



Outdoor News

Journal of the Outdoor Educators' Association of South Australia
Volume 30 No 4, February 2013



Training the next generation of Flatwater Guides and Instructors: the recent UniSA course at West Lakes

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OEASA sponsors

Gold



Silver



Bronze

Abundant Health
Fassina Liquor
Griffin Wines
Loan Logic
Prince Alfred College
Snowy's Outdoors
Step Outside Footwear
Vertical Reality Climbing

From the Editor

Peter Carter

It's mid-February as I write this and the school year is well and truly under way. I've been involved with two Flatwater courses so far this year and there will be another in April (Lifeguard 13, 14, Flatwater Skills 16, 17: details from Canoe SA).

OEASA's AGM is next month so we have the notice and the minutes of last year's meeting in preparation for it. There's also notice of this year's ACHPER/OEASA conference. As usual, we have a membership form, and also a nomination form for awards to be presented at the annual dinner in June.

In previous issues we've drawn attention to the Draft National Curriculum for Health and Physical Education. In this edition, Scott Polley examines responses to it. He also reports on some answers to the question 'What are the must-have Outdoor Education text books?'

Nick Glover profiles David Edwards and we have various other interesting items as well, including another knot for your repertoire.

Over the past year a group has been meeting to set up and incorporate a Friends of Torrens Island group to bring together people interested in the Conservation Park, Quarantine Station, Dolphin Sanctuary and other aspects of the area. They held a picnic at the Quarantine Station in January last year and another on the Australia Day weekend this year. At some stage there will be an inaugural general meeting to formalise the group.

The group has published several newsletters and is planning a website. Contact at the moment is through



Andrew Winkler, littoral@chariot.net.au, 0481 173 666 or 8234 1420, or Sarah Dugdale, sarah.ruth.dugdale@gmail.com or 0409 640 841.

At the present time there are real concerns about the future of the area, as a commercial operation has lodged a development application to set up storage areas near heritage listed buildings. The application and link to submissions is <www.dac.sa.gov.au/index.cfm?objectid=A3623820-B0B0-11DF-A917000F2030D46A>. An *Advertiser* article is at <www.adelaidenow.com.au/news/south-australia/development-flagged-for-historic-torrens-island/story-e6frea83-1226573548668>.

In late December a Victorian man was fined \$500 after being rescued by helicopter from a rugged part of the Blue Mountains. He had set out on a solo trek carrying only a kilo of potatoes and some naan bread. Rescuing police were not impressed, and fined him for engaging "in activity that risks the safety of self/others".

So much for risk management... There's more at <www.theage.com.au/travel/travel-news/victorian-fined-for-trekking-underprepared-20121230-2c1ej.html>. 

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

Assistant Chairperson: Brad Newton

Treasurer: Phil Noble

Assistant Treasurer: Simon Butterworth

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, Curtis Eyles

From the Chairman

Mike Meredith

Welcome to the first edition of *Outdoor News* for 2013. I trust you have all had an enjoyable Christmas break and have returned recharged and ready for another busy, exciting and fulfilling year working to educate young (or not so young) people in the great outdoors. Whilst the holiday break went fast it was a great opportunity for me to recharge and reset my sights on a few goals and projects for this year. It is very difficult when you are in the 'thick of things' to look at a more holistic picture of what you are trying to achieve and how you get there. This opportunity to reflect and think about what has been done is very important and as Outdoor Educators one we focus on in group development when leading them in the plan/do/review cycle.

Speaking of cycles, it only seems like yesterday we were attending the 2012 state ACHPER/OEASA conference and already it is time to get ready for this year's event. I hope many of you will take the opportunity to present and or attend the conference being held at PAC on 15–16 April. We are very keen to get a good showing of outdoor presentations catering for early to experienced practitioners at the conference, so if you are up for presenting on an area of your interest in the great outdoors have a go, please. Details are later in this edition.

Thinking of conferences and going around it only seems like yesterday (I'm getting old!) that we were at the wonderful Westminster School grounds hosting the 13th National Outdoor Education Conference (Relevance—making it happen). You guessed it, next year OEASA and SA are hosting the 18th National Outdoor Education Conference (18th NOEC): exciting times ahead and plenty of opportunity for everyone to get on board and make this one of the best conferences yet. Much more to follow!

On another note, as I am getting very giddy from all this cyclical motion, is that ACARA has published its draft for consultation of the *Australian Curriculum – Health and Physical Education Foundation to 10*. This is the document that outlines the content and standards for HPE delivery. As expected, Outdoor Education has been given a reasonable license to operate within the curriculum but with some guided feedback should be able to make more ground. Once position statements have been developed by OEA we will again be seeking your support in providing a unified feedback on the draft to strengthen Outdoor Education's position. Stay tuned: we will need your weight to get the message sent!

During 2012 an umbrella outdoor organisation was formed here in SA. Outdoors South Australia (OSA), predominantly representing outdoor adventure activities, formed as a representative body to give unification, added voice and support to those involved in adventure activities within the outdoor sector here in SA. Given much of our core business as Outdoor Educators involves leading adventurous activities for young people the OEASA committee saw this as an opportunity to gain greater voice within the outdoor sector and have added

our support to this new organisation. The OEASA committee is currently represented within OSA as the sub-committee for Outdoor Education. We are hoping that a more unified approach within the sector will bring more support and funding opportunities. Jo Barton is the OEASA committee representative on the OSA Board. We are looking forward to a productive and beneficial relationship with OSA.



