



# Outdoor News

Journal of the Outdoor Educators' Association of South Australia  
Volume 29 No 4, February 2012

## From the Chairman

Mike Meredith

Welcome to the first edition of *Outdoor News* for 2012. I trust you all had an enjoyable festive season and have returned ready for another busy, exciting and fulfilling year working to educate young (or not so young) people in the great outdoors. What makes outdoor education so important is that purposeful design that facilitates personal learning in its many facets for participants rather than leaving it to chance as happens in some outdoor activities. Having well trained and experienced teachers, leaders and facilitators is what makes it all happen so well.

It was great over the holidays to visit Canberra and attend the 17th National Outdoor Education conference. Having been to a number over the years it was amazing how many of the same issues keep coming up and yet how excited everyone is sharing ideas and thoughts on best practice and helping each other to do a better job of educating in our wonderful outdoor learning spaces. The conference was held 16–18 January at the University of Canberra, Belconnen and was superbly put together by Kathy Mann and the team from ACTOEA. Well done on a great conference: excellent venue, fine food, wonderful company and superb presenters and keynotes. We did indeed have a lot to be thankful for and I am grateful that I had the opportunity to attend. For those that missed out you should be able to get an idea of what you missed by visiting the ACTOEA website where presentations should be progressively available at [www.actoea.org.au/conference](http://www.actoea.org.au/conference). As well, Scott Polley has put together some information on the conference in this edition which would be a highly recommended read.

Now, just in case you are feeling a little sad at having missed out you have an opportunity to redeem yourself as South Australia has been selected to host the 18th National Conference on behalf of Outdoor Education Australia in 2014. Exciting times ahead and a great opportunity for you to get involved and help put on a world class event here in our wonderful state.



As with any year there are a number of activities planned for 2012 and the details for this year's major calendar functions are listed throughout this edition and will be available on the OEASA website. I urge you to mark them on your calendar now so you can ensure you are able to attend and help make them successful events.

I would particularly like to draw your attention to the following events for 2012:

**The 2012 AGM** will be held on Friday 16 March 6:00 pm at The Astor Hotel, 437 Pultney Street:

- Agenda
- Welcome
- Apologies
- Previous minutes
- Chairperson's report
- Secretary's Report
- Treasurer's report
- Election of office bearers 2012
- Fees for 2013
- AOB

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**Outdoor News is supported by**



## From the Editor

### Peter Carter

This being the first issue of *Outdoor News* for the year, it includes lists of forthcoming events from OEASA, Bushwalking Leadership and Canoe SA, with the first important event being the OEASA AGM on 16 March. There's a notice about that opposite, and the other lists on page 5.

To go with the AGM, we have the minutes of last year's AGM and the Treasurer's report. Towards the end you'll find a list of OEASA members.

The other main event of the year is the Presentation Dinner in June. Now is the time to think about nominations for the various awards, and so we have descriptions of them and a nomination form.

One of the issues of the past year has been the future of outdoor education at UniSA. To keep you informed, we have recent correspondence to the university and a response from Scott Polley.

Also from Scott, we have a comprehensive overview of the national conference held in Canberra in January. If you missed the event, Scott can at least give you a flavour of the various presentations, and if you were there his piece may give you some reminders. The conference proceedings are being added to the ACTOEA site.

I've included several pics from the ACHPER sessions at the Urrbrae pool looking at water confidence, Canoe Polo and the teaching of rolling.



I'm currently being kept busy with some SACE Year 12 Kayaking. So far we've had a couple of days of good weather, and several that have led to some near-shivering students. You take what comes and make the best...

We had very good numbers at the January Lifeguard and Flatwater Skills course, which is a good sign. We had a couple of recent Flatwater Instructor candidates along to give them a bit of extra experience with different groups and for them to share some of their experience with the incoming group. Overall, a very successful course.

The next course will be 14, 15, 17, 18 April, and now is the time to apply for entry.

The 2012 Sea Skills and Leadership series has now begun, again with good numbers. This year's Sea Weekend will be 16–18 March at Victor Harbor, avoiding the long weekend this year.

As you may be aware, Ian Dewey has left Recreation SA to work at his own business and study. Just what this means for Rec SA is not clear at this stage.



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## 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 2011–2012

Chair: Mike Meredith

Treasurer: Phil Noble

Secretary: Nick Glover

Assistant Secretary: Belinda Buscumb

Editor and webmaster: Peter Carter

Committee: Belinda Buscumb, Mick Dennis,

David Edwards, Andrew Govan, Danielle Meuring,

Brad Newton, Scott Polley, Fiona Shone

## From the Chairman

...continued

It is hoped that people attending will stay for a chat, meal and drinks after the AGM. The Astor has \$10 schnitzels on Fridays or an à la carte menu for you to choose from. Once we have finished the AGM everyone is encouraged to stay for a meal and catch up with fellow outdoor enthusiasts. You will be well situated to make it a night on the town once we have finished.

### **ACHPER Conference** (incorporating OEASA State Outdoor Education Conference)

This year OEASA will be supporting the ACHPER state conference being held at Prince Alfred College 19–20 April. OEASA will be contributing 'a stream' of presentations at the conference being held during the first term holidays. More information on this will be distributed as the term goes on. If you are interested in presenting please get the presenter Registration form in ASAP.

**The Presentation Dinner** will be held on Friday 22 June at the Unley City Council Chambers, which has been a good venue, catered by Frank and his great crew. This event recognising achievements of those involved in the outdoor community and is one not to be missed. An Award Nomination form has been included later in the newsletter if you have someone in mind.

**Outdoor Education week** (August–September) is another fixture on the calendar. After its great start in 2010 this

event has grown and helps raise public awareness of Outdoor Education and by continuing will help in our ultimate goal of getting Outdoor Education for all students recognised in the national curriculum. Any positive promotion of what we are doing with young people in the outdoors helps get the message out there.

The Great Aussie camp Out (GACO) is planned for Saturday 13 October and is intended to get people outside and involved in camping. The idea is to log on to the website, [www.greataussiecampout.org.au](http://www.greataussiecampout.org.au), indicating you are involved and camp out that night in the back yard, caravan park, national park, etc. There is no cost involved and the event helps promote healthy and respectful use of outdoor places. Get involved and let your students, parents and teachers know about it as well.

**Outdoor Presentation:** OEASA and Rec SA will get together later in the year to present an outdoor themed event to cater for a wide audience of outdoor users. If you have any ideas on what this could look like please let us know or chat with anyone on the committee.

I look forward to catching up with as many people as possible at the AGM or other activities planned for throughout the year.

It is as always a pleasure to be of service. Yours in the great outdoors...



## **OEASA AGM and Speaker**

**Friday 16 March 6:30 pm**

**Astor Hotel, 437 Pulteney Street**

Programme

6:00–6:30 pm: Drinks and nibbles

6:30–7:00 pm: AGM

7:00–8:00 pm: Stay for a chat and order a meal: \$10 schnitzel specials or à la carte menu

All members are encouraged to attend and support your association.

Calls are made for nominations from members to serve as office bearers of the association. Nominations with a seconder for these positions may be made prior to or at the AGM: Chairperson, Treasurer, Secretary, Sub-editor and committee members.

Nominations and RSVP for numbers if staying for a meal to Nick Glover, 0421 612 340 or [nicks\\_mailbox@yahoo.com](mailto:nicks_mailbox@yahoo.com) by 14 March.

### **Outdoor News deadlines**

We plan to produce four newsletters each year. The deadline for submitting articles, etc. for inclusion is the end of term, aiming to get the newsletters out early in the school term.

To this end dates for submission of articles are;

End Term 1, Thursday 5 April 2012 for the May edition

End Term 2, Friday 29 June for the July Edition

End Term 3, Friday 21 September for October edition

End Year 2012 (December), for February 2013 edition.

Your assistance in getting interesting submissions to the editor, Peter Carter, would be greatly appreciated.

## **The Great Aussie Camp Out, 13 October 2012**



The Great Aussie Camp Out brings together thousands of Australians for one big night where they share the experience of camping out under the stars... in their back yards, on a river bank, in a camp, a National park, a caravan park: in fact, anywhere they might feel like!

With the long term goal of promoting healthy active lifestyles by encouraging individuals, families, friends and clubs to enjoy the great outdoors, GACO will coordinate a one night 'camp-out' across the country with the aim of introducing people to the fun and adventure of camping out. People will be encouraged to stay at a residential camp or caravan park, pitch a tent, sleep under the stars, grab a barbie, organise some games and get away from their normal weekend routine. It is anticipated that a range of come 'n' try activities will also be offered on the day of the GACO by community groups such as Scouts and Guides, bushwalking clubs, canoeing clubs. Residential camps will also be able to offer activities such as high ropes, etc. National Parks could arrange to have Park Rangers on duty to conduct interpretation activities for the night. In this way participants will be able to sample adventure activities and experiences in the outdoors in a controlled and supported environment.

There will be more information about the Great Aussie Camp 2012 so stay tuned. Log on and check it out at [www.greataussiecampout.org.au](http://www.greataussiecampout.org.au)



# Minutes of the 2011 AGM

**Held 18 March, Education Development Centre**

Meeting Opened: 18:45

Present: Nick Glover, Mike Meredith, Peter Kellett, Peter Carter, Wayne Hooper, Libby Robertson, Bianca Barbon, Belinda Buscomb, Michael Foot, Danielle Meuring, Fiona Shone, Brad Newton, David Edwards

1. Welcome

By Mike Meredith

2. Apologies: Scott Polley, Andrew Govan, Eve Craker, Jo Cooper, Kylie Pointon, Rob Hogan, Liz Liebing, Mick Dennis

3. Minutes of the 2010 AGM were read out

Moved: Phil Noble; Second: Brad Newton, all were in agreement

4. Chairperson's Report

Delivered by Mike Meredith. Report appended.

