

25
YEARS



NZOIA
Excellence in Outdoor Leadership



ISSUE 64: SEPTEMBER 2013 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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EMAIL COMMUNICATION WITH MEMBERS

Emails to members are one of the primary methods that NZOIA communicates with its members. All member emails are sent in the weekly NZOIA 4YA (every Friday) and include updates to the member only job board, spaces on assessments, refresher workshops and trainings, changes/updates to current initiatives/reviews within the outdoor industry, Executive updates and updates to the assessment, refresher and training calendars and requests for model students. Emails sent at other times will be specific to you.

If you are not receiving weekly emails every Friday from NZOIA, then we either don't have your current email address, or the email address in your membership account is incorrect.

PLEASE check the email address in your membership account, as email is the main method of regular communication with members. Alternatively, please contact the NZOIA office if you do not have a username and password for the 'Members only section' of the NZOIA website, and would like to be able to check your membership and revalidation details online.

25 YEARS

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Cover Photo: The Roxx, Lee Howell

NZOIA gratefully acknowledges the financial support of the following organisations:



Member Organisation





Chief Executive's Report

National Training Symposium 2013

There's not long to go till the Symposium at the end of October. The office team inform me there are over 130 members enrolled but we still have places available, so if you haven't signed up yet there is still time. Once again this promises to be a great event with lots of training and revalidation opportunities, and of course our 25th Anniversary celebration on the Saturday night. Don't forget this event is heavily subsidised so represents excellent value as part of your membership.

Website Development

While the website development project continues, most of what is now coming on stream is fairly administratively focussed. This improves our systems and office efficiency, and enhances our capability to extract data easily, but doesn't provide much that you as members can actually see! Rest assured it's all money well spent as a means to service improvement.

Qualifications and Assessment

The Technical Sub-Committee has been busy working through the final edits to the various syllabi that have undergone review, including Kayak, Sea Kayak, Canyoning, and Alpine; you can expect announcements about when we'll begin assessing against these new syllabi soon.

Over the past year eight assessments have been run for people needing to complete Bush 1 or Bush 2 because they hold Alpine qualifications. The pathway to Alpine 1 now requires candidates to have completed Bush 1 first, so those who already hold an Alpine qualification have been asked to 'go back' and complete at least Bush 1. Further opportunities to attend these free courses are on the calendar and at the Symposium.

The development of the Sport (teaching lead climbing) endorsement to Rock 1 has met with considerable interest so far. This endorsement can be assessed within the workplace at a 1:1 ratio, so this means that candidates simply need to organise for a suitable assessor to meet with them at a convenient time, and assess them at work; thus removing the barrier created by assessment courses that requiring minimum numbers and fixed dates and locations. Since its introduction

eight members have gained this endorsement at five 'events'. Talk to Penny if you have a group of three or more who each hold a current Rock 1 and are keen to be assessed, and she'll set something up; alternatively there are assessments on the calendar or contact an assessor directly.

In working closely with the commercial climbing wall community we are now very close to rolling out the new Wall Climbing Supervisor qualification and the Lead Climbing endorsement that sits above that. Special thanks to Tim Wethey from the Roxx in Christchurch, and Dean Straker of Vertical Limits in Nelson for tireless work on this project; and to Penny for hard work in pulling this all into syllabus and assessment guide documents.

Independent Contractors and the new Adventure Activity Regulations

Those of you who have been following my updates will know that I've been advocating strongly for an 'elegant solution' to the requirements of the regulations as they pertain to members who undertake contract work. I am working closely with MBIE to develop an elegant solution that will meet audit and registration requirements and thus keep members in this category working lawfully; but which is better matched to the circumstances of an instructor working independently and without staff to supervise. ONZ is very much part of this process in order that we find a solution within the existing OutdoorsMark audit scheme; but which sizes the audit to the sole operator and recognises personal competency achieved through qualifications and robust revalidation / registration processes. The solution will likely require additional steps to be taken by members wishing to work as independent contractors, and NZOIA / OutdoorsMark are committed to providing this.

Not sure what happened to winter; it's all blossom and spring bulbs in Nelson! Hope to see many of you at the Symposium...

Matt Cant, Chief Executive, NZOIA

Custom & Contract Courses

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

Whether it be training, assessment or revalidation we are happy to run a custom course for you. Contact the 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@nzoia.org.nz Phone: 03 539 0509

Kayak Instructor Training - funding subsidies still available!

We still have funding available from Water Safety NZ to subsidise any sort of kayak, sea kayak, or canoe leader / instructor training or safety / rescue workshop. If you have a group of three or more people please get in touch ASAP and we'll endeavour to meet your needs. Courses may be run midweek or weekends.

Course costs: \$100 per person for a 1 day course, \$200 per person for a 2 day course. This is a 50% subsidy!



Chairperson's Report

Kia ora koutou,

Partnerships

Recently a sub-committee of the Board met with Skills Active to further discuss how we can collaborate and clarify the qualification pathways for the good of the sector. Details are yet to be finalised.

TROQ

The first phase is complete and all Sport, Recreation and Fitness qualifications have been submitted to NZQA for feedback and review. Once feedback is received we will move onto the next phase of the review.

Condolences

I wish to send our sincerest sympathies to all those affected by the passing of Marty Schmidt and his son, Denali Schmidt on K2 recently, and also of Jamie Vinton-Boots in the Remarkables. It is sad to see such wonderful people with so much energy and vitality be taken out by these accidents.

Ratio debate

Ratios are an ongoing discussion point. Is it NZOIA's role to set these? Should NZOIA be involved if someone is exercising unsafe practice? What is wrong with a 1:6 ratio, for example while mountaineering on easy ground? A 1:4 ratio may not make it any more safe, nor even a 1:1 ratio. This has been proven through tragedies in the past. When is it safe and if the conditions change, when does it become unsafe? Often

different circumstances may dictate different ratios between instructors and clients/students. NZOIA does not have authority to police this, however we can as professionals, discuss what is appropriate and what is not. Often it takes a simple conversation between two professionals to understand the rationale behind different ratios used. As colleagues we must be respectful and have the intent to understand when we listen to the other person's point of view. It would be interesting to hear your views at the symposium this year, or write into the Quarterly.

If you have a point of view – get it out there. It is important we speak freely and frankly about these issues. This will help our collective understanding and progress the way of thinking when faced with challenging decisions in the outdoors.

I am off to Canada (today) as I write. I'm heading to Robson Provincial Park, BC and am hoping for a successful summit/return trip, to do some research and to help with a youth mountaineering programme. The main event is to celebrate the 100 year anniversary of the first ascent of Mt Robson by Conrad Kain. Originally Austrian, this prolific mountaineer was quite influential in New Zealand and Canadian mountaineering. He made many ascents that are still outstanding by today's standards. It will be a fantastic event and I hope I have some good stories to tell on my return.

See you at the symposium, based at Outward Bound this year. It's going to be great.

Andy Thompson, Chairperson, NZOIA

Congratulations on these recently gained NZOIA Qualifications!

