

The Outdoor Professional

Values and Behaviour Survey - February 2019

Summary of 76 Total Responses to Online Survey

How would you describe your current role in outdoor learning:

- Full time paid 63
- Part time paid 12
- Volunteer 1

Which of these roles is the closest match for you?

- Instructor 18
- Teacher 14
- Leader 10
- Manager 36
- Educator 12
- Advisor 8
- Other Outdoor Teacher, Camp Director, Facilitator, Head of Guides/Training, Learning facilitator, Lecturer, Managing Director, Ret'd Mgr. now Club Volunteer

Does 'cares for learners' describe how you ALWAYS act as an Outdoor Professional?

- YES 71 93%
- NO 5 7%

Do you ALWAYS do the following:

- | | | | | |
|---------------------------------|-----|----|----|---|
| ○ Guide and encourage learners? | YES | 75 | NO | 1 |
| ○ Support learner needs? | YES | 75 | NO | 1 |
| ○ Agree outcomes? | YES | 69 | NO | 7 |
| ○ Have a positive attitude? | YES | 75 | NO | 1 |

What other behaviours do you ALWAYS do in your role?

- *Enthusiasm and be down with the kids*
- *Facilitate learner led enquiry*
- *Encourage risk awareness*
- *Maintain engagement - if participants are not engaged then then the activity needs to change course or I need to adjust delivery*
- *Not use PC terms like learners*
- *Patience, support, acceptance*
- *Endeavour to support the school based curriculum, strive to explore and realise the potential of individuals.*
- *Manage other instructors.*
- *Facilitate. Surprise*

- *Encourage independence, resilience, interdependence, teamwork, listening, understanding, support, fun, learning, growth, nature connection, adventurous exploration, good movement technique, risk management skills, appreciation of calm, still and peaceful moments, healthy living and exercise, respect, kindness, compassion... it's all on the cards.*
- *Respectful & supportive*
- *Sensitive to changes in behaviour that may occur once activity begins. Awareness of how behaviours are changed by peer vision*
- *Child/student focus. Safe but fun and adventurous. Honest and open*
- *Set clear boundaries, and enforce when necessary.*
- *Confidence & positive*
- *Motivate Scaffold*
- *Concern for safety*
- *Coaching*
- *Plan for specific learning outcomes*
- *Encourage as much learning and appreciation for the outdoor environment as possible*
- *Stimulate thinking in students*
- *Promote Eco friendly Attitudes*
- *Develop confidence. Encourage social interaction. Promote time without technology*
- *Being prepared through prior planning and organising*
- *Facilitate learning*
- *Challenge stereotypes and prejudices. Promote socially acceptable behaviour and challenge the opposite*
- *Encourage and guide staff. Facilitate learning opportunities through open ended activities. Offer connections to nature*
- *Consistency*
- *Encourage child centred learning*
- *Problem solving*
- *Adapt pedagogies to learners 'stage not age' - consider audience cognitive, emotional and psychological needs alongside 'curriculum' or other course output requests*
- *Allow, expect and respond positively to the 'unexpected' ...which is why I did not tick agree outcomes. The part of the definition of 'adventure' is 'uncertain outcomes'. So the task/activity may be pre-agreed, and their may be expected learning outcomes but if Kurt Hahn is right and 'there is more in you than you know' there has to be space for surprises and learning outcomes that could not be predicted.*
- *Manage safely pro-actively and dynamically. React to the changing environment and changing needs of the group to deliver the best possible outcomes. Reflect on learning.*
- *Passionate of nature*
- *Non judgmental*
- *Provide opportunities for socio cultural and linguistic development*
- *If I'm honest it's mostly rather than always. 'Aspire to' behaviours rather than 'Always'*
- *Understanding. Appreciation*
- *Be a positive role model - is this a bit wider than the above?*

