayward, Owen Jones
- 2 Apologies:** Peter Carter, Scott Polley, Andrew Attwell-Gill, Ian Hume, Dale Hobbs, Jim Townsend, Andrew Quinn, Cath Jenner
- 3 Minutes of AGM** from the previous year were read and confirmed. WH gave thanks to MH, MM and LR for their work in particular, for last year's conference.
- 4 Chairman's Report:** MH gave a brief summary of the year's achievements, which included the Dinner, State Conference, Rob Hogan's Report about Access to National Parks and the DEH subcommittee development.
- 5 Treasurer's Report:** attached
- 6 Election of Officers**
 - Chair: Mike Meredith
 - Vice Chair: Kate Mitchell
 - Treasurer: Phil Noble
 - Secretary: Libby Robertson
 - Sub-Editor: Wayne Hooper
 - Editor: Peter Carter
 - Committee: Mark Hayward, Beau Griffiths, Nerilee Flint, Matt Randell, Owen Jones, Scott Polley, Peter Kellett, Andrew Govan, Cath Jenner, Dale Hobbs
- 7 National Parks:** Neil Turner, Mike Meredith, Rob Hogan and Libby Robertson going to be part of group to develop memorandum of understanding with Parks when new appointment made by DEH to replace Neville Burne. LR to bring copy of Rob Hogan's report to next committee meeting on 31 March.
- 8 Newsletter:** Articles need to be to WH by week 8 of each term. Before the end of each term will be sent on to PC. Newsletter should be available by the end of first week of term. Every one will still receive it in hard copy. The next copy will ask for an update of email

Call for Papers: 15th National Outdoor Education Conference

Expressions of interest are sought from teachers, educators, researchers and policy makers with proposals for workshops or presentations that support, illuminate or challenge the diverse and exciting field of outdoor education.

Visit the conference web site for all the details and to submit an online expression of interest <www.voea.vic.edu.au/conferences/NOEC2007>.

The conference will be preceded by the National Outdoor Education Risk Managers Conference on Thursday, the 20th of September.

Conference Theme: Sustaining our Spirit of Place

Global warming, terrorism, drought, asylum seekers,

addresses so that information can be sent out by email as well.

- 9 Dinner:** Still 16 June. A tentative booking has been made for the Hackney Hotel because Sturt Club is no longer available. LR to check out Adelaide Shores for an alternative venue. Costing around \$25–30 per head. Nominations for awards need to be called for ASAP: TAFE, Sailing, BLSA, Canoe SA, UniSA, SSABSA, SAREA. Need to be contacted.

10 AOB

Wilderness First Aid recertification is May 1–8. Phil Noble can be contacted for more details
The OEASA address at Kent Town needs an Automatic re-address put in to Phil Noble.
Bike SA needs a new focus person to send Newsletters to.
Web site needs attention. Phil Noble, Matt Randell interested in being part of this, will talk to Scott Polley to see how this can be negotiated and involve Peter Carter. Wayne Hooper will follow up.

Mike Meredith thanked everyone for their work over the last year.

Annual General Meeting 2007

Friday 16 March 6:30 pm

Education Development Centre, Milner Street, Hindmarsh

Agenda

Welcome
Apologies
Previous minutes
Chairperson's report
Secretary's Report
Treasurer's Report
Election of office bearers, 2007
AOB
Drinks nibbles and a presentation from Duncan Chessell



whale slaughter, stem cell research, bay dredging, religious fundamentalism... sometimes it seems as if there are just too many things going bad in the world; sometimes it threatens to overwhelm us.

As educators — teachers, leaders, researchers, facilitators — we have a responsibility to transcend our personal response to these and many other local, national and global issues that inundate us. We spend our professional lives working to help the next generation make sense of this world: and perhaps, to help them make it better.

The 15th National Outdoor Education Conference offers a forum for educators working in the Outdoor Education field to meet, discuss, argue, learn and continue striving to meet this responsibility.



Aquatics Centres letters

Mike Meredith, OEASA

Monday 27th November 2006

Hon Jane Lomax-Smith MP

Minister for Education and Children's Services

Minister for Tourism

Minister for the City of Adelaide

Dear Minister,

I am writing on behalf of the Outdoor Educators' Association of South Australia (OEASA) to encourage further discussion in regards your government's proposal to review or cut aquatics programmes for State schools.

As an association whose members are involved in teaching young people in, about and for the outdoors, any suggestion of cutting existing aquatics programmes which have such diverse and beneficial learning outcomes for our youth is of great concern, particularly given the extensive nature of our access to unregulated rivers, lakes and seas in South Australia.

As outdoor educators we believe students gain many benefits from exposure to organised, structured and affordable aquatics instruction conducted at our State's many high quality Aquatics Centres. In particular students gain skills, knowledge and attitudes that:

- develop life long recreational pursuits
- educate about sustainable practices
- educate about appropriate use of our fragile natural environments
- promote safety in the outdoors specifically in water based activities
- develop a sense of self esteem, self confidence and wellbeing
- develop leadership and teamwork
- develop self reliance
- develop problem solving skills
- improve and develop fitness
- promote healthy behaviours
- develop risk management and appropriate risk taking processes
- develop futures education: offering career paths and employment options.

