



# QUARTERLY

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

ISSUE 73: JULY 2016



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Whether it be training, assessment or revalidation we are happy to run a custom  
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Contact the programme and membership manager to discuss your needs and  
we'll do our best to make it happen. Costs may vary from scheduled courses and  
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**Email: admin@nzoia.org.nz Phone: 03 539 0509**

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Half-page advertisement, black & white only	horizontal 186 mm wide x 132 mm high	\$115 + gst
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*Cover photo: Wakatipu High School students at Lochnagar, by Dawn Aspin.*

*NZOIA gratefully acknowledges the financial support of the following organisations:*



**Thoughts from the Board**

**Opportunity to Influence**

I'll be stepping down from the Board at the AGM in October.  
Here's a quick reflection and nudge to anyone else who is  
pondering their ability to influence.

Rewind eight years and it would be fair to say that I was  
disengaged from my professional organisation. I paid my  
membership fees when I had to (when I was sitting an  
assessment), and didn't really value what I got for my money  
otherwise.

I had just finished an assessment and was a bit irritated by the  
process and result (yes, I passed). A bit disgruntled at "them"  
and what "they" were doing or not doing. Who were "they"  
anyway?? Next thing you know I find myself sitting in the NZOIA  
AGM tacked onto the end of the then ONZ forum. I guess that  
qualified me as engaged.

There was a seat on the Committee (as it was back then) going  
free and a resounding silence in the room when nominations  
were called for. Whilst I was quietly ruminating on whether I  
had any responsibility to stop moaning and get involved with  
"them", my neighbour, with ninja-like stealth simultaneously  
elbowed me in the ribs (removing any ability to protest) and  
manoeuvred my arm into the air. There I was, nominated,  
elected, unopposed. My stammering of "going overseas, no  
time, umm umm" fell on uncaring ears.

And so began eight years of engagement.

From an altruistic perspective, I feel like I've contributed  
positively. I believe in the purpose of NZOIA. It has faced  
massive challenges and come out the other side stronger and  
steadier.

From a self-interested side, it's been an excellent professional  
development pathway.

It's been stimulating, challenging, eye-opening, frustrating and  
(I won't lie) infuriating at times to be involved in the sector at  
a more political level, with just enough successes to keep me  
coming back for more.

I think the sector and NZOIA itself has moved from a very  
fractured, patch protection mentality into a much more  
collaborative space. We've wrangled our way through a lot  
of challenging issues. The introduction of Revalidation, TRoQ,  
Adventure Activity Regulations, Skills Active partnership, office  
relocation from Wellington to Nelson, the shift from employing  
a Chief Executive to having managerial support provided by  
NZ Recreation Association in Wellington, are but a few of the  
Board adventures over the past eight years.

While I feel like I've done my dash on the Board, I think now is  
a great time to be involved. There are still big strategic issues  
to be addressed around role, provision of services, breadth  
of qualifications and more. You'll get to work alongside some  
savvy, talented, passionate people.

If you're interested in the future direction of NZOIA - stand for  
election. I wholeheartedly recommend the journey.

Thanks to all the past and current Board members who've  
tolerated a "family friendly" meeting culture and otherwise  
supported me through my governance learning curve. Also  
thanks to the team in the office who do a fabulous job for NZOIA  
under sometimes challenging expectations.

*Jo Parsons is based in Hokitika where she doesn't quite manage to  
keep all the balls in the air juggling two dynamic daughters, contract  
work and attempting to recreate. She assesses Kayak and Bush at  
Leader level, holds Rock and Kayak 1, Bush 2 and once upon a time  
ago held Kayak 2.*

*Jo Parsons, Retiring NZOIA Board member*



# The Capital Connection:

## Future Proofing NZOIA and the Active Recreation Sector

In early June Gill and I attended a workshop organised by Sport NZ to look at “future proofing the Active Recreation sector”. So why were we there? Because outdoor recreation fits fairly and squarely in the definition of active recreation and we wanted to make sure that everyone was reminded of that and would consider outdoor recreation as a valued and valuable contributor to New Zealanders’ lives whether it be from a health, economic, social or fun perspective.

It was reassuring to hear some of the common themes very much supporting what NZOIA is all about:

- the importance of developing people, as ultimately you need highly skilled and motivated people to deliver safe, enjoyable experiences to participants
- the need for increasing and more meaningful collaboration and partnerships across the sector to meet the changing needs of participants

Another theme that was coming through loud and clear was the need to monitor, evaluate and review what is being offered and how. This is something that is front of mind for the NZOIA Board and staff at the moment as we look at our performance against indicators agreed with both Sport NZ and Water Safety NZ in last year’s investment agreements with them, and we pull together funding applications for 2016/2017.

This investment is incredibly important to NZOIA and in turn to you, as without it we would not be able to employ staff of the calibre that we have and course fees would be considerably dearer.

I know some of you weren’t entirely satisfied with the service provided to you when Penny was incapacitated from her ski accident. NZOIA runs a very tight budget that doesn’t allow for

duplication in staff roles. While other staff worked longer hours, it also takes time to pick up new responsibilities, and while no-one is indispensable, Penny is as close as it gets!

As I’m sure many of you know from your own efforts to secure funding, it is getting harder to do and comes with a lot more reporting requirements. More and more organisations are very specific about what they invest in and want to see clear evidence of impact. NZOIA needs your help to show impact to justify both the investment we have had and secure more. Funders are not just interested in the number of people that become qualified instructors and guides – they are more interested in what impact those instructors and guides are having on the people they work with. For Sport NZ their focus is young people and for Water Safety NZ it is children 5 – 13 and males 15 – 25 and over 45.

Your use of the on-line log book can help show the reach/ impact of NZOIA members. Sonya is looking for ways to make the log book more user friendly. We will also look to run a member survey later in the year to cover off a number of topics including who and how you work with people and what impact the Adventure Activity Regulations are continuing to have on you and your operations. If we are to advocate for change to the Adventure Activity Regulations on your behalf we need to know specific details of its impact. We are advised by WorkSafe NZ that they have contracted a review of non-conformities identified through the audits to date. This work is being carried out by Shane Galloway. If you have been contacted by him or have received an on-line survey and have any views it would be useful for NZOIA to be aware of please talk to one of the Board members or flick an email to [board@nzoia.org.nz](mailto:board@nzoia.org.nz)

*Deb Hurdle, Executive Services Provider, NZRA*

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



### Benefits of the online logbook include:

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

### Things you should know:

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



Alpine 2 now has well specified prerequisites and a pathway that is a strong base for instructing and guiding peaks up to Grade 2, of less than 3000 metres.

It has taken 25 years of NZOIA commitment, experience and instructor involvement to get to this point. As with all qualifications, training and assessment, Alpine 2 is based on living documents that are influenced by many things including public expectation, recreational standards, professional standards, laws and regulations.

At the Alpine 2 level there is a high component of field work that requires strong abilities in alpine guiding ie; leading clientele through variable mountain terrain, and management of your own and their safety in the environment. This is the way that it has been since the Alpine 2 qualification came into being.

I can remember an icy winter day on the top of Mt Taranaki while guiding a client down from the exposed point of Sharks Tooth, meeting with a John Entwisle led party that was in the process of formatting the NZOIA standard. John invited me to join the discussion of what would be expected of an NZOIA Alpine 2 instructor. My comment was that it should be exactly what I was doing; essentially a 50/50 mix of instructing and guiding – it can’t be any other way.

