Workshop Welcome, Setting the scene and Getting started.

## 30 Minutes

**Overarching key messages**

* EOTC consists of all curriculum-based teaching and learning outside the classroom, including sport
* The EOTC Guidelines support the national curriculum, both The New Zealand Curriculum and Te Marautanga o Aotearoa
* Each activity requires planning
* Education for sustainability is fundamental to EOTC

## Welcome

NB: This section may only be relevant if you are using this material with a group that does not know each other. If all of the participants are from within your school or organisation you may choose to start with questions 1-3 in the workbook as per ‘Getting started’ below and then Activities 2 and 3.

Welcome everyone, introduce yourselves briefly.

NB: In line with the NZC it is important to contact a local kaumatua or a workshop participant who could either conduct or give advice on how to facilitate an appropriate welcoming process in your particular setting (See *Background information 1. Welcome & Setting the scene resource*).

### Supporting resources

1. Powerpoint presentation
2. Participant Workbook

26. School EOTC Scope

## Setting the scene (5 minutes)

## Activity 1: *Getting to know the group*

## *Objective:* To get to know who is in your group and some of their experiences and expectations with regard to the workshop (NB only use this if the group members do not know each other). Pick one of the activities that follow.

## In small groups ask participants to share the following:

* where do they consider their home or turangawaewae to be?
* what is it about that particular place that they consider it their turangawaewae or home?
* how do they interact reciprocally with this place?
* how do / how would they like young people to interact reciprocally with this place?

1. **Mapping Activity**

*Instructions*

1. Draw a rough outline map of New Zealand that is big enough for the group to sit around.
2. Ask participants to think about a significant place to them. This might be because they spend time there, they may have had positive experiences in that place, it might be where they holidayed as a young person. They will need to be prepared to share their ‘story and connection’ to the place.
3. Using sticky notes as people share their ‘story’ place a sticky with their name on the physical location of the place they are identifying with and a second sticky on the location of what they would consider their home or turangawaewae (if different from the ‘story’ location).
4. Review the map and people’s connections. How are particular locations and physical landscape features important to the people in this group? What shared experiences and expertise do people have?
5. If anyone in the group would like to share their mihi or pepeha as part of the ‘sharing’, this is an appropriate place for this to occur.
6. Complete the experience by welcoming all who are here, acknowledging what they bring and how their life experiences and personal connections are important.

### C. Partner share: Underlying theme ‘critiquing current practice and being future focussed’.

*Instructions*

Different partner for each question? Report out / hear a selection of responses... listen out for / acknowledge commonalities and differences.

* Share something about your programme or system you’re proud of.
* Share something you want to work on or revisit.

**About the EOTC Guidelines**

The EOTC Guidelines-Bringing the Curriculum Alive are often referred to as ‘The Blue Book.’ The EOTC Guidelines were three years in the making and were produced by the EOTC Reference Group, two writers, and a number of consultants. They include ‘voices’ and photos that were generously donated. See inside the back cover for the acknowledgements.

One of the features is the inclusion of a number of whakatauki and a section that connects directly with Te Marautanga o Aotearoa.

**Key messages**

Point out the key messages above. These messages frame the whole document and workshop. Each module starts with key messages. These highlight the main points from each section of the EOTC Guidelines.

### Administration

Check all participants have signed in checked and amended their contact details if necessary. Outline timeline for the day, where bathrooms are and evacuation plans.

Reiterate that the workshop runs from 8.45am to 4.30pm and you expect all participants have arranged to stay the whole time.

Please ensure that participants complete the **workshop evaluation** before they leave (including any who leave early).

### Expectations of the workshop

This workshop aims to:

* Update participants on current practices in EOTC. The focus is on both **learning and safety**. Both will be explored during the day, along with factors relating to Education for Sustainability (EfS).
* Provide participants with the opportunity to connect with others who run similar programmes or who are dealing with similar issues so you can support each other in developing your programmes. To build on this, we expect participants to return for Workshop 2.
* Lead participants through an inquiry into their practice. As well as being good teaching practice, the NZC, ERO, and the Registered Teacher Criteria all require teachers to reflect on their practice.

**Further expectations**

We strongly encourage **participants to become facilitators** in their own organisations and to share any relevant information. The facilitator package is available on the [EONZ](http://www.eonz.org.nz/) and the [Ministry of Education](http://eotc.tki.org.nz/EOTC-home/For-teachers) websites. You can pick and choose which modules are relevant to you. If you want support to run a workshop in your region get in touch with [EONZ](http://www.eonz.org.nz). They will provide you with supporting resources and can help organise workshop facilitators if needed.

**Getting started** (5 minutes)

Introduce the **Participant’s Workbook** and the concept of **starter questions.**

Ask participants to answer **questions 1–3.**

1. Why use EOTC as a teaching and learning tool?

2. Select an EOTC activity you’ve been involved in. (This will be used for all the questions in this workbook so it shouldn’t be very simple or short).

3. Where did this take place?

The response to Question 2 will be used at various points in the workshop.Get feedback and explain how these will be used throughout the workshop to critique current practice and consider future action.

An **Action Plan** will be used throughout the workshop to help you determine the steps you will take to update practices in your programme. **Personal Action** time in each module allows you to record things you need to consider and actions you can take back at school.

**Activity 2. *Introduce the Systems Approach overview*** (10 minutes)

*Objective:* *Introduce the Systems Approach overview as one model for schools to use and adapt as a summary of a ‘systems approach’.*

*Materials:*

Supporting resource 1. Powerpoint presentation

Remind participants that the EOTC Guidelines highlights that a systems approach is most effective, **EOTC Guidelines, page 28, paragraph 70.**

Introduce and explain the System approach overview – an attempt to capture the complexity of the numerous components of quality EOTC experiences on one page. The EOTC Guidelines writing group drafted this overview for a systems approach in response to participant feedback from the PLD workshops 2011-12. It provides one model for schools to use and adapt as a summary of ‘a systems approach’ as advocated in the EOTC Guidelines. Further discussion and comment is welcome on the EONZ (Education Outdoors NZ) Facebook site.

The Systems Approach overview provides the structure for most of the workshop content.

### What do the EOTC Guidelines say about a systems approach,

* A systems approach contributes to learning and safety.
* Reduce work for staff.
* Ensures EOTC policy and procedures applied consistently (**page 28, paragraph 70**).

**Activity 3: *Scope your schools operation*** (8 minutes)

*Objective: To clarify what is included as EOTC in your school*

*Materials:*

Supporting resource 26. School EOTC Scope

Supporting resource 1. Powerpoint presentation

*Instructions:*

What do you do?

Circle the EOTC experiences on the ‘School EOTC Scope’ handout that occur in your school, add others that are not there.

**Prompts**

Have you added anything that wasn’t on the list?

Were there any surprises?

Would other staff in your school circled the same things or would some of these things not be considered EOTC?

Are all of these normally considered as EOTC in your school?

Are you confident that your current system enables your school to successfully deliver all of the EOTC experiences offered at your school?

### Personal actions (2 minutes)

1. From this module have participants define and note actions for change in their school programme.

2. If they haven’t done the scoping activity as a school they may like to enter this into their personal actions and conduct this activity with all staff once back at school.

For example, one school asked each learning area/department to share what EOTC they were doing at a staff meeting.