



QUARTERLY

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

ISSUE 81: MARCH 2019



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NZOIA QUARTERLY
ISSUE 81: MARCH 2019
ISSN 1175-2068

PUBLICATION

The NZOIA Quarterly is published by:

New Zealand Outdoor Instructors Association Inc.
PO Box 1620
Nelson 7040
New Zealand

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SUBSCRIPTIONS

\$30 annually. The NZOIA Quarterly is distributed free to members of NZOIA.

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Articles should be submitted in Word format. All photos must be supplied individually in jpg format and cannot be used if embedded in a Word document.

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Are you getting your weekly NZOIA 4YA?

If you are not receiving weekly emails every Friday from NZOIA, then we either don't have your current email address, or your membership details need updating.

PLEASE check the email address in your membership account on our website, or contact the NZOIA office if you do not have a username and password.

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Custom & Contract Courses

NZOIA courses not being run at a suitable time or location? Want to get all your staff sorted when and where it suits you? Got a group of 3 or more people and a date / location in mind?

Whether it be training, assessment or revalidation we are happy to run a custom course for you.

Contact the Operations Manager to discuss your needs and we'll do our best to make it happen. Costs may vary from scheduled courses and minimum numbers of participants dependent on the course type will apply.

Email: admin@nzoi.org.nz Phone: 03 539 0509

Cover photo supplied by Abel Tasman Canyons. Mark Parfitt at work in Torrent River, Abel Tasman National Park..



NZOIA gratefully acknowledges the financial support of Sport New Zealand



NZOIA NATIONAL TRAINING SYMPOSIUM 2019
THURS 17TH OCT - SUN 20TH OCT | OUTWARD BOUND

- An opportunity to train, up-skill and revalidate your NZOIA qualifications
- Skilled and experienced facilitators and assessors
- A range of professional development workshops available – try something new!
- Meet other instructors and connect with your industry
- Combines with NZOIA Annual Excellence Awards Dinner and AGM
- The call is out for guest speakers and professional development workshop facilitators – could this be you?
- Registration closes 15 August 2019

STAY UP TO DATE!
Go to Symposium on the noticeboard at www.nzoi.org.nz

EARLYBIRD RATES AVAILABLE UNTIL 31 MAY 2019!



Photo: Jim Masson

Thoughts from the Board

Kia ora koutu,

I hope you have all had a safe and enjoyable summer. The NZOIA team have been busy organising various courses – assessments, refreshers and training, reviewing the NZOIA SMS, responding to member queries and generally keeping NZOIA running. The assessments and courses are the core of what NZOIA is about – so that NZOIA qualifications provide assurance for those looking for professional instructors and guides, whether they be parents, teachers, visitors to NZ or New Zealanders who are looking for guidance or to build their skills to venture safely and have fun in the outdoors.

Is your NZOIA membership worth as much as a weekly cup of coffee (or a beer at the pub)?

Annually, approximately 20% of NZOIA members do not renew their membership. To better understand how we can retain members, we analyse the statistics and ask those who don't renew to complete a survey. 55% of the 31 who have so far answered the survey, gave as their reason for leaving that they are no longer active in the industry. There have been positive comments even though people aren't renewing:

- "Great organisation"
- "I've appreciated the opportunities that NZOIA has provided."
- "I think you're doing great work, keep it up."

And some constructive suggestions – things we are working on/ looking at:

- "Pro-deals from wholesale suppliers and retailers."
- "Make the revalidation/refresher programme more manageable by simplifying the process..."

If you no longer need a full membership you can put your qualifications on hold and stay connected with what's happening in NZOIA with an associate membership for \$60 a year (one cup of coffee a month) and receive the Quarterly, the weekly 4YA and discounted fees for NZOIA workshops and the Symposium.

Others weren't happy with NZOIA for various reasons – we do hear the concerns, but we (Board and staff) can't please all of the people all of the time.

35% of those who responded felt the membership fees are too expensive. We know outdoor instructing and guiding isn't the best paid work around, and it would be great to be able to reduce the fees, but NZOIA would go out of existence.

Last year we changed the fee structure to a flat fee, so those with more than one qualification weren't penalised. NZOIA is a lean organisation – five years ago we dropped the chief executive role and now have executive support provided at a much lower cost by Recreation Aotearoa (NZRA), your Board members are all unpaid, the office team are constantly reviewing how they can do things more efficiently and Assessors do their NZOIA work at very user friendly rates.

The current full membership fee of \$200 (\$140 for leader & student members) is the same as the NZOIA membership fee in 2000, 19 years ago. This year, as voted at the AGM, fees will increase by \$20. Besides the direct value of your NZOIA qualifications, there are discounts available to members from a number of suppliers of outdoor gear that go a long way towards covering the membership fee (check out the member discounts on the website). Jen and Gemma both tell me they've already made back their NZOIA membership fees by utilising discounts at Macpac, Kathmandu and Bivouac.

NZOIA courses cover direct costs and make a small contribution to staff/office costs. To reduce membership fees and still operate would require a significant increase in course fees. To reduce course fees would require your colleagues who contribute to NZOIA as Assessors to be paid less.

Another comment in the surveys is the requirement/cost to revalidate qualifications. The Board considers this a key part of the NZOIA qualification system. It provides assurance that NZOIA qualified instructors and guides are current. Members, board and staff are reviewing how the revalidation system works this year.

NZOIA has now been in existence for 31 years and at June 2018 had a membership of 1243 (an increase of 20% since June 2016). Since it was established other players have appeared in the outdoor qualification space – in particular tertiary institutes and Skills Active. These organisation have added to the options for gaining qualifications, and NZOIA has worked with them to ensure that NZOIA qualifications are complementary and deliver what employers are seeking. As the current round of tertiary/ workplace education reform plots its course, the NZOIA Board and staff will continue to work in the interest of members and the sector, with the firm belief that we provide the benchmark for good practice in outdoor leadership.

Best wishes for a great 2019.

Gill Wratt, NZOIA Chair

RECREATION AOTEAROA – ADVOCACY

SAM NEWTON

Recreation Aotearoa represents all professionals in the recreation industry. They empower their members to deliver the quality recreation experiences, places and facilities, that fuel a more active, healthy and connected NZ.

Sam Newton is the Advocacy Manager at the New Zealand Recreation Association (Recreation Aotearoa). Previous roles include working as a Political Advisor in Parliament and General Manager of the New Zealand Alpine Club. Since 2014, he has served on the Canterbury Aoraki Conservation Board, most recently as Chair.

NZOIA contracts Recreation Aotearoa (NZRA) to deliver executive services on NZOIA's behalf and to advocate for members. If you have an advocacy issue, get in touch with Sam to see if he can help: sam@nzrecreation.org.nz and admin@nzoi.org.nz to keep us in the loop.

This article is the first in a regular feature series on advocacy, so you can understand who is advocating for you and your interests in our industry.

Many years ago, as a young man tramping and climbing in the NZ backcountry, I was intrigued as to how the Department of Conservation (DOC) made its decisions. Working in the private sector, the primary driver for any decision was the fiduciary duty to the shareholders – simple. It seemed to me that it was a lot more complex for DOC. How could you weigh up, for example, saving one species over another? Predator control vs invasive weed control? Building a backcountry hut vs renovating a visitors centre? Many years later having learnt a few things, I know I wasn't wrong; it is very complex.

DOC has a huge task. It manages one third of New Zealand's land mass and their remit extends into our oceans. The depth and breadth of our biodiversity is vast, there are thousands of species unique to New Zealand that are threatened or endangered. The tramping track network is extensive and there are close to 1000 publicly accessible huts on Public Conservation Land (PCL). Conservation, like all government departments, is resource constrained.

In simple financial terms, DOC spends approximately \$160million on recreation services and facilities. That is more than Sport NZ spends on Outdoor Recreation. If you hold a NZOIA award, there is a good chance that you use it on land managed by DOC. For those of us who work in Outdoor Education and Recreation, what DOC does and how they decide to do it is incredibly important.

So how do we, as a sector, advocate for our interests on Public Conservation Land? There are several ways.

Have your say

DOC works very hard to consult with interest groups, stakeholders and the general public. The best portal for any interested party is to regularly check www.govt.nz/get-involved/have-your-say/.

