

Outdoor Education. It's in our Nature.



14 - 16 April 2014

Prince Alfred College, Adelaide, SA

## 18th National Outdoor Education Conference

### Welcome

Ngai wangandi marni nabudni Kurna yertaanna

First let me welcome you all to Kurna country...

Welcome to the 18th Australian National Outdoor Education Conference Program.

This conference presents a great opportunity to celebrate your role as part of a diverse community of Outdoor Education leaders, teachers, scholars, managers and directors from around the country to engage, share and be challenged.

The conference explores what it means to be Outdoor Educated, what is our place in society, what is our contribution to our communities, and how we can be part of solutions to the pressures faced by our citizens and planet?

The conference is brought to you by the Outdoor Educators' Association of South Australia and Outdoor Education Australia. Any profits or losses from the conference are shared equally, with any profits being used to further develop Outdoor Education. The committee have worked hard to provide a professional, accessible and enjoyable conference celebrates your decision to take on the challenge of being an Outdoor Educator.

To find out more about Outdoor Education Australia you can visit: [www.outdooreducationaustralia.org.au](http://www.outdooreducationaustralia.org.au)

**James McIntosh**

Outdoor Education Australia Chair

**Mike Meredith**

Outdoor Educators Association of South Australia Chair

**Scott Polley**

OEA Secretariat, Conference Chair

Presented  
by Outdoor  
Education  
Australia



In association with  
OEASA - The Outdoor  
Educator's Association  
of South Australia





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## Australian Outdoor Education Conferences

- 1978 1st Noojee, Victoria
- 1979 2nd Hobart, Tasmania
- 1981 3rd Pushing Back Frontiers. Maroon, Queensland
- 1984 4th Our Place in Nature . Adelaide, SA
- 1987 5th Woodman Point, Perth, WA
- 1989 6th Narrabeen Lakes, NSW
- 1991 7th Outdoor Education - The Quest for Quality. Frankston, Vic
- 1993 8th Batchelor, NT
- 1995 9th Putting the Outdoors Back into Education. Southport, Qld
- 1997 10th Catalysts for Change. Colloroy, NSW
- 1999 11th The Human Face of Outdoor Education. Perth, WA
- 2001 12th Education Outdoors - Our Sense of Place. Bendigo, Vic
- 2003 13th Relevance: Making it Happen. Adelaide, SA
- 2005 14th The Challenges We Face. Gold Coast, Qld
- 2007 15th Ballarat, Victoria
- 2010 16th Fremantle, WA
- 2012 17th Leading the Next Step in Outdoor Education. Canberra, ACT

## Conference Organising Committee

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## About OEASA

The Outdoor Educators' Association of South Australia was formed in 1980 to better support the professional practice of Outdoor Education in South Australian Schools. It followed the formation of similar organisations in other states. It is not for profit organisation that is fully funded by memberships and is a member of Outdoor Education Australia and Outdoors SA. It produces a quarterly newsletter 'Outdoor News', and maintains a website for information [www.oeasa.on.net](http://www.oeasa.on.net) with members receiving regular email updates on professional development and other activities.

## About Outdoor Education Australia:

Outdoor Education Australia (OEA) was established in 2006 as a national network of outdoor education associations. OEA follows on the good work conducted by on the antecedent organisation of the Australian Outdoor Education Council. Its member associations represent thousands of practising outdoor educators, teachers and organisations across Australia. The primary purpose of Outdoor Education Australia is to facilitate communication between state and territory outdoor education associations about the practice and delivery of outdoor education throughout Australia.

Outdoor Education is understood by member associations to be defined as 'educating for healthy relationships through sustainable outdoor experiences'.

Outdoor Education Australia is a member of the Outdoor Council of Australia.

The following Associations are current financial members of OEA:

- ACT Outdoor Education Association (ACTOEA): [www.actoea.org.au](http://www.actoea.org.au)
- Outdoor Educators' Association of South Australia (OEASA): [www.oeasa.on.net](http://www.oeasa.on.net)
- Outdoor Educators' Association of Queensland (OEAQ): [www.oeaq.org.au](http://www.oeaq.org.au)
- Victorian Outdoor Education Association (VOEA): [www.voea.vic.edu.au](http://www.voea.vic.edu.au)

The following organisations are non-financial members of OEA:

- Outdoor Recreation Industry Council (NSW): [www.oric.org.au](http://www.oric.org.au)
- Outdoors WA: [www.outdoorswa.org](http://www.outdoorswa.org)
- Tasmanian Outdoor Education Teachers' Association (TOETA) (no current website)

Each state organisation elects two persons to be representatives to OEA.

## Pre-Conference Activities

### Saturday - 12 April

A2 Kangaroo Island Weekend Tour Option

### Sunday - 13 April

A1 Permangk Indigenous Interpretive Tour - 9.00am - 1.30pm

A2 Kangaroo Island Weekend Tour - 12-13 April

A3 AKSA Dolphin Sanctuary Tour - 9.00am - 12.30pm

A4 Managing Risks on Water in Kayaking - 1.30pm - 4.30pm

A5 Top Rope Climbing Rescue Workshop - 9.00am - 2.00pm

A6 Outdoor Education Australia meeting - 2.00pm - 5.00pm

A7 Registration, drinks and finger food - 5.00pm - 6.30pm

A8 Presenter Meeting - 5.30pm - 6.00pm

A9 Small group meals (SA committee to facilitate. Pay own way) - 6.30pm onwards

More information on these activities is available on page 37



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## Conference Sponsors

We would like to acknowledge the following sponsors and supporters for their contribution towards the 18th National Outdoor Education Conference

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8.15am	Registration				
9.15am	Conference Welcome Welcome to Country, <i>Uncle Lewis O'Brien</i>				
9.30am	<b>Keynote Presentation</b> Outdoor Education, Health and the Curriculum <i>Phil Weinstein and Graham Slaney</i>				
10.30am	Morning Tea				
	<i>Room A</i>	<i>Room B</i>	<i>Room C</i>	<i>Room D</i>	<i>Room E</i>
11.00am Session 2	<i>Paul Barber</i> What is the Outdoor Education curriculum in years 7-10 in secondary school? A Case study	<i>Kylie Agnew-Pointon</i> Around the World with Adventure Therapy	<i>Darren Smith</i> Following in our Footsteps - inspiring students to consider a career in the outdoors	<i>Ron Nicholls</i> Engaging students in Indigenous issues through Camp Coorong	<i>Jane Townsend</i> "Ko au te whenua, te whenua ko au - I am the land, the land is me" <b>CANCELLED</b>
12.00pm Session 3	<i>David Atkins</i> Current Outdoor Education from the Centre of Australia	<i>Nicholas Glover</i> Outdoor recreation for health and well-being: it's called Green Exercise	<i>Brian Wattchow</i> The missing link: The role of representation of experiences in outdoor experiential learning	<i>Lucas Bester</i> Those who Teach Learn: Peer Teaching in Tertiary Outdoor Education	
1.00pm	Lunch				
2.00pm Session 4	<i>Tony Robinson and David Low</i> The notion of flow and engagement in learning	<i>Will Dobud</i> Speaking Their Language: Matching Therapeutic Interventions to Client Strengths	<i>Tony Keeble &amp; Roger Blackwell</i> Magic Weavers - Curriculum Journey	<i>Peter Holmes</i> An investigation into the relationship between vocational and higher education; using outdoor education as the lens.	
3.00pm Session 5	<i>Erica Gurner</i> Embedding the 'spirit' of nature experiences across the curriculum.	<i>Murray Henstock</i> All I Need is a Student, a Teacher, a Tall Ship and a Star to Steer Them By	<i>Tony Keeble &amp; Roger Blackwell</i> Future Makers and the Tree of Life - Unpacking our curriculum using the Australian Curriculum website	<i>Glyn Thomas</i> Signature pedagogies matter in tertiary outdoor education courses	<i>Alistair McArthur</i> 50 years of passion in Outdoor Education but what does the future hold?
4.00pm	Afternoon Tea				

## Program Overview - Monday 14 April

4.30pm Session 6	<i>Brendon Munge</i> You want to study what? Students motivations for studying an Outdoor Education degree	<i>Adrienne Forsyth</i> Food and nutrition for journey-based outdoor education	<i>Beau Miles</i> Expedition Sea Kayaking as Phenomenon: A review of the literature.	<i>Peter Martin</i> What role for Tertiary OE providers?	<i>Anne-Marie Archer</i> Youth Leadership on a Tall Ship
5.30pm	Finish				
6.30pm	A7 BBQ				

## Program Overview - Tuesday 15 April

7.30am	A10 Mindful Movement	A11 Kurna Walk	A12 Linear Park Cycle (Bike About)	<i>More information available on page 38</i>	
8.30am	Registration				
9.15am	Welcome				
9.30am	<b>Keynote Presentation</b> In search of a narrative for Outdoor Education's contributions to schooling <i>Peter Martin</i>				
10.30am	Morning Tea				
	<i>Room A</i>	<i>Room B</i>	<i>Room C</i>	<i>Room D</i>	<i>Room E</i>
11.00am Session 2	<i>Malcolm Nicolson</i> Aims and Experience in Outdoor Education	<i>Mike Bezant</i> Hungry for Change - A New Perspective on Food	<i>Stephen Carter</i> Boom and Bust an Outdoor Life in Regional Australia	<i>Marianne White</i> Making it relevant: encouraging future stewardship with opportunities to understand, create and nurture local environments	<i>Marcus Morse</i> Paying attention to aesthetic experience on a year nine river journey
12.00pm Session 3	<i>Erica Gurner</i> What is a 'connection to nature' and what does 'sustainability' actually mean?	<i>Tim Harley</i> Catering for diverse dietary needs in wilderness settings	<i>Hisyam Che Mat</i> Evaluating the effects of school camp experiences on children and adolescents with intellectual disabilities, their teachers and parents	<i>Janice Atkin and Scott Polley</i> Outdoor Education in the Australian Curriculum	<i>Clare Dallat</i> Communicating Risk with Clients/Parents: What language are you speaking?

## Program Overview - Tuesday 15 April

More information on Site Visits is available on page 38 - 40

1.00pm	Lunch						
2.00pm	A13 Arbury Park Site Visit 2.00pm - 5.00pm	A14 Native Garden Site Visit 2.00pm - 4.00pm	A15 Rolling Workshop (Teaching) 2.00pm - 3.30pm	A16 MTB Introductory Safety Workshop (Wilderness Escape) 2.00pm - 5.00pm	A17 MTB Cleland Ride (Bike About) 2.00pm - 5.00pm	A18 Australian Tertiary Outdoor Education Network 2.00pm - 5.00pm	A24 Indoor Rock Climbing Wall (Vertical Reality) 2.00pm - 5.00pm
3.30pm			A15 Rolling workshop (Learning) 3.30pm - 5.00pm				
<b>Self-organised forums, groups and activities (optional)</b>		A19 Australian Curriculum Forum 5.00pm - 6.00pm	Linear Park Walk	Morialta Walk	Swim at Aquatic Centre	Coffee	
6.30pm	A19 Conference Dinner						

## Program Overview - Wednesday 16 April

7.30am	A20 Mindfulness	A11 Kurna Walk	A12 Linear Park Cycle (Wilderness Escape)	<i>More information available on page 38</i>		
8.30am	Registration					
9.15am	Welcome					
9.30am	<b>Keynote Presentation</b> What outdoor educators do is educationally valuable – a way of understanding and expressing this in the school context <i>John Quay</i>					
10.30am	Morning Tea					
	<i>Room A</i>	<i>Room B</i>	<i>Room C</i>	<i>Room D</i>	<i>Room E</i>	
11.00am Session 2	<i>Jason Tyndall</i> The nature of play: the developmental benefits and practical components associated with nature play in an education setting	<i>Andrew Brookes</i> Catastrophe, the unwelcome tutor, and its lessons for contemporary Australian OE	<i>Heather Grenon</i> Missing resilience: Psychology's contribution to resilience in outdoor education	<i>Simon Wilson</i> Introduction to the New International Standards for Adventure Activities		

Program Overview - Wednesday 16 April

12.00pm Session 3	<i>Russell Shem</i> The Alpine School - The benefits and outcomes of a residential program for Year 9 students focused on Student Leadership	<i>Natassia Goode</i> Trial of a new incident reporting system for the outdoor sector (UPLOADS): initial data and lessons learnt	<i>Mark Munnings, Rob Lans &amp; Brett Stanford</i> Teamwork, Resilience and Leadership	<i>Roger Blackwell</i> Concept Mapping: A tool for measuring student learning outcomes in residential outdoor schools	
1.00pm	Lunch				
2.00pm Session 4	<i>Alistair Stewart</i> The River Murray and outdoor environmental education: developing place responsive pedagogy	<i>Brendon Munge</i> Lost again: Analysis of school groups requiring search and rescue when bushwalking	<i>Sandy Allen-Craig &amp; Val Nicholls</i> Outdoor Environments and Therapeutic Interventions	<i>Maarten Immink</i> Recreation of the natural mind: Mindfulness in outdoor education	<i>Johne Westersjo</i> Friluftsliv - Outdoor Life Education in the Norwegian Curriculum <b>CANCELLED</b>
3.00pm Session 5	<i>Amanda Lloyd &amp; Marian Crossley</i> Place-based outdoor learning; enriching Australian primary school curriculum	<i>Lucas Bester</i> 'Safety Limited: the social and cultural restraints to safety in outdoor education'	<i>Geoff Adams</i> Transfer of learning - are we really making a difference?	<i>Tony Keeble</i> Exploring the concepts of Social Capital and its linkages to Outdoor Education Outcomes: A possible solution for community building	
4.00pm	Afternoon Tea				
4.30pm	Conference Conclusion				
5.00pm	Finish				





# Outdoor Education. It's in our Nature.

## Keynote Speaker Presentations

### **Outdoor Education, Health and the Curriculum**

*Phil Weinstein and Graham Slaney*

Outdoor education is a vital component of developing a healthy mind and body. The benefits from incorporating activities in a natural environment into the school curriculum include giving students skills such as leadership, fitness, and an understanding of natural processes as well as the consequences of overconsumption. Many barriers exist however in the implementation of school curricular activities based around the outdoors. Cost, organisation, and the risks to participants associated with the activities are all barriers to program development and implementation. To overcome such barriers, it is important to be able to quantify the benefits so that trade-offs can be considered scientifically rather than being simply viewed through the lens of economic rationalisation since the GFC.

