NZOIA QUARTERLY

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

ISSUE 101 NOVEMBER 2025

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NZOIA
Excellence in Outdoor Leadership

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Cover photo: Rachel Shallard

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Photo supplied by Andy Thompson

NZOIA Chief Executive Update

It's been a busy and eventful few months for NZOIA and for the outdoors sector in general. NZOIA completed another successful annual Symposium which is always such a great opportunity for NZOIA to connect with so many of our members and Assessors. For this year's Symposium we gathered together at the Blue Skies Conference Centre in Kaiapoi from September 18 to 21. We had over 100 attendees from around the country take part in professional development and refresher workshops, and come together to network, connect and share everyone's collective passion and expertise for the outdoor industry.

A record number attended the NZOIA Assessors Conference which preceded the Symposium – 62 in total which is approximately 53%. Our Assessors are the engine room of NZOIA and an important part in ensuring our qualifications remain robust and fit for purpose. Ngā mihi to our outdoor sector partner organisations that attended and contributed to the Symposium: Sport NZ and Education Outdoors NZ for presenting some thought-provoking workshops, and Recreation Aotearoa and the Mountain Safety Council for your contribution and attendance. Also a huge thank you to all the various presenters. The quality and excellence of these presentations and workshops were outstanding and innovative. This is what enables NZOIA to continue to achieve our motto of ***Excellence in Outdoor Leadership***. I would also like to say a very big thank you to the Lion Foundation and to NZ Community Trust who both helped enormously with their financial support of this big event.

As usual, we included our annual NZOIA Outdoor Excellence Awards night as a feature part of the 2025 Symposium. It's an opportunity to recognise some of our members who have done an exceptional job as outdoor leaders, whether as an inspirational young leader at the start of their journey, or recognising our more experienced outdoor leaders for the great work they have been doing. All of the award winners were absolutely outstanding in what they have been doing, and one of the great features of this year's award winners were the number of wāhine recipients. NZOIA has been working hard to help increase the number of female NZOIA Instructors, and this year, for the first time ever, all five of the Tertiary Award recipients nominated by their tutors were female. This is a great sign that more wāhine are wanting to become outdoor leaders and excelling in the outdoors.

Away from the annual NZOIA Symposium there has been a huge amount going on with changes to government policies. As well as the work that has been underway for some time now around upcoming changes to accessing areas of conservation, there have also been hugely significant changes in the pipeline for secondary school curriculum, and the potential major impact on Outdoor Education at schools. While these potential changes to school curriculum are very concerning for the outdoor sector in general, it has been incredible to see how passionately the outdoors community has rallied together in huge numbers to collectively push the positive case for Outdoor Education at school, and to maintain Outdoor Education as a fundamental part of the positive development of our NZ rangatahi. A special shout out has to go to the team at Education Outdoors NZ for the quite amazing mahi they have been doing to rally the community and push the case for Outdoor Education in schools. More than 50,000 signatures ended up on the petition that has been presented to the government, which shows just how passionate our country is about our outdoors. NZOIA will continue to do what we can to support this process.

Finally, NZOIA is welcoming a number of new additions onto the Board. We welcome Justine Kennard, Hillary McDonald, and Taylor Bruning onto the NZOIA Board. Justine is Nelson based running her own Chartered Accounting business, and she has substantial experience in governance, finance, and fund-raising. Hillary McDonald is Head of Outdoor Education at Waimea College and is a highly experienced NZOIA Instructor. Taylor Bruning will provide a fantastic youth perspective to the NZOIA Board and is one of the excellent young outdoor leaders at Whenua Iti Outdoors. While it's great to have these three coming onto the NZOIA Board, we also say farewell to Jo Thompson after nine years serving on the NZOIA Board. A huge thank you to Jo for her enormous contribution to NZOIA over that time.

Peter Drew | NZOIA Chief Executive

EMERGING INSTRUCTOR CONGRATULATIONS: RACHEL SHALLARD



Awarded to an instructor who displays great potential for the future, and who demonstrates strong commitment to professional development and qualification acquisition. The ideal recipient will have at least one NZOIA qualification and be recognised as a talented instructor who stands out from the crowd.

Rachel is an exceptional instructor, combining technical skill, quiet leadership, and a deep care for people. In just five months, she's gained three NZOIA 1 qualifications (Rock, Cave and Mountain Bike), as well as Bush Leader. Her calm, thoughtful approach and drive for excellence have seen her achieve more in months than many do in years.

Rachel is often the quiet force behind a great adventure. Whether it's caving, climbing, canyoning, tramping or biking, she's out there most weekends – usually with friends, colleagues or her partner in tow. She's active in Cave SAR and the NZ Speleological Society.

Rachel role-models sustainable practice, both in the field and at home, and speaks up about reducing waste, often highlighting simple ways to care more intentionally for the environment.

There's no doubt Rachel will continue to thrive in the outdoor education world. She's already played a key role in launching one of Dilworth's new programmes and is a strong advocate for young people, helping them feel safe, seen, and supported. Rachel inspires others to grow, reflect, and believe in themselves – and she's just getting started.

"Rachel hasn't come through one of the more traditional tertiary pathways of certificate or diploma qualifications, rather she has taken a passion for the outdoors and turned this into her career. Starting at Camp Adair as a YMCA staff member, Rachel joined the Dilworth staff in term three of 2023. Here she has been instrumental in the establishment of the new Year 7 to 13 Learning in The Outdoors programme, where she has taken a lead role in caving, mountain biking and high ropes.

Rachel demonstrates a keen interest in ensuring that the learners that she works with have challenging, safe, and engaging experiences in the outdoors. She strives for constant improvement and is dedicated to improving her personal skills across a range of disciplines. She is a credit to herself and a great example for other young instructors, demonstrating what can be achieved in a short period of time with a willingness to challenge yourself."

Rob Jolly | Dilworth School, Mangatāwhiri Campus

"A standout moment that captures her calm professionalism occurred during a climbing session where she adapted her client abseiling strategy to safely and confidently lower a student more than three times her body weight. The combination of technical skill and student focus under pressure is a hallmark of her practice.

Rachel is a strong advocate for young people, quietly encouraging from the background, and stepping forward with confident and calm leadership when needed. Students describe her as someone who believes in their potential and supports them to grow, through thoughtfully planned outdoor experiences. She ensures both emotional and physical safety, ensuring every participant feels seen, valued, and believed in.

Her commitment to professional development is evident in both her regular weekend excursions, with a particular love for caving, and her thoughtful reflection on feedback. While receptive to learning from others, she also brings considered reasoning which balances both student needs and outcomes."

Dan Fieten | Dilworth School, Mangatāwhiri Campus

WAHINE TOA CONGRATULATIONS: MEL HARRIS



Awarded to a NZOIA wahine who is a highly respected leader and role model. A kaiarataki who inspires wāhine to recreate, work and connect with te taiao.

Mel is the complete package whose impact has been profound and far-reaching. As Operations Manager at Hillary Outdoors Tongariro Centre, Mel leads with integrity, warmth, and a down-to-earth instructing style that inspires those around her. Wāhine on the Hillary Outdoors tertiary programme look up to Mel and are inspired to follow in her footsteps. She creates spaces of trust, gives encouragement, and supports others to grow into confident, capable leaders.