Literally hundreds of days have followed for me since then, sometimes the equation changes and the guiding component can creep up to almost 100%, but the instructional component can never get to 100%. Client care, safety management and leadership never stop and they are key guiding skills required on all trips in the mountains.

What I do in the mountains as a professional hasn’t really changed in 35 years. I’m still taking full responsibility for what I do and how I do it, and all persons under my care.

I have spent many days rubbing shoulders with all manner of mountaineering professionals, which prior to NZOIA gave me the awareness and confidence to carry out mountain activities that all had good outcomes.

I became aware that there were many guides and instructors that had different opinions and that they came from varied

backgrounds, but what was clear, was that all at some time had been measured for baseline skills and knowledge and this was identified as an industry qualification.

My experience in the European Alps in the 1980’s identified that there was a different approach there as well; older cultures and people who lived in the mountains rather than just visited them for recreation or occasional work. The crucible of alpinism and guiding taught me that there were indeed different ways of doing things and also how to deal with varied clientele and numbers of people in the mountains. In Austria I fitted with the culture and the ‘mountain ways’ of the people, I proved myself useful and capable with fellow guides on the Grossglockner and learned plenty. On the Matterhorn I ran the gauntlet with other guides and climbers, literally up to 200 on any given summer day, being aware of others and how they were managing their activity was as important as what I was doing.

## Alpine 1 versus Alpine 2

**Alpine 1 Instructional Scope:** The holder of this qualification can organise, instruct and lead trips in alpine or snow environments in all seasons. Trips are in non-technical terrain where a rope is not normally required. Trips can include unroped rock scrambling e.g. Mt. Temple (Arthur’s Pass) in summer conditions.

**Alpine 2 Scope:** The holder of this qualification can organise, instruct and lead:

- Multi-day alpine climbing trips up to grade 2 on peaks less than 3000m
- Trips on easy glaciated terrain where travel is straight forward. Crevasse hazards may be present and options exist to reduce or eliminate exposure to risk through route selection

## Alpine 1.5???

NZOIA Alpine 1 has become a ‘standard’ for the leaders of basic snow craft, non - technical travel, snow survival and introduction to basic mountain equipment. This is primarily



what is required for schools, clubs and recreational groups looking for a basic snow/alpine experience. The main responsibility is to manage the safety of the group and interpretation of the environment through non-technical travel and simple terrain.

So what of the ‘Alpine 1.5’ ?

I am referring to the experienced Alpine 1 instructor that has not been assessed for Alpine 2, but claims ability to safely operate in a technical activity or environment beyond the scope of Alpine 1.

Two options are available;

- Gain the experience and prerequisites for Alpine 2 and sit the assessment.
- Within your company/operation specify activity, training and operation parameters, get assessed ‘in house’ and have this process documented and audited to the required Adventure Activity Regulation standard.

For example I recently enquired to WorkSafe NZ for clarification regarding guided climbing to the summit of Mt Taranaki. I was a guide doing this activity for 20 years and was required by DoC (prior to the Adventure Activity Regulations) to hold NZOIA Alpine 2 to carry out this task. I learned over time, seasonal changes and 1300+ ascents that the requirement for this level was well justified.

Clarification of this activity from a WorkSafe representative:

*For the avoidance of doubt operators providing guided tours that include summiting Mt Taranaki in any season, will be providing an Adventure Activity where all the other regulatory criteria are satisfied.*

*i.e. the activity is:*

- *Delivered in return for payment and;*
- *Is a land based activity and;*
- *Is for the purpose of recreation/ education and;*
- *Involves the participant being guided, taught how or assisted to participate and;*
- *Summiting Mount Taranaki does expose a participant to a risk of serious harm that must be managed by the provider of the activity and;*
- *With regard to summiting Mount Taranaki, failure of the management system is likely to result in serious harm of the participant and the participant is deliberately exposed to dangerous terrain.*

At some point an auditor plus technical expert must make a decision around what level of measured competency is required to undertake being a guide on this activity. In my opinion the Mt Taranaki example requires an Alpine 2 or NZMGA climbing guide to match with the nature of the environment and type of activity, eg: “.... *the participant is deliberately exposed to dangerous terrain*”.

The general public/tourists have an expectation that their guide/ leader has a full (measured) mountain competency to cope with all possible events on the journey/activity and this should be reflected in a registered safety audit.



The weather and nature of environmental conditions can affect how the activities are managed but should not suddenly render the activity ‘out of scope’ for the guide/instructor, because they technically had a very narrow operational scope. It is not a question of who might consider themselves to be capable of this, it should be a reflection of current measureable industry standards regarding environment, exposure to risk and technical requirements.

The NZOIA Alpine 2 qualification fills a valuable role in New Zealand mountain education and tourism. The award holders provide a high standard of instruction and guiding in the New Zealand mountains and decisive leadership/mentoring for companies and individuals working in mountain activities.

Unacceptable outcomes (rescue, injury, death) of professionally led adventure activities will bring about decisive action by WorkSafe NZ and other government agencies. No individual or company wants to deal with this, it is onerous and can be life changing for all involved.

### Advice

- Often the hardest decision is to turn around or pull the activity back to being more manageable. Carefully analyse your participants, environment and the anticipated outcomes. No one will ever thank you for pushing the risk of an activity that ends badly. I find that any activity in the mountain environment is adventurous and proffers great learning. The key is just how you manage and use it.
- There is no such thing as being ‘over qualified’. The most skilled and experienced are the best people to teach basics and format activities for novices.
- Be a specialist. The Alpine 2 instructor/guide needs to be a lifestyle climber-mountaineer and be ‘well-armed’ with experience and judgement, including plenty of current recreational activity.
- Do not underestimate the Alpine 2 assessment process; the prerequisites are there for a reason – to identify a person ready for the assessment and future work. Find a personal mentor (Alpine 2 or NZMGA), get info, advice and training. Attend a NZOIA training – they’re good value for money.
- If you want to progress to become NZMGA qualified, do not underestimate those requirements that are beyond NZOIA Alpine 2. You would be moving into taking responsibility for clients in a more extreme alpine environment and activity level, higher than is assessed for Alpine 2.

Chris Prudden, NZOIA Alpine 2 Assessor and Technical Expert

# YOU AND THE HSW ACT

## HEALTH AND SAFETY AT WORK ACT 2015

STU ALLAN

Let’s be clear right off: I’m not a lawyer and this is not a legal opinion. Furthermore, there are no test cases. Nevertheless, the HSW Act is not rocket science, so here goes.

### In a nutshell

Despite the usual over-excitement around new legislation, it’s probably best to see the HSW Act as clarifying responsibilities rather than introducing many new responsibilities.

