Module Ten: Staffing, supervision and incidents

## 150 Minutes

**Key objectives**

Explore the effectiveness of your school system

Gain greater clarity about roles and responsibilities

Further investigate effective supervision structures

Explore building capability and competency

Investigate processes for incident recording, reporting and reviewing

Consider review processes

**Background information**

8. The National Incident Database

14. Sample form 32-EOTC Event inventory and staff competence register

15. Education Outside the Classroom-Schools Use of EOTC Guidelines-ERO October 2011

19. Media statement

**Supporting resources**

13. Sample form 30 National Incident Database NID report form

16. Powerpoint presentation 2

17. Participant workbook 2

8. Sample form 24-EOTC Management self audit checklist

26. Stages in reporting and reviewing an incident

***Introductions*** (5 minutes)

In workshop 1 or in the on-line modules, we asked you to reflect on your systems through starter questions focused on a selected EOTC activity. In your action plan we asked you to investigate four areas related to this module:

* Roles and responsibilities (You’ve read chapter 2)
* Supervision structure (You’ve read chapter 4 and 5)
* Building capability and competency (Sample form 32-EOTC Event inventory and staff competence register)
* Incident recording, reporting, review and emergency planning (You’ve identified your school systems)

This session will look at aspects of your systems in more detail.

**Activity 1: *Inducting a new staff member or incorporating a new idea into your EOTC programme*** (20 minutes)

*Objectives: Explore the effectiveness of your system and identify things that need to be changed.*

*Materials:*

GOOSe paper

Powerpoint presentation 2

Note to facilitators

This may be a good activity to mix schools but retain the primary/secondary split.

*Instructions:*

1. In pairs, one person use **‘inducting a new staff member for an EOTC local community experience’,** and the other person use **‘a new idea for an EOTC experience further afield’.**

First, work individually, toidentify all the steps you need to go through currently in your school for your scenario. Draw this out in a flow chart. Identify any gaps in your knowledge about the process or any gaps that might exist in your school’s processes. Refer to the Systems appraoch overview as a prompt for helping you think through your school system.

2.Interview your partnerusing the prompts (PPt slide)

**Prompts**

Who do they talk to first?

Where do they go to find the documentation?

Who decides they can go ahead with the planning and when?

Is there a process for selecting and deploying staff?

What risk management planning process do you use?

Do you have emergency plans? Are they practiced?

Is a report on the activity required by the EOTC coordinator? Or anyone else?

Is there a process for recording and reviewing incidents and accidents?

3.Focus on exploring similarities and differences in how your system provides a process for each scenario.

* *Are there different levels of documentation required depending on the activity?*

An effective system should serve the needs of your programme and your staff.

4. In table groups share your school’s system as to how you manage induction and new programme ideas

**Discussion: *Whole group***

Note for facilitators

Systems approach overview is overarching (simple/ highlights key aspects) there are two other supporting tools for further details –*Supporting resource 8. Sample form 24\_EOTC Management self audit checklist and ERO Self review*, page 40,(*Background information 15. Education Outside the Classroom-Schools Use of EOTC Guidelines-ERO October 2011*) (PPt Slide)

* *When you look at the Systems approach overview can you identify any gaps in your systems?*
* *What steps or changes, if any, need to be made to make your system more workable?*

Allow time for participants to note any actions in their workbooks.

|  |
| --- |
| **Activity 2: *Roles and responsibilities.*** (20 Minutes)*Objective:* Gain clarity about the various roles and their associated responsibilities in the context of your organisation.*Materials:*Powerpoint presentation 2Supporting resource 17. Participant workbook 2 - pages 4 - 6*Instructions:*1. **Reflecting on the homework task.** Think and share either in your group or with the whole group (Homework task –read the section on your role in the EOTC Guidelines and chapter 2).
* *Reflecting on your current practice in your organisation, are people allocated to roles in a way that meets the needs of your EOTC programme?*

Note that here we are dealing with roles and responsibilities within your school.**Prompts (in your workbook page 4)**Do you understand your role? How do you feel about it?In your organisation does your system have someone in each of the roles recommended in Chapter 2? If not, how are the responsibilities shared?Do some people have more than one role? If so, how does this work?Do roles change depending on the EOTC experience? For example, is an EOTC co-ordinator sometimes an assistant?Do the people in your school holding these roles have the required competency? Are their competencies current? How is this determined and recorded?Does your organisation provide PLD for people in those roles? How is this determined and recorded?How does this get reviewed?Note to facilitatorsIn allocating competent staff to particular roles the associated responsibilities have to be known and the competencies of personnel measured and recorded.1. In groups of two or three (split into primary and secondary), **read** the appropriate case studyin the Participant workbook, pages 5 or 6, (PPt slide).
* *What roles and responsibilities can you identify? (Circle or note in margins of the case study)*

Note that here we are looking at roles and responsibilities within the delivery of an activity.1. **Feedback** from Primary and Secondary group to the whole group.
 |
| **Activity 3: *Supervision structure*** (20 Minutes)*Objective:* To reflect on and share examples of effective supervision structures.*Materials:*Powerpoint presentation 2Supporting resource 10. Supervision structures handout (maybe useful)Supporting Resource 17. Participant workbook 2 - pages 5 and 6*Instructions:*1. **Reflect, show and share**

