



Presenters at the Education Outdoors Conference 2016

Geoff Adams

Federation University

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

- **Student Forum: Connect, Collaborate & Create**
 - This time is set aside for all students to gather together to discuss any important issues they face in the Outdoors Community. This forum will be open to any other interested parties.
- **Bike ride anyone?**
- **Prospective employment forum – why is working in Outdoor Education so great and what is the best setting as a teacher/leader?**
 - Many tertiary outdoor education students due to graduate at the end of this year are starting to explore the many work options in the field of Outdoor Environmental Education. This forum explores the options through facilitated discussion with both students and staff currently employed in a variety of settings – eg. Government and private residential school settings, classroom teachers, freelance leaders. Come along and share your experiences or explore your options.
- **Transfer of learning – are we really making a difference?**
 - Outdoor education programs mostly occur outside the classroom, far removed from daily life. Does the learning from these programs transfer back to the participant's everyday contexts?

- Join us as we continue the discussion on transfer of learning, exploring results from research of a journey based program.
 - Most outdoor education in Australia occurs in a context that is external to the participant's regular setting (Martin, 1999). Experiences are usually held in remote locations for short periods, with the learner then returning to continue with their traditional learning back in the classroom. Any links between the two learning environments are not always drawn out or identified by the learners or educators (Brown, 2010).
 - This paper will explore results of research conducted with students participating in an extended journey based program. The research asks whether participants report changes in learning over an extended time period – ie. Does learning change if there is more time given for the participants to process their experience?
 - Participant data was collected at various intervals over an extended period of time in various formats – journals, essays and focus groups interviews. The data was then mapped using Moon's (1999) Map of Learning to assess if there was an increase in transfer of learning, over time. Findings suggest understanding and learning increased over time. The challenge for outdoor education is to question common methods of processing and debriefing and how they could be adjusted in order for participants to gain the most from any given experience.
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Sandy Allen-Craig

National Coordinator for the Outdoor Leadership and Outdoor Education
Australian Catholic University

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

Cathryn Carpenter

Senior lecturer in youth studies
Victoria University

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

Keynote Speech: Enhancing wellbeing in the outdoors: Being Well - Living Well - Teaching Well

This discussion explores the concepts of happiness, wellness and resilience in relation to Outdoor Education.

We will share current research highlighting key factors that influence wellbeing and share what has resonated with us in our quest to enhance the lives of those we work with.

Karen Anderson

Early Childhood Outdoor Learning Network

Karen Anderson has taught at Balnarring Preschool since 1984 and established the preschool's Beach Kindergarten Program. Karen also established the Living and Learning in Nature Philosophy which includes developing knowledge of Australia's first peoples and including that knowledge in everyday Early Childhood programming. Karen facilitates the Peninsula Nature Network, has a graduate diploma in Inclusion, Early Intervention and Special Needs and works part time for Yooralla as a key worker

Doug Fargher

Early Childhood Outdoor Learning Network

Doug Fargher is the founder of Bush Kinder and has worked in a variety of early childhood settings for over 20 years. Doug remains a hands-on educator with young children and also speaks and consults nationally about the benefits of Play based learning in the bush.

Siobhan Hannan (MC)

Early Childhood Outdoor Learning Network

Siobhan Hannan is an Early Childhood Teacher and graduate research student who is passionate about putting the garden back into Kindergarten. She has co-developed resources to support outdoor learning in ECE with Play Australia, Early Childhood Australia and the Teacher Learning Network, as well as the Early Childhood Outdoor Learning Network

Rain or Shine: Early Childhood Teachers Explore Nature Play

Children outdoors are able to: explore, share discoveries, tell stories, and develop strong relationships with each other, the adults, community, environment and culture.

They have multiple opportunities to use their physical skills being encouraged to take risks: climbing trees, scrambling over rocks, rolling down hills, trekking across land. As one parent once shared with us 'My child arrives home physically exhausted but spiritually alive'

Accessing natural environments places the children in all weather conditions as they build their resilience to manage in multiple conditions.

Most importantly children have time to 'be' developing an appreciation for what is around them at a slower pace. A panel of three will present the following: An overview of what is happening in the field (types of services offering outdoor program, locations, land managers) Happiness, Health, and resilience. We will show a short film showcasing two services in action in the outdoors.

Shawn Andrews

Managing Director
Indigate- Indigenous Education

Shawn Andrews is a Yagmabeh man from the Mununjali tribe whose passion is creating unity through education.

Shawn is an experienced educator with over ten years working as a developer and facilitator of Indigenous education, Outdoor Education and leadership. His roles have included teaching assistant and mentoring roles at Melbourne Grammar School, leadership roles and sports development roles at Monash University and various mentoring roles. Shawn's current role is the Managing Director of Indigate. Indigate was founded at the end of 2014 with the aim of creating unity between Indigenous and non-Indigenous Australians through the use of education programs. Indigate programs are centred on the education of non-Indigenous Australians through curriculum based programs that are taught using Indigenous Pedagogical methods. Shawn's vision has seen Indigate grow to be one of the leading providers of Indigenous Education having taught over 5000 students in over 40 schools, over 500 adults in over 35 businesses and led to long term partnerships for Indigenous Curriculum Development with Beaconhills College, Cathedral College Wangaratta and Hall's Outdoor Education.

Conversations about Indigenous Education in the Outdoors with an Indigenous Man

Have a sit with Indigenous leader Shawn Andrews and experience a open session on Indigenous life.

Shawn will use Indigenous Pedagogy to help unpack the issues that surround the lack of unity between Indigenous and non-Indigenous Australians. If you have hard questions about Indigenous culture then this is your chance to talk about it with a person who is a thought leader, who has a unique worldview and teaches without blame.

Tony Bellette

Blackwood Outdoor Specialist School

Tony Bellette has worked at Blackwood Outdoor Specialist School (BOSS) for over 14 years. He has a Bachelor of Education, majoring in Outdoor Education & a Master's Degree in Special Education.

Tony has been awarded the highest honour in Special Education in Victoria, the Emerson Award, for his outstanding & innovative work at BOSS. In 2011, he was the first person awarded the Bella Irlicht Scholarship Award, whereby he travelled for 3 months throughout North America visiting various camps for students with special needs gaining further insight into additional activities & programs that he could implement back at BOSS.

In particular, he observed various high ropes courses suitable for special needs students, especially those that were wheelchair accessible. He returned to develop various new activities & programs at BOSS, including a wheelchair accessible low ropes course &

finally (after years of fundraising) Australia's only wheelchair accessible high ropes course in 2015, exclusively for students with special needs. Throughout his 14 years at BOSS, Tony has created & delivered quality adventure-based education, exclusively to students with special needs, challenging students to enhance their life skills by taking them out of their comfort zones in a safe and supportive environment. He ensures that the activities & programs he has designed, challenge students both individually, and, within a team environment to further their personal, emotional, social and physical development. Today, Tony will share some of his ideas with you all.

The Growth of Special Outdoor Education

Delegates will gain a deeper understanding of Blackwood Outdoor Specialist School and how we provide a variety of outdoor activities and experiences for students from Victorian Special Schools.

This session will be an informal discussion with the audience to highlight the achievements of Blackwood Outdoor Specialist School as well as learn from the audience in how they engage young people with special needs through outdoor education programs, activities and experiences.

Chuck Berger

CEO
Outdoors Victoria

Chuck is the CEO of Outdoors Victoria. He arrived at OV following ten years at the Australian Conservation Foundation(ACF), one of Australia's leading national

environmental community groups. Most recently, he was ACF's Director of Strategic Ideas, responsible for strategic planning and innovation.