These are all vital assets for citizens of our great nation, girt by seas and interlaced with extensive lakes and waterways. The Education Department itself has identified many of these outcomes in its South Australian Curriculum, Standards and Accountability (SACSA) Framework document and prompts schools to develop curriculum specifically through the Health and Physical Education (HPE) Strands that address these outcomes in a significant way. Furthermore, the SACSA Framework, endorsed and sanctioned by the Education Department, specifically encourages involvement through school-based curriculum in challenging outdoor and aquatic activities. It discusses ongoing requirements for the inclusion of increasingly more complex and developmental aquatic activities to be incorporated in the curriculum through HPE. Detailed in Attachment 1, are statements

from the SACSA Framework outlining recommended or suggested activities in the Physical activity and participation strand from the primary to secondary years statements.

The fabulous network of Aquatic Centres in South Australia have developed cutting edge programmes that expose significant numbers of primary and secondary students to the diverse range of aquatic based programmes mentioned in the SACSA Framework. These are conducted by suitably qualified and experienced instructors who far from teaching 'fun' activities teach what we believe are vital skills for our younger generation with access to our extensive unregulated waters, skills that will give them future recreational options, that provide for fitness and healthy lifestyle choices (health of individual and nation), that will keep them safe on our waters as well as providing future employment options in the recreation industry.

If not through schools and State-run aquatics programmes who else will provide this essential experience? Most parents, teachers and youth leaders do not possess the required knowledge, let alone qualifications, as required in the Department's Guidelines for Camps and Excursions to conduct these aquatic activities. In schools there are not enough staff with the prerequisites to teach our students these essential developmental skills, but at the Aquatics Centres there are, and they do a brilliant job educating our students beyond the swimming pool. Physical and Outdoor Education specialists cannot run programmes for all students in schools; they need the support of Aquatics Centres to achieve the Department's ratios (often as low as 1:6 for kayaking and snorkelling) for the safe supervision of activities. The Education Department needs to 'walk its SACSA talk' and provide continued access to safe and affordable water based activities which should be seen as an essential part of every State schools programme, not a "fun" outing cutting into valuable school time but an ongoing developmental programme from primary to secondary. Learning is about life and life in Australia includes how we relate, live, work and play in and near our extensive waterways and seas.

The many programmes conducted at our impressive Aquatics Centres as SACE majors and minors provide our senior secondary students with opportunities to complete SACE and SSABSA units in areas of personal interest which are engaging, challenging, supportive, specialised and increasingly self directed. Courses at Stage 1 and Stage 2 in Physical Education, Outdoor Education, as well as Recreation and Community Studies use Aquatic Centres to undertake essential units of work within their courses, and if this were in any way restricted we fear these diminishing opportunities would be to the detriment of student choice with the resulting implications this has for retention and school completion rates for some senior students.

At a time when such concern is being raised nationally about fitness levels and obesity in our younger generation it would seem unwise to remove or restrict in any way the very programmes that get young people involved in healthy, educational and active recreational pursuits. Without easy and affordable access to these activities State school students will miss out on the many benefits of organised aquatic activity. Learning about surfing, sailing, canoeing, snorkelling etc. in the classroom has nowhere near the learning outcomes or life impact of getting out there and doing it 'those things that are best taught in the outdoors should there be taught'. Combine the impact of removing or restricting access to aquatics programmes with the removal of funding from the 'Be Active Let's go' programme and schools will be hit with a double blow. Not only would access to significant programmes of aquatics activity be removed or restricted but the funding which assists in getting programmes up and running is also to be removed. A situation we believe that is most unsatisfactory and detrimental to our students.

If the government has any real desire to see our young people fit, healthy and active in the community with the many stated benefits to our future economy and national wellbeing it would act to strengthen and support the great programmes conducted at Aquatics Centres across the State. It would provide the necessary funding to widen participation to ensure all our State school students gain access to these great opportunities as are explicitly suggested in the Department's SACSA Framework by which all schools are required to develop curriculum.

We therefore urge you to consider wisely any notion of restructuring or restricting aquatics programmes. Given the many beneficial outcomes inherent for students in their involvement in this form of active, healthy, water based learning we would implore you to strengthen and fund more generously the Aquatic Centres so they can go on delivering to our students the essential learning opportunities they alone do so well. Given the explicit nature of the SACSA Frameworks references to developmental aquatics programmes it would seem ludicrous to take steps that in any way jeopardise these. Further it is hoped that short-term financial benefit or political expediency will in no way endanger the delivery of essential learning outcomes for State school students.

We trust you will take appropriate steps to ensure our students are given access to the full range of opportunities they deserve and our State and Nation demand. Furthermore, we would welcome any opportunity to discuss this matter further and provide input into any review being conducted.

Yours sincerely,
Mike Meredith
BA, Dip Ed, Dip Outdoor Education & Leadership
(Chairperson OEASA)

Attachment 1

These details are taken from the SACSA Framework and specifically refer to aquatic activities as suggested learn-

ing opportunities within the South Australian school curriculum.