In a nutshell, what is clear for guides and instructors is:

- You have duties under the new Act – a self-employed contractor is a business entity (the Act calls it a PCBU); a chief executive is an Officer; and other staff are Workers
- Workers must take reasonable care to keep themselves and others safe
- Your employer must provide a safe place for you to work, eg training, safe systems, and protective clothing and equipment (unless you genuinely prefer your own, eg parka, helmet, harness, rope, crampons, ice axe, and PFD)
- Wherever you guide or instruct will be deemed to be a workplace for the time you’re there, which removes any doubt stemming from the 2007 Rangitikei rafting incident
- There is a risk focus (what really bad stuff could happen?)
- Incident reporting to the health and safety regulator extends to some near misses
- You must ‘consult, co-operate and co-ordinate’ when there are overlapping business entities, eg when an instructor contracts with a school, you share responsibilities and need to be clear on who is responsible for what
- You can expect to see Officers of your PCBU (directors, board members, chief executive) visiting your workplace to better understand the operation
- The regulator can prosecute up to 12 months after finding out about an incident, or up to six months after a coroner reports

### Why a new Act then?

The 2010 Pike River tragedy led to a major review, which brought to our attention that NZ workplace fatalities were about double those of Australia and three times those of the UK (although comparing apples to apples internationally has its challenges). The review argued that these accident rates reflect the different safety cultures of our societies.

‘Health and safety culture differs depending on where you were born’ was the observation of the prominent lawyer Mai Chen when comparing NZ and Vietnam workplaces. She meant that NZ work practices are built on our safety culture, which differs from that of Vietnam, eg picture towering bamboo scaffolding.

But NZ safety culture also differs from that of Australia and the UK.

The government realised that NZ society has accepted incidents too readily (‘shit happens’), along with the financial and social costs. The HSW Act is one attempt to change that by clarifying responsibilities and increasing penalties for reckless behaviour.

### That commercial pressure

Rebecca Macfie, in her book *Tragedy at Pike River Mine*, often writes about the commercial pressure, eg *The push was on to start hydro mining; dealing with the gas issues had taken a lower priority than getting coal out.*

Obviously, organisations can’t survive unless they provide quality products or services and keep money coming in. The outdoor sector is no different, and guides and instructors go out of their way to provide quality experiences, even when conditions are poor.

Instructors feel pressure to achieve course goals even when it’s raining or the sea is rough, eg the 2008 Mangatepopo canyoning incident and the 2012 Paritutu rock scrambling incident; and guides sometimes strive to pull off trips when the snow’s unstable, eg the 2009 Canterbury Ragged Range heli-skiing incident.

Clearly, it’s critical to review the environmental operating range for each activity you provide. This could be river levels for boating, canyoning, and caving; swell levels for coasteering, sea kayaking, wind surfing, sailing, and coastal rock climbing; wind levels for activities in trees; and the snow stability for snow travel.

An activity review must consider whether the operator’s standard operating procedures or activity management procedures align with good practice, particularly the Activity Safety Guidelines, which you can see at: [www.supportadventure.co.nz](http://www.supportadventure.co.nz)

However, the HSW Act doesn’t say that exactly. What it does say is that you need to take all reasonably practicable steps.

### All reasonably practicable steps

Arguably, the HSW Act raises the bar to ‘...the highest level of protection against workplace hazards as is reasonably practicable...’

WorkSafe is charged with regulating workplace safety (along with Maritime NZ and the Civil Aviation Authority) and they’ve been given more resources to do the job, eg more inspectors. They have a stronger mandate than previous regulators, and they’re more active enforcing the law. ►



In 2015, 45 organisations were sentenced for health and safety breaches across 31 industries. Recent outdoor sector prosecutions involved a Christian camp in 2015 (a supervision deficit on their ropes course) and a kayak rental company (2016 – proceeding). Importantly, when all reasonably practicable steps were taken, WorkSafe didn't prosecute a heli-ski company after a 2015 incident in Otago.

Organisations should review their safety management system with 'all reasonably practicable steps' in mind. In particular, the activity procedures that spell out how an activity will be provided are documents that guides and instructors should have strong input into, ensuring they align with good practice.

## Workers' responsibilities

You must take reasonable care to keep yourself (and others) safe, eg you should use a personal safety system when you're working above a drop, just as you wear a PFD when kayak guiding or instructing. Furthermore, you must engage on safety matters, follow any reasonable instructions, and follow your organisation's procedures.

These procedures include reporting incidents, something the sector is getting better at, although reporting near misses is surely under reported. The HSW Act requires some near misses to be reported to the regulator, which sharpens the focus on these free lessons.

But filling in an incident form is just one step in a learning process. Guides and instructors should insist that managers ‘respond in a timely manner’, unlike at Pike River where Rebecca Macfie reported a miner’s frustration: *What should happen if there’s an incident is that ...there ought to be a detailed explanation of what happened, how to avoid it next time, and what to look out for.* In light of the explosion in the mine, check out one of his incident reports below.

## Overlapping responsibilities

Often guides and instructors contract to provide activities for a school or other entity under their own safety plan. In these cases, two overlapping entities must discuss who is responsible for what and how they will do it, eg when a teacher accompanies a group you've contracted to instruct, are both parties clear on what the teacher's role is?

In 2002, an investigation into a kayaking incident on the Buller raised questions around different entities' responsibilities. Those questions are more pointed under the HSW Act, which explicitly requires parties to 'consult, co-operate and co-ordinate'.

## So, what does the HSW Act mean for you?

**Guides and instructors need to:**

- **Contribute to a strong safety culture, eg discuss safety with other guides and instructors, raise safety concerns, and follow up on incident reports**
- **Contribute to reviews of activity procedures against good practice, and work according to the organisation's activity procedures**
- **Discuss who is responsible for what and how it will be done**
- **Check conditions before and during an activity, and halt an activity if you think it's unsafe**
- **Preserve an accident site, eg belay ropes, abseil ropes, and anchors**

