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**Weaving the threads of education for sustainability and outdoor education at CPIT**

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*Biographical statement:*

Dave Irwin teaches a variety of outdoor education and education for sustainability papers at CPIT, where he has also been involved in curriculum and staff development relating to sustainability. His research interests include human-nature relationships and avalanche education and management. His PhD explored education for sustainability in outdoor education.

**Abstract:**

Cross curricular learning outside the classroom has long been an important aspect of formal education in Aotearoa New Zealand. Part of that learning is referred to as outdoor education, and is commonly perceived (particularly in senior secondary school) as a range of pursuit activities that challenge students; with perceived benefits such as enhanced personal growth and confidence for students. This process has resulted in environmental education, which has a long association with outdoor education, becoming less and less a feature of learning, while the management of risk that is associated with adventurous pursuits has become a predominant concern for educators. Embracing sustainability in an outdoor education context requires a re-evaluation of the values and practices that underpin outdoor education, and brings into question what is being taught.

This presentation will explore the review and redesign process of a number of outdoor education qualifications provided by CPIT. The review and redesign, that incorporated

three independent external researchers and an internal action research project, has spanned almost three years and has repositioned the qualifications so that there is a strong engagement with education for sustainability.

The presentation will focus on the new Bachelor of Sustainability and Outdoor Education to be delivered from 2011 (pending approval), that provides training for students intending to enter into secondary teaching or other education oriented work. The presentation will explore the development of curriculum content including action competence; make a case for compulsory sustainability focused courses in all years of the degree that act to anchor sustainability related outcomes in other courses; and explore the shared delivery of sustainability focussed courses with other degree programmes at CPIT.