Mel holds NZOIA Bush 2, Rock 1 with Sport Climbing Endorsement, Alpine 1, and Canoe 1, and is a NZOIA Assessor. Many instructors are highly skilled, but what truly sets Mel apart, especially in the eyes of young wāhine, is her emotional intelligence, her unwavering support, and her natural ability to empower students. Her technical competence is matched by her soft skills, cultural competency and commitment to diversity, equality and inclusion.

She manages to juggle all the operations of a busy centre, instruct at tertiary level across multiple disciplines, mentor new staff, volunteer for Inspiring Girls Expeditions, and still get out there and have adventures in her spare time.

Without question, Mel Harris is a true Wāhine Toa – respected, humble, inspiring, and deeply deserving of this honour.

"It has been an absolute dream getting to know, work, and adventure with Mel over the last two years. Her time in the programme development role has seen her working to implement more te reo Māori into the programmes that we run, with a commitment to encouraging kaitiakitanga.

On the Inspiring Girls Expeditions programme she inspires passion and empowers girls in the professions of science, art and wilderness exploration by teaching about ice, snow, glacial geomorphology and ecosystem-climate on Mt Ruapehu. This trip also incorporates mātauranga Māori to help students understand the cultural significance of our precious maunga.

Her work on Project K wilderness journeys and behind the scenes of the Hillary Challenge event is huge. Mel's leadership and facilitation skills make her a great instructor and team member; she is always there to bounce ideas off, and never too busy to help others.

Her quirky nature, big heart, and passion for everything she does makes her an amazing friend as well as a kick ass instructor."

Amy Brown, Patsy Ryan-Betts and Alex Booker | Instructors, Hillary Outdoors

"She is not the type of person to shut you down or be disappointed that you couldn't figure it out on the first go, she is the type of person who encourages and supports you and is so patient with you no matter how long it takes for you to understand the skills or concepts being taught. She has this super fun and interesting nature about her that draws you in and engages you whenever she has something to say. She is an absolute weapon when it comes to outdoor pursuits. She not only shows a passion for the pursuits she enjoys but also shows passion for te taiao and being kaitiaki of the beautiful areas we are so lucky to explore. She demonstrates her amazing knowledge and has a huge impact on the way her students and colleagues treat, respect and interact with our natural environment."

Lucia Cameron |Tertiary Student, Hillary Outdoors

"Mel doesn't just instruct – she has built strong connections and shared big epics with us in our short time at Hillary. Whether it's a multi-pitch climb where I found myself panic-stricken with a shoe wedged in the wall (yes, really), or a canoeing trip where Maddie tested every boundary of patience by jumping in mid-rapid. Mel navigated both with a rare blend of calm, humour, and heartfelt presence. In the climbing scenario, she waited patiently – not once rushing me – and instead used laughter (and a cheeky video) to turn the moment into one we'll never forget. With Maddie, Mel's joy was genuine – never controlling, always encouraging curiosity and fun as long as things were safe.

It takes a special kind of instructor to embrace chaos as learning, to see enthusiasm not as a nuisance but as a sign of energy and potential.

She models what female leadership in the outdoors can look like. She creates space for us to feel supported, but more importantly, that we are already capable. This sense of confidence-building is rare, especially for young women entering a traditionally male-dominated field."

Sophia Jones and Maddie Mellor | First year tertiary students, Hillary Outdoors

TALL TŌTARA
CONGRATULATIONS:
SHARON NICHOLAS (AKA SHAZ)



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

Shaz's impact on outdoor education is extraordinary. Currently the Centre Manager at Boyle River Outdoor Education Centre, Shaz is not one to sit behind a desk. She's out in the field – leading, teaching, and learning alongside others. Her deep love for te taiao and her passion for working with people radiates through everything she does, empowering her team and inspiring those lucky enough to cross her path.

Shaz holds Rock 1, Bush 2, is a NZOIA Assessor and has been an active member of NZOIA for over 20 years. Widely respected among her peers, Shaz is regarded as an inspirational role model who relentlessly pursues personal growth and excellence. Whether navigating through icebergs at sea or guiding clients across frozen landscapes – she is always pushing her own limits and inspiring others to do the same. Her career has been wide and varied from defence force and police to tertiary tutor, polar guide and Training Manager at Outward Bound.

The thing that sticks out most is her dedication. Dedication to the schools and students she works with. Dedication to her staff, their personal growth, and wellbeing. Dedication to incorporation of sustainable practice and mātauranga Māori within the delivery of programmes.

Shaz calls a spade a spade. She holds a high standard for herself and expects the best of those she works with. A passionate, determined, and driven wahine, Shaz is without a doubt a Tall Tōtara and someone who personifies 'excellence in outdoor leadership'.

"For me a Tall Tōtara is the kaitiaki of a space. They are solid, strong, reliable, and have an empathy and intelligence developed over many years from observing the space in which they stand. Their wisdom shows in the many layers of bark that protects their trunk, built up over decades of growth and experience. At times their foliage is prickly. This is important, it enables them to stand their ground and make change. However, this foliage can also create a safe space for others to be vulnerable and feel supported. A tall tōtara holds a level of mana which is felt by all when in their presence. They intrinsically empower others and nurture a space for seedlings to flourish around them.

I first met Shaz about a year and a half ago over a zoom call during a BROEC staff training. She'd just taken the job as the new centre manager. Even over a screen right away you could tell she was one of those tall tōtara, someone with a powerful presence about them. I couldn't say what corner of the globe she was calling from, but I remember leaving the conversation eager to meet her. Shaz has been an incredible mentor, and I feel honoured to get to work alongside her."

Wil Robertson-King | Boyle River Outdoor Education Centre

"From my first days as her student at polytechnic, Sharon has been a role model and guiding force. High standards could be her middle name — she inspires everyone around her to show up prepared, push their limits, and take real pride in their mahi.

You can always tell when a place has had "a touch of Shaz" — it's full of instructors who show up better, lead with heart, and pass that energy on to others. I know I wouldn't be in outdoor education today without her influence, and I'm grateful for the belief, challenge, and support she's given me over the years.

Sharon doesn't just instruct, she mentors. She checks in, she challenges, and she pushes those around her to grow — sometimes without even realising the impact she's having. She's not one to toot her own horn, but the difference she's made is massive. She's shaped so many of us in the industry — quietly, loudly, consistently, and with a whole lot of heart."

Tanika Brown | Outward Bound kaiako

"Tēnā koutou e te poari tautoko o tenei mahi. Ko te manaako kei te ora pai hoki ki o koutou whānau. Hikaka ana te ngakau ki te hono anō ki a koutou mo tēnei mahi ara te tautoko ki a Sharon Nicholas.

I rarely come across such committed and capable people who quietly go about their roles without all the fanfare. Shaz is at once humble, determined and driven to give her absolute best. She is not only an asset to the sector but ultimately brings increased capacity to whichever community she is part of.

Shaz has been impressive in her pursuit of matauranga Māori within the outdoor sector. This has been no small feat as it requires a level of dedication beyond many but also has implications for how you are received by other Māori. To be accepted amongst your peers is one thing but to be impressive in front of your own people is quite another thing altogether. Not many can achieve it, but Shaz has."