Here you will find all the issues, plans and decisions that DOC is seeking input on. It pays to keep the page bookmarked and

check it regularly. You never know when something relevant to you will crop up. Recent examples of consultations that Recreation Aotearoa has submitted on include the following:

DOC Visitor Strategy

In the mid 1990's, DOC published its visitor strategy and it has guided how they manage visitors to PCL ever since. It is now under increasing pressure to update it, especially since the tourism tsunami. An initial draft produced in early 2018 and shared with some key stakeholders received a lot of constructive criticism and DOC went back to the drawing board. Recreation Aotearoa has viewed the new version and we are looking forward to providing more feedback before it is finalised.

Conservation Management Strategies

Conservation management strategies (CMS) are supposed to be revised every 10 years, but often that timeframe can be stretched to 15 or even 20. They are regional strategies that operate on a quasi-provincial scale that DOC describes a CMS as "a handshake with the community." They provide an overview of conservation issues and give direction for the management of PCL and waters, for which DOC has responsibility in any given area.

Being 'high level' as they are, their formulation is subject to considerable consultation and balancing of interest between stakeholders. If you have a professional or personal interest in the management of PCL, give it a voice. In the next few years we can expect to see the strategies for Bay of Plenty, East Coast/Hawkes Bay and Nelson/Marlborough scheduled for review.

National Park Management Plans (NPMPs)

NPMPs are also supposed to last for 10 years, but are similarly stretched out for longer periods of time.

We are amidst an intensive period of National Park Management Planning. The Paparoa NPMP was revised in 2017 and the Westland Tai Poutini and Aoraki Mount Cook NPMP reviews are currently underway. These two have received considerable interest, with the balance of preservation, recreation and tourism under particular scrutiny.

In the North Island, the Egmont and Tongariro NPMPs are overdue for review. In the South Island, we can expect the Fiordland, Abel Tasman and Mt Aspiring NPMPs to be reviewed in the next few years.

Give yourself a voice

It's easy to sit in an ill-maintained DOC hut or wander along an overgrown track and have a bit of a moan about 'bloody DOC' and what they should do differently. Much harder, is putting yourself in the DOC decision-makers' shoes, balancing up a huge variety of competing interests without ever having enough resources to do it all.

Somewhere in the middle of that difficulty scale is opening up a laptop and having a scroll through the 'open consultations' page of the DOC website, typing up your thoughts and emailing it to them. Whether it is an interested professional or on behalf of your employer, its critical that the voices of Outdoor Education and Recreation are heard by DOC.

ST THOMAS' RITE JOURNEY – THE BOYLE

NICK CHAPMAN

The rumble of the bus as it pulled into the Boyle River carpark was quickly replaced by the students' chatter, their anticipation palpable and grumbling good natured. The moment has arrived where they will tackle the fifth stage of their year long 'Rite Journey' programme, part of the Year 10 curriculum at St Thomas of Canterbury College.

Tucked away on the edge of the Boyle River, at the southern end of the Libretto Range is the Boyle River Outdoor Education Centre. In 1972, a member of the Belfast-Kaiapoi Rotary Club suggested; "...build a tin shed somewhere up in the mountains where our local high school kids can experience the high country of Canterbury." After several years of planning, embellishment, consultation, research, tireless effort and the establishment of the North Canterbury Alpine Trust (NCAT), The Boyle River Outdoor Education Centre (The Boyle) was opened in 1978. The initial objective was to provide outdoor educational experiences, now 40 years on from when the doors first opened, they run a multitude of different style programmes.



"The St Thomas of Canterbury College Year 10 'Rite Journey' boys programme is designed to support the development of self-aware, socially just, responsible, respectful, resilient and worldly adults. It raises the young men's consciousness about the transition from boyhood to being a man.

Throughout the 'Rite Journey' students explore and discover connections, communication, challenges and celebration. It links extremely well with the school's Edmund Rice philosophy of having an educated heart and educated mind." www.stc.school.nz

The four day programme at The Boyle forms the fifth stage of the 'Rite Journey'. It takes the students on a journey of challenge, exploring who they are and their transition into adulthood, becoming a man and entering the senior school. On camp students undertake activities while discovering challenge, teamwork and that they are capable of more than they thought.

When the moment arrived to set off from the repack site, where students have just had their gear checked and packed, a low hum of enthusiasm pulsed through the group as they headed towards the Sylvia Canyon. Under a beech tree covered in mistletoe, the students find the safety equipment for this activity and their first clue in a series of challenges that will lead them to tonight's dinner.

The team don't realise it yet but the decisions they make have real consequences! Across the Lewis River and up into the lower reaches of the canyon surrounded by sub-alpine beech forest, the students find before them two roaring waterfalls, the big pool seemingly endless, the water clear and ice cold. Kitted

up in wetsuits, spray jackets, PFDs and helmets the students make their way under the waterfall before taking the plunge into the water. All going to plan the students have conquered the challenges, deciphered the riddles and made their way to where their dinner has been stashed.

"As I stepped out from under the waterfall, I thought wow! This is going to be cold. Just send it! I thought as I jumped". The Boyle cadet, Rhys Bennett.

Day two sees the students wake to morning bird song, tomtits and piwakawaka flitter around picking off the morning namu (sandflies). Students will embark on an 18km tramp today making their way along the Boyle River heading south. Along the way, they undertake challenges including two river crossings, a stretcher carry and learn about navigation and tramping skills.

Each night the students make their way to a different campsite firstly staying in tents then under flies, then finishing under a bush bivvy they build themselves. Two parts remain of camp, the Challenge Arvo and the 24 hour solo; time for reflection of who they were, who they are and who they want to become.

Day four comes around quickly and a sense of achievement can be felt as students share stories with each other of their individual journeys. This week has been an opportunity to explore and discover consciousness, connection, communication, challenge and celebration. These young men will continue their journey into adulthood having stepped out of their comfort zones to learn more about themselves.

"After four days in the bush our boys return to Christchurch equipped with the life skills and resilience to face the many challenges life will throw at them. The Boyle camp is the perfect environment to foster their transition from boys to men." Paul Burton, Rite Journey Teacher at St Thomas of Canterbury.

"I was extremely anxious and nervous about the solo, I had to really dig deep and use all the strategies and confidence I had to stay out. The next day a huge weight was lifted and I felt so stoked to have achieved this, I knew it wasn't that bad and my mindset had shifted, I look forward to my next big challenge." Ben Harrison, Year 10 St Thomas'

"Camp was a great opportunity to make me reflect on how grateful I am for the small things, it pushed my boundaries and it was a great way to use the skills of the Rite Journey around resilience and taking my mask off." Roman Bradbrook Year 10 St Thomas'

"The Rite Journey camp at The Boyle is a highlight of the programme, it places the boys in an uncomfortable, different environment and they have to use all the knowledge and skills they have learnt building towards it. Seeing the sheer delight on the boys' faces once they have conquered fears is awesome. Working together outside the classroom and using life skills like teamwork, communication and helping others who need it, helps to mould them into fine young men. The Year 13 boys later on in their schooling are asked of highlights of their school career and the Boyle River is always one of the major ones." Richard Washington, Rite Journey Coordinator.



CONGRATULATIONS MARK PARFITT: EMERGING INSTRUCTOR

Awarded to an instructor who displays great potential for the future, and who demonstrates strong commitment to professional development and qualification acquisition.

“ I first met Mark scrounging a ride back to the Granity put in. Within a couple of minutes of meeting him I had him lined up for our summer kayaking work. It wasn't his good looks, kayaking prowess or nice girlfriend that did it, I was just desperate! However, it didn't take long for me to figure out this guy was the real deal. He was 23, turned up with a Bandit, and had my class fizzing on kayaking. After those first few trips I knew it was worth trying to get him to hang around. Fortunately, the following year we were able to employ him and then I learnt the real measure of the guy. Not only did he have my class stoked on kayaking, but canyoning was added to the program, everyone wanted to be a climber, they started talking hunting and were tramping in the weekends. Yes, while Mark's passion is kayaking he is definitely an all-rounder.



Mark is now in his third year working as an outdoor instructor at Nayland College. He is steadily working his way through NZOIA qualifications. He has high expectations of himself and his students, he is thorough and thoughtful in his approach. He is committed to not only bettering himself but also improving systems and challenging the status quo. He is not shy of a robust conversation about what is the best way and is able to back himself with insightful knowledge. At the same time he is always keen to learn from others and to develop his skill set further.

Perhaps Mark's biggest asset as an instructor is his natural ability to build rapport with students and staff. He understands his students and they understand him, they respect him for his knowledge and skill but also enjoy his friendly banter. "Walking along Robert Ridge in knee deep snow, a blizzard and darkness approaching he (Mark) still cracked a few good jokes to keep the group lively and managed to teach me about alpine plants like vege sheep and about alpine snow conditions too." Daymon, Year 13 student.

