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YEARS

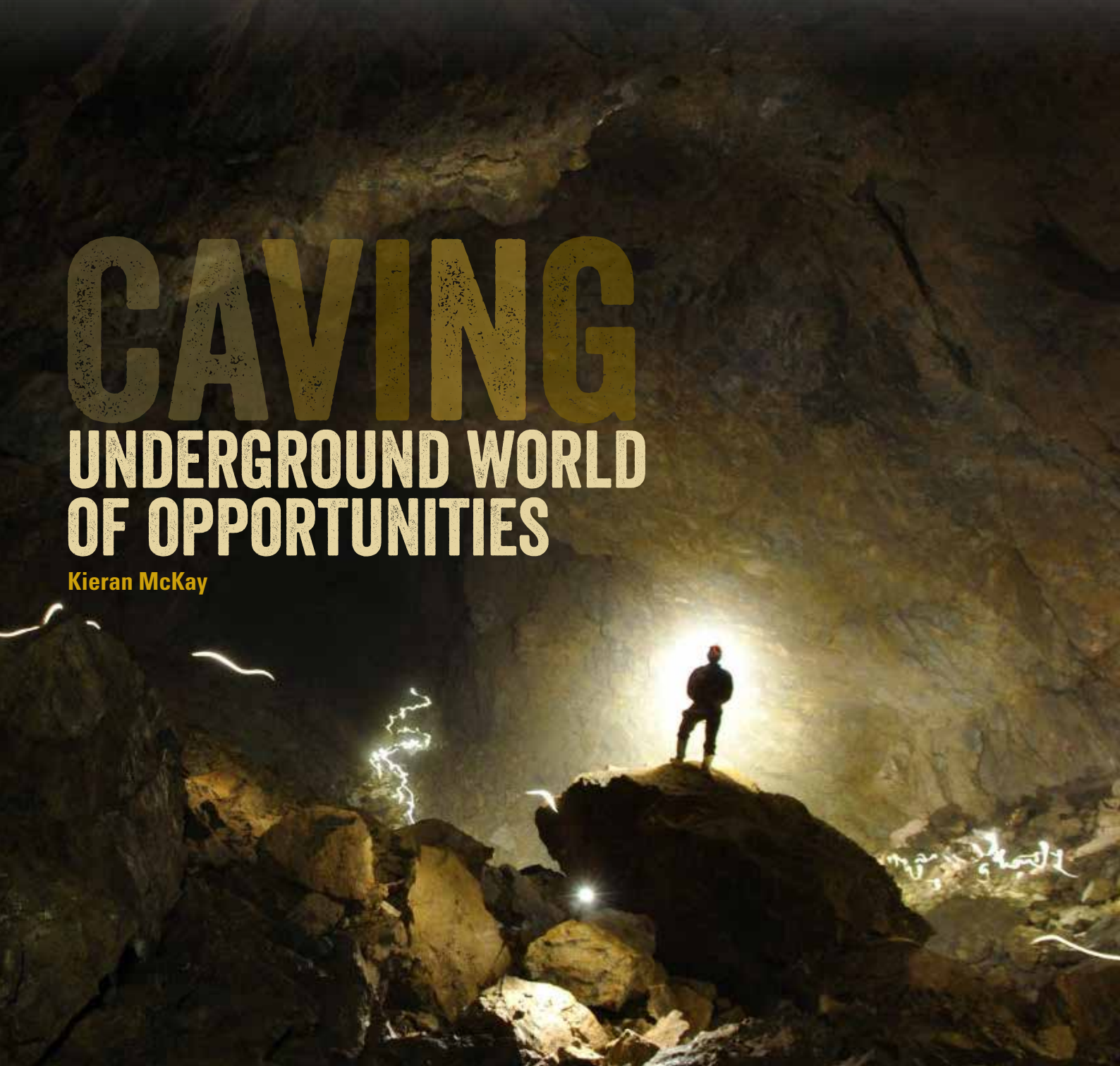


NZOIA
Excellence in Outdoor Leadership

CAVING

UNDERGROUND WORLD OF OPPORTUNITIES

Kieran McKay



ISSUE 63: JUNE 2013

NEWSLETTER OF THE NEW ZEALAND OUTDOOR INSTRUCTORS ASSOCIATION



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

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Cover photo: Black Dwarf Chamber, Mt Arthur.
Photo by Neil Silverwood.



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EMAIL COMMUNICATION WITH MEMBERS

Emails to members are one of the primary methods that NZOIA communicates with its members. All member emails are sent in the weekly NZOIA 4YA (every Friday) and include updates to the member only job board, spaces on assessments, refresher workshops and trainings, changes/updates to current initiatives/reviews within the outdoor industry, Executive updates and updates to the assessment, refresher and training calendars and requests for model students. Emails sent at other times will be specific to you.

If you are not receiving weekly emails every Friday from NZOIA, then we either don't have your current email address, or the email address in your membership account is incorrect.

PLEASE check the email address in your membership account, as email is the main method of regular communication with members. Alternatively, please contact the NZOIA office if you do not have a username and password for the 'Members only section' of the NZOIA website, and would like to be able to check your membership and revalidation details online.



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Please contact the Editor for prices. Email: editor@nzoi.org.nz

NZOIA gratefully acknowledges the financial support of the following organisations:

Member Organisation





Chief Executive's Report

National Training Symposium 2013

The office team have been putting a lot of time into ensuring this year's Symposium is a great event. If you haven't checked out the programme online yet then I suggest you do so and get yourself enrolled. There are wide range of revalidation courses running including Bush, Alpine, Rock, Sea kayak, Cave, Canoe and Kayak and a variety of training events including Advanced Sea Kayaking, Leave No Trace, Cutter Racing, several different rock climbing workshops, Waka Ama, SRT, Canyoning... the list goes on. This is a subsidised event through Sport NZ funding, and Outward Bound as host are making a tremendous effort to make sure it's an event to remember. If you are someone who questions the benefit of being a member, or you're not really sure what NZOIA as a member based Association is all about, come along! Incidentally, if we factor in staff time and general overheads into the cost of running the Symposium what you as members pay to attend is pretty much matched dollar for dollar by the Association – which represents more than anyone pays in membership and registration fees – that's value!

Avalanche

Sincere thanks to Ray Button for chairing the recent avalanche technical committee, and to Tim Wills, Ben Corcoran and Pete Brailsford who together with Aaron Halstead, Stu Allan and Penny Goddard made up the committee. Andrew Hobman from the Mountain Safety Council (MSC) and myself were part of the meeting convened to consider how best to meet the future needs of Alpine 1 instructors while considering the wider views of the snow and avalanche and safety auditing community. Andrew was particularly helpful and accommodating in terms of what the MSC can make available and adapt to our needs, and working collaboratively with MSC as we develop the new programme is in itself a positive outcome of the meeting. An issue has been the mismatch between what is provided in an Avalanche Awareness course and the terrain scope of Alpine 1. To resolve this the new programme will be four days in length, focussing on the key areas of: Understanding the snowpack, collecting information to assess the hazard level, safe route selection, and rescues; with elements of this being assessed. Our aim is to run courses later this year so that members preparing for Alpine 1 in 2014 have an opportunity to meet what will become the new avalanche pre-requisite.

River Rescue

The river rescue technical committee met in April at the NZ Kayak School and was a combined initiative of NZOIA and White Water NZ. Our appreciation to those who contributed, Ben Jackson, Keith Riley, Matt Bennett (WWNZ), Mick Hopkinson, Daan Jimmink and Koryn Gould. Koryn came

along as a representative of the raft guides (NZ Rivers Assoc.) and was both a great contributor and ambassador for closer relations between our two organisations. The outcomes of this will be revised syllabi for the two levels of rescue courses, and criteria for who is able to run these. Note that the new Kayak 1 and 2 syllabi list these courses as pre-requisites.

You will see from the above two items regarding river rescue and avalanche that the pre-requisites for some qualifications are changing. In doing this we are cognisant of the need to maintain contemporary standards of best practice and NZOIA's guiding principle of excellence; balancing this with the other principle of not creating unnecessary barriers for people. We also have existing qualification holders to consider and any upskilling they may need through the revalidation process so that they are at the new standard. While NZOIA will provide the above courses, we will be pleased to accept certification from other programmes that cover the syllabus and achieve the same quality of outcome.

Website Development

We are now moving into the second phase of the website development project. This involves adding two modules to the current setup; the Assessor Module and the Reporting Module. The Assessor Module is now at the testing stage and should be finished soon. Most members won't see a difference here, but assessors will, and so will the admin staff as a number of fairly tedious manual tasks get eliminated. In short the assessor module links the current course management system with an automated assessor management process. This automatically updates assessor profiles which record what courses they have worked. While this is essentially a log book it's more important function is to record progress of each assessor along the assessor development pathway; this then updates their scope in terms of what they can assess, what level they can assess to, and whether they are a trainee, assessor, or course director. With close to 100 assessors and increasing assessment activity, manually updating all these records is a complex and time consuming task. The data loop goes full circle because this updated profile data then ensures Penny can only select eligible assessors for particular assessments, refresher workshops and training events in the course management side of the website. For assessors logging in to the website they are now be able to view candidate applications online (they used to be photocopied and sent by mail), and view their profile with the record of what courses they have run, and what courses they have got coming up. The Reporting Module is all about accessing the database so that we can extract specific information, either for regular reports such as graphing membership numbers or for more finely detailed information such as how many people with Rock 1 living in Auckland are due to attend a refresher workshop (so we can contact them and fill up a course).

