

EOTC & Effective Safety Management Systems

Workshops to support schools to critique, develop
and implement their practice

DAY 1



An EONZ initiative with support from the Ministry of Education



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Strengthen your voice by strengthening our voice!

- ▶ Join EONZ - a strong membership gives a strong mandate
- ▶ Complete the post workshop evaluations
- ▶ Engage with updates and PLD courses
- ▶ Utilise our people - EONZ kaiarahi, EOTC support guru, our tireless exec officer
- ▶ Check out EONZ website - <https://www.eonz.org>. it has lots of info and useful links including an FAQ page
- ▶ Tell us what you think, tell us what you need



Overarching key messages

- **Learning and safety go hand in hand**
- The EOTC Guidelines support national curricula, The New Zealand Curriculum and Te Marautanga o Aotearoa
- Quality EOTC is designed to meet learner needs
- EOTC consists of all curriculum-based teaching and learning outside the classroom, including sport
- EOTC management systems must be embedded within school-wide approaches to health and safety
- Quality EOTC is underpinned by planning, competent staff, consistent implementation, and review of systems to ensure current good practice.
- **CONSULT, COOPERATE, COORDINATE with all involved**

Why EOTC...??



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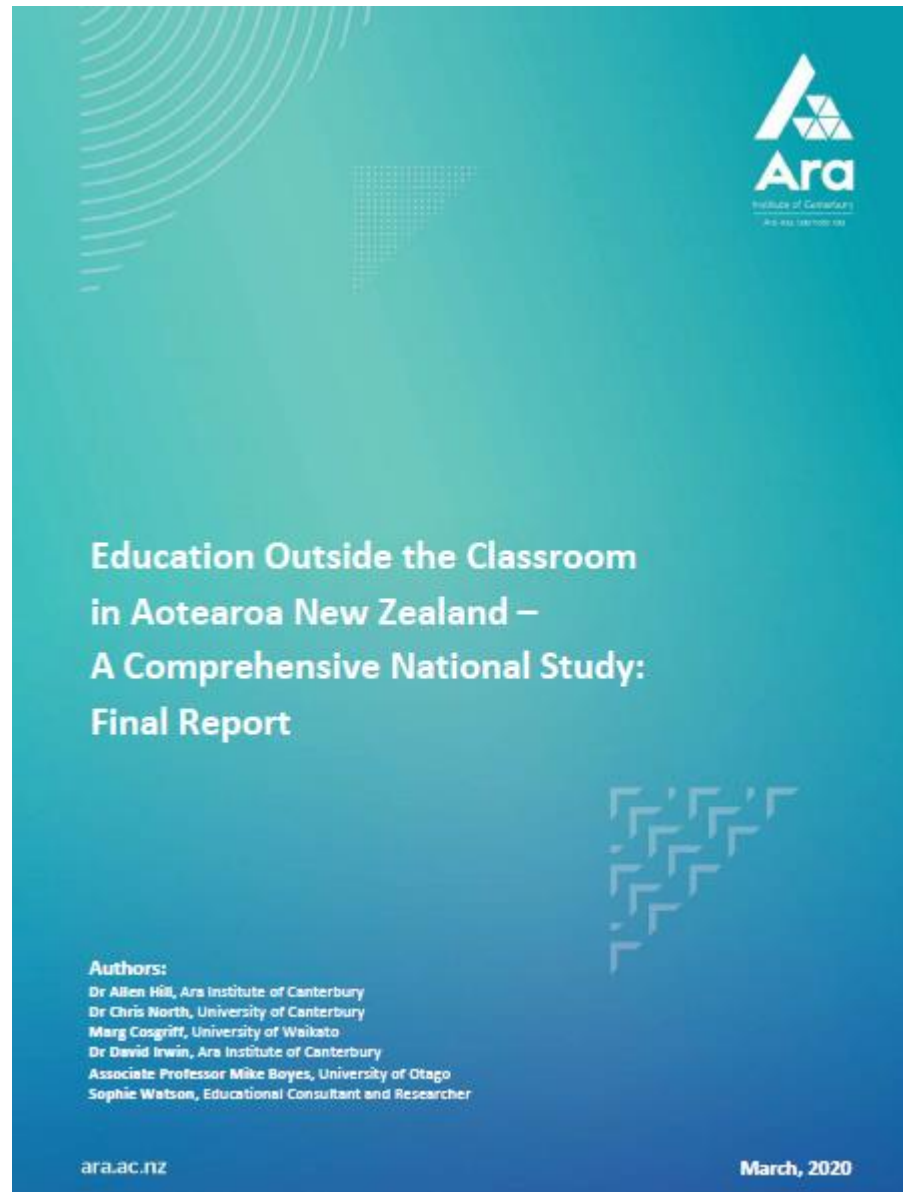
EOTC Research Report 2020

