The Nature and Scope of Outdoor Education

in South Australian Schools 1999-2017

By

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Table of Contents

Abstract

This thesis explores the relationship between social fields, schools and teachers in the provision of Outdoor Education, which is a non-compulsory school offering in South Australian secondary schools. Through a mixed methodological approach, the study investigates influences on the practice of non-compulsory fields of education, such as Outdoor Education, for South Australian schools. The underpinning research provides important empirical data from 93 secondary schools and allows for the comparison with similar research conducted in 1999. The findings highlight that Outdoor Education has a sustained history in South Australian secondary schools and is predominantly taught by atypical Physical Education teachers with Outdoor Education expertise. Outdoor Education is offered by most South Australian secondary schools and is growing in all sectors. Indeed, increase in participation in Outdoor Education is evident in residential outdoor programs, youth at risk, year 9 transition programs and senior secondary Outdoor Education.

The data from this research indicate that Outdoor Education programs emphasise similar educational outcomes in 2017 as they did for 1999. These include a broad range of objectives related to personal and group development, health and wellbeing, social justice, sustainability and environmental learning, where teachers rated all these objectives as 'very important' or higher. Teachers continue to experience challenges in delivery of Outdoor Education associated with broader social, cultural and political issues including funding, qualifications, resources, timetable and curriculum all within the context of heightened issues associated with risk and litigation. Rich descriptive qualitive research in the form of five focus group interviews with 46 teachers and outdoor leaders using guided questions were conducted in addition to the broad-based survey. Inductive thematic analysis of the focus groups reveal that Outdoor Education teachers are firm in their belief that Outdoor Education is relevant in contemporary society as it can support students in managing a rapidly changing sociological environment including those associated with mental health, physical health as well as environmental and social justice issues. Outdoor Education teachers identify their role as central to delivery of Outdoor Education and perceive themselves increasingly as pedagogues guiding students through schooling rather than knowledge agents. Outdoor Education teachers practice 'strategic conduct' (Giddens 1984) to socially position themselves and the discipline of Outdoor Education to maximize their level of agency within the school, particularly with school leadership, to either maintain or enhance the possibility of students undertaking this discipline at their site. The research highlights the central role that teachers play in schools in determining what is learned in schools that may not be explicit in curriculum documents.

Declaration

“I certify that this thesis:

1. does not incorporate without acknowledgment any material previously submitted for a degree or diploma in any university; and

2. to the best of my knowledge and belief, does not contain any material previously published or written by another person except where due reference is made in the text.”

"This research is supported by an Australian Government Research Training Program (RTP) Scholarship."

Scott Polley

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This thesis was primarily written on traditional lands of the Kaurna people of the Adelaide Plains.

"We acknowledge the Kaurna people as the traditional owners of this land. We acknowledge their living culture and unique role in the life of this region"

“Ngadlu Kaurna miyurna tampinthi. Parna yarta mathanya puki-unangku.

Ngadlu tampinthi Kaurna miyurna puru purruna.

Pangkarra Wama Kaurna, Kaurnakunti yarta”.

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Other publications during candidature:

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Glossary

Referencing is as per Harvard Referencing Guide University of South Australia

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Nomenclature

Outdoor Education and outdoor education

A full discussion regarding definition differences between Outdoor Education (with capitals) and outdoor education (no capitals) is in text. Outdoor Education has been used as a proper noun when referring to the subject or discipline, whereas outdoor education has been utilised when used as a verb to describe learning outdoors. Quotes retain original caps.

Health and Physical Education and Physical Education

Physical Education has been used to describe the discipline, except in circumstances where the citation refers to the field as Health and Physical Education. Quotes retain original caps.

Well-being and wellbeing

Wellbeing is the spelling used throughout, with the exception being where spelled well-being in the quoted text or reference.

Department for Education Training and Employment (DETE), Department of Education and Children's Services (DECS), Department for Education and Child Development (DECD) and Department for Education (DfE)

South Australia experienced four name changes of the education governing body during the period 1999-2017. In 1999 the department was titled the Department of Education, Training and Employment (DEET) however changed name to the Department of Education and Children's Services (DECS) at a date prior to 2004. In 2012 the Department for Education and Children's Services (DECS) was combined with the family service department to become the Department of Education and Child Development (DECD). In July 2018 the department changed name to Department for Education (DfE). Documents are cited according to the original department name.

Introduction

This thesis explores the nature and scope of Outdoor Education in secondary schools in South Australia. Data is collected in 2017 and compared with data collected from a similar, yet unrelated, project in 1999. The basis of this comparison is to determine the changes that occurred for the period 1999-2017, and the sociological influences on these changes. South Australia has been chosen due to the researcher's sustained and intimate relationship with this social field for over 30 years. The time frame of 1999-2017 is the focus for this study owing to the two largely quantitative surveys of Outdoor Education in South Australia undertaken in 1999 and subsequently in 2017. It is acknowledged that, at the time of completion of the study, some years had elapsed. The findings represent an analysis of a temporal trend for this period however remain relevant to the present day due to the focus on analysing factors that impact changes over an extended time period. The study provides a milestone for future analysis of the nature and scope of Outdoor Education in providing both a historical record and a benchmark for sociological analysis of temporal trends. For the purposes of this introduction, a useful initial conceptualisation of Outdoor Education for Australia is provided by the Australian Curriculum Assessment and Reporting Authority (ACARA) (2014a) in the Health and Physical Education 'Overview':

> Outdoor education engages students in practical and active learning experiences in natural environments and settings typically beyond the school boundary. In these environments, students develop knowledge, understanding and skills to move safely and competently while valuing a positive relationship with and promoting the sustainable use of these environments. Elements of learning in outdoor education will draw on content from across the Australian Curriculum: Foundation to Year 10, including Health and Physical Education, Geography and Science. The primary content drawn from Health and Physical Education will be in the areas of outdoor recreation and the influence of connection to place and communities on health and wellbeing.

The Australian Curriculum for Health and Physical Education is the major influence on the positioning of Outdoor Education in Australian education that has occurred in the past decade. From this extract, we see that Outdoor Education has the possibility of drawing on content across the Australian Curriculum learning areas. Although Outdoor Education is well established in Australian schools (Lugg & Martin 2001; Parker 2013; Picknoll 2017; Polley & Pickett 2003) it is not a compulsory component of Australian school curriculum (ACARA 2012a, 2012b, 2013a, 2013b, 2014a). Outdoor Education has always been a *possibility* within Australian schools. However, the current nature and scope, role and place of this field in South Australian schools is unclear prior to this research. A previous study by Polley and Pickett (2003) suggested that most schools in South

Australia offer 'outdoor education in one form or another' (p. 11). Despite this apparent breadth of offerings in South Australian schools, Outdoor Education as a discipline and way of teaching has not been successful in arguing for a central place in Australian curriculum documents despite submissions and publications arguing this case (e.g. Gray & Martin 2012; Martin 2010). However, 'challenge and adventure activities' are now one of the 12 'focus areas' (ACARA 2014a) for the Health and Physical Education national curriculum. In addition, the field of Outdoor Education is currently receiving support from ACARA in the form of an on-line resource 'Outdoor Learning' (ACARA 2017a) that positions Outdoor Education as a subject or methodology to teach aspects of the learning areas of Science, History, Geography and Health and Physical Education as well as cross-curricular priorities of sustainability (ACARA 2014b) and Aboriginal and Torres Strait Islander histories and cultures (ACARA 2014c).

What is not clear is whether there has been any change in the nature and scope of Outdoor Education since the Polley and Pickett (2003) study was undertaken in 1999 as schools are not required to publish what is taught at their location beyond agreeing to adhere to state or national curriculum documents. This research aims to address this gap in the scholarship of this field regarding the development, particularly the years 1999-2017, of Outdoor Education within the locale of South Australia, a state of Australia. An examination of this development provides the basis for the field to consider how Outdoor Education is socially positioned and what attention might be given to support student and social outcomes. This study provides empirical data regarding who is teaching Outdoor Education, where it is being taught, the programs that are offered and learning objectives currently being emphasised in South Australian secondary schools. The State-based empirical arm of this study contributes to similar data gathered in the past in Australia and elsewhere, including Victoria in 1999 (Lugg & Martin 2001) and in 2013 (Parker 2013), Western Australia in 2006 (Picknoll 2017), Singapore in 2006 (Martin & Ho 2009) and New Zealand in 2002/2003 (Zink & Boyes 2006). This research supports a more comprehensive Australian and global perspective of the landscape of practice of Outdoor Education in schools.

Empirical data is valuable to help determine what Outdoor Education is being taught in South Australian schools. However, such data does not assist with the question as to why and how Outdoor Education exists in schools, which is a focus of this research. Indeed, there is a dearth of extant literature around the decision-making process to either include Outdoor Education or not within a school internationally. The study contributes to social theories of curriculum and teaching practice enactment through investigation of Outdoor Education in secondary schools in South Australia. Accordingly, the study is positioned as inductive social research that adopts a social

constructionist epistemology, using the framework of structuration theory (Giddens 1984) that explores the relationship between actors and structures as a duality.

Certainly, there is a gap in our knowledge of the relationship between both the broader (macro) sociological environment and the decision by schools to offer Outdoor Education at their site, as well as the relationship to the school (micro) sociological environment. Although much of what is taught in schools is mandated by state and national curriculum documents, schools and teachers must make decisions about how this curriculum is taught, as well as those aspects that are not dictated to by curriculum, to determine what is taught and programs that are offered within their locale. This study is important as the results will help guide the social field of Outdoor Education considering actions that best support the enactment of Outdoor Education experiences in Australian schools and beyond. The findings from this study will also inform other non-compulsory subjects in schools that currently are not prioritized in the national curriculum. This study explores sociological influences on the practices of Outdoor Education in schools and the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian secondary schools. This exploration includes inquiring into the relationship of sociological influences of selected social movements that are occurring in broader society. The study is situated as part of emerging field in social research into Outdoor Education that seeks to develop greater understanding about the role and place of Outdoor Education in contemporary society with a view to considering how it might positively contribute to social issues. Three macro or broader social movements that Outdoor Education hold particular potential to be influenced by are health and wellbeing, social justice and environmental issues. These social movements align with Outdoor Education themes of learning about self, others and the environment (Outdoor Education Australia 2013). Australian schools are preparing students for success in an increasingly globalised nation and make decisions about what is taught in this context. Globalised Australia is one of the most urbanised societies in the world (ABS 2019b) and this population movement to the cities and suburbs is increasing. Zhang (2016) reports that increased urbanisation and suburbanisation contributes to increased life expectancy and reduced rates of communicable disease. However, urbanisation and suburbanisation also contribute to increased rates of non-communicable disease (NCD) primarily related to western lifestyles, although the World Health Organisation (WHO) reports a slowing in premature NCD (WHO 2020).

Globally and in Australia, western urbanised children now spend less time playing outdoors (Clements 2004), with play increasingly adult supervised (Karsten 2005), with more time being spent on screen-based activities (Australian Bureau of Statistics (ABS) 2012b; Yu & Baxter 2016) and not achieving physical activity guidelines (ABS 2012b). Urbanised, indoor based, inactive children are

thought by journalist Richard Louv to be suffering 'nature-deficit disorder' (Louv 2010, 2011). Outdoor time among children is positively associated with physical activity, less sedentary behaviour and cardiorespiratory fitness (Gray et al. 2015) as well as improved mental health (Cox et al. 2017). Time in nature is now a health imperative (Maller et al. 2006) and one mechanism to increase this time is through Outdoor Education in schools.

In addition to impacting on health, urbanisation and suburbanisation contributes to growing global environmental problems including global warming, species extinction, environmental degradation, and food production demands associated with population growth (UN Environment 2019). It is estimated that we have 11 years to prevent irreversible climate change (Gills & Morgan 2020). Engaging Australian young people in considering a more sustainable future is an imperative for their future quality of life and is now a national cross-curriculum priority within the Australian Curriculum (ACARA 2014b). Although all school subjects can teach for more sustainable ways of living, Outdoor Education is uniquely placed to provide direct contact with nature to see first-hand natural environments as well as consider the impacts of these global environmental problems (Hill 2012a, 2012b; Polley 2003; Dyment & Potter 2016; Stewart 2004; Wattchow & Brown 2011; Wattchow et al. 2014).

In addition to impacting on non-communicable disease and environmental degradation, Behrens and Robert-Nicaud (2004) argue that urbanisation and suburbanisation contributes to economic inequality. While some countries have made ground with social equity, two-thirds of the world's population live in countries where inequality has grown (United Nations 2020). Australia, one of the wealthiest countries on the planet, with the 13th highest global Gross Domestic Product (GDP) (Organisation for Economic Co-operation and Development (OECD) 2020), is highly urbanised and enjoys a high average wealth. Despite this wealth there is a growing socio-economic inequality (Davidson et al. 2020). This has been particularly marked with the First Nations population, with little progress on Australian Aboriginal disparity in child mortality and life expectancy (Commonwealth of Australia, Department of the Prime Minister and Cabinet 2020). Outdoor Education has the potential to provide unique opportunities to consider social injustice for Aboriginal Australians (Brookes 2003a; Gray & Martin 2012; Payne & Wattchow 2008; Spillman 2017; Stewart 2004). Although Outdoor Education has the potential to achieve health and wellbeing, environmental and social justice outcomes, a gap in our knowledge exists to the extent that these social movements and other broader sociological influences impact on the practice of Outdoor Education in South Australian secondary schools.

Schools are the structures and teachers are the key agents of Outdoor Education, however little is known about how these structures and agents enact Outdoor Education at their local site. Previous studies regarding the nature and scope of Outdoor Education within particular locales (Lugg & Martin 2001, Martin & Ho 2009, McCrae 1990, Parker 2013, Picknoll 2017, Polley & Pickett 2001 and Zink & Boyes 2006) have not attempted to undertake a more in-depth sociological analysis of factors that have contributed to the inclusion (or not) within schools. That is, there has been no attempt to explore in depth the relationship between teachers as agents and schools as social structures in supporting the development of Outdoor Education in schools. This study seeks to contribute to the literature that seeks to explore the agent/agency/structure relationship between teachers and schools regarding teaching practice through exploration of the relationships between, and influence of, structure and agents on agency, or ability to impact on an action, such as Outdoor Education, by teachers at their site. In 1999 Polley and Pickett (2003) found teachers cited key barriers as costs, staffing, teacher time, resources and timetable and they cited budget, teaching relief time, resources, administrative support and training as key enablers for Outdoor Education in schools. The current study considers a gap in our knowledge regarding any changes that teachers are experiencing in teaching Outdoor Education. The study also considers the micro (school) sociological environment that teachers experience and the relationship to Outdoor Education enactment in schools.

British sociologist Anthony Giddens' structuration theory (Giddens 1984) was selected as a conceptual framework for this study as his theory reconciles the duality that exists between structures and agents (in this case schools and teachers). Giddens' (1984) sociological theory suggests that agents and structures are interdependent rather than independent. Giddens' (1984) theory bridges a traditional divide between macro and micro view of the sociological world, transcending the three traditional organisational theories of sociology of structural functionalism, social interactionism and conflict theory. Hardcastle, Usher and Holmes (2005, p. 223) neatly summarise:

> He (Giddens) proposes that people produce their social systems employing rules and resources (structures) during interaction (agency), knowingly or unknowingly reproducing these structures via routines and rituals that are often taken-for-granted or unquestioned. Although this reinforces both enabling and constraining features of the social system already existing, social structures are always subject to change as a consequence of people's intentional or unintentional actions.

What this means for Outdoor Education teachers and schools is that each are interdependent with each other, with schools providing the structure and potential mechanism to teach Outdoor

Education and teachers enacting the practice. There is no Outdoor Education without schools and no Outdoor Education without teachers. Giddens' (1984) theory suggests teachers consciously and unconsciously produce and reproduce the micro (school) sociological environment and also have the potential to change this social world to impact on student learning. Teachers and coordinators of Outdoor Education are the central focus of this study and are engaged in both generating the empirical data and then analysing qualitatively the results and the phenomena of Outdoor Education in South Australia. There is an ontological assumption that meanings and/or realities attached to the concept and term Outdoor Education by the structures (schools) and the agents of Outdoor Education (teachers) are not uniform. This inquiry into, and analysis of, this range of perspectives gives greater insight into how Outdoor Education teachers and schools produce, reproduce and transform Outdoor Education practices in schools. Giddens' (1984) structuration theory is used to analyse meaning that teachers give to Outdoor Education in South Australian schools, their motivations, the knowledge they draw upon, and how schools enable or constrain Outdoor Education.

The interest and foundation for this research comes from a deep and personal passion for Outdoor Education in Australia, but particularly South Australia, with over 30 years' experience as an educator in schools and at university. I became involved in the field while employed as a nurse at the Royal Adelaide Hospital. I learned through first-hand experience of the potential positive impact outdoor recreation could have on people through volunteering as an assistant leader on 3-day nursing orientation camps. While nursing on the wards, it was apparent that many patients were being admitted for non-communicable diseases associated with lifestyle, including smoking, poor diet, alcohol and/or drug consumption, lack of exercise and failure to wear a seatbelt. I also noted the psychological benefits to the patients beyond the confines of the hospital, particularly during chaperoned outings to the nearby Botanic Gardens green space. This observation, and reflection, led to the decision to study Physical and Outdoor Education and eventually obtain employment in schools, Technical and Further Education (TAFE) institutions, outdoor leadership organisations and university.

I commenced employment as a lecturer in 1996 to undertake teaching of Outdoor Pursuits courses that were to be phased out by 1998 due to the redundancy of two senior teaching staff and statements made by them that the area was no longer in demand. During the early stages of this contract, the Head of School invited me to prepare a proposal for Outdoor Education courses, with increased efficiency and academic rigour, to continue within a new Bachelor of Human Movement, that was a consolidation of the Bachelor of Physical Education and Bachelor of Sports Science

degrees. The Outdoor Education courses ran successfully, and as a consequence, I was offered several successive teaching contracts. At the completion of a Master of Research I was offered a continuing position in 2003. At this time, I held the view that Outdoor Education was now firmly entrenched at university level. Students enjoyed the courses, I received teaching awards, graduates were very positive, and my administration was highly supportive. We employed new staff and had plans for a dedicated Outdoor Education degree.

A few years later, in 2005, the academic unit was restructured and Outdoor Education, as an offering within Human Movement, was now administered within an Allied Health portfolio with a different administration team without background in this field. After receiving initial support in the new academic unit, an external review of Health and Physical Education and Outdoor Education was undertaken in 2010. After further discussions I received a letter advising that from 1 January 2012 Outdoor Education was no longer to be offered within the academic unit and this decision was later advised to the broader community on the university website. One Outdoor Education staff member resigned, and it seemed like things were back to 1996 when the discipline was initially removed as an offering at the university.

The events of 2012 stimulated my thinking regarding the rationale for such decisions, what factors influenced these decisions and what might be done to address these issues to enable Outdoor Education to continue. After the exclusion of Outdoor Education from the academic unit I was given permission to speak with leaders in other academic units. All leaders were polite but declined to support Outdoor Education in their academic unit, despite healthy student numbers in courses and the potential to develop and grow within the university. A range of evidence-based reasons were given including my lack of research profile and a PhD, difficulty in attracting grants for research for this field, and that Outdoor Education was not a learning area in the newly developed Australian national curriculum (unlike Mathematics, English and others). However, a number of other non-evidence-based reasons were provided, including the view that the field was the domain of the private schools, and it was not the university's role to specifically service these schools; that there was insufficient academic rigour; and that Health and Physical Education teachers could easily adapt to teaching Outdoor Education and did not need specialist preparation. Around this time the academic unit had a change of administration and the local Outdoor Education teachers' association wrote to the Vice Chancellor, State Premier, Education and Environment Minister seeking to overturn the decision to discontinue offering Outdoor Education. A meeting was held in November 2011 between Vice Chancellors of the two affected academic units (Health and Education) with the Outdoor Educators' Association of South Australia representatives to discuss the impact of this

decision. Subsequently, a decision was made by the university to allow Outdoor Education to continue with a two-course cognate with students undertaking other related courses in the university. Over the next few years, this position was further amended, and Outdoor Education was supported to continue. With the support of the new administration team new courses were developed that allowed the discipline to be offered as a sub-major once again. In 2013 I was promoted to the role of Program Director of the Bachelor of Human Movement in a period of high university performance indicators such as growth, retention, satisfaction and employment. For a period of time, it was considered the highest performing program in the university. During this time, I enjoyed enhanced social positioning as a result of this position and the success of the program and I engaged in meetings with more senior leaders and administrators, some of whom were part of the original decision-making to discontinue offering Outdoor Education. Regardless, I was never able to officially determine the rationale, however academic concerns, costs and fear of serious injury were reasons given in verbal conversations. It was clear that the decision to discontinue was complex and multi-faceted and ultimately made by administrators who believed they were acting in the best interests of the institution and the students.

This personal background provides context around the basis of this research, and so I am mindful that this research will be viewed as being non-neutral and political, as described by Griffiths (1998) and Penney (2006). The political aim of this research is primarily to provide support for those interested in educating our children and youth in, through and for outdoor and natural environments for the purposes of personal and social development, health and wellbeing, environmental learning, sustainability and social justice. This study informs scholars, teachers and administrators who seek temporal data on Outdoor Education in South Australia and who seek to understand the role of Outdoor Education teachers and the broader sociological environment in determining the nature and scope of Outdoor Education in schools. However, as researcher it is important that I acknowledge my potential for bias as I am not a neutral participant in the field of Outdoor Education, and in the Methods chapter I outline the steps taken to deal with the potential for bias influencing the analytical work of this research.

Aims

This thesis aims to investigate the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools. This aim is situated within the broader goal of examining the social positioning of the non-compulsory offering of Outdoor Education in South Australian schools and changes that have occurred for the years 1999-2017 and the role of teachers in enacting such offerings for students. The theoretical framework for this examination is

Giddens' (1984) structuration theory that allows examination of meaning that teachers give to Outdoor Education in South Australian schools, their motivations, the knowledge they draw upon, and how schools enable or constrain Outdoor Education at their site.

The investigation uses the following guiding research questions:

1. Who is teaching Outdoor Education, where is it being taught, what programs are being offered, what objectives are being emphasised and what are issues and problems?

2. What are the sociological influences on the practices of Outdoor Education in schools?

3. What is the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools?

Chapters

Chapter one of this thesis provides an overview and definition of Outdoor Education before synthesising a narrative literature review and historical examination of how Outdoor Education came to be in South Australia by considering significant events from each decade from the 1960s to the 2000s. The narrative review considers available empirical data for Outdoor Education in South Australia prior to 1999 and reports from studies of the nature and scope of Outdoor Education undertaken elsewhere in Australia and internationally to consider differences and similarities to the South Australian context.

Chapter two considers sociological factors with the potential to impact the nature and scope of Outdoor Education between the years 1999-2017 including factors reported in the literature that support (enable) or challenge Outdoor Education in schools (barriers). Macro or broader sociological developments in education and Australian society are considered in addition to micro factors that impact on the teachers' life-worlds when teaching Outdoor Education.

Chapter three describes the research methods used to gather empirical and qualitative data for this mixed methods study to investigate the nature and scope of Outdoor Education in South Australia. The methodological discussion includes an outline of the ontological and epistemological assumptions of this social research. Key aspects of Giddens' (1984) theory, including duality, the role of practice, rules and resources and space-time influences are explored as theoretical lenses for a later analysis of the data. The research methods discussion acknowledges the ethical issues and constraints as well as steps taken to ensure that the research is compliant with current National Health and Medical Research Council, Australian Research Council and Universities Australia

(NHMRC 2007, 2018) guidelines. The two main phases of this mixed methods sociological study are outlined, with the first phase being a state-wide survey from Health, Outdoor and Physical Education teachers to seek primarily empirical data about the nature and scope of Outdoor Education at their site. Issues associated with data collection, such as how the survey instrument was developed, participant selection, administration and analysis procedures are provided to give the reader confidence in the validity of the survey. The methodology section then outlines how summary data from this survey was presented to Outdoor Education teachers in five focus groups. Qualitative data is obtained from both qualitative survey questions and open-ended questions during this focus groups about their views of how and why Outdoor Education has either changed or remained constant since the previous empirical survey conducted in South Australia in 1999 (Polley & Pickett 2003).

Chapter four reports on the quantitative and qualitative results obtained. Background about the 93 respondents that provided mainly complete data is provided, including teaching background, gender and teaching experience. Summary descriptive statistics derived from a survey of the scope of Outdoor Education and outdoor learning activities and learning outcomes of Outdoor Education in South Australia from Phase One of this mixed methods study is presented. Where empirical data from other sources is available (such as the Australian Bureau of Statistics, the South Australian Certificate of Education (SACE) Board; Operation Flinders, Rite Journey and Duke of Edinburgh's Award), it is presented alongside relevant survey data. The chapter then reports on the elucidating and confirmatory phase (Patton 2002) of the mixed methods study where teachers participated in focus groups. The chapter describes key elements of the inductive thematic analysis that led to the development of six key theories about the relationship between Outdoor Education teachers and the nature and scope of Outdoor Education in South Australia.

Chapter five provides a detailed consideration of the results in relation to the main research question that asks about the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools. The results of this mixed methods study are analysed using the lens of Giddens' (1984) structuration theory. Key concepts explored include Outdoor Education teachers' motivation, power, strategic conduct and relationships with school, school leadership and the broader sociological environment.

Chapter six concludes with a summary of the research findings and the implications for the field of Outdoor Education, schools and teachers who seek to enact Outdoor Education at their site. The thesis concludes with a discussion of the limitations of the study and future directions for research arising from this study.

Conclusion

The purpose of this Introduction is to present this study of the nature and scope of Outdoor Education in South Australia for the year of 2017 and outline the organisation of the thesis. This includes providing the rationale and aims for this investigation of this non-compulsory school offering. The chapter outlines key gaps in the literature and gaps in our knowledge about the teaching of Outdoor Education and the relationship between schools, teachers and the broader sociological environment. The chapter foregrounds a review of key literature relevant to this inquiry.

Chapter One

Chapter one of this thesis provides an overview and definition of Outdoor Education before synthesising a narrative literature review and historical examination of how Outdoor Education came to be in South Australia by considering significant events from each decade from the 1960s to the 2000s. The narrative review considers available empirical data for Outdoor Education in South Australia prior to 1999 and reports from studies of the nature and scope of Outdoor Education undertaken elsewhere in Australia and internationally to consider differences and similarities to the South Australian context.

Philosophy of Outdoor Education

Secondary school Outdoor Education activities of interest to this study are those that either take place in, through, about or for schooling and include both those activities labelled as Outdoor Education and as Outdoor Learning, with the potential to include other subjects where they are taught outside. Outdoor activities that are undertaken as part of other organisations (e.g. Scouts, Girl Guides), outdoor sports undertaken as recreation (e.g. mountain biking, surfing) in student's personal time are not included in this study. A brief examination of the evolution of the philosophy of Outdoor Education is relevant to this study in the context of the potential relationship to practice. Hill (2012a, 2012b) suggests changes and philosophy, values and understandings, along with resources, infrastructure and programming can be important factors in changing teaching and learning. Giddens (1984) structuration theory supports Hill's (2012a, 2012b) thoughts on the potential social impact of philosophical tradition and upon social change. He also acknowledges the role of motivation in social action driven by conscious and unconscious ideas and philosophy. A detailed treatise of all philosophical thought relating to Outdoor Education is beyond this thesis however key thinkers in the evolution of ideas about Outdoor Education are reported. Outdoor Education is initially linked to philosophers concerned about the human experience including Johann Amos Comenius (1592-1670), Jean Jacques Rousseau (1712-1778), John Dewey (1859-1952), (Kudláček 2009), Martin Heidegger (1889-1976) (Quay 2012) and Johann Pestalozzi (1746-1827) (Bisson 2009). The central link between these educational thinkers is the relationship between experience and learning and the central role experience plays in human development. John Muir (1838-1914) wrote about his adventures in natural areas and shared his philosophy of the potential positive impact on people of time in nature. Although First Nations populations have always known how to live with and conserve the natural environment, John Muir is credited through his writings to be a major influence in the establishment of the first National Park in Yosemite in 1872 to conserve sections of land with high natural qualities to provide opportunities for experiences in natural

environments (Hitchner et al. 2019). The establishment of Yosemite National Park is thought to influence the establishment of other parks worldwide with Australia's first National Park in New South Wales in 1879 and the second in South Australia in 1891 (Harris 2017). The establishment of publicly accessible National Parks provided opportunities for the general population, including school children, to spend time recreating without trespass in areas of natural significance. Muir sought to encourage such activity with the view that spending time in nature might contribute to a desire to conserve these areas (Gorilnak & Nelson 2011).

Influential writers specifically exploring the relationship between outdoor experience and learning include Kurt Hahn, particularly his 1936 Speech 'Education and Peace: The Foundations of Modern Society' (Hahn 1936), Aldo Leopold's 1949 volume 'A Sand Country Almanac: And Sketches Here and There' (Leopold 1949); Edward Abbey's 1975 volume 'The Monkey Wrench Gang' (Abbey 1975) and Colin Mortlock's 1984 volume 'The Adventure Alternative' (Mortlock 1984). A common thread for each of these writers is their concern about the role urbanised and industrial living plays in changing patterns of human development. Although each has different ideas regarding the focus and intent, each expresses the belief that educational experiences in natural environments have the potential to ameliorate some of the negative changes experienced by individuals brought about by increasingly urban, technological and mechanised western ways of living.

A further development in philosophical thinking about time in areas of natural significance and the role of human development when these in these areas is the need to consider the relationship between modernity and the natural environment. Influential writers include Rachel Carson with the 1962 volume 'Silent Spring' (Carson 1962) that raises awareness of the use of chemicals in farming leading to the first 'Earth Day' in 1970. Carson (1962) and Edward Abbey (1975), among others, suggest that those that seek to engage with the natural environmental also have a responsibility to take action to preserve it. Such philosophical thinking no doubt contributed to the United Nations Belgrade Charter in 1975, among other resolutions worldwide, that highlight the importance of environmental education globally (Gough 2006).

The development of philosophical thinking about experience and education, time in nature, managing western ways of living, the need to be educated more about the global environmental issues and taking action can be seen in Outdoor Education philosophical writing post 1999, where critical thinking about the potential role of outdoor education to move beyond emancipatory outcomes for individuals through outdoor experiences to a more socially critical philosophy continued and developed. Such a socially critical philosophy includes critiquing the individual developmental focus of Outdoor Education as an artefact of western education, and advocating a

philosophy with a greater focus on social change including social equity, environmental care and social justice (Boyes 2016; Hill 2012a, 2012b; Lynch & Moore 2004; Martin 1998a, 1998b, 2000, 2008a, 2010, 2014; Nicol 2002a, 2002b, 2003; Payne & Wattchow 2008; Polley & Thomas 2017; Spillman 2017; Stewart 2004; Thomas, Potter & Allison 2009; Wattchow & Brown 2011). This evolving philosophy of to a more critical focus can be seen in evolving definitions and boundaries of Outdoor Education in Australia that will now be explored.

Changing and evolving definitions and boundaries of Outdoor Education

The evolving philosophies in the academic literature from emancipatory purposes to towards a more socially critical position can be seen in the evolving definitions of Outdoor Education since the term was first used in Australia in the 1960s (Pickett & Polley 2001) but used in the United States since the 1930's (Donaldson & Goerig 1970). These evolving philosophies, definitions and boundaries of Outdoor Education make it challenging for the scholar and reader of Outdoor Education to obtain a singular philosophy and definition of Outdoor Education (Quay 2016). This lack of singular definition is problematic for Outdoor Education, where definitions are developed by selected groups and are contested by others (Robbins 2015). The introduction to this thesis provides a recent description of Outdoor Education provided by ACARA in 2014 (ACARA 2014a) that reflects the educational positioning of Outdoor Education by the writers of the Health and Physical Education national curriculum document at this time. However, this definition should not be viewed as being definitive, enduring or universally accepted by the discipline of Outdoor Education either nationally or internationally. That is, the ontological stance taken in this discussion is that there are multiple philosophical approaches and definitions for the field of Outdoor Education that are created by a range of authors. Identification of Outdoor Education common ground nationally in Australia commences in earnest in 1978 with the first National Outdoor Education Conference in Noojee Victoria (Polley 2014) with the first Australian academic publication, the Australian Journal of Outdoor Education, distributed for the first time in July 1995. The same year this publication commenced circulation, Kearney (1995) introduces the 9th Biennial National Outdoor Education conference proceedings with questions about the value of seeking universal definitions for Outdoor Education: 'I have witnessed and been involved in such debates so often that I have realised that the term 'Outdoor Education' is itself interpreted more broadly than the word 'Education' (p. 7). Internationally, Donaldson and Donaldson's (1958) North American definition of Outdoor Education of *in*, *about* and *for* the outdoors was cited by numerous authors (e.g. Donaldson & Donaldson 1958; Ford 1981; Ford 1986; Gilbertson et al. 2006; Priest 1986; Yasim et al. 2014). There are similarities between Donaldson and Donaldson's (1958) definition to Arnold's (1979) conceptual dimensions of

Physical Education as being in, through and about movement, with a focus on multiple, interconnected ways of knowing (Arnold 1979, in Brown & Penney 2012). Noted American academic Phyllis Ford (1981) has taken the definition of in, through for the outdoors to mean that Outdoor Education has to take place in outdoor environments and involves learning about the outdoors to develop knowledge, skills and attitudes about the world for the purpose of living more sustainably. Later, Ford (1986) provides a caveat with this definition, noting a diversity of practice that is later cited in the 'Council on Outdoor Education Position Statement' (Anonymous 1989, p. 2) and acknowledges,

> There is no nationally standardized outdoor education curriculum and no nationally standardized measure of outdoor education competency or knowledge. Outdoor education programs are sponsored by elementary and secondary schools, colleges and universities, youth camps, municipal recreation departments, and private entrepreneurs. They exist in every geographic location and are administered by people of widely varied backgrounds. There is no single body of outdoor professionals in outdoor education because the field transcends school boundaries into recreation departments, youth-serving agencies, conservation organizations, resource management agencies, and many other facets of society. As a result, outdoor education is viewed from different perspectives.

This quote highlights the diversity of social positioning of Outdoor Education as a global discipline and the challenges of bringing together those involved in a broad range of contexts that lay claim to using Outdoor Education in practice. Simon Priest (1986, p. 13) sought to redefine Outdoor Education in the 1980s with his take on the discipline with,

> …outdoor education is an experiential process of learning by doing, which takes place primarily out-of-doors. In outdoor education the emphasis for the subject is placed on RELATIONSHIPS (author's emphasis), relationships concerning people and natural resources.

Priest's (1986) definition elaborates on Donaldson and Donaldson's (1958) definition using the metaphor of a tree to provide a theoretical model, where Outdoor Education has two significant branches – environmental education and adventure education. Priest (1986, p. 14) advocates a blending of these two approaches to achieve learning about interpersonal relationships, interpersonal relationships (adventure education), 'ecosystemic' (ecological relationships) and 'ekistic' (human – nature relationships). Further, it is Priest's (1986) view that focussing on one or other relationship had the potential to learn other relationships concurrently and that the field might continue to explore how best to move from a binary to more cohesive position. No mention is made by Priest (1986) of the relationship to Physical Education.

At the 2001 National Outdoor Education Conference in Bendigo, Victoria, Australia, conference participants developed a consensus definition of a 'motive of service' (Mann 2002/2003, p. 69) for Outdoor Education based on the work of Martin (1999, 2000) who identifies 5 'signposts' towards Outdoor Education becoming a profession, including the signpost of 'motive of service'. Martin's (1999, 2000) other signposts are development of a specialised body of knowledge, a code of ethics, admission to a profession and public recognition. The statement developed by the cohort at this conference (Mann 2002/2003, p. 69) highlights an increased focus on the potential for Outdoor Education to have a broader social impact that is inclusive, but beyond, personal development to have a positive impact on society,

> Through interaction with the (our) natural world outdoor education aims to develop an understanding of our relationship with the environment, others and ourselves. The ultimate goal of outdoor education is to contribute towards a sustainable community.

Although not a direct challenge to this (Bendigo) statement Brookes (2004, p. 32) analyses Outdoor Education and is highly critical of uniform approaches to Outdoor Education that fail to take into account the broad range of social contexts and environments where Outdoor Education takes place,

> Universalist or absolutist approaches are not helpful in Australia. If there is a lesson from Australian environmental history over the last two centuries, it is surely that if there is a need for outdoor education, it can only be determined by paying careful attention to particular regions, communities, and their histories. In Australia at least, approaches to outdoor education theory which try to eliminate or discount differences between societies and communities, cultural differences, and geographical differences, are seriously flawed.

Quay (2016) agrees with Brookes (2004) criticism of seeking absolutist approaches and views discussion about definitions of Outdoor Education useful only when 'analysing the meaning attributed by some to this term at particular moments in time and specific contexts' (p. 46).

Later, the 2001 'motive of service' (Mann 2002/2003) is revisited and modified at the 2010 National Outdoor Education conference (Outdoor Education Australia, in Hewison & Martin 2010, p. 1), and became what is known as the 'Fremantle Declaration',

> Outdoor Education provides unique opportunities to develop positive relationships with the environment, others and ourselves through interaction with the natural world. These relationships are essential for the wellbeing and sustainability of individuals, society and our environment.

The Fremantle Declaration (Outdoor Education Australia, in Hewison & Martin 2010) represents an attempt to shift the social positioning of Outdoor Education from being *important* to being *essential.* In that same year Martin (2010) attempts to encapsulate the potentially unique place of Outdoor Education in Australian schools as being able to connect students to the natural world, provide a forum for development of critical perspectives on contemporary living and human-nature relationships, and a forum for assessment of risk and management of it. Martin (2010) also suggests that the field of Outdoor Education offers a unique opportunity to develop *ecological literacy*. Ecological literacy is a concept proposed by Orr (1992), further developed by Bowers (1993, 2001, 2004, 2006) and explored by numerous other Outdoor Education authors (e.g. Brookes 2002, 2004; Wattchow & Brown 2011) that refers to individual knowledge about the natural environment and ecosystems and the relationship between this knowledge and human life.

Outdoor Education Australia, a network of state Outdoor Education organisations, chooses to simplify the Ford (1981) definition and states: 'Outdoor Education (OE) is a study subject in schooling that focuses on learning about self, others and the environment' (Outdoor Education Australia 2013c). Recently, the updated 2019 South Australian Certificate of Education (SACE) Stage 2 (Year 12, 17-18 year-olds) Outdoor Education subject outline statement (SACE 2019) highlights the sustained philosophy of Outdoor Education developing emancipatory skills but with this greater focus on social change,

> Through experiential learning and the study of three focus areas — conservation and sustainability; human connections with nature; and personal and social growth and development — students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills.
>
> Through the study of, for example, Indigenous, Western, scientific, economic, recreational, and aesthetic perspectives of natural areas, students develop an understanding of the relationships between human actions and decisions, and ecosystems. They critically analyse these relationships to develop positive strategies to contribute to conservation and sustainability of natural environments.
>
> Students engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health and well-being, environmental learning, sustainable living, and social justice.
>
> The study of Stage 2 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. They evaluate and reflect on their own learning progression, including their

> practical outdoor skills development and their collaborative and leadership skills, as well as their relationship with and connection to nature. Students use reflective practice and processes to implement improvement strategies in building their skills and connections.
>
> The development of their relationship with natural environments impacts positively on students' health and well-being and fosters a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments.

The SACE (2019) description of Outdoor Education is a clear shift towards proclaiming the potential role of Outdoor Education in promoting social justice, a potential blind-spot for Outdoor Education, as will be described later in this chapter.

Outdoor Education Australia (2013) highlight a tension within the field with the use of the term Outdoor Education, where it can refer to a subject, or it can be a methodology for teaching other subjects, or both. This duality is thought by Potter and Dyment (2014) not to be an either / or situation with the view Outdoor Education has the potential to shift in focus according to the context. Outdoor Education Australia (2013a) attempt to resolve this tension by using either (capitalised or non-capitalised) Outdoor Education (the subject) and outdoor education (the methodology)

> …other subjects can use 'outdoor education' (oe) or 'education outside the classroom' (EOtC) methodologies to enhance learning in all subjects in the curriculum:
>
> - Using outdoor education (oe) methodology, incorporating direct experiences with natural and built environments increases engagement of students and understanding of a range of subject material
> - Using outdoor education (oe) methodology can supplement classroom teaching and provide a memory enhancing focal point
> - Using outdoor education (oe) methodology can support some of the outcomes possible through Outdoor Education (OE: the subject) such as personal development, interdependence, conservation, sustainability, and understanding nature through direct experience and study.

The evolution of definitions of Outdoor Education and the tension between Outdoor Education (the subject) and outdoor education (the methodology) highlights a double bind for the field with potential competing propositions about who should be teaching Outdoor Education. There is the push from Outdoor Education academics (e.g. Mann 2003; Martin 2000, 2008b; Polley & Thomas 2017; Dyment & Potter 2014) and professionals to enhance the professional status of those that teach Outdoor Education, including non-teachers, as well as enhance credibility for the profession.

This push potentially competes with the view that outdoor education (small caps) is a methodology that can be applied by a range of subject teachers to support teaching of a range of learning areas and that specialised training may not be required.

In summary, changing and evolving philosophies and definitions of Outdoor Education described here reveal a potential evolution in the social positioning of Outdoor Education in South Australian schools both prior to 1999 and continuing for the period 1999-2017. The evolving philosophies and definitions reveal a changing focus from seeking to support students to develop personal capabilities through outdoor learning experiences to more concern about the natural environment and being more socially critical. With this background of philosophical and definition evolution the historical background of Outdoor Education in practice in South Australia is considered through a review of selected literature, documents and personal accounts.

Chapter Two

This chapter explores the historical background of Outdoor Education in Australia and South Australia. The basis of the chapter is to establish the background for the research and lead to the need for, and significance of, this research. Twenty years ago, Pickett and Polley (2001) reflected on the important role of documenting the history of Outdoor Education and state, 'Knowing our history as a curriculum area might assist us in cementing our identity as a profession as well as learning from past successes and failures' (p. 49). Further, sociologist Anthony Giddens (1984, p. 358) argues '…what distinguishes social science from history? … nothing….'. These statements frame this chapter's consideration of the historical background of Outdoor Education in South Australia, Australia. A discussion of the history of Outdoor Education is necessary to help illuminate an investigation of who is currently teaching Outdoor Education, where it is being taught and what objectives are being emphasised. The history discussion provides a foundation for an exploration of sociological influences on current practices as well as the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian secondary schools. Sociologist Anthony Giddens (1984) highlights the importance of acknowledging history as actors seek to both perpetrate and contest social norms in enaction of their day-to-day world.

Note that throughout this chapter and beyond, 'social fields' is a term that embraces the ideas of Pierre Bourdieu (1977) that acknowledges that individuals exist within a complex web of social spaces some of which are inter-related and interact with each other. Giddens (1984) is heavily influenced by Bourdieu's theories of social fields and these are explored later in the methodology chapter.

Each time-period discussed in this chapter includes a discussion of selected social events for the period, available data, relevant literature and documents and personal accounts. This text necessarily provides a limited overview of the broader social history of Australia and changes that take place for Outdoor Education in the time periods of pre-1960s, 1970s, 1980s, 1990s and finally the 2,000s, the period reported in this study. It is acknowledged that the broader social history events chosen are highly selective however it is beyond the scope of this investigation to discuss in depth the broad and complex changes in Australian society since colonisation in 1788. The brief overview of each period is intended to give an impressionistic and characterised view of each time frame in relation to broader social change. The changes in Outdoor Education in Australian schools are synthesised from available academic literature, reports, documents and oral historians to provide insight into the social positioning of Outdoor Education.

Historical Background of Outdoor Education in South Australia, Australia

Pre 1960s

Outdoor Education is a western post-colonial construct (Brookes 2002; Stewart 2014; Wattchow & Brown 2011) and therefore does not exist in Australia as a social construct prior to the invasion of the British Empire to form a British Colony in 1788. Prior to this invasion, the Australian Aboriginal nation managed Australia's environment for over 35,000 years (Langton 2019) in a sustainable way (Gammage 2012; Pascoe 2018; Steffensen 2020). The invasion created considerable harm to the resident Aboriginal population, their culture, way of life and sustainable managing the Australian estate (Atkinson 2002; Gammage 2012; Langton 2019; Pascoe 2018; Steffensen 2020). The history of Outdoor Education in Australia as described in the literature, prior to and following 1960, was one of largely ignoring Aboriginal history and embracing British colonisation (Brookes 2004; Lugg 2004; Payne & Wattchow 2008; Preston 2004; Wattchow & Brown 2011). During the period 1788-1960 Australia changed from being a country of an estimated population of between 300,000 and over one million Aboriginal and Torres Strait Islander (ATSI) inhabitants to an estimated 93,000 Indigenous inhabitants by 1901 with little change in this figure to 1960 (Australian Bureau of Statistics (ABS) 1994). Contrastingly, non-Aboriginal population growth was exponential and developed from zero in 1788 to 10.3 million by 1960 (ABS 2012a). With a socially critical lens, the growth and development of Outdoor Education, as a way of engaging with the natural environment in post-colonial Australia, could occur from 1788 – 1960 (and beyond) because the original Aboriginal inhabitants are either decimated by disease, murdered or dispossessed of their land by this invasion. Australian Aboriginals were initially herded on to Missions, then stripped of all rights and control and then actively assimilated (Burridge et al. 2012). A full colonial history of the social changes that occur in Australia between 1788 and 1960 is beyond the scope of this thesis however is asserted here that Australia's social history during this period was reflective of a British colony driven to expansion with invasion largely a result of the need for resources to feed the (British) industrial revolution. Australian culture and schooling were dominated by British ideology with England viewed as the motherland (Horne 1964). Australian Aboriginal culture, history, rights and sovereignty was a blind spot to the dominant British ideology, and this was reflected in the development of school education, including Outdoor Education in secondary schools, up until at least the 1980s.

There is a dearth of available history regarding the development of Outdoor Education in South Australia prior to the 1960s. Pickett and Polley (2001) provided the first attempt at describing the history of Outdoor Education in South Australia post 1960, relying mainly on oral historians

(Georgakis & Light 2010) with their recollections of the developments of the field commencing from the 1960s. A study by Georgakis and Light (2010) investigated the history of Outdoor Education prior to the 1960s for the State of New South Wales, relying on document analysis, as oral historians were no longer living. Although the Georgakis and Light (2010) study investigated another municipality, key historical sociological influences are thought to be similar for South Australia for the period 1788-1960.

The earliest recorded school camps in New South Wales (the term "school camps" is considered synonymous with the term "Outdoor Education" prior to the use of this term sometime around 1960), were in 1890. Georgakis and Light (2010) described school camping that was linked to the army cadet movement receiving New South Wales Department of Education funding with federal support until this funding was removed in 1893 due to the onset of the Global Depression. Support for school camping resumed in 1906, thought to be fuelled by concerns of the impact of urban living, with a focus on rural experiences and primarily for boys (Georgakis & Light 2010).

Relevant to the social positioning of Outdoor Education in a range of sectors during this time was the different funding arrangements for government and non-government schools. Government funding was provided in Australia for State schools only, with secular schools not supported (Potts 1997). Protestant schools managed the lack of government funding by charging high fees. Catholic schools chose an alternative option to high fees, driven by Vatican edicts to mandate Catholic education for Catholic students. They managed the lack of financial support through fundraising, using low paid nuns and brothers to teach the students, as well as large class sizes and reduced curriculum offerings (Potts 1997). It is theorised that Catholic education was far less likely during this time to include innovative curriculum offerings such as Outdoor Education as a result of financial constraints, whereas Protestant and government schools had greater resources, particularly government schools that were able to access funding specifically for this purpose.

As a result of increased global conflict and concern about Australia's potential involvement in Britain's conflict with Germany, in the period 1911-1931 all school aged (male) youth participated in the school cadet program (Georgakis & Light 2010) with the junior cadets (12-14 year-olds) focussing on marching, drills and physical training and the senior cadets (14-18 year-olds) focussing on military training (Kirk & Twigg 1993; Stockings 2008) with camping an important part of the curriculum for these boys. That is, the nature and scope of what was later to evolve to Outdoor Education prior to 1939 was inextricably linked to the military objectives of the government. The use of military approaches was thought, among other objectives, to ameliorate the negative social impact on male youth of urbanisation. Concurrently, the field of Physical Education began to develop, with nuanced

changes away from a focus on militarisation that was both health focussed and seen to support the physical and mental development of white Anglo-Saxon males, primarily to assist the new Federated country to have strong and fit white men to enact the White Australia Policy of 1901 and to prepare for war (Gorzanelli 2018).

Post second world war (1939-1945), the focus of school camps changed to character development and leadership for both males and females, with the first female only camp established in 1948 (Georgakis & Light 2010). This shift in focus of school camps occurred with the advent of the National Fitness Council that arose from a 1938 recommendation from the National Health and Medical Research Council that led to the Commonwealth National Fitness Act in in 1941 (Lovegrove 1964) and was provided funding by both federal and state governments. In New South Wales the National Fitness Council purchased land and established school camps on a limited budget, that were built by volunteer labour and provided Physical Education opportunities to students, primarily from the cities (Georgakis & Light 2010). Victoria and Tasmania also purchased land and ran 'adventure camps' for youth (Lovegrove 1964) and offered both during school and holiday times.

Post second world war, Georgakis and Light (2010) noted a shift in the 1950's in New South Wales for outdoor activities and school camps from focussing on secondary school youth to primary school children, with secondary principals arguing that camps cause 'timetabling and study problems' (p. 8). This shift in focus to primary schools was thought, by Georgakis and Light (2010), to accompany a change in timing from school terms to the vacation period. Georgakis and Light (2010) did not speculate on reasons for the decisions by secondary principals to remove school camps from term time teaching and move to primary school and vacation time.

The post-war period heralded the first Australian Physical Education syllabus in NSW 1949, where 'Australian education authorities deemed camping to be an important aspect of educational experience for NSW youth' (Georgakis & Light 2010, p. 8). With the threat of war diminished, the post-war period marked a gradual shift for school camping away from the focus on military ideals of character development and leadership towards Physical Education ideals related to experiential learning, health and physical activity, leisure education, group development and conservation (Georgakis & Light, 2010). The 1949 NSW Physical Education Syllabus had an important social influence on Outdoor Education history, with the first known explicit association with the fledgling field of Physical Education.

Another significant development in the use of Outdoor Education within secondary schools in Australia was underpinned by the establishment by Geelong Grammar in 1953 of an extended stay

program ‘Timbertop’ as a full-time boarding campus for all of the Year 9 (14-15 year-old) students attending the school, based on the ideals of Kurt Hahn (and Marina Ewald, although not cited. See Mitten et al. 2018) that also precipitated the Outward Bound movement (Reynolds, in McRae 1990). The school was established following the success of extra-curricular adventurous activities including the first ascent of Federation Peak in 1949 by four groups of students and other members of the Geelong College Exploration Society led by John Bechervaise (Lovegrove 1964). Timbertop was established when the school was for male students only and the purpose was to promote independence, responsibility and self-reliance (Geelong Grammar School 2021). The residential program is later titled by Gray (1997) as an ‘Extended Stay Outdoor Education Program’ (ESOEP) as the program included outdoor expeditions, simple living and harvesting of natural resources that reflect a return to more pioneer settler ways of living. The program was the first of several ESOEP’s established in later years and it remains the only known program in Australia of a year-long duration.

In summary, prior to 1960, Outdoor Education in Australia was not formally recognised in either name, as a distinct area of learning or way of learning, however school camps for government schools exist from at least 1890. The initial focus was on military training, and Federal and State governments funded this initiative for both government and non-government schools until the funding was reduced or removed in 1931. Post second world-war National Fitness Councils were established in each state and the focus of school camps shifted away from militaristic outcomes for cadets to be more health and physical activity focussed, inclusive of girls and include broader education outcomes. Principals, focussed on management of schooling, facilitated a later trend to primary schools to avoid disruption to secondary schooling in at least New South Wales. School camping, as an early form of Outdoor Education, was recognised in at least one state’s curriculum document in New South Wales. School funding prior to 1960 was likely to have had an impact on the availability of curriculum initiatives such as school camping, with government schools able to access State government funding. Protestant schools during this time were thought to be well funded through high fees and likely more resources for school camps. This might be contrasted with Catholic Schools that chose to charge low fees, keeping expenses down through low wages and high student ratios.

1960s

The 1960-1970 era was a period of significant social change in Australia, exemplified by the civil rights movement achieving many changes to the apartheid conditions that governed black and white social interaction in Australia. Aboriginal Australians were given the right to vote (in their own Country) and were officially counted in the census; legislation was enacted to give women equal pay;

protests were held to end Australia's involvement in the Vietnam war and the compulsory national service for 20 year-olds selected by lottery; and the death penalty was abolished (National Museum in Australia, 2021). In 1964 Donald Horne released the first edition of the 'The Lucky Country' (Horne 1964) and highlighted Australia's prosperity up to this time has been largely through the luck of having many natural resources that could be exploited and sold rather than through the capabilities of white Australians. Although the period featured increased social activism, British colonialism remained strong but was weakened (Saunders 2018). In the field of education, Prime Minister Robert Menzies, a conservative Liberal, introduced funding support for non-government schools in 1964, largely as a result of the dire need of Catholic Schools for support to stay open as they faced reduced numbers of nuns and brothers available as cheap labour to teach (Employment, Workplace Relations and Education References Committee 2004).

As outlined, the term Outdoor Education began to be used more commonly in the 1960s (Polley & Pickett 2001) and to be used more in place of school camping with broader meanings and definitions. As stated, in South Australia, and likely elsewhere in Australia, a major influence in the 1960s on Outdoor Education was the arrival of the British Outward Bound organisation (Pickett & Polley 2001). Brookes (2002) contests this view, suggesting that other factors were more influential including the rise of outdoor recreation, particularly bushwalking, for urban dwellers. This contested view regarding sociological influences highlights the potential for multi-factorial and regionally different factors influencing the nature and scope of Outdoor Education in Australia. Outward Bound is an adventure-based program based on the ideas of Kurt Hahn and Marina Ewald that commenced in 1941 in the United Kingdom (Freeman 2011; Gray et al. 2017; Mitten et al. 2018). It was then launched worldwide to deliver programs that were thought to reduce the loss of life on merchant ships that are bombed during wartime (Hattie et al. 1997) with many countries around the world adapting these programs to promote personal development. Additional influences during the 1960s were the launch of the Duke of Edinburgh's Award Scheme (also based on the ideas of Kurt Hahn) and the sustained presence of military cadets (Pickett & Polley 2001). The main sector for such developments were Protestant private (non-government) schools (Pickett & Polley 2001). State (government) and Catholic (non-government) schools without the same financial or curriculum freedom were thought by oral historians to be less likely to implement such programs (Pickett & Polley 2001). However, out of school hours camps and excursions become increasingly common. Other influences included Scouts, Guides, YMCA, Duke of Edinburgh's Award scheme and Church agencies (Lovegrove 1964; Pickett & Polley 2001; Sutherland & Legge 2016) although the extent of these influences is unclear. Evidence of significant growth could be found in the number of approved Education Department camps that increased throughout the 1960s from 15 in 1962 to 735 in 1972

(Hogan & Liebing, in McRae 1990, p. 267). Hogan and Liebing (in McRae 1990) attributed this growth to greater school and teacher autonomy and the broadening of curricula. This broadening of curricula was witnessed in other jurisdictions across Australia. For example, McIntyre (in McRae 1990) reported the establishment of permanent campsites by the National Fitness Council and later Outdoor Recreation Queensland based on the theme of 'Education for Social Living' (p. 232, author's caps) to 'facilitate the personal and social development of school students through the use of physical activities' (p. 232). In New South Wales, accompanying the development of campsites was the development of Natural Science curriculum with an increased focus on conservation based on scientific knowledge and appreciation for the natural environment (Hayllar, in McRae 1990). Pearse and Cook (in McRae 1990) suggest Western Australian extra-curricular 'Adventure Camps' (Pearse & Cook, in McRae 1990, p. 277) commenced in 1967 to complement the growth of general school camps teaching outdoor pursuits and were thought to be a forerunner of Outdoor Education in Western Australian high schools.

It was during the 1960s in South Australia that formal training in outdoor activity leadership for a broad range of settings, including education, began in earnest, with the National Fitness Council offering training in rock climbing instruction with 50 participants on the first course, including teachers (Lovegrove 1964). Bushwalking leadership training also commenced, thereby complementing the existing outdoor activity leadership training undertaken by Scouts for their members. Presumably the National Fitness Council's training programs in outdoor activity leadership were to support their initiatives in establishing 'short term residential adventure courses of 24 days duration (Arkaba Courses)' (Lovegrove 1964, p. 29) based on Outward Bound programs , that were held in the Flinders Ranges in the cooler months and the Grampians in Victoria during summer due to the heat. In 1963 the Arkaba Schools Trust, with a board consisting of members of the National Fitness Council, the Conway Club, Duke of Edinburgh's Award and representative of the Minister of Education, also established a Sea School at Point Sturt (Lovegrove 1964). The Arkaba Trust became the Outward Bound trust in 1967 with Outward Bound programs available for South Australian schools through to the 1970s (Pickett & Polley 2001).

This review does not reveal documents that clarified the development of Physical Education and Outdoor Education in the curriculum in South Australia for the period 1960-1970, although Lovegrove (1964) recommended 'the introduction to non-competitive outdoor activities as an integral part of the physical education program for children up to the age of 15 years' (p. 82). Although each Australian state likely varies, Physical Education became a compulsory component of the curriculum in New South Wales in either the late 1950s or early 1960s (Gorzanelli 2018) from the

first years of schooling (4-6 year-olds) to the middle years (14-16 year-olds). Although the extent of inclusion of Outdoor Education in South Australian Physical Education is unknown, developments in teacher education in South Australia in the 1970s, as discussed later, suggest that a clear relationship was established between the two fields during the period 1960-1970.

In summary, the period 1960-1970 in Australia was marked by social changes and the start of decolonisation with Australians taking actions to address social inequities. The militarism of the early years of the 20th Century remained present, however other sociological influences contributed to the nature and scope of Outdoor Education. Outward Bound was established in Australia, including South Australia, and was a component of compulsory curriculum for several private schools. Funding for non-government education increased, which in turn provided the opportunity for schools to be given greater flexibility to decide what was taught in their local schools. Curriculum and education initiatives broadened what was offered in schools beyond traditional subjects such as Science, Mathematics and English. As a result, Outdoor Education and Physical Education were therefore provided structural and curriculum scope to develop and grow. Outdoor Education was given greater recognition as an identity and was influenced by the National Fitness Council and the growth of Physical Education in schools, Outward Bound, Duke of Edinburgh's Award, Scouts, Guides, YMCA and Church agencies during this period.

1970s

The period 1970-1980 was marked by the continuation of challenges to the social order that occur in Australia during the 1960s evidenced by events such as the decriminalisation of same-sex relationships, the celebration of the inaugural Gay and Lesbian Mardi Gras, equal pay for women, continued protests against the Vietnam war, the Aboriginal tent Embassy established in Canberra, the establishment of the Great Barrier Reef Marine Park, the establishment of the Aboriginal Land Rights Act, and Vietnamese refugees arriving from war torn Vietnam by boat (National Museum of Australia 2021). Australians were introduced through the now dominant communication medium of television to 'Norm', a fictitious overweight, but possibly representative, male character that highlights the importance of exercise for health and wellbeing (National Museum of Australia 2021).

During the early 1970s Outward Bound continued in South Australia through provision of programs at its campus at Point Sturt, near Lake Alexandrina with a number of private schools including 12-day programs as part of their compulsory middle schooling, until the late 1970s (Pickett & Polley 2001). However, the organisation did not have sufficient financial support to continue operations in South

Australia and discontinued. At least two of the schools (Westminster School and Pembroke School) continue to this day with compulsory programs that commenced during this time.

A key development in Australian Education during the 1970s was the continued change in funding arrangements for Australian Schools. The conservative federal governments continued to increase support to non-government schools despite opposition from the Labor Party (Potts 1997). As a result of lobbying and the need to attract Catholic votes the Australian Labor Party finally supported financial assistance to Catholic schools. Upon successfully obtaining government in 1972 after 23 years in opposition the financial support was altered to include all schools, with funding varying from 33-80% (Potts 1997). Between 1972 and 1975 funding from schooling increased from less than 5% of Gross Domestic Product (GDP) in 1972 to nearly 10% of GDP by 1975. This additional spending was undertaken almost entirely by the Federal and State governments (Laurie & McDonald 2012).

The change in funding for schools impacted Outdoor Education in South Australia both prior to and following the appointment of the Labor Government in 1972 with the appointment of a camping and outdoor activities advisor within the Physical Education Branch of the Education Department in 1970 (Hogan 1984; Hogan & Liebing, in McRae 1990). Offering more curriculum options and moving to a more comprehensive education rather than technical and other types of schools was recommended by the Karmel Report (Karmel 1971). The 672-page report by the Vice Chancellor of Flinders University, with support from other eminent South Australians, was a comprehensive review of all aspects of South Australian Education from pre-school to post-school education and recommends education be more liberal. The increased availability of funding for curriculum support and the influence of the Karmel Report (Karmel 1971), and later the Schools in Australia report (Interim Committee for the Australian Schools Commission 1973), culminated in the commencement of swimming and aquatics centres in South Australia in 1975 to boost primary school physical education (Ross Ogilvie, personal communication) and the formation of the Outdoor Education Unit in 1977 to support secondary school initiatives (Pickett & Polley 2001). The Outdoor Education Unit organised conferences and supported the establishment of leadership training in bushwalking and canoeing/kayaking (Pickett & Polley 2001). The formation of an Outdoor Education professional teaching community by the Outdoor Education unit led to the formation of an organised, identifiable Outdoor Education teaching body. The Outdoor Educators' Association of South Australia was established in 1977 with the aims of supporting the development and advocacy of Outdoor Education, supporting Outdoor Educators through professional development, providing and advisory role as well as promoting a 'philosophy of environmental awareness, preservation, conservation and positive attitudes to the use of the outdoor environment' (Outdoor Educators' Association of South

Australia (OEASA) 2019, p. 3). The organisation is still in existence today with 189 members in 2019 (OEASA Treasurer email 06/05/21). The number of school camps in government schools in South Australia was reported to significantly increase to 735 registered camps by 1972 (Hogan & Liebing, in McRae 1990, p. 267) with 35% of schools reportedly unable to find suitable sites (Department of Recreation, Tourism and Sport 1975) although no further data could be found beyond this year. In 1973 there were over 25 disused schools available as campsites in addition to teaching colleges that have separate campsite landholdings on Hindmarsh Island (Murray Park College of Advanced Education) and Mambray Creek in the Flinders Ranges (Salisbury College of Advanced Education) (Department of Recreation, Tourism and Sport 1975).

With the advent of the Outdoor Education Unit, the Outdoor Educators' Association of South Australia, and the first National Outdoor Education Conference in 1978, the 1970s marked a period where Outdoor Education began to become a *social movement*, akin to other social education movements concerned about more-than-content education, such as Physical Education, Health Education, Environmental Education, Sex Education and others. Characteristics and definitions of social movements are contested, however key signs that Outdoor Education has become a social education movement include members formally or informally 'joining networks that are constituent parts of the movement' (Kolers 2016, p. 581). Although not a social movement of the order of feminism or trade unionism, social movements seek through shared agency to enact change in the social order (Kolers 2016). Further discussion about Outdoor Education as a social movement is explored in Chapter Three.

McIntyre (in McRae 1990) reported outdoor pursuits or adventure education was a major focus of Outdoor Education during the 1970s. Consequently, teacher education in Outdoor Education was offered within Physical Education teaching programs (McIntyre, in McRae 1990; Pickett & Polley 2001). In South Australia a Bachelor of Physical Education was established at the Torrens College of Advanced Education (University of South Australia n.d.) that was to become the Adelaide College of the Arts and Education, later University of South Australia, and included camps as compulsory offerings within the curriculum to enable all Physical Education teachers to include Outdoor Education within the Physical Education curriculum. Later in the decade the College offered Outdoor Pursuits as an elective specialisation in the senior years of study, following the input of lecturer Lynton Day, who was influenced by his time at Plasy Y Brenin in Wales, UK. The College / University specialisation program was significant in the sociological history of Outdoor Education in South Australia on several levels. The preparation of Outdoor Education teachers in this way arguably supported the social positioning advocated by Outward Bound of Outdoor Education as an

adventure-based Outdoor Pursuits option within Physical Education. It also positioned Outdoor Education as a distinct and specialised body of knowledge within this field, able to be taught at a basic level by generalist Physical Education teachers but at a more advanced level by more specialised Physical Education teachers with outdoor pursuits education/training.

Concurrent with the increased recognition of Outdoor Education, Greenall Gough (1990) suggested that Environmental Education as a distinct field of study was also formally recognised during this period. Greenall Gough (1990) attributed the development of the field to a coming together of the mass media and popular authors bringing environmental degradation to the general public, with a call for greater education about environmental issues (p. 43). During this period American academic Steve van Matre urged a shift for Environmental Education from conservation to sustainability through his volumes 'Acclimatization' (1972), 'Acclimatizing' (1974) and 'Sunship Earth' (1979) and established the organisation 'Institution for Earth Education' (van Matre 1999) that challenges some of the practices and premises of Environmental Education. He highlighted the need to engage children and their imagination through a paradigmatic shift and programmatic approach as a priority over learning scientific environmental facts. The relationship between the Environmental Education and the Outdoor Education social education movement was akin to the relationship between Outdoor Education and Physical Education. The possibility for each field to exist as disciplines, either separately or cooperatively, adjacent or subsumed within the other emerges (Knapp, in McRae 1990). Physical Education during this period is seen by Dodd (2008) to struggle in South Australian schools, evidenced by an Australian Council for Health, Physical Education and Recreation delegation to the Minister for Education in 1997 that sought an enhanced presence in schools by Physical Education rebuffed and asked to collect more evidence (Dodd 2008). During the 1970s the previously strong relationship between the two fields likely diminished, perhaps as Outdoor Education had an increased identity and as Physical Education focussed on ensuring there were Physical Education teachers in every school (Dodd 2008) to address reducing physical activity and rising obesity levels, highlighted by the 'Life. Be in It.' health promotion campaign.

In summary, the period 1970-1980 Australia continued to experience challenges to the social order, resulting in a socialist federal government for 3 years 1972-1975 after 23 years of conservative rule. However, Outward Bound continued operations in South Australia cease before the end of the decade. Several South Australian schools continued with programs based on Outward Bound ideals. Funding for schools significantly increased both for government and non-government schools with the advent of the socialist government and was maintained beyond 1975, enabling support for educational initiatives such as Outdoor Education which became increasingly recognised as an

alternative way of learning. School camps in South Australia increased significantly during this period and the increased funding led to the formation of educational bodies dedicated to the specific field of Outdoor Education including the Outdoor Education Unit. The development of professional organisations such as the Outdoor Educators' Association of South Australia occurred, and Outdoor Education showed signs of being a social movement. The relationship to Physical Education was enhanced and maintained in the sociological world of schools through inclusion of Outdoor Education as Outdoor Pursuits within teacher training of Physical Education in South Australia. Environmental Education also flourished during this time and the relationship between the fields of Outdoor Education, Environmental Education and Physical Education is not clearly established but likely mutually shaping and overlapping.

1980s

Significant social events for the period 1980-1990 included the formation of dedicated environment party – The Greens – in response to threats to dam the Franklin River in Tasmania, significant economic reform including universal health care (Medicare), and the Sex Discrimination Act was passed (National Museum Australia 2021). The 1980s were the start of the digital technological revolution and personal computers became increasingly common and schools investing considerable time and resources in this technology.

Education funding distribution continued to change throughout the early 1980s, as the conservative Liberal government incrementally increased Commonwealth funding to non-government schools without similar increases in government school funding. The period 1976-1982 was marked by an increase in federal funding to non-government schools by 87% with reduced funding of 24% to government schools (Employment, Workplace Relations and Education References Committee 2004). A return to the socialist Labor government did not result in any significant changes in the proportion funding for government and non-government schools, however the trend of increasing the proportion of funds to non-government schools compared with government schools was reversed for the period 1983-1996 when Labor were in power (Dowling 2007).

