

NZOIA Quarterly

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

Issue 39

December 2006

2006 TALL TOTARA AWARD: Linda Wensley

The Tall Totara award is presented each year to a member of the association who has consistently demonstrated 'Excellence in Outdoor Instruction'.

There can be no doubt that Linda is a worthy recipient. Having started her career as an instructor at OPC in 1994, she developed her talents both recreationally as a kayaker and climber and professionally as an instructor and corporate facilitator. She departed as an experienced and senior staff member who was well liked and highly respected by her peers. Linda went on to work as a freelance instructor, spent some time working for Horizons Unlimited in Christchurch and eventually established her own business Outside Edge. In recent years Linda has moved into the spheres of event and safety management, accident investigation and outdoor organisation auditing, but has continued to work as an instructor. The success of her business and the fact that she's hard to track down is testament to how hard she works and how much demand there is for her services. Linda is a talented and inspirational instructor and assessor whose belief in herself is far outweighed by the respect of her peers. Small in stature, big on smiles, a role model for us all.



HONORARY LIFE MEMBER: John Entwisle



At the 2006 Annual General Meeting of the association Honorary Life Membership was awarded to John Entwisle for services to NZOIA. John has been involved with our association since its inception. In those early days when the awards system was initiated John like many others was 'grand-parented' on the basis of his expertise and experience. From the outset he has worked as an assessor of Alpine, Bush and Rock, and he clearly remembers the first Alpine 1 assessment we ran. As a past President of the Mountain Guides Association John has facilitated valuable links between our two organisations, and as an IFMGA guide he has contributed enormous experience and technical know how stemming from his personal and guiding experience gained all over the globe. He has served at various times over the past 20 years on the Technical Sub Committee, regularly contributing to assessor training, syllabus review and technical developments. John is well known as an advocate for getting out there and doing it. A strong believer in the importance of being passionate about what you do as an instructor, and of being inspirational by your actions and personal outdoor endeavours. He certainly leads by example and regularly surprises others far younger than him with his prowess. Earlier this year John made the decision to retire as an assessor and member of NZOIA and to concentrate on his own recreational pursuits. While respecting his decision it is with great pleasure that we recognise his enormous professional and voluntary contribution and successfully keep him on as a member!

The NZOIA Quarterly

Issue 39 - December 2006

ISSN 1175-2068

PUBLICATION:

The NZOIA Quarterly is published four times a year by:

New Zealand Outdoor Instructors Association Inc.
PO Box 11090, Manners Street
Wellington 6142, New Zealand.

CONTRIBUTIONS:

The NZOIA Quarterly welcomes articles, letters, news and bits and pieces from all readers. All submissions may be edited. Opinions expressed in the NZOIA Quarterly are those of the writers and may not necessarily reflect those of the NZOIA Executive or the editorial team.

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SUBSCRIPTIONS:

The NZOIA Quarterly is distributed free to members of NZOIA.

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**OUTDOORS
NEW ZEALAND**

Te Whakaminenga
O Nga Mahi Ngahau
O Waho Aotearoa

NOTICES ~ NOTICES ~ NOTICES ~ NOTICES

Sea Kayak Awards – clarification

There is a bit of confusion about the sea kayak awards and assessments so we've changed the assessment calendar to clarify things.

- If you already hold the SKOANZ Guide award you can upgrade to the Sea Kayak 1 instructors award by completing a one day upgrade assessment.
- If you are not a SKOANZ Guide, the 4 day Sea Kayak 1 assessment is for you. This includes the 3 day Guides award, plus the one day instructor upgrade (There is also the option of doing just the 3 day guides assessment).

Executive Report

New Members to the Executive Committee

GRANT DAVIDSON – President. Grant is well known to many in the outdoor community and has had a prominent role for over 20 years. His role in establishing NZOIA in 1987 is well documented in our Member Handbook. When not contributing to the various Boards on which he sits including NZOIA, ONZ and Sfrito, Grant works as Chief executive of the Sir Edmund Hillary Outdoor Pursuits Centre.

SIMON GRANEY. Simon has been a member and award holder for a number of years and established his outdoor career over a number of years as an instructor and Training Officer at OPC. More recently he has moved to work for Sfrito where he is working hard to establish a partnership pathway for our two organisations.

Training

By now you will have received a copy of the 2007 Training Calendar in the mail. There's another copy in here so other people can see it if they pick up the Quarterly for a read. Check out the website for updates as new courses will be added as we receive information or requests. Those members and organisations who wish to offer specific instructor training courses can forward this information to me directly for inclusion on the calendar. Certain criteria do need to be met so please contact me to discuss this. Those of you who hold Level 2 awards are invited to contact us if you wish to be employed by NZOIA to instruct on the training programme.

Assessment Fees

The Executive Committee recently reviewed assessment costs and as a consequence fees have reluctantly been increased by 15%. This figure represents the actual increase in the variable costs directly attributable to running the actual assessments and is the first increase in about 6 years. At this time assessment fees do not contribute to our general overheads of which about 50% is probably attributable to the assessment function of the association (the other 50% being membership, liaison, advocacy etc). Currently these costs are supported by external funding. This fee increase is effective immediately, however those members who have already committed to assessments by paying a deposit will be charged the old rate not the new one.

Minimum Age for Assessment

Recently the Executive discussed this matter and decided that the minimum age at which someone can apply to be assessed should be reduced from 20 to 18 years.

Joint Sea Kayak Training with KASK

Water Safety NZ has generously funded us to bring Nigel Foster over from the USA to run sea kayak training courses in February and March. Actual course dates and prerequisites have yet to be finalised so we'll email you once

this is sorted out. Susan Cade, President of KASK, has provided a profile of Nigel that you'll find elsewhere in the Quarterly. This is an exciting opportunity, particularly for existing instructors and assessors, to gain some valuable professional development from Nigel.

KASK Annual Forum – Anakiwa 24-25 Feb 2007

Nigel Foster will be the keynote speaker at the forum and will be offering training at Anakiwa too. Check out the KASK website for further details: www.kask.co.nz

Liaison

Work with Sfrito has continued with the goal of working more in partnership with one another. We now have a draft agreement to consider and are working through the development of a more integrated training and assessment pathway. This is currently undergoing consultation with our assessors to ensure we have a workable process and we envisage being able to present this to members in the near future.

Continued discussions have occurred with NZ Mountain Safety Council and members of our Executive met with the MSC Executive at the end of November. Issues around the strategic direction of MSC and the unnecessary duplication of bush, alpine and rock awards were discussed. Resolution of these matters is unlikely in the short term but we will continue to work towards the goals of a more unified outdoor community and clearer and rationalized training and qualifications pathways. To this end NZOIA will continue to represent members' interests as part of the Sector Unification and Qualifications Alignment projects run by Outdoors NZ.

Incident Reporting - Maritime NZ

Maritime NZ, formerly MSA, have requirements that both recreational and commercial kayakers report incidents, accidents and fatalities to them. Failure to do so can lead to prosecution. The question of what constitutes an accident or incident in a kayaking situation is imprecise to say the least and we'll be working on this with MNZ in the near future, so we can provide you with meaningful guidance. In the meantime their website has the required reporting information and forms.

www.maritimenz.govt.nz/accidents/accidents_intro.asp

And on that note keep safe over the summer season, enjoy your Christmas break and have fun out there.

Matthew Cant – Chief Executive
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Please note that Matt's mobile number has changed and is now 021 2227331

NIGEL FOSTER

By Susan Cade KASK President susan.cade@xtra.co.nz

What led me to write this is the real value I have had from utilizing in particular Nigel Foster's Training DVD's. Nigel has a quiet, clear, structured teaching style and to me this has been awe inspiring. So it is with real pleasure that I was able to be involved in supporting Nigel and his wife Kirsten Nelson to visit New Zealand for the 2007 Anakiwa Forum and for him with support of his wife to do some training sessions for sea kayakers in NZ. This is supported by joint work with the NZ Outdoors Instructors Association and also significant funding through Water Safety NZ. So let me introduce you to Nigel. Most of this information has been found on the Internet and also directly from him.

Nigel was born in England and began paddling at the age of 15 in a canvas kayak, but soon graduated to the "slalom" kayak in which he developed an obsession for surf kayaking. He developed his kayaking skills as a teenager in England. One of his first journeys in a sea kayak was across the English Channel to France, which he then repeated a couple of times by night. Nigel made a 400-mile solo journey around the southwest peninsula of England and along the English Channel coast and this led him into his longer trips exploring the wild and exposed Scottish coast. In 1977 at the age of 24 he became the first to circumnavigate Iceland by kayak with Geoff Hunter. For this trip they paddled a pair of Foster's first design of sea kayaks, the 'Vyneck'.