Data collected 2017-2018

Mixed methods - national survey,
interviews in focus groups

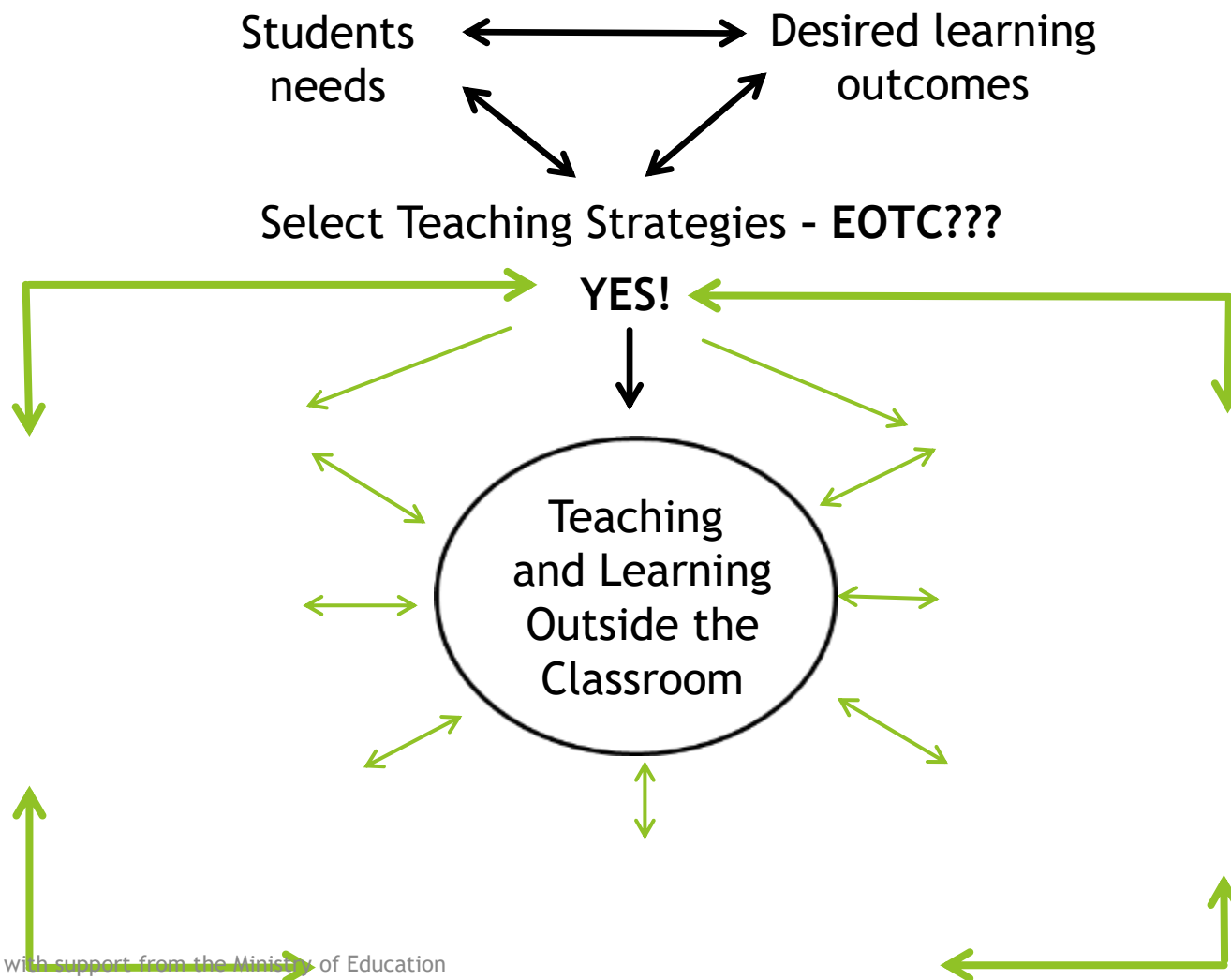
Findings in 4 distinct areas

- Prominence of EOTC
- Value of EOTC
- Challenges
- Enablers
- [EOTC Research 2020](#)



Learning & Safety go hand in hand

A Systems Approach to EOTC...



Learning can take place anywhere



So what is EOTC...??

Sort through the cards...

You could use the A3 to map where the learning can take place

- ▶ Do you see all of these as EOTC?
- ▶ What EOTC do you do or want to do?
- ▶ What is considered EOTC in your school?
- ▶ Would other staff in your school have a similar view?
- ▶ Is it the same every year? Is there historic EOTC that goes on in your school as a tradition?

Why do you do what you do...?

Sort through the cards... Use about half the cards...

- ▶ Connected to:
LEARNING AREAS? **CROSS-CURRICULAR?** **CO/EXTRA CURRICULAR?**
- ▶ Do you know why you're doing what you're doing?
Purpose...?
Linked to your school vision...?
Linked to 'front end' of NZC...?
Ref Chapter 1 EOTC Guidelines...

When...?

Sort through the cards... Use about half the cards...

- ▶ What opportunities and experiences do students get when they are...

JUNIORS? ----- SENIORS?

- ▶ Within different **Learning Areas...?**

Who does it...? (And Why?)

Sort through the cards... Use about half the cards...

- ▶ Who delivers and leads these experiences...?

SCHOOL-LED? ----- PROVIDER-LED?

- ▶ Who needs to know what and **how** is the learning being delivered...?
- ▶ Is there any assessment....?

New Approaches...

- ▶ Local Curriculum
- ▶ Place Responsive Learning
- ▶ Adventurous Learning - authenticity, agency, uncertainty, mastery
- ▶ Integrated Learning - Project based learning
- ▶ Modern Learning Environments (MLEs)

Revisioning School Camps...



- ▶ A teaching and learning resource that supports teaching and learning in Years 7-10 (but not exclusive to these levels)
- ▶ The resource supports the development of localised, place responsive, student-centred school camp programmes for schools.
- ▶ Superb video and sound bite case studies found with the freely downloadable [PDF resource](#)
- ▶ *PLD opportunities on offer! Info and registration at eonz.org.nz*

Key Messages (Learning)

