MANGATAINOKA SCHOOL EOTC GUIDELINES AND PROCEDURES



EOTC (Education Outside the Classroom) is a generic term used to describe curriculum based learning and teaching that extends the four walls of the classroom. EOTC can range from a museum or marae visit to a sports trip, an outdoor education camp, a field trip to the rocky shore, or a visit to practise another language. EOTC can take place in the school grounds, in the local community, or in regions further afield, including overseas.

It is recognised that learning both inside and outside school encourages young people to be capable and knowledgeable citizens, who are involved with the communities they live in. EOTC enables every young person to be able to participate in learning beyond the classroom, whatever their age, ability, or circumstances.

Learning can take place in any safe and accessible area on school grounds. The school buildings and grounds are a rich resource on the doorstep, offering opportunities for formal and informal learning and play. For example, students can:

- study insects in the school grounds;
- grow vegetables or native plants in the garden area;
- play sports on the fields or courts;
- learn about energy use and waste.

Learners can develop the skills and confidence to explore their local community, which may be within walking distance of the school or accessible by car, local bus, or train ride. Exploring landscapes and streetscapes, scientific reserves, heritage sites including theatres, attending live music events, and involvement in volunteer and citizenship projects can enrich all areas of the curriculum. “You can talk about something, plan for something, and show them photos, but nothing beats the real deal.”

As young people mature, they gain confidence and appreciate more distant and challenging environments that stimulate their curiosity and imagination.

For example, students can explore:

- rural or urban environments that contrast with their own environment and possibly involve an overnight stay;
- bush and water environments within a few hours from the road end or accessible by vehicle;
- theatre workshops, places of worship, farms and gardens, museums and galleries, and the places that reflect the world of commerce, science and technology.

Staying away from home for a few nights or more is a powerful way of developing key life skills and provides opportunities for learners and teachers to strengthen their relationships. Learners can stay at residential camps, outdoor education centres or marae; they can be billeted by another school community; they can take part in cultural and arts festivals; they can go on an outdoor journey, sports trip, or geography or biology field trip; or they may travel overseas for a cultural, classics, or language learning experience. Such experiences contribute to deepening students’ awareness of the key competencies, principles, and values while bringing the learning area alive in real-life contexts over an extended period of time.

New Zealand Curriculum Values/Mangatainoka School Values

EOTC provides opportunities to develop the following NZC & Mangatainoka School Values:

We are ***SAFE*** - so that everyone can feel comfortable and secure while they live and learn.

We show ***RESPECT*** – so that we all feel valued, important and positive about being part of the school community. We show ***RESPECT*** for others, the environment and property.

We are ***LEARNERS*** – so that we can be life-long learners to achieve personal excellence and strive to do our best.

EOTC can enable students to:

- encounter the values of diverse groups and cultures as they occur in real-world context;
- experience values being demonstrated by others in authentic ways;
- strengthen their understanding of what values are;
- understand or explain how values influence their own interactions with people and places beyond school;
- consider a range of values (cultural, moral, social, aesthetic, and economic);
- have a basis for learning the skills needed for inquiring into values – exploring, empathising, critically analysing, and discussing.

EOTC – the key competencies and the learning areas

The New Zealand Curriculum identifies five key competencies:

- thinking;
- managing self;
- using language, symbols, and texts;
- relating to others;
- participating and contributing.

- Settings beyond the classroom are rich sites for developing, practising, and demonstrating the key competencies in a range of contexts within and across learning areas.
- Authentic contexts are essential for developing the key competencies. Since it is important for students to develop and demonstrate their capabilities, where better than in authentic contexts beyond the classroom?
- Students need to develop the disposition to use the key competencies. Attitudes are important as well as knowledge, skills, and values. Learning beyond the classroom prompts students to demonstrate that they are ready, willing and able to use the new competencies that they are developing.
- The future-focused aspect of the key competencies can be reinforced through ETOC, through experiences in which students encounter future issues that are a current concern in contexts beyond school.

MANGATAINOKA SCHOOL GUIDELINES FOR DIFFERENT TYPES OF ETOC ACTIVITIES

Schools have legal responsibilities to keep learning environments safe for students and staff. These guidelines clarify schools' responsibilities with regards to EOTC.

