



Outdoor News

Journal of the Outdoor Educators' Association of South Australia
Volume 30 No 1, April 2012

From the Chairman

Mike Meredith

Welcome to the second edition of *Outdoor News* for 2012. I trust you all had an enjoyable first term and have had a chance to get out and enjoy our great outdoors for the purposeful learning opportunities it presents and or simply enjoying what are great recreational activities in majestic natural places. As always the term seems to go so fast, as does the mighty River Murray at present which after so long in drought seems to be relishing the back to back floods and high flow rates. In fact I have had to lengthen the trips which have down stream legs as the speed of paddling is unprecedented, in fact no need to paddle! (What have they been feeding those kids?)

One initiative that OEASA is undertaking to help develop your outdoor education expertise in the purposeful design and facilitation of personal learning is the development of a data bank of shared resources. Belinda Buscomb has set out some guidelines and ideas on how to share your work with others through the OEASA website. I hope you take up this opportunity to share with others to strengthen our practice and the learning opportunities we provide. Forms and information on submission of shared resources are available in this edition and on the website.

A reminder for those that missed the last National Conference in the ACT that sessions have been placed on the ACTOEA website where presentations are progressively available at www.actoea.org.au/conference.

The 2012 AGM was held on Friday 16 March at The Astor Hotel. Thanks to all those who attended. At 20 plus people it was a great turnout and a very pleasant evening. Details of the AGM are included in this edition

for those who were unable to attend. Yes, I am still Chairperson, Phil and Nick still cooking the books, but it was great to get a number of continuing and new members on the committee which promises well for the future.

The ACHPER 2012 Conference incorporating OEASA State Outdoor Education Conference was held at Prince Alfred College 19–20 April. Thanks to those who presented or went along to hear the many great presentations. There will be more details about how this went in the next newsletter. It is hoped that OEASA will continue this arrangement and increase our involvement representing Outdoor Education within the Health and Physical Education Learning Area.

Speaking of which the ACARA–Draft Shape of the Australian Curriculum: Health and Physical Education Statement has been released and is available on the ACARA website for your feedback by 3 June 2012. OEASA and OEA will make representations on what appears a very promising document for enabling Outdoor Education/Recreation to exist within the HPE Curriculum. In getting our point across to ACARA it will be necessary to get wider feedback from members, schools and outdoor providers once a common approach has been decided and we will be seeking your support in getting this message to ACARA before 3 June.

Over the previous year OEASA has been involved
Continued on page 3...



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Outdoor News is supported by



From the Editor

Peter Carter

The first term of the year was a busy one. I was involved with a number of Year 12 SACE Kayaking courses, and more recently with a Flatwater Lifeguard/Skills course. Perhaps people have been too busy to write, as we don't have as much content as I would have liked for this issue: even this editorial is short.

The key event has been the AGM, held in a city venue this time, and you can read the minutes and reports on a later page. There are notices and information on a number of coming events: the Presentation Dinner, Outdoor Education Week, GACO, and so on.

Scott Polley introduces us to the Outdoor Education Australia Survey on the Draft Shape Paper for Health and Physical Education and asks that OEASA members complete the ACARA survey. With that, he has an extensive set of comments already made on the paper.

A new initiative announced in this edition is the setting up of a resource bank on the OEASA website. Bel Buscumb has the details on page 7 and there's a form on a later page.

Speaker at the AGM was Simon Wilson, seen at right, one of the people behind a new organisation, Outdoors SA. Its website is at www.outdoorssa.org.au.



Simon Wilson addresses the AGM

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 2012-2013

Chair: Mike Meredith

Treasurer: Phil Noble

Secretary: Nick Glover

Assistant Secretary: Belinda Buscumb

Editor and webmaster: Peter Carter

Committee: Scott Polley, Mick Dennis, Andrew Govan, Danielle Meuring, Bianca Barbon, Dave Edwards, Jo Barton, Michael Foot, Chris Hodgson

From the Chairman

...continued

in negotiations with UniSA to maintain Outdoor Specialisations as courses and pathways for students. Whilst recognising the importance of these courses in providing leaders for outdoor programs in South Australia one area that was not mentioned was the great work being done in this area by Regency TAFE. TAFE courses have produced a large number of highly trained students in Outdoor recreation and leadership and these people have contributed significantly to the shape of Outdoor Education/Recreation in South Australia. I would like to recognise the valuable contribution that Regency TAFE makes to the provision of high quality outdoor leaders and consequently the nature and shape of the outdoor sector in SA.

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 upcoming events and dates for 2012:

ACARA – Draft Shape of the Australian Curriculum: Health and Physical Education Statement: feedback due to ACARA by 3 June 2012. The website where you can view the draft and associated materials and make feedback is www.acara.edu.au/hpe.html.

The Presentation Dinner: The next major event on OEASA's calendar is the Presentation Dinner to be held on Friday 22 June. It will again be held at Unley City Council Chambers and will be a great night to get toher and celebrate the successes of those who work and study

in our great Outdoor Community. I would ask you all to come along and make it a great night. If you have anyone you would like to nominate for an award please use the form in this newsletter or available on the OEASA website to get them nominated. Bookings can be made through Paddy Pallins by Tuesday 19 June.

UniSA — Past Graduates Reunion dinner: Friday August 24, Unley City Council for the graduates of UniSA Outdoor Education courses.

Outdoor Education week (27 August–2 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 GACO (Great Aussie camp Out) 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 indicating you are involved and camp out that night in the back yard, caravan park, national park, etc. There is no cost involved and helps promote healthy and respectful use of outdoor places. Get involved and let your students, parents and teachers know about it as well: www.greataussiecampout.org.au.

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

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



OEASA Annual Presentation Dinner 2012

Friday 22 June

At the Unley Town Hall, 181 Unley Road, (corner of Oxford St) Unley,

6:30 pm for 7:00 pm start.