As with any year there are a number of activities planned for 2013 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 2013:

The 2013 AGM will be held on Friday 15 March, 6:00pm 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 2013
- Fees for 2014
- AOB

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 a 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 once again be supporting the ACHPER state conference being held at Prince Alfred College 15–16 April. OEASA is hoping to contribute a stream of presentations at the conference being held during the first term holidays. If you are able to present a session for early to more experienced outdoor leaders then we would appreciate your contribution. More information on this will be distributed as the term goes on. If you are interested in presenting please get the Presenter Registration form completed online ASAP. See details later in this edition.

The Presentation Dinner will be held on Friday 21 June at the Unley City Council Chambers, which has been a

From the Chairman

...continued

good venue, catered by Frank and his great crew. This event recognising achievements of those involved in the outdoor community 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: <www.outdooreducationweek.com.au>.

The GACO (Great Aussie Camp Out) is planned for Saturday 12 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 AGM or other activities planned throughout the year. If you have any comments or ideas for upcoming events please do not hesitate to contact either myself or one of your committee members.

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



ACHPER (SA) 2013 Conference, April 15–16, Prince Alfred College

OEASA AGM 2013

Friday 15 March 6:30pm

Astor Hotel, 437 Pultney 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 *a la carte* menu

All members are encouraged to attend and support your association.

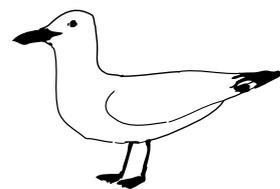
Calls are made for nominations from members to serve as office bearers of the association. Nominations with a seconder for the following positions may be made prior to or at the AGM: Chairperson, Assistant Chair, Treasurer, Assistant Treasurer, Secretary, Assistant Secretary, Sub-editor and committee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

Nominations and RSVP for numbers if staying for a meal to Nick Glover on 0421 612 340 or nicks_mailbox@yahoo.com by 13 March, thanks.

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

Newsletter deadlines for 2013

It is planned to produce four issues of *Outdoor News* each year. The deadline for submitting articles, etc. for inclusion is the end of school term, aiming to get the newsletters out early in the following term.



To this end dates for submission of articles are:

End Term 1, Friday 12 April 2013 for the May edition

End Term 2, Friday 5 July for the July edition

End Term 3, Friday 27 September for October edition

End Year 2013 (December) for February 2014 edition.

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

Bronze sponsors



GRIFFIN
ADELAIDE HILLS



FASSINA
S.A. FAMILY LIQUOR MERCHANTS



Abundant Health

Minutes of the 2012 OEASA Annual General Meeting

16 March 2012, Astor Hotel, Pulteney St, Adelaide

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. (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 organisation 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
 - Two editions of *National Journal of OED* distributed
 - Website has been maintained by Peter Carter.
- Reminder: we are always after material to include. Belinda Buscomb has undertaken to coordinate devel-

opment 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 role 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
- 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 commit-

Minutes of the 2012 OEASA Annual General Meeting

tee 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 and activities/programs being run by or for OEASA members.

5. **Secretary's report** delivered by Nick Glover.

6. **Treasurer's Report** read and accepted
(Peter Kellett/Libby Robertson)

7. **Election of officers:**

Chairperson: Mike Meredith

Vice Chairperson: Brad Newton

Secretary: Nick Glover

Assistant Secretary: Bel Buscumb

Treasurer: Phil Noble

Assistant Treasurer: Simon Buttenshaw

Newsletter Editor/Webmaster: Peter Carte

Sub-editor: no nominations

Committee member: 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: 5:00 pm, 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 & Speaker

Friday 16 March, 6:30pm for 7pm start (T1Wk 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

OEA to coordinate

Great Aussie Campout (GACO)

October

ACA to coordinate

Outdoor Presentation

Term 4, date time TBC

National Conference

ACT, Canberra 16–18 Jan 2012

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



The Great Aussie Camp Out, 12 October

GACO 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 2013 so stay tuned.

Log on and check it out at: www.greataussiecampout.org.au.



OEASA financial report 1 Jan-31 Dec 2011

Opening Balance	\$26,234.62	Expenditure	Total
Income	Total	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 Dec 2011	\$25,873.70

A new book

UNESCO APNIEVE Australia Publishing is proud to present its new publication:

Quality Education for Sustainable Development by Dr Joy M de Leo OAM.

An educator handbook for integrating values, knowledge, skills and quality features of Education for Sustainable Development in schooling (Including a critical analysis of the Australian National Curriculum)

This book is suitable for use by educational policy makers, administrators, curriculum developers, teacher educators, educational researchers, school principals, teachers and students of education. It is particularly recommended to teacher educators for use as a teacher education textbook.

