



QUARTERLY

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

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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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Cover photo supplied by Pacific Discovery

NZOIA Excellence Awards 2017, Congratulations!

Excellence Award	Recipient
Tall Totara	John Furminger
Emerging Guide	Cam Walker
Emerging Instructor	Rata Lovell Smith
NZOIA Tertiary Award	Kevin Burgess, Tai Poutini Polytechnic Michael Edh, Otago Polytechnic Tamara Kinast, Hillary Outdoors Jamie Marr, Ara Institute of Canterbury Aimee Sanson, Whitireia Polytechnic Brando Yelavich, NMIT

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Contact the programme and membership 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

Thoughts from the Board

A professional organisation doing its professional thing

Another three years, another great experience – I've been privileged to complete a term as an appointed board member of an organisation I'm rather attached to.

Recently, I attended the Symposium at Rotoiti Lodge. People were buzzing from their workshops: they were learning, sharing, and excited to be part of a big family.

It was a far cry from the seeds of an organisation planted in 1985, seeds that germinated with a struggle in 1987, and seeds that have grown steadily since. We have nationally recognised qualifications in nine disciplines, 1100 members, super-competent staff, cash reserves, and a governing board focused on NZOIA having a future.

NZOIA has matured

At the Symposium, I was fortunate to be part of a discussion across three disciplines on assessment standards for personal safety, and another on why belay devices don't always belay.

Most of all, I was really inspired by a workshop on teaching climbing movement, just when I thought the sector had retreated to teaching safety systems in the name of climbing.

These were workshops we can be proud of – a professional organisation doing its professional thing.

It's not all a box of fluffy ducks

Resilient organisations balance the books through revenue from services, and NZOIA is some way short of that. We rely on grants to function the way we do. These grants enable us to employ professional staff and keep fees within reach of members' means.

The Sports NZ grant is a particular risk area. A strong application resulted in the grant being renewed for another three years but, given that it's almost one quarter of our income, our reliance on it is a weakness – a weakness that can take our eye off the ball and threaten the way we run.

For NZOIA to build resilience, we need to double our membership and lift our revenue.

To build a membership of over 2000, the board realises that we need to:

- Promote our programme to the huge tourism sector.
- Reach further into the school-camp sector.
- Provide qualifications that meet changing needs, e.g. guiding and mountain biking.
- Provide more membership benefits.

It's only a start

Various other challenges remain, for example:

Challenge 1. Survival requires relevance in a fast-changing world but, despite our best efforts, our programme development is slow. Contrast our situation with nimble companies that plan to have new products make up 30% of their product range each year. We need to adapt faster.

Challenge 2. By operating without a chief executive, NZOIA relies on staff carrying extra responsibility, and the board chair effectively working as an executive chair – we owe Gill Wratt a huge amount for her contribution that we can't count on forever. This reliance is mitigated somewhat by Deb Hurdle's role in the NZRA partnership arrangement.

Challenge 3. We don't know where we're heading long term – a professional overarching body or a qualification body? I expect that most members would be reluctant to move away from our original reason for being but, if Skills Active could function well as the standard-setting body for the sector, we would need to face that dilemma.

Challenge 4. We lack a profile outside the sector. Would a WorkSafe investigator request our advice? Would a typical client ask an operator if its guides held NZOIA qualifications? Would the Minister of Recreation know who we were? No prizes for getting the right answers.

We have much to celebrate

Despite our challenges, we have much to celebrate, e.g. in recent years NZOIA has, in no particular order:

- Awarded high-quality, nationally respected qualifications to over 1000 instructors and guides throughout New Zealand.
- Worked with Skills Active to provide an opportunity for members to get their qualifications on the National Qualifications Framework.
- Developed a revalidation system that gives confidence to operators and auditors that qualification holders have current skills and knowledge.
- Operated efficiently with a skinny administration who know the sector well.
- Developed a partnership arrangement with the New Zealand Recreation Association, which gives NZOIA a cost-effective presence in Wellington.
- Changed the constitution to broaden our board's skills without undermining member ownership through three board members being appointed by the elected board members.
- Revised our code of conduct and raised members' awareness and understanding of it.
- Begun the critical task of becoming relevant to the expanding tourism sector: organisational membership, eg Ultimate Hikes who has 70 seasonal guides; a board member from the tourism sector (Noel Saxon); promotional meetings with tourist operators; and an Emerging Guide award.
- Organised highly successful annual symposiums, which include an award system to recognise outstanding instructors, guides, and students (see opposite page for this year's winners).

That's why I'm proud of this organisation, and I think our members should be too.

Tall Totara: Awarded to a current instructor or guide who personifies 'excellence in outdoor leadership'. A highly respected role model, someone who has contributed significantly to outdoor education in New Zealand through both work with clients and with aspirant instructors/guides.

CONGRATULATIONS TALL TOTARA: JOHN FURMINGER

“ I would like to recognize the contribution that John Furminger has made to outdoor education in New Zealand over the past forty years. John is a quiet and humble man, who has achieved an enormous amount. He ran the outdoor education programme at Rosehill College, guided the development of the Motutapu Island outdoor centre, and was a steady hand as Director for twelve years at St Paul's Collegiate's Tihoi Venture School. Most recently he, and his wife and work partner Christine, created the remote campus for St Cuthbert's College called Kahunui, which has been running now for the last seven years.

John's career has consistently provided programmes with adventurous but safe practice; a calm, inclusive and wise leadership style; and quality training opportunities for, and mentoring of, young staff. John's personal philosophy and values mean that he consistently strives to ensure the students he works with have a positive time, and encourages them to develop a considerate attitude towards the people and places that they are in contact with.

He has driven many environmental components within the outdoor programmes he has led, for example, the development

of the nursery at Motutapu Island which led on to a partnership with Manukau Institute of Technology and DOC, and which has evolved into the reforestation of the island. The award winning work at Kahunui again highlighted his commitment to the environment, as the Footprint project resulted in students taking ownership of enhancing the biodiversity of the area.

John has many technical outdoor skills, including sailing, sea kayaking, fly-fishing, mountaineering and bushcraft.

Being recognized by the outdoor industry would be appropriate, I believe. For me personally, it is the wisdom and leadership he has offered over the years that really stands out. He is a 'leader who walks behind', a 'leader who serves', and as such, offers role modeling of the highest quality.

Lastly, I believe John is not only one of the good guys in this world, he is one of the people who have made the world a better place, and the people who come into contact with him, better people. ”

RAY HOLLINGSWORTH: SENIOR LECTURER AUT OUTDOORS

“ John uses outdoor education activities to deeply engage students and to get incredible growth out of them. St Cuthbert's research showed that there was a large increase in academic scores with the introduction of the Kahunui programme. When questioned by the Board about just how they were able to get such incredible results John replied flippantly: "we talk with them."

On the continuum of outdoor experiences John operates closer to the therapy end using activities that may not be considered 'technical' but that allow the time for immersion, connection and to stop and address issues and topics as they arise. This is a real strength of team Furminger, being able to stop an activity, pull apart a deeper issue with the group, and rebuild the team respectfully by meeting each person wherever they are at and helping them develop the next layer.

John has also been a role model and mentor figure to his staff. For myself, he has encouraged me in my facilitation practice,



“ John has been a member of NZOIA for the past 25 years and has a proven track record in the professional development of some of New Zealand's top outdoor educators while they "cut their teeth" under his leadership. He has held NZOIA awards in Bush, Rock, Alpine but one of his biggest attributes is supporting those younger up and coming instructors to dream big and gain qualifications in areas they are keen to instruct and educate in. Many of NZOIA's members have been influenced by John. Not only does he demonstrate excellence and safety in his own outdoor instruction but he role models this to those he works with. John has a very cool head under pressure and is an influential and highly regarded leader in the outdoor industry in New Zealand.

