

Active participation: Outdoor education

What must be taught. Teaching requirements, not achievement objectives (HPE Years 0–10, Sept 2026, p.29).

Year 9	Year 10
Knowledge The facts, concepts, principles, and theories to teach	
9K16 Strategies can be used to manage adversity outdoors (e.g. positive self-talk, peer support, being prepared, personal first aid awareness, asking for help).	10K14 Safety management in outdoor activities involves identifying significant hazards and selecting controls such as route choice, supervision, equipment, communication, emergency plans, and decision points.
9K17 Outdoor experiences often involve changing conditions, requiring thoughtful planning, preparation, and flexibility to support participation (e.g. contingency plans, clear group expectations).	10K15 Effective outdoor groups use roles and responsibilities to achieve shared goals, such as navigator, leader, equipment checker, communicator, encourager, environmental kaitiaki, group gear carrier, tail-end Charlie, and person responsible for checking group well-being.
9K18 Responsible care for outdoor places can emerge from understanding the ecology, culture, and values of those places (e.g. local species, ecosystems, seasonal patterns, local hapū and iwi knowledge, pūrākau, mana whenua expectations, appropriate ways to act)	10K16 Reciprocity describes a two-way relationship between people and the environment, where people benefit from outdoor places, and give back through actions that demonstrate tiakitanga (stewardship) (e.g. protecting habitats, reducing impact of activities, planting native species, clearing tracks, pest management, advocacy, removing rubbish).
Practices The skills, strategies, and applications to teach	
9P12 Apply strategies to support self and others in outdoor settings.	10P12 Apply safety management processes to identify significant hazards and select controls for outdoor activities.
9P13 Use pre-trip checks to organise route information, clothing, equipment, food, water, first aid materials, communication, and contingency options.	10P13 Use roles, responsibilities, communication, and shared decision-making to support group safety and achieve outdoor group goals.
9P14 Investigate ecological and cultural knowledge of place to understand appropriate ways to care for outdoor environments.	10P14 Investigate and apply a range of actions that show tiakitanga (stewardship) by protecting, restoring, or enhancing outdoor places.

Unpacking

What does this mean for teaching and learning in our context?

PHASE 4 BIG IDEA

Outdoor experiences involve planning, leadership, risk management, and active stewardship of people and environments.

KU

Knowledge and understanding
What do ākonga need to know and understand? Key concepts, vocabulary and kupu, likely misconceptions.

E

Experiences
Which learning experiences build this in, through and about movement?

In movement
Varied, increasingly complex contexts.

Through movement
Leadership, manaakitanga, feedback.

About movement
Science, culture, mātauranga Māori, technology.

S

Skills
What will ākonga actually do? Turn each practice into observable actions.

Connections and progression
Which practices consolidate which knowledge? What needs explicit teaching? How does Year 9 lead into Year 10?

Progress (provisional)
What would show secure learning? Progress content is due in 2027; use existing practice until then.

Capabilities
Where will this grow the Te Mātaiaho capabilities?

Communication

Relating to others

Self-management and self-regulation

Problem solving

Creativity

Local curriculum and te ao Māori
Which people, places, pūrākau and mana whenua knowledge replace the ‘e.g.’ examples?

Time and key considerations
How many hours, and what must be planned for before teaching?

Hours Year 9 Year 10

Think about: EOTC policy and safety management. Extended outdoor activities in unfamiliar or challenging environments: cost, staffing, access. Relationships with mana whenua. Water safety (if offered).