Provides a useful and practical guide for educators on addressing global challenges through Education for Sustainable Development (ESD) in schooling. The values, knowledge, skills and quality characteristics of ESD are gleaned from key international and Australian documents to form a coherent framework of criteria for developing, implementing and evaluating ESD school programs and curricula. A critical analysis of the Australian National Curriculum is included based upon the ESD framework.

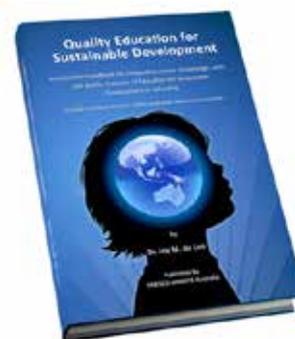
Reviews

"An ambitious and wide-ranging study of values in Education for Sustainable Development at a time of unprecedented change." Jonathan Anderson, Emeritus Professor of Education, Flinders University

"Exceptionally well researched and presented... (providing) a global benchmark for anyone undertaking

documentary / text analysis as their primary research tool." GR (Bob) Teasdale, Adjunct Professor, UniSA

Awarded the Dean's Commendation for Doctoral Thesis Excellence from the Pro Vice-Chancellor (Research) The University of Adelaide. Described as 'impressive', 'innovative', 'timely', 'original', 'comprehensive', 'in-depth', 'lucid', 'accessible', 'coherent' and 'meticulous'.



Buoys have been placed in the Dolphin Sanctuary to remind boat users of the 7 knot speed limit. This one's in Barker Inlet, near the Middle Ground Inner beacon

OEASA State Outdoor Education Conference

Incorporated within the **ACHPER State Health and Physical Education Conference**

April 15–16 Prince Alfred College, 23 Dequetteville Terrace Kent Town

On behalf of the Australian Council for Health, Physical Education and Recreation SA Branch Inc: ACHPER (SA) and the Outdoor Educators' Association of South Australia (OEASA), we would like to invite you to the 2013 ACHPER South Australian Health & PE Conference, incorporating the 2013 State Outdoor Education Conference.

As you may be aware, ACHPER is a non-profit professional education association that caters for students and professionals in a wide range of areas. ACHPER promotes the need for active and healthy living throughout the community and a major role is the provision of quality professional development opportunities for members of the SA Community. Further information can be found at: www.achpersa.com.au.

OEASA is also a not-for-profit professional organisation that seeks to provide support, professional development, representation, communication and advice regarding Outdoor Education in South Australia. It is affiliated with Outdoor Education Australia. Further information can be found at: www.oeasa.on.net.

The conference is an annual event that attracts over 250 participants each year from allied fields in education, health, recreation, dance and sport, from metropolitan and regional areas over the two days. The conference is

recognised as a major professional development opportunity not only for ACHPER (SA) and OEASA members, but all who are involved in the provision of education and services that strive to encourage individuals to lead active and healthy lives.

The program is currently being developed, and further information can be found at the ACHPER (SA) website.

Planned Outdoor Education presentations include:

- Outdoor Education and the National Health and Physical Education Curriculum
- SACE Outdoor Education
- Initiative tasks to support student engagement
- Cross curricular ideas in Outdoor Education
- Trangia™ Masterchef
- Managing risks in Outdoor Education
- GPS and Geocaching
- Extended stay programs
- New developments in kayaking including and an update on the Australian Canoeing Award Scheme
- An introduction to Mountain Biking
- Outdoor Education forum

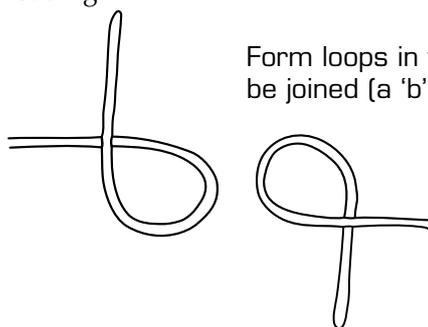
ACHPER are also seeking expressions of interest in trade tables. This would be suitable for retailers and providers to Outdoor Education.



Zeppelin Bend

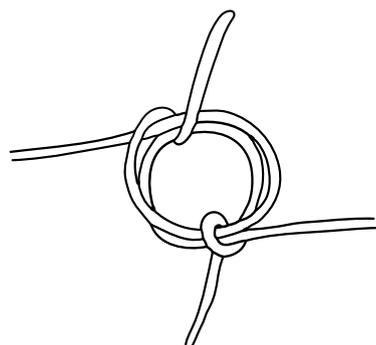
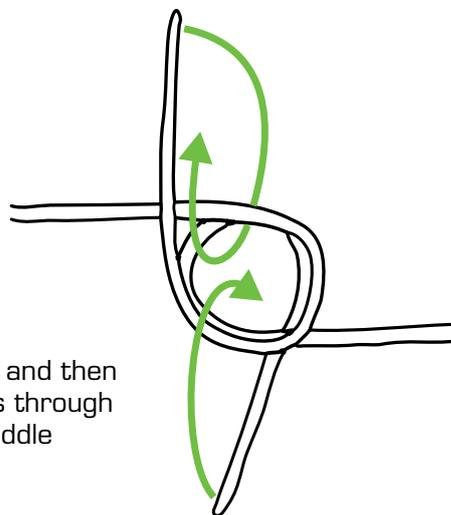
Peter Carter

Also known as the Rosendahl bend after the US Naval officer who insisted on its use in mooring airships, this is a knot that is secure, yet easy to undo after loading.