He leads by example pushing himself to be better both technically and in his knowledge of the environment he is working in. I know that Mark is setting our students up with not only best practice skills but with a love of and respect for the outdoors.

ASH WHITEHEAD, HEAD OF OUTDOOR EDUCATION, NAYLAND COLLEGE

“ I remember Mark on day one at Aoraki Polytechnic in Timaru being very definite about completing all three years of the programme. He was driven, had goals and was determined to succeed – and he has.

I also remember him being a tad cocky. One lesson he taught was on first aid kits (I agreed it was a dry topic). He presented to the class in a way that could have been interpreted as either sarcastic or that he thought his 'students' were thick. I agonized over how to give him constructive feedback and decided that his skin was thick enough to take it – "Mark, in that lesson you came across as arrogant and that will turn students off listening to anything you have to say". I expected resistance or at least a frown. He took the feedback graciously (hats off to the 19 year old!) His cockiness has softened to a confidence worthy of his talents and a humble readiness to seek feedback to improve.

Recently I worked as a contract instructor with him and his Nayland College crew. I wished I had a video camera (with drone) to film him teaching his four students at Matiri Street on the Buller River. I would have titled the film – 'Catching eddies – the simple way to get your students hooked on kayaking.' In the two hour session he had his four students catch more eddies, ferry glide more times and receive more one on one technical coaching points than I'd ever have thought possible. They went from being a group of individual boats not really aware of each other, to five kayakers who looked like they'd been boating the gnar together for a season. They were stoked about kayaking as a team and about being responsible for themselves and others.

Seven years on from Aoraki, Mark epitomises an emerging instructor:

- He is skilled (I hear he can tramp, climb and canyon too).
- He gets out on missions in his own time because he genuinely loves what he does.
- His passion for adventure rubs off on his students who, through his enthusiasm, can't help but see how much fun it can be.
- He humbly looks for ways to improve own skills, instructing and management.
- He questions the status quo and looks for ways to improve it.
- He cares about the future direction of the outdoor industry and shares his opinions articulately.

I see Mark becoming a strong positive influence on our sector if he chooses to be, his opinions are backed up with skills and experience worthy of respect.

JEN RILEY, OUTDOOR INSTRUCTOR

“ During his time at Abel Tasman Canyons Mark showed an incredible amount of enthusiasm for sharing his passion for the outdoors. His natural ability to build rapport with people from all walks of life is impressive and seems effortless.

He came in new to canyoning and within a short period of time mastered all the skills needed to be an independent guide, a level which most instructors take a long time to achieve. His drive to continuously better himself, his athleticism and love to be outdoors and share with other is what makes him such a fast learner. He brought with him a strong skill set from other pursuits, especially white water kayaking, and strong values around his philosophy of instructing. Whilst in a new environment

he maintained those values, passing them on to the rest of the team and new instructors who he taught.

I have spent time with Mark on many adventures and from those I can say that he is a true all-rounder. Whatever Mark does, he takes it seriously and he does it right.

TOINE HOUTENBOS, ABEL TASMAN CANYONS

“ Mark's ability to captivate and inspire students is one thing that really stands out with me. This was very apparent during the white-water kayak unit where he managed to get many beginner kayakers hooked on the sport. He has an excellent way of adapting teaching styles to meet the needs of all ability levels while making each student feel safe and worthy.

Mark is an absolute pleasure to work with as his positivity, enthusiasm, skill set and humour make it enjoyable for all involved, students and co-workers alike.

Mark shares his understanding of local flora and fauna through the art of story-telling which engages students in what can be a dry topic. Many students refer to this as "story time with Mark". His drive to learn and to improve in his own art is awesome to watch and motivates those around him including myself.

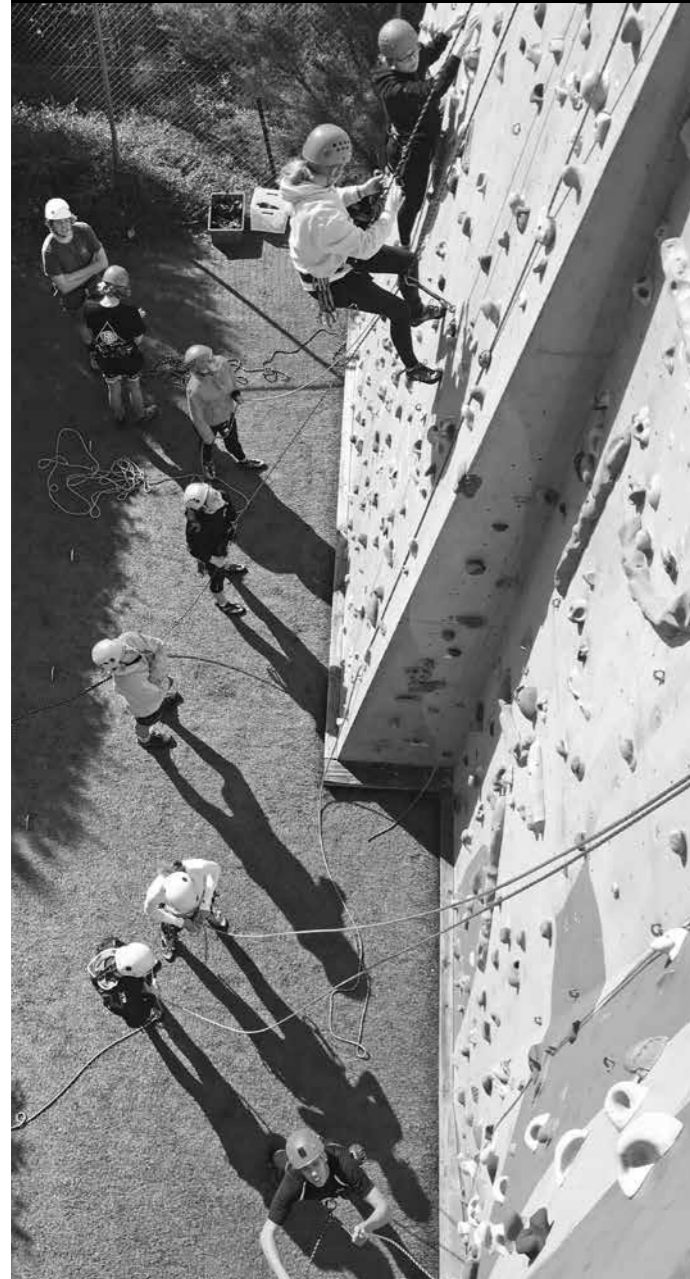
I look forward to watching Mark continue with his instructing pathways. I feel every student that Mark has worked alongside is a lucky individual.

SALLY JOSENHANS, TEACHER, NAYLAND COLLEGE



Photo supplied by Abel Tasman Canyons

INCIDENT SHARING: CLIMBING WALL INCIDENT, KRISTIN SCHOOL



Facility

Kristin School, in Albany on Auckland's North Shore, has a climbing wall on the outside of one of its gymnasium buildings. The wall is constructed of plywood and simulates an indoor climbing wall. It has various crag features including a slab, faces and overhang configuration for abseiling, bouldering, top rope and lead climbing, and has approximately 50 climbs. It is used for a variety of physical education and outdoor education curriculum classes and the school runs an extracurricular school climbing club. It is not available for external hire.

Management

The wall has a part-time contracted manager who consults with the teacher in charge of Outdoor Education, and both hold NZOIA Rock 1 and Sport Climbing Endorsement qualifications. The school has an 'in-house' wall supervision qualification for staff, with differing scopes to cater to the programmes being run. Outside contractors with industry qualifications are employed to run more advanced programmes. We also have a NZOIA Rock Assessor as a technical advisor.

Incident Overview

1. Two climbing wall supervisors set up the climbing wall at 3pm in preparation for the climbing club.
2. 3.30pm the session started with 11 students doing stretches and a discussion about the plan for the session.
3. Reminder from supervisors to students about the importance of buddy checking before climbing.
4. Climbing began around 3.45pm with both supervisors managing the session.
5. Two Year 10 students, who had both been in the climbing club for two years, were paired up. They were experienced and regular climbers.
6. After the session had been operating for about 30-40 minutes the climber of this pair was being lowered from a climb.
7. About two-thirds of the way down the wall the rope began to run fast through the belayer's hands.
8. The climber hit the ground heavily, a fall of approximately three metres.
9. The climber landed on her lower back and was unconscious for 10-20 seconds.
10. First aid was actioned by the supervisor.
11. Emergency services and relevant people were contacted.
12. An ambulance took climber to North Shore Hospital to later be discharged at 11.30pm – tired and sore but with no broken bones or head injury.