Continued growth of secondary Outdoor Education likely continued throughout this period both for government and non-government schools. This culminated in the development of a Year 11 and 12 subject 'Outdoor Education' first trialled at a government high school in 1984 that complemented the recently established 'Physical Education' subjects for these year levels. Later called Stage 1 and 2 Outdoor Education, students had the option of completing theory and practical outdoor recreation activities for assessment (Pickett & Polley 2001; Polley & Pickett 2003). The establishment of senior

Outdoor Education in South Australia followed establishment of a similar offering in Victoria in 1982 (Martin 2008a). Several other Australian States followed suit including Western Australia in 1989 (Picknoll 2017) and, although the precise year has proven difficult to establish, Tasmania (Martin 2008a). Notably, the Tasmanian (and South Australian) course was initially positioned as non-academic with students in Tasmania only able to use the course result as entry to tertiary studies since 2008 (Dyment et al. 2014).

Complementing the establishment of senior school options in South Australia in 1984, tertiary offerings established in the 1970s continued to grow in the 1980s . The Graduate Diploma in Outdoor Education was established at SACAE Salisbury campus in 1989 to complement the previously established Graduate Diploma in Recreation (Lynch & Jonson 1999). In addition, Outdoor Education and Outdoor Recreation options were offered at the Magill campus SACAE. By the end of the 1980s Outdoor Education, Outdoor Pursuits and Outdoor Recreation were all study options at tertiary level in South Australia, potentially providing impetus for increased opportunities within South Australian schools.

The development of senior school Outdoor Education in 1984 occurred with full implementation in 1986. As stated, the course was not able to be used towards tertiary entry initially and therefore was socially positioned as appropriate for students that were not planning to go to university. The development of this subject occurred in the face of a decline of financial support for the Outdoor Education Unit following the economic recession in 1982 (Hogan & Liebing, in McRae, 1990) that ultimately resulted in the Unit closing in 1986, nine years after commencing operations. The responsibility for bushwalking and canoeing/kayaking leadership training organisations shifted to the Department of Sport and Recreation, with professional development responsibility falling to the now unfunded Outdoor Educators' Association of South Australia established in the 1970s (Pickett & Polley 2001). Despite the demise of the support from the Outdoor Education Unit, state and national Outdoor Education conferences were maintained.

A snapshot of Outdoor Education in South Australia in the 1980s can be found in Rob Hogan's opening address in to the 1984 National Outdoor Education Conference held in Adelaide, 'Our Place in Nature' (Liebing 1985). The title of the conference suggests a shift from militarism and personal growth to focussing on the importance of natural environments. Hogan (in Liebing 1985) suggested that the increased awareness of conservation issues in Outdoor Education was fuelled by the establishment of Environmental Education as 'a recognised area of core curriculum for state schools' (p. 3). He noted 'an atmosphere of tightening budgets and cutbacks in outdoor education' (p. 3). Likely he was referring to the gradual closing and sale of government owned campsites that service

mainly primary schools that commence in the late 1980s. He also noted increased interest in the natural environment fuelled by the (successful) campaign to save the Franklin River from further damming and other environmental issues receiving media attention such as deforestation of Victoria's Rainforests and threats of oil rigs on the Great Barrier Reef. Hogan (in Liebing 1985) noted a marked increase in outdoor recreation that was impacting on natural environments, possibly fuelled by increased media attention through advertising such as that undertaken by Australian comedian Paul Hogan (Hogan, in Liebing 1985). The significance to Outdoor Education was noted by Hogan (in Liebing 1985) with the need to educate more about conservation when taking part in outdoor recreation activities.

Up until at least the 1980s, little evidence could be found for the recognition of the role and place of Australian Aboriginals and Culture in Outdoor Education in secondary schools, nor in any reviewed Outdoor Education literature or available conference proceedings, likely reflecting the blind spot of schooling to Australian Aboriginal culture and history in education policy (Burridge & Chodkiewicz 2012). Despite significant educational and social disadvantage brought about by invasion, Australia does not have a National Aboriginal Education Policy until 1989 (Burridge & Chodkiewicz 2012).

In summary, significant economic and technological changes occurred in Australian in the 1980s with federal government funding increased to non-government schools that likely impacted on their capacity to offer educational innovations such as Outdoor Education. However, an economic recession impacted on government funds available for curriculum support and the Outdoor Education Unit closed. There was a continued shift from militarisation in Outdoor Education and an accompanying increase in interest in outdoor recreation and conservation of the natural environment. Outdoor Education as a social movement continued to grow despite reduced support, evidenced by the establishment of Outdoor Education as a senior school subject, continued National and State Outdoor Education conferences, sustained existence of professional development organisations, growth in tertiary in Outdoor Education and Outdoor Recreation. Environmental Education, Physical Education and Outdoor Education appeared to be co-existing rather than competing for space within the curriculum. Outdoor Education, and likely many other fields of education, maintained a blind spot to the colonial history of Australia and the impact on Australian Aboriginals.

1990s

The 1990s were a period of relative social stability in Australia with a slow but sustained movement to decolonise from the United Kingdom, with significant structural economic reform punctuated by

actions such as deregulation of financial markets, abolishment of free university education but with sustained challenges associated with racism (National Museum of Australia 2021). Computers were becoming widespread in all aspects of Australian life with schools embracing this technological shift through increased access to computing, higher speed internet and the availability of wi-fi and increasing availability to non-print educational resources (Newhouse 2013).

Financial, administrative and organisation support for the field of Outdoor Education was thought by oral Outdoor Education historians to decline during this period and to have larger impacts on government schools than non-government schools with their more stable funding and autonomy (Pickett & Polley 2001). Sales of government owned campsites continued during this period and by the mid-1990s only Arbury Park Outdoor School (still in existence today) remained as a dedicated government owned Outdoor Education campsite. Federal funding for universities declined in real terms (Marginson 2000) and rationalisation of campuses and programs resulted in the closure of some tertiary offerings (Pickett & Polley 2001) including the Graduate Diploma in Outdoor Recreation closing in 1991, along with Outdoor Recreation within the Bachelor of Sport and Recreation in 1999.

The 1990s was a period of significant structural change in Education curriculum with what has been termed 'balkanisation' (Hargraves 1994) of Australian curriculum with the advent of Key Learning Areas and the national Statement and Profile curriculum documents (Australian Education Council (AEC) 1994a, 1994b). Outdoor Education (along with other subjects that developed a secular identity through the 1970s such as Home Economics, Health and Nutrition) became part of Health and Physical Education. Although this occurred at a national curriculum policy level there is little evidence to suggest that this impacted heavily on South Australia until later in the 1990s when the South Australian Curriculums Standards Authority (SACSA) supported the development of Health and Physical Education curriculum (Dodd 2008).

As stated, publication of the first attempt to explore the nature and scope of Outdoor Education in South Australia for the year 1999 occurred in 2003 (Polley & Pickett 2003) based on a survey of Physical Education or Outdoor Education Coordinators as well as school principals. This arm replicated the Victorian study undertaken in the same year (Lugg & Martin 2001). Based on findings of the Polley & Pickett (2003) publication about the Nature and Scope of Outdoor Education in South Australia, Outdoor Education continued to be practiced in schools as Year 8-12 camps programs, a distinct South Australian Certificate of Education (SACE) subject, as part of SACE Physical Education (e.g. aquatics practicals), and extracurricular activities. Other key findings identified are that teachers highly valued learning outcomes of personal responsibility, relationships with staff, self-esteem,

leadership development, co-operation and group development as well as new skills. Although not rated as important, surveyed teachers valued learning outcomes related to environmental appreciation and knowledge. To a lesser extent they valued fitness, environmental action and academic development. Study participants identified factors that would most help with implementation in schools including 1: budget for Outdoor Education, 2: teaching relief time (TRT), 3: administrative support, 4: in-service training, 5: teaching resources and 6: post-graduate university courses. Polley and Pickett (2003) found a weak association with Physical Education learning outcomes despite historical and current links with this field and the predominance of Physical Education teachers teaching Outdoor Education in schools. The study found teacher respondents value learning about the environment, however the school principals valued environmental outcomes to a lesser extent. The findings of this study were broadly consistent with a similar study conducted in Victoria (Lugg & Martin 2001). The Polley and Pickett (2003) survey conflicted with the oral historians view that Outdoor Education was declining (Pickett & Polley 2001) and suggested that through the 1990s Outdoor Education continued to be offered in South Australian schools. Although no previous empirical study had been undertaken, at the end of the century it was reported that Outdoor Education was increasing in participation in schools, perhaps less so in government schools in the middle years, but certainly for all sectors in Years 11 and 12. Although funding for state (government) schools was maintained during this period, federal funding for non-government schools increased significantly as a proportion of government school funding with the advent of the Liberal government in 1996 (Dowling 2007). In addition, school fees for non-government schools continued to rise (Ryan & Watson 2004) with the potential to provide increased available funds for facilities and services for students. Despite these cost increases, non-government school enrolments continued to increase as a proportion of total school students during this period (Ryan & Watson 2004). The increased available funds for non-government schools was thought by Polley and Pickett (2003) to be a potential explanation for increased growth in this sector during this time and a possible explanation for the decline in middle school Outdoor Education for government schools.

The establishment of the Australian Journal of Outdoor Education in 1995 signalled a growing Australian academic and professional identity including the potential rise of academia in Outdoor Education. The journal joined other recognised academic publications 'Journal of Experiential Education' established in the US in 1978 and was later joined by the United Kingdom's Journal of Adventure and Outdoor Learning in 2000. In the 1990s, concurrent to the growth of academic presence in Outdoor Education, there was significant growth in Vocational Education and Training (VET) with outdoor recreation established as a profession that can be learned in Australia's Technical

and Further Education (TAFE) colleges. Previously, outdoor activity leadership had been supported by the Department for Education, as well as community organisations such as Scouts, Bushwalking Leadership, Board of Canoe Education, etc. In 1991 the federal government agency titled the Standing Committee on Recreation and Sport (SCORS) funded state and national meetings to seek national standards for outdoor leadership development, with national symposiums in Tasmania (1992) and Adelaide (1993) (National Outdoor Recreation Leadership Development (NORLD) 1993). The process culminated in the development of national outdoor recreation "training packages" that allowed TAFE and private providers to use common competency-based curriculum and assessment tools to train and assess outdoor recreation / outdoor activity leaders. The growth in outdoor recreation and Outdoor Education through the 1980s spawned a new 'industry' that might be contrasted to the teaching 'profession' that was teaching secondary Outdoor Education. Up until the launch of Vocational Education Training (VET) based training, the skills and knowledge to teach outdoor activities within Outdoor Education had been the growing domain of teaching colleges and later universities. The first one-year outdoor recreation specific certificate course began at Regency TAFE in the mid-1990s although the precise year has proven difficult to establish. The highly trained and generally younger workforce of non-teacher TAFE graduates were in demand to deliver outdoor recreation in schools, as schools sought to provide outdoor recreation experiences with increased safety and reduced cost (Lugg & Martin 2001; Polley & Pickett 2003). At a national level there was pressure for Outdoor Education leaders to adopt competency based outdoor recreation qualifications due to the influence of private outdoor recreation 'industry' (Martin 1998a).

In summary, the decade of 1990-2000 was a continuing period of social change, economic reform, educational reform and technological advancement that impacted on schools and Outdoor Education. In secondary schools it was a period of growth for Stage 1 and 2 (Senior) Outdoor Education, however there were reduced offerings of government middle school and tertiary Outdoor Education programs. This reduction of middle school programs in government schools coincided with reduced funds for government schools and restructuring of tertiary institutions that resulted in reduced university offerings in Outdoor Education and a shift in training outdoor activity leaders to technical colleges (TAFE). A survey of Physical and Outdoor Education co-ordinators in 1999 (Polley & Pickett 2003) found that personal and social development outcomes were highlighted as being prominent although environmental appreciation and knowledge was still valued. Secondary school Outdoor Education teachers reported challenges associated with costs, staffing and time in implementing Outdoor Education in schools. Outdoor Education in Australia began to have a stronger academic presence with the advent of the Australian Journal of Outdoor Education, with a concurrent growth in non-tertiary trained outdoor activity leaders as a result of the establishment of

outdoor recreation as a vocation through the technical colleges (TAFE) and other private Vocational Education Training (VET) providers.

2000s

The period 1999-2017 is the timeframe under investigation for this study of the relationship between social fields, schools and teachers of Outdoor Education in South Australian secondary schools. The period 1999-2017 was marked by significant technological, social and environmental changes and challenges that arose from a rapidly expanding global (United Nations 2019) and Australian population (ABS 2014), western consumerist styles of living, an increased gap between the wealthy and the poor (Australian Council of Social Service (ACOSS) 2021), and the associated social and environmental impacts.

For First Australians significant social events included a reconciliation walk across the Harbour Bridge, an apology to the stolen generation by the Prime Minister of Australia, the first Aboriginal person to be elected to the House of Representatives in Commonwealth Parliament and the writing of, and subsequent dismissal by federal government, of the 'Uluru Statement from the heart' (Larkin & Galloway 2018). Significant gender recognition changes include Australia's first female Governor General and Prime Minister. Environmental changes include the establishment of the Murray-Darling Basin agreement. Environmental challenges included drought, the Canberra and Victorian bushfires with the heavy loss of life (3 & 173 lives respectively) (National Museum of Australia 2021). Mental health became an increasing concern.

Internationally, during the period 1999-2017 several authors sought to synthesise research about Outdoor Education and outdoor learning. Rickinson et al. (2004) argued that fieldwork enhances long-term memory and can lead to higher order learning; outdoor adventure activities can impact positively on self-perceptions, interpersonal and social skills, general and specific academic skills, positive behaviours with weak evidence for environmental understanding and values; Dickson, Gray and Mann (2008) also report improvements in interpersonal and social skills; Munoz (2009) reports literature with evidence of associations between outdoors and general physical, mental and social health; Malone and Waite (2016) report health, learning, social and emotional skills, sense of place and pro-environmental behaviour. In addition, Townsend and Weerasuriya (2010) review literature regarding the relationship to time in nature and health and find evidence to support improved mood and promotion of physical activity. In summary, the reviewed and synthesised literature supports the view that Outdoor Education can provide personal and cognitive development, social skills and has the potential to enhance environmental attitudes. The impact of increased academic and

research support for the field of Outdoor Education on schools and teachers is not explored in the literature, however it is unlikely to have had any negative impact.

During the period of 1999-2017, the academic field of Outdoor Education continued to evolve. Reviews of Australian Outdoor Education literature during this period (Brookes & Stewart 2016; Thomas, et al. 2009) suggested broad changes in focus from personal development to more environmentally and socially critical perspectives (Gray & Martin 2012; Hewison & Martin 2010; Martin 2000; Polley & Thomas 2017). These socially critical perspectives included addressing issues of gender equity (Gray, Allen-Craig & Carpenter 2017), post-colonial critiques (Lugg 2004; Payne & Wattchow 2008; Spillman 2017; Stewart 2004; Wattchow & Brown 2011), environmental destruction and sustainability (Brookes 2002, 2003a, 2003b; Polley & Smith 2003, Wattchow & Brown 2011). The relationship between a trend towards more socially critical Outdoor Education in the literature and the sociological influence on Outdoor Education practice is unclear and possibly weak (Preston 2004) with Hill (2012a) highlighting the need to connect critical philosophies more strongly to practice.

Following this brief consideration of the philosophical and historical development of Outdoor Education for 1999-2017, the period under investigation in this study, the review considers available empirical data for Outdoor Education in South Australia, Australia and selected other locales that is relevant to and informs the present study's investigation of the nature and scope of Outdoor Education from 1999-2017. This period is chosen as the timeframe between the previous state-based empirical study (Polley & Pickett 2003) and the present study to allow comparison and analysis of empirical and other data obtained. The study's concern about the role and place of Outdoor Education in South Australian secondary schools is informed by empirical trends as well as consideration of macro and micro sociological influences on schools and teachers of Outdoor Education.

A review of previous Outdoor Education empirical studies prior to and for the period 1999-2017

Lynch (2002) suggests reasons for measuring participation in Outdoor Education include negotiation for resources, the generation of other statistics, measuring effect and temporal trends. This investigation of the nature and scope of Outdoor Education shares similar rationale for measuring participation in South Australia, but also for seeking other available empirical data including learning outcomes. Prior to the 1999 studies completed by Lugg and Martin (2001) and Polley and Pickett (2003) limited empirical data is available to help illuminate participation and learning outcomes for

Outdoor Education in Australia. It is noteworthy that no other school subject participation data can be sourced in Australia. That is, summative empirical data that describes the nature and scope of our secondary schools including what is taught, who is teaching it and time spent on different learning areas is not found. Prior to 1999, the first major report with empirical data about Outdoor Education within South Australian schools was prepared by Bushwalking and Mountaincraft Leadership Training Board (BMLTB) in 1974, with the title 'The nature and extent of outdoor education: implications for the Education Department of South Australia' (BMLTB 1974), and was followed by the Director General of Education's report in 1975, titled 'Outdoor Education Preliminary Report' (Education Department of South Australia (EDSA) 1975), with a further follow-up of a series of recommendations in the 'Report to the Director General of Education on Outdoor Education' by the 'Outdoor Education Committee' (Education Department Outdoor Education Committee (EDSAOEC) 1977). The 1977 report stated the Education Department managed 188 'standing camp' or 'canvas camp' sites across the state (EDSAOEC 1977, p. 23). A 14-person committee reporting directly to the Director General of Education with representatives from a broad range of government departments and higher education provided oversight. Data regarding participants and other details have not been found and participation data regarding Outdoor Education is not provided.

In the wider Australian context, a text edited by McRae (1990) captured empirical data regarding the National nature and scope of Outdoor Education in Australia (with some reference to international perspectives) but not participation data. The text included a summary report of learning outcomes from a state-wide survey of Tasmania in 1988 that identified the major aims in that state (Cooksey & Wells, in McRae 1990). No further details of the survey could be obtained. The learning outcomes are cited as personal development, social learnings, respect and appreciation for the natural environment, peer and staff relationships, appreciation of less familiar environments, supplement to classroom learning, skills and interest in outdoor pursuits, exposure to leisure as a career option and physical fitness (adapted from Cooksey & Wells, in McRae 1990, pp. 256-258). McRae's (1990) text also includes his own report on an 'Australian Survey of Objectives in Outdoor Leisure Education' (pp. 23-25) with a limited sample of school Outdoor Education curriculum documents. McRae's (1990) report is a survey of 50 schools in Australia investigating junior secondary school Outdoor Education learning objectives, with 43 teachers responding. As a result, McRae identifies the 12 most common objectives, and further categorises these into outdoor skills, personal development, social skills, environmental concern and enhanced learning (p. 24). No archive results can be found, and the death of the author over 20 years ago makes it difficult to examine the nature of the questions used and the validity of the data.

Despite the paucity of academic literature for Outdoor Education in South Australia for the period 1999-2017 two participation data sets regarding Outdoor Education are available and provide useful background to the development of Outdoor Education during this period. The first data set is SACE Stage 1 and 2 Outdoor Education completion data, that provides an indication of support for senior Outdoor Education in South Australia. The second is the results from an Australian Environmental Education survey that includes a question about the presence of Outdoor Education in Australian Schools. The latter does not include specific data for South Australia but provides participation data about the extent of Outdoor Education nationally.

Stage 1 and 2 Outdoor Education completions

In the final two years of senior schooling in South Australia, students in South Australia of selected schools are offered the opportunity to study Stage 1 and/or Stage 2 Outdoor Education, usually completed at Years 11 (16-17 year-olds) and Year 12 (17-18 year-olds) although it is possible to complete Stage 1 in year 10 and Stage 2 in year 11. Prior to the empirical survey in this study, the period of 1986-1999 exhibited a consistent growth trend for SACE Stage 1 and 2 Outdoor Education (Pickett 1999). Recent (2017) completions of SACE Stage 1 and 2 Outdoor Education are available publicly (SACE 2017a, 2017b). More detailed trend data is not published publicly, although it is available from SACE on request with the condition that no details of schools be published. A brief review of SACE data is presented in detail later in the results section as a document analysis with trends for 1986-1998 compared with trends for 1999-2007. SACE (2018) documents reveal a general increase in participation in Outdoor Education at senior secondary level. The macro and micro influences on this growth are subject to further inquiry in this study.

OECD survey of Outdoor Education in Australia

A snapshot of empirical data about the presence of Outdoor Education in all schools in Australia for the period 1999-2017 is found in the 2009 Organisation for Economic Co-operation and Development (OECD) report on environmental science and geo-science performance (Figure 2.1) (Program for International Student Assessment (PISA) 2009). This report suggests that around 75% of Australian schools offered Outdoor Education, slightly below the OECD average. However, Australia is above the OECD average for outside classroom learning activities for environmental science (PISA 2009). The PISA results suggest that Outdoor Education was practiced in a majority of Australian schools and support the Lugg and Martin (2001) and Polley and Pickett (2003) conclusions for Victoria and South Australia that Outdoor Education was widespread. The report suggests that Outdoor Education was also the primary vehicle for learning about Environmental Science outside of

the classroom and this inquiry seeks to investigate more about the extent of environmental learning in Outdoor Education.

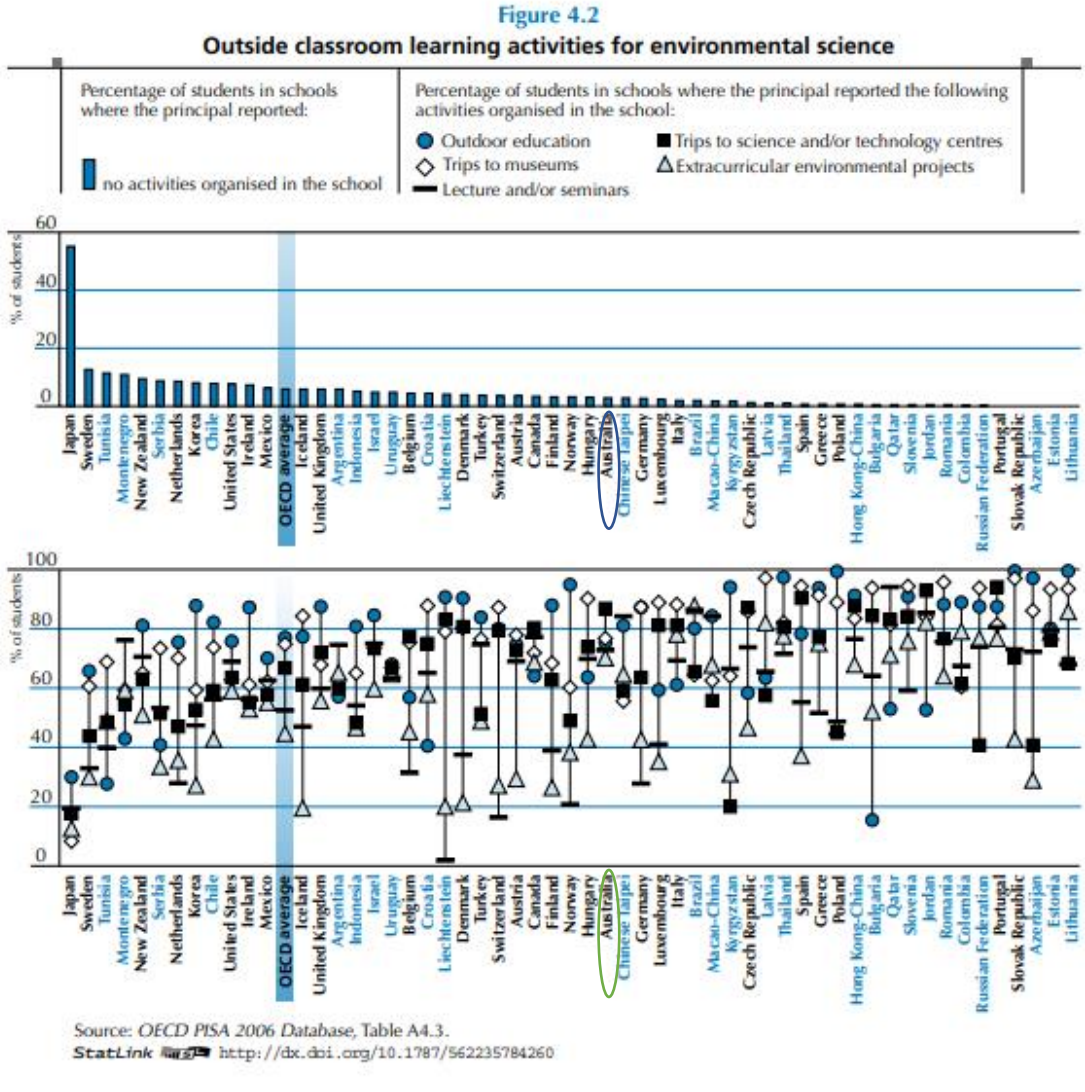


Figure 2.1. Outside classroom learning activities for environmental science (PISA 2009, p. 72).

Learning outcomes of Outdoor Education

As stated previously, a survey of Outdoor Education in Australian secondary schools for 1999 was undertaken in South Australia (Polley & Pickett 2003) and Victoria (Lugg & Martin 2001) in 1999 for all secondary schools in these respective states. Using similar or modified questions from these studies, empirical investigations with limited samples were also carried out in Western Australia in 2007 (Picknoll 2017), again in Victoria in 2013 (Parker 2013) as well as internationally in New Zealand (Zink & Boyes 2006) and Singapore (Martin & Ho 2009). Martin and Ho (2009) caution against comparison of learning outcomes from the empirical studies they review, stating that they believe

the questions change to such a level that comparison is very difficult. It is noteworthy despite this perspective, that this comparison is still made by Parker (2013) and subsequently reported in a conference presentation by Martin (2013). Parker's (2013) sample is Victorian Outdoor Education conference participants with results suggesting a temporal trend (1999-2013) for Victorian Outdoor Educators to place a greater focus on environmental learning and aspects of individualism, but a reduced focus on social and group outcomes. However, as the sample for the Parker (2013) study (Victorian Outdoor Education conference attendees only) is quite different to the sample for the comparative Lugg and Martin (2001) study (all Victorian secondary schools) the trustworthiness of this conclusion is called into question. Lugg and Martin (2001) note the high incidence of Physical Education teachers responding to the survey whereas the Parker (2013) sample is of all Outdoor Education teachers with a greater proportion with specific Outdoor Education training. However, the results support conclusions in both Lugg and Martin (2001) and Parker (2013) studies that teachers with Outdoor Education tertiary background are more likely to emphasise environmental outcomes. Noteworthy is that whilst all other empirical studies asked participants to rank the level of importance, Parker (2013) opted to have participants *rate* each learning outcome with the potential to rate each one equally. This alternative use of rating rather than ranking outcomes by participants likely impacted on the conclusions reached with all learning outcomes valued highly. This change from asking participants to rank to asking them to rate learning outcomes is adopted for the current study as the results clearly indicate that the difference between important and less important outcomes may not be large in many cases.

Table 2.2 Learning outcomes for Outdoor Education summarises the differences in learning outcomes from these previous empirical studies. Learning outcomes are categorised and colour coded using the broad domains of 'self', 'others' and 'the environment' in keeping with Outdoor Education Australia (OEA) definition (OEA 2013) to present a visual graphic of the relative focus of each domain. As all empirical studies cited here are non-probability samples and many have a low response rate from the potential total population of schools, conclusions from these studies are limited. To allow the reader to assess the strength of the data sample sizes are included. These sample sizes are either reported in the literature or obtained from other sources as cited below in Table 2.1. As outlined in Table 2.1, the McRae (1990) sample response rate is insignificant, however is still included here for completeness of reporting on available literature, acknowledging that the data is outside the time period of interest in this study of 1999-2017. The empirical results for all studies reflect a greater focus on personal and group development up until the Parker (2013) study. It is noteworthy that fitness, a traditional domain of Physical Education, and outdoor skills, a traditional domain for outdoor recreation activities, are ranked lower for almost all studies, with the

McRae (1990) studies seemingly an outlier. As reported previously, there is a strong historical link with Physical Education in South Australia and the results reflect the influence of this study field.

Table 2.1. Learning outcomes for Outdoor Education.

Yellow = 'self'; blue = 'others' and green = 'environment'.

Rank	McCrae (1990) Aust	Polley and Pickett (2003) SA 1999	Lugg and Martin (2001) Victoria 1999	Zink and Boyes (2006) New Zealand 2005	Picknoll (2017) WA 2007	Martin and Ho (2009) Singapore 2009	Parker (2013) Victoria 2013
Sample	**N = 50 (Estimated 0.005% of potential sites with total N secondary schools = 10,007*)**	**N=131 (62% of potential sites)**	**N= 140 (30% of potential sites)**	**N = 191 36 Secondary 147 Primary (14% of potential sites)**	**N = 51 (15% of potential sites)**	**N = 92 (Est 27% of potential sites with total N secondary schools = 346**)**	**N = 100 (Est 18% of potential sites with total N secondary schools= 571***)**
1	Outdoor skills	Personal responsibility	Group cooperation	Group skills	Social development	Resilience	Environmental appreciation
2	Survival skills	Relationships staff-students	Self esteem	Self esteem	Group skills	Group skills	Sustainability
3	Fitness	Self- esteem	Personal responsibility	Consideration for others	Personal responsibility	Personal responsibility	Personal responsibility
4	Personal development	Social development	Environmental Appreciation	Outdoor safety	Leadership	Social skills	Non classroom
5	Social development	Leadership	Social development	Personal responsibility	Self esteem	Self esteem	Environmental knowledge
6	Positive attitude to leisure	Group development	Leadership	Problem solving	Group skills	Critical thinking	Group skills
7	Environmental concern	Skill development	Environmental knowledge	Leadership	Human nature relationship	Non classroom*	Self esteem
8	Outdoor travel skills	Group skills	Human – nature relationships	Environmental knowledge	Knowledge and values	Leadership	Critical thinking
9	Outdoor planning	Environmental appreciation	Survival skills	Survival skills	Academic performance	Human-nature relationships	Resilience
10	First aid	Environmental knowledge	Outdoor skills	Outdoor skills	Outdoor skills	Environmental appreciation	Outdoor safety
11	Emergency response	Fitness	Fitness	Critical thinking	Relationships staff-students	Environmental Knowledge	Relationships staff-students
12	Cross curricular learning	Environmental action		Environmental action	Conservation	Non classroom*	Cross curricular
13		Academic improvement		Fitness	Physical fitness	Survival skills	Leadership
14				Cultural awareness		Fitness	Outdoor skills
15				Tikanga Maori (Maori culture)		Outdoor skills	Fitness
16				Data gathering and analysis			
17				Spirituality			

Adapted from Lugg and Martin (2001), Martin and Ho (2009), McCrae (1990), Parker (2013), Picknoll (2017), Polley and Pickett (2001) and Zink and Boyes (2006).

*Based on total number of Australian secondary schools provided by the Australian Bureau of Statistics (1991).

**Based on total number of secondary schools listed by Statista (2020).

***Based on total number of primary/secondary and secondary schools listed by Data Victoria (2016).

Barriers to Outdoor Education

Prior to this investigation, previous empirical studies explored the barriers that teachers face with respect to the implementation of Outdoor Education in schools. Prior to the time period included in this study (1999-2017) McRae (1990) reported on barriers to Outdoor Education. Although McRae (1990) and later Martin and Ho (2009) explore these barriers in broad terms, no empirical data is gathered. Reynolds (in McRae 1990) highlights a number of other issues that are 'mentioned in passing' (p. 254) that are broadly categorised under 'safety issues', 'curriculum issues', 'staff issues' and 'social justice issues'.

Comparison and categorisation of the barriers experienced by Outdoor Education programs for empirical studies is highly problematic due to the diverse nature of responses. However, the available data suggests there are a range of economic, school organisation, school structure, teacher, leadership, safety and values-based issues impacting participants of the surveys. A summary of key descriptors is presented in Table 2.2 Barriers to the delivery of Outdoor Education programs.

The empirical data reported here provides insight into the nature and scope of Outdoor Education in each of the contexts. Caution when interpreting the data is advised as surveys were voluntary and addressed to either Health and Physical Education Coordinator, Head of Outdoor Education Coordinator or similar. The sample is therefore highly biased and should be considered indicative only and not a census. It can be seen from the data that different locales experienced different barriers. School management issues such as staffing, time in the curriculum, management and school support appear to be more prominent. Noteworthy is that student and parent support is ranked low as a barrier or issue for almost all locales suggesting Outdoor Education is valued by students and parents but not as valued by school leaders and administrators, possibly due to potential issues of disruption and resources taken away from other areas within the school. The empirical arm of this study explores whether current Outdoor Education teachers place more emphasis on similar learning outcomes or whether there have been changes from 1999-2017, and whether the challenges they face in implementing Outdoor Education have changed during this period. Empirical data provides an indication of the scope of learning outcomes and barriers and the basis for theoretical propositions to explain this data. Qualitative data, derived from teachers of Outdoor Education, provides more in-depth understanding of the reasons for the results including current macro and micro sociological factors that impact on teachers as agents of Outdoor Education in South Australian secondary schools.

Table 2.2: Barriers to the delivery of Outdoor Education programs.

Rank	McCrae (1990) Aust	Polley and Pickett (2003) SA 1999	Lugg and Martin (2001) Victoria 1999	Zink and Boyes (2006) New Zealand 2005	Picknoll (2017) WA 2007	Martin and Ho (2009) Singapore 2009	Parker (2013) Victoria 2013
1	Not reviewed	Cost	Staff	Costs	Competing curriculum	Not reviewed	Time
2		Staff availability	Costs	Crowded curriculum	Teacher Time		Cost
3		Teacher time	Staffing levels	Teacher time	Staff qualifications		Stigma
4		Resources	Timetable	Safety	Timetable		Management support
5		Timetable	Staff support	Administration	Staffing levels		staffing
6		Competing curriculum	School value	Staff availability	School support		Student attitude
7		Staff levels	Staff time	Risks	Support by other staff		Weather
8		School support	Student time	Class size	Teaching resources		Location
9		Teaching aids	Resources	Qualification expense	Administrative support		
10		School value	Administration	Resources	Risk /litigation concerns		
11		Parental support	Venues	Rations	Cost		
12			Risk/litigation concerns	Value outdoor education	Parental support		
13			Staff qualifications	Timetable	Location		
14			Crowded curriculum	Venues			
15			Class sizes	Student absence			
16			Student interest	Staff absence			
17			Safety standards	School rules			
18				Lack of student interest			

Adapted from McCrae (1990), Polley and Pickett (2001), Lugg and Martin (2001), Zink and Boyes, (2006), Picknoll (2017), Martin and Ho (2009) and Parker (2013).

Prior to investigating teachers' perceptions of the nature and scope of Outdoor Education in South Australia, selected potential sociological influences for the period 1999-2017 on teachers' practices are explored in more depth. The sociological influences selected are based on personal experience within Outdoor Education for over 30 years, reviewing historical documents related to Outdoor Education and discussions with education colleagues. These sociological influences can be categorised as either macro or micro sociological influences. Macro influences are those social forces that the larger population is influenced by, including broader social trends, the Australian political environment and state and national curriculum documents. Other macro sociological influences that impact on the discipline of Outdoor Education include the criticisms that the field of Outdoor Education has of itself, the contestations that are occurring within the field for symbolic capital, the contestations and alignments with Physical Education and the impact of Vocational Education

Training (VET) on schools and teachers. Micro sociological influences are those that are more specific to the day-to-day social world of Outdoor Education teachers and schools.

The review now considers selected macro sociological issues that are impacting on schools' decision-making to support Outdoor Education including differences between government and non-government schools and the risk aversion and litigation concerns of school management. In addition, the review considers micro sociological issues associated with Outdoor Education teachers themselves, including the education background of Outdoor Education teachers and the personal challenges associated with teaching Outdoor Education, as it is ultimately teachers who make decisions regarding what is taught as Outdoor Education in South Australian schools.

Australian sociological trends

Giddens' (1984) theory suggests that social structures (such as schools) enact action and actors (such as teachers) undertake practice in a broader cultural context that has developed over time and space. Australia, as a social context for Australian schools, is a nation invaded and colonised by the British over 200 years ago. As a result of this successful colonisation, Australia ranks as one of the wealthiest nations per capita throughout the world, with average wealth per adult being USD $402,600, the second highest in the world after Switzerland, with (only) 5% of the Australian population having net worth below USD $10,000 in 2017 (Shorrocks, Davies & Lluberas 2017). Australia is, however, an economically disparate population with the wealthiest 20% of population holding 60% of the wealth, and the lowest 20% holding less than 1% of the wealth for the period 2017/2018 (Australian Bureau of Statistics (ABS) 2019c). Aboriginal Australians in particular are more likely to experience economic and social disparity, and are more likely to be poorer, go to jail, not finish Year 12, die earlier and commit suicide (ABS 2016).

The Planning Institute of Australia (PIA) (2016) examined recent social, environmental and economic trends in Australia. They note that Australia is nearly 90% urbanised with the majority living in free standing dwellings but with a trend heading towards high rise buildings and increased house sizes, and by implication, less outside play area. Australians are living and remaining active for longer with an increasing demand for services to enabling people to remain in their own homes. Lower household income Australians are more likely to die earlier, with reducing investment in public health and illness prevention placing Australia in the lowest third of OECD nations. These trends are expected to continue with likely increase in demand to live at home in the senior years and no indications of increased funding in public health (PIA 2016). Australia has long benefitted from exporting resources, with the mining sector contributing 8.5% of the GDP and employing 2% of the

workforce. Horne's (1964) 'The Lucky Country' identifies, among other issues, the economic dependence on these minerals and lack of forward thinking about their wise use. Lowe (2016) suggests that little has changed, although market and environmental pressures and the rise of renewables may curtail export of coal and liquified natural gas (LNG). As minerals deplete it is expected that there will be increased recycling of current resources (PIA 2016). Water use has risen significantly with increased demand in drought affected areas (PIA 2016). Demands for food continue to increase, with Australia exporting half of its produce and supplying 90% of the consumption of Australian fresh fruit and vegetables. Australian agriculture is fossil fuel dependent and therefore affected by supply and pricing of fossil fuels. Sustainable food supply will require greater innovation (PIA 2016). Australia is one of 11 'megadiverse' countries that contain 75% of the world's biodiversity and alone contains more endemic species than any other country. However, it has lost 10% of its mammals since European invasion, primarily due to the introduction of feral predators such as cats and foxes (PIA 2016).

The social, environmental and economic trends outlined above paint a picture of Outdoor Education occurring in schools in an environment that is trending towards reduced economic and social equity and increased environmental destruction. As the late (Chet) Bowers (1993) suggests, these issues may be reproduced by our education system rather than being challenged by it.

Influence of the political environment

Giddens' (1984) suggests that the '…location of actors and collectivities in more encompassing social systems strongly influences the impact of even their habitual conduct upon integration of social totalities' (p. 24). The (in this case, Australian) political environment is thought to be a strong social and cultural force in shaping schooling and Outdoor Education in schools (Allison & Telford 2005; Lynch 2005; Martin 2008a; Nicol 2002a, 2002b). As Polley and Pickett (2003, p. 1) suggest:

> Outdoor Education, unlike other curriculum areas such as maths, science and English, is not legislated to be a compulsory part of secondary schooling. As a result of the non-compulsory nature of the curriculum area, Outdoor Education is subject to a range of economic, social and cultural forces.

With the return to a conservative national government in Australia in 1975, and an immediate reduction in education funding (Laurie & McDonald 2012), many social and education reform initiatives were reviewed as the government of the day sought to reduce national debt, a direction that continued through the 1980s and 1990s. Since 1975, spending for education has fluctuated from about 6-9% since then (Laurie & McDonald, 2012). Noteworthy is that in 2015 figures showing education spending of 5.9% of GDP, 2.0% was privately funded and the remaining 3.9% government

funded (Rice et al. 2019). As outlined previously, the 1970s signalled a change in government policy to provide (increasing) funding to non-government schools whilst concurrently maintaining or increasing funding to government schools that provide greater resources for education initiatives such as Outdoor Education. The funding growth for government schools eased in the 1980s reducing funding support for Outdoor Education in that sector, with a general sustained growth in funding support by the Federal government for non-government schools. Goozee (2001) and Cranston et al. (2010) highlight the influence of the Australian federal government on what is taught in schools through funding allocations, policy documents and organisation of educational structures. Cranston et. al. (2010) explores this impact through the lens of Labaree, who provides three over-arching purposes of schooling; 1: Democratic Equality, 2: Social Efficiency and 3: Social Mobility. It is argued by Cranston et. al. (2010) that there was an accompanying change from a social equality agenda to a social efficiency and mobility agenda post 1975 that accompanied the reduction in education funding.

Politically, the years 1996-2007 are the so called 'Howard Years', and additional federal government funding was provided for Australian schools. However, disproportionate federal funding was allocated to non-government (particularly Catholic) schools, leaving state governments continuing to undertake the bulk of funding for government schools. The growth in funding for non-government schools beyond that of public schooling has likely contributed to the increase in student numbers (living in wealthier areas) attending private schools but has not affected those that are less affluent (Teese 2011). With private school fees and government funding are combined, there is a significant and widening gap between the funding of students per capita for government and non-government schools (Teese 2011). The widening funding gap has not resulted in any significant improvement in education standards prior to the senior years but has likely contributed to a widening senior years ATAR gap between government and non-government schools that has impacted on government school admissions to University (Teese 2011; Gale & Parker 2013). It is a matter of public record that South Australia currently has the lowest funding per capita for both government and non-government schools (ACARA 2017b). The terms of ethical approval provided for this research from the Catholic Education Office and the Department of Education and Children's Services (DECS), now Department for Education (DfE), specifically precluded comparison of results across sectors. A broader discussion of academic freedom and ethical guidelines is beyond this thesis, however, the lack of funding to non-government (particularly Catholic) schools prior to the Howard Years was likely a barrier to education initiatives such as Outdoor Education. However, this barrier to education opportunities in non-government schools is likely resolved post 1996.

Post 2007, the Rudd Labor government (c. 2007-2010) and then the Gillard Labor government (c. 2010-2013) continued the push towards nationalisation of schooling. Initiatives in these 6 years include the development of national testing in numeracy and literacy (National Assessment Program – Literacy and Numeracy (NAPLAN) (ACARA 2020) in 2008; the initiation of the 'Review of Funding for Schooling' (Gonski et al. 2011) that sought to consider how state and federal funds were distributed among schools; and the implementation of Australian Curriculum (AC) that was primarily developed through the years 2009-2013 with a revision under the Abbott conservative government (c. 2013-2015) in 2014. NAPLAN is a series of common tests for all Australian school students at Years 3, 5, 7 and 9, designed to allow evaluation within and between schools, sectors and states of student's progress in numeracy, literacy, science literacy, civics and citizenship and information and communication technology (ICT) with summative school results published publicly (ACARA 2020). The national testing and standards in these areas arguably shifts the focus of schools away from initiatives that focus on personal development, health and wellbeing, group development, social justice, environmental learning and sustainability (such as Outdoor Education) to more the more utilitarian academic pursuits. Schools and teachers under pressure to improve the results of students test scores narrow their curriculum focus and educational experiences (Polsel, Rice & Dulfur 2014) and use more teacher centred pedagogies in a quest to achieve better NAPLAN results (Thompson & Harbaugh 2012). NAPLAN commenced testing of numeracy, literacy, science literacy, civics and citizenship and information and communication technology in 2010 and excludes other prescribed learning areas such as the Arts and Health and Physical Education. The national curriculum, released in 2013/2014 was intended to ensure a more balanced curriculum, with the Arts and Health and Physical Education provided with mandated minimum teaching time for the years F-10 (ACARA 2014a).

Curriculum documents and Outdoor Education in Australia

In other parts of the world Outdoor Education continued to develop for the years 1999-2017, particularly other capitalist countries such as the United Kingdom (Christie et al. 2016), New Zealand (Lynch 1999, 2005), Singapore (Ho 2016), Denmark, Norway, Sweden and Germany (Bentsen, et al. 2018), Canada (Ho et al. 2018), Japan (Hirano 2018), Malaysia and Taiwan (Huang et al. 2018). Each country saw growth of Outdoor Education in schools often related to government policy mandating it as part of the curriculum and their curriculum documents. In Australia, as will be explored later in this review, Outdoor Education is not compulsory, although remains possible, within most state and later national curriculum documents.

Prior to the Australian National Curriculum release in 2013/2014, all states and territories had their own curriculum documents based on the National Statements and Profiles document (Australian Education Council (AEC) 1994a) that placed Outdoor Education within the Health and Physical Education Key Learning Area (AEC 1994b). Outdoor Education evolved differently in each state (Martin 2008a) and the national decision to locate Outdoor Education within Health and Physical Education most likely reflects the long historical association with the field of Physical Education. This association includes the outdoor military focus of the early 20th Century, the involvement of the National Fitness Council in the development of both fields, and the relationship of Outdoor Education to Physical Education teacher training. Despite this history, prior to the release of the current national curriculum in 2014, only South Australia, Northern Territory and Tasmania explicitly acknowledge the role and place of Outdoor Education (Department of Education and Children's Services (DECS) 2004; Department of Education and Children's Services Northern Territory (N.D.); Tasmanian Department of Education N.D.) in foundation to Year 10 (F-10) schooling. That is, Outdoor Education was not included in any other state compulsory Health and Physical Education curriculum statement nor any other subject statement prior to 2014. However, outdoor activities are described by Australian Capital Territory and Victoria as possible inclusions (Australian Capital Territory Government Education and Training Directorate 2008, Victorian Curriculum and Assessment Authority (VCAA) 2012). Western Australia describes the potential place of "outdoor pursuits" (Western Australian School Curriculum and Standards Authority (WACSA) 1998, 2012). However, the word 'outdoor' did not appear in the Queensland (Queensland Studies Authority 2010, 2012) or NSW (Board of Studies NSW 2006, 2007) school Physical Education documents. Regardless of the lack of explicit description of Outdoor Education in many state F-10 documents it is found to be compulsory component of the curriculum for some Australian schools (Lugg & Martin 2001; Picknoll 2017; Polley & Pickett 2003). It is striking that there is a weak relationship between curriculum that does not prescribe Outdoor Education and the widespread practice of Outdoor Education by teachers in schools. This situation is not unique to Outdoor Education, where a weak relationship between curriculum and practice is reported by several authors within Physical Education (e.g. Green 1998, 2000; McDonald 2003; Penney, in Kirk, McDonald & O'Sullivan 2006). Georgakis and Light (2010) suggest the lack of significance of Outdoor Education in curriculum considerations is due to the prominence of delivery outside of curriculum time, off the school grounds, a view re-enforced by Burridge (2012). Neill (2001, p. 8) suggests Outdoor Education has …'sought to complement, rather than replace, mainstream schooling'. Further, Brookes (2002) suggests the reasons for a lack of defined place in state-based curriculum are multifactorial, but they are rooted in the failure of Outdoor Education as a field to develop adequate unified conceptions of

Outdoor Education. Brown and Dyson (in Tinning, McCuaig & lisahunter 2006) suggest that despite the lack of explicit description of Outdoor Education in state-based Australian curriculum documents, there remains 'ample scope for the inclusion of outdoor/adventure education to meet the learning outcomes' of Physical Education (p. 190).

In the year 2000, South Australia released revised state curriculum documents for all learning areas, including Health and Physical Education, in the form of the South Australian Curriculum, Standards and Accountability Framework (SACSA) (Department for Education and Children's Services (DECS) 2005). The 'required elements' for the Health and Physical Education learning area provides scope for Outdoor Education but does not make the discipline a requirement for schools. This document was later replaced by the Australian Curriculum in 2013/2014 that follows suit – describes the possibility for Outdoor Education but does not mandate it. A more extensive discussion regarding the attempt by outdoor educators to mandate Outdoor Education in Australian curriculum documents is discussed later in this chapter. A companion document to the Health and Physical Education SACSA Framework, 'R-10 Health and Physical Education Teaching Resource' (DECS 2004) does however explicitly suggest that Outdoor Education is one of the 18 'knowledge and understandings' (p. 9). In the strand of 'physical activity and participation' for Year 5, 'outdoor education: bushwalking, hiking, orienteering' (p. 39) is listed as a possible topic with an 'active learning example' provided as 'suggests, plans and participates in outdoor activities (e.g. a class excursion, camp, orienteering) (p. 38). In the strand of 'health of individuals and communities', in acknowledgement of the role the environment plays in health, an active learning example provided is 'List ways to sustain and maintain natural environments' (p. 46). In acknowledgement of the cultural, social and health impacts of settlement another active learning example in Year 5 is 'Investigates and demonstrates the impact of European settlement on the health of Australian Indigenous peoples, both historically and in modern times' (p. 47). In Year 6 an active learning activity is 'Develops a set of safety rules (e.g. for an outdoor activity)' (p. 69). In Year 8 active learning for 'physical activity and participation' includes 'Develops a positive attitude to achieving and/or maintaining a healthy and active life (e.g. starts a daily exercise program, bushwalking, camping) (p. 59). 'Possible programs/resources' include outdoor activities such as bushwalking/camping and rock climbing (p. 60). In summary, the year 2000 SACSA document provides strong support for Outdoor Education to occur in primary schools however does not mandate this learning and is suggested in Years 5, 6 and 8 only.

This study is concerned about the nature and scope of Outdoor Education in South Australian schools, and a question might be asked as to why Outdoor Education is not a compulsory part of

either the state or national curriculum documents and why Outdoor Education as a social movement was unable to influence the decision sufficiently. Using the case study of Outdoor Education in the Australian national curriculum the sociological influences on curriculum for Australian schools is considered.

The case study of Outdoor Education in the Australian Curriculum

In 2010 Martin (2010) alerted Australian Outdoor Education about plans to implement a national curriculum to replace current state-based curriculum documents. He argued for Outdoor Education to be recognised as a distinct subject. The Australian national curriculum project arose after the release of the 'Melbourne Declaration on Educational Goals for Young Australians' (Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) 2008). The 'Melbourne Declaration' was a result sustained a series of attempts to operationalise the development of a national curriculum in Australia (see 'Hobart Declaration of Schooling (1989)', MCEETYA 1989) and later the 'Adelaide Declaration on National Goals for Schooling in the Twenty-First Century' (MCEETYA 1999)) by successive federal governments. Curriculum reform was next driven by the Labor Party's 'New Directions Paper' of 2007 (Buchanan & Chapman 2011). Buchanan and Chapman (2011) argue that the reform to have uniform national curriculum was driven primarily by a neo-liberal economic agenda and was less focussed on social reform. The 'Melbourne Declaration' ministerial level meeting determines the learning areas that are to be taught nationally, largely based on the 'Adelaide Declaration' (MCEETYA 1999) advice and is divided along traditional lines – English, Mathematics, Sciences, Humanities and Social Sciences, Arts, Languages, Health and Physical Education and Information and Communication Technology (MCEETYA 2008, p. 14), as per the previous Statements and Profiles documents (AEC 1994a, 1994b). The goal of Martin (2010) for Outdoor Education to be a separate and distinct subject could not be realised as Outdoor Education must fit within these traditional 'balkanised' subject lines. Outdoor Education, like Health and Home Economics, if to be a component of compulsory Australian curriculum, will need to occur within Health and Physical Education. Gray and Martin (2012) follow up Martin's (2010) article calling those involved in Outdoor Education to act highlighting the 'blind spot' that Health and Physical Education has for Outdoor Education aims and objectives, as well as a similar 'blind spot' for Outdoor Education to the thematic place of 'health and wellbeing' (Gray & Martin 2012). In 2012-2014 ACARA implemented a national curriculum that is intended to determine the content for up to 80% of what is taught in Australian schools (ACARA 2013b).

The development of Outdoor Education in Australia prior to 2013/2014 has been different in each state (Marsden, Hanlon & Burridge 2012; Martin 2008a) and this makes inclusive discussion about

the national curriculum problematic for Outdoor Education representatives. Martin (2010) suggests one factor was a lack of political astuteness of outdoor educators, a lack of organisation of the Outdoor Education profession as well as a lack of professionally and publicly identified distinctiveness. The development and implementation of the national curriculum stimulates an attempt to have a stronger national consensus about Outdoor Education to facilitate a more cohesive argument for Outdoor Education's place in the Australian curriculum (Gray & Martin 2012, Martin 2008a). A number of leaders in Australian Outdoor Education, using the branding and identity of Outdoor Education Australia (a re-forming of the Australian Outdoor Education Council after it had been subsumed within the Outdoor Council of Australia) work tirelessly to make up lost ground of the social positioning of Outdoor Education in the discussion about Australian national curriculum. Despite submissions from prominent Outdoor Education writers with strong Physical Education background none were accepted as part of the writing team headed by Professor Doune McDonald. The first draft of the Health and Physical Education 'Shaping Paper' did not include any reference to Outdoor Education (ACARA 2012a). The Draft Shaping Paper (ACARA 2012a) was open to public consultation and submissions, and through the work of individuals and groups, particularly those associated with Outdoor Education Australia, there was a strong push to harmonise the response to this shaping paper. As a result of submissions to ACARA by 80 organisations and individuals (ACARA 2012c) based on advice released by Outdoor Education Australia (Polley 2013), Outdoor Education is acknowledged in the final version of the Shaping Paper (ACARA 2012b) and consequently significant changes to the final Health and Physical Education curriculum document. The final Health and Physical Education Curriculum document (ACARA 2013, 2014a) now specifically describes the potential (although not compulsory) role and place of Outdoor Education and compulsory outdoor recreation within the curriculum. Following the initial release of, "A Draft Advice for Teaching Outdoor Education in the National Curriculum" (Atken & Polley 2013, 2014) and an Outdoor Education Australia forum held in 2015 regarding how an Outdoor Education program can teach components of Health and Physical Education, Science and Geography, ACARA released the on-line resource 'Curriculum Connections: Outdoor Learning' (ACARA 2017a). This site remains active at the time of writing. Arguably, the exclusion of Outdoor Education from the Australian national curriculum galvanised the Australian Outdoor Education social movement more than any other action so far in Australian Outdoor Education social history. The re-formation of a dedicated national Outdoor Education representative body in Australia (Outdoor Education Australia) was likely strengthened by the need to provide a national cohesive message to the Australian Curriculum and Assessment Reporting Authority. Several tertiary educators were significant in supporting a consistent message for Outdoor Education as academics sought to harness the increased activism of

Outdoor Educators, state-based Outdoor Educators' associations, schools, private and not for profit Outdoor Education service providers and other interested parties in the common goal of ensuring Australia's children experience Outdoor Education in their schooling. The galvanising of Australian Outdoor Education that led to the re-formation of Outdoor Education Australia was also a result of leadership of key figures aided by technological communication advances. These advances enhanced the capability for a less organised body of actors that are part of the Outdoor Education social movement to contribute to social action. Emails, websites and social media were significant in supporting consistent messaging. The increased desire for nationalisation of Australian Outdoor Education provided the motivation for academics to bring together the Australian Tertiary Outdoor Network (ATOEN) that includes every Australian tertiary academic with an interest in Outdoor Education teaching, learning and research to directly communicate with each other. The ATOEN is the forum for the current development of national 'thresholds' in tertiary Outdoor Education leadership (Polley & Thomas 2017; Thomas, et. al. 2019) that seeks to clearly and identify what Australian Outdoor Educators know and can do.

The case study of Outdoor Education in the Australian curriculum highlights both a failure of Outdoor Education to be mandated in the Australian curriculum and success in being recognised despite the challenges. Conversely, the acknowledgement of Outdoor Education as possible within the Australian curriculum (with resources to support this possibility) suggests that, although not universal, Outdoor Education is viewed as a valuable contribution to Australian schooling for the period 1999-2017. The review has considered selected macro or broader sociological influences of the political environment, NAPLAN and curriculum documents that affect all levels of education. The review now considers potential issues associated with the field itself that may impact inclusion in the national curriculum as well as decisions by schools and teachers to include at their site.

The influence of teachers on Outdoor Education in schools

As outlined state and national curriculum documents for the period 1999-2017 have not explicitly required schools to include Outdoor Education, although most support the possibility for Outdoor Education to occur. As a result, some schools chose to ensure Outdoor Education was compulsory at their site while others do not, suggesting curriculum documents are not the only sociological influence on Outdoor Education in Australia. The apparent 'slippage' between curriculum documents and teaching practice is commented on by Penney (in Kirk et al. 2006, p. 568) who suggests that:

> Curriculum construction and change emerges as a politically as well as socially constructed process. It is a process conceptualized in terms of ongoing and often problematic balance between "opportunities and constraints"…

The focus of this literature review now moves from a discussion of the relationship between education agencies, funding, government policy and curriculum to the relationship between *teachers and schools* and Outdoor Education in South Australian schools. That is, attention now moves from broader sociological influences (macro) to sociological influences within schools (micro). This includes a discussion of "opportunities and constraints" (Penney, in Kirk et al. 2006, p. 566) that loosely equate to Giddens' (1984) 'rules' and 'resources' and the level of agency-power that is exerted by teachers and schools to enact social practices, such as the teaching of Outdoor Education.

Penney draws from Underwood (1983, in Penney, in Kirk et al. 2006) who, after investigating curriculum in the UK, suggests seven factors that determine planning of school curriculum for Physical Education that may be helpful when considering the development of Outdoor Education in Australian schools. The seven factors are summarised in Table 2.3 and might all be described as external to teacher's internal motivations.

Table 2.3. Factors that affect school curriculum (Underwood 1983, in Penney, in Kirk et al. 2006, p. 566).

- School climate
- Subject procedures
- Community resources
- School resources
- Societal values
- Democratic atmosphere
- Children's abilities and interests

The factors highlighted above suggest that curriculum is heavily influenced by specific factors operating at each teaching site. Teachers of Outdoor Education, who lack specific guiding curriculum documents for the field, likely consider these factors when planning curriculum. However, they have a great deal of autonomy to develop curriculum-in-practice. Green (1998), when discussing the field of Physical Education curriculum-in-practice observed a 'yawning gap' (Green 1998, p. 128) between curriculum documents, espoused philosophies and teaching practice. He warns about considering a field of practice separate from the practice itself. Green's (1998) warnings are helpful when considering the nature and scope of Outdoor Education in practice for the years 1999-2017.

Green (1998) focusses on the role of teachers and curriculum-in-practice and suggests that teachers make curriculum fit their own beliefs and everyday constraints and that this may not be an outcome of any consensus of thought, deed or philosophy of practice. He suggests that teachers respond to 'everyday realities' but acknowledges that social context still has a role to play. Smith (2012/2019) suggests that teachers vary between didactics (teaching of content) and pedagogic (teaching focussed on the person) approaches, where teachers make decisions about the role of curriculum in their teaching. Smith (2012/2019) calls teachers that focus more on student-focussed learning 'pedagogues' and seek to move beyond the curriculum. Further, Green (1998) suggests that curriculum is subject to recent socio-political educational imperatives affecting all schools and teachers including *educative and academic endeavours* (Green 1998), such as physical and mental wellbeing, and *socio-cultural endeavours* (Green 1998), such as sustainability. Using Green's (1998) framework, potential educative, academic and socio-cultural endeavours are considered in the context of considering possible sociological influence across time and space for the years 1999-2017 on the nature and scope of Outdoor Education South Australia.

Educative endeavours

One emerging *educative endeavour* (Green, 1998) that may be impacting on teachers and schools in South Australia is wellbeing concerns for Australian children, with evidence including documents such as the Learner Wellbeing Framework (Department of Education and Children's Services 2007) developed in South Australia and similar documents in other states. Pryor et al. (2005) suggests that Outdoor Education can assist in the prevention of health and wellbeing issues, as well as having the potential to help those identified as at risk of disengaging with schools and society. The evidence to support a possible relationship between Outdoor Education and health and wellbeing has strengthened in the period 1999-2017. A number of authors, when conducting reviews of literature related to children and education in the outdoors, have linked time outdoors, including Outdoor Education, as an effective tool to engage in wellbeing development (Dickson, Gray & Mann 2008; Dowdell, Gray & Malone 2011; Muñoz 2004; Rickinson et al. 2004; Townsend & Weerasuriya 2010).

Globally, western children now spend less time playing outdoors (Clements 2004) than their parents, to the extent where play time is primarily indoors and increasingly adult supervised (Karsten 2005). In 2012, Australian children were thought to spend an average of 2 ¼ hours on sedentary screen-based activities per day, with just 6 minutes of this for homework (Australian Bureau of Statistics (ABS) 2012a). A more recent analysis suggests that 64% of children aged 12-13 are spending more than the recommended two hours of screen time per day (Yu & Baxter 2016). Only 60% of Australians achieve the recommended minimum of 60 minutes of physical activity per day (ABS

2012b). 28% of 5-8 year-olds and 74% of 15-17 year-olds now have screen-based equipment in their bedrooms (ABS 2012b). The trend in urbanised society to a more indoor based lifestyle has given rise to the term “nature-deficit disorder” originally coined by journalist Richard Louv (2010, 2011) to describe his conclusion about the impact of reduced health and wellbeing of young people who do not get sufficient time in nature.

Rickinson et al. (2004, p. 6) conducts an extensive literature review of the academic empirical evidence published up until the time of publication regarding the association between outdoor learning and health and wellbeing and conclude,

> There is substantial research evidence to suggest that outdoor adventure programs can impact positively on young people’s attitudes, beliefs and self-perceptions – examples of outcomes include independence, confidence, self-esteem, locus of control, self-efficacy, personal effectiveness and coping strategies interpersonal and social skills – such as social effectiveness, communication skills, group cohesion and teamwork.

The possibility of personal development in Outdoor Education in schools is consistent with a literature review of the benefits of outdoor adventure, either in an educational or non-education context conducted by Dickson, Gray and Mann (2008, p. iv). They conclude,

> Benefits were evident in the psycho-social, psychological, physical and spiritual domains, particularly with regards to developing self-efficacy, intellectual flexibility, personal skills, and relationship building.

Further to the qualitative studies outlined above a significant quantitative meta-analysis was conducted by Hattie, Marsh, Neill and Richards (1996) who calculated strong effect sizes from 96 studies (average effect size 0.34) primarily in the area of personal development (e.g. self-concept, self-confidence, locus of control) with larger effect sizes associated with longer programs and older youth. However, a study by Sheard and Golby (2006) involving 52 college students studying outdoor adventure education (OAE) challenges these claims when they found no statistical difference in psychological constructs from studying OAE. They acknowledge that the results may be a result of the testing battery chosen and population studied which may be different to previous quantitative studies.

In addition to potential positive impacts of Outdoor Education to the educative imperative of psychological wellbeing, several of authors posit a relationship between Outdoor Education and physical wellbeing, associated with an increased involvement in physical and outdoor activities (Bunting 1989; Gray 1997; Pennington & Krouscas 1999). However, this idea is contested by other

authors such as Green (2012) and Sallis, Prochaska and Taylor (1999) who suggest the evidence for such a relationship is weak. Importantly, previous studies regarding teachers' focus on learning outcomes highlighted in table 2.2 *Learning outcomes for Outdoor Education* adapted from Lugg and Martin (2001), Martin and Ho (2009), McCrae (1990), Parker (2013), Picknoll (2017), Polley and Pickett (2001) and Zink and Boyes (2006) suggest that this education imperative is not a strong sociological influence on Outdoor Education teachers. The failure to discuss health and wellbeing in literature that seeks to describe the nature and scope of Outdoor Education suggests that prior to and for the period 1999-2017 the field has failed to successfully align itself with the health and wellbeing education endeavour that may well be important to South Australian schools and teachers.

Socio-cultural endeavours

A range of *socio-cultural endeavours* (Green 1998) emerge during the period 1999-2017. In addition to increased time spent indoors, children will most likely inherit increasing environmental pressures including global warming (ABS 2010), species extinction, reduced fish stocks, habitat destruction and unsustainable land practices (ABS 2009/10). Developing environmental concern in consumer societies and strategies to promote sustainability may well be a human survival imperative and is now a cross-curricular priority in the Australian Curriculum (ACARA 2014b). Recently there is more attention to the state of the Australian environment and the urgent imperative to work towards solutions (e.g. Flannery 2017; Lowe 2009, 2017). Direct experiences with nature, based on the life history of environmental activists, are reported to be an important component in engagement with environmental issues (Chawla 1998; Chenery & Beringer 1998; Tanner 1980) and particularly those that supplement these experiences with classroom learning (Polley 2003; Rickinson 2001; Rickinson et. al. 2004). Surveys conducted in 1999 (Polley & Pickett 2003; Lugg & Martin 2001) suggested that this is a low priority for Outdoor Education teachers and principals in South Australia but a slightly higher priority in Victoria. As stated previously, recent convenience sampled surveys of Victorian teachers suggest there may be a trend to greater emphasis on environmental learning and sustainability (Martin 2014; Parker 2013). The present study considers the potential of the socio-cultural endeavour of concern about the natural environment having greater emphasis for teachers in South Australian secondary schools for the year of 2017.

School engagement has been an emerging socio-cultural endeavour with an increasing priority in the years 1999-2017, particularly those students that are at higher risk of leaving school early including males, low achievers, government and rural schools and low socio-economic or non-English speaking backgrounds (Fullarton et al. 2003). Gray and Hackling (2009) suggest that there is a direct

relationship between wellbeing and school retention. Outdoor Education may be more effective and engaging than traditional indoor classroom teaching (Hattie et al. 1996). This may particularly be the case for youth disengaged from school with several programs that utilise the outdoor environment showing promise in re-engaging young people in school (Outdoor Youth Program Research Alliance (OYPRA) 2012). This study considers the potential role of Outdoor Education to engage secondary school students that might otherwise be less engaged or excluded from schooling and school achievement.

Criticisms and tensions in Outdoor Education discourse and practice

Although literature can be found to support the potential for Outdoor Education to provide educative and social benefits there are criticisms and tensions with Outdoor Education itself regarding Outdoor Education curriculum and practice. Neill (2001) argues that Outdoor Education as a field has not been successful in directing its own development in Australia likely as a result of contested perspectives about Outdoor Education. Examples of these contestations and tensions include relationships with other curriculum areas such as Physical Education, the rise of vocational education training (VET) and the focus Outdoor Education programs have on environmental and social justice.

Contestations and criticisms of Outdoor Education in Australia

Several authors suggest Outdoor Education as a field is myopic and needs to look broader than itself (Brookes 2004; Brookes & Stewart 2016; Wattchow & Brown 2011). Brookes & Stewart (2016) analysed citation data and suggested that the body of knowledge is not positioned within a broader base of academic knowledge that is preventing development and acknowledgement beyond the field of Outdoor Education. As suggested by Brookes (2004), Brookes and Stewart (2016), Wattchow and Brown (2011), Lugg (2004) and Zink (2010) much of the literature about Outdoor Education fails to acknowledge the particular social context in which Outdoor Education is occurring with a focus on individual learning. This lack of acknowledgement may be inhibiting deeper critical thinking (Gruenewald 2008; Wattchow & Brown 2011). Several authors advocate greater attention to post-colonial thinking and acknowledgement in Outdoor Education practice (Payne & Wattchow 2008; Stewart 2004; Wattchow & Brown 2011). Several authors are critical of the focus on adventure within Outdoor Education and the link to 'character development' (Brookes 2003a, 2003b, 2003c; Nicol 2002a, 2002b, 2002c; Lugg 2004; Wattchow & Brown 2011). Concerns are raised about the role Outdoor Education plays in promoting social equity issues including gender (Gray, Allen-Craig & Carpenter 2017; Lugg 2003; Mitten et al. 2018; Warren 2018), culturally diverse (Roberts 2016), Indigenous (Brookes 2004; Collins & Anantharaman 2016), older adults (Boyes 2016) and the

disabled (Crosbie 2016). The apparent lack of attention to social justice issues suggests that the 'other' in 'self, others and the environment' may still be selective in the period 1999-2017 with Outdoor Education potentially reinforcing neo-liberal, socially unjust ideologies (Boyes 2012; Brookes 2003a, 2003b, 2003c; Buchanan & Chapman 2011). The literature reviewed here suggests Outdoor Education is subject to contestations about its social and symbolic content as well as its definition, content and academic knowledge base.

