

Education Outside the Classroom in Aotearoa New Zealand – A Comprehensive National Study: Final Report

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Executive Summary Infographic

Education Outside the Classroom in Aotearoa New Zealand: A Comprehensive National Study

Final Report Summary

1 EOTC is Prominent in New Zealand Schools

96% Of schools consider EOTC to be very or extremely important.

EOTC Across Curriculum Learning Areas



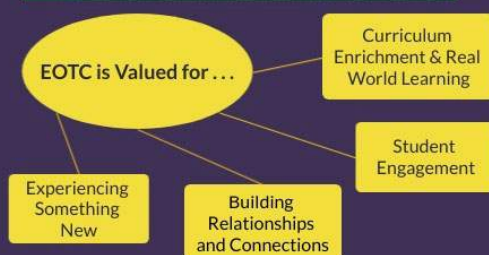
523 Survey Responses

23 EOTC
inventory
Schools

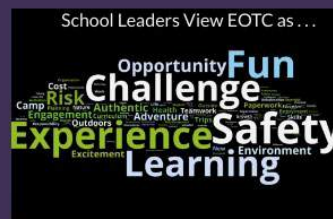
25 Teacher and
18 Student
focus group
interviews

9 LEOTC
provider
interviews

2 The Value of EOTC



School Leaders View EOTC as...



3 Challenges to EOTC

50% Of schools say curriculum time constraints reduces EOTC.

44% Of schools say paperwork and teacher workload reduces EOTC.

44% Of schools say health and safety legislation reduces EOTC.

- Costs & Resourcing
- Teacher Capability
- H&S Anxiety

-ve Impacts
on EOTC

4 Enablers of EOTC

School Culture

EOTC Champions

EOTC Systems

Professional Development



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Executive Summary

Education outside the Classroom (EOTC) has a long and rich history in Aotearoa New Zealand schools (Lynch, 2006), contributing positively to the lives of many young New Zealanders. The purpose of this study was to gain a contemporary and comprehensive understanding of what EOTC is currently occurring in schools across, the value that schools see in/ascribe to EOTC, and the various challenges and factors that influence the provision of EOTC.

Data for the EOTC Comprehensive National Study was gathered from late 2017 throughout 2018 utilising a multiphase mixed methods research design. Data collection involved a national EOTC questionnaire (NEOTCQ) completed by school leaders and EOTC coordinators' (n=523), specific EOTC inventories from a small sample of schools (n=23), and individual and focus group interviews with school leaders and teachers (n=28), students (n=140) and LEOTC providers (n=9).

This executive summary provides a succinct overview of the key findings from the comprehensive final report. The summary comprises four key sections addressing: what schools are doing with EOTC, teacher and student perspectives on the value of EOTC, how school leaders and teachers view challenges associated with EOTC provision, and enablers of flourishing EOTC in schools.

Key Findings

What are Schools doing with EOTC?

A key conclusion from this report is that EOTC is very much part of the fabric of schools in Aotearoa New Zealand with almost all participants in this study providing EOTC learning opportunities for their students. EOTC learning experiences in particular learning areas are more prominent than others, for example, camps are still prominent alongside other Health and Physical Education activities, whilst curriculum enrichment trips to places such as museums, art galleries, and other urban areas like historical sites are common.

For the 23 schools that completed the inventory, the majority of EOTC activities and trips were facilitated by teachers and took place within 20km of the school. Costs for such trips were most often passed on to parents/caregivers, possibly through donations, with some trips having no costs (particularly primary schools) or being covered by school or grant funding. A prominent theme from the inventory schools was the way that EOTC was seen as a vehicle to develop the key competencies of students as identified in the New Zealand Curriculum (Ministry of Education, 2007a).

There are a number of factors that impact on the quantity of EOTC in schools. It appears that time constraints and workload, often but not always linked to health and safety procedures, are issues that can constrain EOTC. Other factors such as parent help, inability to charge compulsory payments, risk aversion, police vetting, and assessment pressures were issues for some schools and not for others, in almost equal proportion. The challenges schools face in relation to these factors are explored in more detail in Chapter Four.

EOTC provision is also supported by a number of factors. The EOTC guidelines (Ministry of Education, 2016) appear to be effective in assisting the majority of schools and professional development

related to safety management systems is perceived positively by schools who have attended. There are however many schools that have not accessed that professional development opportunity. Community engagement, and to a lesser extent, sustainability and environmental learning appear to be factors that support EOTC. The most overwhelmingly supportive factor for EOTC was student engagement, which is discussed in detail in the following chapter.

The Value of EOTC

EOTC continues to be highly valued in schooling in Aotearoa New Zealand. EOTC was considered to be very or extremely important to 96% of national survey respondents, a finding that was repeatedly noted by students and teachers in interviews. Four interconnected themes of curriculum enrichment, student engagement, building personal and social skills and connections, and a sense of something new are at the heart of EOTC experiences.

Curriculum enrichment was a highly valued outcome of EOTC for all research participants. The familiar catch-phrase, 'EOTC brings the curriculum alive' was used by many teachers to describe how EOTC experiences enriched their students' experiences. EOTC enabled students to personally connect with the learning topic through a total engagement of their senses and the freedom it afforded them to explore topics, environments and concepts that were of interest to them. Many students identified that the sense of individual responsibility they felt during EOTC had a positive impact on their motivation and engagement to learn. This idea was reinforced by teachers who noted when students were able to see and experience the learning in authentic settings, they developed a deeper understanding of the purpose of the learning, were able to place it in a wider context and recalled information more easily at a later date. The physical space and environment, as well as the different social dynamics and interactions that learning outdoors provided, also contributed to increased student engagement.

While EOTC can have significant positive benefits to enriching student learning and engagement, some students found the social and sensory nature of outdoor learning to be overwhelming. Findings such as this highlight the need for educators to be wary of assuming that there are inherent benefits of EOTC that all students naturally experience, and desired EOTC outcomes organically 'fall out' of an experience.

Teachers, school leaders and students consider EOTC to be a valuable and alternative learning environment that supported their use of group-based and interactive teaching pedagogies that fostered interpersonal skills and relationships between students, and staff and students. A more relaxed dynamic and reduced time pressures in EOTC promoted opportunities for students to connect with class members beyond immediate peer groups and to get to know teachers more fully. Significantly, these enhanced relationships positively impacted learning back at school. Students appeared more comfortable to ask questions, to seek help in class and to work collaboratively in group work. Some teachers noted that a deepened understanding of their students meant they were more confident and able to recognise students' needs and tailor individualised learning plans.

The contrast between EOTC learning opportunities and school-based learning generated a sense of newness and enjoyment for students. EOTC promoted fresh and memorable insights about what

was 'out there' beyond the students' immediate 'bubble', and the variety brought a sense of unpredictability and excitement to learning. Some staff identified the value that the school and their community placed on providing EOTC experiences that students would not otherwise be exposed to, even if this was a one-off experience. A number of students also commented on the attraction, anticipation, and engagement generated from going to different rather than the same places. This finding reiterates the value of varied EOTC experiences and the potential for powerful student learning and engagement.

Challenges to EOTC Provision

The greatest challenges to EOTC were associated with costs and resourcing, staff competence, time constraints and health and safety regulations, which in some cases resulted in exclusion of students and frustration.

Financial constraints were a common complaint, but there were exceptions from private and higher decile schools. Bus transport was highlighted as the greatest cost and some respondents indicated the cancellation of EOTC trips (even to local pools) because of the transport costs. Concerns about relief costs were frequent, however, avoiding relief costs by having colleagues cover the classes compounded the personal cost of EOTC on staff. The rising costs of residential camps and trips, particularly those requiring specialised training and/or qualifications were also identified as contributing to costs.

The inventory data shows that these schools passed on costs to caregivers/whānau for around 50% of the EOTC trips and around 20% incurred no cost, but this varies greatly between schools. Nonetheless, this finding may partly explain the influence of decile on EOTC budgets as the lower decile communities have fewer financial resources to spare. Respondents noted that schools reacted in different ways to the constraints of costs and resourcing. Some cancelled EOTC trips entirely, while others reduced the frequency of trips, and others used more local trips which did not incur costs at all.

Some schools had teachers who were skilled and experienced in EOTC, but there were significant number who expressed concern about having suitably experienced and capable teachers to lead EOTC trips. This situation is exacerbated by new graduates of teacher education entering the workforce with little or no training in EOTC. Professional development in EOTC was valued although respondents noted that opportunities for such professional development were limited.

Time constraints also impacted EOTC, either because of the heavy workloads of teachers, or the reluctance of other teachers to release students from 'more important' classes to participate in EOTC. To overcome limitations of staff competence and time constraints, many schools relied on parent helpers and private providers. Lower decile schools found parents less able to commit to EOTC than parents from upper decile communities, and were also less able to afford to engage private providers to deliver EOTC.

There have been changes to the legal and social context surrounding EOTC since previous research was published. Respondents indicated that safety during EOTC events was a major focus. The

majority of comments reflected anxiety about being blamed in the aftermath of an incident. Despite this, NEOTCQ respondents did not consider school leaders or Boards of Trustees to be overly risk averse. Respondents felt that legislation threatened the quantity of EOTC. There was a perception that legislation is not making students safer but rather creating a barrier to EOTC through increased documentation.

One of the most confronting themes to emerge from the study related to the exclusion of students from EOTC as a result of the students' inability to cover costs. Some respondents even described turning students away at the bus door. Significant frustration was expressed by some respondents related to the under-resourcing of EOTC. A variety of strategies to mitigate funding shortfalls, including seeking community sponsorship and timetabling EOTC over weekends to reduce relief costs and disruption were highlighted.

Enablers of Flourishing EOTC

As Chapter Five highlights, some school leaders, teachers, and their communities have worked to overcome challenges to the extent where EOTC could flourish in their school. The data revealed ways that school cultures and communities, EOTC champions, systems, and professional learning and development can contribute to EOTC flourishing. These four aspects often operate interdependently in the everyday provision of EOTC and enable programmes which enhance students learning. Schools face many challenges or pressures, but those related to EOTC can often be addressed through adaptability, innovation, and creativity. Enabling EOTC to flourish in such circumstances often involves new or creative thinking.

The data shows that EOTC does indeed thrive in many schools throughout Aotearoa New Zealand. There are lessons here which can help other schools to develop more robust and inclusive EOTC practices. With EOTC being so highly valued by schools that have participated in this research, it appears imperative that all schools are equipped to provide quality EOTC so all students in Aotearoa New Zealand can enjoy the benefits of enriched and engaging learning that EOTC delivers.

Conclusions

Based on the findings from this study, the research team have made the following conclusions:

1. EOTC holds significant importance for New Zealand schools and this should be recognised and celebrated within educational communities in Aotearoa New Zealand.
2. School leaders, teachers and students see the value in EOTC contributing to curriculum enrichment and real world learning, student engagement, building connections and relationship within and between students, teachers and communities, providing opportunities for new or unique experiences that students may otherwise not have.
3. EOTC is utilised in many different ways across all learning areas of the New Zealand Curriculum and Te Marautanga o Aotearoa and especially contribute to the key student competencies. Some subjects such as HPE and Science utilise EOTC more extensively.
 - a. Further research which explores more fully the value of EOTC to teaching and learning across diverse New Zealand schools would be desirable. Such research

could also explore equity barriers to EOTC and potential ways to address inequitable access to EOTC.

4. There remain a number of challenges to the effective provision of EOTC. These include: curriculum related time constraints, teacher workloads, EOTC paperwork, health and safety considerations to meet the requirements of legislation, and finding suitably experienced and capable teachers and parents to lead and assist with EOTC trips.
5. Funding and resourcing remains a significant challenge for EOTC in many New Zealand schools. The research team recognise that the funding issue may have changed as a result of the new Ministry of Education scheme to provide \$150 extra per head funding in lieu of schools asking for donations.
 - a. Further research into the effects on EOTC of the new donations funding scheme would be useful.
6. Having capable teachers to lead EOTC is a crucial component of effective EOTC provision and many schools struggle to meet this requirement. It would be useful for the New Zealand Teachers Council to review and improve EOTC education in initial teacher education programmes.
7. A number of factors help EOTC to flourish in schools: These factors include: School culture, community and place; EOTC champions, EOTC systems; and professional learning and development.
 - a. PLD can assist with both safety management system development and developing teacher capability. It is recommended that there is a review of the availability and resourcing of EOTC related PLD with an eye to making these more accessible across the country.
 - b. Effective EOTC management systems and software resources are an enabler of EOTC in schools. It would be useful for these to be made more readily available to all schools across New Zealand.
 - c. We recommend that EOTC champions and coordinators are suitably recognised and resourced across all schools in New Zealand.

Chapter One: Introduction

1.1 Background

Learning experiences outside classrooms and school grounds have a rich history in Aotearoa New Zealand and are grounded by international experiential education and curriculum enrichment traditions. In Aotearoa New Zealand such learning experiences date back to the early and mid-twentieth century and were often based in a camping tradition involving curriculum enrichment in areas such as nature study and geography (Lynch, 2006). In the 1980s, the term Education outside the Classroom (EOTC) was adopted by the then New Zealand Department of Education. This ensured that the value in broader outdoor learning experiences across a range of curriculum areas, as well as traditional outdoor education camping, was preserved (Boyes, 2000; 2012). From the 1980s, EOTC learning experiences have come to hold an important place in the values, pedagogies, and curricula of schools throughout Aotearoa New Zealand.

Despite the prominence of EOTC in schools, research into EOTC in Aotearoa New Zealand has been relatively scarce compared to studies in numeracy and literacy for example. A study by Zink and Boyes (2006) focusing on teaching and learning in natural outdoor environments identified personal and social development, the acquisition of specific skills and knowledge, and curriculum enrichment as prominent in schools. Haddock's (2007a, 2007b) national survey of EOTC practices found EOTC was a key component in school life for students and it strongly supported learning across all learning areas and the Key Competencies¹ in the New Zealand Curriculum (Ministry of Education, 2007a). More recent EOTC-related research (Education Review Office, 2011; Schaw, 2014; Sullivan, 2014; Milne, 2015) provides insight into aspects of EOTC practice and impacts, yet there remains a notable gap at a comprehensive national level.

Given this historical context and contemporary conversations in education related to the aspirations of 21st century learning, this report provides useful and timely insights about EOTC for decision makers, school leaders, and teachers across Aotearoa New Zealand.

1.2 Research Aims and Questions

The EOTC research study aimed to gain a broad view of EOTC in schools across Aotearoa New Zealand through the perspectives of principals, EOTC coordinators, teachers, and students. The final report of this multi-phase mixed methods study addresses the following research questions:

1. What EOTC experiences are occurring in Aotearoa New Zealand schools?
2. How do principals, curriculum leaders and/or EOTC coordinators perceive the value of EOTC in their schools?
3. How are various factors influencing the provision (quantity and quality) of EOTC?

¹ Key Competencies are described as capabilities for living and lifelong learning that include: thinking; using language, symbols, and texts; managing self; relating to others; participating and contributing.

1.3 Research Design

This study employed an explanatory sequential mixed methods research approach (Creswell & Plano Clark, 2017) to collect, analyse, and interpret data. Based in a pragmatic worldview (Creswell & Creswell, 2018), an explanatory sequential research design blends initial quantitative data with subsequent or follow-up qualitative data to address the broader and more detailed aims of the study and the research questions. This approach builds on the strengths of both quantitative and qualitative data to provide statistical insight into trends relating to EOTC whilst gaining in depth perspectives and examples of practice from different school contexts. In short, both ‘numbers’ and ‘stories’ about EOTC in Aotearoa New Zealand schools have been generated.

Overall this study involved three phases of data collection. **Phase 1** was the National EOTC Questionnaire (NEOTCQ) containing a mix of quantitative (Likert scale) and qualitative (open ended) questions. **Phase 2** consisted of school-specific EOTC inventories where self-selected schools provided details of every EOTC event over a 6 week period. **Phase 3** involved individual and focus group interviews with school leaders, teachers, students and LEOTC providers. (Note: For a more detailed explanation of research design / methodology and data analysis please see Appendix A).

As with any research design, there are limitations related to the data that has been generated in this study. Ideally, we would like to offer perspectives about EOTC from all schools across Aotearoa New Zealand. Yet as can be seen from the participant information below, this was simply not possible. In upholding the ethical principle of informed voluntary consent, we were only able to gather information about EOTC from schools that chose to participate. This may have resulted in schools with a greater interest in EOTC responding to all three phases of the research. Hence. We fully acknowledge the value laden nature of the data in this study. Yet we are also very confident that the range of quantitative and qualitative data sources provide stable ground for high quality and useful insights about EOTC in Aotearoa New Zealand schools to be made.

1.4 Research Participants

Phase 1 – The NEOTCQ survey, conducted in late 2017, had 523 respondents which included Principals (60%), EOTC coordinators (22%), and teachers and curriculum leaders (18%). This is a response rate (RR) of 21%, which is acceptable for a survey of this type.

The school characteristics of NEOTCQ respondents included 325 primary schools (18% RR), 27 intermediate schools (23% RR), 130 Secondary Schools (38% RR), 25 composite schools (15% RR) and 16 Special Schools (42% RR). Survey respondents were geographically spread across Aotearoa New Zealand and across school deciles, with slightly higher response rates from South Island schools and schools with a rating of decile 7 and above. Further details of survey respondent school types can be found in Appendix B.

Phase 2 – EOTC Inventory schools were those who self-selected to participate from the NEOTCQ survey. Although 39 schools returned consent forms, only 23 schools completed the 6-week data collection period. This included 10 primary, 10 secondary, 2 composite, and 1 special school, spread across the country.

Phase 3 – Interviews were held throughout the country. These included 25 staff interviews at 20 different schools, 18 student focus group interviews in 15 schools (n=140), 3 teacher focus group interviews at Education Outdoors New Zealand (EONZ) professional development or cluster group meetings, and 9 Learning Experiences Outside The Classroom (LEOTC) provider interviews across 8 organisations (Note, LEOTC providers are Ministry of Education approved and funded organisations that facilitate EOTC experiences, for example, museums, art galleries, some local councils, and ecological sites).

1.5 Report Structure

This report contains a further five chapters. Chapter Two discusses EOTC that is currently happening in schools. This includes insights into how EOTC is conceptualised, what EOTC activities schools are doing and in which learning areas, and where and how EOTC is being conducted. Data for Chapter Two is drawn primarily from the phase 1 NEOTCQ and the phase 2 school EOTC inventories.

Chapter Three draws on data from all three phases of the project to discuss the value of EOTC to schools. In particular, teacher and student voices are prominent as the value of EOTC to their respective learning experiences is examined. Chapter Four discusses findings related to the challenges that schools face in the provision of EOTC drawing from both the NEOTCQ and qualitative interviews with teachers and school leaders. In contrast to these challenges, Chapter Five then highlights the factors that contribute to EOTC flourishing in some schools. The final chapter draws conclusions and discusses recommendations based on the whole report.

It must be recognised that although this report is structured in themes and linear chapters, the findings of the study suggest that the reality of EOTC in schools is far more complex. A school can highly value EOTC and offer many authentic and engaging experiences while still dealing with many challenges associated with EOTC provision. Likewise, there is a large amount of variability in the way that schools engage with and manage EOTC. In this sense, the findings of this report are entangled, that is, they are best interpreted holistically rather than being broken down into micro or independent parts.

we found that words associated with student engagement in learning were the most prominent followed closely by words related directly or indirectly to curriculum learning areas and key competencies. Although not the largest theme, words related to *Health and Safety* were still prominent, with the word *safety* being the single most frequent word stated. *Outdoors and Nature* was the final theme that emerged from the data.

2.3 How Often is EOTC Occurring and How is it Linked to Curriculum?

It is very difficult to quantify the number of EOTC events occurring throughout Aotearoa New Zealand. There are no reliable external data sources to utilise, so we are limited to the data sources we have in this study. The first of these was from the Phase 1 NEOTCQ where we asked schools using both the New Zealand Curriculum (NZC) (n= 512) and Te Marautanga o Aotearoa (TMA) (n= 13) for the frequency of EOTC events and examples of activities across all learning areas. This provided a general picture of how often EOTC is occurring in various learning areas and examples of the types of activities but not a quantifiable figure for how many EOTC events might occur in a year for any given school.

Frequency of EOTC Across Learning Areas - New Zealand Curriculum

Data shows that there is considerable variability in the frequency of EOTC experiences across different learning areas. As can be seen in Figure 2, *Health and Physical Education* stood out as the Learning Area where EOTC was most prevalent, with 92% (n=435) of respondents indicating EOTC experiences at least once a term. Of these, 43% (n=202) indicated weekly EOTC activities.

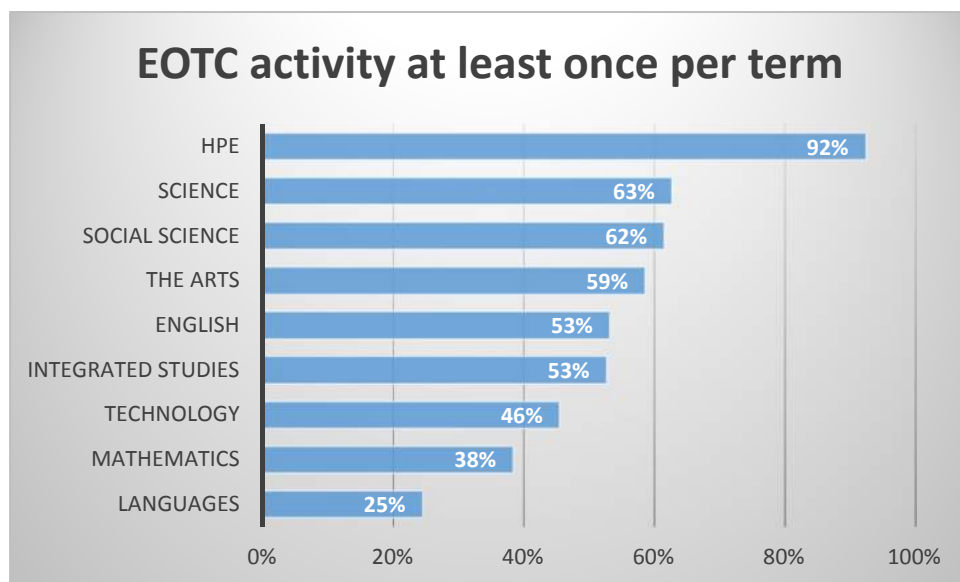


Figure 2: Frequency of EOTC activities - At least once per term - NZC

More than half of respondent schools indicated EOTC experiences took place at least once per term for *Science* (63%), *Social Sciences* (62%), *the Arts* (59%), and *English* (53%). The learning areas where the least amount of EOTC occurred were *Learning languages* (47% not at all or not sure) and *Mathematics* (38% not at all or not sure).

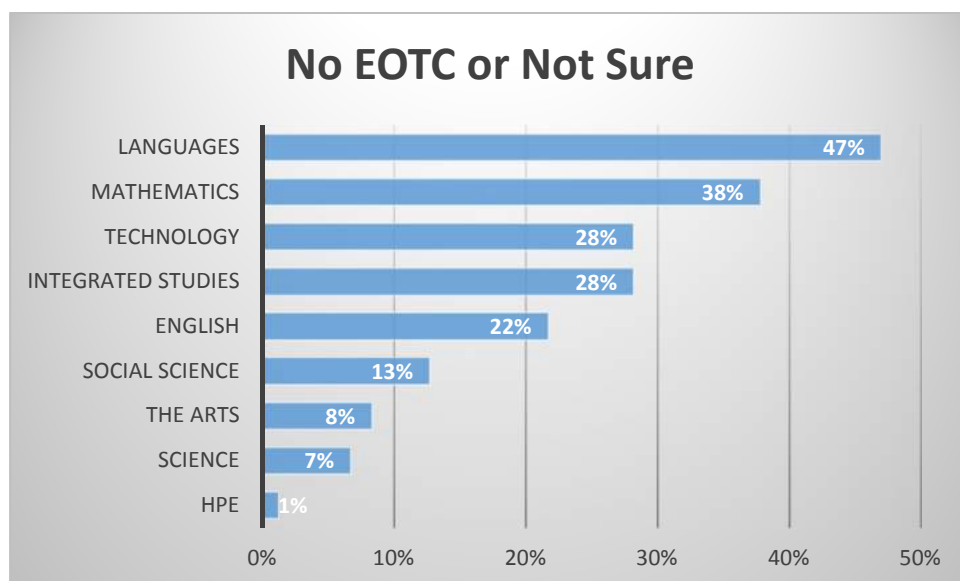


Figure 3: Frequency of EOTC activities - Not at all or not sure

From this data we can conclude that EOTC is being used across multiple learning areas of the New Zealand Curriculum although there is variation in how frequently EOTC might occur.

Examples of EOTC Experiences – New Zealand Curriculum

In total, there were 2,349 examples given across all learning areas. Health and Physical Education and the Arts had the largest number of examples given. This data is useful in that it provides a sense of what types of EOTC experiences are occurring in different learning areas and is summarised in Table 1.

| Example of EOTC activity: | Count | Example of EOTC activity: | Count |
|--|------------|--|------------|
| Health and Physical Education: | 466 | The Arts: | 434 |
| Sports & fitness, gym, P.E. | 175 | Visiting art galleries, artists, exhibitions | 131 |
| Competitions/events | 107 | Seeing plays, productions | 81 |
| Camp | 89 | Music and dance performances and festivals | 47 |
| Outdoor education/recreation | 72 | Performances by students | 73 |
| Water sports | 23 | Using environmental inspiration | 60 |
| | | Visiting museums | 42 |
| Science: | 379 | Social Sciences: | 288 |
| Experimenting and observing environment and wildlife | 178 | Parliament, community, museum, Marae field trip | 157 |
| Field trips to zoos, museums, camps etc. | 83 | Trips to geographically / historically / tourism important sites | 71 |
| Science talks, shows, visits, fairs, events and competitions | 69 | School camp | 30 |
| Conservation/sustainability focus | 49 | Conservation/sustainability/environmental focus | 19 |

| | | | |
|--|------------|---|------------|
| English: | 236 | Languages: | 181 |
| Cultural experiences (Marae, museum, movie, theatre, play, gallery visits) | 86 | Culturally significant site or Marae visit | 56 |
| Environmental inspiration for writing | 44 | Overseas trips/exchanges | 39 |
| Recalling experiences | 32 | Cultural performances or festivals | 31 |
| Field trips | 31 | Field trips | 20 |
| Debates, competitions, speeches | 22 | Using a different language | 19 |
| Library visits | 21 | International food /restaurant experience | 16 |
| Mathematics: | 181 | Technologies: | 194 |
| Using outdoors/community/surrounding environment for practical application/learning of math skills | 122 | Practical application of technology skills/knowledge e.g. building, cooking, creating, computer science, camp | 82 |
| Competitions/trips | 41 | Event/trip/visit | 45 |
| Workshops/exhibits/courses/camps | 14 | Challenge/competition/show/fair (inter and intra school) | 38 |
| Budgeting/planning skills | 10 | | |

Table 1: Examples of EOTC experiences – New Zealand Curriculum

Overall there was a diverse range of EOTC examples given. Some of these were unique to specific learning areas such as sports, fitness, gym work for HPE and music and dance performances and festivals for the Arts. Yet other EOTC experiences shared similarities across more than one learning area. For example, using the environment for inspiration occurred in the Arts and English; environment, sustainability and conservation were common to both Science and Social Science; and visiting museums, galleries, and cultural sites was common across the Arts, Science, Social Science, English, and Learning Languages. A closer read of the data in table 1 also reveals what types of EOTC examples were most frequently referred to by participants. Visiting art galleries and exhibitions was the most prevalent example in the Arts, as was environmental observation/experiments in Science, and visiting museums, community, or cultural sites for the Social Sciences.

Frequency of EOTC Across Learning Areas - Te Marautanga o Aotearoa

There were 12 participating schools (10 primary and 2 secondary) that identified as utilising Te Marautanga o Aotearoa (TMA) (Ministry of Education, 2017), the Māori medium curriculum. Data relating to frequency of EOTC events indicates that learning experiences outside of the classroom are used extensively by **all** of these schools and across almost all learning areas to varying degrees. As can be seen in Figure 4, Te reo Māori and Hauora were the learning areas where EOTC was most frequently used. It is also apparent that EOTC was utilised more frequently by Kura (schools) based on Te Marautanga o Aotearoa as compared to schools using the New Zealand Curriculum (although the sample sizes are vastly different).

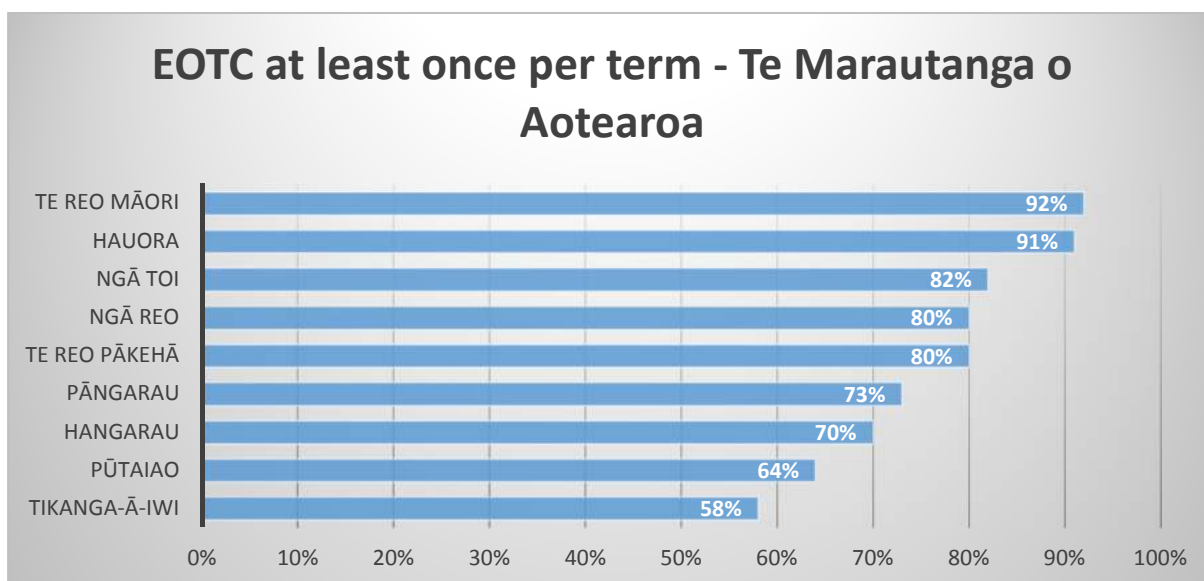


Figure 4: Frequency of EOTC activities - At least once per term. Te Marautanga o Aotearoa

Examples of EOTC Experiences – Te Marautanga o Aotearoa

Examples of EOTC provided by Kura based on Te Marautanga o Aotearoa included:

- Noho Marae – visits to Marae for various reasons (e.g. Haere ki ngā hui marae, haere ki ngā kaupapa Māori),
- Cultural events and competitions (e.g. Kapa haka),
- Exploring and utilising local places and environments, i.e. bush, rivers, beaches & ocean, farms, and food production/gathering sites.
- Sports (e.g. waka ama and other traditional sports),
- Games or activities (e.g. mau rakau, kauhoe, hikoi, tititorea and whai activities)
- Other cultural visit (e.g. museum, art galleries, libraries), and
- Trips to further away locations (e.g. Rotorua)

Of particular note for these kura was the prevalence of comments related to adopting a cross-curricular approach to EOTC in which multiple areas of the curriculum were covered through a single EOTC experience. Also prominent was the way in which EOTC was seen as just part of the everyday teaching and learning process in the school and as very complimentary to the kaupapa of these schools. These sentiments were articulated by many kura and are reflected in the following quotes from the NEOTCQ.

