



QUARTERLY

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

ISSUE 82: JULY 2019



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

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Are you getting your weekly NZOIA 4YA?

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

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

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

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

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

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

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Photo supplied by Whenua iti Outdoors.



Photo credit: Asher March

Kia ora koutou,

The Review of Vocational Education (RoVE) and its implications for NZOIA has been a focus of attention for the Board in recent months. We put an NZOIA submission to the RoVE process and have had some discussion with the Tertiary Education Commission. The full submission is available to members under member updates on the NZOIA website. Besides introducing NZOIA and what we provide, our submission made the following points on the RoVE proposals:

NZOIA considers there are aspects of the proposed reform that could improve the delivery of training and qualifications for the outdoor sector. We can see merit in combining the strengths of both polytechnics and ITOs to give trainees the opportunity to move seamlessly between the two systems, for classroom and workplace learning, as their needs dictate.

One of our frustrations with the current system is that, when working with Skills Active and polytechnics to align qualifications, we seem to be reacting to NZQA requirements rather than being able to have a pro-active engagement with the development of an effective qualification and assessment system. The development of qualifications seems to be inflexibly driven by meeting requirements for a certain number of credits, rather than providing flexibility to meet sector needs. It appears from the documentation that the proposed ISBs are intended to have a stronger role in advising TEC/NZQA. This is something we fully endorse. We believe we could have a key support role in this, as we already provide much of what is described as an ISB role:

- Moderating end of study assessments/ensuring learners have acquired the skills and competencies employers need
- Contributing to curriculum development/setting expectations about what learners need to achieve
- Administering capstone assessments

We would want to work closely with the ISB established to service the outdoor industry, both as a key influencer of qualification development through our connections with employers and trainees, but also as the owner/developer of qualifications recognised throughout NZ as 'the standard'.

We want to ensure that employers have:

- direct and easy access to qualification developers
- an assurance of safety for their clients through competent qualified staff
- to deal with only one training provider
- access to cost effective/affordable qualifications for their staff – particularly when they may be seasonal employees
- recognised consistently assessed qualifications for audits and clients
- the opportunity to offer on-going training – especially for higher qualifications
- For employees/trainees we want to see:
- an affordable qualification system that meets their needs
- qualifications recognised by employers
- valuable/relevant skills
- training available for higher qualifications/vocational training through block courses

Our position in relation to RoVE resulted in Skills Active terminating our joint work on qualification alignment. This puts less strain on our limited resources and our staff, and means we can focus on providing and refining our current qualifications and assessments, as we believe best meets NZOIA members' needs. We have advised Skills Active that, while the RoVE process takes its course, due to the unsustainable staff/resourcing demands of the current alignment work and the stated Skills Active position, NZOIA will focus on providing our current qualifications and assessments, as sought after by the sector.

It is unfortunate that it does not seem possible to achieve a unified approach to outdoor qualifications. There have been ongoing attempts over more than ten years to align the NZOIA system, developed by the sector for the sector, and the government funded system. Maybe there is a message here – that the current government funded vocational education system is not fit for purpose and needs reform!

RECREATION AOTEAROA – ADVOCACY

ACCESS TO PLACES WE LOVE

SAM NEWTON

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

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

In the last issue, I talked about how important it is for people working in the outdoors to advocate on their own behalf into Department of Conservation decision making. For those who let it slip, the website to keep an eye on is www.doc.govt.nz/get-involved/have-your-say

While DOC manages a huge proportion of New Zealand and is incredibly important for those of us who work in the outdoors, it is not the only player.

Crown Pastoral leases, which are managed by Land Information New Zealand (LINZ), encompass almost 5% of NZ's land mass. There is a good chance you have crossed Crown Pastoral Lease land to obtain access to your favourite places and spaces; there is even a chance you have been denied access – so what's going on?

The future management of Crown Pastoral Land – “the review of Tenure Review”

Many of you (especially those who live, work or play in the South Island High Country) will be familiar with ‘Tenure Review’. In very simple terms, this was the process by which farmers who held long-term pastoral leases negotiated with the government to secure freehold ownership of some land, in exchange for forgoing the lease on other parts of their farm. Typically, this involved the farmer gaining ownership of the more agriculturally valuable ‘front-country’ and land with high conservation values in the ‘backcountry’ being placed in the care of DOC.

In many cases it worked well, but over time friction points emerged. Conservationists became increasingly concerned about the intensification of farming and landscape modification on the freeholded land and recreationalists also had concerns. While easements across newly established freehold land were usually provided to access the new DOC land behind it, these often proved inadequate and recreational users started to feel shut out.

In 2016, Recreation Aotearoa wrote to various Conservation Boards, Government Department CEOs and Ministers, expressing our view that many Tenure Review outcomes resulted in reduced recreational access to the South Island High Country. Some excerpts:

“...the tenure review process does not adequately maintain or enhance access to areas of recreational interest, that was otherwise available when the farms were leasehold.”

“It is our belief that there may have been cases of tenure review being tacitly approved by various Conservation Boards, without

adequate credence and provision given to recreational access to Public Conservation Land beyond the freehold farmland.”

When Minister Sage announced the end of Tenure Review in February this year, we were very interested.

An assessment carried out by LINZ of the Crown Pastoral Land Regulatory System identified the need for changes at a legislative level to improve the environmental and economic outcomes for pastoral land in the high country.

LINZ then launched a discussion paper and asked for submissions on proposed changes to the Crown's management of pastoral land in the South Island high country (Tenure Review). Information sessions and consultation meetings were held across the motu. NB: you can read both the assessment and the discussion paper at www.linz.govt.nz/crown-property/crown-pastoral-land/consultation-enduring-stewardship-crown-pastoral-land

It has been a tough period for the LINZ staff involved. On one hand they have numerous farmers feeling uncertain about the future of their farms, homes and livelihoods. On the other hand, various NGOs are seeking to advance their interests around conservation and/or recreation.

Recreation Aotearoa submitted to the formal consultation in April. You can read our submission at: www.nzrecreation.org.nz/Site/advocacy/projects/submission-on-enduring-stewardship-of-crown-pastoral-land.aspx

At Recreation Aotearoa we approach these issues with the premise that conservation and recreation go hand in hand. Outdoor Recreation and Outdoor Education are key drivers of conservation and environmental awareness amongst New Zealanders and appreciation for our natural heritage and its protection is often a result from people's enjoyment of our natural spaces via recreation.

Public access opportunities for outdoor recreation contribute to long term conservation and, as such, improving access for Outdoor Recreation on and over Crown pastoral lease land should be a central outcome of this review.