While at ACF, Chuck led a team that was instrumental in achieving major national policy shifts to promote investment in clean energy, improve the integration of natural assets into national accounting, and accelerate the development of modern clean industries. In particular, he was the architect of a landmark collaboration among environmental, union and business groups that developed a shared vision and policy agenda for modern, sustainable industries. He also initiated and delivered numerous research and community engagement projects, including an interactive online atlas that allows Australians to explore the environmental impact of activities in their suburb. Chuck originally hails from Kansas in the USA, and worked as a lawyer in the US and Europe before moving to Melbourne in 2003, where he lives with his partner Christy and their two little boys Tom and Leo. Everyone at Outdoors Victoria is looking forward to working with Chuck. Our Chairman, Scott Chapman, said "The Board is enthusiastic about Chuck's diverse range of skills and his background in community engagement, partnership building, online innovation, and policy development and advocacy. On behalf of the Board, I congratulate him on the appointment." Commenting on the appointment, Chuck said, "Some of my own most life-changing moments have taken place while engaged in outdoors activities, whether sea kayaking, bushwalking or volunteering on citizen science and conservation initiatives. So for me it's a great privilege to have this opportunity to give something back to such an important sector. I'm looking forward to helping us raise our profile and our positive impact in the community"

- **Official Opening**
- **Address from Scott Chapman & Chuck Berger**
- **Plenary & Closure with afternoon tea**

Jess Booth

La Trobe University

Jess is a Graduate of Bachelor of Outdoor Recreation Education- Natural Resource Education Current Bachelor of Arts- Nature Tourism (Honours) student 2016

La Trobe University Bendigo

Patrick Eastment

Student

La Trobe University

Patrick is a Graduate of Bachelor of Outdoor Education (Extended)

Current Bachelor of Arts-Outdoor Education (Honours) student 2016

Ella Carmichael

Student

La Trobe University

Ella is a Graduate of Bachelor of Outdoor Environmental Education (Extended) Current Bachelor of Arts – Outdoor Education (Honours) student 2016 La Trobe University, Bendigo

Presentations by 3 Honours students at La Trobe University

Jess Booth - What do Bush Kinder educators observe about children's responses and engagement in natural settings?

A Central Victorian study investigating: Educator's perceptions of children's learning of and responses to, the natural world during Bush Kinder sessions at Huntly Kindergarten.

This presentation will outline, the purpose and motivations of this local and specific study that will be carried out in the honours program at La Trobe.

Ella Carmichael - What helps and hinders women learning to kayak in a white water environment?

This will be a short presentation on a current qualitative study being conducted into exploring women's learning experiences through white water kayaking – what may help and hinder the process

Patrick Eastment - A study of Outdoor Education graduates' experiences being inducted into multiple workplaces

This presentation will give an outline of my research project which is underway for my Honors year at La Trobe University:

The outdoor education (OE) industry has a wide array of employment options. This study will specifically research the experience of being inducted into workplaces as a recent outdoor education graduate in the role of a freelancer or sessional staff person.

Anecdotally it is acknowledged that freelancing is a common pathway new graduates enter after graduation. This study will investigate an element of work culture of freelance outdoor educators by investigating the tertiary graduates' experiences of induction into multiple workplaces

Emma Brand

Ballarat Secondary College

Emma Brand is a secondary teacher trained in physical education, outdoor education and maths.

She completed a bachelor of education and graduate diploma in outdoor and environmental education in 2011, also undertaking an honours study focusing on how residential outdoor programs foster a connection to nature in participants. Emma has worked at Ballarat Secondary College Wendouree Campus for the majority of her career, teaching mainly maths and science. Missing working in the outdoors, Emma along with the school councillor began applying for funding to run an adventure therapy program for students at the school and was successful in doing so. Emma has since undertaken training with Dr. Simon Crisp and has set up the PACK program which is based on WAT (Wilderness Adventure Therapy).

Sarah Butt

Ballarat Secondary College

Sarah Butt is a registered psychologist who has practiced in both private and public clinical settings since 2006.

Sarah is passionate about making quality psychological services available to children and families across the Ballarat and Grampians region. Sarah believes that the key to successful client outcomes is through the application of evidence based therapies to real life situations. As a queen scout and lover of the outdoors, Sarah is particularly interested in the impact modern life has on mental health and resilience for youth. In 2013 Sarah commenced a Master of Clinical Psychology at Charles Sturt University. In 2015 Sarah completed a placement at Ballarat Secondary College, Wendouree Campus where she was fortunate enough to assist in the facilitation of a pilot Wilderness Adventure Therapy (WAT) group. During this time Sarah was supervised by the Australian founder of WAT

Dr. Simon Crisp. Sarah continues to assist the school to roll out this program in 2016.

Sarah is currently employed at the Ballarat Health Services Persistent Pain Management Service. As part of this role Sarah facilitates groups with adult clients who present with a range of complex medical, physical, psychological and functional difficulties where persistent pain is a feature.

Ballarat Secondary College PACK Program

The PACK program is an Adventure Therapy initiative based on Dr Simon Crisp's Wilderness Adventure Therapy (WAT) program. Staff at Ballarat Secondary College sought funding and were successful, so pursued training with Dr Simon Crisp and created a term long program which is run with 8 year 9 or 10 students. One program has been successfully completed and participants showed some very positive results in terms of personal development.

Melinda Brown with Nic Brown & Michel

Wallis

General Manager

Skills IQ

Melinda is the General Manager of SkillsIQ. She has over 20 years' experience across a variety of industry sectors, including tourism, travel, hospitality and retail. As the former Head of National Industry Engagement at Service Skills Australia, she and her team actively liaised with businesses across the service industries on skills development.

Melinda was actively involved in the formation of SkillsIQ, the Skills Service Organisation responsible for supporting training product development in the community services and

health sectors, the service sectors including sport, fitness, outdoor recreation and community recreation and some areas of government.

Prior to this, Melinda held a range of roles in not-for-profit industry associations within the hospitality and retail sectors, conference and event management, retail store management, as well as corporate and retail travel agency roles.

Melinda holds a number of vocational qualifications, as well as a degree in tourism management. She is a former Board member of the Australasian Spa and Wellness Association, a member of the Skai International Sydney Executive Committee and is an Associate Fellow of the Australian Institute of Management.

Outdoor recreation training and industry understanding PART 1 & 2

We will aim to explore delegates understanding of outdoor recreation qualifications and delve into the workings of two training providers who offer differing models of course design. We will also look at the current industry review paper 'Training for the outdoor recreation sector future priorities' and reflect on developments from the last 2 years of industry consultation.

Tony Carden

Masters Candidate (Adventure Activity Regulation)

Centre for Human Factors and Sociotechnical Systems University of the Sunshine Coast

Tony Carden has worked since 1994 in the led outdoor activities domain in Australia. Starting in his late 20s as a facilitator of corporate outdoor learning and youth at risk

programs, Tony has since navigated an outdoors career through field roles as a bushwalking guide, climbing instructor, canoe and kayaking instructor and rafting trip leader. With extensive experience in both operational and senior management roles and several years leading an industry peak body, Tony has worked in or in close contact with all levels of the led outdoor activity system. He is now applying his outdoors sector experience, his lifelong curiosity and his affinity for holistic connections to his research work with the Uploads team at USC.

Not as simple as it looks: connecting the dots to build a more resilient outdoors system.

Tony will explore ways of improving the resilience of systems of work that support the health, happiness and resilience of staff and participants.

Outdoor activity programs are provided by complex systems of work within an overall complex domain of work. These systems comprise interacting networks of people, organisations, processes, and technologies. Failure to understand this complexity keeps the sector fragile and exposed to adverse events. Sociotechnical systems theory offers us ways of analysing, understanding and communicating about our work. By better understanding the complexity of the system, we can optimise it. For example, by building better organisations to provide rich outdoor activities and better peak organisations to represent and support them.

This presentation will demonstrate how sociotechnical system analysis methods can give us more holistic and useful maps of the system in which we work in order to help us make it more efficient and resilient.