At our kura we feel that EOTC is a very important part of the children's learning. (PS69, NEOTCQ)

Mā te reo Maori anō te reo whakaako ahakoa ko wai, ahakoa ki whea, ahakoa te mahi. Ka whērā tonu mehemea ka puta i te kura. Ka whai mātou ngā Ahuatanga Manu Amorangi. He akoranga

The Māori language is the tool used no matter who, where or even regardless of discipline. That is also the case when leaving the school grounds. We follow the Āhuatanga Manu Amorangi

o ngā taonga horomata hei tautoko, hei āwhina hoki i te ākonga. (PS286, NEOTCQ)

approach. Learning through things that are natural to help and support the student. (PS286, NEOTCQ)

For this particular primary kura, EOTC was seen in a similar way to Te Reo Māori as being relevant to supporting the learning for all students and another opportunity to strengthen the learning of Te Reo Māori. In a similar way the quote below from the same school draws on the experiential aspects of EOTC to strengthen students learning of Kaupapa and Mātauranga Māori.

Hōpunipuni ki te rohe o Te Arawa. He tika te kōrero me haere takahia te whenua, tirohia te taiao, pāhia te rongo, kōrero kanohi ki te kanohi ki te iwi. Kua mōhio ai ngā Kaiako, ngā tamariki kua kite, kua mahia ngā mahi, kua rongo te manaakitanga, ka mutu i tutuki te kaupapa. (PS286, NEOTCQ)

Camping in the territory of Te Arawa. It is only right that one journeys on the land, experiences the environment with their own senses, and communicates meaningfully with its local people. (PS286, NEOTCQ)

The notion that it is “only right that one journeys on the land” is an important endorsement of how important EOTC is to the learning for this kura and for a Kaupapa Māori approach to teaching and learning. This is further reflected in the comment below from another kura about their deliberate planning for EOTC.

La wāhanga o te tau ka whakarite te kura he momo EOTC whērā ki te Kaukau / Kaiaka / Whakawhiti Whenua / Hōpunipuni / Ahurei. (PS316, NEOTCQ)

Every term the school organizes forms of EOTC such as: swimming, athletics, cross-country, camping, festivals (PS316, NEOTCQ)

For this primary Kura, it appears that EOTC is a deliberate and planned part of teaching and learning across each school term and these could contain learning opportunities from the different learning areas in Te Marautanga o Aotearoa.

2.4 Factors Affecting the Quantity of EOTC

From the NEOTCQ data already discussed, it is clear that EOTC occurs across a large majority of schools, although is linked to some learning areas more than others. At the time of developing the NEOTCQ survey, the Health and Safety at Work Act (2015) had been recently passed into legislation and there were anecdotal stories that schools were concerned about the impact of that legislation on school camps, sports and cultural exchanges, and other activities. These stories did receive some

national media attention in print and radio. For example, Mathewson (2015) and Martin (2016) commented on the perceived threats to billeting on school exchanges and the impacts on outdoor learning areas from health and safety legislation changes. As a consequence the research team thought it timely to gauge what factors, if any, were impacting on the quantity of EOTC.

Survey respondents were asked the degree to which eight different factors influenced the quantity of EOTC they did in their school in comparison to what had previously been done (n= 493). Respondents were also asked to provide comments related to factors that influenced the quantity of EOTC. In all, 272 respondents provided comments which are analysed in more depth in Chapter Four of this report.

Analysis of quantitative data, as shown in Figure 5, suggests that many factors were seen as problematic by some school leaders / EOTC coordinators and not a problem by others. Three factors had more agreement as impacting negatively on EOTC quantity. These were:

- *Time constraints to deliver curriculum* – 49.4% agreement v 33% disagreement (mean = 3.25)
- *Paperwork and workload* – 44.2% agreement v 35% disagreement (mean = 3.16)
- *New health and safety legislation* 44.4% agreement v 35% disagreement (mean = 3.19)

All other factors had means that were very close to 3 indicating relatively equal proportions of respondents disagreeing and agreeing (see Appendix D).

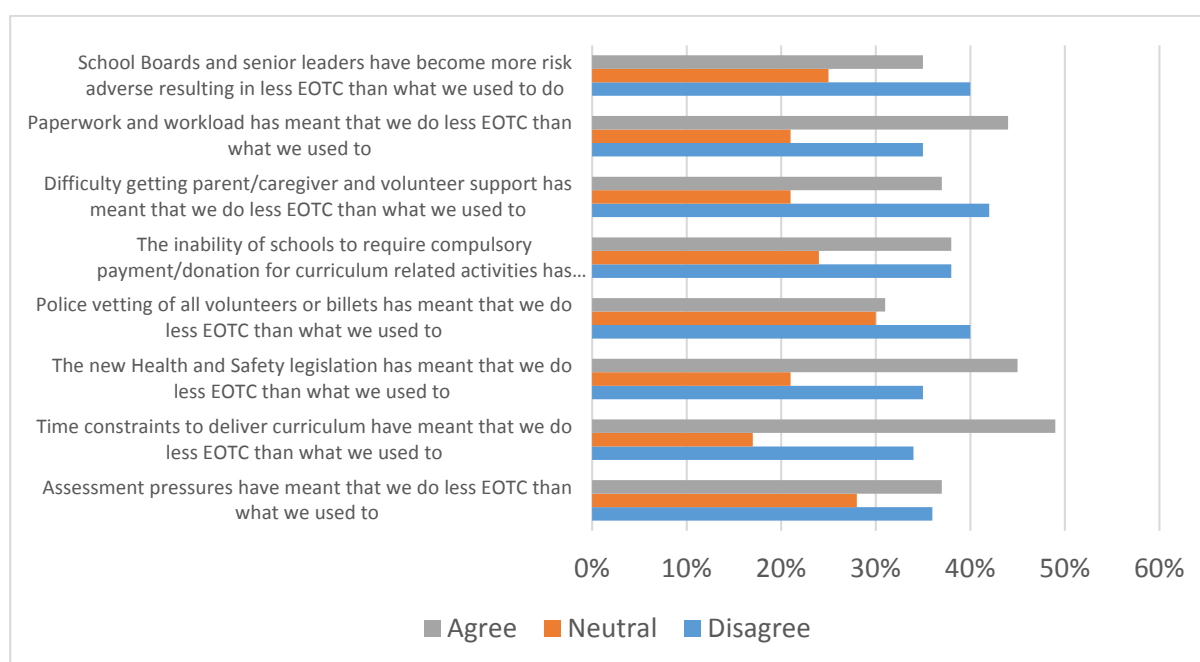


Figure 5: Factors affecting the quantity of EOTC

Further analysis was conducted to see how many respondent school viewed a majority of the influences as problematic (i.e. agreed that these factors impacted on the quantity of EOTC) or as non-problematic (i.e. agreed that these factors did impact on quantity of EOTC). Data shows that 29 schools (5.9%) consistently **strongly disagreed** (Median = 1 or 1.5) that these factors influenced the quantity of EOTC in their school and 125 schools (25.4%) consistently **disagreed** (Median = 2). In

contrast, 33 schools (6.7%) consistently **strongly agreed** (Median = 4.5 or 5) that these factors influenced the quantity of EOTC in their school and 131 schools (26.7%) consistently **agreed** (Median = 4). Analysis via means shows similar results. Given this data, it seems that 31.3% of schools generally find the eight factors do not impact negatively on the quantity of EOTC in their school while 33.4% generally agreed that the quantity of EOTC was reduced by these factors. One conclusion from this data is that it seems to be very dependent on the specific school and community context as to what factors influence the quantity of EOTC.

Qualitative data can potentially help us to better understand these school and community contexts impacting on quantity of EOTC. For example, primary school PS229 with a median response of 4.5 commented how a large number of contextual factors impacted negatively on their ability to provide EOTC learning opportunities.

Cost of transport, traffic, escalating charges at venues, booking pressures due to higher population, parent fears due to media hyped incidents, teachers unable to subsidise as much due to ludicrous rise in cost of living compared with salaries. Parent fears based on teacher character/professionalism assassination, 9 years of funding cuts, building density increases decreasing outdoor spaces in Auckland, profit driven philosophy forcing us out of church run camp because we aren't big enough, changes to legislation dictating how teachers can deal with aberrant behaviours making EOTC too high risk, inclusion policies meaning activities limited because sometimes one child won't cope, teachers trained recently unaware of what it was possible to do in a more enlightened era. (PS229, NEOTCQ)

The factors that impact on EOTC provision highlighted above are many and complex. Further insight into these types of issues in a secondary school context are revealed in the quotes below from two secondary school respondents with median scores of 4.5 and 4 respectively.

Student reluctance to go without their devices. Teachers don't have the skills anymore so we employ providers to do everything, even teach kids how to tie knots. The constant assessment of NCEA and pressure to gain credits for everything you do. (SS125, NEOTCQ)

As teachers, we are now facing an overall increase of administrative workload/paperwork. These additional tasks have eaten into the finite amount of time we have to do our job and have required teachers and staff to use their own time to facilitate this. As teaching is generally a thankless job, this becomes old very quickly and things have to give. I believe EOTC has become one of those things. (SS118, NEOTCQ)

Conversely, as the quantitative data indicates, just over 30% of schools generally find that the targeted factors have not impacted negatively on their provision of EOTC. This finding is supported by quotes below from primary schools with median scores of 1 and 1.5 respectively.

It is regarded highly and a most important part of the curriculum in this school. (PS320, NEOTCQ)

Obviously quality and availability of trained personnel makes a difference so we either pay them or train them. Luckily I have a board who have agreed to ensure trained personnel are available so consider paying the qualified practitioners is a cost to them

not the students. Enthusiastic staff are required so we only hire those interested in furthering their EOTC skills. We ensure PRT get experiences across the spectrum of EOTC. (PS239, NEOTCQ)

For these primary schools EOTC is highly valued by boards of trustees, school leaders and staff, which results in EOTC continuing to be an important part of their school. Similar sentiments are echoed by the secondary school respondent below with median scores of 2.

We are lucky that both SLT and the board see the value of EOTC and have a pretty good system in place to ensure we can maximise the opportunities EOTC presents for our students. Our biggest barrier would be the time out of other classes and the impact that has on students however we / senior leadership team (SLT) are quite open minded and innovative when it comes to trying to minimise this impact. (SS16, NEOTCQ)

There is constant tension between subjects which are EOTC 'heavy' and those which are EOTC 'light'. We have tried to cater for this by providing disruption free zones (no offsite trips) and assessment weeks allowing full day trips for each subject so that it doesn't affect others and allows the EOTC 'light' subjects a full day to work on assessments in-house. (SS13, NEOTCQ)

Both of these comments by secondary school respondents reflect the value of EOTC and the innovation that is applied in order to ensure that EOTC is still occurring and an important part of their school. The value of EOTC is also reflected in the quote below from one of the special school respondents.

As we are a special education school we place a very high value on providing students with as many opportunities as possible to learn through accessing the communities in which the students must live and learn. We have a teacher dedicated to the DOE programme and will have a second person responsible for physical education programmes in 2018. We support students' weekly participation in the Special Olympics sports programmes and students' access to community based gyms, a gymnastics programme. We believe that our students learn many social skills by being involved in EOTC programmes. (SPS14, NEOTCQ)

These responses are only an indication of the many qualitative data in both the NEOTQ survey and the interviews with teachers and leaders in a variety of schools across Aotearoa New Zealand. There is obviously much that can be gained by a deeper analysis of the challenges affecting the provision of EOTC, which are discussed briefly in the following sub-sections and in Chapters Four and Five.

School Type and Decile Analysis of Factors Affecting the Quantity of EOTC

Descriptive statistical analysis was conducted to see if both school type and decile had an influence on the responses to factors affecting the quantity of EOTC. With regard to decile, findings showed that schools from decile 1 to 8 shared similar patterns of responses, whereas for decile 9 and 10 schools the pattern was reversed. For example, 41% of decile 9 and 34% of decile 10 schools disagreed that *Health and Safety legislation* reduced quantity of EOTC (with agreement at 27% and 31% respectively). These results show that decile 9 and 10 schools perceive *Health and Safety*

legislation as a less significant barrier to EOTC quantity than schools from the other deciles (see Figure 6). A similar trend can be found for: *School boards and senior leaders becoming more risk averse*, *Difficulty getting parent/caregiver volunteer support*, *Police vetting*, and *Inability of schools to require compulsory payment/donation*. From this, it is reasonable to conclude that Decile 9 and 10 schools who responded to the NEOTCQ found that 5 out of 8 factors had less impact on the quantity of EOTC than other decile schools. Detailed graphical representation of all factors is provided in Appendix E.

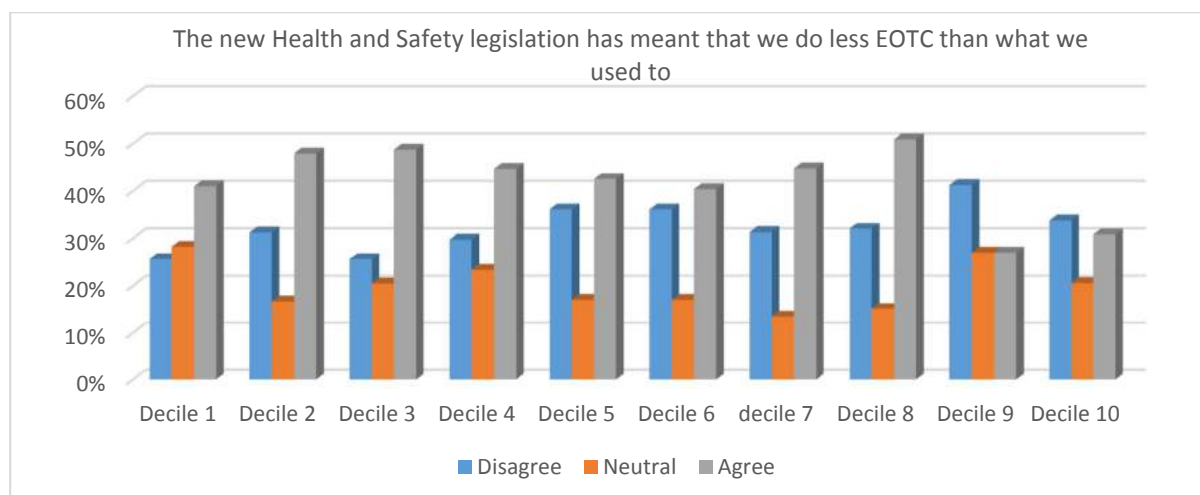


Figure 6: Decile analysis - Health and safety legislation

Given the differences in some deciles, analysis was also conducted based on school type and was found to have an influence on five out of eight statements as shown below and in Figure 7:

- *Assessment pressures reduce EOTC* had more agreement than disagreement for Secondary, Intermediate and Composite schools but NOT for Primary schools.
- *New Health and Safety legislation reduces EOTC* had more agreement than disagreement for, Primary, Intermediate and Composite schools but NOT for Secondary schools.
- *Difficulty getting parent/caregiver and volunteer support reduces EOTC* had more agreement than disagreement for Primary and Intermediate schools but NOT for Secondary or Composite schools.
- *Police vetting of all volunteers or billets reduces EOTC* had more agreement than disagreement only for Intermediate schools.
- *Paperwork and workload reduces EOTC* was an issue for all schools but had much higher agreement from Composite schools (63%) as compared to Secondary (43%), Intermediate (44%) and Primary (42%) schools.

Given that different school types can be contextually quite different these results are not surprising, For example, the pressures of internal assessment for NCEA are more keenly felt by Secondary and Composite schools than for primary schools. Likewise the experiences of the research team suggest that secondary schools are less likely to rely on parental or caregiver volunteer help with EOTC trips than primary and intermediate schools. Collated graphical analysis of all factors is shown in Figure 7 below and for each factors separately in Appendix F.

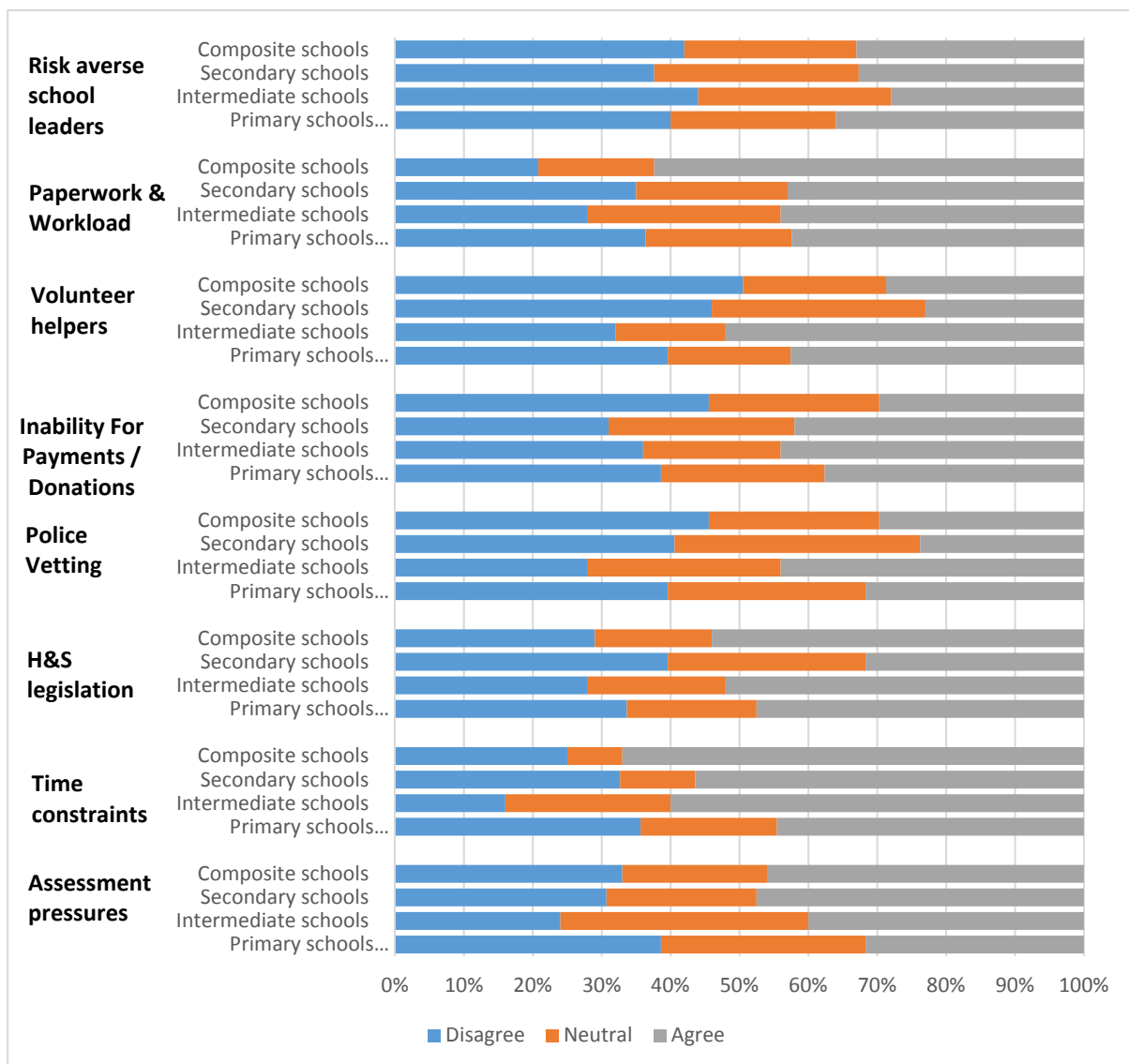


Figure 7: School Type collated analysis - Factors influencing quantity of EOTC

The variation between decile levels (a proxy for socio-economic status of the school zone) was not as pronounced as research from overseas suggests (Beames, 2018). Nonetheless, there does appear to be some enabling of EOTC particularly at the highest levels of affluence. School types also revealed some variations. A detailed exploration of these differences is beyond the scope of this research but Chapter Four presents findings on the challenges to EOTC.

2.5 Factors Supporting EOTC

In the NEOTCQ survey we asked respondents to agree or disagree with six statements relating to factors that support EOTC in their school and to provide clarifying qualitative comments (n=136). Whilst many of these factors and comments supporting EOTC will be discussed in detail in later parts of this report, it seems timely to provide a descriptive overview of these findings at this point.

Figure 6 shows there is overall agreement that the suggested factors are seen as positively supporting EOTC. Notably, there is very strong agreement with the idea that *EOTC is an important*

part of improving student engagement in learning (mean=4.61, 97% agreement). Student engagement is a theme that has emerged from all data in this study and is discussed in detail in Chapter Three. To a lesser extent the following factors were also seen to support EOTC: *EOTC guidelines help to provide effective EOTC* (mean=3.87, 75% agreement); *Community engagement is a key reason why we utilise EOTC* (mean=3.81, 66% agreement); and *An increased focus on place, sustainability and environment has enhanced EOTC* (mean=3.59, 55% agreement) (see Appendix G for further detail).

Some factors had less agreement, for example, *Marketing our school to international students* (mean=2.57, 20% agreement) had a lower support because many schools (particularly primary and special schools) don't market to international students (Note: secondary schools = 58% agreement). The question related to *Ministry of Education funded PD, delivered by EONZ, helps us provide effective EOTC* showed only 34% agreement (mean=3.14) with many schools responding with either neutral or disagreeing responses. Qualitative comments revealed that many schools had not heard of or attended this PD. This issue will be explored further in Chapter Four and Five.

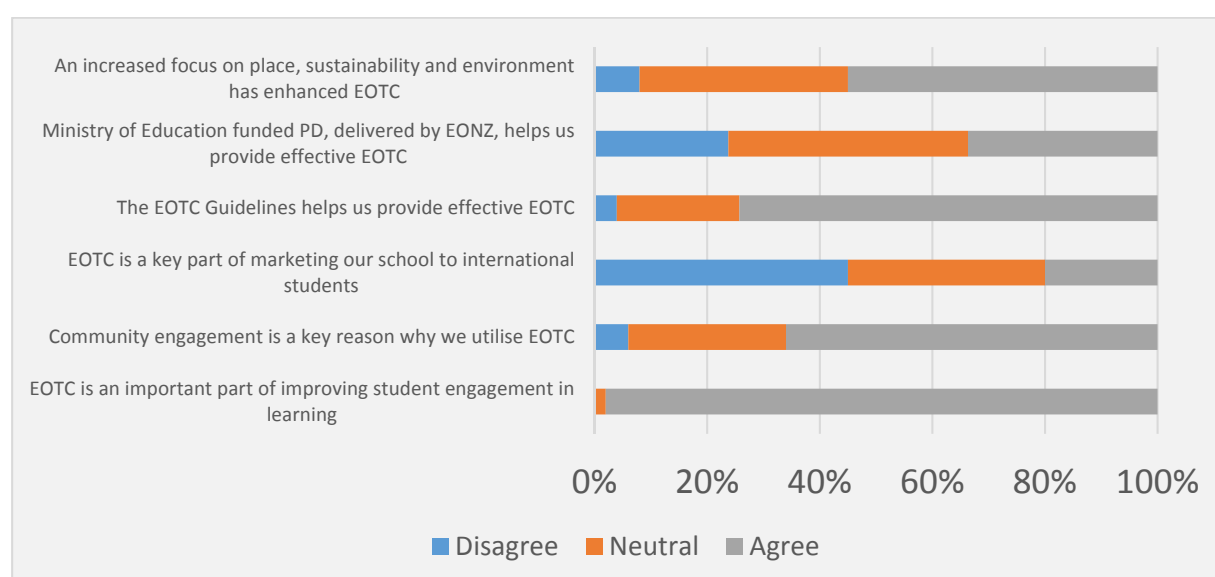


Figure 8: Factors supporting EOTC

2.6 School Specific EOTC Inventory in a Sample of Schools

This section looks more closely at all of the EOTC events that occurred in 23 schools over a 6-week period. These schools self-selected to complete a detailed 6-week inventory of all EOTC events that occurred in their school as part of Phase 2. Although we can quantify the number of EOTC events from this time frame, the data is not generalisable to all schools nor is it representative of a whole school year. Rather, the data needs to be viewed as a snapshot of a particular period of time for a small sample of self-selected schools.

This section begins by looking at the duration and purpose of EOTC events that occurred followed by a breakdown of how those events were linked to the New Zealand Curriculum. This is followed by an examination of who was responsible for leading and paying for EOTC events and finally, analysis of

where EOTC activities took place. In most instances the data will be discussed in relation to school type.

What was the Duration and Purpose of EOTC Activities?

| School Type | Total Trips | Length of EOTC Activity | | | Main Purpose of EOTC Activity | | |
|-------------------|-------------|-------------------------|-----------|-----------|-------------------------------|-----------------------|-------|
| | | 1/2 day | 1 day | Multi Day | Outdoor education | Curriculum Enrichment | Other |
| Primary n=10 | 55 | 28 (51%) | 17 (31%) | 10 (18%) | 30% | 58% | 12% |
| Secondary n=10 | 226 | 33 (15%) | 143 (63%) | 50 (22%) | 23% | 49% | 28% |
| Composite n=2 | 47 | 31 (66%) | 13 (28%) | 3 (6%) | 24% | 66% | 10% |
| Special n=1 | 8 | 8 (100%) | | | 100% | | |

Table 2: Duration and Purpose of EOTC Activities

For primary, composite and special schools, half-day EOTC activities were most prevalent while that majority of trips in secondary schools were full days. Notably, multiday EOTC trips only occurred around 20% of the time in primary and secondary schools while only 6% of trips by the two composite schools were multiday.

When considering the main purpose of EOTC activities, it can be seen that curriculum enrichment was the most prominent category followed by outdoor education trips. The Other category included competitions, developing leadership, and careers -focused experiences (12%) in secondary schools. These findings support what is presented in Chapter Three of this report indicating that the key value of EOTC in schools is curriculum enrichment.

How is EOTC Linked by Schools to Curriculum?

The intention of the Phase 2 EOTC inventory data was to gather details of curriculum links through specific learning outcomes that were stated in EOTC documentation.

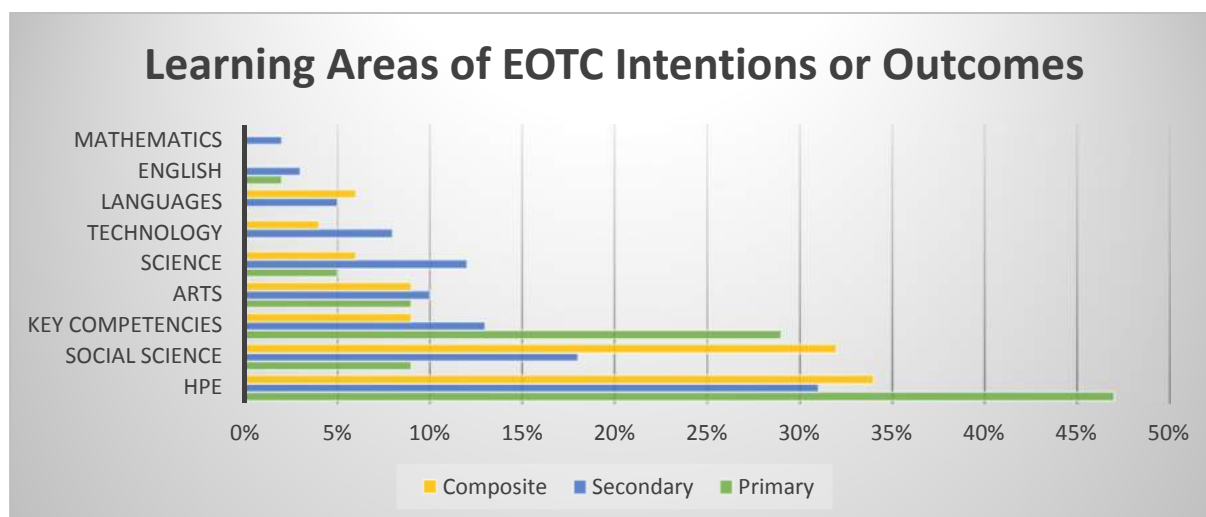


Figure 9: Attribution of EOTC intentions or outcomes to learning areas

Figure 9 shows strong similarities to the data from the NEOTCQ presented in section 2.2, with HPE having the largest number of EOTC activities attributed to that learning area. This was followed by the Social Sciences, The Arts and Science. Again, EOTC activities were less frequent in Mathematics, English, Languages and Technology. Of note was the relatively large number of EOTC events attributed to learning about or developing key competencies, although this was higher for primary schools (29%) than it was for secondary (13%) or composite (9%).