Primary Years—Strand: physical activity and participation

Physical activity and participation develops movement skills through active involvement in play, games, sport, dance, gymnastics, aquatics and outdoor activities in a variety of contexts, alone, with others and in teams. [KC4]

Following are the Key Ideas that comprise the physical activity and participation strand:

- developing survival techniques of sculling, treading water and floating, and swimming extended distances on their front, back or side, while showing proficiency of arm action, kicking and breathing patterns. Students are introduced to land-based water rescue techniques
- sharing equipment and working cooperatively with others in pairs or small groups or teams to make the transition from basic movement abilities to the specialised movement skills associated with sports, dance, gymnastics, aquatics, recreational pursuits and challenging outdoor activities [In] [KC4]

Middle Years—Strand: physical activity and participation

Physical activity and participation develops movement skills through active involvement in play, games, sport, dance, gymnastics, aquatics and outdoor activities in a variety of contexts, alone, with others and in teams. [KC4]

Following are the Key Ideas that comprise the physical activity and participation strand:

- developing a range of aquatic and survival skills that will enable them to continue to enjoy safe use of the water as a recreational and potential employment environment understanding the interplay between 'self' and 'self and others' in single sex and mixed sex groupings through a range of creative and challenging activities (eg individual and team sports, dance, gymnastics, aquatic, outdoor and recreational pursuits, and modified and adapted activities) [In] [KC4]
- appraising the potential for personal growth associated with participation in adventure activities (eg team sports, rock climbing, bushwalking, surfing) in order to gain an insight into opportunities available locally and globally [KC4]

Senior Years—Strand: physical activity and participation

Physical activity and participation develops movement skills through active involvement in play, games, sport, dance, gymnastics, aquatics and outdoor activities in a variety of contexts, alone, with others and in teams. [KC4]

Following are the Key Ideas that comprise the physical activity and participation strand:

- developing skills and knowledge in a range of outdoor recreational pursuits (eg navigation, canoeing, rock climbing, cross-country skiing) that will enable enjoyment of natural environments while having minimal impact) [Id] [In]
- refining advanced swimming and aquatic skills, and practising techniques of water safety and rescue

Heather Miller, Port Augusta Aquatic Centre

29/10/06

Dear Member of Parliament

It is with much concern and anxiety I write this letter to you regarding reviewing of the Aquatic programs provided by DECS.

I am the Instructor in Charge at the Port Augusta Aquatic Centre. This Centre provides a valuable link to the whole northern region, including the APY Lands.

At this Centre, approximately 2000 students from 60 schools in this regional area access these programs each year. The activities the students are exposed to are sailing, windsurfing, kayaking, canoeing and snorkelling.

Listed below are the innumerable benefits and outcomes to students who are given the opportunity to be involved in the Aquatic programs. Each outcome relates to the SACSA Frameworks through the Health and Physical Education Band Outcomes. The same can be said for SSABSA Curriculum Statements and Strand Outcomes in Physical Education and Outdoor Education:

- Water safety knowledge (tides, rips, safety equipment required before venturing onto open waters, weather forecasts and the importance of careful preparation, correct carrying/lifting procedures as part of OHSW, the importance of hats, shirts with sleeves, sunscreen, regular hydration): all of this is taught to students as part of the program and is a very important aspect of saving lives in an aquatic environment.
- Encouraging physical activity: there is a major push to encourage children to become active. Not all students have the innate ability to put together the hand/eye coordination skills required for ball sports. Aquatics provides an alternative for those students to source an activity suitable for them. This particular aspect has a huge link to the Port Augusta community through our local City Council who provide ongoing opportunities for those students to continue with the activities outside school.
- Skills learnt during Aquatic activities can be and are incorporated into many curriculum areas upon returning to the classroom: weather in Society and Environment, tides into Mathematics.
- These activities analyse the consequences of risk taking by exposing students to the responsibility of assessing risks before making decisions.
- Particular leadership skills are developed that are otherwise difficult to obtain within a school/classroom environment.
- Aquatics is an effective and valuable learning tool in developing team building, social skills, problem solving and confidence in students that is used throughout future schooling.
- Provides inclusive education: an alternative to stagnation in the classroom.
- Exposure to the aquatic activities provide opportunities for further study and career choices in the areas of Human Movement, Outdoor Education, Outdoor

Recreation, Sport and Recreation, Sport and Event Management.

In addition to linking the program to the curriculum, the following is pertinent not only to the Port Augusta community, but also to the region, if there were cuts to the current Aquatic program:

- Limit student exposure to all of the above, thereby restricting their knowledge of water safety in an open water environment.
- The loss of subject components to SACE students through the HPE and Outdoor Education band will restrict regional students' opportunities to a full curriculum choice.
- The loss of 10 casual jobs.
- Exposure to employment opportunities for local students to have access to a career choice that would keep them within their community instead of having to gain employment in the metropolitan area.
- Economically, the Port Augusta community will be affected through the food outlets, fuel outlets, tourism centres and the cinema.

Furthermore, the Port Augusta location provides an opportunity for regional schools to access quality programs for camps within an affordable distance: this is a very important consideration particularly when working out camp costs (including fuel prices).

The Port Augusta Aquatic Centre has a very close relationship with the Port Augusta City Council: the Council has formed an affiliation with the Centre using the same location, equipment and staff to provide all the Aquatic activities to the general public. This association has been operating successfully for the last 12 months. The discontinuation of the Port Augusta Aquatic Centre would see the whole correlation jeopardised, as the general public aspect would be difficult to sustain without the involvement of the Education Department through equipment hire and sharing of staff and location.

In conclusion, it is extremely important for funding to be retained for the Aquatic program so we can continue to provide the above listed valuable curriculum and regional benefits to our students.

Yours sincerely

Heather Miller

Instructor in Charge

Port Augusta Aquatic Centre



Outdoor Education Australia

Wayne Hooper

As has been reported previously, VOEA, as a result of its perception that OCA was not meeting the needs of Outdoor Educators across Australia, decided to withdraw its membership. The following is a brief summary of events and an update on the current situation.