SHARED RESPONSIBILITIES

While the Board is responsible for the health and safety of all participants on EOTC, and for ensuring that learning outcomes are met, the Board can only achieve this with the help of everyone involved. This includes effective delegation of responsibilities to relevant people.

STUDENTS

Their learning drives the experience. Learning in an authentic context brings the curriculum alive for students.

Involving students in the planning and organising of EOTC activities, including taking genuine responsibility for implementing safe practices, impacts significantly on their learning outcomes and the safety of the activity.

PERSON IN CHARGE (Mangatainoka School staff member responsible for a specific event)

The Person in Charge has an overview of the activity, with overall responsibility for the students, activity leaders, and assistants involved at all times. They have a handle on the overall programme and can see where the group has come from and where it is going to next. They ensure that all relevant information about responsibilities and obligations is clearly communicated to students and teachers, activity leaders, assistants and volunteers.

ACTIVITY LEADERS (Could be other staff, parent helpers, contracted tutors with expertise.)

The activity leaders work with the Person in Charge to implement the planned programme and to overcome any problems.

They ensure students' needs and learning outcomes are met, and they maintain safety during the EOTC experience. Their judgement, based on skills and experience, is critical for the safety of all. Therefore, it is imperative that the activity leaders are competent to do the job.

ASSISTANTS (Could be parent helpers)

If appropriately selected, briefed and supervised, assistants can contribute to the students' learning outcomes and overall safety and so enhance the EOTC experience.

EOTC COORDINATOR (Mangatainoka School - Jason Edwards)

The EOTC coordinator has a central role in ensuring that the framework of the school's EOTC management systems is consistently applied school-wide and that everyone is involved in the safety process.

BOARD & PRINCIPAL

The board and principal work to ensure that a robust structure of effective EOTC management policy and procedures is in place and that pedagogical practices support quality learning and safety outcomes for students.

OUTSIDE PROVIDERS

Where schools contract an outside provider, this provider may supply a management system for an EOTC activity or event, but the Principal and Board are responsible for checking that the EOTC management system is in place.

SPECIFIC RESPONSIBILITIES

Key groups involved in EOTC have specific responsibilities to ensure quality learning experiences are safe for all participants and schools' statutory and best practice responsibilities are met.

The Board and Principal will fulfill these responsibilities via delegation and responsibilities and through having policies and procedures in place.

- The following order reflects the level of responsibility for each group
- Board and Principal;
- The EOTC coordinator (at school-wide level);
- Person in charge (at an EOTC event);
- Activity leaders (an EOTC event);
- Assistants;
- Students;
- Caregiver/Parents of students who participate in EOTC.

Responsibilities of the Board and the Principal

Under Health and Safety at Work Act 2015, the Board, as an entity, is a Person Conducting Business or Undertaking (PCBU) and has the primary duty of care. As a PCBU, the Board's specific obligations are (so far as is reasonably practicable):

- providing and maintaining a work environment, plant and systems of work that are without risks to health and safety;
- ensuring the safe use, handling and storage of plant, substances and structures;
- providing adequate facilities at work for the welfare of workers, including ensuring access to those facilities;
- providing information, training, instruction or supervision necessary to protect workers and others from risks to their health and safety;
- monitoring the health of workers and the conditions at the workplace for the purpose of preventing illness or injury.

In the context of ETOC events, the Board through the Principal must ensure that policies and procedures are developed, implemented and reviewed which ensures that:

- risks are managed to prevent harm during EOTC events;
- equipment is safe to use by competent staff;
- emergency procedures are planned and followed.

Individual Board members are officers of the PCBU and have a duty to carry out due diligence.

Staff Competence and Best Practice

The Board of trustees and the Principal must ensure that:

- an activity leader's competence is assessed against accepted best practice;
- only competent activity leaders are approved to lead EOTC activities;
- assistant have the appropriate skills, knowledge and/or experience for their assigned role;
- Contractors, parents/caregivers and volunteers have been screened for their suitability to work with students and where the Vulnerable Children Act 2014 applies, children's workers safety checked;
- all staff, contractors, volunteers, and students are involved in safety management planning and have been instructed in the health and safety procedures to be used during EOTC events; ensure that roles and responsibilities of all outside providers involved are clarified, understood and accepted.

