



## **ABSTRACTS**

**The 2018 National Outdoor Education Conference  
Hosted by Outdoor Education Tasmania  
April 9-12 | 2018 in Hobart, Tasmania.**

## Monday 9 April 2018

### **Exploring Opportunities for Outdoor Education to Contribute to a More Socially Just World**

Mary Breunig

This highly interactive three hour workshop will focus on social justice competency through theoretical and experiential engagement. Participants will delve into the theory behind the concepts of cultural and social justice competencies, expanding their personal knowledge relevant to these ideals. The theory will be complemented by experiential activities to better enhance our conceptual understandings. Together we will explore our own positionality, privileges, and biases. We will also focus on how to employ this knowledge in our classroom and leadership praxes. We will consider how to integrate social justice competency into the secondary curriculum, into activity planning, and as in-situ “teachable moments” whilst engaged in outdoor/field activities.

The workshop objectives are threefold:

1. To further develop individuals’ understandings
  2. To further enhance our teaching praxis relevant to these topics
  3. To consider how to assess and evaluate this competency (with a particular view toward the Office of Tasmanian Assessment, Standards & Certification)
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### **Bald spots, blank spots and curly questions: Navigating the tricky terrain of applied research**

Mark Leather and Allen Hill

This interactive workshop is predicated on creating a relaxed and generative space for all people interested in outdoor education research and related areas to engage in useful dialogue and wrestle with puzzling conundrums. If you are a practitioner with an interest in research, a Master’s or PhD candidate, an emerging researcher still with plenty of energy, or an experienced researcher with stories to share from the trenches, this workshop is for you!

Neither Mark nor Allen are research gurus – far from it in fact. But they are driven by a curiosity and desire to never settle for the way that things have always been done. Both Mark and Allen see research as key to advancing practice. In order for outdoor education and related fields to continue to develop, research must be a key part of the conversation.

The workshop will be based around a series of inquiry questions to prompt our shared conversation and dialogue. We recommend you think about these questions in advance.

- What is research?
- Why should we bother?
- What research questions are worth asking?
  - e. How do we distinguish bald spots (topics that are over-researched) and blank spots (topics that are under-researched)?
  - What questions can we answer ... and which ones are difficult to answer?

- How do we do research?
  - How do we deal with theory and methodology in outdoor related research?
  - Does research really have to influence practice . . . and do practitioners really need to take notice of research?
  - How do we navigate the research-practice interface/nexus?
  - It is easy to start a Masters or PhD, but sometimes it's hard to finish. . . What are some key strategies for PhD / Master's thesis completion?
  - How do I know when my thesis or article is good enough to submit?
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## **Wisdom of the Past – Exploring the Future: Opportunities, Dilemmas and Tensions for Outdoor Educators**

### **Dr Allen Hill**

Allen Hill will launch the conference with an inspiring keynote address at the opening function at the Tasmanian Museum and Art Gallery. Allen will set the stage for the conference as he frames his talk around the theme of the conference: *Wisdom of the Past – Exploring the Future*. Allen will examine and reflect on the historical foundations of long-held traditions of outdoor education, such as nature, risk, adventure, skill development and social and interpersonal development. He will also discuss more contemporary constructs and visions of outdoor education including local place-based education, environmental education, sustainability education and social justice. He will muse on the opportunities, dilemmas and tensions that emerge as a result of these diverse, and, at times, conflictual constructs of our discipline. Throughout his keynote, Allen will also introduce and reflect on the four sub-themes that frame up the conference: teaching and learning; safety and risk management; human-nature interactions and contemporary issues. Allen will ground his talk with real life examples from his varied career as a high school teacher, OE practitioner and academic researcher.

## Tuesday 10 April 2018

### **A Sense of Hope: How and Why Outdoor Educators Need to Develop their Cultural and Social Justice Competencies**

Mary Breunig

Mary Breunig's keynote address draws on her extensive practice and research on cultural competency. Mary will help us understand what cultural competency is, why outdoor educators need to be culturally competent, and the ways in which cultural competency can be developed through a careful examination of our attitudes, awareness, knowledge and skills. Mary will place particular focus on the ways in which some commonly used outdoor education practices, such as making 'dream catchers,' have been co-opted from indigenous traditions and have not been used in a manner that is culturally appropriate or that honour indigenous people. By providing concrete examples to bring the theory alive, Mary will help conference delegates to understand their cultural and social justice competencies and deficits. She will provide hands-on practical tools that delegates can apply to develop their competencies. Delegates will be able to reflect on their own practice in light of Mary's provocative talk and apply the ideas to their own leadership practice. Mary's talk will leave us with a sense of hopefulness about the possibilities for the ways in which outdoor education can contribute to a more just world.

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### **Safety regulation: perception, intention, and practice**

Mr Tony Carden<sup>1</sup>

<sup>1</sup>University Of The Sunshine Coast, Maroochydore, Australia

The experience and wisdom of practitioners have informed the development of various systems that seek to regulate safety in led outdoor activities. These systems include adventure activity standards, education department guidelines, operator licensing, instructor registration, and camp and activity accreditation. Interviews with field staff, supervisors and managers across a range of outdoor activity provider types in Victoria revealed a wide range of understanding of these regulatory mechanisms and how they relate to practice. In turn, these understandings were found to be at variance with the stated aims, advice and requirements of the regulatory systems. Furthermore, incongruity was found between the requirements of different regulatory instruments for the same activities. Has reductionist thinking limited the effectiveness and efficiency of attempts to regulate and manage safety in the outdoors? Would a more integrated approach be better? Is a more holistic approach possible? This presentation will explore how the analysis of accumulated wisdom from within and without the led outdoor activity sector can inform the improvement of safety regulation into the future.

#### **Biography:**

*Tony Carden began working in led outdoor activities in 1993. Starting as an assistant in youth-at-risk and corporate outdoor training programs, he went on to work as a commercial raft guide and free-lance group leader. In 1997, Tony started work at the Outdoor Education Group. Following a decade working at OEG as a School Manager, Group Leader, Course Coordinator, river trip leader and finally Director of Schools, Tony left OEG in 2008 to take up the role of Executive Officer at the Victorian Outdoor Education Association. In 2015, Tony was admitted as a postgraduate student at the Centre for Human Factors and Sociotechnical Systems at the University of the Sunshine Coast, where he is now working toward his Ph.D. by conducting research on the application of systems theory to the regulation of safety in led outdoor activities.*

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## **Expedition Medicine Course- Partnerships In Action**

Mr Chris Gallagher, David Brown, Nick Hancock

Outdoor education, by its very nature, seeks to promote the virtues of self reliance of the individual and the group. To do this the outdoor education specialist deliberately takes his/her clients away from the security and support of society and exposes his/her client to more risk than would be allowed in a classroom environment. The balance of perceived risk to actual risk has to be carefully judged and managed, but must in order to be treated seriously by our clients, the two elements of risk must be somewhat similar.

As a result the outdoor educator runs a chance of precipitating an incident that requires immediate decisive action to contain the incident, prevent further harm to his/her clients and possibly evacuate the clients, potentially with no help whatsoever from outside sources.

Many outdoor educators will go their whole career with no serious incidents to deal with, but the consequences of failing to deal with a serious incident in a timely and professional manner could have far reaching consequences for everyone involved.

The outdoor educator might well be drawn to the field because he/she believes that he/she has an innate ability to deal with critical incidents without the assistance of other professionals like the police, ambulance service, fire service etc.

Regardless of whether the outdoor educator does have the necessary knowledge and skills to deal with an incident, performance at a high level of leadership whilst under a high level of stress, might not be forthcoming, especially for the lucky outdoor educator who has not had the misfortune to have had to deal with a serious incident previously.

How then, do we gain the skills, knowledge and confidence to deal with a serious incident?

It is well known that the most effective learning occurs when the learner is towards the edge of their comfort zone, and indeed the outdoor educator uses this knowledge to gain the maximum learning for his/her client. It stands to reason then that any training in serious incident management will have to be pitched at a different level for different clients depending on their comfort in outdoor environments and their prior experiences. Training should also be conducted in as remote an environment as is practicably possible, as realistic as possible and also on a realistic timescale.

The traditional medium for training outdoor educators is via Remote First and Wilderness First Aid courses. These courses typically run over five days or so and are often run in only slightly remote locations. This can lead to clients wishing to leave courses in the evening to return home and as a result time is limited, scenarios are often short lived and rarely run throughout the night. It would be advantageous to us all, if incidents only occurred during the hours of daylight, when we were fully rested, when it wasn't raining and when we knew exactly where all our stuff was. The real world isn't like that so we had better make sure our training reflects the confusion, fear, complexity and unpleasantness of real incidents as closely as possible.

To this end The University of Tasmania in partnership with The Australian Antarctic Division and The Hutchins School has been running Expedition Medicine Courses for several years, in midwinter, at remote locations in Tasmania. Expedition Medicine runs for eight days, usually at Arm River Field Centre, just outside Cradle Mountain Lake St Clair National Park Tasmania. The course builds on the

Accident Management Plan common to RAFA & WFA, but aims to create learning through well planned, well acted, complex, multi-layered scenarios, that utilise the natural features of the local terrain and weather to simulate incidents that are often based on true events. Although nominally a First Aid Course, Expedition Medicine might be more aptly thought of as a Critical Incident Management course, even though effective patient medical, and other, care is a priority.

The course aims to bring together a broad mix of participants and to use the varied skills and knowledge within the group to form an effective team that responds to incidents. Participants have been outdoor teachers, paramedics, outdoor guides, nurses, military, doctors, medical students and many others. Having a broad range of participants reflects the reality of group make up in the real world, and importantly greatly increases the amount of teaching that occurs on the course, as it is then not only the instructors that do all the teaching.

Scenarios sometimes begin on dark at the end of a full day learning new skills and attending lectures. Responses have been known to run until the early hours of the morning, in constant heavy rain, with moderately long approaches carrying heavy rescue gear in addition to personal overnight camping gear. River crossing has been facilitated via tyrolean rope traverses, including the evacuation of a stretchered patient. Rafting, abseiling, caving and snowholeing have all featured in scenarios, building on participants practical skills as well as making events more realistic and complex. Tiredness is a feature of the course and instructors take great care to ensure it is at manageable levels to minimise the risk of harm to participants and themselves, but only through having responded to a critical incident in adverse self care and environmental conditions can an Outdoor Educator hope to be able to perform efficiently during a real incident.

***Biography:***

Dave Brown

Dave is an Intensive Care Flight Paramedic and has 18 years of paramedic experience in three Australian states. He is also a Wilderness Rescue Paramedic and as such forms part of the Tasmanian Helicopter Rescue crew. He has been instructing wilderness first aid courses for over ten years and is a key facilitator of the Expedition Medicine Course conducted by the University of Tasmania.

Nick Hancock

Nick is a multi-pitch guide, instructor trainer, and assessor with the TCIA. He is a prolific climber and instructor having pioneered some of the hardest routes in Tasmania as well as climbing and guiding extensively in Europe and the USA. Nick is a key facilitator of the Expedition Medicine Course conducted by the University of Tasmania.

Chris Gallagher

*Chris has worked for 18 years as a Field Training Officer with the Australian Antarctic Division; he trains expeditioners in leadership, teamwork, risk management, polar first aid, search and rescue, alpine and survival skills. He also works as a wilderness first aid instructor and facilitates the Expedition Medicine Course for the School of Medicine at the University of Tasmania.*

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## **Implementing Indigenous Education into Outdoor Education. An open conversation with an Indigenous Outdoor Educator**

**Mr Shawn Andrews<sup>1</sup>**

<sup>1</sup>Indigicate Pty Ltd, Wheelers Hill, Australia

Indigenous Australian connection based education might possibly be the oldest form of Outdoor Education in the world. During this presentation, Shawn will take you on a journey of why he started the outdoor education and Indigenous curriculum company Indigicate. It's purpose, overall aim and the results that the business has achieved since opening in 2015. The presentation will include Shawn's views on how Indigenous Education, practice and knowledge systems can be used in schools and outdoor education programs. There will be significant time allocated for questions.

**Biography:**

*Shawn Andrews is the owner of the Indigenous outdoor education company Indigicate. A Mununjali man, Shawn is passionate about equality and the rights of Indigenous peoples. Indigicate's aim is to create unity between Indigenous and non-Indigenous Australians through connection based, curriculum-driven outdoor education programs. Shawn's is a well-known presenter and thought leader who has had the privilege of facilitating numerous conversations around equality, leadership and creating change. In 2017, he facilitated workshops at conferences in Switzerland (Children as actors for transforming society) Canada (Innagural International Indigenous Conference for Sustainability and Business) and Norway (Working with Gjorsk's leading teachers towards techniques for implementing Indigenous Curriculum). He also had the privilege of closing off the Canadian conference with a keynote on 'Indigenous connection and how our approach can change the world'.*

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## **Old Wisdom, Wellbeing, and Outdoor Ed. How does the Timbertop Programme boost wellbeing and what can we learn from this?**

Miss Catherine Lamb<sup>1,2</sup>

<sup>1</sup>The Institute Of Positive Education, Geelong, Australia, <sup>2</sup>Timbertop, Geelong Grammar School, Mansfield, Australia

The Timbertop campus of Geelong Grammar School has grown fairly organically since 1952. It is a unique, year-long residential outdoor educational experience. The 'wisdom of the past' was that time in the outdoors, working hard with friends and overcoming physical challenge were beneficial to a person's character and happiness.

