MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

New

EOTC guidelines

…bringing the curriculum alive

Physical Education New Zealand conference 2009
Bethlehem College, Tauranga

An update for Physical Educators

- Main changes in depth and emphasis to the EOTC guidelines
- Your role and responsibilities
- Your concerns and questions

Key messages:

The EOTC guidelines are:

- **Clearly linked to the curriculum**
- **Aim to reduce the ‘perception’ of compliance**

What is EOTC? (Chapter 1)

EOTC is a generic term to describe curriculum-based teaching and learning that extends the four walls of the classroom.

This can range from a museum or marae visit to a sports trip, outdoor education camp, or a rocky shore field trip.

Why use EOTC experiences? (Chapter 1)

- Strong research support for EOTC enhancing learning and achievement

  (Alton Lee (2003) BES pp61-62)

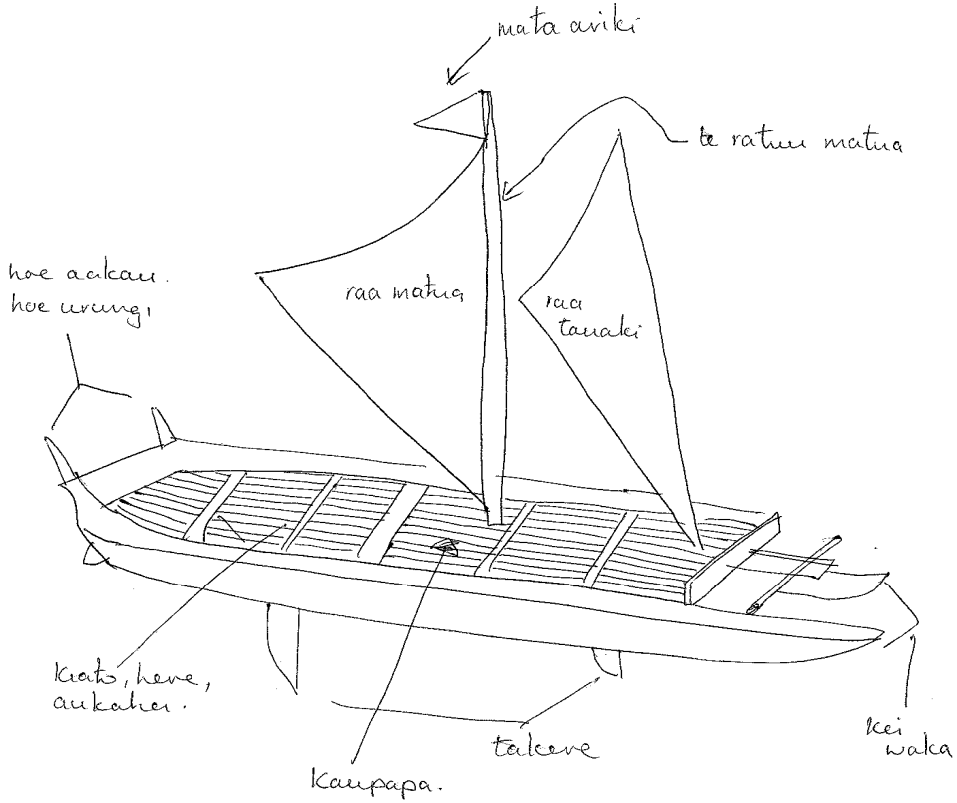
- When well managed, the benefits of EOTC outweigh the risks

EOTC guidelines

- Should be used as a best practice guide for ***any*** activities the school is associated with

- For example:
  - Sports trips in the weekends and holidays
  - Overseas trips
  - Community events at the school

Learning safely
- a shared responsibility (Chapter 2)



Roles & responsibilities

Principal and board (Chapter 2)

- Overview of EOTC policy in school
- Identify for the school
  - Identify EOTC knowledge or expertise
  - Identify EOTC co-ordinator
  - Ensure competent leaders are available to ***lead*** EOTC experiences
  - Oversee systems approach to EOTC management in the school

Physical educators' responsibilities (Chapter 2)

- Ensure appropriate procedures are in place for learning and safety
  - These should be consistent with the EOTC guidelines
- Keep paperwork proportional to the risk
- Consider documenting standard operating procedures (eg, generic SAP or RAMS) for regular EOTC activities

… responsibilities (con't)

- Make sure you keep the principal and board informed of EOTC events coming up in the next period as per school procedure

- eg: Contribute to the school's EOTC event inventory showing the competence required by event leaders

- Recommend competent leaders who might be available to ***lead*** EOTC experiences

Reducing compliance

- Perceptions of compliance around EOTC
- Keeping the paperwork proportional to the level of risk

EOTC Activity categories (Chapter 3)

- A – in the school grounds
  - Lower risk environments
  - Higher risk environments
- B - short visits in the local community
  - Lower risk environments
  - Higher risk environments
- C – Day trips
  - Lower risk environments
  - Higher risk environments
- D – residential overnight trips
  - Lower risk environments
  - Higher risk environments

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Group task

Using the chart provided:

- categorise the EOTC activities listed below; and
- discuss the suggested approval, parental consent and risk management procedures

  - Gym visit in your local town (2 periods)
  - Sports day – combined schools in your region (full day, returning by 5pm)
  - Wet exit training in pool in school grounds
  - 2 week hockey tournament to the Gold Coast, Australia
  - 3 day outdoor education camp with various outdoor education activities, mix of activity leaders (school staff and provider)

Staffing and supervision (Chapter 4)

- roles and responsibilities

- Person in charge
  - Ideally school staff
  - Proven competence and experience
  - Free of direct supervision of students
- Activity leader
  - Competence in activity
- Assistant
  - Doesn't fully meet competence requirements
  - Good helper

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Making good decisions (Chapter 5)

- EOTC management self-audit
  (see Tool-kit)

- Check out provider quality -
  - ask if they have Outdoorsmark
  - use contacting checklist (see Tool-kit)

- Ensure activity leaders have appropriate competence (see Tool-kit)

- Ensure appropriate ratios
  (see operation zones model)

Emergency preparedness (Chapter 8)

- Schools should:

- have a Traumatic Incident Response Plan (TIRP)
- include planning for a traumatic incident on and off the school site (EOTC events)
- consider registering for the National Incident Database (NID) – brochure
- review any EOTC incidents for lessons learned – MoE and outdoor sector organisations can assist

What do students say…

We've been there and experienced that, not just read about it. *Secondary boy*

I don't think you can just sit in a classroom and be taught how to save the planet or whatever – you have to actually get out there and learn what needs done and how to do it and everything. *Secondary girl*

You learn differently outside. *Primary boy*

What do teachers say?

- You can talk about something, plan for something and show them photos, but nothing beats the real deal.

- *Using camp as a context you have kids who shine when they're outdoors who don't do that in a classroom setting.*

- You can see the kids coming from nowhere to be leaders.

- We acknowledge that sport is so good for teaching those transferrable skills and so we spend lots of time encouraging this through all sorts of different contexts