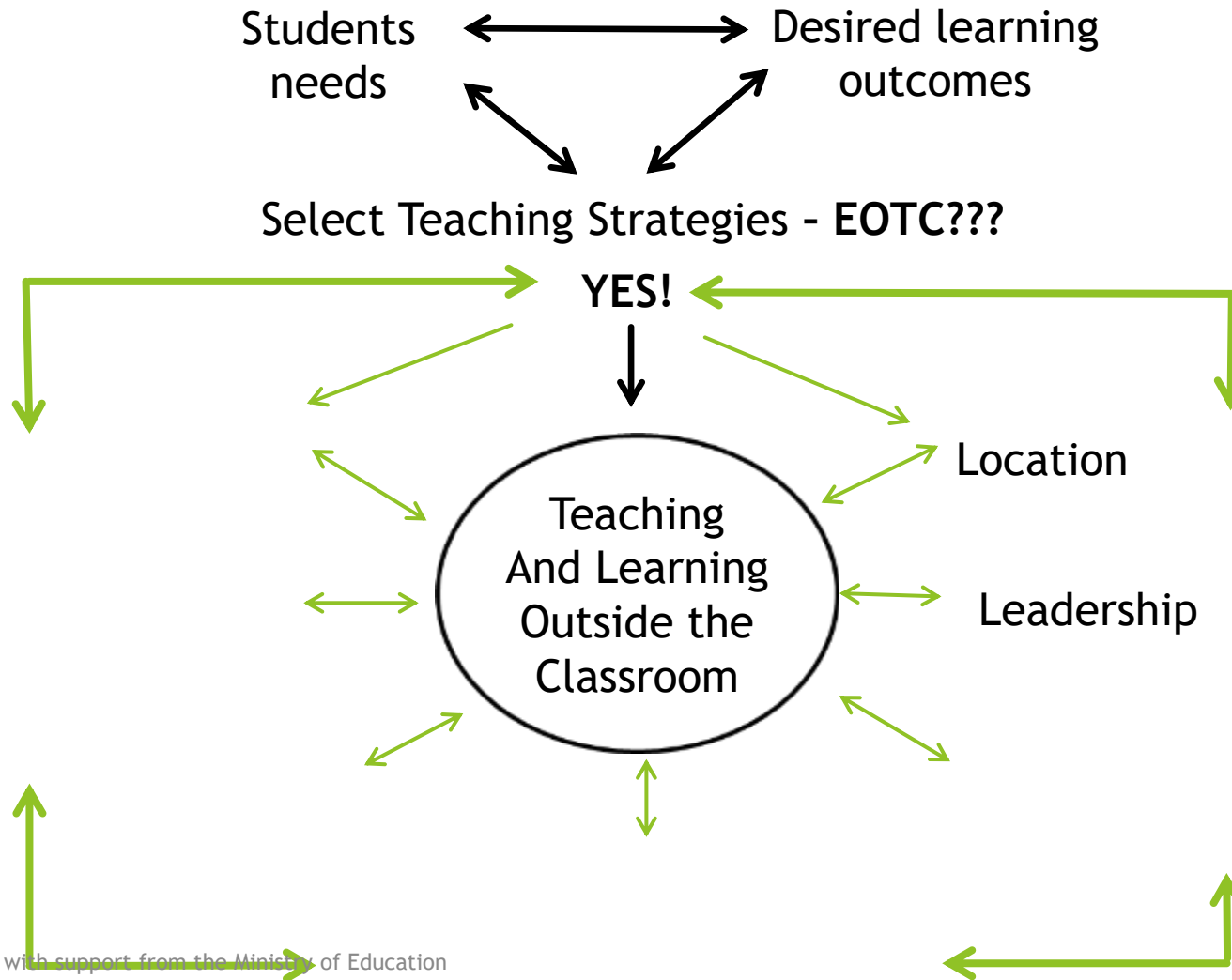
- ▶ Planning for EOTC experiences should start with identifying student needs and desired learning outcomes
- ▶ Each EOTC experience should have a purpose that relates to the national curriculum
- ▶ Consciously identify the best location for each experience
- ▶ Develop a whole-school approach to learning through EOTC that supports meeting the needs of students
- ▶ Regular review of teaching and learning programmes to ascertain impact on student learning is critical

So considering all that you do or want to do...

- ▶ Do your current systems support and work for all that you do or want to do?
- ▶ Is everyone aware of the system?
- ▶ Does everyone know what they need to know...?!

Learning & Safety go hand in hand

A Systems Approach to EOTC...



“A Planning Tool exercise...”

