

2023 EOTC Management Templates

3 Key Changes

Gemma Periam

eotcsupport@eonz.org.nz

Karakia

**Whakataka te hau ki te uru
Whakataka te hau ki te
tonga**

Kia mākinakina ki uta

Kia mātaratara ki tai

E hī ake ana te atakura

He tio, he huka, he hau hū

Tihei mauri ora!

*Cease the winds from the west
Cease the winds from the south
Let the breeze blow over the
land*

*Let the breeze blow over the
ocean*

*Let the red-tipped dawn come
with a sharpened air.*

*A touch of frost, a promise of a
glorious day.*

2023 update.
What has changed?

A Tool Kit guide

EOTC coordinator tools

A set of examples

(Better formatting)

Linked [Here](#)

EOTC MANAGEMENT TOOL KIT

2.0



EDUCATION OUTDOORS
NEW ZEALAND



EDUCATION
OUTDOORS
NEW ZEALAND

Let's take a quick look at what is in it

- 1 Safety Management Plan
- 2 EOTC Procedures
- 3 Tool kit templates
- 4 Examples - for a Y10 multi-day camp
- 5 EOTC coordinator templates

Digging deeper - what else?

1. Operational limits and weather dependence
2. Inclusion and Diversity
3. Change in risk rating matrix
4. Determining activity and staff competencies

Operational Limits - Go - No Go!

- ▶ Identifying conditions/circumstances where pre-determined operational limits are in place can assist with good decision making.
- ▶ A traffic light system may be useful (see Form 3 SOP)



STOP! E.g. Weather warning in place; high river levels; insufficient competent staff

WAIT! E.g. Weather conditions unfavourable; last minute change in staffing; change in planned programme. Decision to proceed must be cleared with school EOTC coordinator

GO! E.g. Weather conditions are favourable; arrangements unchanged or minor changes do not elevate the risk level planned for.

Operational limits

Refer EOTC forms:

- ▶ 3A, 3B, 3C Standard Operating Procedures - “Operational Limits” page 2)
Activity proposal, approval & intentions - “Weather Planning” (page 2)
- ▶ 2 Risk Assessment & Supervision - “..environmental operational limits..” (p3)

Weather dependence

Refer EOTC forms:

- ▶ 1 Activity proposal, approval & intentions - “Weather Planning” (page 2)
- ▶ 2 Risk Assessment & Supervision - “Is this activity weather dependent?” (p3)
- ▶ 3 Standard Operating Procedures - Section B: “Site, Event and Group Specific Info” (p4)

Inclusion and Diversity

Refer EOTC forms:

- ▶ 11 Individual Ākonga Support Planning
- ▶ 1 Activity proposal, approval & intentions - “Supervision requirements” (page 2)
- ▶ 2 Risk Assessment & Supervision - “Ākonga with additional needs” (p2)
- ▶ 3 Standard Operating Procedures - Section B: “Participants needing extra support” (p4)

Risk Rating Matrix...

Likelihood of injury/harm	Severity of injury/harm				
	Insignificant	Minor	Moderate	Major	Catastrophic
	No / Minor injuries	First Aid	Medical treatment	Extensive injuries	Fatalities
Almost Certain	Medium	Medium	High	Extreme	Extreme
Likely	Low	Medium	High	High	Extreme
Possible	Low	Medium	Medium	High	Extreme
Unlikely	Low	Low	Medium	Medium	High
Rare	Low	Low	Low	Medium	High

Refer: pp 22-24
Safety Management Plan
Template – EOTC procedures

Activity Competence & Staff competence

Refer EOTC Coordinator forms:

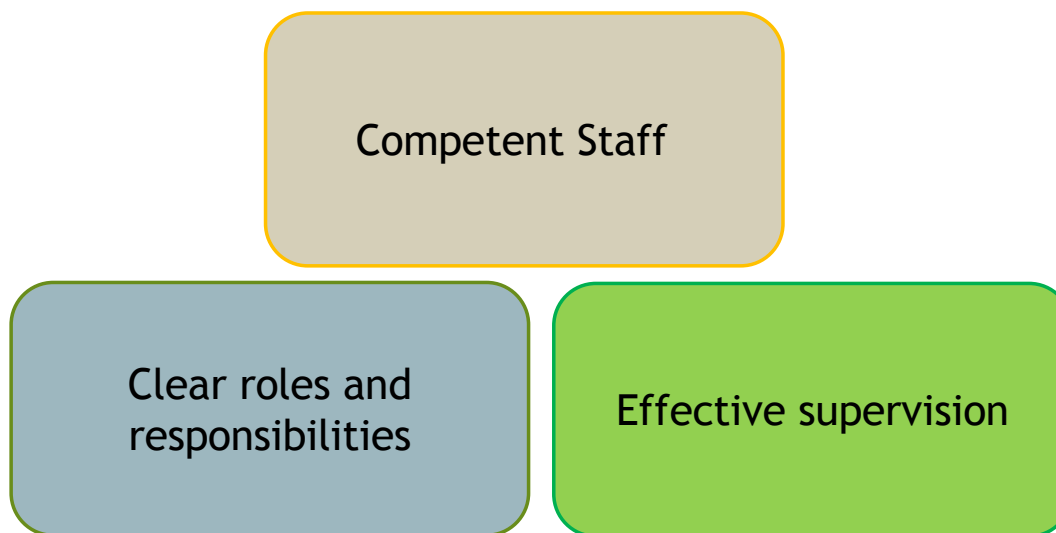
- ▶ Staff Competency Database
- ▶ Activity Competency Requirements