Abseil Leader

Garrick Cummins, Finn Edmonds, Kate Gamblin, Matt Swailes, Maddy Irvine, Scott Kennedy, Nicole Slade, Ivy Wallis, Bridget Billing, Hamish Gunn, Sinomi Hood, Ben Kemp, Rachel McLean, Chari-Lee Swanson, Mick Tilley, Lucy Brown, Ben Thomson, Richard Jacomb, Annelise Impelmans, Natasha Smith

Bush 1

Prajot Sabnis, Geoff Clarke, Sam Richardson, Helle Janssen, Rhys Elliot, Nathan Watson, Craig Halonen, Lyndsay Fenn

Bush 2

Ben Corcoran, Ritchie Hunter, Craig Crosse, Terry Blumhardt, Hakan Svensson

Cave 1

Callum Findley

Rock Climbing Leader

Ben Thomson, Richard Jacomb, Annelise Impelmans, Natasha Smith

Rock 1

Emma Snodgrass

Sport Climbing Endorsement

Alan Haslip, Prajot Sabnis, Ivor Heijnen

Sea Kayak Guide

Jared Partridge, Campbell Potter, Marius Lina, Krissy Ridder, Kevin Pasco

Sea Kayak Leader

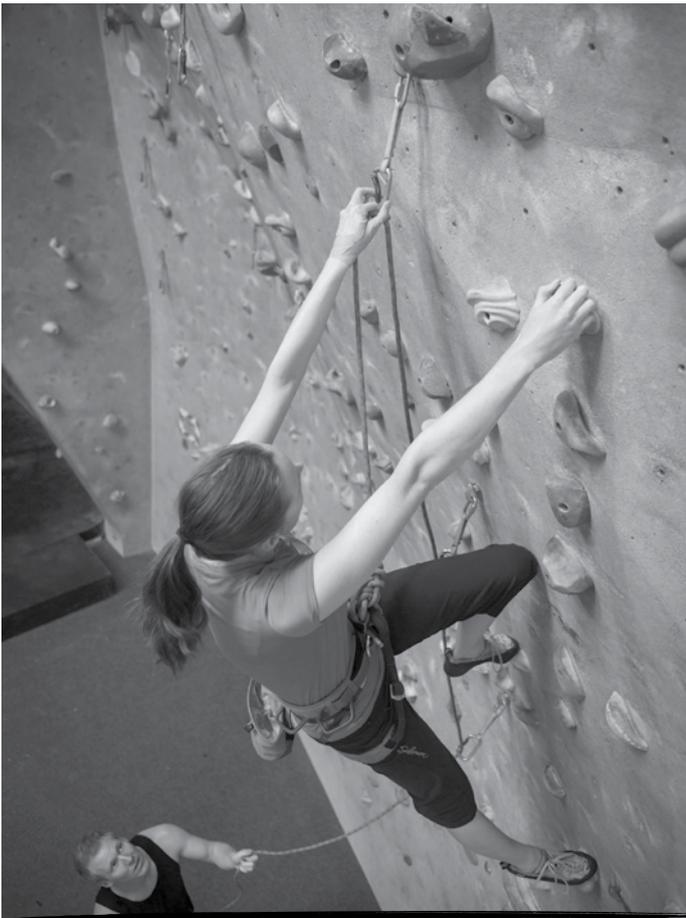
Anne Bilton

Photo: Toine Houtenbous



NEW CLIMBING WALL INDUSTRY QUALIFICATIONS

A LETTER TO CLIMBING WALL OPERATORS FROM ASG WORKING GROUP MEMBERS TIM WETHEY AND DEAN STRAKER



Photos: The Roxx / Lee Howell.



BACKGROUND

Tim and Dean are climbing wall operators at The Roxx Climbing Centre, Christchurch; Vertical Limits, Nelson. They were members of the industry working group whose work culminated in the new Activity Safety Guidelines (ASG):

www.supportadventure.co.nz/activity-safety-guidelines

At the inaugural Climbing Wall Operators Symposium at Palmerston North YMCA in March this year, Tim and Dean were asked by the assembly to discuss with NZOIA the development of a specific qualification to cover the competences for the 'Safety Supervisor' role as detailed in the ASG, and with a business plan that would make it desired by climbing gyms.

The result: a suitable qualification to help us keep our customers safe and meet our responsibilities

We are extremely pleased to advise you that these discussions with NZOIA have been fruitful: that there will be a 'for the industry' qualification available very soon and that the business model is appropriate to our industry. The award and business model is described in the accompanying NZOIA documents, but we summarise its key benefits for us below:

CONTENT

The award will:

- in one package verify the competencies stated in the ASG for the basic staff role in the gym – commonly called Safety Supervisor.
- have two levels: basic Climbing Wall Supervisor, which will suit staff in top rope-only facilities; and a Lead Climbing Monitor Endorsement for staff in full-service climbing gyms.

BUSINESS MODEL

The business model has been designed so that it is possible for us to equip all or most of our staff with it. It is:

- accessible
- available in a timely manner
- inexpensive

Note that:

1. This not an 'instructor' award. Instruction is limited to showing climbers how to use the gym's fitted safety equipment (commonly a ground anchored top rope belay system)
2. If the Safety Supervisor is in a sole charge position, they will require some extra site-specific competencies not covered in the award. At a minimum these are: managing the site's supervision system, first aid, non-simple rescues, and emergencies.

We recommend that you train and equip all of your staff with this award as a minimum.

Tim Wethey & Dean Straker



CLIMBING WALL SUPERVISOR AND MONITOR LEAD CLIMBING ENDORSEMENT

Early on this year NZOIA was approached by Tim Wethey and Dean Straker as representatives of the climbing wall operators to come up with a qualification that would meet the needs of their industry. The initial draft combined the input from these commercial operators, the work completed on the Activity Safety Guidelines (ASG written by industry and facilitated by TIANZ) and the maintenance of NZOIA's core value of excellence in outdoor leadership.

An overview of this initial draft was presented to a number of adventure operators at an informal meeting at the Christchurch YMCA. Enter the community providers who presented a different set of needs from the commercial operators. With the broad industry consensus behind the qualification it is likely that this will become the standard qualification for all staff supervising climbing facilities, so some adjustment needed to be done to encompass the needs of the community providers whilst not lowering the standards of NZOIA and commercial operators.

The result is a **Climbing Wall Supervisor** qualification which is aimed at introducing and supervising top roping and bouldering to groups of beginners where top rope systems are in place and regular checks are completed by the organisation managing the facility. A **Monitor Lead Climbing Endorsement** can be added to this qualification and is aimed at monitoring lead climbing at climbing walls where the participants are using their own equipment.

NZOIA and the industry have partnered to produce an appropriate operator-based business model for this unique situation. The model is based on the following two key considerations: there is a high turn-over of staff in the climbing wall industry at this level and the facility is driving the external qualification rather than the individual.

So how will it work? The facility joins NZOIA as an associate member and will pass on any key industry information from NZOIA 4YA or the Quarterly. The qualification holder will not need to be a member of NZOIA. NZOIA will communicate with the facility rather than the individual. The assessment will take place as a Free Range Assessment organised by the facility with an approved NZOIA assessor. NZOIA will hold a register of qualification holders. The facility pays a one off fee of \$50 per person per qualification. The qualification is valid for three years and must be re-sat on expiry similar to holding a First Aid Certificate.

The Syllabi and Assessment Guides were approved by the Technical Sub Committee on Friday 16 August 2013. Members will be informed in NZOIA 4YA once they have been uploaded on the website and assessments can then be delivered.