- ▶ *Complete the top row and the first column...*
- ▶ *Choose an activity that involves reasonable complexity and risks that will require managing...*



The people involved

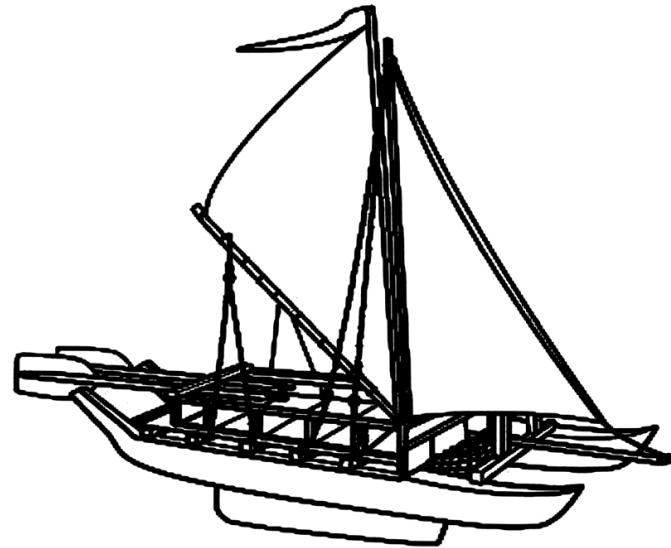
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Learning safely - a shared responsibility

sailboat/waka activity

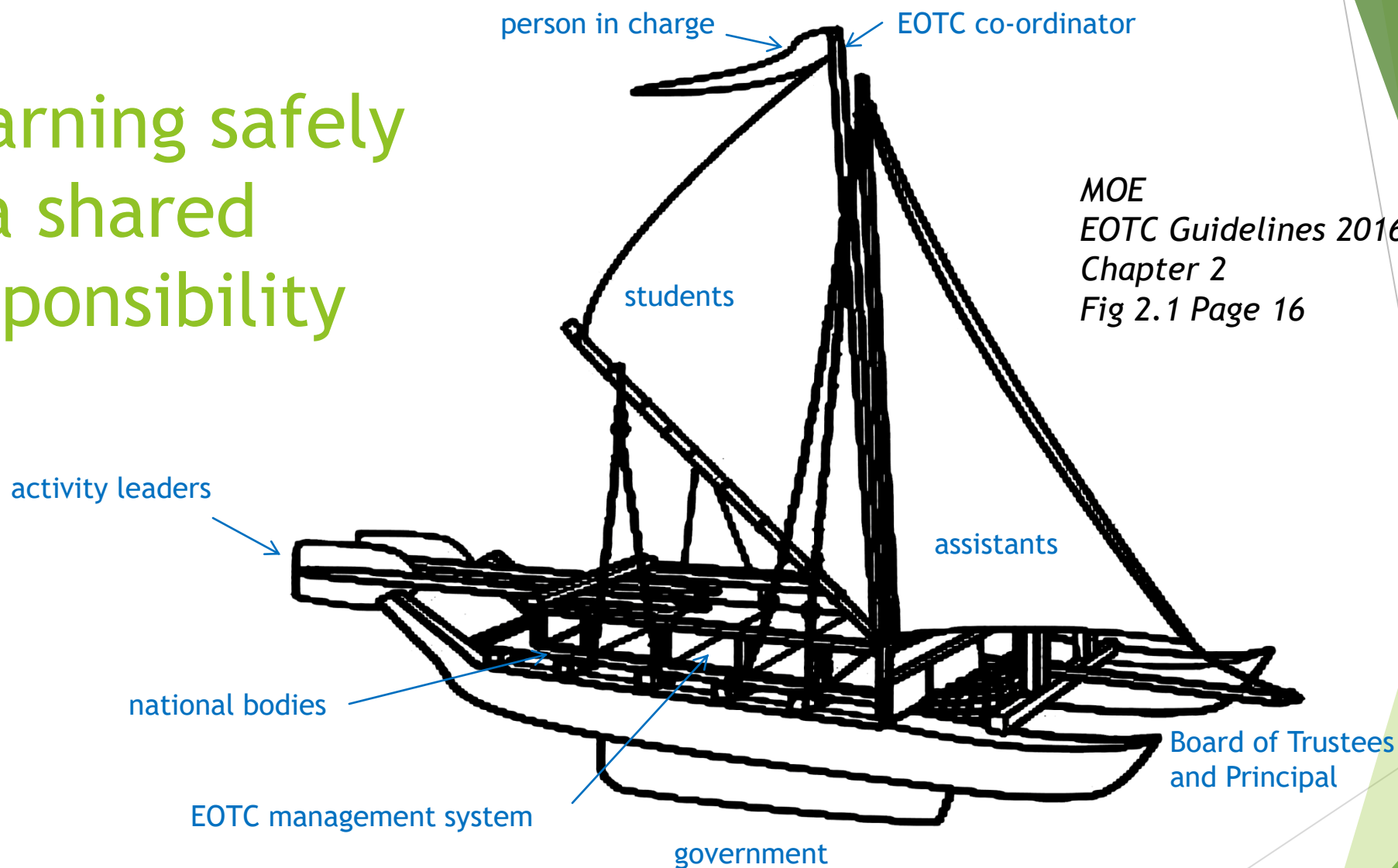
Work in 7 role groups. Brainstorm all the responsibilities your group has and write each on a separate piece of paper, in large text

