

Workshop

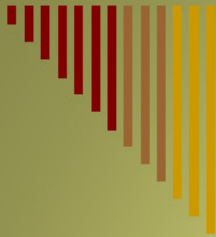
EOTC Guidelines
Bringing the Curriculum Alive

Participant's Workbook

March 2011



An EONZ-NZAEE-MSC project funded by SPARC



EOTC Guidelines



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Bringing the Curriculum Alive

He waka eke noa
A canoe on which everyone can
embark



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There are 4 overarching
key messages

1. EOTC is all curriculum-based activities outside the classroom, including sport
2. *EOTC Guidelines* supports the national curriculums: *The New Zealand Curriculum (2007)* & *Te Marautanga o Aotearoa (2008)*
3. Each activity requires planning
4. Education for sustainability is fundamental to EOTC

1. Bringing the Curriculum Alive

Key messages

- Each EOTC activity should have a purpose that relates to the national curriculum
- Consciously identify the best venue for each activity

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2. Learning Safely: A Shared Responsibility


Key messages

- Learning and safety go hand in hand
- Everyone shares responsibility for quality learning and safety
- Quality learning involves principles of sustainability and cultural practices

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3: Planning


Key messages

- Planning starts with teaching & learning needs
- Paperwork should be proportionate to the level of risk
- Focus on significant risks
- A systems approach is most effective
- Reviews keep systems alive
- Clear communication among all stakeholders is critical

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4 & 5: Staffing & Supervision: Making Good Decisions

Key messages

- Competent staff and clear roles and responsibilities are key to learning safely
- Match staff competence with activity requirements to effectively supervise the experience

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6 & 7: Legal Responsibilities, Codes & Accepted Best Practice

Key messages

- There are legal requirements which everyone must observe
- Leaders must be aware of the relevant codes and accepted best practice

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8: Emergency Preparedness

Key messages

- An emergency plan is essential
- Incident recording and analysis is essential

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Starter questions

Question	Page	Para	Response
1. Why use EOTC as a teaching and learning tool?	6 7	2-3 8-9	
2. What are the advantages of using EOTC for teaching and learning?			
3. Select an EOTC activity you've been involved in. (This will be used for all the questions in this workbook so it shouldn't be very simple or short).			
4. Where did this take place?	6	4-7	
5. What was the purpose of your EOTC activity?			

Question	Page	Para	Response
6. Who were the participants and what did you know about their learning needs?	33	100	
7. What were the learning outcomes of the EOTC activity?			
8. What responsibilities did the participants (students and adults) have?	23–24	60	
9. How were these communicated?			
Action			

Question	Page	Para	Response
10. What are two items from your hazard identification list?	54	206	
11. What are two of your hazard management strategies?			
12. How was approval of the school sought?	25–27	69: Table 3.1	
13. How was parental consent sought?	25–27	69: Table 3.1	
14. Did the parents know in advance?	25–27	69: Table 3.1	

Question	Page	Para	Response
15. Have you done a review?	48–49	172– 179	
16. What did you review?	48–49	172– 179	
Action			
17. Who was the person in charge?	38	125– 127	
18. Who was / were the activity leader/s?	38	128– 129	

Question	Page	Para	Response
19. Who was / were the assistant/s?	39	130	
20. What did you know about the person in charge and the activity leader/s?			
21. Were there any contracted personnel or a contracted provider? If yes, then who and what did you know about them?	41	134–135	
22. Were there any parents as participants? If yes, then who and what did you know about them?	42–43	150–152	
23. Were there any parents in a leadership role? If yes, then who and what did you know about them?			

Question	Page	Para	Response
24. What level or levels of supervision was / were there?	43	152	
25. Was there a briefing session or sessions for all personnel involved?	39	131	
26. Were the roles and responsibilities known to all?	38	123– 124	
Action			
27. What legislation did your activity operate under?	52 54	188 200– 208	

Question	Page	Para	Response
28. Did any codes of practice apply?	56–59	223–235	
29. What accepted best practice did you check you were working to?	19 22 56 59	55 57 224– 225 235	
Action			
30. Did anything go wrong, or nearly wrong, or not as planned?			
31. What happened?			
32. How did you respond?			

Staff competency

Page	
20	
13	
16	
17	
56	

Follow-up action plan

Name School Page #.....

Planned action	Who	When	Done date	Outcomes / next steps
<ol style="list-style-type: none"> 1. Map all possible EOTC venues that might support curriculum delivery within walking distance of your school. 2. Read the section on specific responsibilities for your role in the EOTC programme. 				

Links

Topic	Website
Education Outdoors NZ (EONZ).....	www.eonz.org.nz
NZ Association for Environmental Education (NZAEE).....	www.nzaee.org.nz
NZ Mountain Safety Council (MSC).....	www.mountainsafety.org.nz
<i>EOTC Guidelines: Bringing the Curriculum Alive</i>	http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines
Chapter 1	
Key competencies.....	http://keycompetencies.tki.org.nz
Learning Experiences Outside The Classroom (LEOTC).....	http://eotc.tki.org.nz/LEOTC-home
EOTC Community (MOE).....	http://eotc.tki.org.nz
Chapter 2	
NZ Trustees Association (NZSTA).....	www.nzsta.org.nz
Chapter 3	
EOTC management self-audit checklist.....	http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines
<i>OutdoorsMark</i> audit tool.....	www.outdoorsnz.org.nz/cms_display

Chapter 4/5

<i>Outdoor Activities: Guidelines for Leaders</i> (2009)..... (Outdoors NZ holds the hard copies)	www.sparc.org.nz/en-nz/young-people/Guidelines--Resources/Outdoor-Activities---Guidelines-for-Leaders
NZ Outdoor Instructors Association (NZOIA).....	www.nzoia.org.nz
Skills Active.....	www.skillsactive.org.nz

Chapter 6/7

Department of Conservation (DOC) codes of practice / access.....	www.doc.govt.nz/parks-and-recreation/plan-and-prepare/care-codes
NZ Access Code.....	www.walkingaccess.govt.nz/store/doc

Chapter 8

Example of a crisis management plan: Ngaruawahia High School...	www.eonz.org.nz
National Incident Database (NID).....	www.incidentreport.org.nz