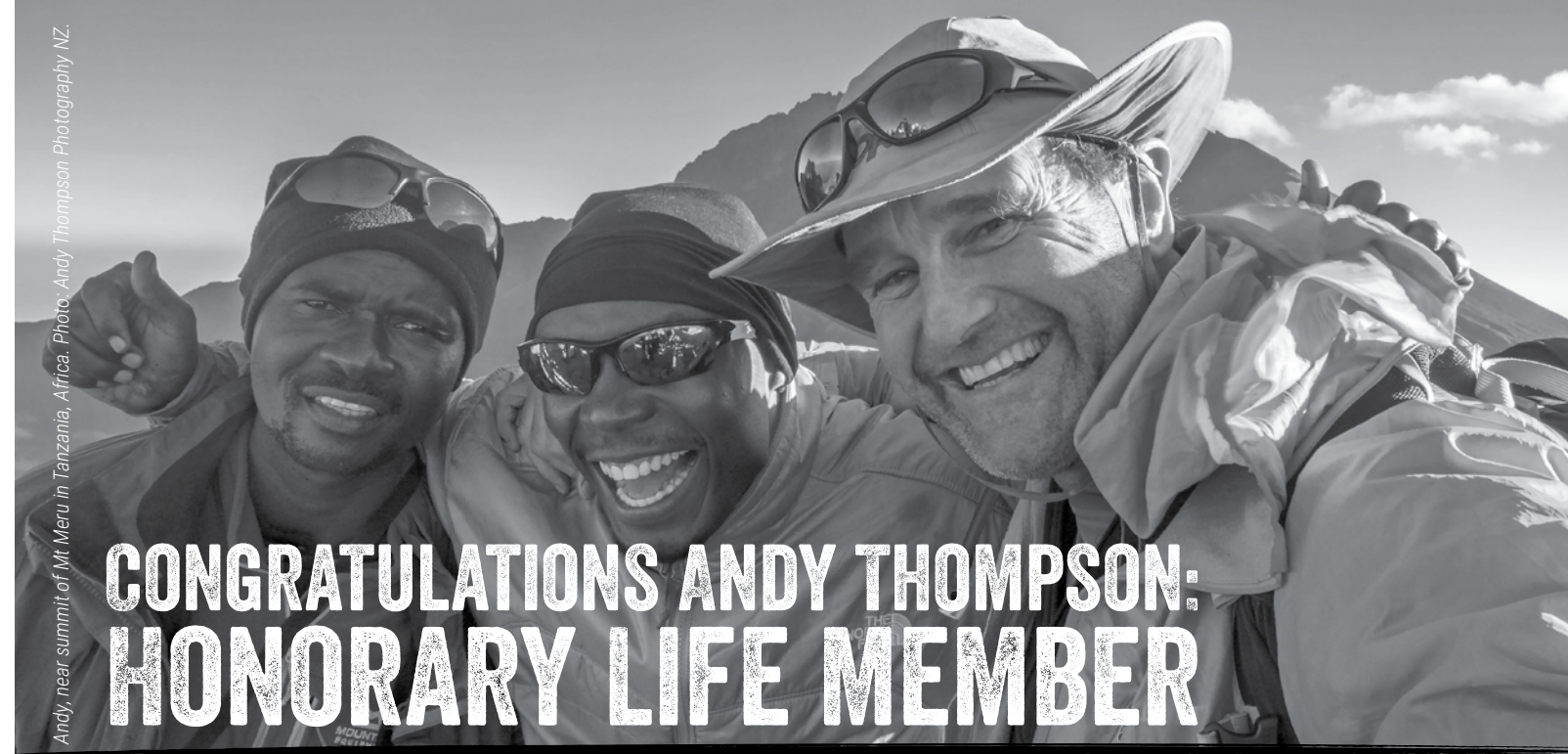
In time, any changes to the Crown Pastoral Lease system will likely require a change to legislation. A lot has changed since the Land Act was passed in 1948!!

Recreation Aotearoa will of course take up the opportunity to make written and verbal submissions at the select committee stage and I will endeavour to keep you up to date via our Kaitiaki newsletter. If you do not currently receive this, sign up as a virtual member for free at: www.nzrecreation.org.nz/tools/clients/new.aspx?SECT=virtual

I encourage you to keep an eye out for developments on this issue and make your voice heard!

Recreation
Aotearoa

Sam Newton, Advocacy Manager at Recreation Aotearoa



CONGRATULATIONS ANDY THOMPSON: HONORARY LIFE MEMBER

Awarded to a member who personifies the very best combination of an excellent instructor/guide, a high achieving personal performer, and an outstanding contributor to the work and promotion of the association.

“ Andy deserves to be a Life Member of NZOIA. He holds Level 2 qualifications in Alpine, Rock, Sea kayak, Kayak, Bush and assesses in Bush, Kayak, Rock and Sea kayak. He's been around a long time and done a bunch of stuff in the outdoors, including working as an Antarctic Field Trainer, AATC instructor, Mt Cook SAR team member and World Challenge Expedition Leader. His most significant contribution to the outdoor industry and to emerging outdoor leaders has been during his 17 years of work for Otago Polytechnic as Programme Coordinator for the Diploma in Outdoor Leadership and Management. He also spent several years as a Board member for NZOIA, including two years as Chair.

My interactions with Andy have been as a fellow Board member, and working under him as a sea kayak assessor. Through his work on the Board Andy brought insight, humour and hard work. His time as Chair was marked by significant changes and some difficult interactions with other organisations. Andy was always up for delving into the detail and putting in hard yards. He showed a noteworthy drive to improve his own knowledge of governance, and to improve the performance and prospects of NZOIA.

Andy has been a pleasure to work with as a fellow assessor. I can't claim to consider him my peer, because his experience puts him so far ahead of me. This shows in the ease with which he can identify where a candidate needs some development, then give them useful, insightful feedback in manageable chunks. The breadth of his experience across numerous disciplines, and the years he has spent coaching aspirant instructors in the tertiary sector, gives him a very large set of tools with which to coach and inspire.

More recently he has dived into photography, plastering Facebook with images of exceptional quality. He's also stepped into a new role as manager of a student residential village, where

his coaching and mentoring skills, not to mention his sense of humour, will place him in good stead. ”

SIMON GRANEY, DIRECTOR, OUTWARD BOUND NZ

“ I have known Andy Thompson for over 30 years. Over those years he has dedicated his life to becoming an all-round instructor who can inspire and enthuse others to gain the confidence to do more than they thought possible. His energy seems to have no bounds and he puts 100% effort into every pursuit whether it be pulling tyres uphill, teaching kayaking, taking photos, or climbing mountains.

He is a wonderful person to be around as he is always happy and positive. As a NZOIA member he has worked on the Board, taken on leadership roles and inspired and mentored many young instructors. He is an excellent role model for NZOIA working his way through the awards to achieve Level 2 and assessor status in a wide range of pursuits. As well as dedication to the pursuits Andy also completed his Masters in outdoor education.

Andy's love of life is contagious and I am sure the hundreds of students he has inspired would be delighted to see his hard work recognised. ”

JO STRAKER, PAST TALL TOTARA AND HONORARY LIFE MEMBER AWARD RECIPIENT

“ A couple of the many attributes that make Andy a great outdoor mentor is that he is incredibly humble and genuine. He is always willing to help and coach others no matter what stage of their career they are at or how small the question is. Recently we had the pleasure of detouring Andy out to Great Barrier to observe and provide feedback to our staff for a few days. He added incredible value to our workplace during his brief visit, and as he left was actively encouraging our staff to ring or email him in the future with other questions they may have. You know from Andy that this is a genuine offer, his investment in the people he works with is instant, his depth of knowledge is hard to rival, and his enthusiasm for our industry is never-ending. ”

GEMMA PARKIN, HILLARY OUTDOORS, GREAT BARRIER ISLAND CENTRE MANAGER

MOUNTAIN BIKE 1 ASSESSMENTS: PASSES AND DEFERMENTS

NZOIA has delivered three Mountain Bike 1 assessments since the initial Assessor selection in Rotorua. As with any new qualification, a huge amount of work and thought has gone into getting the expectations clear. David Mangnall (an experienced NZOIA Assessor for Bush and Sea Kayak), worked with the MTB Assessors to develop the assessment syllabus and guide, and to establish the benchmark. He also facilitated the first two assessments as a moderator, to ensure consistency between assessments and Assessors.