We present examples of research studies where results can be translated into action to improve outcomes and support health benefits of outdoor activities. In one study, we showed that snowboarders who wear wrist guards had a reduced risk of wrist fracture of approximately 42%, and that school-age children account for most wrist fractures. As a consequence we were able to work with the local school to implement a “no wrist guard no snowboard” policy. Subsequent review of injuries through the local school demonstrated a halving in wrist fractures over a 6 year period.

In another study, we worked with a school that runs a live-in outdoor programme as an intensive learning and living experience in the natural environment of the Victorian Alps. Year 9 students were “exposed to intellectual, physical and emotional challenges under demanding environmental conditions”. We found that the 10-month live-in school programme reduced Body Mass Index (BMI) in overweight and obese 15-year old boys by up to 2.5 BMI points, with the greatest effect in the most overweight boys.

We use these examples to support our argument that not only are outdoor activities central to the future health and well-being of the next generation, but that academic research also has a practical role to play in supporting the inclusion of outdoor programmes in the school curriculum.

### **In search of a narrative for Outdoor Education's contributions to schooling**

*Peter Martin*

With elements of Outdoor Education theory and practice becoming imbedded in the new national Health and Physical Education curriculum it may seem like back to the future for some. Over the past 20 or more years I have contributed to justifications for OE to be separate from Physical Education, yet ultimately contributed to the re-unification with Health and PE. How the new HPE curriculum unfolds and its relationship to Outdoor Education, will in my view, depend upon a simple narrative from outdoor educators that informs Principals, teachers, students and the wider community, about Outdoor Education's educational mission. Such a narrative is needed to guide future practice and politics.

This session will review research into what OE teachers say are important educational outcomes for outdoor education as a means to open discussion on what a future could be. I will reflect briefly upon historical change in OE in Australia. The aim is to provide opportunity to contribute to the evolution of a 'simple narrative for Outdoor Education'.

### **What outdoor educators do is educationally valuable – a way of understanding and expressing this in the school context**

*John Quay*

Many of us will have experienced moments of frustration and perhaps disappointment when involved in school based conversations concerning the relative educational significance of outdoor education. We know that what we do has educational value, yet in curriculum discussions our work usually takes up a lowly position along a continuum which has mathematics, science and English at the more important end. When we try to articulate what it is that we are doing with students, our achievements and theirs often appear to have little educational meaning, especially when it is academic knowledge which has the highest worth. One response to this situation is the attempt to identify a body of such knowledge that outdoor education can call its own – an attempt to play the game of the academic subjects. But playing this game has consequences, not the least of which is to adopt the difficulties that academic subjects often confront (classroom based, content focused,



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## Keynote Speaker Presentations

lack of student engagement) while perhaps not reaping the benefits because we can't really compete on this playing field. The result is sometimes a changed outdoor education, with pressure applied to reduce the amount of time spent outdoors.

Is there another way to approach this dilemma? My suggestion is that we need to change the way we understand the problem. Currently we speak of it as a problem for outdoor education specifically, but we rarely open the discussion to one which questions education itself. How do we understand the place of outdoor education within education? An investigation of this question led me to examine the ways in which outdoor education has developed, informed by a philosophical understanding of education which embraces the notion that education is a human endeavour (meaning that our understandings of education cannot be separated from our understandings of human being). In this address I shall present a way forward which adopts a term that is usually reserved for career education teachers: occupation. We normally think of occupations as adult jobs or careers. But there is another way of thinking about them: they are the ways of being, doing and knowing that help to frame our lives. At any time we are involved in some occupation, able to be roughly captured by labels that we normally reserve for activities: canoeing, bushwalking, climbing, cooking, etc. (outdoor education examples). These activities, which we use to structure our programs, are more than just activities. While they are ways of doing, they are at the same time ways of being a person – and at the same time they are ways of knowing. We intuitively recognize that if we alter a program activity (e.g., different group sizes) this will change the experience for participants – which is a change in the way of being, doing and knowing. School based activities can be looked at in the same way. Such an understanding allows us to comprehend what we are doing educationally, as this compares and contrasts with other areas of school.

## Concurrent Presentations

### Monday, 14 April - 11.00am

*Room A*

*Paul Barber*

#### **What is the Outdoor Education curriculum in years 7-10 in secondary school? A Case study**

Where does Outdoor Education fit in the curriculum of junior/middle secondary school? Formally it is recognised as a sub-set of Physical Education although in practice Outdoor Education provides a platform for practical holistic learning well beyond the realm of the Physical Education learning area. With the evolution of educational theory and practice toward a more holistic approach to learning, pigeonholing Outdoor Education as a branch of Physical Education is to neglect potential learning opportunities and restrict facilitators from utilising Outdoor Education to its full potential as a learning area. As a Masters' Degree research project, a case study has been undertaken, exploring Outdoor Education curriculum in the context of a large inner suburban secondary school which offers a compulsory comprehensive Outdoor Education program from years' seven to ten. A detailed study of outdoor education curriculum in the case study school has been conducted in relation to the new Australian National Curriculum, AUSVELS, Twenty First Century Learning Framework, undocumented curriculum and links with other learning areas. Research included curriculum document analysis, observations and interviews with relevant stakeholders including teachers involved in curriculum development, outdoor education and other related learning areas. The aims of this research project are to increase and consolidate understandings of Outdoor Education by describing the current state of Outdoor Education in a specific context, defining the place of Outdoor Education in junior secondary school curriculum and exploring links between Outdoor Education and other learning areas to support the development of comprehensive holistic learning programs in secondary school curriculum.



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### Concurrent Presentations

#### Room B

*Kylie Agnew-Pointon*

#### **Around the World with Adventure Therapy**

2012/2013 Winston Churchill Fellow, Kylie Agnew-Pointon, visited adventure therapy programs across the world to learn about best practice in the areas of follow up, family engagement, indigenous perspectives and links with crime prevention. In this session she will share her findings that are relevant with Australian Adventure therapy program and outdoor programs in general.

*Jane Townsend - CANCELLED*

#### **"Ko au te whenua, te whenua ko au - I am the land, the land is me"**

The purpose of this presentation is to discuss how a place responsive approach was implemented into an outdoor education course at a secondary school in Aotearoa New Zealand. The main aim of the course was to place teachers and learners at the centre of developing an outdoor education pedagogy that reflects their needs and aspirations. A place responsive approach also presents an opportunity to meet the needs of Maori and provide students with the opportunity to engage with the unique histories, geographies and cultural understandings associated with their particular places. I will present the changes I have made to my Year 12 Outdoor Education course to reflect a Place Responsive Approach and will challenge traditional views of Outdoor Education that have originated from other places and times. I will discuss the research that informed the changes and how I put the 'theory into practice' through sharing the planning, process, and outcomes for students of a Place Responsive journey/Hikoi. I will also explain how a Place Responsive Approach fits within the new aligned Achievement Standards and how the approach improved educational achievement for Outdoor Education at our school.

#### Room D

*Darren Smith*

#### **Following in our Footsteps - inspiring students to consider a career in the outdoors.**

"Who is following in your footsteps? Who are you inspiring to enter into the outdoors industry? Why did you become an outdoor educator? "

Knowing the 'why' is just as significant, if not more important than 'what' you do. People will follow you because of why you do it, not how or what you do. Therefore, how do we effectively communicate the 'why' to students, colleagues and the outdoors industry? This presentation seeks to find ways in which we as outdoor educators can inspire our students to follow in our footsteps. That is, to pursue a career in the great outdoors. Some interesting concepts on leadership will be presented followed by a series of practical resources to help your students explore careers within the sector.

#### Room E

*Ron Nicholls*

#### **Engaging students in Indigenous issues through Camp Coorong**

Since 2009 students from the Aboriginal Cultures course (HUMS 1035) at the University of South Australia have been involved in field trips to Camp Coorong, the Raukkan Aboriginal Community and the Wilderness Lodge (all governed by Ngarrindjeri peoples) as part of a learning experience of active involvement and mindfulness. The program offers opportunities for experiencing Ngarrindjeri kinship relationships to land and waters (Ruwe) and a range of traditional values and ways of knowing associated with Ngarrindjeri worldviews. Activities include a smoking ceremony, traditional weaving, a bush tucker walk, tours of Camp Coorong's cultural museum, kayaking across the Coorong to the Southern Ocean beach and opportunities for engaging with Ngarrindjeri elders in a number of different locations.



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The field trip focuses on the role of experiential learning and provides students with a culturally mediated embodied experience that accentuates an awareness and involvement of cultural and natural environments. In particular, experiential approaches point to the conterminous nature of apprehension or felt qualities of experience or perception on a direct and immediate level, and comprehension as the capacity of the mind to perceive and understand. This signals a movement away from the dualistic distinction between mind and body with participation as a defining characteristic of perception. In affirming that acts of perception are inherently participatory, we suggest that it always involves experience as an active interchange between the perceiving body and that which it perceives. An approach that offers spaces for ontological and epistemological standpoints such as Indigenous and ecological worldviews, and challenges modernist and postmodern positions which largely privilege rationalism as the only verifiable source of knowledges available to human beings.

### Monday, 14 April - 12.00pm

*Room A*

*David Atkins*

#### **Current Outdoor Education from the Centre of Australia**

The presentation outlines the Outdoor Education Program at St. Philip's College in Alice Springs. St Philip's is an independent school of 650 students. The Outdoor Education program includes trips ranging from overnight through to a 10 day journey based in the West Mac Donnell Ranges. Insight is provided into this long-running program of 20+ years, supported by a photo essay. The presentation concludes by specifically discussing the Year 11 Leadership program that is the culmination of the Outdoor Education program.

*Room B*

*Nicholas Glover*

#### **Outdoor recreation for health and well-being: it's called Green Exercise**

Physical activity has been shown to provide positive effects on both physical and mental health and well-being. Physical activity interventions based on green exercise (GE), such as outdoor recreation activities, have been shown to further improve mental health outcomes. Green exercise is physical activity in the presence of nature. The author hypothesized that a 40-day GE intervention would be as successful as a previously reported 'usual treatment' (UT) intervention for improving physical and mental health and well-being. In all but two areas, there was no difference detected between the results of the GE intervention and the UT intervention, meaning that the GE intervention resulted in improvements to physical and mental health and well-being of a similar nature to those seen following successful UT interventions. Significant mental health improvements were also reported from the GE intervention for group mean well-being, depression, anxiety and stress. Further, significant relationships were detected between the starting value and the improvement in value for self-efficacy, depression, anxiety and stress. These results support the hypothesis that a GE intervention, based on outdoor recreation activities, can be as effective as a UT intervention for improving physical health and well-being measures, and can further improve measures of mental health and well-being. These findings on green exercise have important implications for policy development in the areas of public health and environmental management.

*Room C*

*Brian Wattchow*

#### **The missing link: The role of representation of experiences in outdoor experiential learning.**

This session will focus on the role of representation of experiences in outdoor experiential learning. Experiential learning is often represented as a cycle where learners experience, reflect, verbalise and generalise, in order that they can transfer learning to other aspects of their lives. I believe that there is a 'missing link' in the cycle, and that learners need to have opportunities to represent their learning through creative writing, visual art, sculpture, and other forms of expression. After examining some theoretical perspectives you will see examples of student's work completed during and after outdoor programs ranging from environmental education camps to advanced expeditions. These works will provide stimulus for thinking about and discussing the possibilities of representative work in your own teaching and leading.



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### Concurrent Presentations

*Room D*

*Lucas Bester*

#### **Those who Teach Learn: Peer Teaching in Tertiary Outdoor Education**

At La Trobe University, the Outdoor and Environmental Education department operate three undergraduate degrees, and use peer teaching in many subjects throughout these courses. More specifically, near-peer teaching strategies, where a more advanced student - by one or more year levels - teach less advanced students, occur in many of the department's third year to first year subjects. This particular form of peer teaching, also known as cross-year teaching/tutoring or proctoring has been studied extensively in health and medical higher education, and is widely used across the tertiary sector. These studies unpack the strengths and weaknesses of the near-peer teaching model in higher education, and suggest the best way that it can be incorporated into the experiences of both peer teachers and peer students. The findings in these studies, alongside the findings of a particular Outdoor Education case study, can assist in understanding the usefulness of near-peer teaching specifically in context to tertiary Outdoor Education.