Nigel has also explored the Atlantic coast of Newfoundland, and crossed France from North to South in a double racing kayak following canals and rivers.

In 1981 Nigel undertook a major expedition that could have been his last from Frobisher Bay on Baffin Island to Resolution Island and The Hudson Strait, from there across the 40 miles of open water to the Button Islands off the Northern Coast of Labrador. This is an area where the tidal range can exceed 40 feet and tidal streams can run at more than seven knots. After fighting the tidal streams in the dark near the Button Islands, suffering frostbitten fingers and loss of gear, (some 300 miles from the nearest village) he eventually gave up on this expedition and hitched a ride on a passing tanker. This crossing is described in 'Raging Rivers, Stormy Seas'.

In the late summer of 2004, accompanied by his companion Kristin Nelson, he finally completed that expedition by paddling from Kuuujiaq in Ungava Bay to Nain, (a distance of over 600 miles of uninhabited coastline). It's not quite uninhabited, his latest slide show covers this expedition and notes numerous encounters with polar bears!

Foster taught at the National Watersports Centre in Wales UK before starting his own kayaking business running training courses and guiding trips further a field in England and Scotland, and to places such as Iceland, the Faroe Islands, and the Lofoten Islands in Arctic Norway.

Increasing demands on his time for presentations and teaching in USA prompted him to finally move across the Atlantic. He currently lives in Seattle and can often be found instructing classes in the famous passes of the San Juan Islands.

His international reputation is built on his designs (he has designed six sea kayaks), his books, 'Nigel Foster's Sea Kayaking', 'Nigel Foster's Surf Kayaking', 'A Sea Kayaking Guide to Southern Florida', 'Kayaking, a Beginner's Guide' and 'Open Canoe Technique' to name a few. His Sea Kayaking teaching DVD's are a series of 6 presentations from getting started to advanced skills.

Nigel has become a very active kayak instructor and guide and has led groups to the arctic islands of Norway, the Faeroe Islands, Iceland, and the wilder parts of the Western Isles of Scotland, The Shetlands and Orkney Islands.

Nigel like most teachers has his own style, he likes to be flexible in his approach and often teaches for a mixed level of skill group, facilitating skill development for all. Often at teaching sessions he said some of the topics that he finds popular are "directional control" which covers edging control and how the different turns work, and why they work. (Specific techniques include the stern draw, bow rudder, sideslip (hanging draw) and using braces to aid edging control during turns.) "Control in wind" applies those directional control skills to turning and tracking in wind. "Discovery Learning" works through a series of exercises that help individuals get the best from their own kayak and paddle. By comparing one move, blade position, turn etc. to another and analyzing the result, each paddler builds up a unique profile of what is effective for their own combination of paddle, kayak and skill level. This is a step-by-step progression with some detailed analysis and explanation of the results. "Fun with Foster" is a lighthearted yet enlightening session that works on body flexibility, balance, blade control and kayak control through wacky strokes. Nigel Foster is a popular international kayak teacher; he teaches simple, functional techniques that teach not only how a kayak works but also how to maximize applied effectiveness of techniques for paddlers. For interest sake Nigel has within the BCU qualification system a level 5 coaching award in sea and in surf, level 3 coach in white-water kayak and in open canoe, with 5-star in all four disciplines.

If you are interested in knowing more about training opportunities with Nigel Foster while he is in New Zealand, over the February and early March period please contact KASK and check your NZOIA emails. Depending on interest it is likely there will be limited training places available and initial opportunities will be given to support KASK sea kayakers, networks and clubs around the country that have an interest in skill development and NZOIA members.



Books by Nigel Foster ...

Nigel Foster's Sea Kayaking

Explained in easy to understand language and with many illustrations and photographs. If you already grasp the basic techniques as demonstrated in "A Beginners Guide to Kayaking", then Sea Kayaking will explain how to apply and adapt your skills to the variety of sea conditions. Launching from shore, paddling techniques, turning, the roll, capsize recovery, how to handle tides and currents, landing on a surf beach, navigation, understanding weather signs and much more is covered in concise and practical manner.

Published jointly by Fernhurst Books and Globe Pequot Press.

Nigel Foster's Surf Kayaking

Currently the only Surf Kayaking manual, this covers techniques to catch and ride a wave, maneuver, and finish a ride with style. Learn how waves form and what causes them to break. Learn about safety in the surf zone, equipment and etiquette. Photographic sequences in color reinforce the text. *Globe Pequot Press*

Open Canoe Technique

Discover the nuances of fine paddle control in an open canoe. Photographic sequences and clear line drawings accompany the descriptions of single paddle and pole propulsion in a canoe, basic canoe sailing and introductory white-water technique. Describes both solo and tandem techniques, with rescues and safety.

Fernhurst Books and Globe Pequot Press Falcon Guide

Raging Rivers, Stormy Seas

Terry Storry, Marcus Baillie and Nigel Foster recount kayaking adventures from around the world. With Marcus and Terry describing their white water descents, Nigel kicks off with a description of the southern coast section of his 1977 Iceland circumnavigation with Geoff Hunter, and contributes the final chapter describing a night trapped by wind beneath 2,000-foot-high cliffs in the Faroe Island, and his solo crossing of the Hudson Strait from Baffin Island to Northern Labrador. This book is out of print but *it was published by Oxford Illustrated Press, and "used" copies can sometimes be found.*

Kayaking, a Beginner's Guide

Photographic sequences and clear explanations detail all the basic maneuvers in a kayak, from launching to wet-exit, from a variety of rolls to braces to prevent capsize, from rescue techniques to bow and stern rudders. A comprehensive training manual for paddlers at all levels aspiring to fine technical control of a kayak. *Fernhurst Books*

INSTRUCTIONAL DVD SERIES

The DVD Training Series, volumes 1 to 6

Vol. 1 Getting Started

The fundamentals; Nigel Foster touches on history, boat selection and a variety of styles and types of equipment you may choose from. Learn what to take with you when you paddle, and what you should consider when deciding what to wear. Become an informed paddler!

Vol. 2 Essential Strokes

Paddling forward, turning, moving sideways and backwards, Essential Strokes examines the quiver of techniques required to get you around in your kayak. Go beyond the essential safety procedure that you practice in case you should overturn. Learn how to rescue another paddler, and how to help in your own rescue. This volume offers a good grounding in essential skills.

Vol. 3 Directional Control

Starting with essential components used to control the direction of your kayak, Foster layers the techniques for a variety of turns, blends one with another and highlights why certain techniques work better in particular conditions. "Directional control" will help you maneuver your kayak accurately and also keep it on a straight course, no matter what the wind direction.

Vol. 4 Rescues

A capsize to a kayaker may be an inconvenience but should not be a problem. "Rescues" offers both mental and technical solutions. Learn how to empty a kayak at sea, how to re-enter your own kayak from the water, and how to take control of a rescue until the swimmer is safely back in their kayak. A number of different techniques are covered with guidance as to how to decide which method is best for each situation.

Vol. 5 Forward Paddling

Keep up with your paddling friends with the minimum of effort. Learn good blade placement, efficient application of power and how to keep a straight course without wasting precious energy. What causes blade flutter and why do kayaks weathercock? What part do your feet, legs and torso play in your forward stroke, and how can you modify your stroke to take advantage of a following sea? Learn the answers and much more from someone who has fine-tuned the forward stroke through thousands of miles of expedition paddling.

Vol. 6 Rolling and bracing

When you have a reliable roll and brace, your confidence level in a kayak will rise to new levels. Nigel Foster looks at some non-intimidating ways to learn a roll, examines the essential components of different braces and a variety of practical everyday rolling techniques.

For more information and for ordering videos click on www.nigelfosterkayaks.com

Tech Notes >>>

PREPARING FOR A ROCK 1 ASSESSMENT by Chris Burtenshaw

With summer coming on it's the time of year when a swarm of Rock 1 assessments will cover our crags. There are 2 options for dealing with this: Flee, or get amongst it!

This article is for those contemplating choosing the latter option and presents a few handy tips and interpretations of the syllabus that can help you. My intent is to go through the syllabus and address areas that we often see lacking:

SKILL AND EXPERIENCE

The syllabus spells it out really. The pre requisites are there for a reason. Just look at what we've written for the experience we expect you to have and wait 'till you can fulfil these before you apply. We, that is, the assessors, want to pass you in any NZOIA assessment; we're not here to set you up to fail. If you've worked to achieve more than the minimum experience requirements you're much more likely to be assessment ready. That makes our lives, and yours, a lot simpler.