NZOIA will be approaching operators to nominate potential new assessors for the qualification who are committed to the industry. The usual selection criteria and process will stand.

Penny Holland, Programme & Membership Manager



Advertise in the Quarterly

Avertisement	Format / Size	Cost
Half-page advertisement, black & white only	horizontal 186 mm wide x 132 mm high	\$115 + gst
Half-page advertisement, black & white only	vertical 90 mm wide x 273 mm high	\$115 + gst
Quarter-page advertisement, black & white only	vertical 90 mm wide x 132 mm high	\$80 + gst
Third-page advertisement, black & white only	horizontal 186 mm wide x 86 mm high	\$80 + gst

Advertisements should be in black & white PDF file format. No 'bleed' advertisements accepted. Colour files can be converted to black & white but tonal contrast may alter. Please enquire for affordable advertisement design rates. Send your advertisement to: The Editor, NZOIA, P.O.Box 1620, Nelson 7040 Email: editor@nzoi.org.nz



PROFILE: WILLIAM COLENZO COLLEGE

William Colenso College is a co-educational school of approximately 450 students located in central Napier. The principal, Daniel Murfitt, along with the Board of Trustees has made a commitment to making Outdoor Education an integral part of the school curriculum.

The senior school programme covering NCEA Levels 1, 2 and 3, and run by David Gold, is up there with the best in the country. The programme is supported by the school's commitment to ensuring they maintain OutdoorsMark, which is recognition of the high quality safety standards of the college. The programme utilises the outdoor opportunities locally and around the North Island. It prepares students for a career in the outdoor industry; along with providing a fantastic experience for many international students.

It is the Middle School Outdoor Education course, however, that sets it apart from other schools. William Colenso College caters for students from Years 7-13, and all students in Years 7-10 are required to undertake a timetabled Outdoor Education programme. The personal and social development that students get from being challenged in the outdoors are valued so highly that the school has made the commitment to fund the students' costs, along with the teaching time of Jason White to deliver the programme. This makes the opportunities on offer attainable for all students. As William Colenso College is a decile 2 school, these experiences would not be possible for many if they had to pay. Over time the department has built up resources to allow students who don't have the technical and safety gear (such as thermals, jackets and shoes) to attend trips by loaning school equipment.

The programme is designed to support what the students are doing in the rest of their classes, to enhance and bring the curriculum to life. Teachers use the experiences to help engage their classes in activities such as writing, where the students are able to recount their stories of the trips taken in Outdoor Education. Anecdotally, the teachers observe that many students who find it hard to work in a classroom are often the stand out students in the outdoors, as they get a chance to exhibit their leadership qualities in a different environment. The program is also aimed at preparing the students for their end of

year camps, which are again heavily subsidised by the school to allow all to get the most out of the action packed 3 days.

Activities are carefully planned to scaffold students to be ready for NCEA Level 1, using activities including: Canadian canoeing, sailing, kayaking, waka ama, tube rafting, caving, rock climbing, abseiling, orienteering, tramping, camping, river and surf safety, high ropes and bush skills. The school is very lucky to have a dedicated Outdoor Education classroom next door to their rock climbing facility which has a bouldering wall, an abseil tower, and a climbing wall with 12 permanent ropes.

The other focus is building relationships between students, and also between staff and students. All staff at William Colenso College are encouraged to attend trips and camps to build their relationships with the students, and the positive effects of this flows back into the classroom. Students develop personal confidence, self-efficacy and resilience with the support of the teachers and instructors, and the carefully planned and sequenced activities.

Year 10 students Savanna Hiha and Tara Pearce commented that, "It's been really good to develop the teamwork in our class and to get to know teachers outside of school." Tara, who has been at the College since Year 7, went on to say, "We get a lot more opportunities compared to other schools. I would recommend Outdoor Ed to anyone considering coming to William Colenso College."

Cady Burns, a first year student studying Outdoor Education at Tai Poutini Polytech mentioned that "The program gave me a chance to see what's out there and how you can interact with others in the situations the outdoors will throw at you". Cady feels that the program equipped her with the knowledge, skills and confidence to pursue a career in the outdoors. "I have the outdoor programme to thank for helping me progress through these years, and grow into a leader and instructor in the outdoors."

William Colenso College's programme is continuing to evolve and develop every year to react to different opportunities and needs. If you would like to know more, feel free to contact Jason White: jason.white@colenso.school.nz

Member Profile: Lyndie Hill



Born and raised in a small tourism town in interior BC, Canada, I first came to New Zealand on a working holiday visa in the year 2000. Like so many before me, I bought a small econo-van, threw a double bed in the back and began to explore. I had some money saved up, a passion for travel and a love for the outdoors. I did not have any idea where the future was about to take me or how New Zealand would eventually have an immeasurable impact on not only my life but on my community back home in Canada.

I fell in love with the country instantly; its diversity, its culture, its people. After reading a Wilderness magazine in my campervan one sunny day while parked at Tawharanui, I came across an ad for the New Zealand School of Outdoor Studies, based in Devonport. The course was six months covering rock climbing, bush craft, sea kayaking, diving and adventure based learning. 6 months of touring and learning in a breath taking environment in the most beautiful country in the world AND you come out on the other end with a national certificate, it seemed too good to be true. So, long story short, I got my NZ residency, signed up for the program and so my career in the outdoors began.

Over the next 7 years I gained qualifications through NZOIA, worked in some of the most beautiful places the country has to offer and with some of the greatest people I've ever met. I also spent time traveling the rest of the world and visiting my family and home town. Penticton, BC, a place well known by its visitors for its wine and beaches and well known by the locals for its sweet single track, large lakes, world renowned climbing and Champagne powder for

5 months of the year, all right on your door step. All this and only one lonely rock climbing company offering any adventure tours to speak of.

So, in 2007 my amazing and accommodating Kiwi husband and I decided to head back to Canada and pave the way for adventure tourism in Penticton. He got a decent job to pay the bills (because we all know that this job doesn't always do that), and I created a company, offering kayaking, rock climbing, bush craft and adventure based learning. Our little company, Hoodoo Adventures, now runs the outdoor recreation programs for the community centers in the region, we are a major stakeholder in the tourism industry and we just beat out 2 multi-million dollar companies to accept the 2012 Hospitality and Tourism Business Excellence Award. What was once a town known for its 100+ wineries along the lake is now being re-branded as an "undiscovered adventure destination".

With foundations laid and the industry catching on, my passion and my drive is simply to create a healthier community. To give opportunities to our youth to get out and get active, to respect and appreciate the environment, to share our local Syilx Culture and to be proud of where they come from. This year I am working with our local Aboriginal Band to create an Outdoor Pursuits Center for the community. The goal being an Aboriginal owned and operated outdoor recreation learning center, complete with recreational trail networks and a conservation component. Through this project we aim to secure more park land in the region and to create opportunities and employment within a sustainable economy.

My goal is to instill a passion for the outdoors within my children that they will pass on to the generations to come. I would love to leave this world knowing that I had an impact on other's lives the way New Zealand and its outdoor community had on me. We will be back in NZ in April and will bring my 1 year old son there for his first time. To introduce him to his roots and the place where it all began is very special for me; he completes the connection that I will always have to the country that inspired my unbeatable life.