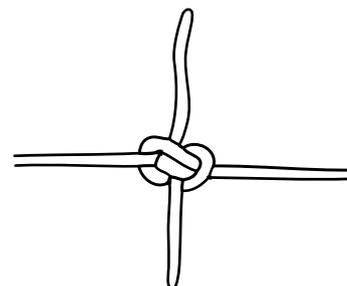
Form loops in the two ends to be joined (a 'b' and a 'q')

Put the 'b' on the 'q' and then thread the free ends through the 'tunnel' in the middle



Tighten the knot.

To release, pull the two loops around the standing parts



Responses to the Draft National Curriculum for Health and Physical

Education

Scott Polley

The following is a 'first pass' look at the Draft National Curriculum for Health and Physical Education (www.acara.edu.au/curriculum/learning_areas/hpe.htm) and is intended to stimulate discussion among Outdoor Educators regarding what is proposed. The statements below may be useful in forming a response to ACARA by the Outdoor Educators' Association of South Australia.

They may also be useful in guiding individual responses. The document is long, and I occasionally lost track of key themes and ideas as a result. No doubt repeat readings will assist with this, and may well change some ideas expressed here.

It is noteworthy that Steven McMutrie, the Outdoor Education Australia person nominated to be on the Writing Advisory Board is not mentioned in the list of Advisors.

Concurrently, Associate Professor Peter Martin is preparing a draft response for discussion by Outdoor Education Australia which will be circulated to OEASA members as soon as it becomes available.

In general, this is a good foundation for a balanced Health and Physical Education curriculum, and provides adequate scope for the integration of outdoor recreation. Ideally, I would advocate that schools integrate the outdoor recreation component as part of an F-10 whole school Outdoor Education program, with an option for Senior Outdoor Education studies.

The use of the foundational terms of 'physical activity, outdoor recreation and sport' to encompass the key human movement studies encompassed by Health and Physical Education is supported.

The inclusion of references to movement experiences outdoors and the inclusion of challenge and adventure activities from the early years is supported. The curriculum document allows for the inclusion of outdoor recreation experiences. However the document also allows for the exclusion of physical activity in natural environments, whilst still proving challenge and adventure activities in outdoor settings. However, schools that choose to exclude outdoor recreation will then undermine cross curricular learning, and minimise the potential for HPE to contribute to whole of life physical activity. This potential to avoid experiences in natural environments could be eliminated by making direct experiences in natural environments more explicit, and if challenge and adventure activities were broadened and changed to 'outdoor recreation' throughout the document where appropriate.

The depth of knowledge in Health and Physical Education in the early and middle years is desirable for students and may well promote changes in teacher training in this learning area. However there will be challenges to current teachers, particularly generalists, in these

years to develop the knowledge and skills to deliver this curriculum. It is doubtful that non specialist teachers will have the knowledge and skills to deliver this curriculum.

It is clear that teacher training will need to be modified for some institutions in some areas, and must include background in outdoor recreation and challenge and adventure activities if this curriculum progresses to become the mandate. Professional updates will also be needed for current teachers.

The area that is weakest in the document from my point of view is the Years 9 and 10. It is clear that these years are critical transition years to senior schooling as well pre-adulthood, and there is scope to enhance the curriculum.

Outdoor recreation in these years, ideally with the inclusion of outdoor journeys, residential experiences and/or camps is a critical component of Health and Physical Education in these years. There is also scope to make these educational experiences cross-curricular. The current scope of the Year 9 and 10 curriculum does not adequately support this inclusion. To this end the foundation descriptions and elaborations ought to be changed to include this component in every child's education where reasonably practical.

There is no reference of the role such educational experiences can play in educating about the health and wellbeing benefits of removal from screens and other forms of technology, time in natural environments, development of deeper relationships in a less hierarchical environment, development of foundation skills for independence and interdependence, positive adventurous experiences as a substitute for negative risk taking behaviour, resilience and reflection on living simply for a more sustainable existence.

Given the recent research on the importance of green and blue space to improving wellbeing, the rapid increases in screen time, reduction in physical activity, reduced fitness, increased mental health concerns, increased urbanisation and environmental concern this omission is concerning.

Having said this, the omission of these learning objectives and experiences does not prohibit schools from including them in the non-mandated component of the curriculum as part of a comprehensive Outdoor Education program.

In summary, schools that currently offer a strong Outdoor Education program should not be affected unduly by this document, and there is a mandate to ensure each student is educated using challenge and adventure activities. The document supports the development of Outdoor Education programs to deliver a number of the learning objectives described, and may with adequate support schools may choose to do so. Outdoor Education is well placed to support some of the Indigenous, social justice and sustainability initiatives. The opportunity to ensure that every Year 9 and/or Year 10 has foundational

Responses to the Draft National Curriculum for Health and Physical Education

outdoor recreation knowledge for safe outdoor exploration and experiences in natural environments is not supported by this document however.

