

Expeditions Staffing Guidance

Based on lessons learned from past experiences here are some general guidelines for supporting Expeditions with additional staff outside of the lead Expeditions teacher.

Consistency: In general we STRONGLY encourage schools to keep the staffing supports for Expeditions consistent across the year. Having the same teacher/group of teachers support an Expedition's field lesson and showcase each round creates consistency for the lead teacher and less work for all teachers as they become more familiar with the experiences and how to best support them.

Field Lesson & Showcase Support

- ❑ Consider Student/Teacher Relationships: When considering which staff to assign to which groups consider the existing relationships between teachers and students. For students who need additional support on field lessons or showcase day, ensuring they have an adult they trust with them will help set them up for success.
- ❑ Consider Staff Dynamics: Consider the existing relationships between your staff and ensure that the adults in each group will support each other effectively.
- ❑ Strategically Assign LT:
 - ❑ Matching Coaching Assignments: If possible LT members should be assigned to one of the Expeditions they are coaching so they can get a sense of how these important pieces of the program went.
 - ❑ Supporting Teachers & Students: Think through which teachers and students will need the most support and assign LT strategically.
 - ❑ <Field Lessons ONLY> Keep 1 LT Member Back at School: This will ensure that there is support for any students who are not able to attend field lessons or that if a student has to come back from a field lesson there is an LT they are able to handle.
- ❑ <Field Lessons ONLY> 1:10 Ratio: We **HIGHLY** recommend a 1:10 ratio of staff to students on all field lessons (including walking experiences close to school) to ensure safety of all students.

Pop In Support

Over the years we have experimented with many forms of providing support to Expeditions lead teachers from other teachers. One of the most effective and low-lift models we have seen is the "Pop In" model. This is an optional but powerful strategy you should consider.

What: Goal Coaches who are not leading Expeditions "pop in" to Expeditions rooms for 10-15 minute bursts to check in on their goal coaches and provide additional encouragement and a break opportunity for Expeditions leads.

Purpose: The "pop in" provides both an additional support to teachers as well as an opportunity for relationship building between goal coaches and their students. Students look forward to sharing their progress with other adults and goal coaches see their students in a new light.

How: Create a schedule for goal coaches so that their are at least 2 planned "pop ins" per Expedition