Cost: Buffet meal \$28 members and full time students and \$35 for non members.

Payments due by 19 June. Late fee \$38 or \$45 respectively.

Bookings and payments at Paddy Pallins: 228 Rundle Street Adelaide (08) 8232 3155

The presentation dinner is a great opportunity to recognise those who have excelled in their field, be it outdoor leadership, study, environmental care or involvement in activities. Outdoor leadership organisations may present certificates to successful candidates from their leadership courses.

We invite members to nominate anyone from the outdoor community who they believe is worthy of an award using the nomination form in this edition. The various award categories and criteria are included in this edition

or available on the OEASA website. Nominations to the Secretary Nick Glover by Friday 18 May.

PO Box 411

Oaklands Park

SA 5046

Or by email:

nicks_mailbox@yahoo.com



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 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.

OEASA Annual General Meeting

Minutes

Astor Hotel, Pulteney Street Adelaide, 16 March 2012

Opened 18:40

1 Present

Phil Noble, Libby Robertson, Peter Carter, Bel Buscumb, Brad Newton, Bianca Barbon, Nick Glover, Peter Kellett, Wayne Hooper, Scott Polley, Mike Meredith, Simon Wilson, Simon Buttenshaw, Chris Hodgson, Chris Detmar, Liz Liebing, Neil Polley, Rob Stillwell, Michael Foot, Jo Barton

2. Apologies

Rob Hogan, Belinda Beisiegel, Alan Brown, Eve Craker, Mick Dennis, Andrew Govan, Jo Cooper, Kylie Pointon

3. Minutes of the 2011 AGM were read and confirmed.

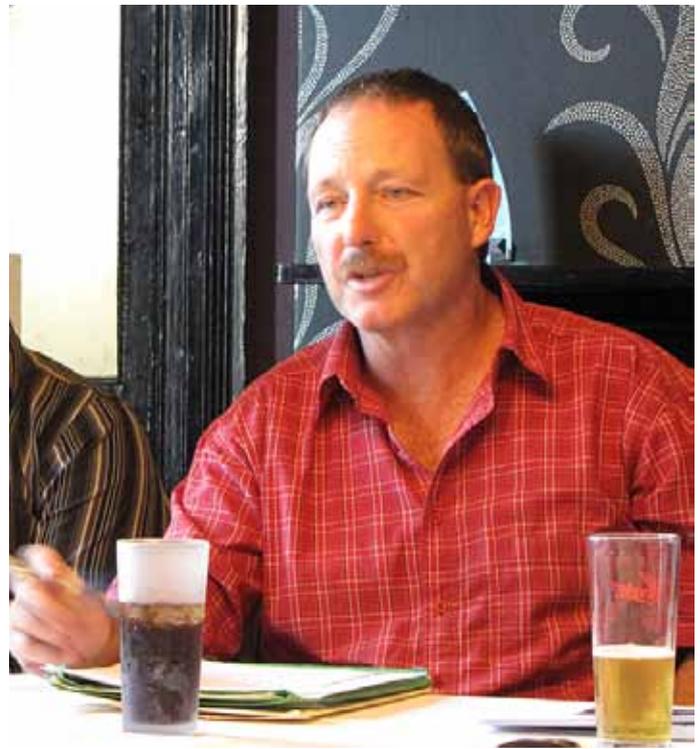
[Moved Peter Kellett, seconded Wayne Hooper]

4. Chairperson's Report from Mike Meredith.

Welcome to the 2012 OEASA AGM. OEASA has had another busy year in 2011 culminating with the National outdoor conference in the ACT during January 2012 which was attended by 12 OEASA members. Continued discussions focussing on the Australian Curriculum and Outdoor Educations role in it have taken place as have conversations about UniSA Outdoor Education offerings. The association has represented its members and provided good service to outdoor professionals in South Australia. National outdoor representation has moved forward slowly with developments by the national Outdoor Education Association toward incorporation and funding options for states to contribute. I would like to thank the committee members for their significant efforts and help throughout the year. Without their help little would be achieved and we as an organisation would provide little service to our members. Everyone has supported the organization as best possible. In particular Nick Glover and Phil Noble have continued their work as secretary and treasurer respectively. Andrew Govan and Daniel Polkinghorne for their efforts toward the presentation dinner, Peter Carter for his efforts as editor and looking after the website. Scott Polley has made significant contributions to the OEA. Without the support of such people we would achieve very little. Thanks and well done.

What has the OEASA committee been up to since the 2011 AGM?

- Last year's AGM was attended by 13 members at the EDCH and concluded with a great presentation by Steve Jenkins on his Melbourne to Hobart yacht race.
- Continued cooperation with outdoor leadership organisations including BLSA, SAREA and Canoe SA.
- Organised a very successful presentation dinner attended by 95 people with the presentation by numerous bodies of their leadership and achievement certificates. The Unley City Council venue was great again.
- Four newsletters distributed.



Mike Meredith

- Two editions of National Journal of OED distributed.
- Website has been maintained by Peter Carter. A reminder we are always after material to include. Belinda Buscumb has undertaken to coordinate development of a resource section so if you have ideas please let her know.
- The committee has continued discussions with the other state Outdoor Education Associations for Outdoor Education Australia, a network of OED associations.
- Discussions were held regarding the running of the 2012 national conference in ACT January 2012 through the OEA.
- Discussions regarding the National Secondary Curriculum and the place of Outdoor Educations in it continue. Scott Polley has played a vital roll in keeping this moving.
- We held meetings with Rec SA and they continue to sponsor two awards at the presentation dinner, namely for an outstanding Outdoor Organisation and for an Individual or group promoting participation in OED with an additional award to be introduced this year for SA Adventurer of the Year.
- Participated in GACO on 15 October 2011 with Rec SA and ACA.
- Participated in Outdoor Education week 22–28 August 2011. A significant overall contribution was made by SA schools and organisations to support this annual event.
- Provided consultation with NP&W over People and Parks—Draft visitor strategy. Submission and lobbying for inclusion of education as a key stakeholder were very successful. Thanks to Wayne Hooper and Libby Robertson for their efforts here.
- We have maintained membership of CEASA and now ACHPER.
- National conference well-attended (12 people)
- SA to host next national conference in 2014.