What's coming up

NZOIA has been working with representatives of the commercial climbing wall sector to develop an artificial climbing structure safety supervisors' qualification. This is progressing well and a draft syllabus, pathways to other qualifications and the financial / registration / assessor model, will be sent out to operators soon.

As work on the avalanche and river rescue syllabi and supporting documents progresses, those people who have requested to be part of the wider reference group will begin to receive drafts to review. Anyone wishing to be involved in this way is still most welcome to email me and you'll be added to the group.

Did you know? All NZOIA office staff have time out to instruct and maintain their qualifications as part of their employment agreements. This isn't just about keeping them happy but a key strategy to ensure that the people working FOR the industry are themselves OF the industry...so Penny is instructing rock over in Golden Bay this week, as Natalie and I hold the fort whilst eyeing the first real snow of winter across the bay, and its promise for the coming winter...



Matt Cant, Chief Executive, NZOIA



Chairperson's Report

Kia ora koutou,

Winter has set in in the south. How timely that the southern regions are under a blanket of snow and ice as we remember the 60th anniversary of the ascent of Everest by Sherpa Tenzing Norgay and Sir Edmund Hillary.

I've just returned from an intensive five days of meetings and observing at the National Centre of the Outdoor Education Group, Eildon, Australia. OEG is one of the largest Australian organisations specializing in journey based outdoor education. They have centres in New South Wales and Victoria. Work has progressed on creating alliances between OEG and NZOIA that will enable outdoor education graduates from NZ tertiary outdoor training programmes to be employed in Australia. OEG is also very interested in the NZOIA qualifications being utilized for their staff and a MoU is being developed.

At the May NZOIA board meeting in Nelson, Skills Active board members Alex Brunt, Andrew Gunn and CEO Grant Davidson attended to discuss how NZOIA and Skills Active can work more collaboratively in the future. Outcomes from this meeting will be reported on in the next Quarterly.

Another event that is on the horizon is the International Outdoor Education Research Conference (<http://www.otago.ac.nz/ioerc2013/>) which will be hosted at the University of Otago in late November. This will be attended by numerous outdoor professionals and researchers from all over the world so expect some cerebral outdoor activity emanating from the Otago region at that time.

Peter Dale has decided to move on from his board responsibilities due to heavy personal demands. It has been a pleasure to have Peter working with us for the short period and he still makes himself available when required. We will be advertising for a new director's position very soon.

Finally I would like to personally acknowledge the latest Tall Totara Award recipient Dave Brash. As usual this award has gone to a fantastic educator and professional contributor to the sector, who really deserved the recognition.

Keep warm in the field and prepare yourselves for what is promising to be a stunning winter.

Andy Thompson, Chairperson, NZOIA

Custom & Contract Courses

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

Whether it be training, assessment or revalidation we are happy to run a custom course for you. Contact the programme and membership manager to discuss your needs and we'll do our best to make it happen. Costs may vary from scheduled courses and minimum numbers of participants dependent on the course type will apply.

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

Kayak Instructor Training - funding subsidies still available!

We still have funding available from Water Safety NZ to subsidise any sort of kayak, sea kayak, or canoe leader / instructor training or safety / rescue workshop. If you have a group of three or more people please get in touch ASAP and we'll endeavour to meet your needs. Courses may be run midweek or weekends.

Course costs: \$100 per person for a 1 day course, \$200 per person for a 2 day course. This is a 50% subsidy!



SELF-REGULATE OR BE REGULATED

In the 1970s and 80s, the Outdoor Pursuits Centre, Outward Bound, and Rotoiti Lodge offered a few pockets of professional opportunities for outdoor instructors. At OPC we were strongly influenced by UK practices after Graeme Dingle, Marty Beare, Grant Davidson, and I had transforming stints in British centres, soaking up the professional approach, the rock climbing culture, and the beer. Just as important were the ex-Brits at OPC who tried to keep us in line – John Davidson, Ray Button, Jo Straker, John Watson, and Mick Hopkinson – plus various other key players who eventually retreated home.

By 1979, Graeme Dingle had moved on, entrusting us with his baby. It was an exciting time for a bunch of individuals on the margins who had discovered a niche where they could contribute. Some of our peers had slipped more easily into a society we had difficulty embracing, having professional jobs complete with the satisfaction and respect that came with those jobs. We weren't exactly dharma bums, but outdoor instructing didn't rate on society's food chain. Maybe we were concerned for our status, but we were altruistic and strongly motivated to lift our instruction standards. We had energy and we wanted to be good at our chosen profession, nurtured by our father figure Joe Hughes from the then Department of Education.

Given the lack of maturity of the sector, we had few opportunities for external training or validation of our practices. The New Zealand Mountain Guides programme was one option but it was a poor match for our work. Nevertheless, staff

regularly traipsed south enthusiastically, sometimes returning a little worked over. We always knew we could better shape our own destiny, devising systems such as learning goals, evaluation retreats, staff exchanges and, would you believe, an incident register – developments that seem rather obvious now. We were slow though developing a professional association and associated qualifications.

The impetus came suddenly in 1985. Pete Dale, who had been at Rotoiti Lodge and was now working for an early iteration of Sport New Zealand, gave us a stark message – self-regulate or be regulated. Pete germinated the latent seed of a professional qualification scheme.

Not everyone at OPC was keen at first, including some of the British contingent who were conflicted about reshaping their adopted home. We discussed the options a lot, not always being totally convinced that playing establishment games was consistent with our world picture. But we did play the game, and four OPC instructors of that period went on to chair NZOIA.

In 1986, Ali and I embraced a new baby and urban drift, leaving Grant Davidson to sell the developing idea that OPC had sponsored. It was a harder job than our internal sell, but that's his story, and the story of the instructors who supported him after we moved on.

Stu Allan

*** Congratulations ***

Congratulations to the following members who recently gained NZOIA Qualifications:

Abseil Leader	Callum Barnett, April Crawford, Gareth Riches, Michelle Clyne, Eamonn Ford
Bush Walking Leader	Neil Marshall, Melanie Gibb, Heidi Hadley, Sarah Jackson
Bush 1	Susan Mary Williams, Jared Partridge
Bush 2	Garry Dunn, Campbell Potter
Cave 1	Hillary McDonald
Kayak Leader	Alexandra Egnot, Reese Kean, Mollie Quinn, Andrew Ravn, Abigail Palmer, Bradley Forrest, Rob Tinkler, Leanne Thoms, Vineel Prasad, Sarah Ellington, Nicky Purdon, Kirsten Hobson, Derrick Newton, David Moss, Nicole Keinzley, Omine Ivatt, Hilary Cave
Kayak 1	Danny Cartlidge, Chris Patalano, Stefan Austin, Josh Geddes, Chris Whitehouse, Nick Fleming, Nicola Earnshaw, Curtis Vermuelen
Rock Climbing Leader	Mark Mieremet
Rock 1	David Williams, Joe Dawson, Heath Rainey, Stefan Austin, Guillaume Charton, Sarah English, Rebecca Fradis, Bradley Gibbons, Ronnie Greene, Girish Shirodkar, Richard Lange, Michael Dalzell, Dean Stewart
Sport Climbing Endorsement	Ian McKnight, Geoffrey Simonsen, Merryn Herlihy
Sea Kayak Guide	Callum O'Leary, Mark Hutson
Sea Kayak 1	Douglas Aitken

NZOIA

25 YEARS

I was asked to write about the early days of NZOIA, but memories change as we try to bring together past and present into a coherent story. What I remember has definitely been influenced by new perspectives, new understandings, and an ongoing passion for a style of outdoor education, which inspires people in a positive and life affirming ways. I declare this at the start because someone is bound to want to challenge some aspects of my story.

One of the things I loved about the New Zealand brand of outdoor education when I first arrived at OPC (now the Sir Edmund Hillary Outdoor pursuits centre) in the late 1970s was the fun everyone seemed to be having. Instructors at OPC were eccentric and passionate, and while most did not have a formal qualification, they were highly skilled at getting the best out of their groups. We'd take groups onto Mt Tongariro in the mist, snow, and pouring rain, or raft down the river on leaky inner tubes in tee-shirts and shorts and arrive back at the centre bedraggled but happy. Where I'd been working in the UK everyone had a qualification and there were rules about everything even to the point where students had to wear long trousers so their legs didn't get scratched. Such rules did not encourage the passion the OPC instructors' exuded everyday nor did they allow instructors to change plans to fit in with the needs of the students.

