**PENZ/EONZ Conference Workshop**

How to make quality outdoor education cheap

Part A: What are the cost barriers?

Programme/ Activities

Accommodation

Equipment & facilities

Location

Barriers

Personnel

Transport

Crowded curriculum

In small groups, on a large sheet of paper draw the chart above with only 3 barriers identified

1. Brainstorm categories and factors within each that contribute to cost
2. Walk around the room and check out others’ ideas. Add to your own if you wish
3. Discuss what strategies you use to keep costs down in each area

Whole group share of strategies

1. Each group choose one barrier and a strategy to overcome it. First group- Personnel, second group - location, third group – transport etc
2. Go around the room until 2 strategies per barrier have been shared

NOTE: Two options. Possibly talk about our strategies as a list or might be better to present the 3 levels of camps and describe what we do, why and how it is cost effective

**What strategies do we use at POET in each category?**

Option 1: List what POET does for each barrier

Personnel

* Wherever possible teachers facilitate learning and outside instructors are kept to a minimum
* Use of trained senior students in facilitation roles
* Teacher PLD range of opportunities
* Site-specific training
* On-programme: role model – co-facilitate – mentor – observe – critique
* Courses Base Camp, Safety Management, Outdoor First Aid
* Quals – NCRS (EOTC)

Crowded curriculum/school calendar

* Link leadership on junior camps with senior courses
* Incorporate curriculum linked/integrated sessions on camp that are part of a unit of work before during and after camp
* Y10 experiences in Term 2

Programme/activities

* Deliberately choose non-technical activities that teachers can facilitate e.g use adventure race rather than outdoor pursuits

Transport, Accommodation, Location

* Local campsites, farmland, marae, limited services outdoor centres (Okataina, Waharau)
* Buses, try to use same company if we can
* Cars, limit staff cars and try to use school or hired van as emergency vehicle
* Camping v buildings
* Self-cater – incorporate as a student group activity in the programme (residential) or campsite cooking on gas

Equipment and Facilities

* Use activities that don’t use expensive equipment or facilities
* Equipment pool that includes school gear shared around e.g. tents, bikes

Option 2: Describe typical Y9, Y10 and Y13 camp programme and how they’re set up to keep costs down

**Part 2 Quadrant**

Outside Provider

Focus on programme

D

A

Close by

Far Away

B

C

Teacher Facilitated

1. Plot all of the outdoor education experiences you do in your school on the quadrant
2. Draw a circle in the middle of each quadrant and discuss what experiences/programmes look like in each
3. Draw another circle around any clusters you have. Why?
4. Where are the experiences/programmes most affordable?
5. What happens to the programme and outcomes if we shift from ‘D’ to ‘B’?
6. Discuss MMC example – Y12 multi pursuit Rotorua/Taupo to local self-propelled journey. Shift in place responsive, slow journeys, ‘agency’, long sessions v rotations
7. What are the barriers to shifting to a more local-teacher facilitated programme that uses modern pedagogies?