**What roles and responsibilities can you identify?**

**Primary case study**

A year 5 and 6 class of 32 students engaged in a LEOTC programme on early settlers of the local area. The key experience for the day was to re-walk the pathway that early arrivals to the region would have taken up over the hill to the new settlement. The walk starts in an urban area walking along the roads for 10 minutes before climbing up a relatively steep four -wheel drive track. The LEOTC educator was the activity leader and had scheduled stops to tell stories and lead short activities.

The TIC had organised 7 parent/adult assistants but didn’t directly supervise a group themselves. The LEOTC provider had provided a SAPS/ RAMS template largely completed. One extra adult was present who was observing the LEOTC programme and had no connection to the school. Students were allocated to walk with parents in small groups. During the walk one of the parents struggled to keep up with the group and needed to stop regularly and vomited several times. She was also an asthmatic and shared the inhaler with her daughter who was also walking. The mother made her own way up the path and the students were re-distributed across the other assistants. The daughter continued with the group but then did not have her inhaler.

Another student was allergic to wasp stings and during the lunch stop a number of wasps ‘arrived’ on the scene. The child was not stung but did become agitated. The student had an adrenalin kit in their bag but it had not been checked prior to coming on the trip.

One adult assistant (one of the seven) was the teacher aide for a student with high learning needs for behaviour.

**Secondary case study**

A Year 12 multi day PE camp in Leadership and Safety Management. There were 33 students, 4 teachers, an outdoor educator (contractor) and a cook (Scout leader, truancy officer) who is an experienced tramper and kayaker. In addition there were outside instructors contracted for the kayaking and caving experiences.

The cook assisted by students was responsible for all the catering. TIC has over 10 years teaching experience and regularly leads on outdoor education camps, is a senior member of staff at the school and has considerable experience with assessment.

The 2 PE teachers of the students involved are PRTs, one first year, one second year. The second year teacher was in charge of the programme and assessment. The 4th teacher is a year 4 teacher in social sciences with experience leading on field experiences and outdoor education camps – is a keen tramper and experienced in assessment. Outdoor Educator has run this event for past 4 years and has over 25 years experience leading outdoor education experiences and school assessment processes. Students were the activity leaders and had received a training day plus classroom preparation for their role. At camp the 4 teachers were responsible for sharing supervision of students. Four groups operated for each activity during the four days – caving, mountain biking, kayaking and tramping. On each day only one activity was done by all four groups. Two students led each activity for their peers (one student led on their own for mountain biking) and had either one experienced staff member or two staff accompanying them depending on the activity and the staff members’ skills.

Mountain biking and tramping were overseen by school staff. Lake Kayaking and caving were overseen by outside instructors assisted by school staff.

In all circumstances...

* a group no larger than 7 students had at least one competent adult leader.
* a PRT was not in sole charge of a group
* a student leader was being assessed by at least one experienced assessor.

NOTE:

In making a decision on competent staff and their deployment for a Y12 PE multiday outdoor pursuits camp including the assessment of Leadership and Risk Management achievement standards; the TIC made initial recommendations, a senior manager had responsibility for approving staffing, decided too many staff were involved and hence approved a lower level of staffing than required. This was successfully challenged by the TIC and the required leadership and supervision deployment occurred.

The Senior manager did not have sufficient understanding of the event’s requirements (ie the required competence to make the decision). For example the number and competence of assessors required to ensure fair student assessment. Also the students’ course teachers, while very capable, were inexperienced PRTs and hence needed to be supported by experienced staff.