



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

He waka eke noa
A canoe on which everyone can embark



EOTC Guidelines

Bringing the Curriculum Alive



Learning Safely

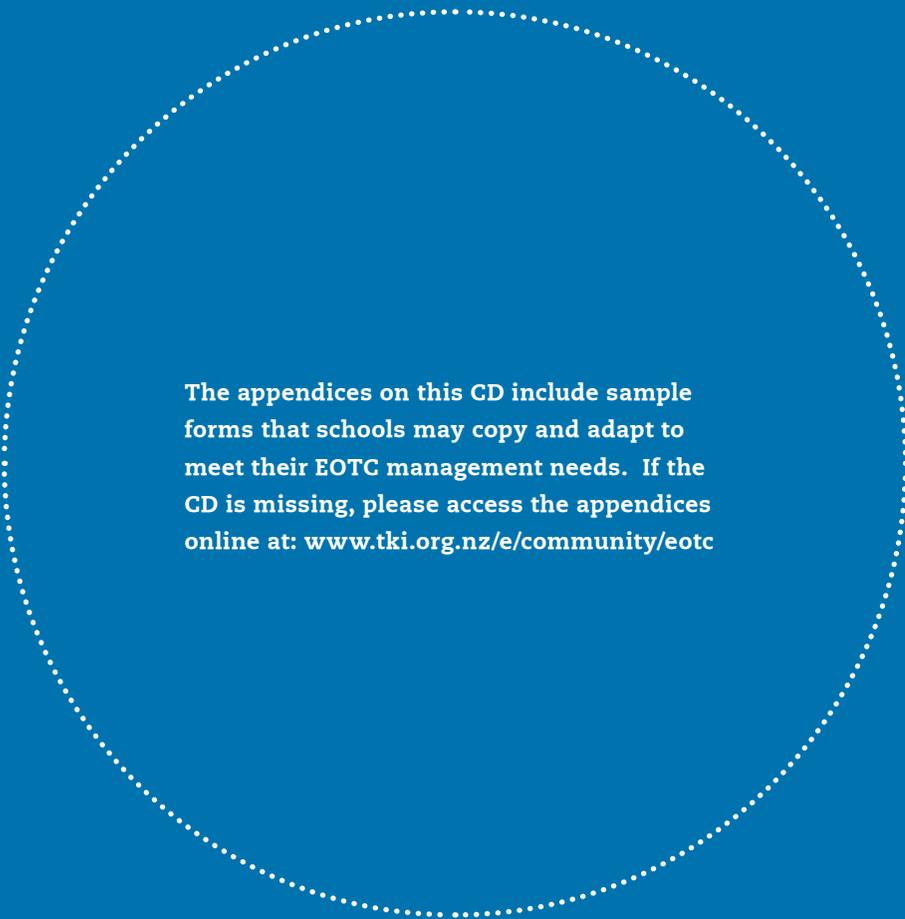
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The appendices on this CD include sample forms that schools may copy and adapt to meet their EOTC management needs. If the CD is missing, please access the appendices online at: www.tki.org.nz/e/community/eotc

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Foreword

Education outside the classroom (EOTC) is an essential part of school life in New Zealand. To extend students' learning experiences beyond the classroom, schools need to take advantage of the opportunities offered by the wider community and the environment.

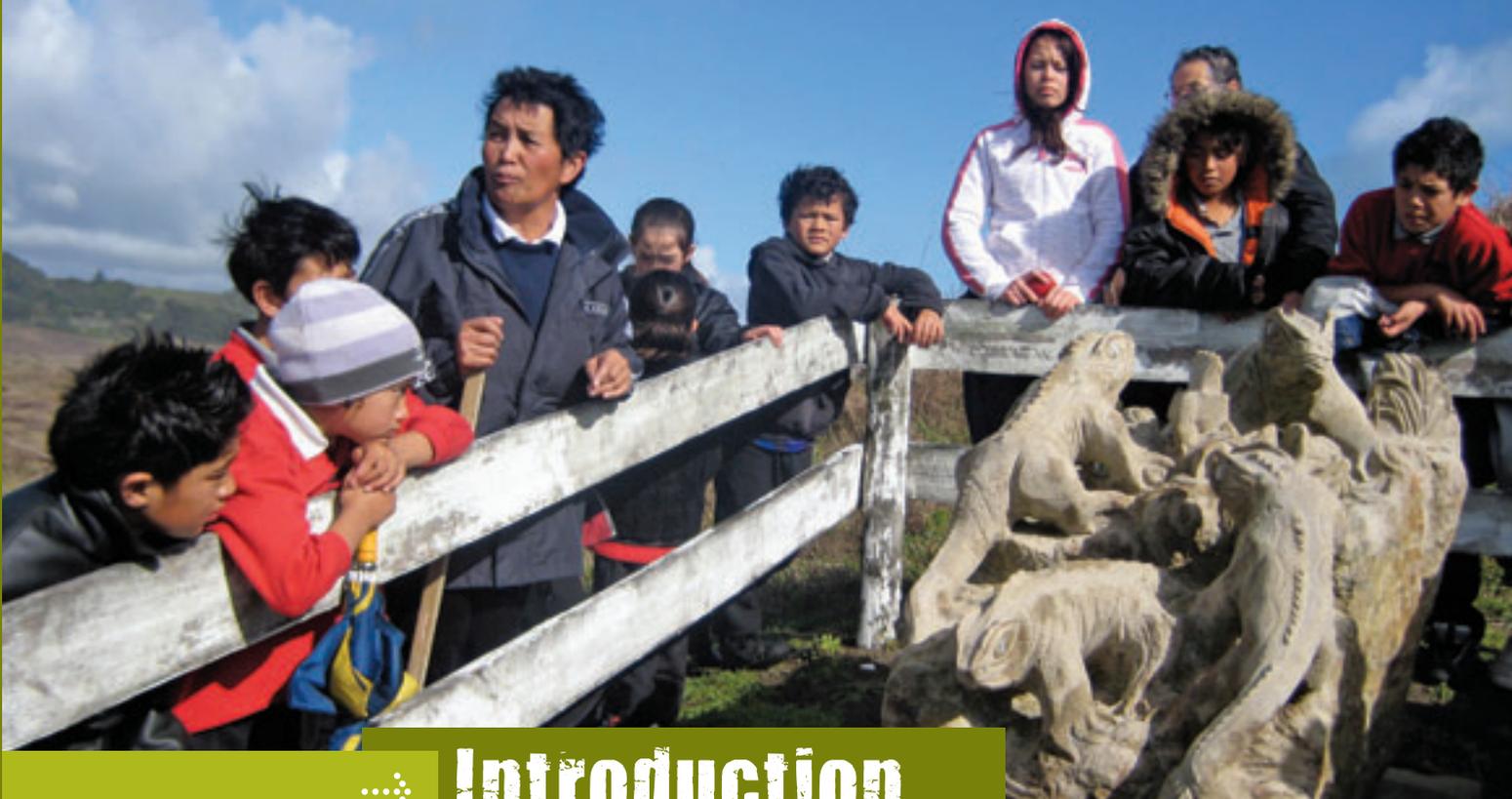
Students need to learn in a variety of contexts in order to gain the knowledge, skills, attitudes, and values required to enjoy a healthy lifestyle; take responsibility for their own safety; form positive and respectful relationships with their peers, their teachers, and the environment; and participate in the creation of safer communities. Once decisions have been made about what students should learn, consideration needs to be given to how EOTC can best support the teaching and learning priorities. Learning beyond the classroom can support the direction and contribute to the breadth of learning described by the national curriculum.

New Zealanders have easy access to the bush, beaches, rivers, and mountains, which provide excellent environments for learning, but where safety considerations are paramount. These guidelines support school boards and staff to enhance their students' learning outcomes and to meet their safety obligations.

I want to acknowledge all those who have contributed to the development of this resource: the writers, Reference Group, principals, teachers, students, parents, and others who joined in focus groups or provided feedback during the consultation period. These guidelines will help school communities to plan and provide learning experiences that extend the classroom walls, both within and beyond the school gates.



Anne Tolley
Minister of Education



Introduction

Whakataukī

Tirohia kia mārama
Whāwhāngia kia rangona te hā.

*Observe to gain enlightenment;
participate to feel the essence.*

Education outside the classroom

Taking students outside the classroom to learn has been part of schooling in New Zealand for over a century (Lynch, 2006). Education outside the classroom (EOTC) is still a key component of primary and secondary school life in New Zealand (Haddock, 2007a and b).

EOTC 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.

Effective teaching and learning

The links that students are able to make between the classroom and real-world experiences can be critical to their long-term learning (Alton-Lee and Nuthall, 1990). Accordingly, school policies and practices that enable students to participate

in well-designed, curriculum-based experiences outside the classroom assist with their learning. Positive EOTC experiences* can also counter educational disadvantage (Robinson et al., 2009).

Learning safely

Learning and safety are paramount in EOTC. While EOTC provides opportunities for positive learning outcomes in a student's education, alongside these gains is the potential for mishap if programmes are not effectively managed.

Schools have legal responsibilities to keep learning environments safe for students and staff. These guidelines clarify schools' responsibilities regarding EOTC and provide ideas and examples of how the legal requirements can be met and how learning and safety can be enhanced.

The degree of risk* inherent in many EOTC activities makes effective safety precautions necessary. These guidelines emphasise that the level of risk management (and the level of paperwork) should be in proportion to the level of risk associated with the type of EOTC activity*.

Who are these guidelines for?

These guidelines are for the use of state and state-integrated primary, composite, and secondary schools. Independent schools may also wish to adopt these guidelines. Organisations other than schools may also find them useful.

These guidelines aim to help boards of trustees, principals, and teachers to provide quality educational experiences, outside the classroom, that maximise learning and safety and that meet the relevant statutory requirements and best-practice guidelines.

Purpose

The primary purpose of these guidelines is to support teaching and learning of the national curriculum, which includes *The New Zealand Curriculum for English-medium Teaching and Learning in Years 1–13* (2007) and *Te Marautanga o Aotearoa* (2008). The guidelines may also be applied more broadly as a good-practice guide for other activities that schools are associated with. They should* be used to review a school's EOTC policy and procedures and to update them where necessary. The guidelines include a Tool Kit for EOTC Management. It is important to note that not all forms are required for each EOTC activity.

Where these guidelines fit

In relation to other Ministry of Education resources, these guidelines:

- support the national curriculum, which includes *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*;
- are aligned with *Ka Hikitia – Managing for Success: Māori Education Strategy 2008–2012* (2008), the *Pasifika Education Plan 2008–2012* (2008), and the *New Zealand Disability Strategy: Making a World of Difference* (2001);
- replace *Safety and EOTC: A Good Practice Guide for New Zealand Schools* (2002);
- replace *Anywhere, Everywhere: EOTC Curriculum Guidelines for Primary Schools, Secondary Schools, and Early Childhood Centres* (1992);
- supplement *Guidelines to the Health and Safety in Employment Act and The Health and Safety Code of Practice for State and State Integrated Schools* (gazetted in 2007);

- supplement *Worksafe at Schools* (2002), available at www.minedu.govt.nz;
- are a companion to *Traumatic Incident Management Support for Schools and ECE Services* (2008) and *Responding to Traumatic Incidents – Checklist for Early Childhood Education Services and Schools* (2009) available at www.minedu.govt.nz;
- are a companion to the *LEOTC Provider Guide* (2008), available at http://leotc.tki.org.nz/for_providers;
- are a companion to *Physical Activity for Healthy, Confident Kids* (2007).

These guidelines are a companion document to the following related resources developed by other agencies.

- *Guidelines for Risk Management in Sport and Recreation* (SPARC and ACC, 2004);
- *Outdoor Activities – Guidelines for Leaders* (SPARC, 2005);
- *Outdoor Safety – Risk Management for Outdoor Leaders* (New Zealand Mountain Safety Council, 2004);
- *Sport and Recreation Coordinator's Manual* (SPARC, 2008);
- *Sports Events resource* (Skills Active Aotearoa, 2007).

Where to download or order these guidelines

These guidelines are available online at Te Kete Ipurangi (TKI), the Ministry of Education's online learning centre, at www.tki.org.nz/e/community/eotc, where they will be updated as required. This website contains further information and links to related sites and resources.

“Ka Hikitia ... challenges schools to make systemic change and school culture change ... so encouraging teachers to take risks and step outside their comfort zone ... through EOTC experiences ... is important in building everyone's capability.”

Principal



Chapter 1 ... Bringing the Curriculum Alive

Whakataukī

Ko te manu ka kai i te miro nōna te ngahere
Ko te manu ka kai i te mātauranga nōna te ao

*The bird that eats from the miro tree owns the forest
The bird that eats of the tree of knowledge owns the world*

... What is EOTC?

1. EOTC is curriculum-based teaching and learning that extends the four walls of the classroom.

Why is it important?

2. Learning takes place both inside and outside school. Learning at school should encourage young people to be capable and knowledgeable citizens, who are involved with the communities they live in and contribute to the wider community. Every young person should be able to participate in learning beyond the classroom, whatever their age, ability, or circumstances.

3. Learning outside the classroom has the potential to support learning in ways that are consistent with the vision, graduate profile, principles, values, attitudes, key competencies, and effective pedagogy statements in the national curriculum (*The New Zealand Curriculum* and *Te Marautanga o Aotearoa*). In addition, EOTC

can support the aspiration for broad and deep learning in real-life contexts within and across the learning areas of the national curriculum.

Learning can take place anywhere

The school grounds

4. 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 spiders on the school fence;
- grow vegetables or native plants;
- play sports on the fields or courts;
- learn about energy use and waste.

“Being connected to others and the environment provides a powerful pull out of the classroom.”

Principal

The local environment and community

5. Learners can develop the skills and confidence to explore the 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, sports and recreation facilities, places of worship, and theatres, attending live music events, and involvement in volunteer and citizenship projects can enrich all areas of the curriculum.

Places further afield

6. As young people mature, they gain confidence in 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 a road end or accessible by vehicle;
- theatre workshops, places of worship, farms and gardens, museums and galleries, and places that reflect the world of commerce and technology.

Residential experiences

7. 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 areas alive in real-life contexts over an extended period of time.

Curriculum vision

The vision of New Zealand's national curriculum cannot be achieved inside classrooms alone.

8. *The New Zealand Curriculum* and *Te Marautanga o Aotearoa* both emphasise a vision for learners in Aotearoa New Zealand that has implications for the design of learning experiences beyond

the walls of the classroom. If students are to be confident in their own identities, learning should occur in places where that sense of identity is strong and can be developed – and those places are not limited to the classroom or school. If students are to be connected to the land and environment, they need opportunities to engage in learning beyond the classroom walls.

9. If students are to be actively involved participants in a range of life contexts and contributors to the well-being of New Zealand (social, cultural, economic, and environmental), they need opportunities to actively participate in those contexts during their schooling. Schools are not preparing students to be actively involved later or when they are grown up – students are capable of participating actively in a range of contexts, including those beyond the school, now. This is one of the pathways to becoming lifelong learners.

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

Teacher

The remainder of this chapter illustrates how EOTC can give effect to the national curriculum. Paragraphs 10–27 focus on *The New Zealand Curriculum* for English-medium schools. Paragraphs 28–50 focus on *Te Marautanga o Aotearoa* for Māori-medium schools.

EOTC and The New Zealand Curriculum

EOTC and the principles of The New Zealand Curriculum

10. The principles of *The New Zealand Curriculum* can be embedded in the design and implementation of each school's own curriculum involving learning experiences outside the classroom. Many of the people and places that can strengthen students' understanding of and commitment to the Treaty of Waitangi are beyond our schools and classrooms, as are many of the sources of knowledge of te reo Māori me ōna tikanga. Through learning outside the classroom, we can reflect New Zealand's cultural diversity, and the places we take students to can signal the value of diverse histories and traditions. The interactions that take place while students are involved in learning outside the classroom are rich opportunities for implementing an

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

inclusive curriculum that is non-sexist, non-racist, and non-discriminatory. The places we take students to, and the roles we engage them in while “outside”, can recognise and affirm all students’ identities, languages, abilities, talents, and learning needs. The principle of community engagement has special implications for EOTC. Where better to connect with students’ wider lives and develop partnerships with families, whānau, and communities than in the community?

11. Similarly, the principle of coherence is fundamental to learning outside the classroom because any “beyond school” experience inevitably crosses learning areas and can potentially support transitions and pathways to further learning. The national curriculum emphasises the importance of dealing with future-focused issues, such as sustainability, citizenship, enterprise, and globalisation. Moving beyond the classroom, students are able to directly engage with key authentic resources that relate to those issues, including people, organisations, and places. Learning beyond the classroom also enables students to reflect on and gain insights into their learning processes so that they are learning to learn. Learning sites outside the classroom provide opportunities for high expectations to be realised. All students, regardless of their individual circumstances, can learn and can achieve personal excellence in the context of EOTC experiences*.

EOTC and the values in The New Zealand Curriculum

12. The values outlined in *The New Zealand Curriculum* that students are encouraged to hold are:

- excellence, by aiming high and by persevering in the face of difficulties;
- innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively;
- diversity, as found in our different cultures, languages, and heritages;
- equity, through fairness and social justice;
- community and participation for the common good;
- ecological sustainability, which includes care for the environment;
- integrity, which involves being honest, responsible, and accountable and acting ethically;
- respect [for] themselves, others, and human rights.

13. Learning with people and in places beyond the classroom can enable students to:

- encounter the values of diverse groups and cultures as they occur in real-world contexts;
- 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 types 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

14. *The New Zealand Curriculum* identifies five key competencies: thinking; managing self; using language, symbols, and texts; relating to others; and 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.

“The key competencies sit naturally within most aspects of EOTC programmes.”

Principal

- 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 **apply** the key competencies and use them to **transform learning**. They are a means of transforming the way in which students engage with and use their knowledge and understandings. Where better to apply and transform new learning than in relevant, 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.



“At first I didn’t think I’d be able to finish the walk, but we worked hard to make sure we were well-prepared and fit.”

Year 6 student

- The **future-focused** aspect of the key competencies can be reinforced through EOTC, through experiences in which students encounter future issues that are a current concern in contexts beyond school.

Refer to <http://keycompetencies.tki.org.nz/> for more information about these aspects of the key competencies.

Teaching as inquiry and EOTC

15. Teaching as inquiry (*The New Zealand Curriculum*, page 35) is about the thinking that teachers do as they consider what is most important, given:

- their students’ learning needs and aspirations (focusing inquiry);
- the teaching approaches they intend to use (teaching inquiry);
- the impact previous teaching has had on their students’ learning (learning inquiry).

These considerations are important for all teaching and learning but are critical in EOTC because teachers need to inquire into both learning needs **and** safety needs.

Focusing inquiry

16. What matters most?

- What are our students’ learning needs? What do they need to learn and do?
- What kinds of learning experiences will help them to learn?
- Will this learning include learning beyond the classroom?
- What previous EOTC experiences* have our students had? How can we build on what they already know and can do?
- What, therefore, is most important for them to experience and learn outside the classroom walls?

For each student, consider their:

- age;
- experiences;
- stage of developmental readiness;
- level of capability;
- level of confidence;
- skills;
- limits;
- needs.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

“The teachers aren’t feeding knowledge into you – you’re doing it more for yourself.”

Year 8 student

Teaching inquiry

17. What is the best way to teach and learn?

- What is the most appropriate learning environment for my students’ learning needs?
- What EOTC activities are appropriate for the developmental needs of my students?
- What approaches have others (both teachers and researchers) found to be effective?

18. Teachers should carefully design learning experiences, including EOTC experiences, by using effective pedagogy. Evidence shows that students learn best when their teachers:

- make connections to prior learning and experience;
- create a supportive learning environment;
- facilitate shared learning;
- enhance the relevance of new learning;
- provide opportunities for students to set goals and identify personal anxieties and challenges;
- provide sufficient opportunities to learn and encourage reflective thought and action. The opportunities should* be carefully aligned and sequenced. **Progression** of learning has particular importance in the context of EOTC (see paragraphs 23–26).

19. Supportive and inclusive relationships

Create a supportive learning environment

EOTC provides an ideal context to develop supportive relationships between members of a learning community, through learning in real social and cultural contexts that are inclusive of all learners. The need for a supportive learning community is important at all times and in all contexts but is particularly critical when students move beyond the classroom and school. Relationships can also be built with members of the wider school or local community and beyond.

20. Shared experience

Facilitate shared learning

The experiences students have together beyond the classroom are important not only because of the learning that occurs for each of the individuals involved but also for the shared experience that teachers can draw on afterwards. That experience becomes a platform for subsequent activities and tasks because it has been shared by the whole group. EOTC can also help to develop learning partnerships in which learning is seen as a reciprocal activity (ako), involving students, teachers, family members, and others in the wider community. EOTC experiences* confirm that many people are learners within this community and that not only teachers have expertise to offer.

21. Relevance

Enhance the relevance of new learning

When students engage in learning opportunities beyond the classroom, they relate their learning to real contexts in the wider world. In familiar and unfamiliar EOTC contexts, students’ curiosity can be stimulated, promoting opportunities for further learning. Contexts beyond the classroom are also rich places to learn because they are not typically confined to any one learning area. Rather, EOTC provides contexts where connections can be made across curriculum learning areas, to students’ lives and prior experiences, and with the wider world. A variety of people and places beyond school are sources of information and ideas and provide opportunities for students to apply their learning in authentic ways.