The 2014 Geelong Grammar School Research Report, compiled by Melbourne University, shows differences between the 'Timbertop experience' of well-being growth and that of the senior year levels at the Corio Campus. Throughout the GGS Research Report wellbeing benefits are ascribed to "the Timbertop program", rather than the 'Positive Education Program'. The improvements in Year 9 GGS students were extensive when compared with the control group. No substantial improvement was observed during the year for the Year 10 and 11 GGS students, implying that there are elements unique to Timbertop which facilitate this change. Satisfaction with Life and Mental Wellbeing increased for the Timbertop students and decreased for the control over the time period. Conversely, Depression, Anxiety and Stress all increased for the control group and decreased for the Timbertop Students. The GGSRR focused mostly on the results of implementation of a Positive Education Programme (PEP) within the school, and it was outside the scope of the paper to establish other correlations.

I am completing a Masters thesis this semester which will re-examine this data and draw out the most effective elements of the programme for increasing student wellbeing. My intention is to show explicit links between outdoor learning and student wellbeing.

**Biography:**

*I am an experienced Outdoor Educator, currently completing a Masters in Applied Positive Psychology and working as a trainer in Positive Education. I am passionate about exploring links between the science of wellbeing and outdoor education, which I think of as the practice of wellbeing. I have lectured and lead trips at both LaTrobe and Federation Universities.*

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## **Alpine environments and environmental sustainability education**

**Mr Anthony Mangelsdorf<sup>1</sup>**

<sup>1</sup>*La Trobe University, Bendigo, Australia*

Education 'in, for and about the outdoors' is often quoted as a definition for outdoor education - but how much of outdoor education is actually 'for' the outdoors? Further, to what degree does outdoor education contribute to creating a sustainable future?

Whilst the imperative for outdoor education to enable sustainability education outcomes is being increasingly discussed, little attention has been paid to the potential role that outdoor experiences in alpine environments might play, by providing direct experiences of ecosystems changing as a result of climate change.

Due to its limited size, predicted reductions in seasonal snow cover and endemic species, the Australian alpine environment is a powerful harbinger of a changing climate. Species that depend on alpine environments for survival, such as the Mountain Pygmy Possum, can be viewed as 'alpine climate refugees', and the alpine environments themselves provide opportunities for direct experience of 'disappearing islands' of ecological significance.

This presentation will discuss the author's current research into two secondary alpine outdoor education programs on the Bogong High Plains (Victoria), using a 'change model for sustainable outdoor education' (Hill, 2012) as a lens to examine opportunities within these alpine outdoor education programs to contribute towards a sustainable future for Australia.

### ***Biography:***

Anthony first really connected with the alpine environment as a secondary student while bushwalking in the (then) Wonnangatta-Moroka National Park. This relationship has developed into a lifelong passion for the environment and living sustainably on the planet.

While chasing ways to pursue this passion professionally, Anthony has completed degrees in Planning and Design, and Architecture, and Graduate Diplomas in Outdoor Education and Secondary Education. This has led to work in architecture, outdoor education, design and technology education, environmental education and local community sustainability. Anthony is currently an Associate Lecturer, and is also undertaking a Master of Outdoor and Environmental Education (by Research), at La Trobe University Bendigo.

Anthony believes that the way we relate to and understand the world affects the way we treat the world, and is committed to using his skills and experience as an outdoor environmental educator and sustainability facilitator to enable people to develop environmental and sustainability literacy, and to connect with nature, so that we can create a positive future.

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## **Safety and Risk Management - Lessons learnt**

**Mr Aaron Pittaway<sup>1</sup>**

<sup>1</sup>*World Challenge, Port Melbourne, Australia*

An earthquake in Nepal.... Political unrest throughout Thailand... A suspected spinal in the jungle in Laos... A scorpion sting in a remote village in Tanzania... A horse bite in the Himalayas... World Challenge

Asia Pacific have 120 teams on the ground in over 40 developing world countries. Keeping students safe is our number 1 priority as well as giving peace of mind to their parents, guardians and principles while their sons, daughters and students are in our care is paramount to our organization. Safety and risk mitigation for each expedition starts long before students step on the plane and is a cyclical process. Our dedicated Operations Centre, with bespoke technology and systems keeps teams & their loved ones informed 24/7 & responds proactively to events on the ground. In this industry, lessons learnt and best practices in safety and risk mitigation should be shared for all too continuously learn from.

**Biography:**

*Aaron has been in field of education for 15 years. He has taught in Australia, England and the USA up to the level of an Assistant Principal. He has also worked as a learning and development consultant for a global environmental, health and safety company. He now brings this diverse experience to World Challenge as the National Sales Manager.*

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## **Insights into Nature Play Holiday Programs - What's going on?**

Amanda Lloyd<sup>1</sup>

<sup>1</sup>*Outdoor Connections, ,*

The nature play phenomenon is gaining momentum in both rural and urban settings around Australia. Planet Ark alarmingly reports only one in four Australian children has ever climbed a tree and half of them have never experienced a bushwalk. Terms such as “helicopter parenting”, “cotton wool kids” and a “screen generation” are entering common vocabulary. Nature play is countering the plastic, television and computer driven childhoods we see around us. It is steering children into the unstructured outdoor spaces of their local areas to foster a connection to nature, develop resilience and develop various aspects of children’s wellbeing.

Bush Playgroups, Bush Kinder and Nature Play are all common terms in this growing movement. One popular mode of delivery is in organised children’s holiday programs for 5 – 12 year olds. While for some parents it’s simply convenient vacation care, are nature play holidays programs really more than that? What are the children attending these outdoor programs gaining? Are they learning the practical outdoor skills? How are the programs impacting children’s time spent outdoors? Could it impact on more formal outdoor education in later years? The Outdoor Connections Nature Play program is utilised as an example to answer these questions and lays the groundwork outdoor educators looking to implement nature play into their settings.

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## **Vocational Education Training “Outdoor Recreation Training Package Review”**

Ms Liz Horne

The Commonwealth Government has been leading a process of reform in the VET Sector over the past three years. This reform has led to a number of changes in standards for training packages, structure, funding, timelines and process. The new structure has been designed to ensure employers have more input into the development of training qualifications for their sector.

SkillsIQ, under the direction of the Sport and Recreation Industry Reference Committee (IRC), is undertaking a thorough review of all Outdoor Recreation related training package products packaged

within the SIS Sport, Fitness and Recreation Training Package. Many outdoor education programs use staff who have VET qualifications. This session will provide an opportunity to understand the expected changes in the Outdoor Recreation Qualifications.

- i) Outline the key direction and goals of the review
- ii) Explain the review process
- iii) Highlight the main changes in the current draft of the outdoor recreation qualifications

**Biography:**

Liz Horne, Skills Engagement Specialist, SkillsIQ.

Liz has held a variety of key leadership roles in outdoor education, camping and outdoor recreation and expedition based learning for 30 plus years. She has led staff teams from 20 to 250, and remains passionate about supporting the staff who work in the outdoors community to be the best they can be. In her current role at SkillsIQ, Liz is the project leader of the Outdoor Recreation training package product review.

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## **The role of Indigenous Cultural Immersion in the Outdoor Education Industry**

### **Mr Matthew Alterator<sup>1</sup>**

<sup>1</sup>*On Country Australia, Wallagoot, Australia*

Place, Self and the connection between the two are a bedrock of Outdoor Education. An increased focus on traditional ownership and 'On Country' principles in have given giving rise to Indigenous land use practices and philosophies being adopted into many joint environmental management programs including the management of national parks and flora and fauna control. This presentation will explore how Outdoor Education programs have adapted to build new 'On Country'-centric experiences for participants

Student and Teacher based Indigenous Cultural Immersion opportunities with a focus of being 'On Country' are increasing in their frequency, location, depth and quality. Importantly, they are establishing a further need and revealing a gap in existing programs in schools and curriculum structures.

The Outdoor Education industry has long been leading the way in building relevance in experiences focusing on Place and Self whilst considering Indigenous perspectives. This presentation considers the role of the industry in building 'On Country' curriculum and content into the programs at the instructor training level and at the school level.

This presentation uses an Arnhemland based Cultural Immersion program to explore the topic from the perspectives of student participants and the host family. These perspectives offer answers to the key questions raised.

**Biography:**

*Matt is a Koori man who has dedicated his career to working with Aboriginal communities. Matt has worked in diverse remote and urban Indigenous communities across Australia combining his love of culture and the outdoors. Matt's moral purpose is to see the future built with a deeper understanding of Aboriginal cultures. Across 17 years Matt has established strong relationships with communities, schools and various government sectors.*

## Packrafting - an Educational Tool for the Future

Mr Mark Oates<sup>1</sup>

<sup>1</sup>The Hutchins School, North Hobart, Australia

Packrafting! You have seen the incredible photos, read the inspiring stories yet you are still unsure as to whether they are a simply a glorified pool toy. Find out why packrafting is seemingly on the cusp of a boom at the moment with more and more people keen to experience the advantages that these ultralight inflatable boats provide. Learn why a number of schools in Tasmania have incorporated these highly addictive adventure tool into their curriculum and the opportunities that these craft can create.

This practical presentation will look at:

- Packraft design and options
- A variety of models available
- The capability and limitations of packrafts
- Educational trips that schools in Tasmania currently undertake
- How they have been incorporated into the curriculum at The Hutchins School
- Resources for aspiring packrafters

### **Biography:**

*Mark Oates is a passionate whitewater adventurer who moved to Tasmania 8 years ago from Victoria to explore its remote rivers and rugged mountains. Mark works at The Hutchins School in Hobart and is heavily involved in teaching the Power of 9 Program and the TASC Outdoor Education course to senior students. As a teacher of outdoor education for 20 years and an Advanced Whitewater Instructor he offers some insights into how packrafting can be incorporated into school programs for the benefit of students.*

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## Working Together To Build Outdoor Excellence Across Cultures

Mrs Georgie Chilcott<sup>1</sup>, Mr Dave Groves<sup>2</sup>, Mrs Linda Jolleys<sup>1</sup>

<sup>1</sup>Snug Primary School, Snug, Australia, <sup>2</sup>Aboriginal Education Services, Hobart, Australia

Presentation

Part one

Dave Groves will discuss the redevelopment considerations of the site and the connection it has with the Indigenous Snug community. He will discuss the strategic planting of edible plants, the midden area and the connection the area has with both the school and the community. 10 Minutes

Part Two

Georgie Chilcott will discuss how the area is used for Launching into Learning and our schools program that include water science and play with specific links to literature. 10 minutes

Part three

Linda Jolleys will present the overall programs offered and the Indigenous connections linked to the curriculum and the AITSL standards for teachers. 10 minutes.

It is proposed to have a photo display, lesson plans and practical ideas so that other schools can be inspired to think about natural play spaces near or connected to their schools.

10 minute question time

### **Biography:**

Dave Groves is a trained Horticulturist and landscape gardener with experience that spans 28 years. He has been instrumental in the development of the Snug River site where he has planted edible plants, created a campfire learning space and encouraged the Aboriginal community involvement.

Georgie Chilcott has been teaching for 15 years, graduating from the University of Tasmania in 2002. She currently manages our "Little Sprouts" launching into learning program, provides support to teachers and teaches Kinder. Georgie also offers parents learning days and supports young families with their transition to school.

*Linda Jolleys graduated from Tasmanian University in 1999 having received an IV prize for Curriculum Design. She has received two intercultural teaching scholarships to Vietnam and Indonesia. Currently Linda teaches Prep. She also offers coaching to teachers, design programs and provides professional learning opportunities across the school.*

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## **Cultureplace and Learning**

[A/Prof. John Quay<sup>1</sup>](#)

<sup>1</sup>*University Of Melbourne, University Of Melbourne, Australia*

The notion of cultureplace is an attempt, using words, to show how living experience of culture cannot be separated from living experience of place, and vice versa (Quay, 2017). While we can think about place separate from culture, and culture separate from place, living in the present we make no such distinction. Living in the present is living cultureplace. But how might this connect with learning? Firstly we must acknowledge the multiplicity of cultureplaces. For example, canoeing down a river is a different cultureplace than bushwalking down the same river. But so is being in a different group canoeing down the same river. Secondly we must understand that a cultureplace frames meaning – what things mean is embedded in a cultureplace. So when we encounter problems or issues, these are challenges to how we meaningfully comprehend what is going on in a cultureplace. Learning is resolving issues of cultureplace. Transfer of learning is between cultureplaces. In this presentation I aim to further unfold how understanding the notion of cultureplace is important for understanding learning.