The Assessment Guide goes a long way to spelling out what a candidate is assessed on. However, with any new qualification there will be a period of time for the benchmark expectations to filter through to the candidates. Currently the results aren't that hot. Thirteen people have attended an MTB assessment and only four have passed during the assessment. The rest deferred on a common theme – planning and instruction of a progressive mountain bike session.

We hope to decrease this deferment rate by getting Alistair Matthew one of the eight MTB Assessors to give you some tips on how to pass your MTB 1 first time around.

Penny Holland, NZOIA Operations Manager



Reasons for MTB 1 Deferments

Ensure your riding skills are up to the required level (being able to ride/guide/lead on Grade 4)

- 1. Under-estimating the level of personal riding required.** A NZOIA Mountain Bike 1 holder must be able to ride, instruct and lead on Grade 4. That means being very comfortable riding Grade 4. Don't be fooled into comparing other NZOIA 1 qualifications personal standards to what is expected for MTB 1.

Candidates are encouraged to ride a wide range of styles of Grade 4, on different Grade 4 trails in preparation for assessment.

- 2. Overestimating personal riding ability.** If you usually ride with other individuals who are a lower level of rider than you are, you could potentially overestimate your actual riding ability on the grade of trail being ridden (relative fluidity, speed, effortlessness in comparison to more competent riders).

Candidates are encouraged to ride with a wide range of individuals of different abilities on a wide range of grades and styles of trails. There is huge benefit to be had from riding with other riders of higher ability, both to advance your personal riding skills and to put your own riding level in perspective.

- 3. Lack of coaching.** Some candidates, surprisingly, have never been coached in mountain biking. It is not, as the saying goes, just like riding a bike, and there is huge value getting some coaching yourself. If we are trying to become qualified as a coach of mountain biking we must in some way believe in the value of being coached... those same sales points you will eventually use to get customers and students, should in fact convince you to be coached to improve your own skills, but with the added advantage that you can observe how to coach.

No matter how good a rider you think you are, being coached by a professional coach will give you plenty of material to improve your riding.

Coaching "toolkit" limited, informal, unstructured or out of date

- 4.** Providing well received advice and suggestions to your fellow riders should not be mistaken for sufficient coaching knowledge or experience to pass the assessment. The assessment requires a broad range of knowledge of multiple approaches for teaching specific techniques (and maneuvers), and that these be based on current bicycle technology and trail design. Some instructional techniques (and many anecdotal suggestions) from even seven or eight years ago are now completely inappropriate on the more modern geometry of today's bicycles.

Candidates are encouraged to update and broaden their knowledge through instructional book research, video research, "coach the coaches" courses, and participation in professional coaching programs (as participants, volunteers, "shadows" or assistants). Obviously care must be taken in selecting appropriate resources (in particular online instructional videos can be a minefield).

- 5.** Candidates, who have not done other NZOIA assessments, may fail to fully appreciate that professional, high quality, coaching requires a systematic, rigorous teaching approach incorporating solid fundamentals presented in a structured way that caters to a variety of learning styles, participant backgrounds and participant objectives. Candidates who are more accustomed to giving ad hoc advice to friends or young participants in an informal environment often don't understand this, especially if they have never received professional coaching themselves.

Candidates are encouraged to broaden their knowledge of coaching / teaching techniques by attending "coach the coaches" courses, and participating in professional coaching programs (as participants, volunteers, "shadows", or assistants).

A way forwards

These five areas cover the vast majority of deferment reasons. Interestingly the NZOIA model already provides a simple way to avoid the trap of going into an assessment under-prepared in any of these ways. Simply put; do a commercial "MTB Training Course" weekend well in advance of your planned assessment to focus on personal and coaching skills; listen to the feedback then work on the areas you need to.

And or, do a self-assessment; address the areas you think you are weak in, then do the NZOIA "MTB Training Course" weekend to confirm you are up to level.



Generally speaking the most reliable ways to reduce the chances of a deferment for the MTB assessment are:

- 1.** Ride more Grade 4 trails (of different kinds, and with riders of three types: worse than you, the same as you, and better than you).
- 2.** Get some professional one on one or small group coaching to improve your personal riding skills (and to see in action how those skills are coached).
- 3.** Broaden and update your "techniques toolkit" and your "instructional toolkit" by taking a "coach the coaches" course, and putting in the miles as a volunteer, "shadow", or assistant on existing professional coaching programs. Careful video and book/magazine research can also assist with updating and expanding your "techniques toolkit".

Alistair Matthew, NZOIA MTB 2, NZOIA MTB Assessor

Final wrap up from NZOIA Operations Manager

NZOIA highly recommends you attend a NZOIA pre-assessment training course prior to sitting your MTB 1 and in addition encourages you to attend a commercial course aimed specifically at your personal and coaching skills. Attend these within 3-6 months of your assessment date.

NZOIA MTB Leader is ready for delivery from the 17 June 2019. NZOIA MTB 2 coming soon.

Where to from here

For more information on skills instruction and coaching to coach, look at these NZOIA Assessor's websites.

- gravitynelson.co.nz
- wheelwoman.co.nz
- enjoytheride.co.nz
- mtbskillsclinics.co.nz

Gravity Nelson provide discounts to full NZOIA Members. There are also some great resources online, for example, Seth's Bike Hacks on Youtube.

MOUNTAIN BIKE 1 ASSESSMENT: A CANDIDATE'S PERSPECTIVE

KIERAN CHANDLER



Photo supplied by Gravity Nelson

Two weeks prior to the MTB 1 assessment I thought I would try my luck and see if I could sneak on. Fortunately with a "no courses cancelled" policy the assessment was going ahead and I could sign up!

My passion for adventure and outdoor instruction was definitely a product of my well-spent youth building mountain bike tracks and riding at every available moment. Then at age 16, my trusting PE teacher gave the responsibility of leading the school's weekly mountain biking elective group to me for the next two years, while he drove the shuttles and nursed his injured knee from the comfort of the van.

Fast forward nine years of bigger adventures, an Outdoor Ed diploma, instructing at Tihoi, Hillary Outdoors, NZOIA quals in Bush, Rock, Alpine, Cave and 100 days of logged MTB instruction; I thought that the Mountain Bike 1 assessment would be pretty straightforward. Yeah right!

Here are some of my insights that might help if you're looking at signing up to a MTB 1 assessment in the future.