Outcome & Investigation

The following day, after being informed of the incident, the teacher in charge of Outdoor Education advised the Executive Principal to engage immediately with NOZIA for guidance and to action a full and thorough external review.

The investigator found that the following key areas had sound procedures in place, and were executed to a high standard in this incident: safety documentation, planning and preparation, group supervision and emergency response.

The Petzl GRIGRI 1 was the belay device involved in the incident. These are common and have been around for approximately 15 years. A common operator or belayer error when lowering using the Grigri is to pull the lever too far down which opens up the cam within the device and reduces the friction on the rope allowing the rope to run freely. This can make it very hard for the belayer to hold onto the rope. Even though belayers are alerted to this hazard and are trained to prevent this occurring there is still a possibility this could happen. Factors that could influence this to happen are; belayer inexperience or inattention, rope sticking or jamming and belayer pulling down too far to release, belayer opening the lever before climber has weighted the rope. A number of instructors, institutions and overseas indoor climbing walls have moved away from using the Grigri as a top rope belay device because of this issue.

The accident described is not uncommon, both in New Zealand and globally. From the investigation, it is unknown exactly how or why the rope went through the device quickly for the last third of the lower. Given the device was still functioning correctly after the accident, the rope did not stick, and the climber's weight was already on the rope, it was most likely a belayer error in opening the lever too far. The belayer had used this device many times before and knew the implication of pulling the lever too far down. Despite Kristin School having a number of robust systems and documentation around the climbing wall, it does not prevent the same incident happening in the future, unless the belay device and/or system is changed.

Recommended Actions

Based on the report, Kristin School has implemented the following changes:

1. Belay recommendations from the report:
 - only use the current Grigri devices with a back-up belayer,
 - or consider other belay devices that have an anti-panic mode which negates the hazard of the belayer dropping the climber. There are many new belay devices coming onto the market including the GRIGRI+ and Edelrid Jul2,
 - or use an alternative system e.g. ATC with back-up belayer and prussic.

Kristin chose to implement the new Petzl GRIGRI+.

2. Installed permanent shock absorbing padding in the fall zone at the base of the climbing wall. (Burgess Wetpour Safety system 90mm thick).
3. Collated all existing climbing wall documentation into an overarching Safety Management System (SMS). Particular attention was paid to the detail included in the ASG: Indoor Climbing and climbing on other artificial structures Version 2, and AS 2316.1 - 2009 Australian Standard- Artificial climbing structures and challenge courses fixed and mobile artificial climbing and abseiling walls.
4. Updated SMS to clearly identify an internal safety review process that documents discussions for analysing incidents, accidents and near misses.
5. Changed terminology in SOP and AP from "self-locking belay device" to "assisted braking belay device."



Observations from the use of the GRIGRI+ so far:

- With a wide range of climber weights (from Year 5 to Year 13 students), careful selection of rope diameter is required to enable safer belay technique.
- Once the anti-panic has been engaged, we discovered that it is possible to pump the lever further to initiate a manual override, similar to the bottom end operation of previous Grigri devices. Disclosure of this fact is now included in briefings to ensure safe operation of the device.

Reference

NZOIA accident report prepared for Kristin School August 2017, prepared by Mike Atkinson, Assessor for New Zealand Outdoor Instructors Association.

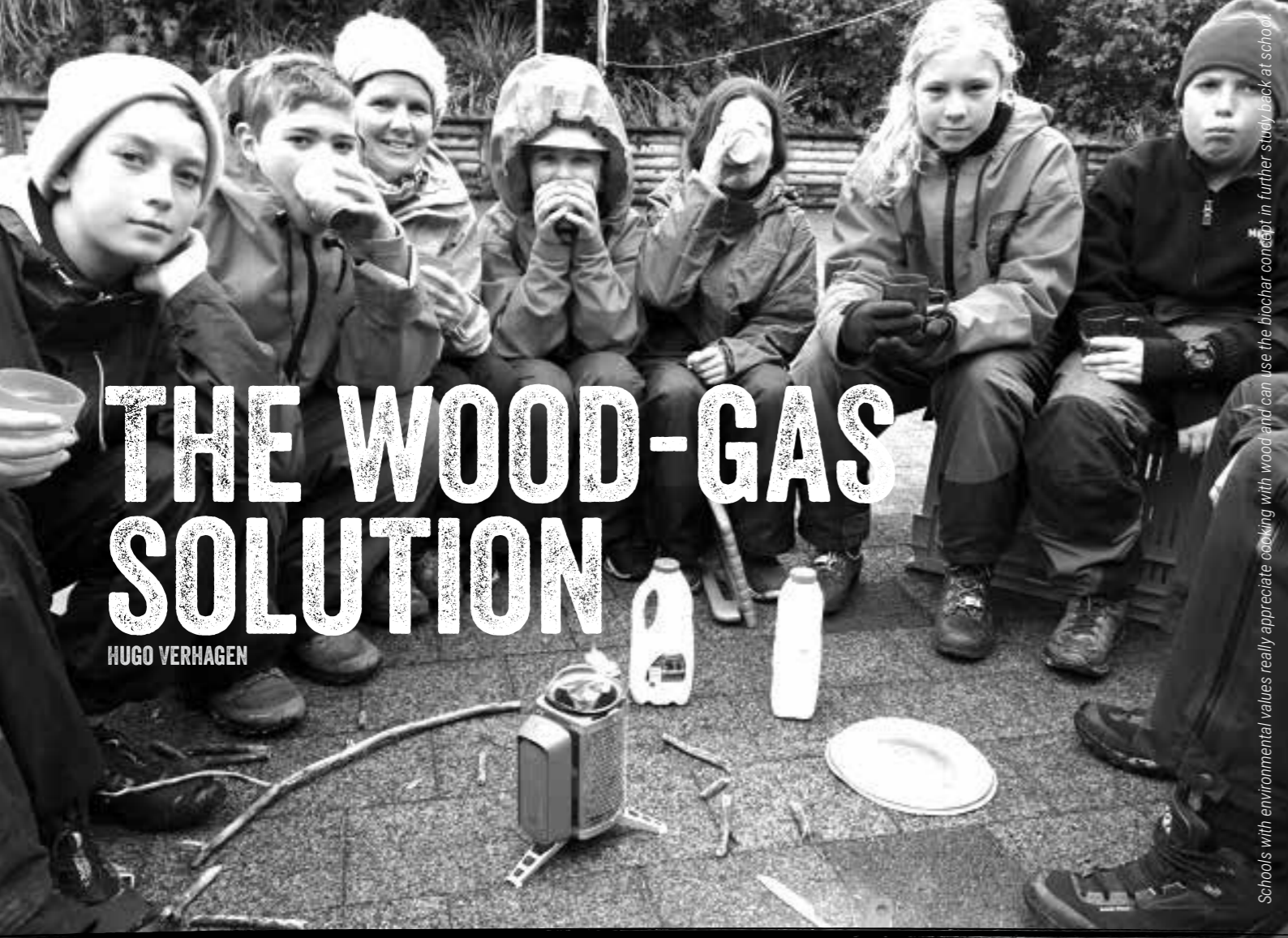
Note from TSC: Please note that with the Grigri+, as mentioned above, the auto lock function can be overridden by further pulling down on the brake lever. This will disengage the locking mechanism, and the climber will fall if the belayer is not in full control of the brake rope. So if a climber falls, and the belayer panics and pulls hard on the brake lever of the Grigri+, it will NOT lock and will perform exactly the same as the original Grigri. We recommend doing your homework when looking to replace belay devices on climbing walls. There are devices out there with very good anti-panic functions (e.g. Edelrid Eddy).

See Dave Brash's article in the NZOIA Quarterly Issue 70, July 2015; 'Four ways to drop your climber and some ideas on prevention' for more discussion. When asked for further comment on the use of grigris, Dave said the following:

When the amygdala senses danger (for example; climber descending too fast, belayer getting pulled up, sudden shock load), it makes a split second decision and initiates the freeze-flight-fright-flight response, bypassing the cortex. In the context of belaying it leads to the lever being held or pulled even further down. The cortex would say 'Let go of the lever' if it had a chance (the belayer 'knew the implication of pulling the lever too far'), but has no say in the matter because it has been 'hijacked' by the stress response. This is why the grigri style devices can be so dangerous when lowering, and not just for novices. (The belayer 'had used this device many times').