Quay, J. (2017). From human–nature to cultureplace in education via an exploration of unity and relation in the work of Peirce and Dewey. *Studies in Philosophy and Education*, 36, 463–476.

### ***Biography:***

*John has worked at the University of Melbourne since 2000. Before this he worked at St Paul's Anglican Grammar School in Warragul, Victoria; and before this at OEG. His teaching and research stem from his belief in the importance of learning from outdoor education so as to improve schooling and understandings of education itself.*

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## **The impact of outdoor education on the body image and self-efficacy of adolescent girls**

[Ms Joelle Breault-hood<sup>1</sup>](#)

<sup>1</sup>*Western Sydney University, Exeter, Australia*

We live in a visual culture that inundates us with images of an idealised body based on dominant Western societal and media influences. The body has become an object, a site of production and commerce. For many, having negative thoughts about our bodies has become normal. Poor body image can contribute to low self-esteem, low self-confidence and never feeling that one's body is adequate.

My research explores the possibility of an outdoor education program as an effective tool to curb the normalcy of poor body image. To do so, the impacts of outdoor education programs on the self-efficacy and body image of adolescent girls will be addressed. Through a feminist theoretical lens and mixed methods inquiry, quantitative and qualitative data will be collected in the form of pre, post, and six month follow up outdoor education program questionnaires based on the General Self-Efficacy Scale and the Objectified Body Consciousness Youth Scale and focus group interviews. Participants are 13-15 year adolescent girls who participate in outdoor education programs offered through the co-curricular component of their school.

The presentation will showcase the research background and any preliminary findings in the first round of research.

Research is limited in the Australian context on the relationship between outdoor education, adolescent girls and body image. The anticipated research outcomes include:

- Gaining a better understanding of the role of outdoor education in affecting body image and self-efficacy of adolescent girls,
- Providing robust evidence-based research in Australian outdoor education.

***Biography:***

Joelle Breault-Hood (PhD Candidate) is currently working as the Communications Officer for Outdoors NSW. She is also involved with a running Tween Empowerment programs for girls. She teaches Outdoor Education and Experiential Education at the tertiary level in NSW. She has been involved in OE for 20+ years as a facilitator, curriculum developer, program planner and OE instructor. She is currently working on her PhD investigating the impacts of outdoor education programs on adolescent girl's self-efficacy and body image.

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## **Teaching Fundamental Navigation Concepts using an Augmented Landscape**

**Mr Lucas Bester<sup>1</sup>, Mr Brendon Munge<sup>2</sup>**

<sup>1</sup>La Trobe University, Bendigo, Australia, <sup>2</sup>University of the Sunshine Coast, Sippy Downs, Australia

This interactive session provides participants with a hands-on opportunity to gain an insight into the approaches of teaching and learning landscape-based navigation utilising an Augmented Interactive Mapping Sandbox (AIMS).

In 2016 we received a Digital Learning grant to build two AIM Sandboxes for use in the Outdoor & Environmental Education degrees at La Trobe University. The AIM Sandboxes were specifically built to assist teaching and learning the concepts and practice of landscape navigation.

One of the more difficult cognitive tasks with learning navigation is to interpret two-dimensional representations of topographical relief and transfer this understanding to real-world landscapes and vice-versa. This technology allows an immensely rich representation of concepts that enhance and contribute to student expertise and capacity. Students show a greater understanding of key concepts as well as considerable cognitive gain, which also contributes to enhanced student learning and work-ready graduate outcomes.

Participants will have the opportunity to trial the AIM Sandboxes and gauge their own understanding of how the instantaneous representation of contour features in a three-dimensional landscape may assist their own work enabling students to understand landform features and the critical principles of navigation - and as an aside it is a lot of fun to play in the sandbox!

***Biography:***

Lucas Bester is a Lecturer in Outdoor and Environmental Education at La Trobe University, Australia. His teaching and research focus on ways that shape sustainable and ecological forms of education, with particular reference to place, time and relational pedagogies.

Brendon Munge is an Associate Lecturer in Outdoor and Environmental Studies in the School of Education at the University of the Sunshine Coast, Australia. His teaching focuses on providing the foundational practical and theoretical experiences for new outdoor educators as they prepare to work in the profession. He is a current PhD candidate with a focus on fieldwork in higher education.

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## Exploring nature, place, learning and ontology on a Snowy River journey

Mr Scott Jukes<sup>1</sup>

<sup>1</sup>*La Trobe University, Bendigo, Australia*

Journeys have long been part of the outdoor education landscape. In this presentation, I explore possibilities for envisioning outdoor education journeys differently by focusing on the material relations of a Snowy River journey with year ten students. A relational materialist approach is utilized to explore how the physical~material world is creative of places, people and learning beyond human centered ways of seeing. The importance of matter is relevant for post human researchers and outdoor environmental educators because it can situate humans as part of physical~material environments, not separated or necessarily superior to them; thereby potentially reducing human-centered perspectives and habits. Through encounters on a Snowy River journey I will discuss the entangled aspects of the human and more-than-human-world and highlight new possibilities for learning on outdoor journeys.

My research incorporates an ontological perspective of becoming, its application in an outdoor context and what new insights this may offer traditional practices. Exploring an ontology of becoming provides opportunities for an unfolding of the existence of the human and more-than-human world of a journey and can describe ways in which perspectives of nature may be shifted when we come to understand ourselves differently in/of places. This post human/relational materialist approach diverges from traditional perspectives of human-nature connections (humans being disconnected from nature and needing to reconnect); alternatively, seeing ourselves as part of the natural world and becoming with it.

### ***Biography:***

Scott Jukes has worked as an outdoor educator for over 10 years, predominantly with an interest in journey programs. Currently, Scott works as a sessional staff member at La Trobe University, whilst also lecturing at Federation University and Australian Catholic University.

In 2016, Scott began studying a Masters of Outdoor Environmental Education (research) at La Trobe University, where he is focussing on topics of journeying, place relations, learning and ontology. When not juggling his study or work commitments, Scott is often found in the mountains or on a river somewhere.

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## University outdoor education graduates: What do they know? What can they do?

Glyn Thomas, Scott Polley, Sandy Allen-Craig, Heather Grenon, Marcus Morse, Anthony Mangelsdorf

In the outdoor education profession in Australia, there are multiple pathways for employees to demonstrate they have the knowledge and skills to work in the field with students. Graduates from the VET sector can refer to the National Outdoor Recreation Training Package to articulate and verify their competencies to prospective employers, land managers, and insurers. Graduates from universities have their transcript with a list of courses they have passed but typically this will less effectively communicate their knowledge and skills because of variations in terminology and exit standards between institutions. Polley and Thomas (2017) have identified the possibility that threshold concepts could be used to address this problem. The Delphi method is an iterative process that collects and distills the anonymous judgments of experts using several rounds of input and feedback to provide clarity around a problem or phenomenon (Skulmoski, Hartman & Krahn, 2007). This presentation reports on the Delphi research process used to develop the first draft of threshold concepts for two distinct roles commonly filled by university graduates: outdoor activity leader and outdoor education practitioner. It is hoped that these threshold concepts will provide a common language that will provide clarity regarding university outdoor education graduates' skills and knowledge across Australia. The first draft of threshold concepts will be released in this session for discussion and feedback from those in attendance. The next steps in the process of providing better clarity for university graduates will also be discussed.

Polley, S., & Thomas, G. J. (2017). What are the capabilities of graduates who study outdoor education in Australian universities? The case for a threshold concepts framework. *Journal of Outdoor and Environmental Education*, 20(1), 55-63.

Skulmoski, G. J., Hartman, F. T., & Krahn, J. (2007) The Delphi method for graduate research. *Journal of Information Technology Education*, 6, 1-21.

### **Biography:**

*The team of presenters has a fair bit of experience in tertiary outdoor education as evidenced by either grey hair or the lack of any hair. Collectively, we work in five different universities in Australia.*

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## Rites of Passage and mentoring in experiential learning. Exploring and celebrating seven years of the Hutchins P9 program

Mr Ken Kingston<sup>1</sup>

<sup>1</sup>*Hutchins School, Sandy Bay, Australia*

Rites of Passage and mentoring young people is becoming increasingly important and along with concepts of positive psychology, is contributing as key components of experiential and outdoor education programs. Although not a new concept, Rites of passage and celebrating these have changed over time. In line with the conference theme, I intend to discuss ways in which mentors can design programs and facilitate discussion with young people about the journey to adulthood. Using the Hutchins Power of 9 program as context I will share our journey from the past as well as what it looks like moving toward the future.

### **Biography:**

*Ken has been an educator and psychologist in schools for 25 years. For the past 8 years, Ken has been the key architect in designing and implementing The Hutchins School Power of 9 program, a term long program all year 9 students participate in. Prior to this Ken was the Head of Middle School.*

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## Women's Learning Experiences in White Water Kayaking Environments

Ms Ella Carmichael<sup>1</sup>, Ms Kathleen Pleasants<sup>1</sup>

<sup>1</sup>La Trobe University, Bendigo, Australia

White water kayaking is an outdoor adventure activity used in various outdoor education settings. The white water environment may be perceived as male-dominated, and this, along with other factors, has been identified as having an effect on women's willingness to engage in learning the skills of kayaking and pursuing the activity. This paper will report on a qualitative research project guided by the authors' interests in women's lived experiences in the outdoors. The study sought to explore what helps and hinders the learning process for women in this particular environment through narrative inquiry. Four novice kayakers and three experienced kayak instructors were purposefully sampled and invited to participate in semi-structured interviews. This process of interviewing provided in-depth and rich descriptions of their experiences and perceptions of what helped and hindered the learning process. The research highlights the complex and messy nature of learning, and the varied ways in which a woman's confidence, sense of competence and actual competence can affect learning and participation in dynamic environments. We suggest that teachers of kayaking in white water environments may need to carefully reconsider their pedagogy in order for women to begin to participate and progress in their learning of kayaking.

### **Biography:**

*Kathleen works in the Department of Outdoor & Environmental Education at La Trobe University, Bendigo, Australia. Her research and teaching foci are primarily outdoor environmental education curriculum and pedagogy.*

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## Challenging assumptions in outdoor education through authentic learning in higher education

Mr Geoff Adams<sup>1</sup>, Ms Heather Grenon<sup>1</sup>

<sup>1</sup>Federation University Australia, Ballarat, Australia

A key concept of outdoor and environmental education is the notion of changing the learner's context; taking participants to the 'bush' to enable them to 'look back' and reflect (Martin, 2008). This reflection in practice explores university students' understanding and assumptions of outdoor education by changing the cultural context, enabling them to 'look back' at outdoor education in Australia and allowing them to challenge those assumptions and re-imagine the possibilities. By examining another culture's relationships with the outdoors – both in outdoor education and daily interactions – students begin to question what might be considered nature and natural and how connections to nature might be made in this environment. Using innovative techniques, students engage in this re-imagining of OE through authentic learning and assessment. Iterative written and verbal feedback, ongoing development of assessment, and publishing of work online contribute to a deeper learning and understanding. This presentation follows the journey of a group of Australian university outdoor education students in Singapore, and outlines the challenges and benefits of the experience and assessment for students, staff and the university.

Martin, P. (2008). Outdoor education in senior schooling: Clarifying the body of knowledge. *Australian Journal of Outdoor Education*, 12(1), pp. 13-23.

### ***Biography:***

Geoff loves learning and helping others become critical thinkers. Working with other learners and thinkers in Outdoor Environmental Education (OEE) at Federation University Australia enables him to explore concepts and processes of learning. In his daily work as Program Coordinator and lecturer in OEE, he attempts to bring the outdoors, indoors, using a range of educational settings to encourage people to think differently.

Heather Grenon is a lecturer in Outdoor and Environmental Education at Federation University. Originally from Canada, she has worked in outdoor education in both Canada and Australia and has also taken students overseas for practicum components of their outdoor education degrees. Heather is excited about the possibilities that travelling and working can have for an individual, but also for the learning that individual can bring back to Australia to critically examine outdoor education curriculum, pedagogy and programming here.

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## **Exploring the Future... Visible Learning in Outdoor Education**

### **Mrs Anne Goodman<sup>1</sup>**

<sup>1</sup>*Batchelor Outdoor Education Camp, Batchelor, Australia, <sup>2</sup>Batchelor Area School, Batchelor, Australia*

How can Visible Learning (VL) enrich the experiences of your customers?