Lyndie's website is: www.hoodooadventures.ca and she's often looking for summer staff....

We want your story!

We are looking for contributions from you, the NZOIA members, for the NZOIA Quarterly. Do you have a story to tell? Do you know someone who has thoughts to share?

Articles could be:

- A personal adventure and how your experiences have impacted your instruction of others.
- An incident, near miss or accident that others could learn from.
- A personal profile - an interesting tale about how you got to be where you are now in the world of outdoor instructing.
- An organisation that is doing innovative and interesting things - with its programme, philosophy, direction and instruction.
- A reflection on any aspect of outdoor instruction that you think would be educational and beneficial for others to hear.

Contact Jen Riley the editor with your ideas and for guidelines: editor@nzoia.org.nz

Photo: Johnny Johnson





ANAPHYLAXIS MANAGEMENT

This article attempts to grapple with the ongoing discussion around anaphylaxis management in the outdoor environment. Given the sudden onset of this medical emergency, anything more than 15 minutes walk to a vehicle or advanced medical assistance can be considered a wilderness environment.

Some of the questions we are commonly asked are listed here:

1. What is Anaphylaxis?

Anaphylaxis is a severe allergic reaction to an allergen that can be an insect sting or bite, a food or medication. The fact that food allergies are on the increase in NZ tells us that the chance of having to manage an anaphylactic patient in the outdoor environment while leading a group is becoming more and more likely.

When certain cells detect the allergen they release things called inflammatory mediators and other chemicals in an effort to combat the allergen. Two main life threatening conditions can result:

- Respiratory Distress – The muscles that control the size of our bronchial muscles spasm which narrows the tubes making the patient wheeze, while swelling around the upper airway can also restrict air movement. Sometimes the patient will present with a squeaking type of breathing which indicates the upper airway is restricted.
- Vasodilation – The blood vessels can become larger in diameter causing the blood pressure to drop; potentially leading to cardiac arrest.

The patient's gastrointestinal tract may also be affected resulting in diarrhoea.

2. What will someone look like if they are having an anaphylactic reaction?

Signs and Symptoms include:

Hives, itchiness, flushing, abdominal cramps, swelling (including the tongue), low blood pressure, fast weak pulse, possible blue lips and a lowered level of consciousness as oxygen levels decrease.

3. At what point should I consider calling for help?

This is an interesting question and the answer seems to be sooner rather than later. Research has shown that early advanced medical care makes a big difference to the patient's outcome. If the patient has a history of hospitalisation then it is

appropriate to assume that subsequent reactions to the same allergen will also be severe.

Anyone with breathing difficulty, wheezing sounds, lowered levels of consciousness or swelling around the airway or tongue should be hospitalised.

4. What should I do to help the patient?

The definitive care for a person having a severe anaphylactic reaction is administration of intramuscular epinephrine via an auto-injector (Anapen or Epipen). If the patient has the time they may be able to do this themselves although at times the reaction can be so fast that they will require assistance.

We are often asked whether, as outdoor leaders we should carry auto injectors in case of an anaphylactic reaction. In New Zealand epinephrine (adrenaline) is a restricted drug (MIMMS, 2012), meaning we are not legally supposed to carry it and prescribe it to patients. Research however shows that in many fatalities from anaphylaxis the patient had no history of reacting to that particular allergen and therefore didn't carry their own auto-injector.

In addition we have been unable to find any historical evidence of any adverse reaction to a normal dose (0.3ml) delivered into the muscle. Given this some outdoor organisations have organised prescription arrangements with medical practitioners to train their staff and subsequently allow them to carry adrenaline ampoules in the field. These are much more affordable than auto-injectors and since adrenaline needs to be replaced approximately every 18 months, ampoules are an attractive option.

After adrenaline administration or if none is available the following measures may be used:

- Call for help.
- Give antihistamines if available.
- Manage the person's airway as best as possible.
- Give supplementary oxygen if available.
- If available a Salbutamol (Ventolin) inhaler can be used to reduce the bronchi spasm.
- A cold press around the neck can reduce swelling and upper airway restriction.
- Lie the patient down, keep them still and elevate their legs if they start to feel weak.

DON'T INSTRUCT ME – COACH ME

MAKING TIME FOR KEY PHASES OF SKILLS INSTRUCTION

This article explores the role of coaching and training in skills instruction and discusses how instructors can optimize uptake of skills by students.

My motivation to write this article comes from experiencing the benefits of good coaching. Content is based on a comparison of rock sessions appraised at Outward Bound NZ, assessing overall instructor effectiveness and trying to identify similarities between more effective skill instruction methods.

Coaching is a powerful tool for transferring knowledge from teacher to learner in an outdoor setting. However, coaching is often forgotten or neglected in the skills instruction phase.

Depending on your programme or session your window of opportunity to coach may be seconds, minutes, hours, days or months. Unfortunately, these windows are often not exploited and are often lost or replaced by other information like broad 'group level' comments that only some students hear.

A comparison of instructing sessions

The examples on which I have based this article all come from one defined setting: rock climbing at Outward Bound (OB) NZ. Before I make broad sweeping comments that apply to all outdoor instructing contexts I want to explain the skills instruction setting at OB NZ. Hopefully this allows you to extrapolate for application in your own setting.

Context to OBNZ rock climbing sessions:

- Outward Bound uses rock climbing as a medium to achieve its fundamental course objectives (i.e. self and social development, values awareness, environmental and service ethics).
- We instruct the 'basics' of rock climbing and set groups and individuals up to climb safely and effectively in the time available.
- We do not offer advanced rock climbing tuition at a group level; rather general instruction that allows students to be personally challenged on the available climbs (grade 14-15).
- Our clients come with a range of abilities.
- Sessions are run over a half day (approx. 4 hours).
- Instructor student ratios are 2/14 – one instructor must supervise no more than 2 adjacent climbs i.e. 2 students climbing, 2 belayers, 2 back up belayers.

NZ outdoor education reality

Despite organizational philosophy and course objectives, the nature of our 'coaching' setting is not too dissimilar to other centres around the country:

- We have a resource available for a small window of time and need to instruct skills efficiently and effectively.
- Our clients come with a range of abilities.
- Time pressure; then next group or darkness is often breathing down your neck.

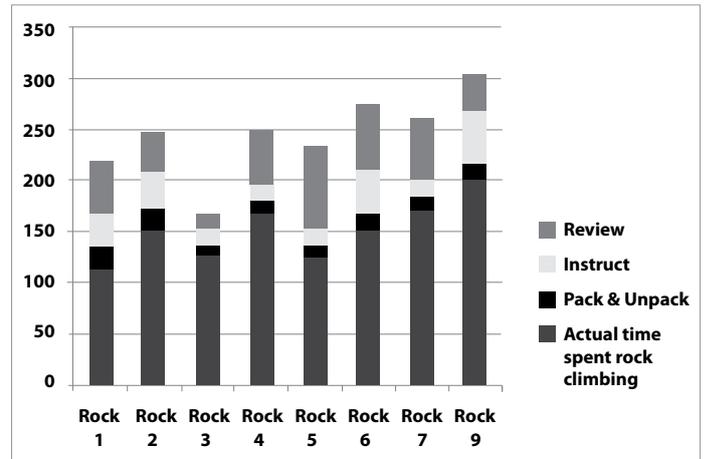


Figure 1: Session Length in Minutes

The above comparison shows how time was used over a number of half day climbing sessions at Outward Bound NZ.