- ▶ Board of trustees & Principal
- ▶ Students
- ▶ Assistants
- ▶ Activity leaders
- ▶ EOTC coordinator
- ▶ Government & National Bodies
- ▶ Person in charge



Learning safely is a shared responsibility

MOE
EOTC Guidelines 2016
Chapter 2
Fig 2.1 Page 16



Building a safety culture

Everyone has responsibility for safety

Don't think "Am I responsible?" Think "What am I responsible for?"

Consult - Cooperate - Coordinate = COMMUNICATION

The Legal and Policy Environment for Student Learning and Safety

Figure 5.1 (p52)

Education Act 1989, Health and Safety at Work Act 2015,
Vulnerable Children Act 2014 (VCA), other relevant legislation,
accepted best practice

Ministry of Education policies and guidelines e.g. the EOTC
Guidelines

School EOTC safety management systems

Student learning and
safety

Legal responsibilities

Refer to Chapter 5 EOTC Guidelines page 51. (ref. below are paragraph numbers)

Task: Read the following OR in groups of 4, each person read, summarise & report back to their group on one of:

- ▶ Health and Safety at Work Act 2015 240-243 and Adventure Activities Regulations p181, 190-193
- ▶ Children's Act p244-250, 252
- ▶ Crimes Act, General Law, Duty of Care p251,253,254,255
- ▶ Accountability and Liability p230-235, Standard of Care p256-259 and breach of Standard of Care p258

3 KEY POINTS EACH

Volunteers

The legislation introduces two categories of volunteer:

Volunteer workers:

- People who regularly work for a school on an ongoing basis and are integral to the school's operations.
- Examples include:
mentors/coaches of at risk children, breakfast club helpers, "walking bus" helpers

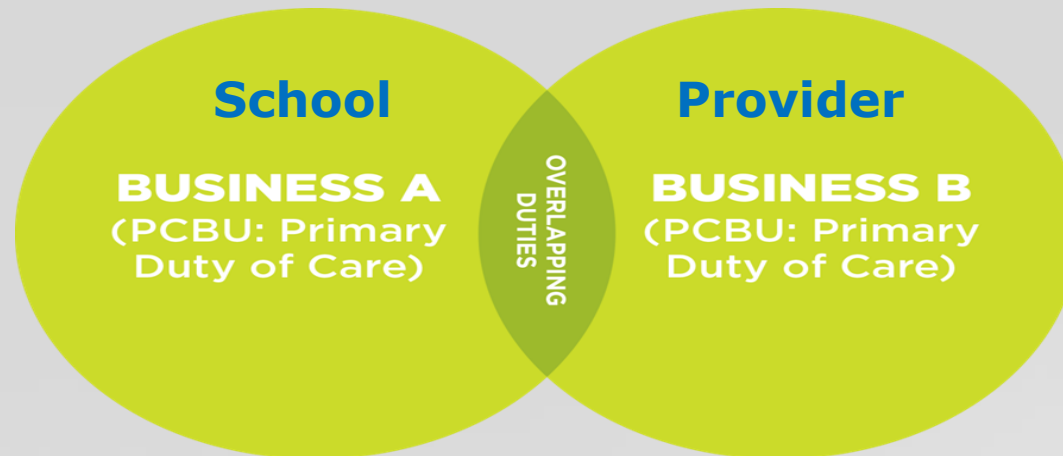
Casual volunteers:

Volunteers doing the following activities are classed as casual volunteers:

- participating in a fundraising activity for a school
- assisting with sports or recreation for a school (e.g. sports day, school fair)
- assisting with activities for a school outside the premises or grounds of the school (e.g. EOTC)

(Ministry of Education www.education.govt.nz/)

PCBU HAS A DUTY TO CONSULT, COOPERATE AND COORDINATE



PCBUs must discharge their duty to the extent possible based on ability to influence and control the matter

Multiple PCBUs with overlapping duties

- Different businesses working together on the same project eg construction on school grounds, school camps or EOTC experiences
- PCBUs need to **consult, co-operate and co-ordinate** activities to meet shared responsibilities
- Extent of PCBU's duty depends on **its level of influence and control** over workplace H&S
- Less influence and control over workers of another PCBU
- Need to make arrangements with the PCBU that's closer to the work

(Ministry of Education www.education.govt.nz/)

A Planning Tool Exercise - Part 2

Safety Planning Process

You will only get a few minutes at each stage

1. Complete Column 2 / What could go wrong?

Pass it on to the next group and receive one from another group

3 BULLET POINTS
PER COLUMN

2. Complete Column 3 / What could cause this to happen?

Pass it on to the next group...

3. Complete Column 5 / What can we do to prevent it from happening?

Pass it back to the original group

4. Complete bottom row on your own 'Planning Tool' sheet - If it still goes wrong this is what we'll do

Leader competency



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Core Competencies for Activity Leaders

- ▶ Consider the activity chosen from the previous slide and brainstorm the core competencies required by the activity leaders. Record...
- ▶ Consider your 'Planning Tool' activity and brainstorm the core competencies required by the activity leaders. Record...
- ▶ Compare your lists for the different activities.
- ▶ Now consider and compare your list to those in paragraphs 157 & 158 on pages 41/42 in the Guidelines.

Back to the 'Planning Tool Exercise'

Question

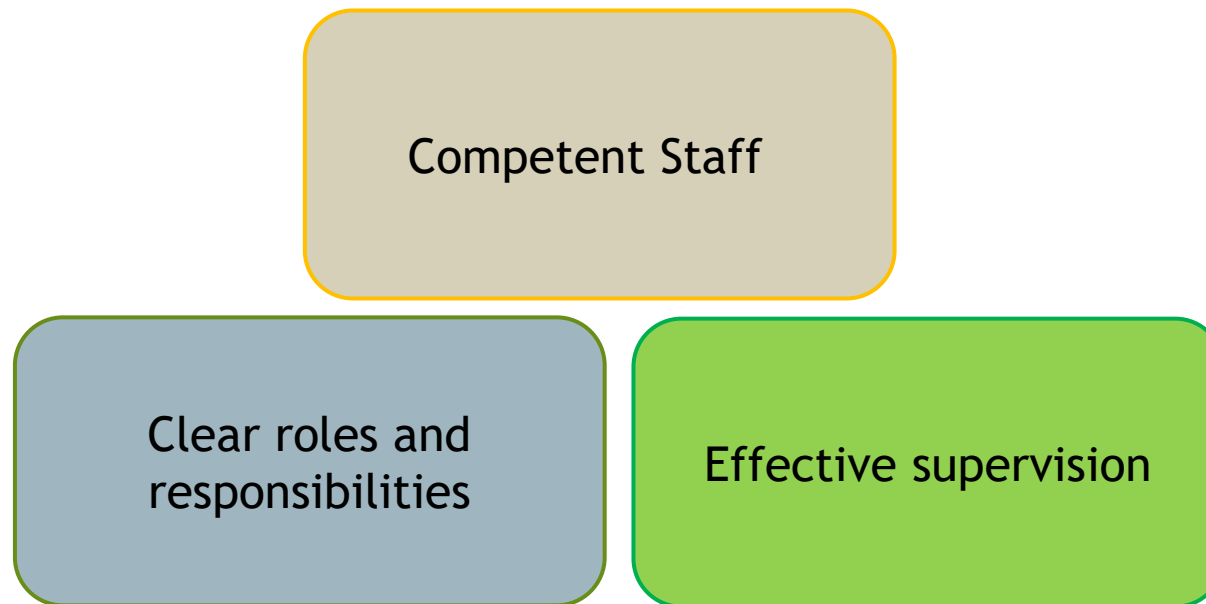
How did you determine what competencies were required and how did you match your staff to those?