A motion by Wayne Hooper that the retirement from the OEASA committee of Peter Kellett should be formally acknowledged in these minutes, due to the significance of Peter's input to, and standing within the association. Motion was passed.

5. Secretary's report

A recent item of significance to come across the desk of late is the DENR People and Parks Visitor Strategy. WH suggested endorsement of an OEASA response by as many members as possible.

6. Treasurer's report

Delivered by Phil Noble. Report appended.

7. Election of officers

Chair: Mike Meredith re-elected  
Vice-Chair: no nominations received

Treasurer: Phil Noble re-elected

Assistant Treasurer: no nominations received

Secretary: Nick Glover re-elected

Assistant Secretary: Belinda Buscomb re-elected

Newsletter Editor / Webmaster: Peter Carter re-elected

Sub-editor: no nominations received

Committee elections: Scott Polley, Andrew Govan, Mick

Dennis, Danielle Meuring, Brad Newton, Belinda

Buscomb, David Edwards, Fiona Shone

Recreation SA Rep: Mike Meredith re-elected

CEASA Reps: Nick Glover and Mike Meredith re-elected

8. Outdoor Education Australia – Network OED associations

Mike Meredith and SP ratified as OEASA representatives

Scott Polley to attend national curriculum discussions

9. 2011 OEASA events

Presented by Mike Meredith, as per previously advertised

10. AOB

A discussion was had on remote first aid and the legitimacy of the courses currently on offer.

11. Next AGM

March 2012

Meeting closed: 19:25

Post-AGM the committee and others were entertained by Steve Jenkins, a celebrated outdoor person, who presented a fascinating talk on successfully completing the Melbourne–Hobart yacht race. Thank you Steve. 

## Treasurer's report

*Phil Noble*

Opening Balance		\$26,234.62	<b>Expenditure Total (\$)</b>	
<b>Income</b>	<b>Total (\$)</b>		Newsletter: Editing	279.25
Bank Interest		466.49	Newsletter: Printing	777.86
Award Dinner		2,746.00	Postage & Stationery	845.98
Auction		910.00	Membership (CEASA, OEA)	510.15
Membership, Individual (15)		1,050.00	Public Liability Insurance	196.25
Membership, Student (1)		45.00	Donations	250.00
Membership, Electronic (3)		60.00	Award Dinner	3,767.00
Membership, Family (1)		80.00	Conference	21.96
Membership, School (47)		3,760.00	Journals	2,702.50
Membership, Corporate (3)		240.00	Meetings	786.11
Membership, Organisation (5)		400.00	Internet	321.80
Membership, Award Winners (4)			<b>Total</b>	<b>\$10,458.86</b>
Membership, Complimentary (12)			<b>Summary</b>	
Membership, Life Members (6)			Total Income	\$9,757.49
Risk Management			Less Total Expenditure	\$10,458.86
<b>Total</b>		<b>\$9,757.49</b>	Loss	\$701.37
			<b>Closing Balance 31/12/2011</b>	<b>\$25,873.70</b>

## Calendars

### OEASA

Committee meetings, 5:00pm (Venue: EDCH)

- Friday 17 February (T1 Wk3)
- Friday 18 May (T2 Wk 4)
- Friday 3 August (T3 Wk 3)
- Friday 16 November (T4 Wk 6: end of year drinks)

AGM and Dinner

- Friday 16 March: 6:00 pm for 6:30 pm start (T1Wk 7)  
Astor Hotel, 437 Pultney St (corner Gilles St)

State conference with ACHPER

- 19–20 April, PAC

Presentation Dinner

- Friday 22 June: 6:30pm for 7 pm start (T2 Wk 9),  
Unley City Council

Outdoor Education Week

- August 27–Sep 2, OEA to coordinate

Great Aussie Campout (GACO)

- Saturday 13 October, ACA to coordinate

Outdoor Presentation

- Term 4: date and time TBC  
Combined presentation with Rec SA: TBC

### Canoe SA

Sea Workshops commencing Sun 12 Feb

ParaCanoe Talent Search: Sun 19 Feb 10:00 am to 12:30 pm

Parapaddling Sun 12, 26 Feb, 11:00 am to 1:00 pm

Sea Weekend 16–18 March

Port Pirie Masters Canoe Polo Sat 14, Sun 15 April

Flatwater Lifeguard Course Sat 14, Sun 15 April

Flatwater Skills Course Tues 17, Wed 18 April

Port Pirie Masters Marathon Sat 21, Sun 22 April

### Bushwalking Leadership SA

13–15 April: Day Walk Leaders Course

26–27 May: Technical Skills Assessment, Hallett region

Sunday 1–Sunday 8 July: Bushwalking Assistant  
Leadership Course, Wirrabara

25–26 August: Technical Skills Assessment, Hallett region

2 September: Steep Terrain Training Day at Morialta  
Gorge

5–7 October: Day Walk Leaders Course

28 Sept–4 Oct: General Mountain Training (GMT),  
Northern Flinders



### ACHPER day at Urrbrae



Scott Polley and  
Nicole Hendry  
demonstrate a rolling  
exercise



Some Polo: spot the ball

## UniSA Outdoor Specialisation at risk?

*Mike Meredith*

As many of you would know last year marked a time when UniSA was to stop presenting its specialisation courses in Outdoor Education. This had been signalled on the UniSA website and it appeared all hope had passed for an internal resolution.

On your behalf a letter was written to the University (see below) outlining our concerns with this demise in offerings and the potential ramifications for outdoor education in South Australia. As a result Wayne Hooper, Libby Robertson and Mike Meredith were invited to meet with representatives from UniSA where the matter was discussed in a most positive manner. Whilst raising issues of low student numbers, cost and risk the university was prepared to outline a plan that would enable OEd specialisations to continue, which was a very favorable outcome. Whilst the course structure is still being finalised and acknowledging it is not all it used to be it will provide a pathway for students to specialise in OEd and help keep our states future in the outdoors alive.

Interest in the discussions was shown by the Premier The Hon Jay Weatherill MP, DECS chief executive Mr Keith Bartley and the Hon Tom Kenyon MP, Minister for Employment, Higher Education and Skills. They were all obviously concerned and interested in the outcome as they had taken the time to follow up and find out what was going on. The responses indicated they were aware of the value of outdoor education and the need to maintain supply of suitable trained teachers and leaders. The reply below by Scott Polley outlines where the process is at the present time. I would like to thank the many schools and organisations who offered their names in support of the letter.

### **Letter sent to the Vice chancellor of UniSA, Professor Peter Hoj**

Re: University of South Australia's reduction in Outdoor Education offerings within the Health Science Faculty

From: The Outdoor Educators' Association of South Australia (OEASA)

Dear Peter,

It has come to our attention through University of South Australia (UniSA) disclosures and website details that the offering of undergraduate programs in Outdoor Education/Recreation, recently offered through the Health Sciences faculty are to be significantly decreased from 2012.

As the professional association representing Outdoor Educators, OEASA is extremely concerned and disappointed with this development. The outdoor community is particularly concerned that UniSA has taken this approach and has not been able to accommodate what we see as essential and beneficial courses for the student body. This represents an unacceptable loss of capability within your establishment and the State of South Australia. Whilst it would appear that introductory and entry level programs in Outdoor Education/Recreation

will continue, the opportunity for students to develop significant specialist skills and knowledge in Outdoor Education has been removed from student choice and consequently from South Australia. This is indeed a sad reflection on our State's tertiary capability.

It is highly distressing to note these developments and we would implore you to reconsider this decision. Given the significant and exemplary role that UniSA Outdoor Education courses have played in South Australia and Australia it is inconceivable to envisage a future without them. These nationally acknowledged courses have provided graduates who have been highly successful practitioners of Outdoor Education/Recreation in many of our State and Nations schools (both government and private) and outdoor leaders working in private organisations delivering programs to schools and disadvantaged youth. Without the ability to develop quality Outdoor Educators and leaders within South Australia there will be no long term capacity to provide the very beneficial and essential outdoor programs developing, enhancing and enriching the lives of our young people and community.

### **The case for Outdoor Education**

Outdoor activities are a very significant component of life and education in Australia. The well documented and incontestable evidence attesting to the benefits of Outdoor Education/activities to health both physical and mental are clearly documented as are the benefits to society through developing favourable citizenship characteristics. Outdoor Education contributes to a range of important national targets embracing education, health, anti-social behaviour and community cohesion. These benefits are clearly understood by the many schools and organisations that run Outdoor Education/Adventure programs and deliver SACE Stage 1 & 2 Outdoor Education courses. There is clear and compelling evidence from studies in Australia and the UK (Outdoor Council of Australia/University of Canberra—Australian Outdoor Adventure Benefits Catalogue, English Outdoor Council—Time for Change in Outdoor Learning and J. Hattie—Visible learning) that learning outdoors:

- raises educational standards,
- makes a powerful contribution to curriculum aims,
- provides access to life long recreational activities and lifestyles that helps address health problems and enhances wellbeing,
- offers for many their first real contact with the natural environment,
- develops an understanding and connection to natural environments contributing to ecological understanding, conservation and sustainable lifestyles,
- builds cross-cultural understanding and can change communities,
- helps to reduce anti-social behaviour, crime and disengagement from education, and
- helps young people to manage risk and encourages them to welcome challenge.

