

Guidelines For Teachers

Programme Planning

Discuss your programme with the EOTC coordinators and other staff, and ensure that they are informed about the EOTC experiences your children are involved in.

Use the school or centre's EOTC chart or diary to keep a record of your EOTC activities, if there is one provided. The programmes of individual teachers within the school or centre should be coordinated, so that children's EOTC experiences are progressive and not unnecessarily repeated. Often teachers can join forces for EOTC.

Planning EOTC Experiences

Before an EOTC experience

Consider how you might best introduce the experience. What background knowledge does the group already have? How can the children build on the learning gained from previous experiences? What questions do they want answered during the experience? Discuss any risks involved with them and, if possible, work out a management plan together. Encourage children to take on particular responsibilities. Decide on appropriate methods for recording the experience.

Checklist for Teachers (before an EOTC experience)

	Identify your specific objectives, and note the outcomes you expect.
	Arrange for permission to visit the site, if necessary.
	Pre-visit the site and check facilities there.
	Identify the amount of time required for travel.
	Identify the amount of time required for individual and group tasks.
	Identify likely risks and prepare appropriate management procedures.
	Work out how many staff, parent helpers, or student leaders will be needed.
	Find out what prior experience or knowledge children will need before participating.
	Arrange for parent/caregiver approval.
	Arrange for principal/board of trustees approval.
	Arrange for finance, if necessary.
	Arrange for transport, if necessary.
	Arrange for appropriate clothing and equipment.

During the experience

- Make sure that learners gain the maximum benefit from the experience. It should be an experience rather than a lecture.
- Provide opportunities for children to interact with one another, with you and other leaders, and with the place itself (or the people, animals, or whatever). Allow for reflection time as well.

- Ensure that the children's questions are being answered, and that the learning outcomes meet your objectives.
- Observe how the children respond to their experience.

After the experience

Encourage the children to reflect, describe, analyse, and communicate about what they have experienced. Provide opportunities for them to tell you what they actually did.

Listen to their comments and draw them out. Ask them whether they can:

- speak, write, or draw about what happened or what they have achieved;
- identify any new skills they have developed;
- identify any new knowledge they have gained.

Discuss with them what their new achievements mean and how they can use them.

Ensure that children are offered feedback on what they have achieved. Help them to plan some form of action based on their experience, if possible.

Evaluation

- Make your evaluations descriptive rather than judgmental: simply describe what has, or has not, been achieved.
- Provide instant feedback during the activity by observing what is happening and discussing it with participants immediately.
- Informal ways of gaining information to use in evaluating EOTC experiences include listening to class or group talks, observing children's behaviour during and after the experience, chatting with children, and encouraging them to express their feelings, for example, in personal logs or diaries.
- Formal ways of gaining information include setting tests (written or practical), using written questionnaires or rating scales, and evaluating children's completed projects.
- At the end of the programme, study the information you have gained by both formal and informal methods, to ascertain whether major objectives have been met. Refer to the criteria: measure individual performances against the stated objectives of the activity-
- Individual learner profiles may be used to report on each aspect of attainment or behaviour that can be identified and evaluated, for each child.

A Framework for Including EOTC in the Teaching Programme

The four resource areas forming the basis of the framework used to classify the suggested EOTC activities are:

- grounds and environs (of the school or centre);
- local people and places;
- urban centres;
- rural and natural places.

When all four kinds of resource area are used, children's EOTC will include a range of opportunities close to the school or centre and a progression of experiences, beginning in

the school or centre grounds, which gradually introduce them to more challenging, unfamiliar, and distant environments.

EOTC Planner

	<i>Grounds and environs</i>	<i>Local people and places</i>	<i>Urban areas</i>	<i>Rural and natural places</i>
Language				Beach trip creative writing Term 1, week 1
Mathematics		Walk. Looking for symmetries and tessellations Term 1, week 5		
Science and the environment		Study local gorse community Term 2 (3 weeks)		
Technology			Observe crane at work in harbour Term 1, week 1.	
Social sciences	Practice for and perform welcome for visitors (Term 1 (end))			
The arts			Visit to orchestra during practice (talk to players) Term 3	
Physical and personal development	Problem-solving and adventure games Term 1			Camp End of term 2

An EOTC planner, like the one illustrated here, will help teachers of several subjects (ECC and primary school teachers) to include a variety of EOTC experiences in their programme.

Keep a list of EOTC resources, including people, places, and equipment, that you have found useful. If this information is shared (it could be added to the EOTC resource file, perhaps), all staff will become aware of more and more places and people available to the school or centre for EOTC purposes.