Dr Ihirangi Heke | Founder Atua Matua Environmental Framework

TALL TŌTARA
CONGRATULATIONS:
GRAEME SWIFT



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

Graeme, known to many as Swifty, has shaped and inspired generations of outdoor instructors. Beginning as an Outdoor Education teacher in Whanganui he took the leap to the tertiary sector at the Outdoor Pursuit Centre (OPC, now Hillary Outdoors). From the outset, he was onto it – an independent thinker, a solid paddler, and an all-round outdoor professional. Over the next 16 years, Swifty became the backbone of Hillary Outdoors.

His impact extends far beyond Hillary Outdoors. He has NZOIA Kayak 2, Bush 2, Canoe 1 and Rock 1 with a Sport Climbing Endorsement and has been a long-time Assessor for all four disciplines. As one of the few NZOIA Canoe Assessors in the North Island, he has played a pivotal role in maintaining NZOIA's presence and standards across the region.

In his personal time, he's often up for a true adventure where things may not go quite to plan. Bush bashing out of a flooded canyon, climbing scary run out Ruapehu ice, skiing classic Ruapehu rime or taking on unpredictable river flows, he's willing to give it a go and see what happens. If you are after a good story, ask him why you should put your communication device in your PFD and why bush skills are essential to kayaking in New Zealand.

Beyond his personal adventures and professional achievements, Graeme is a devoted father of four, balancing work, adventure, and family life with grace and commitment. Whether sailing in Greece or paddling the Whakapapa, he brings the same spirit of exploration and care to his parenting as he does to his instructing.

Graeme Swift is the essence of the Tall Tōtara award: exceptional, deeply committed, and quietly influential. Congrats, Swifty – we recognise you as one of the giants in our forest.

"Graeme organised, managed, facilitated and delivered the OPC/Hillary Outdoors Tertiary Programme for many years. He has become a huge part of our history, his influence is seen in the programmes and activities at Tongariro, and in the hundreds of students and staff he has taught, trained and mentored over the years.

In 2023 he took on the all-important role as the new Safety and Training Manager. And he is absolutely nailing it. He has an eye for detail whilst keeping the big picture in mind. He's been thinking and breathing safety for decades, it comes as second nature, an intuition. He is confident while remaining humble and always open to learning.

I would easily argue that nobody comes close to Graeme in terms of his working and experiential knowledge of the Central North Island regarding outdoor recreation and instruction.

Graeme is the non "look at me" type of person, which is so refreshing in this day and age, so much so he often flies under the radar. But if one were to look at what he's achieved, how long and deep his commitment and services are to outdoor education, NZOIA and to his students, assessees and staff, it's quite staggering."

Sash Nukada | Hillary Outdoors Tertiary Manager

"With over 25 years in the outdoor education sector, Graeme brings a vast depth and breadth of experience, wisdom, and calm authority to our dynamic and often unpredictable environment.

His attention to detail, proactive mindset, and steady leadership have made a consistent, practical and tangible impact on the systems and safety culture within our organisation. In a field where nuance and responsiveness are vital, Graeme consistently demonstrates sound judgement, clarity under pressure, and a deep commitment to the well-being of both staff and participants.

His presence is uplifting, his standards are high, and his influence has been profoundly positive for our team. I feel genuinely grateful to collaborate with someone of his calibre. In every sense, Graeme is a cornerstone of our operation, and I could not ask for a better outdoor professional in such a critical position."

Lee Vaughan | Hillary Outdoors Centre Manager, Tongariro

"No adventure is too small or boring, and you never know where Swifty will appear. Balancing, work, family, personal adventures and volunteer commitments is never easy. Graeme has manged this admirably. Days adventuring with family, balanced with bringing the stoke to up and coming instructors, and lessons on how most efficiently to do shuttles on Access 14, then bringing the whole family to work dinners and events. I have even seen them working around Hillary Outdoors. Behind every great person/ man is a great family and this is certainly true for Graeme."

Tim Shaw | Director, Peel Forest Outdoor Pursuits Centre

NZOIA TERTIARY AWARD RECIPIENTS 2025

This award is aimed at students who have a passion for outdoor instruction and show great potential for further involvement in the industry beyond their studies.



ARA INSTITUTE OF CANTERBURY – EMILY NEAL

Quiet and unassuming, Emily is a sponge, particularly in instructional delivery and all aspects of kayaking. She engages professionally with staff, is consistent and continually takes opportunities to build experience and skills.

Emily looks for opportunities to devote time to others, to build professional working relationships with future employers and give back to her tutor team. She steps easily into peer facilitation roles, supporting other students in their learning.

Emily shows passion for the outdoors and outdoor instruction, a role model to wāhine and her peers.



HILLARY OUTDOORS – LUCY MCGILL

Lucy has shown herself to be thoughtful, self-aware, and quietly determined. She is a deep thinker and highly self-reflective, always striving to improve and learn from her experiences. She meets challenges with a steady, can-do attitude, and brings a sense of calm and quiet confidence even when things are tough.

She takes initiative when it matters and one great example of this was when she independently called a team meeting to support her peers in strengthening their group culture.

Lucy is clear in her goal to pursue a career in the outdoors, and she has already shown she has the mindset, skills, and heart to thrive in this field.



NELSON MARLBOROUGH INSTITUTE OF TECHNOLOGY – CHERI MCCAULEY

Cheri is currently undertaking studies in rock and canyon, rafting, skiing, and sea kayaking, and has consistently demonstrated exceptional commitment and capability across all disciplines.

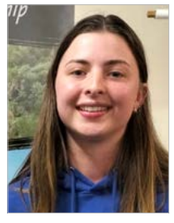
Cheri, aka 'Vibe Queen', stands out for her outstanding communication skills, engaging effectively with students, tutors, and industry professionals alike. Her approachable manner, clarity, and professionalism foster a positive and productive learning environment, making her a valued member of any team. Her peers are often selecting her for leadership roles, and she steps up to the challenges well.



TAI POUTINI POLYTECHNIC – OLIVIA VAN BOVEN

Olivia hails from the mighty Te Awamutu. Quiet and unassuming in a group, she shows strength and leads from within. When in front of clients, she lights up – warm, positive, and caring. Her ability to facilitate and instruct far exceeds her experience.

Olivia upholds the mana of our programme, and we are excited to see where she takes her career.



ADVENTUREWORKS LTD – AIMEE KELLY

Aimee exemplifies manaakitanga through her strong relationships with both peers and the clients she has worked with – always encouraging, supportive, and generous with her time and energy. She brings maturity, empathy, and quiet leadership to everything she does, helping to shape a class culture grounded in aroha and mutual respect.

While I initially wanted to say she has grown immensely through this course, the truth is that Aimee arrived already outstanding. Her background includes teaching both overseas and locally at Kokako Lodge, and more recently, she has stepped into a valued role with Scouts Aotearoa, where I've only heard glowing feedback.

Working with neurodiverse young people requires exceptional levels of compassion, kindness, and patience – qualities Aimee possesses in abundance.

Aimee is a joy to work alongside and brings a rare blend of heart, skill, and purpose to everything she does.