Mo Carey

Outdoors Inc

Mo Carey has an extensive background in Arts and Community Development spanning Australia, Europe and the UK.

Her approaches to wellbeing have evolved through numerous creative projects, collaborations and specialist training programs. Since returning to Australia ten years ago, her passion for the natural world has led to work with Out Doors Inc. as a program coordinator and therapeutic arts practitioner.

Currently completing a Masters at MIECAT, Mo has been exploring the use of multi modal creative practises and mindfulness to depth the relationship between the natural environment and our wellbeing.

Enviro – mental – health

Mo's interactive presentation will focus on the mental health context of creative practises in nature. We'll look at some frameworks and art-based strategies that we can apply to our pedagogic practice. We'll explore ideas to foster direct sensory and experiential engagement with nature, inquiring into the meaning of our experience and how to articulate why our direct relationship with nature seems to promote a sense of wellbeing.

During the last century, in a philosophical trend away from regarding nature purely as an economic resource, we are now reconsidering our relationship with nature as part of a holistic world system that is intrinsic to our overall wellbeing. Being in nature has an

unfathomable resonance with a deeper more natural part of our being – a preverbal knowing of our belonging to something bigger. Regarding oneself in an ecological context and the meaning-making that results from this, supports general well-being, better mental health and a more resilient stance towards challenges in life.

The correlations between time spent in nature, with a sense of wellbeing and societal health, is a growing field of research; however research that specifically focuses on the benefits of being in nature, for people living with a mental illness, is limited.

From a mental health perspective, sensory and experiential engagement with nature seems to forge a relational view of the world – a feeling of connectedness to self, others, the environment and the larger patterns in life. This seems to foster a sense of holistic wellbeing, vitality and a perception of one's life making sense and having intrinsic meaning and value. This is often a missing element in many people lives, and fostering this connection can offer a beneficial refocusing of perspective.

Out Doors Inc., a Victorian community mental health organization, has been making the connections between nature and health for nearly thirty years, through a range of group programs in outdoor environments. At Out Doors Inc. we use experiential and recovery models of practice aimed at psychosocial wellbeing, predominantly for people living with, or at risk of mental illness. Mo Carey is a creative arts therapist and educator, working with Out Doors Inc. for the last decade. She utilizes multi- modal art based inquiry methods within outdoor environments as mental health interventions.

Scott Chapman

Chairman

Outdoors Victoria

Scott has held senior positions in the public, private and not for profit sectors and is currently with the Royal Flying Doctor Service (Victoria) and holds the position of Chief Executive.

He holds a number of Board and Chair positions in the business, agriculture and outdoor sectors and has recently stepped down as Chair of People and Parks Foundation, Vic Super Murray Marathon and Outdoor Education Group. Scott brings extensive experience in governance, strategy and leadership to Outdoors Victoria, and is passionate about the value of simply being 'outside'. He is a Fellow of Leadership Victoria, a Fellow of the Australian Institute of Company Directors and member of a number of professional associations.

Address from Scott Chapman & Chuck Berger

Pete Christison

Outdoor School

Pete Christison has been teaching, mostly in the outdoors, for 20 years. He has worked in a wide variety of programs from Mittagundi to classroom teaching. He recently moved to Outdoor School 15 Mile Creek and is excited by the prospect and opportunity of creating great programs. Pete had the pleasure of working closely with Dave and Mark on the Whitfield program and getting to share the adventure with his Son.

Mark Van Bergen

Principal

Whitfield Primary School

Mark Van Bergen is the Principal and a classroom teacher at Whitfield District Primary School, a small rural primary in NE Vic with 40 students. Mark has a background in Outdoor Education and has previously worked at Typo Station, teaching in China and teaching at Wangaratta High School. Mark enjoys the outdoors, as long as his feet are not too cold, and appreciates authentic and exceptional educational experiences.

David Gilson

Outdoor School

Dave Gilson is passionate about getting young people into the bush to give them great opportunities to learn and develop.

Dave has worked at Wollangarra, Typo Station, Wangaratta High School and has now been at Outdoor School 15 Mile Creek for 6 years. He enjoys bringing together resources, curriculum and students to create 'adventurous learning'.

Expertditching in the King Catchment - Creating resilient, knowledgeable, and capable 9-12 year olds.

In 2015 Outdoor School and Whitfield District Primary School embarked on an amazing 5 day Journey with grade 3 – 6 students from Mt Stirling to Lake William Hovell. This was a serious journey and challenge for these students and was a success because of good planning and preparation, emotional literacy classes and links to the curriculum. The group walked, cycled, climbed, paddled and creek walked over the five days.

This program was integrated into the school's curriculum in three different levels: 1/ through a study of the king river ecosystem in their science and integrated studies, 2/ an emotional literacy and resilience curriculum designed for use on the trip: and 3/ a journey and adventure focus that matches with the school's values. The Outdoor School was involved throughout the process with multiple school visits pre and post the experience to make the most of the opportunity.

Come and see Pete, Dave, and Mark present how the program was resourced, how it was linked with the school and hear what some of the students had to say about it all.

Amanda Clacy

Centre for Human Factors and Sociotechnical Systems, University of the Sunshine Coast

Amanda Clacy has a Bachelor Degree in Psychology (with honours) and has completed a PhD on sport-related concussion in junior contact football.

In her role on the UPLOADS project Amanda is primarily involved with applying what we have learnt from UPLOADS to produce a structured process to support organisations in translating incident reporting system outputs into appropriate and effective injury countermeasures.

The process will be developed in consultation with a diverse range of organisations and will be generic, and will thus support injury prevention activities both in the LOA sector and across safety critical domains more generally.

Michelle van Mulken

Research Fellow

Centre for Human Factors and Sociotechnical Systems, University of the Sunshine Coast

Michelle has a Bachelor Degree in Health Science, a Master Degree in Health Promotion and completed a PhD on physical activity promotion with 10 years of experience in the Health Care sector and 3 years of volunteering experience at Outdoor Kids & Youth Camps in Europe. Collaborating with governments, hospitals, community centres, social workers and health professionals, Michelle has managed National and International projects focusing on improving physical and mental health in a wide variety of sub-populations (e.g. young children and adolescents). In her current role on the UPLOADS project Michelle is primarily involved with the continued running of the National Incident Dataset with the first 12-month report recently completed. Michelle is also running the evaluation of the countermeasures that were developed by LOA sector representatives during workshops in 2015.

The UPLOADS Project: from incident data to injury prevention strategies

Since 2008, the UPLOADS Research Team has been engaged in a major program of research that aims to tackle issues around incident causation in the outdoor activity sector in Australia.

This has involved the development of an incident reporting system that is now used by over 42 organisations across Australia.

Over the past year, many organisations have contributed their incident and participation data to the UPLOADS National Incident Dataset, resulting in a collection of in over 500 injury, illness, and near miss incidents. This data was analysed by the research team and presented to led outdoor activity stakeholders in a series of workshops.

The stakeholders identified a series of strategies to address the issues identified from the incident data. These strategies were then evaluated by the sector in a survey.

In this presentation we will discuss:

1. the findings of the 12 month report, identifying the contributory factors system-wide for injury related incidents,
2. the injury prevention strategies proposed during the workshops; and
3. the evaluation of the strategies.

Please refer to [this link](#) to available document

Mark Collard

Director

Playmeo

Mark is an experiential trainer, author & founder of playmeo, an innovative online resource which helps group leaders create remarkably fun programs that make a difference. He's also our conference MC!

Why Your Ice-Breakers Don't Work & How To Fix Them

Most program leaders believe that those activities which they add to the start of their programs are the 'ice-breakers.' Or worse, they think that ice-breakers are a waste of time, and add little value to their program outcomes, so they dispense with their use.

These views couldn't be further from the truth.