**Isn't that what you've always done?**

<b>SECTION 4: Identify the Potential Root Causes</b>			
Immediate Causes (tick and describe)		Basic Causes (tick and describe)	
<b>Substandard practices</b> <input type="checkbox"/> Operating equipment without authority <input type="checkbox"/> Unaware of hazard <input type="checkbox"/> Failure to secure <input type="checkbox"/> Operating at improper speed <input type="checkbox"/> Not following procedure <input type="checkbox"/> Removing safety devices <input type="checkbox"/> Using defective equipment <input type="checkbox"/> Failing to use PPE <input type="checkbox"/> Improper loading <input type="checkbox"/> Improper placement <input type="checkbox"/> Improper lifting <input type="checkbox"/> Improper position for task <input type="checkbox"/> Servicing equipment in operation <input type="checkbox"/> Horseplay <input type="checkbox"/> Under influence of alcohol/drugs <input type="checkbox"/> Making safety devices inoperable	<b>Substandard conditions</b> <input checked="" type="checkbox"/> Inadequate guards or barriers <input type="checkbox"/> Inadequate protective equipment <input type="checkbox"/> Defective tools, equipment or materials <input type="checkbox"/> Congestion/restricted action <input type="checkbox"/> Inadequate warning system <input checked="" type="checkbox"/> Fire & explosion hazards <input type="checkbox"/> Poor housekeeping, disorder <input type="checkbox"/> Noise exposure <input type="checkbox"/> Radiation exposure <input type="checkbox"/> High or low temperature exposure <input type="checkbox"/> Inadequate or excess illumination <input checked="" type="checkbox"/> Inadequate ventilation <input type="checkbox"/> Weather	<b>Personal factors</b> <input type="checkbox"/> Lack of knowledge/training <input type="checkbox"/> Lack of skill/inexperience <input type="checkbox"/> Lack of concentration <input type="checkbox"/> Stress <input type="checkbox"/> Misconduct <input type="checkbox"/> Language difficulties <input type="checkbox"/> Inadequate capability <input type="checkbox"/> Improper motivation	<b>Job factors</b> <input checked="" type="checkbox"/> Inadequate leadership/ supervision <input checked="" type="checkbox"/> Inadequate engineering <input type="checkbox"/> Inadequate purchasing <input checked="" type="checkbox"/> Inadequate maintenance <input type="checkbox"/> Inadequate tools, equipment, materials <input checked="" type="checkbox"/> Inadequate work standards <input type="checkbox"/> Abuse <input checked="" type="checkbox"/> Wear and tear <input checked="" type="checkbox"/> Inadequate procedure <input checked="" type="checkbox"/> Safety rules not enforced <input type="checkbox"/> Insufficient staff numbers <input checked="" type="checkbox"/> Sub standard/no training <input checked="" type="checkbox"/> Substandard work practice
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>What was the ROOT CAUSE of this event?</p> <p><b>POOR VENTILATION MANAGEMENT.</b></p> </div> <div style="width: 50%; border: 1px solid black; padding: 5px;"> <p><b>Q1, WHO IS THE MINE VENTILATION ENGINEER???</b></p> </div> </div>			
<p><b>VERY INADEQUATE VENTILATION, POOR STOPPINGS. VENTILATION LEAKAGE HIGH PERCENTAGE</b></p>			
<b>SECTION 5: Remedial Actions Recommended, Including Any Injury Prevention &amp; Training if Required</b>			
Follow up of Event: What investigation/action has or will be taken to prevent a recurrence?			
<b>VENTILATION ENGINEER REQUIRED</b> <b>CONSTRUCT PERMMENT STOPPING ETC TO CONTROL VENTILATION</b>	By Whom	By When	Date Completed
THIS A			
<p><b>REQUIRE IMMEDIATE FEED BACK WITHIN 4 DAYS - OR I WILL WRITE A FORMAL LETTER TO THE MINES INSPECTOR</b></p>			
New Hazard Identified - has this been added into the Hazard Register?		No <input type="checkbox"/>	
New Controls Implemented - Have these been recorded in the Hazard Register?		Yes <input type="checkbox"/> No <input type="checkbox"/>	

**8.**

To more fully understand what the HSW Act 2015 means for you, I suggest you read Matt Bennett's article in NZOIA's November 2015 Quarterly, and WorkSafe's plain English guidance document, which you can see at: [www.business.govt.nz/worksafe](http://www.business.govt.nz/worksafe). Well organised guides and operators shouldn't find much to keep them awake at night.

Stu Allan wishes to thank Rachael Moore, Matt Bennett, and WorkSafe for their comments on this article.

**Stu Allan, Tourism Industry Aotearoa Adventure & Outdoor Project Leader, NZOIA Board member**

# We want your story!

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

Articles could be:

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

**Contact Jen Riley, the editor with your ideas and for guidelines: [editor@nzoia.org.nz](mailto:editor@nzoia.org.nz)**



**Congratulations**  
**on these recently gained NZOIA Qualifications!**

<b>Abseil Leader</b>	Steve Harvey, Henare Peta, Jonnie Peter, Jenna Karena, Blair Marcus, Daniel Napier, Adam Lea, Eilish Alfeld, Claudia Petrie, Elsa Mannering
<b>Bush Walking Leader</b>	Paul Jefferson, Stephen Miller, Jenna Karena
<b>Bush 1</b>	Russell Jacobi, Ingrid Booiman, Russell Higham, Kieran McKay, Roger Miller, Sylvie Meyers, Lacey Beadle, Alex Crisp, Diane Garside, Kirk Milligan, Chase Evison, Tim Tracy, Donald Fawknor
<b>Bush 2</b>	Emlyn Wright, Marianne Widmer, Jorn Haack
<b>Canyon 1</b>	Richard Bramley
<b>Canyon 2</b>	Russell Hodgson
<b>Kayak Leader</b>	Ashleigh Suisted, Mark Adams, Erin Hancock
<b>Kayak 1</b>	Jonathan Taylor, Brydhi Stark, Caitlyn Foran, Tim O’Sullivan
<b>Rock Climbing Leader</b>	Angie Stoddart, Steve Harvey, Henare Peta, Jonnie Peter
<b>Rock 1</b>	Melissa Harris, Rachel Curtis, Stephen Shaw, Jock Barr, Luca Goy, Gavin Barry-Morgan, Kate Parr, Nigel Seebeck
<b>Rock 1 – Sport Climbing Endorsement</b>	Jonathan Taylor, Anabella Silva, Blythe Southern, Caitlin Sprunt
<b>Sea Kayak 1</b>	Dave Annear, Gwynrydd Rees, Rachel Curtis, Paul Skerton, Joshua Leenhouders, Craig Moore, Samara Thursfield, Matthew Rothwell, Benjamin Smedley, Tim Taylor, Hillary McDonald, James Crean, John Rice

**NZOIA**  
Excellence in Outdoor Leadership



# QUALIFICATION UPDATE AND DEVELOPMENT

PENNY HOLLAND

## Cave

The NZOIA Cave qualification review was completed in December 2015 and the resulting documents are up on the **NZOIA website** ready for delivery. An exciting new development is the introduction of a Cave Leader qualification which is designed for leaders organising and managing trips of up to three hours duration in horizontal caves where a maximum drop height of 3m is not exceeded. This qualification was designed for teachers, and guides working for commercial operators. This is hoping to fill a gap that the expired Cave Streamway Guiding assessment left behind. Once the TRoQ review is complete NZOIA will benchmark the Cave Leader to Skills Active and provide holders of the NZOIA Cave Leader with a pathway to obtain the NZ Qualifications.



The Cave 1 and 2 syllabus and assessment guides now provide a clearer picture of what is expected for candidates turning up to sit these assessments. Abseiling has been included in Cave 1 as it was said to be in common use in the industry at this level. Cave 2 is focused on multi-pitch experiences in deep caves and the running of comprehensive SRT courses.

Thanks to Kieran McKay (NZOIA Cave assessor and representative of the NZ Speleological Society), Christopher Stephenson (NZOIA Cave 2 holder and High School Teacher), Doug Sowerby (NZOIA assessor and Hillary Outdoors tutor) and Logan Doull (Black Water Rafting Operations Manager) for being on the Technical Committee and shaping these qualifications.

We have recently advertised for some new Cave assessors in the North Island to resource these new look qualifications and have received some great applications for these places.

## Rock and Wall

An internal review of the Rock and Wall qualifications is underway. The latest versions of these qualifications have been running since 2012 and 2013 respectively. This review will consider what we have learnt from running them, what changes have occurred in the sector, any technical discoveries and what the current demands are from industry.

## Qualification Review

NZOIA and the Technical Committee review team will need to consider the current Activity Safety Guidelines, the Skills Active qualifications that any syllabus have been benchmarked to, the TRoQ review, feedback from assessors and the inclusion of guiding into the qualification system as decided by the NZOIA board.

NZOIA will undergo a regular review of its qualifications on a rotational basis. Once the TRoQ qualifications become available we will match our review schedule to work with Skills Active on this.

## Qualification Development

NZOIA is currently exploring the development of some new qualifications.