Contestations for symbolic capital

At a national and local level, Boyes (2012) argues that Outdoor Education practice (in New Zealand) is a result of contestations for social and symbolic capital, and challenges from internal and external social fields and philosophies. Boyes (2012) identifies 3 key fields and ideologies as being most influential. They are the influence of neo-liberalism (the concept of freedom of trade and minimal government invested into areas such as access and equity initiatives), the struggle between outdoors-as-adventure, outdoors as a source of learning and environmental philosophy development (Boyes, 2012). A more neo-liberal influence might result in curriculum and practices with greater focus on developing skills and knowledge to be more successful in capitalist society; the view of outdoors-as-adventure might have more focus on experiences in natural environments providing challenges to support personal and interpersonal skills, resilience and wellbeing; whilst outdoors as learning and environmental philosophy development might focus more on sensory experience and direct/indirect environmental action. Boyes (2012) views regarding New Zealand Outdoor Education are supported by Lugg (1999, 2004) who describes Outdoor Education in Australia as a western construct, and that at times it continues to propagate expansionist and socially unjust (colonial) British ideals. Further, Payne and Wattchow (2008) suggest that many practices in schools are reflexive as a result of changes in society and technology, rather than providing a more critical approach to foster deeper educational outcomes. Brookes (2004) suggests that much of the curriculum content and textbooks that support Outdoor Education have failed to comprehend key curriculum questions associated with the context in which it is taught. Further to this, Wattchow and Brown (2011) challenge any Outdoor Education that does not pay sufficient attention to the place it is conducted. It is unclear to what level this is occurring as curriculum-in-practice in schools and this study inquires about changes in curriculum or practice in South Australian secondary schools.

Vocational Education and Training (VET)

The contestations between outdoors-as-adventure and outdoors-as-learning highlighted by Boyes (2012) can be found in the work of Martin (1998a, 1998b, 2010) and Gray and Martin (2012) as a

tension is described between outdoor recreation (outdoor activities for the purposes of recreation) and Outdoor Education (outdoor activities for the purpose of education). Martin (1998) uses the example of school outdoor leaders who are trained using Vocational Education Training (VET) ideology being used in place of teachers. Martin (1998) suggests that VET ideology is 'strongly directed to social reproduction' (p. 15). This ideology might be compared with liberal/progressive orientation that focusses more on a preparation for life rather than work, or a socially critical orientation that pays more attention to creating a fairer and more equitable society. Previous studies in Victoria, South Australia, New Zealand, Western Australia and New Zealand (Lugg & Martin 2001; Picknoll 2017; Polley & Pickett 2003; Zink & Boyes 2006) report a greater focus on personal development, suggesting a dominance of the liberal/progressive ideology. Martin (1998) suggests that if Outdoor Education is to contribute to social change, it will need to have a greater emphasis on socially critical ideologies.

During the period 1999-2017 state-based outdoor recreation bodies were provided funds to develop state-based 'Adventure Activity Standards' that are the forerunner to the national 'Australian Adventure Activity Standards' (Polley & Thomas 2017). The state-based Adventure Activity standards benchmark against VET-based National Units of Competence (Polley & Thomas 2017). The increasing reference to Units of Competence related to the National Outdoor Recreation Training Package results in some university trained and qualified outdoor education teachers undertaking, usually expensive, VET-based training and assessment and there is concern about lack of recognition of the knowledge and skills of tertiary trained outdoor educators (Polley & Thomas 2017). Although there are concerns for graduates regarding gaining employment there are also concerns regarding the sociological influence on this push towards VET-based activity leadership (Polley & Thomas 2017). This study explores the sociological influence of the increased VET focus in outdoor leadership on Outdoor Education in South Australian schools.

The "outdoors-as-adventure" (Boyes 2012) perspective is further challenged by other socially critical authors in the post structuralist or post-modern tradition (Boyes 2012; Hill 2008, 2012; Lugg 2004; Lynch 2005; Payne & Wattchow 2008; Wattchow & Brown 2011). For example, Lugg (2004) is critical of the focus on personal development learning outcomes found in the Victorian and South Australian studies. She suggests that adventure education, with its focus on overcoming challenges, may be inappropriate in Outdoor Education arguing that the personal development focus is a barrier to greater transformative practices in the areas of environmental education and the socially critical goals of Outdoor Education. Hattie, et al. (1997) found a weak relationship between adventure

education and environmental concern further supporting the theory that focusing on adventure in Outdoor Education is less likely to impact on more socially critical perspectives.

Health and Physical Education

Studies conducted in 1999 that explore who is teaching Outdoor Education and what is being taught in schools (Lugg & Martin 2001; Polley & Pickett 2003) demonstrate a strong relationship between teaching Outdoor Education and teaching Physical Education. Later, Martin and McCullagh (2012) support a historical relationship between the two fields as Outdoor Education is placed in both state and national curriculum documents within the Health and Physical Education learning area. Several Outdoor Education authors are critical of this exclusive learning area relationship (Lugg 2004; Martin 2010; Martin & McCullagh 2012). Martin and McCullagh (2012, p. 72) summarise their view of the difference in the 'motive of service' for the two educative fields:

> PE (Physical Education) is focussed on physical health and wellbeing through activity. OE (Outdoor Education) is focussed on human to nature relationships, often formed through recreation activity, and the benefits that can ensue for people and the environment.

Outdoor Education and Physical Education are thought to be complementary, but distinct areas of teaching in schools. Martin and McCullagh (2012, p. 73) acknowledge common ground,

> Both studies demand an integration of theory and practice. Both draw on experiential knowledge gained from performance of physical activity.

> And,

> The similarity between PE and OE lies in the teaching of movement knowledge and skills, but the purposes and contexts in which these skills reside is significantly different.

> And,

> Both Physical Education and Outdoor Education are concerned with student learning that is lifelong. For PE, a healthy lifestyle has implications for individual and social wellbeing. For OE, a healthy relationship with nature adds the natural environment to the wellbeing equation

As discussed earlier, ACARA have now released guidelines on how Outdoor Learning can take place within Physical Education, Science, Geography, Humanities and Social Studies (ACARA 2017) addressing some of the concerns expressed by these authors. Interestingly, when investigating textbooks that have guided pre-service teachers in Health and Physical Education in recent times, two textbooks (Tinning, McCuaig & lisaunter 2006 and Kirk, McDonald & O'Sullivan 2006) include a

chapter from Brown (2006) and Brown and Dyson (2006) respectively. They discuss how Outdoor Education, specifically adventure education, can be effectively included within the Health and Physical Education curriculum. Other Physical Education textbooks do not include any description of Outdoor Education (e.g. Meldrum & Peters 2011) suggesting a blind spot by selected Physical Educators to Outdoor Education.

Risk aversion and regulatory compliance

Previous empirical studies identify risk as a barrier for Outdoor Education in schools (Lugg & Martin 2000; Picknoll 2017; Polley & Pickett 2003; Zink & Boyes 2006). From 1960-2011 there are 145 known 'Outdoor Education fatalities' in Australia (Brookes 2011). It is noteworthy that Brookes' includes all outdoor activity related fatalities where school aged children were involved. This includes fatalities of supervising adults, part of a sanctioned or non-sanctioned school activity and non-school or private outdoor recreation activities. Brookes' concludes that most incidents are preventable. Although schools are ranked behind the street, sporting field and home as a site for injury (Australian Institute for Health and Welfare 2008) risk concerns are no doubt present for teachers and schools.

In the 1970s Education Departments provided opportunities for outdoor leadership training for teachers (Pickett & Polley 2001) as well as guidelines for safe practice. In South Australia this resulted in the document 'Guidelines for Camps and Excursions' (DECS 2007). As outlined previously, leadership training in outdoor activities originally supported by Education Departments became the responsibility of universities, TAFEs, not for profit organisations and commercial enterprises. Although some private schools supported the costs of such training, additional costs are likely incurred by the individual teachers and may be a disincentive to undertake further professional development in this field.

In the 1999 survey of South Australian secondary schools (Polley & Pickett 2003) risk concerns and fears of litigation are perceived by teachers to be a barrier to inclusion of Outdoor Education in schools, but ranking well behind other issues such as cost, qualifications, staff, time, resources, timetable and curriculum issues. This finding is consistent with the Lugg and Martin (2001) study in Victoria. However, there during 1999-2017 an increase in focus on such issues with tightening of workplace safety (Safework SA 2012). Although it is currently unlikely that teachers will be held criminally culpable for incidents occurring as a result of school activities (Newnham 2000) the question remains as to what impact the spectre of such action might have on Outdoor Education in schools.

Government versus non-government school and Outdoor Education

Pickett and Polley (2001) suggest that non-government (private) schools, with their reduced reliance on government funding, did not experience the same reduction in Outdoor Education offerings that initially followed withdrawal of government funding for education initiatives post 1975. In Australia, non-government schools maintain a strong position in the educational marketplace, with increasing student numbers (ABS 2012c). As private enterprises, non-government schools increasingly rely on marketing to assist in attracting students (and parents) to maintain their enrolments. A scan of private school web sites that are known to offer Outdoor Education in South Australia found many images of students engaged in adventurous activities to highlight the diversity of curriculum and extra-curricular offerings. The impact of this marketing may well be that Outdoor Education is viewed in the education marketplace as the domain of non-government schools. However, the most recently available surveys (1999) for senior secondary schools in South Australia (Polley & Pickett 2003), Victoria (Lugg & Martin 2001) and Western Australia (Picknoll 2017) report this is not the case for senior secondary school (16-18 year-olds) but may well be the case for middle secondary (13-15 year-olds). As will be expanded up on in the results section, recent Stage 1 and 2 data supplied by SACE (2018) shows an increase in non-government schools undertaking senior Outdoor Education, and a concurrent, although reduced increased magnitude, increase in government schools undertaking this subject. The potential social positioning of Outdoor Education as a private school domain may be a sociological factor that influences both government and non-government schools and teachers to include or not include Outdoor Education within their locale.

Educational background of Outdoor Education staff

Neill (2001) suggests that Outdoor Education teaching roles across Australia are mixed, with some non-government schools having dedicated teachers for Outdoor Education, while government schools solely rely on the goodwill and enthusiasm of 'sufficiently motivated and experienced teachers who decide to create such opportunities' (p. 20). Depending on the school context, those who teach Outdoor Education may hold a specialist Outdoor Education degree, a Bachelor of Education with an outdoor specialisation, a Bachelor of Physical Education with or without an Outdoor Education specialisation, TAFE or other non-university-trained instructor certification, or certification by volunteer organisations (Polley & Pickett 2003; Lugg & Martin 2001; Mann 2003; Parker 2013; Picknoll 2017). Martin and McCullagh (2012) and Parker (2013) suggest that there is a distinct relationship between the leadership/teaching training backgrounds and learning outcomes of students, based on their analysis of the Lugg and Martin (2001) and Polley and Pickett (2003) studies. However, the statistical basis for this analysis by Martin and McCullagh (2012) is contested.

Martin and McCullagh (2012) suggest a much lower proportion of teachers with tertiary training specifically in Outdoor Education in South Australia (either a Bachelor of Outdoor Education or a Graduate Diploma in Outdoor Education (6%), compared with Victoria (24%). Martin and McCullough (2012) appear to discount teachers completing a specialisation in Outdoor Education as part of a Bachelor of Education or other degrees. The actual percentage of respondents to the Polley and Pickett (2003) survey with tertiary training in Outdoor Education is 28.5%, similar to Victoria, although Victoria has many Bachelor degrees that specialise in Outdoor Education. Regardless, Polley and Pickett (2003), Lugg and Martin (2001) and Picknoll (2017) find that the majority of teachers of Outdoor Education in South Australia, Victoria and Western Australia respectively are Physical Education teachers, with around a quarter having an Outdoor Education specific qualification or some Outdoor Education component in their tertiary education. Further, Lugg and Martin (2001) suggest that these teachers are inadequately recognised for the work that they do. Lugg and Martin (2001, p. 48) conclude,

> …that in Victoria at present, Outdoor Education is predominately taught by enthusiastic, underqualified, overworked teachers who are trying to achieve in their own time what other teachers get paid to do in their work hours.

Lugg and Martin (2001) analyse the relationship between teachers reporting completion of tertiary background in Outdoor Education and their ranking of outdoor learning outcomes and suggest a strong relationship between the two variables. Up until this time South Australia does not have a dedicated Outdoor Education tertiary degree and this may have been an explanation for the lower ranking of outdoor learning in the South Australia Polley and Pickett (2003) study. The relationship between teacher training in Outdoor Education and environmental focus is not reported for all studies that explore the nature and scope of Outdoor Education. Table 2.4 Outdoor Education Teacher qualifications/background is presented to allow the reader to position the corrected proportion of Outdoor Education training of convenience or purposively sampled results from previous studies regarding Outdoor Education and Physical Education background.

Table 2.4. Outdoor Education teacher qualifications/background.

	McCrae (1990) Aust	Polley and Pickett (2003) SA 1999	Lugg and Martin (2001) Victoria 1999	Zink and Boyes (2006) New Zealand 2005	Picknoll (2017) WA 2007	Martin and Ho (2009) Singapore 2009	Parker (2013) Victoria 2013
Outdoor Education	Not reported	29 %	28%	Not reported	10%	Not reported	66%
Physical Education		43%	49%		69%		Not reported
Outdoor Rec/Pursuits					26%		

Adapted from McRae (1990), Polley and Pickett (1999), Lugg and Martin (2001), Zink and Boyes (2006), Picknoll (2017), Martin and Ho (2009) and Parker (2013).

As stated previously, each state developed guidelines for the instruction of Outdoor Activities, such as the 'South Australian Camps and Excursions Guidelines for Schools and Preschools' (DECS 2007). These documents recommend only the activity leadership qualifications and experience required to undertake the activities, making no reference to the educational background of those teaching. No published guidelines for Outdoor Education teachers in South Australia could be found, however in Victoria, guidelines regarding the tertiary background of Outdoor Education teachers is more specific (Martin & McCullagh 2012). Outdoor Education Australia (Outdoor Education Australia 2012) provides national guidelines for teachers of Outdoor Education, and recommend teachers have tertiary education qualifications that include Outdoor Education specialist courses within their degree. In 2013 the Australian Tertiary Outdoor Education Network (ATOEN) was formed, that as of July 2020 had 64 members from over 20 Australian institutions. Members from this group have been progressively working towards a coherent national picture of what a graduate from a university program, with a minimum of ¾ of a year of study in Outdoor Education, should be knowledgeable about and capable of teaching (Polley & Thomas 2017; Thomas et al. 2019). The development of thresholds for Outdoor Education practitioners / outdoor educators reflects imperatives from industry and certifying education bodies such as the Tertiary Education Qualifications Standards Authority (TEQSA) to ensure that graduate roles are defined, minimum capabilities of graduate are achieved and that these capabilities are accepted on a national scale.

Justification for the proposed research

The literature review suggested that there are a range of macro and micro sociological factors that appear to make implementation of Outdoor Education in schools in the years 1999-2017 highly

problematic, with little incentive for schools to offer Outdoor Education and for teachers to teach it. Challenges for schools to include Outdoor Education within their curriculum include government decisions that affect school funding, national testing of numeracy and literacy, state and national curriculum documents that do not require schools to include Outdoor Education, internal criticisms of the field and differences in ideologies, a failure to adequately address rising concerns about health and wellbeing and the environment, contestations for symbolic capital with Physical Education, the rise of Vocational and Education training requirements for some outdoor leaders, concerns about risk and litigation and finally demanding teaching conditions that may be a disincentive for teachers to teach the area. The review revealed significant barriers experienced by teachers, principals and schools to offer Outdoor Education at their site, including costs, staffing, time, resources, timetabling, administrative support, training and curriculum issues. Despite these challenges, the field has been sustained in South Australian schools and in 1999, outdoor learning of some description was thought to be present in approximately 85% of secondary schools responding to a survey (Polley & Pickett 2003). Since 1999, students, teachers, schools and the broader sociological environment have changed in the years 1999-2017 with the likelihood of secondary students experiencing reduced fitness, increased screen-time, greater contention with a world of increasing environmental pressures, increased incidence of mental health issues and sustained equity issues due to colonial and neo-liberal approaches to education and governance. Schools have experienced a shifting funding base, with increased federal government support to complement existing state government support to non-government schools.

Prior to the research commencing, no recent literature reported on the current status of Outdoor Education in schools and changes for Outdoor Education in South Australia since 1999, although it is known that Stage 1 and 2 Outdoor Education experienced significant growth for the period 1999-2017. The review highlighted the need to investigate whether the growth trend in SACE Outdoor Education is reflected in other Outdoor Education offerings and outdoor learning in South Australian Secondary schools. Obtaining empirical data will determine the current scope of Outdoor Education in South Australia and will provide insight regarding the temporal trend for the period 1999-2017. An empirical study on the decline, maintenance or growth of Outdoor Education in South Australia provides the basis to ask questions regarding how and why Outdoor Education exists in South Australian schools including the role of macro and micro sociological factors affecting schools and teachers. The review suggests that due to the lack of compulsory Outdoor Education both state curriculum documents prior to 2013 and national curriculum documents following this time, curriculum has not been a major driver, if at all. It follows that other factors other than curriculum might be investigated as influencing Outdoor Education in South Australian schools. The review

suggests that macro and micro sociological factors including educative and socio-cultural endeavours influence the decision by schools to include Outdoor Education and for teachers to teach it.

The review found around two thirds of those undertaking Outdoor Education in South Australia and Victoria had a Physical Education background. Teachers with an Outdoor Education background were proportionally less, with around one third of respondent teachers in a previous 1999 study (Polley & Pickett 2003) having completed studies in Outdoor Education. The review in this chapter therefore highlights the need to focus any study of Outdoor Education in South Australian schools on teachers. The review highlights significant gaps in our professional knowledge about the nature and scope of Outdoor Education in secondary education in South Australia including what is being taught, what programs are being offered, what objectives are being emphasised and what are the issues and problems faced by Outdoor Education teachers since 1999. Gaps also exist in our knowledge of the relationship between social fields, schools and provision of Outdoor Education in South Australian and Australian schools. These gaps form the basis of this study that seeks to inquire about the nature and scope of Outdoor Education for the years 1999-2017. Such an inquiry seeks to contribute to a deeper understanding of the social history factors that have contributed to the shaping, decline and/or developing of Outdoor Education in one Australian state. The study provides knowledge for schools, teachers, administrators and academics who seek to increase their capability to enhance the social positioning of Outdoor Education at their site or as part of a broader collective.

Chapter Three

Methodology and Methods

The methodology and methods chapter describes the research methods used for this two-phase mixed-methods social research study that investigates the nature and scope of Outdoor Education in South Australia. Using the framework of Crotty (1998), the four key elements of the research process are described, including an outline of epistemological and ontological assumptions and the use of the theoretical lens of Anthony Giddens' (1984) structuration theory to determine research design and methodology. Ethical issues are discussed prior to describing the data gathering and analysis process.

The aim of this study was to investigate the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools. The three objectives of the study were to: 1. Describe the nature and scope of Outdoor Education in South Australian Secondary schools; 2. Explain the role and place of Outdoor Education in South Australian Secondary Schools; and 3. Explain the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools. The central research question that addressed this aim and the three objectives is, 'What is the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools?'

Social research process

Patton (2002) advocated social research ask six core questions to demonstrate adequate investigation of an identified social issue. The six core questions guide all aspects of the research and are central to consideration of the research methodology. These include:

- What do we believe about the nature of reality? that asks the researcher to clarify the ontological stance take in the research;
- How do we know what we know?' that asks the researcher to outline the epistemological assumptions of the research;
- How should we study the world? that asks researcher to justify and clarify the research methods they choose to conduct the research;
- What is worth knowing? that considers the justification of the research;
- What questions should we ask? that asks the researcher to consider the importance of their questions in relation to the area of inquiry; and
- How do we personally engage with the inquiry? that asks questions about the role of the researcher's experience, values, beliefs and political purpose.

Patton's (2002) social research questions enable an elaboration upon Crotty's (1998) research design consideration of four elements in the social research process, with each element informing one another. These four elements are theoretical perspective (*ontology* and philosophical stance), *epistemology* (knowledge theory), *methodology* (strategy, plan, process and design) and *methods* are to be used to gather and analyse the data. Crotty outlines the relationship in diagrammatic form that guides the discussion of the development (Figure 3.1).

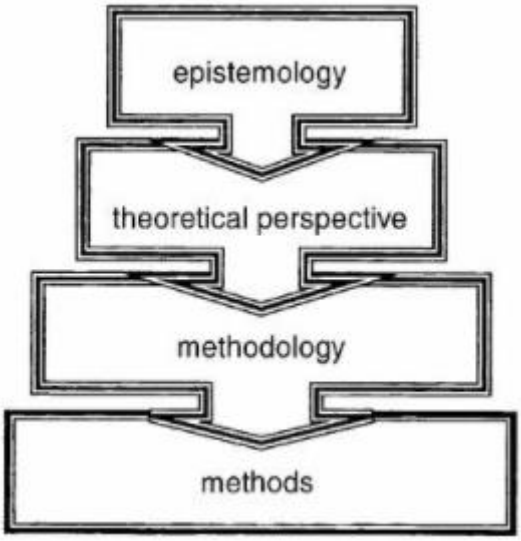


Figure 3.1. Four elements of the research process, in Crotty (1998, p. 4).

Using the framework of Crotty (1998) we can summarise the four elements as social constructionist epistemology using the theoretical perspective of Giddens' (1984) structuration theory using a two-phase mixed methods design to obtain both quantitative and qualitative survey and interview data. This relationship is expressed adapting Crotty's (1998) diagram to outline the four elements for the present study (Figure 3.2).

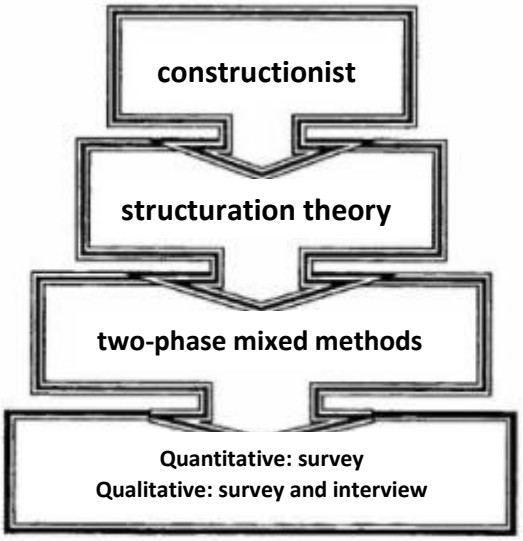


Figure 3.2. Four elements of the research process investigating the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools.

Epistemology and ontology

The aim, objectives and research questions of this study are concerned with Outdoor Education practices, beliefs and values, and ultimately meanings constructed by teachers in schools. This positions the research as inductive social research that might best be conducted within a social constructionist framework (Crotty 1998; Guba & Lincoln 1989; Bryman 2008). Social constructionist epistemology acknowledges ontological relativity and acknowledges the role of a cultural worldview and the impact this has on how we know what we know (Patton 2002). Social constructionism rejects objectivism – the view that meaning and reality are set apart from human consciousness (Crotty 1998). A social constructionist view focuses on how meaning is constructed by actors in their social setting (Burr 2015). The practical implications for this approach in this research are the focus on how teachers that participate in this study collectively make meaning of and socially construct the nature and scope of Outdoor Education in South Australia.

Giddens' structuration theory (Giddens 1984) was the theoretical framework that was used to guide this study as it is suitable for social research questions. Giddens' (1984) theory centres on the understanding of social action as a duality and the need for researchers to examine the role of actor (such as Outdoor Education teachers) and structures (such as school curriculum and the frameworks and policy that inform the design of school curriculum) concurrently.

Empirical data regarding Outdoor Education in South Australia provided an initial basis for further explanation with the study adopting a more confirmatory and explanatory mixed methods approach

(Creswell 2005), which will be explained in more detail later in this chapter. Empirical data was used to help guide the gathering of teacher's views on the nature and scope of Outdoor Education in South Australia. The role of empirical data in this study was to a) illuminate the research question; b) provide comparative data with previous and other studies; c) provide data for further investigation based on the structuration theory of Giddens (1984). That is, the central purpose of empirical data in this study is to help describe Outdoor Education in South Australia to aid in later social analysis.

Theoretical framework - Giddens' structuration theory

Anthony Giddens (1984) wrote 'The Constitution of Society' to provide an alternative way of viewing sociological influences on individual, social and institutional practices to those that had preceded his volume. His structuration theory arose from a desire to resolve the tension between traditional dualistic analyses of social contexts through either ethnomethodological or functional approaches and to consider both as mutually dependent (Giddens 1984). He drew upon his own previous writings and sociological theorists such as Pierre Bourdieu's (1977) theories of social fields including concepts of habitus (the subjective lived and embodied world of actors), disposition (practical reasoning), doxa (unconscious values and beliefs and values) to consider the roles and relationship between actors as agents (individuals or groups taking part in the social context) and the structures that support social functioning (Giddens 1984). Giddens' (1984) theory considered the potential for actors to take actions within a social environment that can effect structural change.

Giddens' (1984) theory was not intended to be used as a framework for research, but rather as a way of sensitising social science researchers to potential relationships between actors, agency and structure that they may otherwise have been blinded to (Layder 2006). He advocated strategic conduct analysis that inquired about agents' *knowledgeability, motivation* and the *dialectic of control.* Stones (1991) noted a shift within Giddens' (1984) ideas from previous social research to strategic context analysis and a move away from the focussing just on the agent or on just the structure and more towards 'the social nexus of interdependencies, rights and obligations, and asymmetries of power' (Stones 1991, p. 676). Giddens (1984) acknowledged that researchers may need to engage in methodological bracketing where the focus is balanced more towards agency or structure to enable practical analysis. Bryant (1992) is critical of Giddens (1979, 1984) and this lack of attention to a clear epistemological framework. However, this flexibility allowed the researcher to consider the social problem at hand and then decide which research method best fits the issue being investigated.

Giddens' (1984) theory is a bridge between constructivist and social constructionist theory, where the focus is either on the subjective reality of the individual or on the reality of a selected collective (Bryant 1992). Key concepts that allow us to analyse the relationship between structure including macro (broader social environment such as state) and micro (immediate social environment such as schools) environment, actors (such as teachers) and agency (power to influence change) are duality, practice, rules and resources and cultural context that develops over time. The application of this ontological stance to this study is that although the research primarily uses social constructionist epistemology, constructivism is not rejected entirely, acknowledging that Outdoor Education is interpreted by individuals in many ways in many settings.

Duality

Giddens (1984) views social contexts as dynamic and possessing a duality. That is, individuals are both influenced by and influence social structures, with changing levels of impact of both on actions. That is, when considering the nature and scope of Outdoor Education in South Australian schools the study considers Outdoor Education as a social phenomenon, influenced and shaped by general society, schools, teachers and students.

Practice

Giddens' (1984) theory for social analysis places 'practice' as the central idea along with the recursive nature of social actions. Such social actions occur in a 'durée' (Giddens 1984) with power and influence (agency) from agents (Outdoor Education teachers) and institutions (schools) a duality, with agents capable of making decisions and institutions able to influence decisions. Agents possess intentionality, with an overall plan that is simultaneously reflexive or unconscious and conscious or discursive. Consequences from such actions are both intended and unintended.

Rules and Resources

As humans (Outdoor Education teachers) make decisions, they both contribute to production and reproduction of the social environment (school) and structure (curriculum) through the use of 'rules' (such as curriculum frameworks) and 'resources' (Giddens 1984). 'Rules' are both explicit and implied sanctions and meanings in the social context, and 'resources' are both human and physical (Giddens 1984). Giddens (1984) suggests agents transform structures by evaluating the success of their own and others' actions however acknowledges 'capability constraints' that agents must contend with, such as location, support from others or policies (Giddens 1984). These structures can enable or constrain the ability of agents to influence social actions within the sociological context.

Cultural context that develops over time

Giddens (1984) theory argues both agency and structure exist within a broader cultural context that has developed over time and space and exists in the conscious and unconscious memories of participants of that culture. This cultural context has an influence on actors and structures and impacts on the level of agency that structures (curriculum) and agents (Outdoor Education teachers) are able to wield and yield to. Agency, or the ability of individuals to influence structures and other actors, is a measure of power and shifts within this durée.

Burridge et. al., (2010) provide a useful schematic in Figure 3.3. to illustrate the dynamics and duality of social actions in social contexts using Giddens' (1984) theory. Figure 3.3 shows how Outdoor Education teachers use practical, unconscious and discursive knowledge to construct and re-construct Outdoor Education in their schools. They respond reflexively to their experience of Outdoor Education, the micro sociological environment that is the school and broader macro sociological world that has developed over time and space, to take actions. These actions have intended and unintended consequences that in turn impacts on their practical, unconscious and discursive knowledge to amend their teaching. Teachers of Outdoor Education are bound by rules and resources of their school and social environment and also exert agency and power to impact on their school. The level of agency and power Outdoor Education teachers have is affected by the social practices, rules and resources of schools who are in turn impacted by the broader cultural context that has developed over time. In short, teachers are both impacted by their teaching of Outdoor Education on their students, schools and their broader social environmental but also reciprocatively impactful.

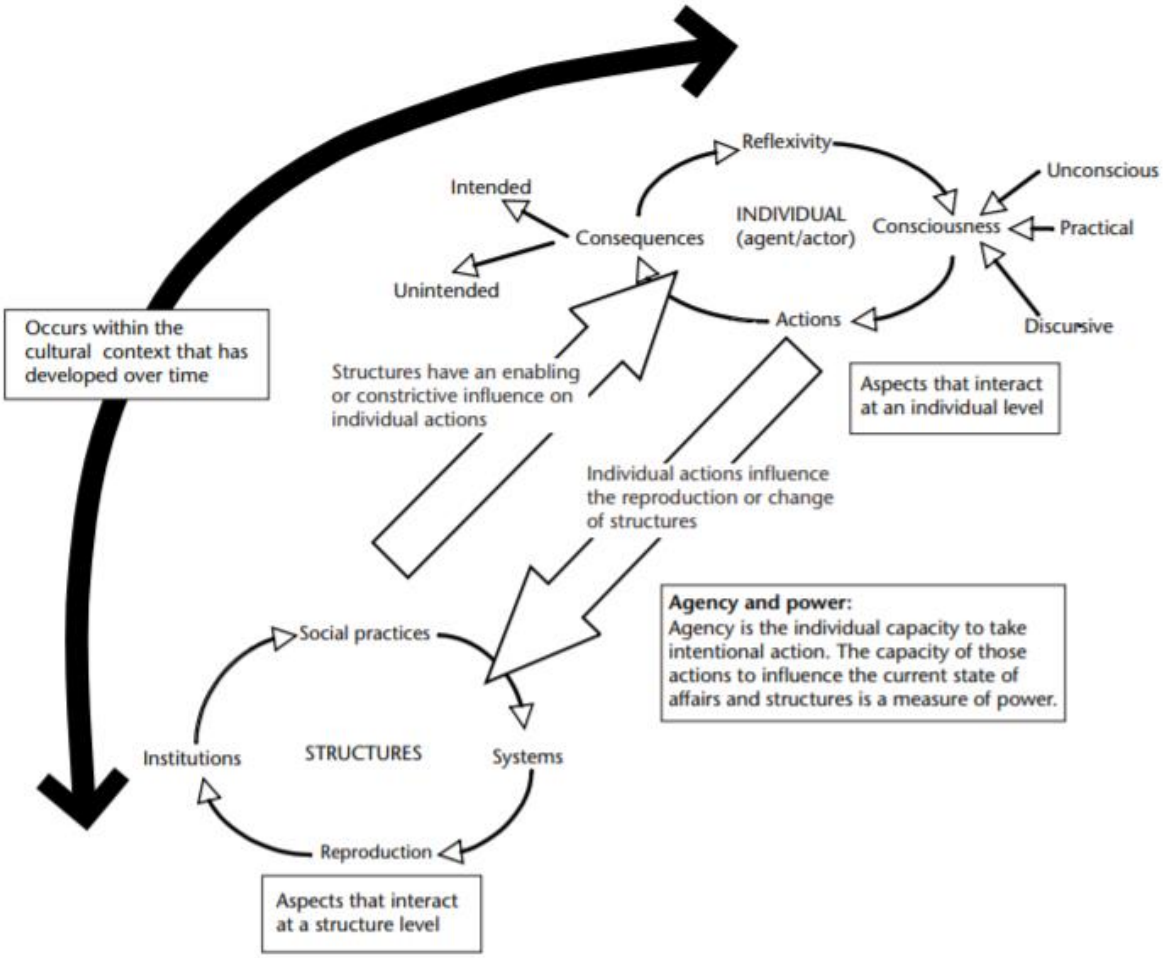


Figure 3. **The dynamics and duality of structuration.**

Figure 3.3. The dynamics and duality of structuration (Burridge et. al., 2010).

Giddens' (1984) tasks of social research

Giddens (1984) describes the four 'generic tasks of social research informed by structuration theory' (p. 327) that are complementary to one another. A brief summary of the tasks of this particular social research is provided below each heading:

(1) Hermeneutic Elucidation of Frames of Meaning

This study seeks to know what Outdoor Education practice is occurring in schools, how it is interpreted by teachers, and what *meaning* is constructed about Outdoor Education by teachers.

(2) Investigation of Context and Form of Practical Consciousness (the Unconscious)

This study seeks to understand what teachers *say and do* at a conscious and unconscious level to enable the practice of Outdoor Education in schools.

(3) Identification of Bounds of Knowledgeability

The study seeks to know what teachers *know* about the relationship between schools and teachers to enable the practice of Outdoor Education.

(4) Specification of Institutional Orders

This study seeks to know the *conditions of social integration* (micro and macro) that enable or constrain Outdoor Education in schools.

Acknowledging motivations and bias

Patton (2002) recommends a cognitive and emotional stance of 'empathetic neutrality' (p. 50) where the researcher seeks to get a balance between being too involved and being too distant. Patton advises qualitative researchers 'carefully reflect on, deal with and report sources of bias and error' (p. 51). Further, Giddens (1984, p. 328) suggests that:

> All social research presumes a hermeneutic moment, but the presumption may remain latent where the research draws upon mutual knowledge that is unexplicated (sic) because the researcher and research inhabit a common cultural *milieu* (author's italics).

As someone deeply embedded in the field of research to be studied (explained in Chapter One), the challenge to achieve 'empathetic neutrality' (Patton 2002, p. 50) and to 'explicate' (Giddens 1984, p. 328) new theories is acknowledged. Research is a social act, and as such Giddens' (1984) structuration theory suggests the researcher acknowledge the 'practical consciousness' exhibited by the investigator that utilises conscious (discursive) and unconscious social acts that have both intended and unintended consequences (Giddens 1984). That is, understanding that the researcher's stated purposes and unconscious motivations are both at play in all aspects of the study. Particularly evident in the qualitative components of this mixed methods study, the researcher is therefore an instrument of the research (Patton 2002). It is therefore relevant to expand further from a previous outline in Chapter One of my position within the field of Outdoor Education in South Australia for the period of study 1999-2017.

I have been a lecturer at University of South Australia (UniSA) in Outdoor Education since 1996; have been a member of the Outdoor Educators' Association of South Australia (OEASA) since 1990; have held qualifications, assessor roles and board positions with Bushwalking Leadership, Paddle SA and South Australian Rockclimbing Education Association (SAREA); have been chair of SAREA, OEASA and assessment coordinator for SAREA and Paddle SA; was co-writer for the 1999-2019 SACE Stage 1 and 2 Outdoor Education; co-authored 2 texts in Outdoor Education to support South Australian Outdoor Education students; meet regularly with Outdoor Education teachers through OEASA and as part of my role as lecturer at UniSA; formed the Australian Tertiary Outdoor Education Network in 2013; Author of several journal articles; convened two National Outdoor Education Conferences (2003 and 2014) and have been a contributor to Outdoor Education Australia. For the period of 1999-2017 approximately 500 students that I have taught have graduated from UniSA with an outdoor leadership specialisation, with at least 2000 other students undertaking one or more courses in outdoor leadership, and at least 3000 additional students undertaking outdoor experiences under the researcher's direction. Recently I have led the development, and approval of, a Bachelor of Outdoor and Environmental Leadership degree at University of South Australia that commenced in 2021. To summarise, as a researcher, teacher and practitioner, I am deeply embedded within the field of Outdoor Education in South Australia and have contributed to the development, and tribulations, associated with the field of Outdoor Education in South Australia, and to a lesser extent Australia, between 1999-2017. The conscious recursive motivation of the research is to reproduce and develop the social activity that is teaching Outdoor Education to feel that a life has amounted to something by way of contribution to the greater good. The unconscious motivation may well be to maintain a position in this social field by continuing to reproduce it. However, as researcher I need to be vigilant that my potential for bias does not influence my analysis and 'meaning making' as I am not an impartial observer of the field.

Methodology and research methods

As stated, the research is positioned as social research. Specifically, this social research utilises an amended two-phase mixed methods investigation (Cresswell 2005). The amended two-phase mixed methods approach is described as confirmatory and elucidating research, meaning research that seeks to confirm and explain quantitative results (Patton 2002). Bryman (2008) describes this approach as enhancement, by this meaning that the qualitative investigation of quantitative data provides an enhanced picture of the phenomena being investigated. Bryman (2008) cautions against reporting mixed methods research as two separate studies and emphasised the importance of integration of the methods towards investigating a single phenomenon. The first phase of this

research is a survey of Health, Outdoor and Physical Education teachers in South Australian secondary schools, as well as investigating available data related to Outdoor Education in schools. The choice of method reflects the need to obtain empirical data to allow investigation of temporal trends for the period 1999-2017. It should be noted that some qualitative data was obtained in the survey where open ended questions were provided to allow participants to illuminate their answers. To facilitate temporal trend analysis, similar questions to the 1999 Polley and Pickett (2003) study were used. The second phase involved a qualitative investigation of teachers' views of the empirical data and the nature and scope of Outdoor Education in South Australia. Using the data generated by these two arms of the study Giddens' (1984) structuration theory was used as a framework to develop theories about the relationship between actors (teachers) and structures (schools) in the sociological environment of South Australia.

Development of Research Questions

The research question and objectives provided earlier in the chapter help frame this discussion of the development of research questions. They were arrived at following discussion with supervisors about investigations that were more likely to provide impact for the field of Outdoor Education within South Australian and Australian schools. After developing the initial research questions, they were further refined following a literature review.

The refined questions were then used as a basis upon which a decision on the most appropriate research methodology could be formulated. Further refinements to the research question were made following presentation of the initial narrative literature review (Polley & Pill 2015) and presentation of the research proposal to an internal and external panel where final approval to continue the research process was provided.

Ethical issues

The principles outlined in the National Statement on Ethical Conduct in Research (NHMRC 2007, 2018) were used to guide ethical practices throughout each stage of the research. The researcher has received training via a 'Research Ethics' workshop in June 2012 and again in June 2019.

This study was assessed to be under the category of 'negligible risk' (NHMRC 2018, p. 15) as there is no foreseeable risk of harm or discomfort other than inconvenience to principals and teachers when they respond to the survey. Outdoor Education teachers involved in the focus groups were provided with free professional development as a benefit for taking time to be involved in the research. As Outdoor Education teachers were the primary focus, consent was obtained from each school's principal prior to approaching the teacher. No consent was required from children or other

vulnerable groups as they were not directly involved in the research. It is acknowledged that seeking cultural advice about survey questions prior to sending out the survey to schools would have been ideal. No identifiable data from participants' involvement in the research is reported. It should be noted that some publicly available identifiable data is reported.

Ethical approval to conduct the research was obtained from Flinders University Social and Behavioural Ethics Committee (SBREC) (Ethics no. 7337), the Department for Children, Education and Child Development (DECD) (DECD CS/16/00079-1.5, dated 27th September 2016 – now Department for Education), the Adelaide Diocese of the Catholic Education Office (letter dated 20th September 2016) and the Port Pirie Diocese of the Catholic Education Office (letter dated 16th August, 2016). The Independent Schools Association of South Australia (IASASA) was contacted to confirm that Independent Schools did not have a central ethical approval process, but that individual principals determined whether the research could proceed in their school.

In 2018, an application was made to the South Australian Certificate of Education (SACE) Board to obtain SACE data for Outdoor Education and Physical Education for the years 1999-2017, with approval obtained (SACE Board email, June 22, appendix 7). Conditions were that no individual school or student identifiable data be released.

Methodological ethical constraints

Ethical issues placed several constraints on the study. A condition of the ethics approval from the Catholic Education Office of Adelaide and Port Pirie (appendix 5 and 6) was that there could be no comparison between sectors. A condition of approval from the Department of Education and Child Development (now Department for Education) was that results were not 'disaggregated and published for government versus non-government sites' (DECD, Ethics approval CS/16/00069.5- 1.5, appendix 4). These conditions were interpreted to mean that disaggregated results could be reported where the intent was not to provide critical commentary of any of the sectors. For example, growth in Stage 1 and 2 Outdoor Education was reported to focus group participants comparing government to non-government in city vs country. This data was not obtained via schools but was obtained from SACE, but in the spirit of the ethics request the focus is on achievements and growth rather than comparative deficiencies.

It was advised by the Department of Education and Child Development (DECD), the Catholic Education Offices (CEO) of Port Pirie and Adelaide, and by the Association of Independent Schools of South Australia (AISSA) that permission was required from the principal prior to contacting the Health, Outdoor and Physical Education (HOPE) Coordinator to take part in the survey. The choice of

survey respondent name was intended to be inclusive of the most likely co-ordinators of any outdoor learning in the school based on previous studies (Lugg & Martin 1999; Polley & Pickett 2003). Ethically, due to the demands on teachers' time and the lack of direct benefit to teachers, the advice of the supervisors was to ensure that the on-line questionnaire took a maximum of 10 minutes to complete.

The focus groups were held prior to, or following, professional development events that were organised to ensure that the principle of being beneficent (NHMRC 2007, 2018) was maintained and that some direct benefit for making time to be part of the research was achieved. The focus group questions were designed to ensure that a maximum of one hour of participants' time was taken up with their involvement. The rationale for the time limitation was that teachers are busy people with workload identified as an important factor in teacher stress (Montgomery & Rupp 2005).

To ensure compliance with ethical guidelines (NHMRC 2007, 2018), all data collected was secured via password-encrypted access on Flinders University of South Australia (FUSA) server. All data collected and not reported in the thesis will be deleted after 7 years in 2024. Note that summary results, writing and references were dual stored on both Flinders University and University of South Australia servers.

An overlay of ethical considerations during candidature was the researcher's position as a PhD student at a South Australian University (Flinders University) while being employed in a leadership and teaching role at another South Australian University (University of South Australia). This resulted in, at times, accessing information about another University other than the researcher's employment, being contacted by schools in situations that would provide benefit to the researcher's study host (Flinders University) potentially at the expense of the researcher's (University of South Australia) employer. Another overlay was the researcher's role within the state Outdoor Education teachers' body, the Outdoor Educator's Association of South Australia; the Outdoor Education national body Outdoor Education Australia; and as founder and Chair, and later deputy Chair, of the national body the Australian Tertiary Outdoor Education Network.

Self-imposed ethical guidelines included:

1. Using the personal address or email as a guideline as to the role that the addressee was contacting. For example, if an email was addressed to the researcher's Flinders University email then all correspondence was restricted to this role. Any correspondence of a potentially conflicting nature was shared with my Associate Supervisor, A/Prof Shane Pill. In 2016 Flinders University appointed a former student of the researcher to a Lecturer role at

Flinders University that later developed a degree with an Outdoor Education specialisation. From 2017 any communication that might have potential benefit or impact on Flinders University or their students was circulated to this lecturer (name available on request).

2. All correspondence relating to the research included the Flinders University logo.

3. At professional development activities that involved data collection the researcher's multiple roles as a Flinders University researcher, Outdoor Educators Association of South Australia (OEASA) committee member, Outdoor Education Australia state representative, Australian Tertiary Outdoor Education Network Deputy Chair and University of South Australia Outdoor Education lecturer was clearly explained to participants.

Consent

Informed consent was obtained prior to collection of data through provision of an information sheet and acknowledgement statement prior to seeking a response, including on-line surveys and focus group interviews. For the survey phase of the study this information was supplied in the initial approach email. Informed consent was implied for on-line surveys through voluntary participation in the survey. For the focus groups this information was supplied in hard copy and provided to participants prior to interviews commencing. Copies of the signed consents have been scanned with hard copies destroyed. Scanned copies stored on Flinders University password-encrypted server and will be destroyed seven years following collection.

Flow of the Study

The data-gathering phase of this study can be summarised as per below.

1. Pre (primarily quantitative) survey pilot study: six teachers completed a pilot study and then participated in a follow-up focus group to discuss changes;

2. Phase One: Primarily quantitative research (with some qualitative data collected) and preliminary analysis of quantitative data - State-wide survey to Outdoor Education teachers in South Australian secondary schools. Supplemented by analysis of SACE Stage 1 and 2 Outdoor Education data and other documents;

3. Phase Two: Qualitative research and elucidating analysis – State-wide focus groups of Outdoor Education teachers in South Australian secondary schools.

Further data was gathered from publicly available documents, organisational sources and personal communication with providers to supplement the survey and SACE data during the result reporting phase.

Pre state-wide survey – pilot study

A survey was chosen for the first phase of the study to focus on learning about a population – Outdoor Education teachers in schools. As Cresswell (2005) suggests, surveys are useful for describing trends, beliefs and attitudes and are useful for evaluation. They can help describe relationships among variables and/or compare groups (Creswell 2005). Survey methods can provide researchers with data from a greater number of sources to a limited number of questions (Patton 2002). Data can be presented in a more succinct way that can provide broad and generalisable findings. The survey study reported in this research provides a useful first step when investigating the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools. The survey was a voluntary questionnaire for Health, Outdoor and Physical Education Coordinators in schools that taught secondary school students.

The survey design used for this study is cross-sectional, describing a single time point in relation to Outdoor Education in South Australia – the year 2017. The instrument uses a range of closed, Likert scale and open-ended text box questions regarding Outdoor Education in the year of the survey. The survey results obtained in this study are also compared with previous cross-sectional surveys in South Australia (Polley & Pickett 2003), Victoria (Lugg & Martin 2001; Parker 2013), and Western Australia (Picknoll 2017). A pilot survey with six volunteers was conducted prior to the main survey of 261 South Australian secondary schools. A copy of the survey is provided as Appendix 9.

Phase One: State-wide survey and other empirical data

Survey instrument development

A survey based on previous state (Lugg & Martin 2001; Parker 2013; Polley & Pickett 2003) and national (Ho 2016; Zink & Boyes 2006) questionnaires published prior to 2017 of the nature and scope of Outdoor Education in their respective jurisdictions was developed. The pilot study was undertaken with the proposed on-line survey with six volunteers including four Outdoor Education teachers, one university staff member and one retired principal who provided feedback on the initial survey. The survey instrument was administered using 'SurveyMonkey' ® survey tool. Participants were asked to provide email feedback and were invited to a focus group to further discuss the survey instrument. Pilot survey respondents were purposively sampled via the researcher's professional networks. Pilot study participants were chosen to provide critical feedback but were not

current Health, Outdoor and Physical Education (HOPE) Coordinators and therefore would not be participating in the resultant survey. Out of the six pilot survey respondents, four participants were able to attend a follow-up focus group (three teachers and one retired school principal). The other two respondents provided valuable feedback electronically. This feedback was applied where practical and modifications to the final survey were made before distribution, as per the recommendations by Creswell (2005). These changes were primarily amending scales, minor wording and response functions to make the survey easier, simpler and more efficient to complete.

The pilot and final survey consisted of closed, Likert scale and open-ended text box questions. The questions addressed:

1. The school site name. In keeping with ethical considerations this was not published and was for administrative and categorisation purposes only;
2. The role of the respondent in the school;
3. The respondent's main (learning) area of expertise;
4. Any other areas of teaching expertise;
5. Gender;
6. Length of time teaching;
7. School category;
8. Whether outdoor learning takes place in the school;
9. If so, where outdoor learning takes place in the school;
10. The outdoor activities offered within the school;
11. Importance placed on different educational outcomes by the teacher;
12. Importance placed on different educational outcomes by the school;
13. Other comments.

Likert scale questions were mostly used to obtain quantitative data with open-ended text boxes to allow participants to provide qualitative perspectives. Importantly, no questions contained any sensitive questions (Creswell 2005). The only question that may have impacted on anonymity was where participants were asked to provide their school name to enable the researcher to keep track of responses. These school names are not reported. The focus on question construction was on clarity and avoiding ambiguity. Creswell (2005) warns of some of the pitfalls of question construction as being unclear, having multiple questions in one, being wordy, including jargon, overlapping

responses, unbalanced response options, mismatches between questions and answers, overly technical language and lack of application to respondents. Questions were kept as simple as possible to enable completion within a 10-minute time frame. Survey Monkey ® provided a 'typical time spent' analysis of 10 minutes and 47 seconds for completion of this pilot study questionnaire and this was considered within bounds of the range that had been set to minimise the impact on participants and maximise participation and compliance. A copy of the final survey can be found in appendix 9.

Participation /sample for survey research

The participation / sample group that was sought for this research was teachers of Outdoor Education where it existed in the school, or Health and Physical Education teachers, where Outdoor Education was not offered. The representative sought from each South Australian secondary school was the person identified as the 'Health, Outdoor and Physical Education Coordinator' (HOPE). This method of non-probability purposeful sampling (Creswell 2005; Bryman 2008) has been used as the HOPE Coordinator was thought to be the most likely to be 'information rich' (Patton 2002). Based on the review of historical literature that highlighted a historical and contemporary association with Health and Physical Education, the HOPE Coordinator title was the most likely to capture teachers that had knowledge of Outdoor Education at their school. It was known that the title 'Health, Outdoor and Physical Education Coordinator' would not be all-inclusive of teachers of Outdoor Education in South Australian Schools, particularly those that are associated with different learning areas or were not coordinators. During the follow-up to non-respondents, it was highlighted to the school contact that other teachers could complete the survey. The Health, Outdoor and Physical Education title likely did impact on some respondents revealed by discussions with teachers at professional development, meetings and social events as well as other limiting factors that will be discussed in the results section.

In 2013, when the initial research proposal was generated, the Australian Bureau of Statistics (ABS) (2013) reported that there were 85 secondary and 148 combined schools in South Australia. This gave a total of 233 with government schools – secondary n = 66, combined n = 75 (or 141 government schools); Catholic - secondary n = 11, combined n = 23; independent – secondary n = 8, combined n = 50 (or 92 on-government schools) (ABS 2013). Further investigation using other data sources suggest that this figure was not accurate, with 261 schools offering secondary school education in South Australia after checking and correlating Department of Education and Child Development (DECD) (2016, 2017) and later the Department for Education (DfE) (2019) records.

Due to the busy nature of schools, it was hoped to achieve a response rate of 40%, significantly lower that than the Pickett and Polley (2003) reported response rate of 67%. (Note: reviewing the original report (Pickett 1999) the actual response rate was 58%). Response rates for other previous empirical studies were stated or estimated as between 14% and 30% (see table 2.1 for comparative response rates). The actual response rate for this study was 59.5% (yes or no) from school principals. The rate of return of questionnaires was therefore 37.2% of schools with 69.8% of teachers that were given the approval to take part doing so. Further discussion on response rates appears later in this chapter. No funding was used to support data gathering nor were direct rewards provided. It was hoped that respondents would engage as it was a 'problem of interest' (Creswell 2005). Area schools (schooling from pre-school to senior secondary school) and secondary special schools were included in the survey, although asked to respond to the questions in relation to secondary students only.

Final survey administration procedure

For the final survey, a modified 'three-phase administration procedure' (Creswell 2005) was used as an initial framework for data collection. Initially, it was hoped that the data collection would take place over a period of three months. However, in practice took place over 12 months, between October 2017 and October 2018. Further detail is contained later in the chapter and expressed diagrammatically in Table 3.2 and Table 3.3.

Survey site selection

In South Australia there is no central data gathering of how many students are enrolled in different subjects prior to the senior years of schooling. In the senior years, South Australian Certificate of Education (SACE) holds data for Stage 1 and 2 for subject completions. One aim of the survey was to capture as much data as possible about the scope of Outdoor Education in South Australian schools. That is, to determine as far as practical how widespread Outdoor Education was in 2017 for the 100,378 full time equivalent secondary school students in South Australia. A breakdown of the available ABS (2018a) data of 2017 South Australian secondary school students can be found in Table 3.1 below.

The criteria for site inclusion for the survey were:

1. School had enrolled secondary students;*
2. There was a possibility for these secondary school students to undertake Outdoor Education if the school made this choice;** and

3. The school was listed on either Sites and Services 2016 (DECD 2016), Sites and Services 2017 (DECD 2017), or I became aware of the school whilst searching for other schools.

Table 3.1. Summary of 2017 ABS (2018a) data for secondary school (Years 8-12) enrolments.

School Category	Gender	Full time	Part-time (FTE equivalent)	Sub total	Totals	Totals
Government	Male	31025	325.9	31350.9	61341.2	61341.2
	Female	29543	447.3	29990.3		
Catholic	Male	9287	31.3	9318.3	18929.3	39397.4
	Female	9592	19	9611		
Independent	Male	10229	17.3	10246.3	20468.1	
	Female	10203	18.8	10221.8		
Totals		99879	859.6	100738	100738	100738

* In 2017 this was years 8-12. In 2021 South Australia commenced years 7-12 as secondary.

** Initially this excluded on-line or school of the air schools because of the lack of face-to-face contact with students. It was later decided to include these schools in the survey as it was possible to deliver Outdoor Education theory and have local experts provide practical.

Exclusions to the list of schools surveyed were:

1. Primary Schools or schools with no evidence of secondary school students;
2. Schools that were closed;
3. Support sites;
4. Schools that did not list any full-time enrolments, including 'Ethnic Schools' that provide language and cultural support to other schools;
5. Schools with multiple sites on the same campus or nearby, particularly where there was only one principal, received only one request to be part of the survey.

The latest available published document at the time of preparing for the survey research was the 'Sites and Services' publication produced by the Department of Education and Child Development (DECD 2016) that was listed as being accurate for 15 August 2015. This document was mostly accurate but did not show schools that were closed in 2016, new schools that were established in 2017, schools that were virtual / non-contact / on-line. In addition, many of the principals listed were no longer in their role. During November 2017, following the commencement of data collection for the surveys, DECD released a revised Sites and Services XL spread sheet (DECD 2017). A review of this 2017 document found new schools and some amendments to school principals. This document was accurate for June 2016 and therefore still over 12 months out of date at the time of data collection. It was interesting to note that one school was found not to be listed on either document (Rivergum College) that was known to the researcher. DECD were contacted and it was advised that subsequent documentation would be amended. Interestingly, the Department for Education 2019 Sites and Services document (note name change July 2018) (DfE 2019) still did not list this school. This suggests there may be other secondary schools operating in South Australia, possibly offering Outdoor Education, without the knowledge of the Department of Education and Child Development. Thus, from an initial list of 226 potential DECD sites and 126 non-government sites (total 352 potential sites) was obtained from the 'Sites and Services 2016' (DECD 2016) document. Using this initial list, a filtering process was applied to the list of schools to be surveyed. Some schools were listed multiple times in multiple categories and were made to be consolidated entries and were categorised according to best fit. Several schools had multiple campuses listed in the same category. Where the same principal was listed for both sites this was treated as one school. Using this filtering process the following schools were surveyed: Government Aboriginal / Anangu schools – n = 12 schools with secondary students; Government secondary schools – n = 66; Government other schools – n = 3; Government combined primary/secondary or area schools – n = 62; Non-Government secondary schools – n = 25 (23 schools listed in 'Sites and Services 2016' (DECD 2016), with two new schools added in 'Sites and Services 2017' (DECD 2017); non-Government primary and secondary combined schools 76 (72 schools listed in 'Sites and Services 2016' (DECD 2016), four new schools added to 'Sites and Services 2017' (DECD 2017); Non-Government special schools 3; DECD special schools – n = 14 (11 schools listed in 2016 Sites and Services 2016 (DECD 2016) with three new Schools added to Sites and Services 2017). This made a grand total of n = 261 school principals that were contacted to seek permission to contact the Health, Outdoor and Physical Education Coordinator. A summary of South Australian secondary school sites surveyed is presented in Appendix 1 and a complete list of surveyed sites can be found in Appendix 2.

Survey administration

To ensure consistent ethical guidelines were applied when contacting teachers across different sectors a standardised process was used to approach teachers/coordinators. Ethical guidelines (NHMRC 2007, 2018), Department of Education and Children's Services (DECS), the Association of Independent Schools of South Australia (AISSA) and Catholic Education Offices (Adelaide and Port Pirie Diocese) requested that principals be contacted to provide permission (or not) to contact teachers in schools. This affected data gathering as several teachers at schools where permission was not granted, identified at professional development and social events, advised that they would have liked to have participate but were unable to contribute to the survey.

Table 3.2 describes Part A of the process to gain participants in the study – obtaining principal permission. Initially an individually addressed email letter was sent to principals of all 261 South Australian secondary schools and combined schools seeking permission to contact the Health, Outdoor and Physical Education Coordinator for a 10-15 minute survey. The administrative email address listed on the 'Sites and Services 2016' (DECD 2016) document was used in the first round, along with the name of the listed school principal. Initial response was 19 replies, with 17 agreeing to take part with two declining for their school to participate. After six weeks the response rate was just 7%. After six weeks the home page of each non-respondent school was checked for an alternative email site. Where this was found the invitation to participate was re-sent. This approach yielded a further 26 replies with a total of 35 principals agreeing to take part with 10 declining the invitation, providing a follow-up response rate of 17%. This response rate was considered insufficient data for the study.

As principals replied they were either thanked for their participation or, where they declined to take part, were emailed with a polite 'thank you' for responding. Principal approved HOPE Coordinators were then contacted by email to take part in the survey research. Where names or email details were provided by the school or principal in the email response, they were contacted using these details. Alternatively, the same email was used with the invitation to participate. Several factors influenced the initial low response rate.

1. It was clear from several principal and HOPE Coordinator responses that the timing for surveys (August/Nov – Term 4) could have been better. Many teachers were busy preparing year 12s for assessments or were somewhat bureaucracy fatigued;
2. The initial available Sites and Services (DECD 2016) document was accurate for 7 August 2015 resulting in the data being at least 2 years out of date. Many schools had changed

principals. In several cases the principal had left in 2014 suggesting a considerable lag in DECD data gathering at this time; and

3. The issue of the researcher having a window of time to obtain data whilst working full time.

A decision was made to follow up in the first term of 2018. Due to the low response rate for emails sent to the school's official administration site a more direct approach was used. Each individual school was contacted by telephone with a request to confirm the name and best email address for the principal. This approach proved more effective. In several cases the researcher was put through to the principal direct - several of whom were known to the researcher. The principals' reasons for declining varied from advising that the school does not offer Outdoor Education (it was later found that in all cases where this reason was cited the school had evidence of outdoor learning on publicly accessible documents), did not want to add to teacher's workload or did not provide an explanation. The researcher had strong professional relationships with several of the teachers in the schools where the principal refused without explanation. Table 3.2 shows the flow of the phase of the study involving principal permission to participate.

Due to the initial low return rate three successive follow-ups were undertaken in 2018 with some schools being contacted a total of 4 times. These follow-ups occurred in March/April; May/June and July/August. The final principal response rate was 53% with 6.5% choosing for their school not to take part for a total response rate 59.5%.

Once the principal had approved contact of the HOPE Coordinator the next phase of gathering survey data was to contact them via email. The flow of obtaining consent and participation is outlined in 'Table 3.3 Part B: Obtaining survey response from Health, Outdoor and Physical Education Coordinator' below. As outlined, repeated follow-ups were required to obtain sufficient responses.

This resulted in 93 responses to the survey with 2 HOPE teachers declining and the remaining 40 not completing a survey. This resulted in a 37% overall response rate from teachers and a 59.7% response rate where the principal's permission was provided. Table 3.3 shows the flow of the survey data collection phase of the study.

Table 3.2. Part A: Obtaining principal permission to contact Health, Outdoor and Physical Education Coordinator.

Initial email to principals (Aug – Nov 2017)	Individually addressed email to all South Australian secondary school principals seeking permission to contact HOPE Coordinator (261)		
	↓	↓	↓
	Positive response (35)	No response (217)	Negative response (10)
	↓	↓	↓
	Individually addressed email to HOPE Coordinator (35)		Thankyou for responding.
Follow up 1 (March – April 2018)	Phone school office confirming correct email details for principal. Re – email request (217)		
	↓	↓	↓
	Positive response (39)	No response (181)	Negative response (2)
	↓	↓	↓
	Individually addressed email to HOPE Coordinator (39)		Thank you for responding
Follow up 2 (May - June 2018)	Re-send email request to principal to contact HOPE coordinator (176)		
	↓	↓	↓
	Positive response (35)	No response (135)	Negative response (5)
	↓	↓	↓
	Individually addressed email to HOPE Coordinator (35)		Thank you for responding
Follow up 3 (July-August 2018)	Phone school office confirming principal has received email (135)		
	↓	↓	↓
	Positive response (30)	No response (95)	Negative response (5)
	↓	↓	↓
	Individually addressed email to HOPE Coordinator (30)	No further contact with school	Thank you for responding
Totals	139	95	17
Total %	53%	41%	6.5%

Table 3.3. Part B: Obtaining survey response from Health, Outdoor and Physical Education coordinator.

Initial email following approval by principal Sept/Oct/Nov 2017	Individually addressed email to HOPE Coordinator (35)		
	↓	↓	↓
	Positive response (20)	No response (15)	Negative response (0)
	↓	↓	↓
	Thank you for responding. Information sheet with survey attached.		Thank you for responding.
	Survey undertaken (13) Follow up those that indicated they were happy to be followed up	No survey undertaken	
Follow – up 1 March/April/May 2018	Previous approvals with no response plus new approvals followed up. No response sites were contacted by phone to check details (83)		
	↓	↓	↓
	Positive response (50)	No response (9)	Negative response (2)
	↓	↓	↓
	Thank you for responding. Information sheet with survey attached.		Thank you for responding (2)
	Survey undertaken (47) Follow up those that indicated they were happy to be followed up	No survey undertaken (22)	
Follow up 2 June/July/August 2018	Previous approvals with no response plus new approvals followed up. No response sites were contacted by phone to check details (75)		
	↓	↓	↓
	Positive response (43)	No response (44)	Negative response (0)
	↓	↓	↓
	Thank you for responding. Information sheet with survey attached.	No further contact with school	Thank you for responding
	Survey undertaken (43) Follow up those that indicated they were happy to be followed up		
Totals	93 different sites (139 principal approvals)	44 Non survey undertaken	2 Refusals
Total %	35.6% Schools 66.9% where approval provided	16.1% schools 30.2% where approval provided	0.03%

Document analysis

The review of literature and survey revealed a range of specific contexts and settings for Outdoor Education in senior secondary schools in South Australia. Many of these specific contexts produced documents or websites that provided more complete empirical data, such as Operation Flinders, Rite Journey and South Australian Certificate of Education (SACE). Where publicly available data was not available with sufficient detail, such as SACE Stage 1 and 2 school and completions, the organisations were contacted with a request for further details. Empirical data supplied was synthesised and analysed using descriptive statistics and reported in the results section. No identifiable data is published in this thesis.

Initial data analysis and reporting of empirical data to focus groups

The purpose of gathering empirical survey and document analysis data was to update previously obtained data for the nature and scope of Outdoor Education in South Australia. These results were used to help explain the role and place of Outdoor Education in South Australian secondary schools, the relationships between social fields, schools and teachers in provision of Outdoor Education in South Australian secondary schools.

The quantitative (numerical) data obtained from the survey was collated using descriptive statistics prior to the first focus group. Qualitative data was not analysed at this initial stage but was collated. Using this initial quantitative data, a summary presentation was prepared to provide to participants within the focus groups prior to the interview. This data was then used as a starting point to consider the nature and scope of Outdoor Education in 2017 and teachers' views on changes since 1999. It was also explained that due to the response rate and likely bias that the results were at best indicative and not representative of all schools.

This data included:

1. Respondent roles
2. Areas of expertise
3. Additional expertise
4. Gender
5. Teaching experience
6. School sector respondents
7. Whether Outdoor Education learning occurred in the school

8. Where Outdoor Education or Outdoor Learning occurs in the curriculum
9. List of outdoor activities
10. Teaching and learning focus of teachers
11. Teaching and learning focus of schools
12. Issues facing Outdoor Education in South Australia
13. Key additional comments

In addition to the quantitative survey question response summary data, SACE data was obtained for 1999-2017 from SACE (2018). This de-identified SACE summary data was presented to focus group participants during the presentation prior to the interviews.

Following data collection for the five focus groups further data analysis was undertaken. Descriptive statistics were the main data reporting method. For selected data, scores were allocated the quantitative responses and entered into the statistical software package SPSS. This was then used to conduct a factor and regression analysis to explore any patterns and relationships between key aspects of the data.

Phase Two: Focus groups qualitative data collection

Participants / sample

As previously stated, the study was a two-phase mixed methods approach as described by Creswell (2005) as explanatory mixed methods design. This approach is also described by Bryman (2008) as enhanced design and Patton (2002) as confirmatory and elucidating research. Prior to gathering the qualitative data, the intent was to use purposeful stratified sampling (Patton 2002) from participants in the study, where focus group events would be held at or around professional development events. That is, all participants in the focus groups would have completed the survey. Recruitment for focus groups was intended to be primarily those participants that indicated their availability for a focus group in their survey responses and other Outdoor Education teachers. Participant invitations were initially restricted to Outdoor Education teachers who were considered the prime agents responsible for delivery of Outdoor Education in schools. Other agents involved with the delivery of outdoor activities such as aquatic instructors and instructors in charge were included in the focus group data collection when they were present at two of the regional focus groups. Eleven teachers initially indicated their availability for a focus group via the survey – an insufficient number to gather enough data to address the research questions. All these teachers were invited to the five focus group meetings.

Despite virtuous theoretical intentions, the pragmatics of gathering a group of very busy professionals at a single time point in a single environment meant that most participants were 'convenience' sampled (Patton 2002, p. 242). That is, those participants that could make themselves available prior to, or following professional development events. Another pragmatic issue arose when the initial survey response was poor and required extensive follow-up. Although this could have been foreseen by the researcher there was a 'knock-on' effect in that focus group interviews were not undertaken until the quantitative data collection phase was completed with all focus groups taking place in 2019. 6-8 focus groups were planned but only five groups were held. Some of the focus groups had some of the same participants. This duplication likely limited the scope of answers. However, it may have provided these participants opportunities to respond in more depth.

Filiault and Drummond's (2009) view is that recruitment should be viewed as a process rather than a discrete event is helpful in providing support for lack of single time point recruitment that was eventually employed. Recruitment for focus groups was conducted through the planning and preparation of professional development as well as following up participants in the survey that expressed interest in being involved in the survey. For the regional focus groups this involved determining schools that were in the area and then establishing key contacts for the area. This involved using established contacts where possible, contacting schools by telephone and then speaking to potential attendees. I coordinated the regional events and involved booking venues, advertising, setting up Eventbrite ® booking systems, organising catering, transport and accommodation in conjunction with the Outdoor Educators' Association of South Australia committee in 2019. The workload in establishing these events was considerable and involved many phone calls and emails. However, one of the focus groups, following the OEASA committee meeting, required minimum establishment time and recruitment effort. This interview was shorter than ideal as it followed a long meeting with an extensive agenda, many not able to stay and a cut-off time where the school required us to vacate the meeting site.

Open-ended questions

The focus group guiding questions were developed the primary aim of exploring teacher's theories on all three research questions, but primarily focussed on questions one and two, repeated below:

1. Who is teaching Outdoor Education, where is it being taught, what programs are being offered, what objectives are being emphasised and what are issues and problems?

2. What are the sociological influences on the practices of Outdoor Education in schools?

3. What is the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools?

Guiding, open-ended questions were developed that were based on the literature review and the intent to gather data to explore sociological theories about Outdoor Education in South Australia. For example, the literature review identified changes in the social environment for the years 1999-2017 that included increased urbanisation, increased use of technology, increased screen-time and associated reduction in physical activity, increased economic and social inequity, changes in the political environment and a potential strengthening of the environmental social movement. In addition, changes in the school environment and direct influences on what was to be taught in schools including the implementation of NAPLAN testing, the advent of an Australian curriculum document and increasing concern for mental health among young people.

Notes regarding all questions are included in Table 3.4 'Focus group guiding questions'.

At each focus group meeting summary data from Phase One survey arm was provided to participants via PowerPoint presentation. The presentation was designed to take 10-15 minutes and then allow 45-60 minutes of focus group discussion. Either during or following the presentation participants were asked a series of open-ended questions as per Table 3.4.

Table 3.4. Focus group guiding questions.

