



Training TravelSmart Officers - Schools

TravelSmart School Programs

The main aims of TravelSmart Schools programs are to:

- Raise children's awareness about the impacts of high car usage on our environment and community
- Increase road safety and reduce traffic congestion around schools by reducing the number of car trips to school
- Involve children in making independent travel choices by acknowledging the influences of 'the car culture'

The School Community

Schools are a place of learning for their students and are a community in their own right.

When you consider not only the children but also the teachers, parents, the school council, neighbours of people with children at the school etc, it is easy to see how schools can serve as important link to workplace, household and local community issues regarding transport.

Without losing sight of that broad community view of the school, it is fair to say that the children at the school are the primary target for TravelSmart Schools messages. Children are an extremely influential segment of our society. Their attitudes are at the critical formative stage and by providing information about transport choices in conjunction with opportunities to examine 'car culture' there is the potential to maximise the impact of the TravelSmart messages. Encouraging children to learn about and experience alternative travel modes in a safe and experiential environment can assist in critically examining existing values and perceptions that exist about the importance of the car in our daily lives.

The advantages of introducing TravelSmart through school curriculum activities, safety, travel to school programs and special awareness raising events are that children will be taking the message to the wider community and question the travel choices made by others. Visible involvement in initiatives designed to address road safety and environmental issues can also contribute positively to the schools' image. The types of activities involved in TravelSmart schools are also closely aligned with health programs promoting physical activity. These links present other opportunities for raising the profile of a school.

While there are excellent opportunities to build effective TravelSmart Schools programs, there are also plenty of challenges. To a large extent, the challenges are not unique to schools but issues of teacher's time availability, the ease with which activities are linked to the curriculum, implications for the school's duty of care to its students etc. need careful consideration or they can signal the end to a great TravelSmart school initiative. This section of the resource guide provides tips for TravelSmart officers to help them avoid some of these pitfalls.

Program Components

In this Training Guide, TravelSmart School programs have been divided into four categories:

- Road Safety oriented (built on classroom teaching),
- Focused on travel to and from School (Walking School Bus) and
- Built on Events and Activities (e.g., Ride/Walk to School, Magical Mystery Tours).

Each of these programs has its own unique considerations. Taking time to research and investigate what is being done throughout Australia is important when developing strategies to market each program. It may mean the difference between schools perceiving TravelSmart as a solution to creative transport education or yet another demand on their time.

Safe Routes to School

Overview and Objectives

Safe Routes to School (SRTS) is a road safety program that focuses on travel to and from school. The targeting of school travel is an initiative designed to reduce children's involvement in road accidents. In Australia, the SRTS programs tend to be delivered by a state road authority in conjunction with local government, the school community and the police.

The key objectives of SRTS are:

- To improve the level of safety for children travelling to school
- To encourage active travel to school using identified safe routes

Achieving these objectives requires investigation into road safety issues that exist around each individual school.

A combination of engineering treatments, education, enforcement and encouragement strategies may then be developed, implemented, monitored and evaluated for that school. According to individual state objectives, the balance of these strategies will vary.

Program Features

Safe Routes to School (SRTS) programs have existed in most states for a number of years. These programs were developed to respond to road safety issues and are usually conducted independently of any TravelSmart initiative.

Reflecting the road safety emphasis, in some states, SRTS programs are only offered to schools where there is a demonstrated road safety problem.

It is important for TravelSmart officers to have some understanding of what is involved in SRTS programs because they can lay very valuable foundations for

building very effective TravelSmart Schools initiatives.

SRTS can be considered to be the initial step to help create safer environments for walking and cycling. This can ensure that safe conditions exist prior to the implementation of active transport experiences for students, teachers and parents. Installation of infrastructure, correct usage and road safety education must be completed before considering programs such as Walking School Bus or Ride/Walk to School days

SRTS programs generally involve four main stages:

- **Planning and establishing the program**
Selecting schools for involvement and establishing links with the municipality and schools concerned.
- **Investigation of local issues and needs**
Establish the routes used by children to access the school. This is often done through a travel survey and conducting observation surveys to examine behaviour patterns.
- **Developing and implementing an Action Plan**
Action Plans may comprise Engineering, Education, Enforcement and Encouragement dimensions. These are known as the 4 'E's.
- **Maintaining, monitoring and evaluating the program.**
This final stage is essential to the sustainability of SRTS and the introduction of other TravelSmart programs into the school community.

Developing an action plan is a central part of SRTS programs. Differences exist between states in terms of the balance of elements covered by the Action Plan, that is, whether all the 4 E's are included. For example, Western Australia, South Australia and

Victoria include engineering treatments as an important feature of the action plan. However, the NSW program is a three-element action plan with a focus on Road Safety Behaviour, Encouragement and Enforcement.

The Engineering treatments include signage and new crossings, pedestrian refuge islands, speed humps, and reviews of parking signage, construction of pick up/drop off points, fencing and curb extensions. Examples of Signage include 'Stop, Look, Listen and Think'. These signs are placed at recommended crossing points at school gates, footpaths and recommended crossing points.

The Education component is in addition to the normal road safety education curriculum and involves taking children on-site after completion of the engineering treatments for on-road practice in the use of these new treatments.

The Encouragement and Enforcement dimensions could involve targeted campaigns to reduce speeding in the area of the school or programs aimed at parent behaviour (eg. reducing the incidence of parents calling children across the road to the car when being picked up rather than using a designated crossing). Encouragement could focus on promoting safe walking and cycling to school and this is potentially an area where the local TravelSmart officer can play a role.

Implementation Issues

A variety of implementation issues are of relevance to SRTS programs:

- When should it be introduced?
- State Variations
- Managing expectations
- What else is running in the local area?
- Maintenance of the Program

When should it be introduced?

The optimum time to introduce SRTS is prior to any other TravelSmart Schools programs. The benefits of that timing are numerous:

- Established maximum communication with key stakeholders (Local Council Departments, Teachers, School Council, Community, Police, State Road Authority, TravelSmart Officers) for the action plan to be implemented
- Opportunities to build Long Term Relationships with key stake holders at each phase of program including ongoing maintenance.
- SRTS will ensure correct physical and education structures exist within and around the individual school environment
- May simplify what needs to be done to manage risks to children when other TravelSmart Schools programs are introduced, particularly Walking School Buses.