Visible learning is a John Hattie research based approach to improving student outcomes in classrooms throughout the world. Originating in New Zealand, his research and philosophies are renowned for the extensive student research with over 3 million students influencing his findings. From the 100 most influential ways students learn to setting learning outcomes and predetermining success criteria through to a positive growth mindset and positive learning traits for assessing success. This is a very powerful tool integrated within Outdoor Education programs.

The student impact is extreme,

Improved personal achievement,

Goal setting linked directly to success criteria for greater impact on practice

Analysis of performance and improved understanding of technique

Collaborative learning, self and peer assessment

Deep reflective opportunities to grow a strong mindset

Target and understand learning traits to improve ownership of training and effort

Empowered self-belief

These are all achievable within Outdoor Education programs with a VL approach.

The upskill to the staff is also significant.

In Hattie's words: "200 questions are asked every day by teachers, 95% of the time the teacher knows the student will know the answer to the question. Where is the challenge? Where is the stimulation?"

Staff reflection and continual improvement is also paramount to student engagement and performance.

The Department of Education in the Northern Territory has mandated the Visible Learning Approach and the benefits have been overwhelming. How has it been integrated into the Education's Department's own Outdoor Ed Camp? See for yourself.

### ***Biography:***

*Anne is a passionate educator in the area of HPE, majoring in Outdoor Education at University and has had a number of articles published in the ACHPER National Active and Healthy Journal. The most recent of which, in April 2017, relating to John Hattie's Visible Learning approach and the success she had with an NT School Sport Athletics team in the lead up to the Australian Athletics Championships. She has since developed a way to integrate Visible Learning into Outdoor Education from her experience at Batchelor Outdoor Education Camp in the Northern Territory. Anne is also one of only two Physical Education*

teachers invited by ACARA to work on the Annotation and Moderation of HPE Work Samples in 2016. She is highly respected for her unique and innovative programming.

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## Using Practical Risk Management to Create Training Pathways for Program Leaders

Mr Rob Stillwell<sup>1</sup>, Mr Jonathan Bannister<sup>2</sup>

<sup>1</sup>Scotch College Adelaide, Torrens Park, Australia, <sup>2</sup>Scotch College Adelaide, Torrens Park, Australia

Creating safe learning environments where adventurous learning can occur is a challenge. Documented risk mitigation through identifying hazards and matching them with processes, skills and experience is critical in today's litigious society. This is particularly true where programs demand skills from leaders beyond those taught and assessed through readily available qualifications. This presentation discusses a South Australian private school's project to leverage 50 years of program experience to populate a modern risk management framework and ensure safety and learning outcomes are achieved during its unique expedition program to an offshore Island.

Over a 12-month period the project team developed a highly focused and structured approach to hazard identification and risk management. Critically, this process captured lessons learnt since the program started in 1966. Concurrently, a framework to store all risk mitigation activities was developed with the overarching principles of being lean, practical in the field and never duplicating information. In this structure, critical skill sets for leaders could be identified and training pathways developed, closing the loop between hazards and processes and skills. These training pathways make it possible to safely use non-specialist teaching staff to support activities on program. The new structure was implemented in November 2016; feedback from school staff and external instructors was overwhelmingly positive. The structure made program leaders feel more prepared and less exposed. While intensive to develop, the framework is thorough, lean, practical and ready for continuous improvement. This approach could be adopted to other outdoor education programs in schools or commercial environments.

### *Biography:*

Rob Stillwell

Rob Stillwell, Head of Outdoor Education, Scotch College, Adelaide. Rob is passionate about holistic education and using the outdoors to learn about sustainability, resilience building, leadership and group development. After cutting his teeth as a freelance instructor, Rob completed a Masters of Teaching in 2010 and has spearheaded Scotch's OE program since 2014. An outdoor enthusiast at heart, Rob also recognises the importance of professionalism and responsibilities as a leader. This characteristic has facilitated the industry leading approach to risk management at Scotch College. When not at work Rob is searching the uninhabited coastlines of South Australia for waves.

Jonathan Bannister

Old scholar, engineer, entrepreneur, occasional OE instructor and outdoor enthusiast. Jonathan is a firm believer in the skills learnt through outdoor education and their application in other areas of life. Drawing on professional experience gained working as a Mechanical Engineer and running two businesses, Jonno has continued to support Scotch College's OE program to ensure it continues to add value to students lives, like it did to his. A strong background in offshore and dinghy sailing, as well as personal climbing and kayaking adventures, the combination of professional career blended with outdoor activities provide a unique perspective on risk.

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## **Creating quick, easy and powerful movies for outdoor experience reviews by outdoor educators, for outdoor educators.**

**Mr David Hills<sup>1</sup>**

<sup>1</sup>*Brisbane Grammar School, Brisbane, Australia*

Video is the new text and in the last five years, more content was consumed this way as opposed to reading alone (McCrindle 2015-16). Reviewing is a key process in outdoor learning and watching a video of the experience is one of the most powerful tools to enhance and deepen the connection to the learning outcomes (Greenway 2006). Historically, outdoor experience videos were expensive to film, time consuming to edit and slow to distribute to the participants. This has now all changed as everyone has the means to do this in their pocket and on their desk. This work shop will guide you through the simple steps of media collection, production and distribution from the perspective of a full time outdoor educator and not a media technician. No previous knowledge is necessary and this will be tech-jargon free workshop of small techniques with big impacts. With the resources that you already have and a little knowledge and practice, anyone can produce quick and easy movies to enhance their reviewing sessions, aid the reflective process and help our students share the fantastic experience that we have given them.

### ***Biography:***

*Dave is a full-time teacher of Outdoor Education at Brisbane Grammar School and is also researching for a PhD in Education at the University of the Sunshine Coast. Dave qualified in North Wales in the UK before completing his Masters in Education whilst working at the University of the Highlands and Islands in Scotland. Dave has taught Outdoor Education in the UAE, Canada, America, New Zealand and Greece but is now settled in Queensland with his family. He sits on the Queensland Outdoor Recreation Federation's board as the vice chair and was previously the Chair of the Institute for Outdoor Learning Scotland and the CEO of Queensland Canoeing. He is currently researching the relationship between outdoor education and technology and hope to ensure that the importance of taking people outdoors is still recognised as valuable in 2050*

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## **Celebrating our Past, Harnessing our Future as a Collective Voice: Exploring feminism for men and women in Outdoor Education**

**A/Prof. Tonia Gray<sup>1</sup>, Sandy Allen-Craig<sup>2</sup>, Dr Cathryn Carpenter<sup>3</sup>, Dr Val Nicholls<sup>4</sup>**

<sup>1</sup>*Western Sydney University, Bankstown, Australia,* <sup>2</sup>*Australian Catholic University, Fitzroy, Australia,* <sup>3</sup>*Independent Scholar, , Australia,* <sup>4</sup>*Independent Scholar and Practitioner, ,*

The purpose/aim/research question of the presentation

At the 17th NOEC in 2016 Sandy, Cathryn and Tonia challenged the long held assumption that the OE profession was a level playing field in a presentation entitled: Selective Hearing: The Unrecognized Contribution of Women to the Outdoor Profession.

The audience indicated a strong desire for further opportunities to explore contribute and reflect on the issue in greater depth.

Using a number of creative approaches, we will enable a reflective, restorative and story gathering opportunity for the voices of the men and women. In short, we aim to ensure the Outdoor Education (OE) profession continues to have a healthy dialogue in this space, whilst also working towards pathways for gender parity.

This workshop will be using creative approaches to eliciting personal narratives in response to the stimulus questions:

- What was a defining moment in your life, related to gender?
- What does gender in OE mean to practitioners in the field?
- When was the first time you understood how your gender would affect your career longevity in OE?

If possible we ask participants to bring four photos to the session that captures the essence of our stimulus questions. The presenters will have alternate creative stimulus available for those in the audience who don't have photos.

Following up on that lively discussion and the ensuring the field continues to have a healthy dialogue in this space, we suggest to progress the OE profession in a number of key ways.

Undoubtedly, men need to be part of this discussion and help shape future directions. We are mindful of this impending challenge and will create a 'safe space' for both genders to participate freely and openly.

- The issue or problem under consideration

As a direct outcome of the challenge that; the OE profession was not as inclusive, democratic and egalitarian as it appears; Gray (2016) created a tangible list of threats that women face in OE profession and proposed that Feminism is not just a woman's issue. We will highlight the willingness of men in OE profession to engage and respond to this contemporary debate as well as address positive outcomes already emerging from the identification of threats and misconceptions within this space.

The contemporary landscape: What have we done and written about in the time that has elapsed between 17th and 18th NOEC?

In short, a tsunami has been happening behind the scenes and we wish to harness our momentum with like-minded professionals, both men and women.

Gray, T. (2016). The 'F' word: Feminism in outdoor education. *Journal of Outdoor and Environmental Education*, 19(2), 25-41.

Mitten, D., Gray, T., Allen-Craig, S., Loeffler, T.A., & Carpenter, C. (in press). The invisibility cloak: Women's contribution to outdoor and environmental education. *The Journal of Environmental Education*.

Gray, T., Mitten, D., Loeffler, T.A., Allen-Craig, S., & Carpenter, C. (accepted 2018). Defining Moments: An examination of the gender divide in women's contribution to outdoor education. *Research in Outdoor Education*, Special Edition

Gray, T., & Mitten, D. (in press). *The Palgrave Macmillan International handbook of women in outdoor learning*. London, England: Palgrave Macmillan.

Gray, T., Allen-Craig, S., & Carpenter, C. (2017). Selective hearing: The unrecognised contribution of women to the outdoor profession. *Journal of Outdoor and Environmental Education*. 20(1). 25-34.

Gray, T., Mitten, D., Loeffler, T. A., Allen-Craig, S., & Carpenter, C. (2016). Defining moments: Women's contribution to outdoor education leadership and an examination of the gender divide. Paper presented at The 7th International, Outdoor Education Research Conference, Nova Scotia, Canada, 4-8 July (pp. 45-46).

- The implications

Exploring Ways forward:

Alignment of past experiences of all workshop presenters helps shape the female narratives to be presented in this workshop. Social inequalities and blind-spots still abound in the profession and we will attempt to illuminate the ongoing issues. The task of the presentation is to elevate our contributions as well as galvanize the work that needs to be done to make these spaces inclusive.

We anticipate that creative strategies will generate insightful reflection from both male and female participants and foster consideration of topics such as gendered language on OE, potential bias and impacts within curriculum v pedagogy; quantitative v qualitative research approaches.

#### *Biography:*

Tonia Gray Ph. D. is a Senior Researcher at Centre for Educational Research WSU and Chair of the Australian Tertiary Educator Network (ATOEN). She has been involved in OE for 35+ years as a practitioner, researcher and curriculum developer. In 2014 she received the prestigious Australian Award for Excellence in University Teaching for her work in OE. Tonia is an associate editor for JOEE, past editor of the AJOE and on the review panel for JEE and JAEOL.

Sandy Allen-Craig is the National Coordinator for the Outdoor Leadership and Outdoor Education and is responsible for the curriculum development and program delivery of Outdoor Leadership units across the multi campuses of the Australian Catholic University. She has been awarded an Australian Learning and Teaching Council citation, for outstanding contribution to student learning.

Cathryn Carpenter Ph.D. is currently an independent scholar and past senior lecturer in youth studies at Victoria University. Cathryn has also contributed to the outdoor profession for 30+ years as an instructor, a teacher and curriculum developer in both secondary and tertiary institutions, and through research. For the past ten years she has been actively involved in the development and articulation of Adventure Therapy nationally and internationally.

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## **The Power of Story Telling in Outdoor Education**

Mr Mark Munnings<sup>1</sup>, Mr Mark Hassell<sup>1</sup>

<sup>1</sup>Scotch Oakburn College, Newstead, Australia

I love the power of stories, they help paint a mental picture, they and provide metaphors that help everybody create meaning. Stories have been told since the beginning of human history and help us to share culture, wisdom and entertainment.

Hear some great stories, learn when to use them. Develop your own stories and learn some structures and techniques to create awesome, memorable tales.

**Biography:**

I am a lifelong learner and I enjoy helping people of all ages build connections with the outdoors. My career as a primary school teacher began in Brisbane. I combined my loves of learning outside the classroom and teaching young people by completing my formal Outdoor Education qualifications at Griffith University, Queensland.

I enjoy the challenge of applying learning from other disciplines to Outdoor Education. I have been heavily influenced by trends towards more adventure in learning and student directed reviewing.

*Outdoor Education has the power to help people make genuine changes in their attitudes, behaviour and beliefs and this is a great motivator of mine.*

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## **Boat Building Workshop- A practical hands on experience to explore the process of building simple canoes.**

**Mr Tim Whelan<sup>1</sup>**

<sup>1</sup>*The Friends School, North Hobart, Australia*

Tim will have a number of boats at varying stages of completion available for viewing. Participants will assist with the build of a canoe in this 90 minute workshop. Participants will be given a booklet with plans, equipment lists, risk assessments and tips/ tricks to enable them to deliver their own program.