Question theme	**Guiding Question**	**Source and rational for Question**
Question 1: Teacher preparation	*Reflecting on your experience what changes do you think have taken place since 1999 with regard to the preparation of teachers in schools?*	Changes in teacher preparation was identified in the literature between 1999 and 2017. What are teachers' perceptions of the impact of these changes?
Question 2: School environment	*How has the school environment changed since 1999?*	Changes in the social environment (e.g. urbanisation, increased technology and screen-time, economic inequity, political changes, environmental focus) and school environment (e.g. NAPLAN, Australian Curriculum, well-being focus, engagement focus) for 1999-2017 were identified in the literature review. What re the teachers' perceptions of changes in the school environment?
Question 3:	*What changes have there been since 1999 in the way that*	As per above, the literature review identified changes in the social and school environment for the years 1999-2017 with possible

Student learning	*Outdoor Education supports student learning?*	enhanced focus on health and well-being, reducing screen-time, increasing physical activity; as well as socio-cultural endeavours – enhancing environmental responses, preventing early school departure). What are teachers' perceptions of the relationship between changes identified in the social and school environment and Outdoor Education?
Question 4: Learning objectives and outcomes	*What, if any, changes have occurred to Learning Objectives and Outcomes have occurred since 1999?*	As per above, the literature review identified changes in the social and school environment for the years, as well as contestations for symbolic capital for outdoor learning by VET, HPE, Risk and compliance, state and government school and background of staff. What are teachers' perceptions of the relationship between social and school changes and learning objectives?
Question 5: School/institution learning outcomes	*Do you think that the learning outcomes described by schools for Outdoor Education are similar to teachers' objectives and, if there are any differences, why might this be so?*	Outdoor Education has been conducted without curriculum by some schools.
Question 6: Theories about change	*If there have been changes in Outdoor Education since 1999, why do you think these have occurred?*	Consistent with interpretive methodology, question seeks data to help develop theories about change in Outdoor Education between 1999-2017.
Question 7: Place in the national curriculum	*Since 1999 the South Australian Curriculum Assessment framework has been replaced with the Australian National Curriculum. What do you think is the role of Outdoor Education in the National Curriculum?*	'Slippage' between documented curriculum and teaching practice identified in the literature review. Question further probes impact on relationship between (national) curriculum and practice.
Question 8: Role and place	*What are your views on the broader social role of Outdoor Education in schools? Or put another way, what is Outdoor Education's contribution to society?*	Giddens (1984) identified motivation and social movements as potential factors influencing action. This question seeks to probe teachers' underlying motivations for teaching Outdoor Education.
Question 9: How does Outdoor Education exist?	*Acknowledging the difficulties faced by Outdoor Education in schools, what are the key 'enablers' that support Outdoor Education occurring in schools? Or, put another way, how does*	Many barriers were identified in the literature and survey to teaching Outdoor Education including time, finances, school support and others. Teachers must have enabling factors to overcome these barriers. This question explores teachers' perceptions of enablers as

	Outdoor Education exist in schools despite the apparent barriers?	well as theories of how and why teachers are able to do so.
Question 10: The future	*This question asks you to 'dream' a little. If we were to fast-forward 10 years what potential do you see for Outdoor Education in Australian Schools?*	This question further probes the underlying motivations and beliefs about the values of Outdoor Education.
Question 10: Enablers for future Outdoor Education in schools	*What do you see are the key 'enablers' of this vision? That is, how can this happen?*	This question seeks teachers' theories on the best way forward to Outdoor Education to proceed.
Question 11: Additional lines of inquiry	*Are there any other additional lines of inquiry that you think this research should take to have a clearer picture of the nature and scope, role and place of Outdoor Education in South Australian schools?*	This question seeks to explore those areas not identified in the literature review or survey that may be issues for Outdoor Education and Outdoor Education teachers.

Focus group data was collected via audio digital voice recorder at the focus group meetings in Mp4 format and manually transcribed by the researcher following collection at the next available time – generally within 2 weeks. Manual transcription allowed the researcher to immerse more fully in the data and to make initial notes of emergent themes. These notes from the survey responses and earlier focus groups were used as examples to participants at times in subsequent focus groups when participants discussed a theme that had been previously explored. In all, the five focus groups and qualitative survey response yielded 21,750 words and 1523 lines of data to be analysed. Summary data regarding focus group members area listed in Table 3.5.

Focus group 1 - City

All respondents that indicated a willingness to attend a focus group were contacted with an invitation to attend an initial meeting at University of South Australia prior to the Dr Andrew Brookes' presentation 'Preventing Fatal Incidents in School and Youth Group Camps and Excursions' on March 3, 2019 that was arranged by the researcher. 68 people attended the presentation and five out of eleven respondents to the quantitative survey that indicated their interest in attending a focus group attended. All were current teachers or coordinators of Outdoor Education.

Table 3.5. Focus group details.

Focus Group	Location	Attendees	PD Event	Recruitment
1 15.3.2019	Adelaide City 5	3 Government 2 Non-government	Preventing Fatalities (presentation)	Survey listing
2 29.3.2019	South East SA Mt Gambier 5	3 Government 2 Non-government	'OEASA on the road' clarifying forum (workshop)	Email schools OEASA mail-out
3 24.5.19	Mid – North/North/Eyre Port Augusta 12	4 Government 4 Non-government 4 Government Aquatics Instructors	"OEASA on the road' clarifying forum (workshop)	Email schools OEASA mail out
4 30.9.19	Riverland Morgan 16	6 Government 5 Non-government 2 Aquatic Centres 2 Non-government Providers 1 University	"OEASA on the road' clarifying forum; Paddle SA forum. (workshop)	Email schools OEASA mail out
5 25.10.19	Adelaide City 8	3 Government 4 Non-government 1 Non-government Provider	OEASA Committee meeting	Email to OEASA committee

Focus group 2 – South East

The researcher arranged a 'clarifying forum' for Stage 1 and 2 Outdoor Education teachers in the South East. All South Eastern Schools were individually contacted with an invitation (N = 12) plus notices were posted via the Outdoor Educators' Association of South Australia (OEASA) email network. In addition, when one school responded a 'snowball' approach was used to contact other

South East Physical or Outdoor Education teachers and coordinators. Four local area teachers attended the focus group as well as two city-based subject moderators/markers who hosted the clarifying forum.

Focus group 3 - Port Augusta

The researcher arranged a 'clarifying forum' for stage 1 and 2 Outdoor Education teachers in the Mid-North/North/Eyre/Yorke Peninsula. All secondary schools (N = 20) were individually contacted with an invitation plus notices were posted via the Outdoor Educators' Association of South Australia (OEASA) email network. In addition, when one school responded a 'snowball' approach was used to contact other HOPE Coordinators or Outdoor Education teachers. Six local area teachers attended the focus group as well as two local and one city-based aquatic centre instructors and two subject moderators/markers who hosted the clarifying forum.

Focus group 4 – Riverland

The researcher organised two workshops held at Scott's Creek Campsite, kindly provided by Prince Alfred College for the purposes of the day. The focus group was held following the morning workshop that was focussed on kayaking within Health and Physical Education in senior secondary school and the afternoon workshop that was focussed on the new (2020) Outdoor Education curriculum and clarifying assessment for the 'old' curriculum (2019). A total of 25 people attended the morning workshop and 16 stayed for the focus group. Several workshop participants chose not to take part in the focus group and enjoy the nice weather outside instead.

Focus group 5 - City

The researcher arranged a focus group meeting to follow an Outdoor Educators' Association of South Australia (OEASA) Committee meeting. The committee comprises teachers and Outdoor Education private provider representatives. Participants were recruited via email prior to the meeting. Three government and four non-government teachers attended, with one private provider representative.

Qualitative data analysis

The flow of the data analysis of the focus group and survey qualitative data is outlined in Table 3.6. Focus groups were continued until it was clear there was little new or emergent data, with a figure of 6-8 groups thought likely initially, and a final tally of five focus groups.

An inductive thematic analysis and creative synthesis as described by Patton (2002) was then used to explore emergent ideas, convergence, divergence and substantive significance. The use of thematic analysis in this study has allowed the researcher to present key theories from a large data set (Nowell et al. 2017). The initial themes were reviewed, and new themes were noted using the comments feature of Microsoft Word and extracted. A modified form of manual coding as described by Buckingham and Saunders (2004) was used to explore discrete, exhaustive and discriminatory property categories.

Table 3.6. Focus group and survey qualitative data analysis flow.

Qualitative survey and five focus groups manually transcribed following data collection. Notes on initial themes prior to next data gathering event.					
Focus group 1 (FG 1) City 15.03.19	Focus group 2 (FG 2) South East 29.3.19	Focus group 3 (FG 3) Port Augusta 24.5.19	Focus group 4 (FG 4) Riverland 30.9.19	Focus group 5 (FG 5) City (OEASA) 25.10.19	Survey qualitative data (SURV) 6 Final Survey Oct 2018
3249 words	3334 words	5263 words	5161 words	3507 words	1206 words
Total data: 21,720 words					
210 lines	215 lines	403 lines	363 lines	244 lines	88 lines
Total Data: 1523 Lines					
Initial themes reviewed and new themes noted and extracted. First reduction Peer debrief of thematic analysis of 1 focus group interview					
		↓			
FG 1	FG 2	FG 3	FG 4	FG 5	SURV
67 themes	65 themes	109 themes	92 themes	75 themes	54 themes
362 Initial themes categorised to a question or other. Multiple similar themes identified. Second reduction					
↓					
258 Initial themes					
↓					
Third reduction – 258 initial themes reduced to property categories					
↓					
26 Initial property categories					
↓					
6 Major themes					

As stated, a review of qualitative data obtained from focus groups took place soon after the interview and an initial thematic analysis was undertaken to identify key themes. These themes were then considered in the light of the next focus group and were used, where applicable, to inform participants of key ideas that had emerged from previous focus groups.

Following completion of all focus groups each transcript was reviewed again to ensure that the data and themes identified were logical. Several new themes emerged at this second review of the transcripts. A peer debrief as described by Guba and Lincoln (1985) of emergent themes from one of the transcripts was undertaken with supervisors to aid in trustworthiness who agreed the themes were reflective of the transcript provided. Had disagreement occurred, the researcher would have pursued consensus with regard to the themes, acknowledging that the researcher's inductive process was central in the analysis.

A total of 362 initial themes were extracted in this first reduction. These themes were then categorised as responses to the focus group questions. Similar themes were then grouped together, and a second reduction resulted in 258 resultant themes.

A further reduction was carried out and these 258 themes were synthesised to 26 property categories. These statements were further peer debriefed by academic supervisors and advised to further reduce these to 6-8 major themes. After initially reducing to 12 themes a final revision of themes resulted in 6 major themes.

To allow the reader to have confidence in the qualitative data analysis method, further detail regarding the process of analysis from data collection to 6 major themes is provided here. Figure 3.3 shows a screen shot of a sample of data and the thematic inductive analysis to generate initial themes.

Numbering of the open code data source that led to initial themes was completed to allow tracking back to the original document and statements when required. For example, a statement was made in the third focus group about the role of where the teacher attended university in South Australia impacting on their practice,

> I do feel prepared, but I went to xxxxxx (deleted) and the Uni didn't provide a whole lot. Whereas others who went to xxxxx (deleted) did a lot more. In hindsight I would have changed up. (Focus group 3, line 6 and 7, group member 1)

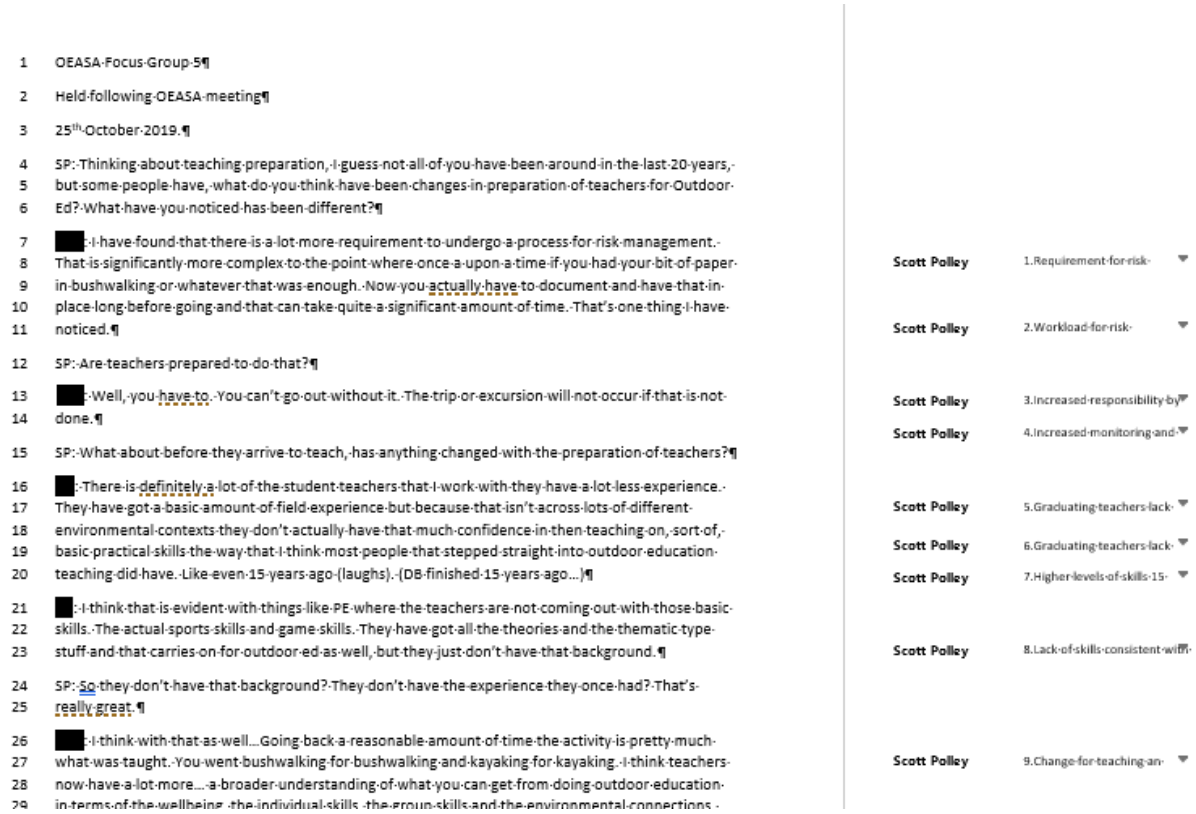


Figure 3.3. Sample of thematic inductive analysis.

Using the comments feature of Microsoft Word an initial inductive theme was inserted. As it was the first comment in focus group three it was labelled '3.1'. Using inductive analysis this comment was given the theme of 'Role of tertiary background impacting on teaching practice'.

Themes that were thought to share similar properties were then grouped together, with several different iterations of themes and property categories until 26 property categories were thought to best represent the themes expressed in the qualitative data. The theme of 'Role of tertiary background impacting on teaching practice' was thought to be represented well by the property category of,

> Graduating teachers have less practical knowledge and experience than in previous years but they are more knowledgeable about achieving Outdoor Education learning outcomes about self, others and the environment.

The flow from data source, to property category is shown in Table 3.7.

Table 3.7. Flow of development of property categories from initial inductive thematic analysis from open coding of focus groups and qualitative survey results.

Open code data source	Initial thematic Analysis	Property categories
3.1	Role of tertiary background impacting on teaching practice	Graduating teachers have less practical knowledge and experience than in previous years but they are more knowledgeable about achieving Outdoor Education learning outcomes about self, others and the environment ***More knowledge less practical skill***
5.5	Graduating teachers lack experience in broad range of contexts	
5.6	Graduating teachers lack confidence in teaching basic skills	
5.7, 5.11	Graduating teachers had higher levels of skill 15 years ago	
5.8	Consistent with other areas such as Health and Physical Education	
5.9	Change to using activity as a tool rather than an end in itself	
5.10	Increased understanding of potential outcomes – personal, group and environment	
5.12	Graduates spend less time in the field	
5.13	Comfortable with prioritising other outcomes and skill development can occur later	
6.51	Lack of teacher preparation	
4.64	Reduced focus on physical activity	
4.6	Change from learning activity skills to personal development	

The resultant 26 property categories were reviewed for key themes and theories about Outdoor Education in South Australia. The 26 property categories from the inductive thematic analysis of the qualitative data obtained in focus groups and from the survey were then grouped several times until 6 major themes were developed that were thought by the research to fairly represent this data.

The six major themes were then reviewed to ensure they met Glaser's (1992) four central criteria of 'fit', 'work', 'relevance' and 'modifiability' (Cresswell 2006, p. 402). That is, the researcher reflected on all levels of the data to ensure that these theories fitted the data presented; fitted the researcher's personal experience of over 30 years of experience with Outdoor Education in South Australia; appeared to be workable sociological theories; and finally relevant to Outdoor Education teachers with the ability to be modified as new data emerged. The major theories were then peer debriefed with academic supervisors.

An example of a major theme 'The individual teacher has the largest impact on the effective teaching of Outdoor Education in schools' property categories shown in Table 3.8. A complete list of inductive themes, property categories and major themes can be found in Appendix 12.

Table 3.8. Major theme 'The individual teacher has the largest impact on the effective teaching of Outdoor Education in schools' showing property categories.

No.	Major theme	No.	Property categories
1	**The individual teacher has the largest impact on the effective teaching of Outdoor Education in schools**	1.1	Graduating teachers have less practical knowledge and experience than in previous years but they are more knowledgeable about achieving Outdoor Education learning outcomes about self, others and the environment.
		1.2	Outdoor Educators spend time on promotion and ameliorating issues that are faced by the area including adapting key messages and internal marketing to align with school values and positive relationships with staff, students, parents and community.
		1.3	Schools are experiencing a crowded curriculum. The Australian curriculum has put pressure on some school Outdoor Education programs and used by others as a way of connecting school curriculum and justification for Outdoor Education.
		1.4	Outdoor Education provides a medium for education of the whole person. It can both provide success for students where they are unsuccessful elsewhere and assist with success in other subjects.
		1.5	Outdoor Education aligns with teacher's personal values.

Sociological analysis

Following completion of Phase One and Two of data collection, the results were reviewed using the lens of Giddens' (1984) structuration theory. Further details can be found in the discussion chapter, but the key ideas of *power* and *contro*l, *knowledgeability* and *motivation* of teachers were examined using the data provided. *Constraints* and *enabling factors* were explored. Investigation of these concepts then provided the framework for inquiry into how Outdoor Education exists in South Australian schools to explore the central research question of, 'What is the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools?'

Establishing trustworthiness

Nowell et. al. (2017) suggest that confidence in the rigour of the qualitative research is embowed to the reader and claimed by the researcher through establishing *trustworthiness* as described by Guba and Lincoln (1985). The focus for establishing trustworthiness on demonstrating *credibility* where the focus is '…establishing the match between the constructed realities of the respondents and those realities as represented by the evaluator… (Guba & Lincoln 1985, p. 237). Strategies have included *peer debriefing* (Creswell 2005) of qualitative processes and themes was undertaken with

supervisors. The researcher has been engaging with Outdoor Education teachers for over 30 years, demonstrating substantial involvement through practice and professional development with this group, demonstrating *prolonged engagement* (Guba & Lincoln 1985). The study reports on the development of *progressive subjectivity* (Guba & Lincoln 1985) where the reader is provided insight into the progressive development of theories about the phenomena that is studied that also provides an *audit trail* (Patton 2002). The main aim is that the research is demonstrated to be replicable and that if other researchers carried out the same research in the same way it would be expected that they would draw at least some similar conclusions. *Reflexive critical self-review* was conducted regularly throughout the research process and criticisms embraced and acknowledged. Examples of this *reflexivity (*Patton 2002*)* can be found in peer discussions with supervisors and Outdoor Education teachers, submissions of drafts to supervisors for critical review. For example, a discussion with the supervisor where it was raised by the researcher that further member checking for inductive themes and final conclusions with Outdoor Education teachers may have yielded additional data for the research. However, the supervisor advised *credibility* (Patton 2002) as a researcher had been established through past research and that, along with other factors (peer debriefing, prolonged engagement, audit trail, reflexive critical review), and the need to ensure that thesis was bounded, advised that sufficient trustworthiness had been established for the conclusions reached.

Summary

In summary, this chapter outlines the research method that was used to investigate the relationship between social field fields, schools and teachers in the provision of Outdoor Education in South Australian secondary schools. The survey research method obtained quantitative and qualitative data which was investigated further using focus group methods that provided additional qualitative data. Ethical considerations are acknowledged in this chapter, and the flow of the study is described, beginning with a survey to all 261 South Australian secondary schools and concluding with a series of five focus groups following professional development activities with Outdoor Education teachers and outdoor educators.

Chapter Four

Results

This chapter reports on the data gathered during an investigation of the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian secondary schools.

As reported in Chapter Three, Phase One of data gathering for this mixed methods study began with a survey using closed, Likert-scale and open-ended questions. Information was sought from all South Australian secondary schools, with the objective of describing the nature and scope of Outdoor Education in these schools for the year of 2017. The survey provided initial data to investigate the aims of who is teaching Outdoor Education, where it is being taught, what programs were being offered, what objectives were being emphasised, what issues and problems were faced by teachers and schools. The survey data obtained were enhanced with document analysis from a range of additional sources. These additional sources include publicly available websites, Australian Bureau of Statistics (2018a, 2019a, 2019b), Department for Education (2019), South Australian Certificate of Education (SACE 2018), Skills IQ (Marsden Jacob 2016, 2017, 2018a, 2018b, 2018c, 2018d, 2020a, 2020b) and a number of other agencies. This additional data is synthesised with the survey results to allow a comparative and more complete picture of Outdoor Education in South Australia for the years 1999-2017.

The survey questions of Phase One of the study are used as an initial framework for the presentation of the results before considering open-ended question qualitative data obtained from the survey and the five focus groups in Phase Two. The Phase One results are primarily presented as tables with graphs provided where they assist in illumination of the data and accompanied by explanatory notes. Tables are presented in-text to allow the reader to consider the results obtained and critique any commentary made. Where additional or historical data relevant to Phase One is available from other sources this is presented to allow direct comparison with the survey data. Where there is similar data for a previous study (Polley & Pickett 2003), other states (Lugg & Martin 2001; Parker 2013; Picknoll 2017), other countries (Zink & Boyes 2003) or other documents comparisons are made when practical.

Phase Two of data gathering was carried out using five focus groups of Outdoor Education teachers where summary results of the initial quantitative survey were presented to participants to frame questions about teachers' views of the nature and scope of Outdoor Education in South Australia.

The focus group interview data and qualitative components of the survey data are analysed in this chapter to develop six 'Major Theories' about the nature and scope of Outdoor Education in the year 2017 and influences on changes since 1999.

Phase One: Survey of the nature and scope of Outdoor Education in South Australian secondary schools 2017 (with document analysis)

The results section begins by considering the data obtained from a survey of South Australian secondary schools conducted in 2017. Where possible, comparisons are made with previous studies. This data is supplemented by document analysis from a range of publicly available and agency supplied sources where appropriate.

Secondary school population changes 1999-2017

The context of this survey, South Australia, had a total population change between 1999 (N = 1495218) and 2017 (N = 1728494) (ABS 2019) (December of the respective year) for an increase of 2333276 or 16% per Table 4.1.

Table 4.1. All ages population change in South Australia (all ages) between 1999 and 2017 (ABS 2019).

Year	Population
1999	1495218
2017	1728494
Change (N)	+233276
Change %	+16%

Despite, this overall population growth of 16%, a deeper analysis of the above data shows a decrease in the number of young people in the secondary school age band of 13-18 of approximately 1% during this time (ABS 2019a, 2019b) as per Table 4.2 below. The age breakdown is shown to highlight the reduction in middle years of school population (ages 13-15, Years 8-10) and the increase in senior school aged population (ages 16-18, Years 11-12) between the two time points of 1999 and 2017. Although there were fewer school aged students, more were attending school. The number of secondary school students (Years 8-12) in South Australia in 1999 was recorded as 90,585 (ABS 2000) with 100,738 students in 2017 (ABS 2018a), an increase of 10,153 students at school (11.2%). Reviewing population and secondary school attendance data the results reveal that South Australia experienced population growth between 1999-2017 with a stable youth population, increasing secondary school attendance with an increasing number of schools, particularly non-government schools. That is, despite the negative growth of school age children 13-18 from 1999-2017 there was an 11.2 % increase in secondary students, and therefore any change in empirical

data revealed by the survey and document analysis relating to participation in Outdoor Education in South Australia may not be attributable to population growth and may be attributable to an increase in school participation of 11.2%.

Table 4.2. Population change in South Australian 13-18 year-old youth between 1999 and 2017 (ABS 2019a, 2019b).

Year	Age	Males	Females	Total
1999	13	10457	10029	20486
	14	10456	9964	20420
	15	10558	10128	20686
	16	10359	9789	20148
	17	10110	9766	19876
	18	9921	9624	19545
Total		61861	59300	121161
2017	13	10007	9488	19495
	14	9886	9444	19330
	15	10034	9493	19527
	16	10253	9899	20152
	17	10676	10083	20759
	18	10924	10378	21302
Total		61780	58785	120565
Change		-81	-515	-596
Change %		<1%	<1%	-1%

Survey responses

The number of completed or semi-completed questionnaires represented 93 different sites from a potential pool of 261 sites, resulting in a response rate for all secondary school sites of 35.6%. From these 90 (33.7%) answered all questions. This response rate should be seen in the context of the number of principals that provided permission to contact the Health, Outdoor and Physical Education (HOPE) Coordinator (53% or N = 139). By using these permissions as the final number of potential results, the response rate produced is 66.9% (93 from N = 139). Contrastingly, for the 1999 study (Polley & Pickett 2003) 225 surveys were sent to the 'Outdoor Education/Physical Education Coordinator' (Pickett 1999) with a response rate of 63%. Reviewing Pickett's (1999) study the data presented suggests that the figure was actually 58.2%, with the 5% difference arising from incomplete surveys that were not analysed included in the reported response rate.

As with the current study, there was a discrepancy between the available Australian Bureau of Statistics data (ABS 2018a) along with the Department of Education and Child Development data for secondary schools (DECD 2017) and the data listed here. For the year of 2017 the ABS (2018a) lists 76 secondary, 72 combined and 20 special government secondary schools (sub-total 168) and 25 secondary, 51 combined and 3 special non-government schools (sub-total 79) for a final total of 247 secondary school sites. The ABS (2018a) data likely included schools that had closed or had no secondary students for the year of 2017 explaining this discrepancy. The ABS (2018a) data did not identify the specific school names, which in turn meant that it was not possible to corroborate the data sets.

When comparing response rates for both 1999 (Polley & Pickett 2003) and the current 2017 study, the present inquiry had more responses from government schools with a proportionally higher representation of respondents by non-government schools. In 2017, from a conceivable collection of 157 government schools, 52 completed most questions (33.1%). From a potential pool of 104 non-government schools, 41 schools completed most questions (39.4%). The comparative response rates are summarised in Table 4.3. Note that as previously outlined, response comparison between sectors was not possible due to Catholic Education Office and Department for Education and Children's Services ethics requirement. Therefore, Catholic school teachers' responses are included in the non-government responses. The results of this table show that response rates were for all schools and with slightly higher response rated for both 1999 and 2017 studies by non-government schools.

Survey site representation

Using the response rate of 35.6% of 261 schools it is estimated that the respondents to the nature and scope of Outdoor Education in the 2017 survey represented Outdoor Education / outdoor learning offerings for approximately 35,862 of the 100,738 South Australian secondary school students. A more accurate figure is beyond the scope of this thesis as questions were not asked about total school population to survey respondents to restrict response times. Using population and response rates, it is estimated the 2017 survey represents approximately 30% fewer students than the previous 1999 (Polley & Pickett 2003) study as indicated in Table 4.4.

Table 4.3 Comparison of 1999 and 2017 respondents to quantitative survey to secondary schools, 'The Nature and Scope of Outdoor Education in South Australian Schools'.

Category	Pool (N =)	Number of responses	Response rate percent	Change
Polley and Pickett (2003)				
1999 total sites	225	131	58.2%*	N/A
1999 government (including special schools)	147	84	57.1%	N/A
1999 non – government (including special schools)	76	47	61.8%	N/A
Present study (2017)				
2017 total sites	261	93**	35.6%	-22.6%
2017 possible pool (principal approvals)	139	93**	66.9%	N/A
2017 government (including special schools)	157	52***	33.1%	-24%
2017 non-government (including special schools)	104	41***	39.4%	-22.4%

**Polley and Pickett (2003) state response rate of 63% however review of results suggests 58.2%.*
***93 completed most (semi-complete) or all questions*
****Complete or semi-complete responses*

Table 4.4. Survey site estimated population representation.

Survey years	Responses	Response percent	Estimated total student numbers in category ABS (2000, 2018a)	Estimated total students represented by investigation (N =)
1999 (Polley & Pickett 2003)	131/225	58.2%	90,585	52,539
2017	93/261	35.6%	100,738	35,862
Change	-38	-22.6%	+11.2%	-31.7%

School role

Survey participants were asked to identify their role in their respective schools within their site through Q2: *What is your role in the school?* A total of 64.5% of the 93 responses indicated they were the Health, Outdoor and Physical Education (HOPE) Coordinator, but the nomenclature or teaching role for a large proportion of other teachers was very diverse. A breakdown of the participants is shown in Table 4.5, with further details in Table 4.6.

Table 4.5. Survey responders' role in the school* (N = 93).

Answer Choices	Responses	Response percent
Health, Outdoor and Physical Education Coordinator	60	64.5%
Other Coordinator	6	6.5%
Principal	1	1.1%
Deputy Principal	2	2.2%
Other (please specify)	32	34.4%

**Responders able to indicate more than one category. That is, they may have been the coordinator and held and additional role at their site.*

Table 4.6. Survey responders' 'other' school role (i.e. not Health, Outdoor and Physical Education Coordinator) (N = 32).

Answer Choices	Responses	Response percent
Outdoor Education Coordinator	6	6.5%
Health, Outdoor and Physical Education Teacher	6	6.5%
Outdoor Education Teacher	3	3.2%
Teacher (not specified)	2	2.1%
Physical Education Teacher	2	2.1%
Director of Student Wellbeing	1	1.1%
Health and Physical Education and Nutrition Teacher	1	1.1%
Physical Education Coordinator	1	1.1%
Middle School Coordinator	1	1.1%
Student Wellbeing Coordinator, Head of Outdoor Education	1	1.1%
Health and Physical Education Coordinator	1	1.1%
Camps Coordinator and Design and Technology Studies Teacher	1	1.1%
Physical Education Teacher and Co-curricular Coordinator	1	1.1%
Teacher and Duke of Edinburgh Award Leader	1	1.1%
Year 6 -10 English, Humanities and Social Sciences (HASS) and Physical Education Teacher	1	1.1%
Assistant Principal	1	1.1%
Health and Physical Education Teacher	1	1.1%
Physical Education, Mathematics and Outdoor Education Teacher	1	1.1%
Total	32	34.4%

A total of 32 participants stated they were not the Health, Outdoor Education and Physical Education Coordinator and indicated they were 'other' with another role in the school. The question asked them to specify what this 'other' role was, and responses are indicated in Table 4.6. The results indicate many of the roles were still Physical Education related, as 15 out of the 32 respondents reported 'Physical Education' (yellow highlight) and 8 out of the 32 respondents stating 'Outdoor Education' in their background.

Professional identity

Further analysis of the results from Q2 showed that 63.4% of respondents identified as Outdoor Education teachers or coordinators and 80.6% identified as Health and Physical Education teachers or coordinators. Responses are indicated in Table 4.7. Note that participants could indicate more than one response to the question and many teachers entered both. Few teachers indicated neither Outdoor Education or Health and Physical Education.

Table 4.7. Survey responders' professional identity (N = 93).

Answer Choices	Responses	Response percent
Identifies as Outdoor Education	59	63.4%
Identifies as Health and Physical Education	75	80.6%
Neither	7	7.5%

Main Areas of Teaching Expertise

Participants were then asked to identify their main area of teaching expertise through Q3: *What is your main (learning) area of teaching expertise?* A total of 71.7% identified Health and Physical Education as their main area of expertise, with Outdoor Education listed by 17% of responders. A small proportion (9.7%) of other teachers reported learning areas, such as Design and Technology and Mathematics as their main area of expertise. Table 4.8 summarises the responses. Note that figures have been rounded to one decimal place with the result that total figure is greater than 100%.

Other areas of teaching expertise

Participants were then asked to identify 'other' areas of teaching expertise through Q4: *What are your other areas of teaching expertise?* An additional 29.4% of the 92 respondents to this question indicated Health and Physical Education as another area of expertise. Table 4.9 summarises the responses. Note that survey respondents could enter more than one response.

Table 4.8. Survey responders' main area of teaching expertise (N = 92).

Answer Choices	Responses	Response percent
Health and Physical Education	66	71.7%
Outdoor Education	17	18.5%
Other (please specify)	3	3.3%
Design and Technology	2	2.2%
Mathematics	2	2.2%
Humanities and Social Studies (Geography and/or History)	1	1.1%
Science	1	1.1%
English	0	0.0%
Language	0	0.0%
Arts	0	0.0%

Table 4.9. Survey responders' additional areas of teaching expertise (N=92).

Answer Choices	Responses	Response percent
Outdoor Education	43	46.7%
Science	35	38.0%
Health and Physical Education	27	29.4%
Humanities and Social Studies	23	25.0%
Mathematics	21	22.8%
English	10	10.9%
Design and Technology	4	4.4%
Language	3	3.3%
Arts	2	2.2%
Other (please specify)	12	13.0%

When results from Q2 are combined with the results from Q3: *What is your main (learning) area of expertise?* it is likely that all respondents had a Health and Physical Education background or responsibility within the school, with a combined total of 60/93 respondents (64.5%) identified as having expertise in Outdoor Education teaching. The 1999 study (Polley & Pickett 2003) indicated 29.3% of respondents had Outdoor Education specific qualifications (either a Graduate Diploma in Outdoor Education, a Bachelor of Arts in Outdoor Education or a Bachelor of Education with an Outdoor Education specialisation). The current 2017 survey question does not specifically ask whether teachers had undertaken Outdoor Education studies to achieve Outdoor Education expertise. The lower response rate and difference in questions diminish confidence in any reporting of increased rates of Outdoor Education tertiary training.

Additional areas of teaching expertise

There was a diverse range of 'other' areas of teaching expertise identified by 12 respondents. These are listed in Table 4.10.

Table 4.10. Survey responders' 'other' areas of teaching expertise (N = 12).

Other area of teaching expertise	Responses	Response percent
Home Economics, Religious Education	1	1.1%
Primary	1	1.1%
Indonesian	1	1.1%
Information and Computer Technology	1	1.1%
Information and Computer Technology, Cross-Curricular Studies	1	1.1%
Information and Computer Technology and Research Project	1	1.1%
Research Project	1	1.1%
Religion	1	1.1%
Vulnerable disengaged students	1	1.1%
Nutrition	1	1.1%
Workplace Practices, Professional Learning Plan	1	1.1%
Total	12	13%

Gender of responders

Of the 91 responders to Q5: *What is your gender?* 79.2% indicated they were male with 20.9% female as per Table 4.11. Cross checking the gender of respondents with those that indicated Outdoor Education as teaching area, only 56% of females indicated they had this background, slightly lower than 70% of male respondents who indicated they had an Outdoor Education background.

Table 4.11. Survey responders' gender (N = 91).

Answer Choices	Responses	Response percent	Outdoor Education teaching background
Female	19	20.9%	56%
Male	72	79.1%	70%
Other	0	0.0%	

Teaching experience

Responders were asked how long they had been teaching with Q6: *How long have you been teaching?* The majority had been teaching between 6-15 years (50%), with many teaching for a

longer period (28%) as per Table 4.12. Cross referencing teaching expertise with years of experience the patterns were similar, likely reflecting that the respondents to the survey were more likely to have had 6-15 years' experience. There was little difference in the experience between those that stated Outdoor Education experience and those that did not as per Table 4.12.

Table 4.12. Survey responders' teaching and Outdoor Education teaching experience (N = 92).

Teaching Expertise	**Response**			**Total**
	1-5 years	6-15 years	16 + years	
Total	20	46	26	92
% of total	21.7%	50%	28.3%	100%
Identified as having Outdoor Education teaching expertise	12	29	18	59
% of total	13%	31.5%	19.5%	64%
% of Outdoor Education teaching expertise	20%	49%	30.5%	100%
Did not identify as having Outdoor Education teaching expertise	8	17	8	33
% of total	8.7%	16%	8.7%	36%

Scope of outdoor learning at the site

As stated, the survey questionnaire was addressed to the Health, Outdoor and Physical Education (HOPE) Coordinator and it was unsurprising to find the majority of schools offered outdoor learning when responding to Q8: *Does your school include outdoor learning as part of the curriculum or extra-curricular activities?* with a total of 92.47% of responding teachers indicated their site offered outdoor learning. Results are summarised in Table 4.13.

Table 4.13. Outdoor learning in responding schools (N = 93).

Answer Choices	**Responses**	**Response percent**
Yes	86	92.5%
No	7	7.5%
'No' response, but indicated outdoor activities conducted at school in 2020	4	4.3%

Note that four schools that replied 'no' list outdoor activities later in the survey, suggesting that the question may have had multiple meanings to responders, the survey questions were unclear or not sufficiently detailed in the description of outdoor learning. A later review (2020) of publicly available websites identified that all 7 schools that replied 'no' to this question have evidence of outdoor learning on their 2020 web site, newsletters or curriculum documents.

Outdoor Education / outdoor learning activities

Participants were asked a follow up question about outdoor learning in Q9: *Indicate the subject or context(s) where outdoor learning takes place in your school*. A large proportion of respondents indicated that most outdoor learning occurred in designated Outdoor Education or Physical Education classes. Likely reflecting the increase in Stage 1 and 2 Outdoor Education classes there is an increase in respondents indicating Outdoor Education as the context of outdoor learning at their school. There is an increase in diversity of the context outdoor learning indicated by the response to 'other' and a reduction in Year 8-10 Outdoor Education in schools. Reviewing the activities listed as 'other' for both 1999 and 2017 responses it is likely that activities previously labelled as Outdoor Education are now given alternative nomenclature. Respondents indicate a reduction in extra-curricular outdoor learning. A summary of the context of where outdoor learning occurs in the responding schools is summarised in Table 4.14. The data reveals that a high proportion of survey respondents were those that offered SACE Stage 1 and Stage 2 Outdoor Education, with 51 respondents from a potential pool of 73 schools (69.9%) that offered Stage 1, and 38 respondents from a potential pool of 55 (69.1%) schools offer Stage 2 Outdoor Education.

Table 4.14. Context of outdoor learning in responding schools* (N = 92).

Answer choices	Responses	Response percent 1999	Response percent 2017	Change 1999-2017
Year 8-10 Health and Physical Education	53	63%	57.6%	-5.4%
Stage 1 Outdoor Education	51	32%	55.4%	+23%
Other (please specify)*	44	11%	47.8%	36.8%
Stage 1 Physical Education	39	69%	42.4%	-26.6%
Stage 2 Physical Education	38	69%	41.3%	-27.7%
Stage 2 Outdoor Education	38	16%	41.3%	+15.3%
Year 8-10 Outdoor Education	36	79%	39.1%	-39.9%
Extracurricular such as Duke of Edinburgh's Award, adventure club - specify under 'other'	19	34%	20.7%	-13.3%
Other learning areas - specify under 'other'	14	11%	15.2%	4.25%
Residential/ extended stay program - specify under 'other'	7	16%	7.6%	-8.4%
VET Outdoor Recreation	3	N/A	3.26%	N/A

**Responders could provide more than one answer.*

Other contexts for outdoor learning

As outlined in Table 4.14, a total of 40 responses were provided indicating 'other' outdoor learning with a range of additional contexts. These responses were categorised where possible where it appeared the activities were similar. A total of 20.6% of respondents indicated year level camps; 8.7% listed Year 10 Outdoor Education elective with 18 other contexts cited. Many responders listed multiple 'other' outdoor learning contexts. The total number and percentage of responses is indicated in Table 4.15.

Table 4.15. Other contexts where outdoor learning occurs in respondent schools* (N = 40).

Answers – synthesised into categories	Responses	Response percent
Year level camps	19	20.6%
Year 10 Outdoor Education elective option	8	8.7%
Year 8 transition camp	4	4.3%
Stage 1/2 Integrated Learning	3	3.3%
VET Outdoor Recreation	2	2.2%
Extended Stay Program	2	2.2%
Cultural Studies	2	2.2%
Duke of Edinburgh's Award	2	2.2%
English Second Language (ESL)/New Arrivals program	2	2.2%
Year 9 transition program e.g. Rite Journey	2	2.2%
World Challenge	2	2.2%
School based learning	1	1.1%
Year 10 Outdoor Recreation elective option	1	1.1%
STEM	1	1.1%
Operation Flinders	1	1.1%
Pastoral Care	1	1.1%
8-10 Health and Physical Education	1	1.1%
Field trips	1	1.1%
Ski trip	1	1.1%
Integrated into other learning areas	1	1.1%

**Responders could provide more than one answer*

Outdoor learning context supplementary data

The survey data indicates a range of outdoor learning contexts for the respondents of the survey. The results are indicative but not representative. Where representative or more detailed data is available this has been reported here to supplement the survey data. All data reported here was obtained from publicly available sources or from agencies directly. Only data that was publicly

available or does not breach ethical guidelines of confidentiality or sector comparison is reported here.

Extended stay Outdoor Education programs

Through professional networks I was aware of six extended stay Outdoor Education programs, given the acronym 'ESOEP's by Gray and Patterson (1994) to describe off-campus residential programs of a least 20 weeks duration. Although no programs in South Australia meet this definition the term has been used to distinguish long-term programs of 12 days or more from shorter term programs for the purposes of this study. Each of the programs selected for this category in South Australia are distinguished by being compulsory for the whole year level, having a distinct identity, have dedicated staff and include outdoor journeys as a significant component of the program. A total of five schools operate programs of at least 12 days duration in South Australia as per Table 4.16.

The coordinator of each of the programs listed here was contacted via email with a request for confirmation of publicly available data and an estimate of student participant / days. These coordinators provided corrected advice to the information that is publicly available including the number of students that participated in 2017. As a result, a more accurate description of the participant days is provided. The data show a significant number of students undertook learning through extended stay outdoor programs in South Australia. All but Westminster School's program commenced between 1999-2017.

Note that seven schools responding to the survey claimed 'extended stay' programs. Upon reviewing the survey responses and publicly available data, three of these programs were found to be 5/6 days duration and not meet a minimum of 12 days on full-time program.

Rite Journey

'The Rite Journey' (Rite Journey 2020) is a program that commenced in 2013 and was listed by several participants in the survey as one of the ways that the school supports outdoor learning. The Rite Journey program includes a challenging outdoor journey as part of the year long program with the experience designed by an Outdoor Education trained teacher. The length, location and nature of the journey varies according to the context. A follow up email from the Director of Rite Journey (Lines 2020, personal communication) resulted in an amended list of schools that undertook the program in 2017 and Table 4.17 lists those 19 sites. The data indicates mostly non-government schools with two government schools undertaking the program in 2017.

Table 4.16. Schools offering extended stay Outdoor Education programs in South Australian in 2017.

School	Length	Year	Source	No of students	Participant/Days
Prince Alfred College: 'Wombana'	35 days	9	Prince Alfred College 2020, Hobbs 2020 (personal communication)	128	128 x 35 = 4,480
St Peters College: 'Pushing the Boundaries'	21 days	10	St Peters 2020, Bates 2020 (personal Communication)	170	170 x 21 = 3,570
Wilderness School: 'Realise'	21 days	9	Wilderness School 2020, Walker 2020 (personal communication	96	96 x 21 = 2,940
Westminster School: 'Westventure'	12 days	10	Westminster School 2020, Begg 2020 (personal communication)	140	140 x 12 = 1680
Woodcroft College: 'Quest'	14 days	9	Woodcroft College 2020, Taylor 2020 (personal communication)	162	162 x 14 = 3,668
Total				696	16,738

Table 4.17. Rite Journey school participation 2017 (Rite Journey 2020).

1. St Johns Grammar 2. St Marks College 3. King's Baptist College 4. Eastern Fleurieu School 5. Clare High School 6. Horizon Christian School 7. Mary McKillop College 8. Maitland Lutheran School 9. Harvest Christian College 10. Cornerstone College	11. Investigator College 12. Hills Christian Community School 13. Tyndale Christian School Strathalbyn 14. St Joseph's School 15. Emmaus Christian College 16. Willunga Waldorf School 17. Immanuel College 18. St Peter's Girls School 19. Sacred Heart College

Operation Flinders

Operation Flinders conduct up to 6 'exercises' per year of 8 days duration in the South Australia's Far North for at risk youth aged 13-18 for up to 100 participants at a time in smaller teams (Operation Flinders 2020) 22 metropolitan/city schools (19 government and 3 non-government) and 22 country schools (20 government 3 non-government). Latrobe Valley (Victoria) sent two teams (2 x 10 students) from 2 public schools, West Wimmera (Victoria) sent students (unknown number) and Families SA sent 4 teams (4 x 10 students) from the Northern Territory (White 2020, personal communication). In total there were 42 government schools, 5 non-government schools and 8 agencies from other sources that referred students to the program. The 42 schools and agencies sent a total of 428 students spread over 6 exercises with 63, 71, 81, 99, 82 and 32 participants. The total of 428 students represent a figure of 3,424 participant days, although not all participants were from South Australia with a small number of students from Western Victoria and Northern Territory. Summary details are provided in Table 4.18. below. Operations Flinders is a voluntary program, where students are recommended to attend by representatives from their school. The data reported here shows that government schools are the main clients of Operation Flinders, likely arising from a larger at-risk youth population than non-government schools.

Table 4.18. Operation Flinders school participation (from data provided by Operation Flinders 2020).

Schools	**Number of schools**	**Percent of secondary schools involved**
Government	42	25.7% (N = 163 total government schools in South Australia)
Non-government	5	7.7% (N = 104 total non-government schools in South Australia)
(Agencies)	(8)	N/A
Total schools	47	18% (N = 261 total schools in South Australia)
Total participants	428	<1% (N = 100,000 plus secondary students)
Participant days	428 x 8 days = 3,424	N/A

World Challenge

World Challenge was cited as an outdoor learning activity supported by some schools. While World Challenge does not publicly list schools that undertook this activity in 2017 it was identified through personal communication that 18 teams from South Australia from 15 schools took part in World Challenge that year (World Challenge Organiser 2020, personal communication) with programs varying from 8-21 days. Participant numbers and exact numbers of days were not able to be clarified by World Challenge although several representatives were emailed and spoken to. As data could not

be verified through correspondence it has not been included in any calculations for the present study.

Duke of Edinburgh's Award

The Duke of Edinburgh's Award includes a requirement at each level to participate in an 'adventurous journey' of a minimum two days and one night at Bronze level, two days and two nights at Silver level and four days and three nights for Gold level - not including required preparation and training and practice journeys (Duke of Edinburgh's Award 2020). Data supplied by Duke of Edinburgh's Award office (McQuinn 2020, personal communication) advised there were 12 government and 15 non-government schools offering the Award in 2017. This equated to 7.3% of government schools and 14.4% of non-government schools. The number of participants is not centrally recorded with each agency keeping their own records of participants. However, each agency ensures a minimum of one student is currently completing the award (McQuinn 2020, email). In addition, there were 14 government and non-government agencies also offering the award. Further details are in Table 4.19.

Table 4.19. Duke of Edinburgh's Award participation South Australia 2017 (adapted from McQuinn 2020, email, 1/4/20).

Category	Number	Percent of secondary schools
Government schools	12	7.6% (N = 157 total government schools)
Non-government Schools	15	14.4 % (N = 104 total non-government schools)
Total	27	10.3% (N = 261 total schools South Australia)

SACE Stage 1 and Stage 2 Outdoor Education

A total of 51 survey respondents (55.4% of N = 92) indicated their school offered South Australian Certificate of Education (SACE) Stage 1 (generally Year 11) Outdoor Education and 38 (41.3% of N = 92) indicated their school offered Stage 2 Outdoor Education (generally year 12) at their site. To obtain more accurate figures the SACE Board were contacted. Following completion of ethics forms SACE (2018) provided data on the schools and student completion numbers, male and female breakdown and city (metropolitan) or country (rural). Note that SACE requirements for release of data are such that school names are not published in any publicly accessible domain.

The results in Table 4.20 and represented graphically in Figure 4.1 and 4.2 below provide an overview of the change in student numbers in city and country school undertaking Stage 1 and Stage 2 Outdoor Education, Health and Physical Education between 1999 and 2017. Table 4.20 highlights an increase in students completing Stage 1 and 2 Outdoor Education and a greater number of

schools hosting the subject during the period 1999-2017. During the same time period, Stage 1 and 2 Health and Physical Education have also experienced growth, although the magnitude of the growth has been greater for Stage 1 and 2 Outdoor Education. Like Outdoor Education, Stage 1 and 2 Health has been undertaken by an increasing amount of schools for 2017 when compared with 1999, whilst Stage 1 and 2 Physical Education was offered at fewer schools over the same time period, with the reduction mainly attributable to city schools no longer offering this subject at senior school level.

Table 4.20. SACE Stage 1 and 2 Outdoor Education, Health and Physical Education completions and schools. A comparison between 1999 and 2017 (adapted from SACE 2018).

	Stage 1 Outdoor Education	**Stage 2 Outdoor Education**	**Stage 1 Health**	**Stage 2 Health**	**Stage 1 Physical Education**	**Stage 2 Physical Education**
Completions 1999 (students)						
Country	513	57	139	62	1577	660
City	489	52	576	243	3138	1533
Total	1002	109	715	305	4710	2193
Completions 2017 (students)						
Country	913	184	436	157	2100	768
City	1217	348	1042	693	3983	1481
Total	2130	532	1478	850	6083	2249
Change in student numbers 1999-2017	+1128	+423	+763	+545	+1373	+56
% change students	+112.5%	+388%	+106.1%	+178.1%	+29%	+2.1%
Schools 1999						
Country	18	8	10	6	83	150
City	20	4	25	17	105	94
Total	38	12	35	23	188	244
Schools 2017						
Country	33	22	18	11	79	127
City	40	23	30	32	102	86
Total schools	73	55	48	43	181	213
Change in numbers of schools 1997 - 2017	+35	+43	+13	+20	-7	-31
% change schools	+92%	+358%	+37.1%	+87%	-3.7%	-1.4%

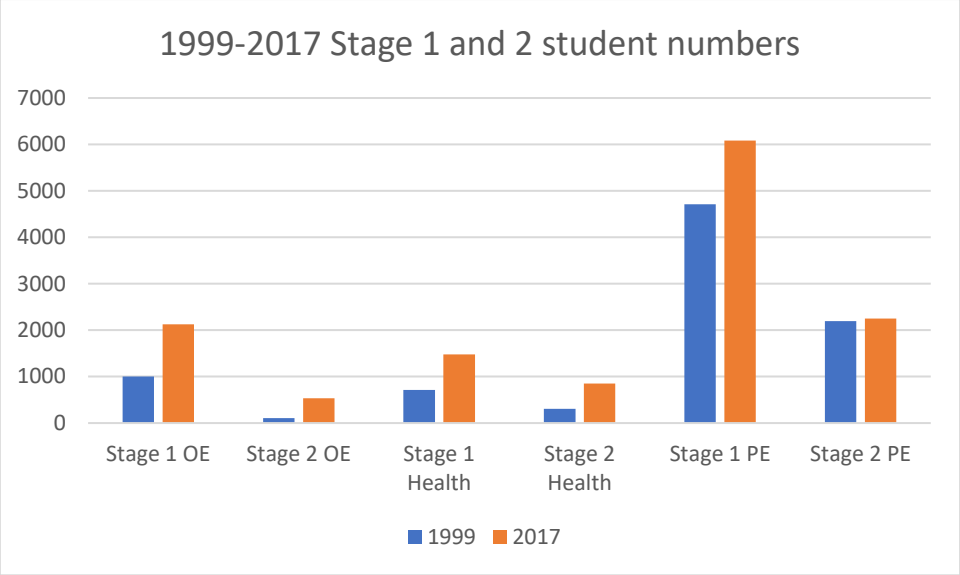


Figure 4.1. 1999-2017 Stage 1 and 2 Outdoor Education, Health and Physical Education student numbers (SACE 2018).

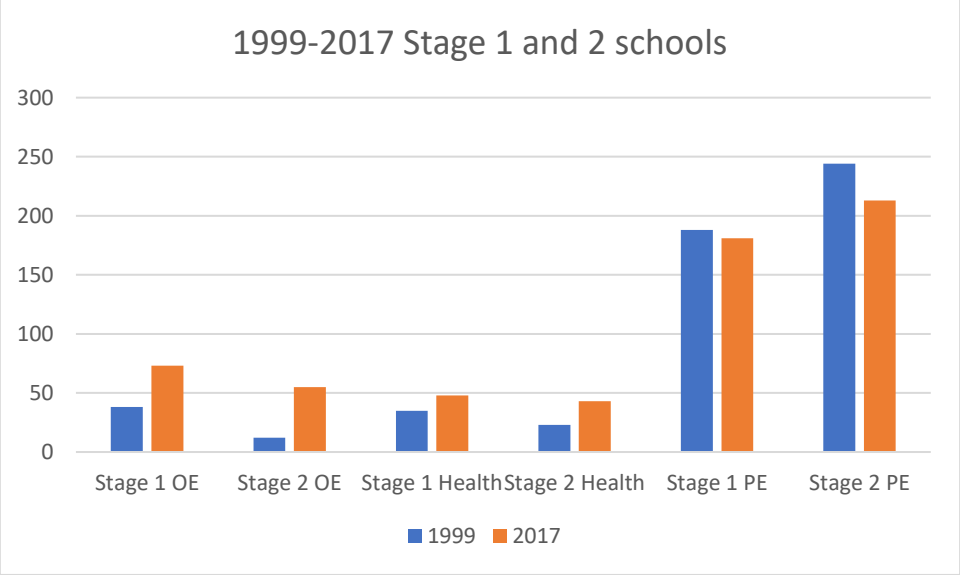


Figure 4.2. 1999-2017 Stage 1 and 2 Outdoor Education, Health and Physical Education schools (SACE 2018).

Following the overview of SACE Stage 1 and 2 Outdoor Education, Health and Physical Education, further detail regarding the SACE Stage 1 and 2 data is reported. As outlined, SACE Outdoor Education completions experienced considerable growth between 1999 and 2017. Further, as outlined later in this chapter, and as per Table 4.4, the actual number of secondary school students in South Australia in 1999 was reported as 90,585 (ABS 2000) with 100,738 students reported in 2017 (ABS 2018a), an increase of 10,153 students at school (11.2%). Further, as outlined in Table 4.2

the numbers of youth in the 16-18 year-old age bracket declined. That is, the growth of SACE Outdoor Education completions at Stage 1 and 2 (92% and 358% respectively) has exceeded the rate of growth of senior school student numbers in secondary schools.

Impact of SACE structural change 2012

In 2010 the SACE program was amended such that the first graduates of the 'new' SACE finished their program at the end of 2011. In 2012 SACE amended the structure to calculate the Australian Tertiary Admission Rank (ATAR) score to be based on only the four highest results. As a result, many schools reduced the requirement for five subjects in the final year of study to just four subjects. Theoretically, this should have meant a reduction in the number of students in each Stage 2 subject across the state of up to 20% as many schools and students took up the opportunity to reduce their Stage 2 subjects. Another change that occurred to SACE Stage 2 Outdoor Education in 2010 is that it was offered for a short period of time as both a school assessed subject and as a partial external assessed subject. The two Outdoor Education courses – given distinct titles of Outdoor Education and Outdoor and Environmental Education - were structured to allow students to choose whether to do a course that provided a subject result to use as part of their entry score to University (30% external assessment) or another offering that was assessed entirely by the teachers and had less rigorous written assessment. However, this option was short-lived and removed in 2012 as Universities moved to a system of scaling for all subjects into University – the ATAR.

SACE Stage 1 and 2 Outdoor Education student completion data for the years 1999-2017 is supplied below in Table 4.21 and Figure 4.3. The SACE data (SACE 2018) obtained indicates that for 2013 there was a reduction in of Stage 2 completions following the change in SACE policy to calculate the ATAR based on four subjects instead of five. However, the trend towards increased completion of senior Outdoor Education resumed in 2014.

More detailed reporting of data provided by SACE (SACE 2018) regarding participation in Stage 1 and 2 Outdoor Education between 1999-2017 is now undertaken to allow improved analysis of the reasons for these changes later in this study.

Table 4.21. SACE Stage 1 and 2 Outdoor Education completions 1999-2017 (SACE 2018).

Year	Stage 1 Outdoor Education completions	Stage 2 Outdoor Education Completions	Total senior Outdoor Education completions	Difference from previous year
1999	1002	109	1111	
2000	1146	112	1258	+147
2001	1213	130	1343	+85
2002	1360	167	1527	+184
2003	1291	178	1469	-68
2004	1316	193	1509	+40
2005	1350	220	1570	+61
2006	1416	268	1684	+114
2007	1455	265	1720	+36
2008	1606	275	1881	+161
2009	1697	314	2011	+130
2010	1712	339	2051	+40
2011	1805	361	2166	+55
2012*	1625	440	2065	-101
2013	1635	375	2010	-55
2014	1645	389	2034	+24
2015	1857	501	2246	+212
2016	1815	555	2370	+124
2017	2130	532	2662	+292

** SACE requirements reduced from 5 to 4 minimum Stage 2 subjects.*

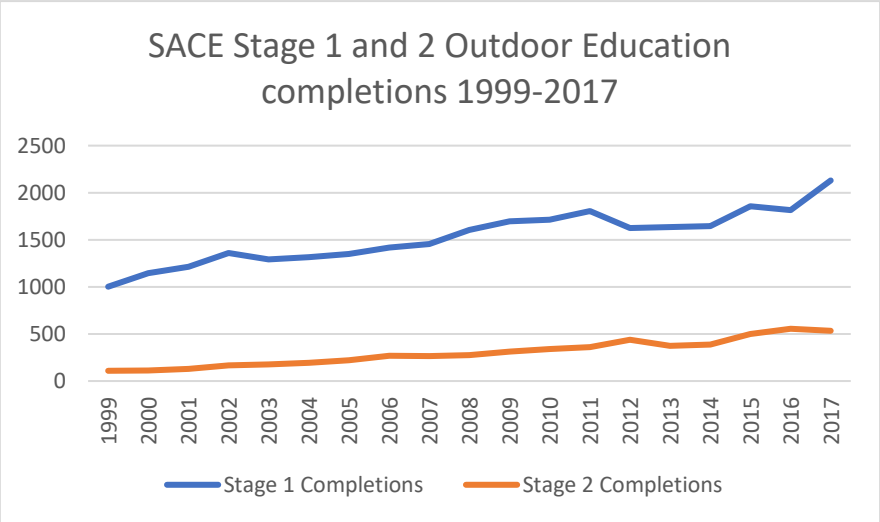


Figure 4.3. SACE Stage 1 and 2 Outdoor Education completions 1999-2017 (SACE 2018).

SACE Stage 1 Outdoor Education – schools.

Between 1999 and 2017 the increase in the number of schools that offered Stage 1 Outdoor Education (38 schools or 16.8% in 1999 and 71 or 27.9% in 2017) is characterised by large increases in non-government schools in city and country areas offering this elective along with more modest increases in government schools as per Table 4.22 and Figure 4.4 below.

Table 4.22. SACE Stage 1 Outdoor Education 1999-2017 – schools (SACE 2018).

Year	Country			City			All schools
	Government	Non-government	Total	Government	Non-government	Total	Total
1999	17	1	18	16	4	20	38
2017	23	8	31	21	19	40	71
Change 1999-2017	+6	+7	+13	+5	+15	+20	+33
Change %	+35%	+700%	+72%	+31%	+375%	+100%	+87%

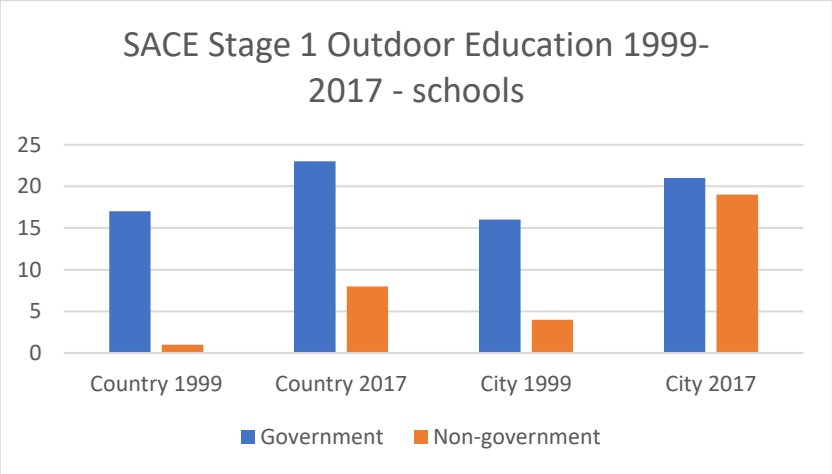


Figure 4.4. SACE Stage 1 Outdoor Education 1999-2017 - schools.

SACE Stage 2 Outdoor Education – school types.

The number of schools offering Stage 2 Outdoor Education between 1999 and 2017 as outlined in Table 4.23 and Figure 4.5 with 13 schools (5.7%) offering this elective in 1999 and 45 schools (17.2%) offering it in 2017. There are both similarities and some differences to the trend for schools offering Stage 1 Outdoor Education, with larger growth of Stage 2 Outdoor Education in country government schools compared with non-government schools, and a larger growth of Stage 2 Outdoor Education

in both city government and non-government schools. Growth in city non-government schools offering Stage 2 Outdoor Education is significantly greater than that for government schools.

Table 4.23. Growth of SACE Stage 2 Outdoor Education 1999-2017 country compared with city – schools (SACE 2018).

Year	**Country**			**City**			**All schools**
	Government	Non-government	Total	Government	Non-government	Total	
1999	8	0	8	3	2	5	13
2017	19	3	22	9	14	23	45
Change 1999-2017	11	3	14	6	12	18	32
%	+137%	incalculable	+175%	+200%	+600%	+360%	+246%

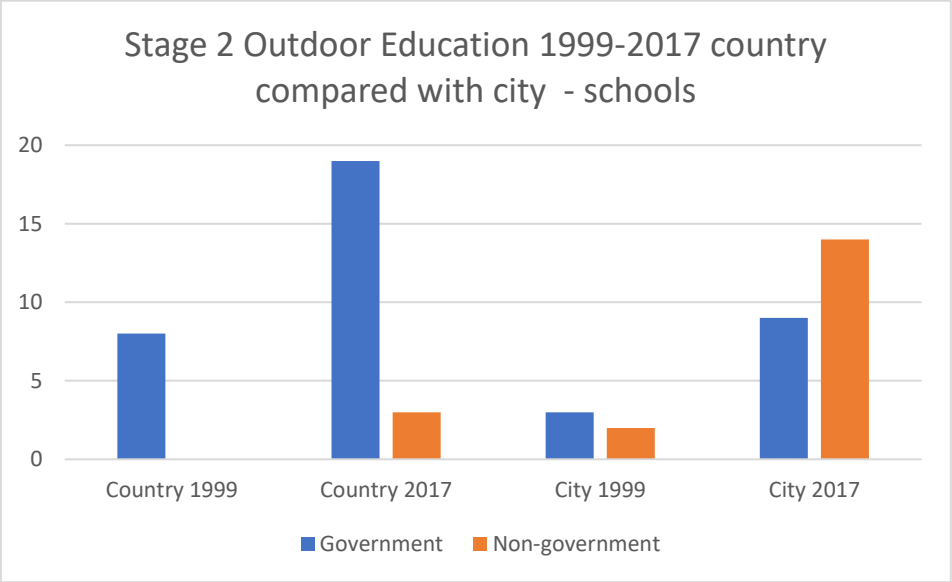


Figure 4.5. Growth of SACE Stage 2 Outdoor Education 1999-2017 country compared with city – schools.

SACE Stage 1 Outdoor Education – subject completions

The period 1999-2017 SACE Stage 1 Outdoor Education data highlighted an increase in SACE Stage 1 individual student subject completions of 80%, with large increases in non-government schools in both city and country, with more modest increases in government schools in both regions as per Table 4.24 and Figure 4.6.

Table 4.24. Stage 1 Outdoor Education 1999-2017 – Subject completions – city compared with country (SACE 2018).

Year	Country			City			Combined total
	Government	Non-government	Total	Government	Non-government	Total	
1999	577	36	713	363	107	470	1183
2017	685	228	913	681	536	1217	2130
Change 1999-2017	108	192	200	318	429	747	947
	+18.7%	+533%	+28.1%	+87.6%	+400%	+158%	+80%

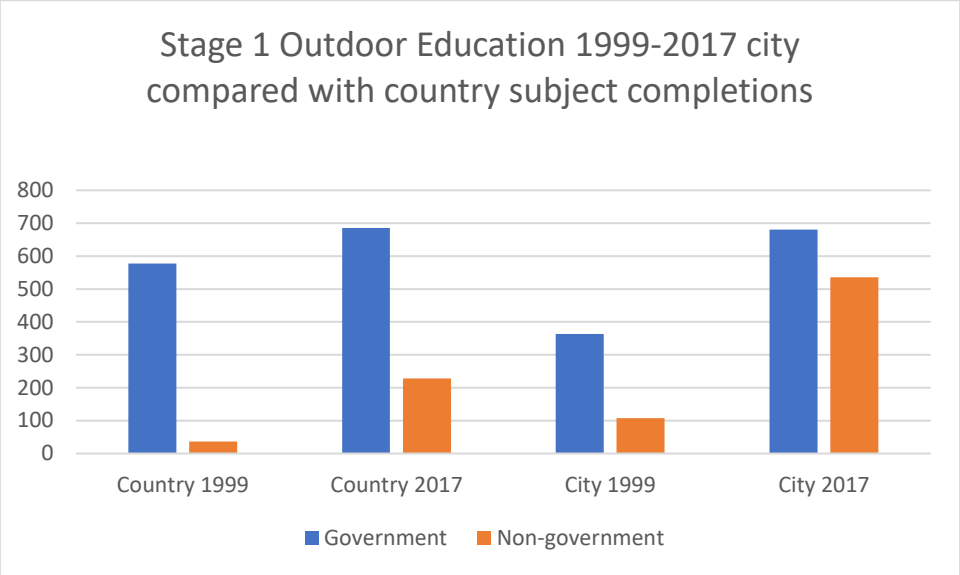


Figure 4.6. SACE Stage 1 Outdoor Education 1999-2017 – city compared with country subject completions (SACE 2018).

SACE Stage 2 Outdoor Education – subject completions

The increased numbers of students obtaining a result for Outdoor Education Stage 2 is a response to increases in schools offering Outdoor Education, with both government and non-government city and state schools showing significant growth, that is more pronounced in the city and government schools as per Table 4.25 and Figure 4.7 below. The growth in both city government and non-government schools is proportionally greater that country schools.

Table 4.25. Growth of Stage 2 Outdoor Education 1999-2017 country compared with city - subject completions (SACE 2018).

Year	Country			City			All schools
	Government	Non-government	Total	Government	Non-government	Total	
1999	57	0	57	18	34	52	109
2017	134	50	184	139	209	248	452
Change 1999-2017	+77	+50	+127	+121	+175	+196	+343
% change	+135%	incalculable	+222%	+672%	+514%	+377%	+314%

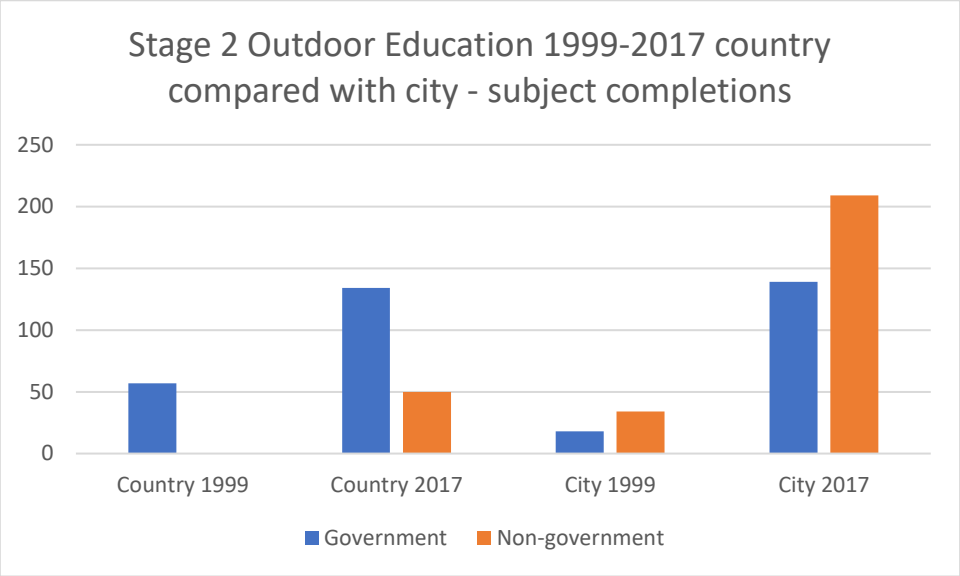


Figure 4.7. Growth of Stage 2 Outdoor Education 1999-2017 country compared with city - subject completions (SACE 2018).

