Editorial

Glyn Thomas

Welcome to first issue of the *Australian Journal of Outdoor Education* for 2010. In this edition it is our pleasure to publish five refereed papers, and one book review. Six of the eight authors involved in these five papers are new to AJOE and it is excellent to have new perspectives. Together, their papers will hopefully stimulate your reflection on outdoor education theory and practice.

The first paper by Steve Georgakis and Richard Light presents a summary of the development of school camping in NSW between 1890-1960. Readers from all states of Australia (and perhaps international readers as well) will find it interesting to consider the various influences that have shaped outdoor education and school camping in NSW. Georgakis and Light's paper illustrates the potential contribution of historical reviews when reflecting on our own practice.

The second paper by Mike Brown, from across the Tasman Sea, presents a challenging critique of the principle of learning transfer. Brown explores how the outdoor adventure education field has embraced what he argues is a flawed concept. He suggests that we can resolve some of the problems by drawing on a situative perspective that focuses on participation and the dynamics of social interaction.

The University of Tasmania team of Heidi Smith and Dawn Penney present a paper based on work that Smith is currently undertaking in her PhD study. Their paper addresses the inconsistencies in the language that is used to describe leadership in the outdoor education literature. They present a conceptual framework which seeks to more clearly distinguish between the different levels of leadership in order to facilitate inquiry into extraordinary outdoor leaders and leadership.

Allen Hill, the author of the fourth paper in this issue, is a teaching fellow and PhD student from the University of Otago. His paper presents the findings of a study that explores teachers' beliefs about outdoor education and the complex relationships between beliefs, values, and self-perceptions of pedagogical practice. Hill's findings make for interesting reading, especially when compared to the findings of similar studies that have been conducted with Australian outdoor educators.

In the last paper, Andy Martin and Jenny Fleming share the findings of their action research which evaluates how a cooperative education model can be

included within an outdoor education undergraduate degree to develop reflective practitioners. With the current emphasis on graduate capabilities in the Australian Higher Education sector this study provides a good opportunity to reflect on our expectations of graduating, tertiary outdoor education students, and the potential role that workplace learning can have in their learning process.

Finally, Scott Polley our avid book reviewer from South Australia provides his perspective on a new book called *Quality Lesson Plans for Outdoor Education*. Enjoy the reading and I trust that as the seasons change you not only get time to read, but that you also get outdoors and enjoy what nature provides in your part of the world.

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Editor