

NZOIA Quarterly

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

Issue 37

June 2006

SAFETY OVER ADVENTURE ...are we turning kids away from the outdoors?

In response to 'Their age must weary them' NZ Wilderness, April 2006

I agree kids must experience the Great Outdoors for their own benefit and everyone else's. Improved self esteem, confidence, self-awareness, compassion and respect for others, teamwork skills, resilience and the ability to cope with adversity are just a few benefits. A positive, exciting and memorable experience in an outdoors environment is also going to greatly assist them in appreciating and wanting to protect that environment for future similar experiences.

I also agree that adults must share the Great Outdoors with children and as a teacher of Outdoor Education at a large secondary school my job is exactly that. However to do a good job I feel I must do more than simply share the outdoors. I must capture their imaginations and get them passionate about being outdoors, especially if I want them to choose further outdoor experiences over the plethora of seemingly exciting options available in the concrete jungle. We must be on the right track because the number of young people choosing to do our course has all our resources busting at the seams.

Sometimes however I am required to contract out instruction of the students to outdoor recreation industry professionals and this is where I am seeing a disturbing trend. I see plenty of emphasis on safety, boundaries and gradual progressions in skill development but less energy going into creating fun and adventure. Trying to take a photo with more than half a group of students smiling and laughing becomes difficult. And as for adventure, isn't that about taking calculated risks, not having guaranteed outcomes, making decisions and owning the consequences, both good and bad? I see less opportunity for adventure as students are required to recreate within increasingly tighter boundaries. Often very capable students are being bored senseless by the very limited freedom they are given in case one of them does the wrong thing.

Our outdoor education programme aims to engage students by challenging them. It involves activities and management strategies that have potential for greater harm than from what I have seen from other providers yet injuries and incidents are next to nothing. Why? Because challenged students know they have to think ahead, know they have to be on the ball and know they will suffer the consequences otherwise. Under-challenged students tend to disengage their brain - treat them like monkeys and that's what you tend to get. I believe we seriously underestimate the ability of some of our teenagers and are constantly amazed at how quickly they pick up new skills and manage significant responsibility when given the chance.

It seems to me that many instructors (or the industry that is training them) have sold their soul to the 'bubble wrap' or 'risk adverse' society we are letting ourselves become. It is far easier and safer for instructors to treat everyone like the lowest common denominator. Everyone holds them in high esteem as they proudly hoist their safety banner. Sure the kids may be safe but I wonder at what cost. Also, how less enjoyable must be the job when an instructor is working with under challenged kids having little fun.

With increasing regulation of the outdoor recreation industry young people are more likely to be introduced to outdoor pursuits by instructors with 'industry qualifications'. What emphasis does the industry place on instructors having a sense of fun and adventure? I know there is much placed on managing risk, knowledge and technical ability.

I think the outdoors industry is to a large extent turning kids away from the outdoors and that is a major concern. I feel qualified to voice such opinions because I am having huge success with getting young people outdoors. My course has grown exponentially and resources at my school can not cope with anymore students wanting to do Outdoor Education and go on trips. I had to turn away 20 Year 12's at the start of this year and on every trip I run I have to limit numbers. The thirst for outdoor adventure is there but the people to facilitate it are becoming extinct.

I see my job as to capture the imagination of young people with outdoor pursuits. I don't want them to be technically excellent, that will come later on their own choice. I want them to have bumps and bruises, get lost, run out of food, make mistakes and I want them to suffer the consequences too. Without these they are not being challenged, become bored and looking elsewhere for excitement - not in the outdoors.

David Mason — Dave is the HOD of Outdoor Education at Howick College and NZOIA award holder



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MEMBER ORGANISATION



NOTICES ~ NOTICES ~ NOTICES ~ NOTICES

ONZ Annual Forum and NZOIA AGM

This year's forum and AGM will be held in WELLINGTON on Friday 15th September to coincide with the Department of Conservation's National Recreation Summit Conference on 16-17th September. Full details will be advised to all members as soon as they are finalised.

Sea Kayak Awards – some clarification

There is a bit of confusion about the sea kayak awards and assessments so we've changed the assessment calendar to clarify things.

- If you already hold the SKOANZ Guide award you can upgrade to the Sea Kayak 1 instructors award by completing a one day upgrade assessment.
- If you are not a SKOANZ Guide the 4 day Sea Kayak 1 assessment is for you.

This includes the 3 day Guides award plus the one day instructor upgrade. Both these assessment options are now on the calendar.

Executive Report

MEMBER SURVEY

Some initial results from the member survey are provided later in this edition of the Quarterly and further data will be provided in due course. The full survey results once finished will be available on request. Our thanks to Dr. Mike Boyes, Dr Tom Potter, Geoff Ockwell and Sophia McKay of Otago University for the long hours and independent expertise they have contributed to this project. The survey provides some clear direction for the Executive, and our specific responses to this will be detailed in future editions of this newsletter.