**Monday, 14 April - 2.00pm**

*Room A*

*Tony Robinson and David Low*

#### **The notion of flow and engagement in learning**

Notions of 'flow' (Csikszentmihalyi, 1988,1990) and the 'Adventure Experience Paradigm' (Priest and Gass, 2005) have a significant and debated tradition in Outdoor and Adventure Education (AEP). While there is some conjecture as to the nature and relationship of flow and the AEP, the concept of flow has more recently been applied to learning engagement (Cavanagh & Kennish, 2009; Fredricks, Blemfeld & Paris, 2004) but not in an extensive way. I too, referred to this notion in the literature review and conclusion of my doctoral thesis (Robinson, 2013). This presentation will include an exploration of flow and learning engagement as a continuum and argue for a context 'trinary' to describe such engagement. Aspects of this 'trinary' to be discussed include: the skills necessary for engagement to occur; the desire to learn or be engaged; and the situation within which the engagement is occurring. The influence of facilitation on this process will also be presented opening up ways to think about and encourage participation in school-based learning and outdoor adventure activities.

*Room B*

*Will Dobud*

#### **Speaking Their Language: Matching Therapeutic Interventions to Client Strengths**

True North Expeditions, Inc (TNE) provides 14-day adventure therapy programs for adolescents experiencing emotional or behavioural issues. Led by clinical practitioners and outdoor education staff, TNE facilitates an experiential program teaching outdoor survival and effective leadership skills while providing a comprehensive therapeutic intervention for young people and their families. During an expedition, participants work through TNE's 'Expedition Curriculum', a skills-training workbook designed to facilitate the hands on learning that occurs in the bush, while working with clinical practitioners offering a unique and alternative form of counselling, incorporating nature and the outdoors into the service model.

TNE's comprehensive therapeutic model includes a range of client-centred, strengths-based techniques and approaches such as narrative therapy, brief solution focused therapy, motivational interviewing and youth development. Essential to TNE's model is the use of Howard Gardner's Multiple Intelligences Theory. Assessing clients' key intelligences helps build stronger therapeutic alliances and assists in matching interventions in certain situations.

Practitioners and educators working with children, adolescents or families will take part in an inspiring discussion about evidence supporting this innovative treatment milieu before examining practical case examples for using this strengths-based, solution-focused strategy for evoking positive change in families and individuals. Attendees will leave with practical techniques and ideas for working with young people and assessing their key intelligence. This workshop is engaging and fun for those passionate about working with people and learning about becoming experts in utilising each of their client's unique individual strengths.



## Concurrent Presentations

*Room C*

*Tony Keeble & Roger Blackwell*

### **Magic Weavers**

In this presentation we will outline the process our school took to engage our staff in writing a new outdoor education curriculum. We will go through the parameters, one being that we wanted to develop the curriculum without any outdoor activity focus. Rather we concentrated on what we wanted the students to learn, our Educative Purpose. We will look at the learnings from Sir Ken Robinson's 'Changing the Education Paradigm' and look at the learnings of the 'Green School' in Bali and the lessons learnt from their curriculum design. Finally we look at our curriculum documents in preparedness for the next session on unpacking our curriculum documents with regard to the Australian Curriculum and its linkages to their website.

The word 'Magic Weavers' is borrowed from Sir John Jones an educationalist from Scotland who speaks passionately about how to go about change in your school. We looked at questions like, 'who are', 'why do we live and work the way we do?' and 'what might we become?'. We used his analogies to look at ways of developing Outdoor Curriculum in ways it hasn't been developed before Residential Outdoor Schools.

This presentation is one of four. The first two are on the curriculum design and unpacking the documents. The third presentation is looking at an assessment tool for assessing students' understanding of the curriculum presented. Roger Blackwell spent two years as part of his Masters work developing an online concept mapping tool for outdoor education. It is an informative assessment tool. Then the last of the series Tony Keeble presents his PhD work on social capital and linkages to Outdoor Education based on a program developed with the new curriculum, a program called 'Future Makers'.

*Room D*

*Peter Holmes*

### **An investigation into the relationship between vocational and higher education; using outdoor education as the lens**

Outdoor educators are required to have a multiple layers of skills and knowledge to work in the profession. They are required to demonstrate and have mastery of several physical skills to move through the landscape, in addition they should have the ability to teach these same skills and be able to educate students on a broader curriculum (environmental studies). The dilemma is that the workplace demands graduates are work ready, that they have the educational and broad curriculum knowledge of their subject areas (higher education), and on the other hand have the skill (vocational) to travel through the landscape safely and efficiently whilst managing a group of participants.

Fourteen tertiary students participated in a ten-day cross-country skiing trip in Kosciuszko National Park in the winter of 2013. A vocational (the Australian Professional Snowsports Instructor, Nordic level 1 course) and a higher education curriculum were concurrently delivered.

This paper examines the nexus of vocational training and higher education using a case study and action research approach. Students were asked to keep a reflective journal and comment on their learning over the trip.

Students reported that there is merit in a collaborative approach in the delivery of both a vocational and a higher education curriculum. Secondly students reported that the learning of skills (cross country skiing and ski instruction) was emphasized over and above learning about the environment. Lastly, the increased confidence in their ability to teach skiing enabled the students to more readily focus on the environmental aspects of the program.



## Outdoor Education. It's in our Nature.

### Concurrent Presentations

#### Monday, 14 April - 3.00pm

*Room A*

*Erica Gurner*

##### **Embedding the 'spirit' of nature experiences across the curriculum.**

A sense of connection to nature is characterised by feelings, emotions, intuition, values and empathy; that is to say it is part of each person's own spirituality. Furthermore, these factors have a critical role in determining a person's attitudes and actions toward the environment. School experiences in and with nature however have typically engaged only the body and mind of students leaving the spirit unattended to and a weak sense of connection to the natural world. This presentation discusses ways in which 'the spirit' that is inherent in nature experiences can be embedded in the curriculum areas of health, sustainability, science and civics whilst equipping students with the ability to imagine a sustainable world through a lens of connection and belonging.

*Room B*

*Murray Henstock*

##### **All I Need is a Student, a Teacher, a Tall Ship and a Star to Steer Them By**

Young people's engagement with school is critical to developing healthy and productive members of society. As such, it is essential to identify effective strategies to help re-engage students who traditionally may have left school prematurely. Results of recent studies suggest participation in sail training has a positive impact on the development of self-concept, social capital and student motivation as well as higher reports of overall engagement with learning and education. In addition teachers who participate in sail training programs themselves appear to become inspired to create more engaging and meaningful lessons further increasing positive student outcomes. The arena of sail training on both large and small vessels offers a number of unique and memorable learning environments applicable to many different key learning areas within the Australian Curriculum. As such opportunities aboard a number of tall ships around Australia and the world exist to explore how sail training programs can link with national and state curriculum, regardless of subject focus, and in turn promote not only growth of teamwork leadership and self-concept but also facilitate effective and meaningful learning experiences for teachers and students alike. Examples of existing connections between sail training and education can be seen in vessels in Australia such as Leeuwin II in Western Australia, Windeward Bound in Tasmania, One & All in South Australia, South Passage in Queensland as well as international vessels such as Spirit of New Zealand in New Zealand and the Ocean Youth Trust in the United Kingdom to name a few.

*Room C*

*Tony Keeble and Roger Blackwell*

##### **Future Makers and the Tree of Life**

In 2011 our school started its journey towards writing two Outdoor Education curriculum documents. One for our Bogong Campus (Future Makers) and one for our 15Mile Creek Campus (Tree of Life).

This presentation is the second in a series of four and in this presentation we will unpack both documents. The Future Maker Program is a semester long program where our staff work in schools for a series of lessons with other teachers. Then we have a 12 day residential component at the Bogong Campus, which includes a five day journey under canvass. After this our teachers spend more time in the school finishing off the program. The program is essentially targeted towards year nine students and schools that are employing 'Inquiry Based' learning. The Tree of Life Curriculum caters for students from Prep to year 10. Generally though the curriculum is delivered to Primary year students in years 5 and 6. Both Curriculum have the same vision: Educating towards sustainable living, and both curriculum have the same Educative Purpose: Develop future-ready young people.

Both documents will be made available for participants to take with them.



## Concurrent Presentations

*Room D*

*Glyn Thomas*

### **Signature pedagogies matter in tertiary outdoor education courses**

In a tertiary education program designed to prepare outdoor education professionals, what is regarded as essential content? What must these programs focus on, and what teaching approaches would a participant encounter? In the field of teacher education, Lee Shulman (2005) introduced the term signature pedagogies to describe the fundamental ways in which future practitioners are educated for their new professions. He argued signature pedagogies prepare emerging professionals in to think, perform, and act with integrity. In this session, I will explore the signature pedagogies that seem to be prevalent in the preparation of outdoor education teachers and leaders. I will draw on some recent research on distinctive pedagogies in two extended outdoor education school programs, a review of tertiary outdoor education programs in Australia, and my experience in the higher education sector. The strengths and weaknesses of signature pedagogies for outdoor education will be discussed. It is my contention that being clearer about our specific pedagogical content knowledge is an important step in becoming a more robust profession. The implications for tertiary education providers and the importance of the Australian Journal of Outdoor Education will be discussed.

*Room E*

*Alistair McArthur*

### **50 years of passion in Outdoor Education but what does the future hold?**

Alistair McArthur commenced his Outdoor Education career in October 1964. He will reflect on almost 50 years of passionate involvement with Outdoor Education as Instructor, Chief Instructor, Course Director, Program Director, Executive Director, Board Member and Consultant. He has worked in the United Kingdom, USA, Canada and Australia. Managing the aftermath of three separate fatalities while working for Outward Bound in USA and Canada deeply impacted his psyche and his attitude to risk management. After looking back at his international experience he will look forward to the future for Outdoor Education in an increasingly complex world.

## Monday, 14 April - 4.30pm

*Room A*

*Brendon Munge*

### **You want to study what? Students motivations for studying an Outdoor Education degree.**

This presentation focuses on what motivates students to chose to study outdoor education at a tertiary level. The research considers 1st year students and their motivations to commence studying either a full degree in outdoor education or a degree that has outdoor education as a major or minor stream within it. The findings provide a unique insight into what their motivations are, how it varies between: those intent on studying a full course load comparative to a major or minor element, mature age and high school leavers, and different genders. Also of interest is the link students have in making a decision to study OE at a tertiary level and the influence to their significant outdoor mentors, profile of the course, or desire to do something linked with the environment and people.

*Room B*

*Adrienne Forsyth*

### **Food and nutrition for journey-based outdoor education**

A brief review of the literature revealed no peer-reviewed publications relating to nutrition requirements or evaluation in outdoor education. Developing nutrition guidelines for journey-based outdoor education programs and evaluating menus based on these guidelines has the potential to impact on the enjoyment, safety and performance of students participating in these programs. This is significant as it may further impact on these students' ongoing lifelong participation in sport and recreation pursuits.





## Outdoor Education. It's in our Nature.

### Concurrent Presentations

Outdoor education providers were asked to provide detailed descriptions of their journey-based outdoor education programs, corresponding menus, and participant demographic information. Nutrition and hydration requirements were determined using Australia's Nutrient Reference Values and sports nutrition recommendations from the Australian Institute of Sport, and based on the program activities including activity duration, intensity and recovery time as well as anticipated basal metabolic requirements of participants based on the demographic data provided. Based on these findings, general guidelines for the provision of food and beverages on journey-based outdoor education programs were developed.

Menus supplied by outdoor education providers were entered into Foodworks version 7 (Xyris software) and analysed for total energy, macronutrient, micronutrient and water content per participant per day and evaluated against the anticipated nutrition requirements of participants. Menus were also analysed against the Australian Dietary Guidelines and evaluated for food safety. At least 90% of key nutrient requirements including energy and carbohydrate were provided by menus for 'easy' programs, but not by menus for 'hard' programs. Several food and nutrition recommendations for outdoor education providers will be discussed.

*Room C*

*Beau Miles*

#### **Expedition Sea Kayaking as Phenomenon: A review of the literature**

This paper explores the literature relevant to gaining plausible insights into the lived experience of the expeditionary sea kayaker. Whilst wind and water currents dictate the physical movements of this coastal nomad, and unique skills allow departure and return, it is the mindful state of the all day, at sea act that might determine the essential qualities of this secretive, at times shadowy pastime.

How we represent this experience is also in question. Naturally, humans take for granted relationships to land and the places of abode we call home. As home, land is also where we contemplate, grounded in reflection once returned from travel. Where do the experiences of the sea kayaker, had in an environment so different from land- yet reliant on it, fit within this reflective and interpretive space? Does the sea kayaker, an amphibious creature of land and sea, experience and see the world through what Wattchow (2012) would call a sea-gaze, and therefore require a different lens to capture such an experience? This literature review aims to best articulate the sea kayakers experience first, and in light of new ways lived experience can be represented, question how we capture, tell and interpret the lives of the sea kayaker. Taken from the expeditionary experiences of the author, this literature review also questions the role of different boat types and technology in the embodied experience of sea kayaking and how these elements come together in the way sea kayaking is conducted, represented and interpreted as a subcultural act.

*Room D*

*Peter Martin*

#### **What role for Tertiary OE providers?**

The tertiary sectors are charged with multiple agendas. Universities contribute to professional development through higher education, conduct research, respond and shape community discussions. Vocational Education Training (VET) providers are more specifically focussed upon preparing students for work, but are also actively shaping industry and professions. In the tertiary sector, outdoor education is served by both universities and VET providers. While there are exceptions, more commonly the departments that support OE courses in the tertiary sector tend to be small with few dedicated academic staff. Can tertiary OE be more influential and effective in developing OE in Australia? Is there a role in Australia for a tertiary OE collaboration between providers? Could a co-operative cross institutional and dual sector tertiary OE group help shape the nature and scope of outdoor education provided in Australia in ways more effective than what is possible via individual institutions?