Specific Feedback

p 1: Rationale

1. The acknowledgement of the role of outdoor recreation in developing a healthy Australian society is a very positive step.
2. Good that the role of HPE in promoting a sustainable future and wellbeing is acknowledged.

p 3–4: Relationship between strands and content

The acknowledgement of the role of 'challenge and adventure activities' is very positive. It might be better to replace this with 'outdoor recreation' which is a more explicit term that encompasses outdoor challenge activities, but includes non-adventurous physical activity in the outdoors such as walking.

p 4: Key Ideas

Personal, social and community health

Being healthy, safe and active

Include a statement about developing judgement to engage in adventurous physical activities in a safe manner.

p 8: Movement contexts for learning

2. Challenge and adventure activities:
The inclusion of this context is applauded. A recommended change is to make this 'outdoor recreation activities', and to delete triathlon from the list.
3. Fundamental movement skills:
These are excellent. It would be good to include climbing, walking on uneven ground and cycling.
5. Health related physical activities:
The inclusion of bushwalking and swimming is applauded. It would be good to include at least one other non-competitive and inclusive outdoor activity such as canoeing as an additional example.

p 11: Implications for implementation

The inclusion of 'challenge and adventure activities' in the 'Guidelines for selecting movement contexts' is supported. The use of the term 'outdoor recreation' is preferred.

p 12: Outdoor Education

This description is supported, and is inclusive of the range of views regarding the role and place of Outdoor Education in Australian schooling. Typo: Capitalise Outdoor Education when it is the title of a subject, rather than the methodology of outdoor education. The term outdoor recreation, unless the title of a subject, does not require capitalisation.

p 14: Health and Physical education across Foundation to Year 10.

An addition to the opening statement might be. 'Some schools may also choose to include Outdoor Education and/or Home Economics in addition to Health and Physical Education.

Foundation: Year 2

An important inclusion is to give students direct experience in nature, and explore their local natural environments spending time walking, climbing, crawling and engaging in sensory experiences.

Years 3–6

The inclusion of challenge and adventure activities is supported, but would be improved by replacing with the term 'outdoor recreation'.

Years 7–10

The inclusion of challenge and adventure activities is supported, but would be improved by replacing with the term 'outdoor recreation'.

p 20: Numeracy

The acknowledgement of the potential of navigation activities to support development of numeracy is supported.

Critical and creative thinking

The role of HPE, in particular outdoor recreation, in developing critical thinking in relation to the environment is alluded to, but not explicit. This might be enhanced. It is acknowledged that this aspect is developed later in the cross-curriculum priorities, in the 'sustainability' component.

Ethical behaviour

The acknowledgement of the role of the HPE curriculum in exploring ethical behaviour in the natural environment is supported.

Sustainability

This section is strong and supported.

p 24: Links to other learning areas

History

This section would be well served with an acknowledgement of the importance of outdoor recreation to enable direct experiences in natural environments that provide opportunities to explore Indigenous history.

Science

This section would be enhanced with the acknowledgement of the role of outdoor recreation can play in developing understanding of natural history and ecology concepts.

Ten Questions with... David Edwards

Nick Glover

1. How many years have you been involved in Outdoor Education?

If you consider formal Outdoor Education classes I have been involved for 24 years. If you consider organising camps, such as aquatics and standing bush camps, then I can go back to 1977 where my first teaching experience at Jamestown High School provided the opportunity to take students to the area in and around Bundaleer Gardens (before the area was included as part of the Heysen Trail).

2. What got you started?

Very hard to pin point any thing specific, as it has been a gradual metamorphosis beginning with a very adventurous adolescence in the Mid North town of Clare, enjoying the carefree time exploring the hills and scrub lands in and around the area.

3. Are you working as an Outdoor Educator now? Where?

At the moment (and for the past 15 years) I am teaching at Aberfoyle Park High School. My role at the school includes overseeing, teaching, budgeting for and developing the Year 10 Outdoor Education program and Stage 1 and 2 Outdoor Education programs.

4. Did you intentionally undertake training or study to get there, or did the job come to you?

The job came to me in some respects, because after leaving Jamestown I was appointed to Wirreanda High School as PE/Outdoor Ed teacher. (My application included a brief statement about being willing to organise camps.) Training came later and after being appointed to Aberfoyle Park I had the privilege of working with David Greenshields and Mal Quorn-Smith as they had in place a very successful senior school OE Program.

5. Can you describe your dream job?

Having enough money to buy Arkaba Station (only \$3.75 m) and develop OE programs for all schools to access.

6. Do you have (a) favourite pursuit(s)?

Nothing specific these days as sport and bringing up the kids are simply pleasant memories. Probably enjoying being a grandfather.

7. Who inspires you?

Volunteers, people who give for the sake of their communities.

8. What is your 'Everest' (i.e. ultimate personal peak adventure)? Do you have a plan to get there?

Tour the Canadian Rockies. No specific plans at this stage.

9. What keeps you passionate about Outdoor Education?

It may be a little clichéd, but it is the kids. Being able to challenge them, take them out of their comfort zones and be able to relate to them in a way that cannot be fully achieved in the classroom.