22. Variety

Provide sufficient opportunities to learn

Learning is enhanced when students encounter a variety of new experiences. Providing multiple opportunities for learning with people and places beyond the classroom helps students to engage with and remember the learning.

Progression: For learning and safety

23. The foundations for safety are laid when the progression of learning tasks, activities, and events is carefully designed to gradually increase complexity in relation to students' capabilities. Progression is important in a school's EOTC programme*, both across activities and within each EOTC event* or activity*. A well-sequenced EOTC programme can ensure that students and assistants do not find themselves out of their depth but that they have the knowledge, skills, and attitudes to cope in the EOTC environment.

Aligning experiences to students' existing capabilities

24. Learning and safety are enhanced when careful consideration is given to alignment between students' existing capabilities and the design of the learning experience.

Progressive sequences

25. Careful consideration should* also be given to the sequence of tasks, activities, and events that students experience in EOTC to ensure that a sequence involves an appropriate progression that scaffolds learning.

i. Progression within an EOTC activity

Sequencing a specific EOTC activity enables students to build confidence and skills together. This can make learning fun while giving students the ability to keep themselves safe.

ii. Progression across activities within an EOTC event

Planning the progression in any sequence of activities is also important during EOTC events (such as camps). It is important to make sure learning is planned and purposeful rather than just a smorgasbord of rostered activities. Well-sequenced learning activities are safer for students and build their confidence in ways that enable them to exceed their previously perceived limits.

- Does the roster of activities ensure that all groups of students experience only activities within their limits early in the event?
- Are the activities early in the event likely to build, rather than damage, students' confidence? Are students in an appropriate operation zone? (See the operation zones model in chapter 5, page 50.)
- Is there continuity in terms of the people teaching or instructing? Using the same person across activities enables that person to facilitate progressive group and individual development.
- Is the EOTC co-ordinator, person in charge, or activity leader involved in the planning, running, and evaluation of the EOTC experience*? If so, this will increase the potential for meeting educational and safety outcomes.
- Is the sequence of activities designed to build confidence and skills over the duration of the event? For example, a sequence of activities might begin with an activity to develop a foundation skill, like building trust, then progress to activities that require trust, and then to those that require it in a more challenging context.

“We were given much more responsibility and the teachers and parents were much more trusting ... they let us take more risks.”

Year 8 student

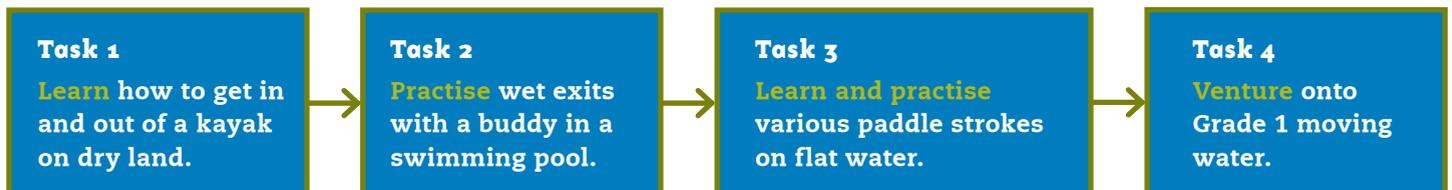


iii. Sequencing across learning programmes that include EOTC experiences*

Ask yourself these questions:

- Do EOTC experiences at each level build on the knowledge, key competencies, skills, and attitudes developed in previous year/s, including those developed at other schools?
- Do EOTC experiences early in the year form a foundation for learning over the rest of the year?
- Do EOTC experiences at the end of the year build on and extend the knowledge, key competencies, skills, and attitudes gained throughout the year?

Example 1: Learning area: health and physical education: outdoor education*



Example 2: Learning area: technology



26. If observation during the EOTC experience suggests that the planned learning progression is not appropriate for a group, the activity leader must take action. By exercising good judgment and altering the planned sequence to meet students' needs, the activity leader facilitates learning without compromising safety.

Learning inquiry

27. What happened for the students?

The third inquiry in the Teaching as Inquiry model involves using a range of assessment approaches to consider the impact of the EOTC experiences and find out how far each experience has promoted student learning and well-being.

- What impact did the teaching have? How successful were the students in achieving the prioritised outcomes while learning outside the classroom?
- What do we know now about changes to the students' capabilities?
- Which teaching approaches were most evident in the teaching and learning, and how did that impact on the outcomes for the students?
- Which approaches, on reflection, should have been emphasised more? How could the teaching approaches be changed or improved?
- Given the students' achievement, what are the next steps for teaching and learning? What, if any, EOTC activities* and events* could be part of the programme*?

“Ko te mea pai ki ahau ko te puta ki te hari i ngā manuhiri ki te hīkoi i te akau.”

He ākonga o te kura tuatahi



❖ Te ako ki waho i te akomanga me Te Marautanga o Aotearoa

**Ko te manu ka kai i te miro nōna te ngahere
Ko te manu ka kai i te mātauranga nōna te ao**

28. I te whai o te Māori, kia tino tau te mauri o ngā tamariki ko wai rātou, nō hea rātou, he aha ō rātou ake tikanga me ngā āhuatanga Māori o ō rātou tarawāhi mā te huarahi o te reo Māori e taea te kī, kua mōhio kē te Māori ki ngā āhuatanga o te mātauranga ki waho o te akomanga. Ko te mahi ki waho i te akomanga mō ēnei momo kura, he mea tino matua rawa atu o te ako me te whakaako mā te huarahi o te reo Māori. Ehara i te mea hou ki te Māori, heoi anō, tērā pea ko ngā kura Māori o te tāone kāore i te wātea ki te putaputa pērā i ngā kura kei te tuawhenua.

29. Hei tauira atu i tēnei āhuatanga, ko te haerenga mai o tētahi manuhiri o Te Whare Wānanga o Hawai'i i Hilo. I rawe ki a rātou te kite i ngā tamariki o Te Kura Mana Māori o Whangaparāoa e noho Māori ana ki tō rātou tarawāhi. Katoa o tēnei tira, he mātua, he tīpuna, he kaiako, he kaiāwhina, mahi tahi ai ki te taha o ngā tamariki o *Ke Kula 'o Nawahiokalani'ōpu'u*. Ehara ngā kōrero e whai ake nei i te kōrero whakahīhi mō te kura o Whangaparāoa. Kāo! He kōrero kē hei tauira atu i ngā pānga mahi o te ako ki waho i te akomanga ki te tūāhua whakaako i tēnei kura. Kāore e kore e rite ana ngā mahi ki ngā kura Māori i te whānui o te motu. Kua whakaurua haeretia hoki ngā pānga ki Ka Hikitia me Te Marautanga o Aotearoa.

30. He mea hou tēnei ki te kura o Whangaparāoa, arā, te kite i tētahi iwi taketake pēnei i ēnei o Hawai'i e peka mai ana ki tō rātou wāhi mohoa noho ai. Ka mīharo te hunga o Hilo i te kite e mau tonu ana i ngā tamariki o Whangaparāoa ngā tikanga me ngā mōhiotanga tuku iho mā te reo Māori. Heoi anō, ko te mea nui kē, ko te kite a te hunga o Hawai'i, ko ngā tikanga tuku iho nei e whakamahi tonutia ana, otirā, e tino whai wāhi ana ki te ao o tēnei wā. Ehara i te mea i mahia e ngā tamariki nei hei whakarekareka noa i ā rātou manuhiri, engari he mahi tino whai take tonu. I te hāhāri haeretanga a ngā tamariki i te manuhiri ki te taiao o reira, ka kite te iwi o Hawai'i, ko te puta atu i te kura ehara i te mahi tauhou ki ngā tamariki nei. Ka kitea kua mōhio kē ngā tamariki o Whangaparāoa ki ngā wāhi hei haere tūpatotanga mā rātou, ko wēhea ngā wāhi noho tapu, ko wēhea ngā wāhi kia āhua wehi anō te rōpū o Whangaparāoa, ngā wāhi hei manaakitanga hoki mā rātou i te whenua o tō rātou taiao.

31. I tīmata mai te whakaatu a ngā tamariki rā i ō rātou mōhio mō te kawa manaaki tangata me te ako ki waho atu o te akomanga i te tatūtanga mai o tā rātou manuhiri o Te Whare Wānanga o Hilo, o te moutere nui o Hawai'i. I pōhiritia te manuhiri e te iwi kāinga ki te kura i ngā hāora kua mutu nei te kura. Ka mutu te whakatangata whenua i te manuhiri, ko tētahi mea i pai ki ngā manuhiri nei, i te wā e tatari ana ki te karanga mō te kai, ko te kite atu i te noho noa a ngā tamariki rā ki a rātou anō, waiata noa ai i a rātou anō waiata Māori. I te karangatanga i te manuhiri ki te kai, ka tū mai ngā tamariki ki te waiata-ā-ringa atu ki te taha o ngā pakeke hei pōhiri i ngā manuhiri ki roto i te wharekai.



“Ki oku whakaaro he pai notemea i te kōrero rātou mō ngā mahi i mahia i konei i Whangaparāoa. Te āhua nei i mau i a rātou ngā kōrero mō te hītori o tēnei kāinga.”

He ākongā o te kura tuatahi

32. Ka mutu te kai, ka haere ngā mihi o te pō, ā, i konei ka whai wāhi atu ngā tamariki ki te mihimihi Māori ki ngā manuhiri me te kīnaki anō i ā rātou kōrero mā te waiata Māori. I uruuru atu anō hoki ngā tamariki ki te karakia Ringatū i whakahaeretia e te minita o taua hāhi. I muri mai, ka kōrerotia ngā mahi kua whakaritea mō te rā e whai mai ana – ko te haere ki te hī ika tētahi. Heoi anō, i te wā ka hokihoki atu ngā tamariki me ngā whānau ki ō rātou kāinga, ka uru mai tētahi o ngā mātua, ka whakahau kia whakarongo ake ngā manuhiri ki te papaki mai o ngā ngaru ahakoa te marino o te pō. Ko tāna, ko te āhua papaki mai o te tai e tohu ake ana, e puta ake ana he tūātea. Ao ake, pātuki ana te marangai. Kitea atu ana e te manuhiri te mōhio o tērā iwi ki tō rātou taiao. Ahakoa te heke mai o te marangai i te wā parakuihi, me te māharahara o te iwi kāinga kei mākū ngā manuhiri, kāore ngā tamariki i rarua, ka totohe tonu e kore e roa ka hiki te marangai. Me te aha, ka mutu te parakuihi ka kitea atu te hiki ake o te marangai, heoi anō, kāore tonu i pai mō te hī ika i te kaha ngarungaru me te ruturutu mai o te moana.

33. I mua i te haerenga ki tātahi, ka whakawhāiti, ka aratakina te karakia e tētahi o ngā kaumātua; te tuku whakamoemiti, te tuku inoi kia whakawāteatia te huarahi haere, kia manaakitia te rōpū kia kaua e pā mai he āhuetanga kino. Tukua ana mā ngā tamariki pakeke te manuhiri e ārahi ki tātahi, engari mā ngā tamariki anō ā rātou nā kōrero e kōrero, me te whakamahara atu kia tiakina ngā tamariki pakupaku.

34. I ngā manuhiri o Hawai’i e hīkoi ana ki tātahi ki te whanga o Whangaparāoa, i raro mai i a Tihirau, te maunga kūrae rongonui o

Whangaparāoa, ka kite atu rātou i te pīngao e tipu ake ana, ka pātai atu ki ngā tamariki he aha ērā. Ka whakamārama atu ngā tamariki mō tā rātou onotanga i te pīngao i tātahi hei ārai atu i te ngahae mai o te moana. I konei anō hoki, ka kōrerotia atu e tētahi o ngā pakeke ngā kōrero rongonui mō te ika o reira, arā, te moki. Anā, hei te rewanga rawa ake o tētahi o ngā whetū, a Autahi, i te pae o te moana e mōhiotia atu ai, ko te wā tērā e āhei ai te tangata ki te hī moki. I runga anō i ngā tikanga tuku iho o Kauaetangohia, e mau tonu iho ana ēnei tikanga ki ēnei rā tonu.

35. Ka titiro atu te tira haere ki te moana me tōna ngarungaru, tōna karekare mai, ā, hei reira, ka whakamāramatia atu e te tumuaki o te kura ngā kōrero o te taunga mai o ngā waka o Te Hekenga Nui o te Māori mai i ngā motu o Te Moana-nui-a-Kiwa. Ā, ka puta ake te take i tapaina ai te hapū o Whangaparāoa, ko Kauaetangohia me te pānga o te ingoa o tō rātou wharenuī ki te ingoa nei, a Kauaetangohia.

36. Mutu ana, ahu ake ana te rōpū ki te toka whakamaumahara ki te ūnga mai o ngā waka, ka tino kitea te kaingākau o ngā tamariki ki te manaaki i tā rātou manuhiri. Nā te tumuaki anō ngā kōrero whakamārama i te kōhatu whakamaumahara ki ēnei hītori, arā, Te Haika o Tainui.

37. I reira anō ērā atu o ngā kaiako, ngā kaiāwhina, te mōrehu kuia me ētahi o ngā tamariki e tāpiri kōrero atu ana. Ko ētahi i te mātaki me te tiaki i ngā tamariki, i te āhua korara kē hoki i tātahi. I te kao katoatanga o te katoa o te rōpū o Whangaparāoa me te iwi o Hawai’i,

ka whakawhitia, ka takahia atu te whenua āhua reporepo ki te wāhi e hopu tuna tonu nei ngā tamariki, otirā, ngā whānau tonu o reira, i tēnei wā tonu. Ka puta mai hoki tō rātou mōrehu kuia me āna kōrero mō āna mahi hopu tuna i a ia anō e tamariki ana. Mutu ana tērā, kua tawhiti rawa te katoa i te kura. Heoi anō, kua oti kē te whakarite i tētahi pahi. I te huarahi e tatari ana hei hari i te katoa ki te marae, kia kitea atu, kia kōrerotia ngā kōwhaiwhai e pā ana ki ērā atu hītori o te tohorā, te moki anō hoki, me te pūtaketanga o te ingoa o Kauaetangohia. E rua rau mita pea te mamao atu i te kura.

38. Mutu ana ngā kōrero o te marae ka ākona te hunga o Hawai'i ki te waiata mō te moki. Kātahi ka huri mai ngā tāngata o Hawai'i, ka whakaakona ngā tamariki ki te *hula* i te waiata-ā-ringa a Ngōi Pewhairangi "Whakarongo ki te reo Māori ...". Ahiahi ana i tērā wā, ā, i konei ka hoki ētahi o ngā tamariki ki te kāinga me te ahu o ētahi o ngā tamariki ki te āwhina i te tao kai mō te hākari o te pō.

39. I te hokinga atu ki te kura, ka pōhiri anōtia te iwi o Hawai'i ki te hākari. Ko te pō whakamutunga hoki tēnei. Ka horaina ngā tēpu ki ngā kai Māori o Kauaetangohia, otirā, o Te Whānau-a-Apanui. Paratī mai ana tēnei mea, te kōura, i ngā taringa, pūhake ana te pāua, te poaka puihi, te tuna, te pūpū, te kānga kōpiro, me te aha noa atu o ngā kai Māori.

40. I te mutunga iho o te hākari, tūtū mai ngā tāngata o Hawai'i ki te mihi ake i te reo taketake o Hawai'i me te reo Pākehā anō hoki, ki te whakaputa i ō rātou whakamīharo ki te taetae mai ki tētahi kura Māori pēnei. Puta katoa mai ana i a rātou ngā kupu, e kore e wareware i a rātou te manaaki Māori mai a Kauaetangohia, me tō rātou tino kite i ngā hua o te whakahaere katoa i te kura mā te reo Māori, me te pai o te kite i ngā tamariki e mātua mōhio ana ki ngā āhuetanga huhua o tō rātou taiao. Ka pupū ake te whakaaro o ngāi rātou kia whakawhiti atu te kura o Whangaparāoa ki te motu o Hawai'i, kia kite hoki rātou i ngā mahi whakaora ake i te reo taketake o Hawai'i, otirā, hei whakapakari anō i ngā hononga ā-reo, ā-iwi i waenga i te Māori me ngā tāngata o Hawai'i. I te mutunga o ia whaikōrero, ka *hula* mai te iwi o Hawai'i me te whakatakoto koha iho ki te kura anō hoki.

41. I te ata o muri mai, i te poroporoaki, ka tukua e ngā tamariki ā rātou ake taonga koha, me te tuku whakamoemiti, kia pai te takatū o te hunga o Hawai'i i Aotearoa whānui, tae noa ki te wā tau atu anō rātou ki ō rātou kāinga i te moutere

nui o Hawai'i. Tēnā rā koutou, ngā mokopuna o Kauaetangohia. Rangatira ana ō koutou tīpuna me tō iwi i tēnei, tā koutou manaaki tuatahitanga i tētahi manuhiri tūārangi o tāwāhi.

42. Kāti, he aha i whakaputaina ai i ēnei kōrero mō ngā tamariki o Whangaparāoa? Nā te mea he tohu noa tēnei, ko ō tātou kura whakaako mā te reo Māori, e whakapūmau nei i te reo me ngā tikanga Māori, haere tahi ai te ako i roto i te akomanga me te ako ki waho o te akomanga. I raro nei, ka whakaaturia atu te āhei o ngā kōrero o runga ake nei ki ngā kōrero mō *Te Ako ki Waho o te Akomanga*. Kia mahara, he taurua noa iho ēnei, kāore i te tuaruatia ngā kōrero o te pukapuka *Te Ako ki Waho i te Akomanga*, o *Te Marautanga o Aotearoa*, o *Ka Hikitia* rānei.

Kia tirohia ake *Te Marautanga o Aotearoa*.

I roto i Ngā Mātāpono Whānui e kīia ana:

*Ko te ākongā te pūtake o te ako
Kia pūmau te ākongā ki a ia anō
Kia eke te ākongā ki tōna taumata
Me mahi tahi te kura, te whānau, te hapū, te iwi,
me te hapori
Ko te oranga taiao, he oranga tangata.*

43. I tauiratia mai e ngā tamariki o Te Kura Mana Māori o Whangaparāoa ngā mātāpono o *Te Marautanga o Aotearoa* i roto i tā rātou mautanga i te iwi o Hawai'i i tō rātou anō taiao. Otirā, i waho katoa ngā mahi i mahi tahitia ki te taha o te iwi o Hawai'i.

44. Hei tā *Te Ako ki Waho i te Akomanga* me whai wāhi ia tamaiti ki te ao o waho atu i te akomanga. Hei tā te Māori,

*Ko te manu ka kai i te miro nōna te ngahere
Ko te manu ka kai i te mātauranga nōna te ao.*

45. I te rārangi, "Ko te manu ka kai i te miro nōna te ngahere", e taea ai te kī ko te kupu "miro" e whakarite ana i ā tātou tamariki Māori e whai nei i te mātauranga o te ao Māori mā te huarahi o te reo Māori. Ko te kupu "ngahere" ka taea te whakarite ki te ao Māori. Koirā hoki te take, ka aua atu tātou, te iwi Māori, e whai ana kia ora tonu ai te reo taketake o tēnei whenua, kia kore rawa ai e ngaro. I te rārangi tuarua, "Ko te manu ka kai i te mātauranga nōna te ao", he mātauranga anō e whakahau ana i te Māori kia mahara he ao kei waho atu o te ao Māori, e rongō nei rātou, e kite nei rātou, e nōhia nei e rātou ia rā, ia rā, ā, e taea e rātou te hopu ake mā te reo Māori. Nō reira e whakahau ana tēnei i ngā ākongā, ahakoa e ako ana rātou mā te reo Māori, e taea tonutia ana te ako i ngā āhuetanga katoa o waho atu i te ao Māori mā te reo Māori.



**“Ko ōku whakaaro he tino pai
... ko au tētahi i manaaki, i
hīkoi, i kai tahi i te taha o tēnei
manuhiri. He tangata pai, he
tangata humārie, he tangata
pīrangī ki te kōrero ki a mātou.”**

He ākongā o te kura tuatahi

46. Ko te kōrero a te pukapuka o *Te Ako ki Waho* i te *Akomanga*, e hāngai ana ki te “hono atu o te ākongā ki te whenua me te taiao me te whai wāhi ki te ako ki waho o te akomanga”, i kitea ake nei i te manaaki a ngā tamariki o Whangaparāoa i te takutai moana, ki te ono i te pīngao, kia kua ai e ngahaetia a tātahi e te moana.

47. Hei tā *Te Ako ki Waho* i te *Akomanga*, ka taea e te tamariki te whakauru atu ki te whānui o te mahi ināianei tonu. Kitea ana i roto i te manaakitanga a ngā tamariki o Whangaparāoa i ngā tāngata nō Hawai‘i, tō rātou mōhio ki tō rātou taiao me te nanakia anō o rātou ki ngā mahi o tō rātou taiao.