Outdoor Education, Recreation, adventure tourism and camping through the provision of well led outdoor

## UniSA Outdoor Specialisation at risk?

'Adventure' activities and/or outdoor experiences benefit participants by building citizenship skills in living together and working collaboratively towards desired goals; all stated aims of the Australian Curriculum.

Additionally, outdoor programs have been used to significantly address issues of social justice particularly with Aboriginal and disengaged youth, for example Operation Flinders. Outdoor participation by youth also encourages a lifelong engagement with a healthy lifestyle; current data clearly indicates outdoor pursuits such as bushwalking as being a preferred activity for those over 40. UniSA graduates exposed to Outdoor programs develop knowledge and skills that can be applied to a diverse range of employment opportunities including fields such as conservation, land management, resource management, eco and adventure tourism. Many of these are regional employers and encourage sustainable alternatives to farming that are able to revitalise regional communities.

In order to provide these beneficial opportunities to our youth, students and community it is essential that we have suitably qualified and experienced educators and leaders of outdoor activities. Over many years these leaders have come from the high quality programs run at UniSA. Quality leaders have been educated through UniSA outdoor specialisation courses with the first Health, Physical Education and Outdoor Education graduates emerging in 1978 and later through Graduate Diploma courses in Outdoor Education & Leadership and Outdoor Recreation specialisations, which commenced in the 1980s. Our community and youth have benefitted significantly from the many wonderful programs established by these outstanding outdoor practitioners who have infiltrated the teaching and outdoor leadership ranks. Additionally, as a state we run the risk of increased injury and mishap if untrained people are leading outdoor activities which is a situation likely to be more evident if there is no mechanism for leaders to gain suitable skills in the safe and purposeful conduct of outdoor activities through University courses.

For our state to continue gaining the identified benefits and avoid the pitfalls we must continue to provide opportunities for students at UniSA to become outdoor leaders and educators. The programs run in and for our schools require well qualified professional teachers and leaders of outdoor activities and the subject Outdoor Education delivered at Stage 1 and 2 demands university trained specialists to ensure suitable academic rigour is provided. Ensuring the needs and safety of future students through developing suitably experienced, trained and qualified practitioners will only happen if there is opportunity. At present it would seem that this opportunity is being denied our students and our State.

The desired solution/outcome

In order to preserve the capacity, safety and benefits to young people and the community, OEASA stresses that introductory and specialist programs in Outdoor Education need to be maintained for students at UniSA. Additionally we propose that UniSA considers an expanded capacity in its Outdoor offerings to include the return of Post Graduate courses in Outdoor Education.

Whilst OEASA is generally very supportive of the role of UniSA in providing quality tertiary courses, we are extremely concerned about the short sighted developments resulting in the reduction of Outdoor Education offerings at UniSA from 2012. We would beseech you to reconsider this undesirable endpoint and consider the continuation of offerings at the University, and with sufficient depth and rigour to meet the future requirements of our community. If reduced offerings are maintained then OEASA would like to receive a clear and coherent explanation for its removal from the University curriculum and furthermore the opportunity to discuss this as a matter of some urgency.

We look forward to your response and the continued significant inclusion of Outdoor Education offerings within UniSA programs that address the future educational and leadership needs of our State.

Yours sincerely,

Mike Meredith

BA, Dip Ed, Dip Outdoor Education & Leadership  
Chairperson OEASA

A copy of this letter has also been sent to:

UniSA

Pro Vice Chancellor Health Sciences: Professor Allan Evans

Pro Vice Chancellor Division of Education, Arts and Social Sciences: Professor Pal Ahluwalia

Others

Premier: Hon Jay Weatherill MP

Minister for Education: Hon Grace Portolesi MP

DECS CEO: Mr Keith Bartley

Minister for Employment, Higher Education and Skills:  
Hon Tom Kenyon MP

### **Scott Polley's response on behalf of UniSA**

Dear OEASA members,

The University of South Australia has had an outdoor leadership study stream for over 40 years, and I am delighted to advise OEASA members that this will continue for the foreseeable future within the Division of Health Science.

Students commencing the study stream in 2012 will undertake a new suite of courses that retains core elements of the current pathway, but will increase community engagement and provide more opportunity for depth in environmental learning.

This suite of courses will be as a specialist pathway option for Human Movement, Education, Recreation and Tourism students.

Due to administrative procedures full details cannot be marketed until they have been approved by the University sometime in 2012. Full details will be made available at this time.

Should you have any urgent questions do not hesitate to contact the Study Stream Coordinator, Scott Polley on [scott.polley@unisa.edu.au](mailto:scott.polley@unisa.edu.au) or 83021415. 

# The 17th National Outdoor Education Conference

Canberra, 17-19 January

Scott Polley

The Canberra conference was a great success, with a little over 120 folks making the journey and over 30 presenters. The conference was held at Canberra University and was a great location for such an event. The pre-conference activities were attended by only a few, but these were thought to be very high quality by those that attended. The dinner was well regarded by those that attended, but the price (\$85pp) made it tricky for the Polley tribe to go. The free availability of bikes worked really well, and encouraged those without transport to go and explore. The trade show had a good array of merchants, and was well presented. Speaking to a few of the folks involved they were really happy with the outcomes with all saying that they had picked up new business from the conference that made it worth their while.

The presentations will be lodged on the ACTOEA website at some stage, and will be archived by OEA so will be accessible in more detail should you wish to follow up. The following is one individual's impression of the presentations. The accuracy of some of the information provided is not guaranteed, and further detail can be obtained from the conference proceedings when they become available.

## Keynote: 'Building Resilience in the Outdoors' by Professor Paula Barratt

The conference opened with Professor Paula Barratt with a title of 'Resilience in the Outdoors'. This pint sized Portugese-Australian gave a very punchy and engaging presentation regarding the role of Outdoor Education in supporting evidence based resilience initiatives that research has demonstrated improves mental and physical health. Some key early statements that Paula said (may be paraphrased) were:

- Resilience: Bouncing back in face of adversity, and dealing in positive ways with life's challenges
- Most people will do well if they can keep going in spite of life's difficulties
- Obesity (with early onset diabetes) and anxiety depressive orders will be the main health issue for Western countries in the next 30 years (WHO conference, 2006–20012)
- 'Screen Parenting'—getting kids to watch screens to pacify whilst parents do other things impacting heavily on anxiety
- One in five people experience clinical anxiety and depression, but all people experience at least sub clinical forms
- Those who succeed are more prone to anxiety and depression.

She then went on to discuss the unique place of Outdoor Education in addressing these issues.

'Nature is where we learn most' was a key statement:

- Promotes health
- Promotes creativity
- Supports mental health

- Promotes spontaneity
- Invigorating
- Increases learning as participants are active as they learn
- Suicide is the greatest cause of death for the 13–35 age group, exceeding motor vehicle accidents.

'We are provided a unique opportunity to bring resilience programs into the national curriculum', and highlighted the role of resilience programs in improving the 'protective factors' of individuals against anxiety and depression. These were discussed later in the presentation.

She highlighted four key issues underpinning a person's level of resilience, and what contribution Outdoor Education might have in addressing these issues. These were called 'risk factors':

- 1 Temperament
- 2 Neurological/brain development
- 3 Attention biases
- 4 Trauma.

### Temperament

Paula went on to discuss recent research (not referenced) showing that one in five people have been shown to be more 'sensitive' to others from birth, quoting a NZ study that supported this statement. This longitudinal study demonstrated that of this group, half will have issues with anxiety and depression throughout their lives, but that half will not. The NZ study investigated the differences between those that did and those that did not, and the difference was 'protective factors'.

Paula made the point that suicide is the greatest cause of death among 13–35 year olds (more than motor vehicle accidents), and that anxiety and depression can be prevented with 'protective factors' in place.

### Nuerological Brain Development

Paula spoke of a recent article in *Science* that demonstrated unequivocally that brain development is associated with physical activity. In the study brain scans were performed on people that were either sedentary, undertook brain development activities, physical activity as part of an intervention program for older citizens. The group with brain activities plus physical activity showed the most brain development, but not far behind was the physical activity only group. This showed unequivocally that daily physical activity is essential for brain development, as it reduces cortisol levels (stress) and increases dopamine (happiness).

The implications for Outdoor Education are that the physical activity component of OE was likely to contribute to improved brain states. I thought it might be interesting to see whether an extended expedition might be useful in treating those with anxiety and depression.

### Attention Biases

Positive thinking, and attention to the world around can significantly alter resilience. Importantly, training in positive thinking and attention bias can impact on resilience.

## The 17th National Outdoor Education Conference

Paula cited a study in the Netherlands that had an 80% success rate in improvements in protective factors for anxiety and depression. Relapses did occur, with either trauma, learning disabilities or genetic history of vulnerability being factors. However the greatest predictor of relapse was 'cognitive style': positive thinking.

The implications for Outdoor Education are that teaching students to attend to their environment during a field trip, such as time spent on sensory awareness of the sounds, smells, sight and feel of natural areas is likely to be good for brain development and resilience. Achieving success and teaching how to maintain positive thoughts is also likely to have benefits.

### Trauma

Trauma was thought to be the most likely factor to impact on resilience, and learning to deal with this thought to be critical. Paula suggested that it is often a number of small things that were likely to cause issues than fewer large issues.

### Protective Factors

Paula mapped out very clearly how Outdoor Education can enhance 'protective factors' to be more resilient and to respond to the 'risk factors'.

The four protective factors highlighted were:

- 1 Attachment
- 2 Cognitive Style
- 3 Family
- 4 Sleep/Diet/Exercise.