The site, gear, session time, course objectives and instructor student ratios were all similar; however each session played out quite differently. For example the time difference between the shortest session and the longest session was almost 2 hrs.

Coaching and skill uptake

Time was not the only difference. The presence or absence of coaching and training during the instruction phase of the sessions was interesting.

Of the 9 sessions the 'instructing' component was made up of the following:

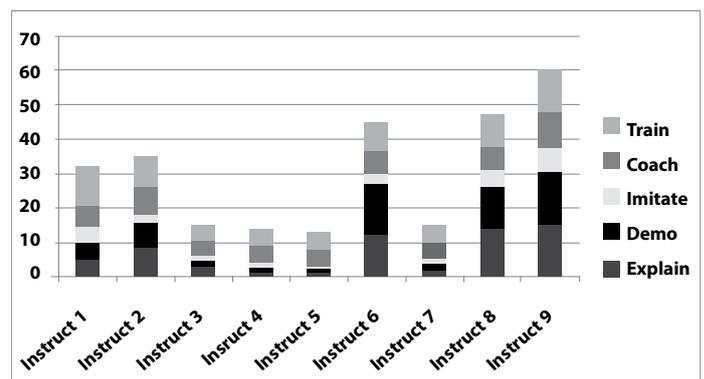


Figure 2: Instructing session by category and total minutes

I collected times based on the EDICT acronym; a commonly used skills instruction framework.

- E** explain the relevance of the skills
- D** demonstrate the skill
- I** imitate – Give the students a chance to imitate the skill
- C** **Coach – Coach and correct the students by providing feedback**
- T** **Train – Give students the chance to practise the skill**

Across all sessions the time spent coaching and training was not significantly different although the time taken to explain and demonstrate the skills was. Therefore coaching and training as a percentage of total instructing time was highly variable.



Student attention and engagement

The most important observation for me was that the nature of student energy and attention changed because of this variability. For example, too much or too little explanation and demonstration in the instructing phase left students either unsure or completely zoned out before the coaching and training phase. Student energy and motivation to participate was replaced by fear, anxiety or boredom if the brief continued for too long before they could get hands on and have a go.

What did coaching look like?

Coaching was achieved by splitting the group into smaller groups, having a set skill for students to practice (belaying and climbing) and allowing space and time to give feedback to each student. This allowed the instructor more time and space to get around individuals and provide them with accurate feedback around ways to improve the skills they were trying to achieve.

In the case of rock climbing this meant feedback for both belayer and climber; for example: where to stand, how to use the equipment, where to look and how to treat the rope. Great coaching was backed up by body language that was assertive, supportive and conveyed confidence in the student's ability to complete the task.

It seems obvious but another characteristic was that coaching was done mainly at the small group to individual level e.g. 1-4 students. Small group coaching involved feedback about communication, trust and their overall ability to execute the task. Individual feedback related more to students' positioning, body movement and confidence.

Feedback and great coaching

Your success as a coach and the type of feedback you give are intricately linked. Being appreciative and solution focused with your feedback as a coach will be helpful.

- **Descriptive** feedback describes what you saw, e.g. your weight is over both feet, your body is too far from the rockface, you are leaning back in your kayak etc
- **Prescriptive** feedback lets the student know what you think they need to do based on what you saw, e.g. while kayaking: 'look where you want to go' and 'rotate', while rock climbing; 'get close to the rock' and 'centre your weight over that foot'.

How Detailed?

Feedback about the skill can be given more frequently and generally if students are new to learning the skill (e.g. general body position, arms and legs, body rotation etc) and less frequently but more precise as a learner masters the skill (specific body position and technique, use of fingers, feet, friction, blade angle etc).

How often?

The more complex the skill the more likely it is that students will need your feedback, especially in the early stages. However, practice is also important and there are times when too much feedback can desensitize students to your voice. In other words: if you haven't got something useful to say- don't say anything at all. Letting students experience the skill themselves and letting them seek your feedback is often more powerful than providing a constant stream of information.



In summary

Some coaching key points:

- Coaching and training form a key part of the skills training pathway.
- Explaining and demonstrating the skill needs judgement- too little and students may feel unsure or nervous, too much and you may lose attention and engagement.
- Don't run yourself out of session time –prioritise coaching and training
- Feedback and coaching are intricately linked – think about how, when and why you give feedback. Is it descriptive or prescriptive?
- Depending on the complexity of the skill and the ability of the learner your feedback will vary over time from general to specific.

Going forward

Hopefully this has highlighted things you do well as a coach and areas in which you could improve, especially the nature of the feedback you give. Although, we all instruct in different settings we are all involved in some level of skills training. By focusing on effective coaching, our skills training will only improve.



INSTRUCTING FOR PERSONAL DEVELOPMENT IN THE OUTDOORS...

WHAT SHOULD WE FOCUS ON?

If you are like me – and in fact like many professional outdoor instructors – you spend much of your time instructing mainly for your clients' personal development. Of course good teaching of hard skills is required to allow students to safely negotiate a rapid or a rock climb, but the primary intended outcome of many courses is not necessarily that the participants learn the skill. **Rather, after personal development courses, we hope that when our participants return home they show some positive behaviour change – perhaps Sal is more confident to try new things, or maybe Tim becomes more motivated and persistent.**

Whether positive changes like these actually occur after a course has been hotly debated. Instructors often notice positive changes *during* a course, and some instructors will have *stories* of great changes their students have made after courses. However, it can be hard to tell whether any changes were actually due to the course. Large-scale, long-term studies are required to do this, and the evidence from such studies is mixed. Some studies have failed to find any post-course effects, while others have shown improvements up to two years after a course in outcomes including aspects of leadership, self-concept, academic performance and interpersonal skills.

Overall, it does seem fair to say that outdoor courses *can* result in valuable outcomes in the long-term. The question I am interested in is: **what should we focus on to get more positive outcomes?**

The New Zealand Army Leadership Centre (ALC) is also interested in getting positive behavioural change, because while we spend a lot of time doing various outdoor pursuits,

the ALC is not actually interested in teaching soldiers to kayak. We *are* interested in using kayaking as a vehicle for personal development. Our courses are designed to improve soldier performance in the workplace and on operations. We run 'Experiential Leadership Development Activities': 6- to 10-day courses in which we place soldiers in unfamiliar situations, and help them manage their response to pressure. Increasingly, we're incorporating personality profiling into our courses, so soldiers can see the strengths and weaknesses of their personality that show when they're not able to rely on formerly-learned roles and procedures to get them through uncertain and pressured situations.

The ALC studied the long-term outcomes of its courses in 2010-2011. We found that a surprisingly high proportion of soldiers (96%) reported that they had made positive changes after the course – and that their colleagues (84%) had noticed, too. Pretty stoked about that!!

So, now: what can we do to promote the degree to which soldiers are making changes?