- *Encourage and enable other staff*
- *Friendly*
- *Create positive environment for learning to take place. Create a safe place for learners to try, make mistakes and build resilience.*
- *Oversee safety, promote achievement, reward same*
- *Safe, fun, educational*
- *Preparation, soft skills, weather aware*
- *As a manager of an Activity Centre I ask our instructors to ensure every child and young person gets the maximum benefit out of each activity, relative to their ability/experience*
- *Re above: agreeing outcomes is always sought but not always possible if visiting groups / individuals can't / don't respond to the question about identifying outcomes. A shame, but sometimes a fact. Always show professionalism to other outdoor practitioners - respecting their values, but challenge inappropriate behaviour, never undermine their business to improve mine (this is a particular concern I have about an outdoor 'professional')*
- *Educate, Awareness, Environment, Social*
- *Treat users and colleagues with respect. Strive for improvement - product, staff and self. Reflect and review. Emphasise wellbeing of staff and users*
- *Equity of decision making*
- *Listen & guide.*
- *Strong Leadership. Accurate communication skills. Problem Solver*
- *Develop strategy in order that everyone in the organisation can effectively do the above.*
- *Encourage, equip, motivate support staff. Promote care and concern for others. Promote care and concern for community and the environment. Promote application of knowledge*
- *Model environmental and sustainability living*
- *Plan carefully, empathise, challenge assumptions particularly teachers/visiting staff/line managers of participants*
- *Evidence based decision making.*
- *Fun*
- *ensure emotional and physical safety as much as possible, do ecological impact assessments, watch learners, assess and evaluate in order to understand their needs, potential and how I can meet them.*
- *Ensure safety, enjoyment. Foster a positive learning environment Encourage care for environment*
- *Resilience - stick ability. Positive attitude. Skills for life - link in experiences to everyday life*
- *Motivator. Listener. Coach*
- *Demonstrate empathy. Participant focused. Effective Communication, active listening*
- *Provide experience/environment in which the learner can learn*
- *I avoid absolutes... I never ALWAYS do anything... is that an oxymoron?*
- *Display integrity*
- *Listen*

Does 'champions the environment' describe how you ALWAYS behave in your outdoor setting?

- | | | |
|---------------------------|----|-----|
| <input type="radio"/> YES | 64 | 84% |
| <input type="radio"/> NO | 12 | 16% |

Do you ALWAYS do the following:

- | | | | | |
|---|-----|----|----|---|
| <input type="radio"/> Value and care for the environment? | YES | 75 | NO | 1 |
| <input type="radio"/> Actively respect and care for the environment? | YES | 73 | NO | 3 |
| <input type="radio"/> Encourage behaviours in others that support sustainability? | YES | 71 | NO | 5 |
| <input type="radio"/> Promote on-going engagement with the outdoors? | YES | 75 | NO | 1 |

What other behaviours do you ALWAYS do to champion the environment?

- *Hmmm*
- *Inform, educate, take action, minimal impact*
- *How do we champion the environment? What does that mean? The term always is incorrect. If I always put the environment first we wouldn't leave the centre or groups wouldn't even travel to us*
- *Curiosity, connection,*
- *Observations of the natural world.*
- *Mitigate use and damage*
- *Drive less. Stay local. Stop flying. Walk, run and cycle more. Buy less. Use less. Eat less. Waste less. Heat less. Wear hats and jumpers. Move more. Insulate more. Buy local.*
- *Teach Leave No Trace*
- *Be a role model while interacting with the environment and providing discussion points as a result using Socratic questioning*
- *Leave no trace*
- *Always talk about the location we are in and what is unique about it.*
- *Pick up litter (up to a point). Leave no trace, I don't make fires.*
- *Awareness of impact*
- *Awareness of shinrin yoku*
- *None always - depends too much on the context*
- *Explain the wonders of the environment... it's amazing!*
- *Model awareness and care. Encourage wonder and awe in nature*
- *Promote activities which balance out the impact- i.e. improve biodiversity*
- *Role model sustainable living. Instil an appreciation of nature*
- *Talk about the relationships that exist between humans /animals and plants and how we need each other and need to respect each other*
- *Leave no trace. Minimise impact*
- *Encourage an increase in biodiversity.*
- *Respect*
- *Model low impact living, reducing resource use, considering wider environmental impact. this is a slightly tricky area when considering professional standards because there is a danger (which I avoid) of proselytising or worse direct propaganda. the importance of being a professional is to recognise and respect these boundaries.*
- *Modelling behaviours e.g. leave no trace, removing litter etc.*
- *Bring use groups together and reduce friction*

