

## Guidelines for schools: Engaging external providers for Road Safety Education

These guidelines assist principals and teachers who are looking to supplement their teaching and learning programs by engaging an external provider. The guidelines recognise the key role of schools in the delivery of educational outcomes and acknowledge the potential value non-department partnerships can have in enhancing education programs.

The department's [Curriculum, Planning and Programming, Assessing and Reporting to Parents K-12 Policy](#) should be considered when assessing the merits of engaging an external provider.

### What are external providers?

External providers are any person, group or organisation offering their services and/or resources to support school-based education at the individual classroom, sporting activity or whole-school level.

While school staff may be asked to evaluate, or provide comment on externally provided programs and services, schools should not be seen to be openly endorsing them, their organisations or their resources.

### Principals and teachers have:

- expertise in teaching and learning
- knowledge of their students' needs, abilities and the ways they learn
- the skills to develop teaching and learning programs that address the needs of students within a curriculum context
- primary responsibility for education programs in schools.

Note: The department's duty of care (and by extension, the duty of care by principals and school staff) can't be transferred to external providers. Principals should be satisfied that any externally delivered material complies with the [Controversial Issues in Schools Policy and Implementation Procedures](#).

While collaboration with external providers can be beneficial to schools, this relationship should not result in external personnel being the sole source of curriculum delivery in any key learning area.

Research indicates that one-off speakers or sessions, isolated from the context of a planned approach to education, will have minimal effect in enhancing students' knowledge and skills. Visiting speakers should only be used in situations where their visit adds value to existing teaching and learning.

### How to use the guidelines

**Form A** Considerations for principals and teachers, is a support tool for school staff.

**Form B** Information about external provider, can be completed by an organising teacher in consultation with a potential external provider or provided directly to the potential external provider to complete.

**Form C** Post-delivery assessment of the external provider, is a reflection tool for school staff and students to consider the value of the external provider in meeting school needs and comment on whether they should be engaged in future school programs.

This information is taken from the department's [Engaging External Providers for curriculum implementation - Guidelines](#)

### **Making a decision**

If all items have been addressed in Form A and Form B the principal has sound evidence for making an informed decision about whether or not to engage the external provider within the context of their school learning needs.

At all times, schools are in the best possible position to make informed decisions about the appropriateness of teaching and learning activities in their educational setting.

**Forms A and B** should be attached to the risk management proforma and stored as part of the school's documentation of the external provider's program.

### **Form C Post-delivery assessment of the external provider**

After the event students and teachers can complete Form C to evaluate the provider's effectiveness. This evidence can be used to inform future decision making for schools. A copy of Form C should be stored with Forms A and B and the risk management proforma.

### Considerations for principals and teachers

### Form A

This checklist may help in deciding whether to use external providers to support curriculum implementation both within and beyond the school. The questions can assist principals and teachers to consider what's best for the school's curriculum programs, while supporting NSW public schools values.

Educational understanding	Yes
<p>Does the external provider offer a service that will support one or more of the following:</p> <ul style="list-style-type: none"> <li>• assess the additional information needs of teachers to teach the curriculum?</li> <li>• enhance staff knowledge and understanding of relevant learning area content and/or pedagogy?</li> <li>• assist in capacity building of teachers to deliver effective education programs, e.g. team teaching within a planned unit of work?</li> <li>• add value to <a href="#">NSW Education Standards Authority</a> syllabus implementation?</li> <li>• contribute to the planning process for developing education programs?</li> <li>• provide opportunities for feedback through curriculum program evaluations?</li> <li>• provide links between the school and other appropriate community agencies?</li> <li>• reinforce messages taught in the classroom to the wider community?</li> </ul>	<input type="checkbox"/>
Quality assurance	Yes
<p>Is the external provider offering students a learning experience that can't be provided by the school? Comment:</p>	<input type="checkbox"/>
<p>Is the learning experience appropriate for your school's curriculum program?</p>	<input type="checkbox"/>
<p>Have you reviewed the bona fides and background of the potential provider?</p>	<input type="checkbox"/>
<p>Do all external providers delivering the service have relevant qualifications and experience?</p>	<input type="checkbox"/>
<p>Has the external provider given you evidence of current working with children checks for their staff who would be attending the school? Go to <a href="#">Working with Children Check Procedures for Principals</a> for more information.</p>	<input type="checkbox"/>
<p>Have staff briefed the external provider regarding their requirements and expectations? Have staff discussed the nature of the service and content delivery with the external provider? E.g.</p> <ul style="list-style-type: none"> <li>• curriculum links</li> <li>• content consistent with the values of NSW public education</li> <li>• appropriate teaching and learning activities and strategies</li> <li>• stage appropriate content</li> <li>• recognition of local contexts and needs</li> <li>• support for an integrated approach rather than a one-off presentation</li> <li>• other information as provided in Form B: Information about external provider.</li> </ul>	<input type="checkbox"/>
<p>Are staff aware of their responsibilities when engaging external providers as per policies and procedures?</p>	<input type="checkbox"/>
<p>Are there processes for evaluation and feedback between the school and the external provider?</p>	<input type="checkbox"/>
<p>Has a risk management plan been completed?</p>	<input type="checkbox"/>
<p>Are you satisfied with information provided by the external provider (Form B)?</p>	<input type="checkbox"/>