Under his leadership both the Tihoi Venture School and Kahunui residential programmes were not only physically developed, but developed in a way that those looking at setting up these types of programmes in the future both in New Zealand and overseas have used both these centres as a model. With over 25 years in residential centres, John deserves recognition for the amazing effort, long days and nights, continued passion for the young people in his care and the staff that he has supported over that time.

John has gained amazing satisfaction out of exploring not only the little corners within New Zealand but areas overseas. His enthusiasm and passion has rubbed off on his three wonderful children as we're sure it will for his very recently born grandchildren. John is a great person to have a conversation with, he is a person with great character and principle. He

and in outdoor pursuits. He pushed me to be involved in many parts of the outdoor industry including NZOIA qualifications. In recent years, he has mentored me in my job as Deputy Head of Campus at Dilworth in charge of the outdoor programme, helping me with programming activities, health and safety planning, management and staffing issues, and in striving to develop a world leading vision and philosophy.

Being in the outdoors is central to who John is. I fondly remember working for him at Tihoi; at the beginning of the holidays he would have the family all loaded up ready to go and staff were invited along. I got an early appreciation for John's slogan of 'work hard, play hard'.

John and Christine are both keen participants in any outdoor activity and when they get the chance they'll drag you along on the trip with them. ”

ALISTAIR BURNS: DEPUTY HEAD OF CAMPUS AT DILWORTH



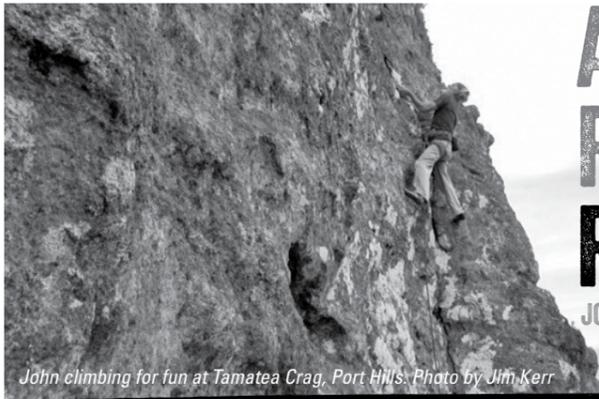
is knowledgeable, passionate, safe and experienced. John personifies excellence in outdoor instruction in so many ways and has contributed to outdoor education in New Zealand for longer than most instructors in this country have been alive.

While it is difficult to separate John and Christine for an award such as this due to them having worked as a team for the past 30 years, it is with ease that we nominate John for the Tall Totara Award and could not think of a more deserving person. ”

CHRIS WYNN (TIHOI VENTURE SCHOOL DIRECTOR 2006-2016) AND CYN SMITH (TIHOI VENTURE SCHOOL DIRECTOR 2006-CURRENT)

A DINOSAUR'S REFLECTION: ROCK ASSESSMENTS

JOHN ENSWISLE



John climbing for fun at Tamatea Crag, Port Hills. Photo by Jim Kerr

Early in September 1963 I turned up to enroll at the university rock climbing club to be greeted by:

"What grade do you lead?" "VS" I replied.

"Great you can instruct then."

"What do I do?" I asked.

"Take people up climbs."

And I have done so for over 50 years. First as an amateur with members of the rock climbing club, friends, school students and then CMC courses until 33 years ago when I signed onto the professional ranks as a guide. Now, this year, I'm back mainly as an amateur with 14 days of volunteer work set against my 6 days of Rock 1 and 2 and a day of revalidation. So what's the difference.



Christchurch Geckos' after successful ascent of "Bunny Buckets" 8 pitches grade 18 at Pierce's Pass in the Blue Mountains. John, Lucas, Oscar, Chen (volunteer instructor), Judith and Nicki.

Well climbing for a start. With the amateurs it's the passion that drives them: ropes are taken up climbs- not thrown down from the top, students are quickly invited to lead- and fall off. At times, to my professional eye, it all looks a touch loose, but it's action with some risk and lots of fun. However I do volunteer with well motivated groups such as the NZAC National Youth Climbing Camp and, recently, I've been in the Blue Mountains with Tony Burnell and the Christchurch Geckos. But then Rock 1 and 2 candidates are motivated and well vetted before they are assessed, so what can they learn from the amateurs to make NZOIA rock assessments more like climbing and less like rope tricks and pro placing at ground level.

Time to get grouchy. Dinosaurs like to start from the bottom and climb up cliffs, so it seems, do sports climbers, so why don't instructors do the same. On my recent two Rock 1's I've watched top ropes being set up when it would have been easier to lead the climbs, especially when I've assessed the

candidates leading 15 and the climbs are 10-12. It's more convenient to lead with two ropes to set up a climb and a nearby parallel climb. If the climbs are 13m or less then a 60m rope will do two. Now this may be tricky when arriving at the crag with a class of beginners, but on assessment with candidates who have shown they can climb and belay, surely not. Even with an intermediate group one can use a student belayer with back up, if necessary, again much easier and, perhaps safer, than leaning over the top.

Next chucking ropes down from the top may not always result in getting the desired climb. One Rock 1 I witnessed succeeded in setting up a 23 for a group of beginners, but they did eventually shift the rope before I could ask them to demonstrate how to do it. And then there is the advice about how to do a climb that the instructors haven't done, such as "left foot up." Advice that may be useful if the session had started with some bouldering when technique could be taught without shouting up the crag and, perhaps, with personal demonstrations. Climbing is about movement so role model some: start with a simple bouldering session, try to take the ropes up some of the climbs and once you've seen that the students are competent to belay, join in to do a climb or two.

And now for grumble about an instruction method often used on Rock 2's when teaching lead climbing. It is called bore (or freeze) the belayer to death and involves the instructor jumaring alongside the leader giving detailed advice on each and every piece of pro. Dave Brash and I have timed two attacks of this going on for 75 minutes with the poor belayer being largely ignored, except when out of sympathy, one of us has had a chat to him or her. If you think that this is the method to use, please consider incorporating some of the following before you take to your jumars:

- choose a climb where you can see the quality of the first 2/3 pieces of pro from the ground
- or place one of them yourself and clip the rope into it to give the student a start
- only jumar up to check crucial pieces and then leave the student alone
- if the climb is long consider setting a few pieces yourself to speed things up
- or set an anchor part way up for the leader to lower off from and let the belayer have a go

There are other methods. Good climbers can go "cold turkey" on easily protected routes several grades below what they can lead on bolts. If this makes you nervous, then do the climb to

place a few reliable pieces to prevent a ground fall and let the student fill in the gaps. If the crux is near the top try abseiling in to check the critical pro, a useful technique when you can see the lower reaches of the climb. And sometimes you can do a parallel climb to lean over from to comment on pro or just watch as it is not necessary to critique each placement.

My poor little dinosaur brain thinks, as much as it can do, that the emphasis on Rock 1 and 2 is slipping away from climbing. Rock 2 model students turn up to learn the tricks to pass Rock 1 such as building anchors, top rope set ups and various rescues, but rarely do they mention climbing and certainly not doing some coaching of rock movement skills. My observation is that the technical tricks, that help to facilitate climbing, have come to dominate as they provide easy boxes to tick. I don't see enough teaching of movement on rock, rarely have I seen climbs chosen to illustrate some of the features of rock architecture and how to climb them. On my amateur days

the students usually walk away from the crag tired out from climbing, as do I, while on most of my professional days I feel that the students could have climbed more and I wish that I could have done so too.