Of interest from the inventory data was the quality of learning outcomes or intentions that were recorded on EOTC inventory or trip forms. There was often only a cursory comment made rather than a fully formulated learning intention. Although the reasons for this are not clear, it may relate to teachers being very busy and having problems with the paperwork associated with EOTC. It could also be that EOTC is commonly used as a form of curriculum enrichment so teachers are less clear about the specific learning outcomes that might be attributed to EOTC.

Who is Responsible for Leading and Paying for EOTC Activities?

Inventory sample schools were asked to provide information related to who led the EOTC and how costs were covered as presented in table 3 below.

| School Type | Total Trips | Who Leads the EOTC Activity | | Costs covered by | | | |
|-------------------|-------------|-----------------------------|-------------------|------------------|-----------|----------|----------|
| | | Teachers | External Provider | Nil | Par/Stu | Grant | School |
| Primary n=10 | 55 | 37 (67%) | 18 (33%) | 17 (31%) | 19 (34%) | 13 (24%) | 6 (11%) |
| Secondary n=10 | 226 | 138 (61%) | 88 (39%) | 36 (16%) | 124 (55%) | 32 (14%) | 34 (15%) |
| Composite n=2 | 47 | 37 (79%) | 10 (21%) | 4 (9%) | 27 (57%) | 0.0 | 16 (34%) |

| | | | | | | | |
|-------------|---|-----------|-----------|--|--|-----------|-----------|
| | | | | | | | |
| Special n=1 | 8 | 1 (12.5%) | 7 (87.5%) | | | 5 (62.5%) | 3 (37.5%) |

Table 3: Who leads and pays for EOTC activities

As can be seen in the data above, more than 60% of EOTC activities in primary, secondary and composite schools were led by a teacher. For composite schools this was higher at 79%. The exception was the single special school where an external provider was engaged on all but one occasion. As teachers are one of the most important factors in determining quality learning and achievement (Hattie, 2009, 2012), it is noteworthy that the majority of EOTC events are led by teachers.

Costs were identified by respondents of the NEOTCQ as a key issue and will be discussed more fully in Chapter Four of this report. For the schools involved in the inventory phase of this study, the costs of EOTC activities were met in a variety of ways. In secondary and composite schools, costs were most commonly met by asking parents to pay (possibly through a 'donation'). There were some occasions where costs of trips were met by the school or other grant-based funding. In primary schools, there were a higher proportion of no-cost trips (31%) and a more equal spread of methods to meet costs (parents = 34% and school/grants = 35%). In the special school, all costs were met by the school or by grants.

Where is EOTC Taking Place?

| School Type | Total Trips | Distance from school (# of trips) | | | | Location* | | | | | |
|---|-------------|-----------------------------------|-----------|-----------|----------|-----------|-----------|-----------|----------|---------|---------|
| | | 1 | 6km-20 | 20-100 | 100+ | NP | RP/F P | M | UO/LGS | F | RC |
| Primary n=10 | 55 | 25 (46%) | 9 (16%) | 16 (29%) | 5 (9%) | 2 (4%) | 2 (4%) | 20 (36%) | 15 (26%) | 8 (15%) | 8 (15%) |
| Secondary n=10 | 226 | 47 (21%) | 60 (27%) | 77 (34%) | 41 (18%) | 21 (9%) | 32 (14%) | 97 (43%) | 54 (24%) | 17 (8%) | 5 (2%) |
| Composite n=2 | 47 | 24 (50%) | 12 (26%) | 6 (13%) | 5 (11%) | 0 | 2 (4%) | 30 (64%) | 11 (23%) | 3 (6%) | 1 (3%) |
| Special n=1 | 8 | 2 (25%) | 1 (12.5%) | 3 (37.5%) | 2 (25%) | 0 | 3 (37.5%) | 1 (12.5%) | 2 (25%) | 2 (25%) | 0 |
| * EOTC Location Key NP National Park RP/FP Regional or Forest Park M Museum, art gallery or similar F Farm/farmland RC Residential Camp UO/LGS Urban Outdoors / Local Green Space | | | | | | | | | | | |

Table 4: Where is EOTC taking place?

The data above shows that the majority of EOTC activities occur within 20km of the school (Primary = 62%, Secondary = 48%, Composite = 76%, and Special 37.5%). Secondary schools had more EOTC events that were further away.

For the 23 EOTC Inventory schools, activities took place in a variety of locations as indicated in Table 4 above. The most common location across all school types (except for the special school) was museums, art galleries or similar, followed by local urban greenspaces. Trips to national parks (which may be further away from schools) was less frequent.

2.7 Student Perspectives – Comments on EOTC and Camps by Interview Participants

All of the data already discussed are teachers' or school leaders' perspectives. Yet student voice is an important part of educational research and this study. This short section draws from several student focus group interviews to identify some of the different types of activities that were encountered in EOTC, with their perspectives on the value of EOTC discussed in the next chapter. One of the key areas that students identified was school camps. They also spoke about other shorter duration EOTC experiences that were typically focused on curriculum enrichment.

Outdoor Education Camps

The NEOTCQ and School Specific EOTC Inventory data presented in the preceding sections, indicate that a number of schools still engaged in outdoor education camps involving a variety or 'rotation' of activities. Although these camps were not always linked specifically to curriculum learning areas they did seem to have purpose in developing key competencies and were well liked by students.

Yeah we did do our school camp this year at [a camp provider]. That was, that was really fun. It was like three or four days I think and we did like experiences, things like rock climbing and like flying foxes that kind of thing. Like, and it was just like really fun but like you still learnt from it like, there were like specialist teachers that like taught you and stuff.

Interviewer: So what kind of things did you learn?

I learnt like how to climb, I learnt, I learnt a bit of socialising as well. I learnt a lot about some people that I didn't like. I didn't know that my best friend for six years was a rock climbing expert. (PS97, Student FG)

[At camp] we did a lot of activities there like trapeze and orienteering. And then...We went down a mud slide and stuff that was amazing. It was like really a whole like group thingy and we like in the morning and like in the night when we had to make lunch. Yeah we there stayed for four nights. (PS244, Student FG)

Interviewer: What does Education Outside the Classroom mean to you?

Camp and doing activities outside – basically getting a week to do fun stuff. This year for EOTC we did a week – one day we did from one side of Auckland to the other side – it was a big walk – and like each day we did activities around Auckland – what else did we do? Oh yeah, kayaking, rock climbing. (CS3, Student FG)

Interviewer: What happened on camp?

Umm, it was mostly just sports activities really ...Yeah, so we basically just got like transitioned between activities and so you might have gone out sailing and then maybe an environmental walk, and later rock climbing.

Did you learn any like, any curriculum stuff?

Don't really think so no. (IS28, Student FG)

Students' comments indicate that they had fun and saw value in camps that predominantly focused on a rotation of activities. Students could not always articulate learning that they gained from camps, but when they did, it most often fell into the category of personal and interpersonal skills. There were also occasions when subject curriculum focused learning in camps was highlighted as the following comment attests.

We are learning about Waitomo camp.

Interviewer: So what have you been learning about?

Tuataras, glow worms, we just learnt glow worms and we finished writing our cave study. We have learnt how they have been made and who was inside of the caves. We have also been learning about kiwis. (PS133, Student FG)

Curriculum Enrichment EOTC

In addition to the learning activities on camps, students shared examples of EOTC or field work that were associated with curriculum learning areas.

We learnt angles outside the classroom. Like so, we looked at the stairs, and saw it was a right angle ... And there was a like, I don't know what it's called, it was something 'Mathex', and we had our school first and then we went to wider one, and yeah. (IS28, Student FG)

And Year 9 last term we went to the refugee centre in Mangere. We went to go and help out and like visit them and play games with them and stuff. Just volunteered to go for one afternoon. . . And for Social Studies we did an overnight trip to Waitangi and we just learnt about the Treaty of Waitangi – like the history. (CS3, Student FG)

For Biology, we walk around the mountain.

Interviewer: And what do you do up the mountain that relates to Biology?

Counted different plants. (SS17, Student FG)

Level 3 Biology this year has been down to Wellington Zoo. The HOD Biology took us down on a couple of buses. And we had a Zoo guide as well who talked about evolution and how species have evolved and everything like that. . . It was a good way to learn, more interesting. (SS96, Student FG)

Level 3 Media Studies, we did a field trip down to the local cinema because as part of our studies we're doing civil rights and we got to go to the Event Cinemas and watch a movie that hadn't been released yet – it was general release like next week – and it was the Black Klansman, so that movie hadn't been released yet and it was all about civil rights in the 1960s and we'd been learning about that in class and we'd watched

films like Hidden Figures, Glory – all those sorts of films – and then we went to the cinema to watch this and then the people there got us to analyse and review the film and rate it. (SS96, Student FG)

We went on a [whole day] history trip to Riccarton Bush and Riccarton House which was pretty good to get primary information and stuff because we had to do a research folder for an internal and as aspect of it was primary and secondary education – like resources and stuff – and so getting a look at the actual place was really good. (SS52, Student FG)

These students' comments provide a 'snapshot' into the different learning areas and types of learning opportunities where EOTC is used to enrich curriculum, or as the EOTC Guidelines propose "bringing the curriculum alive" (Ministry of Education, 2016). It is important to note that there were numerous other examples of students talking about field trips as part of 'what they did' in EOTC.

2.8 Chapter Two Summary

Chapter Two of this report has provided insight into what EOTC activity is occurring in schools, how it is linked to curriculum, where and how EOTC is facilitated, and the various factors that influence the provision of EOTC. A key conclusion from this chapter is that EOTC is very much part of the fabric of schools in Aotearoa New Zealand with almost all participants in this study providing EOTC learning opportunities for their students. It is clear that some EOTC learning experiences in particular learning areas are more prominent than others. For example, camps are still prominent alongside other HPE activities, whilst curriculum enrichment trips to places such as museums, art galleries, and other urban areas like historical sites are common.

For the 23 schools that completed the inventory, the majority of EOTC activities and trips were facilitated by teachers and took place within 20km of the school. Costs for such trips were most often passed on to parents/caregivers, possibly through donations, with some trips having no costs (particularly primary schools) or being covered by school or grant funding. A prominent theme from the inventory schools was the way that EOTC was seen as a vehicle to develop the key competencies for students.

There are a number of factors that impact on the quantity of EOTC in schools. It appears that time constraints and workload, often but not always linked to health and safety procedures, are issues that can constrain EOTC. Other factors such as parent help, inability to charge compulsory payments, risk aversion, police vetting, and assessment pressures were issues for some schools and not for others, in almost equal proportion. The challenges schools face in relation to these factors are explored in more detail in Chapter Four.

EOTC provision is also supported by a number of factors. The EOTC guidelines appear to be effective in assisting the majority of schools and professional development related to safety management systems is perceived positively by school staff who have attended. There are however many schools that have not accessed that professional development opportunity. Community engagement, and to a lesser extent, sustainability and environmental learning appear to be factors that support EOTC. The most overwhelmingly supportive factor for EOTC was student engagement, which is discussed in detail in the following chapter.

CHAPTER Three: The Value of EOTC to Schools and Students

3.1 Introduction

From our first analysis of the NEOTCQ survey data through to the interviews with school leaders, teachers, and students, one of the most prominent findings has been the huge value that schools ascribe to EOTC. As clearly indicated in Chapter Two, and indeed by previous research (e.g. Haddock, 2007a, 2007b; Lynch, 2006; Zink & Boyes, 2006), EOTC is woven into the fabric of school life in Aotearoa New Zealand. This chapter unpacks and explores the value of EOTC through drawing on data from the NEOTCQ and the voices of educators and students through interview data. In doing so, we initially highlight the perceived importance of EOTC, before turning our attention to the four value themes that emerged from the data: Curriculum enrichment, student engagement, building personal and social skills and connections, and the value in a sense of something new.

3.2 Importance of EOTC

Given the findings in Chapter Two, it is not surprising that respondents to the NEOTCQ survey rated the importance of EOTC very highly as can be seen below.

96% of NEOTCQ respondents said EOTC was *extremely or very* important to their school
4% of NEOTCQ respondents said EOTC was *moderately* important to their school

This result echoes previous research about the significant place of EOTC in schools, and is supported by comments from survey respondents who placed immense value on the unique contribution that EOTC makes to curriculum learning. EOTC was seen to be,

hugely important for our students as 21st century learners (PS174, NEOTCQ), or regarded highly and a most important part of the curriculum in this school (PS320, NEOTCQ), and memorable and lasting, making an impact on the student. (PS83, NEOTCQ)

NEOTCQ respondents were asked more specifically about the importance of EOTC for helping to meet eight different school-related outcomes. Figure 10 below shows a more detailed breakdown of how participants viewed the importance of EOTC. Again, across the majority of school-related outcomes, there is a high level of agreement that EOTC is extremely or very important. When asked how EOTC contributed to certain outcomes in their schools, *personal and interpersonal development* was considered the most important (94% very or extremely important), followed closely by *curriculum enrichment* (91.5%), *developing Hauora/wellbeing* (90%) and *social/cultural/community links* (90%). Only the use of EOTC for *assessment* was considered less important (45% very or extremely important and 20% not or slightly important).

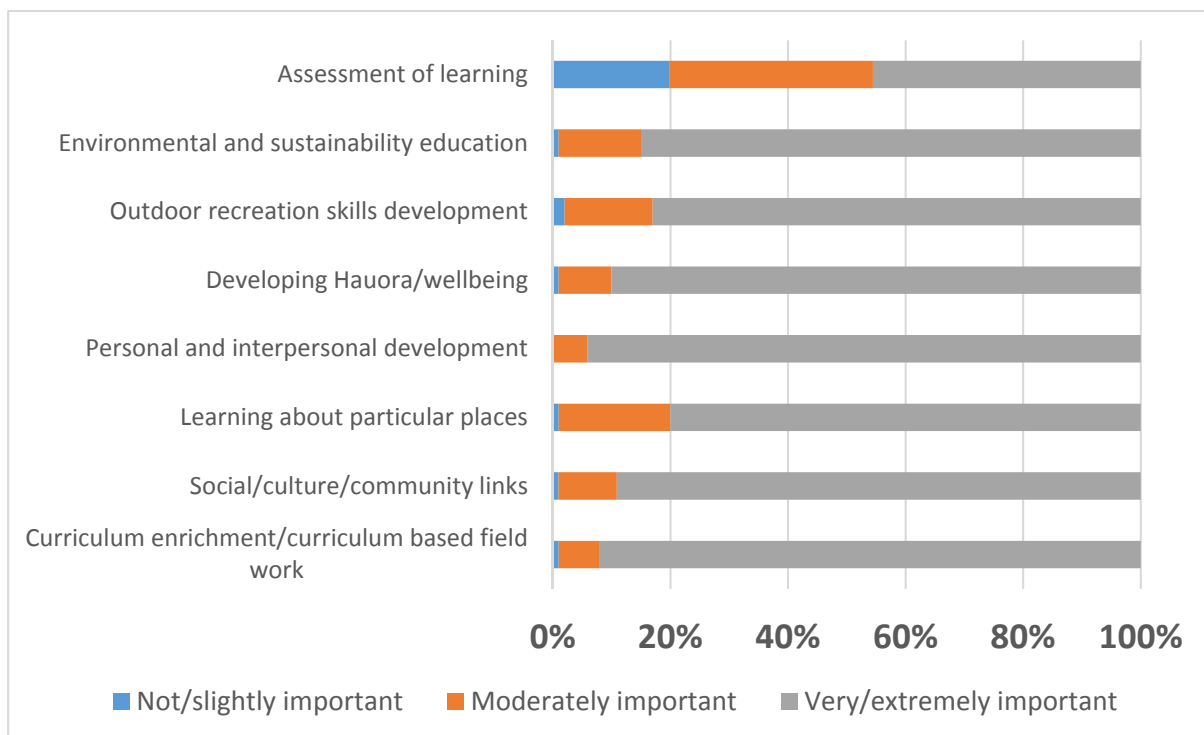


Figure 10: Importance of EOTC for meeting specific outcomes

Interviews with staff added further weight to the survey findings about the core place that EOTC has in school communities. For example, the value of EOTC was

the sure knowledge that it does enrich kids' lives and what you do in EOTC is also going to help the kids' learning in many areas. (PS2, staff FG)

Without [EOTC], you would just not get that depth of understanding, but also a sense of social responsibility post that. They are connected to whatever you study, and so you find that they will bring articles or they will have had conversations with people. So it's not just about an [assessment] standard, it becomes greater than that for us. (SS12, staff FG)

Such comments reflect the importance of EOTC from teachers' perspectives. Students also overwhelmingly expressed that EOTC was a valuable, valued, and an important part of their schooling and school life. The following comments from student interviews illustrate the enjoyment, learning, and personal and interpersonal development gained from EOTC experiences.

I think all the outdoor classes are definitely a highlight of the year...it's a highlight being able to get out of class and go experience different things. (SS96, student FG)

And you also get to develop your skills...and make friends with other people in your year group – like the whole tutor group and other tutor groups – and so you develop lots of skills, not just academic, just like everyday skills. And it teaches you to be resilient and work with people, and work in different environments. (CS3, student FG)

It's not just going out learning stuff...it's learning all those life lessons as well...we learnt so many important things without realising we were learning it. (SS52, student FG)

The student perspectives above highlight a variety of reasons why EOTC is important or valued by them including enjoyment, the provision of new experiences, building relationships and developing skills relevant to life. Analysis of all data from school leaders, teachers and students revealed that four specific themes about the value of EOTC: (i) curriculum enrichment, (ii) student engagement, (iii) developing personal social skills and connections, and (iv) the value in a sense of something new. Each of these interrelated outcomes is explored in the following sections.

3.3 Curriculum Enrichment

EOTC makes a significant contribution to curriculum enrichment including the provision of learning opportunities that are difficult to achieve in a traditional classroom environment. Curriculum enrichment featured prominently in the five words that NEOTCQ survey respondents noted as coming to mind when they thought of EOTC, with words about curriculum and key competencies learning the second most frequently mentioned. Furthermore, 92% of respondents saw curriculum enrichment to be a very or extremely important EOTC outcome. Qualitative responses expand on why this is the case.

We are a small school that plan for EOTC every year. We organise authentic learning experiences and tasks to ensure all of our learners can engage and learn from them...EOTC [is] the main driver of the learning throughout the year. We don't allow [barriers] to prevent EOTC from happening...only weather does that. (PS221, NEOTCQ)

We are delivering / bringing alive a curriculum that is relevant and valuable to [students]. (PS27, NEOTCQ)

In some school communities, the authentic and enriching curriculum learning opportunities that EOTC provided were so important that EOTC provision had expanded in recent years.

We are doing more EOTC than ever as teachers appreciate the value of authentic learning. (SS19, NEOTCQ)

With the emphasis on all children across the school having more authentic real life/real time hands on experiences to enhance and improve their understanding and learning across the curriculum we would say that EOTC experiences have increased as a whole. (PS15, NEOTCQ)

As with previous national and international research (e.g. Cosgriff et al., 2012; Fägerstam & Blom, 2013; Haddock, 2007a, 2007b; Learning and Teaching Scotland, 2007; Mannion, Mattu, & Wilson, 2015; Waite, 2010), staff and student interviews reiterate that EOTC is seen to offer “authentic”, “real”, and relevant curriculum enrichment.

There's a world of awe and wonderment out there, but to get the richness out of that, it takes connections, it takes noticing, it takes thinking about your own learning, and what you know already and how that's challenged in an EOTC experience...It's about getting back to the NZ Curriculum, the breadth of it, but also the richness of EOTC. I just think [EOTC] is well worth doing, because it makes learning richer for kids. (PS2, staff interview)

I guess you got to see it in the real world and not just down on pen and paper (SS96, student FG)

And you can see the point in going out and doing those kinds of things. Sometimes when you stuck in school doing stuff, you don't see the point in doing it. (SS61, student FG)

For some students, the sense that EOTC allowed for authentic and real learning appeared in part to be due to the contrast that was provided with traditional classroom spaces and teaching processes. The “real life” experiences that EOTC offered, not only allowed for “*easier understanding of abstract concepts than [in] a book*” (SS96, student FG), but fostered “*learning for the sake of learning, rather than learning how to pass an exam*” (SS1, student FG). Students valued experiences beyond the classroom for the stimulus and support given to their learning:

Just probably better understanding. Because if you go to some places of significance on the trip, then there's a reason that you're there – because it relates to the topic or there's something you have to do there. So if you're more visual and more interactive, you get a better understanding of why you're there – like what the learning is about. (SS52, student FG)

I think a lot of the classroom-based learning is about grades and results and kind of achievement-based learning and what you're doing outside of the classroom is more just based on what actually you are learning – the skills that you are doing and what you are trying to achieve as a group, other than individually. (CS3, student FG)

This key finding about EOTC's valued contribution to curriculum enrichment and authentic learning interlinks with the positive impacts on student engagement evident across all data.

3.4 Student Engagement

EOTC has a significant and positive impact on student engagement. 97.5% of survey respondents believed that EOTC improved student engagement and as already noted in Chapter Two, thematic analysis of the five words that schools identified when they thought of EOTC showed that words associated with student engagement were common. Furthermore, of all the comments related to factors supporting EOTC provided by NEOTCQ respondents, the most prominent theme was student engagement. Such prominence is not surprising given the “*different environment and different way of learning*” that EOTC offers, creating a “*fun factor*” (WS1, EONZ Teacher FG) that students find to be engaging and motivating.

Student commentary in interviews reinforced the powerful impact the experiential environment of EOTC had on their engagement and in bringing the curriculum “alive” in meaningful ways. EOTC was seen to be “*much more engaging and interesting...it lets you be creative...you are kind of just allowed to be yourself*” (SS24, student FG). For some this meant that you “*...learn more outside than inside...*” (PS114, student FG). Students also repeatedly noted they relished the opportunities that EOTC provided to be more responsible for their own learning. Having the freedom to draw their own conclusions from an EOTC experience encouraged students to explore areas of interest, or reinforced material that had already been learnt. The following comments from student interviews exemplify these benefits.

If you experience what you are learning about, I feel like you get a better understanding of it because you have a personal account of what's happened. You can have your own opinions of it. (SS61, student FG)

When we go on trips we have different guides and things, like we hear different stories and we're more involved and intrigued. (SS12, student FG)

Because you're doing it you're not just like, when they're telling you stuff it could just go in one ear and out the other, but when you're like put on the spot and you're immersed into that, then I think it's good. (SS12, student FG)

You understand it more because you have been out there doing it instead of just like, you know just watching or reading. It's kind of like things being your own word. (SS24, student FG)

I agree with that because like you're doing the same thing sitting in a classroom for the whole year, and then maybe for 2 or 3 days out of that you're doing something different. You remember that and that's like a good time in that classroom but if you do it every so often – like even a little bit more than what is happening now – it's just going to change it and you're going to remember things and you're going to learn it more and you're going to have more fun. (SS52, student FG)

The positive impact of varied, experiential, and sensory EOTC opportunities on student engagement was likewise recognised repeatedly by school staff. This impact appeared to be particularly notable when students needed to build on or recall information for additional learning or assessment after the EOTC experience. Some staff thought it was easier for students to draw on knowledge when they had personally experienced it and proposed that student motivation was enhanced when involved in EOTC. However, as two staff responding to the NEOTCQ noted, student engagement during EOTC was not necessarily a given, nor did it mean that focus was maintained on returning to school. The following comments illustrate these varied but largely positive perspectives on student engagement:

More often than not, they're more engaged and they want to be there and doing it; they want to learn things... unknown things that they haven't done before...they are just immersed in it, they can't help but learn. (PS133, staff FG)

The moment you take them away from school that ownership, responsibility and engagement in everything from them steps up. And so they see themselves in a different learning environment and as different learners. They get that full package of learning as opposed to rocking up to their class, taking out their Chromebook or pen and paper, and that one dimensional learning. (WS2, FG).

Ensuring that learning experiences aren't "just" fun but that the outcomes reinforce learning. Having a conceptual curriculum means these links are easier to make, but must be done thoughtfully and purposefully. (PS288, NEOTCQ)

Most students are focused on learning while on EOTC, however, transference of this attitude to school-based work is NOT guaranteed. (SS32, NEOTCQ)

Unsurprisingly, given the almost unanimous recognition of the positive impact on student engagement that was evident, EOTC often created and sustained powerful memories for teachers and students.

Definitely making memories as well- like in years you'll be able to look back at all these trips...it makes me want to do things on my own, in my own personal time, like go outdoors. (SS12, student FG)

It [EOTC] brings way more enjoyable memories and yeah, that's what I remember about school. (SS12, student FG)

It is just what we have all said, it is just so valuable to have that for the kids. It is what kids remember. You could ask the kids down the track what do you remember and they will talk and talk and talk about... (SS5, staff FG)

Well if you think back to your own schooling, you know, the things that you remember are those trips outside the classroom. You know all those days in the classroom tend to run into each other and there's a few memories here and there, but those trips away stay in your memory, they, they, because you're keyed up for it, you're excited about it, it's something new, fresh, different. (LEOTC2, interview)

You talk to anyone and say what do you remember from school, they'll talk about the outdoor experiences, they won't talk about . . . the time in classroom . . . 'I had a really fun chemistry lesson once' . . . they might say that if you blew something up but that's kind of it. They'll tell you about their camps, and their outdoor things and the biology field trip, the journey whatever it is. That's what they'll talk about, that's the things they remember, that's the things and that's what engages them. (SS7, staff FG)

The above comments speak clearly to the powerful and memorable ways that EOTC impacts on student learning and how such experiences often stay with students throughout their life. Such memories were also noted to strengthen and reinforce social connections and a sense of belonging for some students. These valued outcomes are discussed in the next section.

3.5 Building Personal and Social Skills, and Connections

As with previous research in Aotearoa New Zealand (e.g. Haddock, 2007a, 2007b; Zink & Boyes, 2007) and internationally (e.g. Breunig, Murtell, & Russell, 2015; Fägerstam, 2014; Scott, Boyd, & Colquhoun, 2014), the opportunities that EOTC affords for personal and interpersonal development including relational skill building, was widely apparent across all data. In the NEOTCQ responses, schools saw *personal and interpersonal development* as the most important outcome (94% very or extremely important) that EOTC contributed to, followed closely by *curriculum enrichment* (91.5%), *developing Hauora/wellbeing* (90%) and *social/cultural/community links* (90%) (See Figure 10 earlier in chapter).

The impact that EOTC had on the development and deepening of relationships was a very common thread in staff interviews. For many staff, the “alternative” EOTC learning environment and the interactive and team-focused pedagogical approaches that were more ‘naturally’ employed, encouraged students to work together closely, connect with different students, and practice different social skills and behaviours than when in the classroom. EOTC was also perceived as being less time pressured, allowing students and teachers more opportunity to have informal conversations and interactions beyond those directly related to learning. These relational outcomes are evidenced in the following observations from school staff.

Because a lot of it is around the teamwork and I think a lot of it is cementing the culture of the way that we do things here in this school. You know, that whole team approach and working with each other and those kinds of elements are incredibly important and incredibly important once they go out of school as well. That whole being able to function as a team in a wider work setting and things like that. (SS61, staff FG)

...it's about finding their tribe, their community...they are a small group and they have got each other here but it's great to see that actually they are just a small group of a bigger group if you like, yeah. (SS24, staff FG)

There's also big social collaboration. Kids who go on field trips and go on trips like that actually are – they communicate, they talk and share ideas. (SS52, staff FG)

The relaxed environment and dynamic that often occurred between staff and students during EOTC experiences helped staff to learn more about students and to develop a holistic picture of those they taught. In turn, teachers thought students began to see teachers as more 'human', creating staff-student connections that supported relationships and learning back in the classroom. This helped teachers' provision of more individualised and effective support for the students in future lessons and experiences, as well as a sense of a more equal relationship between teachers and students. The following observations are representative of staff comments:

I also find that I've been away with my Level 3 class for 3 days, on academic content, the interpersonal relationships is so much improved and they would feel far more at ease asking questions" (SS96, staff FG)

They see each other in a different light and they us in a different light as well. And some of that is that intangible stuff about being outside of the classroom environment...Also you get to see a different side of them. They get to show a different side of themselves as well and that's really positive for them and it makes a difference to their relationship with their peers too... when you come back from a trip often they're more comfortable in approaching – they feel, maybe it's a bit of trust, a bit of understanding, things like that – they feel more confident around you as well in sharing things with you. (CS3, staff FG)

I guess, an element of camaraderie. You can accomplish things with kids and the programmes we have, above and beyond what you could ever accomplish with kids in the classroom. (SS61, staff FG)

When you go on a visit somewhere else you, you just see different perspectives of people don't you, people kind of give themselves leeway to be something slightly out of the norm and I think that is one of the dynamics that happens in EOTC. (LEOTC6, interview)

For some staff, the shared nature of EOTC experiences also offered the potential to strengthen and enhance professional relationships with colleagues.

I also think it's about that shared experience. We all get on and like each other as staff but actually I know that if I went on camp with any of these women, or went on a trip with any of these women, we would have a different relationship after that because it's a shared experience. And so regardless of what the EOTC event is, there is that shared experience – it gives you then that shared history – those in-jokes, those

remember when's that actually then foster that friendship. So even without it being a purpose of the activity, it's an outcome. (CS3, staff FG)

Relationship development with peers, friends, and teachers was likewise commonly raised in student interviews. From students' perspective, EOTC tended to encourage a more relaxed learning environment that supported the development of social relationships. Like staff, students acknowledged there was time and space to interact with different people than they might normally do so in their everyday classes and school life.

I find that with outdoor trips you get to know your class better as well. So when it comes back to group and team projects, you can interact better. Because if you were outdoors and on camps there's a lot of activities that are also learning but you're in groups doing them, so it's a lot of team building and getting to know your class. But if you're just in the classroom for the whole year, you're in your separate table groups doing your own thing and you don't connect with the other people. (SS52, student FG)

When you go in to class you just go and sit with your normal group that you sit with every single class time...and not talk to anyone else but then when you are out of the classroom you are not in that environment anymore so there is no place that you are like usually go and just sit with your group...everyone's in the same place and so everyone's like talking and working together. (SS24, student FG)

That's the thing and if you are outside, you might have an outdoor activity you have got not just that one hour, you have got the time to kind of actually talk to new people...interact with new, other people. (SS1, student FG)

I think when you are outside the classroom it kind of exposes who is really there for you and so when you get back into the classroom you know who you can count on and who you can't. (CS3, student FG)

The chance to develop relationships with different people also extended to the opportunities that EOTC afforded for students to get to know their teacher as a 'real' person.

