



APPENDICES

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Terms in this guide have the following meanings:

All practicable steps: in relation to achieving any result in any circumstances, means all steps to achieve the result that is practicable to take in the circumstances, having regard to –

- (a) the nature and severity of the harm that may be suffered if the result is not achieved; and
- (b) the current state of knowledge about the likelihood that harm of that severity will be suffered if the result is not achieved; and
- (c) the current state of knowledge about harm of that nature; and
- (d) the current state of knowledge about the likely efficacy of each; and
- (e) the availability and cost of each of those means.³²

Best practice: in the absence of a formal standard or code of practice, best practice guidelines become the standard for running an activity. These may be developed and documented by the national governing body for an activity. If not documented, best practice is peer accepted professional practice in the field.

Challenge by choice: the participant's choice of their own level of challenge within a supportive peer environment.

Code of practice: a document registered with the Department of Labour that states preferred work practices or arrangements.

Employee: a person employed by any other person to do any work (other than residential work) for hire or reward; and, in relation to any employer, an employee of the employer.³³

Incident: an event where there was, or might have been, harm to people, damage to property or interruption to process. Incidents include any event where intervention was required, for example, accident, near miss, injury, illness, behavioural incident, fatality.

Must: a non-negotiable policy that *must* be followed. These are based on statutory requirements.

OSMS: outdoor safety management system.

Parent: father, mother, guardian, or immediate caregiver.

Parental consent: permission given after parents have been provided with sufficient information to fully understand the EOTC event.

Place of work: a place (whether or not within or forming part of a building or structure) where any person is to work, is working, for the time being works, or customarily works, for gain or reward; and, in relation to an employee, includes a place, or part of a place, under the control of the employer (not being domestic accommodation provided for the employee):

- (a) where the employee comes or may come to eat, rest, or get first-aid or pay; or
- (b) where the employee comes or may come as part of the employee's duties to report in or out, get instructions, or deliver goods or vehicles; or
- (c) through which the employee may or must pass to reach a place of work.³⁴

Professional outdoor instructor: a professional who meets best practice standards set down by the national body responsible for the particular outdoor activity (for example, tramping leader/instructor, the New Zealand Mountain Safety Council).

³² Health and Safety In Employment Act, 1992 (pp3-4).

³³ Health and Safety In Employment Act, 1992 (p.3).

³⁴ Health and Safety In Employment Act, 1992 (pp4-5).

Professional teacher: A registered teacher who has been through an annual appraisal process and met the professional standards for a teacher.

RAMS: risk analysis management system.

SAP: safety action plan.

Serious harm:

- 1 Any of the following conditions that amounts to or results in permanent loss of bodily function, or temporary severe loss of bodily function: respiratory disease, noise-induced hearing loss, neurological disease, cancer, and dermatological disease, communicable disease, musculoskeletal disease, illness caused by exposure to infected material, decompression sickness, poisoning, vision impairment, chemical or hot-metal burn of eye, penetrating wound of eye, bone fracture, laceration, crushing.
- 2 Loss of a body part.
- 3 Burns requiring referral to a specialist registered, medical practitioner or specialist doctor's outpatient clinic.
- 4 Loss of consciousness from lack of oxygen.
- 5 Loss of consciousness or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion, of any substance.
- 6 Any harm that causes the person harmed to be hospitalised for a period of 48 hours or more, commencing within seven days of the harm's occurrence.³⁵

Significant hazard: a hazard that is an actual or potential cause or source of:

- (a) serious harm; or
- (b) harm (being harm that is more than trivial) the severity of whose effects on any person depend entirely (or among other things) on the extent or frequency of the person's exposure to the hazard; or
- (c) harm that does not usually occur, or is not usually detectable, until significant time after exposure to the hazard.³⁶

Should: a guideline that is strongly recommended and *should* be followed if at all possible. This is based on accepted best practice in the relevant activity.

Taonga: treasure.

Tapu: sacred.

³⁵ Health and Safety In Employment Act, 1992 (p32).

³⁶ Health and Safety In Employment Act, 1992 (p6).