IMPORTANT FACTORS FOR ALC COURSES, AND A FEW THOUGHTS ON THEIR ROLE IN OTHER COURSES

We found that the main things the ALC can focus on to increase the chances that students will show positive behaviour/attitude change after a course, are:

1. **Make sure that students understand the relevance of the course to their workplace.**
2. **Make sure students are challenged (through fear or frustration).**
3. **Remind students about their learning.**

A CLOSER LOOK AT THESE THREE IDEAS:

1. Understanding course relevance

Students who could see their course was highly relevant to their workplace (in an end-of-course survey), were more likely to report greater positive change (4 months later). This makes intuitive sense – if students leave a course thinking it was irrelevant to their job, it seems more likely they'll simply forget anything they'd learned and get on with work as normal. In fact, if students don't understand relevance they're probably less likely to learn anything during the course anyway (why would you bother?). For the ALC, this means that 'letting the mountain speak for itself' is pretty risky – for people who don't see their course as relevant, the mountain is probably going to speak v-e-r-y quietly...

I think this might be pretty important for participants on other personal development courses, too. For example, how can we expect a student who has gained confidence to jump off the pumper pole to then become more confident in making friends or doing maths? They are two quite different things. However, if we can help students figure out what helped them achieve, or if we can teach concepts that apply in different contexts, that might increase the chance of students later being able to apply the same learning. For example, if a student:

- learns that they succeed more often when they focus on what they can control in a situation (rather than focussing on what they can't control); or
- understands that, actually, failure is sometimes quite okay (so they can take risks they otherwise might not have); or
- sees that what they tell themselves about a situation massively affects the outcome of that situation for them (am I telling myself that if I fall off the pumper pole I'll die? – or am I telling myself that it might be scary but I will be okay?);

...suddenly the relevance becomes more clear.

More and more, in ALC courses, we are now asking students to project current learning into their workplace and discuss how it could be relevant to them in their job. We're trying to do this *throughout the course* (not just doing this in the last day or two!).

2. Challenge

There was a very clear relationship here – the students who (at the end of the course) said that they had been highly challenged, were the same ones who (four months later) had shown a greater degree of positive behaviour change. This supports what participants in previous studies have said – that being challenged was one of the most important aspects of their course.

Why might this be? One reason may simply be the value of students being outside of their 'comfort zone'. Perhaps it reveals new aspects of our character or ways of operating; perhaps it reduces the chance that we can just operate on autopilot; perhaps it increases the chance that we need to rely on others

or use new concepts to help us achieve; or perhaps it's as simple as realising we can do more than we thought we could.

Secondly, challenges may help create 'emotional hooks' – that is, strong feelings on which we can then hang our learning. While learning is more difficult **when** we are scared / frustrated / tired (or elated!), learning **after** being scared / frustrated / tired / elated can be particularly powerful. We can be motivated to learn (learning how to be less scared, or how to get that elated feeling again) and our learning is memorable.

The challenge for us as instructors is achieving a high degree of challenge while keeping students safe. Perceived risk is an excellent tool for this! However, we can't escape the fact that providing **real** challenges **safely** also means that we as instructors need to have the appropriate hard skills totally dialled.



How much challenge is enough? It's important to be aware that too much challenge (especially being too scared) can decrease learning or even be harmful for students. Additionally, all the research that suggests 'challenge is important' refers to the students' perception of challenge – not the instructors'! However, I *think* the greater risk is that we content ourselves with not challenging students enough.

3. Reminding students of their learning when they return home

Many providers of outdoor personal development courses grapple with the issue of how to keep the learning alive when students return home (can we really expect change after a week-long course?). Our study affirms that it really is worthwhile working on this. Firstly, people who had engaged in activities that might remind them about their learning after the course, also reported a greater degree of behaviour change. Secondly, the **main** reason that students gave for not having applied their learning was simply that they had forgotten about it! So, we need to look for ways to remind students.

One thing that seems to have worked for students, is talking about their learning, after the course. As a result, the ALC is encouraging the commanders of students (think: manager) to carry out follow-up interviews with students when they return to the workplace.

Another approach we use is encouraging students to develop their own reminder strategies. Some of the reminders used by our students included:

- telling their spouse about their intended behaviour changes;
- setting up a reminder in their diary; or
- setting their computer screen saver with reminders of their learning. ▶

The ALC is also experimenting with sending follow-up CDs containing photos of the course and a personal reflection activity. We haven't established how effective these reminders are, but we're operating on the premise that any reminder is better than no reminder!

WHAT DOES THIS MEAN FOR YOU?

Obviously, factors that are important for effective courses in an Army context might be different to those that are important in your context. However, I think we can generalise to a reasonable degree. Even though we work with soldiers, at the end of the day they're still just people; and even though our courses focus on dealing with stress, a lot of our outcomes are simply based on personal and interpersonal awareness. Similar to many courses: the ALC aims to equip people to understand themselves better, and use that understanding in their own life.

Hopefully that means these results are somewhat relevant for the instruction you do. It's crucial, though, that you bear in mind that some factors I haven't mentioned may well be significant. For example, the only reason 'rapport with instructors' wasn't significant for us was because pretty much everyone said they had good rapport, so we couldn't establish the effects of having low rapport. It certainly seems from previous research that rapport and student empowerment **are** important!

Most important, I think, is for us as instructors to continually critique our practice and think about why we're doing things

the way we do. I think it's useful to look at research which can teach us about generalities – we might have a personal leaning towards standing back with our students, but if heaps of studies tell us that students seem to achieve more when they feel a connection with their instructors, then we might need to re-consider... On the flip side, we also need to make sure we're constantly considering our context: *we* might think our students need more challenge but in actual fact *they* might have maxed out emotionally. Are we operating on autopilot, doing what we (or our institution) has always done, or are we looking for what is best right now?

I'm not going to try to answer what this means for you! What the ALC has taken from this evaluation is:

1. **Our courses DO have good outcomes, and**
2. **How we run our courses DOES matter.**

We're focussing on providing challenging courses and ensuring our students understand the relevance right from the get-go, and exploring ways to encourage them to continue using and critiquing their learning when the course has finished.

If you're interested in other results from this study, e-mail Marylynne Tilleyshort at: nzalc@nzdf.mil.nz and ask for a pdf copy of the report.

Heather Rhodes

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25 YEARS NZOIA
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UIAA TRAINING STANDARDS VISIT TO NEW ZEALAND, OCTOBER 2012

Steve climbing at Andermatt, Switzerland, 2013. Photo by Matjaz Serkezi

"As Chair of the UIAA's Training Standards Panel, I was invited to attend the annual NZOIA Symposium at the Sir Edmund Hillary Outdoor Pursuits Centre at Tongariro, in October 2012. For those of you who had the misfortune to miss this seminal event, I can only sympathise!"

Steve Long

Seminars

I'm a climber, right? So I don't like getting wet (unless a Jacuzzi is involved). So I can't comment on the other activities (although the participants looked happy, and wet, in the evening!) I attended refresher workshops for Rock 1 and 2 (presented by Dave Brash and Penny Holland) and Alpine 1 (led by Jim Masson). Both these workshops were excellent. The venues were perfect for the weather conditions, and the Alpine refresher focussed on similar skills that feature in the UK's Winter Mountain Leader. Over here we would only use the word "Alpine" for glacial mountaineering, but that's because we lost our glaciers several centuries ago and have to cross the Channel to find any.