Gender

Differences in gender participation in Outdoor Education in both Stage 1 and Stage 2 were provided by SACE (2018) with further detail reported here.

SACE Stage 1 Outdoor Education gender participation

Stage 1 increases in student numbers have been distributed across both male and female students in both country and city schools as per Table 4.26 and Figure 4.8. The results indicate the rate of growth for completion of Stage 1 Outdoor Education for females exceeded the rate for males for the period 1999-2017.

Table 4.26. Stage 1 1999-2017 gender – subject completions (SACE 2018).

Year	Country female	City female	Country male	City male
1999	187	172	316	317
2017	352	532	561	685
Change 1999-2017	+170	+360	+245	+368
% change	+91%	+209%	+68%	+115%

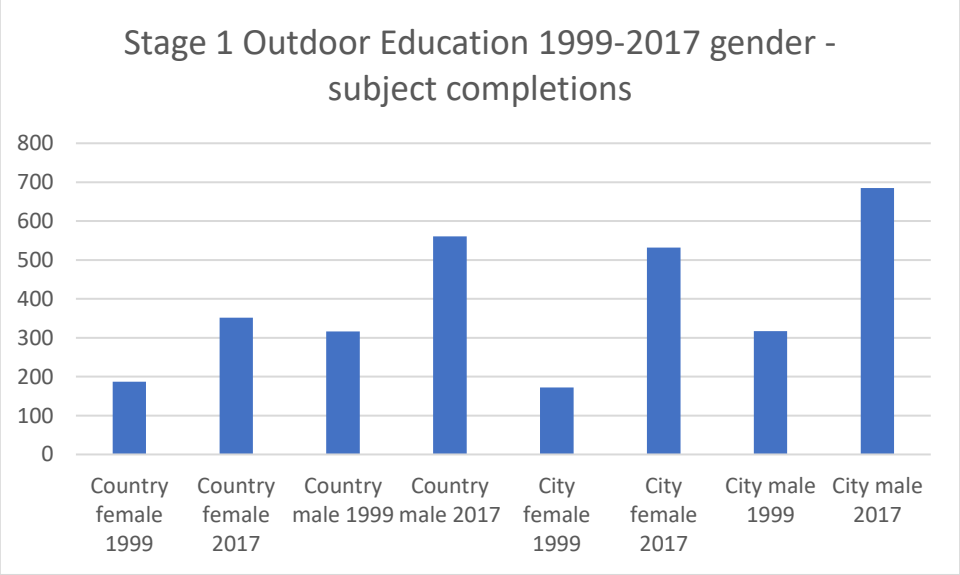


Figure 4.8. Stage 1 Outdoor Education 1999-2017 gender – subject completions (SACE 2018).

Reviewing trend data for the period 1999-2017 the increase in female student comparison suggests that relative increases in subject completions are small as per Table 4.27 with no change in the relative proportion of female students completing Stage 1 Outdoor Education in country schools but an increase in the proportion of female students in city schools across the two timepoints.

Table 4.27. Stage 1 Outdoor Education 1999-2017 student completions gender distribution (SACE 2018).

	Country		City	
Year	**Female %**	**Male %**	**Female %**	**Male %**
1999	38.4	61.6	35.2	64.8
2000	34.9	63.2	32.1	67.9
2001	32.7	67.3	35.2	64.8
2002	37.0	63.0	40.2	59.8
2003	32.7	67.3	37.3	62.7
2004	33.2	66.8	41.3	58.7
2005	32.4	67.6	38.4	61.6
2006	40.5	59.5	42.5	57.5
2007	38.3	61.7	35.9	64.1
2008	38.0	62.0	39.1	60.9
2009	34.0	66.0	36.9	63.1
2010	36.6	58.9	45.4	54.6
2011	41.1	58.9	40.0	60.0
2012	38.7	61.3	40.9	59.1
2013	36.6	63.4	39.4	60.6
2014	37.3	61.4	35.2	64.8
2015	36.2	63.8	38.7	61.3
2016	40.8	59.2	41.3	58.7
2017	38.6	61.4	43.7	56.3

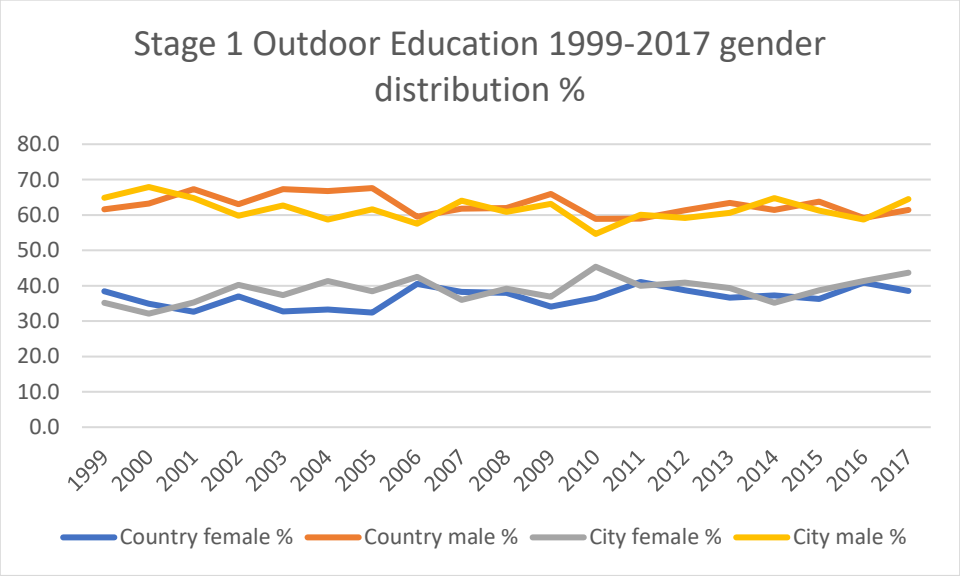


Figure 4.9. Stage 1 Outdoor Education 1999-2017 student completions gender distribution (SACE 2018).

SACE Stage 2 Outdoor Education gender participation

As per Stage 1 Outdoor Education the majority of students completing Stage 2 Outdoor Education were male. Table 4.28 and Figure 4.10 shows that relative female student completion of Stage 2 Outdoor Education has been large for both country and city schools, with city schools demonstrating the largest proportional growth.

Table 4.28. SACE Stage 2 Outdoor Education 1999-2017 gender – students (SACE 2018).

Year	Country female	Country male	City female	City male
1999	17	40	10	42
2017	67	117	118	230
	+50	+77	+108	+188
% change 1999-2017	+294%	+192.5%	+1,080%	+447.6%

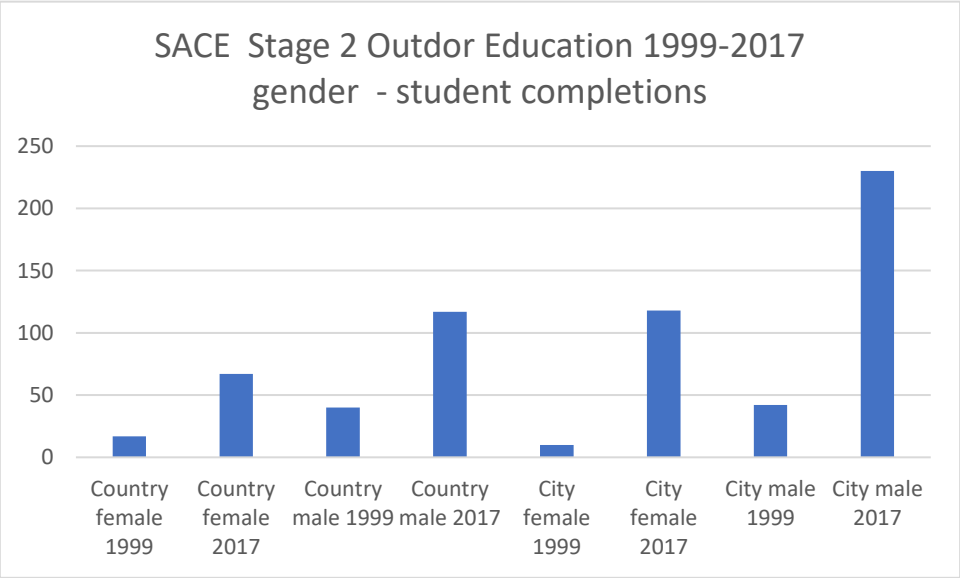


Figure 4.10. SACE Stage 2 Outdoor Education 1999-2017 gender – students (SACE 2018).

Similar to the trend for Stage 1 Outdoor Education, between the years 1999 and 2017, there has been a trend towards increased completion by female students for Stage 2 Outdoor Education. However, there has been greater fluctuation in the relative percentage of female to males as per Table 4.25 and Figure 4.11 for Stage 2 compared with Stage 1 Outdoor Education. As with relative

gender participation in Stage 1 Outdoor Education there has been a lesser change in country female Stage 2 Outdoor Education completions compared with city Stage 2 Outdoor Education completions.

Table 4.29. Stage 2 Outdoor Education 1999-2017 gender distribution (SACE 2018).

Year	Country		City	
	Female %	Male %	Female %	Male %
1999	29.8	70.2	19.2	80.8
2000	26.2	73.8	28.6	71.4
2001	20	80	44.4	55.6
2002	27	73	39.3	60.7
2003	27.9	72.1	21.4	78.6
2004	29.4	70.6	27.2	72.8
2005	32.1	67.9	37.4	62.6
2006	30.9	69.1	31.8	68.2
2007	32.3	67.7	32.5	67.5
2008	32.7	67.3	21.6	78.4
2009	32.2	67.8	23.8	76.2
2010	17.6	82.4	23.9	76.1
2011	42.9	57.1	40	60
2012	40.8	59.2	42.3	57.7
2013	36.6	63.4	39.2	60.8
2014	31.8	68.2	31.9	68.1
2015	39.4	60.6	44.9	55.1
2016	30	70	34.3	65.7
2017	36.4	63.6	33.9	66.1

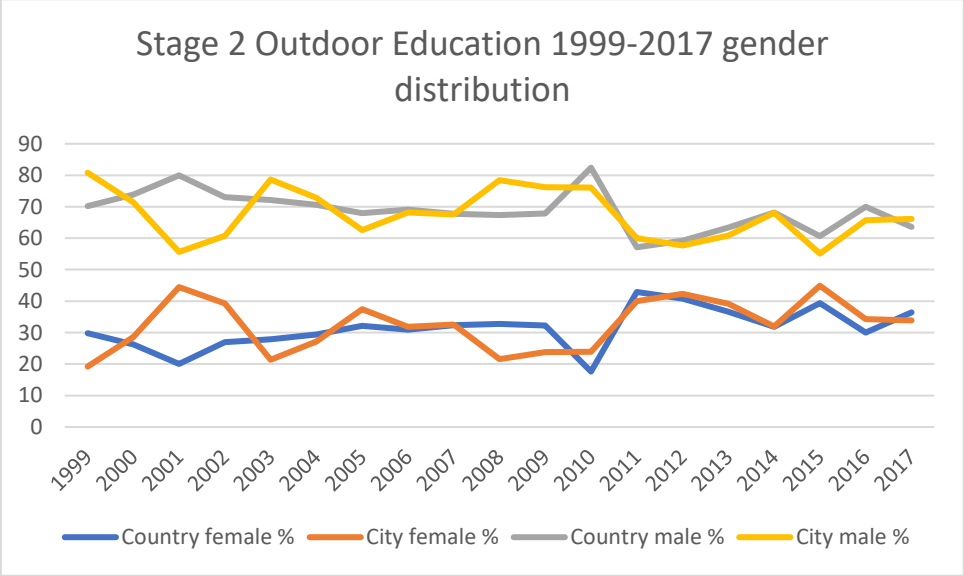


Figure 4.11. Stage 2 Outdoor Education 1999-2017 gender distribution (SACE 2018).

Summary of document analysis of Outdoor Education / outdoor learning in South Australian secondary schools

Participants in the 2017 survey indicated a range of contexts where Outdoor Education and outdoor learning occurred. The sample size and voluntary nature of the survey precludes accurate data regarding the scope of all Outdoor Education in South Australian schools. To compensate for this deficit further data was sought from publicly available sources or agencies. This document analysis supports the view that Outdoor Education and outdoor learning is growing in South Australian secondary schools. In summary, the results from the document analysis indicate,

- In 1991 Operation Flinders had 35 participants, in 2003 it had 99 and by 2017 it had 428 participants.
- In 1999 only Westminster School hosted an extended stay program (>5 days). In 2017 a further four schools were offering extended stay experiences for an entire year level, with Woodcroft College (2002), Prince Alfred College (2007), Wilderness School (2010) and St Peters College (2015) added in that time.
- The Rite Journey was established in 2004 with 19 schools offering this development program in 2017.
- World Challenge commenced in 2007 and in 2017 had 15 schools with 18 teams participate in overseas journeys.
- The Duke of Edinburgh's Award has been sustained with 27 schools offering this award in 2017.
- During this period there has been a sustained growth in Stage 1 and 2 Outdoor Education with 112% growth in Stage 1 and 388% growth in Stage 2 subject completions from 1999-2017. This growth is proportional to student numbers growth, with evidence of growth in both city and country schools, and in all sectors, but particularly in non-government schools.

The reporting of results now returns to the survey question responses to investigate further detail on the nature and scope of Outdoor Education in South Australian schools.

Year 8-10 Outdoor Education / outdoor learning activities

The 93 responses to the survey questions inquiring about the types of outdoor learning activities that were taking place at their site indicate that camping and outdoor field trips were the most likely activities for responders' schools. Camping, field trips, bushwalking and kayaking/canoeing were the most likely activities in Years 8-10 in schools. The data is presented as a percentage of responses are shown in Table 4.30 and represented graphically in Figure 4.14.

Table 4.30. Year 8-10 Outdoor Education / outdoor learning schools (N = 93).

Activity	Year 8 percent	Year 9 percent	Year 10 percent	Mean
Camping	30.1	39.8	40.9	36.9
Outdoor field trips (e.g. for Geography, History, Science)	34.4	38.7	37.6	36.9
Bushwalking / hiking	16.1	34.4	37.6	29.4
Kayaking / canoeing	22.6	22.6	34.4	26.5
Orienteering	16.1	19.4	25.8	20.4
Surfing	16.1	14	21.5	17.2
Rock climbing	9.7	14	21.5	15.1
Residential camping	18.3	16.1	10.8	15.1
Snorkelling	12.9	8.6	14	11.8
Conservation / Landcare	11.8	12.9	10.8	11.8
Mountain biking	7.5	10.8	12.9	10.4
Sailing	12.9	5.4	10.8	9.7
Other	5.4	3.2	5.4	4.7
Downhill skiing	2.1	3.2	5.4	3.6
Cross country skiing	2.1	1.1	1.1	1.4

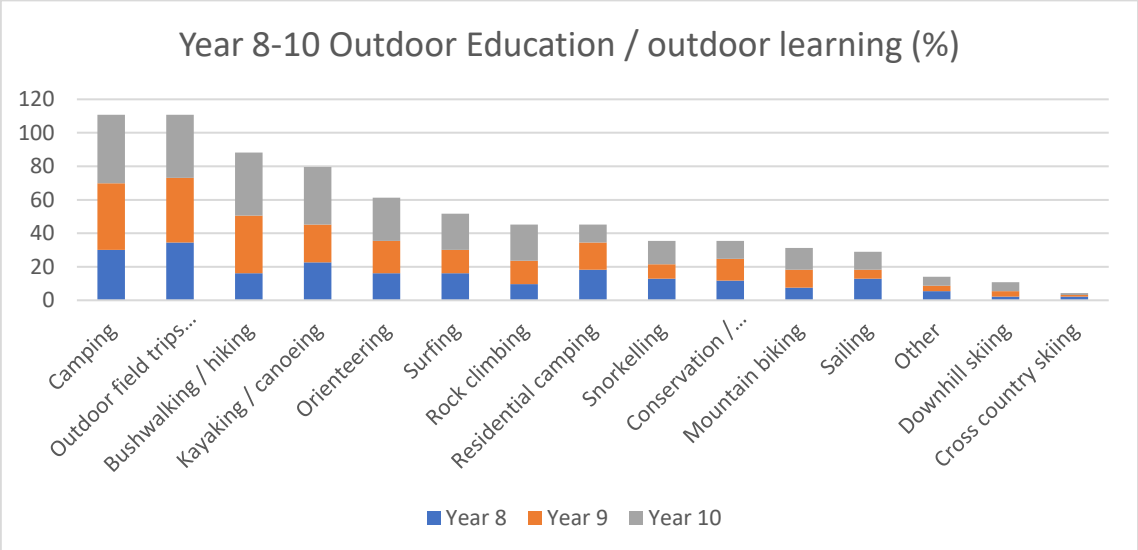


Figure 4.12. Year 8-10 Outdoor Education / outdoor learning activities.

Year 11 and 12 Outdoor Education / outdoor learning activities

Responses to questions about outdoor activities for the senior secondary years revealed similar responses to years 8-10, but with a few key differences. Outdoor field trips were reported as much less prevalent with surfing and rock-climbing being more prevalent. The data is presented as a percentage of responses in Table 4.31 and graphically in Figure 4.13.

Table 4.31. 2017 Year 11-12 Outdoor Education activities (N = 93).

Activity	PE Stage 1 %	OE Stage 1 %	PE Stage 2 %	OE Stage 2 %	VET %
Kayaking / canoeing	34.4	17.0	28.0	31.2	5.4
Bushwalking / hiking	43.0	8.6	30.1	5.4	4.3
Camping	40.9	6.5	29.0	5.4	5.4
Rock climbing	35.5	5.4	17.2	1.1	3.2
Surfing	25.8	7.5	8.6	5.4	3.2
Orienteering	20.4	2.2	11.8	2.2	4.3
Snorkelling	15.1	3.2	7.5	2.2	2.2
Outdoor field trips (e.g. for Geography, History, Science)	10.8	6.5	6.5	3.2	2.2
Mountain biking	14.0	1.1	8.6	1.1	3.2
Sailing	4.3	5.4	4.3	9.7	1.1
Conservation / Landcare	9.7	1.1	6.5	0.0	1.1
Cross country skiing	1.1	1.1	3.2	0.0	2.2
Residential camping	2.2	2.2	1.1	1.1	0.0
Other	3.2	1.1	0.0	0.0	1.1
Downhill skiing	1.1	2.2	0.0	0.0	1.1
Other	3.2	1.1	0.0	0.0	0.0

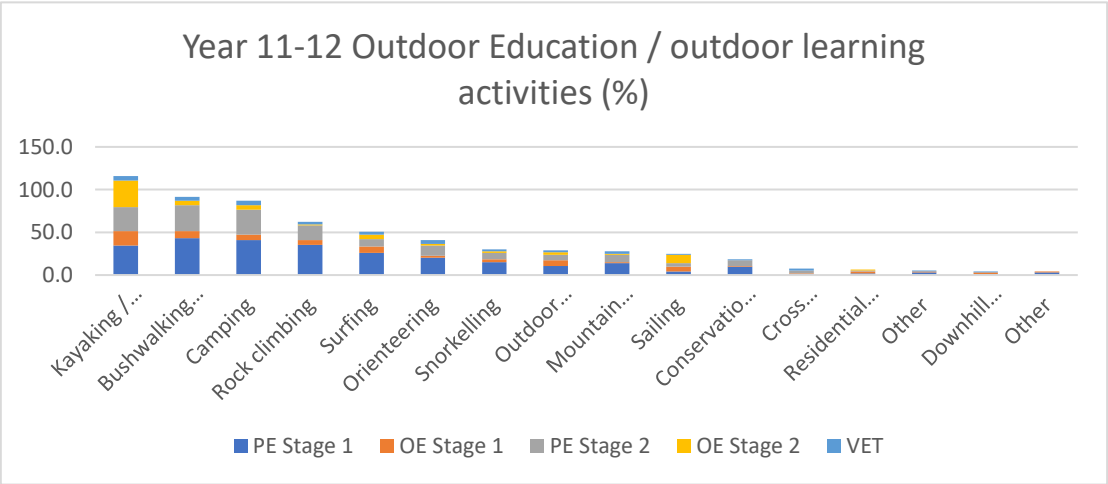


Figure 4.13. Year 11-12 Outdoor Education / outdoor learning activities.

When comparing to the previous 1999 (Polley & Pickett 2003) study several activities deserve specific mention. In 1999 survey respondents indicated bushwalking and canoeing as the most likely activities, although bushwalking ranked higher. Activities that have the most prominent reduced likelihood compared to 1999 are sailing, high ropes and initiative tasks. In 2017 activities that have the most prominent increased likelihood of occurring in senior schooling are camping, surfing and outdoor field trips.

Outdoor Education / outdoor learning extracurricular activities

A question inquired about extracurricular activities with downhill skiing reported as the most popular activity, along with surfing, bushwalking, camping, kayaking and sailing. The raw data is presented in Table 4.34 and graphically in Figure 4.16.

Synthesis of survey and document analysis participation data.

The survey revealed data for 93 out 261 secondary schools in South Australia that responded to a state-wide survey regarding the nature and scope of Outdoor Education in South Australia. This survey was supplemented by document analysis of publicly available and agency supplied data. The data from all three sources is synthesised into a common table (Table 4.33) to provide a more comprehensive representation of secondary schools in South Australia for the time point of 2017.

The combined survey and document analysis results reported in Table 4.35 indicate the largest proportion of Outdoor Education and outdoor learning offered at South Australian schools is non-compulsory. Compulsory school offerings are highlighted yellow, with the most likely forums for Outdoor Education or outdoor learning being the Year 8-10 Health and Physical Education program (20.7%), Year 8-10 Outdoor Education program (13.7%), Year level camps (7.1%) and a Year 9 transition program (7.1%). Other Outdoor Education offerings in South Australian schools are non-compulsory and therefore not undertaken by all students in the school.

Note that the data reported here is delimited by the time period 1999-2017. A later review of school websites was conducted in 2020 for schools that did not respond to the survey. This review of websites included home pages, newsletters, course booklets and other publicly available documents. This web-based review indicated that the 2017 survey likely under-represents middle school Outdoor Education and outdoor learning significantly, with evidence of year level camps, transition programs, bush camping and cultural studies, bushwalking camps and cultural studies, environmental studies and disability camps not captured in the 2017 survey or document analysis.

Table 4.32. Extracurricular outdoor activities (N = 93)*.

Outdoor Activity	N =	Percent %
Downhill skiing	17	18.3
Surfing	13	14.0
Bushwalking / hiking	11	11.8
Camping	10	10.8
Kayaking / canoeing	9	9.7
Sailing	9	9.7
Conservation / Landcare	8	8.6
Mountain biking	7	7.5
Residential camping	7	7.5
Rock climbing	5	5.4
Outdoor field trips (e.g. for Geography, History, Science)	5	5.4
Snorkelling	4	4.3
Cross country skiing	3	3.2
Orienteering	2	2.2
Other	2	2.2

**Survey participants could enter in more than one answer.*

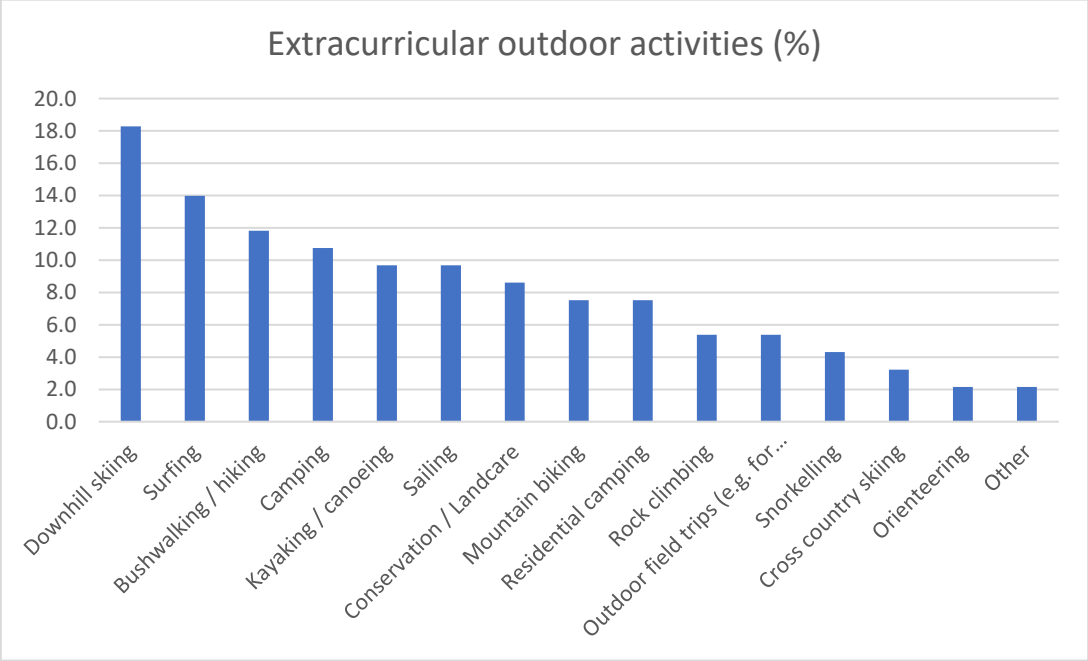


Figure 4.14. Extracurricular outdoor activities.

Table 4.33. A synthesis of survey and document analysis for participation in Outdoor Education and outdoor learning in South Australian secondary schools 2017.

Answer choices	Survey Responses	Document analysis	Final estimation N =	Response percent (N = 93)	Total SA secondary schools percent (N = 261)
Stage 1 Outdoor Education	51	Add 22	73	55.4%	27.9%
Year 8-10 Health and Physical Education	54	0	54	57.61%	20.7%
Stage 2 Outdoor Education	38	+7	45	41.30%	17.2%
Operation Flinders	1	Add 42	42	1.10%	16.1%
Stage 1 Physical Education	39	0	39	42.39%	14.9%
Stage 2 Physical Education	38	0	38	41.30%	14.5%
Year 8-10 Outdoor Education	36	0	36	39.13%	13.7%
Duke of Edinburgh's Award	2	Add 20	22	2.20%	8.4%
Year level camps	19	0	19	20.60%	7.1%
Extracurricular such as Duke of Edinburgh's Award, Adventure Club - specify under 'other'	19	0	19	20.65%	7.1%
Year 9 transition program e.g. Rite Journey	2	Add 17	19	2.20%	7.1%
World Challenge/ International tours	2	Add 16	18	2.20%	6.9%
Downhill ski trip	17	0	17	6.5%	6.5%
Other learning areas - specify under 'other'	14	0	15	15.22%	5.6%
Bush camping and cultural Studies	2	0	10	2.20%	3.8%
Year 11/12 camp / retreat		0	9		3.3%
Year 10 Outdoor Education elective option	8	0	8	8.70%	3.0%
Residential/ extended stay program - specify under 'other'	7	0	7	7.61%	2.6%
Extended stay program	2	Add 3	5	2.20%	1.9%
VET Outdoor Recreation	5	0	5	5.3%	1.9%
Year 8 transition camp	4	0	4	4.30%	2.1%
Stage 1/2 Integrated Learning	3	0	3	3.30%	1.1%
English Second Language /New Arrivals program	2	0	2	2.20%	0.7%
School based learning	1	0	2	1.10%	0.7%
Pastoral care	1	0	1	1.10%	0.4%
Field trips	1	0	1	1.10%	0.4%
Integrated into other learning areas / outdoor excursion	1	0	1	1.10%	0.4%

Estimation of outdoor activity participant days (all years)

Responders to the survey were asked to estimate the total number of participant days (number of days multiplied by the number of participants) for each of the outdoor activities that they listed. To facilitate a total response time of 10 minutes, participants were asked to indicate within a range rather than exact numbers. Although this reduced response time and enhanced engagement the way this question was structured makes it highly problematic to determine exact numbers. The results provided here should be seen as indicative only and not a reliable measure.

Response options for the number of students taking part in each activity were either, A: less than 25 participant days; B. 25-50 participant days; C. 50-100 participant days; or D. 100 + participant days. To facilitate an indication of results for each of the categories, mean values were ascribed for the ranges of A = 12.5, B = 37.5; C = 75. The value for D. = 125 was arrived at following discussion with peers.

The responders reported bushwalking, kayaking/canoeing and camping as having the highest number of participant days. In total, responders indicate that students in their schools took part in the area of 26537.5 days of outdoor activities, or a mean of 285.3 participant days in 2017 per respondent school. Estimated participant days from the survey data using the question responses is listed in Table 4.34 and indicative outdoor activity participant days are represented graphically in Figure 4.15.

Table 4.34. Outdoor activity participant days 2017- survey data (N = 90).

Activity	A <25	Est days A	B <50	Est days B	C <100	Est days C	D 100+	Est days D	Total estimated days
Camping	17	212.5	5	187.5	6	450	24	3000	3850
Bushwalking/ hiking	21	262.5	8	300	7	525	22	2750	3837.5
Kayaking / canoeing	22	275	6	225	19	1425	15	1875	3800
Residential camping	5	62.5	3	112.5	0	0	19	2375	2550
Surfing	15	187.5	6	225	6	450	12	1500	2362.5
Outdoor field trips (e.g. for Geography, History, Science)	13	162.5	3	112.5	6	450	10	1250	1975
Orienteering	13	162.5	7	262.5	9	675	7	875	1975
Rock climbing	19	237.5	9	337.5	4	300	7	875	1750
Sailing	12	150	6	225	5	375	6	750	1500
Mountain biking	10	125	8	300	8	600	3	375	1400
Conservation / Landcare	7	87.5	8	300	4	300	5	625	1312.5
Downhill skiing	3	37.5	4	150	1	75	8	1000	1262.5
Snorkelling	10	125	4	150	3	225	6	750	1250
Other	3	37.5	1	37.5	1	75	1	125	275
Cross country skiing	2	25	1	37.5	0	0	1	125	187.5
Totals	172	2150	79	2962.5	79	5925	146	18250	29287.5

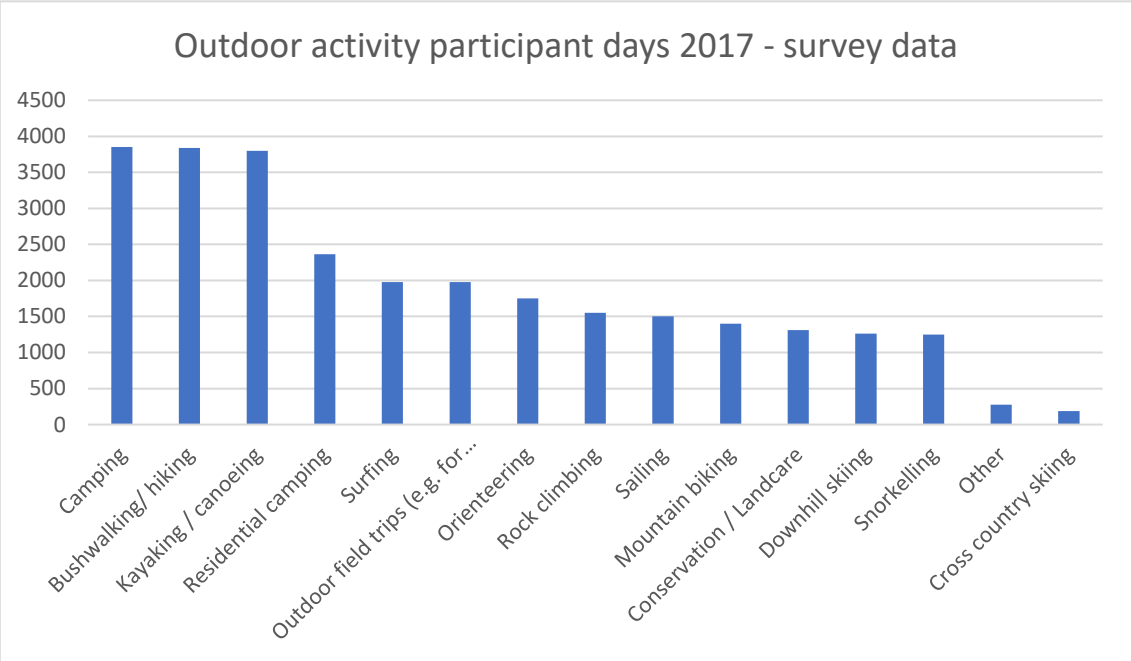


Figure 4.15. Outdoor activity participant days 2017 – survey data.

Scope of outdoor learning

Polley and Pickett (2003) listed a broad range of Outdoor Education / outdoor learning activities conducted by schools. In 1999 respondents reported bushwalking as the most likely outdoor activity followed closely by canoeing/kayaking and then rock climbing. These activities were provided across a broad range of contexts including Outdoor Education, Health and Physical Education, other learning areas and extracurricular offerings. The 1999 Polley and Pickett (2003) study asked schools to indicate whether they offered selected activities and the context but did not seek to quantify how many days students spent on these activities. The present study focussed on number of 'participant days' that provides a more robust estimate of participation levels in different activities but makes direct comparison problematic. Although a direct comparison of days between the 1999 (Polley & Pickett 2003) study is problematic, converting results from the 2017 data to a ranking system allows a comparison of the scope of outdoor activities between the 1999 study and the present study.

The present study found that the top 10 most likely outdoor activities to be undertaken by South Australian secondary school students, using a ranking system of days of student participation were, in order, camping, bushwalking, canoeing/kayaking, residential camping, surfing, outdoor field trips, orienteering, rock-climbing, sailing/windsurfing and cycle touring/mountain biking.

The most notable changes from the 1999 (Polley & Pickett 2003) study were the apparent reduced engagement in sailing and windsurfing, high and low ropes, caving and cross-country skiing. Note that caving, high and low ropes were not one of the question responses, however participants had scope to list in the 'other' options but did not. Surfing, outdoor field trips and camping were new titles that had high participation levels. Mountain biking was not previously listed but was ranked similarly to cycle touring, and downhill skiing was not included in the curriculum but was a popular extra-curricular offering. New activities not described in 1999 but described by participants in the 'other' question option included rowing camps, stand-up paddle boarding, pedal prix, World Challenge, Rite Journey and cultural activities / bush camping.

There are several clear differences between senior Outdoor Education and senior Physical Education with regards to outdoor activities. Kayaking or canoeing remains a popular offering within Physical Education with considerably fewer schools offering other outdoor learning options within these subjects. It is likely that this canoeing and kayaking was undertaken with a skills focus, with the Physical Education Stage 1 and 2 subject having a skills practical checklist for the year of 2017. A comparison of outdoor activities for the period 1999-2017 between middle and senior schooling is illustrated in Table 4.35.

Table 4.35. Comparative outdoor activities 1999-2017 middle and senior school.

2017 outdoor activity rank by number of days participation	1999 Approx. % of schools with OE	1999 Rank	2017 8-10 Rank	Change	2017 11-12 Rank	Change	2017 Extra curric Rank	Change	2017 rank change
1. Camping			1	+		+	4	-	nil
2. Bushwalking	80.0	1	3	-	2	-	3	-	-1
3. Kayaking / canoeing	74.7	2	4	-	1	No change	4	-	-1
4. Residential camping	-	-	8	+	13	+	9	+	New
5. Surfing	-	-	6	+	5	+	2	+	New
6. Outdoor field trips (e.g. Geography, History, Science)			2	+	8	+	11	-	New
7. Orienteering	63.6	5	5		6	-	14	-	-2
8. Rock climbing	69.2	3	7	-	4	-	10	-	+1
9. Sailing / windsurfing	66.0	4	12	-	10	-	6	-	+3
10. Cycle touring/mountain biking	31.3	9	11	-	9	No change	8	+	+1
11. Landcare	39.9	8	10	-	11	-	7	+	-3
12. Downhill skiing			14	+	15	-	1	+	New
13. Snorkelling	44.4	7	9	-	7	No change	12	-	-3
14. XC skiing	11.0	12	15	-	12	No change	13	-	-1
15. Initiative tasks	56.3	6		-		-		-	No longer
16. High ropes	26.1	10		-		-		-	No longer
17. Low ropes	22.9	11		-		-		-	No longer
18. Caving	4.6	13		NA		-		-	No longer
Other			13		14	+	15	-	

Economic impact of senior secondary Outdoor Education

The literature review highlights the potential sociological impact of neo-liberal perspectives on what is taught in schools (Boyes 2012; Brookes 2003a, 2003b, 2003c; Buchanan & Chapman 2011). Economic development is a cornerstone of the neo-liberal ideology and as such, a potential sociological factor influencing Outdoor Education in secondary schools. Teachers identified in the qualitative arm of the study that improved data regarding the economic and employment impact were potential barriers to the development of Outdoor Education in South Australia. A complete exploration of the economic impact of senior secondary Outdoor Education is beyond the scope of

this thesis, however a brief exploration of the relationship between participation results revealed by this survey and document analysis is justified in the context of considering their perceived relationship between economic impact and Outdoor Education in secondary schools in South Australia and available data.

In 2018 Skills IQ released economic modelling for nature-based school activities that provides useful comparative data for this investigation. Marsden Jacob (2016, 2018a, 2018b, 2018c, 2018d, 2018e, 2018f, 2018g, 2020a, 2020b) provided separate documents for each state. The Marsden Jacob (2016 2017, 2018a, 2018b, 2018c, 2018d, 2020a, 2020b) data is based on the Australian Camp Association (ACA) 'Student Activity Locator' database (ACA 2012) describing camping occupancy from the Australian Camps Association and extrapolated for South Australian schools. That is, the data is based on a survey of member campsites, mostly in Victoria, with data primarily based on standing camp bookings and activities and is based on the year 2012, the latest data available at that time.

Data relevant to this study is summarized and tabulated here in Table 4.37. In addition, (total) school population data for 2017 as supplied by the Australian Bureau of Statistics (2018a) has been added to the table to give a stronger comparative picture on a national scale. Note that the school (primary and secondary) population data is for 2016, the data for Victoria was collated for 2012 and other states in 2016. The lack of single time point diminishes the strength of the data somewhat but still provides an indication of the economic value of Outdoor Education to the national economy.

The figures presented by Marsden Jacob for South Australia (2020a) in their draft version appear to underestimate the number of nature-based activity days contributed by secondary school Outdoor Education and this is acknowledged in their final publicly released version (Marsden Jacob 2020b). Their figure of 46,000 participant days, is largely based on residential campsite bookings for primary schools and supplied by the Australian Camps Association (ACA 2012). The figures did not include any of the sources of data cited in the present study.

As no economic impact of Outdoor Education in secondary schools' calculation currently exists, an illustration of the impact of Outdoor Education in secondary schools on the South Australian economy is reported here. Two calculations are made to estimate economic contribution, based on Marsden Jacobs (2020a) per day economic benefit of other outdoor activities, of secondary school Outdoor Education to the South Australian economy. The two calculations include both distinct and overlapping data as the basis for the respective calculations that suggest that the economic contribution is at least as much as the higher figure, but not as much as the sum of both figures for the data sets used. The first calculation is reported in Table 4.37 and uses survey data previously

presented in Table 4.35. Using the estimate of $152.17 of economic impact calculations are made to indicate minimum economic impact of senior secondary Outdoor Education in South Australia indicated by this study as respondents represent approximately one third of schools (35.6%) with the likelihood that the actual participant days and economic impact to South Australia is much greater.

Table 4.36. Estimated economic value of school nature-based activity to Australian Schools 2014 (Victoria) and 2016 (all other states). Adapted from Marsden Jacobs (2016, 2017, 2018a, 2018b, 2018c, 2018d, 2020a, 2020b).

State	School population 2016 (ABS, 2018a)	Participant days	Participant days per student	Expenditure total $	Per participant day $	Gross value-added total $	Per participant day $	Full time employment FTE
Victoria	934,368	2,500,000	2.67	225,000,000	90	108,000,0000	43.20	2,200
NSW	1,195,143	2,000,000	1.67	45,000,000	22.50	39,000,000	19.50	460
WA	408,964	72,000	0.18	15,000,000	208.33	10,000,000	138.88	126
Qld	804,127	144,000	0.18	30,000,000	208.33	22,000,000	152.77	269
ACT	67668	12,000	0.18	2,500,000	208.33	2,000,000	166.66	24
NT	41,218	8,000	0.19	1,600,000	200.00	1,300,000	162.50	15
Tas	80,806	15,000	0.19	3,000,000	200.00	2,200,000	146.66	28
SA	257,100	46,000	0.18	10,000,000	217.39	7,000,00	152.17	89
Total	2,876,007	4,797,000		332,100,000		191,500,000		2,797
Mean			0.68		143.32		122.79	

In summary, Table 4.37 suggests that the outdoor activities reported by survey respondents represented an estimated $4.5 million contribution to the South Australian economy. To supplement the view that secondary school Outdoor Education is a significant contributor to the South Australian economy, a separate calculation has been made using the verifiable participation data available for extended stay programs, Operation Flinders, SACE Stage 1 and 2 Outdoor Education. This data does not accurately capture other Outdoor Education and outdoor learning programs such as Year 8-10 Health and Physical Education, Rite Journey and others where exact numbers of participants were unable to be determined. The verifiable participation data and the Marsden Jacobs (2000a) multiplier of $152.17 economic impact per day were used to calculate economic impact as expressed in Table 4.38.

Table 4.37. Estimated economic impact in South Australia - calculated using survey respondents' activity days for South Australian secondary schools.

Activity	Total estimated Days	Estimated economic impact $
1. Camping	3850	585854.5
2. Bushwalking/ hiking	3837.5	583952.4
3. Kayaking/canoeing	3800	578246
4. Residential camping	2550	388033.5
5. Surfing	2362.5	359501.6
6. Outdoor field trips (eg for Geography, History, Science)	1975	300535.8
7. Orienteering	1975	300535.8
8. Rockclimbing	1750	266297.5
9. Sailing	1500	228255
10. Mountain biking	1400	213038
11. Conservation / Landcare	1312.5	199723.1
12. Downhill skiing	1262.5	192114.6
13. Snorkelling	1250	190212.5
14. Other	275	41846.75
15. Cross country skiing	187.5	28531.88
Totals	29287.5	4456679

Table 4.38. Estimated economic impact in South Australia – calculated following document analysis of activity days for selected activities for South Australian secondary schools.

Outdoor Education / outdoor learning activity document analysis	Participant days	Estimated economic impact $
Extended Stay (12-21 days) (N = 696)	16358	2489196.9
Operation Flinders (8 days) (N = 428)	3425	521182.25
SACE Stage 1 (10+ days) (N = 2150)	21500	3271655
SACE Stage 2 (10+ days) (N = 532)	5320	809544.4
Total verified secondary school participant days	46,603	7,091,578.5

A stated, using verifiable participation sources that exclude outdoor learning and Outdoor Education examples revealed by the survey, the estimated economic impact of secondary school Outdoor Education for the South Australian economy is $7.1 million per annum however is likely significantly greater. The lack of common ways of tracking participation data makes accurate reporting of participation impossible, but it is not unreasonable to suggest that participation days in outdoor learning and Outdoor Education in South Australian secondary schools is significantly greater. Indeed, the revised Marsden Jacob (2020b) final publicly released document appears to

acknowledge this discrepancy and in summary data suggests that school participant days is 209,000 (p. 2), suggesting the economic benefit in the order of $31,803,530 per annum. The breakdown of primary and secondary schools and the source of the additional days claimed in the report is not reported. (The researcher supplied unpublished secondary school data to Skills IQ however it is unknown whether this data was taken into account). This economic benefit figure calculation reported here does not include avoided costs to the health care system through enhanced physical activity and wellbeing. Noteworthy is that Marsden Jacob (2020b) estimate that nature-based spending in the South Australian economy to be in the order of $865 million. In summary, using available data and using established economic impact statements, Outdoor Education and outdoor learning is a significant economic sector of South Australia's nature-based and overall economy.

Educational outcomes

Educational outcomes – teachers' perspective

Survey participants were asked to rate on a Likert scale (not rank) the educational outcomes that they, the teachers, thought were important educational outcomes for Outdoor Education. This approach differed to previous studies conducted by Polley and Pickett (2003) and Lugg and Martin (2001) but was adopted by Parker (2013) and Picknoll (2017). The question grouped responses according to the six major categories of personal development, group development, health and wellbeing, environmental learning, social justice and sustainability. These six categories are extension of Ford's (1986) three themes of 'self, others and the environment'. Response summaries are listed in Table 4.39 and colour coded according to these categories to assist the reader. The responses indicate that all educational outcomes were valued in the majority of cases, but that personal and group development are likely of more importance to responding teachers than learning about the environment or social justice. The results are presented as percent (%) for importance level and then as a weighted average where a value was ascribed to reach response (5 = most important, 4 = very important, 3 = quite important, 2 = of some importance, 1 = not very important).

Table 4.39. Important educational outcomes for teachers for 2017 (N = 93).

Educational outcomes Outdoor Education / outdoor learning	Not very important %	Of some importance %	Quite important %	Very important %	Most important %	Weighted average	Rank
Group development - group skills	1.1	2.2	5.4	37.6	53.8	4.41	1
Personal development - Personal responsibility	1.1	1.1	6.5	43.0	48.4	4.37	2
Personal development - social skills	1.1	0.0	8.6	47.3	41.9	4.3	3
Personal development – self-esteem / self-efficacy	1.1	3.2	7.5	43.0	45.2	4.28	4
Group development - student-student relationships	1.1	0.0	11.8	51.6	35.5	4.2	5
Health and wellbeing - mental fitness/health	1.1	2.2	11.8	46.2	38.7	4.19	6
Personal development - leadership skills	1.1	2.2	12.9	54.8	29.0	4.09	7
Personal development - outdoor safety skills	1.1	2.2	17.2	48.4	31.2	4.06	8
Environmental learning - environmental appreciation / conservation	1.1	6.5	15.1	48.4	29.0	3.98	9
Group development - staff-student relationships	1.1	4.3	18.3	59.1	17.2	3.87	10
Health and wellbeing - physical fitness/health	1.1	6.5	21.5	46.2	24.7	3.87	11
Personal development - outdoor recreation / leisure skills	1.1	4.3	24.7	55.9	14.0	3.77	12
Sustainability - living sustainably	2.2	7.5	23.7	45.2	20.4	3.75	13
Social Justice - cultural knowledge and awareness	2.2	12.9	24.7	47.3	12.9	3.56	14
Social Justice - critical thinking about equity	5.4	16.1	29.0	41.9	7.5	3.3	15
Environmental learning - environmental science	2.2	15.1	40.9	36.6	5.4	3.28	16
Personal development - academic development	3.2	19.4	35.5	35.5	5.4	3.21	17

The data plotted in Figure 4.18 clearly illustrates the relative homogeneity of the listed educational outcomes but with personal and group development being a greater focus for teachers participating in the 2017 survey. Figure 4.16 further illustrates this homogeneity of responses to each of the learning objective listed.

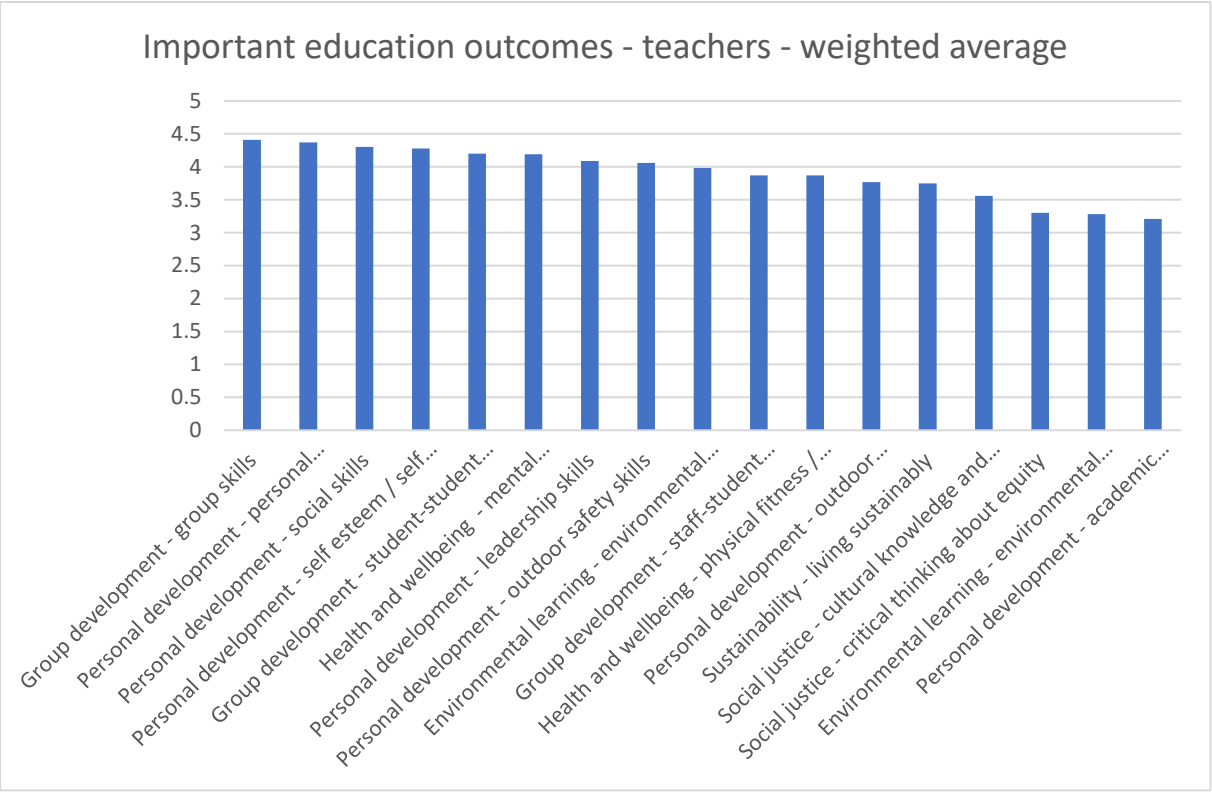


Figure 4.16. Important outdoor education outcomes – teachers - weighted average.

Educational outcomes – school perspective

Following questions about their views regarding important educational outcomes, respondents were asked about their perceptions of their school's view regarding the educational outcomes of Outdoor Education and outdoor learning. The responses were broadly similar to respondent with a focus on personal and group development. However, rating attention to the environment and social justice as important or very important. A notable area of difference indicated by responders that they believe the school has a stronger focus on personal development, group skills and academic development as highlighted by Table 4.40 and Figure 4.17. Arrows are inserted alongside the perceived school rank to show their perceived differences between the school and teachers.

Table 4.40. Educational outcomes of Outdoor Education / outdoor learning – schools (N = 90).

Educational outcomes Outdoor Education / outdoor learning	Not very important	Of some importance	Quite important	Very important	Most important	Weighted average	Rank	Relative Importance to Teachers	Difference
Personal development - social skills	1.1	6.5	18.3	45.2	24.7	3.9	1	3 ↓	+2
Personal development - self - esteem / self-efficacy	1.1	8.6	19.4	37.6	29.0	3.89	2	4 ↑	+2
Personal development - personal responsibility	1.1	6.5	21.5	43.0	24.7	3.87	3	2 ↓	-1
Personal development - leadership skills	1.1	8.6	20.4	40.9	25.8	3.84	4	7 ↑	+3
Group development - group skills	1.1	9.7	20.4	39.8	25.8	3.82	5	1 ↓	-4
Group development - student-student relationships	4.3	6.5	20.4	35.5	29.0	3.82	6	5 ↓	-1
Personal development - academic development	6.5	10.8	22.6	28.0	29.0	3.64	7	17 ↑	+10
Group development - staff-student relationships	4.3	10.8	18.3	46.2	16.1	3.62	8	5 ↓	-3
Health and wellbeing - mental fitness/health	4.3	10.8	25.8	36.6	19.4	3.58	9	11↑	+2
Personal development - outdoor safety skills	2.2	16.1	28.0	26.9	23.7	3.56	10	8 ↓	-2
Environmental learning - environmental appreciation/conservation	6.5	19.4	29.0	33.3	8.6	3.19	11	9 ↓	-2
Personal development - outdoor recreation / leisure skills	4.3	21.5	33.3	29.0	8.6	3.17	12	12 -	0
Health and wellbeing - physical fitness/health	6.5	17.2	33.3	31.2	7.5	3.17	13	11 ↓	-2
Social justice - cultural knowledge and awareness	6.5	16.1	36.6	30.1	7.5	3.17	14	14 -	0
Sustainability - living sustainably	3.2	20.4	39.8	26.9	6.5	3.13	15	13 ↓	-2
Social Justice - critical thinking about equity	6.5	17.2	37.6	28.0	7.5	3.13	16	15 ↓	-1
Environmental learning - environmental science	6.5	23.7	37.6	23.7	5.4	2.98	17	16 ↓	-1

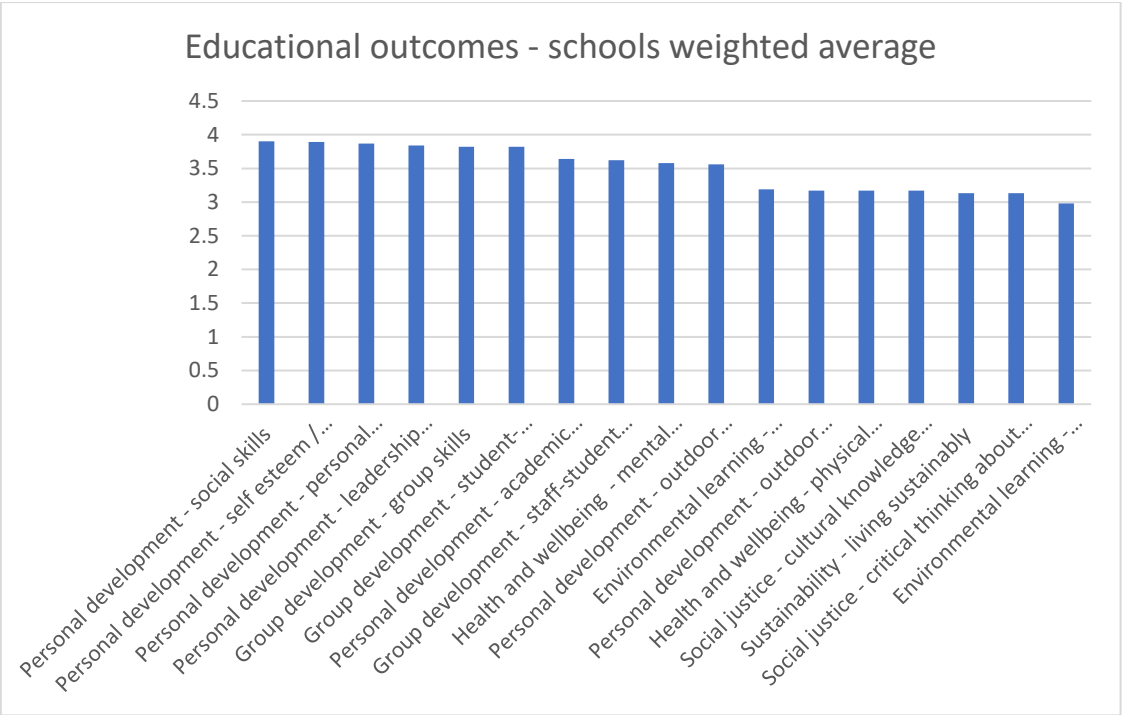


Figure 4.17: Education outcomes – schools – weighted average (N=90).

As per table 4.40 and Figure 4.17, the results of the 2017 survey indicate teachers believe schools place greater value on most aspects of personal development including social skills, self-esteem, leadership development and academic development as well as mental health and wellbeing learning outcomes. Teachers believe schools placed less emphasis group development including group skills, student relationships, staff-student relationships, outdoor safety skills, environmental appreciation and conservation, sustainability, environmental learning and physical health.

Education outcomes and teaching background

Results from the survey have been presented as descriptive statistics to this point in the chapter. Although a multiplicity of statistical relationships might have been explored the key focus of the survey was to provide updated data to compare with the previous 1999 survey to describe key changes that had occurred to Outdoor Education in South Australis during this time.

One key inferential statistic was explored to allow a more complete comparison with previous research (Lugg & Martin 2001; Parker 2013; Picknoll 2017) and this was an investigation into the relationship between Outdoor Education teaching background and a focus on environmentally focused learning.

As previously outlined 65% of respondents indicated that Outdoor Education was one of their areas of expertise, with 18.5% indicated it was their main area and 48% indicating it was their 'other' area of teaching expertise as indicated in Table 4.41 below.

Table 4.41. Respondents indicating Outdoor Education as an area of teaching expertise (N = 92).

	Outdoor Education as main area of teaching expertise	**Outdoor Education as other area of teaching expertise**	**Either main area or other area of teaching expertise**	**Outdoor Education not listed as an area of teaching expertise**
Number	17	43	60	32
Percent	18.5%	46.7 %	65%	35%

Table 4.43, 4.44 and 4.45 each compare responses to questions about the relative importance to teachers about environmental appreciation and conservation (Table 4.45), environmental science (Table 4.46) and sustainable living (Table 4.47). The tables are represented visually in Figure 4.18, 4.19 and 4.20 respectively. These tables and graphs demonstrate contrary results for this study compared with the results obtained in Victoria by Lugg and Martin (2001) and Parker (2013) for respondents in South Australia for 2017, in that no significant difference could be found in learning outcome focus between those that had an Outdoor Education background and those that did not, with the exception of a small difference in focus on living sustainably.

Table 4.43. Outdoor Education teaching background and important education outcomes teachers the category of environmental learning – appreciation / conservation (N = 92).

Category	**Not very important %**	**Of some importance %**	**Quite important %**	**Very important %**	**Most important %**	**Total responses n**
Outdoor Education teaching background	1.7	8.5	10.2	45.8	33.9	59
No Outdoor Education teaching background	0.0	3.0	24.2	54.5	18.2	33

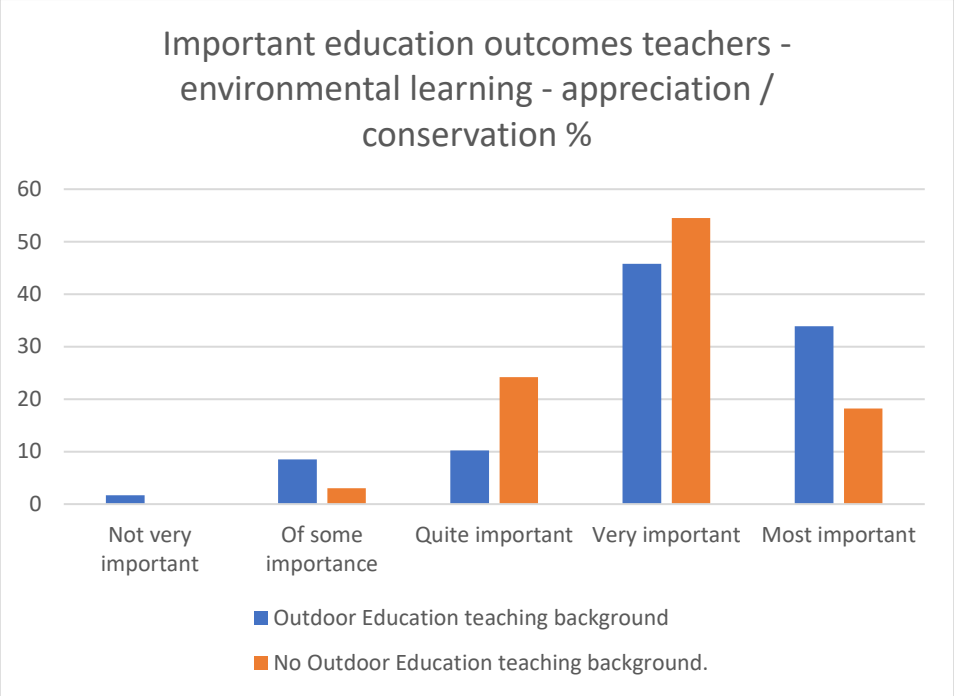


Figure 4.18. Important education outcomes teachers – environmental learning – appreciation / conservation (N = 92).

Table 4.44. Important education outcomes teachers – environmental science (N = 92).

Category	Not important %	Somewhat important %	Quite important %	Very important %	Most important %	Total N %
Outdoor Education teaching background	3.4	13.6	39	37.3	6.8	59
No Outdoor Education teaching background	0	18.2	45.4	36.4	0	33

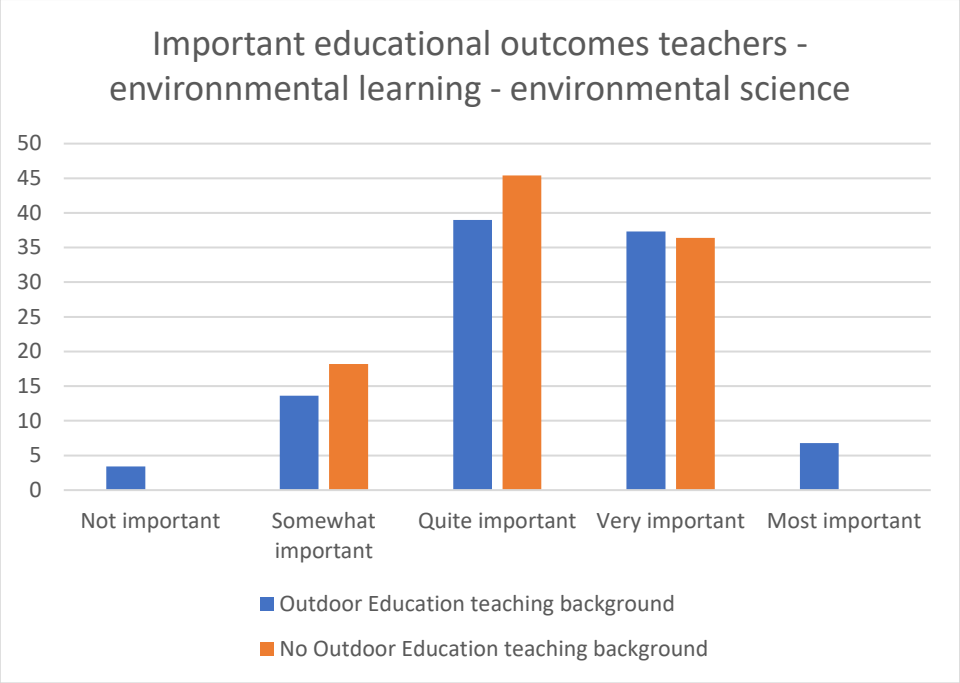


Figure 4.19. Important outdoor education outcomes – environmental learning – environmental science (N = 92).

Table 4.45. Important educational outcomes teachers – living sustainably (N = 91).

Category	Not important %	Somewhat important %	Quite important %	Very important %	Most important %	Total N +
Outdoor Education teaching background	3.4	6.8	16.9	45.8	27.1	59.0
No Outdoor Education teaching background	0.0	9.4	37.5	46.9	6.3	32.0

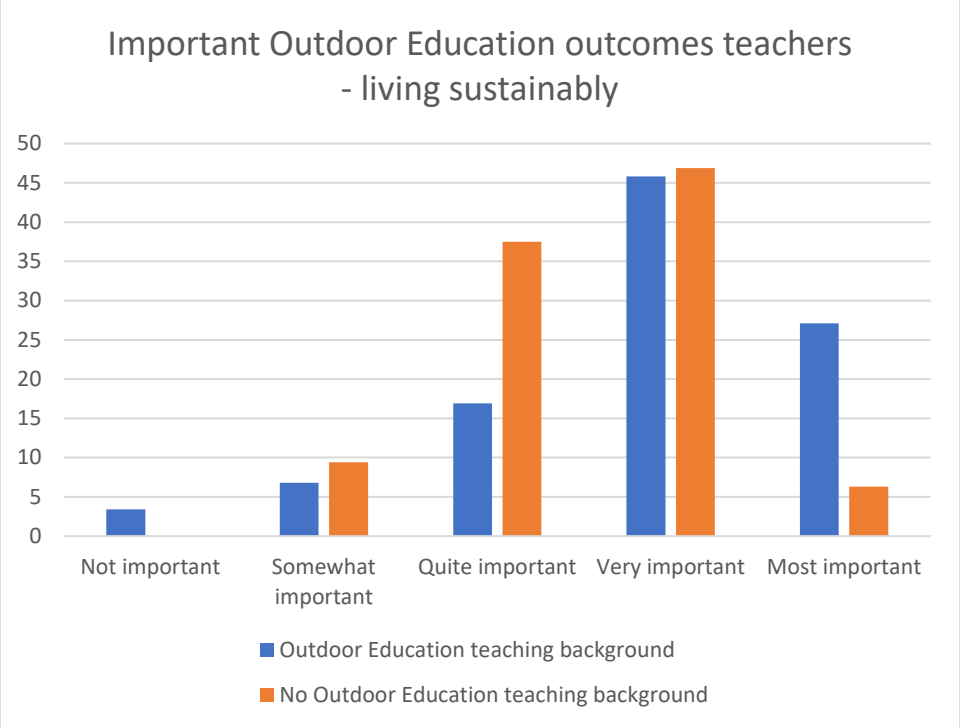


Figure 4.20. Important educational outcomes teachers – living sustainably (N = 92).

Table 4.46. Important Outdoor Education outcomes – social justice (N = 92).

Category	Not important %	Somewhat important %	Quite important %	Very important % %	Most important %	Total N +
Outdoor Education teaching background	3.1	10.9	20.3	43.7	14.0	59
No Outdoor Education teaching background	0.0	15.2	30.3	48.5	6.1	33
Total						92

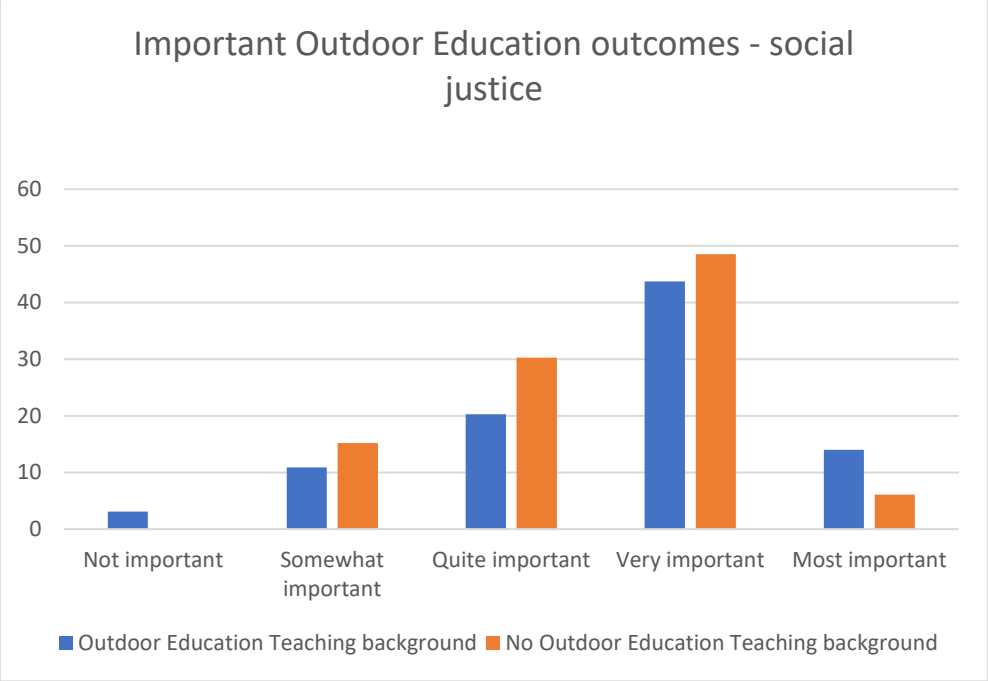


Figure 4.24. Important Educational outcomes – social justice (N = 92).