PRESENTATION SKILLS

As part of the assessment assessors often assign a project task, before the assessment takes place, to cover criteria 2, 3, and 5, and parts of 4 and 7 (check the syllabus). We expect to see some presentation skills, engagement and involvement of the group you're addressing and factual, interesting and relevant content. Candidates often believe that the presentation doesn't count towards an assessment. Not true, though we may not "Fail" a candidate on an assessment due to a lacklustre presentation (I haven't seen a presentation that's a safety issue yet, but I've seen some come close) a poor performance in this area adds to the evidence we assessors use to make our decisions. In short we expect you to have some accurate and relevant information on these elements and be able to deliver it well to a variety of "clients" (or "victims" depending on how you look at it).

COMPROMISING SAFETY

There are a few things that a candidate may be "Failed" outright for during an assessment. These are; compromising the safety of yourself or compromising the safety of your client(s) or the safety of another instructor or assessor. Often with this sort of behaviour we can't afford to let a candidate continue to take part in the assessment.

TECHNICAL TRAPS

Don't try some new, super tricky, thing you've never tried before on your assessment. It may seem obvious but you'd be surprised how many people who, when under the stress of an assessment think; now's a good time to impress the assessor with that system I saw a year ago in the "Advanced Cave, Special Forces and Industrial Rescue and Rigging systems" handbook I stole from Spiderman's library. It may seem like a good idea at the time, but we just want to see you have a good, solid day and us assessors don't like having our brains taxed that much. We is more simpler than is popularly believed.

GROUP TRAPS

Beware of inheriting the mistakes and follies of other assessees. An assessment is not a good time to do things like change your toprope rescue system so that it looks more like what others are doing. Always check your students harnesses even if you've just got them after they've been with another instructor. Don't take it for granted that that instructor has checked them and that they'll be OK.

INTERPERSONAL SKILLS

We also expect you to be an assertive, and dynamic instructor. It's all very well being "client centred" but if for example your model students ask for a cruisy day, we expect you to see through this distress (laziness and apathy) and to cajole your clients into a day that'll be progressive and rewarding for them (ie, resist the urge to just hang around the bottom of the crag with them)

TOPROPE AND ABSEIL RESCUES

We just want to see conventional, workable systems. We have these tasks in the assessment so that we can see how you problem solve and to see a set of skills all at once (prussiking, backing up the prussiking in a failsafe way, maintaining safety of everyone involved at all times, changeover from going up the rope to coming down, abseiling with self protection... etc). You should practice these beforehand so that they're slick on the assessment.

ANCHORS

Under element 6 there's a whole bunch of stuff about building anchors and running a toprope. 6.2 is about building an anchor system. We want to see you place a variety of gear during the assessment, please make sure you can place a range of modern gear before you show up (get experience with cams before you come if you haven't used them much before) and use clean, simple linking systems (big slings, cordelette or a setup rope are ideal). Be alert for loose or unstable blocks that you may unwittingly incorporate into your setup. And keep yourself "safe" at all times (6.1)

BELAYING

We expect your belaying to be clear, deliberate, and effective and we expect your students to be the same. Don't settle for

“Oh I’ve been climbing for years at school and they let me belay like this” You’re the instructor, you have the experience (we hope) to know sound belay practice when you see it. So insist on it. And keep insisting on it if need be.

ABSEIL SET-UPS

We often see folks build abseil setups with low focal points. STOP IT! Have you ever tried doing an abseil with a low focal point? It’s spooky and unpleasant for the student and hard work for the instructor. I work for a company that abseils thousands of students each year and one quickly learns what works best when ones dealing with those sorts of numbers in a given time frame. High focal points, a gradual progression from the horizontal plane to the vertical for the abseiler and clear concise instructions are at the top of the list of things that help a student. So when we ask you to build an abseil system, please build one that will work well and simply for your given site, with a high focal point!



ASSESSMENT READINESS

About the best measure I can think of to help you work out whether you’re ready to pass is to be observed instructing and building anchors by another well respected rock climbing instructor prior to your assessment, and receive feedback from them on your performance (a NZOIA assessor or Rock 2 award holder would be great). If you get feedback like this you need to be wary of choosing folks who are too people-pleasy or who only ever work at the same, small, workplace as you as they may not be able to give accurate feedback. The idea is to gather accurate intelligence, not to have your ego stroked till you purr. Your other option is formal training. Check out the Training Calendar and come along to one of our instructor training courses.

I think I’ve covered it all, except to say, please think about what you’re doing and why. It’s always good, if just for your own peace of mind, to understand why you do the things you do. We assessors get a bit worried if a candidate tells us that they do a task a particular way because they were told to by someone else and can’t give us a reason of their own. So, have fun preparing for and being assessed, and hopefully learn from it.

I hope to see you on the dance floor — Cheers, Chris

Chris Burtenshaw is a rock assessor and former Convenor of the Technical Sub Committee and Executive member.





INSTRUCTOR TRAINING WHERE PLAYING HARD IS SERIOUS WORK!

OPC National Diploma in Outdoor Recreation (Instruction)

35 week programme (level 5).
Course commences 12 Feb 07.

If you already have a solid base of technical skills in the outdoors and want to instruct others, this course could be your path to a career you'll love.

Further develop your personal skills in rock climbing, white water kayaking, mountaineering and bushcraft and focus on teaching these skills to others.

This course also includes 8 weeks work experience with clients, 4 weeks co-instructing with OPC groups and a 4 week placement at **Full On**, an outdoor education company with sites in Rotorua and Methven.

OPC Certificate in Outdoor Adventure Skills & Leadership

34 week programme (level 4) - includes the National Certificate in Outdoor Recreation (level four) and the SFRITO Risk Management Award. Commences 12 Feb 07.

A skills-based programme allowing you to have safe adventures in the outdoors and build a base of technical skills, preparing you for a career in the outdoors.

Gain skills and experience in rock climbing, white water kayaking, mountaineering and bushcraft as well as foundation outdoor skills in navigation, risk management and weather interpretation.

Develop group leadership and facilitation skills and observe and practice these skills working alongside one of our professional instructors on a school programme.

WHAT MAKES THIS COURSE UNIQUE?

The course provides the opportunity to:

- study in one of New Zealand's leading outdoor centres and work alongside professional instructors on real programmes
- obtain all the skills you require to start work in an outdoor education centre
- gain experience with **Full On** and maybe even future employment and
- develop a wide range of outdoor skills that can be the base for your career.

WHAT MAKES US DIFFERENT?

- The opportunity to study in one of New Zealand's leading outdoor centres and observe real programmes happening
- We will train you with a view to working in an outdoor centre and the adventure tourism industry
- You will build a wide range of solid outdoor skills that can be the base for your career
- The opportunity to progress on to OPC's National Diploma in Outdoor Recreation (Instruction Level 5).

For more information please contact us on **0800 688 843**,
or email opc@opc.org.nz

LEARN TO ENJOY by Chris Prudden

Learning should be embraced and enjoyed...

The big ask, how to give highly expectant young people with 'playstation' tans and the crutch of their pants around their knees a great adventure without maiming or killing them. (Don't let them make any decisions !)

Parents and teachers love to talk up how capable, knowledgeable and experienced young John and Jane are, which in almost every case does not stack up when the activity starts.

Waiting out there and bigger than JAWS is a minefield of media, parents and government agencies waiting to bury the outdoor instructor who makes the 'serious faux pas'.

We have just spent 2 decades setting standards and educating instructors (NZOIA) to an industry standard to lead and teach experiences in the outdoors. Outdoors activities are not a 'punt' it is not a matter of throwing yourself or others into it, and all the activities have a desired outcome. How to do this with out stepping into the 'red zone' is every instructors daily chore, safety is not just an expectation it's a reality.

All participants must learn that the initial excitement and indeed pleasure in adventure is gaining the skills and 'know how' so that there is a platform to build from. Having your heart in your mouth means adventure is happening for you and its great to draw on learned skills to finish up healthy and happy. If an instructor can deliver a 'learning experience, providing a 'safe interaction' with an outdoor medium and preaching some safety baselines they have done their job, grimace or smile is often a case of personality.

The student can go on and do their own activities taking whatever risks they choose having plenty of adventure, if they have paid attention to their instructor they might not have to trade their adventure for an epic.