In this practical, interactive workshop, Mark will present a series of simple group activities (requiring little if any equipment) which program leaders can immediately integrate into your existing programs for the purposes of "breaking the ice," to help their students (or adults for that matter) feel more comfortable with and engage in their learning.

Mark will reveal the five essential attributes of every experience which effectively 'breaks the ice,' and model their use during the session. This session will likely challenge many of your pre-conceived ideas about what an ice-breaker really is, and how they should and should not be used.

Top Ten Interactive Group Activities

A practical, interactive session which will present the ten most popular PE games and activities as featured on playmeo, the world's largest online database of experiential / outdoor education games and activities.

Mark will focus his emphasis on presenting a series of outrageously fun, highly interactive and very simple activities most of which do not require equipment and appeal to all ages. He will present all of the activities and discuss how they can be easily integrated into your

outdoor (and indoor) programs to not only warm-up your students, and generate energy, but develop critical interpersonal skills as required by the new Australian curriculum.

The key learning outcomes of this session will include:

- Practical demonstration of at least 10 extremely successful group games & activities;
- Brief understanding of how interactive group games can be successfully integrated into outdoor education programs; and
- Exclusive access to playmeo's activity database to unlock 100s more activities.

Participants in this short workshop will learn a wide variety of very simple, highly interactive and wholly non-threatening group activities which they can use immediately in their setting to 'break the ice' and prepare their groups for a more challenging training experience.

Tim Cope

Keynote

Author and adventurer Tim Cope spent three years travelling 10,000km across the great Eurasian steppe by horse from Mongolia to Hungary on the trail of Genghis Khan. During his keynote, illustrated by video from his ABC TV series, Tim will reflect on the lessons he learnt of resilience, community, cultural tolerance and why the experience of discovery in the outdoors is so important in the modern era.

Keynote speech: Tim Cope

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Brent Coviello

Outdoor Education Coordinator

Marcellin College

Brent has worked in Outdoor Education since 2007. He has a Diploma in Outdoor Recreation and is currently studying a Bachelor of Education (HPE). At present Brent works as the Outdoor Education Coordinator at Marcellin College and has done so since 2010.

Online Learning Management Systems in Outdoor Education

This presentation offers an example of how online learning management programs can be used to enhance outdoor education/recreation. The particular example relates to a year level camp that occurs once a year but the items discussed could easily be adapted for any style of class or program.

The presentation demonstrates how the use of “Moodle” to manage forms, deliver information to students/parents, allow students to order equipment online and design self directed online lessons could enhance your outdoor education class/program.

Please note: this is not a practical session that shows you how to build online modules but more so an example that may encourage you to dig deeper into what online learning could offer your program .

Attendees are free to [visit the site](#) as a guest and view some of the information should they wish to both before and after the presentation.

Matthew Cox

Lecturer in Outdoor Recreation/Education and Adventure Leadership
Victoria University

Mr Cox’s academic qualifications include a BA. (Recreation Leadership - Outdoor) and MBus. (Organisational Change, Training and Development). Matthew is currently completing his PhD (completion date end 2018)

Matthew is the Stream Coordinator for the Outdoor Recreation Leadership Major and Minor options, and the unit co-ordinator/lecturer for:

- Foundations of outdoor education and adventure sports
- Introduction to adventure for sport and active recreation
- Bushwalking leadership

- Safety in the outdoors
- Expedition leadership
- Outdoor Environmental Philosophy

Matthew also supervises honours students in the fields of adventure leadership, managing risk in the outdoors, and outdoor recreation as a catalyst for social change. Matthew spends a large proportion of each semester engaged in field based lectures and labs in a variety of outdoor environments.

Research and industry engagement

Matthew's main area of research concerns the professional identity of outdoor leaders. He is currently investigating the developing professional identity of tertiary outdoor leadership students. The outcomes of this research will hopefully serve to shape the professionalisation of outdoor leadership through a variety of contexts. This study will provide the platform for the completion of a PhD in 2018.

Matthew is the co-ordinator of the major study program in Outdoor Recreation. His role is to 'educate and develop outdoor professionals that can use outdoor experiences to create positive change for individuals and society'. He is also an Associate of Victoria University's Institute of Sport, Exercise and Active Living (ISEAL).

All you do is have fun - exploring professional identity

This session will focus on tertiary outdoor leadership student's development of professional identity. The initial findings from research titled "All you do is have fun" – Investigating the development of professional identity in tertiary outdoor leadership students will be presented.

Current concepts surrounding the terms profession, professional and professional identity will be discussed and the relationship of these concepts to the outdoor industry in Australia.

These concepts will also be explored in relation to the development of an emerging outdoor leader's professional identity and how this may influence the sustainability and strength of the Outdoor Industry. Delegates will learn how the research participants viewed the profession of outdoor leadership in relation to other professions, and what perceptions influenced these views. They will also learn the significant signposts along the way that enabled or inhibited the development of the participants Professional Identity.

Clare Dallat

Director of Risk Resolve

Risk Resolve/Uni of the Sunshine Coast

Clare Dallat holds an MSc. in Risk, Crisis and Disaster Management from the University of Leicester, UK and is currently engaged in a fully-funded government scholarship PhD (focusing on risk assessment in the outdoors) with the University of the Sunshine Coast, Centre for Human Factors and Sociotechnical Systems. Clare held the position of Director of Risk Management at The Outdoor Education Group (OEG) for the past twelve years and now leads Risk Resolve, an OEG risk management consultancy service for schools and organisations. Clare has 20 years of experience in outdoor education, both

in the field and in the office administrating programs. She has responded, in both field and leadership roles, to critical incidents, has served in an expert witness capacity and is familiar with the inside of a courtroom. Clare is a frequent presenter and author on risk management nationally and internationally.

More than People, Equipment and Environment; the design of a risk assessment method which considers hazards and risks throughout the led outdoor system.

Inadequate risk assessment has been highlighted as a contributing factor in the deaths of participants on outdoor education programs in Australia and internationally (White; 2014; Salmon et al, 2010; 2012). The current approach to risk assessment within this domain has traditionally focused on hazards and actors within the immediate context of the delivery of the activity; principally those associated with the 'people, equipment and the environment'. This presentation will discuss the development of a new risk assessment method for the led outdoor activity context. The method, called NO-HARMS, is theoretically underpinned by a systems-based model and understanding of accident causation (Rasmussen, 1997) and considers hazards and actors beyond those associated solely with the immediate context of the activity. The systems model of accident causation has been demonstrated to be appropriate for understanding the accidents that occur during led outdoor activities, although it has yet to be applied to the proactive identification of hazards and risks. This presentation will explore the development of the method and its applicability to the led outdoor activity context.

Participants will receive a new structured approach for identifying the network of risks/hazards related to activity program design and delivery. A key advance offered by NO-HARMS is the ability to identify risks and hazards outside of the activity itself, such as risks related to program design, communications with schools/parents, and activity planning and preparation.

Maree Feutrill

YMCA Manager of Camp Manyung
YMCA Victoria

Maree has worked for non-profit organizations in the outdoor recreation and camping sector for 25 years and is currently YMCA Manager of Camp Manyung on the Mornington Peninsula. The Camp is operated as a partnership between Sport and Recreation Victoria and the YMCA, with a focus on creating inclusive and accessible camping opportunities for all Victorians.

Inadequate risk assessment has been highlighted as a contributing factor in the deaths of participants on outdoor education programs in Australia and internationally (White; 2014; Salmon et al, 2010; 2012). The current approach to risk assessment within this domain has traditionally focused on hazards and actors within the immediate context of the delivery of the activity; principally those associated with the 'people, equipment and the environment'. This presentation will discuss the development of a new risk assessment method for the led outdoor activity context. The method, called NO-HARMS, is theoretically underpinned by a systems-based model and understanding of accident causation (Rasmussen, 1997) and considers hazards and actors beyond those associated solely with the immediate context of the activity. The systems model of accident causation has been demonstrated to be appropriate for understanding the accidents that occur during led outdoor activities, although it has yet to be applied to the proactive identification of hazards and risks. This presentation will explore the development of the method and its applicability to the led outdoor activity context.