State Variations

State Variations exist in the balance of actions that can be taken with SRTS. Before discussing this program with schools, it is essential that you know what actions can be offered. What is practical and

feasible in the area where the school is located will need to be established through the following channels:

- Liaison and communication with key staff in Infrastructure and planning departments with the your local council and state road authority.
- Liaison and communication with key education consultants / coordinators within the relevant state road authority. While SRTS is run as a local government program in West Australia (under the RoadWise name), in all other states it is delivered by a state government authority.

Remember that in some states there needs to be a demonstrated road safety problem in the area surrounding the school before the school would qualify for involvement in the SRTS program.

Expectations need to be managed

Managing Expectations can be difficult at not only the school and community level but also within the TravelSmart internal network.

The program timeframes require careful explanation to avoid issues with the school and community. Internal expectations regarding what actions are feasible require appropriate knowledge of communication paths. This is important to ensure effective prioritising of the TravelSmart Officer's involvement, particularly relating to providing justifications for suggested actions.

You may find that people expect the engineering treatments will be installed the week after the travel surveys are completed. Time frames for SRTS may be up to 3 years with installation of engineering treatments coming 12 to 18 months after the initiation of the program because of the need to link into state and local government capital works budgeting processes. It is important to highlight issues like this to the school and community at the

beginning to ensure realistic expectations regarding program delivery timing.

Discussing the demands and limitations of planning and infrastructure departments with a key linking person is important. Identifying someone with good knowledge of internal areas may help you to understand appropriate communication approaches that will facilitate constructive relationship building between the departments.

What else is happening in the local area?

Knowing what else is happening in the local area is essential. TravelSmart Communities or Workplaces may also be planned, setting up or operating in the area. You may or may not be directly involved with these programs but issues can arise so awareness is essential.

- Use the TravelSmart network to find out what is or has happened in your area.
- Knowledge of household and workplace audits and evaluations is important as the school, households or community may already think they have provided information you are requesting.
- Remember a school is a workplace too and may have already been contacted about TravelSmart. It is important that you can distinguish what they may be referring to because they may be confused about different TravelSmart initiatives.

Attention needs to be given to maintenance

Maintenance of SRTS actions is of vital importance to the programs success and has implications for the acceptance of other TravelSmart programs. It is important that regular checking of installations and direct contact happens to ensure sustainability. This should be a priority for any TravelSmart officer.

- If signage deteriorates or is vandalized it loses effectiveness. Identifying and reporting findings to the relevant council and informing schools of this action indicates a commitment to the school.
- Regular follow-up to the school continues and builds on the existing relationships. It also helps to identify changes in staff and school culture.
- Feedback on the program allows you to address issues before they become problems. Individual schools will present with individual situations. Acknowledging that adjustments are required can then be an opportunity to tailor action rather than an ongoing annoyance for the school. e.g. location of signage may need to be reviewed over time.
- When following up with the school it may also be appropriate to explore other opportunities for TravelSmart involvement.

Curriculum-based Programs

Overview and Objectives

Curriculum-based programs are educational programs designed for schools to introduce the concept of transport choices to primary aged children from year 3 onwards. Some states are also starting to introduce TravelSmart curriculum programs into the secondary schools. The curriculum is usually designed to run for one term of the school year.

An Education Consultant from the state road authority assists the school to implement a program that best suits the individual school environment. In conjunction with a TravelSmart officer from the local council, the education consultant may work with the relevant members of the school community to form a partnership for ongoing support.

Key objectives of Curriculum Programs

- To increase the students' awareness of how our travel behaviour and transport choices impact on our environment, community and health.
- To provide opportunities for children to engage in activities that highlight and measure the effect of their transport choices as well as those made by their families and local community.
- To provide teachers with a kit of educational resources, activities and support options to assist with school-based delivery of the TravelSmart curriculum programs.

Achieving these objectives requires an understanding of the individual school environment. There is considerable state variation in the curriculum programs currently running. State education systems will determine how curriculum programs can be incorporated into the school. The type of system will greatly impact on the challenges and opportunities for introducing and maintaining an effective program.

Program Features

Curriculum Based Programs provide the educational component of TravelSmart to School. Features common to most programs include:

- One term (approx 10 week) educational program.
- Program is designed for two age groups: Years 3 – 4 and Years 5 – 6 (7 in some states).

- Program provides opportunities for children to learn about their travel habits and the effect on the environment, community and health.
- Encourages the use of travel alternatives, promoting walking, cycling, and public transport.
- Involves teachers, parents and students working together on Travel Behaviour Projects relating to the local community and environment.

Some States will also use Travel Diaries to introduce the concept of travel habits. The children and their families record their travel activities in the diaries to gain awareness of what type of travel choices they are currently making. The diaries are then collated and used for activities in the classroom to introduce travel options, journey planning techniques and environmental and health impacts.

In Western Australia, programs have been introduced into secondary schools. The Curriculum Program is introduced into Society and Environmental Studies. The types of activities are designed to suit a more independent age group and focus on a peer led structure to encourage engagement by the students.

South Australia is developing a junior primary curriculum. To cater for the younger age group, big picture books, song and art projects will replace the more advanced activities.

It is important to keep in mind that there are differences in the various State education systems

The two main types of curriculum programs currently running in Australia are each linked to different approaches to the TravelSmart Schools curriculum. Those curriculum types can be characterised as either:

- Fixed Curriculum

This is a rigid curriculum that must cover key learning elements of the subject it is aligned to e.g. Society and Environment, Physical Education. South Australia uses this approach.

- Fluid Curriculum

This is a flexible curriculum and allows for programs to run alongside the aligned subject. Western Australia uses this approach

These are important distinctions to discuss with your education Consultant/Coordinator. The main impact will be on the time and complexity of delivery required by the teacher. It will impact on the level of positive engagement by the school.

To implement the curriculum into the school environment teachers attend a half to one-day workshop. It is an important component and can influence the effectiveness of the program because it:

- offers teachers dedicated time to absorb the requirements of the resources,
- allows for links into curriculum support available, and
- encourages networking with other teachers

Some states offer Teacher Relief Vouchers to schools. The advantage of this incentive is that the teacher's load will be covered while away from the school at the training workshop. Planning for the program's impact on the individual teacher and school can increase the level of engagement, commitment to the program and ongoing sustainability. These are very important considerations.

Commitment to this program is crucial. Schools must be informed of the requirements of the program prior to commencing. Introducing this program to schools that lack enthusiasm can result in insufficient time and effort resulting in minimal outcomes or the program having a short life at the school.