KŌRERO O TE TAU

KARLLIE CLIFTON (NGĀPUHI, TE ATIAWA)

Ngā mihi nui ki a koutou

It is encouraging to see our members embracing the NZOIA Kaupapa with enthusiasm and understanding, as it is an important part of upholding Te Tiriti o Waitangi. This was very evident at the recent NZOIA Symposium, and I enjoyed engaging with many of you in this space.

What has also been evident is the impact on our sector with the proposed changes to secondary school qualifications. This has placed the future of OE in question. It also feels like another instance where *Te Tiriti o Waitangi* is being pushed to the margins of education. Within te ao Māori, te taiao is not simply a setting for activity, but a living tipuna and kaiako. It holds wisdom, connection, and story. When we step into nature, we enter into ako taiao – a reciprocal process of learning with the environment, not just in it. The ngahere, the awa, the moana and the hau all speak if we listen.

While *Te Tiriti's* visibility may be diminishing in current education policy, we know it remains very much alive in practice. Every time we engage with *mana whenua* to understand the stories and whakapapa of a place, every time we speak te reo Māori on the whenua, and every time we encourage our akonga to see themselves as part of te taiao rather than separate from it, we honour *Te Tiriti*. In doing so, we reaffirm that outdoor education is not just about skills – it's about identity, belonging, and kaitiakitanga. *Ko au te whenua, ko te whenua ko au – I am the land and the land is me.*

Across Aotearoa, many of you continue to advocate for the importance of outdoor learning and the integration of *te ao Māori* into our education spaces. This advocacy takes time, courage, and commitment – but it is vital work. It reminds everyone that outdoor education is not an "extra," but an essential part of developing resilient, connected learners and leaders. Together, we can continue to hold space for ako taiao, with each camp, tramp, climb or paddle, to teach through relationship, and to keep alive the values that connect people, place, and purpose. *He waka eke noa – We are all in this together.*

In moments like this, it's worth remembering what can't be removed or rewritten: the deep, relational learning that happens when people connect with te taiao. So let's keep up the good mahi — for our akonga, for te taiao, and for the generations who will inherit the whenua and wai we care so much about. *Whatungarongaro te tangata, toitū te whenua – People pass on, but the land remains.*

Kia kaha, kia maia, kia manawanui – Be strong, be brave, be steadfast.

Karllie Clifton (Ngāpuhi, Te Atiawa ki Waipounamu)

Whakatauki – Māori Proverb

"Toitū te marae o Tāne, toitū te marae o Tangaroa, toitū te tangata."

" If the domains of Tāne and Tangaroa are sustained, so too will the people be sustained."

Karakia

For Māori, karakia is a powerful method of communication with the Atua (gods/guardians) of Te Ao Māori (The Māori World). The human and Atua relationship is of great importance, as is the relationship with Te Taiao (the natural world) and tangata (people).

He Karakia mo te taiao me nga tangata

E te taiao e,	*O nature,*
Whakarongo ki te tangi o te whenua,	*Listen to the voice of the land,*
Whakarongo ki te manawa o te tangata,	*Listen to the heartbeat of the people,*
Hei oranga mō te katoa.	*For the well-being of all.*
Tīhei mauri ora!	*Behold, the breath of life!*

Useful Resources

Te Ao Māori with EONZ
Hauroa and te taiao with Whenua Iti
Connect to resources with NZAAE

Our Kaupapa

Te Reo Māori	**Ako**	**Manaakitanga**
Whakawhanaungatanga	**Kaitiakitanga**	**Pūkengatanga**



INCIDENT SHARING: PERSONAL ANCHOR SYSTEM NEAR MISS

FREYA O'DONOGHUE

I want to share a near miss that occurred within our Sustainability and Outdoor Education Programmes (SOEP), in the hope that others in our industry can learn from it and make positive changes.

In the tertiary sector, we encourage students to invest in their own outdoor gear as they progress through their qualifications and prepare for work in the outdoors. Learning about quality gear and building a personal kit is an important step toward becoming an outdoor instructor. However, when students begin using their own equipment during course time, it presents a challenge for us as an organisation, and we remain ultimately responsible for their safety.



Carabiner and P.A.S. incorrectly linked

The incident occurred during course time and involved a student's recently purchased personal anchor system (P.A.S.). When they proudly showed it to instructors, the carabiner and P.A.S. were incorrectly linked using a rubber fastener (left). To an untrained eye, the setup might appear secure but in reality, the climber would have been relying solely on a small piece of rubber. Considering the time between purchase and identification, it is unclear when the mistake occurred. Luckily one of our staff members noticed the mistake and was able to rectify it before the student used it during course time.



The correct setup

The correct setup (left) shows the CT Fix Pro positioning device used properly, with the P.A.S. threaded through the carabiner and the rubber fastener serving only to prevent sliding.

We used this moment as a teaching opportunity, emphasising the importance of checking all gear before use and learning how to identify when something looks wrong. To prevent similar mistakes in the future, the student notified Aspiring Safety, where they had purchased parts of their personal anchor setup. To their credit, Aspiring Safety responded seriously, updating their processes and now providing a warning handout with any rubber fastener purchase. They also advise against using rubber fasteners with any of their anchor chains due to the risk of mis-clipping by clipping the end loop twice (see manufacturer's warning).

This incident highlights a broader issue: a need to understand the limitations of gear and the risks posed by rubber keepers. It is worth noting that this can happen with many different styles of personal anchor, including a simple sling with knots, and any type of rubber keeper will have the same risk; some may even be harder to notice than this one.

Through professional conversations within and between our organisations, we've identified key takeaways:

- Know the limitations of your gear and how to identify incorrect setups.
- Don't assume new gear is safe – check it thoroughly.
- Outdoor store staff may not be specialists; students need professional guidance.
- Students may be using old, worn, or borrowed gear – it's our responsibility to ensure it meets safety standards when they use it on programme.
- Teach students how to check gear and check it with them.
- Always inspect all climbing gear, not just your knot, before a climb.

We now actively monitor who is using personal gear in our rock programmes and intentionally teach about this near miss. Students are expected to present their personal gear before class, especially if newly acquired. And we continue to provide high-quality equipment to all students throughout their study at Ara.

Aspiring is a company that specialises in outdoor and industrial height safety, with a strong commitment to improving best practice across the industry. They aim to help people better understand the limitations of their gear and are always open to conversations. Whether you drop in or reach out online, they're happy to answer any questions or concerns.

Thank you to Aspiring Safety for their collaboration on this article and ongoing support of our programmes.

For feedback or comments please contact:
Freya.odonoghue@ara.ac.nz

Ara
Institute of Canterbury
Ara rau, taumata rau

Freya O'Donoghue | Ara Institute of Canterbury

ADVOCACY UPDATE: PROTECTING OE AND COMMUNITY FUNDING

SAM NEWTON

It was great to see many of you at the recent NZOIA Symposium. I have been to quite a few now. Despite feeling like something of an imposter – I have never held a NZOIA qualification or instructed professionally – I have always enjoyed the whanaungatanga and manaakitanga of the Symposium.

It has been a busy period for advocacy, with Recreation Aotearoa dedicating significant effort to two critical issues that directly affect the outdoor and active recreation sector: the future academic classification of Outdoor Education (OE) within NCEA reforms and the implications of the proposed Online Casino Gambling Bill.