TRAINING

An overwhelming majority of respondents to the member survey indicated the need for NZOIA to provide training opportunities and to promote those members who offer scheduled courses. To this end a Training Calendar is being developed and will go on the website during July. You will receive email notification of this. Those members and organisations who wish to offer specific instructor training courses can forward this information to me directly for inclusion on the calendar. Certain criteria do need to be met so please contact me to discuss this after 3 July (I'm away till then).

PROMOTION

By the time you receive this you may well have seen our mountaineering advert in the June edition of Wilderness. This is a joint advert with the NZ Mountain Guides Association and reflects our direction in working far more closely with allied professional bodies. The same advert is in the Snow annual. You'll also see adverts in the forthcoming educational editions of both Adventure and Wilderness.

WATER SAFETY NZ – NON-POWERED WATER CRAFT FORUM

The idea of bringing together groups involved in the use of non-powered water craft came from a discussion earlier this year between Water Safety NZ and NZOIA. The inaugural meeting of this group occurred on 23 May and brought together leaders from a variety of NGO's, government bodies and commercial operators. The aim was to develop networks, encourage discussion and identify areas of common interest or concern within the realm of water safety education. The meeting was entirely successful and a number of issues were identified that organisations are currently working independently on,

that could more effectively and efficiently be progressed through cooperative effort. The Forum is to meet again later this year, with opportunities for specialist discussion amongst smaller groups. Thanks to WSNZ for funding this initiative and in particular to Jarrod Coburn for convening the event.

LIAISON

We have initiated renewed liaison with Sfrito in order to explore ways in which the two organisations can work more in partnership with one another. Recent discussions have been positive and constructive but are very much a work in progress. We hope to have more detail to present to members in the coming months. Similarly, continued discussions have occurred with NZ Mountain Safety Council particularly around the joint Outdoor Leader award that replaces the former, but little used, Outdoor 1. As a member of the Council that governs NZMSC we have been challenging aspects of their current practice and future direction, in particular the unnecessary duplication of bush, alpine and rock awards. It is unusual for parallel qualification pathways to exist for volunteers and professional instructors, and NZOIA would like to see progress made towards a rationalisation of this and eventually one pathway for all towards an agreed professional standard.

QUALIFICATIONS ALIGNMENT

NZOIA has continued to represent members' interests on this working party, coordinated by ONZ and funded by SPARC. Stu Allen has now completed the final draft of the qualifications map and his recommendations for alignment, rationalisation and restructuring. We hope to be able to make available the qualifications map very soon. NZOIA supports the ongoing nature of this project and will be contributing to future discussions around Stu's recommendations.

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“...engender enthusiasm and a sense of adventure...”

MARK JONES RESPONDS TO DAVE MASON'S ARTICLE (PAGE 1) —

One of the key aspects of the NZOIA assessment process that I believe sets it apart from many other assessments is the clear requirement to not only have the technical competency, but to be able to make teaching sessions challenging and interesting. [Core generic - people skills (m) “Able to engender enthusiasm and a sense of adventure in the participants, make them feel involved, gain their cooperation and interest.”]. I know of many assessments where people have been failed or deferred for being “boring”.

Technical skills are more easily quantified and hence easier to assess than soft skills, and they are easier to perform when isolated from the instruction they are an integral part of. This is why we have a student day to see candidates put it all together, in context, with real clients, in real environments. But like any other assessment scheme I can think of, almost without exception, NZOIA allocates more time to the assessment of technical components.

That instructors have high technical skills and experience is important when taking students into technical environments. However there is a danger that because technical skills were the focus of the assessment people think they are the focus of outdoor education. I share Dave's concern over the emphasis many programmes have on skill development. Unit Standards focusing on hard skills and government funding available to schools that offer these has done much to influence the direction of outdoor education experiences in NZ. The emphasis has shifted away from where it ought to be in my opinion, on personal development, environmental understanding and connection.

Dave's comment raises an important issue that our instructors face, the dichotomy of being both safe and adventurous at the same time. It is a contradiction. For outdoor leaders still early in their apprenticeship it is a difficult state to attain whereby they feel in complete control, but their students feel like they are having a real adventure. The best instructors of long practice accomplish this with an ease and confidence that green instructors can only dream of emulating. It is a product of technical mileage, teaching skill, and experience at reading people and situations that can not be acquired overnight.