HISTORICAL

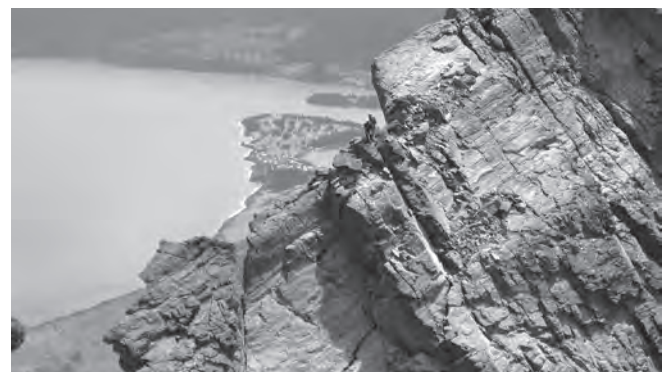
I think back to my entry to the outdoors scene at 9 years of age tackling tramping and hunting, later at 15 becoming an alpine enthusiast and then becoming an outdoor professional for the last 2 decades. When I read or see comment about the lack of adventure in current conducted activities I wonder, are there a lot of people that have short memories or are they ignoring the history and growth of the outdoors sport in New Zealand?

I grew up in the traditional 'have a go' era and in my youth literally fought my way through, sometimes trying and succeeding, in the end often not really knowing how it happened but it did. I met many 'nominated instructors' mostly from a club environment and often self appointed persons who were passing on a great variety of information and skills. Looking back, we were often treated to confusion, the adventurous said "yeah go for it", and the less accomplished and fearful would say "you guys aren't experienced enough for that!". Despite the best efforts of the Mountain Safety Council and the Federated Mountain

clubs, there were plenty of situations in the mountains that turned into disaster. I spent many ugly freezing hours on behalf of SAR in failing light and darkness collecting broken bodies with other volunteers. That was never a pleasant task, but it was the background to the incident that I found was always the most disturbing. Almost in every case it was simply lack of knowledge and skill that had led to the disaster. The people involved had pushed on and armed with minimal skills and knowledge had out run their safety margins, the warning signs will have flashed but they never saw them.

CHANGE FOR THE BETTER

For some reason my fears and confusion in the New Zealand mountains never really got sorted until I spent a couple of summers in the European Alps. I was exposed to a culture of the mountains, not just weekend warriors but centuries of history, there I was presented with an infra structure of attitude and learning that I believed in. It allowed me to relax and see myself in the context of the mountains, I learned plenty and gained experience and skills. I returned to New Zealand armed with confidence, an open mind and started my own outdoors business. Setting standards of what I did and how I presented it was now my craft and I worked hard at it. Where ever possible I worked with other professionals particularly NZMGA guides, they were the NZ equivalent of the guides I had worked with in Europe and they possessed hard earned standards. It was quite simple really, learn the standardised skills, know when you are compromising the base line rules and leave the door open for further knowledge and change.



I have had, and continue to have great personal success in instruction and mentoring. Most of those that I influenced thanked me for setting them some standards for their future adventures particularly baseline mantras that defined some safety building blocks.

My message is clear, get a good fist full of skills and knowledge, the mountains will always throw up plenty of adventure, don't worry, you can never know too much and you will be tested – often. For air, water, and mountain learn from qualified, recognised and current instructors.

Chris is an Alpine award holder and trainee assessor.

Excellence in Outdoor Recreation and Education

The 2006 Outdoors Excellence Awards were presented at the Outdoors New Zealand annual Forum held in Wellington on September 15th. These awards represent the highest of achievement of individuals and organisations involved in delivering outdoor recreation and education experiences to New Zealanders of all ages and abilities.



The **SPARC Supreme Award for Contribution to Outdoor Recreation** was presented to CHRIS KNOL. Chris is a Wellington resident who has been involved in the outdoors throughout his life both professionally and recreationally. Chris has worked for the Hillary Commission, established the Outdoor Safety Institute as New Zealand's first private sector outdoor safety training organisation, and in 1997 set up the NZ Outdoor Recreational Assembly which later became Outdoors NZ. His diverse career has included working as a ski patroller, field officer for the Mountain Safety Council, and as a snow survival instructor for the NZ Army. Chris is a former Chair of the Otago Alpine Club and former leader of the Otago Alpine Cliff Rescue Team. *"It would be hard to find someone who has been more dedicated to the outdoors. Chris Knol fully deserves our commendation through this award,"* said Dr. Grant Davidson, the Deputy Chair of Outdoors New Zealand.

The **Outdoors New Zealand Facility Award** was presented to THE SIR EDMUND HILLARY OUTDOOR PURSUITS CENTRE OF NZ (OPC). This facility was established during 1972 in National Park, with the first programme for school students delivered in early 1973. The old buildings from the hydropower scheme tunnellers' camp at Tawhitikuri near Turangi provided the base for the OPC vision to become reality. Over the past 10 years, the facilities have been completely renovated and additional resources added including the youth development centre, leadership centre, leadership school, indoor pool, and high ropes facility. Latest in the OPC developments has been the establishment of OPC Great Barrier. The Great Barrier programs add a marine flavour to what OPC has to offer, and occur in a facility closer to the main population centre in Auckland. *"OPC has indeed established world class facilities from which both youth and adult New Zealanders can benefit from challenging and enriching outdoor programmes,"* emphasized Laura Adams, CEO of Outdoors New Zealand.

The **Education Outdoors New Zealand (EONZ) Programme Award** was won by RONCALLI COLLEGE, TIMARU for its year 10, 12, and 13 Outdoor Education programmes. The students are immersed in the mountain and river environments while they live and camp outdoors. *"The Roncalli year 10 programme is unique and is based on a journey,"* said Wendy Davis, Manager of the Boyle River Outdoor Education Centre. *"Each group experiences a variety of outdoor activities as they tramp between activity locations and camp sites during their week."* Arthur Sutherland, Chair of Education Outdoors NZ stated, *"The success of the Roncalli programmes is in no small measure due to the commitment and drive of the various outdoor education staff at the school who have contributed their time, enthusiasm and energy over the past 20 years."*

The **NZ Outdoor Instructor Association (NZOIA) Emerging Instructor Award** was awarded to BEN BARLOW. Ben developed his passion for the outdoors as student at Tihoi Venture School, part of St Paul's Collegiate in Hamilton. Since then he has been studying to gain a Bachelor of Sport and Leisure at Waikato University. While immersed in his studies, Ben has continually demonstrated his commitment to the outdoors, and has provided voluntary coaching to the St Paul's whitewater kayak slalom team as well as disabled and sight impaired students. *"Ben demonstrates trust, competence, and confidence. His students are always prepared to push themselves to achieve new levels,"* said Christine Furfinger, former director of Tihoi Venture School.

ASPECTS OF OUTDOOR LEADERSHIP: PART 4 - KNOW THYSELF

by Ray Hollingsworth

The kayaking session on the lake had been postponed because of the wind, but the afternoon was full of the promise of an exciting canyoning trip. The group clomped down the muddy track, squeaking in their wetsuits, chatting nervously. The abseil into the Mangatepopo Gorge had a fierce reputation and this grey day did nothing to dispel qualms. I was in a co-instructing role, rigging the abseil for the first time, feeling as nervous as my clients both because of the activity and because the Chief Instructor, Marty Beare, was observing us. At one point in the set-up, I casually clipped the safety rope into a very thin tree branch and continued final preparations. My co-instructor noticed nothing. Marty, however, quietly sidled up to me and suggested that the safety line anchor could be improved. Then he showed me how. No fuss, no ego games in front of the group. Preparations complete, I clipped in and descended into the Gorge, with the river roaring far below.

Embarrassing and Enlightening. Over the years I've thought about that moment and how embarrassing and enlightening it was for me. Embarrassing because I instantly felt like a drop-kick incompetent; because I should have known better, but had let my nervousness cloud my thinking. Embarrassing because I'd run lots of abseiling sessions but hadn't done one for quite a while and had got rusty. It was a wake-up call, a warning not to assume knowledge will be there but to make sure it is. More significant however, was the way in which Marty conducted himself that day, with the prescience to be there in the first place, the quiet intervention and, later, the chat in the office over the cup of tea. It was an impressive display of a man at the top of his game – he recognized a potential problem, he provided the safety net, he made space for learning and growth.

