

Appendices

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Appendix I EOTC Professional Development Opportunities

Risk management courses

Risk management principles underlie all training and development programmes for the outdoors. Risk management involves the ability to identify, assess, and manage risk in outdoor activities. To identify risks, it is necessary to understand the difference between real and perceived risks.

Risk management training is available at a number of levels. The Risk Management Training and Assessment Scheme (RMTA), developed by the Department (now the Ministry) of Education for teachers, aims to increase awareness of the basic skills, field experience, and decision-making ability required for leadership in EOTC activities. This is a six-day residential course.

Colleges of education and national outdoor pursuits centres, such as the N.Z. Mountain Safety Council, offer the RMTA course. They also offer shorter courses in risk management (one to two days) for teachers who require only general risk management training.

Courses in EOTC across the curriculum

Colleges of Education offer a range of curriculum-based EOTC courses. Some of these are Advanced Studies for Teachers (AST) courses.

Outdoor pursuits skills and leadership courses

Colleges of education offer such courses from time to time: details can be found in their course handbook or prospectus.

More and more teachers are attending courses run by other agencies.

- The New Zealand Mountain Safety Council (<http://www.mountainsafety.org.nz/>) provides a course which is primarily intended for its own bushcraft and mountaincraft instructors, but is also suitable for teachers. Initial training provided through the Council's district committee network leads to a national training and assessment course.
- The New Zealand Outdoor Instructors' Association (<http://www.nzoiia.org.nz/>) offers a two-stage instructor training scheme, which covers the more common outdoor pursuits.

- Other national outdoor centres, for example, [Outdoor Pursuits Centre of New Zealand](#) (Private Bag, Turangi) , and [Outward Bound](#) Trust (Box 3158, Wellington), offer a range of courses on outdoor pursuits skills and leadership.

Using EOTC logbooks

Outdoor educators, both in New Zealand and overseas, increasingly use logbooks to record their experience and qualifications. Developing outdoor skills, and accumulating experience of working with groups outside, happens cumulatively over a period of time. A logbook provides a record of an outdoor educator's personal experience in various activities, the terrain and weather conditions in which particular skills have been used, and the person's experience as a leader. Details of relevant courses, which have been attended, and their syllabuses and criteria, are also entered in the logbook. The log format means that the record is continually updated, indicating how recent the person's experiences are.

Copies of the *Education Outside the Classroom Logbook* are available through the advisory services of the colleges of education. Other recognised outdoor logbooks are produced by the New Zealand Mountain Safety Council (Box 6027, Wellington), and by the New Zealand Outdoor Instructors' Association (c/- Hillary Commission, Box 2251, Wellington).

Appendix II

Legal Responsibilities and Safety Procedures

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Principals and managing bodies (including boards of trustees) have important responsibilities, and need to be aware of Ministry of Education EOTC guidelines, especially those listed below.

Circulars

EOTC – *Legal Aspects* (Department of Education Circular 1988/28) covers the duty and standard of care owed to students, negligence criteria, criminal and civil liability, the liability for property damage, the responsibilities of controlling authorities, the position of outside helpers, instructors, and commercial operators, and attendance requirements.

EOTC – Safety and Supervision (Department of Education Circular 1985/1) outlines the requirements for the organisation, management, and supervision of outdoor programmes. (This circular will be most useful to principals and staff developing procedures for their EOTC programmes. Management, however, has the responsibility for ensuring that school procedures are in keeping with these guidelines.)

Both of these circulars will be replaced by new Ministry of Education circulars in due course.

Books

Principal's Guide to Education Outside The Classroom. Department of Education, Wellington, 1986.

Some sections of this book are now out of date, but those on the principal's responsibility for EOTC programmes, programme development, teacher training and leadership, and safety guidelines for specific adventure activities are still very relevant. (If you do not have a copy of this book, it can be borrowed through the School Library Service.)

Outdoor Pursuits – Guidelines for Educators. Ministry of Education, Wellington, 1990, and Quest Rapuara, Wellington, 1991.

This book discusses the place of outdoor adventure activities in education programmes and establishes guidelines for their organisation and management.

Appendix III Checklists for EOTC Administrators

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Administrators with responsibility for an outdoor programme should be able to answer YES to all these questions.

Programme checklist

	Is there a clear and convincing reason for the programme?
	Do the objectives meet those identified in the charter and EOTC policy statements?
	Are the risks in the programme essential to the objective?
	Will the programme be likely to encourage participants?
	Is the programme part of a progression of learning activities?
	Has the managing body approved the programme?
	Are all leaders aware of their role, and of their legal responsibilities?
	Are students unlikely to be excluded by cost or cultural considerations?
	Is there a route plan for trips, including a copy for the managing body?
	Will there be minimal environmental impact?
	Will there be minimal disturbance to the lifestyles and values of others?
	Is there scope, and responsibility assigned, for changing the programme if need be?
	Is there provision for regular evaluation of the programme as it progresses?
	Is there provision for keeping records of accidents and “near misses”?
	Does the programme include evaluation by participants and their parents?
	Has the idea of involving outside advisers or assessors been considered?

Administration checklist

	Are participants and their parents informed of the nature of the programme?
	Are participants and their parents informed of the nature of the terrain?
	Have participants (and their parents) been asked about their medical history?
	Has participants' capability been considered in relation to the programme?
	Has written permission from caregivers been obtained?
	Is the appropriate equipment available?
	Have potential transportation problems* been considered?
	Have you the necessary information to contact next of kin?
	Has permission to use the terrain been obtained?
	Where needed, will notice of intentions be left with land or sea managers?
	Is there provision for emergencies (in communication, transport or first aid)?

*Transportation problems could include dense traffic times, overtired drivers, or poorly maintained vehicles.

Checklist about leaders

	Are the leaders trained and experienced in the activities they will be involved with?
	Are they trained and experienced in outdoor first aid?
	Can they communicate in a manner appropriate to the students?
	Are they familiar with the terrain and equipment to be used?
	Is there a procedure for introducing new staff to the programme?

Recommended Resources

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Principal's Guide to Education Outside The Classroom. Department of Education, Wellington, 1986.

Outdoor Pursuits : Guidelines for Educators. Ministry of Education, Wellington, 1990, and Quest Rapuara, Wellington, 1991.

Physical Education: Syllabus for Junior Classes to Form 7 with Guidelines for ECE. Department of Education, Wellington, 1988. (Section on EOTC)

Physical Activity Ideas for 3-5 Year Olds. Department of Education, Wellington, 1988. {Section on EOTC}

Refer also to Ministry of Education syllabuses and handbooks for all the curriculum subjects.

The EOTC adviser at the teacher support services of your local college of education can advise you about relevant, up-to-date reading material, local meetings, training courses, and equipment.

Your local council may publish a booklet with details of interesting local places to visit.

Further relevant publications may be available through your local office of the Ministry of Education, the Early Childhood Development Unit, playcentre depot, or the Hillary Commission. (The latter occasionally publishes *Play News*, a newsletter, which features outdoor activities for younger children.)

View EOTC videos, such as *Education Outside the Classroom*, produced by Christchurch College of Education for the Ministry of Education (with the assistance of the Department of Conservation), 1991.