Times were changing though and whilst OE was blooming in New Zealand; there were undercurrents of trying to bring it in-line with what was happening overseas in order to reduce incidents and accidents. It became inevitable that some sort of qualification was going to be introduced and Pete Dale, who was working for the Hillary Commission suggested that outdoor instructors created their own organisation and qualifications before standards were imposed on them.

The OPC trust board and the Hillary Commission agreed to help fund the set-up of an organisation. Grant Davidson was asked to write the outline for a qualification scheme and after a couple of years of disagreements, compromise, and negotiation, NZOIA along with its qualification scheme was up and running. The aim was to have a professional association run by outdoor instructors which would train and assess fellow instructors and provide a qualification which could be trusted by employees, but most of all it should "promote excellence in outdoor instruction". It is a credit to Grant that key elements of the scheme remain unchanged.

For the first few years it ticked along with a group of volunteers working hard to co-ordinate courses, manage finances, and promote the value of qualifications to instructors and teachers who had been working for years without one. Some courses ran smoothly others a bit more chaotically with assessors and assessees waiting at different venues and no cell-phones to quickly sort it out. Gradually, the reputation of NZOIA and the standard of its qualifications grew. Despite differences an amazing sense of collegiality developed with most members meeting annually for a series of workshops followed by a party and then a heated debate at the AGM. NZOIA was vibrant, responsive, and valued – for volunteers to achieve so much in such a short time was incredible.

There have always been tensions though with MSC, EONZ, SFRITO (now Skills Active) and other groups. At times, I've thought that it would be good if all these groups could work together to present a more united outdoor education sector, but with merges comes compromise. So on other occasions I've been a radical opponent of working with other bodies especially when it's meant a loss of input from professional instructors, more bureaucracy, and reducing the assessments into a series of outcome statements which undermine the holistic nature of working in the outdoors. To be an outdoor educator/instructor requires more than being able to teach a skill and run a safe session, yes they are important, but it's also important to help students learn about living well, caring for each other and the planet, and inspire them to be curious about and engaged with the world. These attributes are not easily measured, but NZOIA and all its members should fight hard to retain, and explicitly embed, such elements in all of its courses and assessments, so that OE can remain dynamic and relevant for the future.

Limiting assessments to the teaching of technical skills undervalues the learning opportunities of the outdoors and the work of most outdoor instructors. OE is not about measuring technical competence or restricting learning to pre-determined outcomes and NZOIA should be more than that too. So my hope for the future of NZOIA is that it continues to promote learning ahead of compliance and defend the quality of its free thinking individual members and not buy into social and political agendas which devalue the knowledge and attributes of teachers/instructors. In addition, it should recognise the passion, skills, and enthusiasm of its members and champion the value of spontaneous and fun programmes, which encourage students to live responsibly in, and feel positive about the world – a world we all depend on. If it can achieve that then NZOIA should have another vibrant and exciting 25 years.



Jo Straker – 25 yrs ago.

Jo Straker, Lecturer at CPIT in Sustainability and Outdoor Education

**UNDERGROUND
WORLD OF
OPPORTUNITIES**

CAVING

By Kieran McKay – Senior instructor at Sir Edmund Hillary Outdoor Pursuits Centre and underground explorer.

Turning our backs on the spring sun warming the crunchy tussock and the grey marble outcrops of Mt Owen we entered the cold, dark depths of the Bulmer cave system, NZ's longest cave. With me were four students from the Sir Edmund Hillary Outdoor Pursuits Centre; Horse, Mop, Brad and Bee. Before us lay a relatively recently discovered underground world full of deep shafts, huge tunnels, rivers and massive chambers...

...70 kilometres of this cave has so far been explored and surveyed. I was planning to show these students what it is like to be on the "sharp" end, exploring into the unknown. They had spent the previous year training in personal skills on a pathway to become outdoor instructors and this was their end of year expedition. Using all the normal vertical caving kit they climbed up ropes and across deep holes like pros then an hour from the entrance we came across a junction;

"What's down there?" asks Horse.

Looking at the ground I could see there were no footprints. My pulse quickened and I got excited as I explained to them that I had no idea as no one had been here before. Horse crawled down and came back with the news that he had found a drop that required rope. We raced through and the students rigged a 5 metre pitch. Bee drew the short straw and abseiled off into the unknown. She found another pitch which they rigged then we dropped a few metres onto a pile of large boulders. It felt very airy underneath, we dropped rocks through some holes and they fell an awfully long way. Even I had to admit to being a little excited; down below us was a very large and deep canyon with a cool breeze blowing out of it..... where did it go?

People cave for many different reasons. Some go underground to find peace and solitude, some for fun and excitement; others for the incredible beauty; and there is a small bunch of us that go caving to

explore and find lands that no one even dreamed existed. Finding a new cave system is like discovering an unclimbed peak. When you stand on the edge of a landscape that formed before mankind roamed this planet, a landscape that has never seen light, and your boots are placing the first footprints.... ever, suddenly the world is a different place. We are often compared to the likes of Cook or Armstrong; the difference being that Cook discovered lands full of people who got there before him and Armstrong had the whole world watching as he stepped onto the moon. We are completely alone and we are the first.

New Zealand is home to some truly world class caving and most of it is right on our back doorstep. There are not many places in the world where you can be exploring the horizontal lowland caves out in the middle of the bush one day and the next be high up in the alpine areas abseiling down vertical shafts hundreds of metres deep. Over 10% of NZ is made up of cave bearing rocks; marble and limestone. There are caves located all over NZ and cavers come from all over the world to explore them. Reasons include the accessibility and the fact that there is so much potential to find new caves. Australian cavers have been visiting the Mt Arthur area for the last 50 years searching for the deepest cave in the Southern Hemisphere. Lately Australian cave divers have been pushing their technical and physical limits diving in the Pearse spring under Mt Arthur. They have managed to get down to a record depth of 226 metres beneath the entrance in this giant flooded cave. English cavers have had a huge impact on NZ caving; one name immediately springs to mind: the legendary kayaker Mick Hopkinson was a caver and is still known to occasionally sneak off underground. He helped lead the way into a difficult deep cave called HH and explored down to a sump 620 metres below the entrance. Another English legend, John Hobson devoted his life to cave exploring and led the hey-day of cave exploration in Waitomo in the 60s and 70s. He received a QSM for his work in the Waitomo stream headwaters. Czech cavers discovered the largest underground cavity in New Zealand located deep within the Bohemia system on Mt Owen. An American caver Nic Barth discovered in Dunedin, the longest sea cave in the world.

The deepest and longest caves are located in Kahurangi National Park. Inside Mt Owen the caves are generally horizontal and on the south side; the Bulmer Cave is currently a whisker under 70 km in length and growing longer each year as new passage is explored. Mt Arthur on the other hand has more vertical caves including the Nettlebed cave that was left in the 1980s at 23 km long and 890

metres deep. Even though still short of the magic 1000 metres, it briefly held the title a few years ago as the deepest through trip in the world.

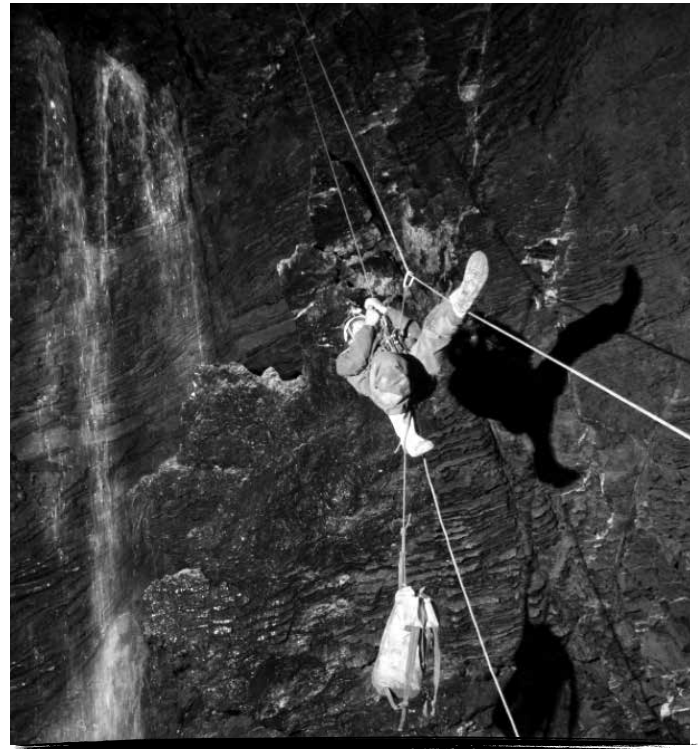
Sport NZ puts up money from the Hillary Expedition fund every two years for any expedition to apply for. These grants have a clear purpose; they are offered to encourage people to get out there, explore and have an adventure. In 2010 we formed the Extreme Cave Team, our aim was to find the deepest cave in NZ. We applied for and received funding to do this. Over a period of 6 weeks we lived in the Ellis Basin on Mt Arthur and squeezed, dug and abseiled our way down into the mountain, eventually connecting two caves creating a system 1020 metres deep. We believed we could go deeper. We received another grant from Sport NZ and in the basins on the northern side of Mt Arthur discovered a system we called The Stormy Pot, Big Friendly Giant cave system. We explored this cave to a depth of 700 metres and 14 kilometres in length then realised we were less than 100 metres from the nearby Nettlebed system. A connection is on the cards and if we make it we will have a cave 1200 metres deep and NZ will once again be able to say we have one of the deepest through trips in the world

Caving requires multiple outdoor skills; you need to be a solid rock climber and rigger, have excellent water skills, be able to manage yourself in alpine environments and in thick untracked bush. You need a good working knowledge of rope rescue and you need the mental toughness to put up with being cold, wet and exhausted. You also need to manage risk and deal with crises on completely different levels; there is no helicopter to pick up the pieces and there are no comms. On top of all this you can also be a diver, photographer, surveyor, amateur biologist, geologist or hydrologist, and you can share all these aspects with students.