Task

In the second column on the back consider the team involved and what their roles and responsibilities are. Put aside.

Staffing and Supervision

Cornerstones of learning safely



Effective Supervision...

Let's no longer talk ratios...

Read

“Effective Supervision” pages 9/10 in Supporting Resource
(either page 9 or page 10 depending on level)

Back to the 'Planning Tool Exercise'

Task

On the second half of the back page draw a similar diagram to illustrate how your team was deployed.

Critique your supervision structure

- ▶ Did you have sufficient staff with the required competency to:
 - A) run the activity?
 - B) manage an emergency situation?
- ▶ What would you do if your designated first aider was indisposed?
Can your supervision structure adapt?
- ▶ What communication between the team has occurred before, during and after the activity?

Coming up short? What are your options?

Building capability

- ▶ Professional Learning
- ▶ Gaining qualifications



Sourcing outside expertise

- ▶ Contracting Providers and/or instructors



Leader Qualifications

- ▶ **Why?**
 - ▶ Validates your role as a professional in EOTC, to schools and parents
 - ▶ Gives formal acknowledgement of your specialist EOTC skills and knowledge
 - ▶ Valuable professional development opportunity
 - ▶ Provides a useful stepping stone in your career pathway

- ▶ **What Quals...?**



Leader Qualifications

- ▶ New Zealand Certificate in Outdoor Leadership (Level 4)
- ▶ New Zealand Certificate in Outdoor Leadership (Instruction) (Level 5)
- ▶ New Zealand Certificate in Outdoor Senior Leadership (Level 6) (not yet available)

- ▶ Strands in EOTC at all levels (L4 and 5 now available) [EOTC quals](#)
- ▶ MOE subsidies are available for practising teachers for EOTC quals. Go to [EOTC qualification subsidy](#)
- ▶ Also strands for activities including:

Abseil	Rock Climbing	Bush	Mountain Biking
Canoeing	High Ropes	High Wire	Caving
Sea kayaking	Sit-on-top kayaking	Whitewater kayaking	

Sourcing outside help...

- ▶ Checking out your provider...
- ▶ Having agreed roles and responsibilities (and document these!)
- ▶ Consult - Cooperate - Coordinate!

Key Messages

- ▶ Competent staff and clear roles and responsibilities are key to learning safely
- ▶ Match staff competence and supervision structures to effectively deliver the activity
- ▶ Communication between all parties involved is essential - CONSULT - COOPERATE - COORDINATE
- ▶ There are legal requirements which everyone must observe
- ▶ Leaders **must** keep abreast of the relevant accepted good practice and act accordingly

Homework/prep for Day 2

- ▶ Find out about your school wide Health and Safety management system and how EOTC fits
- ▶ Bring your school's EOTC Safety Management System to Workshop 2
- ▶ Complete as much of the page of sample audit questions as you can
- ▶ Identify how your school records EOTC incidents and near misses in any EOTC activity
- ▶ Look for your Crisis Management Plan or your TIRPS plan and bring this to Workshop 2
- ▶ **Download and familiarise yourself with the current SMP Template and Tools (if you haven't already!!)**