But there are simple things any instructor can do to increase the adventure component without adding to the absolute risk. Here are some of them:

- Giving students more ownership of their experience, having them lead and having them making key decisions. Getting them to plan and execute their own adventure experience in a low technical environment is often more rewarding, has more learning, and has a greater sense of adventure than being led by the hand through a more technical one.
- Less is often more. Any environment can be made challenging by reducing the level of equipment students have. Tom Sawyer didn't have a lot of stuff but he had some great adventures. Build rafts, packs, bivvies. Challenge “cruising” kayakers by giving them hand paddles. Blindfold.
- Explore! Get off-track, off-piste, off-route, let them get lost.... Go to new places for your own benefit as well as the students'.
- Plan an epic. Design a trip where the students come across an “unexpected” problem to be overcome - Gorge to be swum, swamp to cross, cliff to surmount, etc.
- Involve students in the risk management of the activity. Give them responsibilities that matter.
- Design the day as a journey utilising nature's obstacle course rather than sanitised “buzz” activities at the centre.
- Create a sense of mystery about the day/route. Leave your expertise and knowledge of the route undisclosed. Let them discover stuff.
- Touch, taste, smell, get muddy.
- Catch dinner.
- Cook on a fire.
- Let them sleep under the stars, under a log, under a boat.

Programme leaders should ensure spontaneity is possible in a programme so instructors can seize opportunities as they present themselves, rather than going, “Gee, this is not on my RAMS form, sorry we can't”.

Of course any new activity or new approach to a traditional activity will require a fresh consideration of the risks and their management. This of course is the key, creating challenge and the sense of adventure whilst keeping the risk within acceptable limits.

Mark Jones

Mark is Senior Lecturer in outdoor recreation at AUT University, a member of the Adventure Philosophy team, and a NZOIA assessor.

Tech Notes >>>

PREPARING FOR YOUR CAVE 1 ASSESSMENT

by Kip Mandeno

Going for a cave assessment is as easy as going for any NZOIA assessment; get enough hours in the log, enrol and then turn up. Well unfortunately that is only the thinly veiled disguise of a process more complicated than that; a process that often many candidates fail to comprehend.

Like all assessments, cave assessments require both technical and soft skills in an environment that you must first be comfortable to operate in. Proficiency in the skills that are required should be at a level where you can still maintain high standards under the stress of an assessment, where the 'office routine' of your regular workplace is unsettled and the fear of failure is high.

Well where does this stress come from? The candidates of course. The assessors often get blamed for it but sound preparation is the key. Let's look inside the process of a cave assessment and see if we can be better prepared:

DAY ONE > a skills day, like all assessments. It could be any assessment, anywhere, on any old weekend.

To partake in a cave one assessment you need to be able to make a ladder hang in a good location, build a reasonable workstation, and then perform a few simple rescue skills, all with the minimum amount of gear. This is where a few come unstuck. The skills aint rocket science but the raw basic skill of rigging is what many candidates lack.

The average candidate can often enable a client to have a good day but then leave them to fall asleep for a couple of hours on a pitch while they rig a ladder! Such a system should only take 15 minutes to set up.

So what are the core skills you need to get through?

- Good pre-planning of your equipment – it's not going to be the cleanest or easiest pitch head you've ever worked on, particularly if you come from a rock background.
- Ensure you pack your ropes so you can deploy them easily.
- Pack just enough bits of hardware, carabiners are about all you'll need. Fancy toys and posh silverware usually won't cut it.
- Be good at the old skills of Italian Hitch belaying, using prussics, and rigging with good use of basic knots like the bowline, figure 8, clove hitch, double fishermans etc.

Sounds easy doesn't it? Well this is where the best often fall down. Our modern commercial rigging approach tends to be over mechanised (bolts, toys etc). The old skills of tying to a rock and getting on with it are declining. Also, many cave instructors often work on only one or two sites and so only have to repeat a rote learned system over and over again. Taken to a foreign site they start to struggle (read the syllabus, "known and unknown sites").

Most candidates haven't developed robust enough processes to stand up to the self induced stresses of a level one assessment by the time they sit the award. If you do just the minimum amount of prerequisite instructional days and lots of training concentrating on the technical skills required it is likely you will pass, but only if your assessment is very straightforward. The reality is that things are rarely straightforward and the site you are at or the clients in your group present unexpected challenges. Sometimes what you planned just goes wrong! This is where experience counts. If you've got plenty of experience of different groups and varied locations you'll have the skills and confidence to work out problems in the stressful environment of an assessment. If you do have heaps of experience beware that there is a bit of a funny irony in that you tend to become lacking in some of the fringe skills, rescue being one of these. Make sure you refresh these skills if you've not used them for a while.

continued...





Ah the rescue skills, so simple yet so easily messed up when you are under the gun surrounded by your peers. Most candidates can often do a wonderfully complicated rescue but flounder when given the basic 'assisted hoist' to do. What the hell does that mean? Well it means you assist; you don't pull out the all the toys and spend the best part of 10 minutes fluffing around with Prusiks and other stuff. Your client's not far below the top of the ladder, do they really want to stay there waiting on you to look good technically? No, they want a quick and easy solution that assists them up the last part. This could be as simple as put your back into it and haul or drop a loop down to them to make a quick 2:1. Keep it simple!