For this presentation, she added a fifth dimension:

5. Outdoors (and Outdoor Education).

### Attachment

Paula described this as the basis for all mental health, and was a result of experiencing 'unconditional love'. This could be experienced by all people regardless of their emotional and intellectual state or stage of development. It could be received from animals or significant others such as parents, grandparents, teachers or other. She cited research that demonstrated that all violent criminals investigated had a history of attachment issues in their childhood/youth.

The impact of her presentation for Outdoor Education is the important role that teachers and leaders of OE might have, and the situational possibilities in addressing young people's need for such 'unconditional love'.

### Cognitive Style

Paula supported earlier statements about the role that positive thinking can have. She said that genetics played a part, with people an innate tendency to be positive or negative, but that people could learn how to be more positive regardless. She suggested that focussing on being more positive towards self, others and the surrounding environment could significantly impact on the environment.

The implications for Outdoor Education is that the focus on these three things (self, others and the environment)

not only had educational benefits, but may well contribute to resilience.

### Family

Paula spoke how a supportive family, or community, could enhance a person's ability to deal with life's knocks. Clearly it is beyond the scope of most Outdoor Educators to sort out family issues, but Paula spoke of how a school can provide a supportive community.

The implications for Outdoor Education are that OE can provide temporary community experiences that may promote resilience, and if they contribute to the overall school community development may well have greater impact.

### Sleep/Diet/Exercise

Paula noted that out of the 10 top articles named in *Science*, a prestigious academic journal, that two of them were devoted to the relationship between exercise and type 2 diabetes, and how much exercise was needed to maintain physical health. Her point was that physical activity was becoming a more prominent area of study in the area of science and health.

She spoke about the issues of increased screen time in young people and the impact this was having on young people's sleep and levels of exercise.

She also spoke about her passion for improving diet in Australia, with a particular focus on reducing sugar intake.

Paula did not make this connection directly, but it seemed to me that the implications for Outdoor Education would seem to be that removal from screens and technology for a period of time and replacing them with physical exploration of natural environments may well allow young people to examine their lives. In particular, allow them to rest more, eat better, be active and re-develop non-screen based ways of communicating to support resilience development.

### Outdoor Education

Paula outlined the direct benefits of Outdoor Education and time in the Outdoors to individuals. Her list included:

- Communication skills—outdoor experiences offered time and space for quality interpersonal communication and the opportunity to develop skills
- Creativity—she spoke about the negative impact of screen based entertainment and education on the ability of people to apply learned knowledge to new situations.
- Resilience
- Connection with cycles of life—She spoke about the impact of urbanisation and indoor lifestyles on peoples disconnection from the natural world, and how quality time in nature might impact on this
- Empathy with living beings
- Respect and appreciation of nature
- Psychological and physical health
- Quality of life.

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### Intervention Programs

Paula finished up with a discussion of her resilience training that she had set up through both a commercial and not-for-profit organisation. These programs were both generic and could be tailored for specific groups using a specific set of steps to teach individuals protective factors.

Although it was something of a commercial plug (one day training is around \$350, with courses held in every state every term) she supported the view that such training works, citing randomised controlled trials conducted on the training.

One of the questions from the floor asked whether it could be integrated into an Outdoor Education program. Paula replied that it could, or could include a component of the training.

I came away thinking that it would be good to such training to support resilience initiatives in the school, and that a programmed approach across the school was likely to have a positive impact. I also came away thinking that an Outdoor Education program focussing on resilience would need to be a much longer program, as a shorter program might be better focussed on the other benefits of OE, that in turn support resilience development anyway.

Paula finished up with some suggested reading:

- *The Brain that Changes Itself* by Norman Doidge 2008
- *The Sweet Poison Quit Plan* by David Gillespie 2010
- *Second Nature, the Inner Life of Animals* by Jonathan Balcombe 2010
- *Unlikely Friendships* by Jennifer Holland, 2011
- *Last Child in the Woods* by Richard Louv, 2010
- *The Art of Mindful Walking* by Adam Ford, 2011

There were others, but I couldn't write them all down before the slide was changed!

In all, a very useful presentation for Outdoor Educators, that further provides evidence about the value of what we do for emotional and physical health, as well as providing thoughts on how OE might support development of resilience initiatives.

She later did a workshop that further explained her resilience program, and was a good support to the keynote.

Paula could be contacted at [training@pathwayshrc.com.au](mailto:training@pathwayshrc.com.au) for resilience training courses.

### **Keynote: 'A Personal Perspective on the Development of Nature-Based Education and Tourism' by Tim McCartney-Snape**

I had seen Tim McCartney-Snape twice before. The first time was on his 'sea to summit' tour, soon after his second ascent of Mt Everest where he did an excellent presentation at Adelaide University. A few years later he approached the University to conduct a talk at the University. Try as I might to encourage University students to go, he had an audience of about 15. Despite the small numbers, he was an excellent and engaging speaker and used his mountaineering background well to engage those present with higher order thinking about the world.

### Outdoor Education

Tim's presentation opened with a selection from his amazing slides, and began with a key question (paraphrased): 'Why can't we take children outdoors as part of the National Curriculum?'

Tim made the point that Australian urban life had brought many benefits, such as access to health, education and food. With this came a cost, however. This included an increased pace of life in things such as transport and communication; increased access to visual images of violence from around the world; stress from the high cost of living and obsession with possessions and wealth; parents under pressure to deliver on all fronts—holidays, possessions, time; the change in the nature of play; the continuous pursuit of 'safety'; technology soaking up children's lives, and the impact of such technology on the quality of their life. It was his view that in this time of rapid change, technology was forming another barrier between humans and nature, and was a distraction from 'deep' social interaction.

It was Tim's view Outdoor Pursuits and Outdoor Education should play an important in our children's education. His rationale was consistent with the views expressed by many, tempered with his own experience and world view.

In summary, Tim's view was that Outdoor Education can:

- Temper the impact of technology on our lives
- Promote the 'spirit of childhood', and extend this period for as long as possible
- Engage young people in learning
- Enhance ecological literacy for young people
- Use the outdoor environment as a 'second teacher'
- Provide opportunities to be outside learning about nature, which will in turn stimulate a greater interest in science, a national imperative
- Teach people to know their body (Tim reflected on his time at Timbertop. On learning was about his own body, and credits this understanding for his ability to survive bivouacs above 8,000m, and to be the only one to do so without losing fingers or toes)
- Help young people develop good habits
- Teach people about Outdoor Pursuits as a possible recreation or life passion
- Improve learning in other learning areas.

A key statement (paraphrased) from Tim was: 'It does not belong on the periphery of any meaningful educational philosophy. It belongs at the core.'

### Tourism

After discussing the initial topic of the role of Outdoor Education in Australian society, he switched to talking about the role of Tourism, particularly Adventure Based Tourism on people and places. It was his view that tourism to wild places provided positive benefits to the environment and local people. He attacked the 'idealistic lock it up' view of wild places, as usually this meant minimal funds, no management of harmful impacts such as fire and feral plants/ animals, and no benefits to anyone.

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In summary his view Tourism to wild places could:

- Minimise the rate of biological change and enhance biological stability through management
- Contribute to saving our last vestiges of native flora and fauna
- Provide critical private funding for management of these wild places
- Highlight issues and pressures on the natural environment.

Tim acknowledged that tourism to wild places did present challenges, but that these were not insurmountable. He was an advocate of walking tracks to engage people in active journeys. He was an advocate of well managed infrastructure, such as well managed huts designed so as not to inhibit the landscape.

### Leave no Trace

Tim then moved on to discussing his support of the 'Leave No Trace' (LNT) movement in Australia. He highlighted how it had been founded in 2003 in Australia and grew out from the US. In Australia the movement is largely funded by mining companies. He tabled the seven principles, as can be found on the 'Leave no Trace' website <[www.lnt.org.au](http://www.lnt.org.au)>:

- Plan Ahead and Prepare
- Travel and Camp on Durable Surfaces
- Dispose of Waste Properly
- Leave What You Find
- Minimise Campfire Impacts
- Respect Wildlife
- Be Considerate of Your Hosts and Other Visitors.

He gave the example of the spread of Phytophthora in the Stirling Ranges in WA (showing a very sobering graphic of the spread of this disease through the park) as something that may have been prevented had the LNT principles been applied.

In all, an engaging presentation that expressed well his views on these three key topics. As a follow up, Tim McCartney-Snape offered to be a patron of Outdoor Education Australia.

### **Presentation: Alistair McArthur, 'Ice, Dogs and Men'**

Alistair opened with a question about the role of personal experience and education skills, and then proceeded to tell the amazing story of his time as base commander in Antarctica for two years in the 1970s.

At this time the British sent groups of scientists and explorers for two years at a time, with half the group changing over at 12 months to ensure continuity. In Alistair's case, there had been a death shortly before his arrival, and a decision was made to put him in the base commander's role without any previous experience in Antarctica.

The story in part was about the huskies, and the important role they played in transport, and using an incident as a case study, their survival.

The story about Alistair and his group being cast afloat on an ice floe heading out to sea had lost none of its power for the years, and the pictures accompanying this story were gritty and engaging. I was completely absorbed by the story, and the self effacing telling of Alistair's frailties, as well as how times had changed with regard to debrief and management of incidents.

I was really pleased I went to hear this story, and that someone was keeping alive memories from 40 years ago. Not only to share with others, but also as part of their daily psyche.

In retrospect it might have been good to ask Alistair what the impact was of his time there on his skills and ability to educate others, but I was carried away with the story and forgot to ask!

### **Duncan Smith and family: Welcome and Dance**

This presentation was held out on the Canberra University lawn, and was an engaging reminder of the role and place of Indigenous perspectives of country in Outdoor Education and Australia's culture.