Even to know the teachers outside the classroom as well, because otherwise you just come to school and you go at the end of the day but when you go away on camp you spend a whole week with them and get to know them as like a person rather than just a teacher...And you know that they are different and you are not as scared of the teacher once you know them... (SS61, student FG)

However, several students and focus groups mentioned that the more intense social nature of EOTC could be challenging to their sense of self or overwhelming at the time.

For me like I kind of felt a bit kind of alone because I felt like everyone was feeling confident and stuff and I didn't feel able to talk to the teacher. (SS24, student FG)

Well like if you were afraid of doing something but you feel like you should do it because in that way you are learning but...sometimes you feel the pressure to push yourself... (SS24, student FG)

These perspectives, from both students and teachers, reveal just how significant EOTC experiences can be in helping develop connections between students and between students and teachers. As connections are being cultivated, students often learn about themselves and develop personal and

social skills which are so valued and reflected in the New Zealand Curriculum Key Competencies. We now turn to consider the fourth valuable outcome of EOTC that emerged from the data, providing a sense of something new.

3.6 Value in a Sense of Something New

It's something different. It's a different place and it's something they can talk about with their friends or their family. I do think that it just opens their eyes to another world view often, especially in this context. And it's something that they will remember... (LEOTC3, interview)

EOTC was identified by teachers and students as offering something new compared with typical school learning. As discussed earlier when considering the positive impacts of EOTC on student engagement; the unique, sensory, and varied character of many EOTC learning environments appeared in part to explain the sense of freshness and newness that EOTC generated. Many students spoke of the way learning outside the classroom sparked an unbridled sense of curiosity and helped them to expand their awareness of possibilities of what was “out there” in the world beyond school. The different interactions between staff and students during EOTC and an adoption of alternative roles that supported student independence, further complemented this sense of newness.

The value of the fresh opportunities that EOTC offered was echoed throughout all data sources. Some schools purposefully utilised EOTC to expose students to environments and experiences that were different from those encountered in everyday life. This was considered important to developing students’ understanding of themselves and the world around them (Herrick, 2010), which for some staff was a pivotal role of education. The educational and social benefits of moving students beyond their “little bubble” and being in environments different to those in their hometowns are illustrated in comments made in the NEOTCQ and staff interviews:

School camps giving our students experiences that they will most likely never get in their life is a reason we continue to break down all the mentioned barriers. (PS8, NEOTCQ)

And you know, a lot of these students don't really get the opportunities with their family, so we try and provide it with school and try and promote it because it may be the only time they get the chance...if they do it here they might continue in their adult life. (SS5, staff interview)

A: So it is nice for them to have those different experiences at different places.

B: And even like just to play in the mud, touch the mud where a lot of our girls don't know what it's like to, we have a mud run...And things like that and they don't know, you know you have literally got to hold their hand and...play in the mud and they love it or they say oh my parents say I am not allowed to play in the mud and I'm not allowed to get dirty. And so we go with them. (CS9, staff FG)

One of the things that I am really mindful of is their part in the world. So one of the things that going on a trip shows them is that they don't just live in this little bubble...wherever they go beyond where they live, shows them and sort of connects them with the wider bit. It sounds a bit naff when I say it like that, but you know it is,

there's other people they'll meet, they'll see other things. You know if they go to the museum for example, there'll always be other school groups there, and one of the things that they always notice is the difference between our school group and their school group, and like just things like that.... (PS114, staff FG)

But going out or to one of the gyms in Hamilton that are sort of leaders in adolescent athletics development and seeing other Māori from small towns in there, personal training and running the programmes and teaching them. All of a sudden they can see themselves in that environment...that's what it's about. (SS132, staff FG)

In this way, EOTC supported students to expand their worldviews and potentially fostered community connections. Social, cultural and community links were in turn identified by approximately 90% respondents in the NEOTCQ as being very or extremely important.

The benefits that staff saw in new and novel EOTC environments were similarly seen as important by many students. EOTC stimulated students' feelings of excitement and wonder and was a welcomed break from the regular school routine. Many of the students' interviewed considered EOTC was more enjoyable and exciting than classroom learning due to the unpredictability of the learning experience and the possibilities for subjective and independent learning. This sense of newness also heightened students' anticipation about the potential of uncovering new knowledge or learning something about themselves.

Like when you are in a classroom you kind of, in my opinion you are kind of just like stuck in there...you are not really able to learn more than what you're given. But then [in EOTC] you can have your own experiences, and everyone has their own. (SS24, student FG)

It's a good opportunity because they may not be able to get out there...There are a lot of kids in town that would be like...they've never even been to [the National Park] and it's two hours up the road. (SS61, student FG)

Umm, it's just like something that you don't normally do every day, and it's nice just to get out in the environment. (IS28, student FG)

You can try something again and again that you don't normally do. Like even the cross-country skiing...it is probably something that I would never, ever do if I didn't go to camp. And I actually quite enjoyed it, so it might be something I would do again. (SS61, student FG)

Variety in the location of EOTC experience was also important to some students. Interestingly returning to the same location was perceived as less enjoyable by many students, as the outcomes were more predictable and some viewed the learning potential of a specific location or topic to be finite.

I think that being somewhere new is part of the whole experience and the learning and pushing your limits – if it's somewhere you've already been before it doesn't feel like you're learning or engaging as much in the activities. (CS3, student FG)

We always go to the same place, like three times if you have been at the school long enough. It can sometimes get boring when you are at the same place every time and so we want to go to different places that also help us with our learning. (PS97, student FG)

We go to camps from Year 4 to 8, they're all at different places and I presume that's just because if you went to the same place for 4 years in a row, you wouldn't really be learning anything. If you only go once, you learn a lot. The second time you learn a little and then less and less and less. (PS108, student FG)

The student comments above reflect how a sense of something new can keep learning interesting and engagement. There appear to be links here to one of the previous themes that focused on the value of EOTC for student engagement. Perhaps a key feature of that engagement is experiencing a sense of something new.

3.7 Chapter Four Summary

As this chapter has illustrated, EOTC is highly valued by staff and students in Aotearoa New Zealand. EOTC is seen to be vital to curriculum enrichment, student engagement and learning, and to make an important contribution to developing social skills and relationships. The unique opportunities that EOTC provides for students to explore their interests, experiment with different ways of behaving or interacting, and to have greater control of their learning were valued by staff and students alike.

CHAPTER Four: Challenges to the Quantity and Quality of EOTC

4.1 Introduction

From prior chapters it is apparent that EOTC provides a rich experiential learning context for schools across all subjects. It enables invaluable, authentic, real world, engaging, and often unique or novel learning opportunities for all students. Yet the data across all phases of this study also point to a number of challenges or pressures that schools and their communities face in providing quality and equitable EOTC opportunities. As seen in Chapter Two of this report, there was variation in the way that NEOTCQ respondents rated the impact of eight factors on the quantity of EOTC. Although there was slightly more agreement that *time constraints* (49% agreement), *paperwork and workload* (44% agreement), and *health and safety legislation* (45% agreement) other factors such as *assessment pressures*, *difficulty in getting parent help*, *risk aversion*, *police vetting*, and *inability to require compulsory payment* had almost as many schools seeing these as problems as those that did not. It is clear from this data that challenges to the provision of EOTC are not shared equally across all school contexts.

In addition, NEOTCQ respondents were invited to provide any comments related to factors influencing the quantity of EOTC. The thematic collation of these 313 qualitative comments is shown in Table 5 below. As can be seen, costs and resourcing, staff competence, time constraints and health and safety regulations attract the most number of comments.

| Theme | Number of Comments |
|--|--------------------|
| Cost and resourcing | 124 |
| Competence/Quality of People | 82 |
| Time constraints/curriculum delivery/paperwork | 37 |
| Health and Safety regulations | 28 |
| Assessment Pressures | 15 |
| Location | 10 |
| BOT/senior leaders more risk averse | 10 |
| Police vetting | 7 |

Table 5: Factors influencing quantity of EOTC - Qualitative themes

This chapter explores in more detail how schools experience challenges to EOTC provision by drawing on the quantitative and qualitative data in the NEOTCQ and interview data with teachers, school leaders and some LEOTC providers across Aotearoa New Zealand. In doing so, this chapter also looks at some of the ways that schools are impacted by challenges to EOTC.

4.2 Challenges with Costs and Resourcing

Although costs and resourcing was not one of the eight factors specifically measured in the quantitative part of the NEOTCQ, it was the most commonly stated qualitative concern, with 124 survey respondents making comments related to costs and resourcing. Increasingly, schools have had to manage a large number of pressures and often competing priorities with a finite budget creating challenges for school leaders (for example see Irwin, 2015). While at times costs can be

offset by donations from caregivers/whānau, financial constraints remain foremost in many EOTC coordinators' and school leaders' minds, as reflected in the quotes below.

[EOTC is impacted by] cost of transport, traffic, escalating charges at venues, booking pressures due to higher population,... teachers unable to subsidise as much due to ludicrous rise in cost of living [relative] to salaries... 9 years of funding cuts, building density increases decreasing outdoor spaces in Auckland...(PS229, NEOTCQ)

Money! Cost of camps is quite prohibitive for many families, as we now need to pay for specialist services to deliver many of the traditional camp activities - PS282

Budget constraints have an impact on the number of opportunities that can be organised. I.e. transport costs. - PS168

Such sentiments are synonymous with many comments relating to cost made by school leaders or teachers. Interestingly some students also identified cost impacting EOTC. For example, when asked why their school didn't have as much EOTC as they would like, a primary school student responded "cost – things like bus trips" (PS254, student FG). A secondary student also commented, "[cost] determines if you can go or not sometimes". (SS24, student FG).

The following subsections dig a little deeper into costs and resourcing through looking at school communities and decile, transport, relief, outside providers, and responses to escalating costs.

Community Resources and Decile

Given cost was such a prominent theme in the qualitative data, the research team were interested to see if and how decile, as an indicator of local community resources, impacted on EOTC provision. Analysis of quantitative NEOTCQ data shows there is no conclusive evidence that decile rating had an impact. Yet it is evident from qualitative data that covering costs for EOTC may be more difficult for low socio-economic families and communities, although this is not always represented by decile rating of schools (i.e. there are students from low socioeconomic families at a wide range of school deciles).

There was some evidence to suggest cost and resourcing was less of an issue for high decile schools. For example, the inability to charge donations was less of an influence on quantity of EOTC for decile 8, 9, and 10 schools than it was for mid to low decile schools (see Figure 11).

Analysis of the 124 qualitative comments that referred to cost as an issue show that decile does not seem to make a large difference in EOTC quantity or provision. Surprisingly the highest number of cost related comments came from decile 7 schools and there was a relatively even spread across all deciles except for decile 9 and 10 which had slightly fewer (see Table 6).

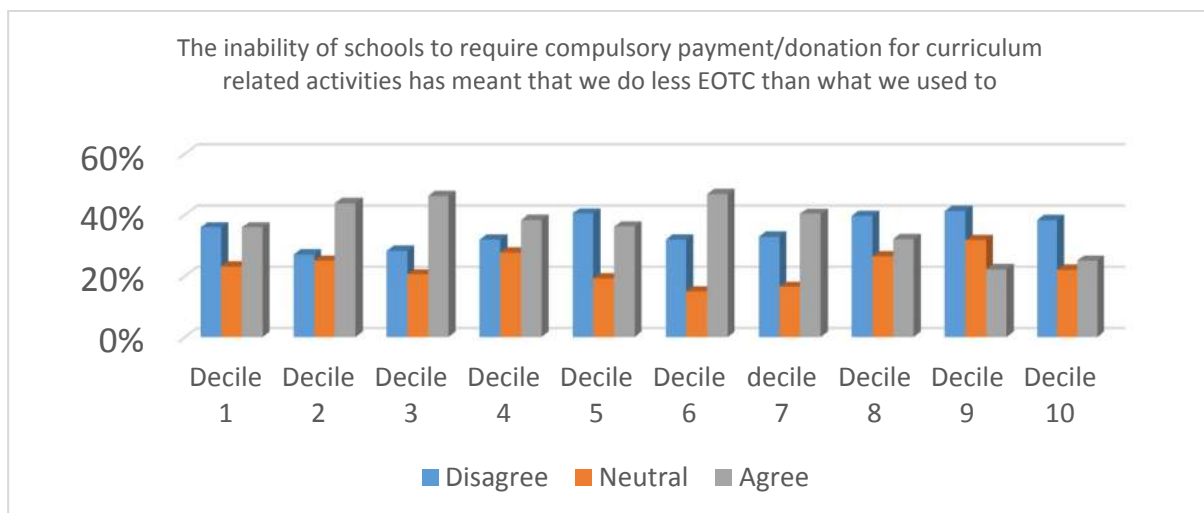


Figure 11: Compulsory payment impact on EOTC quantity

| Decile | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---------------------------------|----|----|----|----|----|----|----|----|---|----|
| Number of Cost Related Comments | 14 | 14 | 13 | 13 | 11 | 12 | 16 | 13 | 8 | 8 |

Table 6: Count of comments related to cost

An interpretation of the data in Figure 11 and Table 6 seems to be that cost and resourcing appear to be an issue regardless of decile rating, except perhaps for higher decile (8 – 10) schools. This finding is supported by many of the qualitative data quotes (which in this section are presented with decile rating attributed).

New Zealand people over all rate EOTC highly; however the gap because of cost means the very students who do not have the experiences at home are less likely to come on school EOTC activities These students often make excuses not to attend but if you dig deeply it is the cost rather than the excuse given stopping their attendance. (PS250, NEOTCQ, Decile 3)

Low income of families has a bearing on EOTC. (SS74, NEOTCQ, Decile 5)

Cost is inhibitive for some families. (PS259, NEOTCQ, Decile 7)

Personally I work very hard to maximise experiences while minimising costs, yet still I have been maligned on social media! Having to fund the total cost means we may have to cancel camps. We must bus our students to all EOTC beyond our natural environment. \$ 6 per child to bus even to our local pool means we have even had to cancel our swimming programme. No extra funding was given to compensate. (PS240, NEOTCQ, Decile8)

Funding. Poverty. Ability of parents to pay has a major impact on the amount of EOTC we do. Even if we could make it compulsory to pay we would still struggle to get payment from many families. (PS137, NEOTCQ, Decile 4)

Funding - Fundraising in low socio communities is difficult. (PS285, NEOTCQ) decile 1

There is much to unpack in the above quotes. For these schools from a range of deciles, there are multiple cost related issues, from the ability of parents to pay and excuses that might be made for not being able to cover costs, to schools having to cancel trips or students missing out on EOTC experiences. It also appears there are particular cost-related issues, and in turn equity considerations, with low socio-economic communities and families as reflected in the comments below.

Being a Decile 1 school means our community are not financial and find it very hard to support their children with EOTC activities. (PS186, NEOTCQ, Decile 1).

Fundraising for major events as we have in the past is now difficult. We are a low decile school and our students should look forward to activities that students in high decile schools would call 'everyday', but we need to raise money as the operational grant is diminished. Without funding we are dead in the water without even starting at the start line. It is an equity issue. (PS310, NEOTCQ, Decile 2)

By contrast, the following quotes from two high decile schools speak to the community support for EOTC:

As a private school we do not have problems with payment for activities. (CS3, NEOTCQ, Decile 10)

We are lucky that the community supports EOTC very strongly. (PS199, NEOTCQ, Decile 9)

Equity is a key issue for education in Aotearoa New Zealand, identified by the Education Review Office as the number one challenge facing the New Zealand education system (ERO, 2020). Clearly EOTC related equity issues occur because costs are passed onto parents / caregivers / whānau, who may not be able to afford such costs. The affluence of the community from which a school draws its students plays a significant role in financing EOTC, yet cost concerns were common to schools across the decile spectrum. The recent initiative by the Ministry of Education to provide decile 1-7 schools with \$150 per students in lieu of schools requesting donations, has brought into the spotlight the legal and ethical considerations for schools related to charging compulsory payments or even asking for donations for curriculum based learning experiences. There is not room here for a full discussion of this issue, however, it is useful to note the recent position statement released by Education Outdoor New Zealand (EONZ, 2019), which reinforces the right to “free primary and secondary education at every State School in Aotearoa New Zealand . . . [and] that access to quality EOTC learning experiences through current practice of fees, charges and donations is not equitable” (p. 1).

Challenges to EOTC provision related to cost are not just about community or family/whānau resources or decile ratings. There are other complexities such as location that contribute to such issues.

Location and Transport Costs

Taking students out of the classroom and often some distance from the school requires transport of some kind. One of the most frequently mentioned cost related issues by NEOTCQ respondents was transport, particularly the expense associated with hiring buses:

The cost to hire buses is the worst aspect of planning an EOTC event. (PS166, NEOTCQ)

Costs of doing EOTC has increased tremendously, most of our fundraising is generally spent on paying for the bus. (PS206, NEOTCQ)

FINANCIAL RESTRAINTS!!!!!!!!!!!!!!!!!!!!!!!!!!!! BUS COSTS - this is a MASSIVE factor and MUST be rectified ASAP. This has a direct impact on us going on trips. (SS71, NEOTCQ)

These three quotes are indicative of the sentiments of other participants and highlight the financial burden of transport as a significant concern for school leaders, EOTC coordinators and teachers. Interestingly, LEOTC providers also commented on issues associated with transport costs.

I had a school that were decile 1 that ended up cancelling their trip, because they didn't have enough money come back for the transport, because we do offer a free visit for deciles 1-3 to kind of overcome that funding issue for them, but then they still need to fund the transport, so yeah that's definitely another. (LEOTC5 Interview)

By the time they got the public bus here they'd need to be going back! (LEOTC 5 Interview)

They can get around the costs of the bus by getting parents to bring them in. (LEOTC 2 Interview)

LEOTC centres appear acutely aware of, and concerned about, the impacts of transport costs to their programmes. As indicated above, many have explored other options like using public transport or by having parents provide cars, to mixed effect.

Transport costs are complicated and can be magnified by the location of schools. For rural school leaders who responded to the NEOTCQ, it appears that this was a particular challenge.

Distance for our rural school (that is 30mins from the City). Extra costs of travel and low decile home environments. (PS213, NEOTCQ)

Our location - distance. Distance equals increased cost, less opportunities for visitors to come. (PS228, NEOTCQ)

We are in a small town in the South Wairarapa. Transport is the most prohibitive expense for us, and the time taken to travel. The cost of teacher relief is also a huge drain on budgets - at \$305 per day from curriculum budgets, it's a toss-up between buying learning materials for the classroom or a day out. (SS23, NEOTCQ)

These comments reflect the difficulties associated with increased transports costs based on location. Notably the final quote from SS23 also highlights the costs of relief teachers as another challenge to EOTC which is discussed in the next section.

Cost of Relief Teachers and Outside Providers

Comments on people related costs such as covering staff who are away on EOTC trips, paying for specialist outside providers, or even upskilling teachers to be able to lead some EOTC activities adds insight to the challenges that resourcing EOTC presents.

...availability of and payment for relief staff to cover any classes not taught when staff are out on EOTC. (SS106, NEOTCQ)

Resourcing for staff relief and availability (SS123, NEOTCQ)

We are a small rural Area School (Yrs 1-13) and our biggest issue is a lack of people resources. If we have to have 2 staff members on trips our challenges are around covering classes (we only have 2 relievers and they aren't always available . . . So people resources are our biggest challenge. (CS24, NEOTCQ)

As these comments reflect, people resource challenges can be represented in both the costs of relief teachers and just finding available people. Some schools choose to offset or avoid relief costs by using other colleagues to cover classes which presents other challenges.

Our school policy on relief - if you want to do EOTC and will be away for a class, you need to find internal cover - one of your colleagues to cover you. Ridiculous rule but has had a hugely negative effect on the amount of EOTC offered. (SS80, NEOTCQ)

As revealed here, reducing costs in this way may be more restricting of EOTC than the financial burden of relief. When teachers are so mindful of trying to avoid overloading each other, they may opt to reduce EOTC to protect their colleagues. It also appears that the various costs associated with paying outside providers such as camps and other specialists is constraining the opportunities for EOTC.

Money! Cost of camps is quite prohibitive for many families, as we now need to pay for specialist services to deliver many of the traditional camp activities. (PS282, NEOTCQ)

Many places have set costs for meals etc. and base camp trainers for each activity are required. This increases costs and, for our whānau, the cost of camps and outdoor ed experiences is prohibitive. (PS256, NEOTCQ)

Having to pay for the training / qualifications of our staff to provide safe instruction of our students. Either that or you're having to pay megabucks for outside providers. (SS59, NEOTCQ)

These quotes show that residential camps and EOTC activities requiring specialised staff, training and/or qualifications also contribute significantly to costs. We recognise that some forms of EOTC are more expensive than others. This raises questions for the research team about the nature and scope of EOTC activities, in particular residential camps, and how schools manage costs associated with these. Resources such as *Re-visioning School Camps* recently released by Education Outdoors New Zealand (Papprill, 2018) also support creative approaches to rethinking school camps in ways that are more affordable or manageable.

Managing Cost and Resourcing Challenges

Schools must operate within a finite budget which means that EOTC expenses and benefits must be weighed against other pressing priorities including staffing, facilities, and teaching materials. The implications of resource challenges means schools have to respond in various ways to manage and/or mitigate things such as rising costs. For example, the leader of primary school PS240 described “*we have even had to cancel our swimming programme*” due to the bus costs. They also noted that “*having to fund the total cost means we may have to cancel camps*”. Cancelling trips was also identified by other NEOTCQ respondents and interview participants as exemplified in the secondary school staff focus group quote below.

We’ve actually had a trip just recently canned because the contributions didn’t come in and you can’t afford to [allocate department funds to subsidise the trip] budget. Like [name] said you can’t afford to budget, you can’t afford to pay half the cost of the trip to somewhere out of the Science budget or ‘Johnny’ can’t pay half of the History trip to somewhere. (SS52, staff FG)

Cancellation of an EOTC event is an obvious way to manage costs, yet as the previous chapter on the value of EOTC so strongly indicates, this is not a preferred option for schools because they see EOTC as so important for their learners and teachers. Some schools look to other ways of managing costs such as rationalising programmes or using more local environments.

Cost is a large factor so we have rationalised our Y7 -10 programme, and go off-site and over- night in alternate years. (CS10, NEOTCQ)

Every week we use our local environment. Then each term we do specific trips e.g. beach day, bush day, monument day- bus to get there. (PS287, NEOTCQ)

These comments show ways to reduce more costly EOTC by either only providing over-night trips in alternate years, or through targeting particular EOTC trips once per term supplemented by a range of local and therefore lower cost opportunities on a weekly basis. There are other approaches to managing costs such as fundraising, giving parents plenty of warning about costs, and subsidising EOTC from Board funding.

We refuse to stop providing EOTC activities for our students. We try not to place a financial burden on our parents and we do give them a lot of warning about coming events - the Board also subsidises these heavily. (PS16, NEOTCQ)

We need to make sure we do extra fundraising to cover increased costs. (PS67, NEOTCQ)

Our community fundraises knowing the school plans the EOTC as the main driver of the learning throughout the year. (PS221, NEOTCQ)

This sections shows clearly that financial resourcing and costs are significant challenges for the provision of EOTC in many schools, regardless of decile. A few schools seem to have no issues with EOTC related costs and others have adapted through developing creative and diverse solutions. It is clear that for some schools rising costs are reducing EOTC opportunities, and that this is amplified in

schools and communities with the least resources. This raises concerns about equitable access to the rich and authentic learning that EOTC offers.

4.3 Challenges with Human Resources

The need for schools to staff EOTC with people holding the requisite skills to meet the needs of learning (including the health and safety requirements associated with learning), was apparent in comments from 82 respondents. The importance of well-trained teachers with the competence and experience to plan and manage EOTC experiences was frequently expressed. Many schools were well served with teachers capable of leading EOTC. Yet, it appears for many other schools there was an issue with the lack of teacher capability.

The practical abilities of our staff - fewer of our staff have the knowledge and confidence to take their class to outdoor settings. (PS46, NEOTCQ)

The ability of teaching staff to deliver quality EOTC programs. They lack the necessary outdoor skills and physical fitness. (SS37, NEOTCQ)

[Lack of] teacher experience in being able to plan and implement an EOTC experience. (CS25, NEOTCQ)

... an ageing staff that can't go up the mountain anymore, because we don't have the skills ... (SS96, staff FG)

... teachers who can competently manage EOTC experiences [is an issue]. (PS309, NEOTCQ)

... lack of resources and trained staff for more technical trips. (CS23, NEOTCQ)

Aging staff, less motivated, also not wanting to do overnight experiences. (CS9, NEOTCQ)

These comments are representative of many more which point to the difficulty in finding competent and experienced teachers to lead EOTC activities, particularly if those trips might involve technical components. In addition, excessive workloads and work conditions impact staff confidence and competence. A number of staff members identified the workload issues created by running an outdoor programme, especially residential camps. Many additional hours are needed in the planning and implementation phases and teachers regularly sacrifice their own family and leisure time. A return to the classroom can be challenging with logistics to tie up, compounded marking and administrative tasks, and teaching and other planning waiting to be completed. These factors influence staff enthusiasm and availability.

When I run a Year 13 camp I do it Friday, Saturday, Sunday, Monday so I reduce the relievers cost, so I'm giving up my weekends...You know I'm doing all this valuable stuff, I'm working my arse off. (SS7, staff FG)

You need to find another staff member to go with you and you need to set relief for the classes that you are not there for. (EOTC Focus Group WS3)

Staff are no longer available to do EOTC due to the massive impact on their time. (SS5, NEOTCQ)

Teacher burnout ... lessens opportunities to take kids out. (SS12, NEOTCQ)

Work pressure on staff means they are less willing to give up time ... (SS46, NEOTCQ)

You don't sleep on camp if you are in charge of it. We are also asking them to spend hundreds of hours planning them, particularly when you start a new camp. (SS17, staff FG)

In order to maintain a high standard of programme, many Boards encouraged in-service training and professional development of their staff to manage the school's need for quality educators. The cost factor to train specialist staff was recognised as an impediment:

Having to pay for the training / qualifications of our staff to provide safe instruction of our students. Either that or you're having to pay megabucks for outside providers. (SS59, NEOTCQ)

Where appropriate people were not available, schools often employed the expertise needed from external providers:

Obviously quality and availability of trained personnel makes a difference so we either pay them or train them. (PS239, NEOTCQ)

Teachers don't have the skills anymore so we employ providers to do everything. (SS125, NEOTCQ)

We hire a kayak guide which costs \$500 a day so we only use him for one day, I'd like to use him for five days or you know. (SS17, staff interview)

The above quotes are primarily linked to some of the more technical or outdoor pursuit focused EOTC activities where teachers may not have the time, inclination, or ability to gain or maintain specific qualifications. In such instances the use of outside providers seems common. In the relatively small phase two inventory database, the lead role in school trips was conducted by teachers for 64% of the trips and by private providers for 36%. Teacher influence was marginally stronger in primary schools (67%) than secondary (62%). For this sample of schools there is still clear impetus for teachers leading EOTC events yet there still seems to be value in utilising the skills and experience of outside providers for some EOTC.

Where appropriate staff were not available, schools often find ways to manage the deficit by funding or employing qualified staff.

Luckily I have a board who have agreed to ensure trained personnel are available so consider paying the qualified practitioners as a cost to them, not the students. (PS239, NEOTCQ)

Enthusiastic staff are required, so we only hire those interested in furthering their EOTC skills. (PS239, NEOTCQ)

Competent staff also have spin-off effects in developing more trust from school leaders and Boards.

More qualified and competent teachers in the outdoors and EOTC environments is the key to instilling trust in our board and senior management. (SS117, NEOTCQ)

As this comment reveals, the need to have qualified, competent teachers to lead EOTC is essential. Both initial teacher education and in-service teacher professional development is crucial to developing skills and knowledge in this area. Professional learning and development (PLD) for current teachers is mostly provided by Education Outdoors New Zealand (EONZ), for example, their *EOTC Safety Management System* workshops and the recently released *Re-visioning School Camps* resource and workshops. Some other organisations provide occasional PLD opportunities. The EONZ PLD is discussed further in section 4.5 and in Chapter Five.

Of particular concern from the data in this study was the inadequacy of EOTC related learning or training for initial teacher education students during their education degree or graduate diploma of teaching as indicated in the quotes below.

... lack of training available around quality EOTC programmes. (PS97, NEOTCQ)

... the lack of experience of our younger teachers. (PS5, NEOTCQ)

... we've got a generation that don't have the skill set ... (SS96, staff FG)

[No] pre service training or support in EOTC ... planning and following through on an EOTC experience, is lacking... I couldn't expect that they would independently be able to go off and plan and do it in the way that we want. As well as the pre service there is misconception around health and safety. (PS2, staff interview)

No coverage of that in any kind of teacher training or anything like that. Never. Didn't even know what it was. (LEOTC1, FG)

With new teachers you see coming through, whether or not they have a good enough understanding about how to actually facilitate good EOTC? (PS108, NEOTCQ)

If pre service teachers were trained in some aspect of EOTC, ... it would build up confidence coming into the profession. (PS2, staff interview)

Teachers trained recently are unaware of what it was possible to do in a more enlightened era. (PS229, NEOTCQ)

These quotes point to a perceived lack of appropriate EOTC preparation in initial teacher education and are not surprising to the research team. It appears that as teacher training institutions have undergone significant changes over the last 25 years, including becoming part of larger universities, other areas of skill and knowledge have been prioritised over building capability in EOTC. Some schools have chosen to take such training into their own hands, as indicated below, yet these situations seem rare.

We ensure PRT [provisionally registered teachers] get experiences across the spectrum of EOTC. (PS239, NEOTCQ)

Having skilled, knowledgeable, and experienced teachers to lead EOTC is of vital importance for high quality learning experiences. Yet for those schools that struggle to have such staff, there are detrimental impacts on the provision of EOTC. The same can be said for the involvement of parent/caregiver/whānau in EOTC activities, particularly among primary schools, where parental involvement is the highest (see Inventory data in section 2.6). Indeed, the involvement of parent/caregiver/whānau is an essential component of many successful EOTC experiences as identified by an LEOTC provider.