And then for possibly my last hour of rock assessing I climbed the Little Big Wall at Wanaka as a peer with a candidate on the 19 variant, while my friend John shared leads with the other candidate on the standard 16 route. Assessing was so easy: climbing the standard, communicating clearly among other climbers, rope management on stances, gathering on the ledge to enjoy the warmth of the low sun, the questions about the "stacked abseil" from the Rock 1 person poised 45m above the ground, and then the swirling free descent. A great way to walk away.

John Entwisle, has assessed numerous NZOIA Bush, Alpine and Rock assessments

OH YEAH! REVALIDATION TIME

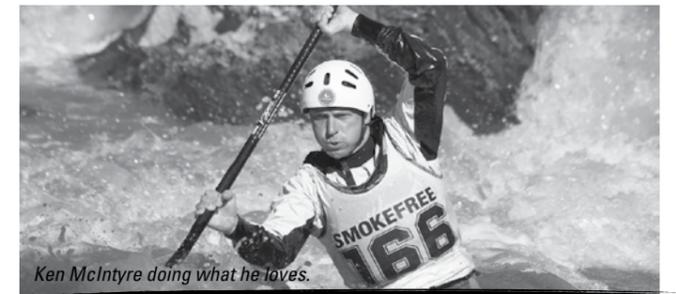
KEN MCINTYRE

Oh yeah, sigh, its revalidation time again!! This is perhaps not an uncommon thought that hovers over the busy schedule of an Outdoor Ed teacher in Term 1! Like where did those 3 years go?! Have I met all the prerequisites? Can I upload a copy of my First Aid qual? Can I remember my NZOIA login and password??? Am I still good enough at 57 years of age? When you work as a teacher in a busy and changing school that is away from the main centres, and you are not a regular attendee of Symposiums (wife / family / holiday exhaustion!) it can be difficult for the stars to align and get you to a revalidation on time!

But with the help of a good organising / facilitating colleague over the hill in Wanaka (Luke Faed, Mount Aspiring College), on a hot February weekend I am off to Wanaka for a day with Ian Logie, along with fellow Outdoor Ed teacher Steve Hodkinson from Cromwell College and Queenstown Eryn Cutler. We all meet and greet and then it's off to the Nook / Devil's Elbow rapid on the Clutha. Moving water, white water with refinement of the sweep and the edge...lots of useful drills and the latest lingo! Then rescue and some dodgy moments in a whirlpool rich eddy line! We finish with a rolling session back at the Wanaka pool and final wrap up and it's over for another 3 years!

Yet there is so much that an old dog like me can learn and apply. Teaching outdoor pursuits in a secondary school setting is quite different from the norm of a polytech course or an outdoor centre. There are keen students and there are not! There are incredible demands on students to enrich their experiences, gain quality credits and progress with an all-round education. Giving sufficient 1:1 student: teacher instruction in the rolling sessions is complex, especially if there are up to 20 students and just 1 or 2 instructors. Therefore it is quite easy for students to develop some bad technical habits in the quest for successful kayak rolls, e.g. head up, pulling down on the sweep blade, little torso rotation. Success is seldom consistent! But gaining some degree of success allows for much better learning outcomes when it is time to hit the Upper Shotty or cruise down to Beaumont on the Clutha. So where is this leading?? Well,

while getting my own rolling critiqued by Steve Hodkinson, he observed that I wasn't rotating my upper body that well. He suggested trying a Pawlata Roll! Actually I had never ever tried one! Back in the day...1970s with the Southland Canoe Club it was the screw / sweep roll or nothing! But this simple observation allowed me to have a better set up, to adjust the blade angle and to watch the paddle blade glide near the surface! Success!



Ken McIntyre doing what he loves.

It was then a simple process to demo this new / old roll to some of my students struggling to roll. The Pawlata worked for them in every instance. And they had a backup if their sweep roll failed them, thus avoiding a wet exit, swim and the resulting loss of confidence. And as a teacher and instructor working mostly in isolation, I now have another tool to make the kayaking experiences in the senior courses at Wakatipu High School more successful and meaningful.

Revalidation; it does what it's supposed to do; it does work. It reassured me that what I am doing is current, those areas that were not so current got updated, I came away with some new tools and ideas and I had a fun day out boating with peers. I look forward to the next round, and encourage those of you hesitating revalidating your qualifications to sign up and enjoy a day out with like-minded folk, doing what you love.

Ken McIntyre, Head of Outdoor Education, Wakatipu High School.

A CAVEMAN'S EXPERIENCE WITH THE OUTDOOR SECTOR (OR HOW I KNEW TO SHOOT THE COW)

OPINION PIECE: VAN WATSON

I'm from an era when bikes were cheaper than cars – only forestry, farmers and hunters had four wheel drives and every time you pressed a button on a camera it cost you a dollar. Around 1990, along with my wife Jan and two kids, I drifted back to NZ to set up house at Waitomo Caves and start guiding with the Black Water Rafting Company. Adventure Tourism hadn't killed anyone yet so we had a chance to set sustainable safety standards without undue pressure. I had a background in cave exploration, forestry, mineral exploration, venison recovery and possum trapping so it was with some ambivalence that I sat, in an old backpackers hostel opposite Wellington Railway Station, with about 76 high school teachers to figure out what NZOIA was and how it could work. The problem was there were so many enthusiastic, competent people that were prepared to volunteer their time for the good of the industry that no outside / government funding body was ever going to give them any money.

Then suddenly SFRITO appeared as part of the great conscience sop resulting from employers abandoning the cost and responsibility of training people for their own industries. Oh! An industry training organisation; there are lots of adventure cave guides at Waitomo so let's set up a training / qualification program for these workers. Next, 76 high school teachers did something incomprehensible that if you held your mouth right and someone took a real interest then you could nearly get something partly relevant but it was mainly about student funding and polytechs (they are similar to politics only polytechs often have educated and qualified people with a relevant skill base).

Along the way the Adventure Tourism Council had strangled itself with moteliars, Qualmark and suit and tie dinners with no funding from TIA or TNZ. But wait; here comes the Outdoor Assembly soon to morph into Outdoors NZ which did some sterling work and liaison until it went one conference too far. It did launch the OutdoorsMark audit system and Black Water Rafting was one of the first three outfits to work through the award.

Fortunately LandSAR needed to update its Vertical Rescue Standards, so there were some light relief workshops with firemen doing impossible things with a single rope and using honed skills from the 1920's and even a whole LandRover that was set up as a tea and coffee dispenser. Mt Horrible was an apt venue. Eventually we beat a lot of cave rescue technique into the system as cavers were one of the few groups left who couldn't get stabilised and wait for a helicopter pick-up. On the local front I got to manage a couple of critical cave rescues – one 'stuck' person – drill'em out, and a broken pelvis person – get a paramedic in and a good cave crew and haul them out. The adventure cave guides at Waitomo are great – they come in after a 10 hour working day and you say "ahmm there's someone needs pulling out of somewhere; can you just change your battery, grab a coffee, go to this cave entrance and follow the michie phone wire until someone gives you a job?" "Yeah OK – cost you a beer." Another bunch of competent volunteers.

Then someone drowns on a riverboard and folks write to the Prime Minister that it's not good enough and the government in its ignorance says 'mumble mumble – everyone must be cowboys; we're going to have to legislate and 'oh look' there is already this OutdoorsMark that has been put together by competent enthusiasts with no funding so let's keep the model the same and get auditors to pay for their own training, technical experts to pay for their own quals and for each outdoor workplace to pay the absolute cost of the assessment.

I once had a commercial pilot's licence for fixed wing and helicopter, there is a standard flight check and licencing fee by a qualified, salaried expert with the entire Civil Aviation Division resources at their back. I also worked on a railway where we had an NZTA Rail Audit. Pay a standard fee and a qualified, salaried person from a substantial NZTA Rail Safety organisation comes along. If he stays in a motel the rail operator doesn't pay extra. And of course the bus licence rigmarole. It's expensive, irrelevant and not much to do with road safety or driving ability but it is a standard fee, albeit inflated, to cover one minute police checks and internal fraud etc.