How Good Are You? One of the hardest things about developing your leadership abilities is working out how good you actually are at various skills. What do you measure yourself against? Your peers? A mentor? An industry qualification? I know people who have passed NZOIA Rock 1 with minimal experience, yet now hold the same qualification as someone with a vast array of climbing experiences built up over years. I have seen a group of aspirant leaders so caught up in the world that they have created around themselves that they were oblivious to their faults. No amount of suggestions, hints, or directives could convince them that they needed improvement; their peer group provided a comforting cushion of ill-informed competence. Perhaps the key to working out where you are at, is to find someone or something that you respect and compare yourself to them or it. It may be a checklist of the qualities and attributes an outdoor instructor should have, the type of thing provided by Simon Priest and Mike Gass in their book "Effective Leadership in Adventure Programming". Work through the list and ask yourself 'do I have these yet?'. If not, they become goals that you set for yourself. It could be an individual whose career you wish to emulate or who has qualities that are desirable. Exposure to Marty's calm competence and proactive involvement

was something that inspired me to attain these qualities. Later, when I found myself in a similar role as Marty had been in, I used the memory of how he had treated me to guide my interactions with new staff.

Development Is A Conscious Decision. Sometimes it's a 'pick'n'mix' approach that works best – you see qualities or skills in a host of people that you desire for yourself; these provide the yardstick to measure your development. When I was learning the trade, I wanted Bev Smith's ability to smile and play on rainy days; Mick Hopkinson's mastery of a variety of technical pursuits; Will MacQueen's calmness under stress; and Brian Staité's madcap sense of humour. I consciously worked on those attributes; proof of progress came with every testing situation. Of course there are some dangers inherent in comparing yourself with others; there will always be someone who climbs or paddles harder than you. And what makes these people achieve in one technical area – for example, total focus – may be a handicap in a group or society. Similarly, you may have attributes that are important but not necessarily valued by a dominant peer group. Women in the outdoors often battle with a perceived lack of technical virtuosity, yet their ability to empathise with and motivate students goes unnoticed. Industry qualifications, such as those offered by NZOIA or SKOANZ (Sea Kayak Operators Association of NZ) are a solid yardstick to compare yourself against. They hold up a pretty reasonable mirror to your abilities and provide a clear pathway to achieving technical skills. But they are a starting point, not a finish line.

What Makes You Unique? Perhaps the fastest measure of your strengths and weaknesses as an outdoor leader is to ask the people that you work with. From canyon guide to tramping club leader to sea kayak guide, every person running a show should solicit feedback at some point, from both clients and fellow workers. By having the feedback written down, it allows you to chew over it in your own time. To ensure you receive comment on what you want, make a form with specific questions that you want answered, eg: What do you feel are my strengths? How could I improve my performance as a leader? How would you rate the pre-trip planning/information? If people are given the appropriate time and space and encouragement to fill this form out, usually you will receive honest, thoughtful answers.

Lastly, we all have things to work on, and developing the ability to analyse your own performance is a necessary thing to do. But equally we all have useful skills and attributes that not only make us unique but also bring a positive spin to our leadership role. Make a list. Know thyself. One of the things I've discovered about myself that has been extraordinarily useful at building relationships with clients, is my love of musical trivial pursuits. Just ask "Who were the seven greatest rock guitarists as voted by Melody Maker magazine in 1969?" to the next group you have; sure as eggs someone will get hooked in.

Ray teaches a variety of outdoor subjects at AUT University. He is a NZOIA Rock and Kayak award holder, loves playing guitar, retro boating, multi-day tramping, placing his own gear on lead, reading, philosophizing over wine with good friends, and watching his children grow.

TERTIARY PROFILE:

Christchurch Polytechnic Institute of Technology Outdoor Education & Adventure Tourism

From the classroom to grade three rapids, from research to a mountain summit, the outdoor education and adventure tourism courses run by Christchurch Polytechnic Institute of Technology (CPIT) are a great way to start.

CPIT has the perfect mix for an inspirational study environment as it's located in the heart of the magnificent South Island, right next to pure New Zealand wilderness. Students train with the CPIT staff, a dynamic team of industry professionals with extensive experience, both nationally & internationally ensuring students are equipped with up-to-date industry knowledge.

Graduates from CPIT go on to undertake a variety of careers including Outdoor Adventure Instructors, Event Organisers, Raft/Sea Kayak Guides, Ski/Snowboard Instructors, Community Recreation Officers, Outdoor Education Teachers as well as Adventure Tourism Guides! Students will have studied one of the programme options shown below, which range from 16 weeks to a 3 year degree, giving them the right balance of skills, experience, knowledge and national awards needed for such a dynamic field of work.

CPIT PROGRAMME OPTIONS

- Bachelor of Adventure Recreation & Outdoor Education (3 year, level 7)
- Diploma in Adventure Instructing & Guiding (1 year, level 6)
- Diploma in Adventure Recreation Leadership (1 year, level 5)
- Certificate in Adventure Recreation (1 year, level 4)
- Certificate in Ski & Snowboard Instruction (4 month, level 4)

*Ex student Jenny Jordan –
Outdoor Instructor,
Outward Bound ...*

“Being in the outdoors has taught me so much about myself and what I was capable of; I wanted to provide others with the same opportunities.”

“I really enjoyed the holistic approach of the programmes on offer. The course encompassed practical activities and experience in the outdoors with a theoretical background, including environmental education, values and attitudes and also social theory.”

“The tutors at CPIT are truly top quality! They are creative in their approach to teaching and have a great reputation out in the industry due to their extensive experience.”



**For more information, call CPIT on 0800 24 24 76 or visit their website www.cpit.ac.nz/exciting
Other providers of tertiary courses are invited to submit information for inclusion in the Quarterly.**

Heuristic traps in river crossing

Jo Straker

Why do New Zealanders die crossing rivers? Each year, on average, three people drown while crossing rivers in New Zealand and no doubt many other have some scary moments.

In the warm comfort of home it's always easy to say "you wouldn't catch me crossing a flooded river" ... but the old, the young, the experienced and the novice all get caught out.

Heuristics are rules of thumb; kind of common sense decision-making shortcuts, but when they get us into trouble are called heuristic traps. These heuristic shortcuts can be useful in many areas of our lives, as they can help us make complex decisions very quickly almost at a sub-conscious level. Just imagine if every time we made a decision, like what to eat or what to wear, we'd have to go through one of those systematic decision making matrices which suggest that we look at a range of options then code, qualify and compare the advantages and disadvantages of all the options...I'd probably be very hungry. So we need heuristics as a way to simplify the complicated world around us and make quick decisions throughout the day. The problem is when we enter more dynamic and unfamiliar environments.

There has been a lot of research done on heuristic traps in avalanche accidents by McCammon, but it seems as if some of the same principles could apply to river crossing too. The four traps McCammon studied were familiarity, social proof, commitment, and scarcity:

Believing that because we've crossed a particular river safely several times before, it will be safe this time (familiarity).

Believing that because we've seen someone else cross a particular river safely, it will be safe for us too (social proof).

Believing that it will be safe to cross a river because we are committed to going across it and others expect to meet us at the road end (commitment).

Believing it will be safe to cross a river because we want very much to be first to get to a hut with only 6 bunks (scarcity).

In simple terms if you want to cross rivers then you tend to look for clues that support that desire... instead of changing your course of action in accordance with the new information.

In the last Quarterly Ray talked about a near miss in the Caples valley when some overseas tourists followed the track markers across a flooded river assuming that the markers would indicate the best crossing points ... and that the markers indicated a safe crossing. They wanted to cross so they could complete the trip, and the track markers encouraged them on, so despite someone nearly getting swept away they looked for clues which supported their desire to cross.

These traps are human factors that enter into the decision making process and can make us blind to the evidence,

and remember they operate at that pre-conscious level. I tend to think that possibly the most common trap for enticing us into that flooded river is that commitment or driving motivation to cross. It's wet, cold and the hut is not far away. Or you're expected out that night and really do need to get to the rugby game as others are depending on you. Or someone else says parents will be worried unless we get to the road end. The pressure comes on us as the leaders to get the group across. So we look for all the clues that suggest we could cross. I'm assuming here that the dangers of crossing the river are moderately evident ... rising water, discoloured water, floating debris, surges, fast flows, deep, poor run-outs, no eddies, large greasy rocks and boulders etc.... but still the pressure to cross outweighs all those clues.