- *Promote self-awareness of the individuals position within the environment*
- *Deal with any problems encountered e.g. litter / erosion in a positive way*
- *Promote understanding and connection to the environment. None of the above comes without this! Also Championing benefits /natural capital gained from the environment such as health and wellbeing*
- *Pick up vast amounts of litter*
- *Raise awareness*
- *Encourage sustainability in our everyday actions and business practices. Try to follow best practice.*
- *Teach about it - trees, features of the landscape, time to reflect*
- *The classic. Take only photos, leave only footprints, kill only time and change only your life.*
- *welcome people to new unfamiliar environments to support their needs and challenge pre-conceptions*
- *We recycle as much as possible. We get our instructors to keep our 12 acre site environmentally managed. e.g. We use windfall wood from trees to build fencing around activity sites to protect them.*
- *This is subjective. I believe there is a balance between outdoor education in the natural environment, and championing or preserving it. It's impossible to literally 'Leave No Trace' and be in the natural environment, so seeking a balance is the only realistic way to improve matters.*
- *Historical aspect of the environment ie how it came to exist and how it will be in the future. The environment has always changed and altered throughout the life of the planet.*
- *This is an area for improvement at our Centre that we are working on. Always respect the weather and care for our grounds.*
- *Consider Impact*
- *Leave no trace*
- *Increase knowledge and awareness*
- *Positive projects such as Plastic Free Business*
- *Promote value and benefit of being outdoors in the environment*
- *Encourage others to stand still and appreciate where they are, what they are doing. Take time to experience nature.*
- *Make links with the past and the future. Attempt to install a sense of responsibility and stewardship*
- *Think globally, act locally.*
- *Think about human impact*
- *woodland management plans, ecol. impact assessments*
- *Signpost resources and organizations to support this*
- *Draw inspiration from the outdoor environment. Awe and wonder of the natural environment*
- *Knowledge*
- *Present a balanced perspective on issues of environment and sustainability. Encourage participants to own their own views and actions relating to the environment. Help participants develop their own outdoor ethic and its relationship with their values and life experience*
- *Promote an understanding of our place in the natural system.*
- *This is too simplistic, sometimes I adopt a contrary position in order to challenge thinking/ attitudes. If I ALWAYS cared for the environment I wouldn't drive, eat meat or buy new clothes. etc*

- *Set an example*
- *Engage with environmental agencies to understand their concerns and reassure them of our environmental values.*

Does 'own their development' describe how you ALWAYS behave as an Outdoor Professional towards your career?

- | | | |
|---------------------------|----|-----|
| <input type="radio"/> YES | 62 | 82% |
| <input type="radio"/> NO | 14 | 18% |

Do you ALWAYS do the following:

- | | | | | |
|---|-----|----|----|----|
| <input type="radio"/> Take pride in being a member of your professional body? | YES | 66 | NO | 10 |
| <input type="radio"/> Support the benefits and values of outdoor learning? | YES | 75 | NO | 1 |
| <input type="radio"/> Self-motivated towards your training and CPD? | YES | 72 | NO | 4 |
| <input type="radio"/> Learn from experience, research and reflection? | YES | 73 | NO | 3 |

What other behaviours describe how you develop as a professional?

