



## **AW facilitator resource kit.**

### TEACHER ENROLMENT

#### **purpose.**

AW programs are different to what most teachers will have been exposed to before. This increases the need for AW facilitators to enrol teachers up front and build a partnership with them over the course of the program.

Discussions with schools in the lead-up to programs clearly identify the AW facilitators as the leads for AW programs, however sometimes this does not filter down from the camp organiser to the teachers on the ground. AW facilitators need to be ready for this scenario. The intention of enrolling every teacher is to

- Develop excellent rapport
- Engage the teacher into our programs and activities
- Acknowledge their experience and knowledge of the group; and
- Ultimately build a partnership to deliver the program.

Some teachers may find it challenging to transition from teacher mode into co-facilitator mode. Facilitators can navigate this using the steps below.

#### **step-by-step guide.**

1. Introduce yourself & get to know the teacher a little
  - a. What subject/year do they teach?
  - b. How well do they know the group?
  - c. Have they been camping before?
  - d. Any issues or health concerns I need to be aware of?
2. Ask your teacher if they have been on a camp with AW before?
3. If they say yes, you can say something along the lines of "great, so you will know that we operate a little differently to the average camp company".
4. If they say no, you can say something along the lines of "great, I'm looking forward to working with you for the program".
5. Followed by: "Our programs are a little different to the usual camp. I will be staying with our group for the whole camp, this helps us build rapport and achieve better outcomes with the group".
6. Then: "You may notice at times that I'm not jumping in or calling out challenging behaviour straight away. This is on purpose. Our style of delivery sees us first observe group dynamic and then manage it using strategies different to what students are probably used to seeing in the school environment. If I think things are heading in a direction which is unsafe or may be harmful to the group, I will put a stop to it. If at any time, you think that things are getting out of hand, please flag this with me before jumping in (as tempting as I know it will be!).
7. Lastly: "I acknowledge that this is unusual and may be a bit uncomfortable, so please, keep talking to me and we'll work together to give the students the best possible experience."
8. Get clarity about who will take the lead for:
9. First aid (teacher)
10. Child behaviour (AW facilitator)
11. Pastoral care (AW facilitator, with teacher support as required)
12. Be clear about your respective roles during each activity and process e.g. "What I am going to do is this – what I need you to do is that" or "I'm about to run X activity, followed by a de-brief. You might see A/B/C come up – that's normal. Here's how I am going to navigate that. Any issues, just give me a thumbs down and I'll call time so we can chat."



13. Identify the talents, skills, games, activities they may have up their sleeve and find opportunities for them to draw on these during camp
14. Find out what they would consider a successful camp
15. Ask what they need from you to make it successful for them
16. Identify what you would consider a successful camp
17. Develop clear communication signals to identify concerns or set boundaries – especially when holding discussions or circles, i.e. hand signals
18. Communicate consistently and regularly – have regular check-ins one on one. Use the process to have open and honest communication. Encourage feedback on your work to show that you are open to discussion.
19. Coach and support them to trust the process
20. Coach and encourage them to give students autonomy, make mistakes and experience consequences
21. Gently intervene if they are taking over, directing or giving advice
22. Encourage them to operate from a position as elder not teacher

**success looks like.**

- ✓ Teacher is engaged
- ✓ Teacher and facilitator are communicating effectively
- ✓ Teacher is having fun, joining in with activities and showing signs of enjoyment