The Threat to Outdoor Education's Academic Pathway

The Ministry of Education's NCEA reform and the removal of Outdoor Education from the list of general academic subjects is of huge concern. Reclassifying it purely as a vocational option, to be overseen by an Industry Skills Body, carries significant and detrimental implications.

We have submitted strong concerns to both the Minister of Education (Hon. Erica Stanford), the Minister of Sport and Recreation (Hon. Mark Mitchell), as well as various Opposition spokespeople. We argue that OE is an academically rigorous, knowledge-rich discipline that integrates theoretical learning with applied practice. Students learn to assess and manage risk, solve problems collaboratively, and make complex decisions in real time.

Of course, we submitted to the NCEA reform consultation https://www.nzrecreation.org.nz/advocacy/submission-proposal-replace-ncea, focusing on our three key concerns regarding the vocational reclassification:

1. **Diminished Wellbeing and Physical Activity:** OE is an evidence-based discipline fostering essential competencies like critical thinking, resilience, and leadership within authentic learning environments. It is fundamental to developing physical literacy and is often the first introduction to the great outdoors for many New Zealanders. Relegating OE to a vocational stream risks diminishing these opportunities, undermining a significant pathway for young people to embrace active lifestyles and reap associated cognitive and wellbeing benefits. Movement-based learning, as provided by OE, is proven to improve memory, focus, and engagement, especially for students who struggle in traditional classroom settings.
2. **Severed Tertiary Pathways:** OE currently offers well-established pathways into tertiary degrees and diplomas. If OE becomes vocational-only, students would no longer be able to use it to gain University Entrance. This marginalisation risks deterring students from pursuing OE and, consequently, exacerbates workforce shortages in critical growth sectors like adventure tourism, conservation, and environmental management.
3. **Compromised Safety Education:** OE is a rigorous discipline drawing on established fields such as risk management, emergency response, and dynamic decision-making. We are concerned that the proposed vocational model, designed by potentially less resourced (and yet to be established) Industry Skills Boards, risks diluting the scope and depth of this crucial aspect of education.

Recreation Aotearoa strongly urges the Government to retain Outdoor Education as a general senior subject, ensuring its broad accessibility and continued capacity to deliver comprehensive academic and practical learning for all New Zealanders. Shout-out to Education Outdoors New Zealand (EONZ) who has led an excellent campaign in opposing this change. We have supported them, every step of the way, including to the steps of Parliament where a 53,000 signature-strong petition was presented.

Online Gambling Bill

Another focus has been the Online Casino Gambling (OCG) Bill. Recreation Aotearoa acknowledges the Government's objective to regulate online casino gambling, an area currently unregulated, to protect consumers and minimise harm. However, our central issue with the initial draft of the OCG Bill was its failure to ensure that a share of the legal revenues is set aside for communities, including active recreation.

For approximately 50 years, New Zealand policy has upheld the principle that if gambling remains legal, a portion of its revenues must be allocated to communities. This principle is why onshore operators like gaming trusts, Lotto, and the TAB have mandated obligations to distribute funds back into community sport and recreation.

Our submission and subsequent appearance before the Select Committee, asserted that if the OCG Bill were passed in its original format, online casinos would directly compete with and divert funds from community-based gaming. Given that active recreation organisations rely heavily on grants from gaming trusts to maintain financial sustainability and deliver crucial services that promote wellbeing and youth engagement, the loss of this vital funding source posed a major threat. We strongly advocated for the Bill to embed the principle that "Gambling should benefit the community".

I am pleased to report a significant development (as of late October); following huge opposition, the Minister in charge of the bill, Brook van Velden, is revisiting the legislation.

While the Minister initially received advice suggesting people would not substitute physical gambling for online gambling and community funding would be unaffected, community groups expressed a very different view. To "get the balance right," the Minister stated she will be writing to Cabinet seeking agreement to add community funding to the Online Casino Gambling Bill.

This is a relief for the active recreation sector. The potential for profits from online casinos to be largely repatriated to private, often offshore, shareholders has been a concern. We will continue monitoring the legislative process to ensure the long-standing community benefit principle is secured within the final regulatory framework.

Recreation Aotearoa
Te Whai Oranga

Sam Newton | Advocacy Manager, Recreation Aotearoa

ATTACHMENT THEORY AND CONNECTION WITH NATURE

JOSH BENNISON



I work as both a counsellor and an outdoor instructor, and when these two areas of expertise come together, I call myself an "adventure therapist." To me, an adventure therapist combines the interpersonal skills of a therapist, with the technical skills of an outdoor instructor.

In this article I want to share two ideas; nature as a third entity, and the development of a secure attachment to nature. As always, a little back story is essential…

In 2010 I was sitting with a counsellor from Adventure Development, I had long list of pathological processes that were well ingrained in my personality. They referred me to a ten-week adventure therapy programme that was being run through the Department of Conservation. The course was called Conservation Corps, and it was made up of two adventure therapists and nine other students. Shem Smith was the legend running the programme and he was a vital part in facilitating the conditions for me to become securely attached to the whenua. Shem taught me how to navigate the challenging aspects of the backcountry, while also teaching me how to navigate the challenging aspects of my personality. It was undoubtedly the most valuable ten weeks of my life.

After the course I studied outdoor education and then worked as a glacier guide and NZOIA qualified bush and rock instructor. During my time working in the outdoors I became very interested in how nature influences positive change in people and enables deep and meaningful relationships. I was seeing evidence first hand that a secure attachment to nature could essentially heal a person, and once I had finished my counselling studies, I started to understand how the mind, body and soul benefit from being in nature.

John Bowlby, pioneer of 'Attachment Theory' suggests that we come into this world biologically pre-programmed to form attachments with others and that attachment to others is an essential part of both our development and survival.

Attachment theory shows that when we are young, we develop attachments to our primary caregivers, most often to our mothers. There are four attachment styles; secure, anxious, avoidant, and disorganised. Which attachment style we develop is influenced by the conditions our primary caregivers offer us. If we grow up with consistent love and care, we get the message that we are safe and cared for and this will help us develop a secure attachment style. If we grow up with inconsistent care and unpredictable caregivers then we are likely to form an insecure attachment style; anxious, avoidant, or disorganised.

Early attachment is so important because our first relationships with our primary caregivers essentially become the blueprint of how we form attachments to others throughout our life. Research shows that for a successful life, a secure attachment style is ideal. Research also shows that people with the other three insecure attachment styles experience more psychological suffering such as depression, anxiety, challenging relationships, and low self-esteem.

As an outdoor instructor / counsellor and adventure therapist, I recently posed the idea that while an attachment to our primary caregiver (mother) is important, what if we could apply John Bowlby's attachment theory to another mother – Papatūānuku, the earth mother? How could we facilitate a secure attachment to the whenua for the people we are working with?

In my own practice, I believe that a secure attachment to nature promotes better health outcomes for everyone, and embraces tikanga Māori. From my personal experience, my secure attachment to nature was facilitated by my therapist Shem back in 2010. He used nature as a third entity in establishing the therapeutic relationship, and in doing this he actively used nature to help regulate my nervous system. Once he could see that I was securely attached to nature he could essentially step away, his job as an adventure therapist was done.