10. Are you confident about the future of Outdoor Education in South Australia?

I am cautiously confident because Outdoor Educators have never been complacent about OE in the curriculum. They are very familiar with having to promote and 'fight' for the cause and their passion and enthusiasm is a powerful force. Plus there are so many young educators, with OE skills and training, that will eventually filter into the SA Teaching ranks.



Responses to the Draft National Curriculum for Health and Physical Education

p 27: Foundation content descriptions and elaborations

Personal social and community health

Being, healthy, safe and active

p 29: Movement and Physical activity

Moving our body

1.7 Perform and practice a range of fundamental movement skills and simple movement sequences using different parts of the body and in response to stimuli, including equipment, rhythm, music, and words

The first dot point, referring to locomotor skills needs to include the importance of learning to move over, up and around natural surfaces and environments.

1.11 Identify how their body moves in relation to effort, space, objects, and people

Insert 'the environment' after objects.

p 63: 5.12 Investigate the importance of natural, community and built environments to personal and community health and wellbeing and propose and implement ways to build a healthier, more sustainable school community

Insert 'parks' in the list of examples of resources that support health and wellbeing

p 64: Understanding movement

5.18 Select, implement and maintain physical activity routines to enhance personal fitness, health and wellbeing.

Include scrambling as an example of an activity to develop core strength using no equipment

p 64: 5.20 Identify and discuss opportunities to access resources within the local community to support participation in challenge and adventure and health related physical activities

This statement is supported.



People and Parks

A golden opportunity for Outdoor Educators to enhance their programs

Wayne Hooper and Libby Robertson

After a significant consultation process involving a wide range of stakeholders the Department of Environment, Water and Natural Resources (DEWNR) has published the document *People and Parks*.

The document “introduces a new vision for visitor use, enjoyment, understanding and awareness of South Australia’s parks.” (Page 2)

We believe this document is of significance to schools and tertiary institutions with outdoor education programs as it acknowledges that National Parks are a significant resource and that future partnerships between education providers and DEWNR would provide mutual benefit.

We were involved in the consultation and during the early stages outdoor education providers were not considered significant users of National Parks.

We are pleased to acknowledge that that the final document reflects significant progress in understanding the role and needs of student groups as indicated in the following.

“... schools, universities... play a critical role in parks... promote park values, educate visitors, encourage sustainable recreation and participate in volunteer conservation activities.” (Page 3)

“Schools... already provide a wide range of opportunities for people to enjoy parks. There is potential for these groups to enhance the values of parks by playing a greater role in their sustainable management, including through conservation works such as tree planting and weed removal, consolidation of existing facilities and limiting the spread of new facilities... schools and other organisations may also become stewards for particular sites.” (Page 13)

DEWNR acknowledges that providing: “Visitor information, interpretation and education can encourage people

to be involved... Encouraging children to know and love nature by providing wonderful experiences and education opportunities will ensure that our parks are in safe hands.” (Page 13)

A significant strategy highlighted in the plan is that schools “Facilitate an awareness and understanding of parks through the school curriculum and programs such as the Duke of Edinburgh’s Award Scheme.” (Page 15)

“A long term priority is creating new experiences in urban fringe parks and accessible parks, in partnership with clubs, schools, the private sector and others.” (Page 16)

Strategy 2 has some important commitments.

“Promoting places for education and learning about parks... Upgrade the parks website ... Establish an improved distribution network for visitor information. park permits, national park passes, bookings and other products—through outdoor retailers, tour operators, visitor centres and the internet.” (Page 17)

Strategy 5 has significant relevance to Outdoor Educators.

“Initiate partnerships with schools and other education providers in managing outdoor education and recreation precincts for use by schools and the general public.” (Page 20)

This policy document which outlines priorities to be achieved by 2020 is a wonderful opportunity for outdoor educators to develop links with local parks and the more remote parks we visit for activities such as bushwalking and canoeing.

We need to show initiative and explore opportunities with DEWNR staff to be involved more actively in the “... use, enjoyment, understanding and awareness of parks and their value.” (Page 17)

The document, *People and Parks*, is well worth reading. It can be downloaded from www.parks.sa.au. 

OEASA Supporter levels

Gold: \$1500+

- 1 12 months OEASA membership
- 2 Front page logo acknowledgement as Gold Supporter
- 3 Half page advert in Outdoor News
- 4 Verbal acknowledgement at all conferences, dinners and meetings
- 5 Visual acknowledgement at OEASA dinner
- 6 Provision for banners, merchandise or other at OEASA Dinner
- 7 Complimentary catering for one member at all OEASA functions

Silver: \$750+

- 1 12 Months OEASA membership
- 2 Front page logo acknowledgement as Silver Supporter
- 3 Visual acknowledgement at OEASA dinner

- 4 Verbal acknowledgement at all conferences, dinners and meetings
- 5 Provision for banners, merchandise or other at State Dinner

Bronze: \$350+

- 1 12 months OEASA membership
- 2 Front page logo acknowledgement as Silver Supporter
- 3 Visual acknowledgement at OEASA dinner
- 4 Verbal acknowledgement at all conferences, dinners and meetings
- 5 Provision for banners, merchandise or other at State Dinner

Green: \$150+

Blue: <\$150

A books thread

Scott Polley

I recently joined the Outdoor Education group on 'Linked In'. The following is the response to the question 'What are the must-have Outdoor Education text books?'