Participants will receive a new structured approach for identifying the network of risks/hazards related to activity program design and delivery. A key advance offered by NO-HARMS is the ability to identify risks and hazards outside of the activity itself, such as risks related to program design, communications with schools/parents, and activity planning and preparation.

Creating inclusive camping experiences through application of universal design principles.

This presentation will introduce the Principles of Universal Design and how it can be applied to the design of inclusive outdoor programs that enable participants of all ages and capabilities to have choice to participate equally in the outdoor experience, to the greatest extent possible.

YMCA, in partnership with Sport and Recreation Victoria are currently using a process to apply universal design principles and philosophy to the design of outdoor camping programs, specialised adventure activities, camp facilities and landscapes to create an inclusive camp environment. Various case studies will be used to illustrate.

Maree would like delegates to have access to [this supporting document](#).

Simon Finnigan

Director of Outdoor Education Personal Development and Leadership Teacher
Melbourne Grammar School

Simon is the Director of Outdoor Education at Melbourne Grammar School. He has worked predominantly in schools and with outdoor providers in New Zealand and Australia. Simon's personal philosophy in relation to Outdoor Education is in creating experiences which are far more than an outdoor experience. As part of his holistic approach Simon endeavours (with varied success) to integrate curriculum, environmental stewardship, pastoral care, leadership, Indigenous awareness and understanding and

community service as key aspects of a whole-school outdoor education program. He lives in Geelong with his wife and young family and his border collie, Stanley.

David Gemmell

Senior Manager

Outdoor Education Group

David is a Senior Manager with the Outdoor Education Group.

His career has spanned work with several external providers of school based adventure camps and teaching post-secondary students in Northern Canada, Scotland, Western Australia and now here in Victoria. David strongly believes in educating out-of-doors and strives to encourage schools to create links between traditional learning areas and their outdoor programs. With an educational background in Theology, Outdoor Education, Teaching, and Emotionally Intelligent Leadership, David hopes to inspire deep and authentic connections with Creation that have relevance and add value to the broader school curriculum. David was raised around the world spending time in PNG, Arctic Canada, Scotland and WA he has settled (for now) here in Melbourne with his wife, Jill, and Kelpie/Husky, Action.

Educational Expeditions – The ‘Beyond the Gates’

Story

‘Beyond the Gates’ (BTG) is a 20 day compulsory program which aims to deliver a shared Outdoor Education experience to Year 10 students .

The program builds upon the skills, knowledge and understandings from each of the previous Outdoor Education programs at the School. BTG provides a journey based

experience which involves leaving the gates at Melbourne Grammar School to arrive at Mt Hotham; then journey through a series of locations via hiking, rafting and bike riding which culminates at the highest location in mainland Australia, Mt Kosciuszko.

This session will look at how we have integrated the broader curricular and co-curricular aspects of the School into the BTG program, looking at what happens prior to, during and after the experience. It will examine the successes and failures of integrating these elements as well as provide a future focus by looking at the aspirations for the program and where we would ultimately like to see it go in terms of becoming a deep and authentic learning experience.

Caitlin Griffith

manager of community education and engagement

Victorian National Parks Association

Caitlin's passion, education and professional experience lie in ecology, community development, project management, citizen science, social ecology, education and community learning. She has been working in the field of nature conservation and connection for over 15 years.

Caitlin is the manager of community education and engagement at the Victorian National Parks Association and is responsible for managing VNPA's two key citizen science project, Reef Watch and NatureWatch. She established the NatureWatch program over 8 years as a program that collaborates with community groups, land managers and scientists to work together to research local issues.

Caitlin is keen to learn more from the outdoor educator's community about working together for nature conservation and improved human health and resilience.

Phil Ingamells

Victorian National Parks Association

Phil Ingamells has worked in the area of environmental education for longer than he cares to remember.

He currently works at the Victorian National Parks Association on programs advocating for better management of our protected areas, and also improved management of fire in the landscape.

Most recently, he has joined with the Royal Society of Victoria and Melbourne University's Bio21 Institute in the development of the Vicnature2050 project. The project is building links between the scientific community, land managers and the wider community in helping nature adapt to a changing climate.

Happy, healthy, resilient people need a healthy and resilient environment

This workshop will focus on the Victorian National Parks Association's (VNPA) work in advocating for a healthy, resilient environment in Victoria and how the outdoors community is already contributing, and can continue to contribute to helping nature in Victoria under the climate change.

Ten things we can do to help nature under climate change (as presented on our collaborative [website](#)) has a strong focus on providing realistic and important actions that all people can contribute to.

It also reminds us of important ways to stay positive, informed and engaged (a big challenge of our time in the environment and outdoors communities).

Given the mental health issues associated with deep concerns around the environment and climate change, this is both relevant to healthy, resilient nature and happy, healthy, resilient people.

Encouraging health, happiness and resilience through experiencing the outdoors needs a healthy and resilient outdoors."The Victorian National Parks Association is one of Victoria's oldest nature conservation organisations and has led major campaigns to protect the health and resilience of our diverse and beautiful – VNPA's proud history – 10 things we can all do to help nature adapt to a new climate – Considering how their own work already contributes to helping the resilience of nature – Brainstorming ideas for further developing their contributions to helping the resilience of nature state.

Mark Haebich

Rubicon

Mark Haebich has worked in a range of educational contexts from extended overseas expeditions to classroom teaching at an SDS school. For a large part of the last ten years, he has taught at Rubicon Outdoor Centre. He has recently completed a Masters of Education through Federation University.

"Student experience and transfer at Rubicon and beyond"

Delegates will be involved in a session that uses the findings of a Masters thesis as a starting point for a discussion about student experience, transfer of learning and pre and post program contact.

This Masters thesis focuses on how students process and take meaning from their experiences at Rubicon Outdoor Centre. The context for the study was a five day OE program run in 2014 with a group of 22 year 10 students.

This research explores the student experience from the pre-meeting, through the outdoor program itself, and then in the follow up post-meeting.

From in-depth interviews of students, patterns and themes emerged. A cross-case thematic analysis of results highlights some of the similar and different ways in which this group of students took meaning from their experience. Transfer Theory is used to place these experiences into a theoretical framework and the links to literature highlight the

importance of initial learning, explicit teaching and reflection over time in the experience of students involved in this OE program.

After detailing and explaining the findings of his thesis, Mark will facilitate a discussion around these central themes, namely transfer theory, initial learning and reflection and explicit teaching, as they relate to other participants contexts.

Steve Hamill

Somers School Camp

I have been employed with the Department of Education for twenty six years as a primary school teacher, working in a variety of school settings including rural schools, suburban schools, residential outdoor schools and international elementary schools .

I am currently the Campus Principal of Somers School Camp – Somers Campus ,a residential outdoor school located on the Mornington Peninsula in Victoria. I have a strong interest in student well – being and welfare and have recently completed a masters degree on the subject of homesickness.

I enjoy many outdoor pursuits including surfing , long walks and stand up paddle boarding.

Caitlin Moncur

Somers School Camp

Caitlin Moncur is an outdoor education teacher at Somers School Camp, a residential outdoor school on the Mornington Peninsula in Victoria. She is passionate about providing opportunities for children to challenge themselves physically and emotionally in the outdoors, developing a sense of place in the environment and an awareness of their own abilities. Student wellbeing has always been an area of particular interest for Caitlin, which led her to complete a Masters of Education (Student Wellbeing) at Melbourne University in 2014. As a part of the masters degree, Caitlin completed an action research project on homesickness. In her spare time you will find her mountain biking, hiking or sea kayaking.