## Outdoor Education. It's in our Nature.

### Concurrent Presentations

*Room E*

*Anne-Marie Archer*

#### **Youth Leadership on a Tall Ship**

The Leeuwin youth development program is based on structured principles of human change that interrupt habitual patterns of behaviour and develop a wider range of social responses with the guidance of watch leaders. The program actively separates family, friends and peers to ensure trainees are able to engage without the need to maintain expected social conduct. The isolation in a new and unfamiliar environment is critical to the success of our program and the trainees quickly learn the law of natural consequences with direct feedback from the ship, wind and sails when they do things incorrectly and that many hands are needed to make things happen.

The very mechanics of sailing and manoeuvring a traditional ship require a considerable amount of effort by everyone involved; this gives people a shared purpose and a feeling of belonging. The practical nature of sailing means it is easy to point out why negative behaviours such as do not work.

Seasickness is built into the program planning. For many it is a natural response to the environment. However it can also contribute to the growth and learning given the physical and mental challenge of overcoming seasickness is unforgettable and the relief and jubilation enhances personal engagement.

The tall ship experience is very real, with real consequences. The situation isn't imagined, the ship has to get from A to B and trainees must commit to see the journey through to its conclusion. This heightens the core ingredients of risk, fear, challenge, hardship and excitement.

The WA School Curriculum and Standards Authority Endorsement of the Leeuwin program afford trainees the opportunity to earn 5 WACE points to contribute to their senior graduation.

### Tuesday, 15 April - 11.00am

*Room A*

*Malcolm Nicolson*

#### **Aims and Experience in Outdoor Education**

This paper explores the lived experience of seven, ten to twelve year old students in the outdoor education programmer at Somers School Camp. It relates teacher expectations as recorded in programmer aims, to the aims of the students as revealed in interviews. Aims in Outdoor Education are examined in the light of a framework developed from Dewey's writings, focussing on his notion of general and immediate aims. It also highlights the importance of the nature of aims, the context in which they operate and the methods they suggest. The aims examined are those developed at the Dartington conference in the UK in 1975, and those of Somers School Camp. The content of those aims is also examined against the background of broad educational expectations in the domains of personal and social development, and environmental education.

*Room B*

*Mike Bezant*

#### **Hungry for Change - A New Perspective on Food**

The purpose of this workshop is to explore the importance and value of food, and the need to change the way we view food consumption on Outdoor Education programs. We will discuss a range of questions including but not limited to the following: What is the importance of food in Outdoor programs? Is food just something we provide for participants so that we can get on with the real experiential learning? Do your groups of young people plan, prepare and cook food for programs? Could food be used as an experiential learning process? What does healthy and nutritious program food actually look like? What's wrong with processed food? Does the food we supply on Outdoor programs have any impact on the participants and the program outcomes? What does it mean to eat simple food? Does food matter?

Hungry for Change will seek to explore each of these questions, and is designed to be experiential, discussion based, and provides opportunities to make and taste a range of yummy nutritious program foods.



## Outdoor Education. It's in our Nature.

### Concurrent Presentations

#### Room C

*Stephen Carter*

#### **Boom and Bust an Outdoor Life in Regional Australia**

The life story component is about how a passionate outdoor person survives in regional South Australia. It's a story that reflects the need to teach, inspire encourage and support other regional people to become involved in Rock climbing, Bushwalking and Kayaking. And the small but tight network of regional people who maintain their passions and support each other. How we survive in the predominate culture of football, netball, cricket and tennis. It follows the boom periods when likeminded city transients move to the regional areas and the subsequent flurry of activity followed by the bust when they move on. Parallels will be drawn between the personal boom and bust and the Impact on Outdoor education at Port Augusta Secondary School. The story will weave to my current role as the Coordinator for the Graham (Polly) Farmer Foundation project in Port Augusta. It will detail how I use my Outdoor philosophies in activities with the young Aboriginal people who are in the program.

#### Room D

*Marianne White*

#### **Making it relevant: encouraging future stewardship with opportunities to understand, create and nurture local environments.**

How can we instil students with sustainable values? What role can local school environments play in developing a student's respect and understanding of nature, and how can this support a move towards sustainable behaviour change?

As our lifestyles and surrounding environments become increasingly urbanised, students' abilities to understand, relate to, and value local ecosystems are steadily decreasing. Experiential learning in natural environments is fundamental to developing student appreciation and connections to nature, however if restricted to single, idyllic experiences and remotely located outside of their day to day spheres, how effectively does this encourage environmental stewardship at the local level? Will these experiences alone lead to the adoption of sustainable lifestyles?

At a time when the need for environmental stewardship is becoming more apparent, the importance of understanding and actively contributing to local environments is essential. This presentation will explore examples of how South Australian schools and students have harnessed their school environments as spaces to understand, create and nurture habitat and biodiversity relevant to their local area, whilst linking them with broader, school-wide activities and initiatives aimed at encouraging sustainable livelihoods.

#### Room E

*Marcus Morse*

#### **Paying attention to aesthetic experience on a year nine river journey**

In this presentation I will describe an outdoor education and art experience on the Shoalhaven River in N.S.W. and present findings from a research project that seeks to describe the creative responses and meaningful experiences of students on the river journey. The findings from this study pay particular attention to the pre-reflective and aesthetic qualities of participant experiences. Additionally, I will discuss key components of the river journey that appeared to create opportunities for the meaningful experiences described.



## Concurrent Presentations

Tuesday, 15 April - 12.00pm

Room A

Erica Gurner

### **What is a 'connection to nature' and what does 'sustainability' actually mean?**

The depth of connection a person feels towards nature will influence their attitudes and actions towards the natural world and therefore ultimately the health of human beings and the entire planet. It is of no small concern then that human beings appear to be losing their sense of belonging and connection to the natural world. A sense of connection is inherently personal and somewhat abstract to define yet if we can't understand what it means then how can we cultivate it? This hands-on workshop will explore the meaning of the terms: 'connection to nature' and 'sustainability' using a creative method of inquiry, aspects of which may be adapted by teachers and educators for use in the classroom and outdoor field at all levels of education including therapeutic environments.

Room B

Tim Harley

### **Catering for diverse dietary needs in wilderness settings**

The task of providing expedition based menus for large numbers of students (or clients) that are healthy, safe and inclusive in their method of preparation is becoming increasingly complex. The vast array of special dietary needs and allergies (mild to severe) means this task is also an important aspect of your risk matrix analysis process.

Based on input from a number of members of the West Australian Reference Group for Outdoor Education (WARGOE, affiliated with Outdoors WA) representing both school based and commercial programmes this presentation will provide an opportunity to share and discuss some key points in this aspect of outdoor programmes that is common to all -

1. Changing landscape of special dietary needs - what do you know about your students/clients and how to gather this information?
2. Menu Design - how student centred cooking through in-house catering can be a feature of your programme.
3. Changing the focus to hypo-allergenic meals through vegetarianism, raw food meals and other popular camp meals.

Room C

Hisyam Che Mat

### **Evaluating the effects of school camp experiences on children and adolescents with intellectual disabilities, their teachers and parents**

The Outdoor Youth Programs Research Alliance (2012) reported limited Australian research was available on the impact of outdoor and camping experiences among young Australians. Recognising the need to grow the evidence base related to outdoor activity and camp experiences, and the almost total absence of any rigorous research on this topic related to people with a disability in general, and Australian children and adolescents with a disability specifically, a project has been designed to investigate the effect of school camps offered by the special schools on children and adolescents with an intellectual disability (CAID), parents and teachers. Twelve focus group interviews were conducted, involving 20 CAID (12-18 years) attending special schools in the northern suburbs of Melbourne, 11 parents and 26 teachers. We identified positive school camp experience themes and difficulties encountered by CAID, parents and teachers associated with school camps. CAID, their parents and teachers reported school camps were successful in promoting positive and social development among CAID, and they held a positive perception of school camp experiences. Parents reported communication before, during and after camp as the main difficulty. These findings are important as they provide insight into the benefits and challenges of school camp experiences undertaken by children and adolescents with intellectual disability. This has not been done in Australia before, and will provide information to assist planning and conduct of these experiences.



## Outdoor Education. It's in our Nature.

### Concurrent Presentations

#### Room D

*Janice Atkin and Scott Polley*

#### **Outdoor Education in the Australian Curriculum**

Recently, the Australian Government has sought to nationalize what was state-based curriculum into 8 learning areas, of which Outdoor Education was not one. Although Outdoor Education is not a learning area, it has been an integral component of many if not most Australian Schools. This presentation reports on progress by Outdoor Education Australia in cooperation with ACARA to provide documentation and support to those schools that wish to utilize OE to teach their curriculum, or how an F-10 Outdoor Education program can deliver aspects of the Australian Curriculum. Although all learning areas will be discussed, there are more opportunities within Health and Physical Education, Science and Geography, and cross-curricular priorities of sustainability and Aboriginal and Torres Strait Islander perspectives. This presentation will focus on draft advice that is to be available via ACARA to teachers and schools, and is the foundation for a later forum.

#### Room E

*Clare Dallat*

#### **Communicating Risk with Clients/Parents: What language are you speaking?**

This presentation will address the increasingly important area of risk communication as a major component of an school/organisation's overall risk management strategy. The presenter will contend, through offering a comprehensive critical analysis of the risk communication literature as well as the relevant findings and analysis of her own studies, that there is a need to consider a paradigm shift in risk communication processes with parents/clients.

The importance of building strong relationships with our clients has been proven to be of immense value, especially in the event of an incident. It is widely considered to be a crucial factor in how quickly (or slowly) an organisation recovers post incident. Strong relationship building will be advocated as an important risk management strategy.

Clare will argue, with the aid of risk communication theory, that we must also acknowledge and actively engage our parents/clients in the discourses about risk in order for them to be in an appropriate position to make an 'informed' decision about their (or their child's) participation. The presenter will explore the role that risk perception plays in any decision about risk and will advocate that for truly effective communication to occur, 'expert' and 'lay' views about risk must be treated as equally valid. By achieving this, we will be much better placed to form successful relationships with our parents/clients, where there is open dialogue and the benefits, as well as the uncertainties involved in participation are clearly evident to all.

The audience will be asked to actively participate through exploring their own risk language and to analyse their own organisational risk communication processes, and whether this is placed to intentionally and actively involve their parents/clients in the communication process.

The aim of this workshop is to enable participants to leave with some further understanding on the subtleties of communicating risk and, from a practical perspective, immediately implement some strategies upon return to the office.

### Wednesday, 16 April - 11.00am

#### Room A

*Jason Tyndall*

#### **The nature of play: the developmental benefits and practical components associated with nature play in an education setting**

Nature play is emerging as a topic of interest that has arguably existed for millennia. It is beginning to feature prominently in the vocabulary, vision, and planning in primary school settings as a way to enrich childhood learning and development. The importance of nature play for children has been discussed throughout a range of literature pertaining to the disappearance of play. This can be as a result of risk averseness (Gill 2007) and the growing disconnect between children and nature - a phenomenon discussed by Louv who coined the term 'Nature Deficit Disorder' in his book *Last Child in the Woods* (2005).



## Outdoor Education. It's in our Nature.

### Concurrent Presentations

The question explored is what is nature play and how can its principles be translated into an education setting? This hands-on workshop will look at defining nature play, understanding the types of play and what their benefits are, the challenges and ways to overcome them. It will also look at how this translates into a play space where children can develop an adventurous spirit, an authentic experience in nature, and develop deeper relationships with themselves and the world around them. Participants will inform discussion, be encouraged to use their imagination and incorporate their learning into a 3D model.

*Room B*

*Andrew Brookes*

#### **Catastrophe, the unwelcome tutor, and its lessons for contemporary Australian OE**

This presentation draws on an international study of over 100 catastrophes - incidents having multiple casualties - involving school or youth group camps and excursions, to examine not only what there is to learn about preventing disaster, but also to highlight important changes in society at large which must engage OE and how it is conceived.

Disastrous incidents, mostly accidental, are the rarest of events, and hardly a fair measure of the OE field. Nevertheless when they occur debate almost invariably extends to the nature of OE itself. While the infamous Lyme Bay tragedy in the UK arguably involved a "cowboy" operator, more recent incidents have involved apparently exemplary organisations, including the National Outdoor Leader School (NOLS) in Alaska, Taranaki Outdoor Pursuits Centre (TOPEC) in New Zealand, the Outdoor Pursuits Centre (OPC) in New Zealand, and the British Schools Exploration Society (BSES), each of which has had to confront some hard lessons.

Can we learn to prevent catastrophic accidents? What can incidents that occurred long ago and far way have to say about contemporary OE in Australia? While the pattern of incidents examined suggests not much has changed in the nature of catastrophic hazards, changes outside the OE field have the potential to shift the standards OE programs will be held to faster than most programs can change or adjust. Organisations that fail to attend to catastrophe prevention will almost certainly not be visited by a disaster. But when disaster strikes, everyone involved regrets not having discovered earlier what emerges in the inevitable, and painful reviews and court cases. Long forgotten voices have expressed the wish that others, in the future, might learn from their tragedy. This presentation will examine those forgotten lessons and adapt them to the modern world.