All along there was OSH. First of all you could phone them up for advice and people did provide some practical safety advice. It then developed an unhealthy interest in grading injuries rather than preventing them. It was slowly morphing into a prosecution body under the Ministry of Business, Innovation and Employment. When Pike River blew up, exposing the shortcomings from dismantling Mines Safety Inspectors and lack of OSH safety overview, then they couldn't really prosecute themselves so there was a quick name change to WorkSafe NZ. Prosecutions are far easier (and cheaper?) than prevention.

The main satisfaction I have had in the outdoor industry (in the nicest way) is assisting young people to get out. The industry can be easy to join but hard to leave. NZOIA Cave 1 and a bus licence helped young cave guides move within the industry and beyond. Black Water Rafting as an employer would supply training opportunities and pay the NZOIA assessment fee if they passed. Young people with NZOIA quals and outdoor experience are great. They have crisis and risk management skills, decision making ability and can hang a team together to achieve goals. They are ideal management candidates, way beyond knot tying and surviving weather events.

So I did a bit more cave TE work this year. The guides are still fantastic. They are the same calibre guides each decade, only their names change over the years. It's always good to see professional performance in a professional industry.



50 years on: Van with his kids; Chad and Troy in Stormy Pot/Nettlebed cave camp

I have had various inputs into all the above organisations. It has been satisfying, frustrating, unpaid but mostly funny. The amount of excuses from quasi government funding bodies has been beyond belief. I'm going to have to pay my \$200 membership again this year to help cover the cop-outs. In my opinion NZOIA and the wider Outdoor Industry is still here due to competent enthusiasts and despite any sustainable funding support.

Recently, I got a phone call from someone with a cow down a hole. So I threw some gear into the car (a 4wd), picked up a young cave guide from the hut (Nathan) and away we went. Above ground I looked at the haul gear – ute and quad bike. Down the hole I looked at the unstable entrance area, the possibility of hauling the thing over backwards by the head from its well jammed position in a narrow cleft. Saw where Nathan would have to perch in an exposed position. Assessed the risk to Nathan, equipment we had, the chance of success and the calibre of the rifle in the car. I knew straight away to shoot the cow.

Van Watson, caveman and hunter gatherer



The author caving in 1965

I was grand-parented to Cave 1 and 2 Assessor. Luckily Mick Hopkinson was the other assessor at the time, so aside from checking basic skills I could get tips from him on grading, sorting the matrix and how to manage peer feedback without tears. There was some humour. We returned home after a weekend of agonising over anchor points, belaying skills and group management to find my kids, 6 and 8 years old, had rigged a 20m flying fox with a 5m drop, from a tree in the paddock to the gate post, and were scorching down with some old retired harnesses and pulleys and had positioned their old cot mattress in case their foot brake didn't work. Still they weren't charging their friends for a ride so that's OK.

Have you tried the NZOIA online logbook yet? NZOIA now has an online logbook facility available to members!



Benefits of the online logbook include:

- You can access the logbook from anywhere in the world!
- It's quick and simple to fill in.
- You don't need to worry about your computer crashing and losing all your data, or storing your hardcopies.
- It is easy to keep a similar format across all disciplines.
- You can keep your information up-to-date and then sort and export your data to excel spreadsheets when applying for jobs or submitting applications.
- If applying for an NZOIA course you can sort your entries and then with the click of a button 'upload' a file to the NZOIA course application.

Things you should know:

- There is a mixture of mandatory/drop down menu fields and free text fields. The mandatory fields enable NZOIA to collect and use data (in aggregate form only – individual members will not be identified). This data is really important for funding applications, reporting and advocacy purposes. The free text fields enable you to include more specific information according to your preferences.
- Coming soon... our computer guru is looking at options to enable you to upload previous logbooks to the online logbook, so you can have it all in one place. We are also working on a mobile friendly version, so you can simply fill it in while out in the field. Watch this space!!
- To access this logbook, sign in to your NZOIA profile, head to your dashboard and select 'My Logbook Entries' from the blue menu on the right hand side of the screen. **Give it a go!**



LOWERING OFF A BELAY DEVICE IN 'GUIDE MODE': AN ALTERNATIVE METHOD

This is an easier, smoother and faster alternative to all the different variations we have been using over the past decade. However, this new method only works if your climber can take their weight off the rope momentarily (e.g. they're too pumped or can't do a move but can grab holds and pull up a little).



Step 1: Take the dead end of the rope (the rope going from belay device to brake hand) and tie an Italian hitch onto your harness with a locking biner (you will be pretty much lowering your climber off this). Tie off your Italian hitch.



Step 2: Place a biner (does not have to be locking) on the focal point next to your belay device, on the side where the live rope (the rope going to the climber) and dead rope come out of the belay device.



Step 3: Ask your climber to momentarily take their weight off, and clip the live rope into the extra biner (watch your fingers!!) **CAUTION:** as soon as you do this, your climber is 100% on your Italian hitch! Make sure your Italian hitch is tied off!!!

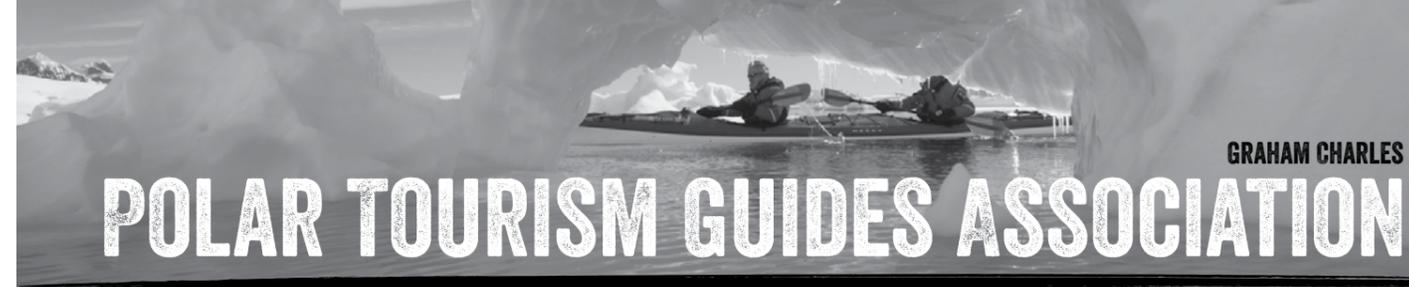


Step 4: Untie your tied off Italian hitch, and lower your climber off the Italian hitch on your harness. All the extra biner has done is lift the live rope off the dead rope, preventing it from being pinched and locked. **This method is super fast to set-up and provides a very smooth lower.**

Just a final reminder that belay devices in guide mode are not designed for lowers. However, given the right circumstances, this new method above is very efficient and smooth. Try it!!! It does require your climber to be able to take their weight off the rope momentarily. If for some reason they can't (e.g. they are free-hanging in space or unconscious) you will need to use one of the existing methods of lowering on guide mode, which is an entire separate article! Dave Brash has written articles recently on how not to drop your climber using these existing methods.

See Dave Brash's articles in previous NZOIA Quarterlies:
July 2015: *Warning – 'Auto' Block Belay Fails*
March 2017: *'Four Ways to Drop your Climber and some ideas on prevention'*

Sash Nukada, Programme Leader, Outdoor Education, Ara



GRAHAM CHARLES

POLAR TOURISM GUIDES ASSOCIATION

A couple of years ago I attended a polar tourism industry conference in Toronto. From this, and through many cocktail led discussions on many vessels, yachts and bars in or near the polar regions there seemed to be a common cry for 'someone to do something' about measuring standards and providing assessment of minimum standards of competency for field staff/guides across the polar tourism industry. Currently there are no industry specific tests of competency to drive zodiacs, lead hikes, deliver lectures, interpret the landscape and manage safety that caters to the exact conditions and skill sets required by guides working in the polar regions.