There was a smoking; several engaging dances by his two daughters, son and himself; some engaging yidaki (didgeridoo) playing; a brief explanation of the role of clapping sticks in conveying heartbeat and speed (slow = slow heartbeat). There was a sweeping away of bad spirits, and a song that required audience participation. Duncan explained that in his culture that they said welcome and goodbye at the same time, acknowledging that goodbyes were not said at the end of an encounter, and that it was a sad thing to part.

A great feature of Duncan's presentation was an explanation of some basic dance steps that had me thinking that it would be ideal if we could include such education in Health and Physical Education dance curriculum.

### **Dr Thomas Nielson: 'Steps Towards Greater Wellbeing: How giving to others and our environment is a pedagogical rather than a moral imperative'**

Thomas Nielson lectures at University of Canberra, and this presentation combined his academic views on service learning with a presentation by a local school that applied the principles to a program. It was a very engaging presentation, and supported views espoused by many Outdoor Educators, and provided them with further evidence-based information to support their actions.

He gave an excellent snapshot of health in the western world:

- The most common cause of disease in adolescents is depression
- one third of all deaths in adolescents due to suicide (Stanley, 2008)
- Over the past 45 years there has been a 60% increase in the rate of suicides (WHO, 2007)
- 20% of Australian teenagers have a significant mental health problem (Stanley, 2008)
- 25% of Australians 12-15 drink alcohol weekly (Stanley, 2008)

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- 20% of Australian five year olds are overweight or obese (Stanley, 2008)
- He also outlined a few issues affecting mental health of young people:
- By the time they are 11, US kids see 11,000 murders and 100,000 acts of violence on TV (Huston, et al, 1992), with studies showing relationship between screen violence and actual violence (did not get reference)
  - Increased sexualisation of children now problematic (Braun-Garville and Rojas, 2009)
  - Morals of the past are not the same as present
  - Reduced 'happiness'.

He provided a though provoking quote: 'There is a disconnect between what we think will make us happy and what will actually make us happier' (Belic in Gabrielle, 2011)

### The Power of Positive Thinking, Positive Situation and Expectation

#### Positive Thinking

Thomas opened with a discussion of the powerful role of positive thinking. He gave the example of Roger Bannister believing he could break the four minute mile running record. No else believed that he could do it, let alone believe it was possible.

He followed up with a discussion of the powerful role of both negative and positive situation.

#### Positive Situation

The first example was where an individual was placed in group of eight, asked a question and all the other seven gave the wrong answer. Although the individual's answer was initially correct, two thirds of people tested changed their answer to conform to the answers given by the other seven.

To give a positive example he cited a 1979 study by Langer that got retirees to role play their lives 20 years ago, and provided props and costumes to assist with this process. The results were that most retirees improved their cognitive function, increased their physiology measures, and even showed signs of physical change. He gave another example, a different study by Langer that had people with eyesight difficulties pretending to be trainee pilots improving their eyesight scores.

#### Expectation

Thomas quoted the classic 1968 Rosenthal study outlining the 'Pygmalion Effect', where staff were told that students who were not doing so well in school had been tested and told that they were gifted. As a result, staff changed their teaching and expectations, with a resultant overall increase in English scores, maths scores and even IQ test scores.

#### Happiness

Thomas outlined three types of happiness:

- 1 'The pleasurable life', where happiness comes from food, entertainment, luxuries, nice home, etc. Sometimes called 'the Hollywood Life'

2. 'The Good life', where happiness comes from doing enjoyable things, with friends, etc.
3. 'The Meaningful Life', where happiness comes from being something for others.

He suggested that the first two types of happiness were shorter term, and need constant input to maintain. After the source of happiness is finished, or wears off, then there is a depression that requires another source of happiness to overcome.

The third type holds the most promise for sustained happiness states, suggesting that:

- We enjoy higher and more stable levels of happiness when our lives contain meaning
- A meaningful life is defined across cultures as that of being something for others — when we give of ourselves
- We construct social meaning by expanding and contracting information to help it to make more sense
- Meaningful happiness does not come naturally.

And a little gem about being 'cool': 'If I am cool, then somebody else must be uncool'

#### Benefits of Giving

Thomas spoke about the positive impact of 'giving', or service actions. He cited Post and Niemark, 2007 who found that students who are exposed to service learning are more likely to volunteer afterwards. He went on to cite Dillon, Wink and Fay, 2003 who found that giving was a strong predictor of increased mental and physical health and reduced adolescent depression and suicide risk. Further, he cited Amen and Thorenson (2000) who followed individuals over the age of 55 years for five years. They found those who volunteered for two or more organisations had 44% lower risk of dying young, 14% lower than those who exercised four times a week. As someone who teaches within a human movement degree I found this pretty interesting.

Thomas went on to provide a model to illustrate the types of 'giving' that might enhance a person's life, as described by Nisbon, 2004, and placed them on a continuum from 'self compassion' to 'altruism'.

At the self compassion end were **Self** and **Relationships**. Self included such things as 'self soothing': telling yourself you are OK; Relationships included 'acts of kindness' to immediate others. At the other end of the spectrum was **Communities** and **Life**. Communities included such things as relief aid, petitions and clean-ups. Life includes such things as gratitude and prayer.

Thomas also spoke about two actions that might improve well being, being giving and gratitude. He cited Nisbon (2011) who conducted a survey regarding an increase in well being with giving and gratitude, and found that males responded more to giving, and females more to gratitude, although there was an effect on both sexes for both actions.

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Following this, Thomas linked the ideas to curriculum and pedagogy. He advocated an Outdoor Education curriculum that included:

- Gratitude each day
- Group discussion about generosity, teamwork, giving and well being
- Sunset solitude time
- Meditation
- Giving to peers
- Giving to community.

It was about here that his presentation spoke about the significance of meaning in a person's life, and the relationship to Peter Singer's philosophy about the relationship between a meaningful life, service and happiness, although not mentioned, was evident. He further went on to provide a framework for a giving pedagogy, with Meaning and Wisdom key foundations, developed by actions that involve Head, Heart and Hands (no reference to Steven Van Matre's work provided here), and giving to Life, Environment, Communities, Relationships and Self.

Thomas began rounding off the presentation by making the audience aware of the Australian Values Institute, and a discussion of how Outdoor Education might look forward. He noted that we had a problem with research and measuring the outcomes of what we do.

Following his presentation, Peter Blunt from a local Canberra School reported on an extended journey that applied the pedagogy advocated by Thomas in a program that had been running for some years. The presentation included short readings from students' journals and a poem: all read by the students themselves. It was pretty personal, and I must admit I was not really clear that this was the case, but those in the know gave a standing ovation to the students. Peter's presentation was very powerful, and one couldn't help but walk away feeling that such committed and impactful teachers deserve much more recognition.

A strong presentation overall, that validated the role and place of well formed curriculum that had a motive of service in providing improved well being as well as educative outcomes for Outdoor Education students.

### 'Unpacking the Climbing Experience' by Peter Martin

Peter Martin put on a presentation to a packed tutorial room about the relationship between climbing pedagogy and outcomes for University students. Peter reported on a recent study conducted with three groups of undergraduate students undertaking an introductory climbing leadership experience. The study hoped to provide insight into factors that impacted on students relationship with nature through rock climbing.

He opened with a discussion of some of the key differences between classroom learning and Outdoor Education. In the classroom, there are clearly established power relationships, time frames and structure. Outdoor Education has a broader time frame, different approaches to learning, and different power relationships between teacher and learner.

Peter went on to provide a statement that summarised some of his learning: 'If you aim at nothing, you hit it every time' or 'what you hit is not always what you aim for'. His message is that learning in Outdoor Education is not always predictable, but that clear aims and objectives increase your chances of achieving them.

Inherent in his research were three assumptions:

1. The focus of each of the groups was climbing related experiences as a tool for education
2. The educational outcomes were variable, but the structure ought to add to the probability that the pre-determined objectives were achieved
3. Self reported outcomes have a probability that they are accurate.

The research was based on a small sample, but had three groups:

- 1 A group of students that learned top roping first
- 2 A group of students that undertook a mixture of top roping and multi pitch climbing
- 3 A group of students that began with multi-pitching.

Rather than compare the outcomes of the three, Peter aimed to see what could be learned, using the student reflective journals as the source of data. He was a little surprised at the responses, particularly with regard to the prominence of fear as a theme within the journals.

Fear dominated students responses, and probably got in the way of other learning. This was not only the fear of getting hurt, but also the fear of being 'unmasked' in front of peers.

One of the aims of the program was to facilitate stronger relationships to nature. He found that this outcome was reported much less by inexperienced climbers who focussed more on the personal and interpersonal. Stronger relationships with nature were more likely to be reported by more experienced and technically competent students.

It was clear that Peter had expected a much stronger focus on students' relationship to nature in response to his focus on it within his teaching. There was a sense of disappointment that the impact was much lower than hoped. He pointed out that although the research provided different results to what was hoped, it was useful to be challenged and provide thinking for the future.

Although not conclusive, Peter provided some guiding ideas to improve students' relationship to nature through rock climbing:

- Camp and stay — celebrate sunset and sunrise
- Include exploration
- Include scrambling at a lower technical level
- Belay at the top
- Pay attention to nature and make it a focus
- Notice inputs
- Include multi-pitch journey
- Include reflection and quiet time.

I enjoyed Peter's presentation, and those teachers that aspire to develop relationships to nature through their climbing program were given some useful direction. It

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would be good to see some follow up with adolescents where such ideas were included, and then compare this with alternative climbing programs. It was also great to see a presentation where the researcher admitted that they did not have the answers to all their questions, and that unexpected outcomes (the focus on fear) provided new avenues of investigation for the future.

