

Editor's note

Kia ora,

The papers in this issue of the journal, fortuitously rather than intentionally, focus attention on two themes pertinent to outdoor education researchers and practitioners. The authors address issues concerned with outdoor education in the school context and the role it might play in educating for sustainability.

In the first paper, *Assessment in senior outdoor education: A catalyst for change?* Marg Cosgriff and Lorna Gillespie discuss the interdependence of curriculum, pedagogy and assessment in shaping potential changes in outdoor education. They argue that assessment can assist student learning about sustainable relationships with the outdoors. They highlight five catalysts that might assist educators to reposition senior assessment so that it aligns teaching and learning about and for the outdoors. This opening paper sets the scene for the following papers that in different, yet complementary ways, make a number of points that strive to achieve similar objectives.

In *Exploring education for sustainability in training outdoor educators*, Chris Jansen and Erin Boardman examine the philosophical underpinnings of the University of Canterbury, College of Education's teacher education programmes delivered through the Outdoor and Environmental Education Curriculum Centre. This paper provides an excellent example of reflexive practice and the transformation that can result when principles are aligned with practice.

The third paper by Chris North, also of The University of Canterbury, examines barriers and enablers to including environmental care education in secondary school outdoor education programmes. *The sidelining of environmental care in outdoor education programmes: Why it happens, why it shouldn't and what we can do about it*, moves beyond identifying a problem and looks to some possible solutions. Chris' reflections on his own experiences may resonate with many readers and stimulate action in some very practical ways.

In the fourth article, *Opportunities for using achievement standards for assessment in outdoor education within New Zealand secondary schools*, Crispian Hills discusses the implications and opportunities that have arisen as a result of the alignment process in the National Certificate of Educational Achievement (NCEA). He argues that the changes open up opportunities for outdoor education within the secondary school context. The next article by

Jane Townsend, *Challenges and opportunities in implementing a place-based outdoor education course in a New Zealand secondary school*, signals an attempt by a practicing teacher, to enact a change in her school's outdoor education programme. Jane draws on recent writings about place (see previous issues of this journal), and maps out how a place-based approach might “look” with the NCEA qualifications as a backdrop.

The sixth and final paper, *Teachers' perspectives of education outside the classroom*, by Jo Martindale, draws on a final year project completed at Christchurch Polytechnic Institute of Technology (CPIT). Jo examined secondary teachers' perspectives of education outside the classroom (EOTC) and found that, whilst the participants valued EOTC as a means to developing key competencies across the curriculum, most still positioned EOTC as camps and outdoor education. This clearly has some implications for both EOTC co-ordinators in schools and for pre-service teacher educators – how do we promote EOTC to our colleagues, or students, in a manner that broadens its base beyond school camp or the outdoor education class?

To the best of my knowledge this issue also marks the debut of five new authors (in a peer reviewed journal). It is particularly encouraging to hear new voices and to see emerging scholars making their presence felt. The mix of outdoor instructors, tertiary and secondary teachers adds fresh insight. To mix full-time employment and further study is a tough ask and I commend the authors who have juggled multiple roles and taken the plunge to put their work forward into the public domain.

Once again my thanks to the reviewers for their assistance and to the authors for committing to the peer review process. As always the journal welcomes scholarly submissions, that will inform and enhance the practice of outdoor education, both in Aotearoa New Zealand and to a broader audience.

Mike Brown

Editor