Cavers have now infiltrated all levels of the outdoor industry, from running successful caving businesses, to being experienced outdoor instructors, to heading national training organisations. Others have a huge input into Search and Rescue. One NZOIA member got a job in Antarctica due to having the NZOIA Cave 2 qual; the employer understood the conditions cavers work in and the fact they can just get on and do any job with the multiple tools they have.

With all this exploration, with all this adventure lying underground, with all this teaching potential, why is it that as an instructional community we have not embraced and developed this great activity that encompasses so many outdoor disciplines? Perhaps people do not like going caving?.... Well Black Water Rafting puts about 40,000 people a year through their cave and feedback from all caving courses I have run is excellent. Caving always rates as the highlight for everyone. So people DO LIKE exploring underground!

Parallels are often made between caving and mountaineering, both are hard and at times quite miserable. That's where the similarities end. As a climber myself I understand the lure of big mountains and big rock faces; climbing a beautiful line whether it be rock, ice or snow is truly thrilling. As a mountaineer though, I can plan my route. I can work out all the details, find out which bits are going to be hard, which bits are going to be easy, how long it is going to take and what gear I need. I have a start point and an end point. Caving is like not knowing where the summit is and every time you get to the top you realize there is a chance of something higher. The deepest cave in the world presently is just over 2000 metres deep, the longest is 600 kilometres. The dream is to go over 3000 metres down and who knows how long the longest cave will end up being....1000 kilometres? These are big dreams. The highest mountain in the world has been climbed; the deepest and longest caves are still out there waiting to be discovered. Climbers have done an incredible job exploring our country and many would say there are still great adventures to be had in the mountains; these



Climbing Summers End waterfall.



The team, Neil Silverwood, Kieran McKay, Chris Whitehouse, Troy Watson and Aaron Gillespie.

days though it is all about finding a different path to a summit where others have already stood. With all due respect to the mountaineers and the rock climbers, true adventure in the new millennium lies underground; it is now the time of the cavers.

I believe our job is to inspire and where else on this planet can you give anyone this sort of opportunity except underground? Every outdoor learning institution should be incorporating caving in their courses. The environment is more controlled than is perceived; for a start it has two walls and a roof so losing people is really difficult, it doesn't rain or snow underground and the temperature is pretty constant and well above zero. It is not as gear intensive as rock climbing or mountaineering and because of the perceived risks associated with caves you have students in the palm of your hands!

NZOIA has two cave qualifications, so get out there, go caving and let's get some more training and assessments happening. Members who want to develop skills and work towards the cave quals should contact NZOIA to arrange training with me and the other cave assessors or contact the NZ Caving School at:

www.nzcavingschool.com

Kieran McKay, Senior instructor at Sir Edmond Hillary Outdoor Pursuits Centre

Leave No Trace

environmental ethics



that unexpected events happen and this is part of the wonder of being in a natural setting – a chance encounter with wildlife, a stunning sunset, a student group that does something creative and exciting, weather conditions that challenge us... The curse is that flooded rivers, blisters, sprained ankles or transport issues can reduce my programme time to the point that I have to cut and prune it until it barely resembles what I consider good or holistic outdoor education anymore. You could argue that learning from these events can be really powerful, it certainly can be but it can also really mess with my plans.

In these adapting situations, I found myself reducing aspects of the programme, in particular environmental education and minimum impact practices. I began to ask myself why this might be, and on reflection I identified several barriers

Firstly, student safety is a priority and so available time is spent ensuring the students have the skills and practice opportunities to achieve the learning outcomes safely. This means focusing on things like navigation, on the skills needed to complete the journey. The consequences of inadequate skill learning can be as obvious as burnt porridge for breakfast or lost students.

Secondly, I prioritise positive group culture. If I don't have a group of students who can function together effectively, the consequences are often conflict and disappointing outcomes.

It was only once these two priorities were taken care of that I was able to find the space to address environmental education and often times, it became token or something that was left out altogether. Unlike group culture and skills, the consequences of missing environmental education are not immediately obvious, but are still important.

But it was not just a matter of my own individual priorities. There were wider influences at play here too.

Barriers to effective teaching of Minimum Impact practices

Firstly, the environmental care code (ECC) is presented as a set of rules. They are dry and difficult to teach apart from by rote learning. I consider myself a decent educator, but struggled to find ways of bringing the ECC to life. Evidence shows that a set of written rules are among the least effective tools for behaviour change (Manning, 2003).

Secondly, there is a lack of opportunity to promote environmental education due to the structure of unit standards. For example an analysis of the wording of unit standards is interesting. The most common phrasing of the ECC is:

- 2.5 Care for the environment is demonstrated based on the New Zealand Environmental Care Code. (New Zealand Qualifications Authority, n.d.) ▶

What does Leave No Trace offer?

Recently NZOIA and Leave No Trace New Zealand (LNTNZ) began the process of entering a formal agreement (MOU); and you will now notice Leave No Trace in the wording of the NZOIA assessment guidelines. This follows on from the decision by the Department of Conservation to transition from the Environmental Care Code to Leave No Trace Principles. In this article I describe my experiences and frustrations with the environmental care code which motivated me to introduce LNT to New Zealand. I look at some barriers to including environmental education in outdoor education and show how I have used LNT as a way to show students how our actions in the outdoors make a difference. Developing environmental ethics through minimum impact education is one opportunity that has changed the way I approach outdoor education. This article is based on an earlier piece I published in the New Zealand Journal of Outdoor Education (North, 2011).

Many times in the outdoors, programmes don't go exactly as planned. This is both a curse and a blessing. The blessing is

The assessor needs to observe reference to the environmental care code (no other performance criteria I examined do this) and there is no range statement. In contrast the wording of other, particularly “hard skills” performance criteria have much more detail:

2.1 Moving skills are smooth and efficient.

Range: must include but is not limited to – rhythm, balance, rest. (New Zealand Qualifications Authority, n.d.)

Given the lack of detail in the environmental care performance criteria, student assessment is likely to be based on an absence of impacts rather than on a demonstration of skills and knowledge. This “innocent until proven guilty” assessment means that environmental care will only be assessed in a few instances; students who do nothing wrong, may still have very low knowledge of environmental care, could easily pass the ECC components of unit standards.

In addition to the unit standard wording, there has been little opportunity for professional development for educators and outdoor leaders in minimum impact practices and environmental education initiatives in general. This contrasts with the position of risk management and personal and social development where there are extensive opportunities for training and development through Mountain Safety, Project Adventure etc.

Does it matter that I didn't teach minimum impact education?

There is evidence building up about environmental impacts in outdoor recreation settings. Impacts can be local and isolated such as rubbish and exposed toilet waste, to larger issues of out of control fires and the spread of invasive species such as Didymo and Kauri Collar rot. Take a look at a newspaper in early summer and there are likely to be several articles on environmental impacts. Evidence suggests that impacts from New Zealanders and international tourists are similar. If we as outdoor educators and instructors are not part of the solution and helping our students to be more aware of these issues, then we are part of the problem. I hope our students are going on to become active in the outdoors but they may have little idea of the environmental consequences of their actions or the ways to respond to the ecology and cultural history of a place.

It also matters because minimum impact education offers a way to educate in, about and for the environment (the three pillars of environmental education). Direct experiences of nature are important in building emotional connections to places, which in turn are important in developing an ethic of care (Ewert, Place, & Sibthorp, 2005). There are great opportunities in outdoor education to provide learning for students that open their eyes to the wonders of the environment and give them the skills to turn this caring into actions.

How is LNT different to ECC?

LNT is underpinned by seven principles, which in short form, are not significantly different to the ECC. The difference is that the principles of LNT are not rules but rather things you should consider in order to make the best decision in the given context. For example the principle “Dispose of Waste Properly” can open up discussions about what to do with waste such as banana peels, paper, plastic, cans or human waste. What is the

best option in this environment? These discussions can then broaden to include the “Plan Ahead and Prepare Principle” which includes the careful choices to minimise waste and in order to be ready to carry out or dispose of the waste in varying settings, from sea kayaking to mountaineering.