Mountain biking doesn't make me much income and the gear is expensive. So I gave up glossing over magazines, drooling over shiny bikes in shops and spending all my money on my bikes a long time ago. As a result, I definitely felt a bit old school while answering the quiz on Friday night of the assessment and then again on the client day as I manually adjusted my seat height while all my clients pressed a button on their handlebars! You don't have to have a fandangl bike – but if you carry a 10 speed quick link, a 27.5x2.6 spare tube and the Trailforks app on your phone, at least you can recognise the direction that mainstream mountain biking is heading.

Do a big scrub up on your teaching and skill breakdowns! The art of mountain biking has progressed dramatically in the last decade, there's plenty of good developments, but if you trawl social media only 10% of what you find is worth your time. Get a (current) copy of 'Mastering Mountain Bike Skills' by Brian Lopes and Lee McCormack, then go and spend some time with one of NZ's coaches who teach mountain biking skills for a job. Short cut the processes of trial and error and learning in isolation!

In the MTB 1 Syllabus the term "demonstrate role model" is used often. I think it makes sense (although it wasn't obvious to me initially) that this means to demonstrate it in the most basic way you can without all your fancy riding bells and whistles.

I'm sure nearly every NZOIA member would have heard the brilliant acronym of KISS – keep it simple stupid. Duh.

When we ride our bikes, we execute so many sub-conscious behaviours, the more you ride, the more of these behaviours you use. That's the easy part. Step 2 is the self-awareness and observation skills to refine what you do and then explain it to others. Step 3 is to refine that encyclopedia of 20+ years of bike riding experience into the most basic and primitive movements then deliver it in a "professional way" to the people you're instructing. Step 3 is the hard bit and the place where we struggle the most because it's not simple. Unfortunately, the 'Mastering Mountain Bike Skills' book is definitely an encyclopedia, not an instructor how-to guide. Which is why I would recommend finding one of the MTB 2 holders and learn how they do it. Hopefully, you can combine what you do already with the encyclopedia and philosophy of their shortcuts. Then make all of that into an awesome inspirational instructing practice that helps move the sport forwards.

At the current standard, this is a tough NZOIA 1 qualification. Your model clients are likely to be adults/capable young riders who aren't going into the environment for the first time. This means you need to be dynamic in your ability to make skill and safety judgements of clients. And deliver your information in a coaching format which typically is not used widely in other NZOIA 1 qualifications. (I think it's fair to say in other disciplines the job is made easier by the fact that model students have usually got a limited experience level; it's easier to convey information to a clean slate).

The assessments are primarily geared towards testing how you operate in frontcountry areas. This will make it a very desirable qual for operations that use frontcountry areas, the assessment of backcountry skills are light. Backcountry operators could benefit from adding a Bush qual or additional in-house assessment before using it to send staff into the hills with teenagers.

Being a candidate under assessment is hard work, but most of the assessors are also on their first couple of NZOIA assessments which is arguably tougher. They're juggling the candidates' nerves/expectations, the qualification standard, the venue and safety. Every other assessment I've been on had at least 15 years of combined juggling experience. So be kind to your assessor they might be learning more than you!

Kieran Chandler, NZOIA Cave 2, Rock 1, Bush 1 and Alpine 1

CREATING A SAFE CULTURE FOR CHILDREN AND YOUNG PEOPLE

WWW.SAFEGUARDINGCHILDREN.ORG.NZ



Photo supplied by Whenua Iti Outdoors

Imagine you are in a remote national park with a vulnerable teenage boy on a field trip. It is a wonderful, life-affirming experience for this boy that will stay with him for life.

You chat and share stories in evening camp. The boy tells you something of his home life – a world away from the positive adventures he is having right now. He hints at issues with his father – violence that has been seen or perhaps experienced personally. This is what is called a 'disclosure', where a child or young person signals to an adult they trust that they are in trouble.

You are uncomfortable. You don't know what to say. No one has taught you how to handle a situation like this. You're not aware of any policies or procedures you can refer to. And you're in the bush. There's no one more senior that you can get in touch with to ask for advice.

So – you say nothing. You change the subject. And the moment is lost. The boy feels let down. He tucks the bruises away under his shirt sleeve. He has learnt something - adults he trusts don't want to know and won't help. He stays silent from then on. The violence continues. The boy ends up in hospital. You find out about his injuries, and remember that night, and wish with all your heart that you had handled it differently.

While this is not a real scenario, it is the type of situation that research, and our own experience, tells us is common. Often, a disclosure leads nowhere because the adult doesn't know how to respond. This can leave a child or young person in a potentially dangerous situation. Reviews of the most serious cases of child abuse and neglect usually show there were a number of 'red flags', such as a disclosure, or behaviours, that were missed or not acted upon. If they had been, the outcome for that child could have been very different.

It is why child protection and safeguarding should be an essential part of the culture of all organisations, large and small, that work with children and young people. It is about creating

safer organisations and communities, and giving individuals the education and skills to identify, respond to and report potential cases of abuse and neglect. These skills are vital given New Zealand's poor record on abuse and neglect – one of the worst in a developed country.

All organisations need to have a robust child protection policy and procedures, and train their staff, so that everyone in the team understands the policy and procedures and can apply them in all situations they find themselves in. This was a key part of the discussion at a workshop for outdoor instructors run towards the end of 2018 by Safeguarding Children Initiative, Whenua Iti Outdoors and the Wilderness Canoe Trust.

As Greg Mason, Manager of the Canoe Wilderness Trust, wrote after the workshop in an article for Recreation Aotearoa: "As a sector we are well-placed to make a difference to the lives of the many children who are vulnerable, abused and neglected in Aotearoa . . . By ensuring we have the right policies and procedures in place, including training from organisations like Safeguarding Children, we can make a big difference to the kids we come into contact with. Working together we can help build a sector-wide commitment to child protection."

One Whenua Iti instructor said: "I've had a disclosure since the workshop. I knew how to handle it, and what to do with the information."

For more information on seminars, e-learning and other resources, go to: www.safeguardingchildren.org.nz and www.orangatamariki.govt.nz/working-with-children/overview



Photo supplied by Whenua Iti Outdoors

Did you know?

The Children's Act 2014 (formerly The Vulnerable Children Act) puts certain obligations on organisations that receive government funding and work with children and young people. These include safe recruitment (including vetting procedures) and having a child protection policy that makes provision for the identification and reporting of child abuse and neglect. The rules also apply to smaller organisations if you sub-contract them to provide services on your behalf.

TECHNICAL TIPS FROM THE TSC

OVER THE SHOULDER BELAYING

KEITH RILEY

It is often said on NZOIA assessments that “if it’s safe, it works and it’s efficient, then it’s ok’. This allows teaching methods, progressions and philosophies to evolve and adapt to a changing world. If we taught climbing the same way we did 20 years ago, NZOIA would be an archaic organisation.