SPSS analysis of teaching background and learning outcomes

The majority of the survey data is presented here as descriptive statistics. Correlational statistics are helpful when establishing a statistical relationship between two or more factors. To further investigate any relationship for South Australian teachers responding to the survey to learning outcomes a correlational Chi-Squared analysis was carried out using SPSS software to investigate any potential relationship between those that listed Outdoor Education as a teaching domain and those that did not in their ranking of importance of environmental and social justice outcomes. The results of the Chi-Square analysis undertaken for Outdoor Education as a teaching area and ranking of importance of environmental appreciation / conservation were ($X^2(2) = 6.459$, $p = 0.167$); environmental science ($X^2(2) = 3.873$, $p = 0.424$) and social justice ($X^2(2) = 3.374$, $p = 0.497$) and therefore no statistically significant relationship could be established.

Although Chi-Square analysis confirmed not enough evidence could be found to demonstrate a statistically significant relationship between teacher background and learning outcomes for other categories, a weak relationship could be found with the category of sustainable living. Table 4.47 shows the Chi-Square analysis for the relationship between selection of Outdoor Education as a teaching area and ranking of sustainable living as a learning outcome. A statistically significant difference was found, demonstrating a possible relationship $X^2(2) = 11.188$, ($p = 0.048$) between these variables however, as stated, the relationship was not strong.

Table 4.47. Chi-Square test of statistically significant correlation between ranking of importance of living sustainably learning outcomes and survey participant selection of Outdoor Education as a teaching domain compared with no Outdoor Education.

Chi-Square Tests for relationship between Outdoor Education teaching background and living sustainably learning outcome.			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.188[a]	5	.048
Likelihood ratio	12.908	5	.024
Linear-by-Linear Association	1.830	1	.176
N of Valid Cases	92		
a. 6 cells (50.0%) have expected count less than 5. The minimum expected count is .36.			

Ranking of learning outcomes – Outdoor Education teachers 1999-2017

As outlined previously and detailed in Table 4.39 and Figure 4.16 survey respondents were asked to rate learning outcomes, and using weighted average results a ranking of learning outcomes was constructed. The survey conducted in 1999 (Polley & Pickett 2003) asked participants to rank learning outcomes, with the results being that respondents ranked personal and group outcomes as most important. Most other previous studies (Lugg & Martin 2001; Martin & Ho 2009; McRae 1990; Picknoll, 2017; Zink & Boyes 2006) also asked participants to rank learning outcomes and sought to draw conclusions about prioritising these outcomes in their practice. In a break with these studies, Parker (2013) asked participants to respond to a Likert scale. Changing the way data was collected (asking participants to provide a Likert-scale response instead of ranking and adding additional descriptors) may have impacted on the Parker (2013) results that found an increased ranking of environmental learning outcomes. A comparison of the 1999 study (Polley & Pickett 2003) and the present study survey ranking, and rating of learning outcomes, is presented below in Table 4.48**.** The closeness of the weighted average suggests that here are few fundamental changes in the ranking of learning outcomes since 1999.

Table 4.48. A comparison of Outdoor Education learning outcomes between 1999 (Polley & Pickett 2003) and present study (2017).

Key: Yellow = Self; Blue = Others; Green = Environment

Rank	Polley and Pickett (2003) 1999		Polley 2017	Range 2017
1	Personal responsibility		Group development - group skills	Most important (Weighted average 4 -5)
2	Relationships staff-students		Personal development - personal responsibility	
3	Self- esteem		Personal development - social skills	
4	Social development		Personal development – self-esteem / Self efficacy	
5	Leadership		Group development - student-student relationships	
6	Group development		Health and wellbeing - Mental Fitness/Health	
7	Skill development		Personal Development - Leadership Skills	
8	Group skills		Personal Development - Outdoor safety skills	
9	Environmental appreciation		Environmental Learning - Environmental appreciation / conservation	
10	Environmental knowledge		Group Development - Staff-student relationships	Very important (Weighted average 3-4)
11	Fitness		Health and Wellbeing - Physical Fitness/Health	
12	Environmental action		Personal Development - Outdoor recreation / leisure skills	
13	Academic improvement		Sustainability - Living sustainably	
			Social Justice - cultural knowledge and awareness	
			Social Justice - Critical thinking about equity	
			Environmental Learning - Environmental science	
			Personal Development - Academic development	

The results highlight that although personal and group development outcomes are highly ranked, health and wellbeing, environmental learning, social justice and sustainability learning outcomes are ranked as important, very important or most important. Expressed another way, weighted average results for respondents to the 2017 survey regarding learning outcomes from Outdoor Education suggest they did not think any category of the learning outcomes were unimportant. Based on the results presented here it is likely that Outdoor Educators are emphasising a broad range of outcomes, and although favouring personal and group development outcomes. New questions in the 2017 study were asked about health and wellbeing, sustainability and social justice were justified, particularly the high rating and weighted average results for health and wellbeing. The potential for a change in the language about these learning outcomes since 1999 remains a possibility.

Issues affecting Outdoor Education / outdoor learning in schools

Participants in the 2017 study were asked to indicate the importance of different issues that affected Outdoor Education /outdoor learning at their school site, using a Likert scale of importance. The results presented in Table 4.49, Table 5.50 and Figure 4.25 show that survey participants report 'costs' as the biggest issue affecting outdoor learning in schools closely followed by staff training and qualifications.

The increased focus on insurance and litigation suggests an increased focus on safety and consequences for mishaps during Outdoor Education. During the period 1999-2017 there was one fatality in 2008 involving Outdoor Education in South Australia. During transport of students in a hire van by a parent following camp, the driver lost control of the vehicle killing her son and injuring others (Brookes 2010). There was a shark attack on Adelaide University student in 2005 off Glenelg and a cyclist killed in Victoria by a bus with South Australian school students on board (Brookes 2010), however these incidents are not secondary school Outdoor Education related. Noteworthy is that South Australia reported 19 suicides of teenagers aged 15-17, and 5 students aged 5-14 in South Australia in the year of survey, 2017 (ABS 2018b).

Table 4.49. Issues affecting outdoor learning in South Australian secondary schools (N = 92).

Category	Not very important %	Of some importance %	Quite important %	Very important %	Most important %	Weighted average	Rank
Costs	1.1	2.2	12.0	32.6	52.2	4.3	1
Staff training and qualifications	0.0	2.2	19.4	35.5	43.0	4.2	2
Insurance / litigation	0.0	14.0	22.6	31.2	32.3	3.8	3
Crowded curriculum	2.2	15.1	15.1	35.5	32.3	3.8	4
Physical resources	2.2	9.7	19.4	46.2	22.6	3.8	5
Time required / industrial issues	4.4	7.6	33.7	33.7	20.7	3.6	6
Timetabling	4.4	13.0	26.1	38.0	18.5	3.5	7
Administration load	11.8	24.7	32.3	22.6	8.6	2.9	8
Not recognised in curriculum documents	9.8	37.0	21.7	19.6	12.0	2.9	9
Parental support	13.2	27.5	29.7	20.9	8.8	2.9	10
Transport	18.3	29.0	24.7	18.3	9.7	2.7	11
Behavioural issues	25.8	43.0	17.2	10.8	3.2	2.2	12
Weather	21.7	46.7	22.8	5.4	3.3	2.2	13
(Other)	15.4	0.0	30.8	30.8	23.1	3.5	14

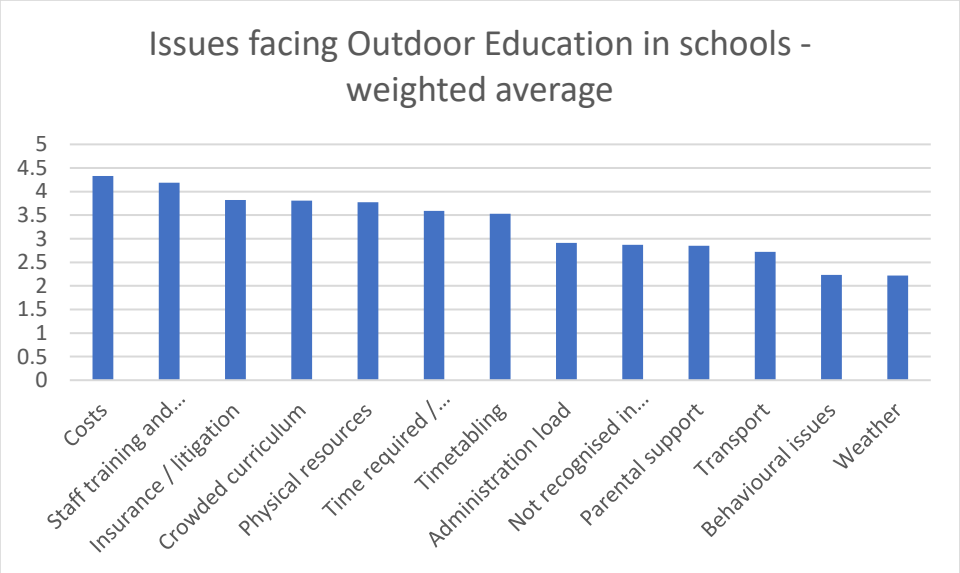


Figure 4.25. Issues facing Outdoor Education in South Australian secondary schools in 2017.

As detailed in Table 4.49 and Figure 4.25 Likert scale questions regarding issues faced by Outdoor Education in schools were converted to a weighted average. This conversion allows issues to be ranked and compared with the previous South Australian study (Polley & Pickett 2003), other Australian studies (Lugg & Martin 2001; Parker 2013; Picknoll 2017) and international studies (Zink &

Boyes 2006). 'Costs' figured strongly in the Lugg and Martin (2001), Zink and Boyes (2006), Parker (2013) studies but was less important to the respondents to Picknoll's (2017) study that ranked staffing levels as the most significant issue. The largest change between the 1999 Polley and Pickett (2003) study and the present study is the higher ranking of insurance and litigation concerns, that was ranked 3rd in the present study but 10th in the Polley and Pickett (2003) paper, followed by crowded curriculum that was ranked 9th but ranked 4th in 2017.

Table 4.50. 1999-2017 comparison of issues facing Outdoor Education / outdoor leadership in secondary schools.

Category	**Lugg and Martin 2001 (Vic)**	**Zink and Boyes 2006 (NZ)**	**Picknoll 2017 (WA)**	**Parker 2013 (Vic)**	**Rank Polley and Pickett 2003 (SA)**	**Polley weighted average 2017 (SA)**	**Polley weighted average range 2017**	**Rank 2017**	**Change**
Costs	2	1	11	2	1	4.3	Most important (4-5)	1	nil
Staff training and qualifications	1		3	4	2	4.2		2	nil
Risk/ Insurance / Litigation	12		10		10	3.8	Very important (3-4)	3	+++
Crowded curriculum	9	2	1		7	3.8		4	++
Physical Resources		10			5	3.8		5	nil
Time required / industrial issues	7 and 9	3	2	1	4	3.6		6	-
Timetabling	4	13	5		6	3.5		7	-
Administration load		5	9		9	2.9	Important (2-3)	8	-
Not recognised in curriculum documents			7	3		2.9		9	N/A
Parental support			12		14	2.9		10	+
Transport					11	2.7		11	nil
Behavioural issues				6		2.2		12	N/A
Weather				5		2.2		13	N/A
Other						3.5			

Participants indicated several other issues not identified as descriptors in the survey and are listed in table 4.51. Most responses could be placed with the current categories such as staffing, transport and timetabling. However, concerns cited were lack of student interest, leadership, venues. future

pathways, SACE scaling, female staff support, students absent from other lessons that are not easily placed within current categories. It is likely that most of these issues specifically relate to teaching of Stage 1 and 2 Outdoor Education when reviewing individual participants other responses.

Table 4.51 'Other' issues affecting outdoor learning in schools N = 13 responses. Percent calculation is based on total N = 93.

Issue	Response percent	Response N
Time away from other subjects	3.2	3
Staffing costs	3.2	3
SACE Scaling	2.2	2
Student interest	1.1	1
Student effort	1.1	1
Student value	1.1	1
Administration value	1.1	1
Local Venues	1.1	1
Future pathways	1.1	1
Small School	1.1	1
Dumping ground for students with no choice	1.1	1
Difficulty getting staff to work out of hours	1.1	1
Female Staff	1.1	1
Training	1.1	1
Equipment	1.1	1
Parental value	1.1	1
Transport costs	1.1	1
Distance from skilled providers	1.1	1

Summarising the results from Phase One and document analysis

The results from Phase One of the study revealed that South Australia experienced population growth between 1999-2017, however with a stable youth population and an increasing secondary proportion of school attendance. During this period there was a 26% increase in the number of schools particularly non-government schools. A survey of 261 secondary schools addressed to the 'Health, Outdoor and Physical Education Coordinator' resulted in 93 responses, with a slightly higher response rate from non-government schools. Almost all respondents listed Health and Physical Education in their professional identity, with a large proportion identifying Outdoor Education. Similar to the 1999 Polley and Pickett (2003) survey most respondents were male, reported Outdoor Education or outdoor learning at their school, with Health and Physical Education as well as Outdoor Education subjects the most common curriculum area for outdoor learning. Document analysis

revealed a large increase between 1999 and 2017 in extended stay Outdoor Education programs from one to five, growth and development programs such as the Rite Journey and Operation Flinders, World Challenge, Stage 1 and Stage 2 Outdoor Education. Gender participation is relatively stable, with a larger proportion of students identifying as male, but with growth in the relative proportion of females studying Outdoor Education in city schools increasing.

Camping, bushwalking, canoeing/kayaking, residential camping, surfing, orienteering, rock-climbing, sailing, snorkelling feature prominently as outdoor activities undertaken in middle and senior school. Residential camping, surfing, outdoor field trips are new outdoor activities compared with previous 1999 (Polley & Pickett 2003) study. Initiative tasks, high ropes, low ropes and caving were not cited as outdoor activities in the 2017 survey. Using calculations based on Marsden Jacobs (2020a) the economic impact Outdoor Education in South Australian secondary schools, based on survey and document analysis, data reveal the impact to be significant. Personal and group development continue to be ranked highly as learning outcomes, however wellbeing, environmental learning, social justice and sustainability rated highly when using a Likert scale question. A strong relationship between Outdoor Education teaching background and an increased environmental focus as reported in other studies (Lugg & Martin 2001; Parker 2013) is not supported although a weak relationship for an increased ranking of sustainability can be found. Issues facing Outdoor Education in South Australian secondary schools continue to rank costs and staffing as the most prominent issues, with insurance / litigation and crowded curriculum ranked highly with an increased rank compared with the previous 1999 (Polley & Pickett 2003) study. Other issues such as physical resources, industrial issues, timetabling are still rated as very important with additional issues such as administration, curriculum, parent support, transport, behavioural issues and weather still rated as 'important' using a weighted average scale.

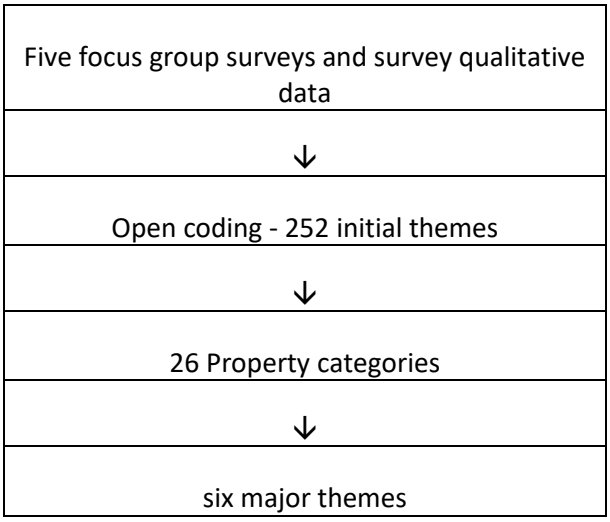
Phase Two: Qualitative Investigation

As stated in Chapter Three, Phase Two of this mixed methods study involved gathering and analysing qualitative data that arose from the survey and five focus groups that sought teachers' views about the nature and scope of Outdoor Education in South Australia and the relationship between broader sociological influences, schools and teachers. Following completion of the survey by participants in 2017 and early 2018, five focus groups were held over 2018 and 2019 in metropolitan and regional locations that were digitally recorded and transcribed. In addition, the survey had scope for qualitative responses from participants and this data was collated and included for analysis. The discursive act of interviewing teachers allowed teachers to make conscious their ideas about Outdoor Education, the current social position within their school and analyse both micro (day to

day) and macro (broader sociological) issues. When results were presented at the focus groups participants did not contest the data presented. Murmurs of agreement or nods were sighted when data was presented. Any questions asked were generally seeking clarification, although there were not many. Participants were mostly unsurprised by the data but reflected they were not explicitly aware of the results presented.

As stated in Chapter Three, results from the qualitative data provided by the survey and the five focus groups were analysed 'by hand' (Creswell 2005) to investigate 252 initial emergent themes, develop 26 property categories and finally to develop six major themes about Nature and Scope of Outdoor Education in South Australia in 2017 and sociological influences as per Figure 4.1.

Figure 4.1. Flow of development of six major themes from five focus groups and survey qualitative data.



Six major themes of the nature and scope of Outdoor Education in South Australia

The six major themes that arose from this thematic inductive process are presented here, with further elaboration on the property categories and examples to following to enable confidence in the analysis.

Further detail about these themes is described with summary statements and examples of data where possible to help illustrate the results obtained.

The nature and scope of Outdoor Education in South Australian secondary schools.

Six major themes

1. **The individual teacher has the largest impact on the effective teaching of Outdoor Education in schools**.
2. **School staff at all levels but particularly leadership are critical to the success (or not) of Outdoor Education within a school. Other factors include students, parents, school, community and recognition of Outdoor Education.**
3. **Outdoor Education is viewed by teachers as largely student focussed and seen as contributing to the development of the whole student**.
4. **The benefits of Outdoor Education appear to be well understood by Outdoor Education teachers and students but appear poorly understood by many staff, school administration, parents and community.**
5. **Outdoor Education is more likely to be supported when there are known positive contributions to the school's values, community and performance.**
6. **Changes in the sociological world of students is thought by Outdoor Education teachers to increase relevance and importance of Outdoor Education in schools.**

Major theme 1: The individual teacher has the largest impact on the effective teaching of Outdoor Education in schools

Teachers in this study acknowledged their central role in the enactment of Outdoor Education at their site. They describe changes in teacher capability as an important factor in the nature and scope of Outdoor Education at their respective site. Changes described included changes in teacher capabilities, demands on teachers, a more crowded curriculum, the teacher's own desire to education the whole person and alignment with personal values as being important in the enactment of Outdoor Education at their site.

More knowledge less practical skill

There was a duality of excitement and concern about the future for schools and new teachers of Outdoor Education. There was a recognition that Outdoor Education was evolving with newer teachers having an important influence on this evolution. New Outdoor Education teachers were viewed as less experienced and skilful practically but with more knowledge about how to achieve broader educational outcomes beyond skill learning. There was concern that this increase in knowledge about how to achieve broader learning outcomes was in some way counterbalanced by

lower levels of skill for teachers, particularly graduating teachers. As one focus group participant related,

> I think teachers now have a lot more… a broader understanding of what you can get from doing Outdoor Education in terms of the wellbeing, the individual skills, the group skills and the environmental connections. The sense of place. I think there is a much broader understanding of what you can achieve and what you can do in the subject to 20 years ago. One of the downsides is that the actual skill level in conducting the activity have probably gone down as people don't do as much of that anymore. (Focus group 5, teacher A)

Less teaching more marketing

Teachers in this study described spending a lot of time doing other activities other than teaching Outdoor Education to ensure that they have the opportunity to teach this field and for students to learn it. They described an important part of their role establishing and maintaining relationships with key staff within the school who can influence decisions that impact on Outdoor Education, as well as with other teachers that have concerns about students being away from school. They described building strategic personal relationships with the school principal, deputies and timetable manager believing that these personal relationships would influence them to enable Outdoor Education more favourable outcomes. They described spending time on marketing internally to teachers, schools and students as well as externally to the local community to enhance or maintain the social positioning of Outdoor Education. One focus group teacher stated,

> I have to be a promoter, not just a teacher. So, I'm out there making google videos and showing at assemblies and using go pros and that sort of stuff. Making them excited about outdoor ed and their experiences. (Focus group 3, teacher unknown)

Teachers described assessing their local school context and then strategising to enable Outdoor Education to commence or develop, with one teacher describing lobbying the school for five years before they were given an Outdoor Education class elective. Another described discussing how other schools, perceived as successful, had Outdoor Education programs. This was thought to help enhance the desirability of including opportunities for students at their site. Another described using growing mental health issues among school students as a rationale for developing Outdoor Education at their site.

Justification in a crowded curriculum

The advent of the Australian Curriculum was seen by some teachers to provide support for Outdoor Education, whereas others thought Outdoor Education was under increasing pressure. Several teachers described how they were able to enhance Outdoor Education in the early years through connection to the Australian Curriculum, with several teachers describing increased accountability and rigour as a result. For example, one focus group participant described how they used the documentation,

> Going back to the big ACARA, we use the scope and sequence in our year level Outdoor Ed camps to justify the scope and sequence of our year level camps program. (Focus group 4, teacher C)

These views were contrasted with the perspective that the Australian Curriculum was placing more pressure on Outdoor Education to include more content, potentially at the expense of broader learning outcomes and experience. In addition to the Australian Curriculum having an impact on middle year schooling, the pressure on schools in the senior years was thought to have mixed effect on support for senior Outdoor Education. For some schools, they received support to offer the elective Stage 1 and 2 Outdoor Education in Years 10 and 11, rather than the standard year 11 and 12, thereby providing a grade that could positively impact on their ATAR if their other subject results were not in the higher bands, but also by allowing the final year of schooling to focus on success in other subjects. Teachers who did offer Stage 2 Outdoor Education in the senior years describe having to constantly negotiate with other teachers, offer field trips on weekends and holiday periods to minimise impact on other subjects.

Education for the whole person

The social positioning of Outdoor Education in some schools was reported as filling an important gap in the school not fulfilled by other subjects. For some schools senior Outdoor Education helped some students stay at school longer and keep them engaged in schooling, offering a way for students to succeed at school where they may not be succeeding in other subjects. Outdoor Education was viewed as being particularly helpful for those students that were thought of as non-academic, lacked life experience and needed to be kept active and engaged. Outdoor Education was viewed as an easy subject by other teachers and students, and this view enhanced the perception of accessibility. One teacher related how Outdoor Education was helpful to enable international students to have schooling success where they otherwise may not,

> Scott, some of the comments I have picked up from other teachers are that if they didn't have outdoor ed they wouldn't have a subject for a lot of the kids. Especially some of the schools with lots of overseas kids. It gives them that opportunity. (Focus group 1, teacher D)

Teachers also described how success in Outdoor Education positively impacted on student success in other subjects, either through enhanced mental state, attendance, academic development or more positive engagement with schooling. In a discussion about the need to ensure all students had Outdoor Education experiences in the primary school years as a foundation for schooling success, one teacher stated,

> …I think Outdoor Ed is important in those compulsory years, you know those primary-middle years. This is like the key development ages of children growing up into an individual person. The experiences… they are going to get throughout those developing years, they are so much more important than anything they learn throughout their life. (Focus group 4, teacher unknown)

Aligning with personal values

Whilst acknowledging challenges of teaching Outdoor Education, such as time required in non-teaching tasks, justifying within the curriculum, managing negative views, managing risk, several teachers described their joys of teaching Outdoor Education that were based on a range of positive outcomes for students including student memories, student growth, student capability, success at school, time in nature and others. Several teachers also described the importance of teaching Outdoor Education to students for their personal/professional benefit, including the joy of providing positive memories for these students of schooling, positive relationships with students and developing both student and their own connection to the natural environment,

> … you get those teachable moments that you don't get in the classroom. But this is an experience that they are actually going to remember, well beyond their school years. They are going to tell their kids about when they went camping here and that sort of thing. We're part of that story and as a teacher that is something I really value. Those opportunities to have… you know… contribute to their story in a way…. The growth you see in kids. (Focus group 2, teacher K)

Several teachers described feelings of Outdoor Education being aligned to their personal values such as caring for others and the environment, with several teachers describing a desire to pass on to students positive memories they had as younger people spending time outside in bush, sea or river environments that they believed had shaped them as people. One teacher described an enhanced passion for Outdoor Education over their time teaching,

> Before I had predominately Outdoor Ed people would be like, 'do you love teaching?', I would have said 'love is a strong word' (laughs from around the room). But now I am predominately Outdoor Ed I actually do love what I teach. You witness first-hand the changes in the kids the majority for the best and what they take from it. You can't get that … well you can get small wins in the classroom for sure but not that same impact that you get in that outdoor environment. Words don't express how good that feels to have that impact on those kids. But also with the environmental situation with the whole world at the moment and getting to incorporate that as well and imparting your knowledge and your passion for helping the environment as part of the curriculum too. (Focus group 3, teacher I)

Several teachers spoke about the relationship between individual teachers and student learning outcomes, but also that Outdoor Education might attract teachers that were seeking alignment with their personal values. For example at one focus group a teacher related,

> I think there is a relationship between the quality of an education program and the staff that are attracted to that side. I certainly think that the quality of that course is determined by the quality of that staff member delivering it. (Focus group 5, teacher N)

Major theme 2: School staff at all levels but particularly leadership are critical to the success (or not) of Outdoor Education within a school. Other factors include students, parents, school, community and recognition of Outdoor Education

The role of the individual teacher is acknowledged. However, the sociological world of the school is also reported to be a significant factor in shaping the nature and scope of Outdoor Education in South Australia. These include a diverse range of perspectives about Outdoor Education, the role of significant other staff at their site particularly administrators, concerns by the school about risk management and the increased awareness of the relationship between risk taking and wellbeing.

A range of views about Outdoor Education

Despite teachers of Outdoor Education reporting many positive student success stories with this field, teachers expressed frustration at the lack of school and community recognition of Outdoor Education for the benefits that it can provide. They felt there was incongruence between the development, growth and learning that they saw from Outdoor Education and the views of others at their school site. Several teachers described the importance of other staff having direct experience with Outdoor Education to develop understanding of the potential benefits to the school and students, particularly those in administration.

> But what they fail to see is the impact our classes have on these kids which they need. And I can attest that we have experiences that save lives. I can attest that Outdoor Education has literally saved one of our student's lives. It was the program and what she got from that. It would be good for those teachers to come on our trips to see that, but they are so classroom…mindset. (Focus group 3, teacher I).

At senior school, several teachers expressed frustration with scaling by SACE as well as a perception of heavy scaling beyond comparable subjects that they believed was not grounded in evidence. They believed this impacted on student choice. Contrastingly, a number of teachers reported high levels of support from their school community and administration, with a number of schools using Outdoor Education as a 'selling point' (Focus group 5, teacher G). Several teachers described the role of Outdoor Education images on marketing materials that were thought to enhance the school's attractiveness as and education destination. One teacher was frustrated at the disconnect between the marketing and the actual practices at their site,

> We have had some outdoor activities feature very heavily in promotion material. It is such a contradiction. Some of the stuff out now is showing environmental studies. I'd be very critical of the amount we do. (Focus group 1, teacher P)

Staff actively steering away from senior Outdoor Education

Several staff described strong student interest in senior Outdoor Education that other teaching staff sought to actively counter. It was deeply troubling for the teachers that experienced this within their site, and they struggled to understand how their subject, that they considered had such a positive impact on students, could be so actively undermined by their colleagues,

> There has been a pretty active process to eliminate Outdoor Education at XXXXX…. I was told that students did not want to choose it (Stage 2 Outdoor Education) but when I spoke to the students they were advised not to for scaling, academic pressures – they put every pathway stumbling block that they can. (Focus group 1, teacher P)

Teachers provided a number of theories as to why some school administrators and teaching staff held negative views about the subject. These theories were mostly about school performance, impact on other subject results, impact on classroom routines as well as general functioning of the school. One teacher described the struggle experienced at their site to overcome potential prejudices to study Outdoor Education in the senior years of schooling,

> … Like the comment from one of the year 10 girls said they can't do it in year 11 and 12 as I want to do Paramedics. And I said you can do Outdoor Ed in year 11 and 12 and do Paramedics. A lot of

> misconceptions about what Outdoor Ed is and that if you are intelligent you don't do Outdoor Ed. It's just for those kids that can't do woodwork. Outdoor Education I keep telling my teachers and parents is for everybody. Whether they are achieving up here or down here. All have got something that they can get out of doing Outdoor Ed. So, I am pushing it along those lines. Kids are now starting to come round. I have a lot of problems convincing my parents that the kids can do it in year 11 and 12 but they often do come. (Focus group 2, teacher C)

Key staff critical

Several teachers described the critical role of leadership, administrative and counselling staff that were influential in decision-making for senior Outdoor Education, impacting the social positioning of Outdoor Education as well as structural potential to select this as an elective option. As stated, some staff positioned senior Outdoor Education as alternative option for those that have been disengaged with schooling, but this had the potential negative effect of being viewed as a subject not suitable for those undertaking academic pathways. Several teachers described the critical role of the school counsellor,

> One of those critical factors is the subject counsellor. We had a favourable subject counsellor some years back and the numbers were more than double. (Focus group 1, teacher F).

Other teachers describe either increasing or decreasing Outdoor Education offerings within their site as a result of changes in their principal as being critical. 'Leadership. Yeah. That's the main thing. It has to start from the top there' (Focus group 4, teacher unknown). One teacher described how she felt a disconnect between what the school community wanted, and what the principal would support,

> Our school would love to do that. Our staff would love to have that because of what Outdoor Ed gives to kids. They want that in the school culture to let our kids develop. But we don't have that in the leadership. Our leadership has let us down to make this actually happen. (Focus group 3, teacher F)

During the regional focus groups, it was noted that several of the teachers were early career Outdoor teachers who had reported being provided a lot of support to commence or grow Outdoor Education at their site. This support was not necessarily financial but was in the form of providing more opportunities to provide Outdoor Education at the school.

Administrative decisions

Administration decisions surrounding staffing and staffing allocations were viewed by several teachers as highly impactful on Outdoor Education in their school. Some teachers described being

allocated other classes that made teaching of Outdoor Education highly problematic to teach and a disincentive to do so. Other teachers described the impact of the organisation of the timetable where subjects are allocated 'lines' and students must choose from a restricted range of options. As a result of this structure, some subjects precluded others, often related to the staffing profile within the school. As one teacher related about timetable administration decisions at their school,

> …the timetable within the school… they have decided they were not going to be flexible in allowing it to happen. They all got put into compulsory lines… Maths… so no one could come into Outdoor Ed. (Focus group 2, teacher X)

One teacher spoke about being enthusiastic to start Outdoor Education at his site, but the lack of longer-term contracts had been a disincentive to commence a program that either he or the school would not maintain. They described being patient until he gained permanency and then being motivated to work towards offering Outdoor Education at their site.

> But now I have that job security I feel like I can really focus on it and it's my subject. That's where you can really promote it. Whereas before, I am just here for a year, I am just here to do my job until the other teacher comes back. (Focus group 3, teacher unknown)

Risk

Risk discourse including risk aversion, risk management and safe risk taking was a theme that was thought to impact on Outdoor Education by teachers both negatively and positively. Teachers described spending much more time on administrative paperwork associated with minimising risk and potential for litigation stating, 'one thing I have noticed over time is the paperwork, it's accountability, documentation and the risk assessment. It's over the top'. (Focus group 3, teacher unknown). There were alternative views about this paperwork expressed, with several teachers holding the view that good risk management documentation had been an enabler, giving confidence to administrators about the relative safety of Outdoor Education, whilst others felt the paperwork arose out of concerns about risk to administration rather than the students. One teacher however was concerned that the school did not adequately support strategies to ensure safe practice, such as not supporting requests for additional staff when there were supervision concerns.

In addition to their concerns about the increasing time they were spending on administration, there were concerns by some teachers that the focus on risk assessment and management had impacted on student activity, with one teacher commenting, '30 years ago our safety talks took up 2 minutes. If you were lucky. But now look at… oh how long…' (Focus group 3, teacher I). There was a

perception that there were increased concerns about student safety among parents that may not have been beneficial to students, with concern that a risk aversion culture, possibly arising from accidents and injuries occurring in non-Outdoor Education contexts, had impacted on student ability to safely manage risks. There was a dialectic of impacts on this risk aversion culture described by teachers, with some frustrated by the constant need for parents to receive information, talk to the teacher and be in touch with their children by mobile phone. However, one teacher described recognition of the ability of Outdoor Education to provide education about positive risk taking,

> A lot of schools are also starting to see that connection between resilience building, umm .. and all these issues around building healthy minds for teenagers and linking that with their Outdoor Education programs where students are provided with that safe challenge and healthy risk-taking type of environment. And that whole side of development… look we've always known it. Those of us that work in this area we know that already. But it's the powers that be that are starting to recognise that. (Focus group 5, teacher J)

Major theme 3. Outdoor Education is viewed by teachers as largely student focussed and seen as contributing to the development of the whole student

Teachers participating in this study predominately held the view that Outdoor Education was less about content learning and more about development of the whole person. This positions Outdoor Education as tool for a range of broad student outcomes as well as being influenced by mental health development, positive memory making, developing student capabilities, managing parent and other relationships.

Mental health development

Mental health development was a particularly strong theme emerging from the qualitative data. Several teachers reflected their observations that mental health issues were increasing in secondary schools in South Australia. One focus group participant reflected had seen a shift to mental health becoming a more explicit rather than hidden concern within schools.

> I have been out for 20 years and certainly when I was first out teaching mental health you did not talk about it (mental health), you didn't hear about it, certainly there is a greater need for that support for the kids that are coming through. (Focus group 2, teacher O)

Theories offered by teachers in this study included increased screen time, impact of social media, an increased willingness to talk about mental health issues, students lacking time due to busy schedules, an increased integration of mental health into the curriculum, and an increased need for

students and families for pastoral care. Teachers in this study viewed Outdoor Education as having an important role in supporting the mental health of students and believe that there is increasing recognition of the relationship between improved mental health and Outdoor Education. This increased awareness of this relationship has resulted in some schools being more supportive of Outdoor Education as their site. As one teacher related about the influence of concerns about mental health at his site impacting on ability to offer Outdoor Education,

> I think with the incline of mental health issues and we're all very familiar with that. I think it's easier to justify now – Outdoor Ed – than in the classroom. So, I attempted to get stage 1 four times and got knocked back from exec. I finally got it over the line when I actually used data regarding the declining health debate using it as a carrot to get it over the line. (Focus group 4, teacher O)

Several teachers describe integrating discussions about mental health within Outdoor Education and believed that the time in nature and pastoral care environment were important factors in promoting positive mental health. As stated, one teacher provided a case study of where she believed Outdoor Education had assisted a student with suicidal ideation to work towards a more positive direction, however conversely, to other teachers, was frustrated by feelings of lack of support by her classroom-based colleagues and their lack of awareness of this potential relationship.

Distinct learning and memory making

Several teachers in this study viewed Outdoor Education as a way of learning that allowed students to develop distinct bodies of knowledge that were not easily assessed, including problem-solving capabilities, resilience and how to foster social and mental health. There was a belief by several teachers that the distinct learning was sustained well beyond their schooling and their school years. Being part of providing these long lasting and deep learning memories was described several times was described several times, along with one teacher's enjoyment of being part of this memory making. One teacher related their views on the impact of Outdoor Education to student memories of schooling,

> But this is an experience that they are actually going to remember, well beyond their school years. They are going to tell their kids about when they went camping here and that sort of thing. We're part of that story and as a teacher that is something I really value. Those opportunities to have… you know… contribute to their story in a way. (Focus group 4, teacher M)

There was a belief that the deep memories developed through Outdoor Education would contribute to success in other areas of their schooling and life through development of a broad range of capabilities.

Developing capabilities

Several teachers described the changes to parents' lives that have resulted in parents being less able to provide opportunities for their children to experience nature. This reduced time has restricted their out-of-school opportunities to help their children develop capabilities such as practical knowledge, resilience, personal organisation and ability to stretch their comfort zones. Whilst several teachers were sympathetic to this view one teacher described frustration at what was seen to be outsourcing parenting and expecting the school to achieve what they could not. Several teachers were concerned about a decrease in physical fitness, resilience, physical and motor capabilities they observed in students, as well as reduced life experience.

> 10 years ago or 20 years in the past kids would have done a lot of activity related to the activity, swimming or bike riding or whatever it is…. (Focus group 3, teacher P)

The same teacher claimed that:

> In turn, that affects their resilience. I have only been teaching this seven years, but it seems like kids say 'oh my arms hurt' after not doing too much … (Focus group 3, teacher P)

Other theories by teachers about why students were reducing physical capabilities include increased screen time and parenting that was too protective.

Managing protective parenting

One focus group discussion centred around the impact of increasingly protective parenting and the desire to minimise stress and discomfort by parents for their children impacting on Outdoor Education participation and practice. Initially starting as a discussion about the impact of technology and students having issues when not able to sustain this connection during Outdoor Education developed into a discussion about the impact on parents. One teacher described the experience of parents wanting to contact their children every day and not being supportive of restricted mobile phone use whilst on Outdoor Education field trips. This led to another teacher sharing their concern about parents not having faith in their children's ability to cope.

> I've really noticed the parent thing. We are finding more and more that parents, for want of a better word, are wanting softer… and softer for their children and try to get their kids out of the program because it is seen to be too tough for them. (Focus group 4, teacher R)

Teachers describe having to spend time reassuring parents that their children would be able to cope with the field trip with some parents thought to lack knowledge about the potential relationships between Outdoor Education and development of resilience and student capabilities.

Enhanced relationships

Relationship development was cited as being central to Outdoor Education teaching practice to several teachers to aid their teaching, enhance learning and addressing the need to have positive relationships with teachers and each other. One focus group explored the potential for Outdoor Education to provide a medium to address bullying behaviour, with several teachers exploring the important role of Outdoor Education as a tool to help manage this in their school,

> I think as well… the ability for it to create better relationships between other people is a good way of you know kinda (sic) targeting things like bullying, you know for instance like you talk a lot about expectations and what personal relationships should look like. And you know it's a really intense process for that to happen on camp. (Focus group 4, teacher B)

Major theme 4: The benefits of Outdoor Education appear to be well understood by Outdoor Education teachers and students but appear poorly understood by many staff, school administration, parents and community

Teachers described improving social positioning of Outdoor Education in schools, but with a lack of congruence between teachers, schools and students. This lack of congruence can be seen in the different views of government compared with non-government teachers as well as many site-specific issues that mean although Outdoor Education is increasingly valued, teachers reported undervaluing the contribution of Outdoor Education to schools and students, a lack of funding support and an increased workload that appears poorly understood by school administration.

Outdoor Education – a subject in government schools and personal development in non-government schools

Focus group attendees were a mixture of government and non-government teachers and as they compared across sectors, they described a difference in social positioning of Outdoor Education within the curriculum between government and non-government schools. Government teachers described how Outdoor Education was valued as a senior school subject at their site, however were frustrated at their inability to provide Outdoor Education in the middle years both for broad education purposes and to provide foundational experiences to support higher levels of achievement in Stage 1 and 2 Outdoor Education. They viewed non-government schools as far more

able to implement such a middle school program. They held the view that non-government schools with Outdoor Education middle school programs provided advantages to their students. There was an implicit acceptance that non-government schools were more likely to have greater funds for Outdoor Education. It was reported by one government teacher that any government middle school Outdoor Education programs were likely embedded within Health and Physical Education, whereas non-government middle school programs were more likely to be related to personal development and development of broad capabilities, with agreement from others in the focus group about this issue. Another non-government teacher reported a trend in private schools to increase connection to curriculum but that personal development maintained an important focus,

> I say for us, the younger programs, probably the junior programs, there is stronger links to the curriculum. Certainly, whilst that was probably there… just the…. not by accident as it might have been beforehand. Now it is more rigorous in terms of the really specific link to the taught curriculum back here at school in terms of the subject area and subject matter. Even you know, taught curriculum around wellbeing and pastoral care as well. (Focus group 5, teacher S)

Outdoor Education is subject to site specific issues

When teachers in focus groups shared their views about Outdoor Education at their site there was quite a lot of discussion about differences that each experienced highlighting that Outdoor Education was subject to site-related issues that were often specific rather than shared by all teachers in the group. These issues were often related to the different social positioning of Outdoor Education at their site.

One teacher felt like they were a lone staff member advocating for Outdoor Education at their site and this was hampering the development of Outdoor Education at their school. Another described issues related to the impact of Outdoor Education fieldwork impacting on specific school activities, such as school sport, with school sport viewed as more of a priority than the learning that would take place in Outdoor Education. Several country teachers felt that outdoor activity leadership training that was held on weekends made it difficult for them to obtain training and qualifications due to the weekend sporting commitments that were more of a priority for country communities.

Site specific issues were often related to leadership, but also related to such issues as student behaviour, with one survey respondent commenting that student behaviour was making it difficult to either provide broader learning outcomes about such things as environment and sustainability. Increasing violence among school students presented significant issues for one teacher who claimed this made it extremely challenging to offer field experiences outside of the school.

Another teacher described challenges associated with student motivation whilst another teacher described how students were highly motivated to enact Outdoor Education at their site, even organising a petition to their principal, with some students leaving the school when the petition was unsuccessful.

Outdoor Education increasingly valued but still undervalued

Focus group attendees and survey respondent comments suggest that there is a trend towards valuing Outdoor Education more, but that teachers feel it remains undervalued. For one survey respondent, they believed there was now good evidence to support the value of Outdoor Education to students, but that the key reason why Outdoor Education is not more widespread is the large amount of resources required to enact a program.

> I believe every school would uphold Outdoor Education highly, as there is a lot of research that shows positive correlation, academically, socially, mentally etc. for students. However, the logistics, man-power, resources, funding and location inhibits most schools to do so. (Survey response, school 12)

Senior Outdoor Education was viewed by students, teachers and parents as having a lower ranking to other subjects. It was seen as an easier option. For many teachers this lower ranking was related to the scaling of Outdoor Education impacting on their final ATAR.

> I do think that that in the school environment it is seen as the soft option, so if you want to do well in school steer them away from Outdoor Education and Physical Education because you are going to be moderated down. So, if you want a higher TER then don't do it. If you talk with students themselves and ask why they chose Outdoor Education and they say, oh… because it was an easier option. (Focus group 3, teacher I)

One focus group discussion acknowledged that the social positioning of Outdoor Education is either changing or there is greater acceptance of Outdoor Education as an option for senior schooling from parents, staff and students. Participants in the discussion were discussing changes in school and parental perception of senior Outdoor Education, when one teacher commented,

> I am also seeing there is a lot more support from a wider range of people within our school community, and that's like kind of a mid-level fee socio-economic kind of private school setting where more people are comfortable with students choosing Outdoor Education as an elective. Despite the thought that it is not as rigorous academically. That is the way it is seen outside in the community. But there is less concern about that. That's from parents, that's from other staff and that's from students. That's slowly changing. So, you've got more students who are academics who are choosing subjects

> like Outdoor Ed and they are not being counselled out of it as much as they used to be. (Focus group 5, teacher A)

One teacher suggested that the increased potential for vocational outcomes from studying Outdoor Education is having a positive effect on the perception and social positioning within their site, particularly when contrasted with other academic subjects,

> So now maths subjects and science subjects offer a career pathway. At least now there is an identifiable career pathway through university or into the workplace as much as there is in science or any of those other subjects. (Focus group 5, teacher M)

Increasing pressure of costs

Outdoor Education was viewed in most schools as a distinct budget line and as a result, teachers were often given the role of managing budgets as well as teaching. The cost pressures cited by teachers include staffing, qualifications and equipment. Non-government teachers report being supported with their personal costs associated with teaching Outdoor Education, however government teachers were less likely to be supported financially. One teacher cited frustration that the Department for Education (DfE) spent a large amount of money changing the name from Department of Education and Children's Services (DECS) that might have been better spent on the schools themselves. One teacher shared the story where a new principal arrived at the school and withdrew the budget for Outdoor Education with the result that the entire program had to shut down. Several government school teachers described creative ways of providing Outdoor Education experiences without making them too cost prohibitive to students including sharing equipment with other government schools, using other government school sites where they had a pool, using a climbing wall or other resources. This sharing often arose from personal relationships and collaboration among individual teachers. This was more problematic for rural and remote teachers. One government country school survey respondent outlined a proposal for a centralised store for equipment and resources for government schools to access to help resolve issues associated with the cost of purchasing equipment,

> Currently developing an Outdoor Education program in a government school, located in the country, that is geographically isolated. The environment lends itself to outdoor activities and journey, however, programs have come and gone, but normally it is completely dependent upon the enthusiasm of 1 or 2 individuals. The biggest roadblock to this learning area is cost. (Survey respondent, school 90)

Increasing workload

Many teachers suggested that the school valued Outdoor Education sufficiently to allow it to be offered at the school. However, they claimed that there was underlying perception they did not value the workload that teachers were putting into quality, safe programs. Many teachers stated that the administrative demands for Outdoor Education were increasing, reducing their time available for teaching and their motivation to teach it. As highlighted earlier in this chapter, there has been an increased focus on risk in schools and this focus was reported by several teachers to raise the complexity and time spent on risk management. The increase in paperwork was thought to be a disincentive to undertake Outdoor Education. However, as one teacher related, teachers continue to take Outdoor Education on despite the challenges,

> Going back to things that have changed in the 20 years since I have been out. Just the number of forms we have to fill in. I mean we are all being accountable and I know there are definitely days where I think there are now 40 forms I need to tick off before you can even take a group of kids out and you do start to question. Say, do the pros and cons add up or do the cons outweigh the pros in terms of what you are getting out of the kids. I guess for many teachers out there it ends up seeming all too hard to continue it. Whereas those of us that really value it will continue to get through all the paperwork to make sure the kids get the opportunities… (Focus group 4, teacher K)

Several teachers complained of working conditions that did not acknowledge the extra time and discomfort required for field experiences, as well as the planning, preparing and then managing issues. One teacher described how another subject, Health and Physical Education, had significantly less workload that was not acknowledged,

> I had a semester two change back to a year 9 PE class and I was struck by how easy it was not having had one for a long time. I said give me 3 of those in exchange for one year 11 OE class in terms of the effort required. But that's not the hurdles, the hurdles are just terrific. (Focus group 1, teacher P)

Outdoor activity leadership qualifications are required for many activities in South Australia and several teachers expressed concern about lack of support to get time off to pursue these. Conversely, country government teachers generally described being well supported for professional development – so long as it was during the week and did not interfere with sport.

Major theme 5: Outdoor Education is more likely to be supported when there are known positive contributions to the school's values, community and performance

Outdoor Education teachers in this study acknowledged the importance of supporting the school values, the school community and the performance outcomes of students to enable Outdoor Education to be enacted at their site. School issues highlighted by participants in this study include concerns about results, aligning to the school ethos and improving student performance of those with lower academic achievement.

Concerns about results

School results were an important factor for schools and teachers and this was described as having an impact on the social positioning of Outdoor Education. A survey respondent was critical of the increased focus on numeracy and literacy that was impacting on Outdoor Education, seen by the respondent to develop more analytical thinking.

> Moving community focus from a 'literacy and numeracy' focus to a more holistic approach that focuses on developing students who are critical thinkers, independent learners and problem solvers is a huge paradigm shift but is necessary for the 'academically focused' to realise the true value of Outdoor Education. (Survey response, school 61)

This concern about results was a large focus for teachers of Stage 1 and 2 Outdoor Education, not only with regard to the school performance, but also managing parent concerns about scaling and misconceptions about how much Outdoor Education is scaled that impacted on student choice. Several teachers described seeking creative solutions to cater for student demand for Outdoor Education as well as alleviating parent and school concerns regarding studying this area on their ATAR results. As previously outlined, several focus group respondents describe increasing participation in Stage 1 and 2 Outdoor Education by enabling students to undertake these electives in Years 10 and 11 rather than Years 11 and 12. This allowed their marks to contribute to their SACE certificate, but ameliorating the potential for scaling by not including their result for their ATAR unless their selected Year 12 results were lower than for Stage 2 Outdoor Education.

Outdoor Education as a marketing tool

Although survey respondents and focus group participants described concerns about the valuing of Outdoor Education with the school site, Outdoor Education was reported as a marketing tool to attract new students to their site. The context of the marketing was predominantly associated with

the ability of Outdoor Education to provide personal development, a diversity of experiences and an academic balance. One teacher stated,

> I think it is a selling point for… 'come to our school 'cos we can give life skills, not just academic'. We do that as well, but we have a balance in place…. (Focus group 4, teacher R)

While another teacher claimed,

> It's part of that holistic development as well. They're not just in the classroom learning a subject, but they can work by themselves and within other people in an environment that needs looking after. (Focus group 4, teacher A)

One survey respondent described how implementing an extended stay Outdoor Education program in the middle school had a positive effect on new enrolments at the school, with parents choosing the school due to the program. Another respondent described using other successful schools with successful Outdoor Education programs as examples to their leadership and management to help them commence programs at their site. This contrasted with the teacher that experienced strong action by school administration to reduce the opportunities for students to study senior Outdoor Education whilst at the same time using images from the subject to help advertise the school.

Alignment to school ethos

Several focus group participants who described successful Outdoor Education programs at their school cited alignment with the school values as being central to the program. One focus group teacher discussed the significant investment his (non-government) school had made in the Outdoor Education, with compulsory programs from reception to year 9.

> I think realistically the value and the experiences that come and the learning outcomes that come from working outside which aligns with the ethos of this particular place. (Focus group 5, teacher S)

In one focus group, during a discussion about the challenges of Outdoor Education, one country school teacher described how, despite these challenges, having Outdoor Education was important not just for the school but for the community, '… It might be just like… as a country school… kids… parents… community really values that sort of thing …' (Focus group 2, teacher N). And from the same teacher, '… I find that at XXXX it's definitely the community sort of values it and it's always been strong here' (Focus group 2, teacher N).

When probed about what values aligned, one focus group participant was not sure that their administration could articulate this, with views expressed such as, 'I don't think the school even

knows what they are trying to achieve' (Focus group 5, teacher A) and '… they think it's probably a good idea. But I don't think they can say what that idea is' (Focus group 5, teacher D).

Conversely, a lack of alignment between school values and Outdoor Education is a clear barrier for one survey respondent, who thought that the focus on academic achievement by the school presented significant cultural barriers. They reported,

> The demographic in the catchment area for XXXXX does not lend itself towards a full Outdoor Education program which culminates at SACE level. The college markets itself as an academic, music school which often draws in families who do not see the benefits of learning opportunities in the outdoors. This is one of the largest factors in building the year level program that XXXX currently has; there just isn't the demand for it. (Survey response, school 77)

Success for students not achieving academically

As outlined earlier, Stage 1 and 2 Outdoor Education was reported as being positioned by some focus group participants as being an option for those struggling academically. Whilst this was viewed as a deficit model for some schools, for others it was viewed as a major contributor to some students' success at school. Teachers described increased school engagement across subjects and improved results. One government teacher reported increased SACE student completions. A non-government teacher gathered temporal results data for students electing to undertake Stage 2 Outdoor Education that demonstrated an improved ATAR compared with those with similar Stage 1 results.

Major theme 6. Changes in the sociological world of students is thought by Outdoor Education teachers to increase relevance and importance of Outdoor Education in schools

As discussed earlier in other Major Themes many changes to students' and school sociological world have impacted on Outdoor Education teachers. Teachers noted changes in their student cohort that included reduced general capability, increasing mental health problems, more protective parenting, increased level of concern about risk and an increased focus on ATAR results. Other changes to the sociological world of students that have not been explored include screen time / technology and changes to the environment.

Screen time and technology

During the time period 1999-2017, the pace of technological development, particularly digital technology, has been highly impactful. The increased use of technology, particularly mobile smart

phones, was a focus for many teachers in the focus groups. They reported impacts such as reduced mental and physical health, a negative impact on personal relationships and a reduced contact with nature. Several teachers described the importance, and enhanced relevance, of Outdoor Education to ameliorate the negative impacts of mobile phones and other screens to help students find balance through having a break, building personal social skills, developing resilience, connecting to nature and to each other. One of the focus group teachers stated,

> Bullying certainly has been around for ever but in this day and age of social media it doesn't stop at four o'clock in the afternoon. It is 24/7 and is about teaching the kids both the positive relationships, empathy towards each other, making them step outside their comfort zone. It just all ties in so well with Outdoor Ed so well and what we are trying to achieve. (Focus group 4, teacher J)

Increasing concern about the environment

Many teachers in focus groups and survey responses described an increasing focus on and concern about the environment, from the local environment, to local national parks to the global environment. There was deep concern about the state of the environment, however there were also many positive stories about enjoyment, sense of place and enhanced environmental advocacy that arose from supporting students to develop a passion for their natural world. For example, one focus group teacher stated,

> … But my other thing is there is such an emphasis on climate change and looking after the environment and what is happening with the environment… that's a really good justification for any Outdoor Education from an early age. Because that appreciation for the environment means they are going to be ambassadors for the environment. Because they have lived it. They have experienced it first-hand rather than in a classroom or in a book. So, as they get older, they will be teaching the older people. (Focus group 4, teacher unknown)

Summary of Results

In summary, Chapter Four presents the results of a two-phase mixed methods study, reporting on data gathered from a survey of Health, Outdoor and Physical Education (HOPE) Coordinators about Outdoor Education in 2017 from 261 South Australian secondary schools, document analysis from relevant publicly available and supplied data and five focus groups in 2019 that sought teachers' theories about the results of the survey.

Phase One data revealed that the nature and scope of Outdoor Education in South Australian secondary schools remains diverse, growing in participation, increasingly focussed on broader

learning outcomes than personal and group development including health and wellbeing, environmental learning, social justice and sustainability although still faced with issues such as cost and resources.

Phase Two results revealed six major themes as a result of inductive thematic analysis of focus group and qualitative survey data that are:

1. The individual teacher has the largest impact on the effective teaching of Outdoor Education in schools.

2. School staff at all levels but particularly leadership are critical to the success (or not) of Outdoor Education within a school. Other factors include students, parents, school, community and recognition of Outdoor Education.

3. Outdoor Education is viewed by teachers as largely student focussed and seen as contributing to the development of the whole student.

4. The benefits of Outdoor Education appear to be well understood by Outdoor Education teachers and students but appear poorly understood by many staff, school administration, parents and community.

5. Outdoor Education is more likely to be supported when there are known positive contributions to the school's values, community and performance.

6. Changes in the sociological world of students is thought by Outdoor Education teachers to increase relevance and importance of Outdoor Education in schools.

The results of this two-phase mix-methods study provide a basis for a deeper discussion of the aim of the research to explore the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australia.

Chapter Five

Discussion

This chapter describes how, why and what has changed for Outdoor Education for the year of 2017 in South Australian secondary schools to enable exploration of the success and failures of Outdoor Education as a social field of education. It also aims to highlight how Outdoor Education teachers as actors and agents with agency within schools enact Outdoor Education. As a non-compulsory challenging and demanding area of teaching, it is teachers that are central to the enactment of Outdoor Education in schools. Giddens' (1984) theory provides a framework to describe how and why teachers enact Outdoor Education when schools are not required to do so.

The discussion begins with an exploration of the social context of this study of the nature and scope of Outdoor Education in South Australia to frame an in-depth analysis of the results. It proceeds from there with an analysis of who is teaching Outdoor Education and describes features of Outdoor Education teachers in South Australian secondary schools including their motivations, their decision making, their relationship with Physical Education and their teaching approaches. The ensuing discussion then takes into consideration an analysis of where Outdoor Education is taught, what programs are being offered and key macro sociological impacts on Outdoor Education including the impacts of an increasingly urbanised society and nationalised curriculum. Other issues explored include micro sociological influences such as leadership, school routines and the social positioning of Outdoor Education at their site. The analysis acknowledges the central role teachers have in enactment of Outdoor Education in South Australian schools, describes the teaching knowledge they draw upon and how they enact Outdoor Education as a non-compulsory option for secondary schooling. The chapter culminates with summary comments regarding the current social situation of Outdoor Education in South Australia. This offers evidence-based advice to teachers, schools and Outdoor Education as a field regarding strategies to work towards enhancing opportunities for all South Australian students to undertake Outdoor Education in their schooling, with implications for other locales.

Social context

Contemporary western culture has evolved to a point that has impacted the time that individuals and families spend outdoors in the natural environment thereby impacting the innate connection to, and relationship with, the Earth (Gullone 2000; Kellert & Wilson 1993; Wilson 1984). Similarly, this contributes to a broad range of personal, community and social impacts, including what Louv (2012, 2011) describes as nature deficit disorder in young people in particular. Australia has become one of

the most urbanised countries in the world (ABS 2019a) with 89% of 24 million people concentrated in urban areas in 2014 (PIA 2016). As a result, Australia is facing significant changes and challenges associated with western lifestyles (Halkowicz, Cook & Littleboy 2012) including increasing non-communicable disease associated with reduced physical activity linked to increased sedentary lifestyles and screen time (Active Healthy Kids Australia 2018; Yu & Baxter 2016). Additionally, it is experiencing an increasing socio-economic gap between the richest and poorest (Davidson et al. 2020; Department of Economic and Social Affairs 2020; Zhang 2016), a significant impact on Australian Aboriginal people (Langton 2019), a deteriorating natural environment (Baskin 2014; Flannery 2017; Gills & Morgan 2019; Zhang 2019) and sustained high rates of mental health issues (Harvey et al. 2017).

Towards the end of the period of 1999-2017, in 2015, Australia had the third highest GDP and highest median wealth per adult at US $225,000 (Planning Institute of Australia (PIA) 2016). During the period 2002-2012 Australia was the fastest growing OECD country expected to reach 50 million sometime between 2061 and 2111 (PIA 2016). From a global perspective, the nation was ranked 'above average' for environmental quality, health status, housing, personal security, jobs and earnings, education and skills, subjective wellbeing and social connections (PIA, 2016). Despite its wealth and seemingly good social conditions more than one million Australians were living in poverty (PIA 2016), while life expectancy ranking for Australians is only 9th highest for males and 7th highest for females compared with 35 other OECD countries (AIHW 2020a). Further, life expectancy for lower socio-economic groups, rural and remote citizens and Aboriginal Australians is not at the same level. Lower socio-economic groups have higher levels of illness, disability and earlier deaths (AIHW 2019a, 2020a). The gap is even wider for Aboriginal people, with Aboriginal males and females median lived age 71.6 and 75.6 years respectively compared with non-Aboriginal males and females median lived age 80.2 and 83.4 years (AIHW 2019b). Although the gap did reduce for the period 2015-2017 (AIHW 2019a) the overall trend is slow to change. Australians are increasingly reliant on healthcare with an average growth rate of 4.3% spent on healthcare (inflation adjusted) with an increasing proportion on hospitals (AIHW 2020b). Although the average age of onset of chronic disease is increasing, lower socio-economic groups have decreasing lengths of time living in full health with 38% of chronic disease being preventable for all Australians (AIHW 2019a). As outlined in the introduction, outdoor time among children is positively associated with physical activity, sedentary behaviour and cardiorespiratory fitness (Gray et al. 2015) as well as improved mental health (Cox et al. 2017) with time in nature now a health imperative (Maller et al. 2006). Outdoor Education and teaching about time nature as a health initiative may be even more

important for lower socio-economic, Aboriginal and other disadvantaged groups who are disproportionally represented in health statistics.

Currently, Outdoor Education is a non-compulsory schooling initiative that can positively contribute to young people's increasingly urbanised lives, provide opportunities to reflect on ways of being in a changing Australia (Quay 2016) and provide direct and personal contact with nature (Dickson, Gray & Mann 2008; Gray et al. 2015; Malone & Waite 2016; Maller et al. 2006; Muñoz 2009; Rickinson et al. 2004; Sheard & Golby 2006). In addition to personal and social benefits, Outdoor Education has the potential to raise awareness of broader environmental and social issues through this direct contact with nature with an opportunity to critically reflect on our ways of living (Boyes 2016; Hill 2012a, 2012b; Lynch & Moore 2004; Martin 1998a, 1998b, 2000, 2008a, 2008b, 2010, 2014; Nicol 2002a, 2002b, 2003; Payne & Wattchow 2008; Polley & Thomas 2017; Spillman 2017; Stewart 2004; Thomas, Potter & Allison 2009; Wattchow & Brown 2011).

Each of the six pillars of Outdoor Education learning outcomes (based on the founding concepts of self, others and the environment) (OEA 2013a, 2013b) described as being personal development, health and wellbeing, group development, social justice, environmental learning and sustainable living (SACE 2019a) can be delivered via alternative means in schools through other learning areas. For example, in the Australian Curriculum Outdoor Education has the potential to be a component of the Health and Physical Education learning area (ACARA 2014a) and identified as able to deliver subject based outcomes in Health and Physical Education, Science and Geography as well as address cross-curricular priorities of Aboriginal and Torres Strait Islander Histories and Cultures and Sustainability (ACARA 2017a). Although Outdoor Education is a possibility that is supported within the Australian Curriculum, the non-compulsory way in which Outdoor Education is described by ACARA (2014a, 2017a) has legitimised Outdoor Education, however, conversely it has maintained the social positioning and practice of Outdoor Education in Australian schools as 'nice, but not necessary'. This idea that Outdoor Education features in South Australian secondary schools as a nice but not necessary component will be explored further in the discussion.

Although Outdoor Education features in South Australian secondary schools as a 'nice but not necessary' curriculum component, it is relevant to the social context of this study that many Australian children do not have the opportunity to gain the deep personal learning, experiences and personal knowledge of their natural world through experience that occurs with Outdoor Education in school or at home. In 2005, Australia was ranked 29th, for inclusion of Outdoor Education within the curriculum (PISA, 2006), well below the OECD average. This means that although Outdoor Education is present in some schools' curriculum, representation is significantly below other

developed countries. The social contradiction that exists in Australia is exemplified in a recent Planet Ark (2013) survey, which concluded 'Australians see themselves as an outdoor nation. However, the reality is that the outdoors is no longer a significant part of our daily lives' (p. 2). The Planet Ark (2013) survey noting that around 1 in 3 children under 16 had never been camping, bushwalking, climbed a tree, planted a vegetable garden or cared for trees or shrubs. Access to nature is problematic for those with lower socio-economic backgrounds and/or youth at risk, particularly those with mental health issues (Pryor et al. 2005; Townsend & Weerasuriya 2010). The lack of compulsory Outdoor Education for all Australian secondary students is further emphasising a gap between our Australian outdoor identity and the reality of urbanised living as well as the inequities in our schooling. Despite attempts by Outdoor Education academics and teachers to ensure that every child in Australia have the opportunity for Outdoor Education or outdoor learning (Gray & Martin 2012) the field of Outdoor Education has not successfully argued for a place within compulsory national curriculum documents.

Research undertaken in South Australia in 1999 (Polley & Pickett 2003) found that Outdoor Education in some form was widespread in secondary schools. The current research confirms that for the year 2017 Outdoor Education continued as an offering in South Australian schools, with the research results suggesting increased participation in Outdoor Education was evident in residential outdoor programs, youth at risk, Year 9 transition programs and Senior Secondary Outdoor Education. However, Outdoor Education as a core feature of secondary school Year 7-10 curriculum time is an exception. Previous research (Polley & Pickett 2003; Lugg & Martin 2001; Parker 2013; Picknoll 2017) suggested teachers and schools faced macro and micro sociological challenges to enact Outdoor Education within schools. Outdoor Education can be viewed as costly, resource intensive, disruptive and taking time away from other learning areas. The current research revealed that teachers report opposition from school leadership and administrative staff at times despite strong support from parents and students for the provision of Outdoor Education. Outdoor Education teachers described making a deliberate choice to teach this field, with few incidents of being told to compulsorily do so by their school. To teach Outdoor Education, teachers in focus groups described personal costs such as paying for professional development, spending non-teaching time on professional development, purchasing qualifications and personal equipment, an increased administrative workload, consistently increasing expectations and increased administrative control. Despite these challenges at their site, teachers of Outdoor Education have been able to manage these hurdles and as a partially co-ordinated collective body of professionals in South Australia would appear to have been successful in doing so at many schools.

This research is of interest to those that seek to ensure all our young people have a healthy and sustainable future by investigating how and why Outdoor Education has been successful at being included in some schools' curriculum. Socially positioned as 'nice but not necessary', teachers are bearing the personal and financial cost of implementing Outdoor Education. Although teachers in this study have largely been successful in enacting Outdoor Education at their site, this is not the case for all sites, and many teachers describe constraints that restrict opportunities for teachers to teach Outdoor Education and for students to learn about this field. Teachers in this study outline consciously and unconsciously additional levels of support that would increase opportunities for Outdoor Education for more students in South Australia and Australia and this is explored later in the chapter. Recently, 'challenge and adventure activities' were mandated as a compulsory component of the Australian Health and Physical Education curriculum for years 7-10 (ACARA 2014a). Teachers in this study acknowledged the important role of compulsory challenge and adventure activities to ensure such opportunities exist within Health and Physical Education. However, time spent in the enactment of 'recreational activities in natural and outdoor settings' (ACARA 2014a) is not mandated and can be delivered in other ways than through Outdoor Education.

Outdoor Education, which is potentially costly, disruptive, time-consuming and not compulsory (nice but not necessary) is challenging for schools to enact and potentially competes for time with other curriculum offerings. These challenges provide little financial and functional reasons for schools to offer Outdoor Education. It could be argued that Outdoor Education should not exist in Australian schools, and yet, it does. Outdoor Education must deliver outcomes to students that schools, teachers, principals and parents, value in some way. The apparent increase in student participation revealed by this study suggests that these values are sustained and probably enhanced for the period 1999-2017. To describe how, why and what has changed for Outdoor Education the discussion chapter synthesises key findings from the literature review, survey, document analysis and focus group data using the framework of Giddens' (1984) structuration theory to consider the nature and scope of Outdoor Education in South Australia, as a non-compulsory curriculum component of schooling. This is achieved through an examination of the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools. The discussion seeks to answer in depth the three guiding research questions,

1. Who is teaching Outdoor Education, where is it being taught, what programs are being offered, what objectives are being emphasised and what are issues and problems?
2. What are the sociological influences on the practices of Outdoor Education in schools?

3. What is the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools?

Who is teaching Outdoor Education?

The literature review, survey, document analysis and focus groups in this research clearly establish that Outdoor Education remains present in South Australian secondary schools in 2017, despite significant sociological and other barriers that are highlighted (costs, staffing, administration, school disruption, risk and others). The document analysis results provide empirical data that participation rates in Outdoor Education is increasing in Senior Secondary schools, as well as extended stay and youth at risk programs. Additional survey data is indicative of heightened levels of participation in Outdoor Education in other areas such as Year 8-10 camps, orientation programs, field trips, camping and cultural experiences. However, as the survey was completed by around one third of secondary schools, the results are indicative of participation rather than definitive.

Teachers reported changes in the enactment of Outdoor Education arising from staffing modifications, such as completion of contracts or staff desire to undertake less field work Outdoor Education related to workload, time away from home or challenges related to leadership decision-making. A decline or increase in availability of the offering, reliant on the capabilities of the teacher was reported. For example, in one case a teacher reported their school electing not to offer Outdoor Education for some years as they did not have a staff member prepared to undertake this role. In another case the principal asked all staff for new and innovative ways to engage students at the school. The teacher proposed an Outdoor Education program and this was accepted and supported. It was therefore apparent that a key factor in the existence and growth of Outdoor Education, as a non-compulsory offering in secondary schools is indeed, the teachers. It is clear for this research that to enact Outdoor Education at their site when faced with personal and professional challenges, teachers need to have a sense of purpose or reason for action. They must construct meaning about their practice at their site to support Outdoor Education to sustain their motivation to maintain agency at their site. The ensuing discussion describes how Outdoor Education teachers, part of a social education movement that fits Giddens' (1984) idea of a collectivity (explored later in this chapter) motivated by their experience with the outdoors and Outdoor Education, utilised a practical consciousness in a dialectic with Physical Education to support and facilitate outdoor learning experiences.

Outdoor Education collectivity

The literature, together with the empirical and qualitative data supported the view that Outdoor Education is a human social activity that has been ordered over space-time as a subject for schooling and as a way of teaching other subjects, either as Outdoor Education or outdoor learning that can occur in the Science, Humanities and Social Sciences or Health and Physical Education learning areas. For example, plant identification field trips in Science, Geography bushwalking and camping field trips, and canoeing in the local river for Health and Physical Education.