DAY TWO > Student Day

Here's another interesting fact ... most candidates, despite having enrolled at least six weeks before the assessment, leave planning the student day to the night before when they are tired at the end of day one. I often pray that I will one day do an assessment where the candidates look at the assessors and say: "Here is the information for the students and we will meet you at such and such a place, don't be late!" It's usually the other way around. Surely as budding

professional instructors (as most are at this level) you would be keen to have as much bolted down prior to the assessment? Even if you have a plan that is 80% likely to function on the day, you are ahead of the game.

Well what do you need to do get an A in cave instruction? Well the tech skills are easy and they often are the same as your everyday rock skills. Cave is unique in that you have to have a firm grip on the environment you are working in, and be able to deliver both a physical and educational experience as you move through the cave.

Most candidates lack skills in basic geology, karstology, hydrology and coffeeology. The geomorphologic processes of caves are incredibly interesting if delivered in the right way to a student group, and can be used as a powerful tool to get students to fully understand their place in the universe. Again, it's not rocket science (I learnt it in 25 years), a good simple repertoire of environmental interpretation and short stories makes for a great caving experience. Contrary to popular opinion your clients do not really care about the rigging; they want an experience!

Well that sounds like all doom and gloom really (like caving) but caving is also a great place to allow students to learn navigation, environmental skills, teamwork and looking after yourself. Of all the days I do with students the ones spent underground are the best. To the average student rock repeats itself, abseiling is too slow, bush goes on and on, boats are hard to handle and caves are too scary. But a well run student programme, that allows them to relax into the environment and see that it is rarely very tight, and it is generally not terribly dirty, will bring out great rewards with a group.

The golden rules of instructing apply here more than ever:

- It's their experience not yours (let them discover).
- Share it - don't show it (they don't want to watch you all day).
- Pitch it right (concentrate on the delivery needs of the group).
- If in doubt pull out (a short safe experience is better than a long epic).

So, if you are going to go for a cave one assessment spend as much time on your delivery as you do on your rigging. Plan and pack appropriately, talk to your fellow candidates and organise your student day together, early. The instructors may throw a curve ball into the plan but at least the bulk of it will be sorted. Sleep a lot - drink a little (at least until afterwards) and enjoy yourself.

Kip Mandeno

Kip is a freelance instructor and Cave Assessor

ASPECTS OF OUTDOOR LEADERSHIP

PART 2

by Ray Hollingsworth

KNOW WHY YOU LEAD

Every year at AUT we hold interviews to screen applicants for the next Outdoor Recreation Leadership course. Invariably when asked why they want to do the course, applicants respond with 'because I love the outdoors' or words to that effect. Few of them have a concrete goal, a vision beyond getting out of an office based career. The ones that do often speak of working with young people, of making a difference in the lives of others, of passing on their love of the outdoors to the next generation. While sounding somewhat trite, these answers are important because they speak of the internal workings of the person: they address the unspoken question "why do you want to lead?"

John Graham, in his excellent book "Outdoor Leadership", suggests that becoming a leader will happen given time, training and experience, but that being a leader also means taking on the burden of risk and responsibility and loneliness. *"It's hard to sustain the commitment necessary to go through all this unless you have thought about, and acknowledged the personal benefits of leading and judged them worth the costs."*

In other words, knowing why you lead will help sustain your energy and commitment. It feeds into the picture you have of yourself and makes every experience more personally meaningful.

ATTITUDE

Leadership skills learned in the outdoors can be transferred to every aspect of one's life. Graham offers a list, culled from questionnaires collected on the Outdoor Leadership courses he runs, of what people expect of a leader. The list includes:

- to be good at planning and organizing
- to be self-confident
- to care for other people
- to make good decisions
- to be trustworthy
- to communicate well
- to anticipate problems and deal with them proactively.

All of these are socially desirable attributes; all of these are qualities that can be developed with the right training, exposure to the right experiences and the right attitude.

Attitude is important because it speaks of intent. Sharon Wood, the first North American woman to climb Mt Everest, states (in Grahams book) *"Always check your intentions... if your intentions have to do with ego and power your team will pick up on this and it probably won't work for you."*

In other words, if your reason for leading is to feed an image of yourself as a person who can control others, then your attitude will be one where power games dominate social interactions.



It was Martin Luther King who said *"The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy."* People who are comfortable with their reasons for leading will not wring their hands and cry 'Why me?' when times get tough; rather they will accept the calling because it confirms that they are in the right place to assist.

If you lead because of the service opportunities it provides, then your attitude will be one where compassion and sincerity dominate. John Graham states *"It's extremely satisfying to be a coach and a role model out there, knowing that others are learning skills and traits that are changing their lives for the better – as your life has been changed by those who taught you."*

PAYING IT FORWARD

"Paying it forward" is a concept popularized in the Kevin Spacey movie of the same name. It intimates that doing positive things for others will inspire them in turn to do positive things for more people – thereby creating ripples of goodness throughout society. Leading in the outdoors offers numerous opportunities, if one recognizes and seizes them, for influencing others in a positive way.

continued over...

