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| Module Four: Staffing and Supervision 60 Minutes (EOTC Guidelines Chapter 4) **Whakatauki** (2 minutes)  *Ka haere te mātātahi*  *Ka noho te mātāpuputu*  *Youth rushes in;*  *Age deliberates*  What does the whakatauki mean for you? Share with your neighbour.  **Key messages**   * Competent staff and clear roles and responsibilities are the key to learning safely * Match staff competence and supervision structures to effectively supervise the activity  Starter questions (5 minutes) Participants individually answer **questions 15 to 24** in their workbook.  15. Who was the person in charge?  16. Who was / were the activity leader/s?  17. Who was / were the assistant/s?  18. What did you know about the person in charge and the activity leader/s?  19. Were there any contracted personnel or a contracted provider? If yes, then who and what did you know about them?  20. Were there any parents as participants? If yes, then who and what did you know about them?  21. Were there any parents in a leadership role? If yes, then who and what did you know about them?  22. What level or levels of supervision was / were there?  23. Was there a briefing session or sessions for all personnel involved?  24. Were the roles and responsibilities known to all? Background information 2. Education for sustainability and education outside the classroom 4. The Mangatepopo Incident 5. Leader qualifications Supporting resources  1. Powerpoint presentation 2. Participant Workbook   9. Ratios DVD clip  10. Supervision structure handout Activity 1: *Supervision* ***structure*** (25 minutes) *Objectives:* Explore what is meant by ‘supervision structure’ and the components of an effective supervision structure.  *Instructions*   * Brainstorm the factors of an effective supervision structure (5 minutes). * Compare the brainstorm with page 42, paragraph 150 (5 minutes). * Watch the points made in the Ratios DVD clip (see *Supporting resources 9. Ratios DVD clip*). * Discuss the key points on supervision from this clip. * Describe the examples of supervision structures provided in page 43, paragraph 152 and in the Supervision structure handout (see *Supporting resources 10. Supervision structure handout*) (10 minutes). * Discuss what people consider to be the key points on supervision from these examples. * Incident reviews or investigations often raise questions about the level of supervision. * In the case of the Mangatepopo incident: was the ratio 1:5 (instructor and teacher, and 10 students) or 1:11 (instructor, teacher and 10 students)?   **Summary**: An organisation should have a process for setting an effective supervision structure. Number and competence of leaders needs to be matched to the demands of a given activity, with that group of students, in that particular location, on that particular day. The level of supervision i.e. ratio, should at a minimum be consistent with the accepted best practice for that activity. The person implementing the process to decide an effective supervision structure must have, or source, the competence to do so.  **What do the EOTC Guidelines say?**   * Effective supervision: **page 42, paragraphs 149-151**.   Activity 2: *Leader competency* (15 minutes)  *Objective:* Examine leader competencies required for a range of EOTC activities  *Instructions*   1. In small groups, identify and record the leader competencies for one or more of the photos in **pages 13, 16, 17, 20, & 56** of the EOTC Guidelines (record observations on page 9 of the participant workbook)(5 minutes). Share some observations in the larger group. 2. Read page 35, paragraph 112 and answer the questions through a discussion with your neighbour.  * Do you think there should be anything else in this list of core competencies? * Is there anything in this list that you were surprised by? * Why do you think ‘knowledge of sustainable practices’ is in this list, and what might that mean in the context in which you work? (See *Background information 2. Education for sustainability and education outside the classroom* )(5 minutes).   Key point to remind people that EfS is infused into the whole NZC and so should be informing all our practices.   1. Regarding the competency of staff there’s nothing new in the EOTC Guidelines. However, recent “analysis of serious incidents that occurred during EOTC activities shows that a lack of leader competence and ineffective supervision were major contributing factors.” **Page 35, paragraph 110.** 2. “The BOT must ensure, through the principal, that activity leaders and the person in charge are competent for the job.” **Page 35, paragraph 111.** 3. Give participants 5 minutes to consider the points made**. Pages 35–36,** **paragraphs 114, 115, 116, 117, and 118.**   **Discussion: *Leader qualifications*** (5 minutes)  Discuss outdoor leader qualifications as formal opportunities for building capability (see *Background information 5.* *Draft EOTC Qualification Pathway for Teachers*). Consider the pathways available.  Explain EOTC and Outdoor Leader qualifications and their relevance to teachers in schools, using the information on the Powerpoint.  Handout Skills Active EOTC information sheet (*Supporting resource 23. EOTC qualification information*).  Note to facilitators  An EONZ Outdoor Leader replacement is currently being developed. This will be Bush Walking Leader with the addition of EOTC knowledge and an overnight camping unit standard. It is planned that this will be a strand at Leader level in the future. Teachers can start the assessment for this qualification by enrolling in Bush Walking Leader now and then completing the additional units when they are developed.  The New Zealand Register of Recreation Professionals (NZRRP) will allow teachers to register their qualifications (EOTC, Bush walking etc) and keep these current by completing the revalidation requirements every three years. See [www.nzrrp.org.nz](http://www.nzrrp.org.nz) for more detail.  Refer to study awards that can help teachers gain these qualifications. **For example, Secondary Teachers’ Study Award** is a study leave opportunity available to a teacher to complete part-time or full-time study. Each year there are 75 full time teacher equivalent (FTTE) study leave opportunities available to secondary teachers in state or state-integrated schools, who are covered by the Secondary Teachers' Collective Agreement (STCA).  See <http://www.teachnz.govt.nz/existing-teachers/teachnz-study-awards/>  Remind participants doing First Aid to make sure unit standards are reported by the First aid provider. (All outdoor leadership qualifications require certified currency in First Aid). Discussion: ***Position of Provisionally Registered Teachers (PRTs) as leaders*** Page 41, paragraph 136.  **Discussion: *Use of students as leaders.***  Page 42, paragraphs 145-146.  **What do the EOTC Guidelines say?**   * Cornerstones of learning safely: **page 35, paragraph 109.**  Personal actions (5 minutes) Ask participants to:   * Reflect on their responses to the starter questions and the activities in this session. Was the activity they led operating under an effective supervision structure? * Look at their organisation’s systems to see what process exists to establish a supervision structure. * Note any actions for their own programme. |