Bowlby talks about how a child will firstly learn how to co-regulate with their primary giver, once this is achieved the child will then be able to regulate their nervous system by themselves. This is what Shem was doing with me, helping me learn to use nature to regulate my nervous system. And the best thing about Papatūāknuku as a source of secure attachment, is that she is everywhere!

One of the ways I facilitate a connection to nature for the people I'm working with is by bringing the connection into their awareness. One of best models for this is Mason Durie's Te Whare Tapa Whā. While tramping I integrate the four walls of the whare, into the four directions on the map (see map below). Then I use the terrain on the map as the fifth component, connection to the whenua.

Hinengaro – Me**N**tal health

Family
Whanau



Tinana
Physical
Exercise

Wairua – **S**piritual

Using this map enables active awareness and attachment to both the self, group, and whenua. Having a map in front of them with the five aspects of Te Whare Tapa whā on the map is a great visual prompt. The questions below are brief examples of what could be said to get the sharing started.

1. **Hinengaro – MeNtal Health (North)**
   How are we doing mentally today? Any breakthroughs or challenges? Feeling relaxed, worried? Or at peace?
2. **Tinana – Physical – Exercise (East)**
   How are you feeling physically? Do you feel the feel-good chemicals in your brain? Or maybe a bit tired, or energetic?
3. **Wairua – Spiritual (South)**
   How is your mauri, mana, wairua? Do you feel connected? How is your spirit responding being in nature?
4. **Whanau – Family (West)**
   How are your connections out here? Are you connecting with people easier than in the classroom?
5. **Connect to the place – the terrain on the map**
   Look at the map in front of you… Where on the map did you feel super connected, at peace, and where did you feel challenged? How does it feel to connect with the land or Papatūānuku?

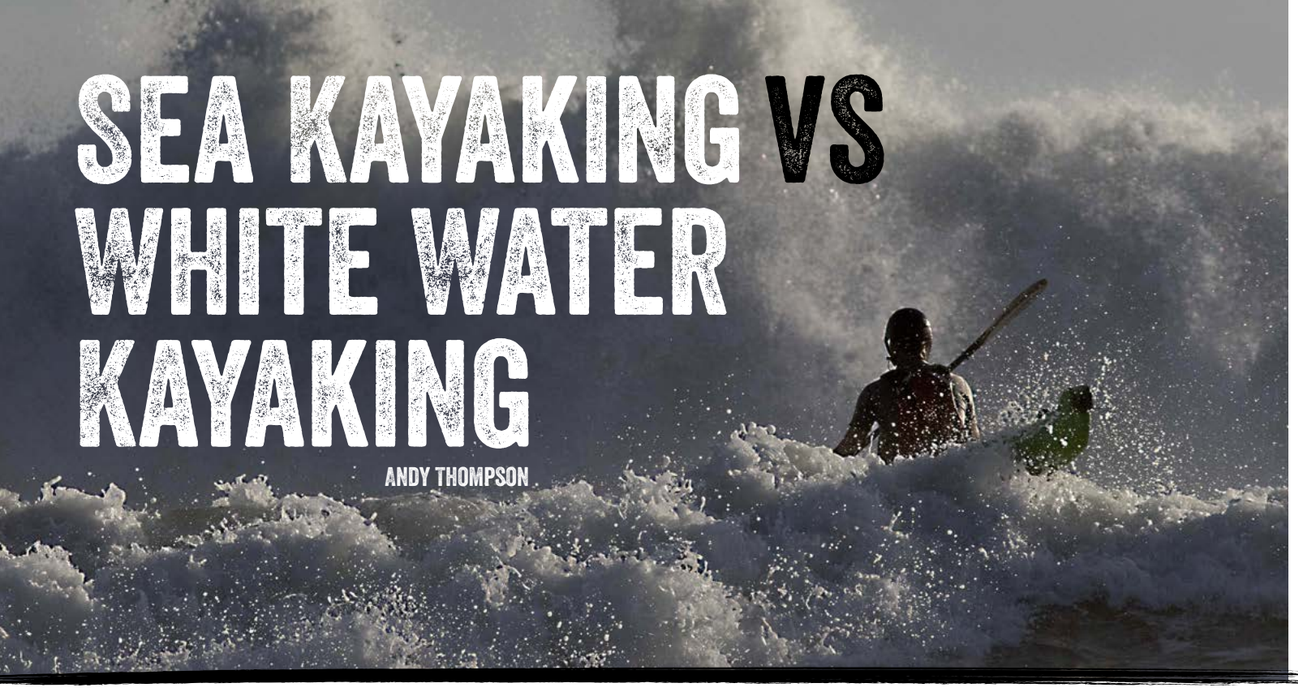
At the end of an outdoor experience, it is always good to ask how they are going to stay connected to the natural world around them. I believe that using the basics of Bowlby's attachment theory and drawing on the strength of attachment to Papatūānuku and nature, is an idea that can be woven through all outdoor instruction and education.

If we want to offer an environment where we can facilitate a connection between the whenua and our young people, we need to have a secure attachment to nature ourselves. Being securely attached to nature essentially saved my life, and it was only made possible through Shem working his magic through the 'zone of proximal development'. The story I now tell myself is that I have two mothers; my biological mother, and the earth mother. At some point we will lose our primary attachment figure/s, but if we have a secure attachment to nature, we will always have nature to support us throughout our life.

I encourage you to explore the idea of what it means to be securely attached to Papatūānuku / nature. Get creative, experiment and give it a go.



Josh Bennison | Guidance Counsellor, Dunedin Adventures and Health in Mind



SEA KAYAKING VS WHITE WATER KAYAKING

ANDY THOMPSON

It's still kayaking but, different worlds!

Within the paddling community, a common saying is that it's easier to transfer your white water skills into sea kayaking than the other way around. On the surface, that seems reasonable – after all, both disciplines involve a boat, a paddle, and moving water. But the truth is more complex. While there are overlaps, each pursuit demands a distinct skillset, mindset, and environmental awareness.

Let's explore what it takes to be a professional paddler, guide, safety boater, or instructor in both environments, and where the similarities (and limits) of skill transfer really lie.

The River Environment: White Water Kayaking

White water kayaking is an intense dance with moving water. To thrive, you must first know your equipment. Know the design of your boat and how it reacts to waves, drops, holes, and hydraulics. Know your rescue equipment, what to carry, and how to use it, not for yourself, but for the paddler beside you when things go wrong.

Skill is everything. Physical technique and mental sharpness go hand in hand. The roll is your last line of defence, keeping you a kayaker rather than a swimmer, clinging to "a big plastic thing" rushing downstream. Reading the river, choosing efficient lines, and executing precise strokes is survival and style.

Equally vital is headspace. Many argue white water kayaking is 80% mental and 20% skill. Whatever the percentage, the truth remains: if your mind isn't sharp, your risk skyrockets – not just for you, but for your paddling partners.

Finally, fitness matters. Rivers are unforgiving. Strength and endurance are your allies, and the older you get, the more you realise that you can't shortcut them.

The Marine Environment: Sea Kayaking

Now, swap rapids for the open ocean. Sea kayaking demands an entirely new level of respect for nature's scale and power.