I decided to have a crack at it. Just like the old expedition days with Marcus and Jonesy and Adventure Philosophy - people said it couldn't be done. I figured with a long history in polar tourism and an even longer history in outdoor education, teaching and assessing instructors across a range of skills topped off with the ever-present need to balance risk vs reward in everything we do I had as good a range of skills as anyone in the industry – and – I was recovering from surgery.

One of the most fun parts of the exercise was searching the globe for 'like' models in education. Despite my global searching I ended up back in the NZ education space and looking at the success we have had with our outdoor guide/instructor programs, associations and schools. The best fit that I could see was a mixture of the NZ

Outdoor Instructors Association, Skills Active Aotearoa and some leadership things we have cooking with the team at Tai Poutini Polytechnic.

We have some incredible talent in NZ and a fantastic professional association. It has been wonderful to begin to grow this nascent association with the help of some peers who have deep knowledge and were at the very start of NZOIA back in 1987! These people have provided a lot of great advice and knew exactly what pitfalls were stretched out in front of me (thanks Grant Davidson, Penny Holland, Dave Ritchie and I hope the PTGA can grow and offer as much positive change and development as your organisations do).

The Polar Tourism Guides Association is a new international polar qualifications initiative and the result of all this. We are currently gathering memberships, we have a great Board and Advisory Board keeping it real and diplomatic, and I believe we represent a very real voice for the polar tourism industry. Our standards are gaining some attention even in the international shipping world so there are plenty of untapped markets for us. NZOIA members have one of the easiest cross-credit processes because of the quality of the NZOIA assessments and qualifications. If you are thinking about trying the polar tourism industry for a couple of years to travel and see the polar regions, check it out: www.polartourismguides.com and Facebook: <https://www.facebook.com/PolarTourismGuides/>

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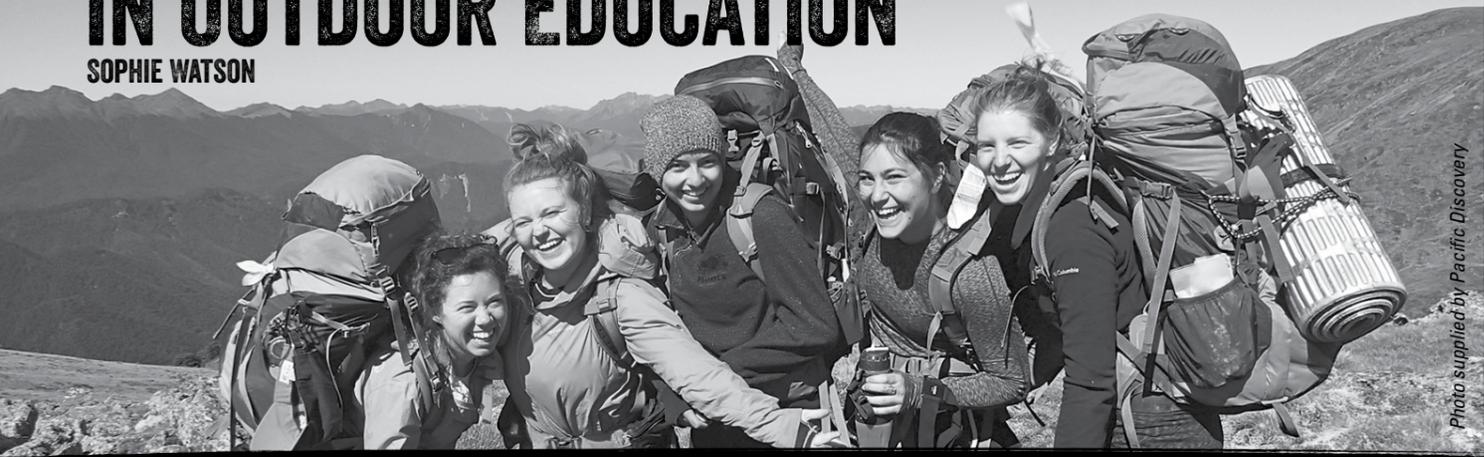


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WORKING TOWARDS GENDER EQUALITY IN OUTDOOR EDUCATION

SOPHIE WATSON



After a long day tramping, we arrived at our destination and started making camp. Everyone pitched in, and as per usual the boys started lighting the fire. I was more than happy to do it but that was something they want to do. I wasn't going to come in and demand that I want to do it! So I went and helped with something else instead.

This experience was shared with me by Poppy, a young woman who was a participant in my recent Master's research, which explored the experiences of female outdoor education students in Aotearoa New Zealand. Poppy was one of three girls in a class of 17 Year 11 Outdoor Education students who completed a week long tramp as part of their programme. The outdoors had been a big part of her upbringing and was an important part of her life. Poppy's experience was one of many that demonstrates the complexity of our students' outdoor experiences, and the ways in which gender influences their participation and outcomes.

As an outdoor educator I am always looking for ways to develop my understanding of my students' experiences, to ensure I facilitate sessions that are relevant and empowering to them. In this article I share some of the key findings of my research that challenged me to critically reflect on the inclusiveness of my outdoor practice, particularly for my female participants.

Gendered perceptions of the outdoors

For the majority of the young women that participated in the study, their perceptions of the outdoors and adventurers played a significant role in determining if, and how, they participated in outdoor education. Despite recent developments to outdoor practice and philosophy, including the deemphasis of risk and the inclusion of place responsive experiences (see: Brown, 2012), the majority of the young women continued to view the outdoors as a predominately male environment. Alongside this, the perception that participants possess particular qualities, traditionally identified as masculine, such as dominance, physical toughness and strength, meant many of the young women struggled to view themselves as legitimate participants, or competent in this space. Interestingly, after joining their outdoor education class, seven of the girls in this study felt

their initial perceptions were incorrect; physical ability played an insignificant role in their success. Instead, mental and emotional characteristics were seen as more valuable:

I know that people who take outdoor ed are not necessarily the fittest or strongest but it's more about, well I know now it's more about attitude and um your ability to cope with those sort of, those outdoor situations. (Marie – emphasis added).

This indicates there is a mismatch between how outdoor education is viewed, and these young women's experiences. A recent study conducted by Zink and Kane (2015) identified there has been minimal change in the number of women shown in outdoor recreation photographs over an 11 year period. They suggested these findings show "who is seen in the outdoors and whose participation is valued". One way we can help to challenge the pervasive maleness of the outdoors is through creating authentic spaces for young women to share their outdoor experiences. Supporting female participants to share all aspects of their experiences (not just ones that reinforce existing 'extreme' views of outdoor education), including their struggles and fears, how they managed these, as well as their achievements is important. This may help people to recognise that girls and women are not only capable of fully participating in the outdoors, but can be successful without having to act like 'one of the boys'. Digital platforms provide an ideal space for this to occur.

Educators' beliefs about gender are visible in programme design and instruction methods. Supporting female outdoor participation by creating a safe and supportive environment where all participants feel accepted for who they are is a valuable starting point. Encouraging participants to experiment with different behaviours and attitudes may not only help to show the validity of so-called 'female' and 'male' qualities in outdoor education, but demonstrate that these attributes are not fixed to biological sex. Using images, stories and activities that demonstrate the strengths and holistic capabilities of women in the outdoors, role-modelling gender inclusive language and behaviour, and celebrating students' alternative gender behaviour can also help to encourage more gender inclusive practices in the outdoors. Having worked with young women in the outdoors for 10 years, I believed my own practice was supportive and inclusive of their participation. However, often

we are so absorbed in the day to day of our work that we don't take the time to stop and critically reflect on what messages our teaching or instruction methods, and the activities we facilitate, send to our students. Reflecting on some of the issues and interactions the young women presented helped me to identify the ways in which I was unintentionally reinforcing traditional and limiting gendered beliefs and behaviours, and to make important positive changes to my practice.