48. Kia maharatia hoki, “Ko te reo Māori te reo o te tangata whenua o Aotearoa. He taonga i roto i te Tiriti o Waitangi, he reo whai mana i raro i ngā

ture o Aotearoa. Ka whai wāhi ngā ākongā ki te ako kia matatau rātou ki te reo Māori” (Ministry of Education, 1993, whārangi 10). Otirā, koia nei tā te Te Kura Mana Māori o Whangaparāoa e whai, arā, kia matatau anō hoki ā rātou tamariki ki te reo Māori me ngā mahi a ō rātou tīpuna, ahakoa i te kāinga, i te kura, i te taiao rānei.

49. Ko te ahurea rerenga kē, kua tauiratia mai i roto i ngā pahekotanga ki te iwi o Hawai‘i. He ngāwari noa hoki te kite atu i ngā hononga o te whakaako i ngā marautanga katoa i roto i te horopaki kua tauiratia atu nei. Otirā, ka whai wāhi mai ngā marautanga katoa.

50. Kāore e kore, kei ia kura whakaako mā te reo Māori, ā rātou anō kōrero e rite ana, e rangatira ake ana i ēnei kōrero kua whakamahia hei tauira i te whai take o te ako ki waho o te kura.

**“He iwi kē ratou, he reo
kē tō rātou ahakoa i taea
e mātou ki te whakarongo
ki tō rātou.”**

He ākongā o te kura tuatahi



Chapter 2 ... Learning Safely: A Shared Responsibility

Whakataukī

Ko Tangaroa ara rau

Tangaroa of the many pathways of the sea (Everyone must be alert, know their roles, and also be willing and able to assist others.)

... Shared responsibility

51. While the board of trustees is responsible for the health and safety of all participants in 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.

Waka analogy

52. As when sailing a double-hulled waka, everyone needs to work together to achieve effective learning experiences outside the classroom. While all of the groups involved in EOTC are in control of different aspects, they have a shared, not sole, responsibility for the quality of the learning and safety outcomes.

53. Figure 2.1 on page 18 shows how the waka is directed, steered, propelled, stabilised, and supported by different groups of people.

The students are the rā matua – the mainsail. Their learning drives the experience. Learning in an authentic context brings the curriculum alive for students – it puts wind in their sails. Involving students in the planning and organising

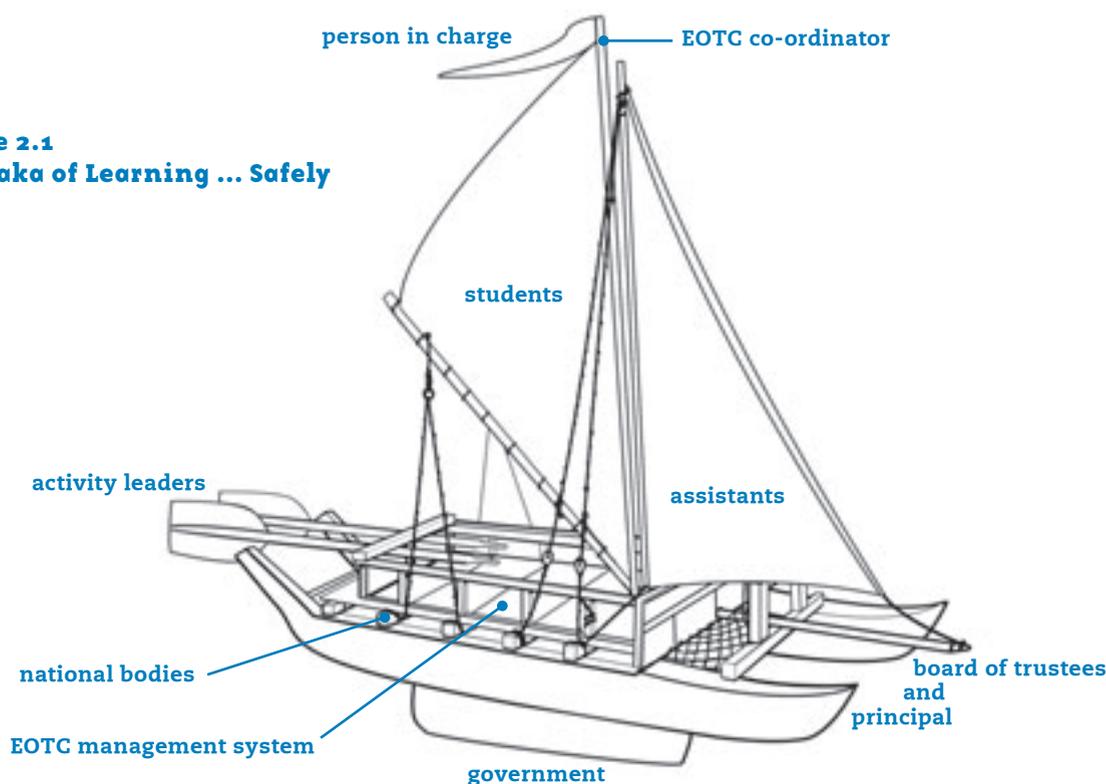
of EOTC activities*, including taking genuine responsibility for implementing safe practices, impacts significantly on their learning outcomes and the safety of the activity.

The person in charge is the mata ariki – the wind indicator. Situated up high, the person in charge has an overview of the activity, with overall responsibility for the students, activity leaders, and assistants involved. 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 roles and responsibilities are clear and that quick action can be taken if required.

The activity leaders are the hoe urungi and hoe ākau – the dual steering paddles. The activity leaders work with the person in charge to steer the desired course, respond appropriately to changing weather and sea conditions, and navigate around obstacles. They ensure students' needs and learning outcomes are met, and they maintain safety during the EOTC experience*. Their judgment, 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.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

Figure 2.1
The Waka of Learning ... Safely



Adapted from Periam (2002)

The assistants are the *rā tauaki* – the mizzen sail. This secondary sail can help maximise the performance of the waka but only if well trimmed to do so. If appropriately selected, briefed, and supervised, assistants can contribute to the students’ learning outcomes and overall safety and so enhance the EOTC experience. If not, they can become a sloppy, flapping sail, hampering the performance of the waka.

The EOTC co-ordinator is the *tiratū matua* – the mainmast. This mast provides the framework for the mainsail to propel the vessel along towards achieving quality learning outcomes. The EOTC co-ordinator 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.

The board of trustees and principal form *ngā riu* – the double hull of the waka. Working side by side, they 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. The double hull provides stability to reduce the chance of capsizing. 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.

The government statutory requirements form *ngā takere* – the keels. These guide the direction of the double-hulled waka and further add to its stability. National bodies’ accepted best practice* and schools’ and providers’ policies and procedures are based on statutory requirements set by the government.

The national bodies form the *kīato*, here, and *aukaha* – the cross-beams and tight lashings that bind the two hulls of the vessel together. National bodies set standards by summarising accepted best practice into codes of practice, guidelines, and manuals. These give the waka stability and reduce the chance of capsizing. When schools follow these, they stabilise their whole EOTC programme*, increase the quality of students’ learning, and decrease the likelihood of incidents*.

The EOTC management system is the *kaupapa* – the platform or decking, which connects the various parts and provides a foundation and meeting place for all. The school’s EOTC management system is the *kaupapa* or basis for all EOTC learning experiences and contains everything, from the school’s philosophy and rationale for taking students outside the classroom to learn, to safety management and emergency procedures and the post-event review process. Just as the *kaupapa* is built over the lashed beams, the EOTC management system closely follows accepted best practice.

❖ Specific responsibilities

54. The lists in paragraphs 55–61 outline the responsibilities of the key groups involved in EOTC. They aim to ensure quality EOTC learning experiences that are safe for all participants and are consistent with schools' statutory and best-practice responsibilities. The lists of responsibilities may be a useful starting point to develop job descriptions for some groups (for example, EOTC co-ordinators) and codes of conduct for others (for example, students). See appendix 5 for one-page photocopyable versions of the lists of responsibilities below.

Responsibilities of the board of trustees and the principal

55. The board of trustees, through the principal, must* ensure policies and procedures are in place in three major areas: staff competence and best practice, health and safety, and equipment and resources.

Staff competence and best practice

The board of trustees and the principal ensure that:

- an activity leader's competence is assessed against accepted best practice* (see chapter 4; and chapter 7, paragraphs 236–241);
- only competent activity leaders are approved to lead EOTC activities;
- assistants have the appropriate skills, knowledge, and/or experience for their assigned role;
- contractors, parents*, and volunteers have been screened for their suitability to work with students (see chapter 4, paragraphs 143–144);
- 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;
- all staff, volunteers, and students consider utilising sustainable practices in the planning and implementation of EOTC (see appendix 1);
- staff have professional learning opportunities to develop the competence required to run the activities they are responsible for.

Health and safety

The board of trustees and the principal:

- understand and comply with their legal responsibilities (see chapter 6);
- ensure that the school has a health and safety policy and procedures and that these are implemented effectively;
- ensure that all significant hazards* are identified;
- ensure that all (reasonable) practicable steps* are taken to eliminate, isolate, or minimise significant hazards through the application of appropriate safety management procedures; for example, that relevant codes of practice or accepted best practice procedures are followed (see chapter 7) or that a risk* management process is undertaken, for example, by using a RAMS*, SAP*, or another similar form (see appendix 4, sample forms 17, 18, and 19);
- ensure that responsibility for co-ordinating EOTC in the school has been assigned to competent staff (the principal, the EOTC co-ordinator, a senior staff member, or a committee) and adequately resourced;
- act appropriately to address any hazards reported to the board in writing;
- maintain a register of incidents that either harmed or might have harmed any staff member, volunteer, or student – joining the National Incident Database (NID) www.incidentreport.org.nz is strongly recommended, see chapter 8, paragraphs 261–262;
- ensure that emergency or crisis management procedures, including a traumatic incident* response plan (TIRP), are in place and that staff are familiar with them (see chapter 8);
- ensure that the school's TIRP includes a process for dealing with the media in cases of EOTC incidents;
- regularly review the school's safety management systems;
- review incidents to determine any lessons learned and implement any recommendations made (see chapter 8, paragraphs 248–252);
- 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 have Outdoorsmark and/or Qualmark accreditation or meet accepted best practice criteria (see appendix 4, sample forms 12 and 14–16 for assistance with this).

“We try not to let the scary part of it get in the way of the school being able to do this.”

Board member

Equipment and resources

The board of trustees and the principal ensure that:

- all circumstances and activities where safety equipment and/or clothing are 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 stored securely and their use is controlled, their distribution is supervised, and 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 (see appendix 4, sample form 28);
- 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* (see chapter 8, paragraphs 253–259).

Responsibilities of the EOTC co-ordinator

56. This person may be a teacher, senior staff member, or the principal (or a combination of these). Ideally, they will have experience relevant to the school's EOTC programme* and a strong belief in using EOTC as an effective part of pedagogy to support teaching and learning. Their responsibilities cover three major areas: staff competence and best practice, health and safety, and equipment and resources. It is the EOTC co-ordinator's responsibility to ensure that planning, process, and procedures are in place and appropriately delegated.

Staff competence and best practice

The EOTC co-ordinator ensures that:

- he or she is familiar with the EOTC guidelines;
- only a competent person is approved as the person in charge or as an activity leader and that an activity leader's competence is assessed against accepted best practice* (see chapter 7);
- assistants who support EOTC activities are informed, trained, and supervised appropriately;
- each student participating in an EOTC activity has access to a currently qualified first-aider;

“You get more of a thrill and you get the experience instead of just reading about it or hearing about it from someone else. The memories are stronger.”

Year 7 student



- 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, the activity leader, or an assistant (see appendix 4, sample forms 13 and 16);
- activity leaders check the safety of their EOTC activity and venue before the activity commences (see appendix 4, sample form 22).

Health and safety

The EOTC co-ordinator/s ensure 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 the policies above;
- all (reasonable) practicable steps* have been taken to ensure the physical, emotional, and cultural safety of students and staff involved in EOTC;
- all significant hazards* relevant to any planned EOTC event* have been identified;
- all (reasonable) practicable steps are taken to eliminate, isolate, or minimise significant hazards by applying appropriate safety management procedures, for example, that relevant codes of practice or accepted best practice standards are followed (see chapter 7) or that a risk* management process is undertaken, for example, by using a RAMS*, SAP*, or another similar form (see appendix 4, sample forms 17, 18, and 19);
- hazards that are relevant to the EOTC event and that cannot be easily eliminated, isolated, or minimised have been reported in writing to the board of trustees for them to act upon appropriately;
- all incidents* are recorded in the school's incident register, reflected on, and appropriately responded to. One way of doing this is to use the National Incident Database (NID) at www.incidentreport.org.nz See chapter 8, paragraphs 261–262 for more information on the NID;
- the safety and emergency procedures for each EOTC activity* are identified and communicated to all activity leaders, assistants, and students;

- safety procedures are outlined in the EOTC management system;
- the school's off-site procedures are implemented (for example, a record of intentions is left with the contact person or the supervision plan, including ratios, is adhered to);
- the school's policies and procedures are implemented (for example, a code of conduct for staff and students, a transportation policy);
- where there is a deviation from the policy, there is clear documentation of the reasons for it and how it is being managed and reported to the board;
- an emergency information sheet listing all health information and emergency contact details is compiled for staff, contractors, and volunteers responsible for students on an EOTC activity (see appendix 4, sample form 20).

Equipment and resources

The EOTC co-ordinator/s ensure that:

- safety equipment for EOTC is specified and used;
- first aid kits are accessible and available during all EOTC events (see chapter 8, paragraphs 267–277). For first aid kit contents lists, see appendix 4, sample form 31;
- hazardous substances are correctly stored, labelled, and transported (see chapter 7, paragraph 231);
- equipment is appropriately stored and repaired as required (see chapter 7, paragraph 232), equipment logs are kept (see appendix 4, sample form 28), and when equipment has reached the accepted use-by date, it is retired and replaced;
- a communications plan is detailed in the school's TIRP and used to facilitate actions during an emergency (see chapter 8, paragraphs 253–259);
- procedures are in place for access to food, disposal of waste, and the protection of water, flora, and fauna during an EOTC event. These procedures are consistent with the New Zealand *Water Care Code* and *Environmental Care Code* (see appendix 1).

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

Responsibilities of activity leaders

57. EOTC activity* leaders include teachers, contracted providers (including instructors), and volunteers who have responsibility for leading an EOTC activity. Activity leaders have responsibilities in three main areas: competence and best practice, health and safety procedures, and equipment and resources.

Competence and best practice

Activity leaders:

- assess their own competence against accepted best practice* standards before planning begins and have their decision peer- or expert-reviewed. Saying “no” to leading an activity is an accepted and respected response;
- instruct students in appropriate safety procedures and have practised them for themselves;
- ensure that students experience “challenge by choice”* (that is, they are encouraged, not forced or pressured, to participate in activities in a supportive group environment);
- are familiar with the EOTC guidelines;
- brief parents* and other volunteers, students, contractors, and staff about the EOTC event’s* objectives, the specific roles and responsibilities of all parties, the code of conduct, the school’s safety management procedures (including contingency plans), and any relevant school policies;
- understand the safety requirements of all the activities they are responsible for and determine any special care that should be taken by themselves, the assistants, and the students;
- assess the needs and capabilities of the students against the demands of the activity and make any necessary adjustments to the programme;
- ensure that there is minimal impact on the environment and that sustainable practices are used in all aspects of the EOTC activity (see appendix 1);
- ensure that activities are sequenced to facilitate a progressive acquisition of skills and/or knowledge that will result in quality educational outcomes and safe participation for all.

Health and safety

Activity leaders:

- ensure that educational goals that meet the students’ needs are established for the EOTC activity at the outset of planning;
- take all (reasonable) practicable steps* to ensure their own safety and the safety of other staff, contractors, volunteers, and students during EOTC activities and ensure that no action or inaction on their part causes harm to any other person;
- provide cultural safety for students by being sensitive to, and respectful of, different cultural practices and by planning for them;
- inform assistants of any cultural practices relevant to the group and emphasise the need to respect them;
- ensure that students are involved in safety management planning;
- ensure that learning outcomes relating to students taking appropriate responsibility for their own physical and emotional safety are met;
- obtain informed parental consent* for student involvement in EOTC activities as per the school’s policy (see table 3.1 on pages 26–27 and chapter 3, paragraphs 90–108);
- identify all significant hazards*;
- ensure that hazards, such as unsafe equipment and practices, are reported in writing to the EOTC co-ordinator and/or the person in charge;
- ensure that all (reasonable) practicable steps are taken to eliminate, isolate, or minimise significant hazards and that identified hazards are reported to the EOTC co-ordinator on safety management planning forms, for example, by using a RAMS*, SAP*, or another similar form (see appendix 4, sample forms 17, 18, and 19);
- cancel the EOTC activity if an identified hazard cannot be adequately controlled;
- report all incidents* in the school’s incident register;
- ensure that appropriate contingency plans are in place;
- ensure that students’ needs and any hazards associated with these (educational, cultural, health, medical, nutritional, and behavioural) are identified and managed.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

Equipment and resources

Activity leaders ensure that:

- appropriate safety equipment and/or clothing is used when required;
- safety procedures for specific activities and use of equipment are known;
- equipment logs are referred to before any equipment is used;
- first aid kits, emergency equipment, and a means of communication are taken to the event and all staff and students know the location of the event (note that there is no mobile phone coverage in many parts of rural New Zealand);
- all equipment is returned to storage cleaned and in good repair and that usage and repair logs are completed;
- food and drink are taken regularly by participants, during an EOTC event*, to maintain energy levels.

Responsibilities of assistants

58. School staff acting as assistants on EOTC experiences* continue to act as employees of the school whether the excursion takes place within normal school hours or outside those hours. Staff must* do their best to ensure the health and safety of everyone in the group and act as any reasonable adult would do in the same circumstances. They should*:

- follow the instructions of the activity leader or person in charge and help with control and discipline;
- consider stopping the excursion or the activity and notifying the activity leader if they think the risk* to the health or safety of the participants in their charge is unacceptable.

59. Adult volunteers (including parents* and tertiary students) and **senior students** acting as assistants on the EOTC experience should be clear about their roles and responsibilities during the activity. They should:

- do their best to support the activity leader and ensure the health and safety of everyone in the group;
- not allow themselves to be left in sole charge of participants, except where it has been previously agreed as part of the risk assessment;

- only accept the responsibility of being a supervisor if they are comfortable with the role and the skills they have;
- follow the instructions of the activity leader and the person in charge and help with control and discipline;
- speak to the person in charge if they are concerned about their own health or safety or that of participants at any time during the EOTC experience.

Responsibilities of students

60. Students involved in EOTC activities* have some basic responsibilities for their own safety and the safety of others. It is recommended that a code of conduct be co-constructed by 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.
- Touch potentially hazardous substances or equipment only if and when told to do so.
- Avoid behaviour that could lead to incidents*.
- Wear appropriate clothing at all times and confine long hair and loose clothing during activities where they are a hazard.
- Know what to do, and co-operate 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.

“When students move up the school, they are often ... integral to writing the RAMS ... and planning for safety.”

Principal

- 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.
- Use sustainable practices and follow the New Zealand *Environmental Care Code* and *Water Care Code* (see appendix 1).
- If overseas, be sensitive to local customs.
- Treat the environment as taonga (a treasure).

Any students whose behaviour may be considered to be inappropriate or a danger to themselves or to the group may be stopped from going on the EOTC event*. For those students, the curricular aims of the experience should* be fulfilled in other ways wherever possible. (See also appendix 4, sample form 11.)

Responsibilities of teachers and parents of students who participate in EOTC

61. Parents* should be able to make an informed decision about whether their child participates in EOTC experiences* that extend out of school hours or involve more than a minimal level of risk*.

Teachers' responsibilities

- Ensure that parents are given sufficient information about a proposed EOTC event in writing and are invited to any briefing sessions where they can ask questions.
- Make arrangements for parents whose first language is not English, to allow them to be well informed and able to make a decision.

Parents' responsibilities

- Provide informed consent for your child to participate in the EOTC activity, based on the information you have been provided with (see appendix 4, sample forms 5 and 6). If you are unsure of anything, ask questions.
- Provide updates on your emergency contact numbers whenever they change.
- Provide any information about your child's emotional, psychological, and physical health that might be relevant to the EOTC event (usually by means of the health profile form, see appendix 4, sample form 7).
- 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.

See also chapter 3, paragraphs 90–108.

Summary

62. Safety is more than something teachers "do" for students. Everyone involved in an EOTC activity or event should be aware of, and take an active part in, safety management procedures. This includes students, activity leaders, assistants, EOTC co-ordinators, principals, and boards of trustees. While all involved are responsible for different aspects of safety management, together they contribute to quality learning experiences and comprehensive safety coverage.

63. Involving students in the planning of EOTC experiences is essential. This allows them to have input, motivates them to think about their learning and safety in a meaningful way, and creates a sense of ownership. Students' involvement in safety management must be in keeping with their age, level of knowledge, and the skills required for the task. Ultimately an individual student needs to be responsible for his or her behaviour. In EOTC situations, students must be aware of this responsibility at all times.