OEASA Annual General Meeting

- Held fruitful discussions with UniSA regarding maintaining OED specialisation courses.
- OEASA has maintained a healthy financial state and is in a position to maintain services.

I would like to thank our many sponsors for their valuable support during the year including Paddy Pallins for their help taking bookings for the presentation dinner, which is much-appreciated, and also for their donation of items for the Raffle. The Scout Outdoor Centre, Macpac, Mountain Designs, Mitchells Camping, Vertical Reality Climbing Gym, Snowy's Outdoors, Cutloose Surf, Smile High Dental, Fassina Liquor, Wilderness Escape and Venture Corporate Recharge must also be thanked for their generous donations and support of the presentation dinner. Griffin wines deserve special praise for their continued donations for OEASA events. Please show your support to all these organisations with your patronage and help to repay some of their support. I would also like to acknowledge the support given by Prince Alfred College throughout the year in producing the newsletter. We are currently reviewing our sponsor packages to ensure equitable recognition of contributions made throughout the year.

In summary, I would like to once again thank the committee on behalf of the members for their efforts throughout the year and our many sponsors and people who have helped OEASA.

I look forward to another busy year in 2012 with the ACHPER/OEASA conference in April, the presentation dinner on 22 June, the OEA Network continuing their slow move toward a national body, providing input into the Australian curriculum and the next National Conference here in 2014 (possibly with AAEE). I trust 2012 will be a good year for professional development opportunities, activities and programs being run by or for OEASA members.



Phil Noble

5. Secretary's report: delivered by Nick Glover.
6. Treasurer's Report: read and accepted (Moved Peter Kellett, seconded Libby Robertson)

7. Election of officers:

Chairperson: Mike Meredith: all in favour
Vice Chairperson: Brad Newton: all in favour
Secretary: Nick Glover: all in favour
Assistant Secretary: Bel Buscumb: all in favour
Treasurer: Phil Noble: all in favour
Assistant Treasurer: Simon Buttenshaw: all in favour
Newsletter Editor/Webmaster: Peter Carter: all in favour
Sub-editor: no nominations
Committee members: Scott Polley, Mick Dennis, Andrew Govan, Danielle Meuring, Bianca Barbon, Dave Edwards, Jo Barton, Michael Foot, Chris Hodgson
Recreation SA Rep: Mike Meredith
CEASA Reps: Mike Meredith, Nick Glover

8. Outdoor Education Australia–Network OE associations: Mike Meredith and Scott Polley nominated as the OEASA representatives

9. 2012 OEASA events:

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 Speaker
Friday 16 March: 6:30 pm for 7 pm start (T1 Wk 7)
State conference with ACHPER: Term 1 Holidays
Presentation Dinner: Friday 22 June, 6:30pm for 7pm start (T2 Wk 9), Unley City Council
Outdoor Education Week: August 27–Sep 12, OEA to coordinate
Great Aussie Campout (GACO): October, ACA to coordinate
Outdoor Presentation: Term 4, date and time to be confirmed, combined presentation with Rec SA
National Conference: Canberra, 16–18 Jan

10. AOB

- Outdoors SA: An introduction to the proposed new association by Simon Wilson. OSA are seeking sub-committee members to represent the OE, Adventure Tourism and Recreation sectors. Board members will be drawn from these sub-committees.
- Student membership: Scott Polley proposed free OEASA 'electronic' membership (newsletter and email communication) for tertiary students, as many years of trying to increase student membership has been unsuccessful. All were in favour.
- OEA/National Curriculum: An update was provided and a discussion ensued. Wayne Hooper suggested OE should be pursuing primary schooling, and linking other areas of the curriculum with OE.

11. Next AGM scheduled for March 2013.

Meeting closed at 19:45



OEASA Financial Report 1/1/2011-31/12/2011

Opening Balance	\$26,234.62	Expenditure	
Income		Newsletter: Editing	\$279.25
Bank Interest	\$466.49	Newsletter: Printing	\$777.86
Award Dinner	\$2,746.00	Postage and 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)	\$	Total	\$10,458.86
Membership: Complimentary (12)	\$	Summary	
Membership: Life Members (6)	\$	Total Income	\$9,757.49
Risk Management	\$	Less Total Expenditure	\$10,458.86
Total	\$9,757.49	Loss	\$701.37
Members	97	Closing Balance 31/12/2011	\$25,873.70

Calendars

OEASA

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

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

Presentation Dinner

- Friday 22 June: 6:30pm for 7pm 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

Bushwalking Leadership SA

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

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

Outdoor Education resources

Bel Buscumb

In order to better support Outdoor Educators, OEASA has decided to update its website to include various Outdoor Education resources. These electronic resources will be available for all members to download. To assist this project we are asking for the submission of any Outdoor Education resources that you have created and are willing to share. Please note that although once on the website your work will be available for all members to use, you will be acknowledged as the creator of that particular document.

These resources can be in a range of forms, such as lesson or activity plans, worksheets, assessment pieces, teacher resources, risk assessments, etc. and can be aimed at any age level, from primary to adult learners. They can also be on any topic that you feel may be appropriate for an Outdoor Education curriculum. Possible topics include, but are not restricted to:

- Food and nutrition
- Bushcraft skills (tent construction, etc.)
- Trangia® cooking

- Navigation
- Environmental issues, sustainability and management
- Group dynamics
- Minimal impact
- Team building games or Initiatives
- Positive outcomes
- Risk assessment
- Journal writing
- Trip intentions
- Reflective writing
- Safety
- Various outdoor adventure activities
- Equipment and packing
- Environmental investigations

When submitting a resource, please fill out the submission form and attach it to your work.

