

**MODULE 3 · WORKED EXAMPLE**

# ROTORUA SOCIAL STUDIES TRIP

A Year-5/6 four-day camp. Read the context, then study the supervision structure on page 2 — this is what a thoughtful, role-based plan looks like in practice.

## 1 THE CONTEXT

### PROGRAMME

#### Four days in Rotorua

An educational camp exploring the history of Rotorua as a tourism destination.

**Activities:** Rotorua Museum · Whakarewarewa · Tarawera Buried Village (including a walk to the waterfall) · Polynesian Spa.

**Accommodation:** three nights at a hostel-style facility in Rotorua Holiday Park.

### THE STUDENTS

#### 64 Year 5/6 students

- For some, this will be their first multi-day school camp
- Health forms indicate no significant behavioural concerns
- Three students have food intolerances — none life-threatening

## 2 THE ADULTS AVAILABLE

### TEACHERS (4)

- **T1** — Teacher in Charge of the EOTC programme
- **T2, T3, T4** — Class teachers; all have first aid training, T4 holds a current certificate

### PARENT HELPERS (10)

- **P1** — Experienced in commercial kitchen catering
- **P2** — Former bus driver and current volunteer ambulance officer
- **P3** — Holds a bus driver's licence; experience driving a rural school bus route
- **P4, P5** — Hold current first aid certificates
- **P6, P7** — Former teachers
- **P8, P9, P10** — Responsible adults supporting supervision

### WHY THIS EXAMPLE MATTERS

Notice that **14 adults for 64 students** already meets most ratio guidelines. But ratios alone don't answer the questions that matter: *who's with whom, when, and what happens when one of those adults is driving / cooking / dealing with first aid?* Page 2 shows how a structure answers those questions.

### 3 THE SUPERVISION STRUCTURE

ROLE	PERSON(S)	RESPONSIBILITIES	STUDENTS DIRECTLY SUPERVISED
<b>Teacher in Charge (TIC)</b>	T1	Overall responsibility for programme management and response to any crisis. Does not have direct student supervision.	<b>0</b>
<b>Class Teachers</b>	T2 T3 T4	Responsible for their class and delivery of learning. Each class is divided into three smaller groups, each with a parent supervisor. Teachers maintain oversight of all groups and provide cover when parents are unavailable (driving, first aid).	<b>0</b>
<b>Camp Cook</b>	P1	Manages all food preparation and safety. Students on kitchen duty are supervised by assigned adults.	<b>0</b>
<b>Bus Driver / First Aid Lead</b>	P2	Supervises a small group of students. Drives a bus when required and leads response to any first aid incidents. Supervision reverts to class teacher when P2 is unavailable.	<b>4</b>
<b>Bus Driver</b>	P3	Supervises a small group of students. Drives a bus when required; supervision reverts to class teacher when driving.	<b>4</b>
<b>First Aid Assistants</b>	P4 P5	Provide first aid support within class groups. Supervision reverts to teachers when providing aid.	<b>2 × 8</b>
<b>Parent Supervisors</b>	P6 P7 P8 P9 P10	Each supervises a group of 8 students throughout the programme. P6 and P7 (former teachers) are assigned students needing more support.	<b>5 × 8</b>

### 4 WHAT TO NOTICE

- **Overlapping duties are explicit.** When P2 or P3 is driving, the class teacher picks up their group. No assumption, no gap.
- **The TIC supervises zero students directly.** Their role is programme oversight and crisis response — they need to stay free.
- **Competence is matched to risk.** P2 (volunteer ambulance officer) leads first aid; P6 & P7 (former teachers) are paired with students who need more support.
- **Allocated-group supervision is the spine.** Each parent has the same eight students for four days — relationship and accountability over time.

**USE THIS AS A TEMPLATE — NOT A COPY**

This structure works for *this* trip, with *these* adults, in *that* environment. Your event will need its own structure built on the same principles: clear roles, explicit cover for absences, competence matched to demands, and a TIC kept free for oversight.