From club tramping trips to hooning down rivers with friends; from a school abseil session to a professional bungee jump site; from school camps to sea kayaking the sounds, leaders of all types play an important role in introducing and guiding people's experiences in the outdoors. Knowing why they lead will make them more confident and comfortable in that role; knowing why they lead speaks volumes about how they see themselves and where they are going with their lives.

Ray Hollingsworth

Ray is a lecturer in outdoor recreation leadership at AUT University and a NZOIA Rock and Kayak award holder.

“The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.”



2006 MEMBER SURVEY

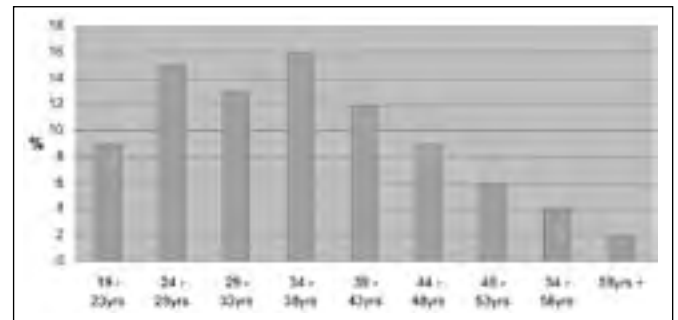
The member survey in which many of you took part is an important information gathering exercise for the Association. The data gathered provides:

- A measure of how well we are meeting the needs and expectations of members.
- Suggestions for development and future direction.
- Indication of how we might better meet members needs in future.
- A picture of who our members are.

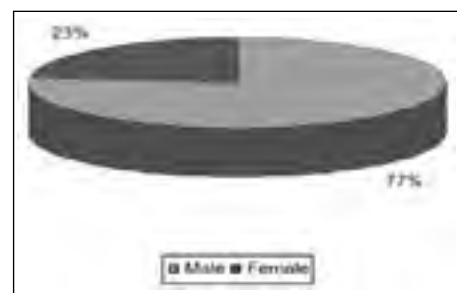
In the near future the Executive will be working to develop a new Strategic Plan for the Association. This will set our future direction and prioritise goals for the staff and Executive to achieve. To this end the results of the member survey are of great value and will assist the Executive in this process. Our commitment is to regularly survey our members, preferably every three years, and by so doing assess the impact and success of the work of the Association in meeting member needs.

The overall survey results will be made available to members once they are in a finished form. In the meantime the following graphs are provided to give a picture of who we are, and to illustrate the importance that you have given to the provision of training opportunities. In total there were 261 respondents of which 241 were current full members representing about 52% of our membership. Not all respondents answered every question. Further survey results will be provided in the next Quarterly.

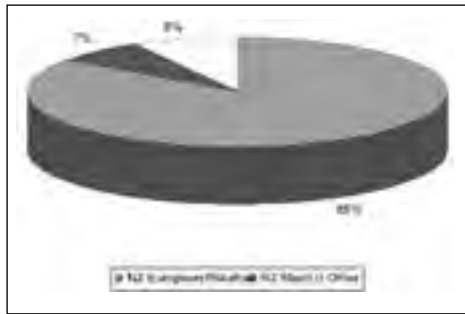
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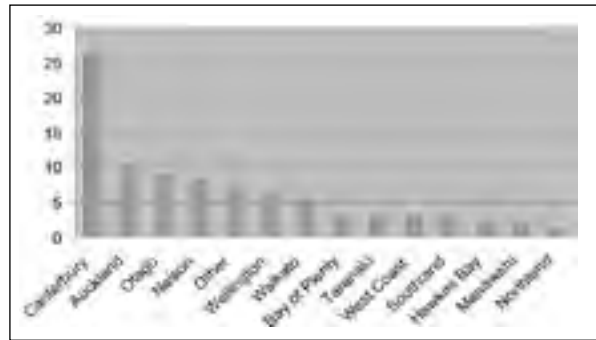
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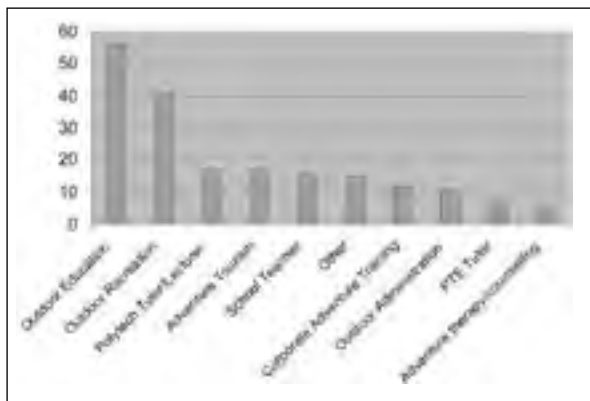
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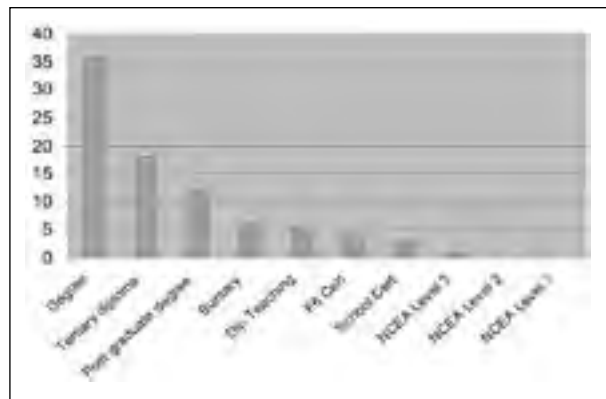
WHERE DO YOU LIVE NOW?