The Evolution of 'Outdoor Education Australia' December, 2006

During the past six months representatives from ACTOEA, OEASA, OEAQ and VOEA have collaborated as associations representing the outdoor education community in their state or territory to consider the potential of establishing a national network of outdoor education associations.

These discussions have been motivated by an initial desire to come together as a small but distinct community of outdoor educators to represent and support the field nationally. Discussions began with these four associations as they were the only functioning associations solely dedicated to representing outdoor education in their state or territory.

In July a proposed Charter was published and circulated amongst these associations.

A Proposal for an Australian Network of Outdoor Education Associations

Purpose

- provide a national forum for discussion of issues directly relating to the delivery of outdoor education

Experiences

- promote outdoor education
- support the development and delivery of outdoor education in each state and territory
- promote the sharing of best practice examples in each state

Membership

- state and territory outdoor education associations (one from each state or territory)

Governance

- two representatives nominated by the governing committee of each state or territory outdoor education association (these representatives must be either current financial members or employees of the association)
- up to two observers from any state or territory without a recognised or dedicated outdoor education association
- all decisions made by the committee of the national network are recommendations to the member associations which require ratification to take effect
- the chair and secretary of the network will be determined by the nominated representatives
- one annual face-to-face meeting of the nominated representatives
- quarterly teleconferences

Functions

- to deliver a biennial national outdoor education conference hosted in rotation by member associations
- to disseminate curriculum and exemplar outdoor education programs through the state newsletters and journals

Legal identity

The Australian Network of Outdoor Education Associations is to be a national network of incorporated associations with no formal and distinct legal identity.

In the following months these four associations committed to the Charter and to the development of the network. During these discussions it was also agreed by the initial members of the network that they would contact other associations and individuals with a responsibility to represent outdoor education in other states and territories to invite their participation.

Since then TOETA (Tasmania) has joined the network and contact has been made with ORIC, Outdoors WA and individuals teaching outdoor education in the Northern Territory.

Current network participants

ACTOEA: David Russell, Kathy Mann
OEAQ: James McIntosh, Mark Munnings
OEASA: Mike Meredith, Wayne Hooper
TOETA: Chris Fletcher, Heidi Smith
VOEA: Scott Downward (Chair)

Purpose

The members have so far determined that the primary intention of the network is to facilitate communication between the associations about the delivery of outdoor education across Australia. Furthermore, the network recognises the responsibility it has to host a national outdoor education conference every two years. In 2007 this is being organised by the VOEA.

Outdoor Education

In the discussions had so far the network has agreed that they represent an inclusive understanding of outdoor education as 'educating for healthy relationships through sustainable outdoor experiences'. It is also understood that the focus of the network and its member associations is primarily, though not exclusively, outdoor education programs delivered in schools. Outdoor education associations have a history of supporting university and TAFE educators and adventure therapy practitioners and will continue to support these sectors.

Relationship with the OCA

The network members affirmed in their discussions that they recognise the role of the Outdoor Council of Australia as a representative body for the professional outdoor community in Australia.

The network wishes to be a member of the OCA and is likely to nominate a member of the network for election to the Board of the OCA.

Continued on p 10...

A Code of Ethics for Outdoor Educators

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

- 1 The Outdoor Educator will fulfil his or her duty of care
- 2 The Outdoor Educator will provide a supportive and appropriate learning environment
- 3 The Outdoor Educator will develop his or her professionalism
- 4 The Outdoor Educator will ensure his or her practice is culturally and environmentally sensitive.

The Outdoor Educator will fulfil his or her duty of care

An Outdoor Educator has a duty of care for the participants under his or 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 or 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
 - Section 93 Crimes (Confiscation) Act 1989
 - Workplace Health and Safety Act 1995
 - Principles of Negligence
- 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 en-

vironment 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 or her professionalism

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

In developing his or her professionalism, the Outdoor Educator will:

- Demonstrate passion and commitment to the ideals of the Outdoor Education profession
- Provide services in accordance with his or her education, training and experience
- 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
 - educating participants in the use of environmentally sound practices
 - caring for the local environment through action projects
 - encouraging respect for the diverse cultural beliefs and practices.

Bibliography

- Donaghue v Stephenson [1932] AC 562
- Fox, K, and Lutt, M, Ethical Frameworks, Moral Practices and Outdoor Education, in *Coalition for Education in the Outdoors*, Third Research Symposium Proceedings, Bradford Woods, Indiana, Jan 12–14, 1996
- Geyer v Downs [1977] 138 CLR 91
- Gregory, Mueller and Taylor, *Periodic recertification of CPAs: New labels on old packages*, University of Washington Press, Seattle, 1976
- Havens, MD, Learning from Ethical Dilemmas, *Journal of Experiential Education*, V10 (1), pp 12–15
- Haynes, F, *The Ethical School*, Routledge, London, 1998