So what can we do? In addition to the recommendations of the report, I recommend the following:

- When teaching lowering, get the belayer to let go of the lever at least once or twice on their first lowers. Frequent, then occasional, lever releases help to rewire reactions.
- The 'Stop!' command is a valuable way of checking the belayer's reactions, and should be intermittently used even with experienced belayers. When a belayer lowering hears the command, they should immediately let go of the lever.
- Active supervision at transitions and during lowering.
- Effective back up belaying: back up belayer should be behind the belayer's brake hand; consider using a prusik.



THE WOOD-GAS SOLUTION

HUGO VERHAGEN

Schools with environmental values really appreciate cooking with wood and can use the biochar concept in further study back at school.

There are new kinds of camp-stoves on the gear market called gasifying wood stoves. These run on twigs, kindling or wood pellets rather than conventional fossil fuel sources. At first glance they can seem a little inconvenient, but I personally believe they offer significant educational value to an outdoor education program. Students love using them because they love learning and practicing fire-lighting skills, and the stoves roast great marshmallows! Beyond this, however, these camp-stoves offer significantly more value than that to our outdoor programmes.

As a hobby permaculturalist in some of my spare time, I'm constantly developing our household living systems to try and live more sustainably. I'm also trying to develop the same kind of thinking in my work as an outdoor instructor. Personal experiences in the garden are often my inspiration for developing resources to teach environmental education. I believe environmental education balances adventure education and so I often expose my students to both during an outdoor experience. Recently my camp-stove has become my tool to help me teach a concept that can lead to taking positive action towards resolving climate change issues. The concept is this...

The recent discovery of biochar has been promoted by global networks of soil and agriculture scientists to the United Nations Framework Convention on Climate Change (UNFCCC) as a practical means of carbon sequestration that can be done on an industrial scale. Carbon sequestration is any process that locks away atmospheric CO₂ by putting it into long-term storage. This process can be demonstrated with students on a small scale using a wood gasifier stove during an overnight camp.

Wood gasifier stoves burn very cleanly and are ideal for producing biochar. Scientists define biochar as 'charcoal that has been biologically activated before being buried in soil'. The advantages of burying biochar are that it makes an ideal habitat for soil microbes and that it stays in the soil for thousands of years. Happy microbes make soil much more fertile and will continue to build in population, growing healthier plants or crops in perpetuity.

This is the basis for the next revolution in agriculture. We live in an agricultural society and most of us are totally dependent on it. Currently, most of the food we eat is produced in a system dependent on fossil fuels. As sources of fossil fuels become scarcer, our global agriculture systems will need to move away from this reliance.

Whilst fossil fuel-based fertilizers degrade soil micro-biology and require repeated application, soil that has been mixed with biochar continues to increase in fertility naturally over time, without needing further applications of fertiliser or compost. If you're a keen gardener, you'll realise the significance of this. This principle also explains the invigorating effect of bushfires. Biochar makes soil increasingly more productive. Chemical fertilisers tend to do the opposite.

When put into soil, carbon/charcoal/biochar stays there forever. Evidence of this is easily found in the ash deposits of the Taupo eruption. The charred logs and branches of trees buried in pumice from the 180AD eruption can still be seen today.

In 1966, Dutch soil scientist Wim Sombroek discovered Amazonian Terra Preta soils that were created by ancient civilizations who mixed charcoal with organic waste to deliberately enhance its fertility. This agricultural technique allowed their society to exist sustainably for around 10,000 years without degrading the soil. After Spanish explorers searching for gold during the 1500s introduced foreign diseases, these civilizations collapsed, and their agricultural practices were lost.

In 2002, anthropologist William Balée concluded that the Amazon rainforest exists on soils that are in fact anthropic (man-made). Incredibly, Terra Preta soil is still used today (10,000 years later) by modern day Brazilians to grow food and it remains fertile without additional fertiliser application. It's ironic to think that the largest and most abundant forest on our planet, often associated with the absorption of much of our atmospheric CO₂ was actually man-made. I find comfort in that. We have the power to effect change.

Sombroek died in 2003, aged 69, but his vision for the future was the development of industrial and widespread systems to contribute to the sequestration of atmospheric CO₂ using biochar to reduce climate change effects. There is immense hope in this message – we can rebuild earth! I'd like to suggest we can teach this message through outdoor education.

Overnight camps are often when students are most engaged and relaxed. Using this time to teach students how to put carbon back into the ground can inspire them to act. The morning after a camp cooking night, the biochar produced can be buried with ceremony and pride and marked as a significant act. Isn't any action that can contribute – in any way – to the reversal of climate change a cause for celebration?



The Biolite Cookstove is great for roasting marshmallows and is a great Leave No Trace fire method.

By teaching Sombroek and Balée's concepts, we engage in what Simon Priest refers to as ekistic relationship development. In other words, teaching students about responsible and sustainable ways for humans to live with nature. Priest suggests that the 'Holy Grail' of outdoor education can be reached with an outdoor education programme that offers a holistic package of development. His 'Outdoor Education Tree' model suggests that exposing students to a well-designed outdoor programme will ultimately lead to them taking positive actions to look after the natural world.

I'd like to see more investment in outdoor education that places equal value on both environmental and adventure education in our industry. Right now, NZ society is changing rapidly. Is this the next step in evolving as an industry? Can we play a part in developing more sustainable communities in NZ for the future? I think we have all the tools we need to make a start.

Action inspires hope.



The gasifying effect generates a vortex like flame in the Biolite Cookstove. Cheaper to fuel than conventional stoves even if fuel is purchased.



Cooled, stored & carried away in a sealed tin, charred wood-pellets make ideal biochar.



Biochar inoculated with microbes before being mixed with soil grows spectacular vege seedlings.

Hugo Verhagen, Senior Instructor at Hillary Outdoors. NZOIA Bush 2, Kayak 1, Alpine 1 and Rock 1



PROFILE: JONO TAYLOR, KRISTIN SCHOOL

This article aims to demonstrate to future instructors and educators just one of the many pathways towards a sustainable career in the outdoors, while also showcasing some of the possibilities for an outdoor education programme in a secondary school context.

Who am I?

My name is Jono Taylor (JT), and I have the privilege of contributing to an industry in which, for the most part, the line between work and play is very blurry. Education, young people and the great outdoors is a powerful mix and under the right conditions can change lives. Combining this with the creative and caring attitudes that are so common in our industry, the ripple effect into our communities is positively immense. I am currently the teacher in charge of outdoor education at Kristin School in Auckland.

Finding my passion

After high school, I decided to head to Otago University to study a Bachelor of Physical Education. One of the compulsory papers included a seven day tramping experience at "Paradise" in Mt Aspiring National Park. I was in awe of my instructor and how he managed to glue together a group of very different people while sharing his passion with us. The experience was profound, and one that changed my direction toward outdoor education.

John Maxted (a.k.a. Rowdy) was that instructor and later became my supervisor in a Post Grad Dip Outdoor Ed. He was an avid outdoor enthusiast and a mentor for me at this formative time of my life. While studying he also introduced me to Mike Boyes and Geoff Ockwell who both had a similar impact on my tertiary studies and my outdoor direction. Rowdy led me into my first assistant instructor role within the PE programme, payment was a bucket load of experience and a retired flysheet from the gear shed!

A theme of building relationships was beginning to emerge.

Skill Acquisition

I had no practical qualifications until I met Steve Brown, owner of Wild Earth Adventures in Dunedin, who took me under his wing and mentored me. At Wild Earth, I learnt about professional best practice and uncompromising safety standards across multiple

disciplines including rafting, sea kayaking, bush and canoeing, as well as the crucial skill of loading and backing a trailer! He was the push I needed to sit my first NZOIA award Bush 1 in Arthur's Pass, a nerve-wracking but very valuable experience.

Two years working as a tutor for a youth development program in Dunedin sparked an interest in education and led me to the Christchurch College of Education to complete a Post Grad Diploma in Teaching and Learning. Enter a few more teaching legends; Chis Jansen and Chris North who have had a significant impact on the way I teach now. This was followed by a stint as a contractor with another key influence, Liz Penman at Adventure Works who opened my eyes to the power of facilitation. The journey towards developing my personal education philosophy had well and truly begun.