In Workshop 1 some examples of supervision structures were provided (*Supporting resource 10. Supervision structures* handout, Chapter 4-Staffing and Supervision, pages 42-43, Chapter 5-Making Good Decisions, pages 44-51).In order to gain a deeper understanding of the multiple factors and considerations involved in setting an effective supervision structure, share either within your table group or with the whole group what you learnt and what changes you have made to your supervision structures. Invite participants to contribute examples of supervision structures from their organisation.1. **Consider** the Secondary or Primary case study used in Activity 2 above (Participant workbook, pages 5 and 6) and share what you take from it in relation to supervision structures.
2. **Seek feedback** from Primary and Secondary group to the whole group.
 |
| **Activity 4: *Building capability and competency*** (20 Minutes)*Objectives:* Identify how we are supporting people to be competent, different types of PLD and qualifications. *Materials:*Powerpoint presentation 2Butcher paper/A3 Stickies Supporting resource 23. EOTC qualification information*Instructions:*In small groups using a large sheet of paper and stickies, draw up the grid as shown on the PPt slide.Individually select two or three of your school’s EOTC experiences, record these and the role of the staff members on stickies. For example, Museum visit year 2 T.I.C and Sports exchange, year 1 teacher managing a team.Stick them on the grid where you think they fit. Share and discuss your decisions with your group.* *Where do these experiences fit on the grid in terms of the staff competencies required to lead them?*
* *Does this help identify what your school’s PLD needs are and therefore enable you to plan to meet these?*

Share what your school is currently doing for PLD.Note to facilitatorsMake links to school’s appraisal system, individual appraisal goals and the Registered Teacher Criteria. |
| **Activity 5: *Incident recording, reporting and reviewing*** (30 Minutes)*Objectiv*e: Increase awareness of the need to have a process for dealing with incidents.In Workshop One we looked at a set of emergency plans, the concept of the severity scale and the use of the National Incident Database (NID).Now we will:* Explore what is meant by ‘serious harm’ and ‘near miss’.
* Look at the process one school uses to record, report and review an incident.
* Consider what a NID-generated annual report is telling us.

*Materials:*Supporting resource 17. Participant workbook - pages 7 to 9Supporting resource 13. Sample form 30 National Incident Database NID report formBackground information 8. The National Incident Database Supporting resource 26. Stages in reporting and reviewing an incident*Instructions:*Incident recording, reporting and reviewing1. Quickly scan the severity scale.
2. In pairs, using the serious harm and near miss scenarios worksheet in the Participant workbook (page 8) answer the questions in column two.
3. View footage (PPt slide) of an actual school incident involving serious harm (Snow boarding).
4. View footage (PPt slides) to identify and record (Participant workbook, page 9) the initial steps taken by the school. Then discuss:
* Field report
* Contacting parents
* Notifying the Labour Section of the Ministry of Business, Innovation and Employment (MBIE)
* Entry of incident into NID, report printing and filing in incident folder.
1. Discuss the review of the incident undertaken by the school(PPt slide). The review covers:
* Welfare of the student
* Causal factors
* Severity rating including potential severity
* How the incident was managed
* Messages for future practice.

(In some situations the review is done through the Health and Safety committee)1. Discuss the final steps taken by the school(PPt slide). These include:
* Any change to the severity rating and/or the potential for harm is entered into the NID.
* Report filed with the safety officer and the MBIE. Principal or delegated person reports to the parents/caregivers, staff and the Board in accordance with policy and/or procedures.
* Any other follow up is actioned and reported back to the committee.
* Communication of any change of practice either by alert email or meeting of practioners/activity leaders.
1. Discuss in groups the steps/actions taken by the school compared with current practice in your school. Feedback to the whole group.

Please acknowledge Guy Sutherland, Gerry Fennesy and Roncalli College who produced and appear in the video. EOTC Guidelines, **pages 64-66, paragraphs 260-264****Activity 6: *Messages from the NID*** (10 minutes)*Objective: Share value and potential of NID.**Materials:*Background reading 8. National Incident DatabaseOrganisations, including schools, should look for patterns within their incident records on an annual basis at a minimum. Some organisations do this in shorter time chunks.1. Consider what the Overview of the NID (*Background reading 8. National Incident Database*) is saying and how this could help your school.

Note for facilitators* In terms of shorter chunks one outdoor education centre considers their NID generated report each month
* The time of day filter used on one's own data could reveal information requiring a response in terms of one's practice.
* The national data (what others are experiencing) can identify patterns including those over a number of years.  For example, a high number of incidents occurring in ‘free time’.

**Activity 7: *Review*** (20 minutes)*Objective: Share review processes and experiences with each other.**Materials:*GOOSe paperPowerpoint presentation 2*Instructions:*Refer to:1. The Systems approach overview
2. EOTC Guidelines**, page 30, paragraph 87**.
3. ERO report, page 40, (PPt slide).

*“Schools could strengthen their self review of EOTC by:** *Making it more systematic*
* *Reviewing learning outcomes as well as safety*
* *Review the overall EOTC programme as well as particular events*
* *Considering whether educational benefits of EOTC justify the time and cost involved”*

Consider the questions (PPt slide) * *When do you review your planning documents?*
* *What happens with the information gained through review?*
* *How are any changes or new information / policies / procedures passed on to others or incorporated into the programme?*

In groups, share and discuss your review processes within your organisations.Note to facilitatorsAddress document control, access and currency, if it is not discussed by the group. |

### Personal actions (5 minutes)

Note the key messages you are taking from this session and any actions in the back of your workbook.