- *Learning from the kids I work with who have SEN*
- *Always is again incorrect terminology*
- *Reflective, open,*
- *Enthusiasm, experience...*
- *Learn from your learners*
- *Honest reflective practice. Value driven. Open to learning more.*
- *Peer to peer learning*
- *Personal drive born out of being an x teacher and watching the rise of mental health is sure occurring in indoor learning awareness of how the risk adverse society has created a generation raising another generation of children who have never been allowed to look, assess, deduce, analyse and make a decision with regard to how they manage risk*
- *Peer support and example*
- *Going to new places exploring new venues for groups,*
- *Reflective.*
- *Collaborative*
- *Cognitivism*
- *Share good practice*
- *Calm. Encouraging. Massively enthusiastic. Crazy recycler*
- *Reflect on practice. Connect my PD to current education practice*
- *Excellence in provision with regard to high expectations*
- *Log hours worked in the outdoors*
- *Planning sessions in detail relative to the group*
- *Take time to consider where the career is going.*
- *I actively seek CPD opportunities outside of working hours to enhance my work role.*
- *Belong informal groups of other Outdoor professionals to share good practice.*
- *Inquisitive*
- *Take positive steps to learn outside current practice arena especially from other disciplines within the wider IOL community.*

- *Be open to learn from others not directly in the OL sector Be active and a contributor to the OL community*
- *Open and honest feedback and observations*
- *Being open to ALL approaches to outdoor learning and not just the dominant imperialistic approach*
- *Compromise between principles and aspirations and the reality of what we can deliver and ask of our staff.*
- *Giving something back to the profession - as appropriate to your level of experience which is a bit different to the taking pride above*
- *seeking out development opportunities*
- *Attend courses*
- *Constantly learning - never feel like I have learnt everything. Value and seek out different approaches to learning and teaching.*
- *When I have time, I try and gain skills*
- *Stay inquisitive. Learn about anything and everything that can inspire and educate groups in the outdoors. Improve soft skills.*
- *share my passion for adventure and share the things that motivate people to enjoy themselves in an outdoor setting - why do they do what they do?*
- *I looked up education in the Oxford Dictionary of Quotations and came across a quote from the New Scientist in 1957 that defined Education as 'that what is left when what you have learned has been forgotten'. i.e. we offer children and young people education in soft skills that they will never forget; e.g. Life skills from their residential, Team work, the importance of communicating clearly, leadership, the value of overcoming fear in life, respect of peers teachers and instructors, taking responsibility and the reward of achieving that which they thought you couldn't. Thus I am aware that we are giving children and young people an experience and learning that they will not forget. The above governs my behaviour towards children and young people.*
- *I would also support people that are outdoor learning professionals with the above, but not evangelise about it. I am trying to distinguish here between outdoor learning professionals and people whose profession is working in the outdoors - very different sometimes.*
- *Being able to formulate your own solutions from personal experiences and research.*
- *Take on new challenges. Learn from other people within and outside of the industry Develop others*
- *Learn from peers*
- *mentor, role model*
- *Never stand still Clear focus Knowledge of the next step*
- *Proactive approach to self-evaluation and improvement and the active leadership of others in doing the same.*
- *Lifelong learning. Development and equipping of others.*
- *Encourage others in my immediate and wider teams to develop themselves. Inclusive and supportive*
- *Curious. Courage in the face of cynicism. Understanding. Balanced.*
- *Occasionally mystified!*
- *Undertake research, doing my PhD currently in order to provide better training and practice*
- *Open minded. Value diversity. Learn from everyone. Respect others*

- *Practice what I preach - Being an advocate. An enabler, to provide opportunity to others*
- *There are always ways to learn, develop and grow in my role as an outdoor professional. Increasingly this is about supporting the development of other outdoor professionals and giving back to the sector*
- *I challenge perceptions and seek understanding and knowledge*
- *By reflecting on my experiences and research I am aware of my limitations to the point that I would never claim to be "always" professional. Sometimes I am too lazy, too busy or have other priorities. I am not proud to be a member of any professional body- I simply pay and they let me (and anyone else as far as I can see) join, I can't see any pride in that!?*
- *Learn from other sectors*
- *Enjoy working with colleagues to learn from them.*

What other behaviours do you ALWAYS display which are not mentioned above?