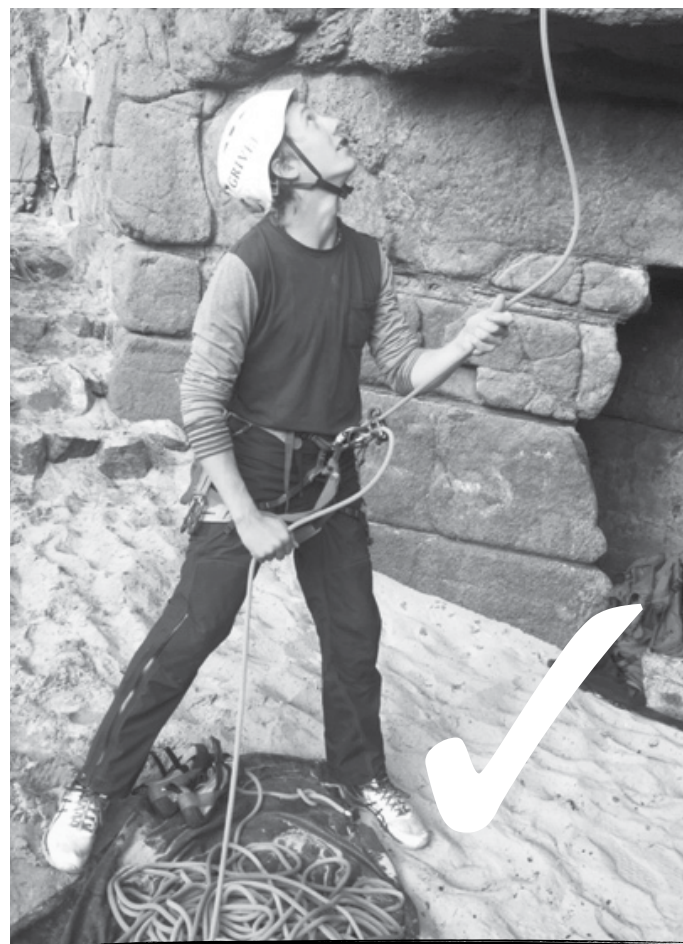
NZOIA, and NZOIA instructors are current and world class. So when NZOIA needs to endorse, or not endorse instructional methods, it is done so with a keen awareness that we do not wish to stagnate the evolution of outdoor education.

NZOIA does not endorse over the shoulder belaying with a grigri for top roping

Some operators have been using this method to teach beginner belaying. It is quicker and easier to teach than belaying in the traditional manner, like you would with an ATC, as both hands repeat an identical action over and over again. For taking the rope in, this works, is effective, and the lack of injuries resulting from this method would make one assume it is safe.

Jonas Schmutzer demonstrating CORRECT belaying.

Iulli Scorikov showing INCORRECT technique.



So what is the problem?

The over the shoulder method differs significantly from the manufacturer’s recommendations for how a grigri is to be used. The Activity Safety Guideline (ASG) for Indoor Climbing, Page 40, 9.1 states: *General use equipment. Use equipment according to the manufacturer’s recommendations and current industry use.* But rather than dismiss a practice because it has been enshrined in the ASG’s, here are some reasons for NZOIA’s stance:

1. If the over the shoulder method becomes the habit of the novice belayer, then if that belayer unknowingly applies that method to any other belay device, the result would likely be catastrophic.
 - Belay devices have a universal characteristic of always having one hand on the dead rope, and the dead rope should be held, as much as possible, below the belay device. Holding the dead rope with both hands continually above the belay device is a significant deviation from the essential habit of locking off by holding the dead rope down.
 - Any climbing instructor strives to turn the student’s safe belaying action into a habit as efficiently as possible. The sooner the novice belayer shows consistent competence, the sooner independent climbing can occur. Over the shoulder belaying may lead to consistent competence sooner, but creates a dangerous habit for future climbing.
2. Although there may be no known examples of accidents resulting from confused belayers applying the wrong technique to a different belay device, it is a significant new hazard to the climbing world. At the moment, the hazard frequency is relatively low as there are very few operators using this method. However if the over the shoulder approach is embraced by more climbing organisations, there would be an ever increasing pool of beginner climbers with two different belay habits. The hazard frequency would increase and the consequences are extremely high.

Despite the lack of incidents resulting from varied belay methods, the anticipated incidents and consequences are obvious and easily eliminated. Stick to the manufacturer’s recommendations and maintain the principle of holding the dead rope below the belay device.

Keith Riley, NZOIA Rock 2 and tutor at Tai Poutini Polytechnic



Note from the TSC

The Activity Safety Guidelines state that equipment must be used according to the manufacturer’s recommendations and current industry use. On a recent climbing wall assessment, the appropriateness of belaying with the dead rope going over the belayer’s shoulder was questioned. We wanted clarity from the manufacturer on their recommendations and to ensure that we were interpreting their technical instructions correctly. Sam Russek contacted Petzl UK, to see whether it is an acceptable belay method using their product. And the answer is NO!

What Petzl UK, Technical Information and After Sales has to say:

The term “belay device with assisted braking,” which describes the GRIGRI, indicates that it is not an auto-locking device. In fact, you may notice that if you slide your rope slowly through the device (especially for small diameter rope), it does not necessarily lock, and the rope slides freely through the device. Therefore, the assistance of the friction from holding the rope over the side plate supports the cam and creates the locking action and helps ensure the rope is held securely at all times.

In all pictorial guidance in the technical instructions, the GRIGRI is held with the ‘dead rope’ towards the ground in the ‘lock-off position’ as this is described as best practice. Whilst the description you give (over the shoulder) does mean there is a hand on the rope at all times, it does not put the rope into the ‘lock off position’ as you would with a normal belay device, offering the support of the friction provided by the rope bending over the side plate. This is still required of the GRIGRI, as slippage can occur.

So spread the word. If an incident was to happen using a grigri in this way, NZOIA would not be able to support the qualification holder or the climbing wall as this method of belaying is contrary to the manufacturer’s recommended use.

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 the editor with your ideas and for guidelines: editor@nzoi.org.nz



DESIGNING SUSTAINABILITY INTO OUTDOOR EDUCATION

HUGO VERHAGEN

Implementing sustainable methods of doing things in your workplace can be a very rewarding experience. This is especially true if the changes you make also result in a positive action to mitigate the effects of the environmental crisis that connects us all. Outdoor education does so much good for young people, why would anyone want to change the way we do things? Are our youth even expecting us to change. They are certainly beginning to speak up.

Sustainability in business

There are currently no legal obligations around sustainability. However, many organisations and businesses are adjusting to deliver better social and environmental outcomes simply because it's the right thing to do in current times. Sustainable businesses often attract more clients as their values shift in sync with a growing societal expectation to do so. Our society is beginning to support businesses that have better social and environmental ethics. Sustainability is becoming more readily accepted as good business strategy in New Zealand.

The corporate CEOs and decision-makers that are realising the value of sustainable business are attending training programs in this area. They often compare notes using sustainable development strategies that are transferable across industries. The three fundamental pillars of economic, environmental and social good are relevant to all.

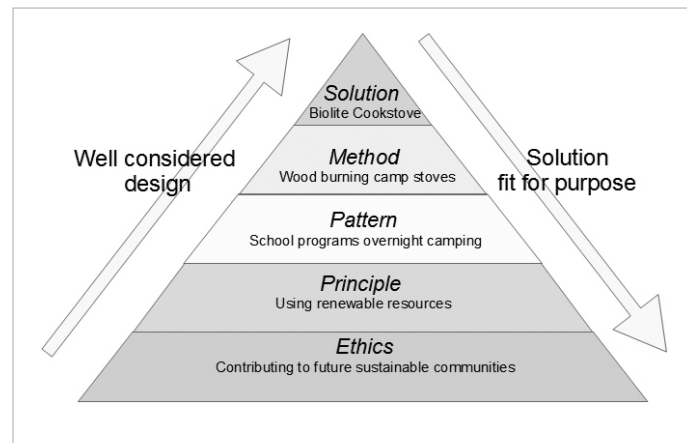
Sustainability in outdoor education

I'm thinking, if other industries are embracing sustainable business concepts, how can we do the same? What could our contribution be? What other industries or sectors could we collaborate with for common good? The answers to these questions will only become more obvious if we start this collaboration. Showing young people how to develop more sustainable communities through outdoor education might be the starting point. This means role-modelling sustainable practices to show we mean (sustainable) business.