**Biography:**

*Tim has been involved in Outdoor Education for 20 years. He is keenly interested in the development of programs that lead to life long passion for the outdoors. Programs delivered include climbing, sea kayaking, bushwalking, cycle touring, ultralight walking, winter skills and white water kayaking. Tim has worked with students building canvas-skinned canoes at the last two Australian Wooden Boat Festivals. This led Tim to develop a five day program for students to build plywood canoes, learn to paddle and then adventure in them.*

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## **Deep nature connection: Intentional ways of ‘teaching’ through experience**

**Dr Heidi A Smith<sup>1</sup>, Mr David Hayward<sup>2</sup>**

<sup>1</sup>*University Of Tasmania, Mowbray, Australia, <sup>2</sup>St Patrick's College, Launceston, Australia*

Across Australia, the many forms of learning outside including outdoor education, outdoor recreation, environmental education, and adventure education have, to varying degrees, identified the importance of ‘nature connection’ as a core goal for outdoor learning. In recent times, a call for a stronger focus on human nature relationships, developing connection to place and nature, and place based pedagogy in outdoor education has been consistent across the outdoor education literature. Until now, what has been present in the literature is the need for nature connection and what has been absent, is the how, how to go about explicitly teaching nature connection and the subsequent experiences of educators and students that result. Through the use of personal narratives and direct experiences of activities, this workshop shares the ‘What?’ of one educator’s personal experience of incorporating deep nature connection activities, to intentionally teach deep nature connection to pre-service outdoor education teachers/leaders on a wilderness field experience. ‘So What?’ The student experience is shared in terms

of deep nature connection through engaging with the unit including the extended wilderness field experience. 'Now What?' Opportunities for discussion and sharing of ideas/activities that have achieved connection to nature in participants will conclude the session. Come prepared to be actively involved in activities and share practice.

***Biography:***

Heidi Smith is Lecturer in outdoor learning and teacher education professional studies at the University of Tasmania. Her research interests include outdoor learning, leadership, nature connection, web technologies in education and improving quality of 21st Century learning and teaching practice.

*David Hayward graduated in 2016 with Honours in Bachelor of Education (Outdoor Education and Design and Technology). He has a growing interest in increasing his understanding of human nature relationships and how to teach this through researching student experience.*

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**What in the world is Bush Adventure Therapy? This presentation will take participants on a brief tour of the philosophies, client groups, practices and outcomes of Australian BAT services.**

**Dr Anita Pryor<sup>1</sup>**

<sup>1</sup>*Adventure Works, ,*

A large and growing body of evidence tells us that going bush is good for health and wellbeing. When we add physical activity, experiential adventure and social relationships, the benefits are multiplied. And when these elements are provided within an intentional therapeutic frame, Bush Adventure Therapy is at work.

But what in the world is BAT – is it a thing?

This presentation provides an overview of BAT across the range of target groups, models and practice frameworks that exist in Australia. Anita will share recent research that uncovers who benefits, when they benefit most, how bush adventures work, how they compare with other therapies, and what is to be gained by going bush for therapy.

***Biography:***

After completing a degree in Outdoor Education in 1993, Anita almost immediately fell in love with the therapeutic side of outdoor programming.

Anita gained further training in family therapy, mental health and public health, and over the last 25 years has been practitioner, manager, trainer and researcher. In 2009 she completed a PhD investigating the histories, practices, outcomes and evidence-base of Australian outdoor adventure interventions.

Anita has been integral in the establishment of Bush Adventure Therapy in Australia, and from 2012 to 2015 was co-chair of the International Adventure Therapy Committee (ATIC).

*She currently supports BAT in Australia as co-director of Adventure Works Pty Ltd and is co-convening the upcoming Eight International Adventure Therapy Conference (8IATC) to be held in Sydney, Aug 2018.*

## Thursday 12 April 2018

### A Critique of Forest Schools: Something Lost in Translation

Mark Leather

Mark Leather's keynote will ask some important and, at times, hard and unsettling questions about Forest Schools in the United Kingdom (UK). These questions are timely given the growing number of Forest Schools in Australia. To begin his talk, Mark will explain how Forest Schools came to the UK primarily from Scandinavia, where early years education conducted in the outdoors is a widely accepted practice. In its move to the UK, however, Mark believes that three major issues have arisen. The first concerns how Forest School as a form of outdoor education is culturally, socially, and historically situated. This suggests that its adoption in the UK (and therefore Australia) must navigate cultural differences, acknowledging that Forest School is a social construction. Secondly, Mark will argue that the pedagogy of Forest School, relevant as it is to early years education, is undertheorised in the outdoor education literature. This especially relates to considerations of play as a central tenet of Forest School pedagogy. Thirdly, Mark will explore how the expansion of Forest School in the UK (and possibly Australia) has taken a particularly corporate turn, resulting in a rapid institutionalisation and commodification of Forest School practices. He will argue for a need to situate claims made for and about Forest School in well-designed and conducted research to substantiate what can degenerate into market-based promotion. Mark will conclude his talk with acknowledgement of some of the very positive contributions Forest School is making to the development of contemporary practices of outdoor and environmental education. Mark's keynote is offered in the spirit of engaging in robust discussion and debate around Forest School in order to ensure that the difficulties are addressed and the positive contributions continue in the UK and Australia.

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### A Mental Health Action Plan within Wilderness First Aid

Mr Adam Kershaw<sup>1</sup>

<sup>1</sup>*Survive First Aid, Red Hill South, Australia*

As a Wilderness First Aid provider Survive has recently introduced a new session within our courses to address the importance of mental health in the outdoors, and how to appropriately respond to anyone who has had a traumatic event or a emotional mental health episode. After speaking with industry operators the importance of training in Mental Health First Aid within the outdoors seems as important as training for wounds, burns, fractures etc. As such we have started to introduce teaching M.A.N.E.R.S which is a psychological first aid model developed by Ambulance Victoria. The model helps provide an action plan for either coping with a traumatic event or for helping someone who is having an emotional mental health episode.

More info can be found here [https://www.youtube.com/watch?v=BScY-ojApA8&feature=em-share\\_video\\_user](https://www.youtube.com/watch?v=BScY-ojApA8&feature=em-share_video_user)

#### *Biography:*

Adam is an experienced expedition leader that has lead expeditions within Australia, New Zealand, South East Asia, South America, Asia and Central Asia for over 15 years. Originally from southern Africa he worked in Australia as the 'Operations Manager' of a large overseas expedition company for seven years, he was responsible for the safety and training of all participants and leaders prior to their month long expeditions.

He is an Advanced Emergency Medical Technician (AEMT) and the CEO of Survive First Aid, an Australian based Registered Training Organisation (RTO) which specialises in Wilderness and Remote Area medical training and is an Advanced Wilderness Life Support Trainer.

*He is married with two children and loves adventure travel, is an avid skier, mountain biker and former white water rafting guide who would really like to be a better surfer!*

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## **Wild Pedagogies: Touchstones for re-wilding education**

**Dr Marcus Morse**<sup>1</sup>

<sup>1</sup>*La Trobe University, Bendigo, Australia*

Wild Pedagogies as an idea and practice has generated considerable interest over the last few years. It has arisen out of a convergence of ideas about wilderness and the wild, education and the emerging environmental realities of our time. An aim in using the term wild is to challenge dominant cultural ideas about control—of each other, of nature, of education and of learning. This presentation rests on a premise that an important part of education can include intentional activities that provide a fertile field for purposeful experience without controlling the outcomes: hence wild pedagogies.

In this presentation I introduce key underpinnings, narratives, and practices of Wild Pedagogies and provide an example of what wild pedagogies might look like in action (in the form of a pinhole photography experience). Further, I bring together ideas of wildness, easing of control and the de-centering of humans to frame and describe six ‘touchstones’ for wild pedagogies in practice. These touchstones are intended as a practical guide for educators when thinking through actions on the ground and provide a set of challenges, commitments and reminders of the work still to be done. In this way I hope to provoke a discussion around the possibilities and potential of outdoor education.

### ***Biography:***

*Marcus Morse is a Senior Lecturer and Director, Outdoor Environmental Education at La Trobe University. His current research comes together around wild pedagogies, dialogue in education, community engagement and forms of paying attention within outdoor environments.*

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## **A journey of a thousand leagues. Outdoor School - Curriculum design, assessment tools and reporting framework**

**Mr Tony Keeble**<sup>1</sup>

<sup>1</sup>*Outdoor School DET Victoria, Bogong Village, Australia*

### ***Biography:***

*Tony Keeble is a PhD candidate with Federation University. He is also the Principal Of Outdoor School, a Victorian department of education school. Tony’s research interest include exploring the ideas that outdoor education can be explained through a social framework lens. Tony’s PhD research looks at the role outdoor education can play in developing social capital amongst cohorts of year 9 students from communities in rural Victoria.*

This presentation is a practical presentation on how Outdoor School has structured their curriculum design.

The journey of a thousand leagues started in 2012.

We now have a vibrant outdoor learning curriculum that is linked to the Victorian Curriculum with assessment tools and reporting frameworks.

This presentation will outline the steps our school took in curriculum design and the finished product. We will explore the curriculum documents and how it is embedded into our schools annual plans and teacher performance and development plans. It will also outline two assessment tools that we have designed over the journey through research. And finally we look at the reporting tools and how the curriculum, assessment and reporting are all linked to each other and the Victorian curriculum.

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## **Outdoor fieldwork in higher education: Learning from multi-disciplinary experience**

Mr Brendon Munge<sup>1</sup>, Dr Glyn Thomas<sup>1</sup>, Associate Professor Deborah Heck<sup>1</sup>

<sup>1</sup>*University Of The Sunshine Coast, Maroochydore DC, Australia*

### Background

Many disciplines utilise outdoor fieldwork (OFW) as an experiential learning method in higher education. Although there has been an increase in research into the pedagogical approaches of OFW, the use of OFW is contested.

### Purpose

The purpose of the study was to synthesise the literature across a range of disciplines to identify common strengths, weaknesses, opportunities, and threats (SWOT). Each aspect of the SWOT was then examined at the micro, meso and macro levels to identify implications for how OFW is used as an experiential learning pedagogy in higher education.

### Methodology/Approach

A descriptive literature review, using the SWOT and micro, meso and macro frameworks, was undertaken drawing from disciplines using OFW including biology, outdoor and environmental education, archaeology and the associated geo-sciences.

### Findings/Conclusions

Strengths of OFW include engagement, outreach, and professional competencies while weaknesses exist in the areas of equity, logistics, and standards. Opportunities centre on improving pedagogical practices, diversity, and collaboration while threats applicable to OFW were costs, funding, outdated practices, and governance.

### Implications

Academics from a range of disciplines using OFW have similar experiences. Therefore, exploring ways to collaborate or learn from each other will further develop OFW as an experiential learning strategy in higher education.

### *Biography:*

Brendon Munge is an Associate Lecturer in Outdoor and Environmental Studies in the School of Education at the University of the Sunshine Coast, Australia. His teaching focuses on providing the foundational practical and theoretical experiences for new outdoor educators as they prepare to work in the profession. He is a current PhD candidate with a focus on fieldwork in higher education. Contact: [bmunge@usc.edu.au](mailto:bmunge@usc.edu.au)

Glyn Thomas is a Senior Lecturer at the University of the Sunshine Coast in Queensland, Australia. He is the coordinator of a new Bachelor of Recreation and Outdoor Environmental Studies that started in 2016. He has worked in outdoor experiential education programmes in school and higher education contexts for more than 30 years and enjoys conducting research in the areas of facilitation, facilitator education, and fieldwork pedagogies.