- *Being an absolute legend*
- *I always try to encourage curiosity, this can be hard at the end of a long day when you're bombarded with questions but is so crucial to learning IMHO*
- *I always use correct questioning behaviour*
- *Trust, empathise, negotiation, teach and coach personal reflective practice and goal setting with a hope of increased empowerment of clients*
- *Not sure.*
- *Kindness.*
- *Benefits of outdoor adventures to mental health and wellbeing.*
- *Enthusiasm*
- *Empathy with environment and humans*
- *Patience with people and the environment*
- *Always want what I do to if nothing else to leave a life long positive experience*
- *Well groomed ...no scruffy clothes.*
- *positive connection with animals/wildlife*
- *Noe that I can think of*
- *Hopefully..patience..listening..sharing..respect of my charges*
- *Awareness of the learning environment*
- *Supportive, enthusiastic, passionate, understanding, adventurous, creative*
- *Respect for one another and the environment.*
- *Think you have covered everything I can think of*
- *Be a positive role model - language, attitude, behaviour; Build positive relationships quickly and effectively*
- *Undefeatable spirit. Well turned out - smart and presentable - A stereotypical Outdoor industry professional look. I realise that this can seem quite shallow, but how it is perceived by others, particularly when we are trying to be taken seriously by others looking in is important to me and my team.*
- *Welfare needs. I never start a session without checking everyone involved is warm, dry and comfortable. If needed, I will supply kit as I don't want experiences outdoors to have a negative impact on wellbeing.*

- *Offer an opportunity to take risks where the benefits outweigh any risks. Encourage learners to develop dynamic risk assessment skills.*
- *I think the IOL's Code of Conduct helpful here - with its reference to socially inclusive practice and perhaps that dimension is missing from these professional standards as they appear at the moment. so - I see the IOL Code of Conduct as a 'touchstone' of professional practice and display behaviours aligned with that.*
- *Collegiate service. Inclusive approach. Non-judgmental or elitist*
- *Always behave in the best interests of those who experience outdoor learning and locate the experience within a relevant socio cultural perspective.*
- *Whilst I would like to always carry out the behaviours listed above, it is not practical to do these 'ALWAYS' therefore I have to answer 'NO'*
- *Something around valuing colleagues*
- *N/a*
- *Honesty, openness and realism.*
- *calmness in all situations*
- *good listener, calm and open-minded*
- *Professionalism, caring, and understanding.*
- *Respect others, but challenge in an appropriate way behaviour that I believe should be challenged - you can't always respect all beliefs and leave all of them unchallenged, when that is to the clear legal and moral detriment to others. Encourage and enthuse whenever possible, have a positive, optimistic outlook.*
- *Be open and always willing to listen to other people.*
- *Role model to my staff and young people. Respect*
- *Advocate the benefits of outdoor learning in wider society*
- *Approachable, sense of humour, flexible.*
- *Stay personally active and grounded in adventurous activity outdoors.*
- *Compassion, integrity, steadfastness, value for people*
- *Living sustainably*
- *I tend to wear my heart on my sleeve, honest I guess. Also a keen questioning approach to understanding 'the clients' situations, needs, and approaches to learning.*
- *Cheerful, affable, approachable.*
- *mentor others, both trainees and new professionals. share best practice. train others. share widely by volunteering for other organisations, such as the woodland trust, ecoschools and outdoor learning wales*
- *Prepare well. Respond dynamically in delivery taking account of people, place, prevailing conditions*
- *I believe that every single outdoor experience has the potential to be life changing - to be transformational. Whilst this is hard to guarantee (what's transformational for one will not be for someone else) I am always looking for ways to open up these potentials for transformation.*
- *I ALWAYS doubt anyone who claims to ALWAYS do something!!!!*
- *Avoidance of technical jargon which is not helpful to lay people*
- *'Walk the talk' by enthusiastic involvement with the outdoors in my own spare time.*