Leave No Trace is supported by training which ranges from a brief awareness workshop to a weekend training workshop and the five day advanced Leave No Trace course (also known as the Master Educator course). These courses are designed to cater for a variety of contexts, some where the participants are there for only an hour or two, through to students who have the time and commitment to examine the research behind the practices and the ethics behind these.

Finally, the principles have an international presence. Given that many of the greatest threats come from introduced species (either already introduced or potential) any message needs to have international connections in order to reach travellers before they arrive. Leave No Trace has branches in Australia, Ireland, USA, Canada and now here. In addition, LNT courses have been run in over 25 countries. While not a guarantee to stop invasive species arriving, an international presence is very important.

What can you do?

Inform yourself. leavenotrace.org.nz has teaching resources, and a range of information on the website and blog. Or better still get yourself onto a Leave No Trace New Zealand training course which will give you knowledge and practical teaching ideas to make it easy and interesting for your participants to learn minimum impact travel in the outdoors. There are two workshops on LNT at the NZOIA symposium this year.

It is crucial that we as outdoor leaders have the skills and knowledge ourselves to feel confident and excited to include minimum impact lessons in our programmes. I learnt that I needed to engage my students in discussions to show them that this was a relevant and interesting topic. Depending on the length of the programme I then thread through activities, or information at the appropriate level for students. This ranges from teachable moments at dinner time or on the track, to having students lead classes on the seven principles or do background research into the science behind the principles.

My observation is that generally we could do a lot more to encourage robust outdoor ethics in New Zealand and I believe that the universal leave no trace principles are a great way to go. Leave No Trace sees a future where there are lots of people enjoying the outdoors responsibly.

Ewert, A., Place, G., & Sibthorp, J. I. M. (2005). Early-life outdoor experiences and an individual's environmental attitudes. *Leisure Sciences*, 27(3), 225-239.

Manning, R. E. (2003). Emerging principles for using information/education in wilderness management. *International Journal of Wilderness*, 9(1), 20-26.

New Zealand Qualifications Authority. (n.d.). Experience day tramps. Retrieved September 16, 2010, from <http://www.nzqa.govt.nz/nqfdocs/units/pdf/425.pdf>

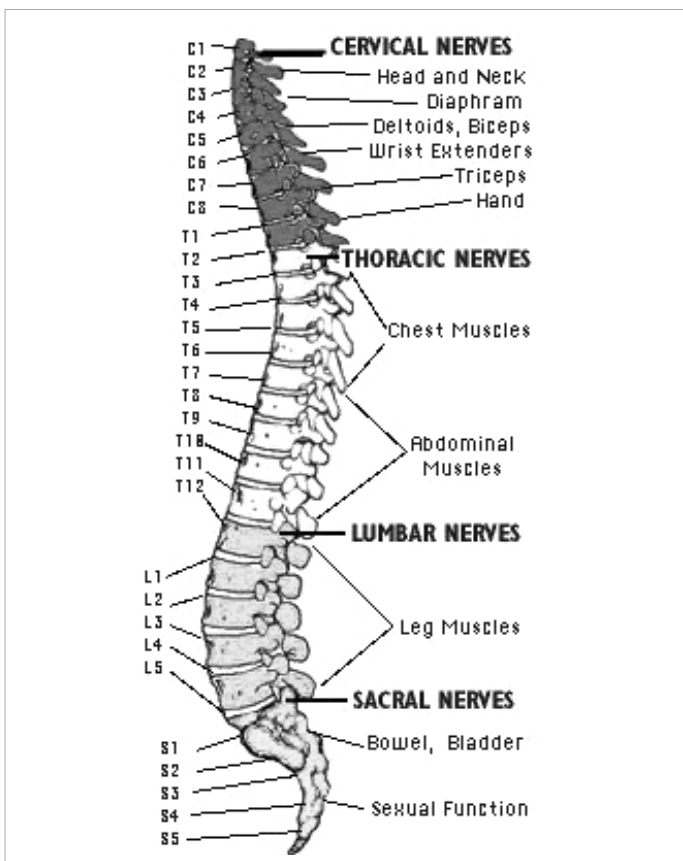
North, C. (2011). The sidelining of environmental care education in outdoor education programmes: Why it happens, why it shouldn't and what we can do about it. *New Zealand Journal of Outdoor Education*, 2(5), 35-50.



MANAGEMENT OF THE SPINAL PATIENT

Whether it's an upside down landing from a snow jump, a head vs tree incident on a mountain bike trip, a bouldering or rock climbing fall or a flat landing in a kayak, the outdoor environment seems to regularly produce spinal injuries. The following article is a bit of an anatomical background and spinal fracture management refresher.

The spine is made up of 4 different sections containing different numbers of vertebrae. The cervical has seven, the thoracic has 12, the lumbar has 5 and the sacral has 5 fused vertebrae. Between each vertebrae, pairs of nerves leave the spine containing both motor (movement) and sensory (feeling) function. These nerves provide messages to different parts of our bodies vital to our survival. The cervical nerves, in particular, transmit the most important messages such those that keep our diaphragm working. Unfortunately for us the C spine is also the most likely part of the spine to fracture as it contains some of the smallest vertebrae and has a heavy weight (the skull) attached to it.



When the spine is fractured it may lose its ability to protect the delicate spinal cord. This often results in instant neurological damage or in many cases secondary damage may occur as the patient is moved incorrectly either by themselves or by others. So how do we manage someone we suspect could have a spinal injury?

Firstly and most importantly; keep their spine still. Our first step when assessing a conscious, responsive patient should be to hold their head still if they have undergone trauma significant enough to possibly injure the spine. It is easy for us to let their head go later on if we rule a spine injury out but impossible to undo any further spinal cord injury if we move them inappropriately.

Keep the patient still. If they need or want to move from their position we can assist them to do this in a slow and controlled manner doing everything we can to keep the spine straight. It is acceptable to move the patients spine into neutral position but we must not let it move out of that position again.

Conduct a thorough spinal assessment by following these 5 assessment steps:

- Was the mechanism of injury (MOI) enough to cause a spinal fracture? Consider the following: Did they land on their head or backside? How far did they fall? How fast were they going? Did the spine get bent forwards or backwards or sideways? Was it compressed?**
- Do they have mid line point tenderness? From the base of the skull right to the lumbar spine find and palpate (push on) each vertebrae looking for pain.**
- Do they have a lowered level of consciousness?**
- Are they too distracted by something else (pain/anxiety) to be a good witness of their own spinal pain?**
- Do they have any neurological deficit (abnormal nerve activity such as numbness, tingling, paralysis etc)?**

The general rule is that if the patient has any one of the above we need to treat them as though they have a spinal fracture. Remember a person doesn't necessarily need to be paralysed to have a broken spine!!

If possible insulate them from the ground using a blanket roll or similar. Build shelter around the patient if possible and get help coming. A mouldable splint can make a great improvised neck collar (see <http://www.youtube.com/watch?v=9vc78lreDDc&feature=youtu.be> for details) but does not provide definitive C spine immobilisation so we need to continue to hold their head still by hand.

YOU SAID IT: RESULTS FROM THE 2012 MEMBERS SURVEY

This may be pointing out the obvious, but the 'A' part of 'NZOIA' means that we are an Association i.e., the Board and CEO exist to serve the interests of the members. We do try pretty hard to do this; the 5-yearly survey is designed to give us a better idea of where you're at and what you're thinking.

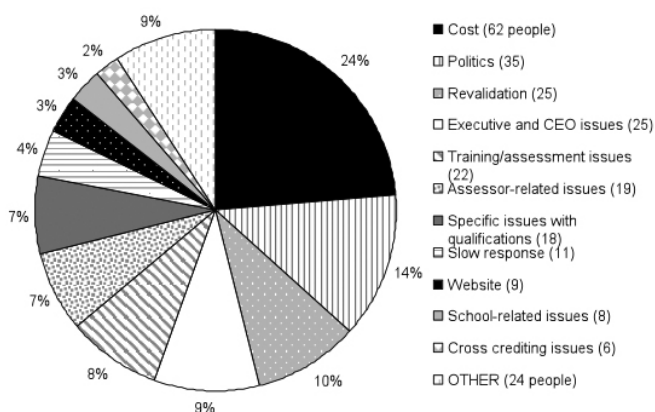
So, a big cheers to the 268 people who responded to this survey last year! That was 31% of the 852 members who were sent a survey (if the office didn't have a current email address for you, you didn't get a survey). While we acknowledge that some people would have been out instructing or away over the survey period, to some degree we assume that people who didn't do the survey don't have strong feelings to express – so, if you feel like your voice wasn't heard, please do the survey next time... and remember your comments and views are always important to us and you may contact the office or Board members at any time.

Many of the questions in the survey were designed to guide the Board on specific issues, or to monitor ongoing demographics and satisfaction. If you're interested in those details, a copy of the report is on the NZOIA website and can be accessed from the homepage noticeboard.