64. While activity leaders may involve students in safety management procedures, ultimate responsibility for safety belongs to the board, the principal, and the activity leader or person in charge. Therefore, they must make all final calls and decisions that are critical to safety.



Chapter 3 Planning

Whakataukī

Te toia,
te haumataia.

Launching a canoe (Anticipation and excitement are part of the launching – but nothing can be achieved without a plan, a workforce, and a way of doing things.)

Planning for EOTC

65. Quality planning is necessary to enhance students' learning outcomes and to strengthen safety management in EOTC. Quality planning includes:

- keeping the risk management and paperwork proportional to the level of risk*;
- having a systems approach to EOTC management;
- having clear communication with parents*.

66. Quality EOTC management systems will comply with the school's and/or provider's quality management systems (QMSs).

Managing the paperwork

Keeping it proportional

67. The level of risk management (and paperwork) for EOTC should be in proportion to the level of risk associated with the EOTC activity* type. The various EOTC activity types and the suggested planning and paperwork that are appropriate

for them are shown in table 3.1 on pages 26–27. Considerations include:

- who should give final approval for the activity;
- parental consent*;
- risk management planning.

68. It is assumed that parents will be **informed** of all activities that their children will participate in, regardless of the type. Decisions on whether separate parental consent should be obtained are linked to whether the activity extends out of school hours and into family time and/or whether the activity involves more than a minimal level of risk.

Types of EOTC activities

69. The various types of EOTC activities have distinct characteristics, which require different considerations and levels of risk management if they are to facilitate positive learning outcomes for students. EOTC venues range from lower to higher risk environments, from the foreshore to mountain tops, and from urban and rural to natural environments.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

Table 3.1 Management Guide for EOTC Activity Types

| Activity Type | Description <small>Note: Examples are indicative and not a complete list.</small> |
|---|---|
| <p>A. On site – in the school grounds</p> |  <p>(i) Lower risk environments For example: sports day, horticulture, adventure-based learning (ABL)* activities, painting murals, measuring for mathematics.</p>  <p>(ii) Higher risk environments For example: school pool or climbing wall.</p> |
| <p>B. Off site – short visits in the local community within school hours</p> |  <p>(i) Lower risk environments For example: museum, art gallery, botanic gardens, sports and recreation events.</p>  <p>(ii) Higher risk environments For example: aquatic environments (river, beach), cross-country-run training.</p> |
| <p>C. Off site – day trips, which may extend out of school hours</p> |  <p>(i) Lower risk environments – lower technical skills required For example: farm visit; day hike in a local park or in local bush; city visit; train, bus, or ferry trip; swimming in pools.</p>  <p>(ii) Higher risk environments – higher technical skills required For example: skiing, waka ama, rock climbing, swimming in natural environments (beach, river), field trip involving chemicals or heavy machinery.</p> |
| <p>D. Off site – residential multi-day trips further afield</p> |  <p>(i) Lower risk environments – lower technical skills required For example: trip to another region; sports tournaments; field trips to urban environments, historic sites, and “front country” (having well-formed tracks).</p>  <p>(ii) Higher risk environments – more knowledge and/or technical skills required For example: overseas trips; field trips into natural water, bush, or alpine environments, or other hazardous environments (for example, where chemicals, heavy machinery, or other hazards are present); outdoor education camps; outdoor pursuit journeys in the “back country” (for example, biking, tramping, canoeing).</p> |

| Approval | Parental Consent | Risk Management Planning |
|---|---|--|
| None required | None required | Current health information Usual lesson planning |
| Senior staff or EOTC co-ordinator or none (school decision) | Blanket consent | Current health information Usual lesson planning or generic SAP*, RAMS*, or similar form (see appendix 4) |
| Senior staff or EOTC co-ordinator | None or blanket consent (school decision) | Current health information Generic SAP or RAMS or similar form (used by all staff) |
| Senior staff or EOTC co-ordinator | Blanket or separate consent (school decision) | Current health information Generic SAP, RAMS, or similar form (see appendix 4) |
| Senior staff or EOTC co-ordinator | None or blanket consent (school decision) | Current health information Generic SAP, RAMS, or similar form (see appendix 4) |
| Principal or EOTC co-ordinator | Separate consent and risk disclosure | Current health information Specific SAP, RAMS, or similar form Other appropriate forms in appendix 4 |
| Principal or EOTC co-ordinator | Separate consent | Current health information Specific SAP, RAMS, or similar form Other appropriate forms in appendix 4 |
| Principal and/or board | Separate consent and risk disclosure | Current health information Specific SAP, RAMS, or similar form Other appropriate forms in appendix 4 |

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

“No child ever gets left behind. They all go whether they can afford it or not.”

Board member

A systems approach

70. A systems approach to EOTC management contributes both to safety and to students’ learning outcomes. Good systems within a school reduce work for staff and enable them to focus on effective teaching. Systems also help to ensure that EOTC policy and procedures are applied consistently across the school.

71. Schools will have established safety management systems and procedures that reflect their EOTC policy and procedures and their school’s curriculum. Schools should* continue to use their systems if they meet legal and current best-practice standards (see chapters 6 and 7).

Variance

72. Schools should document the circumstances under which they will permit the school’s EOTC management policy or procedures to be varied. Activity leaders should be able to justify any variations made to the school’s or an outside provider’s EOTC policy or procedures. Variation should only be considered when the safety of an individual or group is compromised by following the existing policy or procedures.

EOTC management system

73. Schools must* have records of their decision-making processes to show how they fulfil their legal and professional obligations and how they follow current best practice in all aspects of EOTC. Records should be available on request. To achieve this, each school will have an EOTC management system that includes procedures for managing the following areas:

- learning outcomes;
- approval;
- staff, students, contractors, and volunteers;
- safety and risk management;
- emergency response;
- programme development and review.

See appendix 4, sample form 24, for an EOTC management self-audit checklist.

Alignment

74. The EOTC management self-audit checklist aligns with SkillsActive (formerly Sfrito) and OutdoorsMark accreditation requirements. It is also consistent with the Sportsmark and Activemark self-review tools.

Education Review Office

75. When the Education Review Office (ERO) reviews a school’s EOTC safety management system, they will check against the EOTC management self-audit checklist.

Other planning considerations

76. The national curriculum sets out principles that should underpin all schools’ decision making. These principles should also guide decisions on EOTC. For example, the principle of future focus encourages students to look to the future by exploring significant issues, such as sustainability. The following reflective questions relating to sustainable practices may be useful for teachers to consider when planning an EOTC event*.

- **Travel** – how can we minimise our carbon footprint? Can we car-pool, reduce distances, or use public transport?
- **Action** – is there a “giving back” component or an action **for** the environment in this activity?
- **Waste** – what systems are in place to minimise and recycle our waste?
- **Food** – can we reduce packaging or use locally grown, organic food that is not overly processed?
- **Minimum impact** – how will we ensure our practices are consistent with the New Zealand *Environmental Care Code* and *Water Care Code*? (See appendix 1.)
- **Social justice** – can everyone in the class afford to participate in this learning experience? Have the special and/or cultural needs of all students been addressed? Are there ways to ensure that everyone is included in the EOTC learning experience?

“The kids are more receptive ... outside the classroom ... it’s more fun for them and they are eager to learn. Their learning is strengthened, and we’re seeing a difference in their assessments.”

Kura principal



❖❖❖ EOTC management process

Five stages of EOTC management

77. A range of tools is available to assist schools with their EOTC management. These are in the Tool Kit for EOTC Management in appendix 4. The following five-stage process is suggested for EOTC management. (See figure 3.1 for a flow chart.)

- Stage 1: Initial planning and approval
- Stage 2: Planning and preparation (people and programme management)
- Stage 3: Pre-event planning checkpoint and final approval
- Stage 4: Implementation of the EOTC event*
- Stage 5: Post-event review and evaluation.

It is up to each school to decide on appropriate timelines for each stage. Timelines may differ for different types of activities or events.

Stage 1: Initial planning and approval

78. Before a proposed EOTC event is planned, initial planning approval should* be gained from the person/s the board has delegated this responsibility to. Approval may be verbal or written depending on the level of risk of the activity. These people would usually include:

- the principal, and/or
- senior staff, and/or
- the EOTC co-ordinator.

Usually, the greater the level of risk* with an activity, the more senior the staff member(s) delegated to approve it. In the case of category D(ii) EOTC activities, the board may wish to be

involved in the approval process or informed of the activity prior to approval. It is then the responsibility of the approver to keep the board informed as per the usual reporting procedures.

79. The board of trustees is responsible for having an EOTC policy or health and safety policy that includes a statement about off-site learning. Implementation of those policies will generally be the responsibility of the principal, who is expected to utilise the expertise within the school, and beyond if required.

80. Different people may be delegated to approve different types of activities. See table 3.1 on pages 26–27 for suggested approvals for certain types of activity. Boards of trustees, in their governance role, should be assured that procedures are in place and that the principal is satisfied that the procedures have been followed.

81. In approving an EOTC event, the following will be considered:

- the school’s curriculum and charter;
- safety management, including required staff competence;
- the budget.

82. Before students participate in an EOTC event, parents* need to be informed about the programme. Additionally, parental consent* will be required for some events, particularly those that extend outside normal school hours and/or involve more than a minimal level of risk. Table 3.1 suggests the level of parental consent appropriate for the different activity types.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

Stage 2: Planning and preparation

83. Once initial planning approval has been granted, full planning and preparation for an EOTC event* can begin. At this stage:

- important information must* be collected from and about all the people involved in the EOTC event, including the students, parents*, teachers, volunteer helpers, and contracted providers;
- the programme must be carefully planned, with risks* identified, assessed, and managed and emergency procedures put in place;
- all those participating in the EOTC event should* be involved in the planning and evaluation. This includes teachers, outside providers, volunteer helpers, and students.

Stage 3: Pre-event planning checkpoint and final approval

84. Just prior to an event, all planning should be reviewed to ensure that the EOTC event will enable students to meet their learning outcomes and will meet the safety requirements. Emergency procedures should also be finalised at this stage. If all is satisfactory, the EOTC event can be given the final approval to go ahead. The board should be informed of the decision.

Stage 4: Implementation of the EOTC event

85. This stage involves students participating in a stimulating EOTC event. For teachers, on-site critical thinking and action, based on sound judgment, ultimately ensure that learning and safety are maximised. Lesson plans and other planning tools from all stages underpin this stage and may be referred to during the event.

Stage 5: Post-event review and evaluation

86. After the event, it is important to reflect and evaluate so that the next steps for learning can be planned and so that safety can be continually improved. Some focus areas for review and evaluation include:

- the learning outcomes for students;
- any feedback on the event from staff, students, volunteers, and contractors;
- any incidents* reported and reviewed;
- the equipment logged, cleaned, repaired if necessary, and returned.

Based on the results of the review and evaluation activities, follow-up may occur.

Self, peer, and external review

87. Under the National Administration Guidelines (NAG 2), schools are required to self-review their policies, plans, and programmes, including, as part of the review, evaluation of information on student achievement. Peer and external reviews can also assist schools to provide high-quality programmes.

- EOTC policy, procedures, and programmes should be reviewed as part of the school's regular review cycle and following any significant incident in the school or nationally.
- Each EOTC event should be reviewed to identify whether safety can be improved and whether the students' intended learning outcomes have been met.
- It can be useful to invite a school with a similar EOTC programme to peer-review your EOTC management systems (see paragraph 73). This could be done on a reciprocal basis.
- Professional outdoor organisations can assist schools in reviewing the safety of their programmes or activities (see appendix 3).

Safety management tool kit

88. Appendix 4 contains a tool kit with a selection of sample forms designed to assist schools in implementing the five-stage EOTC management process described above. The forms can be adapted by schools to meet their needs and to reflect the level of risk associated with the chosen activity. Ideally, these tools should be available to all staff on the school's intranet. Each form details a safety management procedure. Depending on the level of risk associated with the activity, some management procedures may be carried out informally (for example, verbally) rather than using a form.

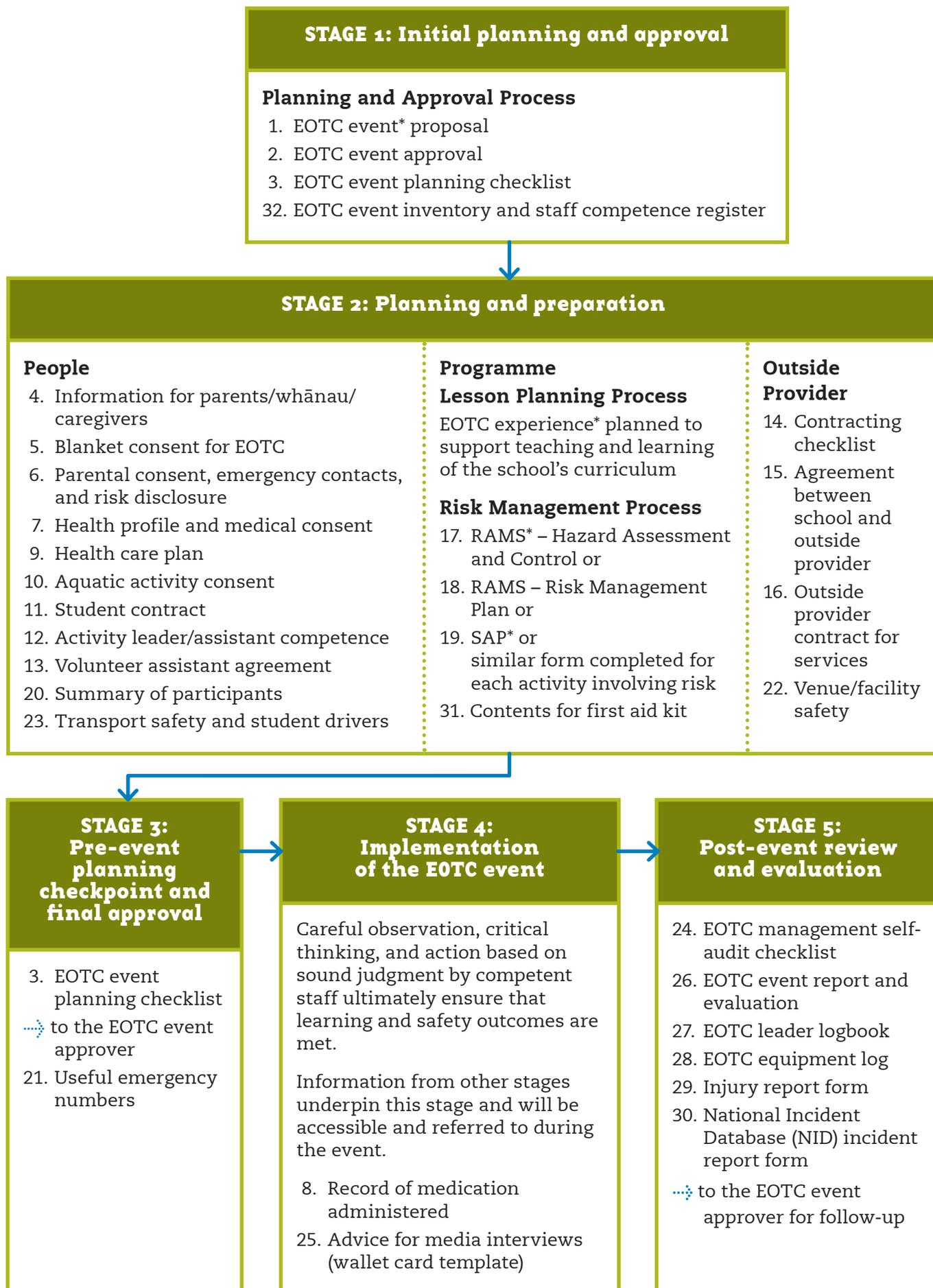
The five stage process - where the tools fit

89. Figure 3.1 shows how the procedures and forms in appendix 4 could fit into the five-stage EOTC management process. The numbered sample forms from appendix 4 are listed in the appropriate planning stage on the flow chart.

Note that not all forms and procedures are required for every EOTC event. Depending on the nature of the event, procedures may be carried out informally (verbally) or formally (using a form).

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

Figure 3.1 The Five Stages of EOTC Management



Note: The numbers correspond to the sample forms in appendix 4 (Tool Kit for EOTC Management) included on the CD.

Communicating with parents

Information to parents

90. Communication with parents* is important. Parents should* be informed in writing of any off-site activity or event unless it is a regular part of the school curriculum, which parents have already been informed about through the blanket consent process, the school newsletter, a handbook, or a letter. Seeking blanket consent annually for such routine excursions may be appropriate.

91. For residential camps and visits, multi-day adventure activities*, or travel overseas, parents should be provided with written details and encouraged to attend a briefing meeting. The information given to parents should be sufficiently detailed to ensure that they can make an informed choice about their child's participation, bearing in mind that many activities have a high level of perceived risk* but a low level of residual risk*. There should be alternative arrangements for parents who cannot attend meetings or for whom English is not their first language.

92. Parents should be assured that the activity leader and assistants on the EOTC activity* will be exercising the same care that a professional teacher, instructor, or coach would. Parents should be sent adequate written information about the EOTC event*. This will usually include a covering letter, an event programme, and consent and health forms. Depending on the nature of the event, some of these may be combined. See appendix 4, sample form 4, for a list of information to include in a covering letter and forms for parents.

“A permission form goes home at the beginning of the year so we don't have to do it every time. The parents are onside and can see the value of doing this.”

Teacher

Blanket consent

93. Parental consent* is not usually required for routine EOTC experiences* in the local community within school hours, which involve a low level of risk (activity types A(ii), B(i), B(ii), and C(i) in table 3.1 on pages 26–27).

94. Some schools manage consent for these types of activities by getting parents to sign a blanket consent at the beginning of the year or at the time of the student's enrolment. (See appendix 4, sample form 5).

Separate consent

95. EOTC activity leaders should consider seeking separate parental consent for activities in categories B(ii), C(ii), D(i), and D(ii) in table 3.1 on pages 26–27. These include:

- non-routine events;
- adventure activities;
- hazardous environments;
- overseas trips;
- other residential events;
- remote supervision.

96. A parental consent form should be completed for each student in the group. If parents withhold consent absolutely, the student should not be taken on the EOTC event, but wherever possible, the learning outcomes of the visit should be delivered to the student in some other way. If the parents give conditional consent, the school will need to conduct an individual risk assessment on whether the student may be taken on the EOTC event or not.

97. The contents of a consent form for parents to sign will vary according to the type of EOTC activity. For examples see appendix 4, sample forms 6 and 10.



“You make a lot more friends when you go out of the classroom.”

Year 5 student

Parental consent and risk disclosure

98. Schools should* ensure that parental consent* is gained before students are involved in certain EOTC activities*, such as those included in categories C (ii) and D (ii) in table 3.1.

- As part of seeking consent, schools should inform parent/s* of any generic risks* associated with the programme and the strategies proposed to mitigate these risks (see appendix 4, sample form 6).
- There should also be provision for the parent/s to inform the school of any risks associated with their child’s involvement, for example, a student’s special requirement/s; skills, or lack of them; medical and health conditions; or cultural practices (see appendix 4, sample form 7).

99. A risk disclosure section on a parental consent form does not remove a school’s legal responsibilities towards its students. A risk disclosure statement does have the advantage of bringing to the minds of all parties involved that risks exist, that measures to prevent those risks are being taken, and that a continual surveillance of any risk is everybody’s obligation. Parental consent or risk disclosure forms will be most effective when:

- risks are clearly explained so that parents and students understand them;
- parents and students are given the opportunity to ask questions;

- activities are entered into voluntarily (challenge by choice*).

Medical consent and health information

100. It is important to obtain medical and health information from all participants involved in an EOTC event* in order to effectively manage any health issues that may arise. See appendix 4, sample form 7 for a guide to the items to include on your health form. It is important to keep student information, including health information, up to date.

101. Parents should be asked to agree to the participant receiving any emergency treatment, including anaesthetic or blood transfusion, that is considered necessary by medical authorities in the event of an incident. If parents do not agree to this, schools may decide to withdraw the child from the EOTC trip, given the additional responsibility this would entail for the person in charge.

102. Doctors can be expected to carry out necessary emergency treatment without parental consent, but it is possible that a surgeon in another country might be reluctant to operate on a student unless assured that the parent had given authorisation agreeing to such treatment. For overseas trips, it is sensible to include a translation (in the relevant foreign language) of the medical consent form, as signed by the parent.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

“We acknowledge that sport is so good for teaching those transferable skills.”

Teacher



Transport consent and safety

103. Schools should* give careful thought to planning transport for an EOTC activity* because it is much more dangerous to travel to an event than to participate in one (Fulbrook, 2005). Schools should consider whether parental consent* should be obtained to transport students in the private vehicle of a teacher, another adult, or a student during the EOTC event*. See appendix 4, sample forms 12 and 23.