Facing the challenge of Homesickness- A Somers School Camp perspective.

Somers School Camp is a Department of Education school located on the shores of Westernport Bay, 90 kilometres south-east of Melbourne in Victoria . Each nine-day camp provides opportunities for 160 children (80 boys + 80 girls) from Years 5 & 6 (10 – 12 year olds) from a network area (typically from 15-25 primary schools) to participate in a program that blends a range of outdoor and environmental education activities in a complex social microcosm.

The length of the camp, the age of the students, the grouping of students from many schools and some of the more challenging aspects of the camp program such as abseiling, high ropes course and stage performance provide a fertile environment for homesickness.

Participating in a school camp is a major step for a young person towards developing a sense of independence and self-efficacy. It can be the first significant time they have been away from family. It is quite normal during a school camp that at some stage

students would rather be at home than on camp. Even in adult life, the longing for the comforts of home and the need for familiarity and routine are feelings most of us will encounter from time to time. For children attending camp who are still developing their sense of self and independence, homesickness can cause physical, social and emotional distress in varying degrees and thus by consequence can adversely affect the camp experience. This session addresses the strategies used at Somers School Camp to help minimise the distress caused by homesickness and furthermore discuss how overcoming the challenge of homesickness can be a great learning opportunity for the further development of the child's independence and self-efficacy.

Adam Kershaw

Survive First Aid

Adam has been working in Outdoor Education for over 10 years, leading expeditions within Australia, New Zealand, S.E Asia, South America, Asia and Central Asia.

Previously as the 'Operations Manager' of a large overseas expedition company for 7 years, Adam was responsible for the training of all participants and leaders prior to their month long expedition. He is the owner of Survive First Aid, a leading RTO specialising in Remote Area and Wilderness First Aid Training. He loves adventure travel, is an avid skier and would really like to be a better surfer!

Retrieval of Additional Epinephrine From Auto-Injectors

Anaphylaxis is a challenging condition for any austere outdoor environment. It is unpredictable, has sudden onset and a high fatality rate, and is responsive only to epinephrine, a prescription medication.

The Wilderness Medical Society (WMS) has formally recommended that non-medical providers working in austere environments be trained to administer epinephrine, and the Australian Resuscitation Council recommends the use of Auto-injectors in the treatment of Anaphylaxis.

Within Australia medical providers prescribe auto- injectors for this purpose due to their ease of use by nonmedical providers., however, auto-injectors have limitation in the wilderness environment, particularly due to their single-dose design. 25% to 35% of anaphylaxis victims may require a second dose. This may occur within minutes of the first dose, or may occur hours later as part of a biphasic presentation of anaphylaxis.

The WMS has released a paper detailing how to retrieve and administer additional Epinephrine from an Auto--injector in an Austere environment with the onset of Life treating Anaphylaxis.

Survive First Aid would like to present this paper and practically demonstrate the process.

Stephen Leslie

National Development Officer

Christian Venues Association

Stephen Leslie has worked in state, catholic and independent schools for many years, as a teacher, Camps Coordinator and most recently, as a Principal.

Currently he is the National Development Officer for Christian Venues Association, working with some 200 providers to achieve compliance and excellence in activities and risk management, and Child Protective practices.

Taking the Australian curriculum out of the classroom: Connecting Students to their Real World

The new Australian Curriculum has Cross-Curriculum overlays that are best achieved beyond the classroom.

The development of character, skills and understandings that build confidence and competence occurs when Outdoor Educators focus on personal development rather than just the experience of an adventure activity.

This workshop will allow participants to look at the the relevant overlays and identified outcomes in the AC, and use the 'wisdom of the group' to apply an edge to what you do to make your program more relevant to schools. A model that unpacks a broad view of Learning Outdoors (not just the Outdoor Ed subject) will give participants a framework for understanding how various programs can help schools achieve learning goals.

David Marsden

lecturer and doctoral researcher in the School of Sport and Exercise Science at Victoria University

Victoria University

David Marsden is a lecturer and doctoral researcher in the School of Sport and Exercise Science at Victoria University. He has an extensive background in and passion for outdoor and environmental education. Over the past 20 years David has worked as a field based outdoor educator, program and operations manager, environmental educator, and an in school outdoor education coordinator. He currently coordinates a range of outdoor education units at Victoria University including Theories of Outdoor Education, Environmental Inquiry, Outdoor and Environmental Philosophy, Ski Touring and Leadership in the Outdoors. David's PhD is exploring outdoor education leadership knowledge, skill, and practical experience in Australia.

The National Outdoor Education Leadership Survey

The national outdoor education leadership survey is the first national phase of current doctoral research entitled "Knowledge and skills gained through practical experience for students in tertiary outdoor education leadership programs."

The research is focusing on three aspects.

- First, identify the knowledge and skills required for higher education (HE) outdoor education leadership graduates.
- Second, identify what knowledge and skills can be derived through practical experience.
- Finally, identify the amount and type of practical experience required of HE outdoor education leadership graduates.

Building upon the preliminary findings from Victoria presented at last years conference, the research is using a mixed methods approach to investigate the relationship between practical experience and outdoor education leadership development further.

This has involved collection of data through the national outdoor education leadership survey conducted from November 2015 – February 2016 and is being followed by focus groups with outdoor education managers from across Australia.

During this presentation the background of the research will be presented as well as preliminary findings from the national outdoor education leadership survey. Findings from this study will provide a guideline to inform the outdoor education sector and HE sector on industry expectations pertaining to the knowledge, skill, and practical experience required of outdoor education leadership graduates.

Attendees will be encouraged to discuss the preliminary findings of the research and provide feedback for review.

Peter Martin

OV board member

Peter is the now retired Deputy Dean of Health Sciences at Federation Uni, Ballarat. He is also a board member of Outdoors Victoria.

He has taught outdoor education in secondary schools, dedicated outdoor education centres and the tertiary sector.

Peter has researched and published extensively on the role of outdoor education in schooling, the development of human to nature relationships, educational outcomes of outdoor involvement, professionalism and curriculum development in outdoor education. He holds a PhD from Latrobe University, a Master's of Science from the University of

Oregon, a Diploma of Education and Bachelor's degree in Human Performance and VET qualifications. Peter is an instructor assessor with the Australian Climbing Instructors' Association and remains a committed climber and outdoors person.

Student Forum: National qualification recognition

This time is set aside for all students to gather together to discuss any important issues they face in the Outdoors Community. This forum will be open to any other interested parties.

Alistair McArthur

Senior Consultant

Odyssey Consultants

Alistair McArthur commenced his Outdoor Education career in October 1964 and has spent the majority of his working life in the Outdoor Education sector. He has had a strong focus on Adventure Based Experiential Learning (ABEL). He has worked as an Instructor, Chief Instructor, Course Director, Program Director, Consultant and Executive Director at OUTWARD BOUND Schools in the UK, Australia, USA and Canada.

He has had considerable Risk Management experience within Outward Bound Schools and also as Leader of a British Antarctic Survey Expedition for two years where he travelled over 2,500 kilometres by dog sledge.

Alistair is a former President of the Victorian Outdoor Education Association (VOEA). He served on the Board of the Outdoor Education Group (OEG) for nine years and advises Outdoor Education programs throughout Australia.

Self Auditing: A progressive way to enhance risk management practices in Outdoor Programs

We all love being in the outdoors, but what happens when things go wrong? What can be learned from devastating accidents and how can this analysis enable us to focus on current best practice? With over 50 years experience in the sector, Alistair McArthur will reflect on previous fatalities in Outdoor Programs, including his own personal trauma relating to several of these fatalities. Best practice methodology can be gained through reflection and learning from our mistakes. The concept of Self Auditing will be discussed as a positive and empowering process. The Self Audit instrument is designed to provide an insight into an organisation and highlights key action points relating to operations, management, communications, staff, participants, program activities, emergency procedures and accident monitoring. The outcome of a Self Audit assists programs to remain up to date with current best practice, which is critical at a time of increased scrutiny of risk management practices in Outdoor Programs.