The great thing about having more than a thousand members is that that makes us a powerful voice, and helps attract funding. The difficult thing is that the thousand of you hold all sorts of opinions, and we can't please everyone all of the time! So, from the survey, *themes* of response are important to us – unfortunately if three people think we should provide free karabiners to members, we can't pay too much attention... but if three hundred all say this, we need to start looking at our priorities!

So, with that in mind, we thought you'd be most interested to see the themes of where members' concerns currently lie, and what people think we're doing well – and our responses to the most common concerns.

Top two concerns with NZOIA's performance
(264 responses from 195 people)



Detail on the most frequently-mentioned concerns (mentioned by more than 5% of respondents):

1. Cost (62 people, 23% of all respondents)

Fifteen people commented specifically on the cost of sitting an assessment. The remainder made comments regarding fees in general, with 9 people commenting particularly on the cost to keep individual qualifications current.

Overall cost of assessment and membership in relation to remuneration potential, not consistent with other industries

The cost of everything, from membership to assessments. It seems excessive.

I think that a big problem people have with NZOIA is the costs of the assessments and membership. It might be good to break down the costs and make it transparent to people what they are actually paying for. If everyone can see where their money is going I think they will be happier.

Response:

Keeping costs down is a priority for NZOIA, and we do understand that outdoor instructing is not the most lucrative profession. It's worth noting though, that, we did reduce our annual fees by **nearly half**, for most members, back in 2007 (when we moved from a single fee to composite fees which recognise that holders of multiple awards receive more benefit than those holding only one or two [e.g. ongoing value from NZOIA reputation, which is only maintained by exercises such as the current Qualifications Review, and keeping assessors up to speed... these things have a cost]. Currently, course fees across all training and assessment events represent 41% of the actual cost of provision (i.e., your assessment is subsidised by 59%) and membership fees comprise only 17% of our annual operating budget. Matt Cant spends a significant amount of time securing funding from agencies such as Sport NZ and Water Safety NZ, and this will continue to be a priority.

2. Politics (35 people, 13% of all respondents)

Includes 12 people specifically mentioning dissatisfaction with break with Skills Active, 7 specifying MSC issues, and many who are just sick of perceived politicking and patch protection. It does also include four people who want MORE involvement politically and LESS qualification alignment.

Breaking ties with Skills Active / MSC

NZOIA should not be so engaged in the 'politics'. Instructors don't value that use of their association

Let go of the control of some quals. I don't care whose name is on the qualification as long as it is the most relevant one for my job and discipline.

Response:

It's good to have this feedback. We get this feeling too, sometimes, and are making every effort to ensure that we spend time on things that matter to members. However, political involvement is a balancing act for us, because certain things that members want (e.g. respected qualifications, more affordable assessments, NZOIA to be seen as contributing to industry) require that we work

and compromise with other organisations, and this is not always easy. A current focus for the Board is to develop stronger, positive relations with other organisations to smooth the way for effective negotiation. NZOIA has not broken its ties with either NZMSC or Skills Active; NZOIA is a shareholder of Skills Active and an organisational member of the Mountain Safety Council; and as such we continue to meet regularly with them to work on projects of common interest.

As a national organisation working directly with other national organisations, government and government agencies, this inevitably means that some 'politicking' is necessary to protect the current and future interests of the association, its assets, and its members; we aim to work with other organisations as much as possible.

3. Revalidation (25 people, 9.3% of respondents)

Includes 5 comments of high cost, 4 regarding frustration around having to revalidate at all, 4 regarding lack of workshops, 3 regarding time frames, 2 regarding inconsistency.

Difficulty with getting onto a refresher course

The price of the refresher workshops seems quite expensive. I am lucky because work pays for them, but I will probably be thinking differently in the future.

Response:

The revalidation scheme was developed in response to members voting for this at a number of annual general meetings (2001, 2002 and 2003) and the approval of the new membership and fee structure in 2006. It's now standing members in good stead as the industry faces increasing regulation, as we can show a degree of internal regulation. Overall, survey questions specifically about revalidation indicate over 95% satisfaction, and that members are generally pretty happy with it – both in concept and actuality. The single biggest factor in how many courses are provided, where they are provided, and whether an advertised course goes ahead or not is enrolments; the more members who sign up, the more courses we can run.

4. Executive / Management issues

(25 people, 9.3% of all respondents)

These comments were hard to categorise. They include 5 regarding senior roles in NZOIA, 4 regarding the Board (make-up or attitudes), 3 regarding staff turnover and 3 regarding elitism.

NZOIA should be more about the instructors and less about NZOIA

There seems to be disharmony within the NZOIA management

NZOIA's core task should be the advocacy, support and representation of its members. Please make sure the dog is always wagging the tail and not the other way around.

Need other skill sets on the Board

Response:

We're pleased to report that some of these things have already been acted upon: the Board has undergone governance training; we've changed structure and brought on more governance and financial expertise; and staff training and development is occurring for members of the management team. Please continue to let us know if there are specific instances in which you feel members are not being served well. We are doing our best both to make good decisions and to communicate our reasoning clearly – if you think this isn't happening, clear feedback at the time is useful for us. Do remember that the Board are your democratically elected and accountable representatives, and that they give up considerable

volunteer time to governing the association through what are increasingly challenging times. Any member of the Association is eligible for nomination to the Board.

5. Training/assessment issues (not including revalidation) (22 people, 8% of respondents)

Includes comments about events being: hard to schedule or not running (13); unorganised (3), lacking resources (2), complicated or not relevant to employers (2).

Very messy, hard to know if it was going to go ahead. Paperwork only arrived a couple of days beforehand (although when I phoned office staff they were very reassuring and helpful).

Dates of assessments.

Response:

We know that assessments and qualifications are the main reason that people become members, so this area is important to us. We're hoping that having Penny and Natalie in the office has really made a difference in this area (we think so!). We think the great job they're doing is also helping with the issue of slow response time.

6. Assessor-related issues

(19 people, 7% of respondents)

This includes both comments regarding current assessment [Inconsistency within or between assessments (9 comments), pedantic (3), need interpersonal skills (1)] as well as the assessor pool ['too many without mana now that many new assessors have been brought on' (3), versus 'need new blood' (3)].

Inconsistency in assessments

Differences between assessors

Response:

While there are some concerns here, they cover a breadth of issues. We acknowledge that our assessors provide the oil on which our organisation runs. Overall, the fact that 'qualifications and high quality of assessment' was by far the most frequently mentioned positive comment (with a significant portion of comments about assessors in particular). This suggests that our assessors are generally doing a great job. Comments here support the work NZOIA is doing to improve assessor moderation – just bear in mind that field moderation might increase assessment costs...!!! And we encourage you to provide very clear and timely assessment feedback if you're unhappy with an assessment process or result.

7. Specific issues with qualifications

(18 people, 7% respondents)

Incl. Leader quals too easy (4), Alpine/bush merger dissatisfaction (4), gap between L1 and L2 (3), and 7 comments regarding specific quals.

Response:

The Qualifications Review was instigated to address issues such as the ones brought up here. Dave Mangnall has made a huge effort to gain comments from interested persons for each qualification. Hopefully the new-look syllabi will iron out some of the issues mentioned. Currently the Leader qualifications are fulfilling a clearly identified need and have already contributed to providing a recognition of competency for several hundred people at the early stages of their outdoor careers. This has established these members on a qualifications pathway and provided a recognisable qualification that employers understand. ►

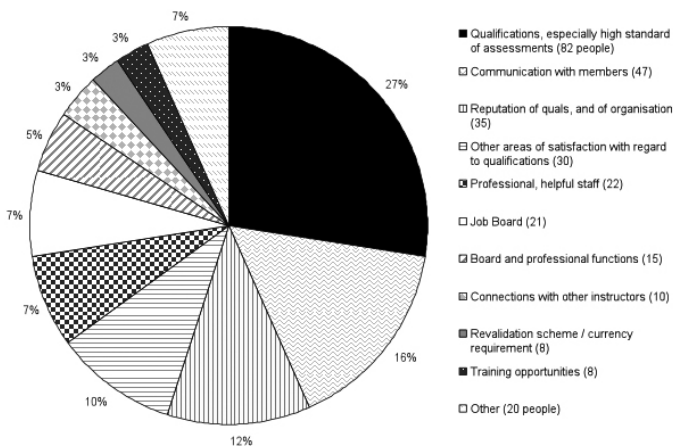
The change to the bush – alpine pathway was well considered, researched and followed a process of consultation. It aligns us with international best practice and is essential to enabling UIAA Accreditation and the international portability of qualifications; something that members have repeatedly asked for.

We're aiming to satisfy the majority of our members; over time changes that such as these will be evaluated and checked to ensure that we are on the right road.

So – there are the main areas of concern, at least as far as we can tell. As you can see, we're working on them as best we can; what is particularly useful is having this info from our members so we can make sure we stay on track.