104. Schools should have good transport policies in place and follow them. Principles to consider include the following.

- All vehicles should have appropriate registration, a warrant of fitness, and insurance.
- Drivers, including students, should be appropriately licensed and aware of all driving regulations that apply.
- Drivers and passengers should wear seatbelts where fitted and required.
- Drivers should be trained and/or competent to drive the vehicle in the intended traffic, road, and weather conditions (for example, city rush hour or mountain roads in icy conditions).
- The number of driving hours required for the journey and the length of the driver’s working day (including non-driving hours) should comply with NZ Transport Agency (NZTA) regulations. www.nzta.govt.nz
- Strategies should be in place to avoid driver fatigue (for example, having more than one driver or planning stopping points on long journeys for toilet breaks and refreshments).
- There should be contingency funds and arrangements in case of breakdown or emergency.
- If teachers use their own cars for work, they should be aware that this could affect their insurance cover, so get them to check with their insurance company before doing so.

Early return agreement

105. Schools should inform parents* if parents will be expected to fund the early return of a participant whose conduct gives cause for concern on an EOTC trip. A written agreement may be necessary (see appendix 4, sample form 11).

Emergency contact

106. Schools should ensure that parents can contact their child via the principal or activity leader in the event of a home emergency and that the school has a number to ring to provide information in the event of an incident* during the EOTC event or a late arrival home.

107. Parents should therefore:

- know the destination details of the EOTC event;
- be aware of the school’s emergency contact arrangements for all the venues the group will visit (this is particularly important during holiday periods, when the school may be closed);
- provide the school with contact numbers for day and night use in an emergency.

This is best done by means of a covering letter and consent form (see appendix 4, sample forms 4 and 6).

Students’ contact with parents

108. Students may wish to speak to their parents while they are away taking part in an EOTC event. Arrangements should be agreed with parents and students before the EOTC event takes place, and these should take account of the school’s policies on the use of phones, both mobile and landline, during EOTC events.



Chapter 4 Staffing and Supervision

Whakataukī

Ka haere te mātātahi
Ka noho te mātāpuputu.

Youth rushes in;
Age deliberates.

Cornerstones of learning safely

109. To ensure adequate staffing and supervision of EOTC activities*, it's essential to have:

- competent staff;
- clearly identified roles and responsibilities for all involved;
- adequate ratios and effective supervision.

This chapter addresses these cornerstones of learning safely through EOTC experiences*.

Competent staff

Competence

110. The competence of staff is critical for the safety of all participants and to ensure quality learning through EOTC. While this has always been emphasised by Ministry of Education policy documents, analysis of serious incidents* that have occurred during EOTC experiences has shown that a lack of leader competence and ineffective supervision were major contributing factors to these.

111. Competent leadership of EOTC events* is inextricably linked to safety. The board of trustees must* ensure, through the principal, that activity leaders and the person in charge of the event are competent for the job. If the school does not have competent staff for the planned activity, they should* either adjust the activity to match staff competence or contract a competent outside provider. The priority is to address the intended learning outcomes and safety requirements.

112. The following are recommended core competencies for EOTC activity leaders. Activity leaders should have:

- the ability to teach, instruct, and/or coach;
- the ability to plan progressive development programmes;
- relevant knowledge, skills, and experience;
- a current first aid certificate;
- the ability to identify and manage risks*;
- crisis management skills;
- leadership skills;
- sound judgment;

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

- communication skills;
- group management skills;
- knowledge of sustainable practices;
- cultural awareness and a respect for all people;
- the confidence to say no.

113. The desirable personal attributes of EOTC activity* leaders include:

- empathy;
- flexibility;
- motivation;
- a positive self-concept;
- problem-solving abilities;
- physical fitness;
- safety consciousness;
- approachability;
- assertiveness.

“When we’re looking for people to come and work here, we want to see that they are enthusiastic and passionate about things, especially relating to EOTC.”

Principal

Outdoor leader competence

114. Safe practices within outdoor activities are based on quality systems and the competence of all outdoor leaders, including activity leaders. A competent outdoor leader will hold a relevant qualification (or award where it exists) or will be able to demonstrate equivalency*. Where a qualification does not exist (for example, for river tubing), the leader should know how to meet accepted best practice* standards for that activity. Qualifications and accepted best practice standards for different outdoor activities are covered in chapter 7 and appendix 2.

Outdoor leader training and qualifications

115. Schools should* have high expectations for the training and qualifications of outdoor leaders. While it is not mandatory in New Zealand to hold a qualification to lead most outdoor activities (with the exception of rafting), accepted best practice standards indicate that a qualification, where available, is expected. At the very least, outdoor leaders, including teachers, should be able to demonstrate equivalency.

Are outdoor qualifications required?

116. Qualifications are available for outdoor leaders, and there is a trend among outdoor leaders towards holding qualifications that provide an independent assessment of their competence in accepted best practice. These qualifications include generic risk management, first aid, and activity-specific qualifications.

117. Haddock et al. (2009) did research into the training and qualification needs of New Zealand teachers who lead EOTC activities and found that the research participants (mainly school principals) emphasised that:

- EOTC leaders need to be able to manage risk, to be able to deal with emergencies, and to have a current first aid qualification;
- training is important for leaders of all EOTC activities;
- teachers leading higher risk outdoor pursuit activities need to be appropriately trained and qualified;
- training for teaching swimming is important for primary school teachers.

Leader competence and field trips

118. Field trips are associated with a wide range of learning areas, including social studies, learning languages, geography, history, health and physical education, and biology. Such trips might take students to industrial or forestry sites; to urban or rural areas; to the bush, mountains, or the coast; or even overseas. The broad scope of field trips means that the activity leaders, who will usually be subject specialists, should also be competent to lead and teach students in the environments into which they venture. This may require the leaders to gain activity-specific outdoor training and/or qualifications (for example, bush skills and river-crossing skills).

“The most valuable thing I learned through EOTC is trust: trust in the equipment to keep you safe and trust in the people who are going to support you.”

Year 5 student

Clear roles and responsibilities

The team involved in EOTC

119. In a recent study (Haddock, 2007a and b), schools reported that teachers, support staff, contracted providers, adult volunteers, and senior school students are involved in teaching, leading, and assisting with EOTC experiences*. Teachers supervise and teach most EOTC programmes* in primary and secondary schools, with support staff assisting 60 percent of the time.

120. The surveyed **primary schools** reported that adult volunteers, such as parents* and tertiary students, assisted with 80 percent of their EOTC programmes. In addition, contracted providers, such as qualified outdoor instructors, assisted with 30 percent of programmes. Student leaders assisted with 10 percent.

121. The surveyed **secondary schools** used a greater proportion of contracted providers (84 percent) and senior students (54 percent) than primary schools to support their EOTC programmes. They used fewer adult volunteers, at 68 percent.

122. Primary and secondary schools don't use the same mix of people to support their EOTC activities* and may therefore manage EOTC activities differently.

Clear roles and responsibilities

123. During the planning phase of an EOTC event*, clear roles and lines of responsibility should* be established for all team members in order to maximise the educational value and safety of the event for students. Any allocated role or responsibility should be within the capability of the individual team member. It may be helpful to have this in writing (see appendix 4, sample forms 12 and 13).

124. The principal or delegate (person in charge) makes decisions, based on competence, about the team involved in an EOTC event. The team will usually include:

- a person in charge;
- activity leaders;
- assistants.

“The benefits we get from outdoor education far outweigh the risk.”

Principal

Person in charge

125. In general, one person should be in charge of an EOTC event. They should ideally be a teacher or other person employed by the board who has proven competence and experience in leading such events. (See also Contracted outdoor providers, paragraphs 134–135.) If managing a large group, this person should not be directly involved in supervising students but should be free to maintain an overview of the whole event. In addition to the person in charge, there should be enough activity leaders and assistants to cope in an emergency.

126. During the planning phase of an EOTC event, the person in charge should have an understudy (a deputy). This person should be familiar with all aspects of the planning in case the person in charge is unable to attend the event at the last minute or has to leave the event while it is in progress.

127. The person in charge should have readily accessible lists of all the participating students, activity leaders, and assistants. The lists should include emergency contact details, medical profiles, and any other pertinent information. The person in charge is responsible for providing any relevant information to activity leaders and assistants and for briefing them on the activity and safety procedures.

Activity leaders

128. EOTC activities involving large groups can be more effectively managed when the large group is divided into smaller groups, each with its own leader. In this way, safety can be maximised and students can more easily achieve the intended learning outcomes. Activity leaders can be teachers, coaches, other staff, contracted providers (for example, instructors), adult volunteers, senior school students, or tertiary students, provided they have the appropriate competence for the activity/ies and group/s they are responsible for.

129. Activity leaders should be assessed to determine their competence and suitability for the role, and they should have a clear understanding of their responsibilities. This is best achieved through a competence check and agreement. Appendix 4, sample form 12 may assist with this. Activity leaders should be given medical and other relevant information for their group, and they should be briefed on the risk management and emergency procedures.



Assistants

130. Some adults or senior students may not meet the standard of competence required to be an activity leader, but they may make a good assistant. Such people should be assigned to an activity leader as an assistant. They should be given the students' medical details and other relevant information on their group and the activity, and they should be briefed on the risk management and emergency procedures. The level for supervision of an assistant should be in proportion to the level of risk in the activity. Supervision of an assistant may, therefore, be direct or indirect. Assistants can be teachers, support staff, adult volunteers, and tertiary or senior students (see appendix 4, sample form 13).

General supervision guidelines

131. All activity leaders and assistants should*:

- be fully briefed on the activity and related safety procedures;
- be assigned to a specific group of students (where possible);
- have an opportunity to get to know their group early on;
- carry a list of the names of all students in their group, with emergency contact details and other relevant student information, such as special and health needs or behavioural problems;

- be aware of students who require closer supervision;
- involve students in the safety procedures;
- set up buddy or team support structures;
- avoid being alone with a student, if at all possible, for their own and the student's safety;
- do regular headcounts of students during all types of EOTC event*.

Alcohol

132. There is no place for alcohol or non-prescription drugs at a school EOTC event. Responsibility for supervision extends into recreation times and overnight for some EOTC events. Alcohol and non-prescription drugs impair a person's ability to provide a high level of supervision and to respond to an emergency.

Considerations

133. Schools use a range of people as activity leaders and assistants to support their EOTC programmes*. These include contracted providers, teachers, provisionally registered teachers, parents*, whānau, community volunteers, and senior student leaders. When working with these people, schools need to take various factors into consideration. The following guidance aims to assist schools with their planning.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

Contractors

Contracted outdoor providers

134. If an outside provider is needed in order to meet accepted best practice* requirements for running an outdoor activity, the school should* have procedures in place to contract them. A check should be made to ensure that they are reputable and meet accepted best practice standards. The school should find out whether the provider has current OutdoorsMark accreditation (see chapter 5, paragraphs 172–179). Alternatively, appendix 4, sample form 14 is a checklist that can assist with this process. The school should prepare a contract for the provider’s services and clarify, in writing, the provider’s roles and responsibilities. See appendix 4, sample forms 15 and 16 for models of an agreement between a school and a provider, and a sample contract.

135. Even when an outside provider is contracted by the school to provide services, the board of trustees is still responsible for student safety. Therefore, a teacher involved in the event should be delegated to take this responsibility. The school should have a mechanism in place that allows a staff member and a provider to resolve any disagreement between them. The following is a suggested inclusion for an agreement between the school and a provider.

- If there is a dispute between the provider and school staff regarding a decision before or during an activity, the more conservative option must* be followed (that is, the one that provides the highest standard of safety and care to students). See appendix 4, sample form 16.

The principle of following the more conservative option should be used if there is a high level of uncertainty about the weather or environmental conditions prior to beginning an outdoor activity.

Provisionally registered teachers

136. It is up to the school (principal and board) to decide whether they will allow a provisionally registered teacher (PRT) to be the person in charge or an activity leader for an EOTC event* or activity*. The New Zealand Teachers Council does not have a ruling on this. It is not a matter of whether it is legal for a PRT to lead an EOTC activity; the question is whether they have the relevant competence, skills, and experience for the particular activity.

Tertiary students

137. Many schools provide opportunities for tertiary students to practise and extend their teaching, coaching, and instructional skills. For example, university or polytechnic students who are studying teacher education, sports coaching, recreation management, or outdoor leadership may be on a practical experience placement in a school.

138. Although these students are technically under the supervision of teachers during their placement at the school, many bring extensive experience and sometimes qualifications relevant to an EOTC event (for example, as a kapa haka leader, sports coach, or outdoor instructor). The principal or their delegate may decide to allow a tertiary student who meets accepted best practice requirements to be an activity leader for an EOTC event. Others may be put in an assistant role. In most cases, tertiary students should not be appointed the person in charge of an EOTC event.

Parents*, whānau, and community volunteers

139. Some EOTC events require extra supervisors to supplement the school staff and contracted personnel. This need creates an opportunity for family, whānau, and the community to get involved in the students’ learning. The evidence about creating educationally powerful connections with family, whānau, and communities is compelling (Robinson et al., 2009). Such connections have the potential to make a real difference to students’ learning outcomes.

140. Productive connections between the school, the home, and the community can bring wider resources to support students’ learning and safety. However, just inviting volunteers along to “make up the numbers” will not necessarily achieve this. To add real value to students’ learning outside the classroom, schools need to tap into the wealth of experiences, knowledge, and attitudes that parents*, whānau, and community volunteers can contribute. Incorporating local, traditional, and contemporary Māori knowledge can be particularly effective for Māori students’ learning and for enhancing their identity.

“The classroom is pretty much academically based. EOTC challenges different muscles.”

Year 10 student

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

141. Volunteers who support EOTC events* should* be carefully selected by the school. Ideally they should be well known to the school and the students and have relevant knowledge, experience, and skills to share, as well as proven supervisory skills. In most cases, schools should not plan to leave students in the sole charge of voluntary assistants. An exception to this would be a volunteer who regularly works with the school or students during the year (for example, a cultural group leader, a swimming or sports coach, or an outdoor instructor).

142. For safety reasons, it is not advisable for activity leaders or volunteer assistants to bring extra children along to EOTC events. If adults do bring extra children to an EOTC event, the adults should not be counted in the supervision ratio.

Selection and screening of volunteers and contractors

143. Early in the planning stage, the principal or delegate (person in charge) selects and screens the volunteers and contractors who will be group leaders, activity leaders, assistants, or drivers. If there is any doubt about the suitability of an adult volunteer or a contractor, further investigations should be made. If doubt remains, that adult should not be approved to participate in the event.

144. Some schools may wish to have police vetting carried out on volunteers and outside contractors, especially for residential events. In some cases you are required under the Education Act 1989 to vet contractors. The police vetting service can be accessed at:
www.police.govt.nz/service/vetting/index.html
All teacher education students are vetted by the police as part of their course requirements.

Student leaders

145. There are sound educational reasons for involving senior secondary students as EOTC activity* leaders and assistants in EOTC activities* for younger students. This is an excellent opportunity for them to develop their leadership skills and to strengthen vertical relationships between the different year groups within the school. Student leaders can supervise groups provided they have the appropriate skills, experience, and maturity for the activity, the group, and the environment.

146. Student leaders need to be adequately briefed and trained beforehand, and they need to be under the direction of a competent activity leader.

Ratios

147. A ratio compares the number of skilled and experienced supervisors to the number of learners or participants involved in an EOTC event. It is important that the selected ratio ensures that both quality learning and safety are maximised. These guidelines do not prescribe ratios. Ratios for EOTC are hard to prescribe because they will vary according to the age and needs of the students, the nature of the activity, the location, and the competence of the students and staff involved. Competence is central to setting ratios and putting an effective supervision plan in place for any EOTC activity.

148. When EOTC events are held in foreign or remote environments or involve hazardous activities, the supervision plan, including the ratio, should match the increased level of risk* involved.

Effective supervision

149. Ratios are more than just numbers. An effective supervision plan for a large group should allow for the person in charge to be free from directly supervising students, where possible, so that they can have an overview of the whole group. The supervision plan should still be effective if one or more of the activity leaders or assistants are removed to deal with an incident* or if they are taken ill or injured.

150. Decisions on ratios and effective supervision should take into account, as part of the risk assessment:

- the competence of the staff;
- the competence of the volunteer assistants;
- the genders, ages, behaviour, and ability of the students;
- any special medical, educational, or capability needs of the students;
- the duration and nature of the activity (for example, land based, water based);
- the nature of the site;
- the site requirements (for example, permits);
- the contingency options;
- the level of first aid cover required for the activity;
- the access to emergency services;
- the season and the weather forecast.

151. If in doubt, be conservative and/or seek professional advice when deciding on ratios and an appropriate supervision plan. A list of professional national bodies is included in appendix 3.

Ratio-related case studies

152. It is very important when deciding on an effective supervision plan to remember that not all adults have the experience and skills to be an activity leader or assistant. Here are some examples to illustrate how sound decisions can be made.

An afternoon trip to the local river swimming hole:

- one teacher;
- five parents, all can swim 200 metres competently;
- thirty-two year 7–8 students, thirty have consent to swim, twenty-seven students are capable of swimming 50–100 metres;

After considering all the factors in paragraph 150, this school decided on a ratio of 1:7 (one adult assistant to seven students) with the teacher (the activity leader) remaining free to supervise the overall group. If a parent has a preschooler with them, then they should not be counted or used as an assistant.

A walk through the botanical gardens involving:

- one teacher;
- three parents with previous experience supervising students on local excursions;
- twenty-seven year 3 students.

After considering the factors in paragraph 150, this school decided on a ratio of 1:9 (one adult assistant to nine children) with the teacher (activity leader) remaining free to supervise the overall group. Note: All parents are counted as assistants in this activity. If a parent has a preschooler with them, then they should* not be counted or used as an assistant.

A two-day, overnight, seven-a-side rugby tournament involving:

- one coach who is a teacher;
- one parent in the role of manager (this is her third overnight trip in three years as the manager – she helps throughout the year in various roles in the school’s sports programme);
- eleven year 11 and 12 students.

After considering the factors in paragraph 150, this school decided on a ratio of 2:11 (two activity leaders to eleven students). In their decision making, the school considered it acceptable that should the manager have to take a student to hospital, the coach would manage the remaining ten students. The sport and recreation co-ordinator (SRC) had turned down another parent’s offer to manage the team when it became apparent that she intended taking her toddler on the trip. In addition, the SRC had said no to a request from the manager to visit family friends while on the trip.

Note: If roles and responsibilities are not clarified, it is easy for activity leaders and assistants to be deflected from their role. The 24-hour nature of multi-day trips adds to the requirements of the supervision role, and schools are encouraged to be conservative in their decision making.

“With the art gallery trip, my daughter now tells me that black is not a shade and white is a tint. She uses all these new words now and teaches us about them, too.”

Parent





Chapter 5 Making Good Decisions

Whakatauki

He o te kotahi
No te tokomaha.

*One wrong decision –
everyone is affected.*

Good decision making

153. There are various ways for schools to make good decisions about EOTC. These include:

- determining staffing and supervision needs and requirements;
- checking the quality of providers;
- using the operation zones model (see figure 5.1, page 50).

Determining staffing and supervision

A challenge for schools

154. Determining the staffing and supervision required for safe and effective EOTC events* can be challenging for schools. They have the flexibility to do this in a number of different ways, depending on the size of the school and the extent of its EOTC programme*. Whichever way they choose, schools need:

- an inventory of EOTC events over the year, identifying the competence *required* to run each activity safely;
- a register of the staff's *existing* relevant competencies;
- a comparison document that identifies any gaps between the *existing* and the *required* competencies of the staff.

EOTC event inventory and staff competence register

155. Schools are encouraged to document the EOTC events* and activities* planned for the calendar year, along with associated staffing and supervision requirements.

156. It is also a good idea to keep a register of staff qualifications, skills, and experience relevant to EOTC. For example, a spreadsheet could show those staff who hold a current first aid certificate, bus licence, or activity-specific qualification and those who have completed risk management training or qualifications. This may be part of the school's general register of staff qualifications and experience. This information is vital for EOTC planning as well as being useful for prioritising professional development planning within the school. Some student management systems have a Staff Manager section that may be useful for storing such information, or the sample form 32 in appendix 4 could also be used for this purpose.

Identifying and addressing the gaps

157. The school needs to compare the information collected in the EOTC event inventory with the staff competence register in order to identify any gaps in the staff competence to run their EOTC programmes*. Once any gaps are identified, the school has several options.

Short term, the school could:

- adjust the activity to fit within the existing staff competence;
- seek voluntary or contracted expertise for the activity.

Long term, the school could:

- encourage and support staff as they gain the relevant experience, training, and qualifications for the activities they plan to lead;
- employ staff with the desired competence as vacancies arise.

“There is more freedom to give students more choices outside. Everything relaxes ... you have a better relationship with them.”

Teacher

Professional learning and development planning

158. Staff professional learning and development is an effective means of improving activity leader competence in EOTC. There are many ways to achieve this. Schools can provide staff with opportunities to:

- gain and log personal experience in the activity (relevant to New Zealand);
- co-lead with, or be mentored by, an experienced leader;
- gain formal training and qualifications, for example, in first aid, risk management, or activity-specific knowledge and skills.

Deep professional learning

159. Timperley (2008) identified principles of teacher professional learning and development that evidence shows have a positive impact on valued student outcomes. In order to make effective changes to their practice (deep learning), teachers need to be in an environment of trust and challenge, engage in interaction with their colleagues, and (sometimes) have opportunities to benefit from external expertise that challenges their existing assumptions and helps them to develop new knowledge and skills.