### Heidi Smith and Kathleen Clayton: 'Outdoor Education Praxis—What is it? How do we nurture it? Why would we want to?'

This presentation was highly relevant to my current role, and anyone who mentors, teaches other leaders. It also gave clear direction to beginning professionals as to guidelines to achieve satisfying levels of practice. I loved this presentation, as it combined a little bit of small group discussion, key points on PowerPoint with great stories.

Heidi and Kathleen opened with a discussion of two fictitious outdoor leaders, 'Bill' and 'Ben'.

Both leaders were considered effective, safe, happy and were achieving learning outcomes with their groups.

#### Bill

Skilful, likes outdoor activities, aware of and follows safe operating procedures, regulations and environmental care actions, sticks to teaching towards the prescribed learning outcomes, teaching strategy matches own teaching styles, focuses on what works, efficient and low risk.

#### Ben

Also skilful, works hard towards sustainability, uses knowledge to make decisions, keeps the bigger picture in mind, reflects on individual needs and meaning, aware of what is going on around them, pays attention to others leadership, follows safe operation procedures, but steps outside as needed, and is committed to professional learning.

The picture painted by these two descriptions provided good fodder for questions of the group, with questions about the differences, as well as questions as to who they would employ. One response from the group was that 'Bill' represented an Outdoor Instructor, whilst 'Ben' represented an Outdoor Educator.

Both of these fictitious staff were seen as being valuable as an employer, with a number of the group suggesting they would employ Bill for some roles and Ben for others.

This discussion flowed on to questions about 'Praxis' and what it was. Heidi and Kathleen synthesized the work of Grundy, Chemmis, Chemmis and Smith and Layder to arrive at some conclusions and models.

This included four cornerstones of high quality practice to reflect the nexus between theory and action—Praxis:

#### 1 Deliberative Action

- a What is the right action to take
- b Judgement is then exercised

#### 2 Informed Action

- a Tacit knowledge
- b Reading and study

#### 3 Morally committed

- a To self and others

#### 4 Reflexive Action

- a Changing practices in the field as a result of experience.

There was a great diagram on the relationship between theory and practice that I wish I could reproduce electronically, so you will need to check out the original presentation when it comes on line.

Kathleen followed this up with a key statement: 'Praxis is inherently critical' where the teacher has critical insights into political implications and social justice issues.

There was an interesting idea that Bill could understand Ben (instructor characteristics), but that Ben could not understand Bill (educator characteristics).

A really good question was asked—'How do we nurture Outdoor Education praxis?', and a list of possible contributors was provided:

- Valuing reflection
- Honesty
- Journal Club
- Critiquing others work
- Evaluation
- Strong learning community
- Sharing theory and knowledge
- Trust.

They noted that these things were often difficult to implement in a work environment, highlighting the importance of structure, and the importance of getting such things in tertiary education.

They suggested however, that although change can be hard, highlight what can be done is more productive than highlighting what cannot be done.

They also said that good teaching involved having good leadership and political skills.

It was a stimulating presentation overall, and gave a lot of ideas towards practitioners at all levels in all disciplines developing high quality practices that are more likely to achieve their stated outcomes.

### 'Junior Primary/Primary Teachers Opinion and Definition of Outdoor Education in SA' by Duncan Henderson

It was good to have another South Australian presentation at the conference, as Duncan presented the findings of his Honours thesis.

Duncan opened with a discussion of the benefits of Outdoor Education to primary school students as reported in the literature, arguing that OE in primary schools is likely to be more impactful than secondary schools.

They key points that Duncan had to make is that the primary school teachers that he spoke to as part of his study all thought Outdoor Education was a great educational tool and thought it was very valuable for students, had offered it in the past but was not offering it now.

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He made the point that the current SA curriculum does not include Outdoor Education, but that it offers scope for it be included as an interdisciplinary way of teaching much of the curriculum. He made the point that teachers were the ones that decide what is offered and what is not to state school primary students, and that the history of OE had always been that there was passionate staff involved.

Duncan investigated the reasons behind the lack of provision of outdoor education in primary schools, with personal issues dominating. Other issues such as time, lack of specific OE curriculum, crowded curriculum, knowledge, risk perception and resources were cited along with others. These issues were consistent with many of the secondary school issues cited.

Duncan's presentation included some great pictures of some of the work he had done during his practical teaching, including going on an adventure around the school with kids all roped up for glacier travel to negotiate the school stairs, abseiling off the stair well and slopes and other activities. The faces told the story: these kids looked really engaged!

The other powerful part of his presentation was playing some of the recorded data back to the audience.

He closed with a question as to what would it take to get primary school outdoor education happening: a question for all of us to ponder and work on.

The follow up story is that the school where Duncan conducted his research decided to commence a whole school Outdoor Education program in 2012, due in part to the interest stimulated by Duncan's questions.

Although I am biased—I was Duncan's supervisor—I really enjoyed this presentation. It had me drifting off thinking about primary school children involved in a school that promoted experiences in nature and adventure, and how this needed to become a national imperative.

### Tonia Gray and Peter Martin

Amazingly, Tonia flew in from Sydney just for this presentation and flew out at her own expense as she thought that this presentation was so important to be a part of.

The pair made the point that there is a window of opportunity to make an impact on the HPE national curriculum to include outdoor experiences as a compulsory component for every Australian child.

They made the point that since the 'Melbourne Declaration' in 2008, Outdoor Education had initially been asleep. ACARA did not receive submissions from Outdoor Education Australia until late 2009 when the 'Shape of the Australian Curriculum' had been released in May that year. Peter Martin and Tony Hewitson (deceased) sent three submissions to ACARA, supported by the Outdoor Education Group in Victoria. In May 2010 an initial workshop was held with only one out of 20 persons having any Outdoor Education background.

It was at this meeting that it was made clear that Outdoor Education would not be national subject in its own right (Note: schools still have the discretion to include Outdoor Education in the remaining 20% of the curriculum that is not covered by the National Curriculum.) Its best hope now lay with inclusion, possibly as Outdoor Recreation, within the Health and Physical Education National Curriculum. When the subsequent writing team was formed, no one on the group had any Outdoor Education background, with the initial draft not even including the word 'outdoor' anywhere in the document.

This was deeply concerning, and Tonia followed up by providing a strong evidence and literature base to support the inclusion of OE, quoting Richard Louv: 'A child in nature is an endangered species'. Some of the literature she spoke about included *The Green Hour* by Todd Christopher, *Biophilia* by Ed Wilson, *Biophilia Hypothesis* by Stephen Kellert and Ed Wilson, *No Fear — Growing Up in a Risk Averse Society* by Tim Gill, *Climbing Trees and Building Dens: Mental health and wellbeing in young adults and the long term effects of childhood play experience* by A Bingley, *Silent Spring* by Rachel Carson, *Healing Spaces* by Esther Sternberg, *Last Child in the Woods* by Richard Louv, *Wisdom of the Elders* by David Suzuki, *Earth in Mind* by David Orr and others.

Tonia and Peter (with the odd tit bit from yours truly) put together the 10 imperatives for including nature based experiences in children's lives as an educational imperative:

- 1 Increased diversity of movement patterns and coordination
- 2 More creative, innovative play
- 3 Improved mood states and stress coping capacity
- 4 Reduces impact of mental health disorders, isolation and depression
- 5 Foundations of Stewardship
- 6 Beginnings of place based attachment
- 7 Propensity for understanding ways of knowing Indigenous peoples
- 8 Social justice imperatives
- 9 Learning to play safely and to manage risk
- 10 Outdoor recreation for life-long physical activity.

They finished off with a passionate request to respond to the ACARA draft document when it is released publicly later this year.

### Injury Prevention in the Australian Led Outdoor Activity Domain, by Professor Caroline Finch

This presentation on a NHMRC project by Monash University (the first NHRMC project for Outdoor Education) was an important one, although necessarily a bit 'dry'.

Caroline made the point that one in four parents stops their children from playing sport due to perceived injury risk. Although this was not directly related to Outdoor Education, it highlighted the fear that parents have of physical activity, and it would be reasonable to assume that this same fear might apply to parents of students commencing Outdoor Education.

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She went on to say that a National project that investigated the actual risk, with accurate statistics might contribute to greater participation in Outdoor Activities and Outdoor Education.

She highlighted what we know about accidents in led situations:

- 1 They are complex, systems phenomena
- 2 Contributing factors on all levels
- 3 Factors interact with one another
- 4 Incidents still happen with safety systems.

She went on to discuss the UPLoads project, which had the objective to 'Develop, find and validate a theoretically supported surveillance system'. This system would include:

- Incident reporting
- Classification and Coding
- Data Storage
- Privacy
- Analysis and Reporting.

She pointed out that a systems approach to road accidents had resulted in a reduction of road fatalities by two thirds. She made the point that person centred approaches did not address key issues.

The research is continuing, but she pointed out the potential for this research to genuinely increase safety standards, and to benchmark OE against other sectors and industry.

Caroline finished by making it clear that she and Paul Salmon (centre director) were available should it be required. Paul.salmon@monash.edu.au and caroline.finch@monash.edu.au

### Adam Hill

Adam is a relatively new resident to Australia, and has taken a post at the University of Tasmania. Fresh from finishing his PhD in New Zealand and writing a book *Outdoor Education in New Zealand – A new vision for the 20th Century*, Adam's presentation challenged Outdoor Educators to think differently about OE practice.

He opened with a bit of a criticism of NZ curriculum, arguing that the neo-liberal ideology driving NZ curriculum is failing 21st century students.

