

## Sample EOTC Policy Statements

Sample EOTC policies for [early childhood centres](#), [primary schools](#), and [secondary schools](#) are included to help management and staff, or EOTC coordinators, to identify the issues involved. They are intended to raise discussion points, and to help centres and schools develop their own policy formats and contents.

The sample policies describe EOTC programmes, which reach across the curriculum. These may need to be complemented by specific policies for indoor-outdoor play, outdoor education, field studies, or environmental education.

### *Early childhood centre policies*

All early childhood centre policies must agree with Ministry of Education regulations for early childhood centres.

Kindergartens should refer to the New Zealand Free Kindergarten Union Inc. standard by-law number 19 (Excursions).

Playcentres should refer to their local area's education team for advice on formulating their centre supervision plan, including policy on excursions, in line with playcentre policy. Kōhanga Reo groups should refer to their district Tino Rangatiratanga Unit (TRU).

Other early childhood centres, including Pacific Islands language nests, will find that their own professional organisations or advisory services can help and support them.

## **Early Childhood Centre Sample Policy**

### ***Rationale***

Children need to develop socially, emotionally, intellectually, and physically. They learn best through enjoyable experiences that are appropriate to their age and that help them to understand the world around them. Visits or excursions outside the centre provide opportunities for children to have new learning experiences. Integrated indoor and outdoor activities are a regular and essential part of all well-balanced early childhood centre programmes.

### ***Goals***

Excursions and visits from this centre aim to:

- enhance children's learning through enjoyable, first-hand, and safe experiences;
- develop in children a greater awareness of the world outside home and the early childhood centre, especially of the local neighbourhood;
- provide opportunities for children to have particular needs met and to come into contact with things that are not part of their everyday lives.

### ***Guidelines***

- Excursions should be planned in advance, as part of the centre's curriculum programme
- Parental involvement is important at all stages of planning, preparation, the excursion itself, follow-up, and evaluation. Written parental consent must be obtained in advance. (If the trip involves expenses, these should be reasonable and affordable.)
- Food should be taken if the trip includes lunch or snack time. Emergency equipment should also be taken.
- Safety is of paramount importance. A staff member should check the proposed venue before the day of the excursion.
- Generally, visits should be within the local district and offer the children "hands-on" experiences.
- When taking children outside the centre, a ratio of two children to one adult is desirable. All requirements of the Education (Early Childhood Centres) Regulations 1990 must be met.
- An entry should be made, on the centre's roll, identifying children who have gone on the trip. The teacher who is supervising those children outside the centre should have a list of their names and check it at intervals.
- Children should not be expected to walk too far. If cars are used for transport, Education (ECC) Regulations on travel arrangements must be adhered to.
- Some visits, meetings, or shared activities with different cultural groups could be arranged.
- Excursions should be followed up by discussion and activities.

### ***Conclusion***

Providing children with learning experiences out in the world is an important part of this early childhood centre's programme. EOTC requires careful planning which involves children, staff, and parents or care-givers. This policy should be related to the specific goals and objectives of this centre's charter statement on the learner, curriculum, and programme.

## **Primary School Sample Policy**

### ***Rationale***

Children learn by enjoying experiences appropriate to their needs and environment. Varied experiences are necessary for maximum development, and all learners should be given opportunities to explore the world outside the classroom.

### ***Goals***

EOTC programmes in this school will be designed to:

- enhance learning, through a variety of well-designed, first-hand experiences;
- provide experiences for learners that encourage awareness of the values and philosophy of the tangata whenua, along with other cultures within the school community;
- increase learners' knowledge, understanding, and appreciation of the school area, local district, and other places, including some unfamiliar places;
- develop learners' skills in observation, recording, reporting, and organisation;
- help learners develop self-confidence and a sense of adventure;
- assist learners in their social development by placing them with others in unfamiliar situations;
- help learners develop an attitude of responsibility, particularly towards their own safety and that of others;
- meet the local curriculum goals in our charter.

### ***Guidelines***

Our school will:

- use EOTC to enhance learning in all curriculum areas;
- begin by utilising the resources of the school community and environs;
- generally limit excursions for younger children (new entrants to Standard 2) to the school or local district and to a duration of one day or overnight;
- generally offer Standard 3 to Form 2 children a camp experience of up to four nights duration, at a marae or an approved camp area;
- involve parents, care givers, and the community at all stages of planning, preparation, the outing itself, and evaluation;
- ensure, where possible, that children are not excluded from participation in EOTC programmes;
- provide alternative learning situations for children unable to participate;
- liaise with local early childhood centres and with contributing and receiving schools, so that EOTC programmes are coordinated;
- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements (refer to page 41 );
- ensure adequate on-going training for all staff involved in EOTC, including support for staff attending approved workshops, seminars, courses, and training and assessment schemes.

### ***Conclusion***

This school is committed to providing EOTC for all children, in various curriculum areas. This policy is closely related to this school's policies on the care of children, learning and teaching, and the various curriculum areas.

## **Secondary School Sample Policy**

### ***Rationale***

Social, emotional, and physical development, and learning in all curriculum areas, are enhanced by relevant, enjoyable, and progressive experiences beyond the classroom.

### ***Goals***

EOTC programmes in this school aim to:

- develop students' personal confidence and self-esteem;
- enhance students' learning through enjoyable, safe, first-hand experiences in a range of environments;
- increase students' awareness of, and concern for, the environment;
- advance students' skills in observation, recording, reporting, and analysing;
- increase students' awareness of, and respect for, the similarities and differences existing between cultures, groups, and individuals;
- give students opportunities to live and work with others in a wide range of situations and environments;
- increase students' awareness that different branches of learning are inter-related.

### ***Guidelines***

Our school will:

- offer students a wide variety of increasingly challenging EOTC experiences;
- ensure that all involved with EOTC activities show respect for the environment and the needs and values of other people ;
- ensure that programmes encourage an awareness of, and sensitivity to, Maori and other cultures, the environment, and equity issues (including gender, socio-economic, and special needs issues);
- consult at all stages with care givers and the community, giving them at least two weeks' notice of day trips, and advising them of longer trips at least one month in advance;
- ensure that no student misses out on an EOTC experience for financial reasons, and work to identify and overcome other barriers to student and staff participation;
- ensure that camping and outdoor pursuits programmes include an element of fun, time for reflection, a focus on the development of self-esteem, and the opportunity to develop group skills, through various adventures, challenges, and co-operative experiences;
- ensure adequate, on-going evaluation and annual review of EOTC programmes;
- liaise with contributing schools and within the school to ensure that EOTC programmes are coordinated;
- ensure adequate, on-going training for all leaders involved in EOTC, including support for staff involvement in approved workshops, conferences, courses, and training and assessment schemes;
- follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements (refer to page 41);
- recognise EOTC's contribution to learning by including it in the policy statements for all curriculum areas.

***Conclusion***

EOTC is an important part of this school's learning programme. This policy statement is closely associated with our policies on Transition Education, Forms 6 and 7 Outdoor Education, Physical Education, Health, Science, and other curriculum areas.

Note: Additional policies may be required for specific programmes, for example National Certificate Outdoor Education.