... schools obviously try and get [parents] involved that they feel would be the right people for the time ... (LEOTC 1 FG)

Despite parent/caregiver/whānau help being a feature of much primary school EOTC, the willingness and availability of adults is becoming a more difficult challenge for some schools as indicated below.

Sometimes it is difficult to get enough parent help these days as it is usual for both parents to be working. (PS298, NEOTCQ)

Taking a day off for whānau is extremely difficult to support EOTC. Jobs are no longer as lenient in supporting employees who have tamariki doing EOTC. Most of our parents either do courses or are committed to mahi, gone are the days of a stay at home parent. (PS206, NEOTCQ)

These comments are reflective of some NEOTCQ respondents who agreed that difficulty getting parent/caregiver/whānau support impacted on the quantity of EOTC (see Table 7). It must be noted that as many respondents disagreed with this statement as agreed. Further analysis of this question reveals that the challenge of parent/caregiver/whānau support for EOTC is particularly evident in low decile schools where there was a statistically significant difference in the survey between high (M=3.35, SD=1.22) and low decile groups (M=2.86, SD=1.18): $t(307)=3.52$, $p = 0.01$, $r=.20$.

| Influences on Quantity of EOTC | Min | Max | Mean | Std Dev | Count | Disagree / Strongly Disagree | Agree / Strongly Agree |
|---|------|------|------|---------|-------|------------------------------|------------------------|
| Difficulty getting parent/caregiver and volunteer support has meant that we do less EOTC than what we used to | 1.00 | 5.00 | 2.99 | 1.17 | 492 | 41.7% | 37.2% |

Table 7: Difficulty getting parent/caregiver/whānau support for EOTC

There are also challenges related to getting parents of sufficient experience or expertise to assist on particular EOTC trips.

Sometimes the parents we have to choose from for trips, may not be best suited to the responsibilities of a school trip. (CS24, NEOTCQ).

If you bring in Joe Blogs who is just going to stand there and help making cups of tea, well that's a waste of money, time and effort. (SS52, staff FG)

We are a small rural Area School (Yrs. 1-13) and our biggest issue is a lack of people resources. If we have to have two staff members on trips our challenges are around covering classes (we only have two relievers and they aren't always available). So people resources are our biggest challenge (CS24, NEOTCQ).

4.4 The Challenge of Time Constraints

One of the issues identified in the previous section was teacher burnout and the investment of time required to facilitate quality EOTC learning experiences. It is clear that time constraints present a considerable challenge for teachers engaged with EOTC. In the NEOTCQ we asked school leaders specifically about curriculum related time constraints and the issue of paperwork and workload. These factors were the two most strongly supported issues with nearly half of NEOTCQ respondents

agreeing or strongly agreeing that curriculum time constraints were a barrier to the provision of EOTC, whilst only one third disagreed or strongly disagreed. Paperwork and workload associated with EOTC had 44% agreement and 35% disagreement (see Table 8).

| Influences on Quantity of EOTC | Min | Max | Mean | Std Dev | Count | Disagree / Strongly Disagree | Agree / Strongly Agree |
|---|------|------|------|---------|-------|------------------------------|------------------------|
| Time constraints to deliver curriculum have meant that we do less EOTC than what we used to | 1.00 | 5.00 | 3.25 | 1.14 | 490 | 33.3% | 49.4% |
| Paperwork and workload has meant that we do less EOTC than what we used to | 1.00 | 5.00 | 3.16 | 1.18 | 491 | 35.0% | 44.2% |

Table 8: Curriculum time constraints, paperwork, and workload impacting on EOTC

There are many and varied demands placed on teachers and schools that appear as obstacles for EOTC; often perceived in terms of busy workloads in general. Teachers expressed that they “*are simply running out of time*” (SS77) to complete their work. Undertaking EOTC can exacerbate the perception of time poverty for teachers because of additional preparation, compliance, transport, and delivery needs. These sentiments are reflected in the quotes below.

Teachers, generally, are too busy to suggest activities outside the classroom that increase their workload. The ideas tend to be suggested to them rather than the other way around. (PS94, NEOTCQ)

We are starting to see trends where staff are no longer available to do EOTC due to the massive impact on their time. This has largely related to the increased workload due to new legislation. (SS5, NEOTCQ)

Time constraints [are] ... from our workload in general and the expectations of our parents. They [parents] have strong opinions and make demands which can make teachers wary about going the extra mile. The more you do the more that is expected and critiqued. (PS83, NEOTCQ)

Time constraints were also expressed in terms of curriculum related pressures, for example, crowded timetables where there was an absence of unallocated time and a loss of flexibility that limited EOTC:

Tight, demanding curriculum reduces opportunities for EOTC experiences. (PS73, NEOTCQ)

This situation is compounded when EOTC was deployed enthusiastically across different subject areas:

I think the school is doing a lot of EOTC [and] it is a very crowded curriculum; you know if you are off with a music trip one week and then you are off with a science trip the next week, and then biology the next week you, suddenly you’ve lost a lot of learning time in other areas ... I think that’s certainly the pinch we get in outdoor ed. ... Taking kids away for three days [is] ... is a chunk of learning that they are potentially missing elsewhere and you don’t really have much space to let them catch it up. So yes, I think

that's definitely a cost [of a] crowded curriculum, of trying to balance learning between [subject areas]. (EOTC reference group, FG Chch)

In some circumstances, respondents observed that taking students out of school for EOTC meant that they would miss other classes, with those other teachers reluctant to accommodate:

...the other big barrier is, when I want to take the kids away to ... have those experiences, I've got another 5 teachers saying I need them in my classroom. (SS7, staff FG)

Some schools reflected that this problem required the special attention of timetabling teams to resolve:

Our biggest barrier would be the time out of other classes and the impact that has on students however we ... are quite open minded and innovative when it comes to trying to minimise this impact. (SS16, NEOTCQ)

Rural schools have the additional challenge of time taken to travel to destinations located in main centres such as museums, art galleries and other sites related to learning. Additional travel time also compounds other costs such as transport rental and teacher-relief time:

...and it means the staff are away from a class for the whole day instead of maybe an hour. That sort of thing – so those are a few of the challenges that we're facing here. Some respondents also described how their schools were spending less time on camps in order to reduce the costs of the camp, both in terms of direct expenses and relief costs. (SS52, staff FG)

The challenge of time constraints appears a very real issue for teachers and school leaders and one which comprises many facets. Teachers are facing increasingly busy workloads, pressure from multiple curriculum areas that all deserve equal attention, and simply working within the complexity of schools' systems such as timetables. Time related issues can also relate to navigating the sometimes complex yet important area of health and safety management.

4.5 The Challenge with Health and Safety Issues

Like all organisations and businesses, schools have a responsibility to provide an environment where staff and students can rightly expect to be protected from harm. Indeed the provision of a safe and supportive learning environment is simply good teaching practice and is widely supported in the educational literature as a key factor in student achievement (Hattie, 2009; 2012). As long as EOTC has been occurring in Aotearoa New Zealand, health and safety considerations and keeping students and teachers safe through providing high quality EOTC experiences, have been key considerations for school leaders, teachers, and Boards of Trustees.

Since previous EOTC research in Aotearoa New Zealand (for example, Haddock, 2007a, 2007b) there have been significant changes to the legal and social context. Teachers and school boards of trustees have both legal and moral responsibilities to keep their students safe. There have also been changes to legislation such as The Vulnerable Children's Act, 2014 and the Health and Safety at Work Act,

2015. While the latter did not substantially change the importance of health and safety, it did provide clarification of roles and responsibilities and penalties for not ensuring all practicable steps are taken to ensure the safety of people.

As indicated in the introduction to this report, anecdotal evidence pointed to such changes in health and safety legislation having a detrimental impact on EOTC. To some extent the findings of this study support this notion. The NEOTCQ quantitative data presented in Table 9 shows that a higher proportion of schools (44.4%) reported that health and safety had decreased the quantity of EOTC as compared to 34.7 % who disagreed. Further analysis shows that the effects of the health and safety legislation were more pronounced for low decile schools ($M=3.38$, $SD=1.25$) compared to high decile schools ($M=3.06$, $SD=1.14$), $t(307) = 2.35$, $p = 0.02$, $r = .13$. It should also be noted that fewer schools saw police vetting of volunteers, which has been a flow on from the Vulnerable Children's Act (2014), as decreasing the quantity of EOTC.

| Influences on Quantity of EOTC | Min | Max | Mean | Std Dev | Count | Disagree / Strongly Disagree | Agree / Strongly Agree |
|---|------|------|------|---------|-------|------------------------------|------------------------|
| The new Health and Safety legislation has meant that we do less EOTC than what we used to | 1.00 | 5.00 | 3.19 | 1.20 | 493 | 34.7% | 44.4% |
| Police vetting of all volunteers or billets has meant that we do less EOTC than what we used to | 1.00 | 5.00 | 2.91 | 1.06 | 493 | 39.6% | 30.4% |

Table 9: NEOTCQ Impact of Health and Safety on EOTC

The qualitative data suggests there is support for the notion that health and safety considerations impact on EOTC, not always in simple terms of reducing the quantity of EOTC.

*We have not reduced the amount of EOTC we participate in or organise...The principal and teachers do however have increased worries about health and safety legislation and what this might mean for personal liabilities in the event of an accident. This has led to a noticeable increase in worry and stress which is not well understood by the BOT and community who are made up of mostly farmers who are very against this kind of "pc bulls***" as they call it. Staff feel a need to fight the wave of over the top Health and Safety limitations because it impacts negatively on student learning, however, we feel the weight of legislation hanging over our heads. There is a strong feeling that common sense is being whittled away by exercises in documenting our safety on paper. (PS207, NEOTCQ)*

This quote picks up on several consequences of perceived changes to health and safety including teacher concern related to personal liability, increased worry and stress from the Board of Trustees and school community, and a perception that health and safety concerns are “over the top” or “impacting negatively on student learning”. Indeed for this primary school, the feel of “the weight of legislation hanging over their heads” is telling. The remainder of this section explores in more depth how the current health and safety climate can present challenges for schools.

Responsibility of Schools for Student Safety:

The intentions of the Health and Safety in Work Act (2015) and the Vulnerable Children's Act (2014), were to better protect people, and particularly children in the latter Act. Unsurprisingly, the important place of student and staff safety came through in a small number of responses from school leaders.

All staff think long and hard about the responsibility they are prepared to take on. (SS110, NEOTCQ)

The ability for schools to be secure in the knowledge that they can manage EOTC without endangering their staff, students or caregivers. What I mean by this is being confident that if a disaster occurs, the school's safety action plans and risk management will be deemed to have been adequate to protect them from liability and accusations of negligence from their community, whānau and Ministry. This is a huge responsibility and definitely inhibits EOTC activities - refer to the OPC canyoning incident. No school wants to be looking back on EOTC planning and finding that due to the pressures faced by staff organising activities, collecting money, getting signed consent forms and managing logistics on top of their teaching load that they have overlooked hazards or circumstances that lead to an accident. All the good will in the world to make opportunities available to students is not worth the liability of blame for harm being caused. It is an act of faith that EOTC guidelines are adequately supported by the Ministry. (SS107, NEOTCQ)

Every child in our junior school has to have [vehicle] child restraints appropriate to their age. As a Board and Principal I cannot guarantee this if students are travelling in private cars. Hence we now travel by bus all students under 8. As a Principal I do not want to be the 'child restraint police man' it does not do much for relationships. (PS252, NEOTCQ)

These comments indicate that safety of all participants in EOTC events is a significant focus of teachers, EOTC coordinators and school leaders and that these responsibilities are taken very seriously. As indicated by SS107, *"this is a huge responsibility."* In the second statement from SS107, there is clear concern about avoiding being blamed or found negligent in the aftermath of an incident, which seems to drive a heightened sense of concern for health and safety. The third comment shows one potential impact of a commitment to student safety on relationships with the school community because the principal is forced to act as the 'child restraint police'. As a consequence the principal has elected the extra cost of a bus rather than requiring that parent helpers have child restraints for each child in a vehicle.

There are some particular circumstances for special schools that heighten perceived health and safety responsibilities. The following comment provides insights into this, as well the safety-related support and management responses that the school puts in place:

Due to the specific support needs of our students (including medical fragility and behaviour management) we are less equipped to get our students out in the community as much as we would like to. This is relevant to the younger students as well as the young adults who are in transition to adult life. for us it is a safety concern,

as we must provide a high level of support (1:1 +1) for most of our cohorts of students when in the community to ensure their safety, the safety of others and to enable them to participate as much as possible in the community. We select carefully the community venues re: safe access, community acceptance and ability to participate in community settings / programmes (SPS4, NEOTCQ)

The next section looks at concerns for student safety from parental/caregiver/whānau perspectives.

Parent/Caregiver/Whānau Concerns about Student Safety:

Some data in this study pointed to the challenge that comes from dealing with parental/caregiver/whānau perceptions or concerns about risk and safety. Some schools felt that parental concerns about the safety of their children were overly protective:

The precious nature of parents now as they have been made more aware of risk means lots of allowances for students who otherwise would be just part of the school team make it a headache planning an event for teachers. Parents have had the risks placed in specific terms through RAMS forms and parents are becoming risk averse. (PS3, NEOTCQ)

Parent fears due to media hyped incidents... (PS299, NEOTCQ)

[Parents] don't trust the schools or the system or whatever to look after their kids. (PS108, Staff FG)

Parents/caregivers/whānau rightly have an expectation that their children will be cared for appropriately while at school and on EOTC activities. Yet it appears for some participants in this study, parents' concerns about safety were perceived as being over-protective or anxious. In the case of the first comment, the increased communication of safety management systems with parents was identified as causing greater anxiety in parents. This heightened level of parental anxiety is not surprising as risk analysis does raise the spectre of possible incidents in the minds of parents. Communication of such information is important and schools may need to consider which ways of communicating with parents and whānau in their particular community are more or less effective and less effective.

The diversity of school populations also means that understanding about the historical and contemporary importance of EOTC in Aotearoa New Zealand schools may not be widespread in school communities. It appears that managing parental expectations, and having good strategies to communicate the risk and the safety management systems in place, are important for the provision of EOTC.

Anxiety about Legal Liability

As stated earlier, the intent of recent legislative changes was to protect people, and schools take the responsibilities of such protection seriously. Also revealed earlier in this section was the concern about liability. Respondents to the NEOTCQ were asked if risk aversion from school leaders and boards had impacted on EOTC. As shown in Table 10, findings suggest that more schools disagreed

(39.7%) with this than agreed (35.2%). Like many of the factors impacting on the quantity of EOTC, it was interesting that there was almost equal agreement and disagreement.

| Influences on Quantity of EOTC | Min | Max | Mean | Std Dev | Count | Disagree / Strongly Disagree | Agree / Strongly Agree |
|---|------|------|------|---------|-------|------------------------------|------------------------|
| School Boards and senior leaders have become more risk adverse resulting in less EOTC than what we used to do | 1.00 | 5.00 | 2.98 | 1.10 | 491 | 39.7% | 35.2% |

Table 10: Risk aversion of school leaders and boards impact on EOTC

Qualitative data does provide some insight into the challenges that are potentially presented by risk aversion of school leaders and boards. For example, there were a large number of comments from EOTC coordinators and school leaders indicating that anxiety centred on legal liability (rather than duty of care) is reducing the quantity of EOTC.

The fear of being sued if something goes wrong. People are scared to take trips because of the perceived risks. (PS250, NEOTCQ)

[There is an] increased risk to Boards & Senior Leaders who sign off trips/activities. (SS3, NEOTCQ)

As a school leader the liability and risk is very real to me. Try not to over think it but I feel fear and anxiety when a group is away. We reduce risks but the blame and litigious climate is real in our community/society. (PS73, NEOTCQ)

Although in our school, we keep the focus on having EOTC trips and events, I know of local schools where H&S especially has severely interrupted their willingness to take camps and do trips. (PS2, NEOTCQ)

These comments are typical of the responses of school leaders who felt that legal changes and concern about liability threatened the quantity of EOTC. As indicated in the third comment, “the liability and risk is very real to me” (PS72). It seems to be the case that for some schools, anxiety about legal liability is creating a barrier to EOTC. This was mainly focused on the Health and Safety in Work Act, 2015, however, the Vulnerable Children’s Act, 2014 was also named as a concern:

It is an equity issue which has been severely impacted upon by restrictions through the Health and Safety Act and Vulnerable Children’s Act. People are fearful, especially men taking girls on camps and activities. (PS310, NEOTCQ)

Some EOTC coordinators and school leaders believe that legislation raises concerns among the school leadership and boards, but also that males now have heightened fears of working with girls on camps. The quote below reveals how fear can even reduce the willingness of “very competent staff” to facilitate or led EOTC activities.

Teachers are no longer willing or feel qualified enough, to take many outdoor activities or camps, for example. Liability is another issue and scares staff off, even very competent staff. (CS10, NEOTCQ)

It is clear that for some schools in this study, anxiety about legal liability can manifest as fear, worry or stress for teachers, school leaders, and Boards of Trustees, and impact negatively on EOTC provision. Whilst some schools do not identify this as an issue, the challenge presented by anxiety and fear is one that needs to be addressed. So too are concerns about compliance, particularly paperwork associated with EOTC health and safety.

EOTC Compliance and Paperwork

The anxiety about legal liability has focused attention on compliance and the need to demonstrate rigorous systems. Among some schools, the need for compliance has increased concerns about the role of paperwork as a barrier to EOTC. As indicated earlier, quantitative data showed that 44.2% of NEOTCQ respondents agreed that paperwork and workload reduced the quantity of EOTC while only 35% disagreed. Qualitative comments also raised paperwork as one of the most common concerns.

The new Health and Safety legislation has meant we have needed to change the way we think about EOTC and has added lots of hours of work - not always hours that are worthwhile! It has made us overly cautious. Paperwork is also demanding and repetitive. (PS303, NEOTCQ)

We are starting to see trends where staff are no longer available to do EOTC due to the massive impact on their time. This has largely related to the increased workload due to new legislation. (SS5, NEOTCQ)

The main constraint is the ridiculous amount of paperwork now necessary to comply with relevant legislation. (PS29, NEOTCQ)

[An] increase in paperwork, compliance etc... undoubtedly discourages some staff from taking trips and will make some trips less feasible. (SS3, NEOTCQ)

We are about to start Outdoor Education at year 12. BUT the paperwork + H&S concerns are a huge barrier to getting out of the classroom. (SS10, NEOTCQ)

Documentation and paperwork related to sound safety management systems is undoubtedly something that is important for managing health and safety and is clearly supported by the Ministry of Education (2016) EOTC Guidelines. Yet the perception of paperwork and compliance is seen by a not insignificant number of schools as a real challenge that potentially acts as a barrier to EOTC. All of the quotes above share similar sentiments in this regard.

4.6 Equitable Access to EOTC, Exclusion, and Frustration

The discussion in this chapter has outlined the challenges to EOTC encountered by the participants in this research. Challenges, such as covering the cost of EOTC, have resulted in consequences for at least some schools including the exclusion of students if they do not pay and feelings of frustration for staff unable to overcome these barriers. A number of NEOTCQ respondents spoke about students not being able to attend EOTC events because they were unable to pay costs.

Cost - Not all learners can participate. (SS77, NEOTCQ)

Cost and the challenging economic climate. For many parents \$250 or more is difficult, even when spread over time. Many families opt out or cannot pay - even for smaller

day trips. This means children miss out, or the operation runs at a financial cost to the school. (IS6, NEOTCQ)

Students unable to pay for EOTC may find themselves excluded from EOTC as revealed in the example below.

Our Year 13 Geography trip to Rotorua cost the students \$370 ... So, it makes it a significant budgeting issue for me. I can't afford on my budget, in Humanities, to carry \$2,000 worth of unpaid trip fees. And there's a management issue then of standing at the bus saying you haven't paid so you can't come. How stink does that make the kid feel – but that's your choice isn't it – if they haven't paid they don't come on the trip. And I've got 5 students who I have to say at the bus door – or my teacher would have had to say at the bus door – sorry you can't come. (SS1, staff FG)

This quote very powerfully illustrates the challenges schools face in dealing with managing budgets, costs of EOTC, and the inability of some students and parents/caregivers/whānau to cover costs. The Ministry of Education has advised schools that excluding students from curriculum-related EOTC because they have not paid a student contribution is not in line with legislation. Some schools have developed internal strategies to address this:

It becomes increasingly difficult for us to get every student to participate because obviously these things cost money, and for some families it can be just too big a financial drain. Now ... we say nobody [is excluded] because of finance, but I have to find that money from somewhere, from somebody else's goodwill. Normally I have got some people who will donate and things like that, but [they] shouldn't have to ... I shouldn't have to be going to people in the community to fund that. I should be able to just say – right, that is covered in our Ops grant etc. But it's definitely not. (SS17, staff FG)

Other schools have access to financial support from community members or organisations to cover any shortfalls in student contributions and avoid exclusion of students or the school needing to manage debt:

We are very lucky that we have ... a very good sponsor who pays for everyone who hasn't got any money and ... that is sitting on about 20 kids [in year 10] this year that they are going to fund... (SS5, staff FG)

The need for student contribution extends beyond balancing financial costs and includes the cost of any personal equipment required by students in order to participate in EOTC learning. Resolving this problem sometimes relies on teachers themselves providing equipment to ensure students are adequately equipped.

And the other aspect of funding is that . . . to be in the outdoors our students need stuff. They need good rain jackets, they need polyprops, they need appropriate footwear. And often, teachers literally are getting stuff from their own houses and their own children and bringing their own sleeping bags in for kids, lending their rain-jackets and lending a lot of equipment. And ... our parents generally want their kids to be involved, so if they weren't worrying about the camp fee, then maybe they would

be able to put the money into ... some of the gear. So, funding is a huge, huge issue; it has multiple layers. It's not just straight forward. (SS17, staff FG)

It is clear from these quotes and other data in this chapter that schools face many challenges that impact on the provision of EOTC. Many of these issues are complex and interrelated as indicated in the above quote and can lead to a real sense of frustration for teachers and school leaders.

As identified in this chapter, challenges related to costs, human resources, workload, and health and safety concerns can lead to frustration for teachers and school leaders related to not being able to undertake EOTC to the extent that maximises learning and to the personal costs of EOTC to teachers in terms of both time and resources. For one NEOTCQ respondent such frustration had political roots

Lack of support and belief in EOTC from Politicians and Government officials (PS271, NEOTCQ)

For another participant frustration was born from a perceived lack of support for EOTC from the Ministry of Education, particularly in terms of funding.

... way, way back in the old days when I was still young and attractive, we're talking way back, it used to be that when you went to camp, the relief [teaching] was covered by Ministry. That was a big one, and that like for every one of our camps that costs the school \$5k. When I run a Year 13 camp I do it Friday, Saturday, Sunday, Monday so I reduce the relievers cost, so I'm giving up my weekend. When I take the internationals down to Stewart Island in March next year, its' Saturday, Sunday, Monday. So I don't mind giving up a weekend, but why aren't we, why isn't it funded, you know I'm doing all this valuable stuff, I'm working my arse off, why is the school having to cover that, it's just bizarre, and what about all those other things, why can't we get all the things, why hasn't the school got access to a van, why do we have to pay for a van, why isn't every school provided with a van, so when we want to take those kids we can do it, why doesn't the Ministry pay for me to keep my bus license so I can take, it saves whoever, it saves the school \$1500 every time I drive that bus, so why isn't the Ministry funding that, funding me to do what I want to do, and make my kids life better, that's the big thing the Ministry could do, give us some money to do this stuff it's just bizarre. (SS7, staff FG)

Schools clearly have to manage many complex priorities in terms of time and resources. Many of the things identified by the above participant may result from the challenge of dealing with multiple priorities in schools. This frustration is however, not expressed by all schools' leaders or teachers.

4.7 Chapter Four Summary

This chapter discussed the challenges to successful EOTC implementation. While other parts of this report speak to the importance of EOTC for learning, this chapter highlights the pressures coming to bear on school leaders, teachers, students and their whānau and communities. This is an important finding which reveals the social, political, and economic context in which EOTC is envisioned and enacted.

Many of the stressors are a consequence of underfunding of the sector particularly over the past nine years. Furthermore, the neoliberal agendas of successive governments have seen the privatisation of alternative providers, transport, facilities, and other resources. These are purchased on the open market, and the increasing and cumulative costs of these, along with other non-reimbursed expenses like employing relief teachers, represent considerable financial outlay for schools. The constant financial struggle has taken its toll on teachers and programmes and continues to be a key factor limiting EOTC implementation.

Economic changes along with other societal shifts have seen many families with changing work and home circumstances. Factors such as unsociable and long work hours, inadequate living wages and working in multiple part time jobs places financial and time pressure on families. This impacts upon school programmes in general and many EOTC activities in particular where schools have had to ask for donations from caregivers to cover costs. In addition, many rely on parent volunteer labour to meet safety and supervision ratios and availability is concerning. Inequality in Aotearoa New Zealand has grown considerably since the 1980's as has high levels of income inequality compared to OECD averages (Carey, 2015). The impacts of less family and community resources on schools across a range of deciles can be seen throughout the chapter.

Increasingly, schools are finding it difficult to obtain staff members with the skills, knowledge, fitness, and confidence to lead EOTC programmes. Some schools reported an ageing workforce and problems with succession planning. In addition, new teachers often lacked effective training in EOTC from their teacher education programmes. The loss of EOTC in the curricula of university initial teacher education programmes is a serious concern and needs to be remedied. The need for professional development programmes for educators was commonly reported. With less staff capability within, many schools have turned to private providers to fill the gaps. These staffing decisions have financial consequences.

An overloaded curriculum along with increasing accountability and assessment demands have impacted on teacher time and energy. Teacher workloads have never been higher and time pressure has affected EOTC programmes. In the survey, 49% of schools reported time constraint pressure to deliver EOTC curriculum with secondary schools more impacted (57%) and primary 45%. Especially at secondary schools, 48% reported assessment pressure as an impediment to EOTC with primary schools less so with 32%. Overall, paperwork and workload constraints were reported by 44% of the schools.

Accidents in the outdoors and health and safety legislation have sharpened the minds of schools and their communities about safety issues. Parents are rightly safety aware and concerned for the safety

of their children, particularly on excursions involving adventure activities. Teachers hold similar fears including the weight of responsibility and the fear of prosecution. It is important to ensure appropriate paperwork is completed, but this can seem onerous to teachers, especially when the requirements of the Vulnerable Children's Act (2014) are added in.

There was a sense in the interviews that teachers felt overworked and undervalued and some frustration was expressed. Teachers value EOTC highly but also strongly felt budgetary and other pressures compromised student learning. EOTC came with considerable costs to teachers and often overloaded their working and personal lives. A lack of curriculum support signposted the fragility of the area and positive political will from the Ministry and Government was seen to be sorely needed.

Chapter Five: Enabling EOTC to Flourish in Schools

5.1 Introduction

This study has revealed schools have multiple perspectives regarding EOTC. Responses to the NEOTCQ from school leaders and EOTC coordinators were split almost equally into three different groups; schools which consistently struggled with challenges impacting on the quantity and quality of EOTC (33.4%), schools which consistently found they either didn't face challenges or could overcome them (31.3%), and schools which found some factors impacted on the quantity of EOTC and some did not (35%). In the previous chapter we identified a number of significant challenges to the provision of EOTC in schools. These were worthy of a dedicated chapter because of the number of these concerns and the strength of the feelings associated with these challenges. However, the data also revealed an equally powerful counter-narrative of schools where EOTC is flourishing. While not wanting to diminish the importance of these very real challenges to EOTC, this chapter explores the themes that emerged from schools where EOTC thrives.

This chapter is structured by themes that contribute most to flourishing EOTC. These include: School culture, community and place; EOTC champions; EOTC systems; and Professional learning and development. Combinations of factors within these themes often act interdependently to create conditions in schools which enable EOTC to flourish. An example of this is revealed in the quote below which was a response to the NEOTCQ question asking school leaders to agree or disagree with the impact of eight different factors on the quantity of EOTC (see section 2.4).

The BOT, school principal and school ethos have had a positive influence. Having Outdoor Education as a subject at my school for juniors and Senior NCEA level 1, 2, and 3 has encouraged EOTC. The local environment and facilities have encouraged EOTC. Tradition/history of the school has encouraged EOTC. Grants/money and funding has encouraged EOTC (SS56, NEOTCQ)

The leader from this secondary school states that multiple influences have encouraged or enabled EOTC in their school. As revealed in section 2.4 of this report, in five out of eight challenges to the quantity of EOTC, respondents had almost equal agreement and disagreement. There was more agreement that the remaining three factors (*Time constraints to deliver curriculum* (mean = 3.25), *Paperwork and workload* (mean = 3.16), and *New health and safety legislation* (mean = 3.19)) impacted negatively on EOTC quantity. Further analysis revealed that 31.3% of schools reported in the NEOTCQ that none of the surveyed factors impacted negatively on the quantity of EOTC. Indeed a number of schools commented that their EOTC had increased or not been impacted by factors due to active work to mitigate or manage them.

All of these above statements (except parent involvement) have definitely been challenges and hurdles (particularly time) to delivering the programme that we would like to. We have got around this with hard work and keeping the benefit to the learner at heart. (PS27, NEOTCQ)

This chapter picks up on the data that points to schools where EOTC is flourishing, despite the challenges they might face, or because of the culture, people and systems that work together to ensure EOTC remains an important part of student learning in the school.

5.2 School Culture, Community, and Place

In Chapter Three, the value of EOTC to schools was highlighted and illustrated. In many ways, the findings in that chapter spoke to the importance that school culture and values play in promoting and supporting EOTC. We also recognise the importance of the communities within which schools are situated. Our data analysis across all phases of the study show that some school cultures and communities are more conducive to EOTC flourishing than others. In this section we explore findings from school leaders, teachers and students that speak to the way that EOTC has become woven into the fabric of their school experiences.

