Editorial

Robyn Zink

Welcome to this issue of the *Australian Journal of Outdoor Education*. The first three look at different aspects of incident reporting and management. The fourth article picks up from the theme of the previous issue of AJOE and examines how people develop relationships with a particular place.

In *What would you like? Identifying the required characteristics of an industry-wide incident reporting and learning system for the led outdoor activity sector*, Natassia Goode, Caroline Finch, Erin Cassell, Michael Lenné and Paul Salmon report on the first phase of a study aimed at developing an industry-wide incident reporting and learning system (UPLOADS). This involved an extensive literature review identifying characteristics of successful reporting and learning systems, followed by a two-round survey of outdoor activity providers to obtain their views on the importance of these characteristics. Along with identifying what outdoor activity providers consider as essential characteristics of a reporting system, the study highlighted strategies that would encourage participation in such a system.

The second article, *Safety-related improvisation in led outdoor activities: An exploratory investigation into its occurrence and influencing factors*, Margaret Trotter, Paul Salmon and Michael Lenné examine if outdoor activity leaders improvise in safety-critical situations and why they improvise in these situations. Of the survey respondents, over 50% said they did improvise in at least half of their activities, mainly in response to changing environmental conditions or due to the need for easier procedures. This study also identified factors that enabled respondents to improvise successfully in safety-critical situations.

The third article in this issue, *Supervision of school and youth groups on lift-served ski slopes: A research perspective*, by Andrew Brookes and Peter Holmes reviews the research on injuries and deaths on lift-served ski fields. Based on the data from these studies they make a number of suggestions for the supervision of school students on ski fields. They make the case that supervisors do have to be familiar with the area and they cannot rely on resort management to remove or mitigate all hazards. Given that many accidents can, at least in part, be attributed to the behaviour of the individual concerned, supervisors of school students have a responsibility to observe and monitor how students are coping with the conditions and that they are following instructions.

The final article in this issue has a very different focus. In *Listening place* Laura Piersol explores the relationships a group of university researchers have developed to a place. Using narrative inquiry, Piersol asks what lessons can be learnt from a space of “deep listening” in place. This approach allows the author to explore some of the complexities and rewards of forming relationships with a place. Based on these insights she offers some suggestions for outdoor educators who are looking for ways to foreground the environment in their pedagogical practices.

John Dewey and education outdoors: Making sense of the ‘educational situation’ through more than a century of progressive reforms by John Quay and Jayson Seaman is reviewed in this issue of AJOE. This book is a welcome addition to the body of outdoor education literature as the authors set out a clear and detailed argument of how Dewey’s work can be used to challenge our thinking about outdoor education and, more importantly our programming decisions and practices when we take student outdoors.

This is the last issue of AJOE I will be editing. I wish to take this opportunity to thank everyone that has contributed to AJOE during the time I have been editor. It has been a privilege and a pleasure to interact with such a diverse group of people. My job has been made easy by the goodwill and enthusiasm everyone has shown for AJOE and outdoor education research.

Happy reading.

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Editor