- Hunt, J, *Ethical Issues in Experiential Education*, The Association for Experiential Education, Boulder, CO, 1990
- Hunt, J, Ethics and Experiential Education as Professional Practice, *Journal of Experiential Education*, 14 (2), pp 14–18, 1991
- Hunt, J, and Wurdinger, S, Ethics and Adventure Programming, in *Adventure Programming*, Miles, J, and Priest, S, (Eds), Venture Publishing, Pennsylvania, 1999
- Johnson, BL, and Fredrickson, LM, 'What's in a good life?' Searching for ethical wisdom in the wilderness, *The Journal of Experiential Education*, 23 (1), pp 43–50, 2000
- Martin, P, Outdoor Recreation and Outdoor Education: Connections and disconnections, *Horizons*, 71, pp 22–28, 2000
- Priest, S, Introduction, in Miles, J, and Priest, S, (Eds), *Adventure Programming*, (p xiii–xiv), Venture Publishing, Pennsylvania, 2000
- Mitten, D, The Value of Feminist Ethics in Experiential Education Teaching and Leadership, in *Women's Voices in Experiential Education*, Kendall/Hunt, Iowa, 1996
- Phipps, M, Moral and Ethical Decision Making, *JAOEL* 12(3), pp 18–19, 1995
- Priest, S, and Gass, M, Professional Ethics, Chapter 23 in *Effective Leadership in Adventure Programming*, Human Kinetics, Champaign, 1997
- Strike, K, and Soltis, J, *The Ethics of Teaching*, Teachers College Press, NY, 1998
- Strike, K, and Ternaski, P, *Ethics for Professionals in Education*, Teachers College Press, NY, 1993

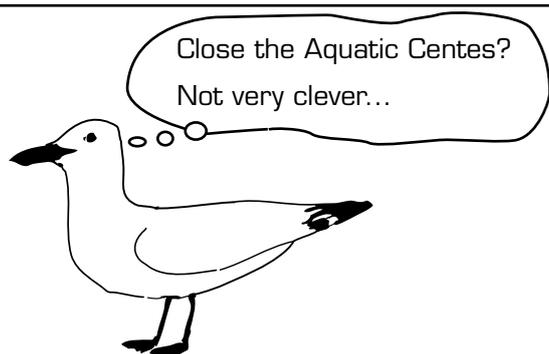
Outdoor Education Australia

...continued

Next steps

The network intends to hold a teleconference in late January with representatives of all the listed associations participating to confirm the involvement of other associations and set a schedule of meetings through the year to track the progress of the national outdoor education conference.

During a teleconference held in December there was an informal discussion on risk management issues as several states are addressing the issue over the next few months. This sharing of information on issues of mutual interest is a major role of the network. It is suggested that the Code of Ethics developed by Innes Larkins be endorsed by the network as part of its philosophy.



Trails News

Libby Robertson

A draft document has just been published outlining the findings of the Review of the continuing role of the SA Trails Coordinating Committee. This committee was formed in 2001 to coordinate an across-government approach in respect of the ongoing development, promotion, and use of recreation trails in SA. This committee has representatives from the stakeholder organisations representing those who use trails for recreation in SA. The contact person for further information is Rosemary Sage at Rec SA, 8232 6477.

Recently Wayne Hooper and I had the opportunity to attend a meeting organised by DEH to advise on the development of a Trails and Visitor Management Strategy for the future. At the meeting I had the opportunity to meet with several DEH employees with portfolios in visitor management and anticipate OEASA being able to meet with them in the new year to discuss issues relevant to use of parks by education groups. The planned meetings in 2006 were not able to be organised because of personnel changes within DEH. We look forward to constructive dialogue with DEH during 2007.



Student Safety, Risk Management and Injury Prevention

Wayne Hooper

Members may be interested in the following initiatives which are happening in Victoria. The outcomes of these investigations will be of interest and are likely to provide information which is relevant to Outdoor Educators in SA.

WorkSafe Victoria and Outdoor Education

The Public Safety Branch of WorkSafe Victoria has recently undertaken two projects of interest to VOEA members.

They are the: Student Safety and Risk Management Project and Adventure Activity Injury Prevention Project. Their broad aims and processes are outlined in this briefing to members.

Both projects relate to employer's responsibilities under Sections 23 and 24 of the OH&S Act 2004, which states:

"Duties of employers to other persons (s.23).

An employer must ensure, so far as is reasonably practicable, that persons other than employees of the employer are not exposed to risks to their health or safety arising from the conduct of the under taking of the employer.

Duties of self-employed persons to other persons (s.24).

A self-employed person must ensure, so far as is reasonably practicable, that persons are not exposed to risks to their health or safety arising from the conduct of the undertaking of the self-employed person."

Student Safety and Risk Management Project

Schools have a responsibility for the safety and wellbeing of their students under section 23 of the Act. This is not news to teachers and educators, however, WorkSafe recognises that they have not given much attention to this sector previously and hope to use this project to support schools and in relation to their OH&S responsibilities. It will also give WorkSafe a more accurate understanding of how schools are meeting their section 23 responsibilities.

As such WorkSafe will be working with up to 100 schools over the next six months to determine the extent to which Victoria's schools are meeting their section 23 duties.

This project will include primary and secondary schools from government, Catholic and independent sectors and will target:

- Reporting accidents
- Safety in the school
- Safety outside school grounds
- Work experience
- Student care and supervision
- Bullying.

To determine how schools are meeting their duties relating to the activities listed a project tool has been developed which WorkSafe inspectors will use to guide their discussions with schools.

The project tool has been distributed to the schools participating in this project, allowing schools an opportunity to review their practices prior to the visit by the WorkSafe inspector. Schools involved in the project should note that any minor amendments to the project tool which clarify the original reference information provided, e.g. relating to excursions and adventure activities, will be communicated through discussions with the visiting WorkSafe inspector. The primary resource in relation to these activities is the DE&T Guidelines for Outdoor and Adventure Activities, not the Adventure Activity Standards as suggested in the original project tool.

Schools involved in the project have already been contacted. Other schools not included in this process may be involved in the next stage of the project in 2007.

Adventure Activity Injury Prevention Project

The Adventure Activity Injury Prevention Project has a very similar goal but will work with organisations from the outdoor recreation industry to determine the extent to which these organisations are meeting their section 23 duties.