Implementation Issues

Issues of relevance to the implementation of Curriculum-based programs include:

- State variations in the Type of Education Curriculum
- Time Commitments/ is the program teacher friendly?
- Alternative options
- Flexibility
- Opportunities

State Variations

State variations in the structure of education have a significant impact on TravelSmart Curriculum Programs. Understanding the impacts of a state education system is important. Find out:

- If a fixed education curriculum exists. Is the TravelSmart Curriculum in your state aligned to the learning elements of the subject it will be introduced to?
- What subject does your school want to use to introduce the TravelSmart Curriculum?
- Is the current education system undergoing any major changes that may affect the delivery of your program?

Your state education consultant/coordinator will be able to assist you with these questions. Make sure

you know the answers before talking to any teachers.

Time Commitments

Teachers are time poor. Time out of the classroom is precious and needed to plan for activities and contribute to other school demands – reports, special duties, parent teacher nights etc. Asking teachers to incorporate additional work into their schedule may not be well received.

Any additional curriculum requirements or collation of data will require careful introduction. You can help by:

- Researching what are the issues for the teachers involved at the individual school.
- Linking projects: Identify projects that would be beneficial to the school and that incorporate learning required in the curriculum.
- Simplifying data collection requirements for activities e.g. Travel Diaries
- Avoid suggesting projects that require extensive planning.
- Offer assistance to work in with other community projects that the school may run e.g. 'Active for Life'.

How you introduce the time commitment required is important. It is necessary to frame information positively as a time saver.

Example: By linking this particular TravelSmart project into your sessions on environmental issues, you can incorporate an interesting experiential activity that covers both topics. (You can use specific examples according to the type of curriculum in your state).

Alternative Options

The commitment required for a school to run the Curriculum programs is high.

Suggest alternatives to the curriculum program (for example, events or activities if the current status of

the education system is too complicated to support a term dedicated to TravelSmart.

Example:

Western Australia has a fixed curriculum that is currently undergoing considerable change. Not all subjects are ready to align to the new structure. Planning the TravelSmart curriculum to align with these subjects is a major undertaking by all parties. Alternative options in the form of an event that is incorporated into the curriculum have been offered. The school still offers a component of the curriculum material but at a School/Teacher friendly level. Creative and innovative implementation has successfully challenged local issues eg: the Magical Mystery Tour.

Teacher Friendly and Flexibility

Knowing how to make your Curriculum Program appear Teacher Friendly will influence the school's willingness to engage and commit. The success of the program is dependent on each teacher's willingness to be supportive.

Find out the teachers preferred style of planning and delivery. Do they prefer to use resources provided and stick to a given format? Alternatively, are they confident with their own ability to create activities and projects that incorporate the learning outcomes of the program?

Finding room for flexibility for the individual teacher helps tailor a suitable program that may be positively received. Look for opportunities to promote options. Ask the questions that assist you to establish the teacher's needs and confidence levels in the classroom.

Opportunities

Schools are very transient populations. Not only do students come and go but teachers also move between schools. This allows for a cross pollination

of knowledge. If a teacher has a positive TravelSmart experience they can act as a wonderful advocate in their next school. Locating such advocates can enhance your promotions within schools as you already have someone who can enthusiastically relate their experiences first hand to other teachers and members of the school community.

Keep in regular contact with the school to introduce opportunities for involvement to new staff and track any feedback. Use the positive feedback for further TravelSmart promotions. Act on negative feedback that may affect the program.

Walking School Bus

Overview and Objectives

The Walking School Bus is a program designed to encourage primary school children to walk to and from school in groups. The bus travels along a set route, picks up children at designated stops and runs to a timetable (just like a regular bus). This is a parent led program and each bus is supervised by at least 2 parents (driver/conductor).

Initial set up of the program involves safety auditing of the walking route and training of parents to meet regulatory requirements regarding duty of care for children. An educational consultant from the relevant state authority may be involved in conjunction with the school and local council TravelSmart officer in setting up, training parents and monitoring the program.

Key objectives:

- To encourage children to select and participate in active travel modes.
- To provide a safe and supportive environment for children to travel to and from school and at the same time gain a greater sense of safe road behaviour.
- To provide an opportunity for parental involvement in the running of school

programs and decrease the traffic congestion around the school.

- To increase opportunities for children to travel independently from parents and socialize with other children.

The Walking School Bus is a very popular program but it is important to consider timing and school readiness to participate. There are some important considerations and challenges in setting up the program but this can also present opportunities to consider introducing other programs first.

Program Features

The Walking School Bus (WSB) is a virtual school bus designed to encourage children to walk to and from school and offers parents and children an alternative to short car trips to school. Three important advantages stem from this program: children gain travel skills and confidence while increasing their physical activity levels, safe routes to school are actively in use, traffic congestion around the school is reduced.

When establishing a WSB you need to think about its passengers, drivers and conductors, frequency, and to be prepared for the active co-ordination needed to establish and maintain its operation.

There are five important steps in setting up the framework for a Walking School Bus.

- School Engagement – attend parent association / meeting
- Recruitment of Willing parents and Children –survey parents
- Training of Parents, including auditing of walking routes
- Planning and Implementation of walking bus routes and designated stops
- Co ordination of parents, rosters and participants in the program

It is important to understand the issues and challenges relating to the recruitment of parents and

the risk management issues involved in supervising of children.

The benefits of the WSB relate to areas of:

Safety: Children can gain familiarity and security within their community: they are supervised while developing skills promoting safer pedestrian travel.

Environment: Traffic congestion and pollution can be reduced if there are fewer cars around the school.

Health: Children have the opportunity to engage in physical activity and socialize with other children.

Passengers

Type: Primary School Children who are unable to walk to School independently, usually 5 years old and upwards. Children must be able to walk at a reasonable speed.

Number: 8 - 9 children are optimum. Can be up to 15 maximum, but this will depend on the number of supervising parents. (Check state requirements).

Drivers and Conductors

Type: Parents who volunteer to supervise children walking to school in small groups.

Number: There must always be a minimum of two per bus. One parent driving at the front of the bus. The other parent at the rear. Additional

parents may be required depending on the local requirements.

Requirements: Parents must undergo a Police Check. Training in supervision and risk management is also compulsory.

Frequency

Times: The Walking School Bus operates twice daily coinciding with the start and finish times of the school day. Parents can elect how often and when their children will participate. They can elect to walk to, from or both trips per day. This also applies to volunteer parents.