160. These principles are not intended to stand alone but to be integrated. Schools can incorporate them into professional learning opportunities for teachers, including EOTC activity leaders.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.



“They all go regardless of their disabilities. The senior students act as guides, and everyone ensures that the students with disabilities are included in the outings.”

Kura principal

Building capability

161. Principals may consider using the following approaches to build staff competence in order to address any gaps:

- tailor EOTC programmes* according to available expertise;
- aim to employ the best staff available, looking for those who are keen to learn and grow and so have long-term potential;
- engage competent activity leaders (voluntary or contracted providers) to support teachers and develop a long-term relationship with them;
- build capability in the school’s staff: have more-experienced staff, volunteers, or contractors mentor less-experienced staff;
- keep programming flexible in order to incorporate existing staff strengths;
- match staff with complementary strengths to ensure that the staff as a whole have the required competence;
- adjust variables, such as the location, ratios, or a trip’s goals and activities, to match staff competence in order to ensure a programme’s success;
- provide professional learning and development opportunities for staff to help them gain the core competencies and desired personal attributes;
- keep staff up to date with EOTC developments and issues through professional reading and involvement in professional associations. Schools can subscribe to appropriate journals and publications.

Pathways for outdoor leaders

162. Haddock et al. (2009) have found that the greatest need for training and qualifications of teachers leading outdoor activities is at the foundation and leader levels (see table 5.1). Training and qualification pathways for outdoor leaders, including teachers, are improving all the time. A range of activity-specific qualifications at all levels is available (see table 5.1). Further information is available from www.skillsactive.org.nz; www.nzoia.org.nz; www.mountainsafety.org.nz; www.eonz.org.nz; and www.onz.org.nz

The Ministry of Education has study support grants that are suited to secondary teachers who wish to attain outdoor leader qualifications. For details see: www.minedu.govt.nz/studyawards

Table 5.1 Levels of Outdoor Leadership and Qualifications

| Outdoor leadership level | Qualifications available |
|--|--|
| Foundation Basic knowledge fundamental to all outdoor activities | outdoor activity supervision, first aid |
| Leader Lead groups in lower technical environments | outdoor leader, bush-walking leader, kayak leader, mountain bike leader, rock-climbing leader, abseil leader, flat water kayak, indoor climbing wall |
| Instructor Instruct in skills and lead groups in more technical environments | bush, rock, abseil, kayak, canoe, sea kayak guide, sea kayak instructor, cave, alpine |
| Advanced Instructor/Coach Instruct in skills and lead groups in higher technical environments. Train the instructors or leaders; may work as assessor or moderator of qualifications | bush, rock, alpine, kayak, sea kayak, cave |

Pathways for sport and recreation co-ordinators

163. Sport and recreation co-ordinators in schools come to the role with a range of knowledge, skills, and motivations. The role and job description of the sport and recreation co-ordinator may differ from school to school. Some sport and recreation co-ordinators have a solely administrative role, others have a leadership role, while others manage sizeable budgets and contracting obligations. Examples of role descriptions are provided on the New Zealand Secondary Schools Sports Council website: www.nzsssc.org.nz

164. Skills Active Aotearoa is designing a professional development programme to assist with training for these roles; there is the potential for qualifications in the future. The programme includes six modules: strategic and annual planning, sports administration, sports events, volunteer management, sports participation, and team management. Further information is available from www.skillsactive.org.nz

Pathways for sports coaches

165. Sport and Recreation New Zealand (SPARC) is supporting national sporting organisations (NSO) as they develop sport-specific coach development pathways in their sports. For coaches, SPARC will provide sport-specific coach

development programmes that align with the Coach Development Framework (see paragraph 166). NSOs are at various stages of establishing programmes (for beginning, developing, and advanced coaches), which are designed to equip coaches with the skills and knowledge required to meet the needs of the particular group of athletes that they coach.

166. Pathways for sports coaches are defined in a national Coach Development Framework available at www.sparc.org.nz/sport/coach-development-education/coach-development-framework

167. Teachers, parents*, students, and club coaches who wish to develop their coaching skills should*, in the first instance, approach their NSO or regional sporting organisation to find out what coaching development opportunities are available in their selected sport. In situations where NSOs do not currently have programmes in place, regional sports trusts may offer more generic coaching development opportunities.

168. SPARC suggests that student coaches complete leader learning activities, in a coaching context, from the empower stage of the *Growing Leaders Facilitators Guide* (2009). This resource is available at www.sparc.org.nz/education/growing-leaders

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.



Qualification providers

169. Various organisations provide quality-assured qualifications suited to teachers who lead or assist with EOTC experiences*.

170. Tertiary Education Organisations (industry training organisations, universities, polytechnics, and private training establishments) offer courses in EOTC, sports coaching, recreation management, outdoor leadership, outdoor education*, and adventure tourism. For contact details of training organisations, see www.kiwiquals.govt.nz

Checking provider quality

Judging the quality of providers

171. Schools use a range of providers to support their EOTC programmes*, and it can be a challenge for them to assess the quality of those providers. Measures to determine a provider's quality include finding out whether:

- a safety plan, externally audited and approved, is available on request;
- all activity leaders have relevant and current skills and qualifications, first aid certificates, and appropriate driving licences;
- all activity leaders have relevant, logged, recent experience;

- referees' contact details are available on request (ensure that you contact them);
- they have quality assurance accreditation, such as OutdoorsMark or Qualmark (see paragraphs 172–179);
- they are an LEOTC* provider contracted by the Ministry of Education (such providers need to show that their EOTC management is consistent with these EOTC guidelines).

Sample forms 14 and 15 in appendix 4 may help schools to gather the information they need in order to judge the quality of a provider.

Outdoor safety quality assurance

172. When planning to use outdoor pursuits* or adventure activities* to achieve curriculum goals, the person in charge should* ensure that thorough risk management planning and sound operational procedures are in place. Whether the school is running the programme itself or is contracting an outside provider to do so, the board of trustees should be assured that it is a quality programme.

173. OutdoorsMark is the national outdoor safety quality assurance programme for outdoor education, recreation, and adventure activity providers. It consists of a self-assessment and then an external audit of safety-related policies and procedures. Accredited OutdoorsMark

providers have been assessed as working at, or above, current industry safety standards. For details see: www.outdoorsnz.org.nz/cms_display.php?sn=97&st=1

174. OutdoorsMark audits are conducted by approved OutdoorsMark auditors, who are current members of the Register of Outdoor Safety Auditors (ROSA). OutdoorsMark accreditation is valid for a period of three years, as long as annual self-assessment and renewal declarations are submitted.

175. Schools that have extensive outdoor education programmes should* consider seeking OutdoorsMark accreditation. For information on how to attain OutdoorsMark, contact Outdoors New Zealand. Contact details are in appendix 3.

Tourism operator quality assurance

176. Qualmark is New Zealand tourism's official mark of quality. All accommodation and tourism businesses that carry the Qualmark have been independently assessed as professional and trustworthy, so clients can book and buy with confidence. The Qualmark can help schools identify quality places to stay, things to do, and ways to get around, no matter where they are in New Zealand.

Sport quality assurance

177. Sportfit SportsMark is a self-review tool for **secondary** schools. It is intended to help schools develop quality sport and recreation programmes that cater for their students' needs and lead them towards a healthy, active lifestyle. For details, see: www.sparc.org.nz/education/sportfit/sportsmark

Physical activity quality assurance

178. Active Schools ActiveMark is a tool to help **primary** school communities to evaluate components of school community planning with a focus on providing quality physical activity experiences for children. For details, see: www.sparc.org.nz/education/active-schools-toolkit/activemark

School quality accreditation

179. Schools can work towards quality programme provision themselves by seeking OutdoorsMark, SportsMark, or ActiveMark accreditation.

Using operation zones

The operation zones model

180. The operation zones model is a useful tool to help activity leaders understand the importance of identifying their own and the participants' competence in relation to the difficulty of an activity. It can also help activity leaders to work out the appropriate ratio of competent leaders to novices for an EOTC activity*. While this model was originally designed as a tool for adventure activities*, it can be applied in many other contexts, for example, in sport or in a stage challenge.

181. An outdoor leader should strive to be more competent than the activity demands in order to create a safety margin. This enables them to look after their group and to cope if under stress. For example:

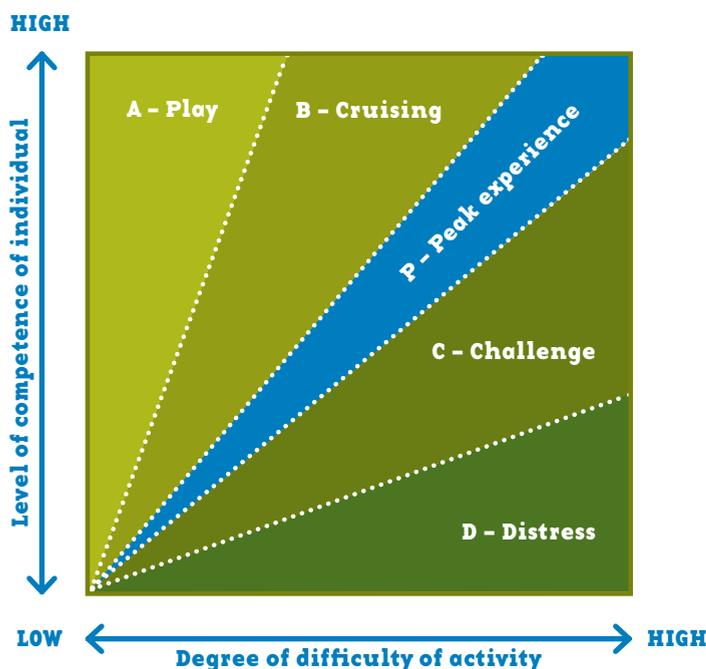
- A Grade 2 kayaker leading a group down a Grade 2 river may have trouble if something goes wrong, because their concentration will be on their own paddling. However, a Grade 3 or 4 paddler leading the same trip is likely to be paddling in a state of unconscious competence, enabling them to focus on the group, cope with the unexpected, and prevent or resolve any incidents*.

182. Outdoor leaders are most effective when operating within their field of competence. The operation zones model for adventure activities (figure 5.1) on page 50 is a useful tool for identifying this.

“We want to develop children as well-rounded citizens and lifelong learners. Hopefully they won't see these experiences in isolation; they might be the trigger for a long-term recreational interest or passion.”

Principal

Figure 5.1 Operation Zones Model for Adventure Activities



Adapted from Martin and Priest, 1986

A – Play zone: Individual’s ability far exceeds the level of difficulty of the activity; can lead to boredom, lack of concentration, and incidents.

B – Cruising zone: Individual’s ability is above the level of difficulty of the activity; can cope easily with challenge and emergencies; enjoyment without stress.

P – Peak experience zone: Individual’s competence matches the level of difficulty; their performance is at physical and sensory potential; in state of flow.

C – Challenge zone: The difficulty of the activity is slightly above the ability level of the individual; can be a good learning zone; support and maximum concentration required; some anxiety and potential for mishap.

D – Distress zone: The difficulty of the activity is far above the ability level of the individual; anxiety and fear present; potential for major incident.

Case study

183. The operation zones model for adventure activities* (figure 5.1) can help determine the right level of activity for a particular group. For example:

Two instructors, both of whom hold a Kayak 1 qualification, plan a kayak trip for nine students and a teacher:

- Three students can paddle Grade 1 competently.

- Five students and the teacher can paddle Grade 2 competently.
- One student is a competent Grade 3 paddler.
- The two instructors are competent Grade 4 paddlers.

The two instructors are the activity leaders, one student is an assistant, and eight students and the teacher are participants on this trip.

On a **Grade 2 river trip**, the instructors will be operating in the upper B zone, although they will be challenged by managing the group. The student assistant will also be operating in the B zone, cruising. Five students and the teacher will be operating in the P zone, having a peak experience as their competence matches the task. Three students will find the trip very challenging, operating in the C zone.

On a **Grade 3 river trip**, the instructors will be operating in the lower B zone. One student’s competence exactly matches the task in the P zone, and that student will be a participant, not an assistant this time. Five students and the teacher will be very challenged in the C zone. Three students will be distressed and in danger (the D zone).

The operation zones model makes it clear which trip is more suitable for this group.

184. Grade 2 river trip

This trip would be suitable for this group in the right conditions, that is, when the river level is normal, the weather forecast fine, the water not too cold, and all participants have adequate equipment. The five students and the teacher will be relatively independent in the P zone, as they have the skills to cope in the conditions and assist each other. The three students in the C zone will find the trip a challenge but, with the right support, this trip has the potential to extend their kayaking skills to the next level. Leaders and students should expect capsizes and have strategies to cope. The student assistant in the B zone and the two leaders could work to assist these three students one on one in difficult sections. The activity leaders’ responsibility is to supervise the whole group as well. Effectively, the ratio of skilled paddlers to those needing support would be 1:1. However, the overall ratio of activity leaders to the group would be 1:4 for one instructor and 1:5 for the other instructor (including the assistant). With adequate risk management planning and good emergency procedures in place, the trip could be a peak experience for the group.

185. Grade 3 river trip

On this trip, three students would be in the D zone, six people in the C zone, and one in the P zone. Outdoor activity leaders should* plan, from the start of a trip, not to put anyone in the D zone. This is sure to be a negative experience for the students and may end in serious injury or death. Nine people would be reliant on the two instructors for support on this trip, a ratio of 1:4 or 1:5. It is quite probable that more than one person would need the instructors' help at one time, putting the instructors in the D zone themselves. This trip would have serious potential for loss or injury and is beyond the resources of this group.

186. Grade 2/3 river trip

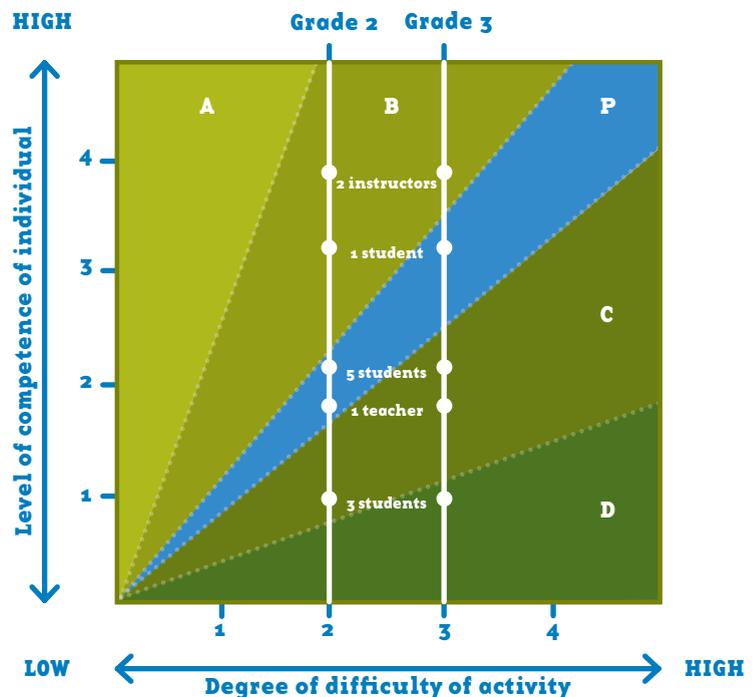
As the environment is dynamic, a change in the weather or river flow may cause a trip to fluctuate between grades 2 and 3, or even beyond Grade 3. So a Grade 2 trip may turn into a Grade 3 or 4 trip part-way through. Leaders should always be aware of this potential, have procedures to check local weather and river levels, and have strategies to enable them to manage in case the worst happens.

Summary

187. The case study above, using the operation zones model, highlights a number of important considerations for EOTC and especially for outdoor education* as follows.

- There will be a range of ability within any group.
- The activity chosen should be within the capabilities of everyone involved. Most people's ability should match or exceed the difficulty of the activity.
- It is OK to have people in the challenge zone (zone C) for limited periods, as this is where a lot of learning can take place. However, there must* be adequate support for people operating in the challenge zone.
- Ratios mean the number of experienced and skilled leaders in relation to the number of participants during an activity (see paragraphs 147–148). This does not always equate with the number of adults to the number of students, as was the case with the teacher who was a participant for this activity.
- Activity leaders must be operating in the A or B zone during an activity. If they find themselves in the challenge or distress zones

Figure 5.2 Operation Zones Model for the Kayak Case Study



Adapted from Martin and Priest, 1986

(zone C or D), they will have no safety margin to assist others if they require support or get into trouble.

- Outdoor activities can fluctuate in their level of difficulty due to the dynamic nature of the environment. Outdoor leaders should take account of this in their planning and decision making. Up-to-date weather forecasts, local knowledge, escape routes, and a “plan B” are essential parts of a risk management plan. Leaders should call off the activity if conditions are uncertain and fluctuations are likely to take the group into the D zone.
- When leading an activity with students, outdoor leaders should seek their own challenge in managing the group, not in the activity itself.
- Personal experience is an important area of professional learning and development for an outdoor leader and needs to be logged along with leadership and training experience.
- Outdoor leaders should create opportunities with their peers to challenge themselves in outdoor activities in order to maintain and improve their skills.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.



Chapter 6 Legal Responsibilities

Whakatauki

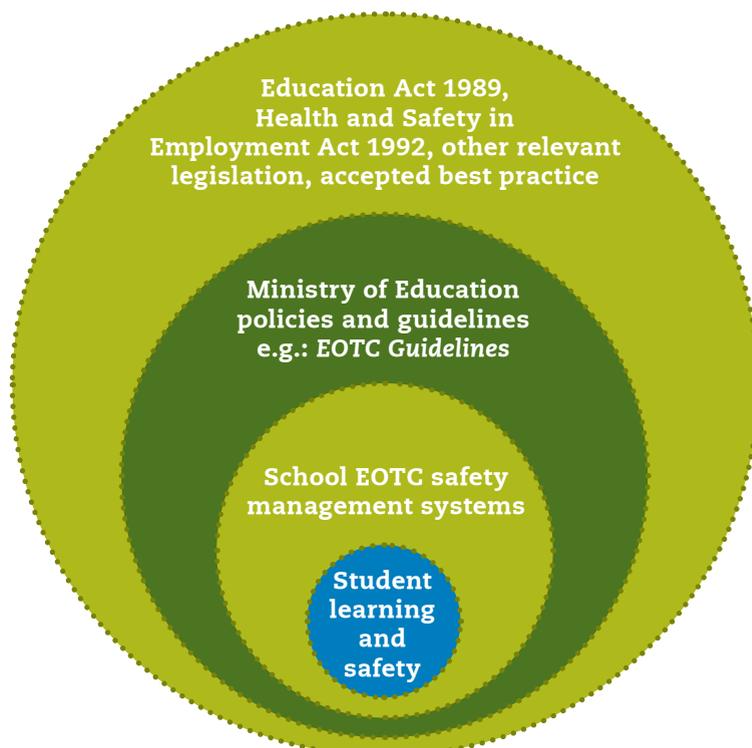
He ture whenua tuaukiuki
Ma te ture tangata e pupuri.

*The ancient lore of the land
Be protected by human law.*

Legal and policy framework

188. Schools operate in an environment of statutory requirements and Ministry of Education policies and guidelines. This is illustrated in figure 6.1 below.

Figure 6.1 The Legal and Policy Environment for Student Learning and Safety



189. The outer layer of figure 6.1 shows the statutory requirements that schools need to meet. Some of the most important statutory obligations applicable to schools in relation to their EOTC programmes* are those under the Education Act 1989 and the Health and Safety in Employment Act 1992 (HSE Act 1992). These and other requirements are detailed later in this chapter. Schools also need to follow relevant codes of practice and accepted best practice* standards in any EOTC activities* they are responsible for. These are set out in chapter 7.

190. The second layer of figure 6.1 shows that schools need to follow Ministry of Education policies and guidelines. These include the national curriculum, which sets the direction for learning, and the *EOTC Guidelines: Bringing the Curriculum Alive*. This set of guidelines supports the national curriculum and is consistent with statutory requirements and accepted best practice standards.

191. The third layer of figure 6.1 shows that schools need to follow the safety management policies and systems that they have developed themselves to maximise student learning and safety. Statutory requirements and Ministry of Education policies and guidelines must* underpin these.

192. Central to the entire framework shown in figure 6.1 is student learning and safety.

Governance responsibilities

193. Boards of trustees must ensure student safety during EOTC events* in order to meet their statutory obligations under the Education Act 1989, the HSE Act 1992, and any other legislation in force that relates to the safety of students and employees.

194. While school boards have overall legal responsibility to provide a safe physical and emotional environment for students (National Administration Guideline 5), they do not always have direct control over school-related activities or activities advertised through the school. Where school management and staff take on active responsibility, they must exercise this responsibility with due care and within board policy. When an outside provider is contracted by the board, it is still expected that the board will retain overall responsibility and accountability and plan accordingly. Where an

optional community-based activity is advertised through the school, but a group outside the school is responsible for it, this should* be clearly communicated to the school community to avoid any misunderstandings.

195. Occasionally, boards and their staff may take partial responsibility for a joint community and school activity. It is important to remember that the board and staff are still expected to ensure that accepted best practice standards are being met by all involved. They should also communicate to students and families the extent to which school staff are involved. Boards must also realise that optional activities, such as some sports trips, need to be run according to the accepted best practice of similar curriculum-based activities.