Peer influences

The results of the research suggest both male and female participants can have a limiting effect on young women's participation in the outdoors, by placing narrowed gendered assumptions upon each other that can alter or restrict girls' (and arguably boys') opportunities to fully engage in activities. Poppy's story, and the following conversation between two of the research participants, demonstrates the limiting effect male behaviour can have on girls' participation, as well as the girls' reaction to such behaviour.

Flo: It's not a sexist thing, it's more like a 'gentlemanly' thing.

Poppy: Yeah, or a big brotherly thing...

Flo: It's still kind of annoying but they mean it in the best way possible... It's just what societies taught them.

Poppy: It's just how their brains work (laughs).

Poppy and Flo's comments suggest they saw their male peers gendered behaviour as inevitable and a consequence of both innate male behaviour and societal influence. This suggested the boys were acting unintentionally and therefore the girls were less willing to challenge them. This is important, as it shows that young women and men may need help in recognising that although sexist behaviour can occur as a result of individual ignorance, such behaviour is harmful, inappropriate and needs to be addressed. As educators and instructors, it is important to be aware of these interactions during both facilitated and spontaneous activities and take steps to ensure that all participants have equal opportunity to participate and freely express themselves.

It is important to acknowledge that male peers can provide invaluable support in helping to challenge and resist gender stereotypes. Poppy described a particularly significant relationship she had with a male classmate, who actively supported her in resisting gender stereotypes. This shows that male students may not only be aware of gender inequalities but may work to actively challenge or reject them. Delay and Dymont (2003) discuss the important role male participants and educators have in discouraging sexist language and behaviour. Peer role-modelling can be very effective in developing gender awareness within participant groups.

According to four of the young women in this study, other female students can also have a limiting effect on their participation and development in outdoor education. As Hills (2007) suggests, girls are often expected to support each other when exposed to male dominance or harassment. Poppy and Abigail recalled they were often 'forced' to pair with other female students because these girls were unwilling or lacked the confidence to interact with the boys. While they were willing to support their female peers, this limited their opportunity to form relationships with other classmates and to further develop and challenge themselves. Being aware of the subtle and entrenched attitudes and behaviours that limit young women's participation, and taking steps to challenge and

create awareness with your participants of the impact of such gendered behaviours are ways that educators and instructors can help all participants to feel valued, accepted and able to achieve their best.

Menstruation challenges

For the four young women at Granity College, menstruating while on outdoor education trips presented significant challenges for their participation and engagement. In particular, their lack of knowledge around effective and safe management strategies, and the seemingly limited consideration given to toileting facilities, created anxiety for the girls:

Sometimes it's like 'heeyyy, is there like running water and toilets where we're going?' And they're [teachers] like 'nah, there's not, you can just go in the bush'. And it's like 'nah, I can't [sighs]'. (Jinny)

Research has identified that many girls and women are put off participating in the outdoors when they have their period (Lynch, 1991; 1996; Rynehart, 1994). Additionally, there are cultural and religious practices surrounding menstruation that may alter girls' participation in physical activities in particular settings. For example, some Māori tikanga (practices/customs) mean that girls and women are unable to swim during their periods. While Jinny, Marie, Sally and Gracie did not alter their participation, they expressed frustration at their teachers' ignorance and lack of consideration towards the management of their menstruation. Gracie felt it was part of her teachers' duty to support girls in dealing with menstruation and suggested they "need to be really open about it" and talk with female students about appropriate strategies before attending camp. Teaching young women safe and effective management strategies, having open and appropriate discussions about it to help students feel safe and supported, and considering the facilities available to female participants while on outdoor trips are important steps to take to ensure the young women feel comfortable, safe and supported in the outdoors.

Conclusions

Outdoor Education played an important role for many of the girls involved in this research. The young women highly valued the opportunities their programme gave them, and it is positive that the majority of the girls in this research felt valued and supported as a young woman in their high school outdoor education programme. However many faced gendered challenges in their participation. The findings of this research suggest practitioners need to take a very active role in challenging and redefining the gendering of the outdoors. In particular, it is important girls' do not feel limited in their experiences. Educators and instructors can help to manage this through their programme design and implementation, by considering both the skills female participants bring to an experience and the gendered barriers they may face in their participation. Supporting young women to feel comfortable to freely express themselves, and encouraging and celebrating female and male participants' alternative gender behaviours may help to reinforce the value and validity of female participation in outdoor education. This may help girls not only feel supported in their experiences, but perceive the outdoors as a gender-inclusive space.

References available on request.

Sophie Watson, TIC of Outdoor Education at Wellington East Girls' College holds a Master's of Education from the University of Waikato

DIFFERENT CAREER PATHWAYS IN THE OUTDOORS

DULKARA MARTIG



I spoke to four New Zealanders who have taken four very different pathways to get to where they are now. The idea of this article is to give young instructors an insight into some different possibilities and career pathways in the industry. In part II (to be published in the next Quarterly) I will share some specific tips and strategies from these people for beginning and sustaining a career in this industry.

"If I want to do a job like you, what is my pathway?" a high school student from Auckland asked me as we sat huddled around a fire in Northern India, surrounded by snow. I paused, wondering how best to answer the question, thinking over the years I'd been working in the outdoor industry. There are many significant work memories: spending 78 consecutive days living in the Alaskan wilderness with a group of 10 university students, experiencing the big earthquake in Nepal with a group of high school students and teaching packrafting as flashes of bright red salmon zoomed upstream beneath us. What a life I'm living, I thought. How did I get here?

I am the only person in this article who has not done a tertiary outdoor course. I've always been really into the outdoors, right from my early childhood years. I completed a sports degree and started a business running sport and outdoor programmes for primary school kids alongside my studies. I then started graduate studies in primary teaching before switching to and completing a Graduate Diploma in Secondary Teaching. However I wasn't sure if a traditional classroom was for me. I signed up for a PHEC (Pre Hospital Emergency Care) course and a Bush 1 assessment. Within six months I had started working for World Challenge and NOLS and began a whirlwind four years working all around the world.

Reflecting on the career paths of different friends within the industry, I realised how varied our pathways have been.



Sophie Watson

Sophie Watson, now 29, went straight from high school: outdoor education to an Outdoor and Sustainability Education degree through CPIT (now Ara) and then into teachers' college. In her first teaching job at Wellington

East Girls' College she was employed to set up an outdoor education programme from scratch. She taught for 5 years before taking a year off to finish her Master's in Education. Following that she took another year off to travel and work as an activities manager at an international summer school in South London. *"My motivation was to expand my own skillset to look at outdoor education from more of a managerial aspect. I gained experience managing staff. That was a career decision to give me more experience and make me more attractive for future career opportunities."* She returned to teaching fresh and excited to put new ideas into action and has just completed her first year back at Wellington East Girls' College. *"You have to keep the passion alive. When you're passionate about what you do, that has a positive benefit for both yourself and your clients or students. For me, continuing my learning helps me to maintain my passion and keeps me engaged and inspires me. It makes me continually evaluate my practice instead of becoming uninspired or disengaged."*

In working as a high school teacher, Sophie hasn't faced the kind of uncertainty or financial challenges that many of us who work in the outdoor industry have faced. The thing she has found most challenging is the professional isolation and limited professional development opportunities focusing specifically on the outdoors. *"It can be professionally isolated in teaching compared to instructional roles. You have to be confident in your own knowledge and expertise."*