Culture – ‘EOTC is Just What We Do Here’

A number of schools commented on how EOTC is a key part of their culture, ethos, or history:

EOTC is part of our school's cultural and history. (SS37, NEOTCQ)

With the emphasis on all children across the school having more authentic real life/real time hands on experiences to enhance and improve their understanding and learning across the curriculum we would say that EOTC experiences have increased as a whole. (PS15, NEOTCQ)

EOTC is encouraged in our school and is increasing in frequency (SS48, NEOTCQ)

If EOTC is seen as important these [barriers] will not influence. We ensure our children get EOTC opportunities despite any roadblocks that may be put up. (PS184, NEOTCQ)

I have put neutral to most of these as we value the outdoors as part of our learning environments so we strive to keep EOTC going. (PS38, NEOTCQ)

BOT, school principal and school ethos have had a positive influence. (SS56, NEOTCQ)

These comments from both secondary and primary schools reveal that the way schools perceive EOTC, the value it offers to their learners, and the importance of EOTC to a school's culture result in schools “striving to keep EOTC going” (PS38, NEOTCQ). We recognise that there are many aspects to the way that schools develop and maintain their culture. Participant SS56 indicates how a school's “ethos” combines with the leadership of the Principal and Board of Trustees (BOT) to have a positive influence on EOTC. The next section explores this further.

School Leadership and Culture

Having supportive Boards and Principals is important to EOTC flourishing in schools. The comments below reflect the way that such support from leadership acts as an enabler for EOTC.

Supportive BOT and principal and expertise of staff results in student expectations that there will be EOTC opportunities, enjoyment of these in evaluations. (PS310, NEOTCQ)

Yeah and our board want to see it happen, as the leader of the school I certainly want to see it happen, and that means we have a culture and environment that encourages people to have, and plan the EOTC experiences. (PS2, Staff Interview)

We base our learning around an 'Action Curriculum' which places a big emphasis on EOTC with our seniors and play based learning for our juniors. As a leader I embrace/encourage 'risk taking' which is reflected in one of our school values "Daring/Kia Māia". So while I understand that many of the above statements have had a negative effect on EOTC we instead have decided to fly in the face of current educational norms and remove barriers such as the above! (PS30, NEOTCQ)

Again the comments above reveal how school leadership influences school culture and expectations, and how that positively influences EOTC. Of particular note are the comments from the Principal of PS30 who talks about their school value of "Daring/Kia Māia" and how they encourage learning through risk taking. With this leadership and approach, PS30 is actively removing barriers to EOTC.

Some of the challenges discussed in the previous chapter were time and paperwork. Whilst effective EOTC systems will be discussed later in this chapter, the quotes below highlight links between school leadership, culture and some of the practical tasks associated with EOTC management.

Want to acknowledge our BOT and management for prioritising experiences instead of knowledge. Our teachers have ample support to complete paperwork for trips and receive regular PD about this. [The BOT] see real value in EOTC being core to our teaching and learning. (PS288, NEOTCQ)

Being an independent school Y1-8, and having a principal that strongly believes in the value of EOTC experiences means that our students get opportunities that some high schools wouldn't even get to experience. The paperwork is just a component of making sure we get everything right. (PS108, NEOTCQ)

These comments again reveal how support from Principals and Boards of Trustees are a key enabler of EOTC. One of the ways that this enabler works is through support for teachers who are conducting EOTC, particularly around paperwork for trips. Beyond this, school leadership trusting their teachers to lead EOTC learning experiences safely and effectively is another important support:

The Board, senior management and parents/community ... believe in the value of EOTC and trust teachers to make smart, safe decisions outside the classroom. (SS117, NEOTCQ)

At a practical level, school leadership can enable EOTC to flourish through being adaptable and thinking creatively in areas such as timetabling, particularly in secondary schools.

Timetabling - double periods of 2 hours in length has significantly enhanced our ability to plan and deliver EOTC experiences. Opportunities to work with other community groups like Special Olympics and local Primary and Intermediate schools. Geographic location in relation to EOTC venues. (SS24, NEOTCQ)

The school's timetable allowing 'field trip' weeks for all subjects each term, alongside 'block days' when a senior subject is run for a full day rather than 1 period a day. This also happens each term (SS14, NEOTCQ)

There is constant tension between subjects which are EOTC 'heavy' and those which are EOTC 'light'. We have tried to cater for this by providing disruption free zones (no offsite trips); Assessment weeks allowing full day trips for each subject so that it doesn't affect others and allows the EOTC 'light' subjects a full day to work on assessments in-house. (SS13 NEOTCQ)

These responses reveal how three secondary schools are committed to managing the time pressures of broad curriculum delivery with diverse demands and assessments. The tensions between EOTC 'heavy' and EOTC 'light' subjects may well be a shared experience across many secondary schools.

Community Support for EOTC

Parents and the school communities have a role to play in supporting EOTC. Broader school communities often contribute to both school culture and the way that EOTC is perceived and enacted in schools.

Because of our location we have quite a community and those stakeholders are involved in a lot of those sorts of activities themselves and so are very supportive of us getting students out of school, regardless of what it is. (EONZ WS2, FG)

[EOTC is] part of the school culture. It's also driven by community because a lot of our community see the value of their teachers and leave the experience up to the teachers because that's their job . . . there's high trust from the community. (PS320, Staff FG).

These quotes support previous sentiments about how the school community positively influences school culture and the perception and provision of EOTC in those schools. Support from school communities also has quite practical implications, such as getting parent help for EOTC trips and tangible benefits such as building relationships between teachers, students, and parents.

And you find like we are quite good at getting parent help especially the juniors for our trips like where we often get quite a lot of parent helpers which shows that they, they are ready to come in to our community and help the kids and in the school environment as well which helps build relationship between the teachers and student and the parent all at once so they are pretty keen to like do the things that they can do to help. (PS133, staff FG)

He mea nui ki te katoa ahakoa, ākonga, kaiako, mātua, whānau whānui, te hāpori tahi e tautoko ana kia puta ngā ākonga ki waho o te kura kia whai akoranga anā, kia pā, kia kite, kia mahi, kia harikoa te ākonga i te mutunga. (PS316, NEOTCQ)

It is important for everyone, however, that students, teachers, parents, families, and the community support the students to come out of school and learn more. To play, to see, to do, and for the students to be joyful at the end. (PS316, NEOTCQ)

The comments from PS316 again reiterates how important whānau (family) and te hāpori (community) support is to help students be engaged in EOTC.

Providers (including LEOTC) and Funders (e.g. Rotary)

Another contributor to flourishing EOTC in some schools is the support of external providers of EOTC and other organisations or community groups who might help fund EOTC.

Costing in EOTC...Always remains an issue with us but we just prioritise it so as a school we cover oh probably 90%. And then we, you know we have got incredibly supportive people, people like POET that enable us. (SS132, Staff Interview)

Another enabler when you are going on an EOTC trip is the people you are working with. If the providers are effective and really good at what they do it makes the trip seamless. . . Preparation is easier for everybody. (PS97, Staff FG)

External providers of EOTC can provide tremendous support for schools to have quality EOTC. The example of POET (Perry Outdoor Education Trust) is one which works to equip schools in low socioeconomic communities to develop young people through EOTC. The second key point from PS97 shows how having an effective provider can make EOTC trip “seamless” and “easier for everybody”.

For some schools the support of funders from their community can help EOTC to flourish.

Well for us it's community support. I think the philosophy has been so strong for a long time and we've got support from what we call our friends of the school, which is our PTA, that provide us a significant amount of funding to enable us to pay for the kids to go to camp that can't afford to pay and to enable us. (EONZ WS2, FG)

Financial assistance in terms of things like buses being provided... not from the bus firm, but say by the Council ...Who supported five, five bus trips for our cyclists' safety, under the Iway programme. (PS320, Staff Interview)

Some of the partnership, like the farm trip, you know, the offers that we get as a low decile school from providers like to Tetuhi gallery...they will pay for the bus and that is a free trip. Having links to our community as well makes it easier, like being friends with the Lion's Club; so you don't have to apply for funding or you can just go, 'hey guys can you give us some money so we can do this with our kids'? (PS244, Staff FG).

These three comments reveal how community support in the form of funding or providing a resource such as transport can help support EOTC. Cost and resourcing were the most significant challenge discussed in the previous chapter. For some schools, it seems that accessing funds in their local communities can help to overcome or reduce that challenge.

Places Enabling EOTC to Flourish

Schools and their communities are always situated in particular places. Often the geographical and cultural aspects of places that are local to schools can provide excellent opportunities for EOTC. Schools in this study spoke about how utilising local places can help EOTC to flourish.

We have always focussed on our local environment and what is affordable; always looking for ways to safely challenge our children for their growth and development as a person. (PS203, NEOTCQ)

Using our local natural environment is becoming more attractive for our students, teachers and whanau so we avoid transport costs. (PS288, NEOTCQ)

We are in a remote location, and have a strategic goal of using our natural environment as much as possible so we are stubbornly resisting the [negative] influences and working harder to maintain EOTC. (PS279, NEOTCQ)

Every week we use our local environment. Then each term we do specific trips e.g. beach day, bush day, monument day- bus to get there. (PS287, NEOTCQ)

These four observations reveal how some schools are making an effort to use local places for EOTC and that this has multiple benefits for the schools and students, including: not having to use transport, trips being more affordable, and having appropriate environments for students' learning. Some schools are located in particular places which have a strong influence on the school culture and role of EOTC.

But, it's kind of comes back to what I said to you before too, that actually it is kind of the culture of this place – you know, the fact that we are right here on the edge of a national park or the world heritage site. So, you know, people come here because they want this lifestyle so they are already interested in doing outdoorsy kinds of things, whatever they happen to be. Whether they are kind of sport or whether they are something else... whether they are environmentally kind of motivated. And so, they want to share that with other people ...It's true isn't it? The environment actually really has quite a big part to play. (SS61, staff interview)

This school is located on the edge of a national park and that locality and place plays a big part in the life of the school. This place has influenced the people in the community either because they have chosen to move to this location, or grown up immersed in the outdoors. Either way, these people make up the community and actively support EOTC in the school.

5.3 EOTC Champions

Developing and maintaining a school culture and community where EOTC flourishes is reliant on people. The previous sections highlight the important role of school leaders and community in a flourishing EOTC culture. Such cultures are also characterised by conditions where individuals and small groups, both inside and outside schools, are empowered to make substantial contributions to EOTC. We call these people "EOTC champions" and acknowledge the crucial role that such champions play in the flourishing of EOTC. It is important to note that EOTC champions also exist in schools where the culture is less conducive to EOTC. This section draws on NEOTCQ and interview data which reveals a strong theme of the effectiveness of individuals and small groups - EOTC champions.

Individual Educators

As with many aspects of school life, EOTC can be positively impacted by individual teachers who have a particular passion for the learning opportunities offered by EOTC.

On the whole yes we get, you know where a teacher really believes that the trip is going to enhance the learning they are the passionate ones, we see them going to the opera, going to watch Shakespeare, it authenticates their work they are doing in the classroom. (SS131, Staff FG)

Teachers being passionate and wanting to [make EOTC happen] (SS5, Staff FG)

The teaching staff impact positively on EOTC (PS44, NEOTCQ)

Individual teachers can draw on their passion for EOTC to provide enriched learning opportunities for their students. Readers of this report will be familiar with other examples of passionate individual teachers making a real impact in their schools across the country. Often they are not just working alone.

Teaching Teams

EOTC champions can also take the form of groups of educators or teaching teams. Sometimes these teams might be a formal grouping and sometimes they might just be the collective support of teaching staff across a school:

If it was just one of us or certainly I speak for myself if it was just me in a little island at a whole new school with no one around me I wouldn't have as much confidence as I do. With my team here who I can be like you know can we do this or...We do bounce ideas around. So that support is critical. (EONZ WS2, FG)

I think it's like all the teachers here have been working here for a while so they have got a really, they know a lot of places that we can go to and we can access and you know when we have a different unit coming up they can, they know a place to go. (PS97, Staff FG)

The first quote illustrates how a teacher working within a particular team has increased confidence to engage with EOTC. This teacher describes the support of their team as “critical”. The second quote takes a slightly broader view which recognises the experience and support of experienced teachers in a school who can help identify relevant EOTC places and opportunities related to particular units of work. The level of support from other teachers in a school appears to be a real enabler of EOTC. Staff teams who provide such support are also worthy of being labelled EOTC champions.

Schools may also have people in their local communities who play a significant role in enabling EOTC. Many schools also have EOTC coordinators whose role is it to support and administer EOTC. These people are often EOTC champions, and they are a key component of having good quality management systems which enable EOTC.

5.4 EOTC Systems

This chapter has focused on culture and people to this point, yet the importance of the systems and tools which enable EOTC to flourish is also important to note. In particular, participants in this study spoke about safety management systems and associated roles and responsibilities (for example, EOTC coordinators) that allow them to manage EOTC effectively without it becoming onerous. Indeed data supports the presence of good systems as a key enabler of EOTC.

We also have good systems to ensure that there is good risk management in place (PS188, NEOTCQ).

We have improved our paperwork so it is easier to fill in and is more accurate, staff are supported well by the teacher in charge of EOTC. (SS32, NEOTCQ)

At [our High School] we have a very robust EOTC process and at this stage have stayed up to date with the H & S Act, Vulnerable Children's Act and we keep trips to be as equitable as possible so parents are still mostly willing to contribute to the donation proportion of the activity, event and or trip. Staff are given one to one assistance to understand the expectations of their EOTC application so most buy in and processes are sound. (SS30, NEOTCQ)

These quotes are representative of a number of schools where they had good systems or processes in place which enabled them to manage the responsibilities that are placed on schools through legislation such as the Health and Safety at Work Act and the Vulnerable Children's Act. As part of such a systems approach, safety management paperwork is appropriate and easy to complete, there is clear guidance on managing risk effectively, and teachers are supported to understand and apply these processes. Some schools have moved to online systems which also appear to be an enabler.

[Our] High School has developed a paperless EOTC Documentation system which has greatly reduced the paperwork load and enhanced the approval process and pre vetting of Outdoor Ed providers. It is called Trip Planner and it is a dedicated module which is part of a Health and Safety Management tool called Safety Seek. It has revolutionised our EOTC compliance processes. (SS124, NEOTCQ)

As schools increasingly move to online systems for so many aspects of their student management and operations, it is understandable that they might invest in online safety management EOTC documentation systems. As the SS124 above states, “it has revolutionised our EOTC compliance processes”. School leaders and teachers are faced with many compliance-related tasks on a daily or weekly basis. Innovations such as the online Trip Planner module can be effective in reducing the perceived burden of compliance. EOTC can also be enabled by more simple systemic factors such as utilising blanket consent.

Well that's the thing like at the beginning of the year, all parents sign a form you know at the school to say children are allowed to go on local trips. So we don't have to ask every time. So that way we are you know, when the weathers nice and it's not too hot, we are free to go a little trot round the block, or go and do our writing in the bush, you know things like that. (PS144, Staff FG).

The use of blanket consent is common in many schools and is endorsed in the EOTC guidelines where appropriate. For the primary school above, blanket consent was one part of their EOTC system that enabled EOTC, particularly making the most of teachable moments or spontaneous opportunities.

EOTC coordinator

Systems are not created, maintained, or administrated without the input of people. As mentioned earlier in this chapter, EOTC coordinators often play a large role in supporting and enabling EOTC. They also play a role in effective EOTC systems as indicated below.

Having a person that is designated to run and oversee EOTC – somebody who is there to pick up pieces in terms of filtering through information around Health and Safety so that we know we're being compliant. Somebody who is helping and assisting with budgeting, with staffing – even the making sure that we're got our First Aid Certificates up to scratch – somebody who does all of that organising for the big school camps and somebody that the staff can go to when they're organising their day trips or their speakers or their walk up the mountain or whatever it is as well as the overseas trips. It makes a massive difference. (CS3, Staff FG)

And again I'm congratulating [EOTC Coordinator] here, what he's set up in the school is a process that is very thorough and rigorous, where no activity is undertaken without the question, the hard questions asked. . . There's always a plan for what they want to achieve through that particular experience, and we contract people in to do what we need to, and it is well thought out, and it is well planned, and it doesn't just happen, there's a process, a very thorough process that we go through, and the board trust that process, and they trust the staff. (SS96, Staff FG)

The above two quotes highlight how important EOTC coordinators are to effective EOTC management systems, particularly in large schools. It is also recognised that in some schools there may not be resources for EOTC coordinators and that Principals often pick up these roles.

There is pressure on EOTC coordinators or similar to ensure all processes and procedures are in place and followed. This is a funding issue for most schools, to have a specialist person in this role with adequate time allowance is rare. (CS3, NEOTCQ)

Although not all schools have adequately resourced EOTC coordinators, it is clear to see how effective people in a dedicated role can enable EOTC through the many responsibilities they fulfil alongside managing EOTC systems.

5.5 Professional Learning and Development (PLD)

As identified in Chapter Four, having capable teachers to lead EOTC is a challenge that many schools face. One of the key factors in flourishing EOTC is helping teachers develop capability through professional learning and development (PLD). This capability development can be seen at two levels. One for PLD related to school wide systems and secondly for personal professional development of individual educators as revealed below.

[Key enablers are] the skill levels of staff and access to suitable staff training and PD (PS120, NEOTCQ)

One of the best things I've ever done was, with Skills Active. There was a course I did for a year that was funded by the Ministry I think. It was fantastic – a great course for anyone to go through... we had great facilitators who knew what they were doing, they were experts in it and confident, and they made everybody in the room feel the same way, in terms of EOTC it was well explained, about the background of that learning, and the kinds of ways that it could enhance the curriculum, but also taking away the scariness of it, and I think if every teacher was given that opportunity, how much better it would be. (PS2, Staff Interview)

These quotes highlight the building of capability in individual teachers to enable them to effectively develop and lead quality EOTC learning experiences. Chapter Four identified participant perspectives that initial teacher education (ITE) courses may not have the same amount of time dedicated to EOTC training as they once did. Such stories suggest it is common for teacher education graduates to enter the teaching profession without really having been exposed to EOTC or developed skills and knowledge to facilitate quality EOTC. This merely increases the importance of PLD for in-service teachers, and provokes questions about the content of some teacher education programmes.

PLD has also been identified as an important enabler for schools in the development of EOTC safety management systems and practices. Table 11 shows that there was strong agreement that the EOTC Guidelines – Bringing the Curriculum Alive (Ministry of Education, 2016) – helped schools to provide effective EOTC. Of particular interest was the response to the question in the NEOTCQ about the MOE funded EOTC professional development that is provided by Education Outdoor New Zealand (EONZ). 34% of survey respondents agreed that this PD was useful in supporting effective EOTC while 23% disagreed and 43% were neutral (see Table 11). Analysis by school type (see Figure 12) shows that Secondary and Composite schools had higher levels of agreement than Primary and Intermediate, perhaps indicating a higher level of engagement with the EONZ PLD programme for Secondary and Composite schools.

| | Min | Max | Mean | Std Dev | Count | Disagree / Strongly Disagree | Agree / Strongly Agree |
|---|------|------|------|---------|-------|------------------------------|------------------------|
| The EOTC Guidelines helps us provide effective EOTC | 1.00 | 5.00 | 3.87 | 0.74 | 491 | 3.46% | 74.75% |
| Ministry of Education funded PD, delivered by EONZ, helps us provide effective EOTC | 1.00 | 5.00 | 3.14 | 1.05 | 491 | 23.01% | 33.81% |

Table 11: Influence of EOTC Guidelines and EONZ PLD

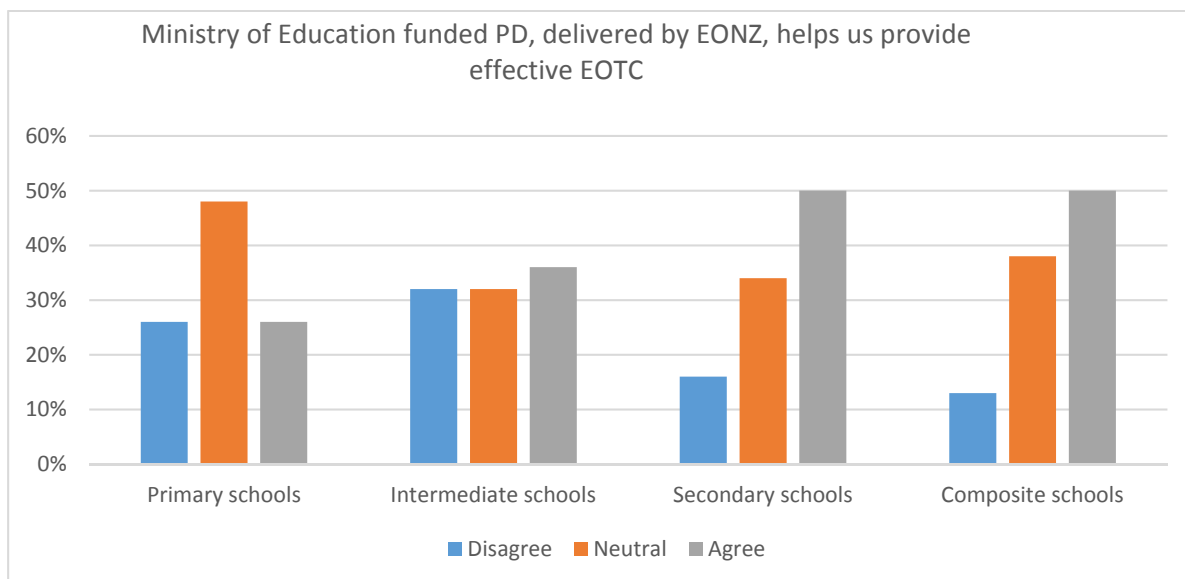


Figure 12: EONZ PLD - School type analysis

Data from Education Outdoors New Zealand (EONZ), who run the PLD for EOTC good practice and safety management shows that there have been 71 workshops run across the country since 2011 with 1976 people attending. In the last three years (2017-2019) there have been 10 workshops per year on average, with between 24 to 29 participants in each workshop. The most common roles of participants attending the PLD workshops has been: Senior Leadership (31%), Middle Management (17%), Principals (14%), Curriculum teachers (21%), and Sports Coordinators (7%). Of these people many would hold responsibility for EOTC or be EOTC coordinators. It is important to consider here that whilst this PLD programme has been available for all schools to opt into, it is voluntary and only some schools have elected to participate. There are also potential geographical and resource limitations that have meant the PLD workshops have not always been accessible to all schools. According to EONZ workshop numbers are capped and these often fill up quickly, with a waiting list.

Qualitative comments reflected that schools who had actually attended the PD spoke positively.

The MOE funded PD is awesome and has been huge in helping us with our systems and programmes. It would be great if they fully funded this (i.e. release and travel coverage of costs) and had it as compulsory for all schools! (PS321, NEOTCQ)

Yes. So this is really important. The EONZ work they do and the stuff they send you in the courses I've been on has been fantastic and we really just need this to be a major thing in the education – I think – well that's my opinion. (SS52, Staff FG)

Other types of PD e.g. Health and Safety Guidelines have helped better clarify the roles and responsibilities as well as clearly identifying risks and safety issues with the aim of minimising as much risk as possible. (SS13, NEOTC)

The new EOTC application system that I have created as EOTC coordinator has helped to reduce the workload on staff so since this system has been in place (helped by the recent EOTC PD) there has been an increase in EOTC trips. (SS4, NEOTCQ)

Accessing Ministry of Education funded PD is vital. (SS107, NEOTCQ)

The courses I've been on have been fantastic and we really need this to be a major thing. (Staff FG Interview, SS52)

[EONZ PD] is fantastic. It was a great course for anyone to go through. We had great facilitators who knew what they were doing, they were experts in it and confident, and they made everybody in the room feel the same way. In terms of EOTC it was well explained, about the background of that learning, and the kinds of ways that it could enhance the curriculum. (Principal Interview, PS2)

As revealed in these quotes, schools who had accessed the EOTC systems PLD reported tangible benefits which have resulted in improved EOTC systems and in turn, better outcomes for teachers and students related to EOTC. Of note, The NEOTCQ received no negative comments about the PLD workshops from those who attended. There were, however, a number of schools that indicated in the NEOTCQ that they had either not attended or had not even heard of the PD.

I have not heard of PD delivered by EONZ. (PS8, NEOTCQ)

If we had PD delivered in our area it would be good. (PS121, NEOTCQ)

MOE funded PD is as scarce as rocking horse poo. (PS239, NEOTCQ)

I haven't heard of MOE funded PD by EONZ. (PS274, NEOTCQ)

Whilst there has been considerable reach and impact on schools from the EONZ facilitated PLD workshops over the last nine years. There is clear evidence that for those schools who do attend, the workshops are valuable in assisting with their EOTC systems and provision. Effective PLD for teachers and schools is an important driver in flourishing EOTC.

5.5 Chapter Five Summary

Although many pressures exist for us, we have adapted and this has NOT meant that we do less EOTC. (SS43, NEOTCQ)

In this chapter we have discussed the contribution that multiple factors make to EOTC flourishing in schools, including: school culture, community and place; EOTC champions; systems; and professional learning and development. These four aspects often operate interdependently in the everyday provision of EOTC and enable programmes which enhance students learning. For example, school leadership and EOTC champions often have a significant impact on school culture, whilst good EOTC management systems require effective people (such as EOTC coordinators) and PLD to develop, implement and maintain. It is clear that schools face many challenges or pressures, but those related to EOTC can often be addressed through adaptability and innovation brought about by committed people within schools and their wider community. There are lessons here which can help other schools to develop. With EOTC being so highly valued by schools that have participated in this research, it appears imperative that all schools are equipped to provide quality EOTC so all students in Aotearoa New Zealand can enjoy the benefits of enriched and engaging learning that EOTC delivers.

Chapter Six: Conclusion – EOTC Woven into the Fabric of New Zealand Schools . . . But Not Without Challenges

6.1 Introduction

This report has presented and discussed findings from the largest and most comprehensive investigation into Education Outside the Classroom (EOTC) ever conducted in Aotearoa New Zealand. At the outset of the study there were three key research question(s) which drove the inquiry:

1. What EOTC experiences are occurring in Aotearoa New Zealand schools?
2. How do principals, curriculum leaders and/or EOTC coordinators perceive the value of EOTC in their schools?
3. How are various factors influencing the provision (quantity and quality) of EOTC?

The previous four chapters have addressed the research questions and provided a timely reminder of the both the high value that schools ascribe to EOTC and the wide range of EOTC learning experiences that are provided across the school on an almost daily basis. But this extensive provision of EOTC is not without its challenges. Schools across a range of contexts, regions, and deciles often struggle to fund the costs of EOTC. Finding capable teachers to lead EOTC is an issue for some schools, as are constraints caused by time pressures (crowded curriculum, teacher workload, assessment) and health and safety considerations. Whilst these factors do impact on the provision of EOTC there are numerous examples of EOTC flourishing in schools, enabled by positive school cultures and communities, EOTC champions, good safety management systems, and professional learning and development. This final conclusion chapter picks up on the key findings from each of the previous chapters, acknowledges the limitations of the study, and makes recommendations for maintaining and improving EOTC provision in schools.

6.2 What are Schools Achieving with EOTC

Chapter Two provided insight into what EOTC activity is occurring in schools, how it is linked to curriculum, where and how EOTC is facilitated, and the various factors that influence the provision of EOTC. A key conclusion was EOTC is very much part of the fabric of schools in Aotearoa New Zealand with almost all participants in this study providing EOTC learning opportunities for their students. It is clear that EOTC learning experiences are not evenly distributed across learning areas. For example, camps are still prominent alongside other Health and Physical Education activities, whilst curriculum enrichment trips to places such as museums, art galleries, and other urban areas like historical sites are common.

For the group of schools that completed the detailed EOTC inventory, the majority of EOTC activities were facilitated by teachers and took place within 20km of the school. Costs for such trips were most often passed on to parents/caregivers, possibly through donations, with some trips having no costs (particularly primary schools) or being covered by school or grant funding. A prominent theme from the inventory schools was the way that EOTC was seen as a vehicle to develop the key competencies for students.

There are a number of factors that impact on the quantity of EOTC in schools. It appears that time constraints and workload, often but not always linked to health and safety procedures, are issues that can constrain EOTC. Other factors such as parent help, inability to charge compulsory payments, risk aversion, police vetting, and assessment pressures were issues for some schools and not for others, in almost equal proportion.

EOTC provision was also supported by a number of factors. The most overwhelmingly supportive factor for EOTC was student engagement. The EOTC guidelines appear to be effective in assisting the majority of schools and professional development related to safety management systems is perceived positively by schools who have attended. There are however many schools that have not accessed that professional development opportunity. Community engagement, and to a lesser extent, sustainability and environmental learning appear to be factors that support EOTC.

6.3 The Value of EOTC

Chapter Three clearly illuminated how EOTC is highly valued by staff and students in Aotearoa New Zealand schools. EOTC is vital to curriculum enrichment, student engagement and learning, and to make an important contribution to developing social skills and relationships. The unique opportunities that EOTC provides for students to explore their interests, experiment with different ways of behaving or interacting, and to have greater control of their learning were also highly valued by staff and students alike.

It is crucial not to undervalue the significance of these findings. In a contemporary 21st century educational context, there is high importance placed on engaging students as life-long learners, on providing rich real world learning opportunities which connect students to their local communities and places, and to developing personal and interpersonal attributes and capabilities. Such contemporary goals in education are made visible through research and initiatives, such as New Pedagogies for Deep Learning (NPDL) (Fullan & Langworthy, 2014). The so called 6 C's of NPDL: character, citizenship, communication, critical thinking and problem solving, collaboration, and creativity and imagination can be substantially advanced through EOTC. Alongside key competencies, these types of skills are central to preparing young people for the challenges of the future (Hipkins, Bolstad, Boyd, & McDowall, 2014).

6.4 Challenges to the Quantity and Quality of EOTC

Chapter Four discussed the challenges to successful EOTC provision and the pressures coming to bear on school leaders, teachers, students and their whānau and communities. EOTC opportunities are often compromised where schools have to create revenue from parent and caregiver donations to cover costs. It can also be difficult for schools to obtain sufficient and suitable parent volunteer assistants to meet suitable supervision structures.