Thank you so much in advance for any resources that you are willing to share: we appreciate your time in supporting this initiative.



Outdoor Education Week 2012

Outdoor Education week (27 August–2 September) is another fixture on the calendar. This event aims to raise public awareness of the how Outdoor Education helps individuals learn about themselves, the people in the groups with whom they work and about the environment that they are spending their time in.

Through this week it is hoped to encourage young people to be actively learning outside the classroom.

How teachers and outdoor education providers can get involved?

- Register your school, organisation or centre for the Postcard campaign
- Create your own Outdoor Education Week event and share it on our Google Map
- Promote your event or outdoor education experience in the local media.

How can anyone be involved?

Go for a walk with your group outside during the week. Ask the group to stop three times and observe three things. They share these observations with other group members:

1. What do I notice about myself? (e.g. I've got heaps of energy)
2. What do I notice about other people? (e.g. Steve looks a bit sad today)
3. What do I notice about this place? (e.g. I wonder what that bird is? It sounds amazing.)

If you can do these things, you're on your way to doing some Outdoor Education!

Log on to www.outdooreducationweek.com.au and register for this year's event.



The chart shows 'Unidentified remains' at 0275841 6146390

SAREA Rockclimbing Instructor course

Scott Polley

The South Australian Rock-climbing Education Association Inc. is a not-for-profit organisation established in the 1980's to ensure safe practice and quality rock-climbing instruction in South Australia. SAREA has a representative Board, and an Assessor and Advisory Panel.

An outline of the SAREA Rock Climbing Instructor program can be found in the current brochure, and can be found at: www.climbingclubsouthaustralia.asn.au/sarea.html.

The SAREA rock-climbing instructor program will not teach you how to climb. You will need to gain this experience through either community agencies, private organizations, clubs or training institutions.

You must have climbing experience before you start the program: to at least 'Assistant Instructor' standard.

This can be assessed by any qualified SAREA instructor. Applications are due by June 30 and course dates for 2012 are:

Introductory night and theory sessions: 18 July, 25 July, 1 Aug, 22 Aug, 5 Sept, 12 Sept

Personal skills and Group management practical days: 4–5 August

Rescue Assessments: 10, 11 November

Personal Skills and Group Management Assessments are arranged on an individual basis.

The SAREA rock-climbing instructor program is supported by Regency Institute of TAFE, and the cost is determined on a year-by-year basis, but currently is around \$800.

Applications can be submitted to sarea@climbingclub-southaustralia.asn.au with a log book and complete contact details.

2012 ACHPER-OEASA Conference report

Scott Polley

An April 19 and 20 ACHPER held their annual state conference, and for the first time, OEASA supported the conference with the aim of facilitating stronger communication between the two organisations.

ACHPER is a significantly larger organisation with professional staff, supported by a much larger membership, with support from the Department of Recreation and Sport, SA Health and a number of private organisations. Membership is mostly by Physical Education teachers, and this was the main audience that the conference was intended for.

Some 230 people attended the conference, one of the largest state conferences, and it is likely that OEASA's support contributed to an increase from the previous state conference of 180. It was professionally run, and the organisers and volunteers deserve great credit for this.

The conference was held on the superb grounds and facilities of Prince Alfred College, and the mood was helped by some fantastic weather. OEASA held six workshops or presentations that were mostly well attended, particularly the Stage 1 and 2 workshop provided by Dave Edwards and Mike Meredith, and the teambuilding games work-

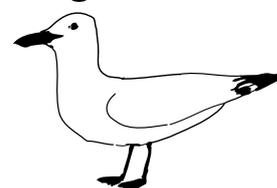
shop on the last day also by Mike Meredith. The keynotes were of some interest to OEASA members in a general health and curriculum sense.

Of particular note was the link up with Janice Aitken, the person charged with facilitating the consultation process for the current shaping paper for the Australian Health and Physical Education curriculum. She acknowledged a recent meeting with OEA representatives Assoc Professor Peter Martin, Assoc Professor Tonia Gray and Dr Ian Boyle. (Further information regarding OEA's response to the Draft Shape Paper is elsewhere in *Outdoor News*).

There was good interest in OEASA from many PE teachers that also teach OE. It was interesting that there were at least eight PE teachers with limited OE background that were being asked to teach Outdoor Education in schools, and highlighted the need for more professional development in OE for these people. A lunchtime meeting to network with other teachers of Outdoor Education was well received for a number that were not OEASA members.

A number of ideas for next year's conference were developed, and full review with ACHPER will take place over the coming weeks.

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



Outdoor Education Australia Survey

Scott Polley

O EASA is a member of Outdoor Education Australia, an organisation that seeks to advocate and support Outdoor Education in Australia. It is an organisation that has been active in trying to ensure that Outdoor Education has a place in the new Australian Curriculum.

Outdoor Education Australia has now produced a response that it will enter into the on-line survey, and this is attached. The response is based on initial comments by Associate Professor Peter Martin, and with additional feedback from a number of other individuals from Outdoor Education Australia. An excerpt from the full response outlines the importance of such a response.

“The following represents the position of Outdoor Education Australia regarding the document ‘Draft Shape of the Australian Curriculum: Health and Physical Education’ released March 2012. Professionals and organisations are requested to make individual comments

to www.acara.edu.au/hpe.html and complete the questionnaire.

This questionnaire is open until 3 June. It takes approx 15 minutes to complete if using the ‘one pager’ as a guideline, but longer if you are making a more considered response. The ‘one pager’ is followed by a more detailed consideration.”

It is critical that the ACARA survey of the draft HPE shape paper is completed by as many individuals, organisations and associations as possible.