The project will focus on five adventure activities: horse trail riding, canoeing, river rafting, kayaking, and caving.

The project tool will use the Adventure Activity Standards as a guide for inspectors, but will be primarily interested in the organisations' compliance with their OH&S responsibilities.

This project will engage with 100 activity providers between December 2006 and June 2007. Depending on the outcomes of this project WorkSafe may extend the project into the 2008 financial year and review other adventure activities.

WorkSafe's stated emphasis in both these projects is to take a collaborative and educative approach to support schools and activity providers to understand and fulfil their OH&S responsibilities under the Act.

The VOEA is a member of the project reference group for each of these projects and welcomes any feedback or questions.

Direct any feedback or questions to: Mark Dingle, Executive Officer, (03) 9349 4311, education@voea.vic.edu.au



Do you remember your first?

Matthew Cox

This article was published in the July edition of the VOEA journal *Journeys*. The theme of the article, we believe, is relevant to all Outdoor Educators and is another slant on the issues we raised in our article 'What do students get out of their involvement in Outdoor Education courses' included in the last newsletter.

By the way, we were surprised to get no feedback from that article. Does that mean everyone agrees with us, or everyone is too busy to respond, or that people don't read the newsletter?

In 2007 we invite more members to contribute to the newsletter as over the last few years most articles have been provided by a handful of contributors and we are sure that there are many worthwhile events occurring which are worth sharing with the rest of the membership. Don't be shy!

Wayne Hooper and Libby Robertson

Do you remember the first lead climb that you did? Do you remember the first time you had to carry a fully loaded pack for the whole day? Can you still feel the anticipation of running your first set of white water rapids, or how about the feeling looking down the steep downhill section that you are about to ride your mountain bike down for the first time? What about the first blizzard or whiteout that you had to navigate through? Do you remember your firsts?

In the outdoor recreation and education field we generally all work with a variety of people of varying ages and backgrounds and in my experience a large proportion of them have one thing in common. For the participants quite often it is their very first time attempting the particular activity, or the first time they have been in that environment.

This struck me as being very important from a leadership

or facilitation perspective as we are constantly putting people in situations that they have not experienced before and asking them to think or act certain ways or do things that they have no familiarity with. We as the leaders are asking them to do this, but in some cases more importantly, do we remember what it is to feel like that? The fear, the nerves, the uncertainty, the trust we are placing in somebody else, can we remember those feelings so that we can appropriately connect with the people we are providing experiences for?

For a lot of us our firsts were so long ago that we remember the activity, we may even remember the location, but can we remember our feelings? These feelings are important to hang on to as remembering those feelings we had will allow us to better empathise with our participants, and assist us to have a greater understanding of their feelings and what they are going through at that specific time if this is a first for them. By remembering our first feelings we can help guide the participants through their experience with greater compassion and tolerance and assist in producing better outcomes for the individual participants.

Many of us have been involved with these outdoor activities and/or experiences for a number of years and we are comfortable in the specific environments and with the specific activities, but a large proportion of the people we provide these experiences for are not. It is our responsibility to create an environment that allows each individual to have the best opportunity to gain the most from each and every experience we facilitate for them.

As we progress through life/career/work that we have chosen in the outdoor recreation and education field it is important to remember our firsts.

Matt is lecturer in Outdoor Recreation and Outdoor Education at Victoria University. 

Sea Weekend 2007

Victor Harbor, 10–12 March 2007

Canoe SA: Education invites you to a weekend bringing together kayakers of all levels to share experiences, knowledge and skills and their passion for the ocean environment.

The weekend will be based at the Victor Harbor Caravan Park, 114 Victoria Street Victor Harbor, 8552 1111.

Introduction to Sea Kayak Skills

A one day course (Saturday) for paddlers that have completed the Basic Skills kayaking award and want to explore paddling at sea. Participants will be taught introductory sea kayaking safety, equipment for sea kayaking, strokes, navigation, weather and planning. Depending on skills and experience, participants may be eligible to obtain the Introduction to Sea Kayak Skills Award.

Sea Kayak Skills

A one day course (Sunday) for paddlers who have completed the Introduction to Sea Kayak Skills course, and wish to further their paddling skills. Participants will be taught more advanced sea paddling skills for paddling in moderate conditions, further navigation, advanced recovery (including rolling), and weather interpretation, as well as increased depth in knowledge of sea kayaking equipment and safety. Depending on skills and experience, participants may be eligible to obtain the Sea Kayak Skills Award.

Sea Instructor Induction and assessment, and Advanced Sea Kayak Skills

These courses will be run in conjunction with the other courses.

The brochure is available from www.sa.canoe.org.au

Holding icefield

Andrew Attwell-Gill

Our adventure started way back in December 2005 but the list is endless of the wonderful things we have been able to do with our kids this year. Kerrie and I have marvelled at that wonderful landscape that Canada has to offer every day. So vast and so different to home.

But for me one of the treks that I enjoyed as a solo journey was my trip to the peak and beyond of the Harding Icefield out of Exit Glacier in Seward, Alaska: www.akhs.atfreeweb.com/Hikes/ExitGlacier_HardingIcefield.htm.

The journey started with a doomy gloomy sort of day. The Alaskan weather was somewhat unpredictable and unfortunately this was the only day available to me. I said 'What the heck' and asked Kerrie to drive out to Exit Glacier at about 8 am, so it certainly was not early start.