Adam pointed out the context for the 21st century in which education is taking place includes a number of ecological issues: climate change, loss of biodiversity, deforestation and desertification, pollution, freshwater issues and oil supply peaking. He also noted the backdrop of social ecological issues with increasing levels of inequality and poverty. He reminded the audience of the 'Millennium Ecosystem Assessment' which pointed out that although there was a huge improvement in medical care, western living had a huge impact on the natural world and that this was largely irreversible.

Adam referred to Clive Hamilton's 2010 book *Requiem for a Species* that noted that Australia was the world's 15th highest polluter, but the highest per capita in the world.

Adam went on to discuss Australia's social statistics (source unknown):

- Australia has the fifth highest levels of inequality among 'developed nations' (the gap between the poorest and the richest)
- 20% of Australian households account for 60% of Australia's net worth
- Poorest 20% account for 1% of Australia's net worth
- Students from independent schools are more likely to complete Year 12, and to go on to post school qualifications.

He then went on to ask what is OE's response to Global Ecological Issues? As a backdrop, he spoke about the David Orr book *Earth in Mind*. Using his and other authors' ideas, Adam has developed a model for sustainable approaches to OE.

He presented a diagram with overlapping circles with 'Change in Philosophy, Understandings and Values', 'Change in Resources infrastructure and Programming', 'Change in Teaching and Learning Strategies' the title of each circle. He then added an underpinning sub-layer. This sublayer had 'Continuous and Non-linear', 'Professional Learning Community', 'Action Competencies', 'Future Focussed', 'Principles of Sustainability', 'Critical Thought and Judgement' and 'Reflection and Evaluation' as components of an OE program that might deliver such 'Sustainable Approaches to Outdoor Education'. He went on to give more detail about his ideas.

Change in Philosophy, Values and Understandings:

- Understanding sustainability
- Multi-dimensional— not just the environment
- Critical— challenges to unsustainable status quo
- Political— 'Education is Political'
- Impact on Identity.

At this point Adam presented a critical analysis of the 'triple bottom line' by corporate Australia, which appeared to be a series of equal sized concentric circles with 'environment', 'social' and 'economic' equally sharing space, but was more like a diagram of Mickey Mouse with 'economic' the dominant circle and 'social' and 'environment' tack on ears!

He suggested that ways to begin incorporating these ideas was to read critical literature (for example Chomsky and Flannery: he gave others), undertake professional development and be part of leadership in this area.

Changes in Resources, Infrastructure and Programming:

- Programming
    - Include sustainability
    - Look at going back to the country
- Change teaching and learning strategies:

- Place responsive approaches
- Going local, low tech, low risk
- 'Local, humble ventures with minimum consumption'— quoting Payne, 2002
- Continuous
- Change is complex

## The 17th National Outdoor Education Conference

- No simple recipe
- It will look different in different places
- Takes time
- Critical approaches needed
  - Professional learning community needed.

Adam finished with the suggestion that we check into the Education Outdoors New Zealand <[www.eonz.org.nz](http://www.eonz.org.nz)> (I have and it is well packaged). It was a shame that Adam's presentation was not a keynote, and this might be looked at for the next conference, as he told a story well and gave some excellent direction for how Outdoor Education could continue to evolve and be relevant to 21st Century citizens. There is much common ground with other Australian academics such as those that advocate a 'Place-Based' approach to Outdoor Education, but with further directions in methodology and development of Outdoor Education. It would be great to see more cross-fertilisation of NZ and Australian ideas. Perhaps a cross Tasman conference at some stage beckons?

### Ian Boyle—The Brain, the Mind and Neuroplasticity: Possibilities for Outdoor Education

I did not get to see the final moments of Ian's presentation as I was called away, but much of Ian's presentation was presented in Perth two years earlier, and a lot of similarities to his ACHPER presentation also. This repetition did not devalue the presentation in any way, and Ian had a packed house eager to get a stronger handle on the relationship between OE and brain development.

It was great to be reconnected with the ideas presented, namely that Outdoor Education can make a significant and possibly unique contribution to brain development.

There was some new material in the opening, when he spoke about the work of Greg Downing, who heads Anthropology at Macquarie University, who is investigating the relationship between brain and experience.

Ian then went on to talk about some of the work by Norman Doidge, John Ratson ('Spark') and others who provide clear evidence that the brain is plastic, that that with work it can evolve and change.

#### Role of Exercise in Brain Development

Ian then gave a snapshot of current western culture, and how we had changed as a result. In Australia, he gave figures of:

- 7 million overweight
- 2 million obese
- one in four Australians have type 2 diabetes
- The cost of being overweight is estimated at 5 billion dollars to the health care system
- 9% of primary students have depression
- 15-20% of secondary students have depression
- There were 250,000 prescriptions issue for depression, at a cost of 3.3 million dollars to the taxpayer.

He made the point that we are killing our bodies and our brains, with our bodies originally designed for a hunter/gather lifestyle of 16–19 km/day.

The first connection to Outdoor Education was the potential for improved fitness. Ian provided information suggesting that there was evidence to support that improved fitness could:

- Enhance cognitive memory
- Inoculate against mental health issues
- Decrease by 60% the chance of Alzheimiers.

Ian suggested that the brain responded to exercise like a muscle. He gave the example of a rat experiment where rats on a treadmill had greater brain development than rats given a maze to solve.

#### John Medina

John Medina was cited by Ian, and he provided Medina's 'Brain Rules' to maximize brain development.

The key impacts on brain development were:

- 1 Exercise
- 2 Survival
3. 'Wiring'—everyone different
- 4 Short term memory exercise
- 5 Long term memory exercise
- 6 Sleep
- 7 Stress
- 8 Sensory Integration
- 9 Vision
- 10 Gender.

#### Growth in Hippocampus with Exercise

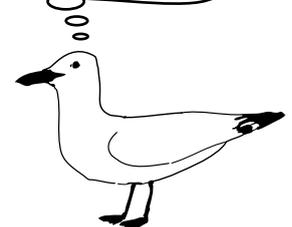
Ian cited the now famous 'Napperville High' example of where prior to the start of a whole school physical activity program, 30% of students were overweight and they had a poor academic performance. After instituting the program they were down to 3% overweight, were ranked #1 in Science and #6 in Maths (I presume in the state?)

He also cited a recent study that showed kids that took PE before academic studies had double the improvement of others. His advice was that we ought to teach kids about this phenomena.

Unfortunately I had to leave at this point, as I know the next component was about the specific contribution of Outdoor Education to brain development!



There is always space in *Outdoor News* for your contribution



# OEASA Members 2011

## Award Winners

Jessica Moyle  
Nicholas Van Den Berg  
Luke Williamson  
Jordan Portlock

## Complimentary

Peter Carter  
Canoe SA: Education  
Chris Fletcher      The Don college  
Tonia Gray          NSW OE Assoc  
Ralph Gurr          Outdoors WA  
Kathy Mann          ACTOEA  
James McIntosh      OEAQ  
Mark Munnings      OEAQ  
David Russell        ACTOEA  
Heidi Smith          University of Tasmania  
Rod Staples          Rosny College Tas AOEC Rep  
VOEA  
Paddy Pallin  
Ian Dewey            Recreation SA  
Barry Hayden        DENR

## Life Members

Libby Robertson  
Wayne Hooper  
Liz Liebing and Robert Hogan  
Rosalie Brink  
Peter Kellett  
Mike Meredith  
Tania Peake and Scott Polley

## Corporate

Phillip Doddridge    Adventure Kayaking SA  
Andrew Govan        WEOA  
Macpac Adelaide

## Electronic

Nerilee Flint  
Nicholas Glover  
Bianca Barbon  
Brad Newton  
Beth Stewart

## Family

Mark & Kate Hayward

## Individual

David Atkins  
Kylie Beruldsen      Kangaroo Island Area School  
Simon Buttenshaw  
Margaret Clark  
Mick Dennis  
Orio Denti  
Tash Howard  
Michael Kerin  
Rebecca Lohmeyer  
Alex Longbottom  
Kate Mitchell  
Kylie Pointon  
Belinda Rowe  
Robert West  
Dan Zetlein

## Organisation

Dan Barry            TAFESA  
Munro Kym          World Challenge  
Jodie Lehmann      La Trobe University  
Fiona McColley      Wilderness Medicine Australia  
DFC, Families SA YARS

## Student

Eve Craker

## Schools

Matt Abbott          Lameroo Regional Community School  
Greg Allen            Thomas More  
Matthew Bailey      Trinity College Gawler  
Gordon Begg         Westminster  
Susan Bennett        Wirreanda High School  
Scott Charlton        Trinity College South  
David Edwards        Aberfoyle Park High School  
Belinda Emanuele    Gleeson College  
Trent English         Mount Barker High School  
Anthony Farina       Nazareth Catholic College  
Tony Fielke            Unity College  
Annie Fitridge        Our Lady of Sacred Heart  
Matthew Footner     Rostrevor College  
Anna Freedman       St Hilda's Anglican School for Girls  
Jeff Glass             Woodville HS  
Grant Henwood       Unley High School  
David Higgins         Ocean View College  
Dale Hobbs            PAC Wambana  
Chris Hodgson        King's Baptist Grammar School  
Gerrard Kleinig      Kadina Memorial High School  
Tristan Kouwenhoven Port Lincoln High School  
Christie McCauley    Seymour College  
Neil Muggleton       Charles Campbell Secondary School  
Phil Noble             PAC  
Adam Pfeiffer         Tatachilla Lutheran College  
Andrew Pope          Immanuel College  
Daryl Porter          Harvest Christian School  
Ray Prideaux          Cardijn College  
Anna Puckridge       Walford  
Andrew Quinn        Pembroke School  
Stuart Rowland      Urrbrae Agricultural HS  
Frank Taylor          Para West Adult Campus  
Peter Thornton       Mercedes College  
Ryan Tripney          Norwood Morialta HS  
Nic van Buuren       Woodcroft College  
Ben Williamson       Pembroke  
Kim Wood              Wilderness School  
Mark Woolfall         Adelaide High School  
Richard Woolford    Pultney Grammar  
Senior Library        Blackfriars Priory School  
Outdoor Education Department    St Peters College  
Outdoor Education Department    Clare High School  
Outdoor Education Coordinator    Golden Grove High School  
Port Augusta Aquatic Centre        Port Augusta Secondary School  
Arbury Park Outdoor School

## OEASA Awards

OEASA Awards are presented annually at the Certification Presentation Dinner.