What is unnerving is that our dismissal of objective clues from the terrain or weather takes place almost below the level of consciousness. We take those decision-making shortcuts before we know we've taken them. Our natural inclination is to justify our actions. Our pre-conscious heuristic shortcuts just kick in and instead of spotting the hazards are subconscious searches out clues like:

- *We've already crossed once today so the group is experienced*
- *Lots of people cross this river it can't be too bad*
- *The track crosses here there's lots of track markers*

Sometimes there is another trap... unclear roles. So often when we take groups out there are several adults/experts present; teachers, parents, peers, senior students, assistant instructors and instructors. Who out of this mixture has the ultimate call? ... With a school group legally it is the teacher, but when it's clear that the instructor is more qualified and experienced then on technical outdoor issues that legal responsibility can shift. It can be much more confusing though when the roles are less clearly defined. This mixing of roles happens all the time: the teacher or parent is older and has experience, the students are meant to be running the trip, or the peers think they can make their own decisions independent of what the group decides. Everyone wants to have a say, but no one has the authority to make the decision. The heuristic trap here is that everyone starts discussing the pros and cons of the best site to cross, or the best way to cross, and no one stops to ask about the real need to cross.

WHAT TO DO?

There is lots of good advice about river crossing decision making processes on the Riversafe website <http://www.riversafe.org.nz/facts/rivercrossing.shtml> and in the MSC Bushcraft manual. This information is sound and accurate, but it doesn't account for those heuristic traps which kick in before the rational decision making. However now you understand some of the issues about heuristic traps, you'll be a little more prepared for them and you can develop some strategies for interrupting the pre-conscious processes.

BEFORE THE TRIP:

- Discuss leadership roles and how decisions will be made with everyone *cont...*

- Determine who is in charge
- Plan alternative routes
- Be prepared for consequences of not getting across
- Visualise yourself saying 'no, we're not crossing'

AT THE RIVER:

- look for objective clues or information why you should cross the river
- seek evidence to convince you it is safe
- identify what has changed since the last crossing
- always try and spot what is pressuring you to cross

AFTER THE TRIP:

- Reflect on how you made decisions
- Build up some heuristic rules of your own which help you to switch on that 'mindful awareness of detail'
- Never stop learning

Remember that some of these heuristic traps can sneak up on you at any time so whether you are on assessment or completing your 100th trip, stay sharp and attentive and have fun with the group ... even in the rain.

Jo is an Alpine, Bush and Rock assessor, Honorary Life Member, and currently teaches on the Bachelor of Adventure Recreation and Outdoor Education at Christchurch Polytechnic Institute of Technology

WHAT SHOULD THE PURPOSE OF OUTDOOR EDUCATION BE?

Josh Clarke

I have not asked 'what is the purpose of outdoor education?' I have asked 'what should the purpose of outdoor education be?' I say this because I do not think there is a definitive answer, just a complex entanglement of many different perspectives. And I believe it would be far more beneficial for me as an up and coming outdoor educator, to develop my own philosophies of what it should be.

While there are many definitions for outdoor education, the most comprehensive one seems to be; "Outdoor education is education 'in', 'about', and 'for' the out-of-doors." Ford (1986) claims that this definition tells the place, the topic, and the purpose of outdoor education. Ford (1986) claims that the 'For' tells us that the purpose of outdoor education is related to implementing the cognitive, psycho-motor, and affective domains of learning for the sake of the ecosystem itself. That means understanding, using, and appreciating natural resources for their perpetuation. Also according to Ford, outdoor education aims to; "produce environmentally conscious citizens that develop lifelong knowledge, skills and attitudes for using, understanding and appreciating natural resources and for developing a sense of stewardship for the land." This philosophy of outdoor education is not unlike the aims of environmental education that were established by the Tbilisi Declaration. The Tbilisi Declaration recommended that; "environmental education should prepare individuals for life through the understanding and knowledge of our human society and the natural environment" (UNESCO-UNEP, 1978). These ideas are all centred on the well-being of the environment.

James Neill explains Kurt Hahn's intentions for outdoor education as;

Kurt Hahn said, "Let's provide physical and moral challenges, let's put huge faith in people's inner capabilities being discovered and support them in discovering more than themselves than they might have thought possible. Let's create experiences which call on the deepest spirits of people in the name of the greatest good."

These intentions came from the observation of modern society (1940s) in which young people were becoming lost in the rapid societal changes of industrialised and post-industrialised life. Hahn recognised a need for change, and he sought the answer through outdoor education and the setting up of Outward Bound. So there is a mixture of ideas those centred on the well-being of the environment, an Hahn's ideas which are more centred on personal and social values, although he uses the outdoors as a medium.

With all of this in mind, over the past three years at CPIT, there has been nothing I have read that I have fully embraced as what I believe pure outdoor education should be, until just now... This passage by James Neill really 'hit home' ...

*Outdoor Education, As I Envision It
Imagine walking down a green path
On an unknown journey
With not a care in the world
Other than exploration of one's self
And one's connection to a world beyond time.*

For me, this passage means letting go of all your every-day worldly troubles, and you undergo an adventure in a place that is unknown to you, and with unknown outcomes. Throughout this journey, a realisation is likely to take place; a realisation that there is more to the world and to your life than you thought existed; a realisation of the true values that you hold close to the heart; a realisation that you are a part of the magical workings of nature; and a realisation that you are the creator of possibilities.

This would be my ideal learning experience for outdoor education. Even the very word 'education' seems so bland, structured, and predictable to me, I much prefer the word 'realisation'. In outdoor education I think we do not 'learn' as much as we do 'realise'. I think that the deeper more valuable outcomes of many outdoor education programmes such as values, environmental aspects, relationships (both with people and with nature), and personal development are all embedded in each of us. I think we already know these things. But we have buried them deep within us through our (post)modern society and way of life. I think outdoor education helps us to re-discover, or re-emerge, or realise these things and the significance that they have.

If someone were to ask me what my definition of 'outdoor education' was, at this stage of my ever-developing thought, I might reply with something along the lines of:

A realisation of environmental, social, and personal values, and how these are all connected.

Josh Clarke is a keen kayaker and graduate of the BRecEd programme at CPIT

NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

2007 Training Calendar

Course & Location	Provider	Course Date	Application Closing Date	Accommodation & Meals Included	Cost to Full & Associate Members	Cost to Non-Members
Kayak FW						
Christchurch	NZOIA	3 March	22 January	No	\$60 *	\$100*
Tongariro	OPC	3-4 March	None	Yes	\$445	\$445
Central North Is.	NZOIA	17 March	5 February	No	\$60*	\$100*
Wellington	NZOIA	24 March	12 February	No	\$60*	\$100*
Auckland	NZOIA	15 October	3 September	No	\$60*	\$100*
Christchurch	NZOIA	5 November	24 September	No	\$60*	\$100*
Central North Is.	NZOIA	16 November	8 October	No	\$60*	\$100*
Kayak 1						
Murchison	NZKS	7-8 January	None	Accom only	\$350	\$350
Tongariro	OPC	3-4 March	None	Yes	\$445	\$445
Murchison	NZOIA	23-24 March	12 February	No	\$120*	\$200*
Central NI	NZOIA	27-28 March	12 February	No	\$120*	\$200*
Queenstown	NZOIA	14-15 April	5 March	No	\$120*	\$200*
Central North Is	NZOIA	21-22 April	12 March	No	\$120*	\$200*
Tongariro	OPC	3-4 November	None	Yes	\$445	\$445
Kayak 2						
Murchison	NZOIA	25-26 March	12 February	No	\$120*	\$200*
Central North Is	NZOIA	27-28 March	12 February	No	\$120*	\$200*
Queenstown	NZOIA	14-15 April	5 March	No	\$120*	\$200*
Central North Is	NZOIA	21-22 April	12 March	No	\$120*	\$200*
River Rescue						
Murchison	NZKS	7-8 January	None	Acomm only	\$195	\$195
Murchison	NZKS	10-11 February	None	Acomm only	\$195	\$195
Tongariro	OPC	10-11 Nov	None	Yes	\$445	\$445
Sea Kayak 1						
Christchurch	NZOIA	10-11 March	29 January	No	\$100*	\$175*
Wellington	NZOIA	17-18 March	5 February	No	\$100*	\$175*
Auckland	NZOIA	31 Mar – 1 April	19 February	No	\$100*	\$175*
Dunedin	NZOIA	31 Mar – 1 April	19 February	No	\$100*	\$175*
Picton	NZOIA	19-20 April	12 March	No	\$100*	\$175*
Central North Is.	NZOIA	3-4 May	26 March	No	\$100*	\$175*
Sea Kayak 2						
Picton	NZOIA	19-20 May	9 April	No	\$100*	\$175*
Canoe						
Central North Is.	NZOIA	10-11 March	29 January	No	\$120*	\$200*
Central South Is.	NZOIA	17-18 March	5 February	No	\$120*	\$200*
Risk Management						
Tongariro	OPC	26 Feb-2 March	None	Yes	\$995	\$995
Tongariro	OPC	16-20 April	None	Yes	\$995	\$995
Tongariro	OPC	2-6 July	None	Yes	\$995	\$995
Tongariro	OPC	1-5 October	None	Yes	\$995	\$995
Ropes Course Safety / ABL						
Tongariro	OPC	1-5 October	None	Yes	\$950	\$950
Outdoor 1st Aid						
Tongariro	OPC	28-29 April	None	Yes	\$445	\$445
Tongariro	OPC	29-30 Sept	None	Yes	\$445	\$445
Cave 1						
Nelson	NZOIA	10 June	30 April	No	\$175	\$225
Waitomo	NZOIA	17 June	7 May	No	\$175	\$225
Nelson	NZOIA	24 June	14 May	No	\$175	\$225
Waitomo	NZOIA	1 July	21 May	No	\$175	\$225
Cave 2						
Nelson	NZOIA	9-10 June	30 April	No	\$275	\$375
Waitomo	NZOIA	16-17 June	7 May	No	\$275	\$375