A recent petition initiated by Ian Boyle (www.petition-onlineaustralia.com/petition/outdoor-education-the-national-curriculum/366) is an excellent initiative. It has attracted solid interest and demonstrates support for Outdoor Education in Australia. However completion of the survey is the critical component to provide ACARA with specific information regarding changes it might make to the curriculum.

Outdoor Education Australia

Comments on the Draft Shape Paper for Health and Physical Education March 2012

The following document represents the position of Outdoor Education Australia regarding the document ‘Draft Shape of the Australian Curriculum: Health and Physical Education’ released March 2012. Professionals and organisations are requested to make individual comments to www.acara.edu.au/hpe.html and complete the questionnaire.

This questionnaire is open until 3 June. It takes approx 15 minutes to complete if using the ‘one pager’ as a guideline, but longer if you are making a more considered response. The ‘one pager’ is followed by a more detailed consideration.

Page	No.	OEA response	Notes
5	7	Disagree	Include importance of outdoor activity, outdoor recreation and play, environmental skills and role in stewardship for nature
6	8	Disagree	Broaden to include role of outdoor environments and ecological literacy in health and well being
7	9	Strongly Agree	Could add a wider conception of activity to include outdoor activities
8	10	Strongly Agree	
9	11	Disagree	Need to add an additional aim that refers to participation in outdoor activity and play
10	12	Disagree	Unclear of difference between movement and physical activity. Division into two strands may encourage separation of content
10	13	Disagree	Insufficient attention to environmental factors in health and should include access to nature along with other factors such as socioeconomic, etc
10	14	Agree	Insert mention of outdoor recreation
11	15	Strongly Agree	Acknowledges that HPE is an inclusive learning area, and not a subject. Might include mention of additional subjects at senior level
11	16	Strongly Agree	Problematic although desirable. Recognise that although this will mean dilution, all aspects of HPE should be included.
12	17	Disagree	New paragraph needed to encourage in schooling the importance of healthy outdoor play and skills, and references to outdoors
12	18	Disagree	New paragraph emphasising importance of outdoor activity and play in promoting health
12	19	Disagree	Whilst agreeing with sentiment, better in next learning band
12	20	Disagree	New paragraph highlighting the role of outdoor recreation activity specifically as part of the Australian way of life. Include ecological factors in health
12	21	Agree	Outdoor rock climbing better suited to next learning band, and include reference to other activities such as bushwalking and canoeing
12	22	Agree	Include codes of conduct of outdoor activities s example, and include mention of adventurous activities

Outdoor Education Australia Survey

12	23	Strongly Agree	
12	24	Agree	Could be enhanced with a cross year level mapping exercise
13	25	Agree	Include language of movement in a range of sporting and recreational contexts
13	26	Agree	
13	27	Agree	Include critically analysing role of ICT's in health and physical activity
13	28	Agree	Role of dance in critical thinking not clear
13	29	Agree	Outdoor Education is an ideal tool to develop many of these personal and social capabilities
13	30	Strongly Agree	Include mention of reflection of ethical principles and codes of practice in natural environment
13	31	Agree	
13	32	Agree	Include mention of First Australian concept of 'Country'
14	33	Agree	
14	34	Agree	
15	35		Include Outdoor Education, outdoor education and outdoor recreation in glossary

Detailed Consideration

Initial reaction

The Draft Shaping paper for HPE acknowledges the importance of outdoor play/recreation far more than the initial advice paper published in Nov 2011. It also acknowledges a presence of Outdoor Education (OE) as a subject in the senior HPE learning area. In these respects, from an Outdoor Education perspective, it is far superior to the earlier draft.

However, it suffers from a lack of conceptual clarity, sequence and scope for Outdoor Education across the curriculum.

Current position

While the current draft has merit it can be improved to better represent and encapsulate the considerable contributions outdoor experiences makes to education for improved human and environmental futures. Outdoor Education Australia seeks to make the following broad comments on areas for improvement:

- 1. Outdoor Education as both subject and learning process are significant components of the Health and PE learning area. At times, the shaping paper appears to deal only with the subject Health and Physical Education.** Although OE has evolved to be a different subject to HPE, with differing content and often responding to different specific social imperatives, it remains focussed upon a broad notion of health and wellbeing. While outdoor education as a method of learning can make contributions to other areas, such as Geography, other learning areas and sense of place, OE resides most comfortably within the HPE learning area. This is because it ultimately seeks and promotes wellbeing – both human and environmental.
- 2. The shaping paper does not address adequately the importance to Australian children to have opportunity and capacity to recreate and respond in nature. These are acknowledged important health and well being educational goals for the 21st century.** Outdoor Education's position in a health and activity related learning area comes as a consequence of our primary affiliation with nature. The opportunity to recreate and be in contact with more natural settings contributes

fundamentally to individual wellbeing and health, a tenet well proven through research.

- 3. The shaping paper does not adequately acknowledge the importance of Outdoor Education in providing personal, direct relationships between humanity and the rest of nature. These education experiences are more likely to promote and value natural environments and a sustainable future.** Such a position is consistent with the sustainability goals of the national curriculum. Further, the opportunities to gain insight into Indigenous ways of knowing Australian landscape as part of increased cultural understanding can be achieved consistent with cultural goals of the national curriculum.
- 4. Outdoor Education is often a multidisciplinary subject in schools. The shaping paper does not adequately address the possibility for Outdoor Education to deliver HPE and other learning areas as cross-curricular outcomes.** It is acknowledged that the division of curriculum into learning areas makes multidisciplinary learning problematic, however.
- 5. Outdoor Education has the potential to support profound interpersonal and psychological development through participation in activities that have natural consequences that allow students to develop greater judgement about actions and decisions in the world.** The shaping paper does not adequately address the role and place of such experiences in helping students connect to each other in a meaningful way, and to decipher the difference between virtual and real world.

Outdoor Education has previously argued for its distinctiveness as a subject within HPE based on three main outcomes for students.