*Room C*

*Heather Grenon*

#### **Missing resilience: Psychology's contribution to resilience in outdoor education**

This session explores the definitions and concepts of resilience in psychology literature, and compares these to the outdoor education literature. Widely researched within the psychology field, differing definitions of resilience can be found ranging from resilience as a trait - biological and inherent within us - to resilience as a social process - built up over time in various situations. More recently, resilience has been proposed as a concept with multilevel protection and cultural factors taken into consideration (Davydov, Stewart, Ritchie, & Chaudieu, 2010). In our experience and supported by outdoor education literature, outdoor educators view resilience as a social process. Through exposure to challenging situations, participants build a tolerance, and then transfer this to 'real life' situations (Ewert, 2008; Gillespie & Allen-Craig, 2009; Ungar, 2005; Wilson & Burnor, 2011). We explore the difference in the perception of resilience between psychology and outdoor education fields and the potential missed opportunities or benefits for expanding our understanding of resilience in outdoor education when programming and in practice.

*Room D*

*Simon Wilson*

#### **Introduction to the New International Standards for Adventure Activities**

Experts from several countries have been working on two standards and one technical report, aimed at providing guidelines for the safe management of adventure activities.

The standards will be released in Feb 2014 and the technical report was released in September 2013.

This presentation provides an outline of each of the standards and how they could affect the adventure industry in Australia.



Outdoor Education. It's in our Nature.

## Concurrent Presentations

Wednesday, 16 April - 12.00pm

Room A

Russell Shem

### **The Alpine School - The benefits and outcomes of a residential program for Year 9 students focused on Student Leadership**

The Alpine School began in 2000 as Victorian State Government initiative whereby 45 students from various government schools across Victoria attend a nine week residential program. The school is co-educational and is located at Dinner Plain in the Victorian alps. The focus has always been on the development of student leadership and this focus remains today. The curriculum is integral to student learning as is the structure and timing of elements within the program. Small group teaching and learning is supported wherever possible, as is peer teaching, positive role modeling, independence, decision making, reflective and experiential learning. Students live in a shared room with a peer from a different school. We intentionally mix up city and urban based students with rural students, again to add to the explorative nature of learning. The outdoor environment of the Alpine National Park and nearby surrounding ski resort of Mt Hotham lend itself to many challenging and rewarding student focused learning opportunities. The program is 'fluid' as it is flexible according to the weather and seasons experienced at different times of the year. Since it's beginning in 2000 a second campus was established in 2007 called the Snowy River Campus, located at Marlo where the mouth of the Snowy River meets to ocean. In 2009 a third campus was established near Terang in Western Victoria, called Gnurad Gundidj (which means place belonging to Noorat, a small nearby town). All three campuses sit under the 'umbrella name' of the School for Student Leadership.

Room B

Natassia Goode

### **Trial of a new incident reporting system for the outdoor sector (UPLOADS): initial data and lessons learnt**

The goal of the UPLOADS (Understanding and Preventing Led Outdoor Accidents Data System) project is to develop a standardised, national approach to incident reporting and learning for the outdoor sector in Australia. This presentation summarises the results from the initial 6 month trial of the prototype system, and discusses the lessons that were learnt. Fifteen organisations were involved in the trial, including private schools, universities, not-for-profit outdoor education providers and commercial adventure companies. The trial involved organisations using the UPLOADS software tool to collect in-depth reports on near misses and incidents associated with adverse outcomes (e.g. injuries, illnesses, psychological/behavioural, environmental and equipment damage), and sending de-identified data to USC for inclusion in the aggregate dataset. In addition, organisations provided their activity participation rates on a monthly basis. While the system has the capability to collect data on near misses and a range of adverse outcomes, the majority of incidents recorded were injuries. Injuries were associated with a range of activities; the activities most frequently associated with injury were bushwalking, camping and bush cooking. The participation data indicated that the activities most frequently undertaken were camping, indoor climbing and initiatives. Among many other lessons learnt, the trial indicated that the process for coding the causal factors associated with incidents needs to be streamlined; however, many participants commented that this feature prompted them to think more deeply about the causes of incidents within their organisations and helped them to more easily extract the lessons to be learnt.

This presentation complements the UPLOADS trade stall, which will conduct one-on-one demonstrations of the incident reporting software tool.



## Outdoor Education. It's in our Nature.

### Concurrent Presentations

*Room C*

*Mark Munnings, Rob Lans & Brett Stanford*

#### **Teamwork, Resilience and Leadership**

Maroon Outdoor Education Centre was established in 1975 and has developed programs with a clear focus on enhancing student well-being. Teamwork, Resilience and Leadership were identified as the 3 areas that best meet the needs of current adolescents that could be addressed through a short stay residential program.

Maroon OEC has developed materials that assist in the teaching, learning, assessment and evaluation of Teamwork, Resilience and Leadership which includes a pre and post survey that has the capacity to email information to schools, students and parents.

The session will be an exploration of the materials developed, with an insight in to the development process.

*Room D*

*Roger Blackwell*

#### **Concept Mapping: A Tool for Measuring Student Learning in Residential Outdoor Schools**

This paper explores the possibilities of how concept mapping can be utilised as both a valuable teaching and learning tool, as well as an assessment tool within a residential outdoor school environment.

Both anecdotally and through research there is a case for the premises that residential outdoor schools currently undertake elementary and often crude attempts at collecting and generating data around student learning. As a function of this restricted knowledge around the student learning outcomes in a residential outdoor setting, this paper will offer a possible solution.

The potential solution to developing effective student learning outcomes will be explored via the use of concept maps. Concept maps are not new to the field of education however their application at a residential outdoor school setting has not been extensively written about.

### Wednesday, 16 April - 2.00pm

*Room A*

*Alistair Stewart*

#### **The River Murray and outdoor environmental education: developing place responsive pedagogy**

Since the arrival of Europeans the Murray River has undergone a substantial physical, ecological, and cultural change. In the last 170 years the river has been dammed for irrigation and power generation, and little remains of the extensive forest systems that once covered its flood plains. The forest that remains is heavily used for purposes such as timber production, grazing, firewood collection and recreation. The river itself has been transformed from one with intermittent flow, periodically disappearing in dry conditions, to a highly regulated series of dams, weirs, and channels. Over the last 15 years I have developed outdoor education teaching and curricula approaches that respond to the state of the river and community concerns. Through use of examples from practice I will draw attention to the epistemological and ontological differences that may emerge from structuring outdoor and environmental education experiences in particular ways.

*Room B*

*Brendon Munge*

#### **Lost again: Analysis of school groups requiring search and rescue when bushwalking**

This presentation centres on a study of search and rescue reports related to school orientated bushwalking trips in Australia. The investigation consisted of analysis of search and rescue activities reported in newspapers articles and emergency services' reports. The key focus was to identify trends related to groups requiring external assistance, the mode of assistance required, extenuating circumstances and reported outcomes of the search and rescue operation. The presentation aims to inform and engage participants on the topic of search and rescue related to bushwalking and highlight potential areas for further improvement in the preparation for trips with school groups.





*Outdoor Education. It's in our Nature.*

## Concurrent Presentations

*Room C*

*Sandy Allen-Craig & Val Nicholls*

### **Outdoor Environments and Therapeutic Interventions**

Outdoor environments have long been used as a stage for a variety of therapeutic or alternative health interventions for a variety of different types of 'at risk' groups. In 2011 the Australian Catholic University, Melbourne integrated a new unit: Outdoor Environments and Therapeutic Interventions into the Bachelor of Exercise and Health Sciences curriculum. This unit aims to introduce students to the foundational principles guiding programs that utilise the outdoors for therapeutic interventions with specific populations. It examines the historic development of therapeutic interventions that incorporate outdoors environments and explores the range of applications that are evolving from these emerging alternative health programs. The use of outdoor settings and outdoor pursuits as part of these therapeutic health interventions are investigated. There is an expectation that students work towards developing a positive and supportive relationship with a young person as they participate in a community outdoor adventure therapy program. In this session Sandy and Val will present a brief overview of the rationale and history of the unit and share some of the strengths and challenges experienced in its development and delivery. Student feedback of the program and the outcomes of field placements with local Bush Adventure Therapy providers will also be addressed. Participants in this session will be invited and encouraged to contribute to discussion about the development, direction and relevance of the program.

*Room D*

*Maarten Immink*

### **Recreation of the natural mind: Mindfulness in outdoor education**

In this talk we explore the concept of mindfulness from psychological science and yoga philosophy perspectives with respect to the benefits of mindfulness training for outdoor education settings and conversely, how outdoor activities lend themselves well to mindfulness training. Current scientific understanding of how mindfulness training changes brain function and behaviour suggests that this unique form of mental training can support the aims of outdoor education including risk management, personal development, sustainability, and understanding nature through life-long direct experience. As part of the lecture, brief mindfulness practices are introduced to participants to promote experiential learning. No previous experience in mindfulness practices is necessary to enjoy and benefit from this talk.

*Johne Westersjo - CANCELLED*

### **Friluftsliv - Outdoor Life Education in the Norwegian Curriculum**

"Friluftsliv is understood to mean being in the outdoors and partaking in physical activity with the aim of changing ones environment and experiencing nature" (Government.no 1972 - 73, S.9). It includes traditional outdoor life, outdoor education and outdoor activities like hiking, foraging, fishing, hunting, sailing, orienteering and camping - mostly activities linked to survival. Until today the dynamic concept of Friluftsliv has become wider. It includes also hobbies as climbing, skiing, kayaking and similar activities. Important is that the own body is used by doing Friluftsliv activities and that there is nothing used that makes a lot of noise like motor-vehicles. Friluftsliv is connected with protecting the nature. Currently are there some discussions on modern activities: Are they belonging to Friluftsliv/Outdoor Life or don't they?



## Concurrent Presentations

Wednesday, 16 April - 3.00pm

Room A

Amanda Lloyd & Marian Crossley

### **Place-based outdoor learning; enriching Australian primary school curriculum.**

The need for children to interact with and learn in the outdoors is becoming increasingly prominent in recent research worldwide. By cultivating a sense of connectedness to the outdoors a relationship with the natural environment can occur for children within our primary school curriculum. By utilising innovative pedagogies teachers can allow for a sense of awe and wonder to develop whilst engaging in educational activities. Pedagogies of place construct knowledge and a deeper understanding of the world that surrounds us.

Outdoor learning in Primary Schools takes seemingly just a moment in a child's life, but the gains last a lifetime. Place-based pedagogies recognises the importance of forming intimate relationships with place through regular visits to the same outdoor environment. The challenge for teachers is to implement outdoor learning into their regular educational programs. Working within the constraints of a crowded curriculum, the pressure of academic testing and timetables this requires some creative thinking by classroom teachers. An integrated curriculum approach utilising the cross-curricula perspectives, allows teachers to use the National Curriculum to their advantage.

This presentation showcases the practical ways in which one school has successfully implemented outdoor learning into its curriculum. Relationships formed with the local Indigenous community ensure that authentic and localised knowledge is central to the teachers programming. By using the school playground and local environment as their classroom, children form empathy for their local natural world. They know their place and they are bonding with it whilst learning the skills to become active global citizens.

Room B

Lucas Bester

### **Safety Limited: the social and cultural restraints to safety in outdoor education**

Society's understandings about the processes behind and causes of, accidents, serious incidents, and catastrophes, have significantly developed over the last thirty years. Outdoor Education (OE), however, has been slow to adopt theoretical developments in safety management and harm minimisation of dependant groups in the outdoors. OE has not been slow, though, in adopting notions of risk as central to its identity and, at times, positioning risk as integral to providing learning and wellbeing to participants. Such an approach to curriculum and pedagogy has led to particular safety practices and ideas in the outdoors. As the OE profession increasingly provides alternatives to such risk dominated approaches, so it can re-evaluate theories that underpin attitudes to safety.

As in many elements of post-industrial society, accident understanding and safety management have increasingly become understood in positivistic and reductionist terms. Charles Perrow (1984) in *Normal Accidents* and Scott Sagan in (1993) *The Limits of Safety* turned organisational theory against the normative trend with their provocative research on accident theory and accidents in high-risk technologies. Their work highlighted the social and political restraints to safety, of which I briefly introduce and describe. This research then seeks to establish some of the learning and findings of normal accident theory that might be transferred to safety with dependant groups in the field of OE.

Room C

Geoff Adams

### **Transfer of learning - are we really making a difference?**

Most outdoor education in Australia occurs in a context that is external to the participant's regular setting (Martin, 1999). Experiences are usually held in remote locations for short periods, with the learner then returning to continue with their traditional learning back in the classroom. Any links between the two learning environments are not always drawn out or identified by the learners or educators (Brown, 2010).

The links between these experiences and knowledge gained can be explored through the concept of 'transfer of learning'.



Outdoor Education. It's in our Nature.

## Concurrent Presentations

Leberman and Martin (2004) explored the importance of time in enhancing participant reflection, and therefore transfer of learning. They "argue that with increased time and space away from the course deeper reflection can be facilitated, which may enhance transfer of learning" (Leberman & Martin, 2004, p. 174).

This session will explore early results of research being conducted using a journey based program. The research asks whether participants report changes in learning over an extended time period - ie. Does learning change if there is more time given for the participants to process their experience?

*Room D*

*Tony Keeble*

### **Exploring the concepts of Social Capital and its linkages to Outdoor Education Outcomes: A possible solution for community building.**

This presentation is the last of four and focuses on my PhD study, examining theories of social capital and how this can be linked to the outcomes of outdoor education. In developing social capital the major themes include building trust, building skills of co-operation, collaboration and 'doing it' for the common good of the group. All these aspects are critical in building our communities and can be taught in an outdoor education curriculum. I will spend the first half of the presentation unpacking the peer reviewed work of Simon Beams and Matthew Atencio in their article titled 'Building Social Capital through Outdoor Education, 2008'. Here we will look at their ideas, especially the notion of 'Bridging and Bonding' in regards to transfer of knowledge from outdoor educational experiences.