- We are working with the Kathmandu Coast to Coast to develop a Multi-Sport Kayak Instructor qualification
- We are working with Skills Active, Cycle New Zealand and commercial operators to develop Mountain Biking Instructing/Guiding Qualifications
- We are working with Wero Whitewater Park to explore Artificial Kayaking Instructing / Supervising Qualifications

If you are interested in having any input into these please contact Penny Holland at: [admin@nzolia.org.nz](mailto:admin@nzolia.org.nz)

Penny Holland, NZOIA Operations Manager

# ABSEILING WITH WHEELCHAIRS

KATE PARR



Early in 2015 I was approached by Margaret McQuillan of the Hamilton Ryder Cheshire Foundation to see if I could stage an abseil day last December for some of her clients, many of whom were in wheelchairs or had limited or low mobility issues.

I have worked in the outdoor industry for over 26 years and whilst I have run many wheelchair abseils (indeed I once spent a whole winter season in the UK pouring and tamping down concrete to build one) it had been a while, so I wanted to ask around and see if anyone had any current operating procedures or diagrams on set ups that they were happy and willing to share with me.

I spoke to many instructors who had 'yeah done it before' but no one had anything that they could share on best practice or standards so that I could put together a quick and easy to understand operating procedure.

I emailed a few of the bigger wheelchair adventure outdoor centres in the UK, one of whom invited me to join them on some training but I didn't think that I could foot the bill of a return flight to the UK!

One day I called the infamous Mr. Jones up at AUT; he confirmed all that I had researched (there are lots of pictures on Google) and we discussed the importance of where to link the safety and main lines to the chairs etc. When I bemoaned that no one had anything to share with me, he told me to 'write an article for the Quarterly magazine and you share your information.' I thought that fair enough so here I am!

I run First Step Outdoors, a small adventure provider based in the Waikato. I also run the Pirongia Forest Park Lodge, an outdoor education facility nestled at the base of the Waikato's largest mountain, Mount Pirongia. The lodge is lucky to boast a purpose built climbing wall with a wheelchair abseil feature. The first of its kind in NZ, 25 years ago it was constructed by the Royal Navy – involving digging out a hill, installing huge girders and spraying tonnes of concrete!

I set up a trial day and had borrowed a wheelchair from one of the future participants and with the help of Bruce Postill (ex MSC Abseil Assessor) and Doug Faulkner (ex MSC Abseil instructor) we set out to see how we could best run an abseil session for a group of clients whose needs and abilities were quite diverse.

We had a nice run in on a grassy hill that got progressively steeper as it went down. We figured that if we used Doug's 4x4 truck as our anchors we could set up our systems to transfer across to the top of the abseil wall.

As I was the 'boss' I drew the short straw and was the crash test dummy, being sent down the hill first. The set up worked well, the wheelchair was brand spanking new and I got up a great speed heading down the hill.

It is interesting to do a sport that I do regularly in another position, I highly recommend it! When you roll backwards over a steep bit of the hill you really don't know exactly how steep it will be and how the wheelchair will perform; a great activity.

On the day of the activity the heavens opened, there were lots of phone calls, but we advised Margaret we were ready to go come rain or shine. She had a staunch group of 'die-hard' clients who were still really keen to give it a go.

After the initial safety briefing it was time to kit up the group into harnesses. This was something that was easy to do with some of the mobile clients but needed a fair amount of helping hands for the larger clients who were in chairs, especially as we were working around catheter bags etc. Lots of communication, clear instructions and a few apologies of where we were grabbing and lifting, and the harnesses were on. We also wanted to use chest harnesses.

We decided on running the first abseil down one of the steepish hills here at the lodge (we are, after all, operating on a mountain). That way, all the client group could have an understanding of how the rope system would work and how





Bruce Postill, Karen and Kate kitting up.

### Things to Consider:

- Instructors: do some training about appropriate language to use and ways to help empower the clients, it can be so easy to patronise someone – even though you are just trying to help.
- Find out as much about the clients before you meet them – if you ask someone if the client can walk – it pays to ask how they think they can handle walking backwards! Also hand mobility – can they hold a rope? Do they wear a catheter? Do they own a manual wheelchair? Can they fit in a borrowed chair on the day?
- Do a really good safety briefing and explain how the event will run – many of the clients hadn't even seen a harness before, let alone put one on.
- Ask questions and discuss everything with the client as you go – what we perceive as possible problems are often sorted out by chatting through, e.g. putting on a harness for a lady with prosthetic legs.
- Don't do a really long abseil – the weight on the safety rope became quite heavy for the clients and was really hard to keep pulling through the Italian hitch at the top.
- In the set up, be aware of the instructor abseil line; you don't want it coming over the client's chair and/or head.
- Give yourselves lots of time! Each client will take longer to get through the abseil than an able bodied person.
- Figure out how to get the clients back up the abseil site again!

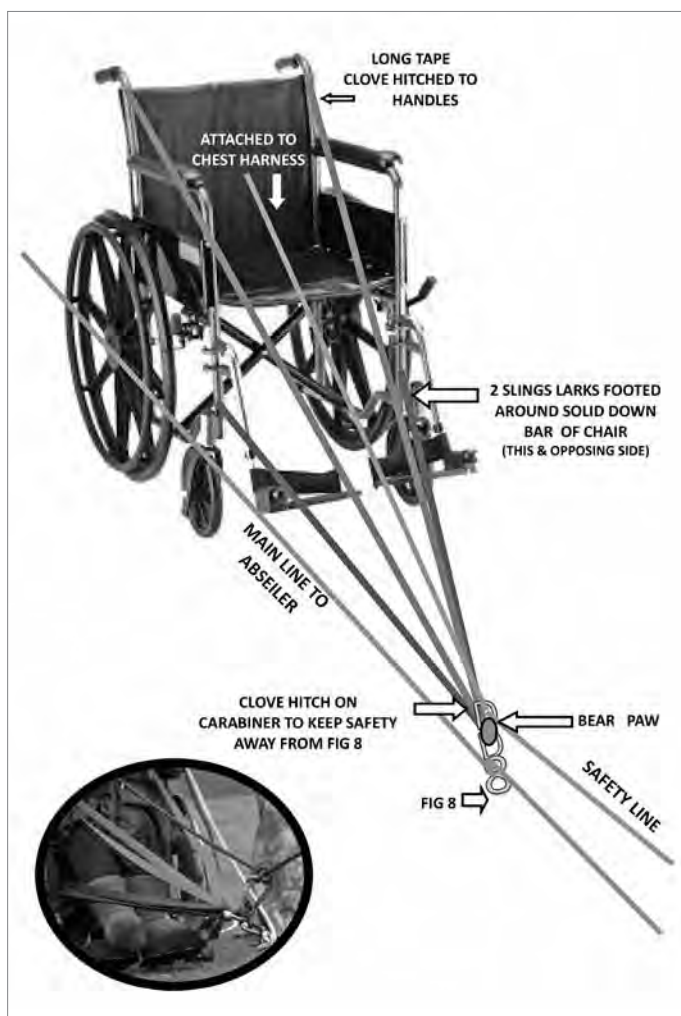
it would physically feel. More importantly, we could walk instructors down either side of the clients who were able to walk but had lower limb mobility issues.

Then we were off, the rain didn't stop us. Some of the clients had disabilities that affected the use of their hands and so the instructors had to walk behind and help guide the client and the rope through their hands.

For those in wheelchairs, we had an instructor behind them slightly guiding the wheelchair if and when necessary. The one factor in all of this that we discussed at length was how we were going to get the clients back up the hill again. I approached one of my local schools, Te Pahu, and got a group of enthusiastic students who effectively became our 'reindeer team' and were happy to tow the clients back up using the slings attached.