Mark Monahan

Edmund Rice Community Partnerships

Mark studied a Bachelor of Arts in Fitness / Recreation Leadership with Victoria University and also a Masters in Social Work at RMIT. Mark is a proud husband and Dad of three children. He has recently moved to Ocean Grove to be connected to a smaller local community and natural environment. Mark is currently the Director of Edmund Rice Community Partnerships – Mt Atkinson.

Recreation helps develop new housing estate

Through an interactive workshop, learn about a community development project that will use Recreation as one of its main tools to engage with and develop a socially vibrant and co-hesive community – in other words a happy, healthy and resilient environment.

* This community development project is for a new housing development in Melbourne's West called Mt Atkinson. Delegates will learn how recreation can help prevent the social issues that are being recognised in new housing estates.

* The Mt Atkinson development will spread further than 900 hectares. It will take decades to develop all of this, so in the meantime, this community development project has access to all vacant land for recreational purposes.

* Developing the social capital of community will be integral to this project; resilience, sense of self, life long learning, physical literacy, mind and body wellbeing.

* Therefore learn about a strategy that aims to encourage children, young people and families to engage in new or ongoing recreational activities such as Mountain Bike Riding, Camping, Orienteering, Canoeing, play on nature based adventure playground, outdoor cooking, star gazing and more.

Mark will be keen to hear from Outdoors Educators and others, about how this project can engage with Secondary and Tertiary learning environments as well as community organisations like Scouts and Guides.

Deborah Prentice

Parks Victoria

After working for a Japanese company in private industry, Deborah made the move into more of a value based career at Parks Victoria – joining together her love of nature and of the diversity of people in the world. She presently works in the Healthy Parks Healthy People branch at Parks Victoria. Her areas of specialty include: connecting diverse communities such as: multicultural communities, people with a disability and children; with nature.

Healthy Parks Healthy People - Help inform outdoor education in parks.

Come along and be part of an interactive conversation about the future of outdoor education in parks. The session will include a specially recorded message from new Parks Victoria CEO Bradley Fauteux about his impressions of Victoria, our parks and opportunities for further engagement.

John Quay, PhD

Senior Lecturer & Program Coordinator
Melbourne Graduate School of Education, University of Melbourne

John Quay has worked at OAG, OEG, St Paul's Anglican Grammar School, and has been at the University of Melbourne since the turn of the century (so he is getting pretty old). With work, road cycling and two teenage kids, life is busy. One of his main research and writing interests is in bridging the gap between personal/social and environmental versions of outdoor education.

Unpacking “education in, about and for the outdoors”

“Education in, about and for the outdoors” has been a catch cry of outdoor educators for many years. While offering a nice “catch all” way of speaking about outdoor education, it is actually a complex characterisation which resonates in multiple ways with curriculum, pedagogy and school.

In this presentation I unpack some of the meanings behind this phrase by exploring its historical development, especially as this occurred in the USA over the course of the twentieth century. I then suggest a way of simplifying the complexity by applying a framework I have been working with for a while: being, doing and knowing.

In this way a definition of outdoor education can be approached which not only illuminates outdoor education a little differently, but that shines a light on some of the problems with school. A broader view of education is the outcome, offering a new way of positioning outdoor education within education, rather than just “outside” it.

Dr Lauren Rose

University of Melbourne, Murdoch Childrens Research Institute

Dr Lauren Rose currently works at the Melbourne School of Psychological Sciences (University of Melbourne) as a Study-Coordinator/Research Fellow with the Outdoor Youth Programs Research Alliance (OYPRA) supporting research into the benefits of outdoor adventure and camping programs for young people.

Research Skills for Outdoor Professionals: How to select quality survey questions

Pressures are growing on providers of outdoors programs to do more than just deliver good camps. There are now increasing expectations that you can also demonstrate that your programs are meeting their goals, and that participants benefit in measurable ways.

Parents, principals, program directors, funders and participants themselves want to know more about why going on camp is valuable. But how do you go about answering to these questions?

This workshop is a practical session aimed at helping outdoor professionals build good skills to evaluate their own programs.

Through our work with the Outdoor Youth Programs Research Alliance (OYPRA) we are often asked by outdoor professionals 'How should we go about evaluating our outdoor programs?'

In this workshop we will tackle one of the common challenges to doing your own research: figuring out what questions to ask participants. Is it enough just to ask participants 'Did you like camp?'. Is it OK to make up your own questions?

This workshop will cover

- i) Choosing which participant benefits to measure (such as resilience, self-confidence, teamwork)
- ii) Knowing where to look for existing questionnaires and surveys to use
- iii) Deciding how to pick the best quality surveys from those you've located

If you're currently thinking about how to document the benefits of your outdoor programs, this workshop is for you. By the end of the session you'll have some practical tips about how to approach program evaluation in a robust way.

Dr Ian Williams

Murdoch Childrens Research Institute, University of Melbourne, Royal Children's Hospital

Dr Ian Williams is a Postdoctoral Research Fellow at the Centre for Adolescent Health, Murdoch Children's Research Institute, in Melbourne. He currently coordinates a collaborative research program investigating health and wellbeing benefits associated with youth participation in outdoor camps and nature-based programs through the Outdoor Youth Programs Research Alliance (OYPRA).

With Dr Lauren Rose

Building Health and Resilience through Outdoor Programs: Lessons on Design and Delivery from a New Australian Study.

- How do you design an effective outdoor program?
- What elements should be included and what should be left out?
- How do you maximise participant benefits?

Like many others before us, we have grappled with these same questions.

In this session we present key lessons learnt from a new Australian study looking into the benefits of outdoor youth programs. Conducted by the Outdoor Youth Programs

Research Alliance (OYPRA), this project involved designing and delivering a new outdoor program aimed at maximising health and wellbeing benefits for participating young people.

Almost 250 students from two secondary schools in Victoria took part in a 7-day camp encompassing both hard-top and journey components. We will describe the key principles and elements we considered in building and running the programs, drawing on the ChANGeS Framework (Williams, 2005) throughout. We will discuss aspects such as group size, program length, activity selection, sequencing, leader training and more.

This session will be of interest to anyone wishing to know more about how to design and deliver effective outdoor programs for young people.

Professor Paul Salmon

ARC Future Fellow Director, USCAR

Faculty of Arts and Business, University of the Sunshine Coast

Paul is a Professor in Human Factors and is the creator and director of the Centre for Human Factors and Sociotechnical Systems at the University of the Sunshine Coast (USC). He currently holds an Australian Research Council Future Fellowship focussing on safety and injury prevention and is the chief investigator of the UPLOADS research program. Paul has over 15 years experience in applied Human Factors research in a number of domains, including defence, aviation, road and rail transport, disaster response, and outdoor recreation. In 2016 he was awarded the Human Factors and Ergonomics Society Ron Cumming memorial medal for his research contribution. He has designs on escaping academia and working in the led outdoor recreation sector.

Doing it for the kids: Toward a Happy, Healthy and Resilient Outdoor Recreation System

The Victorian government wants Victoria to become the “Education State”, building ‘Happy Healthy and Resilient’ children. Led outdoor education has a key role to play in the development of health, wellbeing and resilience in our children. To fulfill this role, however, requires that the outdoor recreation system in Victoria and indeed Australia is also happy, healthy and resilient. The question posed in this presentation is, ‘Is it?’

The answer is provided by examining, through a sociotechnical systems lens, the extent to which the Australian led outdoor recreation system is happy, healthy, and resilient. This involves first discussing what the concepts of happiness, health, and resilience mean at an overall outdoor recreation systems level, second, determining what the relevant characteristics or measures of each concept are, and third, through data and case study examples examining whether the Australian led outdoor recreation system is indeed happy, healthy and resilient.