Refer EOTC forms:

- ▶ 4 Staff Agreement Form
- ▶ 1 Activity proposal, approval & intentions - “Supervision requirements” (page 2)
- ▶ 2 Risk Assessment & Supervision - “Leadership & Supervision Plan” (p5)

Staffing and Supervision

Cornerstones of learning safely



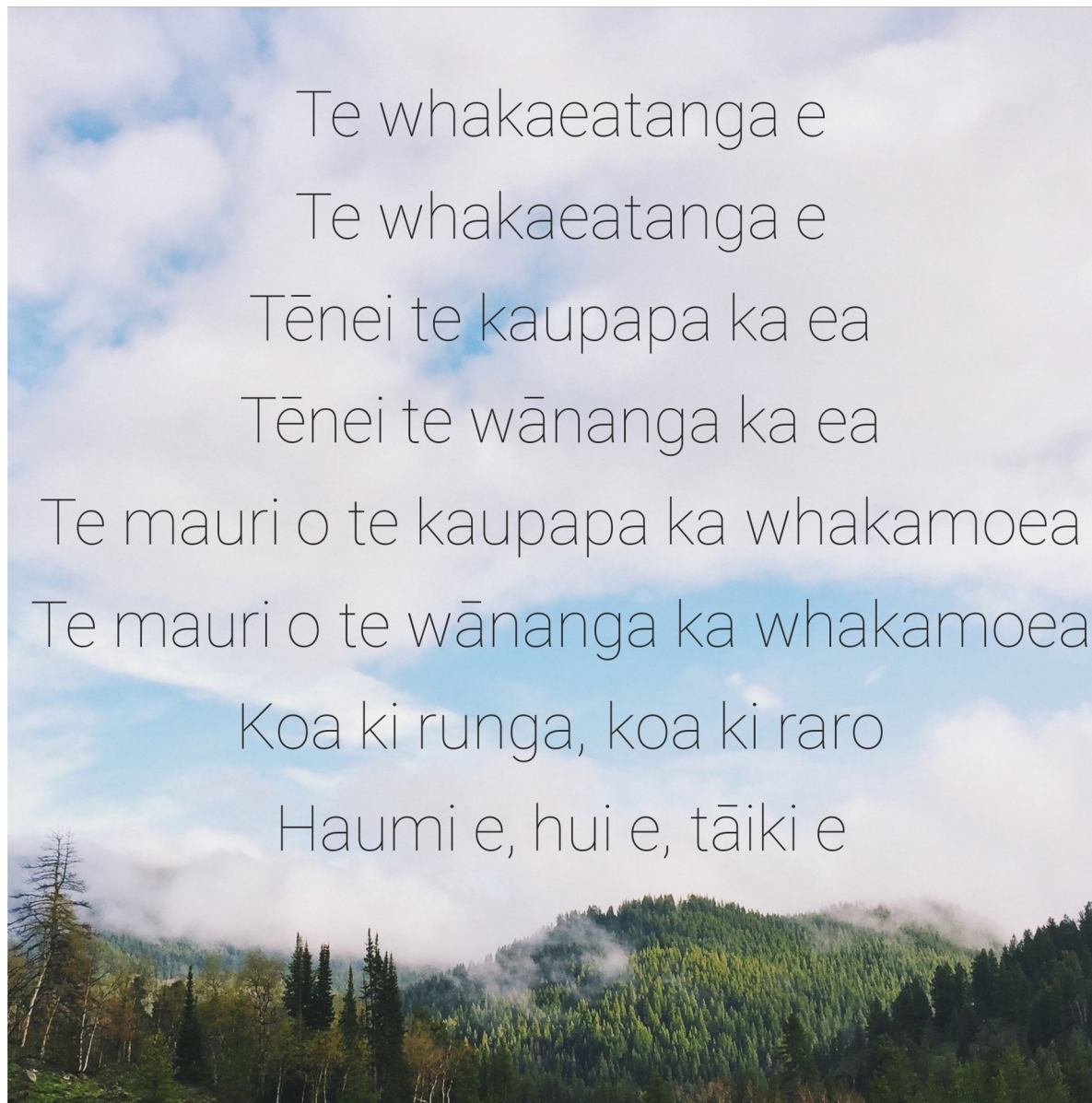
Systems and practice go hand in hand

Reviews of School EOTC Management Systems & practice are too often showing a disconnect between good systems and good practice.

The paperwork won't keep ākonga safe, what actions Kaiako take on the day does.

But, without **thinking critically** in the planning of an EOTC event, (and briefing other leaders and assistants on their role, responsibilities, and front of mind risks) - everyone can be unprepared to **act critically**.

Do you have a great up to date system that most of your staff struggle to complete correctly? Do they understand risk rating? Do they know that an effective supervision structure needs to be implemented not 'ratios' and do they know what one looks like? Do they know their role and what to do in an emergency?



Te whakaeatanga e
Te whakaeatanga e
Tēnei te kaupapa ka ea
Tēnei te wānanga ka ea
Te mauri o te kaupapa ka whakamoea
Te mauri o te wānanga ka whakamoea
Koa ki runga, koa ki raro
Haumi e, hui e, tāiki e