

**MODULE 8 · LEARNER GUIDE**

# TAKING IT FORWARD

We've covered a lot — tools, processes, scenarios, decisions. This final module is about how you carry it forward and how you use it back at work. Paperwork supports safety; it doesn't create it. What keeps our rangatahi safe is **critical thinking**.

## 1 WHAT THIS COURSE HAS COVERED

Modules 1–7 worked through the critical-thinking chain and the field discipline that backs it up. Together they form a complete picture of *current good practice* for EOTC in NZ schools.

<b>Mod 01</b> <b>RM 101</b> Why we do this. Hazard vs risk. Likelihood × severity. The matrix.	<b>Mod 02</b> <b>Risk Assessment</b> RAS form. Significant risks. Pre- and post-control ratings. Event & site specific.	<b>Mod 03</b> <b>Staffing &amp; Supervision</b> Ratios as a floor. Structures. Competencies. Briefings.	<b>Mod 04</b> <b>GPG Navigator</b> How to read EONZ Good Practice Guidelines and what they tell you.
<b>Mod 05</b> <b>SOPs</b> Consistency across events. Operational limits. Go / no-go.	<b>Mod 06</b> <b>Dynamic RM</b> The plan meets reality. Situational awareness. Reassess in the field.	<b>Mod 07</b> <b>Emergency Response</b> When it goes wrong. Stabilise · Patient · Group · Communicate.	<b>Mod 08</b> <b>Learnings &amp; Resources</b> Take it back to school. Event evaluation. No-blame culture. What's next.

## 2 IT'S NOT ALL ABOUT PAPERWORK

*“Paperwork supports safety. It doesn't create it.”*

EONZ RISK MANAGEMENT FOR TEACHERS WORKSHOP

RAS forms, SOPs, supervision structures, operational limits, emergency response guides — all the artefacts you've built across this course — only work if the thinking behind them is alive. What ultimately keeps our rangatahi safe is the **critical thinking** that produced those documents *and* the critical action that follows them in the field.

**FIRST**
**Critical thinking**

Do the thinking *when planning*. Who's involved? What could go wrong? Why might it? How will we prevent it? What if it goes wrong anyway? The RAS captures it. The SOP locks it. The pre-departure briefing communicates it.

**SECOND**
**Critical action**

Act clearly and confidently *out in the field*. Stay aware. Reassess as conditions change. Make the go / no-go calls. Respond if it goes wrong. The dynamic loop and the four-step response order live here.

## 3 RESPONSIBILITIES UNDER THE HSWA

The **Health and Safety at Work Act 2015** places real, named responsibilities on every person involved in an EOTC event — not just leadership.

**AS AN EMPLOYEE OR VOLUNTEER**
**Standard of care**

Provide the standard of care expected of a professional. Apply your training. Use the systems your school has put in place. Speak up about hazards.

**AS AN EMPLOYEE OR VOLUNTEER**
**Action & inaction**

Take no action — and no *inaction* — that could harm others. Doing nothing when something is wrong is itself a breach of duty.

*These are the legal floor — not the bar your school should aim for. The standard your students deserve is well above the legal minimum.*

## MODULE 8 · LEARNER GUIDE (CONT.)

# EVENT EVALUATION & THE NO-BLAME CULTURE

Plans only work if they're communicated and followed. Reviews only build a safer culture if they're honest. This page is about the two things most schools do least well — and the resources that exist to help.

## 4 GOOD PLANNING ONLY WORKS IF IT'S COMMUNICATED AND FOLLOWED

Every plan you build in this course — the RAS, the SOP, the supervision structure, the emergency response plan — must be **understood by everyone involved**: every staff member, every parent helper, every external instructor, and (at the appropriate level of detail) every student.

- **Brief, don't hand out.** A document emailed the night before isn't communication. Walk the team through it.
- **Check for understanding.** Ask people to explain their role back to you, not just nod when asked if they got it.
- **Name the deviation rule.** When can someone change the plan? Who do they tell? Don't leave this to guesswork.
- **Bring the plan with you.** The RAS, SOP, trauma plan, and emergency contacts go to the event — not just to the file.

## 5 EVENT EVALUATION · THE NO-BLAME CULTURE

Event evaluation is one of the most powerful safety tools available to a school — and one of the most under-used. Too often, learning stays informal: a quick chat in the car park, then lost. **Documented reviews** inform future events, strengthen systems, and build a safer school culture over time.

**Accidents are almost never caused by "one thing".**

They're the result of *system failures* and a chain of decisions made in the lead-up and on the day. That's why a **no-blame culture** matters: if people fear being scapegoated, they don't report. If they don't report, the system doesn't learn. If the system doesn't learn, the same conditions produce the same incident again — just to a different person.

- **Review every significant event**, not just incidents. What worked? What didn't? What surprised us?
- **Capture decisions, not just outcomes.** "We decided X because Y at this time" is what future planning needs.
- **Look at systems, not people.** Ask "what made this hard to do right?" before asking "who got it wrong?"
- **Near misses count.** Same lesson, no cost. Treat them as events worth reviewing.
- **Close the loop.** Update the RAS, the SOP, the briefing template. Otherwise the review is just paperwork — the thing this module just told you isn't enough.

*Much of what we now call "good practice" in NZ outdoor education has been shaped by learning from past incidents. Your school's reviews are a contribution to that body of learning — not just a compliance task.*

## 6 RESOURCES TO SUPPORT THIS WORK

You don't have to build any of this from scratch. The **EONZ website** ([eonz.org.nz](http://eonz.org.nz)) hosts the full **EOTC Safety Management Plan and Toolkit** — an SMP template for coordinators, plus 18 forms for EOTC management and 6 for coordinators. The form you've used through this course is Form 2 (Risk Assessment and Supervision). The rest of the toolkit covers consent, notification, medical info, EOTC contracts, incident report, and more.

The **AdventureWorks** site ([adventureworks.co.nz](http://adventureworks.co.nz)) hosts this course's artefacts and additional guidance. Use the **course-level Toolkit Map** (linked from the resource library home page) to find any specific form quickly.

## THE BOTTOM LINE

Good risk management is **not about avoiding experiences** — it's about **enabling them safely, thoughtfully, and professionally**. Do the thinking. Communicate clearly. Act decisively. That's what keeps learners and staff safe.