Michael Watson, Outdoor Education Professional, Brighton, UK:

Not a book but an excellent report into the benefits versus the risks in Outdoor Education by Tim Gill, *Nothing Ventured... Balancing risks and benefits in the outdoors*. Well worth reading for any outdoor professional.

Seb Rees, Managing Partner at Travel Services, Wakes Colne, Essex UK:

These are great books for Hillwalking skills and Mountain Navigation skills produced by the guys at the UK National Mountain Activity Training Centre — Plas-y-Brenin and available on Amazon:

www.amazon.co.uk/Hill-Walking-Official-Handbook-Mountain/dp/0954151100/ref=sr_1_1?s=books&ie=UTF8&qid=1351672062&sr=1-1

www.amazon.co.uk/Navigation-Mountains-Definitive-Mountaineers-Official/dp/0954151151/ref=sr_1_2?ie=UTF8&qid=1351671954&sr=8-2

Adrian Pickles, Head of Centre of FSC Preston Montford, Shrewsbury, UK:

Outdoor education...textbooks....? Do these terms go together? Specific books for anything technical... ropes, boats, navigation, medicine, ecology... Then read and think about things to sort your head out... you need to test the reasons you think you are doing it all the time....

What are you educating for?

What are they being educated for?

What do they really take away with them?

What do you get out of it?

If this makes sense you need to ask again for the books that have influenced people's thinking Here are some old school ideas to be going on with.

Arctic Dreams by Barry Lopez

Native Stones by David Craig

Deschooling Society, Ivan Illich

Summerhill, AS Neill

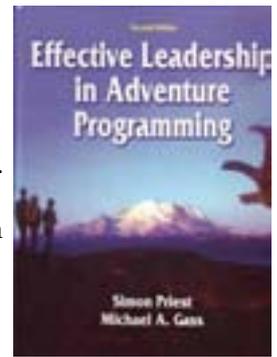
But one person's inspiration can be someone else's dull book.

Marc Wasserman, Temporary Set-up Coordinator at University of Oregon:

For technical mountaineering and climbing information, it's hard to beat *Freedom of the Hills*.

Dave Herpy, Outdoor Adventure Coordinator at Kent State University, Cleveland Ohio, USA:

Effective Leadership in Adventure Programming, by Priest and Gass. I used it to teach our Adventure Education class and it provides a great overview of adventure education: www.humankinetics.com/products/all-products/effective-leadership-in-adventure-programming-2nd-edition.



Also, *The Backcountry Classroom* by the Wilderness Education Association: www.amazon.com/The-Backcountry-Classroom-Activities-Teaching/dp/0762728205.

Max Norris, Professional Partnerships Manager at Lindley Educational Trust, UK:

Roots and Wings, Ken Ogilvie, just out: www.outdoor-learning.org/Default.aspx?tabid=335.

Hugh Mascetti, Owner TLA Ltd, Chelmsford, UK:

I would certainly agree with Seb on the two MTLA books; I have found Steve Long's *Hillwalking* in particular invaluable. I would also recommend Eric Langmuir's classic *Mountaineering and Leadership*.

Michael Watson, Outdoor Education Professional, Angmering, West Sussex, UK:

Tim Gill's report *Nothing Ventured... Balancing risks and benefits in the outdoors* here: www.englishoutdoorcouncil.org/wp-content/uploads/Nothing-Ventured.pdf.

David Armstrong, Outdoor Education Advisor, Sheffield, UK:

High Quality Outdoor Education from the English Outdoor Council (put together by members of the Outdoor Education Advisers' Panel) looks at outcomes and quality indicators. PDF available here: englishoutdoorcouncil.org/HQOE.pdf.

Fiona Exon, Media Manager and Institute for Outdoor Learning, UK:

In terms of the books IOL have had on our shelves over the years and are best sellers... Ken Ogilvie's new book *Roots & Wings, A History of Outdoor Learning and Outdoor Education in the UK*, plus Ken's first book *Leading and Managing Groups in the Outdoors*, and *Effective Leadership in Adventure Programming*, by Priest and Gass (from the USA but stocked by IOL)

Several other US books are best sellers esp to centres and students (see IOL website).

Also *Adventure Education, An introduction* by Berry and Hodgson and also *Outdoors with Young People* by Geoff Cooper. (All are in IOL bookshop)

A books thread

There are a lot of activity specific titles of course—take your pick!

The IOL quarterly outdoor practitioners' magazine *Horizons* is also a publication with articles aimed at outdoor professionals and practitioners: <www.outdoor-learning.org/Default.aspx?tabid=89>.

The IOL website has also started a Book Review area where we invite reviews for specific books or reviews of favourite books from a readers bookshelf: <www.outdoor-learning.org/Default.aspx?tabid=300>.