The second half of the presentation will look my PhD proposal and the work I intend to complete. In brief, my research will look at behavioural changes in students prior, during and after our new 'Future Maker' program. The behaviours I will be looking at in particular are those stated behaviours that are recognised as behaviours needed to improve social capital in our communities. I will also discuss the linkage between student outcomes in Government schools and the PISA reports and the introduction by PISA of a scale to measure student wellbeing that includes the same outcomes as outdoor education and social capital. One of the purposes of the research is to provide evidence to our staff on the effect our programs have on a cohort of students and to have evidence to inform and improve Government policy in regards to Outdoor Education and Education more broadly.



## Outdoor Education. It's in our Nature.

### Keynote Speaker Biographies

#### **Peter Martin:**

Associate Professor Peter Martin (PhD) is Deputy Dean of Health Sciences at Federation University, Australia. Peter's outdoor education career started as a secondary school teacher in 1979. He has worked in university Outdoor Education since 1985.

#### **John Quay:**

John Quay taught outdoor education in Victorian schools for ten years, first with the Outdoor Education Group and then with St Paul's Anglican Grammar School. During part of this time he served as president of the Victorian Outdoor Education Association, completed a Graduate Diploma in Educational Administration, a Postgraduate Diploma in Student Wellbeing and a Master of Education, where he researched student caring as this occurs in both outdoor education and other classes at school. John then began work at the University of Melbourne along with completing his Doctoral studies. His doctoral thesis received the ACHPER (Vic) award for distinction in 2012. It focused on deeper understandings of the connections between experience and education. John continues to work as a senior lecturer at the University of Melbourne, teaching pre-service and in-service teachers as well as researching in a range of areas of interest.

#### **Graham Slaney:**

Graham Slaney is a Rural Medical Practitioner and Principal of the Mansfield Medical Clinic in Mansfield Victoria. Graham also works on the ski-fields at the Mt Buller Clinic during the winter – leading him to complete a research project in injury prevention in snowboarders as part of his Masters thesis in Public Health at the University of WA. He has further qualifications in Anaesthetics and Obstetrics, and has been actively involved in medical student and registrar teaching for a number of years. Graham is on the board of the Bogong Regional Training Network and is an enthusiastic partaker of any self-propelled outdoor activity.

#### **Phil Weinstein:**

Philip Weinstein is Professor of Ecosystem Health in the Barbara Hardy Institute at the University of South Australia. He holds dual qualifications in ecology (PhD Entomology) and public health medicine (MBBS, FAFPHM). Phil was formerly Professor of Public and Environmental Health at UQ and at UWA, and has over 200 publications on the environmental determinants of health. He was a member of the Board of Review Editors for the Millennium Ecosystem Assessment, served as Co-Chair of the International Medical Geology Association, and remains an enthusiastic teacher.

### Concurrent Speaker Biographies

#### **Geoff Adams:**

Geoff loves learning and helping others become critical thinkers. Working with other learners and thinkers in Outdoor and Environmental Education at Federation University enables him to explore concepts and processes of learning. In his daily work life, he attempts to bring the outdoors, indoors, using a range of educational settings to encourage people to think differently.

#### **Kylie Agnew-Pointon:**

Kylie Agnew-Pointon has been involved in the Outdoor Education field since 1999. Working with Operation Flinders Foundation for the last 5 years has given her the chance to fulfil her passion for Adventure Therapy and develop a follow up program, for young people at risk. Along with her teaching background she has tertiary qualifications in Clinical Rehabilitation and Psychology. Through her studies in psychology Kylie has examined the impact of Adventure Therapy programs on willingness to change behaviour and components of self-forgiveness. In 2012 she was selected for a Winston Churchill Memorial Fellowship to research international best practice in the areas of follow-up, family engagement, indigenous perspectives and links with crime prevention. She is an avid hiker and loves all water sports, especially surfing, kayaking and scuba-diving.

#### **Sandy Allen-Craig & Val Nicholls:**

Sandy is the national coordinator of the Outdoor Education Leadership stream for the school of Exercise Science at the Australian Catholic University. Through research and program development she hopes to support outdoor programs that use the outdoors for educational and behaviour change and the development of relationships with the natural world.



## Concurrent Speaker Biographies

Val works freelance as a BAT facilitator and educator in Tasmania and Victoria. Her doctorate explored the merit of 'quiet time' within context of a challenged based and activity oriented adventure therapy program.

### **Anne-Marie Archer:**

Anne-Marie Archer - Chief Executive Officer of the Leeuwin Foundation.

Leeuwin II is Western Australia's own Tall Ship, a 3-masted barquentine with over 810 square metres of sail and an overall length of 55 metres. Leeuwin II is a working ship and all participants are expected to be involved in most aspects of ship operations, from sailing, steering and navigating to cleaning the ship and climbing the masts.

Leeuwin operates under the principle of "challenge by choice" - where the level of the challenge is up to each individual. Our 27 years of operation clearly demonstrate that the more each participant is willing to challenge themselves, the more they take away from the experience.

We also run Ultimate Challenge Voyages that are specifically tailored to young people with a disability so they can experience a lifechanging adventure in a safe and supportive environment.

### **Janice Atkin:**

Janice Atkin is the Senior Project Officer, Health and Physical Education at the Australian Curriculum, Reporting and Assessment Authority (ACARA). She has been responsible for project managing the writing of the Australian Curriculum for Health and Physical Education. She has previously worked for the Inspire Foundation and the NSW Department of Education and Training, and is a winner of the Doug Scholz Award for outstanding contribution to the Health and Physical Education Profession.

### **David Atkins:**

David Atkins B.A. (Outdoor Education), Dip. Ed (Sec). Completed studies in 2001 at La Trobe Uni - Bendigo. Head of Outdoor Education at Loyola College 2003, De La Salle College 2005-2007, St Philip's College 2010 to Present. Spent 2009.10 season as Field Training Officer in Antarctica with Australian Antarctic Division. Volunteer Ski Patrol at Mt Buller six seasons although a bit hard from Alice Springs!

### **Paul Barber:**

With a passion for the environment and adventure, I completed an Associate Diploma in Natural Resource Management in Ballarat as a platform for a career as a Park Ranger. This led to employment with Parks Victoria and the completion of a Bachelor of Applied Science in Parks Recreation and Heritage at Charles Sturt University in Albury. Specialising in wildlife ecology and working in many of Victoria's National Parks I developed a passion for teaching people about our natural world, leading to a Bachelor of Teaching - Primary and Secondary at Deakin University and a career change, eventually becoming the Outdoor Education Coordinator of a large school in inner Melbourne in 2003. As part of my ongoing professional development and passion for lifelong learning, I am currently undertaking a Minor Thesis research project as part of a Master of Education Degree at Victoria University, with the intent of improved practice, consolidated understandings and development of holistic learning through Outdoor Education.

### **Lucas Bester:**

Lucas Bester taught outdoor education in primary and secondary schools for more than a decade before joining La Trobe University's Outdoor and Environmental Education department in 2011. He has since been teaching undergraduates various aspects of outdoor education curriculum, particularly focussing on teaching strategies and pedagogies for outdoor educators.

### **Mike Bezzant:**

Mike's passion for supporting young people and for experiential education has seen him work in the community and outdoor sectors for the last 13 years. Mike currently works for The Northern Outlook in Far North Queensland, training and supporting youth agencies and their staff to improve their developmental and/or therapeutic programs through small group work and Adventure Based Learning. Mike started his outdoor life in WA, working in a range of private and state schools delivering sequential outdoor education programs, as well as working and volunteering in the community sector supporting young people at-risk. Outside of work Mike loves to travel, camp, share adventures, and eat yummy food with his wife and two children.



## Outdoor Education. It's in our Nature.

### Concurrent Speaker Biographies

#### **Roger Blackwell:**

I started my journey in Outdoor Education Teaching at Underdale CAE, where I obtained my BEd. From here I taught at Murrayville Secondary College in PE and OE for 5 years. Then I gained a position at Bogong Outdoor Education Centre where I have been for 20 years in either a teaching, leading teacher, assistant principal or campus principal role. I have recently completed my masters in education (school leadership) at Monash university.

#### **Andrew Brookes:**

Dr. Andrew Brookes is a research-intensive Associate Professor in the Department of Outdoor and Environmental Education, La Trobe University.

#### **Stephen Carter:**

Stephen Carter is currently the Coordinator of the Graham (Polly) Farmer Foundation project (GPFF) in Port Augusta. He has lived all but 18 months of his life regional areas of South Australia and Western Australia.

Lives in The Flinders Ranges at Wilmington where he is able to maintain an active outdoor life Rock Climbing, Bushwalking and Mountain Biking. Through the GPFF project he has strong links to the Port Augusta Secondary School and Stephen assists their Outdoor Education Program in Bushwalking Rock Climbing and Kayaking.

#### **Hisyam Che Mat:**

Hisyam Che Mat is a Ph.D candidate in the Faculty of Health Sciences at the RMIT University. His Ph.D research focuses on the effect of school camps offered by the special schools on children and adolescents with intellectual disabilities, their families and teachers. He received a BSc. in Forestry Sc (1998) from University Putra Malaysia, Malaysia and a Master of Outdoor and Environmental Education (2008) from the La Trobe University, Bendigo.

#### **Will Dobud:**

Will Dobud is a Clinical Social Worker and program director of True North Expeditions, Inc. (TNE), an organisation providing adventure therapy and clinical services for adolescents and families throughout Australia. Will came to Australia in 2009 after working throughout the United States with various adventure therapy programs in Alaska, Arizona, West Virginia and Washington DC. In this time he co-founded 'Potomac Pathways' outside of Washington DC as America's only recognised follow-up and relapse prevention program for adolescents returning home from adventure-based programs. In starting TNE, Will runs 14-day expeditions with groups of adolescents from all corners of Australia. In between those programs, TNE staff provide individual and family therapy sessions, work with schools to improve school performance and offer collaborative solutions for struggling families. TNE's research supported programs and Will's comprehensive approach to empowering a student's strengths and resources is a revitalising look into early interventions for young people.

#### **Adrienne Forsyth:**

Adrienne Forsyth is a dietitian, exercise physiologist, and teacher. She is a lecturer at La Trobe University with teaching and research interests in sports and community nutrition.

#### **Nicholas Glover:**

Despite dipping his toes in the waters of outdoor recreation back in 1990 at TAFE, it was over a decade seeking alternate life experiences before Nick professionally pursued his love for the outdoors, graduating with a degree in Human movement (sub-maj. Outdoor Education) in 2006. Since that time Nick has worked extensively on outdoor programs for schools and university, corporate development groups, youth-at-risk and young offenders, and guiding eco-tours. In recent years he has been lecturing foundational Outdoor Education leadership at the University of South Australia. In 2013, Nick undertook an honours degree at UniSA, investigating the health and well-being benefits of Green Exercise. In his spare time Nick loves playing outdoors with his wife and two pre-school children.

#### **Natassia Goode:**

Natassia is the manager of the ARC funded UPLOADS project. Natassia has six years of experience in applied and experimental research in domains including workplace safety, defence, road transport and emergency management. Her honours and PhD research at the University of Sydney was concerned with how people learn to solve problems in complex, dynamic and uncertain environments. Since graduating, her research has examined the factors that influence human behaviour and decision-making in safety-critical environments.



## Concurrent Speaker Biographies

### **Heather Grenon:**

I'm a lecturer at Federation University Australia (formerly University of Ballarat). My research explores ideas of building resilience through experiences in the outdoors - I'd love to hear your thoughts!

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### **Erica Gurner:**

Erica has worked in the community, outdoor and education sectors for over thirteen years with a focus on facilitating nature based and adventure experiences. For eight of those years she has worked in therapeutic environments with both young people and adults. She now provides professional development to educators and sustainability workers as well as therapeutic outdoor experiences within community mental health through her own business HumaNature Connect.

### **Tim Harley:**

Tim Harley has worked as an outdoor teacher and instructor in Western Australia, Tasmania and New South Wales in a variety of commercial and educational institutions since 1993. He is currently employed at Hale School in the Outdoor Education department (7 yrs) where he manages the in-house catering for boys Yrs 5-12 as a significant component of that programme. Tim's passion for Outdoor Education includes mountain biking, stand up paddle and play boating. In 2010 he co-presented at NOEC conference in Fremantle on the introduction of surf kayaking into schools programmes. Most recently, Tim has become engaged in the pitfalls and planning of expedition catering and convened a gathering of WARGOE representatives on the topic of catering for school camps, allergies and related systems.

### **Murray Henstock:**

Murray Henstock received his Masters of Teaching in 2011 and completed an honours research project in 2013 entitled "The Effects of Sail Training on Engagement with Learning and Education".

Murray is a full time science teacher at Wiley Park Girls High in Sydney's south west but prior to teaching was the Youth Development and Voyage Coordinator for the Young Endeavour Youth Scheme. There he was responsible for enhancing and expanding the current youth development program for STS Young Endeavour.

Murray is a long standing member of the Australian Sail Training Association with his main focus being in the areas of education and youth development.

In addition to his work at the Young Endeavour Youth Scheme Murray has participated as a researcher in the Sail Training International and University of Edinburgh study into the effects and benefits of sail training on individuals (released in 2007), has created the Generic Youth Development Program to be adapted for a wide range of sail training vessels and has developed facilitation tools and techniques for the delivery of these programs at sea.