Policy and procedures	Yes
Have you reviewed and considered the relevant NSW Department of Education school policy and procedure documents?	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Audiovisual materials in schools: Procedures for use</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Child protection policies and procedures</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Controversial issues in schools policy</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Curriculum planning and programming, assessing and reporting to parents K-12 policy</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Educational programs policies, procedures and guidelines</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Enterprise Risk Management in the Department of Education and Communities policy</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Legislative frameworks e.g. Privacy and Personal Information Protection Act 1988 , Anti-discrimination Act 1977, Work Health and Safety Act 2011</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Strategic directions</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Student Welfare Policy</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Using external professional learning providers (staff only)</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Values in NSW public schools</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Working with Children Check Procedures</li> </ul>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Youth and Leadership Development Programs Advice (staff only)</li> </ul>	<input type="checkbox"/>
<b>Equal opportunity and social justice</b>	
<p>Do the external provider's services and resources:</p> <ul style="list-style-type: none"> <li>• focus on the areas of need within the school?</li> <li>• support the whole-school ethos and education directions of the school?</li> <li>• take into consideration the diversity of the school community?</li> <li>• show awareness of the issues or needs of the local community?</li> <li>• allow equitable access to all students? i.e. is the service free of charge and/or does timetabling enable all students to attend?</li> </ul>	<input type="checkbox"/>
<p>School alternatives:</p> <ul style="list-style-type: none"> <li>• does the external provider program represent good value for money?</li> <li>• are procedures in place to ensure parents/carers will be provided with sufficient information prior to the program to allow them to consider and permit their child's involvement in the program?</li> <li>• are alternative programs available for students can't access the service?</li> <li>• are funds or alternatives in place for students who can't access the service?</li> <li>• if yes, have these alternative programs been evaluated?</li> </ul>	<input type="checkbox"/>

**Information about the external provider**

**Form B**

External providers must abide by the following conditions when collaborating with NSW public schools:

- an external provider has an obligation to report suspected risk of significant harm and make any disclosure directly to the principal
- an external provider must hold student welfare as paramount when interacting with students and comply with all child protection requirements including employment screening
- duty of care rests with the principal and is not transferable to the external provider
- a NSW government employed teaching staff member must actively supervise at all times

A principal may request more information than outlined below.

**External provider:** \_\_\_\_\_

**ABN:** \_\_\_\_\_

**Full address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Email:** \_\_\_\_\_

**Contact person:** \_\_\_\_\_

**Planned dates for engagement of external provider:** \_\_\_\_\_

<p>Complete each section and provide the principal with relevant documentation. NB: Additional information may also be attached with this form</p>
<p>1. Briefly describe the program/service and how it will address the educational needs of students</p>
<p>2. Read the <a href="#">Controversial Issues in Schools Policy</a> and implementation documents to understand how some aspects of education are more controversial than others.</p> <p>Are there any aspects of the proposed program/service/presentation/resources that might be considered controversial under the policy? If yes, provide details.</p>
<p>3. Detail how the program/service supplements or complements the relevant <a href="#">NSW Education Standards Authority</a> syllabuses</p>

4. Who is the intended audience of the program/service? e.g. teachers, students (include their year levels)
5. Detail any communication the provider has had with school staff, e.g. school request for support, previous partnership with the school or other department schools
6. Describe how you would like to work with the school. Include specific school personnel and proposed processes for working with school staff, e.g. meetings, training, length of collaboration
7. Detail any communication the provider has had with school staff, e.g. school request for support, previous partnership with the school or other department schools
8. Provide any other relevant program/service details, e.g. financial costs, expectations of participating staff, students tasks/activities, risk assessment/management plan and resources to be used
9. Provide current working with children check documentation for all staff who will be working with the school
10. Outline the relevant qualifications and experience of all staff delivering the service. NB: you may be asked to provide formal documentation to the principal.
11. Attach a list of resources and handouts to be used during the program/service
12. Provide details of the organisation's bona fides, e.g. certificate/s of registration, incorporation status, valid insurance cover, references, et al

**Review of the external provider program/presentation**

Complete after attending any external provider programs or presentations to keep a record of the suitability your recommendation for future planning.

Date of event: \_\_\_\_\_

Name of external provider: \_\_\_\_\_

Length of delivery:
Mode of delivery:
<p>1. Did the presentation/program:</p> <ul style="list-style-type: none"> <li>- meet your student's needs?</li> <li>- meet the intended outcomes?</li> <li>- engage the students?</li> </ul>
2. Was the presentation relevant to the students?
3. Did you engage the students prior and/or post activities? What?
4. Was the presentation/program what you expected?
5. Did the provider communicate with the school/yourself adequately?
6. If there was a cost, was it worth it?
7. Where any students excluded? What did they do? Why?
8. Would you recommend this presentation/program for future years?
9. Why? Why not?