Just as on the river, understanding your equipment is paramount. A sea kayak behaves differently. It is longer, designed for efficiency, outfitted with hatches, deck lines, and often rudders or skegs. Rescue gear too, changes in type and quantity. The ocean environment asks: can you rescue another paddler when the swell is rising, and the wind is against you?

Skills are central. Rolling is critical here as well, but if you swim the consequences can be far harsher. Unlike a riverbank, land may be kilometres away. Beyond paddle strokes and manoeuvres, sea kayakers must master reading tides, swell, surf, and chop. Meteorology becomes part of your toolkit: katabatic and anabatic winds, fronts, and cyclones – these aren't abstract concepts but daily realities.

And again, mental fortitude is key. The ocean is vast and humbling. Out there, you're small. You'll need confidence, calm, and composure to keep fear in check.

Fitness remains a shared foundation – without it, your safety margin shrinks fast.

Transferable Skills and Their Limits

So, are white water and sea kayaking interchangeable? Not quite. While both require technical paddling skills, rolling ability, fitness, and strong mental resilience, the environments demand very different applications of those skills.

Conclusion

Sea kayaking and white water kayaking are siblings, not twins. They share a foundation – boat handling, rolling, rescue, and resilience – but each requires specialised knowledge of environment, equipment, and psychology.

So yes, you can transfer some white water skills to the sea – but don't be fooled into thinking it's a simple hop. Each discipline deserves respect, commitment and training in its own right. Master both, and you'll carry one of the most versatile toolkits in the paddling world.

Here's a snapshot comparison of the two:

Feature	Sea Kayaking	White Water Kayaking	Transferable / Notes
Environment	Marine: tides, swell, surf, currents, weather systems	Rivers: rapids, drops, hydraulics, eddies	Both: dynamic water movement, rescue needs
Specific Locations	Salt water, surf zones, rock gardens, open ocean	Fresh water, downstream flow	Shared awareness of flow dynamics
Human-made Hazards	Buoys, beacons, marine craft	Dams, jet boats, sieves, strainers	Both: must manage external hazards
Kayak Design	Long waterlines, hatches, deck lines, rudder/skeg, fiberglass/Kevlar	Shorter, plastic, high manoeuvrability	Shared: cockpit, spray deck
Paddle	220–240cm, long thin blades, Greenland paddles an option (very different in technique)	196–200cm, wide blades	Both: blade placement, stroke efficiency
Clothing	Paddle jackets with soft necks/hoods	Tight-neck paddle jackets (white water immersion proof)	Layering and thermal awareness transfer
Skills	Navigation, charts, weather reading, surf handling, long-distance efficiency	Rapid reading, boofing, hole escapes, technical manoeuvres	Shared: rolling, bracing, rescues, weather, mental discipline





All photos by Andy Thompson Photography NZ

Andy Thompson | NZOIA Assessor – Sea Kayak, Kayak, Bush, Rock

Congratulations

to the following members who recently gained NZOIA Qualifications!

Abseil Leader	Rochelle Lind, Raymond Davis, Michael Karich
Alpine 1	Amy Barr, Charlie Doak, Edward Coles, Jamie Macalister, Natasha Mealing
Bush Leader	Shynade Mellish, Charlotte Lawrence, Jackson Jessop, Derrick Bell, Jacob Hawes, Keegan Hawes, Samantha Leitch, Steph Murray, Theresa Pemberton, Briar Heinrich, Athol Davies
Bush Leader Overnight Endorsement	Charlotte Lawrence, Jackson Jessop, Derrick Bell
Bush 1	Simon Lovatt, Sophie Milne, Camryn Parkes, Danielle Donovan, Christy Drysdale-Dunn, Lukas Vit
Kayak Leader	Tunoa Alo
Mountain Bike 1	Dan Fieten, Matiu Kapa
Rock 1	Courtney Dodunski, Matthew Richards
Sea Kayak Leader	Brooke Robertson, Angus Lawson, Caitlin Todd
Sea Kayak 1	Rob Storey, Oliver Bone, Isaac Schanzer

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PROFILE: THE NEW ZEALAND ARMY LEADERSHIP CENTRE (NZALC)

The Army Adventurous Training Centre (AATC) was established in 1987 in Waiouru. Based on a British Army model, the primary focus was to develop military outdoor instructors who would then deliver training to Army units.

In 1990, the tragic incident on Mount Ruapehu, resulting in the deaths of five soldiers and a sailor, raised concerns over the training of unit instructors. The subsequent inquiry findings led to the employment of qualified civilian personnel who specialise in outdoor instruction to work alongside military instructors.

Throughout the following decade, the AATC evolved as a provider of leadership and team development using adventure training as the vehicle. The unit relocated to Burnham Military Camp in 1996 to provide better access to suitable training venues.

In 2006, a survey identified leadership as a key enabler of organisational performance within the Army. This resulted in the establishment of the Army Leadership Framework, and the AATC was incorporated into the Army Leadership Centre (NZALC) to deliver formal leadership development to the NZ Army.

Today the unit forms part of the Army Command School and has two delivery wings; the Experiential Leadership Developmental Activities (ELDA) wing, who deliver courses using a range of outdoor activities, and the Leadership Development (LD) wing, who deliver leadership content in a residential setting. All instructors are very experienced, primarily civilians in the ELDA wing and a combination of uniformed military and civilians within the LD wing.

In 2022, the unit expanded capacity and widened the target to provide further training options, as well as the capacity for increased course size.

ELDA activities are designed so students learn reflectively about themselves through challenging experiences, and practice performing under pressure. Then, combining tools from the leadership framework and 360 feedback, these lessons are applied to the workplace to improve performance.

ELDA and Leadership Development (LD) courses are attended by soldiers at different stages of their careers as they transition through different leadership levels. These levels are: Lead Self, Lead Teams, Lead Leaders, Lead Systems, Lead Capability, Lead Integrated Capability, and Lead Organisation. The NZALC is involved in delivering this training specifically at Lead Teams, Leaders and Systems levels, whilst also assisting at the higher levels as required.

All soldiers and officers are trained at Lead Self when they join the service with a focus on self-awareness and the impact their behaviour has on others.

At the Lead Teams level, the NZALC focusses on resilience, performance under pressure in adverse conditions, and effective teamwork. An ELDA is conducted in tracked and untracked bush with a start point and a given pick-up point over a distance of 45km and four days. For each leg, each group of ten soldiers has a designated leader who manages all aspects of the journey and facilitates an after-action review when they reach the end of their leg. An ELDA instructor accompanies each group ensuring continuity of the process as well as training opportunities for navigation etc. as required.

At the Lead Leaders level, the ELDA phase uses various outdoor pursuits in the delivery, alongside a detailed facilitation package. Activities include rock climbing, caving, sea kayaking, ski touring, white water kayaking, tramping, and adventure racing. For most soldiers, these are pursuits they are not familiar with. The aim is not to develop technical boaters, climbers or cavers, but to provide a challenging learning environment where students can experience real risk while managing tasks and team outputs. This is why the experience, skills, and qualifications of the instructors are of critical importance. While the instructors must manage safety, they must have the experience to only intervene when necessary – to intervene too often decreases the ownership the students have over the experience.