The following awards may be approved by the OEASA committee, following submission of an application for selection of an appropriate award.

The application should state:

- 1 Candidate's full name, address, phone number and email if applicable
- 2 Nominator's full name, address, phone number, fax number, email and institution(s) they are associated with
- 3 The Award that the candidate is being nominated for.

### Conditions:

- 1 One candidate nomination per application
- 2 Nominator may nominate multiple candidates
- 3 The nominator does not need to be an OEASA member
- 4 The decision to accept the nominator's recommendation lies with the OEASA committee
- 5 Successful awardees will be advised by OEASA, and invited to attend the certificate presentation dinner
- 6 Awards may not be awarded in all categories every year.

### Awards:

- 1 A certificate will be issued by OEASA, signed by the chair, bearing the OEASA logo
- 2 The award will be posted out to candidates that are unable to attend the certificate presentation dinner
- 3 Awardees will be provided with state OEASA membership for 12 months
- 4 Mark Auricht Award, Tertiary Award and Krish Mosher Award students will be offered membership to the Australian Outdoor Education body, including receipt of the national journal
- 5 Mark Auricht Award, Tertiary Award and Kris Mosher Award will be provided with a small prize
- 6 All awardees and their friends and family are invited to attend the OEASA Certificate Presentation Dinner, at OEASA member rates
- 7 The committee may from time to time provide awardees with limited means with financial assistance to attend
- 8 The OEASA tertiary award will also be recognised by Uni SA Alumni in the graduation ceremony
- 9 All senior secondary, tertiary and professional awardees will be invited to join the OEASA committee.

### Categories:

- 1 Student
  - a. Primary Education  
Open nomination, including teachers, principals, volunteers and others.
    - i Significant application to outdoor or environmental education
    - ii Involvement in outdoor journeys and/or environmental action
    - iii Role model for other primary outdoor or environmental education students.

- b. Secondary Education (Stage 2 Outdoor and Environmental Studies or Outdoor Education)  
Nominated by teachers of Stage 2 Outdoor and Environmental Studies or Outdoor Education
    - i Achieves a result of 20 (pre-scaling) for Stage 2 Outdoor and Environmental Studies or Outdoor Education
    - ii Demonstrates application to outdoor journeys and/or environmental action
    - iii Is a role model for other Outdoor Education students.
  - c. Mark Auricht Award  
Nominated by the SSABSA Chief Moderator, Outdoor and Environmental Studies.
    - i Achieves the highest mark for Stage 2 Outdoor and Environmental Studies
    - ii Demonstrates application to outdoor journeys and/or environmental action
    - iii Is a role model for other Outdoor Education students.
  - d. VET/TAFE Outdoor Recreation award  
Nominated by the Program Director, Diploma of Outdoor Recreation.
    - i Achieves a high academic standing within the Diploma of Outdoor Recreation
    - ii Demonstrates application to outdoor journeys and/or environmental action
    - iii Is a role model for other Outdoor Recreation students.
  - e. Tertiary Outdoor Education Award  
Nominated by the Outdoor Education study stream coordinator.
    - i Achieves a high academic standing within studies of Outdoor Education
    - ii Demonstrates application to outdoor journeys and/or environmental action
    - iii Is a role model for other Outdoor Education students.
  - f. Certificate of Merit in Outdoor Education (all students)  
Open nomination, including teachers, principals, volunteers and others.
    - i Demonstrates a high level of application to Outdoor Education studies
    - ii Demonstrates application to outdoor journeys and/or environmental action
    - iii Is a role model for other Outdoor Education students.
- 2 Professionals and Volunteers
    - a. Service to Outdoor Education
      - i Demonstrates significant and sustained application to the provision and improvement of Outdoor Education and/or Outdoor Recreation
      - ii Demonstrates significant and sustained impact on the provision, quality or development of Outdoor Education in South Australia
      - iii Is a role model for other Outdoor Education/Outdoor Recreation/Environmental Education professionals or volunteers.

- b. Krish Mosher Environmental Education Award
  - i Demonstrates significant and sustained contributions to Environmental Education and/or Earth Education and/or Environmental Action
  - ii Demonstrates significant and sustained impact on the provision, quality or development of Environmental Education and/or Earth Education and/or Environmental Action
  - iii Is a role model for other Environmental Education and/or Earth Education and/or Environmental professionals or volunteers.

3 OEASA Life Member

- i Demonstrates significant and sustained service to the Outdoor Educators' Association of South Australia
- ii Is a role model for other Outdoor Education/ Outdoor Recreation/ Environmental Education volunteers or professionals.

**Recreation SA Awards**

As part of a commitment to build stronger relationships with other industry bodies, recognise best practice and or excellence in the outdoor community Rec SA make available two Awards to be presented at the OEASA Presentation Night.

**The Award for Encouraging Participation in Outdoor Recreation**

The recipient of this Award will have achieved significant success in encouraging participation through innovative program development and/or marketing.

Nominees for this Award may include organisations or individuals who have facilitated increased participation in outdoor recreation for either the general population or specific client groups through one or more of the following:

- a innovative program design to attract a broader client group
- b program modification to target a selective client group
- c the marketing of their programs
- d effective program delivery.

In developing the nomination, the following questions should be considered:

- 1 What are the specific achievements that would set the individual/organisation above all others in this category?
- 2 What are the positive outcomes resulting from the nominee's initiatives within this category and the significance of the increased participation?

- 3 How do the nominee's actions and achievements benefit the organisation and/or the greater outdoor community?
- 4 What can others learn from these innovative initiatives implemented by the nominee?

**The Award for Outstanding Achievement (Organisation)**

This category is open to clubs, organisations and enterprises who can be characterised as possessing professionalism and high standards of conduct, that have made a valuable contribution to the outdoor community at large. The Awardee will set themselves apart through their dedication to best practice and high standards in the delivery of outdoor recreation.

Nominees for this Award may have demonstrated excellence:

- a by providing a contribution which has achieved significant outcomes, or
- b by displaying dedication and commitment to the broader Outdoor Recreation community over and above what their role requires.

In developing the nomination, the following questions should be considered:

- 1 What is the significance of the nominee's professionalism and outstanding achievement to the broader outdoor recreation industry?
- 2 Why does this nominee stand out above all other candidates as the industry's top achiever?

**SA Adventurer of the year**

This category is open to individuals who have completed (not started) an adventure expedition in the past 12 months that:

- is verifiable
- was environmentally friendly
- was more than seven days (continuous) duration
- was self-supported
- was written up publicly
- has been used by the person to inspire others (talks, reports, etc. that are inspirational).

Candidates must be SA residents who can be characterised as possessing professionalism and high standards of conduct.



Rolling practice at Urrbrae

## Outdoor Educators Association of South Australia

### Outdoor Education Award

For people who have demonstrated a high level of involvement and commitment to Outdoor Education.

Nominations to be received by 18 May. To be presented at the Certificate Presentation Dinner in June.

**Candidate Name:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Contact Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

#### Category

- |                                  |                          |   |                          |                               |                          |
|----------------------------------|--------------------------|---|--------------------------|-------------------------------|--------------------------|
| Primary Education Award          | <input type="checkbox"/> | Secondary Education Award                 | <input type="checkbox"/> | TAFE Outdoor Recreation Award | <input type="checkbox"/> |
| Tertiary Outdoor Education Award | <input type="checkbox"/> | Certificate of Merit in Outdoor Education | <input type="checkbox"/> |                               |                          |
| Service to Outdoor Education     | <input type="checkbox"/> | Kris Mosher Award                         | <input type="checkbox"/> | Recreation SA Award           | <input type="checkbox"/> |
| Life Membership                  | <input type="checkbox"/> |   |                          |                               |                          |

#### Statement Addressing Criteria

**Nominee:** \_\_\_\_\_ **Organisation/Institution:** \_\_\_\_\_

#### Address to

OEASA Secretary: Nick Glover, <nicks\_mailbox@yahoo.com>, PO Box 411 Oaklands Park SA 5046

**OEASA Committee** \_\_\_\_\_

**Recommendation:**      Accept/Not Accept

**Comments**

**Outdoor Educators' Association Of South Australia**

**ABN 26 588 063 701**

**Membership form**

**Membership subscription for period 29 Feb 2012 to 28 Feb 2013**

**Type of Membership:**

Renewal	<input type="checkbox"/>	New member	<input type="checkbox"/>
Individual \$70			<input type="checkbox"/>
Student \$45 (with AJOE)	<input type="checkbox"/>	\$20 (without AJOE)	<input type="checkbox"/>
School/Organisation/Corporate/Family \$80	<input type="checkbox"/>		
Electronic Member ((Newsletter and emails) \$20	<input type="checkbox"/>		

(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.

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 or organisation you are connected with?

\_\_\_\_\_

**Forward to:**

OEASA Treasurer  
Phil Noble  
21 Flinders Street  
Kent Town SA 5067

0418 854 474  
pnoble@staff.pac.edu.au