1. Providing direct personal contact with nature (the outdoors): in ways that promote enjoyment of outdoor activity and nature. Such enjoyment can be the basis for on-going outdoor recreation through the life-span.
2. Developing competence and safety management in the Australian outdoors: for all Australians, and being especially relevant for those in urban settings or born overseas.
3. Enabling socially critical perspectives on human to nature relationships: through the provision of alternate

Outdoor Education Australia Survey

lived outdoor experiences that assist students to reflect back upon less healthy aspects of their everyday living.

These three aspects are key contributors to health and well being outcomes for all Australians.

Conclusion

Outdoor Education Australia advocates that every child has a right to access quality Outdoor Education as part of a balanced curriculum from pre-school to Year 12.

Outdoor Education is a multi-disciplinary subject. It is well positioned to contribute significantly to the Health and Physical Education learning area within the National Curriculum. Also, Outdoor Education as subject and process are relevant to other areas of the National Curriculum.

Note: Although not within the scope of the national curriculum, Outdoor Education Australia acknowledges the unique role that a well designed and implemented Therapeutic Adventure education program has for specific populations, such as youth at risk, emerging adolescents, youth with disabilities or mental health issues.

The following is the Outdoor Education Australia response to the ACARA survey regarding the Draft Shape of the Australian Curriculum: Health and Physical Education

These views are of those of representatives of Outdoor Education Australia, and individuals may wish to express alternatives perspectives.

Regardless it is critical that you have your say by completing the survey on-line at <www.acara.edu.au/hpe.html>.

Page 5 Introduction

P 5, No. 7 The Introduction for the Australian Curriculum: Health and Physical Education makes clear the important contribution of the Health and Physical Education curriculum to students' education.

Disagree

Comments

The introduction does not include the important role of outdoor activity in health and well-being, nor does it acknowledge how outdoor activity can lay a foundation for environmental stewardship.

Para 6 should acknowledge how movement is also a powerful medium for developing and practicing a range of environmental skills. Students can therefore "...appreciate the significance of physical activity, outdoor life, and sport in Australian society."

Para 7 should include the wording "...natural and less natural environments...[as they] influence health and wellbeing and physical activity patterns..."

Para 8 should acknowledge outdoor play and recreation can also lay a foundation for environmental stewardship and appreciation of nature.

Page 6 Nature of the Health and Physical Education Learning Area (Paragraphs 9–21)

P 6, No. 8 The five propositions for the Australian Curriculum: Health and Physical Education provide a clear direction for the development of a 21st century Health and Physical Education curriculum.

Disagree

Comments

Para 10 acknowledges the increasing dominance of screen based technologies and contrasts this with opportunities provided by Physical Education. This very important point should be extended to include "... practical active, often outdoor learning environments." The importance of formally acknowledging the outdoor setting is to also acknowledge the considerable research supporting how outdoor play is in general healthier and more creative than play indoors.

Para 16 acknowledges the importance of Health Literacy. There is also an ecological literacy that concerns an individual's capacity to safely access natural settings, to have the skills to recreate outdoors, to minimise their environmental impact and benefit from the health and wellbeing rewards of movement, fresh air and direct personal contact with nature.

Para 18 could acknowledge this ecological literacy when it describes "...to participate in physical activities with competence and confidence within a diversity of Australian natural environments." It is in this learning area that students should learn how to be safe and recreate outdoors in Australia – not just play sport on designated playing fields.

Para 19 should also include "...The study of movement and recreation has a broad and established scientific, social and historical knowledge base...."

Para 20 has an important focus on a social critical approach to learning and thinking. Ironically perhaps, it has left out the voiceless natural environment. Therefore, "... learning to question the social, ecological, cultural and political factors that influence health and well-being." Failing to acknowledge the ecological influence on health ignores the cross curricular sustainability focus of the Australian Curriculum.

Page 7 Inclusive Practices in Health and Physical Education (Paragraphs 22–24)

P 7, No. 9 The Inclusive practices in Health and Physical Education section appropriately shows how the Health and Physical Education curriculum will address student diversity.

Strongly agree

Comments

OEA would add that deliberately acknowledging a wider conception of activity and sport to deliberately include outdoor activities is part of an inclusivity agenda. For example, outdoor activities such as bushwalking are accessible to a wide demographic.

Page 8 Importance of a Healthy School Environment (Paragraphs 25)

P. 8, No. 10 The Importance of a healthy school environment section is relevant for the development of the Australian Curriculum: Health and Physical Education.

Strongly agree

Comments

This extends also to the play spaces, natural settings and gardens that schools develop – hopefully in ways that enable both passive and more active times spent outdoors for structured and unstructured play opportunities.

Page 9 Aims of the Australian Curriculum: Health and Physical Education (Paragraphs 26–27)

P. 9, No. 11 The Aims make clear the intended learning for students in the Australian Curriculum: Health and Physical Education.

Disagree

Comments

The listed aims are all important.

However, an additional aim is that:

HPE aims to ensure that students: develop the critical thinking skills and associated behaviours to manage safety for their own active participation in physical activity, outdoor recreation and sport.

OEA would recommend editing dot point four to read... “understand and appreciate the significance of physical activity, outdoor recreation and sport to personal, social, cultural and health practices and outcomes.” The main point here is that we risk developing a society that is increasingly adverse to outdoor play, despite scientific recognition of outdoor play for active participation throughout the lifespan, improved creativity and diversity of movement.

Page 10 Structure of the Health and Physical Education Curriculum (Paragraphs 28–37)

P. 10, No.12 From Foundation to Year 10 the two organising strands: Personal, social and community health and Movement and physical activity, provide a useful organisational structure for the development of the Australian Curriculum: Health and Physical Education.

Disagree and Agree

Comments

The difference between ‘movement’ and ‘physical activity’ are unclear.