A Steep Learning Curve

Nine years since my tertiary and early work opportunities began, in 2009 I was contacted by the Principal of Kristin School about a job. I abandoned a rafting season in Switzerland and was lured by the chance to sink my teeth into a school program. Three weeks into the job, and I was sinking fast. I was a beginning teacher, and despite having a couple of years of instructing under my belt, I still had a lot to learn about operating in a school environment. The role was challenging for me as I was not familiar with Auckland, and again I turned to the outdoor community for help. I was directed to the team at AUT for some local assistance. Matt Barker, Ray Hollingsworth, Mark Jones and Andrew Mount had great advice and recommended places like the Auckland Quarry for climbing, the Waitakeres for tramping and the Hauraki for sea kayaking. I hadn't been to any of these places so most of my weekends were spent scouting and adventuring.

I inherited a shed full of outdoor stuff, a school climbing wall and a fleet of kayaks, yet I had no formal qualifications to utilise them. This led to a training and assessment journey that enabled me to mix with others who would question and challenge different ways of doing things. Every NZOIA assessment I have done has been a valuable educational experience, and revalidations are a great chance to reconnect with peers and check out what's current.

The Current Programme

Kristin School is an independent, co-educational school of approximately 1620 students from kindergarten through to Year 13, located in Albany on Auckland's North Shore. I am the only outdoor specialist in the school and teach the majority of the outdoor programmes, relying heavily on two loyal contract instructors Bill Lavelle and Omine Ivatt from Craftlab NZ. Their enthusiasm and experience have been critical in the development and continuation of the program, and my sanity!

There are three academic curricular outdoor education programmes:

1. Year 9 – a half year course which provides an introduction to the NZ outdoor environment at a national, regional and local level. Students investigate what recreational opportunities are available in New Zealand, the special plants and animals within these environments, and how and why these places are managed.
2. Level Two NCEA Achievement Standard - a foundation year for developing skills in leadership, group planning and activity management, working together towards running independent camp experiences in Year 13.
3. Level Three NCEA Achievement Standard - building on from the Year 12 programme, students are supported to design, embark and critically reflect on self-directed experiences, all with a place responsive focus.

In addition to these curricular programs, "Odyssey 21" is a 21-day source to sea journey down the Whanganui River. Year 9 students embark on a voyage of self-discovery in Canadian canoes. It aims to foster an ethic of care for the river and its many stakeholders, with a focus on disconnecting to reconnect. Ko au te awa, te awa ko au. The program works alongside local iwi, DOC, local tourism operators and private landowners.



Developing a Philosophy

When I first started, my focus was very much on pursuit based activities and skill acquisition. Over the years, my focus has changed to capitalise on the opportunity to develop critical thinking skills and leadership, through the use of achievement standards. While I still want to develop highly skilled outdoor practitioners, the course now calls for students to be responsive to who, and what is in the environment. As students develop their practical skills, their self-confidence increases and it enables them to question and seek out possibilities for future exploration and self-directed adventures. I encourage my students to open

the map and be inspired by the potential of those contour lines, to be in tune with nature and revel in the possibilities of exploration.

An example of this is the final camp of the Year 13 programme. It is the culmination of two years of learning. The students choose a local destination, figure out how to get there (self-propelled), and then run a three-day symposium for their peers. With a place-responsive focus, each student plans, delivers and evaluates a two hour session on a topic of their choice. Previous learnings about leadership and safety are utilised to produce a student-directed learning extravaganza where I and the other staff get to be the participants. Students sign up to the sessions they want to attend over the duration of the camp. Last years camp featured everything from Nia dancing and yoga, encouraging participants to be 'present', and developing cultural understanding through hāngī preparation. There was primitive fire lighting with storytelling, and a night creek exploration to learn about local history and geology. The key to the success of this camp is providing the time for students to "apprentice themselves" to the place first by having multiple site visits and front loading questions about what is possible in this specific place.

Last year I was humbled to receive the EONZ Education Outside the Classroom Award and I attribute this award to three things:

1. support and mentoring from an amazing network of inspirational people;
2. a pioneering Year 13 cohort that pushed and challenged my teaching philosophy, and who embraced opportunities to critically think and experiment with being place responsive and
3. a high level of autonomy and trust from both senior management and the wider PE faculty to making Outdoor Education a valued subject

Onwards

As an outdoors person it is only natural that you are going to be away a lot, and that you have to manage paperwork, staff, students, parents, drying tents, forecasting weather and driving vans etc. Although life is busy, nothing beats the feeling when it all comes together, and you can sit back after the experience and appreciate the greatness your students have achieved.

I caught up with a bunch of my school leavers over Christmas for a lap on the Kaituna and their car was loaded up with bikes, surfboards and climbing kit ready for a road trip full of adventure. They were all looking forward to their plans for the year ahead and armed with an ethic of care for the environment were keen to contribute somehow to the greater good.

From my experience, if you are enthusiastic and keen to learn, the wonderful people in our industry are more than willing to share their vast knowledge and experience. This is something for which I am eternally grateful, and I look forward to repaying this debt to the next generation of adventurers.

After ten years service at Kristin School and willingly burning the candle at both ends, I will be taking a year off to be a full-time Dad! I look forward to fostering an adventurous spirit in my own kids, albeit initially at a much slower pace, and interspersed with naps and snacks!

Jono Taylor – NZOIA Bush 1, Kayak 1, Canoe, Rock 1 and Sport Climbing Endorsement; NZRA Senior Raft Guide Grade III



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Congratulations

to the following members who recently gained NZOIA Qualifications!