196. For the benefit of school communities, boards should make it clear to all interested parties that community groups that advertise through the school are following best practice guidelines. For example, if a local kayak club advertises through the school newsletter, the school community may assume that the board has at least asked for confirmation that this club is aware of and follows accepted best practice guidelines for kayaking.

Accountability and liability

197. The board of trustees, which includes the principal¹, is legally responsible for the safety of all students and others involved in EOTC programmes. If there is an incident* during an EOTC event, a board may be held accountable whether the incident is caused by the actions or omissions of a teacher, volunteer assistant, student, or provider contracted by the board.

198. Whether such accountability will mean that the board is considered legally liable for the incident will depend on whether the board has complied with its legal obligations when the school was planning and implementing the EOTC activity. Where the board, staff, and volunteers plan well and follow accepted best practice guidelines, the possibility of legal liability, if anything goes wrong, will be greatly diminished.

199. Criminal liability is unlikely to arise in all but the rarest situation. A person's actions would need to differ greatly from those of a reasonable person faced with those same circumstances before criminal liability was considered.

¹ The board of trustees has collective responsibility as an entity, not as individuals. The principal, as chief executive, has responsibility to the board and is the board's key instrument for implementing board policies. Schools work through governance and management – not governance or management. The principal is involved in both.

Legislation

Legal obligations arising from legislation

200. A board's legal obligations include those set out in legislation and those arising out of general law (see paragraphs 209–222).

201. To ensure the safety of students and employees, boards are required to comply fully with any legislation in force. The legal responsibilities of boards are set out below.

Education Act 1989

202. Section 60A of the Education Act 1989 defines the National Education Guidelines, which have four components:

- National Education Goals (NEGs);
- foundation curriculum policy statements;
- national curriculum statements;
- National Administration Guidelines (NAGs).

For more details about all four components, see: www.minedu.govt.nz/educationSectors/Schools/PolicyAndStrategy/PlanningReportingRelevantLegislationNEGSAndNAGS/TheNationalEducationGuidelinesNEGs.aspx

203. The National Education Goals (NEGs) are given effect by the Education Act 1989, which requires every school to have a charter. The purpose of the charter is to establish the mission, aims, objectives, directions, and targets of the board, which will give effect to the NEGs and the board's priorities, some of which will have relevance for EOTC.

204. The National Administration Guidelines (NAGs) set out statements of desirable codes or principles of conduct or administration for each school's board. Some of these will have relevance for EOTC.

205. Like all legislation, the four components are subject to change from time to time. To keep up to date, check the link above.

Health and Safety in Employment legislation

206. Under the HSE Act 1992 and the Health and Safety in Employment Regulations 1995, boards have obligations, as employers, for the health and safety of employees, students, and other visitors to the school. Boards have a duty to:

- take all (reasonable) practicable steps* to ensure the safety of employees and other people;

- identify hazards and take steps to eliminate, isolate, and/or minimise them;
- develop emergency procedures;
- provide employee training;
- keep a register of incidents* that have seriously harmed or might have seriously harmed* staff or students;
- take all practicable steps to ensure that no employee's action or inaction at work harms any other person.

Crimes Act 1961

207. This Act imposes a duty on those with responsibility for others, including boards of trustees and teachers, to provide the necessities of life, including food, clothing, and medical treatment. A further duty is imposed on "those in charge of dangerous things" (which would include certain EOTC activities) to use all reasonable care to avoid danger to human life.

Other legislation

208. There are many other practical and legal responsibilities that may be relevant to an EOTC event*, such as those that relate to employment, food safety, transport, and privacy. If you are unsure about your responsibilities, contact a relevant agency and seek professional advice.

General law

Legal obligations under general law

209. This section explains the scope of a New Zealand school board of trustees' duty of care and the standard of care required and explores how the board's responsibility relates to parental responsibility (including the legal efficacy of parental consent forms).

Duty of care

210. School boards of trustees, and teachers, owe a duty of care to students to safeguard them from harm in situations where a reasonable person would have foreseen the likelihood of harm arising. This responsibility continues even when school activities are located away from the school and involve activity leaders and assistants from outside the school and when students participate in courses offered by contracted providers.

211. Accident compensation legislation currently means that people cannot sue a board for any breach of this duty that results in personal injury. But boards can still be sued for exemplary damages, compensation for property damage, or damages for mental injury.

Standard of care

212. Boards are required to meet particular standards in order to fulfil their legal obligations. For example:

- the HSE Act 1992 requires boards to take “all (reasonable) practicable steps”;
- the Crimes Act 1961 refers to a standard of care that would be expected of a reasonable person;
- there are reasonable standards of care owed to students in cases where negligence is alleged.

213. The standard of care required during an EOTC activity* is the standard that could be reasonably expected of a competent person in the activity, for example, a coach, a teacher, or an outdoor leader.

214. In order to meet the required standards of care, boards should*:

- establish an EOTC policy and procedures that are based on and reflect current accepted best practice* (see chapter 7);
- ensure that the EOTC programme* operates in accordance with the board’s own policies and procedures and is in the best interest of the students.

Breach of standard of care

215. Putting aside the issue of accident compensation, in order for an injured student to succeed in a claim of negligence against a school, the student or their parent* would need to establish that:

- the school owed a duty of care to that student;
- the school was in breach of that duty;
- as a result of the school’s breach of its duty, the student suffered damage or harm;
- the damage or harm suffered was not too remote from the school’s breach of its duty.

“In loco parentis” – an obsolete concept

216. There is often reference to the “rule of in loco parentis” in descriptions of the standard of care that is owed to students participating in EOTC (Hay-MacKenzie, 2001; Rishworth, 2001). This “rule” supposedly requires that boards and their staff provide the degree of care towards their students that could be expected from a reasonably careful and prudent parent.

217. It would appear that in loco parentis is legally obsolete in its application to our state school system. This concept is no longer accepted as satisfactory in jurisdictions comparable to

New Zealand’s because a school’s authority has been granted by parliament rather than by individual parents or under private arrangements made by parents with the school.

218. To say that schools act **in place of** parents is a useful metaphor for how schools should act, but it is inaccurate to say that schools derive their **power from** parents. This situation is unaltered when students are away from school on overnight school trips or camps. Some supervisory functions will be more like those of parents, in this setting, but they will still be derived from authority granted by the state.

219. There would be few circumstances where the standard of care required for an EOTC event*, inside or outside the school environment, would be actually equivalent to that of a reasonably careful and prudent parent. Whether a teacher is taking students on a tramp for outdoor education* or a scout leader is taking young people on a tramp in the weekend, they in fact need to meet relevant, current, accepted best practice standards, such as holding an outdoor leader or bush award or be able to demonstrate equivalency*.

220. The fact that the doctrine of in loco parentis still continues to be invoked appears to be due to social factors, which perpetuate its psychological importance rather than giving it legal standing.

Waivers

221. A signed waiver does not release the organisation, individual staff, or any person from their legal responsibilities for the prevention of harm. A high standard of care is still owed, quality equipment is required, activities need to be supervised by competent staff, and emergency procedures need to be planned and followed. The standard expected may also change according to the circumstances and students’ abilities. For example, when it is known that students have special needs, what is considered reasonable will be different.

222. Rather than using a waiver, schools are recommended to use parental consent* and risk* disclosure procedures. See chapter 3, paragraphs 90–108 and appendix 4, sample form 6.

“All the procedures are there for us to follow, so we know what to do and what is expected of us.”

Teacher



Chapter 7 Codes of Practice and Accepted Best Practice

Whakatauki

*Ka tika te rapaunga whakaaro
Ka tika ko te whakaharatau.*

*Getting the philosophy right
will ensure informed practice.*

Relevant standards

- 223.** To meet statutory health and safety requirements, organisations must* be able to demonstrate that their practices are consistent with acceptable standards of safety. Such standards are contained in codes of practice or statements of preferred work practices.
- 224.** Where codes of practice are not available, accepted best practice* becomes the standard. Information about accepted best practice is usually available through formal and informal sources. Formal sources of accepted best practice include activity guidelines and manuals. Informal sources include the procedures and practices that organisations use to run an activity, which may or may not be documented as part of their standard operating procedures.
- 225.** Schools should* be able to show that EOTC activities* comply with the relevant code of practice or, in its absence, with accepted best practice standards for that activity.

Health and Safety Code of Practice

226. While the HSE Act 1992 is primarily concerned with the health and safety of employees, boards of trustees are also responsible for the health and safety of the many other people who are involved in school activities, including students, visitors, parents*, contractors, and volunteers.

227. The Ministry of Education has issued a Health and Safety Code of Practice for State and State Integrated Schools (the Code), which brings together all the health and safety requirements from the legislation, relevant codes, and Ministry guidelines. The Code can be found at: www.minedu.govt.nz/educationSectors/Schools/SchoolOperations/PropertyManagement/StateSchools/SupportingDocs/Section7OperationalPolicies/HealthAndSafety.aspx

228. Compliance with the Code is mandatory for schools in order to comply with their property occupancy document, which is available at: www.minedu.govt.nz/~media/MinEdu/Files/EducationSectors/PrimarySecondary/SchoolOpsPropertyManagement/PMHSection1.pdf

Legal requirements will be met by following the Code.

229. Paragraphs 230–234 are examples of the requirements of the Code that apply to EOTC.

Protective clothing and equipment

230. Clause 26: **Protective clothing and equipment** ... (for example, helmet and harness for climbing or abseiling, raincoats for tramping).

26.1 Boards shall ensure that all circumstances and activities to which the use of protective clothing and/or equipment is appropriate are identified and made known to employees or other persons undertaking that activity.

26.2 Boards shall take all practicable steps* to ensure that:

- (a) protective clothing, footwear and equipment is provided for anyone requiring protection against any risk* or danger to their health;
- (b) all protective clothing and equipment supplied is sufficient to give adequate protection from an identified risk it is designed to eliminate or minimise and that it complies with any relevant New Zealand standard or code of practice and is adequately maintained;
- (c) adequate instruction is given in the use and maintenance of such protective clothing and equipment;
- (d) all individuals required to wear protective clothing, footwear and equipment do so as often as the circumstances for which they are provided arise;
- (e) any adjustment, adaptation, cleaning, repairing or maintenance to any protective clothing does not reduce the standard or quality of protection for which the protective clothing was designed, manufactured, or provided.

26.3 Protective clothing and equipment supplied by the employee.

Where protective clothing and equipment is required to be provided, boards cannot require an employee to provide their own. However, where the employee chooses to provide their own suitable protective clothing for reasons of comfort or convenience, the board must* be satisfied that what they have chosen is suitable.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

Hazardous substances

231. Clause 15: **Hazardous substances** ... (for example, stove fuel).

15.1 Boards shall ensure that any material or substance that is, or is likely to be, corrosive, an irritant, toxic, radioactive, explosive, or otherwise capable of endangering the health of any person who may come into contact with it or be in its vicinity is stored in a secure and safe manner and in a secure container, which is clearly labelled.

Storage of materials generally

232. Clause 31: **Storage of materials generally** ... (for example, sports equipment, kayaks, camping and climbing gear).

31.1 Boards of trustees shall take all reasonable steps to ensure that all goods, materials, substances, and equipment in the school are stacked, stored, and kept secure, so that:

- (a) they do not constitute a danger to persons in their vicinity;
- (b) they cannot, whether of their own accord or by virtue of any external force (intentionally or otherwise), flow, move, roll, or collapse so as to constitute a danger to persons in their vicinity;
- (c) they should not obstruct or restrict fire or other exitways.

31.2 Boards of trustees shall ensure that all employees and students who are responsible for stacking, storing, securing, keeping, or removing any goods, materials, substances, or equipment are fully instructed to do these tasks in a safe manner.

Swimming pools

233. Clause 32: **Swimming pools** ...

32.3 Swimming pool policy

Boards shall have a pool policy and procedures detailing the use of the swimming pool. This policy and procedures shall be available to all pool users, including the public, who use the pool with the permission of the board. The policy and procedures should be easily accessible, such as on a notice board beside the gate. The content of the policy and procedures shall include rules of the pool, use of equipment and location of amenities, and the following safety provisions:

- (a) nobody is to swim alone;
- (b) children under 8 years are not permitted in the swimming pool area unless actively supervised by a person at least 16 years old (meaning that the person supervising is able to provide immediate assistance);
- (c) during any session when the pool is in use, there shall be at least one person designated as the swimming pool supervisor, who will supervise the pool at all times. The number of additional supervisors required will be determined by the number of swimmers;
- (d) the pool gate shall be securely closed at all times;
- (e) behaviour that could be considered dangerous, such as running, pushing, holding under, and screaming, is prohibited;
- (f) a list with an emergency telephone number and the location of the first aid kit.

(See also clauses: 32.1 Board of trustees' duties in relation to pool users, 32.2 Fencing of swimming pools, and 32.4 Swimming pool water quality on pages 48–49 of the Code).



“If you never actually get to see the real thing, then you can’t understand it so well.”
Year 6 student

Other safety related issues

234. The **first aid** and **incident* reporting** clauses of the Code are included in Chapter 8: Emergency Preparedness.

Industry codes of practice

235. From time to time, codes of practice are developed by various industries. Examples of codes include:

- the rafting code of practice – Rule Part 80 – Maritime New Zealand, registered with the Department of Labour;
- the flying fox code of practice produced by the Accident Compensation Corporation (ACC);
- ropes-course builders usually develop site-specific codes of practice for the ropes courses that they build. These are often based on international standards and become the standard operating procedures for the users of that particular facility.

Formal sources of accepted best practice

236. In the absence of an industry code of practice, accepted best practice* guidelines become the standard for an activity. Usually, national organisations agree on a range of acceptable practices used to run an activity safely and document these in guidelines. However, accepted best practice evolves, so it is important that guidelines are kept up to date. What was accepted practice in the past may not be acceptable today or in the future. Appendix 2 contains a list of resources, including guidelines, manuals, and DVDs, that summarise accepted best practice for various activities relevant to EOTC.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

237. A key publication containing accepted best practice* guidelines for outdoor activities is *Outdoor Activities – Guidelines for Leaders* (Sport and Recreation New Zealand, 2005). These guidelines are for outdoor leaders including teachers, and may also be useful for governors and managers of and participants in outdoor programmes. This publication contains guidelines for forty-two different outdoor activities, which are listed in appendix 2, and can be downloaded from www.sparc.org.nz/education/outdoor-activities-guidelines-for-leaders

❖ Informal sources of accepted best practice

238. If there are no formal guidelines documented for a particular activity, schools should* establish that their practices are consistent with those of their professional peers who also run that activity.

239. When trying to establish accepted best practice* for an activity that does not have a written manual or guidelines, the following options are available to schools.

- Contact one or two schools that run the same activity and find out what their current practices and procedures are for running the activity.
- Contact a related organisation that runs the activity, for example, a recreation centre or youth organisation, and find out what their current practices and procedures are for running the activity.
- Consider collaborating with these groups to document your agreed practices and procedures for the activity.

240. If the school receives variable or conflicting advice from different sources, it would be prudent to follow the advice that provides the highest standard of care for students.

Determining whether accepted best practice standards are met

241. Accessing the relevant code of practice or accepted best practice standards for an outdoor activity is relatively easy when you know where to look. The more difficult task is to determine whether your school, or an outdoor provider you wish to engage, actually meets these standards. Sample forms 14, 15, and 16 in appendix 4 can assist with this task. See also chapter 4, which provides guidance on judging the quality of an outside provider.

“You have kids who shine when they’re outdoors who don’t do that in the classroom ... you can see these kids coming out of nowhere to be leaders.”

Teacher



Chapter 8 Emergency Preparedness

Whakataukī

He kōhatu taka i te pari e kore e taea te whakahokia.

A stone fallen from the cliff can never be returned.

❖❖❖ Planning for emergencies

242. There are various ways in which schools can prepare themselves for responding to an emergency. The Ministry of Education's publication *Responding to Traumatic Incidents: Checklist for Early Childhood Education Services and Schools* (2009) aims to assist schools with their responsibilities in this area.

243. Schools' legal responsibilities are set out in the HSE Act 1992. While the HSE Act is primarily concerned with the health and safety of employees, boards of trustees are also responsible for the health and safety of the many other people who come onto school grounds, including students, visitors, and parents*. This responsibility should* be reflected within the school's emergency planning.

244. It is a requirement under the HSE Act that "every employer ... take all practicable steps* to ...

- develop procedures for dealing with emergencies that may arise while employees are at work;
 - ensure that all employees have the opportunity to be fully involved in the development of procedures developed for the purpose of ... dealing with or reacting to emergencies or imminent dangers."
- 245.** A place of work is defined by the HSE Act as:
- A place whether or not within or forming part of a building, structure, or vehicle where any person is to work, is working, for the time being works, or customarily works, for gain or reward; and in relation to an employee, includes a place, or part of a place, under the control of the employer.
- 246.** A teacher's place of work, therefore, is where they happen to be working, including on- and off-site locations for EOTC activities*. This would include in the school grounds, at a museum, on a bus, in or by a river, and at a school camp or sports venue.
- 247.** Schools can prepare themselves for responding to an emergency during an EOTC event* by having robust planning in place to deal with significant, foreseeable risks* and by utilising appropriately trained and qualified personnel.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

Emergency plans should* include:

- specific crisis management plans for each identified risk associated with an EOTC activity*;
- incident* recording, reporting, and analysis procedures;
- a school-wide traumatic incident* response plan (TIRP) that includes a communications plan (internal and external) and a media plan and spokesperson.

❖ Incident

248. An incident is an event where there was, or might have been, harm to people, damage to property, or interruption to process. Incidents include any event where intervention was required, for example, a fatality, a near miss, an injury, an illness, property damage, or a behavioural problem that led to, or might have led to, harm.

❖ Crisis management plan

249. In the first instance, a crisis management plan should be written for each identified risk* (potential loss) as part of the risk management planning process for an EOTC activity*. A RAMS*, SAP*, or similar form (see appendix 4, sample forms 17, 18, and 19) can be used for this. A crisis management plan sets out, step by step, how to manage each potential emergency or incident and what resources and equipment are required. This plan should be consistent with the school's traumatic incident response plan (TIRP).

250. Another approach is to have a set of generic crisis management or contingency plans, which are referred to on the RAMS, SAP, or similar form. Some examples of these are on www.tki.org.nz/e/community/eotc

❖ Traumatic incident response plan

251. Schools should have a traumatic incident response plan (TIRP) ready in case of a traumatic incident* in their school community, including a serious injury or fatality during an EOTC activity. A TIRP can reduce stress by helping the school to deal with the aftermath of an incident and to continue their normal operations. The Ministry of Education's traumatic incident co-ordinators run annual courses to help schools develop traumatic incident response teams and plans.

A TIRP would include (at least):

- a protocol for whom to contact in the event of a serious injury or death (emergency services, police, principal, kaumātua);
- a protocol for steps to take immediately following a death or serious incident (ensure safety of all others, manage triage – including appropriate care of injured and/or storage of the bodies of those who have died, preserve the scene – leave all equipment as is, photograph the scene);
- a designated person authorised to speak to the media (usually the principal);
- contact arrangements for accessing support from the Ministry of Education at the time of a traumatic incident – the Ministry will work alongside school management to assist with problem solving, clear communication, responding in culturally and age-appropriate ways and the use of psychological first aid*;
- processes and information regarding access to follow-up support.

For more information on TIRPs, see Ministry of Education, 2009a.

Traumatic incident co-ordinators

252. Schools can access support following a traumatic incident by contacting their nearest traumatic incident co-ordinator on 0800 TI TEAM (0800 848 326).