While OEA agrees with the broad notion of strands for conceptual summary, the problem with only two strands is that they may be erroneously used as subjects within schools. These conceptual strands are so interwoven that to conceive of them as subjects is to totally miss their interconnection. Physical activity is fundamental to

health: how can this be conceived of as a separate strand to health? As paras 29 and 30 demonstrate, teachers will conceive of these strands as separate literatures and activities. This potentially marginalises other contributions that specifically bridge the proposed two strands. It is however, useful that these strands are not described as subjects and would support any strengthening of that intent.

P. 10, No. 13 The description of the Personal, social and community health strand provides clear direction for the learning that will take place in this strand.

Disagree

Comments

The conception of health has thus far in the document has not paid sufficient attention to the importance of environmental factors. Para 33 acknowledges the physical environment as an influence on health, yet the examples do not illustrate that. Include, access to nature, as an example along with socioeconomic status, peer pressure, exposure to advertising, etc.

Para 34 speaks of decision making, safer behaviours among others. What are missing here are the skills of risk/safety management that can be both taught and learned by students.

P. 10, No. 14 The description of the Movement and physical activity strand provides clear direction for the learning that will take place in this strand.

Agree

Comments

Para 36 Outdoor recreation activities are typically not rule driven and occur outside defined playing fields in natural, sometimes remote settings. Communication, decision making, goal setting and risk/safety assessment and management are challenged in ways different from other sports. This is the value of outdoor recreation for learning described in this paragraph and the difference should be noted.

Para 37 insert outdoor recreation.. “..understand the place of physical activity, outdoor recreation and sport in their own lives...”. Inserting outdoor recreation here deliberately alludes to, and includes, material relevant to movement, health and well being that come from outdoor, often less structured movement that is more environmentally modulated.

Page 11 The Organisation of the Health and Physical Education Curriculum (Paragraphs 38-44)

P. 11, No. 15 The development of the Australian Curriculum: Health and Physical Education in seven learning bands: Foundation, Year 1 and 2, Year 3 and 4, Year 5 and 6, Year 7 and 8, Year 9 and 10, and Senior Secondary is appropriate.

Strongly disagree

Comments

The development of learning bands is highly appropriate. However, para 42 and 43 move beyond this scope. Para 42 must assert that the health and physical education is a learning area, not simply two subjects as they may have been traditionally known. The national curriculum is a new conceptualisation of HPE and schools may choose to meet these aims in organisationally disparate ways. It is a failing of the Shaping paper to not reinforce this.

Para 43 mentions only two subjects at the senior level. Para 104 acknowledges that there are more than these two subjects in senior schooling now. These additional subjects are part of the HPE learning area and do meet some of the specific aims of the area and are obviously well suited for some students. Paragraph 43 needs re-wording to acknowledge this more fully.

P. 11, No 16 It is appropriate for both strands of the Australian Curriculum: Health and Physical Education to be taught in each year from Foundation to Year 10.

Strongly agree

Comments

This is problematic although desirable. Schools are open to create organisational structures that enable them to meet these learning needs in disparate ways. It may be that a themed sequence works best for some schools – mapping, like the Victorian Essential learning Stds, where aspects of the curriculum are residing. The essential question is, should all aspects of the described HPE area be included? Yes, although depth reduction comes as a consequence of this position and this is understood.

Outdoor Education Australia would recommend that Outdoor Education, as a subject, is ideally suited to deliver significant aspects of the HPE learning area especially from Years 7 to 10.

Page 12 Scope and Sequence of the Australian Curriculum: Health and Physical Education (Paragraphs 45–104)

P. 12, No. 17 The description and sequence of Health and Physical Education learning in the Foundation year is appropriate.

Disagree

Comments

A new paragraph is required that encourages very early in schooling the importance of healthy outdoor play and the skills to move on uneven ground. For example:

Typically students at this age are curious about nature. They frequently notice small things outdoors that adults miss. This is the opportunity to encourage such curiosity and develop the initial skills and knowledge to safely develop this curiosity and lay a foundation for enjoyment of the out of doors and outdoor play. It is also important that students at this age learn the skills to assess and move on uneven and varied surfaces.

Para 50 Insert reference to outdoors: "...including the benefits of daily physical activity, fresh air, outdoor play and making healthy food choices at school and at home".

Para 53 Insert reference to outdoors: "HPE ... will provide opportunities for students to actively participate in movement-based play, including play outdoors, so they can identify the factors that make physical activity enjoyable and safer for them."

P. 12, No. 18 The description and sequence of Health and Physical Education learning in Years 1 and 2 is appropriate.

Disagree

Comments

Suggested new paragraph:

As students develop their own identities and participate more broadly in everyday life their movement and recreation options can expand. Being introduced to the knowledge and skills to undertake outdoor activity in more natural settings, such as a day walk, fosters a beginning sense of a wider ecological world. They begin to recognise elements such as fresh air and the influence of naturalness on their emotional and physical well being and responses.

Para 61 insert reference to fresh air outdoor play: "...an understanding of what makes a person 'healthy' and how healthy food choices and regular physical activity, fresh air and outdoor play contribute to good health."

Para 64 mentions students gaining an opportunity for minor games. Opportunity for outdoor recreation, eg a day walk is mentioned in the new paragraph but could also be added here.

P. 12, No. 19 The description and sequence of Health and Physical Education learning in Years 3 and 4 is appropriate.

Disagree

Comments

Para 66, 68 and 69 are particularly relevant for outdoor education, but unsure how it can be deliberately included here.

Para 71. Whilst there is agreement with the sentiment expressed here it would be better included in the next learning band. Therefore modify to introduction to: "... will provide an introduction to selected physical environments and outdoor activities to initiate support and encourage lifelong activity participation."

P. 12, No. 20 The description and sequence of Health and Physical Education learning in Years 5 and 6 is appropriate.

Disagree

Comments

Needs a new paragraph highlighting the role of outdoor recreation activity specifically. For example:

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Outdoor recreation is part of an Australian way of life. At this age range students can begin to develop skills and knowledge to participate safely in outdoor recreation activity and understand how this contributes to their own health and wellbeing.