Abseil 1	Sebastian Grewe, Tom Batts, David Williams, Anna Brooke, Sean Joliffe, Kate Woolley, Sam Johnston
Abseil Leader	Wesley Wright, Krystal Ritchie, Cowan Fearn, Maria McKenzie, Jessica Kendall, Blake Roderique, Jordyn Coplestone, Lauren Harris, Joshua Niarchos-Painter, Bradley White, Ben Wood, Ryan Welton, Nathalie Nasrallah, Libby Tyrrell, Jacinda Mackie, Sophie Richardson, Harry Hasselman, Harvey Fogarty, Alie Henderson-Corporaal, Callum Robertson-Barnes, Luke Cunningham, Ethan Pocock, Mitchell Lamb, Paddy Tucker, Justin Wimmer, Millie Chamberlain, Brooklyn Kay, Nathan Dick, Simeon Langan, Timea Kovacs, Rhonda Davies, Lily Waharoa, Mikeely Milligan, Kelly Marshall, Regan Barber, Lance Zieltjes, Georgia Orme, Zachary Jones, Joshua Murphy, Ryan Menzies, Thomas Buckley, John Bayldon, Tori Prendergast, Astrid Cotterill-Nagels
Bush Walking Leader	Paul Oulton, Cowan Fearn, Hannah Jones, George Looney, Samuel McComb, Maria McKenzie, Alex Ohnhaus, Krystal Ritchie, Blake Roderique, Matthew Staples, Jordyn Coplestone, Dylan Grace, Lauren Harris, Joshua Niarchos-Painter, Jessica Russell, Bradley White, Ben Wood, Chris Dodds, Ryan Welton, Nathalie Nasrallah, Libby Tyrrell, Jacinda Mackie, Sophie Richardson, Harry Hasselman, Harvey Fogarty, Alie Henderson-Corporaal, Jordan Bade, Madison James-Taylor, Gabe Stone, Will Payton, Callum Robertson-Barnes, Luke Cunningham, Finn Hunter, Isaac Schanzer, Jade Brown, Ethan Pocock, Mitchell Lamb, Paddy Tucker, Justin Wimmer, Kate Morgan, Nathan Dick, Simeon Langan, Tegan Pope, Timea Kovacs, Reuben Hall, Samantha Adams, Rhonda Davies, Lily Waharoa, Alexandra Luafutu, Flynn O'Donnell, Jordan Mehlhopt, Sonia Murray, Kirsten Hunt, Nick Meyer, Camille Nieper, Kelly Marshall, Lance Zieltjes, Georgia Orme, Laura Vernon, Rosemarie Keen, Joshua Murphy, Ryan Menzies, Thomas Buckley, Georgia McConnell, Seth Upfold, John Bayldon, Josh Hart, Dane Mathew, Tori Prendergast, Amorangi Apaapa, Astrid Cotterill-Nagels, Emily Brodie, Andrew Darling, Caitlin Disberry, Eta Elkington, Emma Hargreaves, Ryan Kale, David McCarthy, Phillip Shergold, Hope Swann, Joe Turner-Steele Ultimate Hikes: Liliidh Johnstone-Macleod, Adie Lawrence, Jason Hodge, Lara Dixon, Moon Kang
Bush 1	Martyn Owen, Allan Carpenter, Lucy Foote, Bernard Oliver, Sam Johnston, Joshua Kirby, Rob Storey, Chris Stephenson, Natasha Mealing, Grant Billcliff, Eddie Murphy
Bush 2	Hugo Verhagen, Stef Waldon, Brad Gibbons, Andrew Dugan
Canoe 1	Shanan Miles, Jonnie Peter
Canyon 1	Kaden Anderson
Cave Leader	Renee Swetman, Ciarne Ngatai-Morrison, Beth Roughton, Jackson Rice
Kayak Leader	Alexander Ohnhaus, Maria McKenzie, Dylan Grace, Jessica Russell, Ben Wood, Chris Dodds, Libby Tyrrell, Harry Hasselman, Alie Henderson-Corporaal, Jordan Bade, Madison James-Taylor, Gabe Stone, Juan Lawrence, Will Payton, Callum Robertson-Barnes, Luke Cunningham, Finn Hunter, Isaac Schanzer, Jade Brown, Ethan Pocock, Mitchell Lamb, Justin Wimmer, Taylor Musson, Lauren McConnachie, Terenz Louie Gumaga, Kelly Marshall, Georgia Orme, Laura Vernon, Zachary Jones, Rosemarie Keen, Joshua Murphy, Ryan Menzies, Georgia McConnell, Seth Upfold, Josh Hart, Dane Mathew, Hayley Hill, Amorangi Apaapa, Caitlin Disberry, Eta Elkington, Ryan Kale, David McCarthy, Phillip Shergold, Hope Swann, Joe Turner-Steele WERO – Jake Carmody, Tim Donnan, Jake Douglas, Theo Pepper, Aaron Osborne, Callum Gilbert, Tom Savage
Kayak 1	Sam Manson, James Bruce, Chris Thornton, Dan Cullen, Llewellyn Murdoch, David van der Gulik
Multisport Kayak Instructor	Mike Pennefather, Paul Eames, Peter Van Lith, Shaun Higgins, Tim Taylor, Blair Anderson, Sam Milne, Chris Stagg, Daan Jimmink, Mark McLachlan
Artificial Whitewater Course Kayak Instructor	Shaun Higgins, WERO – Tim Donnan, Thomas Beamish, Joe Easley
Rock Climbing Leader	Wesley Wright, Krystal Ritchie, Cowan Fearn, Maria McKenzie, Jessica Kendall, Blake Roderique, Lauren Harris, Joshua Niarchos-Painter, Bradley White, Ben Wood, Ryan Welton, Nathalie Nasrallah, Libby Tyrrell, Jacinda Mackie, Sophie Richardson, Harry Hasselman, Harvey Fogarty, Alie Henderson-Corporaal, Callum Robertson-Barnes, Luke Cunningham, Ethan Pocock, Mitchell Lamb, Paddy Tucker, Justin Wimmer, Tegan Pope, Timea Kovacs, Reuben Hall, Samantha Adams, Alexandra Luafutu, Jordan Mehlhopt, Chelsea Haddon, Ellain Joseph, Maleina Grey, Kelly Marshall, Lance Zieltjes, Georgia Orme, Zachary Jones, Joshua Murphy, Ryan Menzies, Thomas Buckley, John Bayldon, Hayley Hill, Tori Prendergast, Jackson Rice, Astrid Cotterill-Nagels
Rock 1	Elizabeth Gummer, Martyn Owen, Kathryn Bunckenburg, Gwyneth Barr, Anna Squires, Nicola Fenwick, Cat Kearsley, Lucy Crozier
Rock 1 – Sport-Climbing Endorsement	Jen Riley, Greg Allum, Charles Martin, Anna Hughes
Rock 2	George Looney, Cowan Fearn, Alexander Ohnhaus, Ryan Welton, Nathalie Nasrallah, Libby Tyrrell, Sophie Richardson, Harry Hasselman, Harvey Fogarty, Jordan Bade, Madison James Taylor, Gabe Stone, Will Payton, Callum Robertson-Barnes, Kevin Parthonnau, Benoit Navarron, Emily Brodie, Andrew Darling, Caitlin Disberry, Eta Elkington, Emma Hargreaves, Ryan Kale, David McCarthy, Phillip Shergold, Hope Swann, Joe Turner-Steele
Sea Kayak 1	Logan Laws, Kevin Hogan, Sam Aldrich, Joel Buckley, Dan O'Connor, Chris Weissenborn
Mountain Biking 1	Emma Bawtree, Nicholas Chater, Chris Mildon, Jamie Mead
Mountain Biking 2	Chris Mildon, Kris Bartley



EXPLORATION OF THE RELATIONSHIP BETWEEN FACILITATOR AND LEARNER

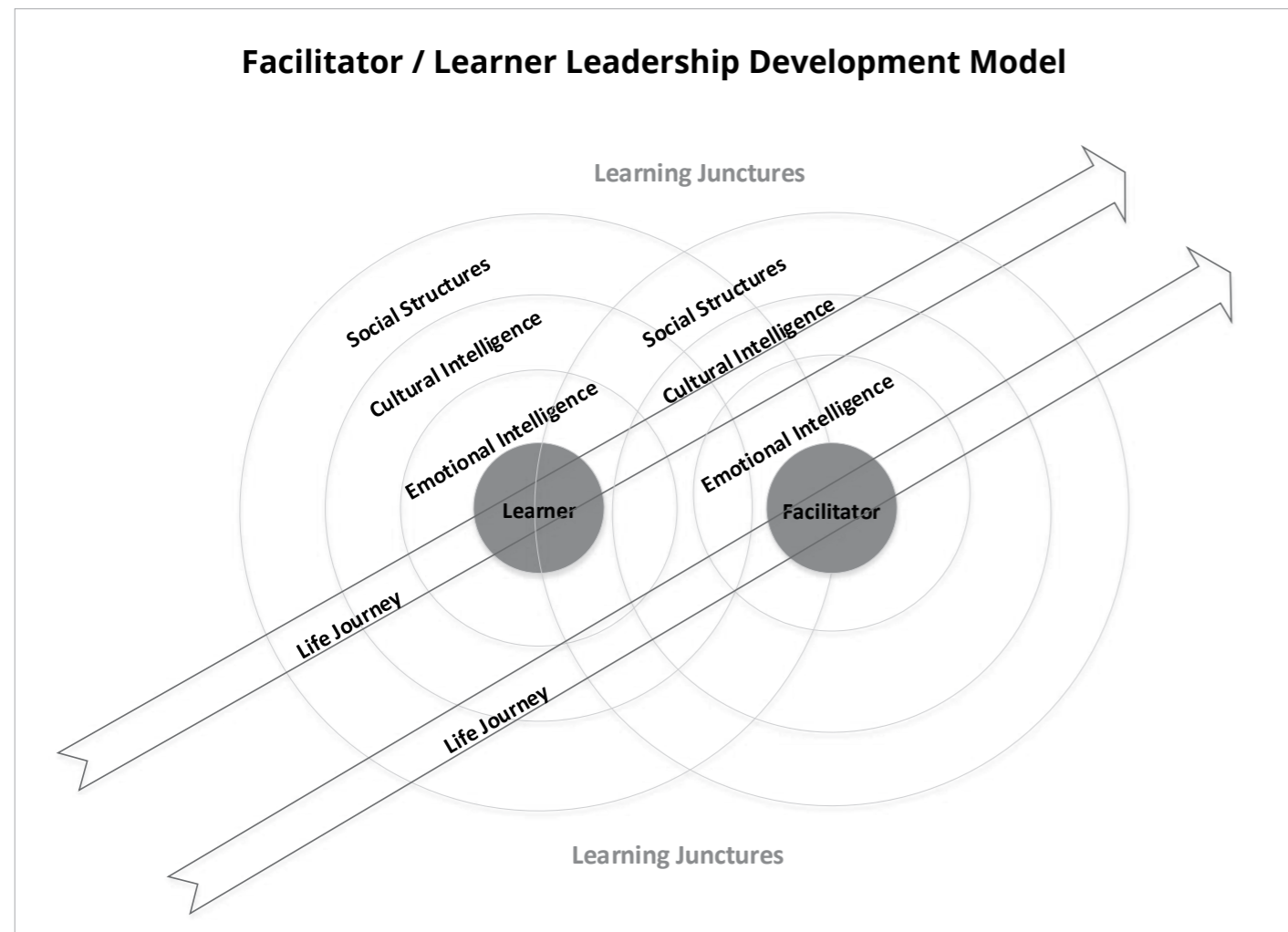
Without a doubt, the relationship developed between instructor and learner is paramount to learner success. This relationship can blossom, or struggle to grow, which in turn will affect the learner's ability to develop. There are many complexities to personal growth and an outdoor educator's aims, but when in charge of a group it is to give them the best experience possible in the outdoors. Part of this is to help the learner grow and get the best out their experience.