Rock 1						
Tongariro	OPC	17-18 February	None	Yes	\$445	\$445
Nelson	NZOIA	24-25 February	15 Jan	No	\$275	\$375
Central North Is.	NZOIA	8-9 March	29 January	No	\$275	\$375
Auckland	NZOIA	19-20 May	9 April	No	\$275	\$375
Christchurch	NZOIA	13-14 October	3 September	No	\$275	\$375
Tongariro	OPC	3-4 November	None	Yes	\$445	\$445
Queenstown	NZOIA	24-25 Nov	15 October	No	\$275	\$375
Rock 2						
Christchurch	NZOIA	21-22 April	12 March	No	\$275	\$375
Central North is.	NZOIA	27-28 October	17 September	No	\$275	\$375
Abseil 1						
Auckland	NZOIA	22 April	12 March	No	\$175	\$225
Bush 1						
Central North Is.	NZOIA	10-11 March	29 January	No	\$275	\$375
Central South Is	NZOIA	10-11 March	29 January	No	\$275	\$375
Central North Is.	NZOIA	14-15 April	5 March	No	\$275	\$375
Central South Is.	NZOIA	28-29 April	19 March	No	\$275	\$375
Central North Is.	NZOIA	17-18 Nov	8 October	No	\$275	\$375
Central South Is	NZOIA	1-2 December	22 October	No	\$275	\$375
Bush 2						
Central North Is.	NZOIA	14-15 April	5 March	No	\$275	\$375
Central South Is.	NZOIA	28-29 April	19 March	No	\$275	\$375
Central North Is.	NZOIA	17-18 Nov	8 October	No	\$275	\$375
Central South Is	NZOIA	1-2 December	22 October	No	\$275	\$375
Alpine 1						
South Island	NZOIA	21-22 July	11 June	No	\$275	\$375
South Island	NZOIA	4-5 August	25 June	No	\$275	\$375
Central North Is.	NZOIA	11-12 August	2 July	No	\$275	\$375
Tongariro	OPC	18-19 August	9 July	Yes	\$445	\$445
Central North Is.	NZOIA	25-26 August	16 July	No	\$275	\$375
Alpine 2						
South Island	NZOIA	11-12 August	2 July	No	\$275	\$375
Central North Is.	NZOIA	18-19 August	9 July	No	\$275	\$375
South Island	NZOIA	18-19 August	16 July	No	\$275	\$375

* Water Safety NZ funding subsidy has been applied to this course (applies to all Kayak, Canoe and Sea Kayak courses run by NZOIA)

NZKS - NZ Kayak School, Murchison. Accommodation and cooking facilities provided on site. Full gear hire available at reduced rates to participants.

OPC - Sir Edmund Hillary Outdoor Pursuits Centre of NZ, Tongariro. Accommodation and all meals are provided on site. All gear is also supplied at no additional cost.

NZOIA - Accommodation and meals need to be organised by participants. Participants generally need to supply their own gear. If gear hire is available it will be advised in the pre course information after you have enrolled.

Application closing date - Applications for enrollment need to be received 6 weeks before the actual course date, however applications will be accepted beyond the closing date until the course maximum is reached. Places on training courses are allocated on a first in (with completed application form, summary sheets and course fee) first accepted basis.

Course cancellation - If minimum numbers are not achieved the course may be cancelled and you will be advised of this soon after the closing date for applications.

COURSE COSTS

All courses run by NZOIA are discounted for members; this includes Full, Student and Associate members. Kayak courses are substantially discounted because we receive funding support from Water Safety NZ. This funding is targeted by Water Safety as part of their overall aim of reducing water sports incidents and drowning. If you are not already a member it is probably worth joining to access discounted training.

FURTHER INFORMATION AND COURSE APPLICATION

Details of courses run by NZOIA, prerequisites, application forms and online payment are all available on the NZOIA website.

Where courses are run by other providers you'll need to contact them directly for enrollment and direct payment of course fees. You'll find links to them from the NZOIA website.

WHO ARE THE COURSES FOR?

Instructor training courses are just that, they are designed for those who wish to qualify as an instructor. In general terms you should be already working as an instructor under supervision or guidance. Your technical skills should be close to the standard expected on assessment (see individual award syllabi on our website). The course should provide you with new knowledge and skills and will help you identify any gaps you need to fill before your assessment. Ideally you should be aiming to complete your actual assessment within 6 to 12 months. They are not introductory courses.

EXISTING AWARD HOLDER AND NEED TO REFRESH YOUR SKILLS AND KNOWLEDGE?

Perhaps you are an existing award holder and either you've not instructed in a particular discipline for some time, or perhaps it's a long time since someone had a look at your skills? If this is the case you can come along on an instructor training course and treat it as a refresher or update to ensure that you are working to current accepted practice.

DO YOU REQUIRE A CUSTOM COURSE?

If you have specific training needs or require a course for your staff on a particular date or location we'll be happy to put something together for you. Cost will be much the same as our advertised courses unless such items as instructor travel costs are excessive. Get in touch and we'll be pleased to quote.

DO YOU RUN COURSES OF INTEREST TO MEMBERS?

These could be specific courses related to awards eg Alpine 1 Instructor Training, or they could be in a related field such as River Rescue, a rolling clinic or Outdoor First Aid.

In order for your course to be included on the calendar and advertised by NZOIA you must meet the following criteria:

- If the course is instructor training towards an NZOIA award you, or the staff you employ to run the course, must be Level 2 award holders in the relevant discipline and must be full financial members of NZOIA.
- If it's a technical course not certified by NZOIA such as River Rescue or Avalanche Awareness, you need to satisfy us that you hold the relevant qualifications or authority to run the course, and you must also be a current full financial member.
- Some other courses such as Outdoor First Aid we're happy to advertise without the membership requirement, as a service to members.
- The course needs to be scheduled for a specific date rather than 'on demand' (however we will provide a link to your website where you can advertise your full range of services).
- We encourage you to discount courses for fellow members to encourage others to join our association.

Web: www.nzoi.org.nz

Email - Administration: ao@nzoi.org.nz

Email - Training: training@nzoi.org.nz

BOOKING FOR A NZOIA ASSESSMENT

BOOKING ROUTINE

You must have completed the prerequisites before applying for an assessment; check the syllabus - they are all available on the NZOIA website at: www.nzoia.org.nz.

You must also be a current member of NZOIA as at the date of the assessment.

To apply for a place on an assessment, obtain an assessment application form, from the website (or the administration officer) and forward it to NZOIA by the closing date with:

- a \$100 deposit
- a copy of your logbook
- a copy of your current first-aid certificate
- application* form

*APPLICATIONS normally close six weeks before the assessment date.

We allocate places on assessment courses on a first-in, with deposit, first-accepted basis. After the closing date, we will confirm that the assessment will run. You then need pay the balance of the course fee before the assessment. If we cancel the course, we will refund all fees.

The deposit will be refunded in full if you withdraw from a course four weeks or more before the course starts, (or you can transfer to another course). Deposits will not be refunded where the withdrawal is within four weeks of the course, but may be transferred to another course. Where a withdrawal occurs within two weeks of the course 50% of the course fee will be charged.

COURSE FEES:

- Two day \$425
- Three day \$570
- Four day \$735
- Sea Kayak Guide/Instructor
Please contact the NZOIA office for fees

ASSESSMENTS BY SPECIAL ARRANGEMENT

It is possible to arrange assessments on dates other than those scheduled (generally subject to the availability of assessors). Please contact either the Assessment Co-ordinator (email - assessment@nzoia.org.nz); or Administration Officer (email - ao@nzoia.org.nz). Phone 04-385 6048.