Murray is an accomplished public speaker and presenter having presented at numerous international conferences including the 2008 Sail Training International and American Sail Training Association's combined conference in Halifax NS, Canada on the "Characteristics of a Successful Youth Development Program". He has also participated as a steering group member for the Sail Training International Self Assessment Toolkit (2009-2011) assisting in the associated presentations at conferences in Istanbul, Turkey (2009) and Stavanger, Norway (2010). Murray presented a background on educational principals and how they relate to trainee learning aboard tall ships entitled "How Trainees Learn" in Toulon, France (2011) and in 2013 Murray presented once again at the Sail Training International conference in Aalborg, Denmark on "Teachers @ Sea: Inspiring teachers to Inspire Students" followed by a presentation of his Master's Honours research at the 6th International Outdoor Education Research Conference in Dunedin, New Zealand.

In his free time Murray is developing a youth development boat building and sailing program to be instigated as a student extra-curricular activity with links to the Australian curriculum.



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## Concurrent Speaker Biographies

### **Peter Holmes:**

Pete Holmes has been a teaching people to cross country ski, after gaining his level 1 qualification since 1992. He has worked both for Swinburne TAFE and OEG coordinating and delivering the Certificate IV and Diploma of Outdoor Recreation. He now lectures at La Trobe University where he teaches several ideas, and one of those being is "how should we teach skiing?" Pete is an avid climber and back country skier.

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### **Maarten Immink:**

Dr Maarten A. Immink holds a doctorate in motor behaviour from Texas A&M University, U.S.A. and has over 20 years of experience studying, researching and teaching the physiological and psychological basis of human movement learning and performance. Currently, he is Senior Lecturer, Motor Learning and Control within the School of Health Sciences at the University of South Australia. Dr. Immink is an associate researcher with the Sansom Institute for Health Science Research and the Centre for Sleep Research. He is also a research member of the Neuroscience at UniSA and Exercise for Health and Human Performance research groups. Part of his research explores the basic science behind factors that impact skilled movement learning and performance including fatigue, arousal and affective states. He also investigates how mind-body training, including mindfulness meditation, mediates the influence of these factors. His applied research involves investigating the efficacy of yoga and meditation based interventions in the management of neurological motor impairments including stroke and acquired brain injury.

### **Tony Keeble:**

Tony Keeble is the Principal of Bogong Outdoor Education Centre, a Government School in Victoria. Tony has worked in a number of Outdoor Education roles since 1987 including positions abroad, at LaTrobe University, and a variety of educational workplaces including private outdoor providers and Government Schools. More recently Tony has been the Principal of two Indigenous schools in the Kimberley Region of Western Australia before moving back to the Upper Kiewa Valley as Principal of Mount Beauty Primary School. Tony started his current role as Principal at BOEC in June of 2011.

### **Amanda Lloyd:**

Amanda Lloyd is a Primary School teacher actively involved in implementing place-based outdoor learning within the curriculum. Her current PhD research is focused on a case study with Year 1 children completing curriculum based outdoor learning programs. She is the facilitator of the Nature Educators Network for the Australian Association of Environmental Education.

Marian Crossley is an Aboriginal woman working as a Indigenous Education Officer whilst completing her Bachelor of Education. She works with the community to offer the students rich cultural experiences.

Amanda and Marian work with a team at their school to continually get their students educated in the outdoors.

### **Alistair McArthur:**

Alistair McArthur has spent the majority of his working life in the Outdoor Education sector. He has had a strong focus on Adventure Based Experiential Learning (ABEL). He has worked as an Instructor, Chief Instructor, Course Director, Program Director, Consultant and Executive Director at OUTWARD BOUND Schools in the UK, Australia, USA and Canada.

He has had considerable Risk Management experience within Outward Bound Schools and also as Leader of a British Antarctic Survey Expedition for two years where he travelled over 2,500 kilometres by dog sledge.

Alistair is a former President of the Victorian Outdoor Education Association (VOEA). He served on the Board of the Outdoor Education Group (OEG) for nine years and advises Outdoor Education programs throughout Australia.





## Concurrent Speaker Biographies

### **Beau Miles:**

Beau's background in outdoor education has led to a critical approach to 'activity histories' within different forms of outdoor life. As an expeditioner and documentary filmmaker, Beau is also interested in the moving image, evolving into research using a mixed methods approach of text and visual ethnography.

As a practitioner, simplifying complex inventories of equipment and logistics through getting back to a simpler, more holistic practice is also very important to Beau's programming and teaching role. Initiating a skills program where students make their own paddles to journey down the Murray River hopes to make more obvious the connections we have with our natural world.

### **Marcus Morse:**

Dr Marcus Morse is a lecturer in Outdoor and Environmental Education at La Trobe University, Australia. He has extensive experience guiding and teaching outdoor and environmental education in Australia and overseas. Marcus' research interests are in the areas of facilitation, meaning making and peoples' experience of nature.

### **Brendon Munge:**

Brendon is a lecturer in the Outdoor & Environmental Education Department at La Trobe University. He teaches introductory bushwalking skills and knowledge to first year students and extend bushwalking skills and knowledge for second year students as a component of either their 10 or 20 day walk in the Australia Alps. Brendon is also the current President of the Victorian Outdoor Education Association and board member of Outdoor Education Australia

### **Mark Munnings, Rob Lans & Brett Stanford:**

Mark Munnings is a life-long educator who loves nothing more than taking his own kids for a journey through a wild, natural environment. He's taken this love of sharing wild places into his work in Outdoor Education. He has been working and playing through Outdoor Education for the past 17 years. He's been a freelance Outdoor Ed worker, worked with at risk youth, managed a centre, worked as a Senior Outdoor Education Teacher in the UK and currently at Maroon OEC.

Robert Lans has been a teacher for many years. He trained as a primary teacher and has taught in small schools in remote and regional areas as well as larger schools and international schools. He has been a principal in a small school in NSW as well as an international school in India. He has been an outdoor education teacher for 5 years. During this time he has been involved in curriculum work, including the materials we will look at today.

Brett Stanford is a passionate Outdoor education with over 10 years' experience in working with young people outdoors in both the private and government sector. Brett is always willing to put new ideas into practice. Brett is returning to South Australia after spending the past 10 years based in Queensland. He is looking forward to sharing some stories about his own experience in delivering the MOEC curriculum in the field.

### **Ron Nicholls:**

Ron Nicholls is a Lecturer and Open Universities Coordinator in the David Unaipon College of Indigenous Education and Research at the University of South Australia. His research focuses on global and national Indigenous issues, alternative worldviews, experiential learning, and peace studies. Ron has also worked as a professional musician and from 1980-1995 held the position of Lecturer in Music at the Centre of Aboriginal Studies in Music, University of Adelaide. His recent publications and presentations have focussed on the necessity of forging innovative ways of being and the movement toward a post-enlightenment world.

### **Malcolm Nicolson:**

Malcolm Nicolson has worked as a teacher, curriculum coordinator and Assistant Principal at Somers School Camp (Victoria) for 37 years. He graduated from The University of Melbourne with a Master of Education (research) degree in 2011. He also holds a Bachelor of Arts, Diploma of Primary Teaching, Diploma of Outdoor Recreation and Diploma of Sustainability.



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### Concurrent Speaker Biographies

**Scott Polley**, RN, Bed (PE&Sc), Med, PhD candidate

Scott has lectured in Outdoor Education at University of South Australia since 1997. He is the current Program Director of the Bachelor of Applied Science (Human Movement and Health Studies).

**Tony Robinson & David Low:**

Tony Robinson is a teacher at Gilson College and has recently completed his doctoral studies at La Trobe University on the theme of an experiential education program and its influence on the learning engagement of year 9 students. He is passionate about finding ways to make the learning experience of young adolescents more enjoyable and engaging.

David Low is a lecturer in Outdoor Education and Outdoor Recreation at Avondale College. He completed his Masters degree, focusing on outdoor leadership in Outdoor Education, at Griffith University. Besides full-time teaching he is working on his doctoral studies in the area of facilitation methods for outdoor and adventure participants.

**Russell Shem:**

Russell Shem has spent the past 18 years working with Year 9 students in residential settings. Russell has been fortunate to have worked at a number of independent schools who have established specific Year 9 residential campuses in Victoria. He spent a year at Lauriston Girls School's Howqua Campus, before working at Geelong Grammar's Timbertop Campus near Mansfield, where he and his family spent 6 years. He achieved one of his personal goals to work as the Head of Outdoor Education at Timbertop which he held for two years. Following this, he worked at Wesley College's Clunes Campus near Ballarat for 3 years, before being appointed to the position of Campus Principal at The Alpine School, a Victorian State Government school in 2006 and has been there ever since. He is now in his 9th year with The Alpine School and remains passionate about his role and position.

**Darren Smith:**

Darren Smith is a passionate educator who believes disadvantaged young people's lives can be changed through the outdoors. He currently delivers a Certificate II Outdoor Recreation course and teaches work education to Year 11 and 12 Aboriginal students boarding at Wongutha Christian Aboriginal Parent-directed School (Esperance, Western Australia).

**Alistair Stewart:**

Dr. Alistair Stewart is the current Head of Department, Outdoor & Environmental Education, at La Trobe University. His teaching and research interests include the development of place responsive pedagogy, particularly using canoeing and bushwalking.

**Glyn Thomas:**

Glyn Thomas has taught and researched in educational contexts for almost 30 years, including 12 years in tertiary outdoor education. His particular interests lie in the areas of experiential education, outdoor leadership, and facilitation.

**Jane Townsend:**

Jane is the Head of Faculty of Physical Education and Health at Mount Maunganui College. She is also currently studying towards a Masters degree in Sport and Leisure studies at the University of Waikato. Jane's research will examine the impact of a Place-responsive approach on Year Twelve outdoor education students, particularly the impact on Maori students. She is also an active member, Rookies coach and instructor at Omanu Surf Lifesaving club.

**Jason Tyndall:**

Jason Tyndall, NRM Education, Coordinator Southern Adelaide, Natural Resources Adelaide & Mt Lofty Ranges.



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## Concurrent Speaker Biographies

### **Brian Wattchow:**

Brian is a Senior Lecturer in Outdoor Education in the Faculty of Education, Monash University. He has worked in Australian outdoor education at secondary and tertiary levels for thirty years and has published extensively on outdoor pedagogy, sense of place and land identity. In 2010 he completed a 2500 km canoe descent of River Murray and published his first collection of poetry titled *The song of the wounded river* (Ginninderra Press, 2010). He recently co-authored *A pedagogy of place: Outdoor education for a changing world* (Monash University Publishing, 2011) and has collaborated with colleagues to edit and author a new book titled *The socio-ecological educator: A 21st Century renewal of sport, physical, health, environment and outdoor education* (Springer, 2014).

### **Johne Westersjo:**

Assistant Professor John Westersjo has lectured at the Agder University College, in Kristiansand, at the faculty of Health and Sport Norway for over 22 years. He is the academic supervisor of the Norwegian and International Outdoor Programme at AUC. He teaches Friluftsliv/Outdoors and specialises in winter mountaineering, pedagogy and didactics.



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### About Adelaide

Adelaide is the 20 minute city, with walking, climbing, kayaking, swimming, snorkeling, mountain biking all within easy access. But for those that are seeking a more mellow time, it is an affordable place to live and visit, with great food and wine for all palates. It has plenty of parks, bikeways, walking trails, gardens and beaches for you and your families green and blue therapy!

The conference venue is on the edge of the East Parklands, within walking or easy biking distance to a range of accommodation choices from ranging from camping, to budget rooms right up to more salubrious abodes.

If you can make some time to escape after the conference, you could be rewarded with the opportunity to explore nearby Adelaide Hills, Fleurieu Peninsula, Barossa Valley and a little bit further away the Limestone Coast and Flinders Ranges to name a few.

### Venue

The venue is Prince Alfred College, one of Adelaide's oldest private boys schools. To view a map of the campus please click [here](#).

The College is situated on the edge of the East Parklands, within 5-10 minute walking or easy biking distance the centre of Adelaide, and to a range of accommodation choices from ranging from camping, to budget rooms right up to more salubrious abodes.

### Social Program

#### Casual BBQ

Date: Monday 14th April 2014

Venue: Prince Alfred College

Time: 6pm

Price: included in registration fee

#### Conference Dinner

Date: Tuesday 15th April 2014

Venue: Prince Alfred College

Time: 6pm

Price: \$40.00 inclusive of a 3 course meal, drinks will be an additional cost

### Pre-Conference Activities

#### A2 Kangaroo Island Tour

12 - 13 April 2014

Wilderness Escape Adventures

Presenter: Luke Duncan

To help celebrate the 2014 Australian Outdoor Educators Conference to be held in South Australia, Wilderness Escape in association with OEASA is offering conference attendees a chance to experience one of SA's top tourist icons, Kangaroo Island.

Participants will travel to the island early Saturday morning and spend the day making our way across to the island's west end before returning the following afternoon. Along the way we visit; famous picture



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### Pre-Conference Activities

perfect beaches, heritage listed sand dunes, Rustic Blue Café Gallery for afternoon tea. Here you can sample some local hospitality, observe local wildlife from the protected deck off of the modern/rustic gallery. Inside you will be able to see and purchase amazing pieces of Australian Fine Art and Objects by unique artists. The following day we walk the Snake Lagoon hike, following Rocky River to its mouth at the Southern Ocean, before returning to visit the other natural wonders within Flinders Chase National Park.