If this all resonates with you and you'd like to make a difference in your organisation, then the following sustainable design model might be of use to you. It is a progression of steps any outdoor center or anyone could use to develop more sustainable practices using good design process theory.

Sustainable solution design triangle

When designing sustainable solutions, it's important not to jump to fashionable conclusions before involving others. The model below works in layers. This is to help guide and refine organisational development towards final solutions that are, in the end, appropriate. Missing out a step will shortcut the kind of honest thinking needed to resolve truthful design. Change is most often more palatable to others if brought in incrementally, collaboratively, thoughtfully and progressively and this model guides that process.



Sustainable solution design triangle. (Palmer 2013) Good design starts from the bottom up using the headings in each layer. The phrase in each layer describes an example.

Ethics

Start at the bottom of the sustainable solution triangle with your ethics. It's crucial to get all stakeholders to agree on what ethics are important to the organisation so that your future proposals are accepted. Collaborating on a foundation document such as a code of ethics or a sustainability charter can be an empowering way to build relationships and to get everyone on the 'same page'. Take the time to get it right. Ask everybody to contribute. Carve it in stone. Continue to educate all new staff on the principles agreed upon so that momentum is maintained with staff turnover.

Principles

The next step is to describe which 'common sense' principles you wish to use in your sustainable solution design. Some examples could be recycling, producing no waste, storing energy or using natural resources. With clearly defined ethics having already been identified, the general principle you have identified here is likely to be easily accepted if it aligns with the ethics and values of your organisation.

Patterns

'Go with the flow'. Next comes an understanding of patterns. What routines, cycles, themes or events occur naturally? Gravity is a pattern. Human behaviour is a pattern. Weekly routines are patterns. By identifying existing patterns, we increase the likelihood of success. Choose a pattern that can be linked to the principle in the previous layer. In the example above, school groups participating in overnight camping is a regular pattern and is a good fit with using renewable resources (i.e. from the principles layer).

Method

As we near the top of the triangle, methods come into play. We search for methods of operating within the pattern we have chosen. For instance, within the pattern of camping, methods of cooking, shelter building or walking could be chosen. Look for reasons to select a method for this layer. Weigh up potential economic, social and environmental benefits. Which will have greatest benefit? In the example above, research and experimentation with different homemade tin can stove methods allowed others to accept that a change in cooking method might be possible.

Solution

At the top of the triangle is the final search for a solution. If the rest of the sustainable design triangle has been well considered this search becomes a much simpler exercise and much more likely to succeed. In our example, the Biolite Cookstove was tested by a staff member for several months to ascertain effectiveness and safety. Then a few stoves were tested by student groups before a final decision was made to invest in enough stoves for all groups.

By following the design process described in the sustainable solution design model, the following paragraph rings true – working from the top of the triangle to the base:

*The final Biolite Cookstove **solution** fits the chosen wood fired cooking **method** during the existing camping **pattern** of school programs. This solution utilizes the **principle** of using renewable resources, in line with the organisation's **ethic** of contributing to future sustainable communities. The strength of this statement is what makes it more sustainable.*

Good designers know how to guide a collaborative approach to decision making so that the end solution is fit for purpose. With disciplined emphasis on following a good design process, relevant stakeholders are involved each step of the way, feel involved and therefore support decision making and final-end solutions.

Hot-tips when using Biolite Cookstoves:

Having explained the thought process behind the adoption of the Biolite Cookstoves here at Hillary Outdoors, let's finish off with a few hot-tips for using them:

- Using wood pellet fuel is very cost effective compared to traditional gas or liquid fuels. You needn't carry more than you need, but if you do run out, handfuls of twigs are often right at your feet! A handful (about 30 grams) of pellets lasts about five minutes, 150grams is enough to bring a three litre pot to the boil.
- When comparing the cost of running a Biolite Cookstove with a methylated spirit fueled Triangia stove, the savings quickly stack up. At Hillary Outdoors, Triangia stoves typically cost \$5 per overnight camp to run. Now \$0.22 cents worth of wood-pellets does the same job in the Biolites.
- Wood-gas stoves can be fueled with gathered twigs, pre-cut kindling or wood pellets bought from any hardware store. They are designed to burn fuel from the top down so should be fully fueled before lighting a small ignition fire on top. If refueling is required, the cooking pot will need to be lifted off to put more fuel in. With wood pellets as fuel, you can put all your fuel in before lighting the stove - this is much safer.



Shortly after lighting, before gasification starts. Time to turn on the fan.

- Lighting a Biolite stove takes practice. A variety of methods can work. Candles, matches, tinder, fire-starters and even a small bottle of hand sanitizer will help get flames going. In the early stages of start-up using the shelter of a tent vestibule works well if it's too windy. The stove can then be moved once it begins to gasify (read the instructions!).



Wood fuel is releasing gases that are drawn down and into the side wall chamber. As these gases re-enter the burn chamber through top holes, they ignite without causing any smoke.

- If you need to add more fuel at any stage, add only one small piece at a time. Otherwise you can quickly end with a whole lot of smoke and no more flame. It's really amusing watching beginner wood-gas stovers frantically dancing around as they fret about a smoke explosion! Practice or training is the best solution to avoid this.



This is what happens after too many pellets or twigs are added too quickly.

- To recover from this situation, placing a lit match, candle or burning kindling into the smoke often instantly re-ignites the flames like magic! If not, crank up the oxygen supply and try again. If that doesn't work you may need to resort to tipping all your fuel out, reloading and lighting it again. It's a rookie mistake and happens to us all.

If you're keen on learning or sharing more about Biolites, I'll be running a workshop on them at the upcoming Symposium. I'd also be keen to swap stories on sustainability initiatives or ideas that relate to outdoor education. See you there!

References

Palmer, Dan (2013) *PDC Course Notes version 1.1*, Koanga Institute Inc., Kotare Village, Wairoa. Sustainable solution design triangle derived from 'A Permaculture Design Framework'

For more information on Biolite stoves, also see Hugo's article 'The Wood-Gas Solution' in the NZOIA Quarterly, Issue 81, March 2019.

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

INCIDENT SHARING THIS ONE TIME ON OUTDOOR EDUCATION CAMP...

GEMMA PARKIN



Park up around a campfire or in a DOC hut for a few hours with a group of outdoor instructors and you can guarantee the stories will start flowing. In my experience three topics will always be covered: 1. funny and memorable participants; 2. wilderness toileting and 3. that wee incident you had that time. To help spread the learning beyond the campfire circle I asked a group of outdoor instructors from throughout the country to share their stories and learning moments.

