Module Five: Contractors, providers and volunteers

**30 Minutes (EOTC Guidelines Chapters 4 and 5)**

**Whakatauki** (2 minutes)

*He o te kotahi*

*No te tokomaha*

*One wrong decision-*

*Everyone is affected*

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 19 to 21** in their workbook.

**Note:** they will have already done this if they have completed Module 4.

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?

### Supporting resources

1. Powerpoint presentation
2. Participant Workbook

11. Urban Camp case study

**Activity 1***:* ***Using contractors*** (10 minutes)

*Objective:* Explore issues related to using a contractor.

Large group discussion:

1. Ask for two or three examples where participants use contractors and explain their rationale for choosing to use contractors.
2. Quick brainstorm: list the advantages and disadvantages of using outside contractors in an EOTC programme.
3. Ask one or two people to explain how they make judgments about the quality of contractors and what their school procedures are.
4. Quick brainstorm: questions to ask contractors when making judgments about quality. How does the brainstorm list compare to the six points on **page 48, paragraph 171**.
5. Can anyone in the group describe the procedures / policies they have in place at their school for engaging contractors?

**What do the EOTC Guidelines say?**

* Use of contractors: **page 41, paragraph 134-135.**
* Checking provider quality: **page 48, paragraph, 171-179.**

**Activity: *Working with parents, whānau, and community volunteers*** (10 minutes)

*Objective:* Explore issued related to parents and EOTC

Large group discussion:

1. What can parents bring to EOTC – ask for two or three examples from the large group.
2. Quickly list some things that ‘make a “good” EOTC parent’. What are some of the things that get in the way of parents being “good” EOTC parents?
3. In small groups: Read “Parent Selection Process” from Urban Camp case study (Hand out *Supporting resources 11. Urban Camp case study*). How does this process compare with the policies and procedures at your school?

**What do the EOTC Guidelines say?**

* Parents, whānau, and community volunteers: **page 41, paragraphs 139-142.**

### Personal actions (3 minutes)

Ask participants note any actions for their own programme.