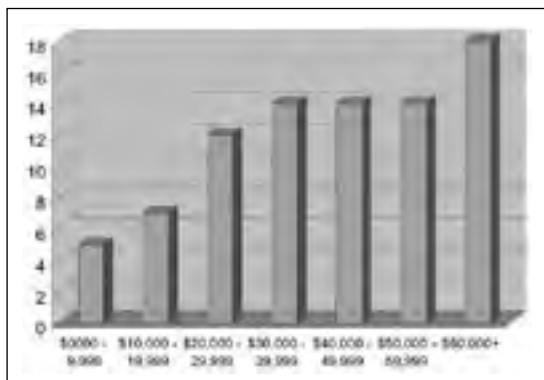
IDENTIFY THE INDUSTRY SECTORS YOU ARE PREDOMINANTLY INVOLVED WITH...



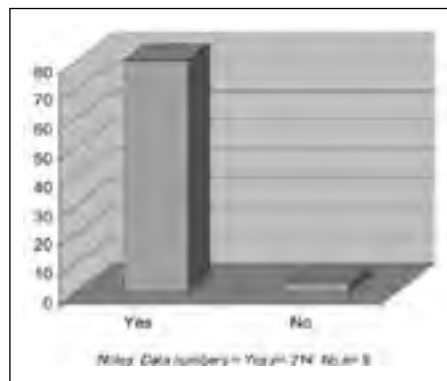
WHAT IS YOUR HIGHEST EDUCATION LEVEL?



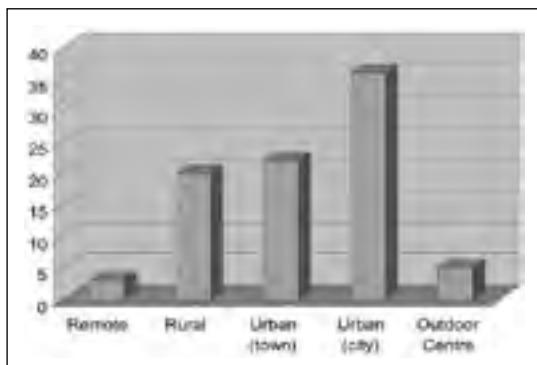
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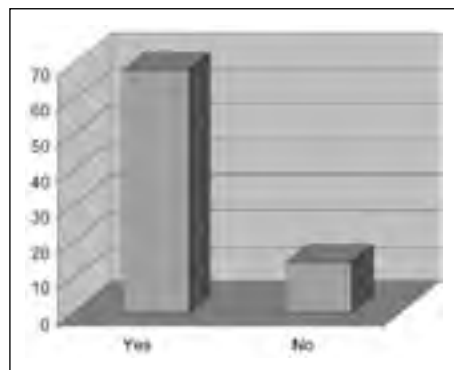
SHOULD NZOIA RUN A TRAINING PROGRAMME / CALENDAR?



WHAT BEST DESCRIBES YOUR CURRENT PLACE OF RESIDENCE?



SHOULD WE RUN THESE COURSES OURSELVES?





WETA PROWL

The view in front of me felt vast like a crystal clear ocean as I drew in the vista from this deep sea from the South Temple Valley that lay below me.

It was the sixth pitch, I sat at my belay station, looking out over the South Temple Valley, across the jutting peaks, some I could name, some not. The view in front of me felt vast like a crystal clear ocean as I drew in the vista from this deep sea from the South Temple Valley that lay below me. Jo Straker was following to take the next pitch, climbing confidently – it was a great day to be here!

Looking back down the face it amazed me how this appealing slab route viewed from the valley entrance and guide book pages could look like a pile of rubble from my belay position. Bits of rock lay perched on ledges, stalled from their journey towards the valley floor. The climb from this angle looked very different from the clean shaven route I had first set my eyes on.

I waved to Jo as she retrieved another bit of gear from a crack. We were enjoying the climb, concentrating on our moves and change over, playing the game of “got it” when handing over equipment for the next belay. The

very thought of dropping the rack of equipment was a permanent concern. Although it sounds an obvious issue to avoid, it was crucial not to make a mistake and to keep our communication clear. The climb is graded at an easy 14 however the thought of retreat was not worth considering. If we had to descend, it would be an expensive exercise, with limited possible bollards for anchors. We felt committed to finishing the climb. I loved that feeling. No looking back now, only onwards and upwards, slowly making progress towards the summit. Jo passed me, taking the lead while I belayed, kept checking the weather while pondering where we had come from.