*Associate Professor Deborah Heck is the Portfolio Leader Postgraduate and Research Higher Degree programs in the School of Education at the University of the Sunshine Coast (USC). Deborah is also the Program Coordinator for Graduate Certificate in Education, Master of Education and Master of Education by Research. Deborah has an interest in research that explores participation and change in the context of education. She has been involved in research projects that have explored qualitative approaches to researching change in educational contexts.*

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## **Vu Deja for risk assessment: Exploring an old problem through a new lens**

**Ms Clare Dallat<sup>1,2</sup>**

<sup>1</sup>The University Of The Sunshine Coast, Sippy Downs, Australia, <sup>2</sup>Risk Resolve, Hawthorn, Australia

*Failure to identify and adequately manage foreseeable risks associated with the task of determining participant characteristics in the program design and planning phase of an outdoor program can lead to the creation of 150 further, emergent risks. This is just one significant finding from a program of PhD research that focused on the development and testing of a risk assessment method which could identify and analyse risks associated with the design, planning and conduct of outdoor programs. The method, called NET-HARMS, is theoretically underpinned by the now widely accepted view in safety science, that accidents are caused by multiple, interacting factors located throughout the system of work, and not solely by the actions or decisions of the people closest to the accident scene, e.g., an instructor's 'poor decision', a student's 'carelessness', or the high river level. Clare will demonstrate how NET-HARMS differs from current risk assessment methods in highlighting how it can identify and assess risks involved in the design, planning, delivery and review stages of a program, as opposed to risk associated with the delivery stage only. Workshop participants will then have the opportunity to have a go and trial the method with their own programs in mind.*

### **Biography:**

*Clare Dallat is an experienced outdoor educator with over twenty years practicing both in the field, and in administrating programs. For thirteen years, Clare held the position of Director of Risk Management at The Outdoor Education Group ([www.oeg.edu.au](http://www.oeg.edu.au)), a large not-for-profit organisation that provides multi-day outdoor education experiences for approximately 40,000 participants annually. She now leads Risk Resolve, a risk and crisis management consultancy service. Through this work, Clare has supported many organisations, including schools, universities, and local government to assist them develop and improve their risk and crisis management systems. She has responded to, in both a field and leadership capacity, to critical incidents and has expert witness and court experience. Clare holds an MSc. in Risk, Crisis and Disaster Management from the University of Leicester, UK, and is currently a PhD researcher with the Centre for Human Factors and Sociotechnical Systems at the University of the Sunshine Coast, Queensland, Australia ([www.hf-sts.com](http://www.hf-sts.com)).*

# **Developing Canoe Trails in Australia - The lived experience of a nature-tourism initiative through the eyes of a veteran Outdoor Educator and a third-year tertiary Outdoor and Environmental Education student.**

Mr Chris Townsend<sup>1</sup>, Ms Kelly Gledhill<sup>1</sup>

<sup>1</sup>La Trobe University - Dept. Of Outdoor And Environmental Education, Bendigo, Australia, <sup>2</sup>La Trobe University - Dept. Of Outdoor And Environmental Education, Bendigo, Australia

Through the lenses of a veteran outdoor educator, observations of paddler behavior around a variety of recreational paddling locations in Victoria led me to suspect that a significant percentage of the booming population of paddle-craft owners might need some guidance, through the form of formal canoe trails, to foster more meaningful participation in self-guided water based recreation.

A quantitative analysis of all formal canoe trails in Australia was conducted with the purpose of systematically investigating the variety and characteristics of existing and proposed formal canoe trails. [Geographic distribution; user groups; infrastructure & facilities; way-finding strategies; communication of safety content; interpretation of environmental and cultural knowledge]. Recommendations include the development and sharing of planning resources for stakeholders and land managers to better cater to the unique needs of paddlers, including the incorporation of well-considered interpretative strategies to foster land/waterway custodianship.

The La Trobe University Department of Outdoor and Environmental Education was then invited to form a partnership with the Loddon Shire in the design and implementation of a series of canoe trails along the Loddon River System in Victoria. Drawing on the findings of the study, third year Outdoor and Environmental Education Students worked cooperatively with the Shire to plan, design and implement multiple aspects of the Loddon canoe trails, with a particular focus on environmental and cultural interpretation.

*This presentation firstly outlines the study and its findings before a third-year student involved in the Loddon Canoe Trails project reports on the experience of implementing this collaborative and innovative nature tourism initiative.*

## ***Biography:***

Chris Townsend: Associate lecturer in outdoor and environmental education at Latrobe University in Bendigo. Passionate about fostering journey based programs on flat and open water. His core teaching focus assists third year students in transitioning from leaders to teachers adept at sharing the stories of the rivers they teach on and about. Current research focuses on paddlers' encounters with all things natural in river environments.

Kelly Gledhill: Kelly Gledhill is a forth-coming graduate from La Trobe University, Bendigo, completing a Bachelor of Outdoor and Environmental Education, sub majoring in Nature Tourism. Kelly grew up in Geelong and spent most of her time on Victoria's surf coast, she has always been passionate about spending time in outdoors and observing wildlife.

She has always had a strong connection with the ocean and this love of coastal environments has extended to river environments when she moved to Bendigo, regional Victoria to study at university. She enjoys slow paced journeys, allowing a focus on the surrounding landscape to utilise her naturalist and interpretation skills.

## **Integrating outdoor education, English and a whole lot of opportunity**

Mr Ian Neville<sup>1</sup>

<sup>1</sup>*Christian College Geelong, Torquay, Australia*

Outdoor Education can mean different things to different people, and the benefits can be wide and varied. With the introduction some years ago of the Australian Curriculum, of which outdoor education has not been included, there are still many benefits to incorporating outdoor education into an integrated curriculum. Perhaps our exclusion, is our greatest opportunity.

The aim of my study was to investigate the effect of integrating an outdoor education pedagogy into an English unit of work, and to determine the impacts of such an intervention on student learning.

I will discuss how outdoor education was integrated into a middle years English program with a focus on students' creative writing. While on a hike in the Otways, students were required to select one of five scenarios in which to write their creative story. Once they reached 'The Canyon', the students were positioned independently and asked to complete a five senses writers grid before beginning their story. The following few weeks provided time to restructure their stories back in the classroom. At the conclusion of the task students were asked to complete an 'Exit Card' to gain insight into their perspective of the program.

This research questions who the teacher really is. Students learnt through their experience, which was shaped by the outdoor environment, other pupils, and the teachers. This study provides an example of how outdoor educators can take a leading role in structuring curriculum, integrating one or more subject areas and leading the way towards innovative 21st Century learning.

### ***Biography:***

Ian is a passionate outdoor education teacher and has contributed to the outdoor profession for 11 years. He is currently completing a Masters of Education looking into integrating an outdoor education pedagogy model and its affects on students creative writing in English. He believes in providing students with an educative experience through the outdoors and the integration of multiple subjects as a means in which the profession can grow students in their cognitive, social, emotional and physical wellbeing

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## **Educational Renaissance 2.0 - How the core principles of outdoor education are vital to the modernisation and success of mainstream education for generations to come.**

Mr David Gregory<sup>1</sup>

<sup>1</sup>*Xcursion, Narrawallee, Australia*

As our world faces massive technological and social changes, education has reached a pivotal juncture. Our current education system remains shackled by the 'satanic mills' of our distant industrial past. Just as the Industrial Revolution influenced a massive shift in education, we're now at a point in which another dimensional shift is taking place. Our schools can either embrace it, or be scattered to the wind by it.

The Industrial Revolution style of chalk, talk and exhaustive content has lost its impact in a world full of devices that can answer any question instantly. With our world changing rapidly from one year to the next, jobs coming and going more quickly than ever before, we need to facilitate innovative and effective ways in which students develop an adaptable skill set that's needed to not only survive, but thrive in this new world.

Through examining and effectively applying the educational philosophies of Dewey & Hahn, we can plot a positive way forward and modernise our antiquated education system. Consequently, outdoor education has a vitally important role to play as one of the primary drivers in the modernisation of mainstream education.

Throughout the presentation, I'll explore the connection between outdoor education, effective integration techniques and the importance these play in the STEM focussed world of school education. I will demonstrate how it can be applied to reshape education, ensuring our students develop the core skills they need, to be adaptable and resilient in the ever-changing, tech-focussed world in which we now live.

***Biography:***

David Gregory has been an outdoor educator for over 16 years and has worked throughout Australia and internationally as an instructor, teacher and program director. David has developed and run residential outdoor programs for secondary schools and consulted on operational and risk management practices. David's work has been strongly influenced by the need to provide great educational opportunities for students to develop and grow personally and academically through experiential education.

From a 5th grader's first overnight camp to immersive 6 month long residential programs, David's worked with a diverse range of students at Scots College (Glengarry), Kinross Wolaroi, Xavier College (Kew), Snowy Mountains Grammar, SCECGS Redlands and Trinity Grammar School (Sydney). The core philosophy behind his continued work is how positive social and emotional development needs to be effectively integrated as part of an overall education program to improve student engagement and well-being.

Author and keen educational blogger, David's published two books, one on bullying in schools and one on outdoor education and writes weekly on all sorts of experiential education topics.

[www.challengeexperiencegrowth.com](http://www.challengeexperiencegrowth.com)

*David's personal interests include hiking, kayaking, mountain biking, snow skiing, tennis and reading.*

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## **Firelighting without matches**

**Mr Mark Hassell<sup>1</sup>**

<sup>1</sup>*Scotch Oakburn College, Newstead, Australia*

This hands-on workshop will explore a variety of firelighting techniques which can add value to your programs. Traditional techniques such as hand-drill, bow-drill, and knife and stone will be taught, with time to practice. Other techniques such as fire piston, solar firelighter, and firelighting with common materials will also be demonstrated and discussed.

The aim of the workshop is to give practitioners a variety of techniques to practice and use on their programs to increase participant engagement, inspire curiosity and create cross-curriculum links with school programs.

***Biography:***

*Mark has worked as an adventure guide and Outdoor Education teacher for much of his career, and has a passion for traditional bush skills and their value in contemporary education. He is currently the Deputy Head of Senior School at Scotch Oakburn College in Launceston, Tasmania.*

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## Engaging with the outdoor classroom – stepping off the asphalt!

Jenny Dudgeon<sup>1</sup>, Ruth Whelan<sup>1</sup>, Sharyn Brett<sup>1,2</sup>

<sup>1</sup>Department of Education Tasmania, , , <sup>2</sup>Sustainability Learning Centre and wyraparatee Child and Family Centre, Geeveston, ,

In 2017 and 2018, Aboriginal Education Services (AES) and the Sustainability Learning Centre (SLC) in response to the Australian Curriculum's Early Years Learning Framework's focus on nature pedagogy, play based, student led inquiry offer an outdoor classroom immersion program for early year's educators and students in suburban Hobart as a model of play based environmental education for educators to adopt in their own school settings. We have noticed a strong push back from early years educators and their managers to engage with learning out of doors – hence the program development to model how the outdoor environment has great potential to pose real world problems that engage learners and provide rich cross curriculum, multi-disciplinary learning to enable to;

look deep into nature and then you will understand everything better

Albert Einstein

The program has three strands.

- 1: Learning on and in Country with an Aboriginal Early Years Education Worker
- 2: Exploring and investigating the outdoor classroom with an outdoor educator
- 3: Engaging and collaborating with peers through problem solving using loose parts and natural affordances led by an early years educator

All strands of the program invite participants to move out of their comfort zone by stepping off the asphalt and with all their senses – engage with Tasmania's Aboriginal cultural heritage, explore the ever changing environment, its natural affordances and how these can be used, interacted in/with and learned from.

An independent reflection of the immersion program has captured the thoughts and feelings and learnings of educators, parents and children involved.

Proposed format (Oral Presentation Long (40 minutes))

- Welcome to Country
- Powerpoint presentation highlighting
  - o the why, how and what of the outdoor classroom program,
  - o effectiveness of partnerships SLC and Aboriginal Education Services,
  - o risk benefit analysis,
  - o communication strategies,
- Reflections of outdoor classroom program through independent reviewer
- Challenges
- Questions

Proposed format (Workshop presentation: 90 minutes)

- Welcome to Country
- short ppt presentation illustrating the Outdoor Classroom program and its strands– and reflections from an independent review
- followed by a series of encounters
  - o providing hands-on learning opportunities for participants to explore, discuss and expand their ideas about the pedagogy of nature based learning in the early years (from birth – 8 yrs) with a Reggio Emilia overview, using both the Early Years Learning Framework and the Australian Curriculum's cross curriculum priorities; Aboriginal and Torres Strait Islander History and Cultures and Sustainability; focusing on the General Capabilities; intercultural understandings, critical and creative thinking and personal and social capability – particularly self-regulation, developing resilience and risk benefits.

o Affective and analytical responses to the natural world will be explored in multi-disciplinary, multi-sensory, creative modes enabling learners to explore their own sense of self and the factors that contribute to and influence their identities.

- Questions/reflections:

**Biography:**

Jenny Dudgeon

Jenny leads the innovative bush kindergarten/nature play programs at Tasmania's Department of Education's Sustainability Learning Centre (SLC). Inviting young learners and educators to step off the asphalt and engage with the bush first hand. In 2016, Jenny's US Hardie Fellowship, investigated educating for sustainability through hands-on, real-world inquiry-learning; nature play/outdoor classrooms. A result of her inquiry is the outdoor classroom immersion program offered by the SLC in partnership with Tasmania's Aboriginal Education Services targeting early years classes to embed nature based learning. Jenny's a member of Tasmania's Science Teachers Association and Convenor of the Australian Association of Environmental Educators – Tasmania.