While studying for my Masters, I researched personal leadership development: What works for the learner? One of the many aspects of my research that surfaced were the intricacies of the facilitator and learner connection. The teaching/learner relationship dance is complex, and considering the Learning Combination Lock model (Beard & Wilson, 2006) it is multi-faceted for a facilitator to unlock a learner's potential. However, that is an exciting and challenging feature of education.

A good start to comprehending any learning journey is to recognise personalities, connections, linking collaborative relationships and acknowledging that all humans are not infallible to experience both good and bad days. The role a facilitator can take is one of authentic interest in the learner. She/he needs to engage sincerely to understand the learner.

Moreover, for that to happen, they need to metaphorically stand in the learner's shoes. One exercise I did with my learners was exactly that; we each took off our shoes and shifted to the next person shoes, then stood in them. Although, it may provoke squirmy feelings of toe jam and smells, it was however, a revelation to all on how different it felt. As a result, each person's view changed slightly. John Muir (Brown, 2010) expressed the idea of taking people into the wilderness, and that just by being there they would start to affiliate with the local surroundings, developing an affinity and understanding, possibly from the wilderness perspective. This activity was potentially doing just that, but in another way, by stepping out of the shoes we were wearing, and appreciating the different view from someone else's footwear. However counter to this, it is not enough to just stand there and breathe it in, expecting everything to change. The facilitator has to take an active role in engaging with every individual learner to understand their perspective and instigate a professional learning relationship to build steps to help that learner explore their personal growth path.

I have developed a model that looks at the relationship between facilitator and learner, and how the facilitator can truly catalyse the learner's personal growth.



Facilitator/Learner Leadership Development Model

The Facilitator/Learner Leadership Development Model combines the life journeys of both the facilitator and learner; these two entities overlap representing how these two relationships are interrelated. Note that both learner and facilitator in the diagram are at the same level; there is no hierarchy involved, and learning can take place in both directions. Both facilitator and learner have a set of values, self-identity, history, places of connection, and a leadership lens perspective on their worldviews. Emotional, cultural intelligence and social structures encompass both facilitator and learner. These surround both entities and are critical to successful outdoor education leadership training.

How can outdoor practitioners use this model?

Understanding the relationship between facilitator and learner takes pre-consideration by the facilitator to get to know their learners. Consideration is taken into account as to what are the learner's worldviews and, what are their cultural and social backgrounds. It is critical for facilitators to consider their own perspectives, and how this may influence their interaction with learners. We all hold worldview perspectives, and the first step to self-awareness is to know these well. Acknowledging them is critical, do not bury them assuming they make no influence on your thinking.

When a facilitator has the privilege of taking a new group into a new environmental setting, consider how this relationship is built. The progressions a facilitator may choose to use to develop this can be key. Taking people into new environments and changing the routine of a learner's environment can be catalysts for the learner to reflect on their values and perspectives in life. A large proportion of people's days are based on routine, often people live on autopilot, e.g. taking our regular route home (Miettinen, 2000). It is our way of ensuring we do not become overwhelmed by what we would have to reflect on all the time. Experience and reflection occur at uncertain, sometimes random times that are not documented or regularly cyclic. Critical elements that influence the catalysts of development are emotions, environments, cultural safety, relationships with peers, facilitators and others.

Moreover, it depends on opening the learner to new ideas and attitudes. It is too often a temptation for training programmes to fill the time with content, and not build into the learning journey the chance to interact, to stimulate natural conversations and to allow reflection to occur either naturally or through structured questioning. Often structured feedback sessions are less productive for learners than naturally occurring conversations. The facilitator should purposefully initiate these conversations.

How might the model layers apply to you?

Facilitator/Learner: Remember you can both learn from each other. Consider the differential power positions; no matter what you think your relationship is with a learner that power position will have a significant influence on your relationship. What you say or do, does matter.

Emotional Intelligence: Where are you at as a facilitator? Emotional intelligence encompasses self-awareness, self-regulation, motivation, empathy and social skills. Consider where the learner is at with these factors and how this may affect the learning relationship. ▶

Cultural Intelligence: Consider what the culture of the group is. How can you positively influence this, yet respectfully understand the cultures learner's bring with themselves and to the group? How can this positively affect the group's experience and how can you, as a facilitator help the learner feel comfortable while respecting the culture they bring to the learning situation?

Social Structures: A facilitator must consider the micro, meso and macro social structures that a learner brings to a group. Understanding the social structures that exist between both parties help see each other's world positions.

Learning Junctures: These are the gold nuggets of learning. Sometimes a facilitator and learner may identify these together, and more often, each acknowledges their learning nuggets at random times. Learning often occurs long after an outdoor experience when a learner or facilitator has the space to reflect and compare it with another experience. This was evident in my research and should never be underestimated. However, personal growth does not flourish without giving it nurturing consideration, time and a chance to explore what it is.

This model synthesises a range of aspects that when combined, could enhance and help grow learners more effectively, it could also help facilitators expand into other paradigms and theories of knowledge. Understanding what works for learners

in personal leadership development is the root that supplies the growth ingredients for learners and facilitators. Refreshing the leadership lens is something we all need to consider, so we do not become sheltered by our own stories. The art is to remain open and inviting to other people's stories through intensive listening. Only through authentic understanding are we able to truly build and broaden our perspectives on the facilitator and learner relationships. Being open to the ways in which people learn will serve both facilitator and learner well. However, it does not lie in ignorance of the facilitator's perspectives, the position of power nor organisational requirements.

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Andy Thompson, Village Manager for Te Pā Tauira, Otago Polytechnic. He contracts doing safety audits and assesses for NZOIA in sea kayak, rock climbing and bush. He runs his own photographic company.

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3 Day Assessments: (plus evening session) Alpine 1 Bush 1 & 2 Canoe 1 Cave 2 Canyon 1 & 2 Mountain Bike 2 Rock 2	\$795
4 Day Assessments: Kayak 2	\$930
4 Day Assessments: (plus evening session) Alpine 2	\$980

The course calendars for Assessments, Training and Refresher workshops can be found at www.nzoi.org.nz. Members are notified of updates to the calendar via the NZOIA 4YA - our weekly email.

Booking for an NZOIA Assessment, Training or Refresher Workshop

- Go to www.nzoi.org.nz
- Check out the Syllabus & Assessment Guide, if you are applying for an assessment then make sure you meet all the pre-requisites.
- On the course calendar, find the event you want to apply for (you will need to be logged into your member profile) and select 'Apply'. Upload any prerequisites (i.e. your logbook, summary sheet, first aid certificate and any other required documentation to your application). Note: Non-members can attend Training Courses.
- Applications close 6 weeks before the course date.
- After the closing date we will confirm that the course will run.
- If NZOIA cancels a course, you will receive a full refund/transfer of your fee.
- If you withdraw before the closing date, you will receive a full refund of your fee. If you withdraw after the closing date of a course, **the fee is non-refundable**. It is transferable under exceptional circumstances (e.g. bereavement, medical reasons), medical certificates/other proof may be required. Contact admin@nzoi.org.nz for more details.

Further Information

Details of courses run by NZOIA, pre-requisites and online payment are all available at: www.nzoi.org.nz

Courses by special arrangement

It is possible to run assessments on other dates. You will need a minimum of 3 motivated candidates and the date of when you would like the course to be run. Go to the FAQ page on the website www.nzoi.org.nz/faq#custom for details on how to arrange a course. **Course Costs:** all courses run by NZOIA are discounted for members and heavily subsidised by external funding.

*Course fees are for NZOIA Members only unless stated otherwise.

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bivouac/outdoor

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we ARE climbing



ARC'TERYX



Jennifer Olson
'Scared Peaches' 5.12a (25)
Air Voyage Wall
Lake Louise

Photo: ex-Bivouac Staff member - John Price / johnpricephotographic.com

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* Discount is off RRP, not to be used in conjunction with any other discount, special or offer. Some exclusions apply.

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Photos supplied by Kristin School

Profiles of organisations are welcomed for the back page series "Planting the Seeds of Adventure". Contact editor@nzoia.org.nz



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