The clients who were not using the chairs all had an abseil and with the two instructors supporting either side (or helping to hold the main line when gripping ropes was a difficulty) they made it to the bottom safely and in jubilant frames of mind.

We then shipped the whole rig across to the abseil wall so that those in chairs could complete the steeper version. This was a successful activity for all of the clients. Margaret said that this day would have been a real life changing experience for many of her clients as often they are limited in what they can and can't do because of the abilities.



### Key Principles – Set Up

1. Wheelchair is stabilised with four point connection (see diagram) so they are all equally loaded when the chair is correctly orientated.
2. All four point connections are brought into a central point 1m or so in front of wheelchair – connected together on a Bear Paw with the figure of 8 (or ATC) attached in front.
3. Do a practice run with the chair making sure that it won't tip backwards – adjust accordingly (send boss down first!).
4. Participant's safety via a clove hitch at Bear Paw (to keep away from fig. 8), keep enough slack in connection from participant to Bear Paw so as not to pull them forwards.
5. Abseiler with prusik for back up, so they have a hand free to manage chair (or has separate safety line to Bear Paw or on a separate safety operated at top by another instructor).
6. **WARNING:** Make sure that slings and all attachments to wheelchair are on parts that won't come off, or move, e.g. attach to non-moving and strong parts as some wheelchairs can pull apart pretty easily if you attach in the wrong place.
7. Ensure client is safely clipped into their wheelchair – all the safety gear in the world won't keep them in the chair if they aren't clipped in!
8. Set up: give yourself a long run in from your anchors to your start point – often there are lots of people floating around and helping and also because the figure of eight is extended so far in front of the wheelchair you need that additional space.
9. You may wish to double up main line to add further friction on abseil device for client in chair.

I am happy to share information with anyone should they need further help or support: [info@firststepoutdoors.com](mailto:info@firststepoutdoors.com). Also keen to hear from others (next issue?) who wish to contribute to this subject – maybe you do this differently or have other learning to add?

Thanks to all of the wonderful Ryder Cheshire Clients and the amazing Margaret McQuillan.

Kate Parr, First Step Outdoors Ltd



Te Pahu School 'reindeer team'.



Doug Faulkner and client on abseil.

### Note from the editor:

I asked John Entwisle, who has a few years of abseiling under his belt, to share his experience and thoughts on abseiling with wheelchairs. This was his response:

*"I've never lower abseiled a wheelchair but have done plenty of barrowboy / girl stretcher lowers which I guess are similar.*

*It seems to me that in this situation, the person in the wheelchair is being lowered while being guided by 1-2 abseilers so rather than using an Italian hitch, which seems to create a problem by being difficult to feed, why not try using a belay plate device with a redirect so that the controller can still stand at the edge to see what is happening. If a stop is needed this can be locked off at the redirecting carabiner.*

*As for the abseiler I'd suggest putting the back-up prusik on the belay loop of the harness with the abseil device on a daisy chain well above the prusik. This is the modern standard in that if there is a mistake the abseiler is not left hanging off their leg loop. I've also found that doing repeated abseils eventually distorts the leg loop especially on non-adjustable ones.*

*These are only suggestions as my 86 year old neighbour did not want me to lower her down a cliff in her zimmer frame for me to find out exactly what works. Kate has researched this topic well and the main issue of securing the wheelchair person to the chair has been covered".*



# MEDICAL CARE FOLLOWING SUSPENSION TRAUMA

Many of our outdoor Pre-Hospital Emergency Care clients work at height or are responsible for the rescue and subsequent medical intervention of those who do. We are often asked about the 'do's and don'ts' of a response to someone who has suffered suspension trauma (also called orthostatic intolerance or distributive shock). The following article is a summary of the main points gathered from several different sources regarding the subject.

Height safety systems are designed to protect the user from traumatic injury during a fall from height. A work positioning system (such as abseiling) will allow the user to hang suspended at a certain height. Fall arrest systems are designed to not be weighted normally but have a 'pull apart' component that reduces the deceleration forces on the body should the user fall from their work platform (such as a chairlift tower de-icer).

The word 'trauma' in suspension trauma is questionable in that it doesn't relate to any injury suffered during a fall. Therefore it is probably more accurately described by the word syncope – meaning a sudden transient loss of consciousness. Suspension syncope is something that can happen to a person suspended in a harness for even a short period of time (sometimes within 10 minutes).



When we walk, stand or even sit, our venous pump helps to provide pressure in our leg veins that assists the heart to return blood to our central circulatory system. When a person hangs in a harness, particularly those with dorsal attachments, pressure tends to be put on the femoral vein. This hinders the return of blood from the legs to the heart and subsequently the brain, and is exaggerated when the person is not moving or unconscious. The conscious victim might complain of light-headedness, nausea, flushing, tingling in the arms and legs, vision problems or fainting.

Suspension syncope is a life threatening condition that needs to be reversed as quickly as possible. With each minute of reduced blood flow the heart can become irritable and is prone to tissue damage and dysrhythmias that can lead to cardiac arrest. As the brain is starved of oxygenated blood, unconsciousness can occur which, particularly in a poorly adjusted harness, may result in airway obstruction.

## What can we do?

Preventative measures should include using height safety systems that will lend themselves to efficient rescues including robust rescue plans, training and equipment. If you come across a person who has fallen and is suspended by their harness or is work positioned and complaining of pre-syncope symptoms, encourage them to move their legs vigorously in bicycle like cycles while you organise a rescue as soon as possible. If they have a sling, leg prusik or similar then get them to rig a leg loop to stand up in to relieve the pressure on their femoral vein and to re-establish the venous pump.

If they are unconscious then perform the rescue as quickly as possible and begin the following first aid procedures once on the ground:

**Danger** – ensure the rescue team and patient are kept safe at all times. Do not take short cuts that might result in a fall from height.

**Response** – check for verbal and pain (strong jaw thrust) responses.

**Send for Help** – if no response.

**Airway** – ensure the patient's airway is open using the triple airway (mouth open/chin lift, head tilt, jaw thrust) manoeuvre.

**Breathing** – check for breathing for up to 10 seconds. If no breathing, commence CPR.

**Circulation** – if CPR is commenced get a defibrillator onto the patient as soon as possible.

**Position** – Some authors on this subject have suggested that patients be put in the semi-recumbent (sitting, leaning back with straight legs) position. This has been debated in different articles and it appears that most experts agree that the supine (lying on their back) position is the best for suspension syncope recovery as it promotes blood supply to the brain and allows easier airway management.

If suspended for a long period of time, the blood in the legs may become toxic. This does not appear to be a major consideration for the pre-hospital emergency carer – particularly compared with ABC management. There appears to be no application for the use of tourniquets for the victims of suspension syncope other than if they are required for life-threatening bleeds that cannot be stopped with direct pressure.

If a rescue of an unconscious victim cannot be performed immediately then do what you can to elevate the person's feet to be level with or slightly above their head and manage their airway as much as possible.