Responses in the focus groups suggested that for teachers of Outdoor Education, as a field of social endeavour, Outdoor Education does not fit neatly into Giddens' (1984) structuration theory categorisation as an a*ssociation*, *organisation* or *social movement* and most strongly sits within the bounds of being a *collectivity,* with social connections that span local and global geography and history. This collectivity is characterised by many teachers attending the focus groups being members of the Outdoor Educators' Association of South Australia, although many were not. Several teachers were members of other teacher organisations such as the Australian Council for Health, Physical Education and Recreation (ACHPER). The lack of symbolic membership with the Outdoor Educators' Association of South Australia by several teachers did not appear to reduce their identity as Outdoor Education teachers. However, several teachers described feeling isolated and a lone voice in their schools when advocating for Outdoor Education, suggesting that the community of Outdoor Education teachers is not a strong network of professionals at times, particularly those in rural and remote areas or small schools. Despite not being explicit and identifiable members of an organisation, Outdoor Education is a shared *ideology* where the teachers connect via a 'system of belief which proclaims the need for radical change, reactionary or progressive, in the existing order of things' (Giddens 1979, p. 197). Teachers' comments expressed in the focus groups identified the role of Outdoor Education as promoting reactionary or progressive change as more of a *positive change* or a more *evolutionary* kind of change within individuals, schools and society. Teachers perceived Outdoor Education achieved increased success at school, improved wellbeing and replaced 'lost' life experience. Micro school sociological environment changes described by teachers included improving staff and student relationships, supporting school success, and providing positive stories in relation to student experience to others. Broader social changes included increased environmental advocacy and care. These motivations will be explored further in this chapter. However, teachers did not discursively describe social changes related to equity as a potential learning outcome that is described by SACE (2019a) despite the survey of Outdoor Education Coordinators ranking social justice as being 'very important'. Despite a range of ideas asserted, teachers spoke anecdotally and without evidence of literature or site data to support their claims.

Central to structuration theory is the notion of human agency, which in the context of this study would be the capability of teachers identifying as Outdoor Education teachers to engage in purposive actions as knowledgeable agents and as such, have the competency to utilise resources in pursuit of purposeful interaction in their social context. While assertive in the role of Outdoor Education in reactionary and progressive change in schools for the betterment of students in a range of student related areas, it can be seen that the teachers were naive in their assertions as there was not the evidence to support the claims accompanying their statements, which might be a reason why they were not as successful as they may hope to be in pursuit of purposeful interaction on the status of Outdoor Education in their local site social context, and the broader social context of the Australian Curriculum.

Identification as an Outdoor Education teacher was important to focus group participants, with many having a distinct Outdoor Education identity that could be seen in other ways beyond verbal acts such as the way they dressed (suitable for active outdoors) at focus group interviews, as well as using common language that non-Outdoor Education teachers might find alienating. 'Being' an Outdoor Education teacher created a particular identity and teacher's comments reflected Quay's (2015) views that being an Outdoor Education teacher was 'different' to other teachers within the school setting. Being an outdoor educator appeared to be an unconscious motivation for developing, maintaining or growing Outdoor Education at their site.

In terms of gender, the survey and focus group participants were disproportionally male and matched the document analysis of Stage 1 and 2 Outdoor Education students that revealed a sustained male/female imbalance (SACE 2018). One teacher described the success of an individual girl in terms of supporting her to overcome her self-concept issues, and there was an implied acknowledgement that supporting girls was important. No explicit acknowledgement of gender roles being a social issue was expressed. This research confirms the sustained male dominance in Outdoor Education (Gray et al. 2018; Gray, Allen-Craig & Carpenter 2017; Gray & Mitten 2018) and the view that more needs to be done to address this blind spot of the collectivity that is Outdoor Education in South Australia. Giddens' (1984) theory suggests that this this situation will not change until there is recognition of Outdoor Education as a gendered construct by mostly male teachers and that action is taken to disrupt the current practices as an active flow of ongoing activities. The actions of Outdoor Education teachers both structure teaching Outdoor Education as a social practice and are structured by society. With this in mind, the gendered construction of Outdoor Education teaching might be seen as a function of the positioning of the agents (Outdoor Education teachers) within the social system (Australian society) and the asymmetries of power (white, male privilege) that can

constrain or enable actions within the social system. Other social equity blind spots were also revealed. For example, there was a lack of discussion with respect to social issues related to Aboriginal Australians, a cross-curricular priority in the national curriculum (ACARA 2014a, 2014b) and a component of inquiry for Stage 1 and 2 Outdoor Education, and confirms the view that this blind spot is widespread for Outdoor Education teachers as highlighted by Brookes (2004), Collins and Anantharaman (2016), Payne and Wattchow (2008), Stewart (2004), Wattchow and Brown (2011) and Wattchow et al. (2014). This apparent lack of attention to social justice issues suggests unconsciously and recursively there may not have been any significant changes with respect to social equity focus for the period 1999-2017 with Outdoor Education unconsciously reinforcing neo-liberal, socially unjust ideologies (Boyes 2012; Brookes 2003a, 2003b, 2003c; Buchanan & Chapman 2011). Specific questions about social justice in Outdoor Education teaching practice are warranted to provide more details about Outdoor Education teachers discursive views about social justice and action.

Motivation based on experience

Teachers were able to partially explain their motivations for enacting and teaching Outdoor Education. However, part of their motivation exists on a deeper level that is beyond easy recursive access. Giddens (1984) suggested that motivation for social actions such as teaching Outdoor Education is derived from a 'practical consciousness', that is also not recursive, although based on the motivation to succeed in the day-to-day *durée*, applying lessons learned to maintain *ontological security* (stable mental state) and ensuring success of the social action. Outdoor Education teachers' discursive responses indicated their underlying motivation is about positive experiences teaching, being with students, ameliorating issues associated with western lifestyles and wanting students to succeed at the present time and beyond schooling. This underlying motivation for action is distinguished by Giddens (1984) from reflexive monitoring and rationalisation actions that are not directly motivated that are response to the day-to-day reality of teaching in schools.

Outdoor Education teachers in the focus groups viewed Outdoor Education teaching as aligning with their values as humans. Many teachers interviewed described a personal history of either undertaking outdoor activities during their youth or having positive experiences at University, re-enforcing earlier literature from Tanner (1980), Chawla (1998) and Chenery and Beringer (1998) regarding the important role of experience and mentors in youth. Focus group participants described a change in motivation for teaching Outdoor Education over the years to be less about increasing physical activity (although this is still viewed as important) and more about improving mental health, growing and developing as a whole person, managing life in an urban environment,

strengthening relationships and paying attention to the natural environment. Participants in focus groups appeared to understand that those that have not experienced Outdoor Education might not be wholly supportive. Outdoor Education teachers described difficulties in discursively describing to others, particularly other teachers and administrators, the meaning and impact of Outdoor Education on their students. Outdoor Education teachers describe frustration when decisions are made about the role and place of Outdoor Education in their school by people who may not have experienced these social phenomena. Focus group participants describe receiving good support when other teachers, principals and significant others had Outdoor Education experience or they listened to student voices about their experience. The issue of experience being a critical way of knowing about Outdoor Education that is not easily communicated in a discursive way is highlighted by Martin (2010), Quay (2016) and Zink and Burrows (2006). Each author advocates an alternative approach to communicating to better the field of Outdoor Education, as Martin (2010) highlighted the importance of common and shared understandings about Outdoor Education, Quay (2016) advocated that Outdoor Education should remain a critic of the current focus on outcomes and move to language that is inclusive of process because content and process both require each other, and Zink and Burrows (2006) advocated embracing ambiguity as a strength. However, all three authors supported the teachers views that Outdoor Education is best understood by those that teach it and those that experience it, suggesting that although philosophical discussions and discursive commentary about Outdoor Education may be helpful to Outdoor Education, teacher's efforts to actively engage people (students, teachers and others) in the enactment of Outdoor Education remains the most likely way of developing meaningful understanding of this field. The different emphasis of Martin, Quay and Zink and Burrows connects to another aspect of structuration theory, in that we can position Outdoor Education researchers and teachers relationally in their time-space paths as a social identity that holds their prerogatives and obligations. The prerogatives of Outdoor Education researchers held to an obligation to research outputs and therefore pursuing critical theorising on the field is not the same as Outdoor Education teachers held accountable by their school to an obligation to teach the Australian Curriculum and personal prerogative to pursue that through the social construction of a subject called Outdoor Education.

Practical consciousness

The study here highlighted that Outdoor Education as a social field is only broadly defined in the literature, and yet the teachers in this study seemed to 'know' what Outdoor Education is. Indeed, teachers could identify what Outdoor Education was, and what it was not, with respect to their understanding. They could describe their practices when teaching Outdoor Education and they

identified as Outdoor Education teachers. Most teachers in the survey had more than 5 years learning about teaching through experience that mostly exceeded their time learning about teaching at University. That is, considering the years of experience data, and using a sociological perspective and Giddens' (1984) structuration theory, teachers are more likely to be sociologically influenced in practice by their school and their experience of teaching than during their time in tertiary training. Their years of experience provides opportunities to enhance their *knowledgeability*, levels of *agency* and *power*. As stated, Outdoor Education, as a form of social action, is produced and reproduced by teachers that describe being part of a collectivity. However, they differ in nuanced understanding in terms of their meaning and interpretation of Outdoor Education. These differences arise from utilising a 'practical consciousness' (Giddens 1984) drawing upon both discursive and unconscious knowledge to allow them to construct curriculum and teach at their site. This is evident in teachers' focus on student development as a whole person including their growth, development, wellbeing and active citizenry. It is also evident in their desire to ensure that the Outdoor Education program supports the school ethos, and delivering unique educational outcomes, while at the same time attempting to manage the disruption to rules and routines. This 'practical consciousness' has analogies to the concepts of Green's (1999, 2000, 2002) 'practical philosophy' and Bruner's (1996) 'folk' pedagogy that describes the central role of teaching in developing both their conscious and unconscious ideologies and ways of teaching that is in response to their experience of teaching. Seemingly, Outdoor Education teachers developed both content and process knowledge through the social action of teaching Outdoor Education, learned in practice in a particular context, with content and process being indistinguishable from the other. They both challenge the school structures by teaching in alternate ways to other subjects and re-enforce structures by seeking to align where practical to the school's ethos and maintaining student interest in schooling.

Dialectic with Physical Education

The literature review revealed a historical association with Physical Education that began in earnest post second world war (Georgakis & Light 2010; Gorzanelli 2018) and in 2017 Outdoor Education was considered a non-compulsory component of the Health and Physical Education learning area within the Australian curriculum (ACARA 2014a). A previous study (Polley & Pickett 2003) highlighted a strong association with Physical Education and the current data suggested that Physical Education remains either a prime or secondary are of expertise for most of the survey respondents and for the focus group participants.

The prime tertiary offering to prepare teachers for Outdoor Education in schools has been through Physical Education or Human Movement degrees and it is therefore perhaps unsurprising to find

that the majority of respondents (80.6%) to a survey about the nature and scope of Outdoor Education addressed to the Health, Outdoor and Physical Education Coordinator mostly cited Physical Education in their expertise. Complementing this figure, the majority of survey respondents (63.4%) cited Outdoor Education within their proficiency and capability. Despite the apparent minor role of Outdoor Education studies within a Physical Education degree mentioned in the literature review (Chapter Three), 18.5% of respondents cited Outdoor Education as their main expertise suggesting a shift in identity from Physical Education to Outdoor Education for approximately one third of the teachers that cited this expertise in the survey. That is, they identify as Outdoor Education teachers with some Physical Education background rather than Physical Educators with some Outdoor Education background. The empirical results of this study and the teachers' focus group responses (Chapter Four) indicated that for these Outdoor and Physical Education teachers the fields of social endeavour of Outdoor Education and Physical Education are both bounded and distinct in a dialectic. In one case, a teacher moved the conversation unconsciously from discussing Outdoor Education to explicitly discussing Physical Education and later returned to discussing Outdoor Education without any sense of disconnect between the two subjects. Another teacher described teaching senior Physical Education as a subject and framework to teach Outdoor Education, as Physical Education had more symbolic capital than Outdoor Education with administration, teachers and students. After many years of teaching Physical Education with an Outdoor Education component the teacher requested to school administration to offer Stage 1 and 2 Outdoor Education when it was thought there was sufficient symbolic capital for this field. Outdoor Education symbolic capital and social positioning was developed at their site by students describing their experiences to teachers, students and parents. Another teacher described abandoning Stage 2 Health and Physical Education teaching in favour of 'Integrated Studies' to allow delivery of curriculum that allowed integration of Outdoor Education with Physical Education focussing on applied skills, that was thought to be more relevant to the students who were unlikely to seek entrance to University.

Further exploration of the bounds of 'knowledgeability' (Giddens 1984) between Outdoor Education and Physical Education for focus group participants revealed an unconscious distinction by teachers and deeper inquiry may have revealed a more discursive response. Distinctions can be found when reviewing focus group discussions where teachers did not use the word 'sport' - a phenomena and ideology (Green 1998; 2002) central to Physical Education teachers. That is, Outdoor Education teachers in South Australia might best be described as atypical Physical Education teachers, although there were many examples of non-Physical Education teachers that taught Outdoor Education. Bounded relationships described by many Outdoor Education teachers reflect Martin and

McCullagh's (2012) view that teaching of movement and skills are a component of both. However, distinctions could be found in the activities described and the purpose of the activities. The outdoor recreation activities that were included within Outdoor Education programs (for example bushwalking, canoeing, surfing) were not sport in the competitive sense of formally judged rules and performance results. Outdoor activities were a way to develop relationships with each other, develop broad capabilities and develop experiential knowledge of natural environments. Teachers reported other non-outdoor recreation activities within Outdoor Education such as camping, environment conservation and exploration further re-enforcing the view that for Outdoor Education teachers there were clear distinctions. The bounded relationships between Outdoor Education and Physical Education teachers were reported to be stronger in the middle years where challenge and outdoor adventure activities are part of the Health and Physical Education curriculum (ACARA 2014). They were more distinct when outdoor activities are part of an extended stay or personal development program (such as Operation Flinders or Rite Journey) in middle schools or as a distinct Stage 1 and 2 Outdoor Education subject. The significance of both a bounded and distinct identity with Physical Education is that teachers of Outdoor Education report shifting the emphasis based on the site-specific opportunities that exist to enact Outdoor Education at their school. Teachers that attended focus groups reported being successful in enacting Outdoor Education when they were able to navigate successfully the micro sociological environment that was their school site. Using this navigation analogy, they report finding a way without a map. They did not come to the school with a clear plan of how they would enact Outdoor Education, with many focus group participants describing an approach that was largely associated with taking action to develop programs in response to the social dynamics of their site.

Teachers in this study highlighted the issue of competing curriculum and that care needs to be taken that each discipline embraces the strengths of the other rather than seek to displace their presence within schools. Teachers' actions regarding other subjects, seeking to work around established routines and timetables, getting along with the other teachers, suggest that for them Outdoor Education had a distinct role in social reproduction of schools and develop their capability as school students. This duality of social reproduction and social change is further explored within the following discussion of teachers as facilitators.

Teachers as facilitators

The survey revealed a higher level of weighting of learning outcomes towards personal and group development, supported by the focus group comments that were largely about the development of individuals and groups with some acknowledgement of the environment. This suggests that Outdoor

Education teachers were people primarily (unconsciously and recursively) interested in student development. This is re-enforced by the growth in outdoor programs that are primarily concerned with students' development through the adolescent years (Operation Flinders, Rite Journey, World Challenge, extended stay). Teachers' discursive motivations were largely student focussed. Outdoor Education teachers in this study who are primarily Physical Education teachers with Outdoor Education expertise appeared to be concerned about student development in the broadest sense, with a broad range of developmental outcomes including resilience, self-reliance and others. Their comments embodied *educere* described by Smith (2012/2019) 'as the deliberate process of drawing out learning' rather than didactic (instructional) teaching.

Teachers interviewed in this study focussed very little on the content knowledge of Outdoor Education. They viewed their practice as offering something that could not be offered to students in other ways and that helped to ameliorate some of the challenges they faced as young people. This is not to suggest that Outdoor Education teachers are unique or distinct from other teachers that embody the same humanistic focus. However, the Outdoor Education teachers described *teaching practices* akin to Dewey's (1963) central idea of the role of experience in learning and teaching as living. Teachers in this study described both their discursive practice and *motivations* as being more akin to Smith's (2012/2019) description of *traditional pedagogues.* Smith described *pedagogues* as having a distinct focus that was different to subject teachers. Their prime concern was for the wellbeing of their students and supporting them to ask and seek answers to moral questions of action such as 'what is the right way to act in this situation or that; of what does happiness consist for me and for others; how should I to relate to others; what sort of society should I be working for?' (Smith 2012/2019). Outdoor Education teachers' discursive description of teaching practices and their unconscious motives for teaching Outdoor Education appeared to be less about ensuring students had subject knowledge and more grounded in their perceived needs of the students in the social context of their school and in the broader social context of society. Outdoor Education teachers described the subject area as unique, as well as having the ability to engage students in schooling and life in a way that they have not experienced in other subjects. Outdoor Education was perceived as particularly helpful to those disengaged with school and reflects the view that Outdoor Education is curriculum that is akin to 'mortar' that helps 'bind the bricks' that is schooling, rather than a discipline that seeks to 'smash down the walls'. The relationship to formal curriculum is complex and their underlying motivations present a dialectic where on one hand they sought to undermine traditional didactic teaching and on the other they worked towards Outdoor Education taking place and potentially re-enforcing key ideas within the school community. They used their knowledgeability, derived from their practice of teaching, to determine student need and then seek

to provide experience and learning that matches their perceptions of student need. Arguably the lack of a universal compulsory curriculum framework for Outdoor Education (as exists for Physical Education) may be one reason why the focus group teachers emphasise student engagement more than content. This focus on experience may also impact the social positioning of the field in the Australian Curriculum – an addition to schooling although not required, one of the reasons I described Outdoor Education in the introduction to this chapter as a subject that is nice but necessary.

The increased focus on personal and social development by teachers highlights a bridge rather than a gap between increasingly socially critical, environmentally focussed Outdoor Education literature (e.g. Hill 2012a, 2012b; Polley 2003; Potter & Dyment 2016; Stewart 2004; Wattchow et al. 2014) and the practice of Outdoor Education in schools. The survey results revealed that although personal and social develop was weighted more highly than environmental (and social justice) learning, there was an increased focus on learning about, caring for, engaging in, advocating for natural environments by Outdoor Education teachers. Descriptions used in the focus groups re-enforce a conscious discursive relationship of Outdoor Education to the environment such as care, sense of place, passion in relation to the environment suggested that concerns for it are a growing motivation at both an unconscious and conscious level.

Where was Outdoor Education being taught in 2017?

Outdoor Education is identified as a non-compulsory component of schooling, affected by a range of macro and micro sociological factors that influence schools and teachers' decision to enact Outdoor Education at their site. Despite the positioning of Outdoor Education as non-core component of schooling, this study revealed that Outdoor Education in South Australia had likely increased in participation between the years 1999-2017, evidenced by document analysis of SACE Stage 1 and 2 Outdoor Education and empirical data from the survey that did not capture a large proportion of schools that offered Outdoor Education. As examples, only two out of five schools that offered extended stay programs, two out of 27 schools that offered the Duke of Edinburgh's Award, two out of 19 schools that offered the Rite Journey and one of 42 schools that offered Operation Flinders as either core or elective options responded to the survey. The low levels of engagement in Outdoor Education research may well reflect the busy nature of schooling and teaching, however may also suggest an action orientated disconnect between Outdoor Education and tertiary institutions, where lack of engagement is indicative that theoretical perspectives of Outdoor Education may not be helpful in the enactment of Outdoor Education at their site.

The all-sectors increase in student participation numbers during these years occurred in a period of relatively stable secondary school population with a growing proportion of school attendees and an increased older adult population. A result of increased school attendance in the senior years was greater numbers of students staying at school who might otherwise have selected employment. For Outdoor Education teachers, student participation was viewed as an indicator of their success in enacting Outdoor Education teachers, with the perspective that student numbers helped bolster both their own and the subject's social position within their site. Student numbers, research evidence, SACE completions and ATAR results were all cited as important in enhancing Outdoor Education social positioning and presence in schools that focus group teachers thought undervalued the field and their identity as teachers of Outdoor Education.

A condition of ethical approval for this research by Department for Education and both South Australian Catholic Education Offices is that no comparison is made between school sectors, although issues associated with funding as reported in the literature review are highlighted. As such, an exploration of the different ways that government and non-government schools are funded were described by teachers, however reporting on these differences and the current impact is not permissible within this research. However, as funding was a critical resource allocation issue described by teachers, broad perspectives that do not break ethical guidelines regarding funding are discussed.

Funding was reported as critical to the development of Outdoor Education (Georgakis & Light 2010; Hogan & Liebing, in McRae 1990; Lovegrove 1964; Pickett & Polley 2001; Polley & Pickett 2003) as a non-compulsory, 'nice but not necessary', offering within schools. Teachers reported significant differences in the way that Outdoor Education was funded within school environments. Several teachers described working out strategies to keep the costs down to enable access and equity principles to be maintained and more students to participate. As a result of the field being considered as an addition to the core curriculum, even when participation was a compulsory component of attending the school, in most cases the school invoiced separately for Outdoor Education activities in addition to their other school fees, reflecting the view that Outdoor Education was, for both non-government and government schools, for those that can afford to pay and was separate and distinct from their other schooling. Where Outdoor Education was compulsory within a school setting, teachers described experiencing good levels of funding support from the school. Where there were demonstrated difficulties for parents to pay the additional costs for Outdoor Education, teachers described strategies to keep the costs down, such as supplying their own resources, and employed strategies that included using their own vehicle, keeping activities simple,

advocating for more out of the Physical Education budget, conducting field trips close to the school and sharing equipment with other schools. One school positioned the Outdoor Education program as a program for engaging non-English speaking background students and was well-funded as a result. Two well-supported schools from regional areas positioned the subject to help engaged disengaged youth at the school. Some schools included the opportunity to attend Operation Flinders (an external agency) intended for youth at risk students as a way to provide an opportunity for Outdoor Education in middle school. Teachers described undertaking social action to ensure that Outdoor Education was suitably resourced such as building relationships with teacher-leaders, providing proposals to principals, newsletter reports and staff presentations. Ultimately, access to funds was both a gateway and enabler for schools to either offer or not offer Outdoor Education at their site. The focus group responses indicated a central role of the teachers to *find a way* for Outdoor Education to occur at their site through accessing the funds required to deliver primarily off-campus, non-compulsory learning. No literature could be found that compared different subject areas allocation of funds within schools, however a financial analysis that accounts for all costs (and benefits) of different aspects of schooling would appear to be warranted.

What programs were being offered?

The survey and document analysis revealed that the most common ways that Outdoor Education was enacted in South Australia is via year level camps, cross-curricular field trips, Physical Education, middle school and senior Outdoor Education. As previously described Outdoor Education had a history of maintaining a strong relationship with Physical Education and this was more evident at middle school level, but less evident at senior school. Teachers in this study described many sociological factors that impact on the programs offered. Teachers, as social actors, generate theories about the sociological environment and factors that have influenced both their local and broader setting. Giddens suggests that all social actors are social theorists 'who alter their theories in the light of their experiences and are receptive to incoming information they may acquire doing so' (Giddens 1984, p. 335). Teachers in focus groups were presented with key summary data from Phase One of the study and asked about their theories of Outdoor Education for the year of 2017 and changes that may have occurred since 1999. Teachers in the focus groups were largely unsurprised by the findings but spoke of a range of issues and influences on the practice of Outdoor Education both at their site and the broader field of Outdoor Education. As a result of reviewing teachers' focus group and qualitative survey responses six major themes were developed via inductive thematic analysis, as fully described in Chapter Four. As Giddens (1984) states: 'The 'findings' of the social sciences, as I have emphasised, are not necessarily news to those whom findings are about' (p. 336).

Giddens (1984) argues that the theories' sense of 'common knowledge' for social actors, in this case Outdoor Education teachers, enhances their validity as ideas that reflect the phenomena of Outdoor Education teaching in South Australian Schools.

Urbanised society

The results of this study reveal that teachers list or describe a broad range of macro (broader society) and micro (school) sociological influences on the programs offered as Outdoor Education South Australian schools. Macro sociological influences described by teachers in the focus groups are broadly related to the changing nature of an increasingly urbanised, colonialised Australian society. Key impacts of urbanised society in 2017, mobile phones and social media, are discussed in more depth.

Mobile phones

A megatrend identified and labelled by the CSIRO as 'virtually there' (Hajkowicz, Cook & Littleboy 2012) received a good deal of focus for Outdoor Education teachers in this study, and teachers described many challenges and some benefits of the digital age for students. During the period 1999-2017 mobile phone use, screen time and sedentary lifestyles all increased dramatically. In 1999 mobile phone ownership of all Australians was at 40% (ABS 2002) with phones generally having call and text capability only. Data on youth ownership of mobile phones in 1999 could not be found but likely it was low. By 2017, smart phones were cheap, reliable, had access to the internet, had games and social media functionality. Smart phone ownership in 2017 was nearing 90% (Deloitte 2017) and Sohn et al. (2019) estimated that one young person in four experiences addiction-like attachment to their mobile phones. Mobile phone use is associated with reduced mental health including depression, anxiety, stress and poor sleep, with young people more vulnerable to the impact of mobile phone use (Sohn et al. 2019). Addiction is engineered into smart phones to support marketing initiatives (Berthon, Pitt & Campbell 2019). Consistent with this finding, teachers in focus groups described young people on outdoor journeys experiencing withdrawal-like symptoms early, however students experienced positive mood impacts later in the journey. They described students feeling good about their break from their mobile phones after initially complaining, with their views suggesting that young people need structures, help and support to manage technology as recommended by Berthon, Pitt and Campbell (2019). Despite the potential for Outdoor Education to provide a break from technology, Outdoor Education teachers describe pressures from students and parents to allow them to sustain contact through continued access to their mobile phone whilst on field trips. The pressure from parents is described by teachers as the capacity to phone or text. The

pressure from students was more about their access to mobile phone applications, particularly social media.

Social media

Teachers describe a role of Outdoor Education is increasingly to ameliorate some of the impacts of social media on student wellbeing through a break in their technology connection, to allow them to recover and reflect on the impact of these devices on their physical and mental worlds. Accompanying increased time on mobile phones and social media, teachers also observed students were becoming less resilient and physically capable, in some cases related to increased sedentary technology use, consistent with the ABS (2018b) estimates that in 2017-2018 that only 1.9 % of 15-17 year-olds met the 2014 physical activity guidelines, and only 10.3% 15-17 year-olds were sufficiently active (60 minutes of activity per day) in 2017-2018 and Houghton et al.'s (2015) finding that only 20% of 16 year-olds met the sedentary/screen-based activity guidelines (less than 120 minutes of screen use per day). Tomkinson and Olds (2007) reported a steady decline in aerobic fitness for Australasian adolescents, consistent with Outdoor Education teachers' observations. Teachers comments regarding the need to reduce the physical demands of field experiences compared to previous years, to be inclusive and achievable for more students, reflect this research. Although somewhat frustrating to some teachers that would like to enable their students to travel further on their journeys, as well as travel further themselves, this view is contrasted to other teachers that felt Outdoor Education now had a heightened sense of purpose to help young people to manage their increasingly mental health challenged, inactive, screen dependent and sedentary lives, consistent with the views and research by Gray et al. 2015, Malone and Waite (2016), Maller et al. (2006), Muñoz (2009), Rickinson et al. (2004) and Sheard and Golby (2006). Research by Uhls et al. (2014) identified potential benefits of Outdoor Education as a tool to assist students to manage addictive technology. Hales (2006) supports this proposition, suggesting Outdoor Education may also help reduce an increasing self-focus arising from the development of more individualised phone applications. This research highlights a gap in what may now be a critical role of Outdoor Education to support young people who are increasingly addicted to mobile phones at the expense of their health as an education offering within schools allowing for this direct and personal experience of technology break as well as offering the positive benefits of physical activity and time in nature.

Curriculum

In 2017, curriculum advice for Outdoor Education as a potential component within Physical Education (ACARA 2014a) and a cross-curricular offering as outdoor learning was provided by ACARA (2017a) based on the scope and sequence and curriculum guidelines provided by Outdoor Education

Australia (OEA 2013a, 2013b). However, teachers of Outdoor Education in South Australian secondary schools did not describe specific examples of using curriculum in practice. Several teachers described this (ACARA 2017a) curriculum as extremely helpful to enact Outdoor Education and others did not find it helpful in relieving a crowded curriculum in middle school. It was clear that Stage 1 and 2 Outdoor Education, with requirements to submit curriculum plans to SACE was likely to be far more explicit regarding what was to be learned.

Outdoor Education teachers described making a range of decisions based on both ideological and pragmatic grounds, rather than curriculum, regarding what they will teach their students. This is largely based on their knowledge of Outdoor Education, the school and their students. Consistent with Giddens' (1984) theory that suggests that all actors within social contexts possess *knowledgeability* about social actions developed over time and space, Outdoor Education teachers draw from immediate day-to-day social contexts, the day-to-day school environment and their own personal (including childhood, university, and other life) experiences. Knowledgeability of Outdoor Education by teachers is *bounded* according to their life-world (a term originally coined by Edmund Husserl in 1936), and composed of *discursive consciousness*, where memories, ideas and actions are able to be recalled discursively, but also *practical consciousness* where teachers are unable to express what they 'know'. That is, Outdoor Education teachers 'know' Outdoor Education as a field existing in time and space as a local and international endeavour, with a long external and recent personal history; they 'know' their students and what they need; they 'know' their school community and the needs of the community; and they 'know' broader sociological issues. The interviews and qualitative survey data provide further details regarding what teachers 'know' discursively about these things. For example, they are able to describe learning outcomes that relate to self, others and environment. However, teachers may not be able to describe discursively all aspects of their knowledge. For example, they may not be able to describe exactly how and what Outdoor Education teaching (pedagogy) can contribute to learning about self, others and the environment. Using their knowledgability, Oudoor Educaton teachers draw upon what Giddens (1984) described as actors 'stocks of knowledge' that are developed over time and space and exist in 'practical consciousness' in order to produce and reproduce these social practices. To illustrate this practical consciousness focus group teachers were able to describe an observed relationship between Outdoor Education and improved mental health but did not describe the nature of this relationship. There is an assumed relationship between mental health, time in nature, technological absence and outdoor recreation activities but no evidence base or theories were discussed except their own observations. Giddens (1984) suggests that 'the line between discursive and practical consciousness is fluctuating and permeable' (Giddens 1984, p. 4) with unconscious motivational

components, that can have an internal hierarchy of their own. At times teachers discussed using strategic conduct with 'mental health' as a rationale for Outdoor Education, with one teacher using the need to address this as rationale for offering Stage 1 and 2 Outdoor Education at their site. However, the establishment of Stage 1 and 2 Outdoor Education was the priority for this teacher with enhanced mental health a by-product of enacting Outdoor Education. The result of the use of practical consciousness in decision-making may be a gap between what teachers say they are doing and what they may be practicing. For example, teachers may say they are teaching for social equity, but without acknowledgement of Aboriginal Country or developing awareness of Aboriginal cultural perspectives. Knowledgeability varies with each actor's life-world but the results suggest that there are some relatively common 'stocks of knowledge' among Outdoor Education teachers, and that these are changing.

Changes in Outdoor Education teachers' knowledge

The changes in Outdoor Education teachers' stocks of knowledge is represented in the focus group responses suggesting that new graduates are not as skilful in outdoor recreation activities or experienced in a broad range of environments as past graduates or current professionals, but that they have greater knowledge about learning and the design of curriculum, particular about the environment. These comments came from experienced teachers that have witnessed first-hand temporal changes in graduate teacher capability. These experienced teachers observed changes that reflect the increasingly theory-based preparation of professional teachers in Universities that are faced with (relative to consumer price index increases) declining budgets and are increasingly output rather than learning orientated (Gale & Parker 2013). Teachers that undertook their Physical Education degrees in South Australia in the 1980s and 1990s (myself and my associate supervisor included) experienced significantly more practical learning time under instruction but were far less focussed on learning academic theories and curriculum. The increased focus on the environment likely reflects more socially critical curriculum within teacher education at South Australia's two Universities that support Physical and Outdoor Education teachers. Teachers in the focus group suggested some new teachers lacked confidence in teaching basic skills, that align with Giddens' (1984) theory that teachers develop their stocks of knowledge about what and how to teach in practice, as would be expected of any beginning professional. They have not had time to enact Outdoor Education in practice and develop their knowledgeability through experience, further re-enforcing the role of the day-to-day experience of schooling and teaching in shaping practice. One teacher described having significantly less preparation as an Outdoor Education teacher due to limited availability of Outdoor Education courses at the institution at this time and felt that different institutions shaped practice differently. However, they developed knowledgeability through working

with experienced Outdoor Educators, experienced outdoor activity instructors and undertaking personal experiences that has allowed them to feel competent and comfortable with the role. These comments highlight the need for increased teacher support for improvements and growth in teaching as exemplified by Outdoor Education. Currently, the Department for Education does not provide any direct curriculum support for learning areas, instead it relies on supporting professional organisations to undertake this. Historically, when curriculum support was available, Outdoor Education was able to grow and develop at an accelerated rate (Pickett & Polley 2001). Professional organisations, such as the Outdoor Educators' Association of South Australia, are staffed by volunteers and not supported by all members of the Outdoor Education collectivity and yet provide high level professional development for the delivery of Stage 1 and 2 Outdoor Education and have contributed to the significant growth of this subject area.

Outdoor Education teachers and the dialectic of control

Outdoor Education teachers described seeking to ensure a place for Outdoor Education to exist at their school, while facing the challenge of advocating for non-compulsory curriculum. Outdoor Education teachers and schools exist in a relationship described by Giddens (19984) as a duality, a dialectic of control where both have a level of agency or power and control to influence the nature and scope of what Outdoor Education takes place at their school in a relationship that has both autonomous and dependent characteristics. Other actors that are relevant include other teachers, students and parents that also exhibit varying levels of agency according to their social positioning. Teachers of Outdoor Education described experiencing varying levels of autonomy and dependence, with the level of autonomy stronger when the teacher is more established within the school and has greater levels of knowledgeability about school procedures and the application of rules and resources. They describe getting to know the principal, timetable manager, financial manager and influential others as being integral to establishing, maintaining or growing Outdoor Education at their site. They also described spending time on internal marketing, 'selling' Outdoor Education to students, staff and parents through photographs, stories and presentations. That is, teachers in this study described trying to maximise how they are 'socially positioned' (Giddens 1984). Social positioning is structurally constituted, with actors perceiving their position primarily in relation to others. Social positioning is not fixed and is constantly renegotiated across time and space (Giddens, 1984) and carries obligations and privileges. For Outdoor Education teachers, this can mean increased opportunities for Outdoor Education to occur in their school if they are able to positively influence the social positioning of themselves and Outdoor Education. Conversely, teachers are subject to power and control by the school and powerful individuals within the school that is exerted through *resources* and *rules* (Giddens 1984), with rules having constituting meaning and sanctions.

Resources (funding for equipment, time in the timetable, inclusion in the electives booklet, access to vehicles, support for additional staff, allocated times to speak to potential students) are described as being critical to successful enactment of Outdoor Education at their site. Several teachers described restricted resources owing to a poor personal relationship with their superiors suggesting some administrators put their power and control desires ahead of student needs. Teachers in schools encounter other teachers, administrators, students, parents and the community throughout the course of their day-to-day activities. Giddens (1984) describes the importance of *the body* in these social interactions, to enact *presence* (positioning of the body within social structures)*, co-presence* (positioning to ensure perception and recognition by other actors in the social structure) and *social integration* (positioning to ensure that the actor was integrated into the social system). Knowledgeable Outdoor Education teachers described taking actions to ensure that their actions were perceived positively and to maximise co-presence with significant others in the social structure, with a view of maximising social integration. The need for Outdoor Education teaches to take action arises from the individual autonomy of schools to determine what is taught and by whom, along with the lack of mandated position of Outdoor Education within South Australian and Australian curriculum.

Outdoor Education teachers and schools

The discussion here is necessarily bracketed by the data that has been obtained in the literature review, empirical study, document analysis and focus group interviews. That is, the perspective is primarily that of teachers' experience of schools (rather than community, school administrators, parent or student views). However, as a critical component of the sociological environment, attention is now turned to the role of schools in the enactment of Outdoor Education.

The significance of applying Giddens' (1984) structuration theory, as a sociological model of social action, lies in the potential for teachers to critically reflect on the nature and scope of Outdoor Education at their site, the sociological forces and to be knowingly strategic in enacting an alternative outcome for their students. It is for this reason that Giddens' (1984) theory is positioned strongly in the discussion about teachers, schools and sociological environment.

Giddens (1984) described schools as 'reflexively monitored social phenomenon' (p. 300). Schools are the main cultural *milieu*, or cultural context for this investigation. A detailed ethnographic study of each school is beyond the scope of what can be considered within this study, however general characteristics of schools and teachers experiences of schools and Outdoor Education are the relevant aspects for discussion here. Schools are highly routinised social situations, with timetables,

organised locales, stated objectives and the like. Giddens (1984) located schools as *structures*, where actors, located in one space and time, engage in activities that produce and reproduce the institution, with these actions influencing later actions.

For outdoor educators, schools present *constraints* that are reinforced with *sanctions*. Schools, as an institution, have *institutional orders* that are related to power. These institutional orders express and facilitate power during social interactions. Outdoor Education teachers in this study discuss the constraint of curriculum in the context of their schools. They describe a dialectic with either trying to occupy the social position of either re-enforcing or providing an alternative to mainstream curriculum according to their local context. Outdoor Education teachers describe the choice of social positioning affected by and effecting (duality) *institutionalised orders* such as performative imperatives for the school to achieve NAPLAN results, SACE results or school retention. Teachers describe seeking to align where they can with these performative imperatives and describe support from leadership where they are able to successfully argue that Outdoor Education could contribute to these imperatives.

Giddens (1984) argued that structures have three key *structural dimensions – signification, domination and legitimation* that should not be understood separately but in connection. *Signification* is understood as the interpretations of social symbols and discourse; *Domination* is understood as the power relationship and how this is enabled; and *Legitimation* is the normal sanctioning that occurs to ensure the structure is maintained. These three structural dimensions, allow schools, as a structural form, to both *constrain* and *enable* Outdoor Education to exist for students. These dimensions also highlight that schools as institutions exist within a broader socio-ecologic structure that exists in a duality, such as political, economic, legal and governance institutions.

The Outdoor Education teachers in this study described working to enhance *signification* through supporting completion of SACE certificate for some students, achieving high SACE results for others, internal marketing, reinforcing both internal imperatives (e.g. pastoral care) and educational imperatives (health and wellbeing, environmental concern, school engagement). They identify attempting to enhance their power relationship (*domination*) through social positioning and relationships with those in powerful positions within their school. They also describe enhancing *legitimation* by harnessing enabling factors such as curriculum, student results, student voice, student engagement and positive social identity for the school.

Giddens (1984) described schools as 'disciplinary' organisations (p. 135) that influence and are influenced by the 'regions' they contain, with 'regions' having both a time and geographical nature. He notes that the school timetable is 'fundamental to the mobilisation of space as co-ordinated time-space paths' (p. 135). The teacher-leader in charge of the timetable holds significant power and agency in the enactment of Outdoor Education at each site. The timetable gives order and maintains social positioning of subjects. Changes to the timetable and learning schedule can be perceived as a threat to a teacher's authority as well as student subject success that is perceived as central for some other teachers by Outdoor Education teachers. Teachers in this study state one of the barriers to Outdoor Education is that it challenges and interrupts school routines, particularly the timetable. Other routines are related to planned learning sequences, testing schedules and opportunities for teachers to check progress face to face. These routines and day-to-day habits provide 'ontological security' to other teachers and leadership. When the continuous day to day flow, the durée, interrupts routines that provide this ontological security other teachers may engage in structural resistance to the enactment of Outdoor Education. The result of disruption to the usual ebb and flow can result in other teachers being active in dissuading principals, teachers and students from supporting Outdoor Education at their site.

Outdoor Education teachers move from what Giddens (1984) calls the 'front' and the 'back' regions in their action, borrowing from Goffman's (1972) concept. 'Front' regions are where explicit and overt actions easily seen by others. 'Back' regions are where actions take place that are either not prominent or selective as to who is engaged. In the front regions Outdoor Education teachers are careful to reinforce school *rules* but in the back regions, such as when they are with peers, they are more open about their desires to break the social norms. Although Outdoor Education as a field exists in schools, the relationship is interesting in that teachers have the capacity to both re-enforce and subvert school ideals. For example, one teacher described having an environmental focus that they felt would not be supported by the school. Instead of explicitly advising the school of their environmental focus (front region) they chose to focus on environmental outcomes with their students (back region). In this way, teachers demonstrate agency to be disruptive to school aims but focussing on contexts where they believe their efficacy will be higher.

Outdoor Education teachers and school leadership

Outdoor Education teachers in this study identified their administration as key factors that influence Outdoor Education in schools, particularly principals and other teachers in leadership positions. Leithwood, Harris and Hopkins (2008) suggested that 'school leadership is second only to classroom teaching as an influence on pupil learning' (p. 27). Literature providing advice on the relationship

between teachers and principal decision making in the Australian context is scarce. A study investigated Queensland school principals' ethical decision making and noted that principals face ever increasing responsibilities and increasing decision-making to weigh up competing claims for schools' resources against a backdrop of increasing micro and macro demands (Dempster et al. 2004). Leaders of schools make decisions in a broader social context that filters from global, national, state and finally local community imperatives. As such leaders are subject to broader political and social issues when decision making about inclusion of Outdoor Education. During the period 1999-2017 Australian education saw the development and release of the Australian Curriculum, standardised assessments in literacy and numeracy (NAPLAN), national reporting on schools with publicly available data, establishment of national professional standards for teachers and principals and partial implementation of the Gonski reforms (Gonski et al. 2011) including needs-based funding. Principals may personally value critical thinking, student wellbeing, and student experience, yet their performance is rarely judged by achievements in these domains (Dempster et al. 2004). That is, these macro sociological influences directly and indirectly impact on school leadership whose performance is measured by successful schooling achievement in domains other than personal development, group development, health and wellbeing, environmental learning, social justice and sustainability outcomes that are valued by Outdoor Education (SACE 2019). Leadership decisions are made in the context of having increased accountability for academic performance, a more corporate approach to education and reduced centralised support with accompanying increased workloads (Dempster et al. 2004). A key influence on principals' decision-making is teacher-leaders (Anderson 2004). Dempster et al., (2004) found that principals vary greatly with the impact of teachers' views on ethical decision making. However, Anderson (2004) suggested that effective principals recognised both formal and informal teacher leaders that have influence (or agency) beyond that of their peers in a term coined 'leadership reciprocity' (p. 106). Teachers in the focus group described seeking formal teacher-leader roles beyond their Outdoor Education teaching role to help support the school leadership, with a view to enhancing their level of agency within school decision-making about Outdoor Education. Anderson (2004) also noted that where principals did not allow any influence on their decision making that teacher-leaders were unlikely to provide support for principals' decision-making, and this was evident in some teachers' focus group responses.

In addition to principals and teacher-leaders several teachers described the influence of parents on decision-making, consistent with the findings by Dempster et al. (2004). Parental support for Outdoor Education was mostly strong, with one country school citing parental support as critical. Other teachers reported parental influence as problematic for Outdoor Education, particularly those

parents that were highly concerned about risk and their concerns about their children being uncomfortable. An expanded discussion about risk appears below this discussion about the role of school leadership. Several teachers in the study described the influence of the school finance manager where negotiations regarding allocation of resources took place directly between the coordinator or required the principal to await approval for resource allocation before providing final approval. The influence of non-teacher leaders, such as the finance officer, is not specifically explored by Anderson (2004) or Dempster et al. (2004) and is an avenue of further investigation.

For Outdoor Education teachers in the focus group study the social standing of Outdoor Education within the school is critical to whether it is offered at their site. Teachers of Outdoor Education in this study report varying levels of influence on principals and teacher-leaders' decision making with regard to Outdoor Education, with their relationship to these teacher-leaders being critical. The focus group data suggests that Outdoor Education teachers that learn the power, influence and therefore agency capacity, of all staff that have influence, including teacher-leaders and administrators, are likely to have more support for the discipline in their school. Understanding the broader social context, the pressures on leadership including the performance criteria that leadership is judged by, along with an understanding of the power within structures are important skills for Outdoor Education teachers to establish, maintain and develop Outdoor Education at their site.

Risk

Previous empirical studies (Lugg & Martin 2000; Picknoll 2017; Polley & Pickett 2003; Zink & Boyes 2006) and the present study identifies risk as a barrier for Outdoor Education in schools. On and off-campus schooling is not without risk, with 99 Australian students aged 0-14 killed in active recreation activities between 2000 and 2019 (Fortington, McIntosh & Finch 2021) and from 1960-2011 there are 145 known 'Outdoor Education fatalities' in Australia (Brookes 2011). Tragically, during the period 1999-2017 there was one death of a secondary student on an Outdoor Education related trip, a 17 year-old student from a Victorian non-government school that was undertaking bushwalking activities during 34-40 degrees Celsius heat (The Guardian, 2016). Although this event was relatively recent at the time of survey and focus groups it was not raised as an issue for schools, teachers or students. It is assumed that this is related to the school being in a different state and that no South Australian school undertakes bushwalking in Far North South Australia arid country at that time of year. However, Outdoor Education teachers in the focus groups described concern by parents and school leadership about risk influencing decision making about Outdoor Education. The concept of risk exists in a dialectic with Outdoor Education. Risk is both embraced as an important

tool for development and growth (SACE 2019, ACARA 2014a) and a source of concern by governing agencies such as SafeWork SA, education departments, principals, teacher-leaders and parents.

Outdoor Education teachers interviewed in this research suggest that parents expect school to provide capability development to enable them to navigate the broader youth environment. For example, through development of risk management strategies, but without actually being exposed to risks. Outdoor Education teachers acknowledge their role in learning how to manage risk but are heavily constrained (rules) by schools and other agencies (such as SafeWork SA) that seek to minimise the exposure to risk. Outdoor Education teachers understand the need to ensure that organisations have a safety culture but are concerned that an excessive regulatory environment (rules) can severely curtail the pedagogy of exposing to risk and consequence. They are also concerned that excessive focus on risk can curtail support for Outdoor Education at their site (resources) and so seek to tread a fine balance between maintaining safe practice and maintaining their ability to educate young people to manage these risks. The growth and acceptance within government schools of Operation Flinders in the Far North of South Australia, five hours drive from a regional hospital suggests that principals, teachers and parents continue to accept a level of risk associated with Outdoor Education. Some teachers described more of a deficiency model of young people is a perception of lack of personal capability of current youth and the need to develop personal and social skills including resilience, managing social risks (drugs, alcohol, sex, driving, etc.) and general health and wellbeing. Other teachers' views were more akin to the strengths-based approach idea, based on the central idea of salutogenesis, that pervades the current Health and Physical Education national curriculum document (ACARA 2014; McCuaig, Quennerstedt & Macdonald 2013). Regardless of whether teachers held a deficit or strengths-based view of the role of Outdoor Education, it was clear that risk remained a critical factor for teachers as they trod a fine line between using risk to attract interest in Outdoor Education by students and playing down the risk to principals, teachers and parents. They presented risk differently according to the social context, presenting a narrative of Outdoor Education as low risk when discussing with school leadership and higher risk when discussing with students, as per Giddens' (1984) concepts of front and back regions. Outdoor Education teachers both complained and accepted paperwork related to managing risk, claiming much of it was about protecting administration rather than protecting students. In a dialectic, they also celebrated and encouraged good paperwork as both helping ensure practice ensued and to re-assure their school administration. Outdoor Education teachers described the importance of having paperwork that would help them in a potential court case fearing lack of support from their administration in some cases. Although Newnham (2000) had previously suggested that prosecution is unlikely to be the case for teachers the situation is not certain for

them. Paperwork, risk, fear of litigation was used by principals and teacher-leaders to maintain power and enable or constrain Outdoor Education, or put another way, was used as a *rule* to allocate *resources*. Teachers described principals using institutional orders regarding risk management to make uninformed decisions about fieldwork, such as cancellation or curtailment. These decisions were increasingly an issue and appeared to teachers to be based on the principal's concern for risk and fear of personal consequences for the principal, more than consequences of students or staff, of an incident occurring during Outdoor Education.

Outdoor Education teachers and linking Outdoor Education with future educative, cultural and social endeavours.

This chapter has described the how, why and what has changed for Outdoor Education for the year of 2017 in South Australian secondary schools to explore the success and failures of Outdoor Education as a social field of education, and how Outdoor Education teachers as actors and agents with agency within schools enact Outdoor Education. Using the theoretical framework of Giddens (1984) a deeper analysis of the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools is presented. This analysis has adapted Giddens' key concepts to undertake four key tasks in this analysis.

In summary, the sociological relationship between schools, teachers and the broader sociological environment can be more succinctly presented by responding to Giddens' (1984) four key tasks in relation to *meaning, conscious and unconscious motivation, knowledgeability, macro and micro constraints and enablers*,

1. Outdoor Education teachers construct *meaning* as outdoor educators, as part of a collectivity, using practical consciousness derived from teaching Outdoor Education, bounded and distinct from Physical Education.

2. Outdoor Education teachers' *conscious motivations* are to help students learn about themselves, others and their world. Their *unconscious motivations* are enjoyment to produce and reproduce ways of being an Outdoor Education teacher and spending time outdoors with young people and contributing to the natural environment.

3. Outdoor Education teachers draw upon *knowledgeability* gained from their tertiary education, personal experiences and their experience of teaching at their particular site. Their knowledgeability includes power relations at the school and ensuring social positioning

of themselves as Outdoor Education teachers and Outdoor Education as a subject offering at their local site.

4. Broader (*macro*) sociological *constraints* for Outdoor Education include lack of compulsory curriculum, lack of curriculum support, concern about risk and lack of policy regarding allocation of funding to Outdoor Education within secondary schools. School (*micro*) sociological *constraints* include school funding, decision making power resting with principals and teacher-leaders who decide rules and resources (timetable, staffing, risk concerns). Broader (*macro*) sociological *enablers* for Outdoor Education are a sustained history of Outdoor Education in South Australian schools, funding for schools, increasing concern about adolescent development in an increasing urbanised world including issues related to wellbeing, physical activity and the environment, tertiary Outdoor Education, state and national curriculum initiatives. School (micro) sociological enablers for Outdoor Education in schools include supportive principals and teacher leaders and teachers maximising their agency within the school environment through actions such as supporting school ethos and performative outcomes, internal marketing, building relationships and teacher-leader roles.

A deeper analysis of the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian secondary schools using Giddens' (1984) structuration theory reveals that teachers are central to enactment of Outdoor Education at their site. Outdoor Education teachers do so in the face of macro and micro barriers and challenges that require strategic conduct to overcome. Teachers construct meaning from their day-to-day practice of Outdoor Education that is both bounded and distinct from Physical Education. Teachers describe conscious discursive motivations primarily related to students and their learning in an increasingly urbanised society with elements of concern about the natural world and utilise both conscious and unconscious motivations to do so. Teachers enact Outdoor Education in a dialectic of control where teachers seek to obtain power and agency and practice strategic conduct at their site, attending to the daily reality of their site as (durée) well as broader sociological issues and events (long durée) that are perceived by teachers to impact on schools, teachers and students. Teachers are cognisant of schools as structures, that both enable and constrain the possibility for Outdoor Education to exist at their site. Outdoor Education teachers navigate (without a map) the desire for other teachers and schools to have ontological security based in routines, order and the timetable to provide education experiences that are disruptive to this security. Outdoor Education teachers navigate both the explicit and unwritten rules of school structures and do so without the signification and legitimation

of compulsory curriculum. Outdoor Education teachers practice strategic conduct to socially position themselves and Outdoor Education through relationships with significant others, attending to broader sociological imperatives such as health and wellbeing, the environment and the rise of technology.

The data reveals that many teachers have been successful at this strategic conduct to the point where at some schools the role and place of Outdoor Education is no longer reliant on the individual teacher's actions and is an embedded component of the school offering. However, due to the decentralised management of schools, the lack of compulsory curriculum, issues related to staffing and funding, and the central role leadership has on decision-making within the school mean that changes can impact significantly on the nature and scope of Outdoor Education at each school site – even for well-established programs. It is noteworthy that other compulsory subject areas such as Mathematics, English and Science do not need to practice strategic conduct at their site. The need for Outdoor Education teachers to practice strategic conduct to establish the social position of Outdoor Education teachers to establish, maintain or develop Outdoor Education is arguably a direct result of the failure of Outdoor Education as a field to have an established, mandated place in curriculum documents drawing upon a clear body of knowledge.

What? So What? Now What?

Schoel, Prouty and Radcliff (1988) based on the work of Kolb (1984) proposed the sequence of What? So What? Now What? as key questions in allowing experience and events to be reflected upon, to enable learning to be transformed into action or practice. Although it is doubtful that these authors had social analysis in mind, this simple structure echoes Giddens' (1984) *3 key questions for social research* and is used as an accompanying guiding structure for the next section of discussion. *What contributed to something happening? Why an alternative did not occur?* and *How do these responses influence what is possible in the future?*

What contributed to something happening? (What?)

Giddens' (1984) structuration theory has allowed this discussion to consider the relationship between social field, schools and teachers in the provision of Outdoor Education in South Australian schools. The study has attempted to address the *key tasks* for social research outlined by Giddens (1984) to explore frames of meaning, practical consciousness, knowledgeability and institutional orders. What happened? The survey and document analysis data suggests that there has been increased opportunities for school students in South Australia to undertake Outdoor Education and outdoor learning both with senior and middle school Outdoor Education, middle school residential

and development programs for non-government schools, youth at risk programs for government schools, international exploration and within Health and Physical Education programs. The qualitative data highlights that schools and school leadership and the broader sociological environment are critical to whether Outdoor Education occurs in schools, but that Outdoor Education teachers are central to the day-to-day practice and development of the field in senior secondary school student lives. Outdoor Education is socially positioned as nice, but not necessary. Teachers navigate schools to enact Outdoor Education without a map to do so. Their practice of Outdoor Education seeks to sustain schools, or put another way, provide the mortar to hold the walls of schools together rather than smash them down. Attention for this discussion now turns to Giddens' (1984) second key question of *Why an alternative did not occur?* and Schoel, Prouty and Radcliff's (1988) *So What?* before turning to Giddens' (1984) final key question of *How do these responses influence what is possible in the future?*

Why an alternative did not occur? (So What?)

As Giddens (1984) advises, attention to history is attention to social science. Pleasants (2019), an accomplished academic and philosopher describes well the challenges of determining the relative influence of actors, structure and their level of agency in determining social actions such as teaching Outdoor Education in South Australian schools. Pleasants (2019) suggest that a way forward is to review the available empirical data to determine the relative influence of structure and agency and the relationship to free will and determinism, to consider 'how, in which ways, and under which circumstances, the social-structural conditions of individuals' action impinge on their ability to act freely (Pleasants 2019, p. 27). Further, Pleasants (2019) suggests 'It is precisely the raison d'être of the social sciences to investigate and illuminate these sources and modes of social-structural causation' (p. 27). The survey and document analysis data suggest that for the years 1999-2017 there has been sustained growth in the social action of teaching and learning of Outdoor Education in South Australia, evidenced by empirical data of increased student participation from document analysis and supported by survey and focus group analysis. Pleasants (2019) view about the multi-faceted nature of social action aligns with Giddens' (1984) view that analysis of social actions, such as teaching Outdoor Education in schools, is extremely complex due to the multiplicity of influences. Constraints or barriers such as lack of curriculum, costs, staffing, teacher time, risks and safety that have been identified in previous studies in Australia and elsewhere (Lugg & Martin 2001; Parker 2013; Picknoll 2017; Polley & Pickett 2003; Zink & Boyes 2006) have endured in South Australia for the period 1999-2017. The literature review outlined a tension between constraints and enablers for Outdoor Education to occur in schools and these were confirmed in the empirical and qualitative data. Although there has been overall picture of increased participation in Outdoor Education

reported in the empirical data, teachers describe examples at their individual sites where they were unsuccessful in sustaining their programs due to leadership or fiscal factors. However, there have been many structures that have been enablers for those Outdoor Education teachers that seek to exercise any preferred choice to teach Outdoor Education in their schools for the period 1999-2017. These include the broader Australian and South Australian sociological environment, the National Curriculum and schools that might value Outdoor Education as structures provides the *possibility* for Outdoor Education to occur. Teachers' level of agency, skills of strategic conduct and motivation to teach the subject must then work to enhance their level of agency within their local site. Giddens' (1984) theory of structuration suggests that this level of agency has likely been supported by changes to the broader cultural context of South Australia and Australia and the school environments that have developed over time. However, teachers are experiencing significant barriers in enacting Outdoor Education and it is not occurring for all Australian children due to the social positioning of Outdoor Education as nice but not necessary.

How do these responses indicate what is possible in the future? (Now What?)

The survey and document analysis results from this study suggested Outdoor Education has increased in student participation in the years 1999-2017 despite potential challenges for schools including the introduction of NAPLAN testing in 2008, the Gonski review in 2011, introduction of the Australian Curriculum and reduced subject offerings in senior school in 2013. Supporting Outdoor Education during this time were broader social and educative endeavours of increased concern about wellbeing and the natural environment. Outdoor Education is not a compulsory component of the curriculum although schools have the potential to do so. Teaching Outdoor Education for 1999-2017 required teachers' successful navigation of this broader education initiatives, shifts in socio-cultural concerns as well as the local school environment.

Giddens' (1984) theory provides the possibility that things might be changed by influential actors. 'To be able to 'act otherwise' means being able to intervene in the world, or to refrain from such intervention, with the effect of influencing a specific process or state of affairs' (Giddens 1984, p. 14). Outdoor Education teachers appear to use 'strategic conduct' to work towards overcoming 'ontological security' (Giddens 1984, p. 25) where there is general social momentum to maintaining the status quo constraints rather than breaking it down. They appear consciously motivated by the desire to positively impact on their students, the environment and society and less about personal gain, but unconsciously seek to enact 'being' an Outdoor Education teacher. Outdoor Education teachers in this study appear well-aware of the ability of schools as social structures (that use rules

and resources) to both inhibit and promote alternative education practices such as Outdoor Education.

Using the six key themes generated via thematic inductive analysis from teachers in this study the research can now provide strategic direction to those involved in Outdoor Education in South Australia and elsewhere (either directly through teaching students, school leadership or school councils, or indirectly through academia, government agency, professional association or private industry) who seek to support the overall aims of Outdoor Education - education about self, others and the environment.

1. *The individual teacher has the largest impact on the effective teaching of Outdoor Education in schools.*

Investment (financial or time) in teachers' Outdoor Education skills, knowledge and experience at all levels of the sociological system is likely to have the greatest impact on whether a school student is able to undertake Outdoor Education or outdoor learning as part of their school experience presently. Outdoor Education teachers are the most influential in determining what happens with curriculum-in-practice in their locales. Teachers in the focus group report, and my own observations support their view, that Outdoor Education programs commence, are maintained or grow largely through the efforts of a dynamic or influential teacher and closing or reducing when staff change or move roles.

2. *School staff at all levels, but particularly leadership, are critical to the success (or not) of Outdoor Education within a school. Other factors include students, parents, school, community and recognition of Outdoor Education.*

Providing support to school leadership to in-turn provide support to Outdoor Education teachers in schools would appear to be helpful in their decision making as to whether to support Outdoor Education at their site. Such support may include ensuring that Outdoor Education as a discipline presents a clear narrative and rationale of the benefits to the school and the school community; enabling access to materials that provide accurate information regarding issues that schools face when implementing Outdoor Education, particularly around risk and academic performance, and providing a narrative about the potential contribution of Outdoor Education to the whole school. The power of the timetable programmer appears critical for any elective Outdoor Education, such as Stage 1 and 2 SACE with investigation and sharing of solutions to support these teacher-leaders likely helpful.

What is clear is that the positioning of Outdoor Education as nice but not necessary in the Australian Education system restricts the opportunity for every Australian student to experience Outdoor Education. Leaders of the Outdoor Education collectivity will need to keep working to find a way to shift the social positioning of Outdoor Education from the 'possible' to 'required' if the goal is to ensure all Australian children benefit from Outdoor Education in their secondary schooling.

Outdoor Education has evidence, although not a clear narrative, regarding how it can support our youth to manage risk, manage technological lifestyle changes, support mental health, increase activity, enhance environmental knowledge and sustainability. Greater attention to these aspects in curriculum documents, practice and teacher support will enhance the relevance of Outdoor Education to students and schools' performative outcomes.

3. *Outdoor Education is largely student focussed and seen as contributing to the development of the whole student.*

Outdoor Education teachers are pedagogues (as described by Smith 2012/2019) that are student focussed rather than content focussed. This development focus has the potential to be less valued in contexts that value more highly NAPLAN scores, tertiary ranking scores, sporting achievements or other performative measures. Integrating personal development with academic achievement may provide a way forward to achieve both, and the recent implementation of the ACARA (2017a) resources 'Curriculum Connections' is a promising first step, but may also contribute to the social positioning of nice but not necessary.

4. *The benefits of Outdoor Education appear to be well understood by Outdoor Education teachers and students but appear poorly understood by many staff, school administration, parents and community.*

Outdoor Education teachers support Giddens' (1984) theory that agents positioned in different sections of a society may not be cognisant of what is happening in other sections. They may also have different views about the outcomes of their activities that do not reflect reality.

Outdoor Education as a field of endeavour needs to do more to educate non-outdoor educators about what Outdoor Education actually does and the potential learning outcomes for students. The success stories of those Outdoor Education teachers that enhance agency through strategic conduct suggest that Outdoor Education teachers can do much to contribute to deeper understandings by others.

Conversely teachers of Outdoor Education need to continue to critically reflect on their practice and remain open to the possibility that there is a disconnect between what they think students are learning and what may actually be happening. Recently there has been a trend to more critical evaluation of Outdoor Education practice in Australia (e.g. Brookes 2002, 2003a, 2003b, 2003c, 2004; Gray & Martin 2012; Hill 2012a; Lugg 1999, 2003, 2004; Payne & Wattchow 2008; Quay 2016; Stewart 2004; Wattchow & Brown 2011). Supporting Outdoor Education teachers to have a critical view of their own and others' practice, as advocated by the recent Outdoor and Environmental Education threshold concepts project (Thomas, et al. 2019) are likely to help with this goal. As Outdoor Education teachers' knowledgeability is largely developed at their site, increased localised support to enact such critical evaluation are warranted.

In summary, Giddens (1984) suggested that social actors are knowledgeable about the conditions of social reproduction in which their day-to-day activities are enmeshed. What Giddens (1984) called the 'rationalisation of action' (that is, the reasons the Outdoor Education teachers have for their actions) are concerned with how those actions are sustained. Therefore, a continuation of Outdoor Education as nice but necessary has to be considered within the social context of Outdoor Education teachers knowledgeable about the conditions of social reproduction in which their day to day activities are enmeshed with the macro and micro structure of schooling and to what degree they contribute to the maintenance of the status of the subject. For example, according to Naidoo (2010), it is at the level of practical consciousness that the teacher will find 'familiar recipes for coping' (p. 43) which may also include categorisations of knowledge of the subject, students' ability, and student behaviour. From a structuration theory perspective, the practical consciousness of the Outdoor Education teacher may sustain the teacher since it is at this level that the individual 'will feel a sense of ontological security, a sense of being in society' (p. 43). Further, Giddens (1984) believed that power is linked to action. Therefore, despite what Outdoor Education teachers may 'say', if power is defined as the capability of intervention or refraining from such intervention, the choice not to intervene or refrain from intervention will have the effect of influencing the state of affairs of Outdoor Education as the status quo. That is, it is not sufficient to discursively state a desire for a change of affairs. It may be considered that engaging discursively in the need for a change in the state of affairs without tangible action to intervene in the existing state of affairs may mean the Outdoor Education teacher may unconsciously have 'a sense of ontological security, a sense of being in society' from the status quo: and may not actually seek reactionary or progressive change, meaning there is a tension between their rhetoric and reality. That is because the teachers' practical consciousness, discursive consciousness and unconscious are not aligned. The duality element of structuration theory is that human actions and interactions, such as those of Outdoor

Education teachers, create social structures, which in this study would be the status, form and function of the subject within the social context of Australian secondary schooling. The social structures created will influence the actions and interactions of humans that are Outdoor Education teachers. Therefore, we can identify that the actions of Outdoor Education teachers must from a structuration theory perspective contribute to the continuation of Outdoor Education at the margins of curriculum requirements since the mid-1990s and the introduction of the Health and Physical Education learning area.

Chapter Six

Conclusion

This thesis explores the nature and scope of Outdoor Education in South Australia for the year of 2017. A two-phase mixed methods study investigated who is teaching Outdoor Education, where is it being taught, what programs are being offered, and what objectives are being emphasized. It also sought to identify the issues and problems in comparison to results attained in a comparable study conducted in 1999. The research also investigated sociological influences on the practices of Outdoor Education in schools. Finally, the study investigated the relationship between social fields, schools and teachers in the provision of Outdoor Education in South Australian schools.

The research reported here revealed changes in the broader (macro) sociological environment for the period 1999-2017. It identified an importance in the relevance of Outdoor Education to youth in secondary schools, particularly in the face of increasing urbanisation, heightened screen-based sedentary lifestyles, concerns surrounding youth mental health, reduced physical activity, social inequity, as well as reduced time and connection with nature. However, school-based (micro) sociological influences provide little incentive for schools and their administration to offer Outdoor Education at their site due to a host of disincentives, including a lack of school funding and resources. However, the marginalisation of Outdoor Education as a consequence of a range of cumulative state and federal factors have impacted the subject at schools. For example, a national NAPLAN testing scheme commencing in 2008 that has focused largely on mathematics, writing and comprehension that has focussed principal's attention to performance in these areas. Similarly, the implementation of the national curriculum in 2013 that provided the potential for Outdoor Education to be taught, though not compulsory, may have seen the decline of the perceived significance of the subject at some schools. This continues the perception of the subject as nice but not necessary commencing with the subsuming of Outdoor Education into the establishment of a learning area called Health and Physical Education in the mid-1990s. The positioning of Outdoor Education as non-compulsory and the loss of subject boundary with the formation of the Challenge and Adventure Focus Area in the Australian Curriculum for Health and Physical Education suggests that the field has been successful in outlining potential benefits to students, although it has not been successful in arguing a case for inclusion in compulsory national and state curriculum documents. This is likely due to a failure of the field of Outdoor Education, and teachers, to clearly articulate the learning requirements and essential outcomes for Outdoor Education in terms of value to the currently constructed 'role' of Australian schools and the focus on literacy and numeracy attainment specifically. As a result, Outdoor Education, as a non-compulsory offering, is socially positioned as

'nice but not necessary' within schools. Schools and their leaders face barriers associated with its implementation such as costs, staffing, resources, disruption to the timetable and school routines, crowded curriculum and concerns about risk and litigation. Expressed another way, Outdoor Education exists, but it seemingly should not within South Australian secondary schools given the internal and external sociological, and logistical, challenges it faces.

This study confirmed earlier research that teachers, as the agents of Outdoor Education experience challenges when teaching Outdoor Education. These challenges include concerns associated with personal costs, time, as well as navigating the school sociological environment. The results also suggested that Outdoor Education as a subject area has been successful with evidence of increased participation in SACE Stage 1 and 2 Outdoor Education and evidence of increased participation in middle school. This has potentially been in response to interventions such as Year 9 transition programs, extended stay programs as well as respected awards and programs including the Duke of Edinburgh's Award, Operation Flinders and privatised other programs. Although the increase in participation is uneven across sectors and is not systemic.