ELDA courses are split into three main phases; firstly, the training phase which covers both the technical skills (e.g. tying on, belaying, calls, movement etc.), psychometrics and 360 feedback. Secondly, the application phase, where the student groups have a self-led challenge with fast progressions like leading sport routes on day two of rock-based courses, paddling on grade 3 water on a kayak course or skiing home after two nights in the backcountry on their seventh day on skis.

The final phase is the review, where they reflect and receive feedback, both verbal and written, from their peers on things like behavioural impact, self-control, and stress management. They then develop strategies to apply this learning into their day job as a uniformed member of the New Zealand Defence Force (NZDF).

The ELDA wing has a staff of ten, all of whom hold multiple NZOIA 2 qualifications, and in some cases a New Zealand Mountain Guides Association (NZMGA) qualification too. The minimum qualification requirement for instructors is three NZOIA 1 qualifications, with Rock 1 and Bush 1 being core requirements. There is formal compliance and currency training to ensure all instructors are at the required level, with supported professional development towards other qualifications relevant to their role. The combination of technical skill and experience, qualifications, and the training to facilitate the psychometric and 360 tools result in a group of instructors who can engage and add value to the full range of student groups, from junior ranks up to senior leaders.



NZOIA Assessments, Training and Refresher Workshops

Course	Course fee (NZOIA Members) *
Refresher Workshops	$230 ($125 1/2 day)
Training Courses	$480 ($255 1 day)
Assessments	
Leader Assessments: Abseil Leader Bush Leader Canoe Leader Canyon Leader Cave Leader Kayak Leader Mountain Bike Leader Rock Leader Sea Kayak Leader **Other Assessments:** Artificial Whitewater Climbing Wall Supervisor (CWS) CWS: Monitor Lead Endorsement Single Rope Technique Endorsement	**These assessments are run under the Free Range Assessment Model** **$150 plus** any Assessor fees and expenses. Please contact an Assessor directly via our website to arrange an assessment and their fee. You are required to be a Registered Member to attend a Free Range Assessment (or be listed under a NZOIA Affiliated or NZOIA Climbing Wall Membership).
1 Day Assessments (land based 1:4 ratio) Single Rope Technique Endorsement Sport Climbing Endorsement	$335
1 Day Assessments (water based 1:3 ratio) Canoe 1 Upgrade Sea Kayak – Instructor Endorsement Multisport Kayak Endorsement	$350
Overnight Assessment (Midday to Midday) Overnight Endorsement	$365
2 Day Assessments **(land based 1:4 ratio plus evening session)** Cave 1 Mountain Bike 1 Rock 1 Sport Climbing	$655
2 Day Assessments (water based 1:3 ratio) Sea Kayak Guide	$665
2 Day Assessments (water based 1:3 ratio plus evening session) Canoe Guide	$705
3 Day Assessments **(land based 1:4 ratio plus evening session)** Bush 1 Canyon 1	$870
3 Day Assessments **(water based and NZOIA 2 1:3 ratio)** Kayak 1 & 2 Multisport Kayak Sea Kayak 1 & 2 Mountain Bike 2	$905
3 Day Assessments (water based and NZOIA 2 1:3 ratio plus evening session) Canoe 1 Bush 2 Cave 2 Canyon 2 Rock 2	$925
4 Day Assessments (1:4 ratio plus evening session) Alpine 1	$1095
5 Day Assessments (NZOIA 2 1:3 ratio plus evening session) Alpine 2	$1430

The course calendars for Assessments, Pre-assessment Training and Refresher workshops 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 a NZOIA Assessment, Pre-assessment Training or Refresher Workshop

1. Go to **www.nzoia.org.nz**
2. It is highly recommended you attend a pre-assessment training course prior to applying for an assessment
3. Check out the Scope and Syllabus, if you are applying for an assessment then make sure you meet all the pre-requisites.
4. 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).
5. Applications close 6 weeks before the course date.
6. After the closing date we will confirm that the course will run.
7. If NZOIA cancels a course, you will receive a full refund/transfer of your fee.
8. 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@nzoia.org.nz** for more details.

Further Information

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

Courses by special arrangement

It is possible to run assessments on other dates. You will need to give us a minimum of 3 months' notice, a minimum of 3 motivated candidates and the date of when you would like the course to be run.

Go to the Custom Courses page on the website **www.nzoia.org.nz/qualifications/courses/custom-courses** for details on how to arrange a course.

Course Costs

All courses run by NZOIA are discounted for members and heavily subsidised by external funding.

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

www.nzoia.org.nz

NZOIA
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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/guiding 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 or guiding. / A reflection on any aspect of outdoor instruction/guiding that you think would be educational and beneficial for others to hear.

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





bivouac/outdoor
COMMITTED TO ADVENTURE

we ARE climbing

Black Diamond
EXPED
OR OUTDOOR RESEARCH
OSPREY
patagonia
SCARPA
SEATOSUMMIT
THE NORTH FACE

Isaac Buckley working strenuous moves on Katalepsis (32), Babylon, Fiordland
Photo: Tom Hoyle

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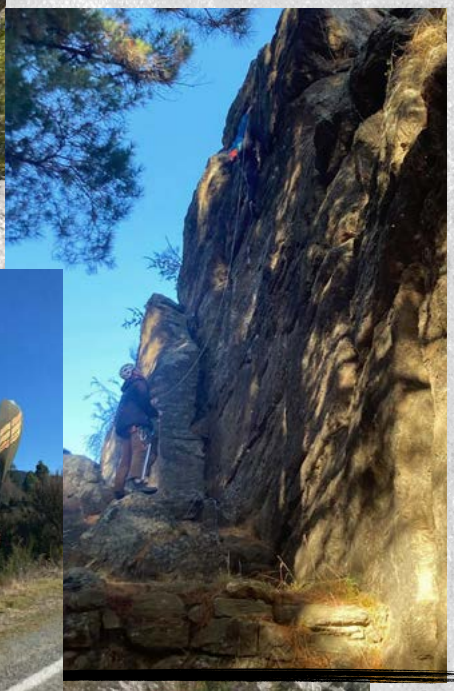
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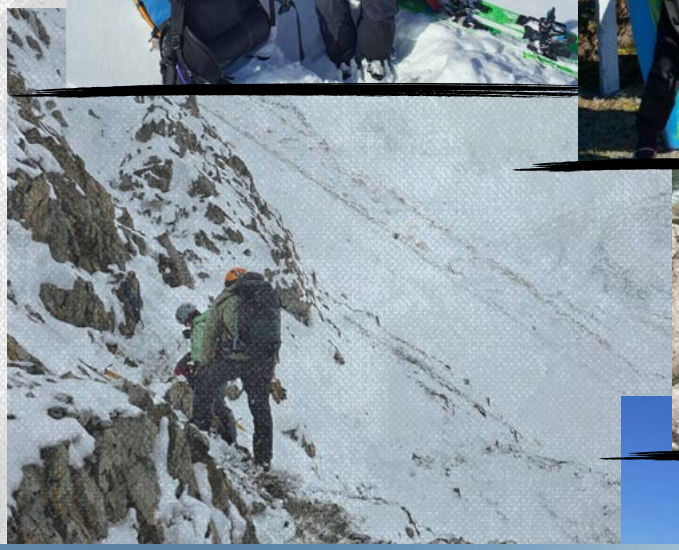
PLANTING THE SEEDS OF ADVENTURE

















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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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