Appendix II – EOTC – Related terms

A number of terms are commonly used to describe learning outside the classroom. Terms such as education outside the classroom, outdoor education, outdoor pursuits and adventure education are used extensively in this field, sometimes interchangeably, but differences exist in the approaches and goals of each. It is acknowledged that the working definitions in this field are evolving and therefore contestable.

Education outside the classroom (EOTC) is a generic term used extensively in New Zealand schools to describe curriculum-based learning that extends beyond the four walls of the classroom. This ranges from a museum or marae visit to a sports trip, outdoor education camp or a rocky shore field trip (Abbott, 1990; Ministry of Education, 2002).

Learning experiences outside the classroom (LEOTC) is a Ministry of Education project set up in 1994 to support learning experiences outside the classroom that enhance and enrich the New Zealand school curriculum. The Ministry has service agreements with 60 LEOTC providers, including museums, historic parks, zoos, art galleries and science centres. These organisations provide students' lessons and activities that bring the curriculum alive with hands-on investigation, explanations and expert teaching (Ministry of Education, 2000).

Outdoor education is a broad term describing education in the outdoors, for the outdoors and about the outdoors. Education in the outdoors is "the use of the natural environment in the educative process using direct experiences as the teaching medium for any curriculum domain" (Hammerman et al, cited in Boyes, 2000). Education for the outdoors involves developing "the skills, attitudes and appreciations necessary for intelligent and safe use of the outdoors" (Smith et al, cited in Boyes, 2000). Education about the outdoors focuses "on the interrelationship of the human being and the natural resources upon which societies depend, with the goal of stewardship in mind" (American Council on Outdoor Education, cited in Boyes, 2000).

Outdoor education is one of seven key areas of learning in the *Health and Physical Education in the New Zealand Curriculum* (Ministry of Education, 1999). This document focuses on particular aspects of outdoor education. These are adventure activities (see adventure education and adventure-based learning definitions), outdoor pursuits and relevant aspects of environmental education.

Adventure education is based on activities that create challenge and excitement by deliberately exposing participants to elements of risk. The purpose of adventure education is to enhance self-concept and improve social interaction. The risks could be physical (injury), social/emotional or material (gear/equipment). In an educational setting, activities are usually promoted that have a substantial degree of learner-perceived risk, but a low degree of leader-perceived risk. Both natural environments such as mountains or rivers and constructed ones such as challenge ropes courses or climbing walls, can be used to achieve this.

Diverse groups from the physically disabled, to youth at-risk, to teenagers in school programmes have surmounted seemingly impossible tasks through adventure education. In the process, they have overcome many self-imposed perceptions of their capability to succeed. Due to this feature of adventure education, it has become a powerful medium for personal growth and development (Ewert, 1989; Mortlock, 1983; Priest, 1990).

Adventure based learning (ABL) is a term popularised in this country by Project Adventure New Zealand. It is a subset of adventure education above. ABL activities are commonly sequenced to include co-operative games, trust-building activities, problem-solving and decision-making activities, and can include low and high ropes courses. Debriefing and reflection based on the activities encourage and develop skills in communication, trust, goal-setting, leadership and taking responsibility. Participation in adventure education, including ABL activities, fosters students' personal and social development (Ministry of Education, 1999).

Outdoor recreation refers to any activity done in the outdoors, spanning the spectrum from gardening, to camping out, to four-wheel driving. It can be mechanised, non-mechanised, involve risk or not involve risk (Priest, 1990; Lynch, 1993).

Outdoor pursuits are a subset of outdoor recreation. This term is widely applied to activities that involve moving across natural land and/or water environments by non-mechanised means. For example: biking, orienteering, tramping, rock climbing, cross-country skiing, kayaking, sailing, rafting or caving (Blanchard and Ford, 1985; Lynch, 1993; Ministry of Education, 1999; Priest, 1990).

Environmental education is defined by the Ministry of Education (1999) and Ministry for the Environment (1998) as a multidisciplinary approach to learning that develops the knowledge, awareness, attitudes, values and skills that will enable individuals and the community to contribute towards maintaining and improving the quality of the environment.