Ruth Whelan

Ruth has extensive experience in outdoor education working in an education capacity for Green Corp, Greening Australia and currently for Eco Schools Australia and Keep Australia Beautiful – Tasmania. Ruth loves the outdoors and her greatest delights are sharing her passions for rock climbing and mountain biking with her children. Ruth recently completed her Masters of Education through Swinburne University and has begun an Early Years Grad Cert. Ruth, co - leads the SLC's regular bush kinder community program and is co-collaborator in the SLC's outdoor classroom program.

Sharyn Brett

*In 2015, Sharyn co developed the bush kinder program for the SLC. She has been integral to the programs sensitive Aboriginal intercultural lens, exploring and learning about Country for Tasmania's young children and their families. Sharyn is a member of Tasmania's Aboriginal community and values her role as educator encouraging all participants to gain a more inclusive knowledge of Aboriginal history and its living culture. Sharyn provides Aboriginal early years programs across the Huon/Channel areas through wyraparatee Child and Family Centre and co-leads the SLC bush kinder and outdoor programs on Mondays and Tuesdays. Families traverse Hobart to attend the bush kinder program because of the opportunity to learn about Tasmania's Aboriginal culture from Sharyn.*

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## **Weaving evidenced based positive psychology interventions into our Outdoor Education programs**

**Mr Shane Mcaloon<sup>1</sup>**

<sup>1</sup>*The Hutchins School, Sandy Bay, Australia*

Education is a dynamic environment. Full of promise and potential, with an equal dose of pressures and pitfalls.

Students and teachers of today need to navigate their way through this environment, with its ever increasing; focus on academic success, aversion to risk taking, fear of failure, and influence social media, causing rising levels of anxiety and depression.

Outdoor Education teachers know that spending time in the outdoors in engaging and meaningful ways can be an antidote to these ills, and there is a growing body of evidence to support this.

There is also good evidence supporting the use of positive psychology interventions in education to combat the pressures of life.

In a perfect world, every student in every school would have access to a stimulating, well-planned, and well-resourced Outdoor Education program across the course of their educational journey.

In a perfect world, every student in every school would participate in evidence based, well-resourced, and professionally delivered social and emotional learning programs.

Alas, we don't all live in a perfect world.

We battle against crowded curriculums, time and budget constraints, and competition for priority within our schools.

What if we could 'super charge' our antidote to the ills of our modern world?

Weaving evidenced based positive psychology interventions into our Outdoor Education programs can deliver a wealth of benefits for our students and add strength and increased relevance to our curriculums.

More than ever, students need connection with the natural world and skills to deal with life. Outdoor Education can deliver!

#### **Biography:**

Shane is a lead teacher in the areas of wellbeing and positive psychology. He has degrees in HPE and Wellbeing and recently attended courses at the University of California and the The Fifth World Congress on Positive Psychology in Canada. Following an enriching sabbatical, Shane has begun implementing many of his recent learnings into his teaching, and supporting others to do so.

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## **Incidents are more than just a number: Lessons from 3 years of UPLOADS**

Dr Amanda Clacy<sup>1</sup>, Prof. Paul Salmon

<sup>1</sup>University Of The Sunshine Coast, Sippy Downs, Australia

The UPLOADS project has been collecting incident report data since 2014, and has provided a summary of 2030 incidents from across Australia. Through the combined efforts of researchers and practitioners working together, we now have national incidence rates for led outdoor activities and are beginning to see trends in the contributory factors which lead to injuries, illnesses, and near miss incidents in the Australian outdoors.

Incidents are much more than a number. Behind each incident are people and stories. In this session delegates will be presented with a summary of the first 3 years of data, including the common contributing factors to incidents in the led outdoors. Rather than progressing down the well-travelled road of blame or criticism aimed at the people and objects directly involved with an incident, the UPLOADS project aims to facilitate a culture of learning from incidents. The systems approach used in the incident reporting and analysis of the UPLOADS data encourages practitioners to view incidents in a new light - namely, by looking for the interaction of contributing factors across the whole led outdoor system, rather than just at the sharp end.

By aiming to better understand the multiple influencing factors that contribute to led outdoor incidents, system level changes can be supported. Delegates at any stage of their journey will find something interesting and valuable in this session, whether they are just learning their trade, responsible for designing and delivering programs, or involved with safety and risk management operations.

#### **Biography:**

*Dr Amanda Clacy (PhD, Sport Psychology) is a Research Fellow in Sport and Outdoor Recreation. As project manager for the Understanding and Preventing Led Outdoor Accidents Data System (UPLOADS) project, Amanda's work contributes to improving how incidents are reported, analysed, and prevented in the led outdoors. After completing a PhD on sport-related concussion, Amanda continues to use human factors methods to investigate performance and injuries in both grassroots and elite sport. As an outdoor enthusiast, Amanda appreciates the balance between the seriousness of the risks associated with participating in pulse-raising activities, while also recognising the valuable lessons these experiences offer.*

## Rewilding the art of storytelling to create authentic learning environments

Mr Leon Cossar<sup>1</sup>

<sup>1</sup>Gregory Terrace Outdoor Education Centre, Lake Maroon, Australia

The presentation explores the following question:

What is the ancestry and purpose of storytelling and how can we share story in powerful ways to create connection to the past and hope for the future.

It is built on premise that when we own our story we become the author of our life's narrative...

The presentation will traverse the landscapes of:

1. Why we are hard wired to share story.
2. The impacts of social media as storytelling platforms.
2. How our own story's shape our lives.
3. How to share story both personally and metaphorically.
4. How to create safe space for the sharing of story.
5. The power of ancient story telling practices in a modern society.

The presentation will use evidence from Rites of Passage programmes and immersions showing the power of story telling to convey deep meaning while evoking insight, curiosity and inspiration. Furthermore it will display the potency of story telling to create long lasting transfer of learning.

The presentation will be interactive whereby participants will get a chance to share some of their own story and refine the art of sharing story in order to create an environment that is both compelling and educational in their own personal work.

### **Biography:**

*Leon Cossar is an outdoor educator, explorer and storyteller. He works passionately with young men as a facilitator for Rites of Passage programmes where storytelling is the central component of the transformational process. He is based in the World Heritage Scenic Rim where he works for the Gregory Terrace outdoor education centre running outdoor education programmes. His down to earth approach to teaching and storytelling is both entertaining and educational.*

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## Education or Entertainment - The 4 C's of Outdoor Experiential Learning

Mr Peter Smith<sup>1</sup>

<sup>1</sup>Coefficient Pty Ltd , Holland Park , Australia, <sup>2</sup>University of the Sunshine Coast , Sippy Downs , Australia

Education or Entertainment - The 4 C's of Outdoor Experiential Learning

Observations during my career teaching outdoor education have led me to believe that quality outdoor education relies on the four Cs. Remove challenge,community, consistency or continuity from your program and you essentially remove the education from experiential learning outdoors. You may as well just pay for students to stay at the Big 4 Caravan Park. Do you want integrity in your program or mindless entertainment value?

This presentation will reveal how challenge,Connectedness,consistency and continuity are critical to quality experiential learning occurring in outdoor education. Specific examples will be evidenced of outdoor education programming in which these four elements have been implemented to result in

highly developed learnings for students. As a proponent of this teaching methodology I will also draw on personal teaching experiences to highlight successes incorporating the 4 Cs. Students taught using this methodology have highly developed relationships with self, others and the natural environment.

Intrigue abounds - Come learn about the 4 C's

***Biography:***

Peter Smith has spent his life teaching and inspiring people through facilitating outdoor education programs. His personal philosophy on teaching students outside can be best summarised in the following statement delivered at a staff training prior to Year 9 Journey 2016 (Trinity Anglican School ) "When instructing in the outdoors, keep it simple. Initially, simply ask for respect for self, others and the environment. Then bring the complexity in when they grasp the meaning of commitment, exhaustion, pain, suffering, joy, loss, disappointment, patience, power, fear and triumph. The outdoors is an unsurpassed environment to undertake this essential education. People are placed in situations regularly where they are taking real responsibility and often able to observe the consequence of their actions. All that is required by a good facilitator is to cloak the whole thing with meaning."

*When not teaching students outdoors Peter passes time telemark skiing and paddling canoes and kayaks hopefully on whitewater.*

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## **The Clouds that Store and Rain: Digital Technology in Outdoor Education**

**Mr David Hills<sup>1,2</sup>, Dr Glyn Thomas<sup>2</sup>**

<sup>1</sup>Brisbane Grammar School, Brisbane, Australia, <sup>2</sup>The University of the Sunshine Coast, Sunshine Coast, Australia

Digital technology has become an integrated part of the modern day educational experience and it has never been more important to encourage students to develop a range of skills beyond the classroom (Dewey 1897; Hahn, 1957; Mortlock, 1987). The digital technology options available to outdoor educators has significantly increased with a variety of hardware and software choices. This technology can either enhance or impede learning and its application needs careful consideration (Thomas & Munge, 2017). When does digital technology actually help outdoor educators achieve their learning outcomes or does it simply place additional barriers in front of the environment they are trying to connect their students to? This presentation will review the literature on this debate as well as a look at which digital technologies are being widely used by the sector. Examples of effective uses of technology will be discussed alongside some approaches to guide you on when and how to use these new digital tools. Finally, with augmented reality, drones and the explosion of artificial intelligence, we will touch upon what the future holds for our sector. Which of the large dark 'clouds' should be embraced and which should be avoided?

***Biography:***

Dave is a full-time teacher of Outdoor Education at Brisbane Grammar School and is also researching for a PhD in Education at the University of the Sunshine Coast. Dave qualified in North Wales in the UK before completing his Masters in Education whilst working at the University of the Highlands and Islands in Scotland. Dave has taught Outdoor Education in the UAE, Canada, America, New Zealand and Greece but is now settled in Queensland with his family. He sits on the Queensland Outdoor Recreation Federation's board as the vice chair and was previously the Chair of the Institute for Outdoor Learning Scotland and the CEO of Queensland Canoeing. He is currently researching the relationship between outdoor education and technology and hope to ensure that the importance of taking people outdoors is still recognised as valuable in 2050

## Behavioural Safety

Mr Graham Pringle<sup>1</sup>

<sup>1</sup>Youth Flourish Outdoors Ltd, Mapleton, Australia

Students who fit poorly into classrooms seem to perform better in the outdoors. However, when they arrive at camp their behaviours are often challenging and escalate beyond those experienced at school. The experience can become one of survival and constant boundary enforcement. Less dramatic but often psychologically worse are those students who shut down and withdraw during activities.

What goes wrong?

It is a tale of two competing brain based responses that leave little choice to be exercised by the student. They do not choose to be disruptive. This workshop will describe the theories about teenage responses to childhood adversity. The brain based systems at play when these students arrive in the outdoors will be summarised.

Strategies for harnessing the brains quite predictable responses to new outdoor experiences will be workshopped. Participants will divide into activity specific group to analyse their group leading procedures. Each group will plan to cater for these student's needs while also creating excellent outdoor learning activities for their class peers.

### **Biography:**

*Graham has experience in Residential and Foster Care, Outdoor Education, Adventure Based Youth Work and Adult Training. He leads the youth Flourish Outdoors program team. Graham has spent 13 years pursuing adventure as therapy for adolescents and is now researching the field through a Master in Philosophy degree at Griffith University. He enjoys training adults in adventure therapy and designing programs that stop young people from acquiring mental illness. Having worked outdoors with young people since 1985 he has also studied widely and holds an Masters of Arts (Outdoor Education), Graduate Diploma in Social Science (Psychology) and a Graduate Diploma in Education. Graham has recently finished writing a book for youth workers who wish to take young people on therapeutic programs and plans to write also for adventure workers and adventure therapy planners. He and his wife Janelle (also a carer, youth worker and assistant in nursing) live at Mapleton in Qld and enjoy using their camper trailer on trips away. His favourite outdoor pursuits are bushwalking, canoeing and photography.*

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## Let's talk about love: setting the foundations for lifelong love and care towards the environment (case study: Early Childhood Environmental Education in a Zoo-based setting)

Ms Jessica Brown<sup>1</sup>, Ms Bianca Dallan<sup>1</sup>

<sup>1</sup>Zoos Victoria, Parkville, Australia

PRACTICAL PRESENTATION:

Let's talk about love.

Early Childhood is arguably the most important stage of a child's development – cognitively, emotionally and physically. When thinking about early childhood environmental education, the emotional connections that young children build towards wildlife and the natural environment, could affect their relationship with nature in the long-term.

A new conservation-based Kindergarten program at Melbourne Zoo aims to foster love towards three little-known, critically endangered Australian species that need our help– the Helmeted Honeyeater, Eastern Barred Bandicoot and Corroboree Frog.

Through outdoor play-based learning, story-telling and song, the program unabashedly aims to develop wildlife-friendly and pro-conservation values – love of the natural world - within its Early Childhood participants.

Come and listen to the pedagogy and design concepts behind the Early Childhood Environmental Education program “Wild Explorers Kindergarten and Wild Explorers F to Grade 2” and how it links to the EYLF - the concepts of this case study could be replicated in your setting.