- Our group was on an overnight camp out, the weather changed for the worst and the drop in temperature caused one participant to have an acute asthma attack. I packed as many of us as possible into a tent to create warm humid air, and used an inhaler to assist until the attack settled enough to walk out.
- We were on a multi-day wilderness journey with all our provisions packed into snaplock bags. On arriving at a backcountry hut I spotted a snaplock bag of rat bait and threw it on the floor under a bunk. An hour later I came back to the hut and spotted it back on the hut bench. On quizzing my co-instructor, who was newish to NZ, I discovered he'd picked it up thinking it was the dehydrated beans. This was a good lesson in inducting staff on the appearance of NZ poisons and better labelling our bags.
- A fellow instructor running a high ropes course Flying Kiwi clipped the hauling rope to a gear loop to free up his hands to adjust a student's harness. The hauling team, thinking he'd clipped in, hauled away, thinking it would be funny to lift the instructor into the air (which they did, by his gear loop). Lesson: when there's any potential for weight to be applied, only attach biners to rated points.
- A student changed over a gas cannister on a standard screw on gas cooker. Although they were standing about three metres away from any other cooker, the small squirt of gas that escaped during the screw on process still leapt across and was ignited by the neighbouring cooker. Fortunately, the student reacted quickly and threw the cannister away before it exploded.
- We arrived at a transition point on a multi-week journey programme. Our resupply arrived in banana boxes and were all stacked into our accommodation near the fireplace. That night a participant lit the fire and half an hour later what sounded like gun fire began. One of the banana boxes contained gas cylinders which began exploding from the heat. Lesson: clearly label all boxes or bags containing fuel.
- I lost a whole group of students for an hour whilst tramping after waking early and hiding just down and off the track to

give them an indirectly supervised leadership opportunity. They decided to go off track and bush bash rather than follow the well-defined track! I eventually found them; they got scared bush bashing and luckily re-found the track. I now give a better briefing the night before about the route and why we are taking it. I also don't hide so far away, and keep the group and campsite in sight.

- I had a student with relatively newly identified Type 2 diabetes. The parents sent some good info on management, but the student still became very disoriented during a walk. We tested his levels and he had extremely low blood sugar. Easy fix, but a great learning that with a different exercise level, the nutrition management plan needed to change too.
- A student on cleaning duty cleaned the toilets of the cabin with the cabin's kitchen washing up brush and made the whole cabin sick. Lesson: teenage boys need a very thorough induction on how to clean a toilet.
- A student on a sea kayaking trip struggled to get their rudder to deploy. It was common with these kayaks for the rudder line to jam between the rudder plates so the instructor paddled alongside and leant over the rudder to inspect the issue. At this moment the student managed to fix the issue, releasing the rudder and smashing the instructor in the face with enough force that he almost passed out. Lesson: give clear 'hands off' instructions before leaning over a rudder.
- I took a group to a known swimming hole by the campsite for a night swim. One girl (who was a very good swimmer and super confident in the water) went in up to her knees, did a shallow dive in then got out. After the swim they all clambered into their sleeping bags for the night. The next morning the girl woke up with a stiff neck and a chipped tooth. That's when she told us that she had hit her head when she dove in. Following this incident we banned diving and came up with the "Kahunui Surge", a water entry where participants go in up to their knees, thighs then waist then "surge" in (a chest first quasi-dive...imagine an old woman not wanting to get her hair wet when she gets into the pool). We brief well before we go for a swim. Once they're in they can surface dive. All jumps are feet first entry.

Thank you to all those who shared. If you've got an incident others could learn from, email: editor@nzoi.org.nz.

What do you think guides, are you next?

*Gemma Parkin, NZOIA Board member and
Great Barrier Island Centre Manager, Hillary Outdoors*

PROFILE WORD



Wellington Off-Road Riding Department (affectionately known as WORD) is a non profit organisation founded in January 2013 to encourage youth to develop a lifelong love of mountain biking. In a world where competition is synonymous with kids' sport, WORD is taking an innovative approach to getting young ones active...fun first, competition second. Through our after school programmes, holiday camps, events and trail building sessions we encourage self-confidence, community involvement, and an adventurous spirit in 7-17 year olds. What started with 11 kids and two instructors has exploded to over 1000 kids a year spread over four locations with 40 Instructors and 30 Assistant Instructors.

Term Programmes

We provide after school Term Programmes at Makara Peak, Mt Victoria, Porirua and Wainuiomata. All abilities are welcome to join, we split into small groups so kids can ride with mates of similar radness. Each afternoon we focus on a different skill and go for a sweet ride! These programmes cover fundamental through to advanced MTB skills delivered to a range of experience and fitness levels. Skills are practiced and built on each week to enable a greater understanding of mountain biking. Through a supportive environment, youth develop as mountain bikers and as people.

Holiday Camps

Over the school holidays we run overnight adventure mountain bike trips to special parts of New Zealand. A popular topic of conversation throughout the WORD terms, these trips are epic adventures that kids will remember and look back on forever. This summer the 10-12 year old girls bike-packed the Queen Charlotte track, camping and swimming along the way and the 13-17 year old boys headed for some backcountry riding in the Akatarawa Forest followed by a trip to Dirt Farm. Trips like these offer kids the opportunity to test out the skills they have gained and help foster a lifelong love of mountain biking and the outdoors.

Leading the way...

Since 2013 we have worked hard to develop a network of trained people and quality resources to support the delivery of mountain biking training, events, and activities to youth. This year we are proud to have achieved an even gender split throughout our instructor team, 40 inspiring and passionate instructors that rock! We are dedicated to providing all of our team the opportunity to earn the new NZ Mountain Biking Instructor qualifications.

We are proud to have achieved at least 30% female participation throughout all of our age groups with the long term aim of gender equality. It is amazing to see the WORD girls taking up leadership roles in our team of assistants and inspiring the next generation of female shredders!

Community

A community has grown right out of our trails. Parents that didn't ride have caught onto the magic that's out there. Kids are getting together with their new friends on the weekends to explore, family bike trips away are becoming a reality, instead of a long lost dream. Once unknown neighbors are now chatting about going trail building together with their kids. The growth of this wonderful community in uncontrollable and it all started with kids riding bikes.

This winter we have partnered with Mt Vic Trails, Trail Fund and WCC to develop our first Trail Building Skills programme. Fifteen teenage girls and boys have signed up for seven weeks of trail maintenance with the aim of becoming 'Trail Fund Certified'. These kids understand how lucky they are to have the amazing trails of Mt Victoria right in the middle of the city and are passionate about maintaining and developing them sustainably.



Flick Electric

The WORD Scholarship Fund powered by Flick Electric Co aims to take away the financial barrier of participating in these fun after school programmes. Starting at the end of 2017, 20 kids each year get the chance to ride with WORD for both Term One and Four at our new Wainuiomata and Porirua programmes all thanks to the good folks at Flick. They have committed to another year of funding 20 kids!

Along with scholarships, Flick help us organise and deliver Bike-a-Poolooza – New Zealand's best, super fun, and most rad kid's mountain bike event ever! The Flick staff are all hands on deck helping with marshalling, number plates, the BBQ and candy floss. We are so grateful to the team at Flick for sharing our passion for getting kids outdoors.