Experiential education is a process of education based on learning by direct experience and using all the senses (holistic). This could take place in indoor or outdoor settings. (Lynch, 1993). However, experiential education is more than learning by doing. It involves a process of experience, active reflection, conceptual understanding and a re-orientation towards new ideas. It allows participants the opportunity to try out their new understandings, ideas and behaviours to create deeper understanding (Law, forthcoming).

▶ **References and further reading for EOTC related terms**

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10 POINT CHECKLIST

PROTECT PLANTS AND ANIMALS

Treat New Zealand's forests and birds with care and respect. They are unique and often rare.

REMOVE RUBBISH

Litter is unattractive, harmful to wildlife and can increase vermin and disease. Plan your visits to reduce rubbish, and carry out what you carry in.

BURY TOILET WASTE

In areas without toilet facilities, bury your toilet waste in a shallow hole well away from waterways, tracks, campsites, and huts.

KEEP STREAMS AND LAKES CLEAN

When cleaning and washing, take the water and wash well away from the water source. Because soaps and detergents are harmful to water-life, drain used water into the soil to allow it to be filtered. If you suspect the water may be contaminated, either boil it for at least 3 minutes, or filter it, or chemically treat it.

TAKE CARE WITH FIRES

Portable fuel stoves are less harmful to the environment and are more efficient than fires. If you do use a fire, keep it small, use only dead wood and make sure it is out by dousing it with water and checking the ashes before leaving.

CAMP CAREFULLY

When camping, *leave no trace of your visit*.

KEEP TO THE TRACK

By keeping to the track, where one exists, you lessen the chance of damaging fragile plants.

CONSIDER OTHERS

People visit the back country and rural areas for many reasons. Be considerate of other visitors who also have a right to enjoy the natural environment.

RESPECT OUR CULTURAL HERITAGE

Many places in New Zealand have a spiritual and historical significance. Treat these places with consideration and respect.

ENJOY YOUR VISIT

Enjoy your outdoor experience. Take a last look before leaving an area; will the next visitor know that you have been there?

Protect the environment for your own sake, for the sake of those who come after you, and for the environment itself.

Toitu te whenua

(Leave the land undisturbed)



Department of Conservation
Te Papa Atawhai

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This is the code of professional practice for instructors from the New Zealand Outdoor Instructors Association (NZOIA), 2001.

NZOIA believes that professional integrity is the cornerstone of an instructor's credibility. As a NZOIA member you have a responsibility to:

1. To promote the highest standards of outdoor instruction.
2. To take all reasonable steps to safeguard the safety of clients.
3. To balance opportunities and dangers associated with hazardous activities in order to develop effective and responsible strategies for the management of risk.
4. To use clear and understandable language to tell clients about the risks related to the activities.
5. To encourage and support clients in the outdoors but never force them to do an activity which they obviously don't want to do, unless non compliance poses a risk to themselves or others.
6. To recognise the values that exist in all cultures and encourage others to appreciate that diversity too.
7. To respect the confidentiality of private information shared by clients unless the chance of harm to others is revealed.
8. To not form new sexual relationships with a current client.
9. To respect environmental resources and do everything you can to ensure they are maintained for future generations.
10. To be aware and considerate of other recreational users and colleagues.
11. To alert organisations and individuals when unsafe practices are noticed that could cause injury to others and if necessary take direct action to protect the public from imminent danger.
12. To support other colleagues in the profession who are also abiding by this code.
13. To refuse to follow any request or policy which directly compromises client safety.
14. To accept responsibility only on the basis of current competence and refuse work which is outside your level of competence particularly when the physical or psychological safety of others is involved.
15. To clarify between statements made as a private individual and those made as a representative of NZOIA or the employing organisation.
16. To be a current and active member of NZOIA if using a NZOIA qualification in promotional material or as a professional credential.
17. To maintain high standards of professional practice by contributing time and professional expertise to activities that promote the value, integrity, and competence of the outdoor education profession.
18. To contribute freely to the knowledge-base of outdoor instruction by sharing knowledge at conferences or in newsletters and journals.
19. To help in times of public emergencies by offering leadership and technical skills.