Asher March

Asher March, now 34, completed a one year outdoor course in Blenheim right out of high school. He found he wasn't securing the jobs he wanted and, lacking mentors in the outdoors, he decided more study was the best option. He

went to Aoraki (now Ara) and completed a Diploma in Outdoor Recreation. *"I was keen to travel so I jumped on a plane to South America and worked and travelled around the States and Canada."* He worked as a sea kayak guide in Canada and as an outdoor instructor in Malaysia. *"I liked not being fixed to one company for too long. I liked doing short stints and getting excited about something and doing it for as long as I wanted before moving onto something else. You're not stuck with one company feeling like you have to work up through the ranks."*

After three and a half years Asher returned to New Zealand, craving more stability. *"I was finally ready to commit to something longer than a seasonal gig so I applied for a position at Outward Bound. I thought it would be good for my own personal development as well as being a good way to lay down foundations as an instructor."* Initially Asher was nervous about committing for three years but he was surprised how fast it went and he found the work scheduling still allowed him to go off on some great adventures while maintaining a stable community and consistent income. *"If you're reasonably mature and have a bit of life experience then OB is a great place. It's a great place to build up good group management skills. It's a really cool, dynamic environment to be in."*

After finishing at OB, Asher spent a few months training for a 3 month climbing trip in Patagonia. It has always been important for him to balance working in the outdoors with keeping his passion for personal trips alive. He has a blog where he delves into topics such as acceptance of risk, motivation and decision-making in an outdoor context. Since returning from Patagonia Asher has been contracting in tertiary outdoor programmes and at OB. Soon he's leading his first World Challenge expedition. He plans to continue freelancing with a long-term goal of working full time in a tertiary outdoor programme. He also dreams of becoming a beekeeper!



Jess Matheson

Jess Matheson was around 21 years old when she graduated from Aoraki with a Diploma in Outdoor Recreation. *"Sweet, I know heaps about heaps. Then I got to OPC and realised that I didn't know heaps about heaps and I realised I was*

really green." She spent two years working at OPC (now Hillary Outdoors) which gave her variety and helped solidify three years of learning at polytech. It also gave her stability, both in terms of a home and a consistent income. During her time at OPC she realised she wanted to focus on whitewater kayaking. She headed to Canada for a year and then, with her partner Daan, spent the next 7 years splitting her time between the NZ Kayak School in Murchison and a kayak school in Ottawa, California. *"Moving between two main jobs gave me more*

certainty in both job and living situation. It had a nice rhythm and having jobs in the same place as my partner also made the lifestyle more sustainable."

Now 32 years old, Jess has transitioned from full-time seasonal kayak instruction to a full-time job working in the New Zealand Army Leadership Centre. Her job as "Experiential Leadership Development activity instructor" has seen her move back into broader instruction. Jess is an advocate for specialising in one pursuit while also maintaining a certain level of competence across other disciplines. When she wasn't kayak instructing she consciously sought work instructing bush, rock and sea kayak. *"I worked hard to maintain experience in a bunch of activities. I was conscious to diversify to allow me to work towards other goals in the future. I also found it really nice to use different parts of my brain again and change gears."*

Jess is now enjoying the continuity of living in one place and working Monday-Friday with the ability to get out and adventure with friends on the weekends.



Jamie Jarrod

Jamie (now 28) was 21 when he graduated with a degree in Sustainability and Outdoor Education from CPIT. For a few years his world was whitewater kayaking and travel. In New Zealand his life revolved around the kayaking

community of Okere Falls. He went on to guide in multiple disciplines in New Zealand, North America and Antarctica. He spent 5 summers working as a guide for Walking Legends and winters were spent working in Queenstown or returning to North America to go kayaking and mountain biking. In 2013 he jumped at an opportunity to work in Antarctica and every summer since then he has returned to work as a photographer and a sea kayak guide off a cruise ship. He is also free to explore southern Patagonia en route to Antarctica.

Two years ago, with some time on his hands in North America and the desire to get stuck into a project, he started his business, "New Zealand Mountain Biking". *"I joined the local library and went down every day for a few weeks using the internet to design my dream business. I built a website, registered the company, did a lot of research on trails, companies and how to be found on Google. I wrote a business plan, safety plan, environmental management plan and designed a logo."*

Jamie's biggest challenges in living the transient life echo Asher's and mine. *"Maintaining relationships and having a home base. I am sick of living out of a suitcase. Now I am trying to settle down a bit more."* Jamie's business is growing and his long-term goal is to have a business that is engaging and sustainable and allows him the flexibility of working in Antarctica and going on personal adventures.

There's no one way to build a sustainable career in the outdoors. Create your own unique pathway. Go on cool adventures, don't burn bridges, keep learning and develop your skills in different settings.

Dulkara Martig, balances instructing for various organisations around the world, with adventuring.

BOOK REVIEW: OUTDOOR LEADERSHIP THEORY AND PRACTICE, SECOND EDITION, MARTIN, BREUNIG, WAGSTAFF, GOLDENBERG (2017)

The subject of outdoor leadership has been a fertile furrow ploughed by a succession of authors, perhaps because outdoor leadership does not come naturally to many and we all have a lot to learn from shared experience. The first book I studied on the subject, a 1969 edition of Eric Langmuir's *Moutaincraft and Leadership* is almost entirely practical, but one that set me up for my first forays into the hills. Further along the bookshelf we can find Priest and Gass's 1997 more theoretical tome *Effective Leadership in Adventure Programming* and alongside it the narrative based *Outdoor Leadership: Technique, Common Sense and Self-Confidence* by John Graham also from 1997. I feel that leadership in the outdoor context is so much more than a theoretical model and at the same time is so much more than a militaristic standard approach. Really effective leadership is a blend of the theory and the practical... an art. To put too much science into it seems to miss the point somewhere along the line, to rely on practical experience alone risks missing out on an informed approach afforded by the experimentation of others. So where does *Outdoor Leadership Theory and Practice (2017)* fit into this landscape?

The second edition has been revised based on critique of the first edition and brought up to date with developments and research into outdoor leadership competencies. For example the importance of cultural competency has been added, which has a great deal of relevance to leadership practice in New Zealand's increasingly multi-cultural landscape. The content has been reorganised somewhat to provide a clearer more logical flow. There is a greater emphasis on international perspectives and ecotourism in particular giving the book wider relevance and appeal.

The four authors of *Outdoor Leadership Theory and Practice* hail from North America where they work in various universities on outdoor and leadership programmes. They all hold PhD qualifications and, perhaps most importantly, all have worked in outdoor education centres as instructors, most notably, Outward Bound. They can therefore bring research based on practical experience in the field to bear on the subject of outdoor leadership and future development. The authors have managed the blend of theory with practical application very well and even include the story telling approach to good effect. However as with all competency based approaches to complex issues I feel that there is something in the ether of truly remarkable outdoor leadership

that defies quantification and categorisation into competencies. So through this book the reader could definitely find the essence of good, strong competent leadership to which they would have to apply their own x factor to become remarkable.

Outdoor Leadership Theory and Practice (2017) builds on the work of others and reviews past models before then going on to introduce and explain the authors' new model of outdoor leader competencies. These eight core competencies are; Foundational knowledge, Self awareness and professional conduct, Decision making and judgement, Teaching and facilitation, Environmental stewardship, Programme management, Safety and risk management, Technical ability. The book is set out in four sections, part 1 covers the foundations of outdoor leadership, part 2 looks at outdoor leadership theory, part 3 is all about teaching and facilitation while part 4 covers natural resource and program management. There is a table near the start of the book that shows where the 8 competencies are explored and discussed across the 18 chapters of the book. Each of the chapters starts off with a practical narrative that the rest of the chapter explores and discusses issues raised allowing the reader to develop a greater understanding of the concepts and theory at play. There are, at the conclusion of each chapter, exercises that can be undertaken to test and cement this understanding in a way that would be useful for us all.