The presentation will explain that in some areas the Australian led outdoor recreation system displays the characteristics of happiness, health, and resilience, but in others it demonstrates features representative of an unhealthy and brittle system. Additionally, the presentation will discuss how unhealthy and brittle systems can work against our goal of developing happy, healthy and resilient children.

In closing the presentation will discuss some practical measures that can be taken to increase the happiness, health, and resilience of Australia’s led outdoor recreation system.

Adam Scanlan

Federation University

Adam is currently lecturing in Rock Environments at Federation University, Ballarat. He is a member of the Australian Climbers Instructor Association and a passionate climbing enthusiast.

- **Climbing with Adam Scanlan**
 - **Bike ride anyone?**
 - **Climbing with Adam Scanlan**
-

Dr Rachael Sharman

Honours co-ordinator, Psychology

University of the Sunshine Coast

Dr Rachael Sharman is a lecturer and researcher in psychology, specialising in child/adolescent development.

Rachael's research is focused on the optimal and healthy development of the paediatric brain, and has covered the neuro/psychological impacts of: dietary practices of parents and their children; physical activity; obesity; sport participation; attention deficit hyperactivity disorder; phenylketonuria; concussion and childhood trauma.

Rachael worked for over 15 years in a variety of child-related fields including child protection, juvenile justice (forensics), disability, advocacy and genetic research.

Rachael's PhD research proposed new clinical guidelines to prevent cognitive

impairments caused by a genetic disorder, phenylketonuria (PKU), and has been cited in the American College of Genetics and Genomics Practice Guidelines. In 2002, successfully lobbied the Queensland Health Minister to invest in expanded newborn screening. This has prevented the unnecessary death or disability caused by genetic disorders if left undetected and untreated.

Rachael remains committed to research that ensures children have the best possible chance to meet their full potential and her current interests include: diet-mental health relationships; children's play opportunities; child protection issues including sexual abuse and trafficking; adolescent arson and self-harm; transitions from education to the workplace.

Rachael is an enthusiastic and engaging public speaker and is regularly seen in the media, including newspapers (e.g., Sunshine Coast Daily, The Courier-Mail, Herald Sun), magazines, internet (ABC news, SBS news, The Conversation), radio (ABC and commercial), and commercial television (e.g., the news and the Project)

Research publications:

https://www.researchgate.net/profile/Rachael_Sharman?ev=hdr_xprf

Keynote speech: "Every parent wants their child to grow into a strong, successful human being, but how is this best achieved?"

The kind of play experiences that help cultivate the development of successful traits are found via a genuinely challenging environment, where kids can test their abilities in self-assessment, problem-solving, risk-taking, and adaptation in response to difficulties

and failure. These experiences are particularly crucial during critical or sensitive periods when the brain is most receptive - this talk will outline how brain development is shaped by environment.

Challenge comes with risk; but if we withhold from our children the opportunity to take risks, learn from their failures, and discover adaptive coping techniques, we withhold from them the opportunity to learn. Their growing brains fail to develop autonomy, competence, self-discipline, good decision making, rational self-assessment of ability, high failure tolerance, and a smorgasbord of other cognitive and psychological benefits.

This talk will highlight evidence from Australia and abroad that demonstrates that by over-sanitising early play experiences, we have done our children more harm than good in stunting their psychosocial development. Going forth into the future, what are the current barriers to children's participation in genuinely challenging and resilience-building activities (such as Outdoor/Nature Play)? How can we use early play experience to help our children become approach-motivated, rather than fall into the trap of avoiding life's challenges for fear of failure? "

Articles: [Free-range kids could become healthier, happier adults ...](#)

[Too much screen time and too little outside play is holding back our kids](#)

David Strickland

Camps and Outdoor sector development

Sport and Recreation Victoria, Dept of Health and Human Services

David has an extensive history in the residential camping and outdoor recreation sector.

David was one of the designers of an innovative state government leasing model for the development and management of Crown land assets.

Future proofing the next generation for an active life

There is a large body of evidence to support the role of physical literacy in the overall qualitative development of a child. Physical activity contributes to the acquisition of physical literacy, and physical activity is also the outcome of being physically literate.

The benefits of being physically active are well known – improved physical and emotional wellbeing, cognitive ability, and health status.

At the 2015 Education Outdoors Education Conference David explored the intersection between active recreation, physical literacy and outdoor education.

This session will explore:

- the concept of physical literacy and its role as a foundation for Education Outdoors
 - how a lack physical literacy may be creating risk aversion to outdoor activities and threatening the long term sustainability of Education Outdoors through the lack of confident, willing and skilled participants
 - the levers to improve physical literacy
-

Brian Thoroman

The Outdoor Education Group

Brian Thoroman M.S. is a Risk Management Coordinator for the Outdoor Education Group.

He has over fifteen years' experience internationally in the outdoors and education and is a University of Sunshine Coast PhD candidate researching Near Miss incidents in the outdoors through the Centre for Human Factors and Sociotechnical Systems.

He has over twenty years experience teaching movement (Tai Chi, Qigong, and Exercise) for participants of all ages and physical capacities in private practice and at the university and research level.

Easy There: Simple Methods for Breathing Yourself Resilient

Many cultures and traditions have understood the power of the breath. There are an enormous number of methods, strategies, and techniques from across the world and throughout history that have been developed to harness the breath for health and vitality.

It never ceases to amaze how the simple act of in—out—in—out can create a cascade of psychological and physiological changes and that this powerful tool is at our disposal every minute of the day.

In this interactive workshop, we will explore simple but powerful methods for using the breath to develop focus, improve performance, calm emotions, and become more resilient throughout our day. These techniques are easy to learn, simple to implement, and offer immediate results – great for participants in the outdoors.

That Was Close: Near Miss Incidents – Are they a Practical Measure of Resilience?

The application of the research into Near Miss Incidents in the Outdoors seems to be relatively limited in the practitioner community.

Rightly so, many practitioners would say, since the outdoors could be seen as one big near miss – so what do I report and how does this make a difference?

This presentation explores what is currently known about near misses during led outdoor activities, discusses near misses in the context of resilience, and asks for input on what the future should hold.

Through looking at other safety-critical industries and the outdoor activity domain via Socio-Technical Systems theory, we see how important context is to applying research in the real world. The challenges of translating concepts and practices across domains indicate how critical practitioner and user inputs are to the design and understanding of work.

How do we define and use near miss information in our practice? What, if anything, do near misses tell us about things going right and things going wrong? Where can we apply this information to improving outdoor experience?

Investigating near miss incidents may provide a window to what's being done right as well as expose things that went wrong. This information is important for ensuring that the led outdoor activity system in Australia is a safe and resilient one. In turn, examining near misses in the led outdoor activity sector can potentially provide benefits for other safety-critical systems seeking to enhance resilience and safety.

Resilience – adapting to changing conditions to meet goals – is something that happens every day in the outdoors and near miss incidents may have a lot to tell practitioners about how we accomplish that.

Don Watson

keynote

Don Watson’s magnificent, celebratory, contradictory study of the Australian bush will challenge the national imagination . . . An amiable, learned, playful and engrossing book . . . [A] great, succulent magic pudding of a book . . . Most of what we read is nothing like we would have expected . . . There is a sense that an amiable and eloquent uncle is telling us everything piquant he knows about theology and culture and land use and the beasts and flora and families of the bush.” –Thomas Keneally, Weekend Australian

Don Watson: Keynote Speech

We are excited to announce that our first keynote speaker for the conference is Don Watson.

Don is one of Australia’s leading writers and one of our foremost social and political thinkers. His latest book, “The Bush”, is a provocative and delightful examination of Australia’s complex relationship to the bush, and its role in our social identity.