However, I was the only person to be seen on this day. Kerrie drove off and I thought 'No turning back now'.

I was a little apprehensive. Early reports suggested bear activity on several of the trails on the way up. This concerned me a little and was confirmed when I read the ranger report from the past days activities that there were sightings on the very trail on which I was about to embark.

But Kerrie gone, bear spray and my tapping rocks and off I went.

It was overcast and misty. There was certainly an air of anticipation about the whole thing, so off I went, tapping away up the home path to the start of the trail.

The walk itself for a reasonably fit individual with a the right walking gear would take about three hours to the summit and some scrambling down the other side to the Icefield, so that was certainly not an issue. More than anything it was the steepness of some of the rockier parts of the path that were now damp with moisture, and a slip could certainly change things a little.

Fortunately the shoes were well suited and whilst several of the initial small vertical sections were challenging in the weather, we made it through the first 2km without two much fuss.

The thing I was well aware of was the possible confrontation of a greater beast than myself.

The trail was no more than one person wide, with thick foliage either side, so there was nowhere else to go other than up or down. At times down was definitely not an option as it passed narrowly along step cliff edges which would have brought even the most seasoned hiker unstuck.

Steadily I progressed higher and higher, switch back after switch back, tapping my rocks. I was surprised that how two small rocks could make me feel a whole lot better with each step.

At one point you hear a small amount of movement, the brush of a twig against a tree and you freeze and think of what lies around the next bend. Thankfully on all occasions it was only small mammals, but enough to put the wind up you.

Once above the tree line the view opened up. It certainly made the apprehension of greeting a bear a lot less could you could now see wee ahead and pick out the trail as it worked its way through and above the clouds.

It was at this point that you were rewarded with the choice you made because the views were stunning. Still overcast and misty but in its own way exhilarating and spine tingling. Your thoughts of what lay below escaped you and all you could think about was how all this came to be and how good this whole adventure has been up until this point in time.

On I went and at one point had to scramble a little as I had gone a little off course. Back on track and heading upward again I was greeted with a welcoming whistle that echoed down into the valley below.

Continued on page 15...



Getting a handle on things

Peter Carter

How does one get a grip of a wet, slippery boat in a current or waves? Some kind of handle is needed, and the handles must be comfortable and safe at different angles. They must not trap fingers.

In the early 1970s we followed the Slalom rules and used the most common, rope loops:

'19 Safety measures

19.1 All boats must be made unsinkable, and must be equipped at each end with a handle attached no more than 30 cm from the bow and from the stern.

19.1.1 The following are considered as handles: loops of rope, rope with handles, or rope running the length of the boat from stem to stern, or a handle that is an integral part of the boat construction.

19.1.2 The handles must at all times permit easy insertion of an entire hand up to the base of the thumb to grab the boat.

19.1.3 The material used must be at least 6 mm in diameter, or a minimum cross-section of 2 x 10 mm.

19.1.4 Taping of the handles is not permitted.'

Then we heard of toggles, which promised to be safer and more secure in surf. I first made toggles with 19 mm dowel, but for many years have used scrounged orange conduit. It wasn't until much later that I read of the first toggles on sea boats:

'It was while doing a BCU Proficiency Test in the North Sea during the early 1960s that the problem came to light. During a swim and tow to shore, my kayak started to rotate in the waves. The loop I was holding twisted around and very nearly amputated two of my fingers. This was obviously not a good state of affairs. When I got home, I made some front and rear toggles out of some bits of deer antler I had lying around. These worked well. It meant I could carry my boat comfortably and yet still allow the kayak to rotate freely in my hand during a swim to shore. A couple of years later, Frank Goodman of Valley Canoes improved on my idea and began producing and selling toggles made of plastic.'

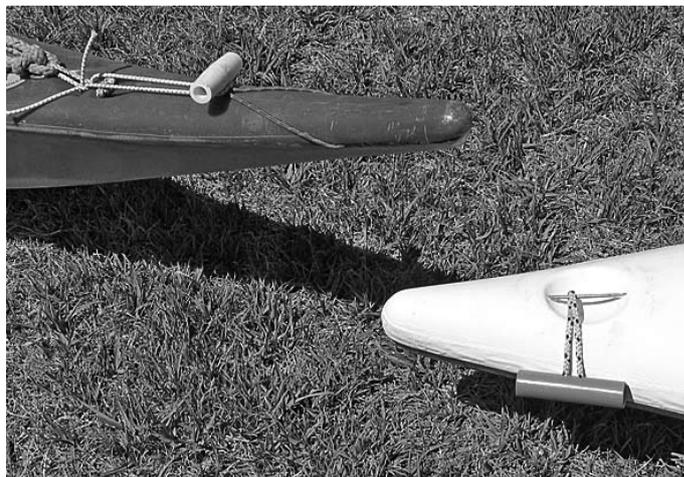
Derek Hutchinson, *Sea Kayaker*, August 2005, p 7

These days most people seem to think toggles are for carrying, but the original purpose, as with rope loops, was for a secure grip at other times.

So that we're sure of the definition, here it is from the *Australian Concise Oxford*:

'toggle ... n. 1 a device for fastening (esp. a garment) consisting of a crosspiece which can pass through a hole or loop in one position but not in another. 2 a pin or other crosspiece put through the eye of a rope, a link of a chain, etc., to keep it in place...'

The first will probably remind you of duffle coats. The key point is that a toggle is a solid thing, in our case at least 75 mm long and 10 mm diameter, on the end of a cord.