From what we see, the future is in safe hands. Through mountain biking we are proud to help develop the youth of today into confident, kind, adventurous and thoughtful adults of the future.

www.word.org.nz
www.facebook.com/wordnz
info@word.org.nz

Congratulations

to the following members who recently gained NZOIA Qualifications!

Alpine 2	Llewellyn Murdoch
Abseil Leader	Nick Collis, Jacob Shelling, Strahn Neill, Sam McComb, Andrew Howell, Liam Strange
Bush Walking Leader	Ken Shaffer, Jacob Shelling, Tresyn Kirkwood-Pou, Strahn Neill, Asha Tupou-Vea, Robert Bruce, Kim Wheeler, Legend Pareta, Andrew Howell, Sam Hayward, Phillippe Hanck, Deni Zawalski, Clancy Walters, Jader Moller, Carter Price, Sally Keating, Tanner Verhelst, Bradley Woolf, Liam Strange, Aaron Aldersley Ultimate Hikes: Hugo De Cosse Brissac, Kazuki Kawasaki, Penny Barnsdale, Laura Watson, Scott Kearney, Oliver Missen, Nina Zyp-Vanderlaan, Georgia Hansen, Anna Henderson, Beatrice Fulton, Caity Brock, Carter Imrie-Milne, Charlotte Middendorf, Colette Nicholson, Eilidh Blanchard, Graham Mckay Pure Exploration: Crystal Graham, Tyler Korvemaker, Rob Little, Tristen Farias, Mitchell Malam, Cade Chapman, Julianna Suske, Orlagh Hanratty, Holly Benjafield, Alexander Tzortzi, Katie Muller, Gabrielle Jolly, Simon Kurkimaki, Ben Strum, Katherine Packard, Olivia Fent, Curtis Mosher-Slenn, Aaron Branscombe, Shay Farrier, Oswin Hughes, Saara Laine, Amy Booth, Oliver Fryett, Samuel Phillips, Jocelyn Glennie, Jeffrey Moreno
Bush 1	Josh Bennison, Harry Paterson, Grace Fleming, Llewellyn Murdoch, Kathy Harpur, Keri Wingate, Hayden Devine, Logan Armstrong, Tamara Green, David Lourie, Michaela Wills, Beth Gummer, Alex Waterworth
Canoe 1	Phillip Collins, Canon Larsen
Canyon Leader	Justin Wimmer, Michael King
Adventure Group	Derek Steffens, Andee Dow, Taylor Redd, Yuba Raj Gurang, Rachel Jones
Canyon 1	Oscar Hadley
Canyon 2	Ross Fraser, Alain Rohr
Cave Leader	Ruaiti Everitt, Devon Scott
Cave 2	Kieran Chandler
Kayak Leader	WERO – Seb Judd
Kayak 1	Jared Mitchell, Jock Barr
Class III River Management	Eddie Murphy, Stewart Tukurangi
Rock Climbing Leader	Ken Shaffer, Nick Collis, Jacob Shelling, Strahn Neill, Robert Sutton, Sam McComb, Sam Hayward, Phillippe Hanck, Deni Zawalski, Clancy Walters, Jader Moller, Carter Price, Sally Keating, Tanner Verhelst, Christopher Rowell, Liam Strange Pure Exploration: Crystal Graham, Tyler Korvemaker, Rob Little, Tristen Farias, Mitchell Malam, Cade Chapman, Julianna Suske, Orlagh Hanratty, Holly Benjafield, Alexander Tzortzi, Katie Muller, Gabrielle Jolly, Simon Kurkimaki, Ben Strum, Katherine Packard, Curtis Mosher-Slenn, Shay Farrier, Oswin Hughes, Saara Laine, Amy Booth, Oliver Fryett, Samuel Phillips, Jocelyn Glennie, Jerrica Ramsay, Mateo Cariglino
Rock 1	Jonah Amberose, Mark Cordina, Asher French, David Bruce, Sam Beaver, Michel Afflerbach, David Boden, Zanna Hammat, Keri Wingate, Nino Pankusz, Timothy Brown, Jay Campbell, Simon Russell, Josh Kirby, Neal McAloon
Rock 2	Gareth Jones, Martyn Owen, Sebastian Grewe, Allan Carpenter
Sea Kayak Leader	Nick Collis, Robert Sutton, Krystal Robson, Cameron Greig, Janelle van der Westhuizen, Tresyn Kirkwood-Pou, Zoe Cuddon-Corlet, Anita Gorter-Smith, Ashleigh-Anne Gureckas
Sea Kayak 1	Lacey Beadle, Katrina Pollard, Sam Russek, Aaron Price, Jeremy Martin
Sea Kayak 2	Doug Aitken
Mountain Biking 1	Paul Humphreys

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Course	Course fee (NZOIA Members) *
Refresher Courses	\$195 (\$100 1/2 day)
Training Courses	Member: \$415 (\$215 1/2 day) Non-Member: \$515 (\$315 1/2 day)
Assessment Courses	
Leader Assessments: Abseil Leader Bush Walking Leader Canoe Leader Kayak Leader Sea Kayak Leader Rock Climbing Leader Free Range Assessment: Artificial Whitewater	\$150 plus any assessor fees and costs This fee includes annual membership for new members. Please contact an assessor directly to arrange an assessment and their fee.
1 Day Assessments: Sport Climbing Endorsement Sea Kayak 1 Upgrade Multisport Kayak Endorsement	\$295
2 Day Assessments Kayak 2 - Class 3 River Mmt Kayak 2 - Skills Instruction	\$560
2 Day Assessments: (plus evening session) Cave 1 Mountain Bike 1 Rock 1 Sport Climbing Instructor	\$595
3 Day Assessments: Kayak 1 Multisport Kayak instructor Sea Kayak 1 & 2	\$760
3 Day Assessments: (plus evening session) Alpine 1 Bush 1 & 2 Canoe 1 Cave 2 Canyon 1 & 2 Mountain Bike 2 Rock 2	\$795
4 Day Assessments: Kayak 2	\$930
4 Day Assessments: (plus evening session) Alpine 2	\$980

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

Booking for an NZOIA Assessment, Training or Refresher Workshop

1. Go to www.nzoi.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 any prerequisites (i.e. your logbook, summary sheet, first aid certificate and any other required documentation to your application). Note: Non-members can attend Training Courses.
4. Applications close 6 weeks before the course date.
5. After the closing date we will confirm that the course will run.
6. If NZOIA cancels a course, you will receive a full refund/transfer of your fee.
7. If you withdraw before the closing date, you will receive a full refund of your fee. If you withdraw after the closing date of a course, **the fee is non-refundable.** It is transferable under exceptional circumstances (e.g. bereavement, medical reasons), medical certificates/other proof may be required. Contact admin@nzoi.org.nz for more details.

Further Information

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

Courses by special arrangement

It is possible to run assessments on other dates. You will need a minimum of 3 motivated candidates and the date of when you would like the course to be run. Go to the FAQ page on the website www.nzoi.org.nz/faq#custom

for details on how to arrange a course. **Course Costs:** all courses run by NZOIA are discounted for members and heavily subsidised by external funding.



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

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



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