Jo and I had tried this trip in December 2005. We had travelled up the South Temple Valley to bivvy below Bruce and Steeple Peak. The weather was soaring in heat and it took half the night for me to feel a reasonable temperature again. The following day we climbed to the base of the climb, shrouded in misty, motionless cloud. At 8 a.m. we stood at the base of the climb, and a moist air flow

crawled its way up the valley. It was not going to let go of the rock, the mists grip tightened and everything was dripping wet. Not keen on an epic, standing on wet slabs and committing ourselves to the three hundred metre ascent we retreated back down to the bivvy, brewed up, packed up and sauntered back down the valley.

This trip we changed our approach by travelling up the North Temple and over Gunsight Pass. The forecast was for a gathering westerly on Saturday, with drizzle on the Sunday. On the day the cloud was gathering, discussing with each other how hard it was really going to blow. The wind buffeted, teasing us with its possible strength, sometimes ripping down the face, other times whirling around from behind us. I would hear the wind tumble across the face and while on lead I would brace myself for a buffeting. It would pass as quick as it came. Pleased with the result of still being on the rock I would continue climbing, making delicate moves ensuring not to pull off a frail section of rock. These gusts of wind would remind me of what was written about Bruce Clark's death on Bruce Peak in the Barron Saddle Guide Book. A similar fate did not appeal.

It looked as though we were in with a chance. As I stood at the sixth pitch I gazed downwards. I reflected again on our decent, and then followed up behind Jo. The guide said good rock and good protection. I had traversed a section with only one bit of pro. Many other pitches seemed quite run out, however the technicality of the climb was not too steep and grade easily manageable. Sections of the climb were mixed with great fun moves, solid rock to friable typical New Zealand weetbix like rock that sat on each other 'weighting' for that encouraged pull outwards to continue their journey downwards to the valley floor.

Moving up, climbing was fun, some exposure, more friable rock, and we smelt the summit close. Moving off the face onto the ridge, the wind still came in spurts, warning us it might pluck us off at any stage, letting us know it was master. We never were certain exactly where the wind was coming from as it swirled and danced around us. Finally after eleven pitches we reached the summit to gaze out to Lake Ohau, Dobson and Hopkins Valley, Ohau range, Mt Cook and many other features. Ironically the wind stopped, weird... given a windless reprieve we soaked up the atmosphere.

We found the decent off the summit and after a very loose rock scramble down an easy ridge we reached a col. Scree hopping down to our walking poles was easy and further down we arrived at our bivvy site for a brew. With the prospect of a wet night and no climbing the next day we descended down into the South Temple Valley, below the hut for the night and well earned rest.

Afterwards I revel in the quiet success of a quick trip in the mountains. The climb has plenty of loose rock with some good rock and it is wise to climb on a good weather forecast (no kidding!) and not get half way up and have to retreat.

CLIMB DETAILS:

ROCK: solid in many places, however there are plenty of areas that require caution due to it being friable and loose.

ROUTE: Best climbed on a non-rainy day.

APPROACH: North Temple is the quickest and less distance, however you do climb an extra height by ascending and descending Gunsight pass. Ascending to Gunsight pass is steep. You only have to cross the river once using this path. South Temple is longer; however the approach is more gradual.

by Andy Thompson

Andy works at the School of Adventure, Otago Polytechnic. He is a NZOIA Level Two award holder and Assessor. He is currently residing in Europe.



NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION

Assessment Calendar

2006	COURSE DATE	Closing Date **	2007	COURSE DATE	Closing Date **
Kayak FW			Kayak FW		
Auckland	October 28-29	Sep 13	Auckland	February 24-25	Jan 22
Christchurch	November 4-5	Sep 20	Christchurch	March 4-5	Jan 29
Kayak 1			Kayak 1		
Christchurch	November 10-12	Sep 25	Murchison	March 24-26	Feb 10
Central North Is.	November 17-19	Oct 2	Central North Is.	March 30-April 1	Feb 19
Multisport Kayak			Kayak 2		
Auckland	October 14-15	Aug 30	Central North Is.	March 2-4	Jan 22
Christchurch	October 28-29	Sep 13	Murchison	March 16-18	Feb 1
Kayak 2			Multi Sport Kayak		
Central North Is.	on request		Auckland	On request	
SKOANZ Guide & Sea Kayak 1			Christchurch	On request	
Auckland	October 14-17	Sep 1	SKOANZ Guide & Sea Kayak 1		
Christchurch	October 14-17	Sep 1	Christchurch	May 10-13	Mar 27
Sea Kayak 1			Auckland	May 24-27	Apr 10
Auckland	October 17	Sep 1	Sea Kayak 1		
Christchurch	October 17	Sep 1	Christchurch	May 13	Mar 27
Canoe			Auckland	May 27	Apr 10
South Island	December 2-3	Oct 18	Cave 1		
Cave 2	on request		Central North Is.	April 14-15	Mar 1
Rock 1			Nelson	May 11-13	Apr 1
Christchurch	August 12-13	Jun 29	Cave 2	On request	
Christchurch	October 28-29	Sep 13	Rock 1		
Dunedin	November 18-19	Oct 3	Central North Is.	March 10-11	Jan 29
Central North Is.	November 25-26	Oct 10	Christchurch	March 17-18	Feb 5
Auckland	December 2-3	Oct 18	Dunedin	31 March-1 April	Feb 19
Christchurch	December 9-10	Oct 30	Auckland	May 5-6	Mar 22
Bush 1			Christchurch	May 19-20	Apr 5
South Island	October 14-16	Aug 30	Sport Climbing 1	On request	
Central North Is.	November 11-13	Sep 27	Sport Climbing 2	On request	
South Is.	November 25-27	Oct 9	Rock 2		
Bush 2			Whanganui Bay	March 2-4	Jan 19
South Island	November 24-26	Oct 9	Christchurch	April 27-29	Mar 13
Alpine 1			Bush 1		
South Is.	September 2-4	Jul 11	Central South Is.	March 24-26	Feb 12
Central North Is.	September 9-11	Jul 24	Central North Is.	March 30-April 1	Feb 14
South Island	October 7-9	Aug 23	Bush 2		
Alpine 2			South Island	April 20-22	Mar 8
South Island	September 22-25	Aug 9	Central North Is.	May 4-6	Mar 21
Climbing Wall	on request				
Abseil 1					
Auckland	December 9-10	Oct 20			

Closing Date ** ~ assessment applications, associated documentation and assessment deposit (\$100) must be received by closing date. Assessment applications received after closing date may be declined.

NOTE:

- It is always possible to run assessments on other dates, either by special request or if sufficient candidate are available.
- There are a minimum number of candidates required for each assessment.
- If you are interested please register your interest with our office.
- We will contact you if there are sufficient numbers.

Website: www.nzoi.org.nz

Email Administration Officer: ao@nzoi.org.nz **Assessment Co-ordinator:** assessment@nzoi.org.nz

Postal address: PO Box 11-090, Manners Street, Wellington 6142. Telephone: 04 385 6048, Fax: 04 385 9680.

BOOKING FOR A NZOIA ASSESSMENT

BOOKING ROUTINE

You must have completed the prerequisites before applying for an assessment; check the syllabus - they are all available on the NZOIA website at: www.nzoia.org.nz.

You must also be a current member of NZOIA as at the date of the assessment.

To apply for a place on an assessment, obtain an assessment application form, from the website (or the administration officer) and forward it to NZOIA by the closing date with:

- a \$100 deposit
- a copy of your logbook
- a copy of your current first-aid certificate
- application* form

*APPLICATIONS normally close six weeks before the assessment date.

We allocate places on assessment courses on a first-in, with deposit, first-accepted basis. After the closing date, we will confirm that the assessment will run. You then need pay the balance of the course fee before the assessment. If we cancel the course, we will refund all fees.

The deposit will be refunded in full if you withdraw from a course four weeks or more before the course starts, (or you can transfer to another course). Deposits will not be refunded where the withdrawal is within four weeks of the course, but may be transferred to another course. Where a withdrawal occurs within two weeks of the course 50% of the course fee will be charged.

COURSE FEES:

Two day \$370
Three day \$495
Four day \$640

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It is possible to arrange assessments on dates other than those scheduled (generally subject to the availability of assessors). Please contact either the Assessment Co-ordinator (email - assessment@nzoia.org.nz); or Administration Officer (email - ao@nzoia.org.nz). Telephone 04-385 6048.

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KAYAK FLATWATER: Andrew Baker, Ian McLeod, Ben Nanasca, Graeme Thorpe, Emma Walker.

KAYAK 1: Matt Heard, Fiona Lyall, Heather Rhodes, Mathew Shearer, Kelly Wood.

KAYAK 2: Jessica Brown, Mike Abbott.

ROCK 1: Emily Chase, Emily Earle, Thomas Fortain, Will Gage-Brown, Alison Hadfield, Phil Johnston, Ashley Mangnall, Thomas Moat, Campbell Potter, Heather Rhodes, Joshua Reynolds, David Seath, Carl Waddick, Rebecca Walker, Tracy Young.

ROCK 2: Greg Beisly, Anna Hughes, Jeremy Murray-Orr.

SEA KAYAK GUIDE: Bruce Bannan, Rosemary Jones, Joanna Pawson.

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Here is a useful link to simple, easy to use legal information for the non-profit sector.

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

