

## Education outside the Classroom

### RATIONALE

For many years New Zealand students of all ages have had their learning extended and enhanced through activities in, and/or about the outdoors.

These activities whether supporting one essential learning area or linking several have become known as Education Outside the Classroom (EOTC). They are recognised as part of the curriculum

### PURPOSES

1. To provide learners with relevant and enjoyable experiences which enrich and link all learning areas.
2. To promote appreciation of our heritages - local, national and global.
3. To increase awareness and understandings of the traditions and values of their own, the tangata whenua and other cultural groups.
4. To increase understanding of different perspectives on land, natural resources, and the environment, and of the need for conservation management.
5. To provide opportunities for enjoyment, adventure, and challenge, both close to home and further away.
6. To develop the skills to move with confidence and safety in urban, rural and wilderness settings.
7. To help learners develop respect for themselves and others, by providing them with opportunities i.e. personal and social development and independence.
8. To enable learners to take increased responsibility for their own development and to regard education as enjoyable, continuous and lifelong.
9. To promote equity, by providing all learners with opportunities to develop in many diverse ways.

### GUIDELINES

1. The school will have an overall plan allowing for sequential development of E.O.T.C. activities with consideration to:
2. The environment; facilities/activities available
3. Needs of the students
4. Skills and experience of staff
5. Finance/financial resources of students
6. Safety procedures applicable to the activities chosen and age of the pupils
7. Prior EOTC activities and experiences of the children
8. Teachers are to demonstrate use, knowledge and understanding of the underlying concepts outlined in "Safety & EOTC: A Good Practice Guide for New Zealand Schools 2002" as appropriate to the activity planned.
9. Teachers are to use pages 52-56 and other relevant school forms. This application is to be lodged with the BoT Chairperson before advertising a camp, overnight stay or day activity involving higher than usual risk.
10. There is to be no use of drugs (including alcohol) that may impair a parent or teachers ability to adequately supervise pupils

11. There is to be no consumption of alcohol immediately prior to and/or during a school trip visit or camp.
12. All adults assisting with camps will be made aware of the school smoking policy before they attend camp.

## Educational Trips and Visits

### RATIONALE

Educational trips and visits have the potential to enhance learning in all curriculum areas. The range of opportunities that exist is inexhaustible and may encompass visits to places of educational interest, curriculum related field trips, or sports trips.

### PURPOSES

1. To enrich the classroom programme and to enhance learning by providing first hand experiences.
2. To provide opportunities for the community to participate in the education of the children through sharing knowledge and experience.
3. To assist the children to understand and appreciate other cultures both past and present.
4. To enable children to appreciate the different aspects of their local environment.

### GUIDELINES

1. In planning school trips consideration must be given to the needs of the children and to their financial resources.
2. Definite educational objectives relating to the curriculum and to the school and class programmes must be established.
3. Priority should be given to the utilisation of resources in the schools' local area.
4. An adequate adult/pupil ratio should be maintained throughout the trip. The ratio should be no greater than 1:6 and in some cases it may need to be lower (see Ministry of Education EOTC Guidelines – Bringing the Curriculum Alive 2009 page 42 and 70 -72 for ratio recommendation).
5. Risk management directive from the Board of Trustees is to ensure there is no risk of compromised safety. All drivers including parents and vehicles conveying Kaharoa School children on trips will be checked for:
  - a. Current full drivers licence
  - b. Current Warrant of Fitness
6. Drivers to verify these points at the School office prior to leaving.
7. Restraints:
  - a. The driver must make sure that any child **under 7 years** of age is properly restrained by an approved child restraint that is appropriate for the age and size of the child. They must not travel in the car if you can't put them in an approved child restraint. The vehicle's safety belt on its own is not an approved child restraint. Approved restraint: booster seats for school-aged children
  - b. If the child is aged **7 years** you must use an approved child restraint if one is available in the vehicle and if it is appropriate for the child's age and size. Otherwise they must use a safety belt.

- c. Children aged **8 to 14 years** must use a safety belt.
8. Parents with pre-schoolers cannot be considered as supervisors.
9. All trips, visits must be financially self-supporting.
10. The Principal in consultation with the Board of Trustees Chairperson has overall responsibility for all class trips.
11. Overnight trips and out of district trips needs to be put before the Board before being publicised.
12. Planning needs to be carried out with regard to appropriate practices (see Ministry of Education EOTC Guidelines – Bringing the Curriculum Alive 2009).
13. There is to be no use of drugs (including alcohol) that may impair a parent or teachers ability to adequately supervise pupils.
14. There is to be no consumption of alcohol immediately prior to and/or during a school trip visit or camp.
15. All adults assisting with trips will be made aware of the school smoking policy before the trip.

### CONCLUSION

School trips and visits can lead to children developing a greater appreciation of their own community and contribute to their intellectual, social and emotional growth.