Duration: Each Walking School Bus should not take longer than 25 to 30 minutes and operates within a kilometre radius of the school. Check local variations for your area.

Co-ordination

Initial: The Education consultant or coordinator from the relevant state authority will initiate the program set up. This will involve the engagement of the school, recruitment of parents, selection of walking route and surveying of interested participants. They are also responsible for the training of parents. Training includes conducting pedestrian audits, which involve an assessment of the routes to be followed by the buses to identify potential hazards and develop approaches to minimise

risks. Once operating, the Education Consultant in conjunction with the TravelSmart officer liaises with the school and participants in a supporting and promotional capacity.

Ongoing: Parents have the responsibility for the management of this Program. A coordinating parent is elected to oversee the daily organization and management of the Walking School Bus. This may involve attending to any problems or concerns that occur on the morning or afternoon bus run. Examples include changes in availability of parents or an issue identified along the bus route. Parents are usually required to carry a mobile phone to immediately report any concerns. The whole issue of risk management needs careful attention.

Implementation Issues

A variety of implementation issues are of relevance to WSB programs:

- When should it be introduced?
- School selection
- Commitment of parents
- Training
- Risk management
- Opportunities

When should it be introduced?

The optimum time for introducing the WSB program is after the completion of Safe Routes to School. It will be necessary to check if your council has initiated this program and when it took place. Before

recommending the program consideration must be given to the following points:

- Is the area surrounding the school suitable for safe walking? Pedestrian traffic routes must meet the minimum safety standards set by local regulations. If not, then this must be attended to before the program can operate.
- Liability cover must be available for this program. It is important to check with the relevant state authorities to ensure that the correct cover is available for the school. Not allowing for this will result in problems and most likely the immediate closure of the Walking School Bus program.

School Selection

School Selection is a very important consideration. The WSB is a popular program and is often requested by parents and the school. However not all schools are suitable. This may be for the following reasons:

- The area does not have the infrastructure required to ensure safe routes for the WSB to access the School. This can be the case in hilly or semi rural communities where there are no footpaths. In these areas, changes to infrastructure may be far too costly for the local council to be able to fund the work.
- Checking the individual school location and surrounding area for suitability is essential to ensure you understand the issues that may prevent the implementation of this program. It is important to liaise with council planning and infrastructure departments first to understand the issues that may arise.
- Awareness of the current school culture and its community philosophy is important. This program requires voluntary participation and

management by parents. Therefore it is important to understand who is wanting the program to run and who is committed to actually running the program. Building a relationship with the school or talking to others who already have this knowledge will help you gauge if the school community is ready.

Commitment of Parents

Commitment to the running of a Walking School Bus may not be easy for even keen parents. Time is the key consideration and it is important to set up an achievable involvement process. You need to prepare for the following issues:

- Remembering that parents are busy people with multiple commitments in their life and limited time availability will often be an important constraint. Prior planning of how you can build this factor into the program promotion will influence the issues that parents may perceive.
- Volunteering to drive (supervise) a School Bus requires commitment to a regular scheduled time. In recruiting parents it is important to stress this requirement.
- By phrasing questions carefully you can avoid parents feeling like there is no flexibility. Offering variety in roster times will help parents trying to work in with other commitments. This will also help gain information that will assist with easier organizing of the driver roster. e.g. ask parents to nominate specific information. 'How many days a week can you commit to and which days won't be suitable?' Offer either morning or afternoon runs.

Training

- It is likely that parents will be required to attend a half-day training workshop run by the Education Consultant/Coordinator from the relevant state authority. Organising a

time that suits all parents involved can be challenging. Before organizing a set time and booking venues and resources, work in with the parents and council for possible best options.

- Training is a comprehensive process requiring parent involvement in a pedestrian audit and setting up of the walking routes. Not all parents may want to take on this level of responsibility or skill.
- Encouraging appropriate behaviour and dealing with illness is also an issue for supervisors. For this reason there are always at least two parents in case one must stop with a child along the way. Appropriate handling of the situation is the parent's responsibility. Some parents wanting to get involved will need reassurance of their capability to perform this role.

Risk Management

Risk Management issues highlight the reason for the level of training required for parents.

- Parents must be able to understand the importance of identifying hazards they may encounter. This could relate to the actual walking route or travel behaviour. Failure to adhere to regulations may constitute the closure of the program at that school.
- Check with the Education Consultant/Coordinator and your local council as to what Risk Management actually constitutes in your area. Anticipation of questions relating to risk management is essential for your credibility as a TravelSmart Officer. You do not need to know the intricacies of the regulations or policies. However you need to be aware that parents and school councils will be sensitive to the duty of care requirements relating to children. If you know how to respond or

refer the query then you are more likely to be accepted and respected.

Opportunities

Walking School Bus is a high profile program that is visible, tangible and quantifiable. It is TravelSmart's Schools visible link in the community and promotes the philosophy of the school to others.

- When promoting TravelSmart to new clients this is a key benefit. It can be easily observed.
- It can link into other physical activity/health promotions. There could be opportunities for co promoting.

Individual Events and Activities

Overview and Objectives

There are many different types of 'one-off' events designed to promote and involve school age children in TravelSmart activities. These may include individual school based projects and excursions or participation in events promoting activities relating to active transport modes organized at local community, state or national levels. The educational consultant is often required to provide innovative incentives for the school and assist with organization. TravelSmart project officers within the council will play an important role in identifying opportunities for schools to become involved in such activities and assisting with the organization required.

Examples include walk and ride to school days. The school may work in with other bike or walking programs such as Bike Ed. Activities and projects may run throughout the weeks leading up to the event and cover topics like safe bike riding, maintenance and purchasing equipment. Other events may offer opportunities for involvement in local community festivals and participation in special

projects such as 'Active for Life' and the 'Green Challenge'.

There are also experiential activities that can be organized for schools such as 'Magical Mystery Tours' and Puppet Shows conducted on buses. These offer direct involvement and the use of active transport modes. Children have the opportunity to travel on various modes of transport to and from a special location or event outside of the normal classroom environment. As with other programs there are challenges and opportunities involved in organizing such events.

Key objectives of these events and activities are to:

- Raise awareness of active travel options and provide opportunities for children to gain skills through experience.
- Provide alternative options that can be introduced into existing curriculum requirements.
- Offer innovative options that have potential for TravelSmart concepts to be introduced to children with minimum disruption to set education programs.