Para 78 and 80 can cover all of the above, provided the writers think it should. How could this be strengthened?

In para 78, need to insert the word ecological in "They develop awareness of the broader range of personal, social, ecological and economic factors that influence their own and other's health and wellbeing." This then allows issues such as weather patterns, access nature to be included.

P. 12, No. 21 The description and sequence of Health and Physical Education learning in Years 7 and 8 is appropriate.

Agree to Disagree

Comments

Good to see specific mention here. While it is interesting to note that specific outdoor activity such as climbing (it is not clear whether this indoor in a gym or outdoor) and orienteering are mentioned here. Outdoor rock-climbing and other adventurous activities might be better suited to the following learning band. Retain Para 89, 90 but consider deleting reference to rock-climbing and insert other activities such as bushwalking, canoeing, snorkelling, sailing, etc.

P. 12, No. 22 The description and sequence of Health and Physical Education learning in Years 9 and 10 is appropriate.

Agree

Comments

Affirm para 97 and 98, both highly relevant.

In para 97 last sentence, add "understanding codes of conduct in outdoor recreation activity" as an example.

Insert new paragraph that highlights adventurous activity and benefits. For example:

In these years students are increasingly required to assess and manage risk in both recreation and everyday lives. Through engagement in more adventurous outdoor activity students can learn to gain skills for personal and group wellbeing and lay the foundation for ongoing healthy safe outdoor recreation participation.

If specific activities are to be mentioned, these adventurous activities might include such things as rock climbing, surfing, sailing and lightweight journeys such as bushwalks and canoeing trips.

P. 12, No. 23 In the senior secondary years (Years 11 and 12) it is appropriate that students have the opportunity to select from two subjects in the Health and Physical Education learning area: one subject based on the health dimensions and one based on the movement dimensions of the learning area.

Strongly agree

Comments

There is specific mention here of two subjects Health and PE and then electives that include OE. Why? We can assume that in senior schooling students will be selecting subjects, so Health or PE is no longer compulsory for all students. Therefore mention of electives is redundant and serves only to create a misunderstanding about how HPE learning area goals can be achieved in senior schooling? Re-write to eliminate this.

P. 12, No. 24 The progression from one band to another in the Health and Physical Education scope and sequence is logical.

Agree

Comments

As a first draft the progressions are acceptable. However, at present the paragraph structure does not invite coherence or clarity in critical review. Nor does the paragraph structure enable the reader to clearly identify the key underlying ideas that are threaded through the curriculum. What is required is a clear cross year level mapping exercise that draws out the key conceptual elements that are sequenced through various levels.

Page 13 General Capabilities (Paragraphs 105–125)

P. 13, No. 25 The broad description of the Literacy general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

Agree

Comments

Para 108 Modify to '..language of movement in a range of sporting and recreational contexts..'

P. 13, No 26 The broad description of the Numeracy general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

Agree

Comments

Nil

P. 13, No. 27 The broad description of the ICT general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

Agree

Comments

Para 114 include '...'Students will critically analyse and further develop their understanding of the role ICTs play..'

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P. 13, No. 28 The broad description of the critical and creative thinking general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

Agree

Comments

Para 117: The role of Dance in creative thinking is clear. What is not made clear is the role of Dance in Critical thinking.

P. 13, No. 29 The broad description of the Personal and social general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum

Strongly Agree

Comments

Outdoor Education is an ideal tool to develop many of these personal and social capabilities.

P. 13, No. 30 The broad description of the Ethical behaviour general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

Agree

Comments

Para 122. Change to: '...reflect on ethical principles and codes of practice appropriate to different contexts at school, in relationships, in the natural environment...'

P. 13, No. 31 The broad description of the Intercultural understanding general capability in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

Agree

Comments

Nil

P. 14 Cross-Curriculum Priorities (Paragraphs 126-136)

P. 14, No. 32 The broad description of the cross-curriculum priority, Aboriginal and Torres Strait Islander histories and culture, in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

Agree

Comments

Although generally excellent does not address Aboriginal concept of country when discussing First Australian culture. Outdoor journeys framed appropriately as exploration of custodial land provides unique opportunities for respect for technology, values and ways of living of traditional Aboriginal Australians, that might provide a backdrop for understanding for current contemporary health and cultural issues.

P.14, No. 33 The broad description of the cross-curriculum priority, Asia and Australia's engagement with Asia, in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

Agree

Comment

Nil

P 14, No 34 The broad description of the cross-curriculum priority, Sustainability, in relation to Health and Physical Education provides appropriate direction to inform the development of the detailed curriculum.

Agree

Comments

There is room to provide more guidance to curriculum writers on the importance of reflecting on what can be done at individual and collective level to act positively towards the natural environment.

Para 136: Addition: 'They will explore notions of Ecological Footprints of different physical activities and ways of making a more positive impact on nature and natural spaces'

P 15, No 35 Glossary of key terms (Paragraphs 137–156)

Please make any comments on the Key Terms

The key terms should include Outdoor Education, outdoor recreation and outdoor education:

Outdoor Education: A subject of study in schooling that focuses on learning about self, others and the environment. The ultimate goal of Outdoor education is a healthy and sustainable future. Can deliver a range of Health and Physical Education learning outcomes.

outdoor recreation: Participation in physical activities out of doors. They are typically non competitive, and provide health and well being benefits of interaction with nature and physical exercise.

outdoor education: A method of delivering a range of learning area curriculum such as Science, Geography, English and Health and Physical Education.



Outdoor Education Resource Submission

Topic: _____

Resource type: _____

(e.g. Lesson Plan, Assessment Piece, Worksheet, etc.)

Intended age level: _____

Created by: _____

Date: _____

Any other information:

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.



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