Increasingly, schools are finding it difficult to obtain staff members with the skills, knowledge, fitness, and confidence to lead EOTC programmes. Some schools reported an ageing workforce and problems with succession planning. In addition, new teachers often lacked effective training in EOTC from their teacher education programmes. The loss of EOTC in the curricula of university initial

teacher education programmes is a serious concern and needs to be remedied. The need for professional development programmes for educators was commonly reported. With less staff capability within, many schools have turned to private providers to fill the gaps. These staffing decisions have financial consequences.

An overloaded curriculum along with increasing accountability and assessment demands have impacted on teacher time and energy. Teacher workloads have never been higher and time pressure has affected EOTC programmes. In the survey, 49% of schools reported time constraint pressure to deliver EOTC curriculum, with secondary schools more impacted (57%) than primary (45%). At secondary school level 48% reported assessment pressure as an impediment to EOTC whilst primary was only 32%. Overall, paperwork and workload constraints were reported by 44% of the schools.

Accidents in the outdoors and health & safety legislation have sharpened the minds of schools and their communities about safety issues. Parents are rightly safety aware and concerned for the safety of their children, particularly on excursions involving adventure activities. Teachers hold similar fears including the weight of responsibility and the fear of prosecution. It is important to ensure appropriate paperwork is completed, but this can seem onerous to teachers, especially when the requirements of the Vulnerable Children's Act (2014) are added in.

These are important findings which reveal the current social, political, and economic context in which EOTC is envisioned and enacted. Many of the challenges to EOTC are perceived as a consequence of underfunding in the education sector over more than a decade. Economic changes along with other societal shifts have seen many families with changing work and home realities which impact their ability to contribute to EOTC in terms of both time and money. It was clear that some teachers felt frustrated and overworked. Teachers value EOTC highly but many felt budgetary and other pressures compromised student learning. Teaching and learning through EOTC came with considerable costs to teachers and often overloaded their working and personal lives.

6.5 Flourishing EOTC

Chapter Five highlighted the ways that some school leaders, teachers, and their communities have worked to overcome challenges so that EOTC could flourish in their school. The data revealed ways that school cultures and communities, EOTC champions, systems, and professional learning and development can contribute positively to EOTC. These four aspects often operate interdependently in the everyday provision of EOTC and enable programmes which enhance students learning. Schools face many challenges or pressures, but those related to EOTC can often be addressed through adaptability, innovation, and creativity. Enabling EOTC to flourish in such circumstances often involves new or creative thinking.

The data shows that EOTC does indeed thrive in many schools throughout Aotearoa New Zealand. There are lessons here which can help other schools to develop their programmes. EOTC is highly valued by schools that have participated in this research. Therefore all students throughout Aotearoa New Zealand should enjoy the benefits of enriched and engaging learning that EOTC delivers. This will require a range of support measures for schools.

6.6 Limitations

This study is the most comprehensive research ever undertaken into EOTC in Aotearoa New Zealand. Comprising both quantitative and qualitative data sets collected through an explanatory sequential mixed methods approach (Creswell & Plano Clark, 2017), the research provides breadth and depth of insight into the provision of EOTC in New Zealand Schools. The findings from 525 respondent schools to the NEOTCQ survey provide suitable grounds for generalizable conclusions to be made across the country. The interview and inventory data provide richness and depth of perspective from fewer schools and compliments the NEOTCQ data.

Nonetheless, there are some limitations to this study which are important to acknowledge. All research of this type relies on voluntary consent to participate; hence we received data from schools that wanted to participate. In doing so it is likely that we heard from schools that view EOTC positively. In the case of the focus groups interviews with school leaders, teachers and students, we definitely heard from schools who valued EOTC. This does not diminish this data set. We must recognise, however, that this interview data provides rich perspectives from only those schools and that this is not necessarily representative of all schools in Aotearoa New Zealand.

6.7 Final Conclusions

The findings from this study have led the research team to the following conclusions:

1. EOTC holds significant importance for New Zealand schools and this should be recognised and celebrated within educational communities in Aotearoa New Zealand.
2. School leaders, teachers and students see the value in EOTC contributing to curriculum enrichment and real world learning, student engagement, building connections and relationship within and between students, teachers and communities, providing opportunities for new or unique experiences that students may otherwise not have.
3. EOTC is utilised in many different ways across all learning areas of the New Zealand Curriculum and Te Marautanga o Aotearoa and especially contribute to the key student competencies. Some subjects such as HPE and science utilise EOTC more extensively.
 - a. Further research which explores more fully the value of EOTC to teaching and learning across diverse New Zealand schools would be desirable. Such research could also explore equity barriers to EOTC and potential ways to address inequitable access to EOTC.
4. There remain a number of challenges to the effective provision of EOTC. These include: curriculum related time constraints, teacher workloads, EOTC paperwork, health and safety considerations to meet the requirements of legislation, and finding suitably experienced and capable teachers and parents to lead and assist with EOTC trips.
5. Funding and resourcing remains a significant challenge for EOTC in many New Zealand schools. The research team recognise that the funding issue may have changed as a result of the new Ministry of Education scheme to provide \$150 extra per head funding in lieu of schools asking for donations.
 - a. Further research into the effects on EOTC of the new donations funding scheme would be useful.

6. Having capable teachers to lead EOTC is a crucial component of effective EOTC provision and many schools struggle to meet this requirement. It would be useful for the New Zealand Teachers Council to review and improve EOTC education in initial teacher education programmes.
7. A number of factors help EOTC to flourish in schools: These factors include: School culture, community and place; EOTC champions, EOTC systems; and professional learning and development.
 - a. PLD can assist with both safety management system development and developing teacher capability. It is recommended that there is a review of the availability and resourcing of EOTC related PLD with an eye to making these more accessible across the country.
 - b. Effective EOTC management systems and software resources are an enabler of EOTC in schools. It would be useful for these to be made more readily available to all schools across New Zealand.
 - c. We recommend that EOTC champions and coordinators are suitably recognised and resourced across all schools in New Zealand.

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Appendix A: Research Design and Methodology

This study employs an explanatory sequential mixed methods research approach (Creswell & Plano Clark, 2011) with embedded case studies to collect, analyse, and interpret data. Based in a pragmatic worldview (Creswell, 2014) an explanatory sequential research design blends initial quantitative data with subsequent or follow-up qualitative data to address the broader and more detailed aims of the study and the research questions above. This approach builds on the strengths of both quantitative and qualitative data to provide statistical insight into trends relating to EOTC whilst gaining in depth perspectives and examples of practice from different school contexts through selected case studies. In short, both ‘numbers’ and ‘stories’ about EOTC in New Zealand schools will be generated (Creswell, 2012).

Overall this study involves four phases of data collection. **Phase 1** was the National EOTC Questionnaire (NEOTCQ) containing a mix of quantitative (Likert scale) and qualitative (open ended) questions. **Phase 2** consisted of school-specific EOTC inventories where self-selected schools provided details of every EOTC event over a 6 week period. **Phase 3** involved individual and focus group interviews with school leaders, teachers, students and LEOTC providers. **Phase 4**, knowledge mobilisation, focuses on disseminating and making use of findings

| Phase and Data Collection Methods | Participants | Participant selection / recruitment |
|--|---|--|
| Phase 1: National EOTC Questionnaire (NEOTCQ) – mix of quantitative (Likert scale) and qualitative (open ended) questions | Principals and EOTC coordinators at State, integrated and private schools in NZ Primary and Secondary | All Schools in Aotearoa New Zealand will be invited to participate. Participants will be recruited through email databases such as: MoE National EOTC coordinator database Principal groups EONZ members LEOTC providers? |
| Phase 2: School Specific EOTC Inventory More detailed data gathering of what EOTC is occurring in selected schools through a sequence of: Survey adapted from Scotland Studies (Mannion et. al., 2015, & Mannion et. al., 2006) Intention form document analysis | EOTC coordinators / curriculum leaders / principals at State, integrated and private schools in NZ, Primary and Secondary | Sample schools for the Specific EOTC Inventory will self-selected from volunteers from the Phase 1 NEOTCQ survey |
| Phase 3: Focus group interviews | Students, Teachers, EOTC coordinators Principals in NZ | Focus groups recruited from: EONZ / EOTC cluster groups EONZ EOTC PLD workshops |

| | | |
|--|--|--|
| | Primary and Secondary and LEOTC providers? | Principal groups LEOTC provider meetings? Participating schools (School leader, teachers, students) |
| Phase 4: Knowledge mobilisation (<i>Dissemination phase</i>) Reports and Publications Organise key collaboration opportunities (workshops) for EOTC and LEOTC stakeholders to move towards good practice models Bring together Ministry and practitioners to inform policy and practice. Webinar or recorded video for results. | MoE Principal groups EOTC workshops LEOTC providers EONZ members Dissemination to key stakeholders | |

Phase 1 NEOTCQ Procedures

The NEOTCQ was an online survey developed by the research team and administered by Qualtrics, and internationally renowned online research company. The NEOTCQ contained both quantitative (Likert scale) and qualitative (open-ended) questions and was designed to illicit principals/curriculum leaders/EOTC coordinators views about EOTC. Data collection for the NEOTCQ was open for a period of 5 weeks from the 18th October 2017 to 24th November 2017. Emails were sent to each school office or administration contact on the schools contact list available on the Ministry of Education website, with a request for these to be forwarded to the appropriate person to complete the survey (Principal, DP, EOTC coordinator, or curriculum leaders). Emails were also sent to EOTC coordinators who were registered on the National EOTC Coordinator Database administered by Education Outdoors New Zealand (EONZ). Initial invite emails were sent on the 18th and 19th October 2017. Two follow up reminder emails were sent to those schools that had not participated in the survey on the weeks 23rd October to 3rd November 2017. A final last chance to complete reminder email was sent on the week beginning 6th November 2017.

Quantitative data was analysed using SPSS for statistical trends relating to EOTC provision. Qualitative data was analysed using NVivo. Both analyses were used to construct a broad view of EOTC provision in Aotearoa New Zealand schools.

Schools that complete the NEOTCQ will go into a draw to receive one of 20 comprehensive first aid kits valued at \$50.

Phase 2. EOTC Inventory procedures

The School Specific EOTC Inventory was adapted from Mannion et. al's. (2015) study which investigated the provision of outdoor teaching and learning in Scottish schools. Data may be collected using the EOTC inventory form adapted from Mannion et. al. (2015) or schools EOTC trip intentions forms.

Schools participating in the EOTC Inventory self-selected from the NEOTCQ and participated for a period of six weeks during 2018. The timing of these six weeks in the year could be negotiated with each participant school.

During these six weeks schools will be asked to complete the EOTC Inventory form for every occurrence of EOTC that leaves the school grounds and to attach a copy of the EOTC Event Proposal or Trip Intention form. Where appropriate schools may opt to leave sections of the survey form blank (or indeed not complete the survey form) if similar appropriate information is captured on the event proposal or trip intention form.

All schools that agreed to participate in phase 2 were given a Pro-Safety Field Trip First Aid Kit, valued at \$50, as a koha for time taken to complete the surveys.

Phase 3. Focus Group Interviews

Based on an explanatory sequential mixed methods approach which utilises qualitative data to build on findings from a previous quantitative phase of the research, this phase conducted focus group interview with school leaders, teachers, students, and Learning Experiences Outside the Classroom (LEOTC) providers. Questions varied depending on the focus group context and participants.

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Phase 3 – EOTC Coordinator/Teacher interview questions

Nature of EOTC experiences

1. Why do you provide EOTC learning experiences?
2. Are there subjects/learning areas where EOTC is utilised more frequently at your school? Why?
3. As an estimate, what percentage of the EOTC experiences your school offers are cross-curricular, meaning they fulfil learning outcomes across multiple subject/learning areas?
4. Are there any places/sites you return to for EOTC? With the same group of students? Why?

Provision of EOTC

5. What drives your EOTC event planning? / When planning an EOTC event, what is at the front of your mind?
6. Are students involved in planning EOTC at your school? How and why?
7. What are the advantages and disadvantages of using an external provider (such as LEOTC provider) in EOTC? [For both student and teacher].

Impact on learning and engagement

8. Do EOTC experiences alter the way your students engage with each other? How/why?
9. Do EOTC experiences alter the way your students see themselves as learners? How/why?
10. Are there any differences in how you consider student differentiation during EOTC experiences compared to learning in the classroom? What influences this?
11. What do you notice about student engagement and participation during EOTC experiences compared to classroom learning?
12. How do you link EOTC experiences to classroom-based learning?
13. What is the relationship between EOTC and student achievement? OR
14. How does EOTC affect/influence student achievement?

Perceptions of EOTC

15. What do you think students enjoy about EOTC?
16. What do you think students find challenging about EOTC?
17. How do you think parents perceive and value EOTC?

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Phase 3 - Student Focus Group Questions

The following questions are a guide for the interview. Not all of these questions would necessarily be used in every interview

EOTC/learning experiences

1. What kinds of activities have you done during EOTC?
2. What is the most common place you visit as part of EOTC? Do you return regularly to the places you visit as part of EOTC? With school or in your own time?
3. Who usually runs the EOTC experiences you have participated in?

Impact on learning

4. Can you think of a memorable EOTC experience? What made it so memorable to you? What did you learn during this experience?
5. How would you feel if EOTC wasn't offered at your school?
6. How do you feel about your learning in the classroom compared to the learning you do on EOTC experiences?
7. How do your EOTC experiences relate/link to the learning you do in the classroom?

Engagement and meeting needs

8. Who decides on/plans your EOTC experiences? Do your teachers include you in decision making about EOTC?
9. How do you interact with your peers/teachers during EOTC compared to in the classroom?
10. What do you enjoy about EOTC experiences?
11. What do you dislike or find challenging about the EOTC experiences you have been part of?
12. What would make your EOTC experiences better for you?

Perception/value of EOTC

13. What do you think are the most valuable things about EOTC?
14. Why do you think your teachers do EOTC with you? What do you think they would like you to get out of these experiences?
15. What do you think your parents think about the EOTC? Why? What influences their view of this?

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Phase 3 - LEOTC provider focus group questions

The following questions are a guide for the interview. Not all of these questions would necessarily be used in every interview

Nature of EOTC experiences

1. Why do you provide LEOTC learning experiences?
2. Are your LEOTC programmes mainly one-off events or involve multiple visits/activities? Why?
3. Are there subjects/learning areas that use your LEOTC programmes more often? Why?
4. As an estimate, what percentage of the LEOTC experiences your organisation offers are cross-curricular, meaning they fulfil learning outcomes across multiple subject/learning areas?
5. How many schools that use your services focus on, or enquire, about the cross-curricular nature of your LEOTC programmes.
6. Are there particular types of schools that use your programmes more often? What do you think influences this? (ie: primary, secondary, state, decile, distance from facility).

Provision of EOTC

7. When planning an LEOTC activity/programme, what is at the front of your mind?
8. Who is involved in planning the LEOTC experiences/activities you offer? How and why?
9. What are the advantages and disadvantages of using an LEOTC provider in EOTC? [For both student and teacher].
10. What are the barriers and supporting factors your organisation faces to providing LEOTC?
11. What are the barriers and supporting factors schools face to providing LEOTC?

Impact on learning and engagement

12. How can LEOTC/EOTC be used to enrich student learning?
13. What makes an LEOTC/EOTC experience impactful and effective?
14. What role does the accompanying school teacher/s play in your LEOTC programmes/sessions? What impact does this have on the overall learning experience?
15. Do you provide support/resources for schools to link their LEOTC experience to classroom based learning?

Perceptions of EOTC

16. What do you think students enjoy and find challenging about EOTC?
17. What do you think teachers enjoy and find challenging about EOTC?
18. How do you think parents perceive and value EOTC?
19. Have there been any changes in how LEOTC has been used or perceived from within your organisation /and by schools using your services?

Phase 4 Knowledge Mobilisation (KM)

KM seeks to share knowledge and/or models of practice that have been generated from the research findings. We believe this phase is crucial to ensuring that the research can maximise opportunities to influence policy and practice in Aotearoa New Zealand schools. Outputs and initiatives related to Phase 4 could include but are not limited to:

- Professional learning workshops or initiatives (some hosted in conjunction with EONZ) e.g.
 - KM workshop with Ministry of Education (MoE) policy makers and selected school principals and EOTC coordinators to develop strategies for improving EOTC policy, provision and practice in schools.
 - KM workshops with teachers and EOTC coordinators to share examples of good practice and develop strategies for implementing good practice across more schools.
- Online repository of examples of diverse contemporary EOTC practice accessible to all schools;
- At least one formal research report for dissemination to key policy and professional stakeholders including the MOE, EONZ
- An online presentation (e.g. Webinar) of key results that is accessible to interested parties.
- At least 2 Conference presentations of key results (i.e. PENZ National Conference, International Outdoor Education Research Conference).
- 3+ Academic publications in peer reviewed journals and including publication comparing NZ results with those of Scotland.

Appendix B: NEOTCQ Respondents

Survey participants were asked to state the name of their school so that demographic data could be gathered from the MoE school information interactive pivot table². A total of 523 participants chose to provide their school name.

Respondent positions

| What is your role? | Count | % |
|---|-------|--------|
| Principal/Deputy Principal | 328 | 59.64% |
| EOTC Coordinator | 122 | 22.18% |
| Curriculum Leader (e.g. AP Teaching & Learning, Curriculum Coordinator) | 18 | 3.27% |
| Other | 82 | 14.91% |
| Total | 550 | 100% |

Table 12: Positions of NEOTCQ Respondents

Region and Types of Participating Schools:

| Region (total schools) | Primary | Intermediate | Secondary | Composite | Special | Total | Regional Response rate |
|---|---------|--------------|-----------|-----------|---------|-------|------------------------|
| Tai Tokarau (N=151) | 15 | 1 | 3 | 3 | 1 | 23 | 15% |
| Auckland (N=566) | 70 | 6 | 25 | 3 | 6 | 110 | 20% |
| Waikato (N=279) | 36 | 4 | 12 | 0 | 0 | 52 | 19% |
| Bay of Plenty, Waairiki (N=187) | 23 | 1 | 8 | 2 | 0 | 34 | 18% |
| Hawke's Bay, Tairāwhiti (N=176) | 22 | 3 | 15 | 3 | 2 | 45 | 26% |
| Taranaki, Whanganui, Manawatu (N=236) | 18 | 1 | 9 | 0 | 0 | 8 | 11% |
| Wellington (N=289) | 38 | 3 | 15 | 6 | 2 | 64 | 22% |
| Nelson, Marlborough, West Coast (N=129) | 24 | 2 | 5 | 2 | 0 | 33 | 26% |

² Available on the Ministry of education website - <https://www.educationcounts.govt.nz/statistics/schooling/student-numbers/6028>

| | | | | | | | |
|---|------------|-----------|------------|-----------|-----------|------------|-----|
| Canterbury, Chatham Islands (N=284) | 39 | 4 | 19 | 3 | 5 | 70 | 25% |
| Otago, Southland (N=232) | 40 | 2 | 19 | 3 | 0 | 64 | 28% |
| Total (N=2531) | 325 | 27 | 130 | 25 | 16 | 523 | |
| School Type Response Rate | 18% | 23% | 38% | 15% | 42% | | |

Table 13: Type and Region of Participating Schools

Decile of Participating Schools:

| Decile (total schools) | Primary | Intermedi ate | Secondary | Composite | Special | Total | Decile response rate % |
|------------------------------|------------|------------------|------------|-----------|-----------|----------|------------------------------|
| 1 (N=295) | 27 | 1 | 7 | 3 | 2 | 40 | 13.56% |
| 2 (N=247) | 35 | 2 | 4 | 4 | 3 | 48 | 19.43% |
| 3 (N=241) | 23 | 2 | 14 | 1 | 1 | 41 | 17.01% |
| 4 (N=235) | 22 | 4 | 13 | 2 | 6 | 47 | 20.00% |
| 5 (N=246) | 26 | 6 | 13 | 0 | 3 | 48 | 19.11% |
| 6 (N=233) | 25 | 4 | 17 | 1 | 0 | 47 | 20.17% |
| 7 (N=237) | 42 | 2 | 22 | 1 | 0 | 67 | 28.27% |
| 8 (N=248) | 35 | 3 | 11 | 4 | 0 | 53 | 21.37% |
| 9 (N=242) | 42 | 2 | 18 | 0 | 1 | 63 | 26.03% |
| 10 (N=265) | 47 | 1 | 11 | 9 | 0 | 68 | 25.66% |
| N/A (N=46) | 1 | 0 | 0 | 0 | 0 | 1 | 2.17% |
| Total (N=2531) | 325 | 27 | 130 | 25 | 16 | 3 | |

Table 14: Decile of Participating Schools NEOTCQ

Authority of Participating Schools:

| Authorit y | Primary | Intermediat e | Secondar y | Composi te | Special | Total | Authority Response Rate |
|---------------|---------|------------------|---------------|---------------|---------|-------|-------------------------------|
| State | 316 | 27 | 124 | 17 | 16 | 500 | 20% |
| Private | 9 | 0 | 6 | 8 | 0 | 23 | 27% |
| Total | 324 | 27 | 130 | 25 | 16 | 523 | |

Table 15: Authority of Participating Schools NEOTCQ

Appendix C: What is EOTC About? Thematic Analysis

| THEMES | | | | | | | |
|--------------------|-----|--|-----|--------------------------------------|-----|------------------|-----|
| Student Engagement | 535 | Curriculum and Key Competencies Learning | 408 | School operations/health and safety: | 389 | Outdoors/Nature: | 162 |
| Fun | 162 | Challenge | 151 | Safety | 176 | Environment | 52 |
| Experience | 156 | Learning | 147 | Risk | 91 | Outdoors | 37 |
| Authentic | 50 | Environment | 52 | Cost | 46 | Trips | 31 |
| Adventure | 45 | Community | 12 | RAMS | 22 | Outside | 22 |
| Engagement | 43 | Teamwork | 10 | Planning | 21 | Nature | 20 |
| Excitement | 39 | Confidence | 9 | Responsibility | 16 | | |
| Enjoyment | 23 | Inclusive | 9 | Paper Work | 9 | | |
| Active/Interactive | 17 | Participation | 7 | Helpers/Supervision | 8 | | |
| | | Communication | 6 | | | | |
| | | Social | 5 | | | | |

Table 16: What is EOTC? - 5 Word thematic analysis

Appendix D: Influences on quantity of EOTC

| Influences on Quantity of EOTC | Min | Max | Mean | Std Dev | Count | Disagree / Strongly Disagree | Agree / Strongly Agree |
|---|------|------|------|---------|-------|------------------------------|------------------------|
| Assessment pressures have meant that we do less EOTC than what we used to | 1.00 | 5.00 | 3.03 | 1.08 | 493 | 35.9% | 36.5% |
| Time constraints to deliver curriculum have meant that we do less EOTC than what we used to | 1.00 | 5.00 | 3.25 | 1.14 | 490 | 33.3% | 49.4% |
| The new Health and Safety legislation has meant that we do less EOTC than what we used to | 1.00 | 5.00 | 3.19 | 1.20 | 493 | 34.7% | 44.4% |
| Police vetting of all volunteers or billets has meant that we do less EOTC than what we used to | 1.00 | 5.00 | 2.91 | 1.06 | 493 | 39.6% | 30.4% |
| The inability of schools to require compulsory payment/donation for curriculum related activities has meant that we do less EOTC than what we used to | 1.00 | 5.00 | 3.09 | 1.17 | 493 | 37.1% | 38.7% |
| Difficulty getting parent/caregiver and volunteer support has meant that we do less EOTC than what we used to | 1.00 | 5.00 | 2.99 | 1.17 | 492 | 41.7% | 37.2% |
| Paperwork and workload has meant that we do less EOTC than what we used to | 1.00 | 5.00 | 3.16 | 1.18 | 491 | 35.0% | 44.2% |
| School Boards and senior leaders have become more risk adverse resulting in less EOTC than what we used to do | 1.00 | 5.00 | 2.98 | 1.10 | 491 | 39.7% | 35.2% |

Table 17: Influences on quantity of EOTC

Appendix E: Decile analysis of factors impacting quantity of EOTC.