The effectiveness of schools organising and participating in events will vary according to the features of each activity. The main challenge is the time and organisation required by teachers.

Program Features

Events are special occasions that involve school participation in the promotion of active transport modes. They may be directly linked to TravelSmart or they could be part of a related program.

Common examples of directly relevant events include:

- Ride to School days
- Walk to School days
- Millennium Kids
- Green Travel Challenge competitions

There are also special school events such as Magical Mystery Tours, Travelling Puppet Shows and other events which may present opportunities.

Recognizing events where TravelSmart is relevant requires attention to what else is happening in the community and how TravelSmart can be promoted and linked to those other events. Examples can include:

- building off other programs
- linking a TravelSmart activity to an external event.

For the TravelSmart Officer this means playing an active role in the promotion of the event.

TravelSmart Curriculum-based programs can also be incorporated into other school activities/excursions. This can be used to

- highlight to the community the type of educational activities children undertake at school.
- Introduce avenues for TravelSmart messages into community.
- Promote local council partnerships with schools to the community.
- Promote 'Active' health promotions at the school.
- develop Win/Win opportunities for all stakeholders involved in the partnership.

Active roles for TravelSmart officers

As a TravelSmart officer you could get involved in:

- Promotion of program and engaging school in the event
- Registering children who have consent
- Organising School Grants for some events based on number of children registered

- Arranging additional promotions – posters, competitions
- Collecting competition entries, judging and awarding prizes
- Liaising with key stakeholders to support the running of the event

Building off other programs

Often events are link to other programs. Ride to School may be the finale of several lead up programs. Bike Ed is often a preliminary program so children are ready to participate in riding their bike to school. This progression is important.

Parents are more likely to consent to children riding their bike if they know education and maintenance issues have been addressed.

Children will feel more secure if they have prior knowledge and skill relating to the best routes to take, appropriate road safety sense and a safe bike.

The aim is to have the children and parents experience bike riding as an alternative to riding to school. Ride to School offers this experience. Awareness raising, skill and experience offered by this program combination aim to create an environment for ongoing riding and sustained use of the bike. Walk to school is based on the same principles.

Linking a TravelSmart activity to an external event can be very effective.

A 'Learning Festival' as a regional shopping centre or library could provide the basis for a school excursion. When there, the students could be involved in activities related to a TravelSmart theme. For example, conducting a survey of people attending the festival, perhaps as part of a curriculum activity requiring collection of data on local transport modes. This could involve asking people:

- How they travelled to the festival?
- How far did they come?
- Was this the main purpose of their trip?
- What transport options exist in the local area?

Another option could be working in with health related Programs focussing on physical activity. This can present an ideal opportunity to co-badge an event. This can be beneficial to the school as grants may be available for schools promoting physical activity. Make sure you are aware of funding opportunities to promote to the school.

Magical Mystery Tours are special days planned for individual TravelSmart Schools. This program currently runs in Western Australia. It aims to offer school children the experience of using different modes of Transport to travel to and from a secret destination or a special excursion. Organisation includes:

- Liaising with relevant school members. The principal and relevant teachers must be consulted to select a suitable date, journey, end excursion, and information or linking projects.
- TravelSmart Officer and Education Consultant arrange the journey, transport mode choices, and public transport tickets. Depending on the state, the travel modes employed will vary but could include buses, trains, trams and ferries.
- Consent forms are organized with the assistance of the TravelSmart officer.
- Children experience public transport first hand and collect data and complete information sheets that are designed to meet some of the curriculum based content.

- Often the destination incorporates another event or excursion which the school may have planned to visit anyway.

Arranging an activity such as this may involve multiple classes of more than 20 children. This is a major consideration and there is a need to ensure that the logistics can be managed.

Travelling Puppet Shows

Travelling Puppet Shows are another type of special event currently running in Western Australia. Run by the Green House Office, the puppet show involves experiential theatre on an actual bus. Puppets are used to impart key TravelSmart messages to children as they experience bus travel. The shows are geared to specific age groups and aim to promote positive attitudes towards public transport and active travel choices. Organisation is mainly the responsibility of the TravelSmart Officer in conjunction with the Education Consultant/Coordinator. Similar liaison with the school and, in this case, also the theatre group is required.

There is a wide range of other events which may present opportunities to promote the TravelSmart message through schools. Examples include:

- Education Week – Education promotions within communities.
- Jump Rope for Heart – National Heart Foundation Physical Activity Promotion.

Implementation Issues

A variety of implementation issues are of relevance to individual events and activities including:

- Time to organise
- Impact on the school

- Lead time required
- Number of children involved
- Duty of care considerations
- Opportunities

Time to organize

The time to organize events can be a major undertaking for a school and impact on the daily school routine. When suggesting the school becomes involved, it is important to consider the following issues:

- When a whole year level attends an event off-campus, supervision is required for the period of time the children are away from the school. Teachers involved in the event will not be available for other school based duties and other staff may need to take on additional duties to cover their absence.
- Spontaneous involvement is not possible. Consent forms must be sent home and returned and travel must be booked to suit school times.
- Teachers may not have the time to organize multiple travel modes.

Consider the impact on the school

Anticipating the impact on the school will minimize these issues for the teacher and school community. Offering to assist with planning can take the focus away from the logistics and on to the benefits of the event.

Schools run to a very tight schedule. Teachers have multiple roles and extensive planning and reporting

requirements. It is essential to find out from the individual school what are the best ways and most suitable times to:

- Make contact regarding information meetings on events.
- Maintain ongoing contact while organizing participation.
- Provide information about the event, its purpose and potential outcomes.

Limitations relating to timing of an event, scheduling and timeframes on the day need to be established early in the process. Taking the time to plan for these needs is important.

Lead Times

Lead time required will depend on the type of event. Schools require plenty of notice so rescheduling of duties and tasks can be organized. How the event relates to other school activities must also be considered. Planning an event that has no relevance to current activities for the year level may not be of value to the school. Ask teachers and/or education consultant/coordinator:

- How much notice do they need to schedule an event into the school curriculum?
- How far ahead do consent forms need to be collated?
- What information will the school and parents require?
- What is the best way / time to liaise with you regarding the setting up and progress of this activity?
- How and where does this event fit into the current school curriculum?

Ensure you can accommodate all the children involved

The number of children involved and the scale of organization can be easily overlooked. From a logistics point of view, you need to think about the feasibility of your suggestions.