We also got some great positive feedback. Here are the things that you were most happy about, last year:

What are you most happy with, regarding NZOIA?
(Top two things, 298 responses from - 195 people)



Detail from major categories
(mentioned by at least 5% of respondents):

1. Qualifications, esp. high standards of assessment
(82 people or 31% total respondents)

Comments included simply the existence of qualifications (i.e. qualifications are seen as our main product) as well as the high standards. 18 people (9% of respondents) specifically mentioned the assessors. e.g:

The high standard of quality. I feel like my qualifications are valuable

Rigour of assessments that give them credibility

Passionate assessors

High standards in those gaining the award – as an employer it gives reassurance

2. Communication with members
(47 people, 18% of respondents)

Includes 9 people who referred to the Quarterly in particular; most talked about the weekly e-mails and general improvement of communication lately (nice work Penny and Nat).

Keeping us informed via e-mail. It falls back on us to read them.

Regular information – e-mails, newsletters, the Quarterly

Hiring of people in these new roles to help move things along and improve communication.

3. Professional reputation of qualifications, and of NZOIA as organisation

(35 people or 13% of respondents)

Some overlap here with above category. Many comments to do with employer recognition, and indication of professionalism.

Comments:

Accepted in New Zealand

NZOIA has a good profile in NZ that is helpful for finding work

That NZOIA is the industry standard

Quality brand recognised by employers

4. Other areas of satisfaction with regard to qualifications (30 people, 11% respondents)

Includes comments to do with opportunity to learn through qualifications (6 people), broad range of qualifications (5), assessment syllabi being clear and detailed (5), leader qualifications (good starting point) (5), and review of qualifications (5).

Structured, useful syllabus

Constant re-assessment that the qualifications and assessment processes meet the current needs of the population.

Overall the three categories relating to qualifications, standards and reputation (# 1, 3 and 4), were mentioned by nearly 54% of survey respondents. Maintaining standards and reputation is a priority for NZOIA.

5. Professional, helpful staff
(22 people, 8% respondents)

These comments appeared to be referring to office staff as opposed to assessors (as mentioned earlier, assessors got their own special mention elsewhere).

Staff are very helpful and adaptable to individual needs

Prompt and efficient answers/help from the office

Helpful people in head office

Many members commented on *improvements* in communication and interactions with members. This likely indicates that employing more staff has been a great move, and that the new staff are doing a great job.

6. Job board (21 people, 11% respondents)

Self explanatory

7. Executive, and professional/political functions
(15 people, 6% respondents)

Main areas were NZOIA's voice in lobbying or trying to work with other organisations (7 people), provision of a professional organisation to which people can belong (5), board quality, having a paid CEO (3).

Exec is communicating better than ever. Exec is staying on top of important issues, and positioning to be a voice

Vigorous lobbying against meaningless and overly bureaucratic qualification systems

Maintaining integrity of its qualifications. Making an effort to be inclusive in the sector.

With over 1,000 members there will always be divergent views. As you can see from the survey results, what some see as a weakness others perceive as a strength. NZOIA is a small organisation with limited resources; we have great aspirations but can't always achieve these with the finance and staffing available. It is the role of the Board and management to weigh the needs of the membership, advocacy, sector representation and leadership and then make choices about resource allocation. Your participation in the surveys we conduct is essential to informing these decision making processes, and we greatly appreciate the effort members went to in completing the survey and adding comments. To keep up to date with the rationale behind decisions, make sure you read the Quarterly and the NZOIA 4YA emails. The annual report and financial statements are a good source of information, and if you don't fully understand something, or were not around when a key decision was being made, please ask. NZOIA regularly invites participation but relatively few members actually choose to do so; this is a great way to express your views and understand the views of others as they contribute to final decisions. The

Board and staff are very clear about their purpose within NZOIA; decisions are made for the benefit of members but we simply can't please everyone all the time; and neither can we run a Rolls Royce on a Mini budget, particularly when we are heavily dependent on external funding...that said, we are managing to operate and perform at a level well above what might be expected of an organisation of our size and limited resources, and much of that comes down to the expertise, goodwill, and willingness to contribute amongst the membership.

But finally a big thank you to all who participated!

Heather Rhodes & Matt Cant

Note: We apologise for the fact that this article regarding the survey has been such a long time coming. You have been emailed recently, and may receive an invitation to participate in a further survey being conducted through Sport NZ. This is a standardised Sport NZ stakeholder survey that many organisations in receipt of Sport NZ funds utilise. It will be repeated to evaluate our performance over time and we look forward to receiving the results.

Qualifications update:

The Qualification and Programme Review was passed over to me to manage when David Mangnall departed to take up a position with Whenua Iki Outdoor Pursuits Centre. Luckily for me David has done a fantastic job of setting up a time-line and framework and developing principles for the new kid on the block to work with.

Rock

The new Scope, Syllabus and Assessment Guides for Rock 1, Rock 2, Sport Climbing Endorsement and Sport Climbing Instructor are all on the website and are being assessed now.

Bush

The new Scope, Syllabus and Assessment Guides for Bush 1 and Bush 2 are also on the website and are being assessed now.

Alpine

Alpine 1 and 2 are with the Technical Sub Committee getting their final stamp of approval. NZOIA is aiming to have the new Alpine 1 in place for 2013. An avalanche advisory committee was recently convened to look at the question of an appropriate prerequisite avalanche qualification for Alpine 1. See Matt Cant's report for an update on this. Pre-requisites for the new Alpine 2 are under discussion and will determine whether the new syllabus is implemented in 2013 or 2014.

Kayak

Kayak 1 is ready to be submitted to the TSC, however Kayak 2 requires further work as there is still discussion over the proposed changes. NZOIA and White Water NZ convened a technical committee recently to update the River Safety and River Rescue syllabuses (see Matt Cant's report). These are now in the process of being written up and will become the pre-requisites for Kayak 1 and Kayak 2 respectively.

Sea Kayak

The Sea Kayak review is underway. The Technical Committee met in Nelson on the 6 May 2013 and the first draft of the new Sea Kayak 1 is now circulating between the committee members. The consensus was to combine Sea Kayak Guide and Sea Kayak 1 into one assessment. The team is now sorting out how that would look. Once this has been completed it will be sent out to a wider reference group for comments. The new Sea Kayak 2 syllabus is in the process of being written up.

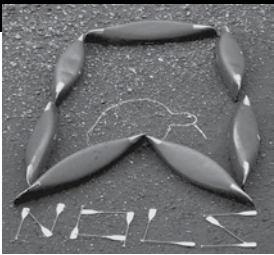
The Qualification and Programme Review will continue this year with Canoe and Cave qualifications being next in line. Members will be informed through NZOIA 4YA weekly emails as each syllabus and supporting documents are completed and uploaded onto the website.

Penny Holland, NZOIA Programme and Membership Manager



PROFILE: NOLS NEW ZEALAND

Renowned mountaineer Paul Petzoldt founded the National Outdoor Leadership School (NOLS) in 1965 and started running courses in the Wind River Range, Wyoming.



Based on experiences as a climber and outdoor educator, his original goal was to train people in both leadership and land based camping skills. Today, the school operates from six USA

locations; Australia, Brazil, Canada, Chile, India, Mexico, New Zealand and Scandinavia. Our New Zealand operation began in 2003. From humble beginnings (the first two-week backpacking course was prepped in a single car garage in Christchurch), NOLS New Zealand has grown to include multiple 77-day semester expeditions and stand-alone 30-day backpacking courses. The Lord of the Rings Trilogy has been invaluable in enticing our predominantly American students to visit our shores; following in the footsteps of the Fellowship is a much-anticipated activity.

Semester students explore the New Zealand backcountry mountaineering, canoeing, sea kayaking, sailing, and hiking. A 2-day Marae experience in Kaikoura at the start of the semester provides background and perspective on Maori history and culture. The courses are geared towards fostering leadership opportunities and student independence. Other foci include communication, expedition behaviour, competence, and self-awareness. Alumni frequently quote these skills as having had the most impact on their personal and professional success. Notable NOLS alumni include members of recent space shuttle missions, CNN journalist Anderson Cooper, mountaineer and filmmaker David Breashears, John F. Kennedy Jr, author Sebastian Junger, and Tori Murden; the first woman to row solo across the Atlantic.

Environmental stewardship is an integral part of our curriculum; instructors role-model and teach minimum impact living. A prime example is the use of groovers (portable toilets) on our canoeing trips on the Clarence River- we really do take everything out! NOLS was involved in the early development of curriculum and educational resources for Leave No Trace.

Dedicated and inspiring instructors play a huge role in setting our students up for a highly successful course. Keeping eyes on the ball for weeks on end without a 'proper' break in civilization is pretty challenging in physical and emotional terms. Consequently, the selection process is designed to give both the school and the prospective instructor an opportunity to take a good, hard look at each other. NOLS seeks applicants with significant experience in multi-week, remote expeditions as well as instructional skills. Instructor courses (IC's) are run at different branches and in diverse course types, providing sea kayakers, sailors, climbers, and hikers with avenues to join our staff. Not only do potential instructors get to know the ways of the school, they also learn new skills from fellow educators and have the chance to play in some magnificent outdoor classrooms.