For more information see:

<http://www.hse.gov.uk/research/rrpdf/rr708.pdf>

[http://www.rocorescue.com/roco-rescue-blog/suspension\\_trauma\\_dangers#.Vz6QED-GbIE](http://www.rocorescue.com/roco-rescue-blog/suspension_trauma_dangers#.Vz6QED-GbIE)

<http://www.safetyandhealthmagazine.com/articles/protect-workers-from-suspension-trauma-2>



# PROFILE: CAMP LEADERS

Every year, hundreds of young adults ditch the NZ winter and head to the USA to work in American summer camps. This year is no different, and the number of Kiwis taking this opportunity is increasing. Teresa Howell, the Programmes Manager at Camp Leaders, a leading youth travel and summer camp provider, confirmed that "over the past few seasons our summer camp programme has been growing in popularity as more and more Kiwis are signing up to head overseas."

Camp Leaders offers applicants the opportunity to spend 9 weeks working in one of 500 summer camps across the US, before being able to travel for up to one month throughout the States. It operates from 12 different offices around the world, recruiting young people to work at camps. Camp Leaders role is to find applicants jobs at the summer camp that will be best suited to them.

A summer at camp pays a minimum of 1500 USD. The programme costs 950 NZD which covers the placement at camp, visa sponsorship, medical insurance, pre-departure orientation and support while in the US. Whilst at camp, food and accommodation are all taken care of reducing the cost to the applicants and making it an appealing, cost effective option for seeing the sights of the USA.

Summer camps look for applicants from all walks of life and with a wide variety of skills. Camps offer a huge range of activities including sports, creative arts, aquatics and horse riding. The most popular activity area is outdoor pursuits; be it high ropes, hiking, camping, kayaking or mountain biking. Andrew Maslanka has been working at summer camp for three summers now. When asked what made him sign-up, he said; "with winter coming I wasn't getting as many opportunities to tramp and climb at home.

By spending the summer at camp not only did I get the glorious weather but I got to climb for free every day and I also learnt loads of new skills, like kayaking."

No set qualifications are required, just a passion for teaching campers and an interest in working with children. A summer with Camp Leaders is a great way to boost your resume and pick up some new skills and hobbies along the way. If you have qualifications, including but not limited to NZOIA awards, you'll earn an additional 150 USD pocket money.

Tori Benford has just started her second summer at camp. She says; "camp is absolutely the best thing I've ever done. I spent 9 weeks leading treks. Each trek was matched to the group's abilities and age and always included some kind of low or high ropes elements. I loved facilitating the campers through these exercises as I enjoyed watching a group come together and solve a problem. No two treks were the same and I made a real connection with not only the other trekking staff but also my bunk of campers."

Teresa Howell states; "Whatever your outdoor background is, this is the perfect opportunity to build up your adventure activity experiences. You'll get to avoid the Kiwi winter and have three more sunny months to enjoy your favourite activities. Our applicants love our programme and on average a third return for at least a second or third summer."



If you too would like avoid the Kiwi winter and you think you've got what it takes to be a Camp Leader then head to: [www.campleaders.com](http://www.campleaders.com) to find out more.



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# PROFILE: WAKATIPU HIGH SCHOOL

## OUTDOOR EDUCATION OVERVIEW

The Wakatipu High School campus is in downtown Queenstown. There are 850 students from Year 9 to Year 13. There are two full time staff members running the Outdoor Education department (Ken McIntyre – since 2000 and Malaika Davies – since 2014). The core work of the department is running a series of Junior Camps for Year 9 and 10 students while there are also year long courses in Outdoor Recreation for Year 12 and 13 students. Many NZOIA instructors are employed throughout the year to assist in delivering programmes by providing technical skills and safety assurance (including



current NZOIA Board member Cam Walker!). The tradition of Outdoor Education delivery has continued at the school with minimal issues to date and the employment of quality personnel to complement existing staff members has been a big factor in this. A strong safety management system exists at the school although OutdoorsMark, or similar, is currently a work in progress.

Engaging students in Outdoor Ed when your school is based in a place like Queenstown would be easy right? There are the Shotover and Kawarau rivers, a big lake, the Remarkables, Mt

Aspiring National Park just up the road, several other natural playgrounds as well as a couple of ski fields. But as any teacher knows, the ever increasing demands of the education system (credits, evidence gathering, expectations and paperwork) add challenges to operating programmes for students in the outdoor environment. And the modern student is a somewhat different creature when connected to and stimulated by the electronic world!

There is a long history of camp experiences at Wakatipu High. As Queenstown becomes an increasingly urban world, these experiences for students remain highly valued by the community. The junior camp programmes are mostly rural, allowing students to experience aspects of the region's past life like high country farming. Simplicity of living is a key aspect... most events are centred around fixed tent camps, usually in a farmer's paddock!

In Year 9 there are two camp modules, both three day events. The first is Greenstone Camp, set on the Greenstone River Flats where the students stay in small tents around the old Greenstone Station homestead. The focus of this camp is river safety (the Be RiverSafe programme is delivered). Students rotate through activities including moving water kayaking, river crossing and river swimming. The appropriately named "Room of Doom" does its thing! This is a hydraulic feature that certainly gives students some down-time in a controlled setting and experience with the power of rivers.

The second junior camp, later in the year are the "Journeys" which involve travelling by foot, bike, kayak and horse from A to B. Students choose from a number of options and get to experience carrying a decent pack on their back and the pain of the bike seat in places like Kingston and Glenorchy.

Undoubtedly the highlight of Outdoor Ed at the school, and for many, the highlight of Wakatipu High School schooling is the Year 10 Branches Camp. Now into its 50th year, this camp is set

up in the headwaters of the Shotover River on Branches Station. It is 12 days long and has all year 10 students there for the entire time, in tents. Programme highlights include Lochnagar tramp, overnight rafting down the Upper Shotty, whitewater kayaking, abseiling, target shooting and experiencing farm operations like tailing (and the farmer's colourful language when the dogs ain't doing it right!). All the food is prepared by the students and cooking is still on fires. It is a great way to finish junior school, to reflect, to socialize and to experience an amazing place in all weathers. It is viewed as a rite of passage. Teachers like it too!!

Senior students can opt into Year 12 and 13 Outdoor Recreation which are stand-alone subjects with the all-important credits! Both courses have now shifted to more Achievement Standard assessments rather than Unit Standards as they allow better pathway outcomes for students planning to move on to university and other tertiary institutions. The senior courses are outdoor pursuits oriented with personal and environmental learning stemming from the kayaking, tramping and mountain expeditioning trips and the associated preparation. Senior programme highlights include 3 days kayaking down the Clutha River, back country tramping up the Rock Burn and overnighting on the mountain tops of the Remarks and Ben Lomond. There are currently 4 senior classes operating.

As Queenstown grows so does the school. The campus is moving from Queenstown to the Frankton Flats at the start of 2018. The new campus will be a "Modern Learning Environment" with radical design and structures, connected in every way! But for any outdoor educator old and new, it is more about: is there a big spacious drive in and out gear shed? Do we



get some better vans? Can we safely access the river or crag at break times? So despite change, students and their parents will continue to receive high quality experiences during their association with Wakatipu High. It remains a unique location where the grandeur of the Remarks and the close proximity of so many fantastic outdoor environments are truly inspiring.