The nature and scope of Outdoor Education 1999-2017 is determined by the macro and micro sociological environment and Outdoor Education teachers' responses to both. However, it is the teachers' actions that have largely determined what is practiced as Outdoor Education. Drawing on Giddens' (1984) structuration theory this research revealed the relationship between the broader sociological environment, schools, teachers and Outdoor Education to be an ongoing dialectic. Schools and teachers seek to respond to sociological issues, with Outdoor Education teachers' progressive rather than revolutionary ideology, seeking to both change and maintain the social order. Outdoor Education teachers were found to exist in a dialectic of control with varying levels of autonomy and dependence over their teaching and curriculum content. The research indicates that Outdoor Education teachers are an ideological, loosely connected collective that draw upon their personal outdoors and adventure experiences as well as their experience of being an Outdoor Education teacher to commence, maintain, argue and advocate for, or grow an Outdoor Education program at their site. For many, they are atypical Physical Education teachers who are consciously and unconsciously motivated to successfully develop young people both personally and socially. This development is conducted in an environment that is increasingly urbanised, technology focussed and sedentary-oriented. It appears the role of the contemporary Outdoor Education teacher is to assist students within their socially and environmentally challenged life-world while promoting the development of a positive relationship with the natural environment. They focus more on student needs than content knowledge and view their work more as traditional pedagogues (as described by Smith 2012/2019) than content teachers. In order to be successful in overcoming a tendency for

Outdoor Education to disrupt the day-to-day routines that maintain schools as a social world they use their knowledgeability about Outdoor Education and the school to practice strategic conduct to socially position themselves to maximize their power and agency with principals and teacher-leaders. These are significant challenges for Outdoor Education teachers who may have sought to teach young people about the practicalities and skills associated with outdoor adventure and recreation. This research suggests that the way in which contemporary society is rapidly evolving has implications for the subject and for the teachers themselves.

The results from this research provide a basis for which to explore a future transition for Outdoor Education from 'Outdoor Education exists, but it shouldn't', to 'Outdoor Education is flourishing and so it should'. The field of Outdoor Education must also explore how to move from 'Outdoor Education is nice, but not necessary' to 'Outdoor Education is essential'. Such actions by the field of Outdoor Education will need to include consideration of all parts of the social system ranging from government policies and decisions, including the curriculum and schools as being distinct sites for learning.

While changes in the broader sociological environment are difficult to effect, principals and teacher leaders, Outdoor Education teachers, parents and students all have levels of agency to influence change within the social system irrespective of size. Outdoor Education teachers are identified in this study as central to the enactment of Outdoor Education in schools and will have greatest impact when they seek to engage others that have agency. Their focus as pedagogues rather than knowledge agents is highlighted in this study as a strength to be embraced as essential to the balanced development of our young people negotiating a rapidly changing world.

Limitations of Research

There were numerous pragmatic and ethical constraints to this study that limited the universality of the research, and these are acknowledged. In addition, the research is bounded by time and space. In some cases, these limitations provide direction to future inquiries.

Data for the survey was solely obtained from schools where the principal responded positively to the request and where the coordinator was willing to spend some time out of their increasingly time-challenged professional lives. In terms of specific data attaining more respondents that did not have Outdoor Education in their school would have been beneficial as this would have provided the opportunity to explore in greater detail the potential insurmountable barriers. It is highly unlikely that teachers without Outdoor Education background will respond to a survey that addresses the Health, Outdoor and Physical Education Coordinator, and may be more likely to participate in interviews with participants obtained from relationships with other learning areas.

The requirement to reduce the time demand placed upon the teachers to complete the Phase One survey meant that the breadth of questions was increased. However, in so doing the depth of questions that could be asked was subsequently limited, which ultimately impacted the alignment with the previous Polley and Pickett (2003) survey. As a consequence, this made comparisons with previous data both challenging and, in some cases, impossible. The challenge for the future will be to adapt the survey to create a tool that has the capacity to attain the necessary data for the field and teachers of Outdoor Education moving forward. Increasingly schools and teachers are required to provide survey responses and as a consequence are feeling burdened by such tasks despite their importance. A short, concise, robust survey based on this current research will assist the field moving forward.

The focus groups were limited in time and space to minimize the impact on teachers' professional and personal lives. More time would have allowed for deeper probing of responses. One-on-one interviews with teachers, without peer influence, may also have produced different views and perspectives from the teachers.

A final member check of Outdoor Education teachers may have been helpful in further enhancing the confidence in the six major theories. The difficulties of gathering regional participants, the increased demand on teachers' time, the need to gain an amendment to the approved research proposal and the need to keep the study bounded led to the decision not to proceed with this strategy.

Government teacher involvement continued to be at a lower rate than non-government teacher involvement in the survey, as was found by Polley and Pickett (2003) and Picknoll (2017). It is unclear whether this is as a result of relative proportion of participation in Outdoor Education by government schools or a cultural disinclination to participate in research.

The previous study (Polley & Pickett 1999) compared teachers' views with principals' views. Seeking current principals' views would have provided useful data on changes experienced by school leadership during this time.

Ethical considerations prevented comparison between sectors. Funding differences between government and non-government schools was an area discussed by teachers, however the study could not explore this view in any depth, although the literature review and publicly available data revealed this as a likely issue for the period 1999-2017.

Future Study

The research methodology was designed to provide an overview of Outdoor Education in South Australia. However, it was not within the scope of this research to explore in depth a range of social education issues that are perceived 'blind spots' for Outdoor Education (e.g. gender, Indigenous engagement, access and equity). Future studies need to explore these areas in greater depth and clarity. This could be achieved through a broad mixed methods state and national study that builds on the survey and focus groups within this research. This will allow for the investigation of the social views and social actions of Outdoor Education teachers and take into consideration the sociological issues that have been raised within this thesis.

The 'six key themes' and 26 property categories generated by this study will form the basis for additional investigation for teachers nationally and internationally to gain further insight into Outdoor Education teachers' lived experiences and whether these themes are helpful to teachers to make sense of Outdoor Education at their site as well as enact alternatives. Future studies should include a comparison of key factors that contributed to enactment, maintenance and development of Outdoor Education in different settings.

Outdoor Education teachers have been given some voice within this research process. However, it was not possible to provide voice to all within the domains of this research. Additional inquiries should focus on seeking greater depth and understanding from the voices of Outdoor Education teachers. Additionally, further inquiries might provide the opportunity for the presentation of student voices and their perspective associated with experiences of Outdoor Education, non-Outdoor Education teachers, school leadership and parents. Using surveys, interviews, journals and observational analysis will provide more insight into the agency and meanings constructed for Outdoor Education.

In many South Australian schools, Outdoor Education is contracted to private or not-for-profit organisations. Often the staff undertaking these experiences are not teacher education qualified. They may have completed an undergraduate degree with a specialisation in Outdoor Education or have obtained an activity leadership qualification. The effect of contracting out teaching to private providers may well be a contributor to the social positioning of Outdoor Education as 'nice but not necessary,' but may also be a pragmatic and effective solution for schools that seek to enact Outdoor Education but lack the internal resources to do so. Further inquiries are warranted into the educational outcomes emphasized by such outdoor activity leaders, what practices they use to emphasize these outcomes and similarities and differences between them and teachers. Further inquiries are also warranted into the differences associated with school outcomes where outdoor

leaders are not attached to the school and there is no sustained relationship with field-based educators back in the school environment. A study that focusses the social positioning, experience and learning of Outdoor Education with schools that use private providers through interviews would support such an inquiry.

The history of Outdoor Education curriculum development could be enhanced by a deeper investigation of Outdoor Education in South Australian schools prior to 1999. However, it is arguable that this needs to be specifically associated with the period prior to 1960 given the significant gap that exists in the literature for this time. This is similar to the investigation carried out by Georgakis and Light (2010), that might also include a concurrent investigation of the development of Physical Education in schools. Such research investigating the nature and scope of these two areas is complementary to the research presented here and provides further data for sociological analysis for future social action.

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Appendices

Appendix 1: Summary of Secondary Schools Surveyed by Category.

Sites and Services Category	No. of Schools with secondary students in 'Sites and Services 2016' (DECD, 2016) Current for 15 August 2015.	Additional Schools added in 'Sites and Services 2017'. Current for June 2016.	Schools closed in 2017	Total Schools surveyed
Aboriginal / Anangu schools	12	0	0	12
Government secondary schools	66	0	0	66
Government other schools	3	0	0	3
Government combined primary/secondary or area schools	62	0	0	62
Government special schools	11	3	0	14
Total government schools	154	3	0	157
Non-government secondary Schools	23	2	0	25
Non-government primary and secondary combined Schools	72	4	0	76
Non-government special schools	3	0	0	3
Total non-government schools	98	6	0	104
Totals	258	9	0	261

Appendix 2: South Australian Secondary School Sites 2017. Total N = 261

Aboriginal/Anangu – N = 12	
Amata Anangu School	Mimili Anangu School
Ernabella Anangu School	Murputja Anangu School
Fregon Anangu School	Oak Valley Aboriginal School, Maralinga
Indulkana Anangu School	Oodnadatta Aboriginal School
Kenmore Park Anangu School	Pipalyatjara Anangu School
Marree Aboriginal School	Yalata Anangu School
Government other secondary – N = 3	
Adelaide Secondary School of English	Bowden Brompton Community School
Warriappendi School	
Government primary/secondary – N = 62	
Allendale East Area School	Lucindale Area School
Ardrossan Area School	Maitland Area School - now Central Yorke School
Booleroo Centre District School	Mannum Community College
Burra Community School	Mark Oliphant College (B-12)
Ceduna Area School	Meningie Area School
Charles Campbell College	Miltaburra Area School
Clare High School	Minlaton District School
Cleve Area School	Moonta Area School
Coober Pedy Area School	Mount Compass Area School
Coomandook Area School	Oakbank Area School
Cowell Area School	Ocean View P-12 College
Cummins Area School	Open Access College
East Murray Area School - closed 2018	Open Access College Marden Campus
Eastern Fleurieu Strathalbyn 7-12 Campus	Orroroo Area School
Elliston Area School	Paralowie School
Eudunda Area School	Port Broughton Area School
Gawler and District College B-12	Quorn Area School
Hallett Cove School	Reynella East College
Hawker Area School	Roxby Downs Area School
Jamestown Community School	Seaford Secondary College
Kadina Memorial School	Streaky Bay Area School
Kangaroo Inn Area School	Swan Reach Area School
Kangaroo Island Community Education	The Heights School
Karcultaby Area School	Tintinara Area School
Karoonda Area School	Tumby Bay Area School
Keith Area School	William Light in 2016, now Plympton International School
Kimba Area School	Windsor Gardens Secondary College - now Avenues College
Kingston Community School	Woomera Area School

Lameroo Regional Community School	Wudinna Area School
Leigh Creek Area School	Yankalilla Area School
Lock Area School	Yorketown Area School
Government secondary – N = 66	
Aberfoyle Park High School	Naracoorte High School
Adelaide High School	Northern Adelaide Senior College
Australian Science & Mathematics School	Norwood Morialta High School
Balaklava High School	Nuriootpa High School
Banksia Park International High School	Open Access College Port Augusta School of the Air
Birdwood High School	Para Hills High School
Blackwood High School	Parafield Gardens High School
Bordertown High School	Pasadena HS - Now Springbank Secondary College
Brighton Secondary School	Penola High School
Christies Beach HS & Southern Vocational College	Peterborough High School
Craigmore High School	Playford International College
Edward John Eyre High School	Port Augusta Secondary School
Findon High School	Port Lincoln High School
Gladstone High School	Renmark High School
Glenunga International High School	Riverton and District High School
Glossop High School	Roma Mitchell Secondary College
Golden Grove High School	Salisbury East High School
Grant High School	Salisbury High School
Hamilton Secondary College	Seaton High School
Heathfield High School	Seaview High School
Henley High School	Stuart High School
John Pirie Secondary School	Thebarton Senior College
Kapunda High School	Underdale High School
Le Fevre High School	Unley High School
Loxton High School	Urrbrae Agricultural High School
Marden Senior College	Valley View Secondary School
Marryatville High School	Victor Harbor High School
Millicent High School	Waikerie High School
Mitcham Girls High School	Windsor Gardens Secondary College - now Avenues College
Modbury High School	Whyalla High School
Mount Barker High School	Willunga High School
Mount Gambier High School	Wirreanda Secondary School
Murray Bridge High School	Woodville High School
Non-government primary/secondary – N = 76	
Blackfriars Priory School	Saint Martin’s Lutheran College
Cabra Dominican College	Saint Michael's College
Caritas College	Samaritan College - Saint John's Campus

Cedar College	Scotch College
Christian Brothers' College - Senior	Seaview Christian College
Crossways Lutheran School	Seymour College
Emmaus Christian College	Southern Montessori School
Encounter Lutheran College	Southern Vales Christian College Morphett Vale
Garden College - NOT LISTED 2016. Added 2017.	St Aloysius College
Harvest Christian College	St Columba College
Heritage College Inc	St Dominic's Priory College
Hope Christian College	St George College
Horizon Christian School	St John's Grammar School
Immanuel College	St Joseph's School - Port Lincoln
Investigator College - Goolwa Campus	St Mark's College
Islamic College of South Australia - now IQRA Islamic College of South Australia	St Mary's College
King's Baptist Grammar School	St Paul's College
Loreto College	St Peter's College
Mary Mount College - Closed 2018	St Peter's Collegiate Girls' School
Mercedes College	Sunrise Christian School Marion - Now Temple Marion Middle School
Meridian School - Now OneSchool Global	Tatachilla Lutheran College
Mid North Christian College	Temple Christian College - Bethany Campus
Mount Barker Waldorf School	Temple Christian College - Mile End
Navigator College	Tenison Woods College
Nazareth Catholic College	The Hills Montessori School
Pedare Christian College	Torrens Valley Christian School
Pembroke School	Trinity College Blakeview School
Pinnacle College - Elizabeth East Campus NOT LISTED DECD 2016. ADDED to DECD 2017	Trinity College Gawler River
Pinnacle College - NOT LISTED DECD 2016. ADDED to DECD 2017	Trinity College North School
Portside Christian College	Trinity College South School
Prescott College Southern	Tyndale Christian School
Prince Alfred College	Tyndale Christian School - Strathalbyn
Pulteney Grammar School	Unity College Inc
Rivergum - Not listed Sites and Services 2016 (or 2019) but listed 2017.	Walford Anglican School for Girls
Rostrevor College	Westminster School
Sacred Heart College Middle School	Wilderness School
Saint Francis de Sales College	Willunga Waldorf School
Saint Ignatius' College	Woodcroft College Inc
Government special school – N = 14	
Adelaide East Education Centre. Not in 2016 Sites and services. Added to 2017 Sites and Services	Modbury Special School

Adelaide North Special School. Not in 2016 Sites and services. Added to 2017 Sites and Services	Murray Bridge Special School
Adelaide West Special Education Centre. Not in 2016 Sites and services. Added to 2017 Sites and Services	Port Augusta Special School
Errington Special Education Centre	Port Lincoln Special School
Gordon Education Centre	Riverland Special School
Kilparrin Teaching & Assessment School & Services	The Grove Education Centre
Mid North Education Centre	Whyalla Special Education Centre
Non-government secondary – N = 25	
The Hills Christian Community School - Oakbank -	Mary MacKillop College
Adelaide International School	Meridian School - Mt Gambier Campus - Not listed Sites and Services 2016. Added 2017
Cardijn College	Mount Carmel College
Concordia College	Muirden Senior College
Cornerstone College	Our Lady of the Sacred Heart College
Endeavour College	Prescott College
Eynesbury College Coglin St Campus	South Australian International School. Not listed Sites and Services 2016. Added 2017.
Faith Lutheran College	St Patrick's Technical College Northern Adelaide
Flexible Accredited Meaningful Education	Thomas More College
Gleeson College	Trinity College Senior School
Hills Christian Community School - Verdun	University Senior College at Adelaide University
Kildare College	Xavier College
Marcellin Technical College	
Non-government special school – N = 3	
Our Lady of La Vang School	Suneden Special School
St Patrick's Special School	

Appendix 3: Flinders University Ethics Approval

Human Research Ethics
Fri 5/08/2016, 12:24

Dear Scott,

The Chair of the Social and Behavioural Research Ethics Committee (SBREC) at Flinders University considered your response to conditional approval out of session and your project has now been granted final ethics approval. This means that you now have approval to commence your research. Your ethics final approval notice can be found below.

FINAL APPROVAL NOTICE

Project No.:	**7337**
Project Title:	Investigating the Nature and Scope of Outdoor Education in Australian Schools
Principal Researcher:	Mr Scott Polley
Email:	poll0066@uni.flinders.edu.au; scott.polley@unisa.edu.au

Approval Date:	5 August 2016	Ethics Approval Expiry Date:	**30 December 2019**

The above proposed project has been **approved** on the basis of the information contained in the application, its attachments and the information subsequently provided with the addition of the following comment(s):

Additional information required following commencement of research:

1. Permissions

Please ensure that copies of the correspondence granting permission to conduct the research from the Catholic Education Office, Department of Education & Child Development, Secondary School principals are submitted to the Committee *on receipt.* Please ensure that the SBREC project number is included in the subject line of any permission emails forwarded to the Committee. Please note that data collection should not commence until the researcher has received the relevant permissions (item D8 and Conditional approval response – number 3).

2. Other Ethics Committees

Please provide a copy of the ethics approval notice from the DECD and Catholic Education office *on receipt*. Please note that data collection should not commence until the researcher has received the relevant ethics committee approvals (item G1 and Conditional approval response – number 5).

RESPONSIBILITIES OF RESEARCHERS AND SUPERVISORS

1. Participant Documentation

Please note that it is the responsibility of researchers and supervisors, in the case of student projects, to ensure that:

- all participant documents are checked for spelling, grammatical, numbering and formatting errors. The Committee does not accept any responsibility for the above mentioned errors.
- the Flinders University logo is included on all participant documentation (e.g., letters of Introduction, information Sheets, consent forms, debriefing information and questionnaires – with the exception of purchased research tools) and the current Flinders University letterhead is included in the header of all letters of introduction. The Flinders University international logo/letterhead should be used and documentation should contain international dialling codes for all telephone and fax numbers listed for all research to be conducted overseas.
- the SBREC contact details, listed below, are included in the footer of all letters of introduction and information sheets.

This research project has been approved by the Flinders University Social and Behavioural Research Ethics Committee (Project Number 'INSERT PROJECT No. here following approval'). For more information regarding ethical approval of the project the Executive Officer of the Committee can be contacted by telephone on 8201 3116, by fax on 8201 2035 or by email human.researchethics@flinders.edu.au.

2. Annual Progress / Final Reports

In order to comply with the monitoring requirements of the *National Statement on Ethical Conduct in Human Research (March 2007)* an annual progress report must be submitted each year on the **5 August** (approval anniversary date) for the duration of the ethics approval using the report template available from the Managing Your Ethics Approval SBREC web page. *Please retain this notice for reference when completing annual progress or final reports.* If the project is completed *before* ethics approval has expired please ensure a final report is submitted immediately. If ethics approval for your project expires please submit either (1) a final report; or (2) an extension of time request and an annual report.

Student Projects

The SBREC recommends that current ethics approval is maintained until a student's thesis has been submitted, reviewed and approved. This is to protect the student in the event that reviewers recommend some changes that may include the collection of additional participant data.

Your first report is due on **5 August 2017** or on completion of the project, whichever is the earliest.

3. Modifications to Project

Modifications to the project must not proceed until approval has been obtained from the Ethics Committee. Such proposed changes / modifications include:

- change of project title;
- change to research team (e.g., additions, removals, principal researcher or supervisor change);
- changes to research objectives;
- changes to research protocol;

- changes to participant recruitment methods;
- changes / additions to source(s) of participants;
- changes of procedures used to seek informed consent;
- changes to reimbursements provided to participants;
- changes / additions to information and/or documentation to be provided to potential participants;
- changes to research tools (e.g., questionnaire, interview questions, focus group questions);
- extensions of time.

To notify the Committee of any proposed modifications to the project please complete and submit the *Modification Request Form* which is available from the Managing Your Ethics Approval SBREC web page. Download the form from the website every time a new modification request is submitted to ensure that the most recent form is used. Please note that extension of time requests should be submitted prior to the Ethics Approval Expiry Date listed on this notice.

Change of Contact Details

Please ensure that you notify the Committee if either your mailing or email address changes to ensure that correspondence relating to this project can be sent to you. A modification request is not required to change your contact details.

4. Adverse Events and/or Complaints

Researchers should advise the Executive Officer of the Ethics Committee on 08 8201-3116 or human.researchethics@flinders.edu.au immediately if:

- any complaints regarding the research are received;
- a serious or unexpected adverse event occurs that effects participants;
- an unforeseen event occurs that may affect the ethical acceptability of the project.

Kind regards
Rae

Mrs Andrea Fiegert and Ms Rae Tyler
Ethics Officers and Executive Officer, Social and Behavioural Research Ethics Committee
Andrea - Telephone: +61 8 8201-3116 | Monday, Tuesday and Wednesday
Rae – Telephone: +61 8 8201-7938 | ½ day Wednesday, Thursday and Friday
Email: human.researchethics@flinders.edu.au
Web: Social and Behavioural Research Ethics Committee (SBREC)

Manager, Research Ethics and Integrity – Dr Peter Wigley
Telephone: +61 8 8201-5466 | email: peter.wigley@flinders.edu.au
Research Services Office |Union Building Basement
Flinders University
Sturt Road, Bedford Park | South Australia | 5042
GPO Box 2100 | Adelaide SA 5001
CRICOS Registered Provider: The Flinders University of South Australia | CRICOS Provider Number 00114A

Human Research Ethics <human.researchethics@flinders.edu.au>
Thu 10/08, 1:52 PM

Dear Scott,

The Chairperson of the Social and Behavioural Research Ethics Committee (SBREC) at Flinders University has reviewed and approved the modification request that was submitted for project 7337. A modification ethics approval notice can be found below.

Dear Scott,

The Chairperson of the Social and Behavioural Research Ethics Committee (SBREC) at Flinders University has reviewed and approved the modification request that was submitted for project 7337. A modification ethics approval notice can be found below.

MODIFICATION (No.1) APPROVAL NOTICE

Project No.:	**7337**
Project Title:	Investigating the Nature and Scope of Outdoor Education in Australian Schools
Principal Researcher:	Mr Scott Polley
Email:	poll0066@uni.flinders.edu.au; scott.polley@unisa.edu.au

Modification Approval Date:	10 August 2017	Ethics Approval Expiry Date:	**30 December 2019**

I am pleased to inform you that the modification request submitted for project 7337 on the 19 July 2017 has been reviewed and approved by the SBREC Chairperson. Please see below for a list of the approved modifications. Any additional information that may be required from you will be listed in the second table shown below called 'Additional Information Required'.

Approved Modifications	
Extension of ethics approval expiry date	
Project title change	
Personnel change	
Research objectives change	
Research method change	

Participants – addition +/- change	
Consent process change	
Recruitment process change	
Research tools change	
Document / Information Changes	Final survey
Other (if yes, please specify)	

Additional Information Required
None.

Appendix 4: DECD Ethics Approval

Government of South Australia
Department for Education and Child Development

Strategy and Performance

Level 8
31 Flinders Street
Adelaide SA 5000
GPO Box 1152
Adelaide SA 5001
DX 541
Tel: 8226 0809
Fax: 8226 1605

DECD CS/16/00069-1.5

Mr Scott Polley
Faculty of Education
Flinders University
GPO Box 2100
Adelaide SA 5001

Dear Mr Polley,

Your research project titled *"The Nature and Scope of Outdoor Education in Australian Schools"* has now been reviewed by a senior Department for Education and Child Development (DECD) consultant with respect to protection from harm, informed consent, confidentiality and suitability of arrangements. Accordingly, I am pleased to advise you that your project has been **approved subject to the following conditions:**

- **That a copy of any final reports, presentations or manuscripts accepted for publication be submitted to the DECD.ResearchUnit@sa.gov.au mailbox 30 days prior to their publication.**
- **That DECD is notified when findings are to be released to other government or non-government agencies.**
- **That the results are not disaggregated and published for government sites vs. non-government sites.**
- **That schools be sent one email/letter directly from the researcher asking the principal to forward the invitation to participate in the survey to applicable staff.**

Please contact Jessica Newport, Executive Assistant, Business Intelligence Unit on (08) 8226 0809 or email: DECD.ResearchUnit@sa.gov.au for any other matters you may wish to discuss regarding the general review/approval process.

Please supply the department with an electronic copy of the final report which will be circulated to interested staff and then made available to DECD educators for future reference.

I wish you well with your research project.

Ben Temperly
EXECUTIVE DIRECTOR, OFFICE FOR STRATEGY AND PERFORMANCE
27/9 **September 2016**

Att: Principal/Director/Site Manager letter

Government of South Australia
Department for Education and Child Development

Strategy and Performance
31 Flinders Street
Adelaide SA 5000
GPO Box 1152
Adelaide SA 5001
DX 541

Tel: 8226 0809
Fax: 8226 1605

DECD CS/16/00069-1.5
RESEARCHER: Mr Scott Polley
RESEARCH BODY: Flinders University

Dear Principal/Director/Site Manager

The research project titled *"The Nature and Scope of Outdoor Education in Australian Schools"* has been reviewed centrally and granted approval for access to Department for Education and Child Development (DECD) sites. However, the researcher will still need your agreement to proceed with this research at your site.

Once approval has been given at the local level, it is important to ensure that the researchers fulfil their responsibilities in obtaining informed consent as agreed, that individuals' confidentiality is preserved and that safety precautions are in place.

The Researchers whose names appear below are the only persons permitted to conduct research on your site on the condition that they have no contact with children or access to personal information or identifiable data.

- **Mr Scott Polley**
- **Dr Murray Drummond**
- **Dr Shane Pill**

Please advise us if your DECD site will be participating in the research as the information is required as part of the research application process and to keep a record of the burden placed on individual sites for research purposes.

Researchers are encouraged to provide feedback to sites used in their research, and you may wish to make this one of the conditions for accessing your site. To ensure maximum benefit to DECD, researchers are also asked to supply the department with a copy of their final report which will be circulated to interested staff and educators for future reference.

Please contact Jessica Newport, Executive Assistant, Business Intelligence Unit on (08) 8226 0809 or email: DECD.ResearchUnit@sa.gov.au for further clarification if required, or to obtain a copy of the final report.

Yours sincerely

Ben Temperly
EXECUTIVE DIRECTOR, OFFICE FOR STRATEGY AND PERFORMANCE
27 **September 2016**

Appendix 5: Catholic Education Office Adelaide Diocese Ethics Approval

catholic education south australia

Adelaide Catholic Education Centre
116 George Street, Thebarton SA 5031
PO Box 179, Torrensville Plaza SA 5031
T +61 8 8301 6600 F +61 8 8301 6611
E director@cesa.catholic.edu.au
W www.cesa.catholic.edu.au

Scott Polley
PhD Candidate
Flinders University
Email: poll0066@uni.flinders.edu.au

Dear Scott

RE The Nature and Scope of Outdoor Education in Australian Schools'

Thank you for your email of 31 August 2016 in which you sought permission to conduct research in South Australian Catholic schools. I understand that you wish to conduct an online survey involving volunteering Health Outdoor and Physical Education (HOPE) coordinators. HOPE coordinators will also be invited to take part in a follow up focus group.

In the normal course, permission of the principal of the school is required. Research in Catholic schools is granted on the basis that individual students, schools and the Catholic sector itself is not specifically identified in published research data and conclusions.

Approval is also contingent upon the following conditions, i.e. that:

- the permission of parents of each child involved in the study and the participating teachers has been obtained
- the research complies with the ethics proposal of the ethics committee
- the research complies with any provisions under the Privacy Act that may require adherence by you as researcher in gathering and reporting data
- the presentation in the school is carried out within view of the classroom teacher or authorised school observer
- no comparison between schooling sectors is made
- sector requirements relating to child protection and police checks are met by researchers:
  - where researchers obtain information in relation to a student which suggests or indicates abuse, this information must be immediately conveyed to the Director of Catholic Education SA
  - all researchers and assistants, who in the course of the research interact in any way with students, are required to provide evidence of a clearance letter issued by the Catholic Archdiocese of Adelaide Police Check Unit (ph:08 8210 8287) or another form of acceptable police clearance.

Please accept my very best wishes for the research process.

Yours sincerely

m a Conway

MONICA CONWAY
ASSISTANT DIRECTOR

22 September 2016

Appendix 6: Catholic Education Office Port Pirie Diocese Ethics Approval

catholic education south australia

Port Pirie Catholic Education Office
105 Gertrude Street, Port Pirie SA 5540
PO Box 1209, Port Pirie SA 5540
T +61 8 8632 0500 F +61 8 8632 0549
E director.portpirie@cesa.catholic.edu.au
W www.cesapp.catholic.edu.au

Mr Scott Polley
PhD Candidate
School of Education
Flinders University
ADELAIDE SA

Dear Mr Polley

Re: 'The Nature and Scope of Outdoor Education in Australian Schools'

I am pleased to advise that, in relation to schools in the Diocese of Port Pirie, your research proposal is approved subject to the following standard conditions:

1. The decision as to whether or not research can proceed in a school rests with the Principal of that school. You will therefore need to obtain approval directly from the Principal of each school that you wish to involve.
2. You should provide each Principal with an outline of your research proposal and indicate what will be asked of the school. A copy of this letter of approval and a copy of the notification of approval from the relevant Ethics Committee should also be included.
3. No student is to participate in research study unless s/he is willing to do so and informed consent is given by a parent/guardian.
4. You should provide a list of schools which have agreed to participate in the research project.
5. Any substantive modifications to the research proposal, or additional research using the data collected, will require a further research proposal approval submission to this Office.
6. Data relating to individuals or schools is to remain confidential.
7. Since participating schools have an interest in the research findings, you should discuss with each Principal ways in which the results of the study could be made available for the benefit of the school community.
8. At the conclusion of the study a copy of the research findings should be forwarded to;

Catholic Education Office, Port Pirie

Attn: Director

Note: should the research be carried out over more than one year, a progress report is required each December

I wish you well with your research study. If you have any queries concerning this matter, please contact Cathy Parker (Tel: 8632 0500) of this Office.

Yours sincerely

Brenda Keenan

Brenda Keenan
DIRECTOR

15 August 2016

Appendix 7: SACE Data Release Approval

From: SACE:Data <SACE.Data@sa.gov.au>
Sent: Friday, 22 June 2018 1:45 PM
To: Scott Polley <Scott.Polley@unisa.edu.au>
Subject: RE: SACE Data Request -- OEASA

Hello Scott

The SACE Board of SA are able to provide the data you have requested subject to receiving a copy of an amended ethics approval from Flinders University that approves the use of such data for your research.

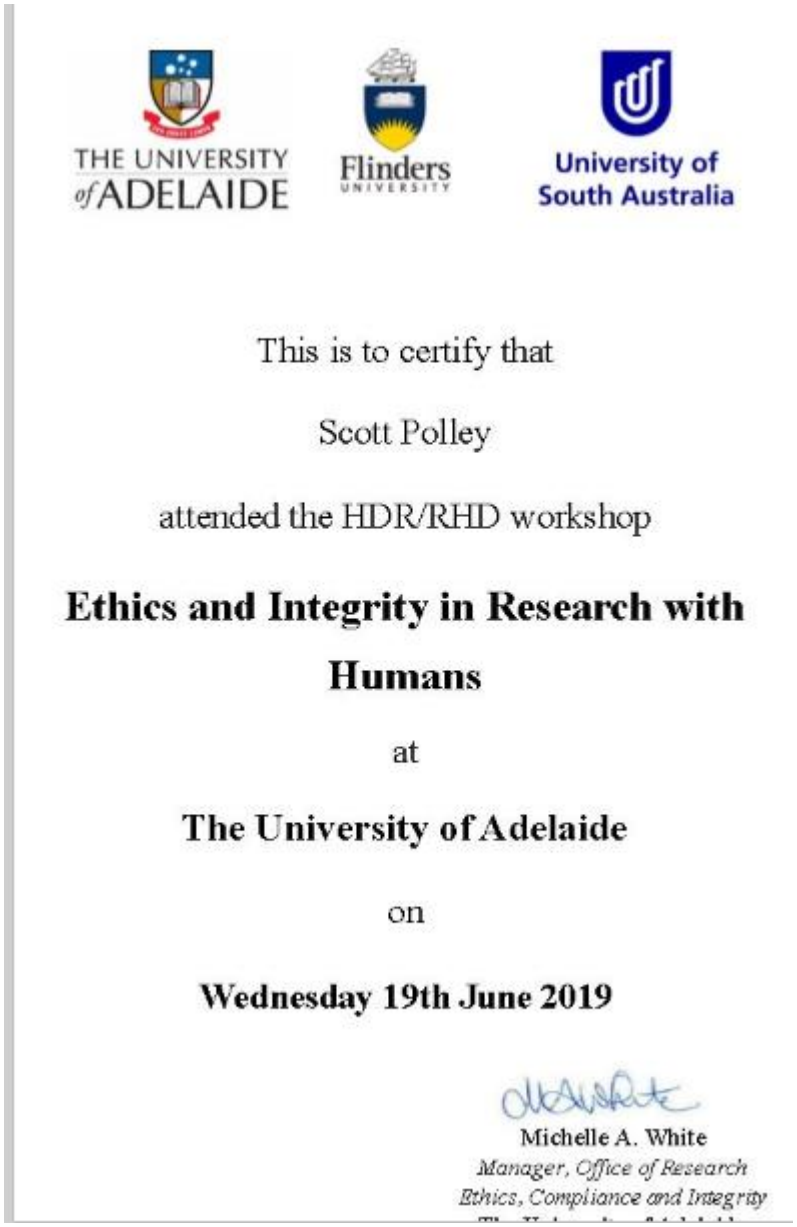
Kind regards,
Tara

Tara O'Donoghue
Project Officer, Information Analysis & Reporting
Information Services

T 8 8115 4895
SACE Board of South Australia

> **From:** SACE:Data <SACE.Data@sa.gov.au>
> **Sent:** Thursday, 21 June 2018 1:30 PM
> **To:** Scott Polley <Scott.Polley@unisa.edu.au>
> **Subject:** RE: SACE Data Request -- OEASA
>
> Hello Scott,
>
> Thank you for sending in the form. Would it be possible to obtain a copy of your Ethics Approvals?
>
> Please note that unfortunately we will not be able to provide any data earlier than 1999.
>
> Kind regards,
> Tara
>
> **Tara O'Donoghue**
> Project Officer, Information Analysis & Reporting
> Information Services
>
> T 8 8115 4895
> SACE Board of South Australia

Appendix 8: Updated Ethics Training



THE UNIVERSITY of ADELAIDE

Flinders UNIVERSITY

University of South Australia

This is to certify that

Scott Polley

attended the HDR/RHD workshop

Ethics and Integrity in Research with Humans

at

The University of Adelaide

on

Wednesday 19th June 2019

Michelle A. White
Manager, Office of Research Ethics, Compliance and Integrity

Appendix 9: Survey Monkey Questionnaire

Copy of The Nature and Scope of Outdoor Education in South Australian schools survey 2017

Welcome.
This survey is for the Health, Outdoor and Physical Education Coordinator in each secondary school in South Australia. Thank you for making the time to participate in this survey. It should take about 15 minutes. All responses remain confidential. Your participation will allow the collation of more complete data regarding Outdoor Education in South Australian Schools.
Scott Polley PhD Candidate Flinders University

1. For the purpose of data collection can you indicate the name of your school? Your response is confidential.

Next

Copy of The Nature and Scope of Outdoor Education in South Australian schools survey 2017

PAGE TITLE

This survey collects data on the nature and scope of Outdoor Education within South Australia during 2017

2. What is your role in the school?

- [ ] Health, Outdoor and Physical Education Coordinator
- [ ] Other Coordinator
- [ ] Principal
- [ ] Deputy Principal
- [ ] Other (please specify)

3. What is your main (learning) area of teaching expertise ?

- ( ) Health and Physical Education
- ( ) Science
- ( ) English
- ( ) Maths
- ( ) Design and Technology
- ( ) Language
- ( ) Arts
- ( ) Humanities and Social Studies (Geography and/or History)
- ( ) Outdoor Education
- ( ) Other (please specify)

4. What are your other areas of teaching expertise?

- [ ] Health and Physical Education
- [ ] Science
- [ ] English
- [ ] Maths
- [ ] Design and Technology
- [ ] Language
- [ ] Arts
- [ ] Humanities and Social Studies
- [ ] Outdoor Education
- [ ] Other (please specify)

5. What is your gender?

- ◯ Female
- ◯ Male
- ◯ Other

6. How long have you been teaching?

- ◯ 1-5 years
- ◯ 6-15 years
- ◯ 16+ years

7. What statement best describes your school?

- ◯ Government
- ◯ Independent (non-Catholic)
- ◯ Catholic

8. Does your school include outdoor learning as part of the curriculum or extra-curricular activities?

- ◯ yes
- ◯ no

9. Indicate the subject or context(s) where outdoor learning takes place in your school.

- [ ] Stage 1 Outdoor Education
- [ ] Stage 2 Outdoor Education
- [ ] VET Outdoor Recreation
- [ ] Year 8-10 Outdoor Education
- [ ] Stage 1 Health and Physical Education
- [ ] Stage 2 Health and Physical Education
- [ ] Year 8-10 Health and Physical Education
- [ ] Other learning areas - specify under 'other'
- [ ] Residential/ Extended Stay Program - specify under 'other'
- [ ] Extracurricular such as Duke of Edinburgh's Award, Adventure Club - specify under 'other'
- [ ] Other (please specify)

*** 10. Does your school offer any of the following outdoor activities?**
Please indicate the year level, subject(s) and approximate total number of students taking part in 2017.
Total participant days can be calculated by multiplying the number of students taking part by the number of days in the field. A close approximate is satisfactory.

	Year 8	Year 9	Year 10	Year 10/11/12 - Stage 1 OE	Year 10/11/12 - Stage 1 HPE	Year 11/12 - Stage 2 OE	Year 11/12 - Stage 2 HPE	Year 10/11/12 VET Outdoor Recreation	Extra-curricular activity and not part of the school curriculum	less than 25 total participant days	25-50 total participant days	50-100 total participant days	100 + total participant days
Bushwalking/ hiking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Kayaking/Canoeing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Camping	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Rock Climbing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Orienteering	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Cross Country Skiing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Downhill Skiing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Sailing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Snorkeling	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Surfing	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Mountain biking	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Conservation / Landcare	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Residential Camping	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Outdoor Field Trips (eg for geography, history, science)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Other	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Other options that do not fit these categories (please specify)

11. This question asks about *your* (not your school's) ideas. Thinking about Outdoor Education, what do *you* think are important educational outcomes?

	Not very important	Of some importance	Quite important	Very important	Most important
Personal Development - Outdoor recreation / leisure skills	○	○	○	○	○
Personal Development - Outdoor safety skills	○	○	○	○	○
Personal Development - Leadership Skills	○	○	○	○	○
Personal Development - Self esteem/ Self efficacy	○	○	○	○	○
Personal Development - Academic development	○	○	○	○	○
Personal Development - Personal responsibility	○	○	○	○	○
Personal Development - Social skills	○	○	○	○	○
Group Development - Group skills	○	○	○	○	○
Group Development - Staff-student relationships	○	○	○	○	○
Group Development - Student-student relationships	○	○	○	○	○
Health and Wellbeing - Physical Fitness/Health	○	○	○	○	○
Health and Wellbeing - Mental Fitness/Health	○	○	○	○	○
Environmental Learning - Environmental appreciation / conservation	○	○	○	○	○
Environmental Learning - Environmental science	○	○	○	○	○
Sustainability - Living sustainably	○	○	○	○	○
Social Justice - cultural knowledge and awareness	○	○	○	○	○
Social Justice - Critical thinking about equity	○	○	○	○	○

Other (please specify)

12. What does your *school* think are important educational outcomes for Outdoor Education?

	Not very important	Of some importance	Quite important	Very important	Most important
Personal Development - Outdoor recreation / leisure skills	○	○	○	○	○
Personal Development - Outdoor safety skills	○	○	○	○	○
Personal Development - Leadership skills	○	○	○	○	○
Personal Development - Self - esteem / Self efficacy	○	○	○	○	○
Personal Development - Academic development	○	○	○	○	○
Personal Development - Personal responsibility	○	○	○	○	○
Personal Development - Social Skills	○	○	○	○	○
Group Development - Group Skills	○	○	○	○	○
Group Development - Staff-student relationships	○	○	○	○	○
Group Development - Student-student relationships	○	○	○	○	○
Health and Wellbeing - Physical Fitness/Health	○	○	○	○	○
Health and Wellbeing - Mental Fitness/Health	○	○	○	○	○
Environmental Learning - Environmental appreciation/conservation	○	○	○	○	○
Environmental Learning - Environmental science	○	○	○	○	○
Sustainability - Living sustainably	○	○	○	○	○
Social Justice - Cultural knowledge and awareness	○	○	○	○	○
Social Justice - Critical thinking about equity	○	○	○	○	○

Other (please specify)

13. What do you think are the most important issues affecting outdoor learning in schools?

	Not very important	Of some importance	Quite important	Very important	Most important
Costs	○	○	○	○	○
Staff training and qualifications	○	○	○	○	○
Insurance / Litigation	○	○	○	○	○
Physical Resources	○	○	○	○	○
Timetabling	○	○	○	○	○
Crowded curriculum	○	○	○	○	○
Time required / industrial issues	○	○	○	○	○
Parental support	○	○	○	○	○
Weather	○	○	○	○	○
Administration load	○	○	○	○	○
Behavioural issues	○	○	○	○	○
Not recognised in curriculum documents	○	○	○	○	○
Transport	○	○	○	○	○
Other	○	○	○	○	○

Other (please specify)

14. Do you have any other comments, questions, or concerns? Please outline your views here.

15. Invitation: Focus Group

A follow up focus group is planned to explore the data from this survey and to discuss with other teachers factors that influence Outdoor Education in schools. The focus group will take place in a city location close the time of a professional development activity. Involvement through video conferencing is possible. The focus group will take approximately 1 hour. If you would be prepared to be part of such a focus group could you please email scott.polley@flinders.edu.au directly indicating your willingness to participate. Further information will be provided at this time.

Appendix 10: Focus Group Presentation

Investigating the Nature and Scope of Outdoor Education in South Australia

1

Respondents

- HOPE Coordinator – 66
- HOPE Teacher 8
- HPE Coordinator 4
- HPE Teacher 1
- OE Coordinator 6
- OE Teacher 2
- Director Wellbeing 2
- Deputy or AP 1
- Middle School Coordinator 1
- Other learning area 3
- Other 2

2

Areas of Expertise

- HPE – 61
- OE – 17
- Other (Maths 1, Science 1, D&T 2, HASS 1)
- Middle and Primary with major in OE

3

Other areas:

- OE 39
- HPE 25
- Science 33
- HASS 21
- Maths 19
- Science 10
- D&T 4
- Language 3

- Other
  - Primary
  - Indonesian
  - ICT and Research Project
  - Religion
  - ICT 2
  - Youth at Risk
  - Sport Coaching
  - Research Project
  - Nutrition
  - Workplace practices and PLP

4

Gender

- 67% Male

5

Teaching time

- 6-15 years – 44%
- 16 + years – 30%
- 1-5 years – 21%

6

Schools

- Government 43%
- Independent 29%
- Catholic 18%

7

OE Learning?

- Yes – 91.95%

8

Where is OE practiced in the curriculum?

- Stage 1 OE – 55%
- Stage 2 OE – 41%
- VET – 3%
- 8-10 OE – 39%
- Stage 1 HPE – 43%
- Stage 2 HPE – 41%
- 8-10 HPE – 58%
- Other learning area – 13%
- Extended stay – 8%
- Extracurricular – 21%

- Year level camps 8
- Year 9 to Transition/NITE Journey 2
- Inquiry learning
- Pastoral Care
- Integrated learning 2
- Recreation
- STEM
- VET Sport and Recreation
- Community living
- Wai SE Challenge 2
- Duke of Edinburgh 3
- Ski Trip 2
- Operation Flinders
- Cultural studies
- Extended Stay 3
- Elective
- Team Building
- New Arrivals Program
- Humanities Field Trip
- Integrated learning with maths, science

9

Activities

- Kayaking/Canoeing 72
- Bushwalking 67
- Camping 64
- Surfing 50
- Field Trips 49
- Rockclimbing 46
- Orienteering 44
- Mountain Biking 39
- Sailing 36
- Snorkelling 33
- Residential camping 32
- Downhill 21
- XC skiing 6

Other

- High ropes
- World Challenge
- Rowing camp
- Operation Flinders
- Fishing
- Pedal Prix
- Cultural studies
- Stand up paddle boarding

10

Focus- Teachers

- High
  - PD - Self esteem/efficacy
  - PD – Personal responsibility
  - PD – Social Skills
  - GD – Group Skills
  - GD – Student- student relationships
  - HWB – Mental Health (new)
- Low
  - PD - Academic Development
  - E – Environmental Learning
  - S – Sustainability
  - SJ – Cultural knowledge

11

Focus – School Leadership

- Scores were lower overall, suggesting a feeling that area is not as valued by administration as teachers?
- High
  - PD – Outdoor Skills
  - PD – Leadership
  - PD – Self esteem/safety
  - PD – Social Skills
  - PD – Personal Responsibility
  - GD – Group Development
  - GD – Student relationships
  - GD – Staff relationships
  - HWB – Mental Health
- Low
  - PD – Leisure Skills
  - HWB – Physical Health
  - E – Environmental Learning
  - S – Sustainability
  - SJ – Cultural Awareness
  - SJ – Critical Thinking

12

Important Issues

1. Costs
2. Staff training and Qualifications
3. Physical Resources
4. Crowded Curriculum
5. Time Required
6. Timetabling

- Issues
  - Highly valued by students
  - Finding suitable venues near town
  - Scaling
  - Future pathways
  - SACE Scaling
  - Time away from other subjects
  - Getting staff to work out of hours, female staff
  - Increased cost of transport
  - Cost of replacement teachers

13

Addition

- Increasingly challenging
- Kids using the subject to get out of school
- Country schools struggling
- More financial support needed in the country
- Teachers are daunted
- Although schools would like to offer OE due to evidence supporting inclusion, logistics, manpower, funding and location prevent this
- Disappointing lack of admin interest in sustainability, resource management and environment
- Believe OE is valuable but more evidence needed to justify the cost
- Growing but limited by resources
- Small schools find it challenging
- Need to have programs that promote student ownership and move away from passive programs
- School is supportive of new initiatives and OE has started
- Helpful if it was part of the curriculum
- Big impact on multicultural girls in the areas of self esteem, academic performance and general morale
- Keep costs down by using University students instead of TRT
- Culture of school prevents development of demand (music and academics)
- High level of violence makes it difficult to get away on camp
- Dependent on the enthusiasm of one or two individuals
- Suggest government owned equipment pool
- Lack of training for OE teachers at University

14

Outdoor Education in SA Schools

- Comparison (completions)

	Stage 1 OE	Stage 2 OE	Stage 1 Health	Stage 2 Health	Stage 1 HPE	Stage 2 HPE
1999						
total	1002	109	715	305	4710	2193
2017						
Country	913	184	436	157	2100	768
Metro	1217	348	1042	693	3983	1481
Total	**2130**	**532**	**1478**	**850**	**6083**	**2249**
Growth	212%	488%	106%	170%	33%	2%

15

Where is the growth?

	Stage 1 Country	Stage 1 - Metro	Stage 2 Country	Stage 2 Metro
1999				
Government	16	18	8	3
Non-Government	1	4	0	2
% Non - Government	6%	18%	0%	40%
2017				
Public	24	40	19	12
Government	8	19	3	11
% Non - Government	25%	48%	13%	47%

16

Summary: Changes since 1999

- 92% of schools
- 8-12 Camps
- OE as part of HPE
- Issues – cost, staff, time
- Enablers – $$$, TRT, resources
- Learning – Personal and Group Development
- Activities -

- No change?
- No change?
- No change?
- No change?
- No change?
- Increased focus on wellbeing, environment and sustainability although still lower priorities
- Increased rockclimbing, surfing, cycling.

17

Focus Group Questions

Question 1: Teacher Preparation
- Reflecting on your experience what changes do you think have taken place since 1999 with regard to the preparation of teachers in schools?

Question 2: School environment
- How has the school environment changed since 1999?

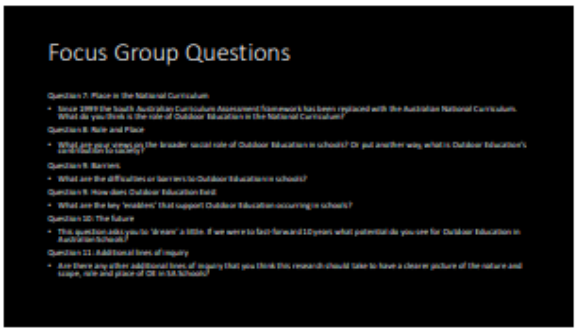
Question 3: Student Learning
- What changes have there been since 1999 in the way that Outdoor Education supports student learning?

Question 4: Learning Objectives and Outcomes
- What, if any, changes have occurred to Learning Objectives and Outcomes have occurred since 1999?

Question 5: School/Institution Learning Outcomes
- Do you think that the learning outcomes described by schools for Outdoor Education are similar to teachers objectives and, if there are any differences, why might this be so?

Question 6: Theories about change
- If there have been changes in Outdoor Education since 1999, why do you think these have occurred?

18


Focus Group Questions
Question 7: Place in the National Curriculum
Since 2009 the South Australian Curriculum Assessment Framework has been replaced with the Australian National Curriculum. What do you think is the role of Outdoor Education in the National Curriculum?
Question 8: Role and Place
What are your views on the broader social role of Outdoor Education in schools? Or put another way, what is Outdoor Education's contribution to society?
Question 9: Barriers
What are the difficulties or barriers to Outdoor Education in schools?
Question 9: How does Outdoor Education best
What are the key 'enablers' that support Outdoor Education occurring in schools?
Question 10: The future
This question asks you to 'dream' a little. If we were to fast-forward 10 years what potential do you see for Outdoor Education in Australian Schools?
Question 11: Additional lines of inquiry
Are there any other additional lines of inquiry that you think this research should take to have a clearer picture of the nature and scope, role and place of OE in SA Schools?

19

Appendix 11: Letter from Department for Education – SACE Data

From: Education:Research Unit <DECD.ResearchUnit@sa.gov.au>
Sent: Wednesday, 6 January 2021 3:43 PM
To: Scott Polley <Scott.Polley@unisa.edu.au>
Cc: Education:Research Unit <DECD.ResearchUnit@sa.gov.au>
Subject: RE: Attention Jessica Newport. Ethics compliance CS/16/00069-1.5 [SEC=OFFICIAL]

OFFICIAL

Hi Scott,

Thanks for providing the below.

I have run this past my manager and can confirm there are no concerns with you displaying the data as depicted below. While I acknowledge that no disaggregation was a condition of your approval in 2016, I am satisfied that your commentary is focused on the differences between rural and metro schools and does not call upon the performance of government versus non-government.

Thank you for running this past us prior to your submission.

Kind regards,
Jessica

Jessica Shrive
Senior Research Officer
Department for Education | 31 Flinders Street, Adelaide SA 5000
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Appendix 12: Inductive Thematic Analysis

No.	Major Theory	No.	Property Categories	Initial Thematic Analysis	Open Code Data Source
	The individual teacher has the largest impact on the effective teaching of Outdoor Education in schools.	1.1	Graduating teachers have less practical knowledge and experience than in previous years but they are more knowledgeable about achieving Outdoor Education learning outcomes about self, others and the environment. ***More knowledge less practical skill***	Role of tertiary background impacting on teaching practice	3.1
				Graduating teachers lack experience in broad range of contexts	5.5
				Graduating teachers lack confidence in teaching basic skills	5.6
				Graduating teachers had higher levels of skill 15 years ago	5.7, 5.11
				Consistent with other areas such as HPE	5.8
				Change to using activity as a tool rather than an end in itself	5.9
				Increased understanding of potential outcomes – personal, group and environment	5.10
				Graduates spend less time in the field	5.12
				Comfortable with prioritizing other outcomes and skill development can occur later	5.13
				Lack of teacher preparation	6.51
				Reduced focus on physical activity	4.64
				Change from learning activity skills to personal development	4.6
		1.2	Outdoor Educators spend time on promotion and ameliorating issues that are faced by the area including adapting key messages and internal marketing to align with school values and positive relationships with staff, students, parents and community. ***Less teaching more marketing***	Ameliorating lack of time in outdoors out of school	2.33, 2.34, 2.35, 2.36
				Internal marketing	1.61
				Relationships Principal	1.46
				Relationships Other staff	1.63, 1.64
				Relationships Parents	1.21
				Relationships Working around barriers	2.2
				Community support	2.32
				Doing Outdoor Education as integrated studies	2.27
				'Sales' of Outdoor Education	4.73, 4.80
				Different strategies for each school as each is an independent body	3.58, 3.59
				Need for teachers to 'market' to attract students	3.68
				Lobbied the school for 5 years	3.107
				Using images to enhance understanding	4.29

				Focusing on young children to encourage them	5.75
				Justifying on Mental Health grounds	4.2, 4.45
				Awaiting next opportunity	3.56
				Successful program history	1.24, 4.88
		1.3	Schools are experiencing a crowded curriculum. The Australian curriculum has put pressure on some school Outdoor Education programs and used by others as a way of connecting school curriculum and justification for Outdoor Education. ***Justification in a crowded curriculum***	Crowded curriculum has students taking on senior Outdoor Education in younger years	6.37
				Helps with crowded curriculum	4.74
				ACARA used as justification for Outdoor Education	4.71
				Outdoor Education has increased links to the curriculum in early years	5.17
				Increased rigour	5.18
				Increased accountability	5.19
				Increased Outdoor Education in younger years expected to positively impact senior years	5.74
				Australian curriculum more demanding putting more pressure on Outdoor Education	6.9
				Positive impact of National Curriculum	1.65
		1.4	Outdoor Education provides a medium for education of the whole person. It can both provide success for students where they are unsuccessful elsewhere and assist with success in other subjects. ***Education for the whole person***	Fills education gap	1.36
				Keeps students in school	1.6, 4.48
				School engagement	4.5
				Positive alternative	4.6
				Positioned as non- academic	2.17, 2.25, 5.23
				Outdoor Education students can lack study skills but can still succeed.	2.24
				Outdoor Education as easy	4.79, 5.29
				Enhanced if students actively engaged	5.18
				Active Students	1.27, 1.57, 1.56
				Ameliorating lack of time outdoors in society	2.33, 2.34, 2.35, 2.36, 2.56
				Replaces lost ‘life experience’	3.27
				Teaching outdoor recreation skills	3.28
				Provides experience	4.38
				OE about the students, not the subject	3.44, 3.75, 3.76

				Focus on what was valuable to students not assessment results	3.53
				Development of whole person	4.82, 5.40, 5.55
				Relationship to self, others and the environment	5.68
		1.5	Outdoor Education aligns with teacher's personal values. ***Aligning with personal values***	Relationships with students	1.58, 2.48, 3.79
				Aligned to personal values	3.9
				Teaching Outdoor Education as it aligns with values	2.29
				Challenges of teaching Outdoor Education	1.5
				Enjoyment of student growth	2.47, 2.52, 3.75, 3.82, 3.103
				An environment to teach	2.49
				Motivation to teach OE	1.34, 1.35, 1.55, 1.56, 1.57, 1.59
				Would like to see OE for all	4.78
				Relationship between staff member and student outcomes	5.72
				Personal background and wanting to pass on	3.36
2	**School staff at all levels but particularly leadership are critical to the success (or not) of Outdoor Education within a school. Other factors include students, parents, school, community and recognition of Outdoor Education.**	2.1	Within a local school environment there can be a range of views about Outdoor Education. ***A range of views about Outdoor Education.***	Outdoor learning not valued	1.10, 1.33
				Viewed as short term fad by administration	5.28
				Spectrum of support	5.32
				Lack of knowledge of Outdoor Education	6.52
				Lack of awareness by administration	5.43
				Misconceptions about scaling	2.19, 2.20
				Internal vs external marketing	1.22, 1.44
		2.2	Some staff can be active in steering students away from Outdoor Education because of a perceived negative impact on other learning areas, results or school functioning. ***Staff actively steering away from senior Outdoor Education.***	Outdoor Education against school functioning	1.1, 1.2, 1.3, 1.4, 1.4, 1.5, 1.6, 1.7, 1.8, 1.11, 1.28
				Outdoor Education against other subjects / teachers	1.1, 1.3, 1.4, 1.30, 6.49
				Lack of knowledge	3.42
				Impact on their subject success	3.44, 3.47, 5.36, 5.37
				Time out of school	6.49
				Actively counsel away from Outdoor Education	3.73
				Dominance of classroom mindset	3.43
				Competing curriculum	2.7, 4.92, 5.25

				Lack of support from other teachers – impacts on classes	3.39
				Outdoor Education against administrative business of school	1.13, 1.17
		2.3	Key staff in the school are critical to the presence of Outdoor Education in the school, particularly the school leadership, school counsellor and timetable manager for senior Outdoor Education. ***Key staff critical.***	Supportive Leadership	1.20, 1.23, 1.44, 1.45, 4.72, 4.89
				Supportive Counsellors	1.21, 1.26
				Leadership/ Principal	1.39, 3.57, 3.59
				Change in Principal	3.59
				Counsellor as critical	1.10, 1.62, 2.18, 3.54, 5.26, 6.54
				Academic students counselled not to do Outdoor Education	2.26, 3.49
		2.4	Administrative decisions, including staffing and the timetable, are critical to the success of senior Outdoor Education. ***Administrative decisions.***	Contracts in state schools limiting growth and depth	3.98, 3.99
				Timetable structure	2.9, 2.10, 3.72, 6.24
				Impact of electivity rather than core	6.18
		2.5	Outdoor Education has been affected negatively by a recent social trend to risk aversion including increased risk minimization paperwork. Although risk aversion is still a strong influence there is also a movement toward Outdoor Education as a medium for engaging students positively with risk. ***Risk.***	Safe risk taking	5.59
				Parents grew up in risk averse times	4.47
				Better risk management practices	5.70, 5.72
				Use of evidence-based practice in risk management	5.71
				Concerns about risk and safety	4.25
				Impact of recent incidents in the outdoors	4.28
				Injury / incident in another environment	3.15, 3.20
				Paperwork less about safety and more about minimising risk to administration	3.13, 3.24, 3.25
				High levels of attention to back-up systems	4.27
				Concerns about risk and safety	4.24, 4.47
				Paperwork as an enabler	3.12
				Change in focus from learning aquatics to water safety in response to drownings	2.16
				Risk transfer – schools safer but students not	3.17

				Students struggling with risk and consequences	3.18
				Outdoor Education teaching for safe risk taking	5.59
				Teaching for safety beyond the classroom	2.31
				Struggling to get sufficient funds for safe practice	3.65, 3.66
3	**Outdoor Education is viewed by teachers as largely student focussed and seen as contributing to the development of the whole student**.	3.1	Mental health is an increased issue for schools. Outdoor Education is increasingly used to enhance mental health. ***Mental health development***	Developing resilience	2.43, 3.29, 3.100
				Improved mental health	4.7
				Students enjoy personal growth	2.44
				Importance of learning outside school.	2.45
				Distinct learning outcomes of Outdoor Education	2.56, 3.102
				Outdoor Education benefits not matched by classroom lessons	6.13
				Benefits outweigh the costs	6.14
				Mental Health and positive impact of Outdoor Education	1.6
				Increased acceptance of relationship between Outdoor Education and mental health	5.60
				Integration of mental health	5.62
				Mental Health on the rise	4.1
				Mental health now openly discussed	4.3, 4.4
				Increased pastoral care	5.2
				Enhanced mental health	3.41, 5.58
				Justifying on Mental Health grounds	4.2, 4.45
				Outdoor Education ameliorates social media	5.65, 5.66
				Students lack time due to busy schedules	3.33
				Families valuing pastoral care	5.57
		3.2	Outdoor Education provides distinct and deep learning outcomes not delivered with other subjects but can be integrated with other areas. ***Distinct learning and memory making***	Problem solving capability	3.30, 3.101
				Provides teachable moments	2.40
				Lifelong impact	2.41, 2.59
				Problem solving capability	3.3
				Increased evidence of relationship between Outdoor Education and cognitive, social and mental health	6.1
				Declining resilience	3.29
				Lifelong (positive) memories	2.50, 2.54, 259
				Delivers non-assessed learning	5.42

		3.3	Outdoor Education has a key learning objective of enhancing personal capability. ***Developing capabilities***	Managing technology	5.64
				Outdoor experiences now a novelty	2.34, 2.35, 2.36, 2.37
				Student interest in OE despite indoor focus	2.37, 2.38, 2.39
				Reduced fitness due to reduced physical activity	3.32
				Responding to declining resilience	3.29
				Stretch comfort zone	3.104, 4.57
				Student capabilities	1.35, 2.51
		3.4	Outdoor Education enhances relationships between students and between students and teachers. ***Enhanced relationships***	Relationships with peers	2.57
				Relationship development	4.1
				Peer-peer relationships	4.14
		3.5	Some parents lack confidence in their child's ability to manage challenge. They desire to be in constant contact with their children. They do not want their child to experience any level of discomfort and this is impacting on OE participation and practice. ***Managing protective parenting***	Parents seeking constant contact with kids	4.2
				Not wanting kids to experience discomfort	4.21
				Reduced confidence in kids' ability to cope	4.22
				Parents focus on short term issues rather than long term development	4.23
				Parents lacking knowledge of relationship between Outdoor Education and resilience	4.24
				Parents requiring a lot of reassurance	4.26
4	**The benefits of Outdoor Education appear to be well understood by OE teachers and students but appear poorly understood by many staff,**	4.1	Outdoor Education is valued more as a tool for personal development in non-government schools and more as a subject for study by government schools. ***Outdoor Education – a subject in government***	Challenges of state school	6.41
				More a subject in state schools	5.15
				State schools – still closely connected to Health and Physical Education	5.16
				Increased standing in private schools	5.22, 5.25
				Large investment by private school	5.49
				State schools: Lack of middle years programs impacting on senior success	2.22

	school administration, parents and community.		***schools and personal development in non-government schools***	Smaller schools	2.23, 3. 67, 4.51, 4.86
		4.2	Outdoor Education is subject to site specific and location specific issues that impact on practice and presence. ***Outdoor Education is subject to site specific issues.***	Challenges of single staff member	6.7
				Location impacts on activities	6.6
				Specific populations	4.49
				Teacher training issues	6.
				Leadership training on weekends barrier for country teachers	3.2
				Importance of local and block leadership training	3.3
				Lack of awareness of local resources	3.7
				Difficulties accessing local environments	3.36, 3.61, 3.43
				High levels of violence of students	6.36
				Student behaviour declining	6.4
				Decline in behaviour impacting on deeper learning – environment and sustainability	6.5
				Impact of curriculum limited	5.41
				Clear learning objectives	1.61
				Limited impact of changes in assessment on practice	3.52
				Curriculum following practice	2.28
				Challenge of grading experiential learning.	3.51
				(Some) students motivated to learn Outdoor Education	1.9
				Lack of knowledge by parents	6.53
				Elective Outdoor Education	3.7
				Could be stronger in primary schools	4.76
		4.3	Although there is a trend towards increased valuing of Outdoor Education within schools it is not as valued as other subjects. ***Outdoor Education increasingly valued but still undervalued***	Outdoor Education as 'soft option'	3.48, 3.50
				Parents increased value of Outdoor Education	5.61
				Significant increase in Outdoor Education	4.44
				Seeking equal value to other learning	4.81
				Student work not equally acknowledged	5.3
				Lower ranking compared to other areas	5.31

				Lack of recognition of positive impact of Outdoor Education on improved schooling	3.40
				Wanting to provide opportunities for students	3.106
				Lack of acknowledgement as subject area to promote deep learning	1.33
				Improved career pathways	5.47
				Ranked lower than other subjects	5.34
				Need more evidence	6.15
		4.4	The allocation of finances and financial management within a school are critical for the success of Outdoor Education. ***Increasing pressure of costs.***	Access to equipment	6.48
				Funding	3.56, 4.85, 6.11, 6.17, 6.28
				Costs of Outdoor Education	3.60, 6.11, 6.17, 6.24, 6.45, 6.50
				Staffing costs	3.64, 6.2, 6.11, 6.18
				Costs of qualifications	6.1
				Costs of equipment	6.3, 6.46
				Money spent on Education Department name change that might have been spent on schools	3.1
		4.5	Teachers, including Outdoor Education teachers, are experiencing an increase in workload associated with school administration and control, particularly risk management. This workload is often not supported. ***Increasing workload***	Administrative demands increasing	3.8, 3.9, 3.11
				Time taken to set up program	3.91, 6.38
				Working conditions	1.2
				Higher skills and knowledge expected due to higher expectations	3.21
				Workload for risk management	5.2
				Difficulty getting time off for leadership qualifications	3.4
				Administration appointing non-Outdoor Education staff to teach Outdoor Education	6.39
				Increased administrative control	5.3, 5.4
				Restrictive guidelines	2.1, 3.25, 3.26
				Higher expectations of teachers	5.63
5	**Outdoor Education is more likely to be supported**	5.1	School and parent concerns about final year results impacts on Senior Outdoor	Increased focus on numeracy and literacy impacting on critical thinking, independent learners and problem solving	6.21

	when there are known positive contributions to the school's values, community and performance.		Education both positively and negatively. ***Concerns about results***	Outdoor Education undertaken for learning outcomes despite impact on ATAR	2.14
				Parent concerns about scaling	2.2
				Misconceptions about scaling	2.19
				Increased Outdoor Education in younger years to increase Outdoor Education in senior years	5.74
				Undertaking senior Outdoor Education 1 year early to minimise impact on year 12 results	2.12
				Ameliorating impact of scaling	3.54
				Positive marketing tool for the school to increase enrolments	3.109, 5.54, 1.21
		5.2	Outdoor Education can be used as a marketing tool by many schools to help increase enrolments. ***Outdoor Education as a marketing tool***	Positive impact on enrolment of extended stay program	5.56
				More valued by private schools	4.84
				Schools as markets, Outdoor Education as sales tool	4.52
				Snowball effect of competitor schools having Outdoor Education	4.54
				Increasingly valued in schools	4.53
				Selling point for the school	4.52, 4.53, 5.55
				Other successful schools	1.48, 1.49
		5.3	Outdoor Education is most successful within a school if it is aligned to the school ethos. ***Alignment to school ethos***	Highly valued	6.23
				Aligns to school values	6.2
				Demographic not amenable to outdoor learning – families do not value.	6.34, 6.35
				Administration unable to articulate benefits but know it is good.	5.44
				Positive impact on school culture	5.53
				Program and ethos aligned with the school.	5.51
				Less distinction between school and Outdoor Education	5.21
				Contributes to outward looking of students / school	4.77
				Aligned with school ethos	2.29
				Success in Outdoor Education when not successful elsewhere	1.14
		5.4	Outdoor Education provides a forum for student success not	School engagement	4.5
				Improvement in other subjects	2.53
				Improved school results	3.40, 3.46

			experienced elsewhere and improves school results for these students. ***Success for students not achieving academically***	Developing learning mindset	3.45
				Counselled if struggling with 'academic' subjects	2.25
				Valuable tool to engage students in school	2.25
				Increased SACE completions	2.5
				Teaching for personal development	2.3
6	**Changes in the sociological world of students is thought by Outdoor Education teachers to increase relevance and importance of Outdoor Education in schools**	6.1	Technology, including increased inactive screen time and social media, is a major issue for young people and impacts on social relationships as well as reduced resilience. Outdoor Education can provide a positive experience to ameliorate the impact of technology. ***Screen time and technology***	Ameliorating social media	5.65
				Breaking technology connection	5.66
				Ameliorating impact of technology	4.17
				Screen time	3.31
				Impact of technology	4.12
				Technology	5.64
		6.2	There is an increased concern about and for the natural environment. Conversely, students spend less time in the natural environment. Increasingly Outdoor Education is a forum for stronger development of human to nature relationships. ***Increasing concern about the environment***	Learning about local environment	2.62
				Caring for environment	3.85, 3.86
				Nature as teacher	5.5
				Tool for engaging in environmental issues	4.9
				Increased focus on enjoyment of the environment	4.65, 4.69
				Increased focus on environmental advocacy	4.66, 4.91
				Increased environmental learning	4.68
				Develop care for the environment	2.63
				Sense of place	2.64, 2.65
				Environmental concern / passion for the environment	1.52, 3.85, 3.91, 3.92, 3.93, 3.94, 3.95
				Increased focus on the environment	4.63
				Practice Infused with environmental learning	4.67