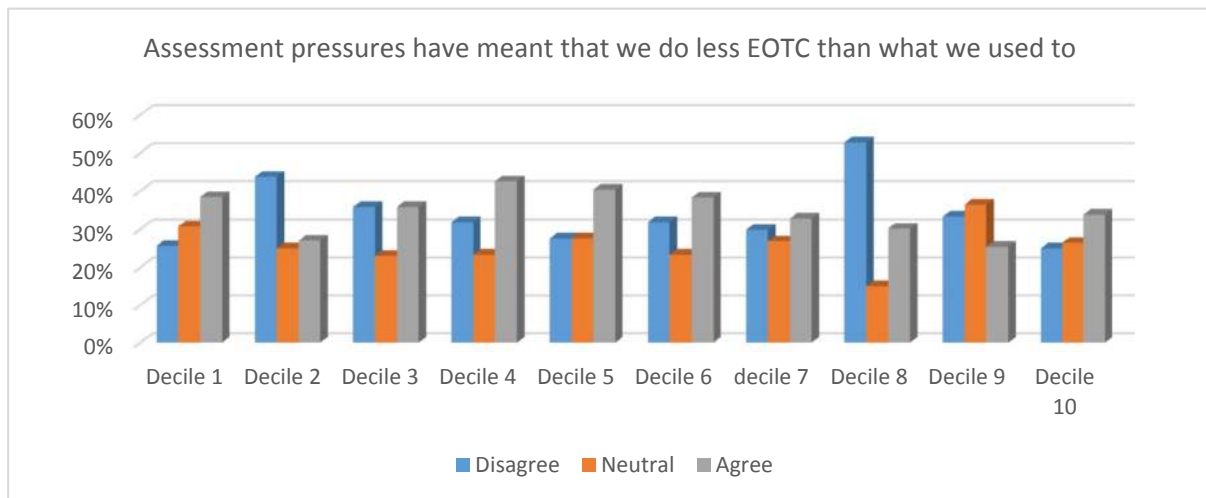


Figure 13: Decile analysis - Assessment pressures

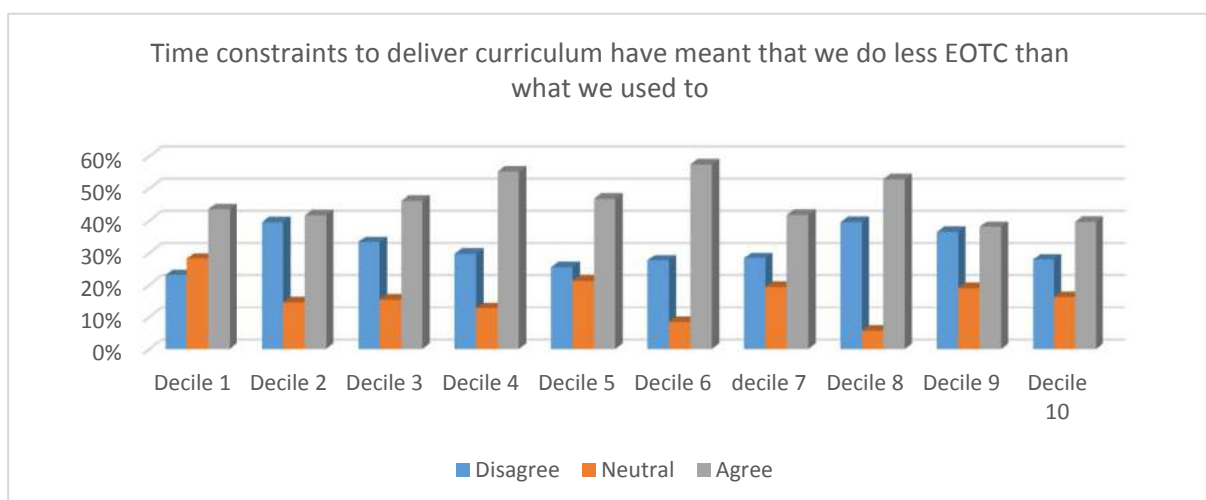


Figure 14: Decile analysis - Time constraints

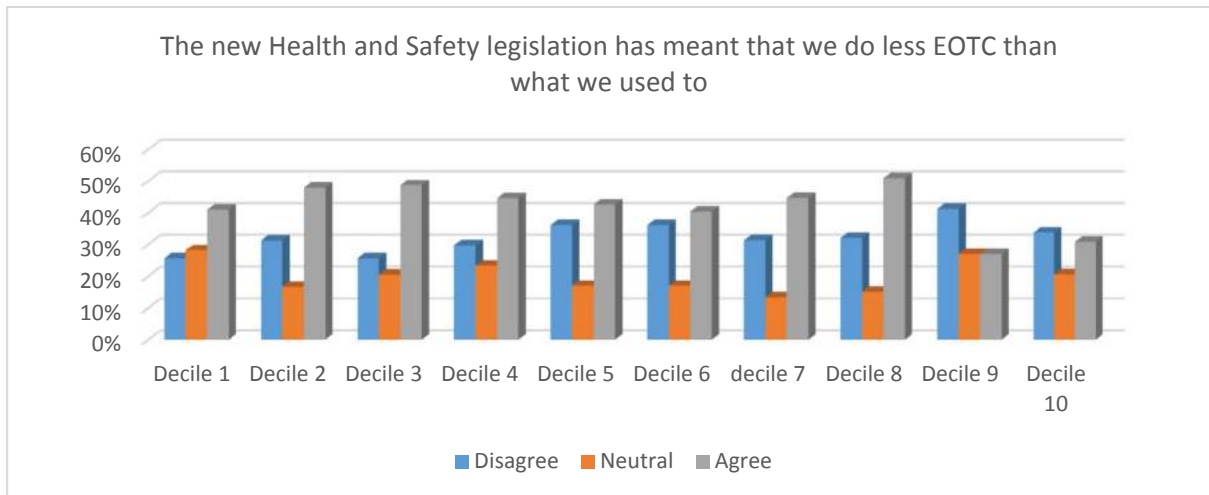


Figure 15: Decile analysis - Health and Safety legislation

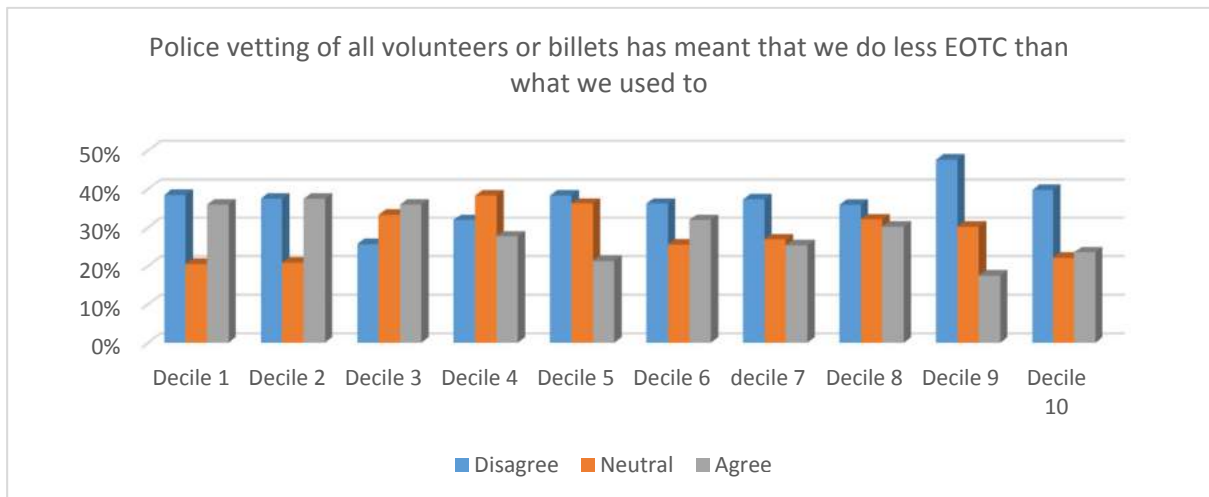


Figure 16: Decile analysis - Police vetting

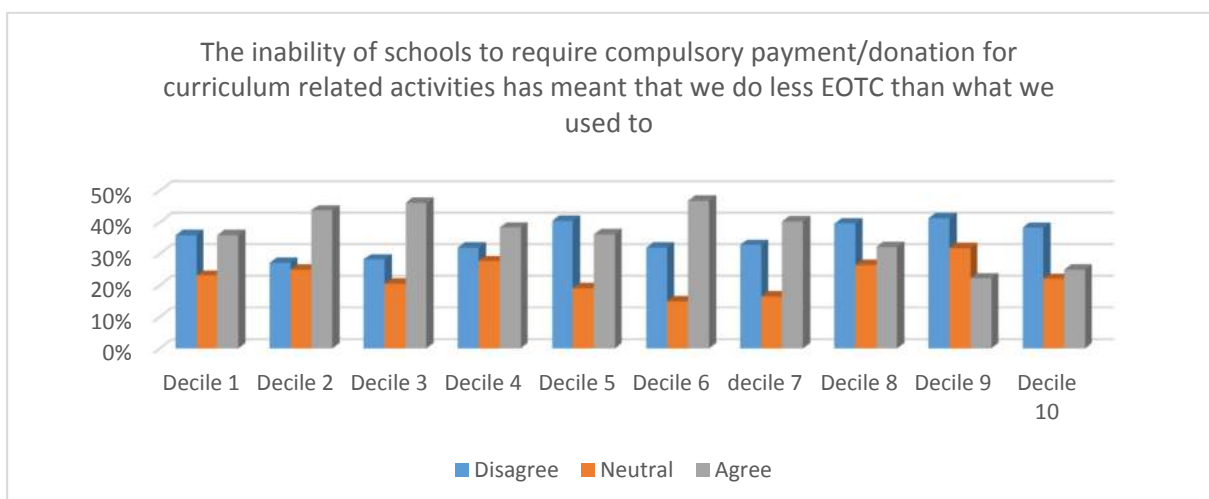


Figure 17: Decile analysis - Donations

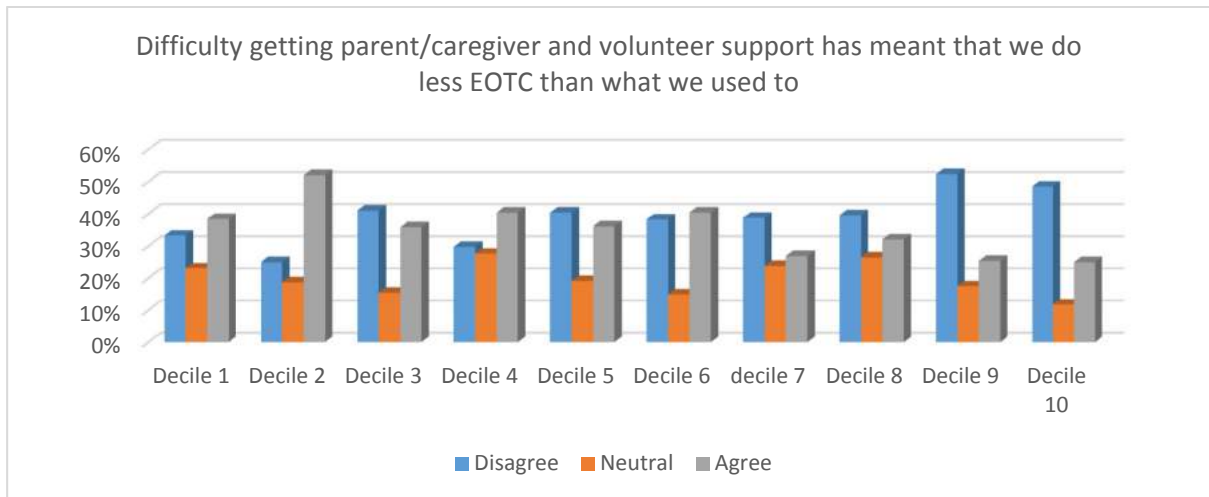


Figure 18: Decile analysis - Volunteer support

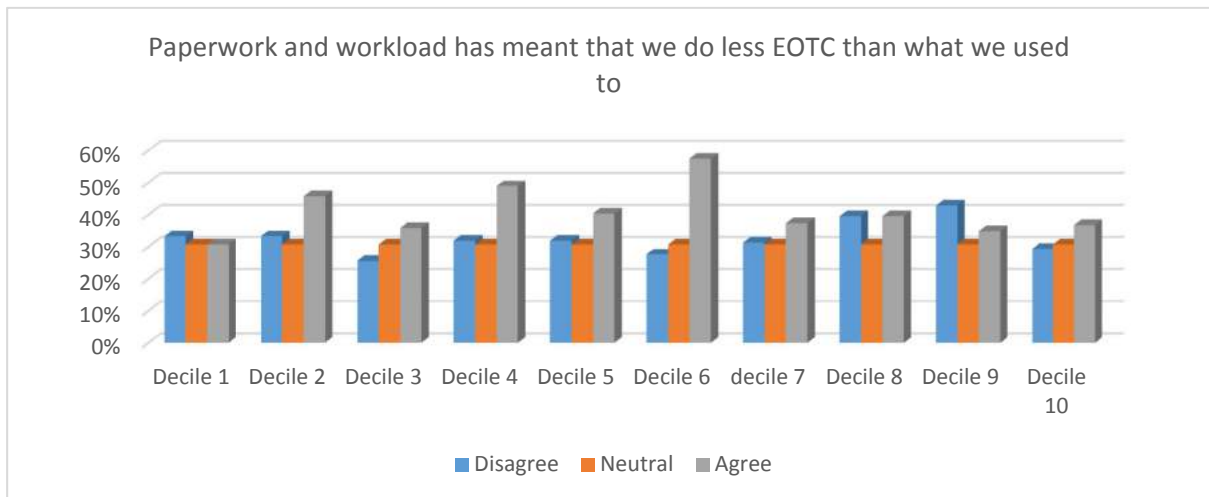


Figure 19: Decile analysis - Paperwork and workload

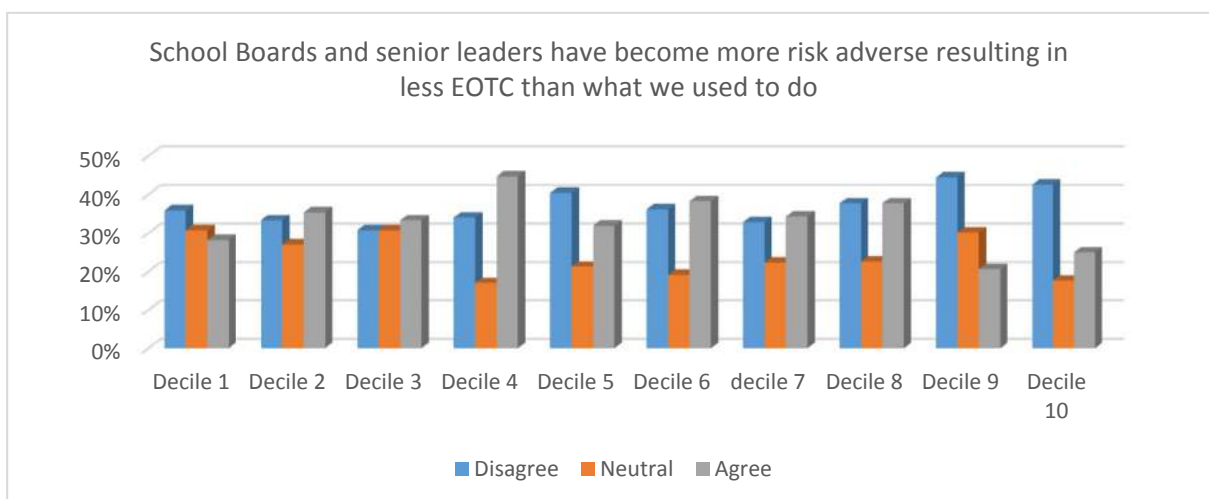


Figure 20: Decile analysis - School leader risk aversion

Appendix F: School type analysis of factors impacting quantity of EOTC.

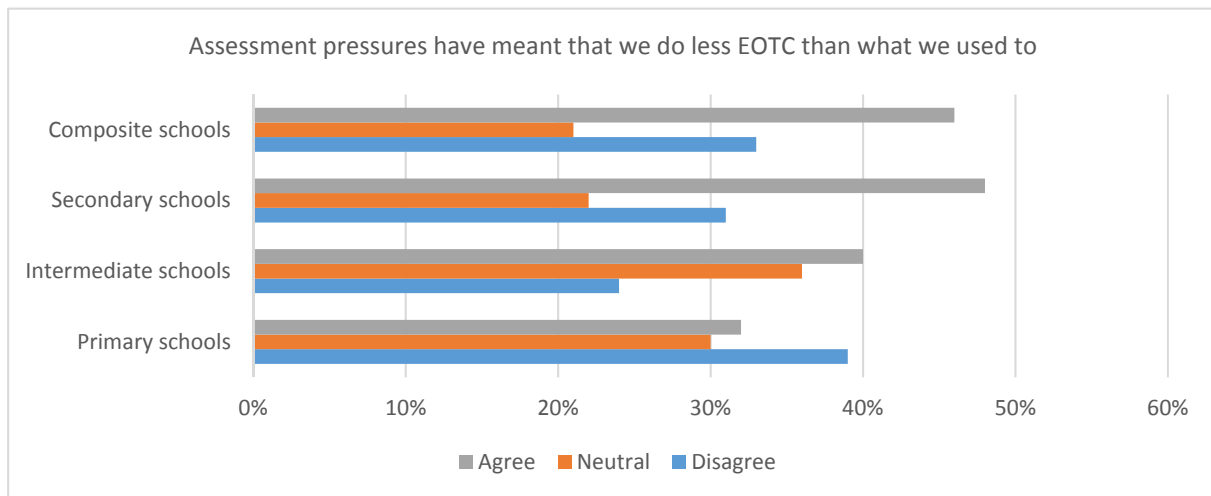


Figure 21: School type analysis - Assessment pressures

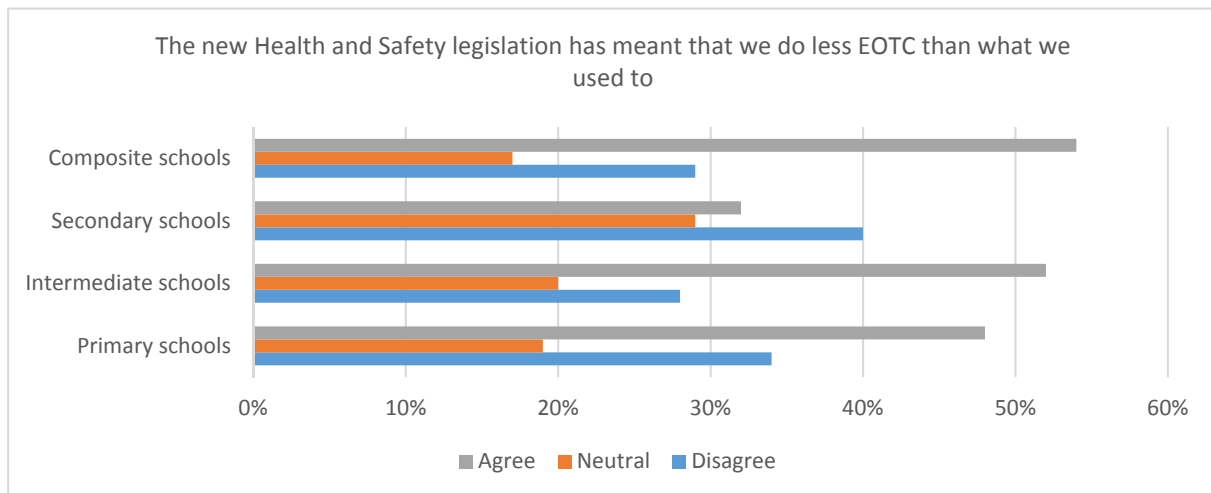


Figure 22: School type analysis - Health and safety legislation

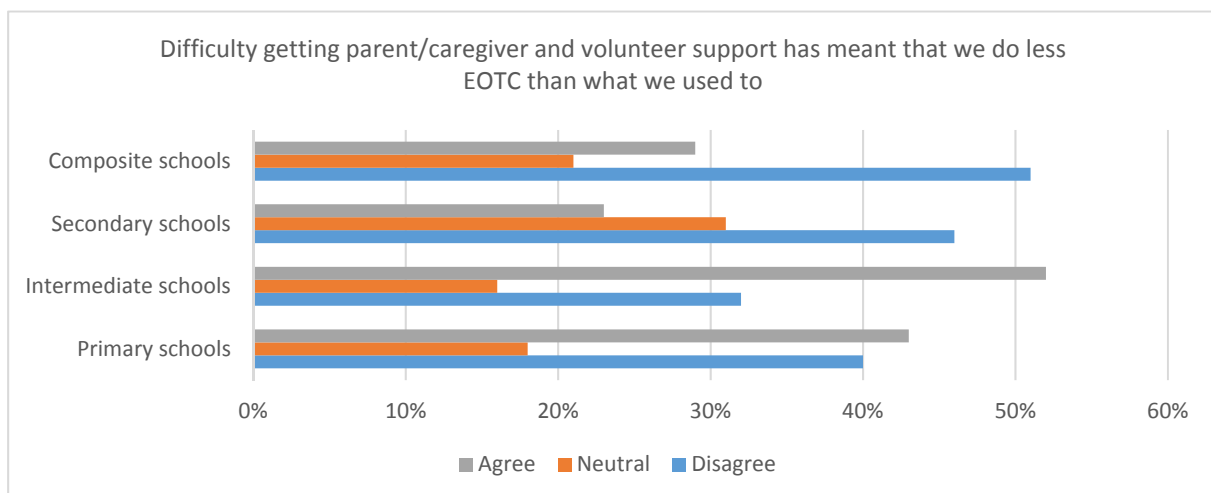


Figure 23: School type analysis - Volunteer support

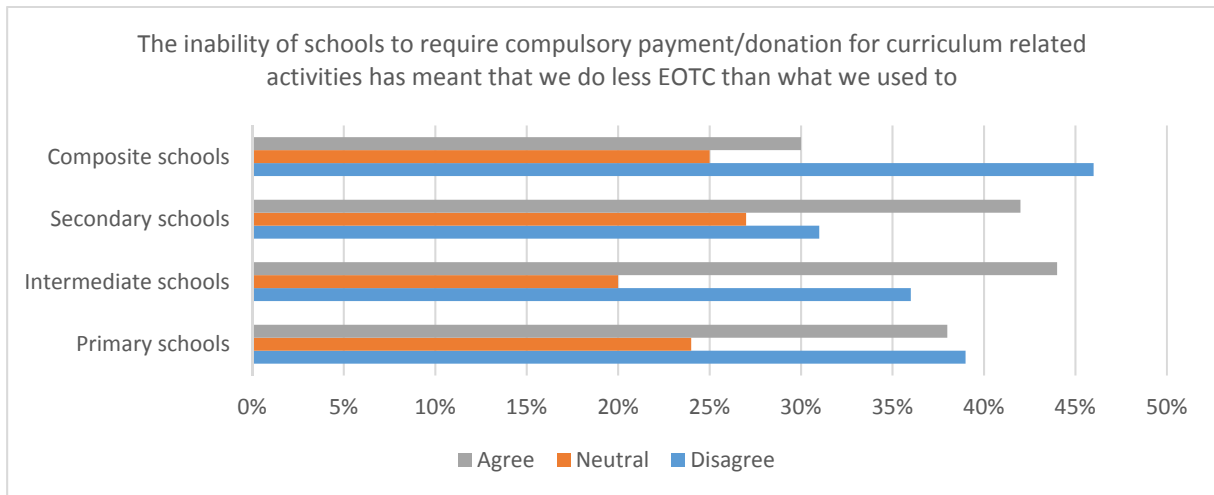


Figure 24: School type analysis - Donations

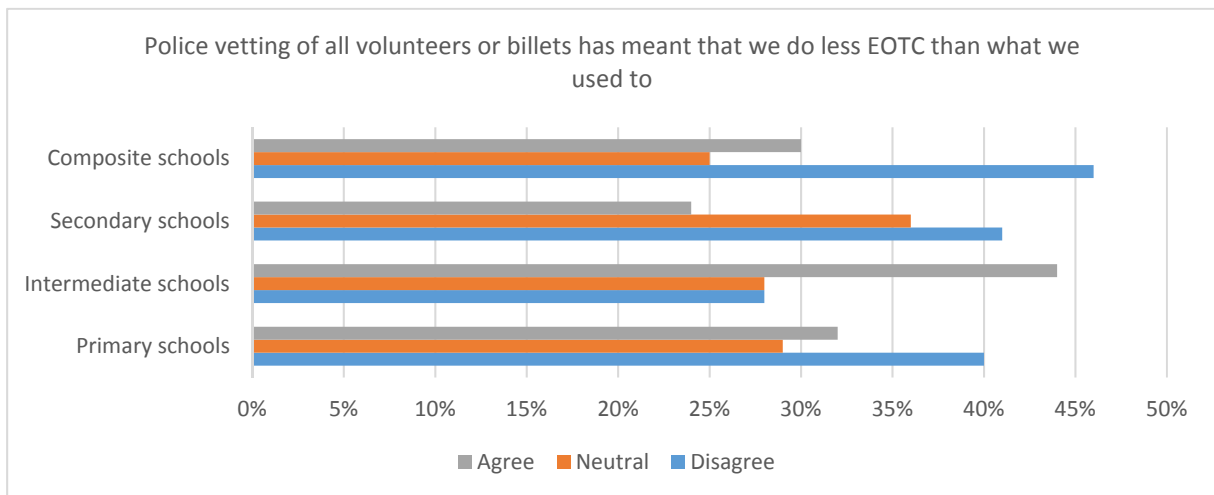


Figure 25: School type analysis - Police vetting

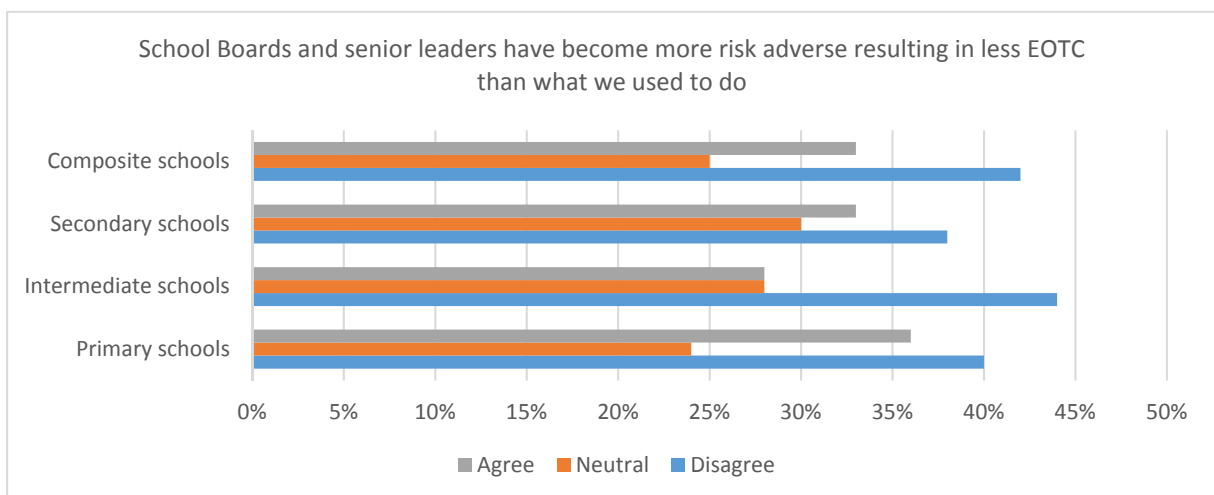


Figure 26: School type analysis - School leader risk aversion

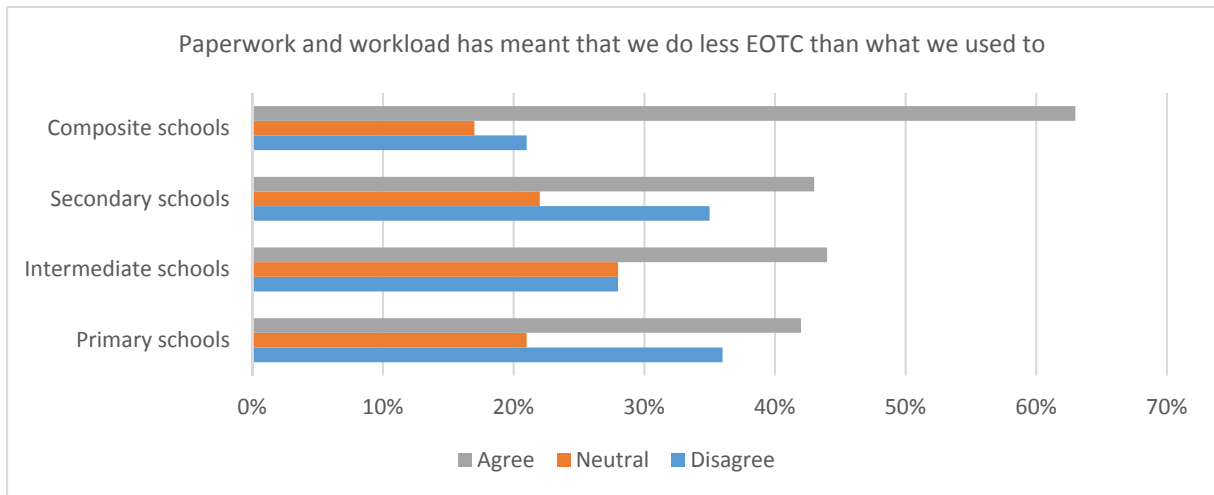


Figure 27: School type analysis - Paperwork and workload

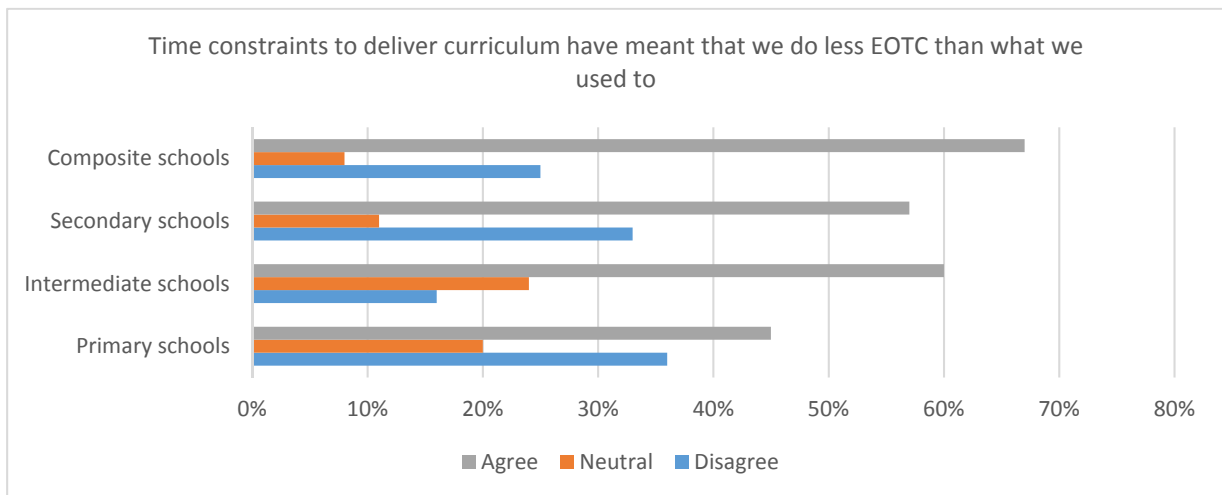


Figure 28: School type analysis - Time constraints

Appendix G: Factors Supporting EOTC

| | Min | Max | Mean | Std Dev | Count | Disagree / Strongly Disagree | Agree / Strongly Agree |
|---|------|------|------|---------|-------|------------------------------|------------------------|
| EOTC is an important part of improving student engagement in learning | 2.00 | 5.00 | 4.61 | 0.55 | 491 | 0.41% | 97.35% |
| Community engagement is a key reason why we utilise EOTC | 1.00 | 5.00 | 3.81 | 0.84 | 492 | 6.10% | 66.06% |
| EOTC is a key part of marketing our school to international students | 1.00 | 5.00 | 2.57 | 1.20 | 484 | 45.25% | 20.25% |
| The EOTC Guidelines helps us provide effective EOTC | 1.00 | 5.00 | 3.87 | 0.74 | 491 | 3.46% | 74.75% |
| Ministry of Education funded PD, delivered by EONZ, helps us provide effective EOTC | 1.00 | 5.00 | 3.14 | 1.05 | 491 | 23.01% | 33.81% |
| An increased focus on place, sustainability and environment has enhanced EOTC | 1.00 | 5.00 | 3.59 | 0.84 | 493 | 8.11% | 54.77% |

Table 18: Factors supporting EOTC

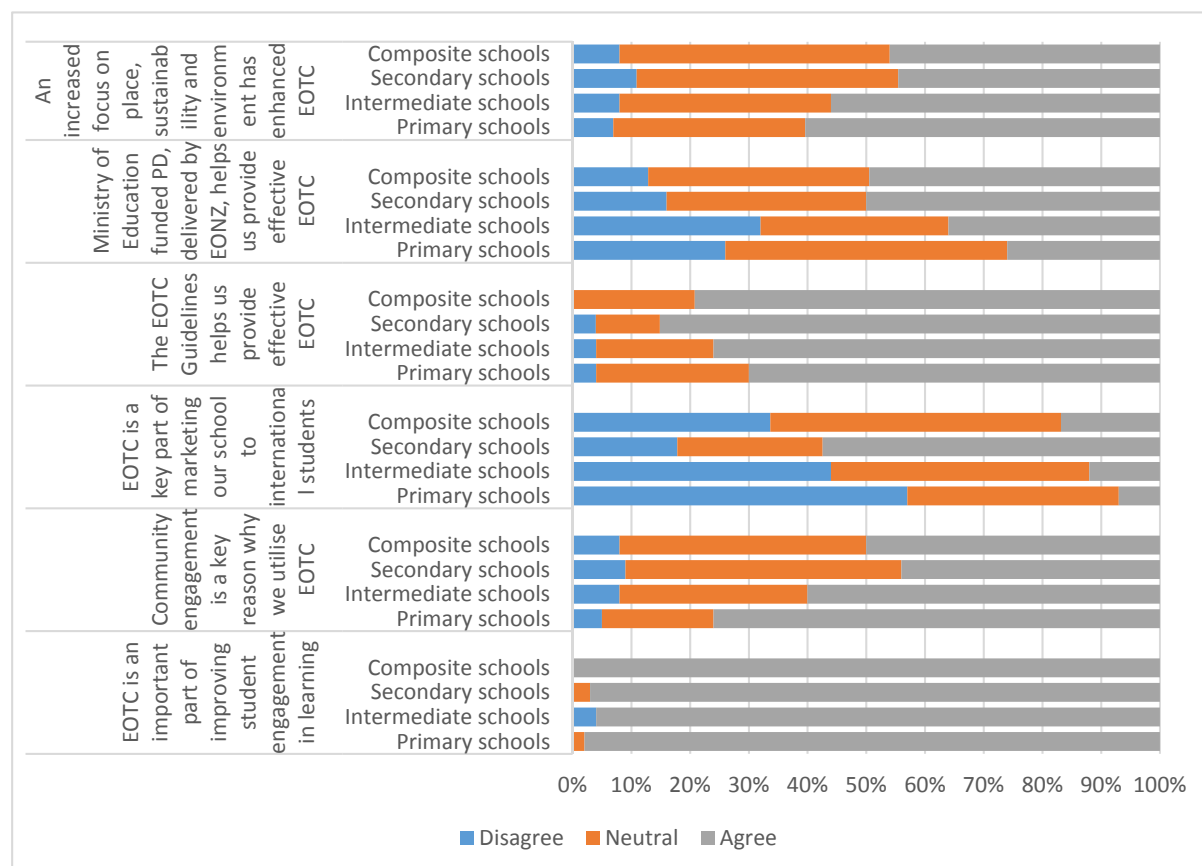


Figure 29: School type analysis - Factors Supporting EOTC