Ken McIntyre, Outdoor Education Dept, Wakatipu High School



# NZOIA NATIONAL TRAINING SYMPOSIUM 2016

THURS 29<sup>TH</sup> SEPT - SUN 2<sup>ND</sup> OCT HILLARY OUTDOORS TONGARIRO

- Your opportunity to train, up-skill and revalidate any NZOIA qualifications
- Skilled and experienced facilitators and assessors
- A range of training workshops available – try something new!
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- Combines with NZOIA Annual Awards Dinner and AGM
- The call is out for guest speakers and training workshop facilitators – could this be you?
- Registration closes 1 August 2016

## STAY UP TO DATE!

Go to Symposium on the noticeboard at [www.nzoia.org.nz](http://www.nzoia.org.nz)

Enquiries email: [accounts@nzoia.org.nz](mailto:accounts@nzoia.org.nz) | ph: 03 539 0509

[www.facebook.com/NZOIAInstructors](https://www.facebook.com/NZOIAInstructors)





# LEAD EXPEDITIONS OVERSEAS



World Challenge Asia-Pacific is currently recruiting Expedition Leaders for challenging one to four week student-led expeditions to one of over fifty 'developing world' destinations in South America, Asia and Africa.

For more information:

Visit: [www.worldchallenge.com.au](http://www.worldchallenge.com.au)

Email: [leaders@worldchallenge.com.au](mailto:leaders@worldchallenge.com.au)

Phone: 0800 456 134



## NZOIA Training & Assessment

ASSESSMENT FEES	
Assessment course	Course fee
Abseil Leader	Contact an assessor directly
Bush Walking Leader	
Canoe Leader	
Kayak Leader	
Rock Climbing Leader	\$290
Sea Kayak Leader	
Sea Kayak 1 Upgrade	
Sport Climbing Endorsement	
Canoe 1	\$545 - \$595
Cave 1	
Rock 1	
Sport Climbing Instructor	
Kayak 2 – Class 3 River MMt	
Kayak 2 – Skills Instruction	
Alpine 1	\$730 - \$780
Bush 1 & 2	
Canyon 1 & 2	
Cave 2	
Kayak 1	
Rock 2	\$930
Sea Kayak 1 & 2	
Alpine 2	

The course calendars for Training and Assessments can be found at [www.nzoia.org.nz](http://www.nzoia.org.nz). Members are notified of updates to the calendar via the NZOIA 4YA – our weekly email.

### Booking for an NZOIA Assessment, Training or Refresher Workshop

- Go to [www.nzoia.org.nz](http://www.nzoia.org.nz)
- Check out the Syllabus & Assessment Guide, if you are applying for an assessment then make sure you meet all the pre-requisites.
- On the course calendar, find the event you want to apply for (you will need to be logged into your member profile) and select 'Apply'. Upload your logbook, summary sheet, first aid certificate and any other required documentation to your application.  
(NB: Non-members can attend Training Courses)
- Applications close 6 weeks before the course date.
- After the closing date we will confirm that the course will run.
- If we cancel the course we will refund all fees.
- If NZOIA cancels a course, you will receive a full refund/transfer of your fee.  
If you withdraw before the closing date, you will receive a full refund of your fee.
- If you withdraw after the closing date of a course, **the fee is non-refundable.**  
It is transferable under exceptional circumstances (e.g. bereavement, medical reasons), medical certificates/other proof may be required. Contact [admin@nzoia.org.nz](mailto: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](http://www.nzoia.org.nz)

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

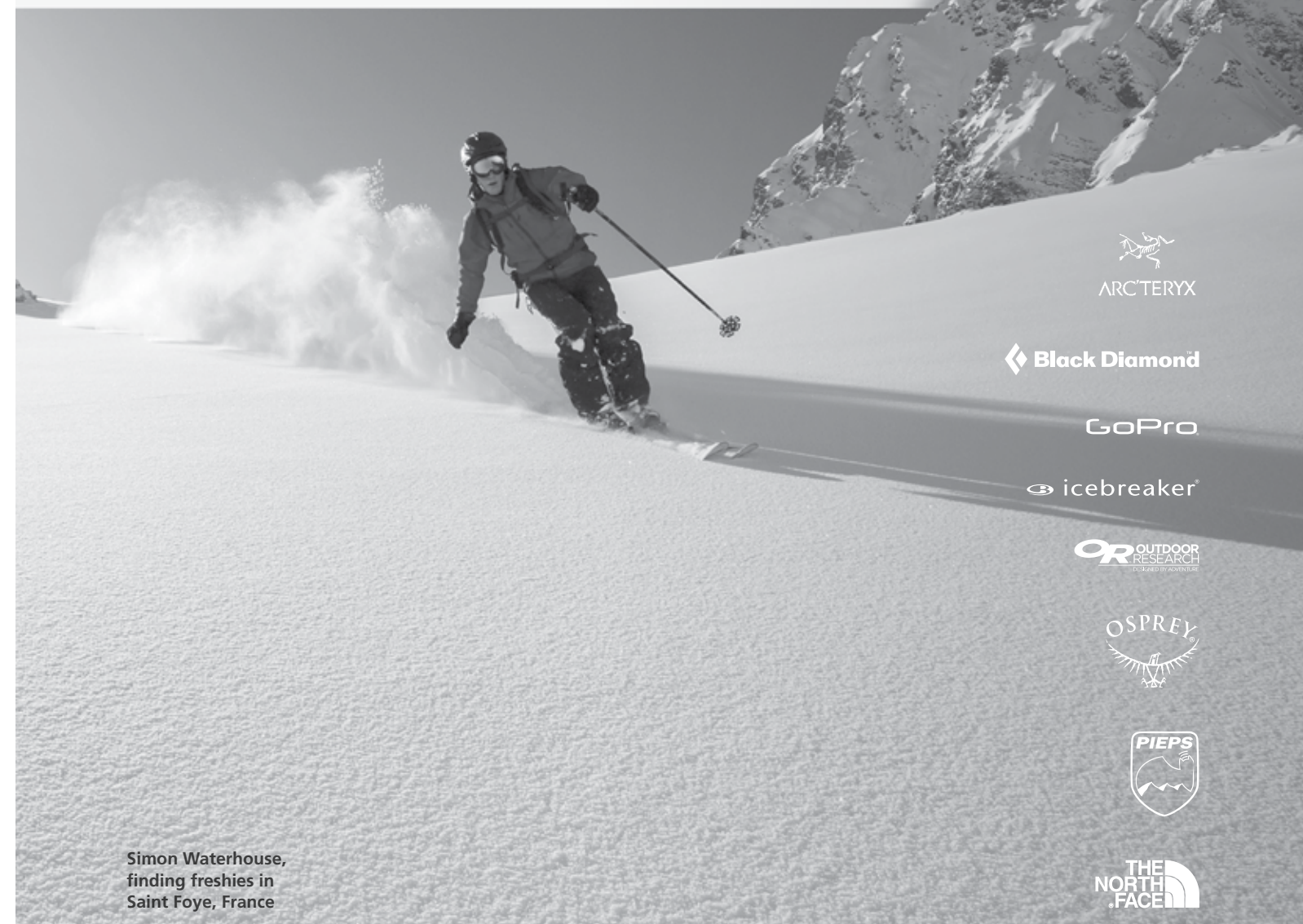
### Courses by special arrangement

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.nzoia.org.nz/faq#custom](http://www.nzoia.org.nz/faq#custom) for details on how to arrange a course. **Course Costs:** all courses run by NZOIA are discounted for members.

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finding freshies in  
Saint Foye, France

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\* Discount is off RRP, not to be used in conjunction with any other discount, special or offer. Some exclusions apply.

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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](mailto:editor@nzoia.org.nz)