***Biography:***

Jess has had a lifelong love nature - with a background in outdoor education, geography, teaching and environmental education for Early Childhood audiences, Jess feels passionate about connecting all people - particularly young children - to nature.

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## **Outdoor Education Scope and Sequence – A case study of application in a non centre-based, K-12 school.**

**Mr Darren Osmond<sup>1</sup>, Ms Emma Beveridge<sup>1</sup>**

<sup>1</sup>Trinity Anglican School, Earlville, Australia

Trinity Anglican School is a K-12 independent school in Cairns with a well-developed outdoor education program spanning years 2-12. The detailed outdoor education scope and sequence in place informs the design, delivery and future development of its many and varied programs in a range of outdoor environments. Along with an investigation of the scope and sequence itself, several components will be examined in detail, including a student reflection journal tool, program front-loading and pre-briefing techniques, learning transfer and program de-briefing. Examples of cross-curricular practices will also be discussed, including key linkages with hospitality and geography in particular.

Having a non centre-based outdoor education program gives ultimate flexibility to make programs fit the scope and sequence, not vice versa. The diversity of the Tropical North Queensland environment and culture adds more interesting dimensions to potential learning opportunities. At Trinity Anglican School all staff attend outdoor programs with their classes, providing a great opportunity for learning transfer back into regular school life, especially in primary programs. In secondary programs some pre- and post-program facilitation is done using a flipped classroom approach, through the use of Stile interactive online learning.

***Biography:***

Darren Osmond and Emma Beveridge are the full time staff members of the Trinity Anglican School Outdoor Education Department. Darren has lived in Cairns for 20 years after completing postgraduate outdoor education studies in Brisbane. He has worked in a range of outdoor settings, including delivery of the Certificate IV in Outdoor Recreation at Cairns TAFE. Darren's passion revolves around navigation sports and he enjoys mentoring students through the challenges of learning to navigate cross country. Darren has worked at TAS for 12 years, with roles including Director of Outdoor Education and Director of Sport and Activities, Duke of Edinburgh and World Challenge Coordinator.

*Emma Beveridge joined the outdoor education team at TAS only last year, having come through tertiary studies at La Trobe, Bendigo and working in range of outdoor education environments in Victoria. Emma is a keen cyclist and has enjoyed the introduction of more mountain biking activities at TAS, as part of the outdoor education program. She is heavily involved in the outdoor education curriculum at the School and looks to facilitate cross-curricular linkages wherever possible.*

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## **An Examination of Pedagogical Content Knowledge in Pre-Service Outdoor Education Teachers**

Thomas Macqueen

Outdoor Education is a field which has contention in literature around whether it has the merit to be considered as a teaching discipline, with specific content to offer. One explanation for this contention is the complexities in teaching Outdoor Education are easily overlooked, and in the eyes of curriculum developers and some teachers, it is not perceived as academically rigorous. In light of this, a framework has been developed which examines the complexities of Outdoor Education through the pedagogical content knowledge required to teach it. Pedagogical content knowledge is a form of knowledge which blends together a persons' knowledge of content with their knowledge of delivering the content. It is a knowledge base which is well researched in fields such as mathematics, science, and drama. Through an honours research project, this framework was trialled with 6 graduating Outdoor Education students against the TASC 3 Outdoor Leadership course. This framework, along with some of the findings from the research are introduced in this session.

### ***Biography:***

*Thomas Macqueen is an Outdoor Education teacher here in Tasmania, having graduated from the University of Tasmania with Honours in 2017. He has a passion for building community through using outdoor experiences to develop relationship and leadership skills. Thomas works across a number of different schools in Tasmania.*

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## **Letting Children Climb Trees: Primary School Outdoor Education**

Miss Rachel Mcurtrie<sup>1</sup>

<sup>1</sup>St Peter Chanel Primary School, Deer Park, Australia

Outdoor Education in a Primary School can be more than just camp. The main idea of this presentation is to show that you can let children play outdoors during school time and that it is beneficial to their learning. The benefits include:

- development of Social Emotional Learning competencies
- student well-being
- understanding how to manage risks
- increased physical activity
- building connections to local communities
- increased knowledge and connection to local environments
- social skills
- Literacy skill development through imaginative play

You will hear about how a school has developed an Outdoor Education program that includes a Prep - 6 Outdoor Experience sequence (camps) and the inclusion of Nature Play in local parks as part of the school's curriculum. The Nature Play program involves students leaving the school ground and spending time in a natural space self-directing their learning by climbing trees, building with sticks, creating imaginative games and much more.

This presentation will include ways that you can get an Outdoor Education Program started in your local community. Key areas included will be:

- How to engage teachers, students, parents and local community representatives to the program.
- What the students are learning during Nature Play sessions including teamwork, social skills and risk assessment.
- What the students do during Nature Play sessions including climbing trees, building with sticks and investigating bugs.
- How teachers have included Nature Play sessions as part of the curriculum.
- The benefits of Nature Play from the perspectives of teachers, parents, students and members of the local council.

***Biography:***

Rachel McMurtrie is a primary school teacher and Outdoor Education Leader at a school in the Western suburbs of Melbourne.

Rachel grew up on a farm in central west NSW so has always engaged in the outdoors and all it has to offer. She completed a Bachelor of Education: Outdoor Education at Victoria University before starting her career in primary schools.

*She has developed 2 new Outdoor Education programs at her current school and co-presented a workshop at the 2017 STEM in the Outdoors conference at the Melbourne Museum with Outdoors Victoria.*

## **The extraordinary power of outdoor experiential learning**

**Mr Bruce Parr<sup>1</sup>**

<sup>1</sup>*Bruce Parr, Blackmans Bay, Australia*

The full dark of a moonless night. North Queensland, 1987, waiting for the bus. Jungle behind me, beach in front. 17 people got off the bus to meet me. 14 of them were physically or mentally disabled. Another was the clinical psychologist in charge and the remaining two were psychiatric nurses.

“John” was the most obviously disabled. 28 yrs old, born with ‘motor disconnect syndrome’, he walked normally on smooth surfaces but on gravel or rough surfaces he shuffled jerkily, with his right hand floating beside him as he struggled to keep his balance.

My contract was positive behaviour change in two days and the referral came from my recent work with habitual criminals.

The results, especially for John, were extraordinary. Over the two days John shouted and screamed as he went through the activities and struggled mightily with his disability.

John rewired his brain and his body over those two days, and the psychologist was so shocked when he saw John walking normally across the beach, across the rocks, and across the tidal rubble, that he fell off his chair and spilt his coffee, saying “It’s gone!” Then - “I need to write a thesis on this!”

I didn’t need a thesis, I already had a new theory of outdoor experiential learning that was simple and repeatable and it worked. Now it’s time to pass it on.

The workshop will present a basic outline of how the theory was applied including the learning objective, principles and application, and how I believe John changed his mind.

It will then be thrown open to delegates to brainstorm how they can move forward with this in the context of their own outdoor ed programs.

***Biography:***

*Bruce has been involved in outdoor education since 1965 when he qualified as a special forces operator. On leaving the military in 1971 he promised to pay back to the community the \$6 million spent on his training. Since then he has trained and facilitated in outdoor experiential learning over a full range of clients. He has written training manuals on rock climbing; abseiling/rappelling; leadership and high performing self managing teams; and has successfully delivered them in the field. He has had notable success in facilitating positive behavior change in criminals, disabled people, and years six and seven school children. This workshop presentation was accepted for inclusion in the 2008 international conference on experiential learning but was forced to cancel due to a family emergency. Bruce has twice presented at national outdoor ed conferences as a member of OEAQ.*

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## **Better understanding academic publishing: Authoring, reviewing and everything else besides**

A/Prof. John Quay

Academic publishing is a central function of an academic career. In this session we shall discuss how academic publishing works: how to write for a journal, how to review for a journal. Important will be audience contributions about how academic publishing – writing and/or reading – is supported at universities and other education institutions. We shall also discuss academic publishing more broadly, building on recent experience here in Australia. A few years ago the Australian Journal of Outdoor Education transitioned to become the Journal of Outdoor and Environmental Education. In 2018 the journal, supported by OEA, takes another step in its evolution, partnering with Springer Nature, a global academic publishing house. What does this mean for academics in Australia and in other places? Please attend this session to both learn about and contribute to discussion on academic publishing in outdoor education and related fields.

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## **Where? Where? Wedgie!: Adventure learning meets citizen science**

Andrew Hughes

The Bookend Trust has been delivering adventure learning programs through their online platform, Expedition Class, for over ten years. Hear how these programs have developed and adapted to motivate students and teachers to engage in science and environmental education from a different perspective, an adventurous perspective. This year they are leading the education component of a citizen science project to learn about and count Tasmanian wedge-tailed eagles. Find out how students can participate from the classroom and in the field. [www.expeditionclass.com/](http://www.expeditionclass.com/) [www.naturetrackers.com.au](http://www.naturetrackers.com.au)

### ***Biography:***

*Andrew is the Bookend Trust Education Manager and creator of Expedition Class. For eleven years he has undertaken adventure learning projects in Australia and Papua New Guinea that involve an average 3500 students in the online learning platform. He was the 2009 Australian Geographic Spirit of Adventure*

recipient, 2012 Bryce Courtenay Power of One Australian Hero and 2013 Tasmanian Australian of the Year.

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## **Re/considering outdoor education as environmental pedagogy: Challenges of living with/in/through curricula development**

**Dr Alistair Stewart**<sup>1</sup>

<sup>1</sup>La Trobe University, Bendigo, Australia

During the past 15 years a number of researchers in outdoor environmental education have questioned previously taken-for-granted universalist approaches and emphasised the significance of specific contexts and locations of practice. Complementary developments in outdoor education research have addressed the role of place in outdoor environmental education pedagogy and curriculum.

In this paper I re/consider the interrelated concepts, contexts and complex conversations (with colleagues, students and others) that have shaped my approach to curriculum, pedagogy and research during the past 15 years. I utilise a curriculum autobiography method, rhizocurrere, to chart my attempts to develop and promote Australian outdoor environmental education practices that are inclusive of, and responsive to, the places in which they are performed. This paper emphasises the complexity of developing curricula that engage, in a respectful and generative way, with the natural and cultural history of the Australian continent. The paper explores some of the challenges of attempting to think (and teach) differently about Australian outdoor pedagogy as environmental education.

### ***Biography:***

*Dr. Alistair Stewart is Senior Lecturer in the Department of Outdoor and Environmental Education, La Trobe University, Bendigo, Australia. His research interests include poststructuralist curriculum inquiry, and place-responsive pedagogy, with particular reference to natural and cultural history.*

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## **Navigating in the Field - a simple acronym for teaching students**

**Mr Mark Oates**<sup>1</sup>

<sup>1</sup>The Hutchins School, North Hobart, Australia

Looking for simple ideas on how to teach secondary students to navigate off-track?

Mark will provide a quick overview of a simple acronym that he encourages his Year 10 students to use as a helpful checklist when navigating from one point to another with a topographic map and orienteering compass.

The acronym is O COMPASS and it provides students with 8 simple steps that they should complete in order to ensure that they have all of the information they need to proceed from one known point to another.

### ***Biography:***

*Mark Oates is a passionate outdoor educator and adventurer who moved to Tasmania 8 years ago from Victoria to explore its remote rivers and mountains. Mark works at The Hutchins School in Hobart and is*

*heavily involved in teaching the Power of 9 Program and the TASC Outdoor Education course to senior students. He has been teaching outdoor education in secondary schools for 20 years.*

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**What is dead may never die! Outdoor education to some has been dead for years.**

**However outdoor education has a bright future in an education system that values communication skills, networking skills, relationship skills, group processing skills and leadership.**

**Mr Tony Keeble<sup>1</sup>**

*<sup>1</sup>Outdoor School DET Victoria, Bogong Village, Australia*

The purpose of this presentation is to outline two recent papers and some initial findings from a PhD research that looks at the role outdoor education has on social capital.

The issues explored include the notion that outdoor education has a bright future in mainstream education, especially when that future involves the teaching of communication skills, relationship skills, group processing skills, networking skills and leadership.

Furthermore the presentation will briefly explore recent studies looking at the outcomes of residential outdoor schools in the UK and Victoria. The studies show a marked increase in educational attainment for students who have structured and meaningful outdoor education curriculum delivered. The importance of this is that Governments can no longer ignore this information in educational policy documents.

Outdoor education is not dead, it has a new beginning!

***Biography:***

*Tony Keeble is a PhD candidate with Federation University. He is also the Principal Of Outdoor School, a Victorian department of education school. Tony's research interest include exploring the ideas that outdoor education can be explained through a social framework lens. Tony's PhD research looks at the role outdoor education can play in developing social capital amongst cohorts of year 9 students from communities in rural Victoria.*