Refer to the Health and Safety at Work Act 2015 for situations where more than one PCBU is involved;

- all staff, volunteers, and students consider utilising sustainable practices in the planning and involved;
- staff have professional learning opportunities to develop the competence required to run the activities they are responsible for.

Health and Safety

The Board and the Principal:

- understand and comply with their legal responsibilities;
- ensure school has a health and safety policy and procedures and that these are in place and implemented effectively;
- ensure that valid informed consent from parents and caregivers is obtained;
- ensure that all risks to health and safety are identified and to eliminate these risks so far as reasonably practicable through the application of appropriate safety management procedures;
- ensure that responsibility for coordinating EOTC in the school has been assigned to competent staff (the Principal, the EOTC coordinator, a senior staff member, or a committee) and adequately resourced;
- act appropriately to address any risks reported to the Board in writing;
- maintain a register of incidents that either harm or might have harmed any staff member, volunteer, or student;
- ensure plans to respond to emergencies or traumatic incidents are in place, including a clear process for dealing with media, and that all staff are familiar with them;
- regular review the school's safety management systems;
- ensure that staff are provided with the time and the resources to visit EOTC sites during the planning stages of an event;
- ensure that all outside providers used for EOTC meet accepted best practice criteria and where outside provision of an adventure activity occurs a registered adventure provider is used.

Equipment and Resources

The Board and the Principal must ensure that:

- all circumstances and activities where safety equipment and/or clothing is necessary are identified;
- safety equipment and/or clothing is provided to safeguard all staff, volunteers, and students from any danger to their health and safety;
- safety equipment and clothing are sorted securely and their use is controlled, their distribution is supervised and that regular inventories are made;
- all people use safety equipment and/or clothing when required;
- all safety equipment and clothing complies with any relevant New Zealand standard or code of practice, is fit for the purpose, and is adequately maintained;
- a usage and maintenance log is kept for safety equipment and clothing
- all goods, materials, substances , and equipment are stored, secured , and kept so that they do not endanger people nearby;
- staff and students who may be responsible for goods, materials, substances, and equipment are fully instructed about their safe use and storage in accordance with any specific regulations, standards, or codes of practice (for example, fuel and stoves);
- communication devices are available and a communications plan is in place for EOTC activities.

Responsibilities of the EOTC Coordinator

The EOTC coordinator is the person with full overview of EOTC in the school. It is the responsibility of this person to ensure that planning process, and procedures are in place across all EOTC activities and that these are appropriately delegated and implemented. The EOTC coordinator may be a teacher, senior staff member, or the principal (or a combination of these).

Ideally, the EOTC coordinator will have experience relevant to the school's ETOC programme and a strong belief in using EOTC as an effective part of pedagogy to support teaching and learning. As with the Board and Principal, the EOTC coordinator's responsibilities cover three major areas of staff competence and best practice, health and safety, and equipment and resources.

Staff Competence and Best Practice

The EOTC coordinator, either directly or through delegation to the Person in Charge ensures that:

- he/she is familiar with the EOTC guidelines;
- only a competent person is approved as the Person in Charge or as activity leader and that an activity leader's competence is assessed against accepted best practice;
- roles and responsibilities have been clarified, documented, and agreed to by anyone who is placed in a role in which they interact with students, for example, the Person in Charge (who may be from another PCBU involved), or the activity leader, or an assistant;
- activity leaders check the safety of their EOTC activity and venue before the activity commences;
- assistants who support EOTC activities are informed, trained, and supervised appropriately;
- outside providers meet accepted best practice criteria. Where outside provision of an adventure activity occurs, a registered adventure activity provider is used (See the Worksafe NZ definition of an adventure activity and register of adventure activity operators).
- each student participating in an EOTC activity has access to a qualified first-aider or a first-aider booked in for a refresher course. As part of the risk assessment for each activity

the number of qualified first-aiders will be determined, in case one first-aider is in need of first aid.