Example: TravelSmart Schools is linking into an event relating to environmental awareness organized by the AGO. The event is located in the CBD. You would like to take link this event to using Public Transport. Is this a practical option for this situation?

Challenge: You need to consider the number and size of classes. A Bus or Tram may only be able to take one class. A train would be the only feasible option and this would need to be well out of peak period times.

Think about these logistics issues before suggesting ideas to the school.

Duty of Care

Duty of Care is of primary concern to the school community. It is essential to know what needs to be in place for an event to be deemed suitable. Suggesting Ride/Walk to school programs will be far better received if the right environment exists. Look at what has been run in the school already, for example:

- Has Safe Routes to School been completed?
- Has Bike Ed been running for the key children involved?

Organising children to travel on public transport in large groups will also require special consideration of issues such as:

- Is the level of supervision sufficient to meet regulations?
- Are the travel modes suitable for the age group involved?

This will increase in importance once junior primary start participating in TravelSmart programs. Always check with your Education Consultant/Coordinator before suggesting involvement to the school.

Opportunities

Events are a great opportunity to get in touch with a school. Advising schools of up and coming events relating to travel is a great way to continually build a relationship with key members of the school community.

Schools are often too busy to be looking for opportunities to attend events themselves. Contact from a TravelSmart Officer proactively promoting ideas indicates not only enthusiasm in the project but also genuine interest in the school.

Asking yourself, 'How can I add value to the School' is a great starting point and generating ideas for involvement in events is a positive action. It also allows you to follow up on other Curriculum and Walking School Bus Programs. Seek feedback on other programs and generate relationship-building conversations.

Marketing TravelSmart to Schools

To effectively market and engage the school community in any of the TravelSmart School Programs you need to:

- Be comfortable with your role as a marketer in the school environment
- Create the right environment and apply effective communication skills
- Tailor the TravelSmart School programs effectively
- Identify and acknowledge perceptions and concerns of the school community

- Negotiate effectively
- Create a collaborative environment where a school is willing to take responsibility for being involved in a program and work in partnership with the TravelSmart officer and relevant local council departments, state authorities and community groups

Packaging requires highlighting the most appropriate program and tailoring the relevant benefits in your presentation to schools. What's important is the detail you focus on when explaining the key TravelSmart messages, the types of programs and the involvement required by the school community. Here are a few key issues to consider: include:

- Creating an Environment for Engagement
- Tailoring TravelSmart School Programs
- Appropriate Communication
- Dealing with Resistance and Objections
- Qualities of a Good Negotiator
- Hints for Successful Promotions

Creating an Environment for Engagement

You should already be aware of the importance of timing and the necessity to plan. We can't overstress the point that you will be competing for time when you approach staff in schools. The ability to recognize the windows of opportunity is important with school environments.

That is why information gathering is continually stressed throughout this resource. Knowing the right time to approach, introduce ideas and address resistance is critical to how much attention you are given. For marketing or promoting ideas it is necessary to aim for their total attention.

Your strategies need to be feasible and realistic to the audience and target group. What, When and

How you implement your marketing strategies will determine the level of success in engaging the key decision makers.

Tailoring the TravelSmart School Programs

Tailoring of a message ensures a comfortable fit with the audience. Just like deciding to purchase a garment. If it looks like it will fit and feels good, then there is a good chance it will be tried on. If the garment suits the shape of the person, it is more likely to be bought and worn continually.

If the garment is well designed and of good quality, continual wear is ensured. To ensure engagement and sustainability with a school, these are the objectives you need to adopt when planning your approach and the best package to promote.

Initial Preparation - Essential questions to ask yourself:

What am I trying to achieve at each visit?

What am I going to do?

What do I want my audience and target group to do?

- Teachers,
- Council (School and Local)
- Parents

It is important to clearly define these points to keep focus on the direction you are taking.

The TravelSmart Message

Which key messages are most likely to fit the size and shape of the school?

Why are these messages the best fit?

How can I present these messages so that the teacher or parent wants to try them on?

School Background

What do I already know?

What do I need to find out?

How am I going to approach this task?

How will I know when I have been successful?

Appropriate Communication

Think of times when someone offering information has impressed you.

- What personal qualities were you aware of?
- What was their presentation style?
- How did they find out about what you felt, liked, and needed?
- Are these qualities you could develop?

More than likely this person used a communication style built on maximizing rapport with the audience and individuals.

Attention to the following communication techniques will help you to create and maintain the rapport you need.

- Active Listening:
Clarifying and confirming details
- Empathy:
Acknowledging the important considerations of another
- Questioning:
Establishing the needs of the audience by asking for what is important to them

- Presenting Options
Explain examples of how the program may be introduced
- Obtaining agreement
Make sure all parties agree to the same plans
- Voice
Pitch, Tone, Speed, Volume
- Non verbals
- Facial expressions and posture matched the verbal messages

Each school will be individual and as such must be offered information that suits them. If you constantly anticipate and check your strategic approach, you are more likely to succeed. Developing effective techniques will result in increased confidence. This is a very valuable resource when approaching a school.

You may not be the first person to contact the school about TravelSmart Programs. Previous experience with other people in the TravelSmart network may need to be acknowledged. Individuals may have had experience from other schools, work places or within their own community. Their reaction to previous experiences may present issues that require careful handling.

The school may also have had experiences with other programs that have influenced their attitude towards external programs being introduced into the school. Dealing with past experiences, resistance and objections requires skill. You may need to negotiate the terms of school involvement required and assertively put forward the requirements for participation.

Your own presentation is also critical. Professionalism is important but a school is not a corporate environment. At the end of a teaching

day you may be given 15 – 30 minutes to present information to a group of teachers in the staff room. You may not be the only item on the agenda. Concise, relevant presentation of the facts delivered in a down to earth manner will possibly be better received than a glossy drawn out power point presentation given by someone in a designer suit. Image should be relevant to a school rather than the boardroom.

Dealing with Resistance and Objections

- Separate the people from the issue raised
- Acknowledge the concern and its validity to that person
- Focus on their interests rather than the issue
- Involve different people
- Present Options that are realistic and achievable
- Check there really is an issue - define the real issue

The TravelSmart Officer role often requires good negotiation skills.

Qualities of a Good Negotiator

- Ability to think clearly and quickly in stressful situations
- Ability to be practical
- Capacity to concentrate
- Ability to act assertively not emotionally

The idea is not to let issues stand in the way.