For people who work in the senior school or tertiary sector who want a ready made outdoor leadership module or paper this book and ancillary materials such as powerpoint slides and teacherguide is a ready made programme, complete and ready to go. For the wider audience the book serves as a great text for the aspirant leader to gain a deep understanding of the world they are entering whilst at the same time is useful for the experienced outdoor leader to refer to and make sense of the art that they have developed.

For members of an organisation with the tag line "excellence in outdoor leadership" the book *Outdoor Leadership Theory and Practice (2017)* should be a great fit. I would hope that it would grace the bookshelves and bedside tables of many of our members and I whole-heartedly recommend it.

Reviewed by Dr Matt Barker, Senior Lecturer, Outdoor Education, AUT University



Pacific Discovery... Never heard of them... What do they do? Pacific Discovery has perhaps the lowest public profile in New Zealand of any comparable sized experiential organization, yet at the same time, offers some of the most exciting programming. This is due to our focus on recruiting from the North American student market and because we have the typical Kiwi aversion to self-promotion.

Founded in 2001, Pacific Discovery offers experiential programs to some of the most amazing places on earth. Our programs are deliberate overland journeys, blending authentic immersion in diverse cultures, meaningful volunteer projects, wilderness expeditions, and a focus on each student's personal development.

Students challenge themselves in a supportive small group environment, developing empathy for other cultures; furthering understanding of international issues; heightening appreciation for the earth's wild places; deepening global perspectives; and discovering their own passions and purpose.

"I not only saw, felt, tasted and heard things I could never imagine, I learned about the places we visited, along with how my visit affected those parts of the world. I gained a broader world view and was forced to challenge myself in ways I would not have done by myself. I have come back changed and excited to use what I have learned and experienced in the rest of my life."

Student: Sasha Jalowsky

Pacific Discovery is a Nelson based educational organization, with an office staff of 6 and a field staff of 16 instructors. Our student body is aged 18-24 years and is predominantly from North America. We offer five different 10-week semester programs that traverse varied regions of the world and a number of 4-week summer programs and shorter custom programs for universities and high-schools on 180+ programs, totalling over 100,000 student days in the field.

We offer 'real' experiences that are insightful, adventurous, and impactful. We don't try to insulate our students from the complexities of the world, instead, our programs expose students to some uncomfortable realities – inequality, discrimination, overuse of resources, unsustainable lifestyles, power and privilege.

As we invite students to look at these daunting realities, we also offer insight and hope around the role each person can have in positively affecting change in the world. Our programs introduce students to grass-roots organizations, perspectives and lifestyles. Working closely with the communities we visit, our programs provide opportunities for rewarding and authentic cultural exchange.

"What we experienced wasn't the shallow surface learning that the everyday tourist gets. We may have been to the same places and

seen the same sites, but we got to know the culture, the people, what goes on in their daily lives. Not only did we get a feel for the history and the politics of each region, but we got to see how it affected the people by talking about it to them and their families while they put us up in their homes. What I experienced on this program was more than I could ever have imagined, and so much more than I could have gotten on my own."

Student: Jillian Forte

Being a program instructor for Pacific Discovery is a tremendous opportunity in terms of career development and personal growth. It is no easy job, though – a Pacific Discovery program instructor is a leader, mentor, facilitator and educator. Working with a co-instructor, they are responsible for a group of up to 14 students for the duration of the program. We invest in our instructors through comprehensive training, goal setting, access to expert consultants, and ongoing professional development tracks during an instructor's tenure with us. With 70 (semester) and 30 (summer) field-days on each program, instructors gain deep experience in facilitating experiential journeys and supporting their students personal development. Instructors are empowered to bring their own flavor and approach to the role, allowing them to develop a personal teaching philosophy and voice.

Our HQ and field instructor staff are a mix of New Zealanders, Australians and Americans – fertile soil for the sharing of knowledge and ideas beyond the NZ outdoor education bubble. The majority of our Kiwi instructors are NZOIA qualified outdoor educators who are seeking professional development, extension and growth in their soft skills, teaching and international experience.

"Is it a secret that Pacific Discovery is a perfect example of the amazing things that come from experiential education, cultural immersion, and personal discovery? From the outstanding office staff to the incredible group leadership, this company is hands-down the best of the best when it comes to responsible tourism and sustainable educational practices in the world classroom. My time with Pacific Discovery has proven to be a guiding light in my professional pursuits as an educator and I rely FULLY on my experiences that spring to help guide my personal and professional mantras. This program was made for people seeking to understand themselves and their place in the world and creates a nurturing environment for group participants to learn from one another and, ultimately, themselves. The Pacific Discovery team holds a piece of my heart that I hope to never let go...I learned so much. I recommend Pacific Discovery with the two biggest thumbs up possible...big toes, too."

Student: Will Dowdy

For more info, check us out at www.pacificdiscovery.org

Congratulations

to the following members who recently gained NZOIA Qualifications!

Abseil Leader	Paul Humphreys, Greg Bell
Bush Walking Leader	Sol Cameron, James Cox, Ian McKinney, Janelle Melgren, Ellie Schick, Richard Goldsmith, Madeline Beckley, Andre Dekker, Kelly Dockery
Bush 1	Gwyneth Barr, Jock Barr
Bush 2	Dan Fieten
Climbing Wall Supervisor	The Edge – Jonathan Boniface
Kayak Leader	Jake Revell, Charlotte Gordon, Keri Lyon, Cheryl-Kay Phillips, Peter Ross, Daniel Westerkamp
Kayak 1	Hanna McLeay, Raniera Harris
Rock Climbing Leader	Paul Tupou-Vea, Richard van Dam, Harrie Geraerts, Allan Carpenter, Arti Patel, Euan Hockey, Koppany Kotan, Jesse Turner
Rock 1	Jamie Marr, Kayla Duggan, Tegan McNeish, Karl Scholtens, Kathy Harpur, David Moss, Lily Hall
Rock 2	Anna Brooke
Sea Kayak Leader	Ruby Sibley, Jack Waddell, Jess McCormack, Amanda Miles, Danielle Moore, Shae Muirson, Martine Post, Anya Souvorova, Jock Barr, Gwyneth Barr
Sea Kayak 1	Catriona Kearsley, Shannon Trimble, Scott Martin, Nathan Roberts, Michelle Campbell



NZOIA Assessments, Training and Refresher Workshops

Course	Course fee (NZOIA Members) *
Refresher Courses	\$195 (\$100 1/2 day)
Training Courses	Member: \$415 (\$215 1/2 day) Non-Member: \$515 (\$315 1/2 day)
Assessment Courses	
Leader Assessments Abseil Leader Bush Walking Leader Canoe Leader Kayak Leader Sea Kayak Leader Rock Climbing Leader	\$150 plus any assessor fees and costs <i>This fee includes annual membership for new members.</i> Please contact an assessor directly to arrange an assessment and their fee.
1 Day Assessments Sport Climbing Endorsement Sea Kayak 1 Upgrade	\$295
2 Day Assessments Kayak 2 - Class 3 River Mmt Kayak 2 - Skills Instruction	\$560
2 Day Assessments (plus evening session) Cave 1 Rock 1 Sport Climbing Instructor	\$595
3 Day Assessments Canoe 1 Kayak 1 Sea Kayak 1 & 2	\$760
3 Day Assessments (plus evening session) Alpine 1 Bush 1 & 2 Cave 2 Canyon 1 & 2 Rock 2 Sea Kayak 1 & 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.

www.nzoi.org.nz

bivouac/outdoor

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Sarah Hueniken
Johnston Canyon
Banff National Park

Photo:
ex Bivouac staff member John Price
johnpricephotography.ca

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



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