Instructors

Very few jobs are as rewarding or challenging as that of an Outward Bound Instructor.

Outward Bound New Zealand offers you the opportunity to combine your passion for people, learning and the outdoors into one unique job.

We are looking for some exceptional candidates to join our instructing team in 2006.

Our ideal candidate will have:

- A passion for working with and developing people
- Experience, qualifications and skills working in the outdoors
- Life skills and be able to relate well to others

The calibre of our instructing staff is integral to the success of Outward Bound.

Outward Bound offers a very competitive employment package including; salary and employment conditions, accommodation, high quality and rewarding work, excellent staff training and development opportunities.

All positions are based at Anakiwa, in the beautiful Marlborough Sounds.

Applications for our next 5 day staff selection course (February 2007) close 5 January 2007.

Information and application forms can be found on our website, www.outwardbound.co.nz or from David Mangnall, Training Manager
Outward Bound New Zealand
Private Bag 403, Picton 7281
Ph:03 574 2016
or email: dmangnall@outwardbound.co.nz



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2007 Assessment Calendar

	COURSE DATE	Closing Date **		COURSE DATE	Closing Date **
Kayak FW			Rock 1		
Auckland	February 24-25	Jan 22	Central North Is.	March 10-11	Jan 29
Christchurch	March 4-5	Jan 29	Christchurch	March 17-18	Feb 5
Auckland	October 13-14	Aug 27	Dunedin	31 March-1 April	Feb 19
Christchurch	November 3-4	Sep 15	Auckland	May 5-6	Mar 22
Kayak 1			Christchurch	May 19-20	April 5
Murchison	February 24-26	Jan 11	Christchurch	October 27-28	Sep 13
Murchison	March 24-26	Feb 10	Auckland	November 10-11	Sep 26
Central NI	March 30-April 1	Feb 19	Christchurch	November 17-18	Oct 3
Central NI	October 26-28	Sep 12	Central North Is.	November 24-25	Oct 10
Christchurch	November 9-11	Sep 25	Sport Climbing 1		
Murchison	November 23-25	Oct 9	On request		
Kayak 2			Sport Climbing 2		
Central North Is	March 2-4	Jan 22	On request		
Murchison	March 16-18	Feb 1	Abseil 1		
Multi Sport Kayak			Auckland	October 27-28	Sep 14
Auckland	On request		Rock 2		
Christchurch	On request		Whanganui Bay	March 2-4	Jan 19
SKOANZ Guide & Sea Kayak 1			Christchurch	April 27-29	Mar 13
Christchurch	May 10-13	Mar 27	Bush 1		
Auckland	May 24-27	Apr 10	Central North Is.	30 March-1 April	Feb 14
Auckland	October 4-7	Aug 23	Central South Is.	March 24-26	Feb 12
Christchurch	October 11-14	Sep 1	Central South Is.	October 5-7	Aug 22
Sea Kayak 1			Central South Is.	October 26-28	Sep 12
Christchurch	May 13	Mar 27	Central North Is.	November 2-4	Sept 18
Auckland	May 27	Apr 10	Bush 2		
Auckland	October 7	Aug 23	South Island	April 20-22	Mar 8
Christchurch	October 14	Sep 1	Central North Is.	May 4-6	Mar 21
Canoe			South Island	May 26-28	April 13
South Island	November 30		South Island	October 12-14	Aug 29
	-December 2	Oct 18	Alpine 1		
Cave 1			South Island	31 August	
Central North Is.	April 14-15	Mar 1		-2 September	July 17
Nelson	May 11-13	Apr 1	Central North Is.	September 14-16	July 31
Cave 2			South Island	September 21-23	Aug 7
On request			Alpine 2		
			South Island	September 6-9	July 23

Closing Date ** ~ assessment applications, associated documentation and assessment deposit (\$100) must be received by closing date. Assessment applications received after closing date may be declined.

NOTE:

- It is always possible to run assessments on other dates, either by special request or if sufficient candidate are available.
- There are a minimum number of candidates required for each assessment.
- If you are interested please register your interest with our office.
- We will contact you if there are sufficient numbers.

Website: www.nzoia.org.nz

Email Administration Officer: ao@nzoia.org.nz **Assessment Co-ordinator:** assessment@nzoia.org.nz

Postal address: PO Box 11-090, Manners Street, Wellington 6142. Telephone: 04 385 6048, Fax: 04 385 9680.



CONGRATULATIONS! CONGRATULATIONS!

The following members recently gained NZOIA Awards:

ALPINE 1: Sam Russek, Robyn Massam.

BUSH 1: Cameron Ahlers, Catherine Kircher, Nick Davies, Garry Walker, Craig Jones, Jonathan Arthur, Joshua Reynolds, Carolyn Wolpert, Drew Brown, Tom Walter, Daniel Jimmink, Jessica Mathewson, Noel Oien.

KAYAK 1: Amy Horn, Libby Hamilton-Crowley, Alastair Burns.

KAYAK 2: Andrew Dyer

ROCK 1: Veronica Carroll, George Depaauw, Donald Ford, Jeremy Holliday, Roger Miller, Tom Walter, Garry Walker, Logan Matheson, Rachel Mayhew, Thomas Johns, James Griffiths, Diana Slight, Victoria Glover, Martin Broederlow.

SEA KAYAK GUIDE: Steven Mitchell, Chris West, Rob Cox, Jared Lawrence.

FOR SALE

via the NZOIA website: www.nzoia.org.nz

- **NZOIA LOGBOOKS**
Every instructor needs to maintain one - its your professional CV
- **NZOIA THERMAL MUGS**
Keep that drink /soup hot for longer.
- **WATERPROOF NOTEBOOKS**
No more soggy notes after that 'wet' day outdoors.
- **GETTING IT RIGHT**
How to successfully run your outdoor business.
- **NZOIA T-SHIRTS**

LEGAL INFORMATION WEBSITE

Here is a useful link to simple, easy to use legal information for the non-profit sector.

<http://www.nzfvwo.org.nz/keepingitlegal>

AND CHECK OUT THE NZOIA WEB SITE AT

www.nzoia.org.nz

...your comments and suggestions are welcome!

CONTRIBUTIONS TO THE NZOIA QUARTERLY

The NZOIA Quarterly welcomes articles, photos, letters, news, details of coming events and bits and pieces from all readers. Submissions may be edited.

PLEASE FORWARD ALL ITEMS TO: Administration Officer, PO Box 11-090, Manners Street, Wellington 6142, or email to: ao@nzoia.org.nz

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

ADVERTISE WITH US ...

HALF PAGE: 170mm wide x 125mm high OR 85mm wide x 245mm high \$100 + gst

QUARTER PAGE: 85mm wide x 125mm high \$70 + gst

Send your advertising copy to:

The Editor NZOIA
PO Box 11-090
Manners Street
Wellington 6142

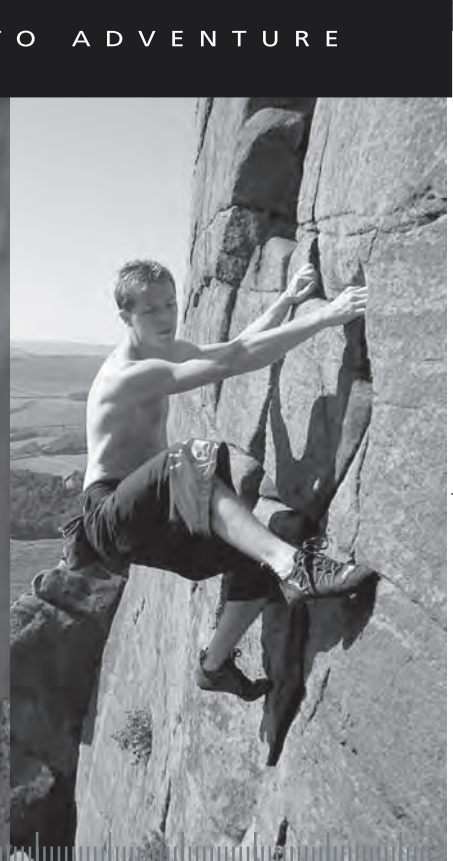
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GETTING THE ADVENTURE BACK

Kaiapoi High School



Photos courtesy Fiona McDonald

Photo contributions are welcomed for the back page series 'GETTING THE ADVENTURE BACK'.
Please submit as files of no less than 700kb in individual jpg format.