Hints for Successful Promotions

Hint 1: If you are in a group there will be different personalities involved. Use these different personalities and the power of peer group sharing to your advantage. By involving the group, you are asking them to make a commitment to come up with the ideas. This is essential to the ownership of any changes. To effectively deliver TravelSmart information, it is critical that you know what approach is most likely to be effective for each individual contact.

Hint 2: Identify people who strongly believe in the TravelSmart Messages and /or have had positive experience with a program.

Hint 3: You can get a lot of value from relevant stories and anecdotes. The use of stories can be a powerful tool and really add impact to your key points. Ask others about positive experiences that have come out of TravelSmart or innovative solutions that have been applied to other schools. This has the advantage of proving to your audience that you are aware of factors unique to the school environment.

Marketing of programs is a skill that requires constant development for even the most experienced TravelSmart Officer. Remember to always evaluate each promotion and learn from the encounter. Again ask yourself:

- What was the motivating factor within the organization?
- At the end of any meeting – were they sold on the ideas?

- Did you respond effectively to their questions?
- How did you respond if you didn't have the answer?

Share these experiences with others in your network. Discuss what worked well and what you try differently next time you approach this school or others.

Tips for TravelSmart Officers

The role of a TravelSmart officer requires you to liaise with the school community no matter which program may be introduced. However, a major part of the role is also centred on liaising with other departments within local council, the Education Consultant/Coordinator and other key roles within the State Transport and Road Authorities. There may be numerous other stakeholders involved that will also be important contacts. To ensure good relationships are maintained and results are achieved here are a few tips, organised under the following headings:

- Steps for Starting Out
- Adding value to the school
- Focus on Priorities
- Networks can help
- Internal Cultures are Important
- Anticipate external questions
- Be sensitive to the local environment
- Manage expectations
- Identify and pursue opportunities
- Credibility is a key to keeping the doors open to you

Steps for Starting Out

The TravelSmart Officer role requires close involvement with many parties:

- Local council (engineering and community development departments)
- School Community (principal, teachers, school council, parents)
- State Authorities (Planning and Infrastructure, Education Consultant and other departments, Roads, Transport)
- Local Community (People, Resources, Organisations)

When starting out you need to think about the intricacies of the role, those who you have to interact with and your local environment. You will benefit by following a few simple steps:

1. Meeting with key people from the Local Council and the State Transport Authority should be a priority
2. Identify how each fits into the TravelSmart Network
3. Find out what has happened in your community relating to TravelSmart, Road Safety and related programs in general
4. Locate your local schools and become familiar with the areas surrounding each (transport, roads, walking and cycling facilities).
5. Investigate the road safety record in the area (the traffic management or engineering section could be a valuable source of information).
6. Find out what the issues are for each group identified above. Note it is important to consider not only external organizations but also groups within your own local government authority.

7. Identify who can provide you with this information most constructively. i.e. keen TravelSmart supporters.
8. Think about how you will go about getting the message across to those groups.

How can you be of most value to the school?

At the very least you must:

- Coordinate and attend information sessions and relevant meetings with the principal and school community - this is essential.
- Respond to requests for information - this is vital to the relationships you create, maintain and extend. It is also important to know how to respond and indeed whether you are the person who should be taking on the request. You need to consider whether it should be referred to someone with more knowledge, relevance or authority.
- Seek opportunities to involve the school in other potential TravelSmart programs and related events.

You need to develop the knowledge to know who the best referral may be – and networks can help there.

Table 1 offers some general areas where you may add value to the program from the school's perspective. This is intended as a guide only and local requirements should be checked before commencing these actions.

Table 1: Opportunities to Add Value at the School

Curriculum	WSB	Events	SRTS
Assisting with <ul style="list-style-type: none"> ◆ Travel diaries (distribution, collection, collation) 	Organising <ul style="list-style-type: none"> ◆ Surveys ◆ Consent Forms ◆ Insurance 	Organising <ul style="list-style-type: none"> ◆ Consent forms ◆ Travel (Availability/Times) ◆ Public transport tickets 	Assisting with <ul style="list-style-type: none"> ◆ Arranging involvement of stakeholders
Awareness <ul style="list-style-type: none"> ◆ Opportunities to incorporate curriculum with other activities ◆ Individuality of school and teacher ◆ Feedback from school about their interests and restrictions 	Coordinating <ul style="list-style-type: none"> ◆ Walking route ◆ Parent Coordinator ◆ Volunteer Roles 	Coordinate/Provide information <ul style="list-style-type: none"> ◆ With other programs in the community or TravelSmart network ◆ Opportunities for co-promotions with other organizations and grants available ◆ Competitions and prizes 	Awareness <ul style="list-style-type: none"> ◆ Program maintenance ◆ Opportunities to continue building relationship with school ◆ Feedback to school on timing and progress

Focus on Priorities

Some programs require really active organizing and coordination; others require you to be a key communication link. The role is a balance between active involvement and relationship building. Both are critical.

You need to outline your priorities and consider your areas of influence or focus with different groups:

- **The School**
Remember that the whole school community: Principal, Teachers, School Council, Parents are all decision makers.
Develop an appreciation/understanding of the Education System within which the schools fit.
- **Council**
This is your base organization. Your reports on programs and projects will influence council decisions.
Remember involve Engineering and Community Development departments
- **The Community**
You need to consider both the- physical environment of local area (terrain, transport services etc.) as well as other programs that are currently operating in the area.
- **Education Consultant**
The person in this role in the relevant department will be very much a co - organizer particularly for any curriculum based initiatives. This person can also

serve as a mentor for gaining knowledge about the education system.

An important part of focusing on priorities is remaining aware of who are you responsible to.

Familiarising yourself with the features and considerations linked to each program will give you a general idea of the key stakeholders involved, their roles and your responsibilities. Who you are responsible to may vary with different programs. The Local Council is your immediate employer. However, overseeing the program is your State Transport Authority. Close relationships with the Education Consultant / School Coordinator will assist you to ascertain the main priority for the program and how you can be of most value to the program.

Good relationships with both the engineering and community departments will assist you to work out the best approach in the council. In this context, internal cultures are important.

Sometimes this can be difficult when individuals or other departments see your role differently.

For example, someone in the Engineering, Infrastructure or Planning departments may ask you to get involved in collating data or preparing a report on a traffic management issue. You would need to think about this in terms of the purpose of this task, its relevance to the program and your responsibilities as a TravelSmart Officer.