Jeremy Mabe, Bonner Leader at AmeriCorps, Young Harris, Georgia:

These are some of the books that I have been using as my time as an Outdoor Leadership major at Young Harris:

Journey Toward the Caring Classroom by Laurie Frank
Effective Leadership in Adventure Programming by Priest and Gass

The Last Child in the Woods by Richard Louv
The Leader Who is Hardly Known by Steven Simpson
Experience and Education by John Dewey
Rediscovering Dewey: A Reflection on Independent Thinking by Steven Simpson

Climbing Anchors by John Long
Basic Canoeing: All the Skills You Need to Get Started
Environmental Ethics Today by Peter Wentz

Those are a few of them that I can remember from previous and current semesters. I can let you know the others when I find them.

Chris Holland, runs Wholeland Nature Connection and Playful Learning Outdoors, Otterton, Devon, UK:

I humbly suggest *I love my World* by Chris Holland: the playful, hands-on nature connection guidebook... It's being seen as an essential text book by many forest school leaders in the UK... (yet to hit the US market in any way as I haven't marketed it there yet): <www.ilovemyworld.info/>.

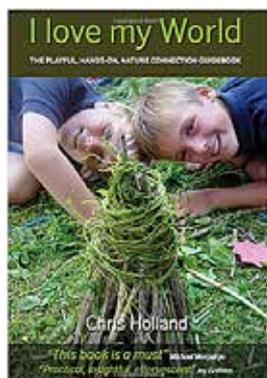
Michael Morpurgo says it "is a must." Tim Gill likes it too!

From <www.amazon.co.uk/Love-My-World-chris-holland/dp/0956156606>.

and for the US:

<www.amazon.com/Love-My-World-chris-holland/dp/0956156606>.

One of my favourite books is: <www.amazon.com/Coyotes-Guide-Connecting-Nature-Young/dp/1579940250/ref=pd_bxgy_b_img_y>.



A Day on the Heysen Trail: the Warren Bonython Memorial Walk

Simon Cameron

Warren Bonython AO, died earlier this year (2012). He was a great believer in challenging himself in the outdoors: walking the Simpson Desert, walking Lake Eyre and walking the length of the Flinders ranges. His exploits inspired generations of bushwalkers and the walking community of South Australia plans to honour his memory with our own challenge: walking the entire length of the Heysen Trail on the one day.

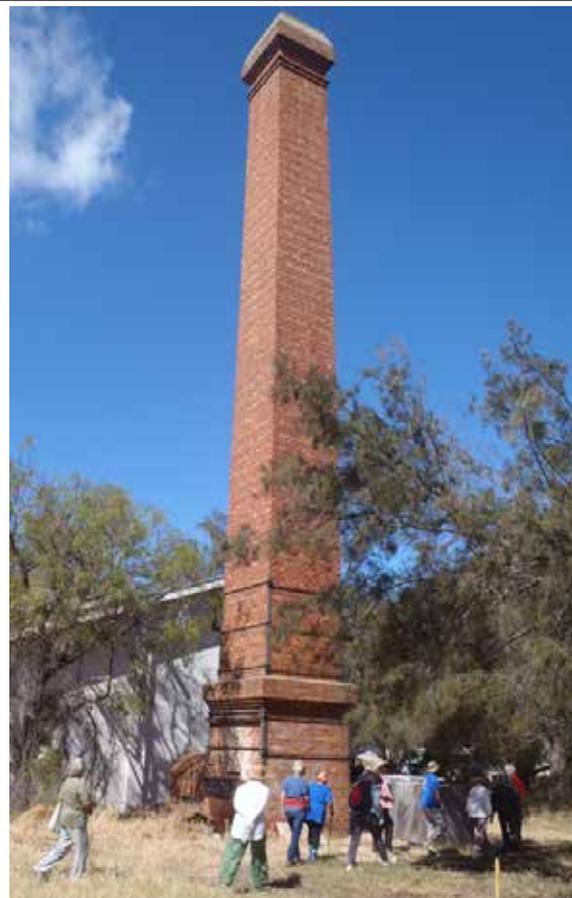
October Long Weekend, Sunday 6 October 2013, has been chosen.

The trail will be divided into sixty sections, between 16 and 30 km long, with experienced leaders from South Australia's bushwalking community. Participants will be able to book directly on to a section via the Friends of Heysen Trail website. The walk will be open to all bushwalkers, and schools with outdoor programs.

Schools may wish to reserve sections for their exclusive activity. In this case please notify us by phone or email before the end of March 2013.

We anticipate one thousand walkers on the day, and will involve local community organisations and buses.

Details will be available from the Friends of Heysen Trail in February 2013: <www.heysentrail.asn.au>.



The Quarantine Station chimney, once part of the Station's power supply system, seen during the recent FoTI picnic. It's now a useful landmark.

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 16 May. To be presented at the Certificate Presentation Dinner in June.

Candidate Name: _____

Address: _____

Contact Phone: _____ **Email:** _____

Category

- Primary Education Award Secondary Education Award TAFE Outdoor Recreation Award
- Tertiary Outdoor Education Award Certificate of Merit in Outdoor Education
- Service to Outdoor Education Kris Mosher Award
- Life Membership

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 28 Feb 2013 to 28 Feb 2014

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:

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Kent Town SA 5067

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