Acknowledging the importance of local instructors, NOLS New Zealand runs an annual instructors course in October (one of only two IC's outside the USA, the other being the Yukon). These are usually 23-days long and are preceded by a 10-day Wilderness First Responder course. This first aid qualification is the minimum standard for NOLS instructors. Both courses are heavily subsidized and for Kiwis and Australians only. Upon successful completion of the IC, our branch makes every effort to offer contracts as soon as possible. One of the major perks of working for the school is instructing at international branches. The staffing department actively supports this. To work other course types, instructors can either attend an in-house seminar or aid a course to be checked off.

We are actively welcoming applications for the next IC. Information can be found at our website- www.nols.edu/courses/find/educator/instructor.shtml.

Other ways to get involved are the Instructor-in-Training (IIT) pathway and in-town positions. The former allows educators with limited experience to learn from long-term instructors and build up the skills required to apply for an IC. The latter is a great way to be part of the support team and get to know the outdoor education systems that support long-term expeditions.

Future staff and students will be enjoying our new facility in the Aniseed Valley on the outskirts of Nelson starting September this year. We're excited about the move to one of the outdoor capitals of New Zealand, and look forward to being NZOIA's neighbor.



LEAD EXPEDITIONS OVERSEAS



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

For more information:

Visit: www.worldchallenge.com.au

Email: leaders@worldchallenge.com.au

Phone: 0800 456 134



This could be you!!

NZOIA NATIONAL TRAINING Symposium 2013

Thursday 31st October - 3rd November 2013 at Outward Bound Anakiwa, Marlborough



- Your opportunity to train, up-skill and revalidate any NZOIA qualifications
- Inspirational speakers and trainers
- Meet other instructors and connect with your industry
- Options for attendance – see registration form
- Combines with the NZOIA AGM
- The call is out for guest speakers and training workshop facilitators for the Symposium – could this be you?
- Stay up to date: go to Symposium on the noticeboard at www.nzoia.org.nz
- All enquiries contact: admin@nzoia.org.nz



Visit us on Facebook: search for: Training Symposium NZOIA

REGISTER AND PAY AT WWW.NZOIA.ORG.NZ



Assessment Calendar

Assessment Fees

Assessment course	Course fee*
Abseil Leader	\$290
Sea Kayak 1	
Sport Climbing Endorsement	
Bush Walking Leader	\$545
Kayak Leader	
Rock Climbing Leader	
Sea Kayak Leader	
Canoe 1	
Cave 1	
Rock 1	
Sport Climbing Instructor	
Alpine 1	\$730
Bush 1 & 2	
Canyon 1 & 2	
Cave 2	
Kayak 1 & 2	
Rock 2	
Sea Kayak Guide	
Sea Kayak 2	\$930
Alpine 2	

The assessment calendar is now published only on the NZOIA website:

<http://www.nzoia.org.nz/component/course/?view=courses=>

You will be informed by email each time it is updated.

In addition we will inform you of any unscheduled assessment events that have spare places.

BOOKING FOR AN NZOIA ASSESSMENT

1. Complete the pre-requisites as detailed in the syllabus – all available on the website.
2. Submit an application by going to [nzoia.org.nz](http://www.nzoia.org.nz), log in as a member, go to the Course Calendar and select the course you want to apply for. Upload your logbook, summary sheet and first aid certificate to your application.
3. Applications close SIX weeks before the assessment date.
4. Places are allocated on a 'first-in (with fully completed application and fees), first-accepted' basis.
5. After the closing date we will confirm that the assessment will run.
6. If we cancel the course we will refund all fees.
7. Refunds are generally not provided where a candidate withdraws after the six week closing date irrespective of the reason (see website for full details of refund policy).

Assessments by special arrangement

It is possible to run assessments on other dates. If you have three motivated candidates, contact the Programme and Membership Manager. If we can get an assessor for the requested dates then we can run a special assessment for you. We need a minimum of 3 months lead in time and costs may vary from scheduled courses. **Email: admin@nzoia.org.nz Phone: 03 539 0509**

<http://www.nzoia.org.nz/component/course/?view=courses=>

Training Calendar

The training calendar is now published only on the NZOIA website:

<http://www.nzoia.org.nz/component/course/?view=courses&filter.coursetype=3>

You will be informed by email each time it is updated. In addition we will inform you of any unscheduled training events that have spare places.

Training Course Costs

All courses run by NZOIA are discounted for members. This includes full, associate and student members.

If you are not already a member, it is probably worth joining to access discounted training.

All water based courses including kayak, canoe and sea kayak are supported with Water Safety NZ funding:

Course Duration	NZOIA members	Non - members
1 day courses	\$100	\$200
2 day courses	200	\$400

All other courses including bush, alpine, rock and cave:

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

Further information

Details of courses run by NZOIA, pre-requisites and online payment are all available on our website.

Who are the courses for?

Instructor training courses are designed for people who have already developed their personal skills in a particular activity, have begun leading and instructing others under supervision, and who wish to train and qualify with NZOIA as instructors. Your technical skills should be close to the standard expected on assessment (see individual qualification syllabuses on the website). The instructor training course, while generally following the qualification syllabus, will be tailored by your trainer to meet the specific needs of the group to ensure everyone gets best value. It will provide you with new skills and knowledge and assist you to identify any gaps that you will need to fill before successful assessment.

Training courses by special arrangement

It is possible to run training on other dates, either by special request or if sufficient participants and trainers are available. We are happy to run courses at any level, at other locations or in your workplace; and will be pleased to discuss your individual or organisational needs. Please contact the Programme and Membership Manager to register your interest. **Email: admin@nzoia.org.nz Phone: 03 539 0509**

<http://www.nzoia.org.nz/component/course/?view=courses&filter.coursetype=3>

IMPORTANT NOTICE: Ideally there should be a period of several months between training and assessment. This allows you time to work on any gaps that have been highlighted by the training course. It is NZOIA policy that you cannot be trained and assessed by the same person within a one month period. Because of this, booking training and assessment within a one month period is not recommended and may lead to disappointment.

Please plan ahead to allow for this as NZOIA is unable to confirm who will be a trainer or assessor until after the application closing date.

Applying for a training course: To apply for *any* course, go to www.nzoia.org.nz, log in as a member, go to the Calendar and select the course you want to apply for. If you are not a member and would like to apply you can download application forms from: <http://www.nzoia.org.nz/2011-09-30-02-57-22/training>.

Applications must be received by the closing date. Places on Training Courses are allocated on a 'first in (with completed application and course fee) first accepted' basis.

Course cancellation: If minimum numbers are not achieved the course may be cancelled and a full refund given. You will be advised of this soon after the closing date for applications.



bivouac/outdoor

COMMITTED TO ADVENTURE

Bivouac Outdoor is a 100% New Zealand owned company with a business model that gives the flexibility and scale to provide you with the best outdoor clothing and equipment available in the world today. "Committed to adventure" is not a throw away line, it's a mission statement that we'll bring you the best of the best.

Top performers that won't let you down

With each of our stores stocking over 7500 products from 150 different suppliers, we are able to offer the best performers in each category. We present cutting edge technology from leading international manufacturers such as Arc'teryx, Black Diamond, Exped, Osprey, Outdoor Research and The North Face. Every item has undergone a selection process during which the product has proven itself to be a top contender in its category.



EXPED

EXPEDITION EQUIPMENT

Exped Ultralite 500 Down Sleeping Bag

A featherweight and ultra-compact sleeping bag. Designed as a summer bag but as it is narrow enough to fit inside a Comfort/Waterbloc series bag as a down liner, you can use it year round. Available in four different sizes and in left and right hand zip options. Double tuck-stitch design: 3 layers of fabric, instead of 2, are secured together with the seam fixed beneath the surface. This prevents snags, protects the seams from moisture and is more abrasion resistant

Temperature according to EN13537: Comfort: 5°C; Limit: -1°C; Extreme: -16°C

- 840 loft goose down

- Fill weight: M=470g; L=520g

- Packed size: M=20x22cm; L=22x22cm

- Weight: M=760g; L=820g

**20% DISCOUNT TO
NZOIA MEMBERS***

Material:

- Texped PA35 Ripstop-Nylon

Features:

- Anatomically shaped easy adjust hood

- Oversized full length draft tube

- Angled and trapezoid foot design

- Fits body length up to: M=180cm; L=195cm

Medium = \$529 | Large = \$549 RRP



plus a percentage of your purchase supports NZOIA

*Discount is off RRP, not to be used in conjunction with any other discount, special or offer



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PLANTING THE SEEDS OF ADVENTURE



Photos supplied by NOLS

Photo contributions are welcomed for the back page series 'Planting the Seeds of Adventure'. Please submit as files of no less than 700 KB in jpg format.