Is it really a task for the TravelSmart officer? Check with your supervisor, or discuss it with colleagues before responding. You are likely to find that yours is a new and evolving role and misdirected authority on the part of an individual or department may not be intentional.

Networks can help

TravelSmart Officers cannot work alone. Support is essential and it helps to:

- Generate Innovative ideas
- Redirect your focus to what can be achieved, not what cannot be done
- Provide an outlet for frustrations with specific situations or people
- Provide feedback on ideas that you are not confident with
- Keep a balance check on ideas and the reality of too much creativity
- Discuss your priorities and where you can be of most value

It is important to create your own network of TravelSmart Schools Program Supporters. These may be people within a department you deal with or they may have direct experience from previous involvement on a program so:

- Identify key individuals within these groups who are strong supporters of TravelSmart Schools and the key TravelSmart messages.
- Maintain regular contact with these Supporters and use them as future reference points. Take time to involve these contacts in your developments.

Add to your network by talking to people who also run programs in your area or within the education system. Often you can link into and share information that may help engage key people or organizations into your program. They may also help with advice on how to navigate around negative situations. Think creatively!

- Talk to people in other Council Departments, let them know who you are and what you do. They may have worked with schools on other projects and know about individual school's values and philosophies. They may also have good

community contacts. Take time to find out what they do and how you can reciprocate assistance.

- Research previous programs – who was involved, where are they now? They may work on programs that you could link into or they may just be a great support.
- Talk to your Education Consultant/Coordinator.
- Find out what is going on in other states. What programs are running and who is involved. Distance need not be a barrier in the electronic age.

In the near future, national contact with all TravelSmart people will be available through an open list server forum. You will be encouraged to put forward ideas that have worked for you and seek information to assist with your own needs. TravelSmart is an evolving area. Innovative contributions or questions you have thought of may be of great use to others and can generate additional thought for further and ongoing development.

Partnerships

Forming partnerships with other relevant groups can offer great opportunities for TravelSmart to play a 'value ad' role where both organizations benefit from the exposure.

Opportunities to link into other programs may be found by networking with:

- Local Health Coordinators
- Sport and recreation Services
- Across other departments within your local council

Internal Cultures and Values are Important and they can change over time

Internal Cultures vary within organizations and change continually according to the values of that organization and its priorities at any given time. Asking an existing work culture to accept a new program can have the same threats as introducing Voluntary Change programs.

Sometimes the internal culture may view the promotion of 'Active Transport' promotion as 'warm and fuzzy' and ineffective. Communication skills used internally need to be just as carefully planned and introduced in order to effectively market your role and the programs you are promoting. Getting to know people and what is of value to them will help you find the most effective aspects to tailor to each person within the organization.

Changing Cultures

School Environments change. Student and parent groups move through the school. This brings changes to the makeup of the school, as does the transient teaching population. A change in principal can alter the philosophy and the priorities of a school. Maintaining contact will assist you to understand where the school is at and helps you to plan approaches to that school at any given time in the long term TravelSmart relationship. (Link to Opportunities)

Local Community Flavours

Within your council area there will be community pockets with their own distinctive values and attitudes. It is important to be very familiar with these pockets. A community in one suburb may be far more environmentally focused than a community in an adjacent suburb. This may be reflected in the community activities in the area, types of shops and restaurants, types of homes and layout of streetscapes. As schools are usually zoned to specific local boundaries, it is likely that the

community values will also be reflected in the school environment. Take time to familiarize yourself with these differences and plan your approach accordingly.

Anticipating External Questions

Plan before you go to any meetings or information sessions. This will help you anticipate questions and provide a credible response or relevant referral point for that person. It is important that you plan with the actual values of the organization in mind. An informed response may be the difference to the questioner perceiving your program as a solution to road safety or educational and physical development issues or another demand on their time.

Be Sensitive to the Local Environment

The local environment where you work will vary. Some areas will be suitable for all programs, others won't. Within a local council region there can be rural and city environments, industry, major roads and freeways. Duty of care to children and infrastructure limitations will be the major challenges. Knowledge and awareness of your local area will help. It is critical that you find out this information through your own experience. Walk around the areas, hop on a bike and drive around so you can respond to questions with first hand knowledge.

Manage Expectations

Expectations of what you can and can't provide will exist both internally and externally. Many of the points listed highlight this fact. Knowing your role within each program, the area requiring assistance (internal and external) and the limitations of each program will help you to present only information that is relevant. Each group will have their own agenda and listening to and acknowledging the

barriers is necessary but should not become the focus of your communication. Careful questioning skills are necessary to move the group forward to your main objective.

Identify and Pursue Opportunities

Recognising opportunities for schools is a primary objective for TravelSmart officers. Once you tune into the network of programs, events and what other program promoters have to offer, you can link together to form a strong collective of information providers and support. This is the key to introducing voluntary change programs. It is essential to acknowledge that each school you approach requires your flexibility to innovatively introduce a framework of programs in a way that has meaning to them.

Credibility is a key to keeping the doors open to you

Credibility is the key to engaging any audience. If you want people to listen to you and accept your information then it is important to be believable. This applies not only to what you say but how you deliver your information.

The following points are essential to the promotion of any new ideas, concepts, products or services.

An audience will find you credible if:

- Information provided is based on sound knowledge and delivered with confidence.
- Knowledge and understanding of TravelSmart programs and the roles and responsibilities of the various stakeholders is required.
- Awareness of the school environment and related issues and challenges are acknowledged.
- The purpose of your message is clear.

- Your responses to curly questions are provided with confidence. Knowing a relevant and good referral point is a legitimate action. However you need to acknowledge the correct person or department to refer to and provide details of action to be taken and expected timeframes for a return response.

Planning and anticipating are the main ingredients for gaining credibility. Taking such action will help you to avoid the unacceptable 'I don't know'. This phrase should always be replaced with 'I will find out' or 'I will check that question with the ----- department and get back to you by (timeframe)'

Gaining credibility is often the challenge when new to TravelSmart. Not only is knowledge of community programs and engineering projects required, but also an understanding of the school environment and the special needs and considerations required when dealing with teachers and children. Dedicating time to research and planning will help you gain credibility with the key members of the school community.

Your own presentation is also important. Professionalism is important but a school is not a corporate environment. At the end of a teaching day you may be given 15 – 30 minutes to present information to a group of teachers in the staff room. You may not be the only item on the agenda. Concise, relevant presentation of the facts delivered in a down to earth manner will possibly be better received than a glossy drawn out power point presentation given by someone in a designer suit.

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