Toggles. The one at left is a Valley Canoe Products product, restrained by shock cord to stop rattling, that at right is 100mm of 25mm conduit. Opinion is divided on the wisdom of restraining toggles.

Other forms of handle are used on kayaks and canoes, ranging from simple, but effective rope loops (as on the Dancer), tape loops (Corsica), to flexible handles (Acadia, Contour, etc). But they are not toggles (and I question the design of some of them: the screws in Corsica loops commonly pull through, and Acadia and Contour handles can also come off.).



Other handholds. L-R rope loop (Dancer), tape loop, (Corsica), flexible handle (Acadia). The 'Out of service' tag on the Corsica is there because the loop on the stern has pulled out and the footrest is broken. On the ground is a handle pulled off an Acadia



How to hold a rope loop safely, fingers around and not through

I often demonstrate toggles by lifting the bow of a boat by its toggle then rolling the boat over several times. At the end I still have both a secure grip and all my fingers.

What provoked all that? The other day I heard someone refer to the handle on the bow of an Acadia as a toggle... (By the way, Acadia is that region around Nova Scotia in North America. Nothing to do with covered walkways with shops.)

Paddlers confuse other terms too. There are sea kayakers, for instance, who do not distinguish between hatch, bulkhead, and compartment: 'I put the bags into my bulkhead.' No, the bags were put through the hatch into the compartment, which is separated from the rest of the boat by the bulkhead. Other boating people can get it right; so should we.

Then there is the matter of what to call those boats we paddle with single-blade paddles. The English called them 'Canadians', and for years we followed that practice. In Canada and the US, however, they called them canoes. The Native Americans had invented the things, so it makes more sense to follow North American practice. Look in any recent Australian Canoeing Award Scheme material and you'll find canoes, not Canadians. And yes, the English are learning to say 'kayak' instead of 'canoe' where they should.

(Aside: I have a canoe that is an honorary Canadian. In mid-2004 I was contacted by a member of the Canadian team attending the International Space University being held in Adelaide who wanted to borrow a canoe for a social presentation. The easiest to manage up and down stairs was my 4.5m single, so that's what they used.)

I've recently revised the glossary I wrote some time back. It's online at www.users.on.net/~pcarter/canoe_sa/glossary.html.

Holding icefield

...continued

I thought 'Bewty. I was not the first one up here today'.

So out with the binoculars and a whistle back, a wave of the arms but no response. I thought 'That's odd' and moved a little further along.

Little did I realise that it was not a human at all but the call of the Hoary Marmot. A small sized sub-alpine little fella. Great to watch for a bit. An opportune time for some pics and a snack.

The views were now breathtaking and after crossing six sections of snow eventually arrived at the small hut set up for bad weather or injured hikers. A place of refuge for the weary walker. Inside, a lifetime of 'I did it' signatures which covered all aspects of the hut.

A great place to take it all in. At this point some 40+ peaks were in view. The sky was patchy with blue bits showing every now and then.

Certainly a lot better than what was happening below the clouds.

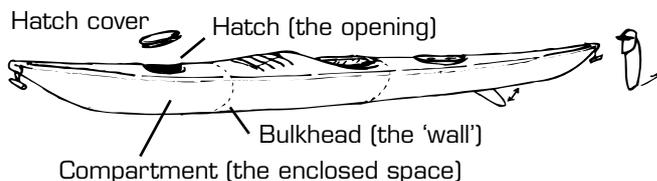
I still had about another 40 minutes of scrambling down the other side as I was determined to set foot on some-



Two Canadians with one (Australian) canoe



Toggle rope: 2m of 6mm cord, looped, with toggle and knots. Use to wrap around bundles, tow boat through shallows, link together to make longer rope...



thing that had been thousands of years in the making.

I'm not one for clambering over these mountain highways but on this occasion I did not think a little hop on, photo, and a hop off would do this beast any harm.

At the peak I counted 56+ peaks in a 360 degree view. What was amazing is that a lot of the 2000m plus peaks only had their tips peaking out above. Who knows how deep and how much ice lay below, but what I did know was for me this was one of the sweetest trail walks I had ever been on.

For me it put things in perspective and cleared your thoughts. You had a sense of accomplishment and like any difficult trail walk were rewarded for your efforts.

The trip down was rapid and by this time a steady flow of hikers was making their way up for the day.

Based on my excitement and unreal photos Kerrie was disappointed she did not tackle it with me, but another time maybe, on another adventure, somewhere on this wonderful planet of ours.

Outdoor Educators' Association Of South Australia

ABN 26 588 063 701

Membership form

Membership subscription for period 28 Feb 2007 to 28 Feb 2008

Type of Membership:

Renewal New member

Individual \$60

Student \$45

School/Organisation/Corporate/Family \$70

(Please tick appropriate boxes Note that we are not charging GST)

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. For two extra copies add \$40, etc.

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

Members will receive:

- OEASA newsletters *Outdoor News* (four per year)
- AJOE (*Australian Journal of Outdoor Education*) (two per year)
- affiliation to other State Associations via the Outdoor Council of Australia and Outdoor Education Australia

Member details:

School/Organisation/Corporation (if applicable) _____

Last Name _____ First Name _____

Postal Address _____

_____ Postcode _____

Home Phone _____ Work Phone _____

Fax _____

E-mail _____

Individual/student/family members: what is the School/Organisation you are connected with?

Forward to:

OEASA Treasurer
Phil Noble
PO Box 104
Morgan SA 5320