Your Accommodation while on Kangaroo Island will be at Flinders Chase Farm. Set in a picturesque Australian bush setting, and located at the remote west end of Kangaroo Island, the property is a working farm, running sheep, cattle and cropping potatoes. The accommodation is surrounded by well-maintained gardens featuring Australian native plants, creating a relaxed enjoyable ambience. After settling in, we will enjoy a gourmet BBQ and spend the evening relaxing around the camp fire. The night time also provides the opportunity to spot some of the farm's native inhabitants, including wallabies, owls and echidnas.

The Kangaroo Island show case tour will involve visiting some of the island's natural wonders as well as experiencing and sampling some of the island's world class produce. From the perfect sands of iconic Vivonne Bay, to the untouched ancient wilderness of Flinders Chase NP. The tour will showcase some of the best the island has to offer, guaranteed to leave every participant wanting more!

Small dorm accommodation will be provided. This tour can only accommodate 22 passengers, so places are limited.

**To register:** Contact Tegan McClean - noec14@achpersa.com.au or +61 8 8363 5700

**Cost:** \$450 + GST

**Please note:** This tour is based on a minimum of 12 paying passengers. If this minimum is not reached this tour may be cancelled and any payments will be refunded.

### A3 Mangrove and Dolphin Sanctuary Ecotour

**Sunday, 13 April - 9.30am - 12.30pm**

**Adventure Kayaking**

**Presenter: Phil Doddridge**

*Tour departs from Garden Island Reserve, Garden Island Road, Gillman. This is 30 minutes from the Adelaide CBD. Transport from CBD available.*

The tour takes in the mangrove forests, creeks and ships graveyard of the area, with a strong likelihood of meeting some of the areas 30 resident bottle nose dolphins.

The tour will be conducted by the owner of AdventureKayaking.com Phil Doddridge, an ex Outdoor Education teacher who has over 30 years experience in the area. A must for those looking for a great morning paddle.

"The Adelaide Dolphin Sanctuary is part of the Port River Estuary and is one of Adelaide's "secret spots". It is an area of incredible beauty, a "wetland of national significance", best explored by kayak! The sheltered, mangrove lined creeks of this area are home to a fascinating array of marine life, birds and the Port River Dolphins. The Ship's Graveyard is another unique feature of this area with over 20 "ship wrecks" to explore. Our tours are conducted in one and 2 person kayaks are very comfortable and easy to use with rudders for steering. No prior experience of kayaking is required, just a sense of adventure! The tour is of approximately 3 hours duration."

**To register:** For more details visit [www.adventurekayak.com.au](http://www.adventurekayak.com.au) - to book please contact: Phillip Doddridge, pdodds59@bigpond.com

**Cost:** \$50 per person (normally \$70)

(Note: This tour can be combined with the Canoe SA On Water Risk Management Workshop that will also be held at Garden Island commencing at 1.30pm)



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## Pre-Conference Activities

### **A1 Permangk Interpretive Tour**

**Sunday, 13 April - 9.00am - 2.00pm**

**Presenter: Ivan Tiwu Copley, OAM**

*Pick up at Prince Alfred College Red Centre at 9am*

Aboriginal perspectives of the Adelaide Hills.

Presented by Permangk man Ivan Tiwu Copley OAM, this workshop takes in significant sites in the Adelaide Hills near Springton and other nearby areas. The workshop will include a discussion of the significance of the Adelaide Hills to the Permangk, visits to significant art sites and general discussion of the role of Aboriginal culture in taking care of Country.

What: A moving workshop, starting at Cudlee Creek, and going by bus to various sites near Springton. A pick up and drop off to Adelaide can also be arranged.

What you need to bring: Clothing appropriate for the day, comfortable walking shoes, hat, sunscreen, drink and snacks. Lunch is provided.

**To register:** Contact Tegan McClean - noec14@achpersa.com.au or +61 8 8363 5700.

**Cost:** \$50 to cover lunch, transport and donation to Indigenous charity.

### **A4 Australian Canoeing Teaching and Learning Instructor Workshop**

**Sunday, 13 April - 1.30pm - 5.00pm**

**Canoe South Australia**

**Presenter: Jim Townsend**

*Held at Garden Island, 30 minutes from the Adelaide CBD.*

Managing risks on water for kayaking

This is a workshop using scenarios to explore incident response on water. The workshop is geared towards current instructors, but trainee instructors welcome. Kayaks and equipment are available, or you can bring your own.

The workshop takes place at Garden Island, near Port Adelaide. You will need clothing suitable for getting wet and kayaking on the day.

This workshop can follow on from the Dolphin Sanctuary tour, with a quick visit to nearby Bakery in between!

**To register:** contact Ian at Canoe SA - canoesa1@canoesa.asn.au

**Cost:** N/A



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## Pre-Conference Activities

### **A5 Top Rope Climbing Rescue Workshop**

Sunday, 13 April - 9.00am - 2.00pm

SAREA

**Presenters:** Duncan Henderson and Chris Hodgson

*Meet at the Red Centre Prince Alfred College at 8.30 am or at 'Top Gate' at Morialta at 9am.*

A workshop examining recovery solutions for a range of possible scenarios in a top rope climbing situation. Will be held at Nearby Morialta Conservation Park, approximately 15 minutes drive from Prince Alfred College.

This workshop is not designed to introduce people to climbing, but is designed for those teaching and instructing to share, develop and practice strategies in a top rope setting to manage rope related incidents.

All climbing gear supplied/available. Participants are welcome to bring their own provided meets standard safety guidelines. Participants will need to bring enclosed footwear, clothing suitable for activities, water and snacks.

Due to ratios and equipment availability, places are strictly limited to 8.

**To register:** Contact Tegan McClean - [noec14@achpersa.com.au](mailto:noec14@achpersa.com.au) or +61 8 8363 5700.

**Cost:** N/A

### **A6 Outdoor Education Australia Meeting**

Sunday, 13 April - 2.00pm - 5.00pm

Prince Alfred College

This meeting is for representatives to Outdoor Education Australia, but all are welcome.

**To register:** Contact Tegan McClean - [noec14@achpersa.com.au](mailto:noec14@achpersa.com.au) or +61 8 8363 5700.

### **A7 Registration and drinks**

Sunday, 13 April - 5.00pm - 6.30pm

Prince Alfred College

A chance to register early, share a pre-dinner wine or softie and catch up with old and new friends.

**To register:** via the online registration or contact Tegan McClean - [noec14@achpersa.com.au](mailto:noec14@achpersa.com.au)

### **A8 Presenter Meeting**

Sunday, 13 April - 5.30pm - 6.00pm

Prince Alfred College

A brief meeting with presenters to orientate to facilities, outline OHS&W issues, introduce to support team and meet other presenters. Presentations can be loaded to the laptop for download by conference participants at this time.

### **A9 Small Group Meals**

Sunday, 13 April - 6.30pm

**Meet at PAC**

A range of meal options within easy walking distance have been canvassed by OEASA committee, with members meeting and greeting, walking and sharing with those that would like to go one of the nominated casual dining venues. Although deals have been organised where possible, the cost of the meal is met by participants and not included in the conference fee. Neat casual attire applies for most venues.



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## Conference Activities & Site Visits

### **A10 Mindful Movement**

**Tuesday, 15 April - 7.30am - 8.30 am at Prince Alfred College**

**Presenter: Fiona Glover**

A light movement session to stretch and mentally get ready for the day. Yoga mats supplied, but you are welcome to bring your own.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions) or at the Registration Desk

### **A11 Kaurna Walk**

**Tuesday 15 April, 7.30am - 8.30 am at Prince Alfred College**

**Presenter: David Edwards, Aberfoyle Park High School**

A brisk walk along linear park to parts of the Kaurna walking trail that takes in significant sites to Aboriginal people of the Adelaide central area. Participants will need walking clothing suitable for the day and bring own snacks and water.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions) or at the Registration Desk

### **A12 Linear Park Cycle**

**Tuesday 15 April, 7.30am - 8.30 am at Prince Alfred College**

**Presenter: Jack Young, Bike About**

A leisurely social ride along Linear Park at the nearby Torrens River. After negotiating a small amount of city traffic Linear Park is a walking and cycling trail that follows the Torrens River from the hills to the beach. A small section of this trail will be ridden. Bikes and helmets supplied.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions) or at the Registration Desk

### **A13 Arbury Park Visit**

**Tuesday, 15 April - 2.00pm - 5.00pm**

**Presenter: David Doherty, Arbury Park School**

*Meet at Prince Alfred College*

A short drive to nearby Arbury Park Outdoor School at Bridgewater. This state school hosts mainly primary aged students from the state for 2.5 days. The current Principal, David Doherty will take the group for a short walk around the property and highlight how they teach aspects of the current state and future National Curriculum. A light snack and coffee will be provided from the kitchen.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)





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## Conference Activities & Site Visits

### A14 Native Gardens Visit

Tuesday, 15 April - 2.00pm - 4.00pm

Presenter: Loreto College

*Meet at Prince Alfred College*

A short drive to nearby Loreto College where staff and students from the school will share their efforts to engage students in propagating and maintaining a native garden on school grounds. Participants will need to wear clothing suitable for the conditions and a short walk.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)

### A15 Part A Teaching Rolling Workshop

Tuesday, 15 April - 2.00pm - 3.30pm at PAC pool

Presenter: Phil Doddridge, Canoe South Australia

A free 1.5 hour workshop for those that are teaching or are planning to teach rolling. A range of models are presented, along with coaching tips and modifications to suit different clients. It will be an opportunity to share ideas as well as gain new knowledge.

The workshop is held indoors at the Prince Alfred College pool, and participants will require suitable swimming attire. Kayaks and equipment provided by UniSA.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)

### A15 Part B Learn to Roll workshop

Tuesday, 15 April - 3.30pm - 5.00pm at PAC pool

Presenter: Phil Doddridge, Canoe South Australia

For those that would like to get their kayak roll going, a free 1.5 hour fun workshop in the pool with Phil and others to develop foundational skills and motor patterns for the roll.

The workshop is held indoors at the Prince Alfred College pool, and participants will require suitable swimming attire. Kayaks and equipment provided by UniSA.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)

### A16 Mountain Bike Introductory Skills and Safety Workshop

Tuesday, 15 April - 2.00pm - 5.00pm

Presenter: Wilderness Escape

Suitable for novices and experienced riders looking to manage young people safely on bikes. A workshop exploring essential knowledge and ideas for leaders of young people engaging in Mountain Bike journeys. Wilderness Escape will share their experience of many year of working with young people and bikes. The workshop focuses on leadership and group management strategies and skills, and methods of teaching young people to develop foundational safety skills for Mountain Biking. Bikes and helmets supplied. Will be accompanied by a short ride to nearby Linear Park.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)



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## Conference Activities & Site Visits

### **A17 Mountain Bike Cleland Ride**

**Tuesday, 15 April - 2.00pm - 5.00pm**

**Presenter: Jack Young, Bike About**

*Meet at Prince Alfred College*

Suitable for more experienced riders a fun filled ride through nearby Cleland National Park. Participants will be transported up the hill, and ride down through Cleland National Park's newly opened trails for a brief stop, and the continue through other hills trails back to Prince Alfred College. High quality bikes and helmets supplied. Wear clothing suitable for the activity, and bring a drink and snack.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)

### **A18 Australian Tertiary Outdoor Education Network Meeting**

**Tuesday, 15 April - 2.00pm - 5.00pm**

**Facilitator: Scott Polley**

*Meet at Prince Alfred College. Teleconference facilities available.*

A meeting of Australian Tertiary Outdoor Educators to discuss common issues and strategies to move forward. Agenda includes NOLRS, Australian Journal, Communication and other business. All welcome.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)

### **A24 Vertical Reality Indoor Climbing Session**

**Tuesday, 15 April - 2.00pm - 5.00pm. Meet at Prince Alfred College.**

**Presenters: Mike Meredith and Patrick Heppner**

A short drive to the Vertical Reality climbing Gym at Holden Hill for those that are seeking a less cerebral workout!

### **A19 Australian Curriculum Forum**

**Tuesday, 15 April - 5.00pm - 6.00pm at Prince Alfred College**

**Facilitator: Janice Atkin with the Outdoor Education Australia writing team**

The purpose of the forum is to gather initial feedback on the draft curriculum guides to deliver Outdoor Education within the Australian National Curriculum. Members of the writing team will be there to hear from the audience their thoughts and ideas.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)



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## Conference Activities & Site Visits

### **A20 Mindfulness Practical**

**Wednesday, 16 April - 7.30am - 8.30 am at Prince Alfred College**

**Presenter: Doctor Maarten Immink, University of South Australia**

A practical activity that introduces participants to the concept of mindfulness as an approach to support learning, engagement and wellness. Yoga mats will be supplied or bring your own.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)

### **A21 Kaurna Walk**

**Wednesday, 16 April - 7.30am - 8.30am at Prince Alfred College**

**Presenter: David Edwards, Aberfoyle Park High School**

A brisk walk along linear park to parts of the Kaurna walking trail that takes in significant sites to Aboriginal people of the Adelaide central area. Participants will need walking clothing suitable for the day and bring own snacks and water. Register with conference organisers.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)

### **A22 Linear Park Cycle**

**Wednesday, 16 April - 7.30am - 8.30am at Prince Alfred College**

**Presenter: Wilderness Escape Adventures**

A leisurely social ride along Linear Park at the nearby Torrens River. After negotiating a small amount of city traffic Linear Park is a walking and cycling trail that follows the Torrens River from the hills to the beach. A small section of this trail will be ridden. Bikes and helmets supplied. Booking with conference organisers.

**To register:** via the online registration - session choices section (if you have already registered a link will be sent for you to select your sessions)