The rock workshop raised some interesting issues for me about training and cross-accreditation of UK qualifications. Firstly, I would say that there has been a misconception about the scope of the UK's Single Pitch Award (SPA), which has resulted in a skills gap that needs to be addressed at accreditation stage, rather than the current situation where it only came to light at revalidation. In the UK we would regard a crag with an awkward top access/exit to be generally beyond the remit of SPA: (I would anticipate that a strong candidate would be able to cope with a roped approach, but I wouldn't necessarily expect this). So further training would make more sense to me than a subsequent deferral at revalidation – refresher courses should be a positive experience (and for the NZ-born candidates it certainly was!)

Cross-accreditation

This brings me to my second observation, which is that whilst NZOIA has an excellent assessment system with robust quality assurance and very experienced staff, the training provision is currently under-developed at the "entry" level. This means that in New Zealand the qualifications are experiencing the best and the worst of what we had in the 1970's in the UK – excellent standards and reputation but an intimidating prospect for newbies – it reminds me of the 1990's version of our Mountaineering Instructor Award, where you had to pass the first two days of harsh assessment in order to get onto the training part of the course! Good for reputation but bad for trainees.

Opportunities

What I am suggesting here is that the potential for delivering high quality training courses in New Zealand remains largely untapped at the entry end of the market and could easily be offered on a franchise basis by NZOIA. Any doubters should look at how Mountain Training UK has reinvented itself over the last couple of years, with association memberships now at over 4000 people, all signed up, mostly voluntarily, to compulsory CPD (Continuing Professional Development). And by the end of 2013 we should have introductory hill skills available for our award holders to deliver.

Parties

The final night celebration at the Symposium alone was worth the long hours cooped in a plane! We Brits know how to party (as I'm sure Dave Brash can confirm after attending the British Mountaineering Council's trad climbing meet in June 2013!), but this was a memorable gig by anybody's standards. Standout memories include the live band, the limbo dancing, the hand traverses across the beam and putting the world to rights at 4.00 am in a Jacuzzi in a hailstorm. Everybody knew that this particular adventure was high risk but we all went for it anyway.

The UIAA

When it comes to international collaboration between federations and the sharing of good practice, the IFMGA (International Mountain Guides) is the most successful professional body, but it is tiny in comparison with the UIAA, which 74 member associations and five observers (including IFMGA!) in 55 countries – thereby directly representing about 1.3 million people and growing. The UIAA Training Standard is an exclusive service for member associations, using a tried and tested Quality Assurance system (similar to the UIAA Equipment Label) to validate leadership qualifications. Currently demand is so high that we are already working at full capacity, and will need to start recruiting additional assessors next year. In the meantime the UIAA has agreed to develop an online database ▶

and significantly upgrade the web presence of the Training Standards, which is currently virtually non-existent – so the escalating demand is currently all through word-of-mouth.

The future

Naturally I am hopeful that NZOIA will apply for accreditation via its member association the New Zealand Alpine Club. The current assessment-focussed system does fulfil the UIAA's quality requirements so I am certain that we would accept a request for an accreditation inspection. The biggest question remaining is how the current level of quality will be maintained if training provision is given the big push that it deserves. However, a robust assessment process is an excellent gate-keeper and any shortcomings in training are quickly identified at assessment by picking up any common threads, allowing weak areas to be tackled strategically.

My visit

Apart from the NZOIA seminar I was also fortunate enough to be invited as a keynote speaker at the Outdoors New Zealand forum and enjoyed some great days climbing (and surfing, surprisingly!) with various NZOIA luminaries. My thanks are due in particular to Matt Cant for acting as my host, and John Entwisle for accommodating me in Christchurch (the first time I've been climbing during an earthquake...) I left New Zealand with many fond memories and some great new friends.



The Devil's Appendix (UK V1) in Ogwen, North Wales.

Steve's observations regarding the skills gap between the UK Single Pitch Award and Rock 1 have been incorporated into our online Cross Credit Matrix so future cross-credit applicants are clear about this aspect.

In the UK, Mountain Training has a required training pathway for candidates for the Summer Mountain Leader (Bush 1 equivalent) that comprises a 60 hour training programme (or apply for an exemption), then a further 40 days of logged mountain experience, then apply for assessment. This is typical of many overseas schemes, and the lack of an established pathway like this is a recognised gap within the NZOIA system that needs to be addressed if we are to achieve UIAA Accreditation. What we do have are 'pre-assessment' training courses that are valued by those who attend them, and we strongly encourage more candidates to take advantage of these opportunities.



Steve Long, Chair of the UIAA's Training Standards Panel

Matt Cant, NZOIA Chief Executive

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This could be you!!



Brian Neville, recently in the red wine area of Southern France.

25 YEARS OF OUTDOOR EDUCATION HISTORY

I am 71 and have been a member of NZOIA from its inception in 1988 until April 2013. I now have only my SKOANZ sea guide qualification to do the odd guiding trip to the Maori rock carvings on Lake Taupo.

I taught PE and Outdoor Education in NZ secondary schools from 1975 to 1992 and was involved with NZOIA, Mountain Safety Council (MSC) and the NZ Canoe Association (NZCA) so have insight into the history of these organisations.

My early days of interest in outdoor pursuits began in Dar es Salaam, Tanzania. I sailed with my Dad in the harbour and at 14 climbed Mt Kilimanjaro. Then on to Teachers' College in Durham, North East England; rock climbing Hadrian's Wall and in the Lake District, hiking Crib Goch on Snowdon, slalom kayaking, and becoming a British Canoe Union (BCU) instructor (inland and sea), working with names like Chris Hare, Lofty Wright, Derek Hutchinson and Alan Bye.

I came to NZ in 1975 after teaching in the UK, Jamaica and PNG. My first position here was as the head of PE at Mangakino High School then I gradually worked my way into the Outdoor Education role. It was here that I became involved with the Mountain Safety Council as a Bushcraft instructor, getting to know Alan Trist. I was elected as the vice chairman of the Tokoroa/ Mangakino branch and became an Abseil instructor.

Joe Hughes was my Phys Ed inspector. He also was the inspector for OE and it was through his recommendation that I was selected to be the first teacher on the new Teachers' Outdoor Pursuits Skills course at Sir Edmund Hillary Outdoor Pursuits Centre (SEOPC) along with Graham Brebner from Rangitahi College. This was a 10 week course funded by the Education Department to get teachers up-skilled enough to go back to their districts and run courses for other teachers. This ran for a couple of years but, teachers being teachers, they did not want to spend their own time to come to the courses we offered, so the department terminated the funding.

At the high school I remember meeting up with the new Director of St Paul's Collegiate Tihoi Venture School, Mike Shaw. He approached me for help to build a mould for making fibreglass Olymp 5 kayaks. I later remember having a conversation with

our liaison inspector, Mac McDonald about the new outdoor centre starting up at Tihoi. He said; "I predict the Venture School will be closed in a couple of years." I thought no more about it because we were due to go back to UK at the end of that year, 1979.