❖ Communications plan

253. Schools should have a communications plan in place for EOTC events. Relevant parts of the plan should be incorporated into the school's TIRP and should include communication:

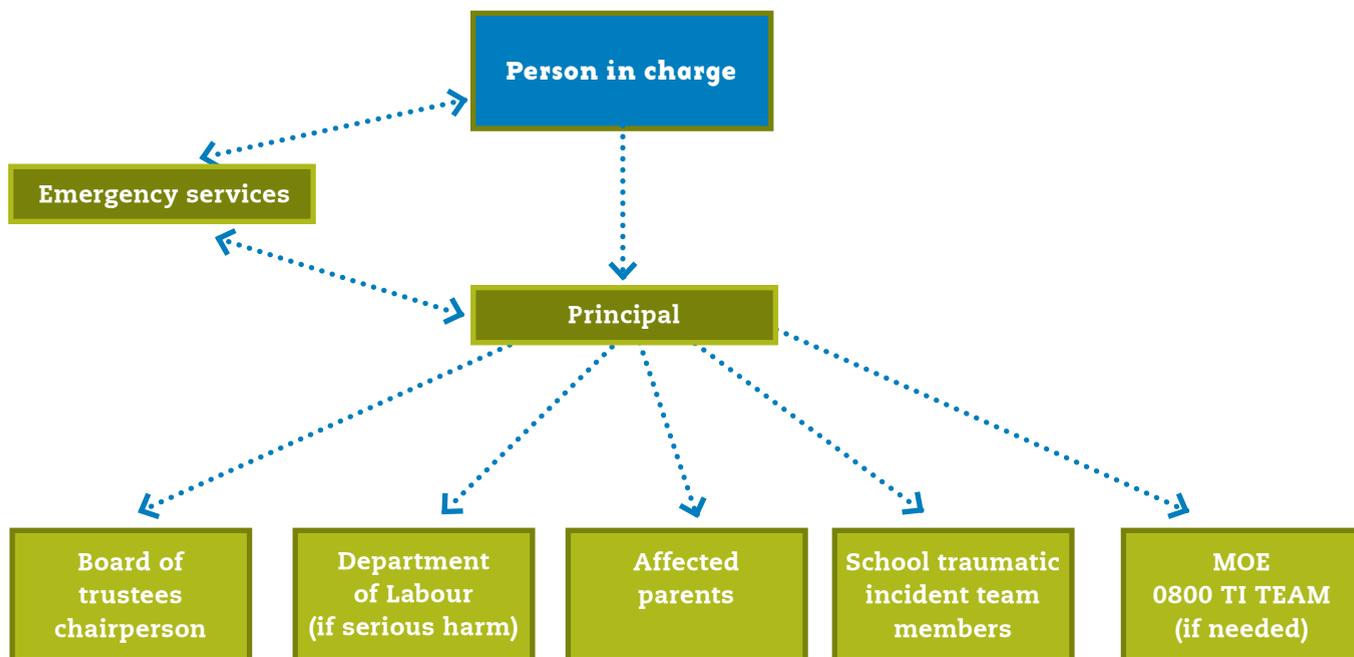
- within the school (board of trustees, staff, students, parents*);
- between the school and the location of the EOTC event*;
- within the field (if groups are operating independently for periods of time);
- with emergency services;
- with the media.

254. The means of communication should be appropriate for the purpose and may include, but are not limited to, landline or mobile telephone, fax, mountain radio, VHF radio, personal locator beacon, computer-based communications (email or Voice over Internet Protocol), pencil and paper, and signalling devices such as a whistle or mirror.

Communication tree

255. In the event of an incident, the initial communication tree should* resemble the following, with the arrows representing lines of communication:

Figure 8.1 Communication Tree



Media management plan

256. A school's TIRP should include a media management plan. Boards need to appoint a person or people to liaise with the media if there is a serious injury or death. This would usually be the principal and/or the board chair. All other staff and board members must understand that media comment regarding the incident is to be made by the appointed spokesperson only.

Advice for media interviews

257. If a journalist calls the school, a protocol needs to be in place to inform them that the school's media liaison person/people will call them back. In the meantime, find out:

- who is calling;
- what organisation they represent;
- their phone number;
- the general nature of their inquiry;
- who else they have spoken to.

258. The media liaison person/people should take the time to prepare the school's single overriding communications objective – the one thing they want the audience to remember. Keep this message simple.

259. Interview checklist:

- Do** talk only about your area.
- Do** distinguish fact from opinion.
- Do** answer the questions firmly and directly.
- Do** keep to the issue and use key messages.
- Do** use plain language and avoid slang, jargon, or waffle.

- Don't** make personal comments.
- Don't** criticise other people or organisations.
- Don't** speculate (that is, don't try to answer "what if" questions).
- Don't** ever say "No comment." If you don't know the answer, say so.
- Don't** look at or into the camera. Talk to the interviewer, focusing at head level.

See appendix 4, sample form 25 for a wallet card version of this advice that the media contact person/people can carry with them.

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

❖ Incident recording, reporting, and analysis

260. Section 25 of the HSE Act 1992 requires boards of trustees to maintain a register of accidents and serious harm*. If schools follow Clause 29 of the Ministry of Education’s Health and Safety Code of Practice for State and State Integrated Schools, they will ensure their own compliance with the HSE Act.

Clause 29: **Serious Harm (including near misses) Notification of Incidents ...**

29.1 Schools are required to:

a) Maintain (in the form prescribed by the Department of Labour which may be found on www.dol.govt.nz or from the nearest regional Department of Labour Office) a register of accidents and serious harm, and shall record in the register the prescribed particulars relating to:

(i) Every incident that harmed (or as the case may be, might have harmed) any employee at work on the school site or any other person at the school site or in any other school-related activity.

(ii) Every occurrence of serious harm to employees at work on the school site as a result of a hazard the employee was exposed to while at work in the employment of the board.

b) Notify the nearest regional Department of Labour Office (by phone or fax) as soon as possible of an incident resulting in serious harm*; and

c) Provide the Department of Labour written notice (using the form prescribed by the Department of Labour or providing the same details) of the circumstances of the incident within 7 days.

d) The Ministry encourages schools to use the National Incident Database (NID) to report education outside the classroom (EOTC) incidents. The NID meets requirements to keep an accident register and has the facility to send serious harm reports directly to the Department of Labour. The NID may be accessed at www.incidentreport.org.nz

29.2 Where a person is seriously harmed, no person shall, unless authorised to do so by an inspector, remove or in any way interfere with or disturb any wreckage, article, or thing related to the incident except to the extent necessary –

(a) To save the life of, prevent harm to, or relieve the suffering of, any person; or

(b) To maintain the access of the general public to an essential service or utility; or

(c) To prevent serious damage to or serious loss of property.

National Incident Database

261. The National Incident Database (NID) is an anonymous, voluntary data-collection system. It enables the outdoor sector, including schools, to identify incident* trends and causes in order to inform safety management planning, procedures, and practice.

262. Schools may choose to use the NID online or complete a hard copy report (see appendix 4, sample form 30) in the field. Spare copies may be kept in the first aid kit. Incident reports can then be entered into the NID online on return to school or at the end of each term.

“When we were doing low ropes, I twirled around and I hit my leg on the platform and then fell on my back, which really hurt.”

Secondary student

Incident analysis and review procedure

263. Schools must* analyse individual incidents* to discover underlying causes and to determine whether the situation was caused by or arose from a significant hazard*. A useful mechanism to achieve this is an incident review procedure. The results of such a review may be used to improve safety in that particular school and/or schools in general. A school safety committee composed of the EOTC co-ordinator, principal, and suitable safety or outdoor expert/s could carry out this review. However, for serious incidents, it may be desirable to have an external review.

264. Assistance with incident reviews is available to schools from the Ministry of Education, Water Safety New Zealand, New Zealand Mountain Safety Council, Education Outdoors New Zealand, and Outdoors New Zealand (which includes the Register of Outdoor Safety Auditors). Contact details for these organisations are in appendix 3.

Statutory investigations

265. In the case of serious harm*, including a fatality during an EOTC event*, schools should expect there to be a statutory investigation. Statutory authorities that have the responsibility to carry out an investigation include the police, the office of the coroner, the Department of Labour, Maritime New Zealand, and the New Zealand Transport Agency. In some cases, more than one authority may conduct investigations, for example, the police on behalf of the coroner together with the Department of Labour.

266. If a statutory authority is conducting an investigation into an EOTC incident, schools should expect to be interviewed and to provide information for the investigation. Support is available from Ministry of Education traumatic incident co-ordinators: 0800 TI TEAM (0800 848326).

First aid

267. Boards must ensure that persons injured at school or in any school-related activity have ready access to a qualified first aider and adequate first aid supplies. Each first aid treatment must also be recorded in a register.

First aid treatment register

268. Section 13.4 **Register of first aid treatments** in the Ministry of Education's Health and Safety Code (page 36) outlines board responsibilities.

Boards shall ensure that a register of accidents is kept that records:

- (a) the nature of every first aid treatment given in the school;
- (b) the date on which it was given;
- (c) the name of the person that received first aid treatment;
- (d) the nature of the injury or illness for which first aid was administered;
- (e) the date, time, and place the incident occurred;
- (f) the cause of the incident;
- (g) any other relevant circumstances leading to, during, and after the incident;
- (h) whether the injured person was referred to a doctor or nurse;
- (i) the name of the person that administered first aid treatment.

269. Most student management systems are capable of maintaining a first aid treatment register.

Qualified first aiders

270. There is no requirement to have a specific number of qualified first aiders in a workplace or to have a specific type of first aid certificate. However, all students should* have access to a qualified first aider. Boards of trustees need to decide how best to achieve this. For example, a school may arrange for the Red Cross to attend an inter-school sports day. However, for a school camp with five groups of ten students doing different outdoor activities in different locations each day, each activity leader would need to have a first aid certificate, preferably one relevant to outdoor activities.

First aid supplies

271. The Department of Labour has *Guidance Notes on Providing First Aid Equipment, Facilities, and Training* on their website: www.osh.govt.nz/order/catalogue/pdf/1staid3-g.pdf

* See the glossary on pages 70–72 for clarification of how this term is used within these guidelines.

272. Section 13 of the Ministry’s Health and Safety Code states:

13.1 Boards shall ensure that:

- (a) first aid supplies as specified in clause 13.5 are provided for persons injured at a school;
- (b) first aid supplies are kept clean and tidy and accessible for the treatment of injured persons;
- (c) first aid supplies are replenished at regular intervals;
- (d) first aid supplies are available to be given without delay to anyone requiring them at the school;
- (e) all school staff are aware of the location of first aid supplies.

273. Section 13.2 of the Ministry’s Health and Safety Code of Practice describes how and where first aid supplies should* be stored in a school. In addition, **mobile first aid kits** should be available so they can be easily taken on EOTC events*. To meet requirements, the kits should be made of suitable material to protect contents from damp and dust and should be clearly identified as first aid kits. The number and location of mobile kits should meet the needs of any specific EOTC event.

274. There is no mandatory list of items that should be included in a first aid kit. Boards should ensure that any decisions that are made on what to include in the first aid kit come from information gathered during the assessment of an EOTC event’s first aid needs. As a guide, where no special risk* arises in the EOTC location, a minimum stock of first aid items would normally be as listed in appendix 4, sample form 31. Where particular hazards exist in an EOTC location, the mobile kit should contain additional contents. For example, in a high-wasp area, an anaphylaxis kit may be included. See appendix 4, sample form 31 for a list of additional items that may be included in a mobile kit that is set up for outdoor environments.

275. It is essential that first aid equipment is checked regularly. Boards should ensure that first aid kits are replenished as soon as possible after use to ensure that there is always an adequate supply of materials available. It is essential that items be replaced before the expiry date shown on their packets.

Person in charge of first aid

276. Section 13.3 of the Ministry’s Health and Safety Code of Practice outlines the role of the person in charge of first aid. Boards shall ensure that an appropriately trained or experienced person has responsibility for all first aid supplies, first aid cabinets, and first aid rooms in the school and that this person or a suitable substitute is available during normal school hours.

277. For EOTC, that person or their delegate may need to be available beyond school hours, especially during residential events. The person in charge should also keep a list of staff and others with current first aid certificates and ensure that these people are deployed appropriately during an EOTC event. Some student management systems have a Staff Manager section, where it may be useful to record whether a staff member holds a current first aid certificate.

Resources

278. The Accident Compensation Corporation (ACC), in conjunction with the New Zealand School Trustees Association, has prepared some Thinksafe resources to help schools meet their obligations regarding the safety of staff and students in the school. Some of these are useful in preparing for emergencies. These are available at www.nzsta.org.nz/?PageID=e4b5c460-e12d-4ce8-9c14-50e2216744c4



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"When we went to the zoo, we got really close to the animals. It was really interesting."

Primary student



Glossary

Terms have the following meanings for the purposes of these guidelines.

Accepted best practice

In the absence of a formal standard or code of practice, accepted best practice becomes the standard for an activity. Usually, national organisations agree on a range of acceptable practices to run an activity safely and document these practices in guidelines. Accepted best practice evolves, so keeping up to date is important.

If there are no formal, documented guidelines, schools should establish that their practices are consistent with those of their professional peers in the field. If there is disagreement on the best practice/s to use, then the practice/s that provide/s the highest standard of care for students should be the one/s followed.

Other publications may use the terms “current, accepted practice” or “best practice” to describe accepted best practice.

Adventure activities

Adventure activities create challenge and excitement by deliberately exposing participants to elements of risk. Their purpose is to enhance participants’ self-concept and improve their social skills. The risks could be physical (for example, injury), social and/or emotional, or material (for example, damage to gear or equipment). In an educational setting, activities are usually promoted that have a greater degree of learner-perceived risk but a lower degree of residual risk (see the definitions of “risk” in this glossary). Both natural and constructed environments can be used for such activities. Adventure education can enable participants to exceed their previously perceived limits, so adventure education is a powerful medium for promoting personal growth and development (Priest, 1990).

Adventure-based learning (ABL)

Adventure-based learning (ABL) is a subset of adventure activities as described above. ABL

activities are commonly sequenced to include co-operative games, trust-building activities, and problem-solving and decision-making activities, and the challenges can include low- and high-ropes courses. Debriefing and reflection based on the activities encourage and develop participants’ skills in communication, trust, goal setting, leadership, and taking responsibility. Participation fosters students’ personal and social development (Ministry of Education, 1999).

All practicable steps

In simple terms, this means taking all the steps that are possible in practice to achieve a result. The HSE Act 1992 states:

All practicable steps, in relation to achieving any result in any circumstances, means all steps to achieve the result that are reasonably practicable to take in the circumstances, having regard to:

- (a) the nature and severity of the harm that may be suffered if the result is not achieved;
- (b) the current state of knowledge about the likelihood that harm of that nature and severity will be suffered if the result is not achieved;
- (c) the current state of knowledge about harm of that nature;
- (d) the current state of knowledge about the means available to achieve the result, and about the likely efficacy of each of those means;
- (e) the availability and cost of each of those means.

To avoid doubt, a person required by this Act to take all practicable steps must do so only in regard to circumstances that the person knows or ought to know about.

Challenge by choice

Challenge by choice means the participant chooses their own level of challenge within a supportive peer environment.

Education for sustainability (EfS)

Education for sustainability (EfS) fosters the capacity of people to be informed and active

participants in moving society towards ecological, social, cultural, and economic sustainability. The key goals of sustainability are to live within our environmental limits, to achieve social justice, and to foster economic and social progress while developing a quality of life for all. EfS was formerly known as environmental education. See: www.tki.org.nz/r/enviro_ed/

EOTC programme, event, activity, experience

An **EOTC programme** is a programme of EOTC activities that extends over a term or year and involves a class or classes.

An **EOTC event** is an event that involves multiple groups and activities, such as a sports tournament, stage challenge, or outdoor education camp.

An **EOTC activity** is a single activity, such as a museum visit or a rocky shore or geography field trip.

An **EOTC experience** is a single experience in any of the above categories.

Equivalency

Equivalency means an alternative to a qualification, which indicates that an outdoor leader meets the requirements listed in the relevant qualification's syllabus. Organisations should be able to justify the equivalency decisions they make, including the documentation that they have considered in making their decisions. Outdoor leaders may indicate equivalency by one or more of the following:

- attestation;
- referees' statements;
- record of recent experience comparable to the qualification requirements;
- a training record;
- an incident record;
- other relevant qualifications (including similar overseas qualifications);
- observation;
- a field check;
- appraisals.

Incident

An incident is an event where there is, or might be, harm to people, damage to property, or interruption to process. Incidents include any event where intervention is required, for example, a fatality, a near miss, an injury, an illness, property damage, or a behavioural problem that leads to, or might lead to, harm.

Learning experiences outside the classroom (LEOTC)

LEOTC is a Ministry of Education curriculum support project. It contributes (through contestable funding) towards curriculum-linked programmes for school students, run by a range of organisations, such as zoos, museums, historic parks, art galleries, performing arts centres, and science centres. See: www.leotc.tki.org.nz

Must

In this document, "must" is used in reference to a non-negotiable policy that **must** be followed. Such policies are based on **statutory requirements**.

Outdoor education

Outdoor education is one of seven key areas of learning in the health and physical education learning area of the national curriculum. It focuses on particular aspects of outdoor learning, such as adventure activities, outdoor pursuits, and relevant aspects of education for sustainability (Boyes, 2000). See the definitions for these terms in this glossary.

Outdoor pursuits

Outdoor pursuits are activities that involve moving across natural land and/or water environments by non-mechanised means, for example, biking, orienteering, tramping, rock climbing, cross-country skiing, kayaking, sailing, rafting, and caving (Blanchard and Ford, 1985; Boyes, 2000; Lynch, 1993; Ministry of Education, 1999; Priest, 1990).

Parent

In these guidelines, the term "parent" means father, mother, guardian, or immediate caregiver.

Parental consent

Parental consent is permission given for a student to attend an EOTC event or activity (see the definition for these terms in the glossary) after parents have been provided with sufficient information to understand the EOTC event or activity.

Place of work

A place (whether or not within or forming part of a building or structure) where any person is to work, is working, for the time being works, or customarily works, for gain or reward; and, in relation to an employee, includes a place, or part of a place, under the control of the employer (not being domestic accommodation provided for the employee):

(a) where the employee comes or may come to eat, rest, or get first aid or pay;

- (b) where the employee comes or may come as part of the employee's duties to report in or out, get instructions, or deliver goods or vehicles;
- (c) through which the employee may or must pass to reach a place of work.

Psychological first aid

Providing psychological first aid means promoting an environment of safety, calm, connectedness, self-efficacy, empowerment, and hope for people after a traumatic incident (see the definition for these terms in the glossary). Psychological first aid assists people who may be having reactions of confusion, fear, hopelessness, sleeplessness, anxiety, grief, shock, guilt, shame, and loss of confidence in themselves and others.

RAMS

Risk analysis management system (a risk management planning tool)

Risk

There are three possible levels of risk (Haddock, 2004) that activity leaders should be aware of:

Absolute risk – the uppermost limit of risk inherent in a situation that has no safety controls present; in other words, the worst that could happen, for example, a fatality.

Residual risk – the amount of risk present when the absolute risk has been adjusted by safety controls.

Perceived risk – an individual's subjective assessment of the residual risk present at any time. This usually differs from person to person, and perceptions can range from absolute risk at one end of a continuum to no risk at all at the other end.

SAP

Safety action plan (a risk management planning tool)

Serious harm

The HSE Act 1992 defines serious harm as follows:

1. Any of the following conditions that amounts to or results in permanent loss of bodily function or temporary severe loss of bodily function – respiratory disease, noise-induced hearing loss, neurological disease, cancer, dermatological disease, communicable disease, musculoskeletal disease, illness caused by exposure to infected material, decompression sickness, poisoning, vision impairment, chemical or hot-metal burn of eye, penetrating wound of eye, bone fracture, laceration, crushing;

2. Loss of a body part;
3. Burns requiring referral to a specialist registered medical practitioner or specialist doctor's outpatient clinic;
4. Loss of consciousness from lack of oxygen;
5. Loss of consciousness or acute illness, requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion of any substance;
6. Any harm that causes the person harmed to be hospitalised for a period of 48 hours or more, commencing within seven days of the harm's occurrence.

Should

In this document, "should" is used in reference to a guideline that is strongly recommended and **should** be followed if at all possible. This is based on **accepted best practice** in the relevant activity. Activity leaders should have clear justification for operating outside guidelines.

Significant hazard

A significant hazard is a hazard that is an actual or potential cause or source of:

- serious harm;
- harm (being harm that is more than trivial): the severity of the effects on any person depend entirely (or among other things) on the extent or frequency of the person's exposure to the hazard;
- harm that does not usually occur, or is not usually detectable, until a significant time has elapsed after exposure to the hazard.

Traumatic incident

A traumatic incident is an event that:

- causes sudden and/or significant disruption to the operation, or effective operation, of a school or community;
- affects a large number of students or staff;
- creates significant dangers or risks to the physical and emotional well-being of students within a community; and
- attracts media attention or results in a public profile for the school.

Examples include: sudden death; witnessing serious injury or death; threats to the safety of students or staff; an individual behaving in a dangerous or threatening manner; a lost or missing student or staff member; and floods, fires, earthquakes, or other community crises or natural disasters.

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Education Outdoors New Zealand

Elim Christian College

Hillmorton High School

Horizons Unlimited

Kaiapoi High School

Karori Normal School

Kimihia Adventure Programme

Te Kura Māori o Porirua

Te Kura Mana Māori o Whangaparāoa

Linwood College

Lyll Bay School

Mairehau Primary School

Mount Cook School

One Tree Hill College

Onewhero Area School

Outdoors New Zealand

Otahuhu Primary School

Paraparaumu College

Randwick Park School

Rangiora Borough School

Raroa Normal Intermediate School

Rotorua Girls' High School

Rotorua Primary School

Somerville Intermediate School

St Andrew's College

St Guthbert's College

St Francis de Sales School

Thorndon School

University of Canterbury

University of Otago

Water Safety New Zealand

Wellington College

Wellington High School

Western Heights Primary

YMCA Camp, Kaitoke

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Herb Christophers

Coley Street School

Dunstan High School

Huntly College

Hutt Valley High School

Kaitiaki Adventures

Te Kura Mana Māori o Whangaparāoa

Newton Central School

Picture New Zealand

Rotoiti Lodge Outdoor Education Centre

Eric Schusser

St Hilda's Collegiate School

Twizel Area School

Watersafe Auckland Inc.

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Te Kura Kaupapa Māori o Rotoiti

Te Kura Mana Māori o Whangaparāoa

Newton Central School

Twizel Area School