Health and Safety

The EOTC coordinator, either directly or through delegation to the person in charge, ensures that:

- the school has a policy in place on health and safety in EOTC (usually incorporated in the EOTC policy and/or the health and safety policy);
- procedures are in place to support that policy;
- reasonably practicable steps have been taken to ensure the physical, emotional, and cultural safety of students and staff involved in EOTC;
- ensure that risks relevant to any planned EOTC event are identified and reasonably practicable steps are taken to eliminate or minimise these risks through the application of appropriate safety management procedures;
- risks that are relevant to the EOTC event and that cannot be easily eliminated, or minimised, have been reported in writing to the Board for them to act upon appropriately, responded to, followed up according to the Board's procedures;
- the safety and emergency procedures for each EOTC activity are identified and communicated to all activity leaders, assistants, and students.

Responsibilities of Students

Students involved in EOTC activities have some basic responsibilities of their own safety and the safety of others. It is recommended that a code of conduct be co-constructed be all involved, including the teacher, students, and helpers. If special rules apply to a particular activity, they should be explained at the start of that activity.

An EOTC safety code of conduct could include the following:

- Take an active part in developing and implementing this code of conduct.
- Follow the instructions of your activity leader.
- Discuss potentially hazardous substances or equipment, only touch if and when told to do so and also when only wearing adequate PPE gear.
- Avoid behaviour that could lead to incidents.
- Wear appropriate clothing or PPE gear at all times and confine long hair and loose clothing during activities where they are a hazard.
- Know what to do, and cooperate fully, during an emergency situation.
- eat and drink regularly to maintain energy levels.
- Use equipment appropriately and take care to minimise damage or loss.
- Report any faulty or ill-fitting equipment to the Person in Charge.
- Report any incident to the Person in Charge immediately.
- Carry out your responsibilities to the best of your ability - look after one another.
- If lost - stop, stabilise, advertise. Stop (stay together and stay put; move only if you are exposed to the weather), stabilise (provide warmth, shelter, food, and drink), and advertise (draw attention by use of a whistle or by visible signs).
- Challenge yourself within your personal limits (both physical and psychological). Support others to do the same but refrain from pressuring them.
- Tell your activity leader if you feel unsafe or see any unsafe practices in an EOTC activity that you are involved in.
- Look out for anything that might hurt or threaten you or anyone in the group and inform the activity leader about it.

- Always participate in EOTC activities responsibly and under supervision.

Responsibilities of Parents/Caregivers of Students who participate in EOTC

Parents' responsibilities in supporting their child/ren's learning in EOTC are important particularly in providing information to help meet their child/ren's needs and keep them safe.

Parents'/Caregivers' responsibilities

- Provide information consent for your child/ren to participate in EOTC experiences that extend out of school hours or involve more than a minimal level of risk based on the information you have been provided with. If you are unsure of anything, ask questions.
- Provide updates on your emergency contact numbers whenever they change.
- Provide any information about your child/ren's emotional, psychological, and physical health that might be relevant to the EOTC event (usually by means of the health profile form).
- Help prepare your child for the EOTC experience, for example, by reinforcing the students' EOTC safety code of conduct and by helping them to obtain everything on the gear list. The school may have some gear available.
- Support the school on matters such as an "early return agreement" for unacceptable behaviour.

Risk Assessment and Documentation

In consultation with the EOTC Coordinator the appropriate documentation must be completed prior to the event in a timely manner by the Person in Charge. Approval must be provided by the EOTC Coordinator prior to any event or activity being undertaken.

Documentation will involve some or all of the following - at the discretion of the EOTC Coordinator and/or the PCBU (Board).

1. EOTC Event Proposal, Approval and Intentions
2. EOTC Risk Assessment.
3. EOTC Standard Operating Procedures
4. EOTC Volunteer Assistant Agreement Form
5. EOTC Staff Competence Record
6. External provider Agreement
7. Blanket Consent Form
8. EOTC Parental Information Letter
9. EOTC Parental Consent
10. EOTC Event plan, Prepare and Implement Checklist
11. EOTC Transport Plan
12. EOTC Drivers and Passenger Permission Form
13. EOTC Equipment Lists
14. EOTC Emergency Response Guide
15. EOTC Incident Report Form
16. EOTC Event Review
17. Health Profile

Review Date: November 2021

Next Review: November 2024

Signed:

Principal:_____ Board Presiding Member:_____