Back in the UK I got the job as Chief Instructor at the YMCA's Outdoor Centre at Fairthorne Manor. From there I was appointed to the Director's role back at Tihoi Venture School – it was like coming home! Here I became more involved with the MSC and got to know Ray Goldring very well – he helped me set up the Survival Weekend, the Solo 44 hours and the end of intake expeditions. At this time I became an assessor in Bushcraft and Abseiling and sat on the MSC Bushcraft Committee in Wellington

Back then we had instances of kids being put in real danger: getting lost on tramps, kayaking wearing kapok filled lifejackets that had been sat on so that the plastic bag had burst. That might have been OK but then staff had cut out the sodden kapok and replaced it with an empty plastic milk bottle! Staff building their own fibreglass kayaks and letting the kids paddle them down rivers with no buoyancy in them at all. Kids rock climbing and abseiling on one rope with the rope tied around the waist in a single loop, often with no helmets. Today, we have schools like Tihoi with all staff fully qualified with NZOIA awards. NZOIA has played a big role in improving safety in NZ schools.

From its beginning in 1988, NZOIA grew at a fair pace with much help from staff at SEOPC, (too much, according to some).

I have been a long standing member of NZOIA and a longer standing member of Mountain Safety Council. Here's a thought and one held by me for a long time; we have two organizations training and assessing instructors in the same fields effectively in competition with each other. Why not join them together? MSC with their funded National office staff and their volunteer instructors join with the volunteer NZOIA administrators (they were volunteer in the first few years) and their fully paid instructors. No way! It didn't happen for a long time. Too many personality clashes, probably on both sides.

We had the situation where MSC instructors were moving all over the country training and assessing MSC trainee instructors, who for the most part only had to wait a few weeks for an assessment to happen. With NZOIA... there were many complaints from assessees having to wait months before being assessed. There was a sort of coming together a few years back and this enabled me and many other MSC instructors to transfer their MSC qualifications to NZOIA. So my MSC Bushcraft 2 assessor/moderator transferred to NZOIA Bushcraft 2, and my Abseil 2 assessor/moderator to NZOIA Rock 1. But still 2 separate organisations. Aaaaagh!

Some outdoor activities have been successfully incorporated into NZOIA. Witness the NZCA. I came into NZ as BCU instructor, inland and sea. I joined the NZCA and for one year became their Technical Commodore, (the name shows how old fashioned the administration was!) In 1978 I started the New Zealand Secondary Schools' Canoeing Association and had the first White Water Championships on the Mangakino Stream. I also organised the first instructor training and assessing weekend that continued to run for a number of years at Mangakino High School but then things began to die down. NZOIA has taken over and, apart from some delays in assessments happening, is doing a good job. ►

The NZCA has become the NZ Recreational Canoe Association and is doing a sterling job trying to protect our rivers. It is separate from NZOIA.

The Kiwi Association of Sea Kayakers is, with Paul Caffyn at the helm, doing a great job for the recreational sea kayakers. It is separate from NZOIA

Anyone wanting to become an outdoor instructor and wanting to do a good safe job in any outdoor activity needs to follow the guidelines of MSC, NZOIA or any of the other well established organisations like the NZ Mountain Guides' Association or Yachting NZ.

With MSC you get to go on training and assessment courses for free (as long as you take part in at least 3 weekends as a trainee or instructor per year). With NZOIA you have to pay for both training and assessment courses. If you want to do any commercial work in the outdoors then NZOIA is the way to go. To get the best salary / wages in the outdoors you should get your NZOIA qualifications before, during or after becoming a teacher.

The BCU deal with all aspects of canoeing and kayaking in the UK and this works well. I wish that NZOIA could become the organisation dealing with all aspects of outdoor instruction in all activities in New Zealand. Let's see what the next 25 years bring!

Brian Neville

NZOIA Training & Assessment

ASSESSMENT FEES		
Assessment course	Course fee	
Abseil Leader	\$290	
Sea Kayak 1		
Sport Climbing Endorsement		
Bush Walking Leader	\$545	
Kayak Leader		
Rock Climbing Leader		
Sea Kayak Leader		
Canoe 1		
Cave 1		
Rock 1		
Sport Climbing Instructor		
Alpine 1	\$730	
Bush 1 & 2		
Canyon 1 & 2		
Cave 2		
Kayak 1 & 2		
Rock 2		
Sea Kayak Guide		
Sea Kayak 2		
Alpine 2		\$930

The course calendars for Training and Assessments can be found at www.nzoia.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

1. Go to www.nzoia.org.nz
2. Check out the Syllabus & Assessment Guide, if you are applying for an assessment then make sure you meet all the pre-requisites.
3. 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 your logbook, summary sheet, first aid certificate and any other required documentation to your application. (NB: Non-members can attend Training Courses)
4. Applications close 6 weeks before the course date.
5. After the closing date we will confirm that the course will run.
6. If we cancel the course we will refund all fees.
7. 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.
8. **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 the Programme and Membership Manager for more details.**

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 <http://www.nzoia.org.nz/faq> for details on how to arrange a course.

Course Costs

All courses run by NZOIA are discounted for members. All water based training courses and refresher workshops, including kayak, canoe & sea kayak are heavily subsidised with Water Safety NZ funding.

WATER BASED TRAINING COURSES		
Course Duration	NZOIA members	Non - members
1 day courses	\$100	\$200
2 day courses	200	\$400

ALL OTHER TRAINING COURSES		
Course Duration	NZOIA members	Non - members
1 day courses	\$200	\$315
2 day courses	\$400	\$515

Further Information

Details of courses run by NZOIA, pre-requisites and online payment are all available on our website www.nzoia.org.nz

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Bivouac Outdoor is a 100% New Zealand owned company with a business model that gives the flexibility and scale to provide you with the best outdoor clothing and equipment available in the world today. "Committed to adventure" is not a throw away line, it's a mission statement that we'll bring you the best of the best.

Top performers that won't let you down

With each of our stores stocking over 7500 products from 150 different suppliers, we are able to offer the best performers in each category. We present cutting edge technology from leading international manufacturers such as Arc'teryx, Black Diamond, Exped, Osprey, Outdoor Research and The North Face. Every item has undergone a selection process during which the product has proven itself to be a top contender in its category.



20% DISCOUNT TO NZOIA MEMBERS*

Outdoor Research Men's Igneo Shell Jacket

Seal out even blizzards in the Pertex® Shield Igneo Shell Jacket. Waterproof and breathable it features a relaxed fit for easy layering and movement, double sliding pit zips for ventilation, a removable powder skirt you can lock down and a handy ThumbDrive™ to keep you sleeves anchored and avoid exposing your wrists and lower arms to the elements. Ideal for snow lovers.

Waterproof/breathable 2 layer 70D Pertex® Shield fabric; reversed brushed tricot lining

Relaxed fit

Integrated RECCO® reflectors help in locating you should you get into an avalanche

Fully seam taped for waterproofness

Tonal seam treatment

Adjustable and removable hood fits over a helmet

Double sliding pit zips for body heat ventilation

Inner lift pass pocket with a drawcord key-clip attachment

Removable powder skirt with LockDown™ technology to fasten to pants and lock out the elements

ThumbDrive™ hook and loop cuff closures lets you use the cuffs as a thumb-loop to prevent sleeves riding up

RRP \$449

plus a percentage of your purchase supports NZOIA

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



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PLANTING THE SEEDS OF ADVENTURE



Photos supplied by William Colenso College

Photo contributions are welcomed for the back page series 'Planting the Seeds of Adventure'. Please submit as files of no less than 700 KB in jpg format.

