



PedPilots - Self-regulated Learning Guide for Educators

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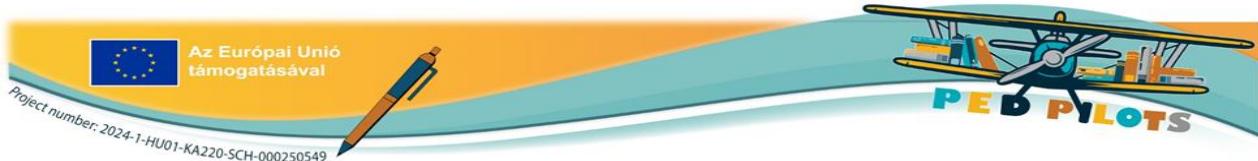
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PedPilots - "Training for accompanying teachers"

Teaching unit 8.

Signing a contract – what is important to note

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The 12 chapters of our workbook are available on the project website, where they can be downloaded and used free of charge. We recommend Genially as a digital, independently processable teaching resource.



<https://www.pedpilot.eu/>



<https://view.genially.com/6885f7076f6692a268885f03>

8. Signing a contract – what is important to note

Introduction

Concluding a contract between teachers and students is particularly important before any trip abroad or domestic trip or mobility programme, as it clearly sets out the rights and obligations of the parties, thus ensuring transparency and legal protection for the cooperation. The contract helps to avoid misunderstandings and sets out the expected standards of behaviour, the course of the programme, the areas of responsibility and the possible consequences of breaking the rules. It also increases the participants' sense of security and reinforces responsible participation in the programme.

Objectives

- Establishing and adhering to rules → decisiveness, consistency, conflict management
- Developing conflict management and group dynamics skills: Levels of conflict and resolution strategies → mediation skills, communication techniques, decision-making
- Developing organisational and logistical skills: Organisation and coordination → decision-making skills, delegation, foresight
- Developing safety and emergency response skills: Communication skills, quick decision-making

Time allocated to the teaching unit

45-90 minutes

Learning outcomes

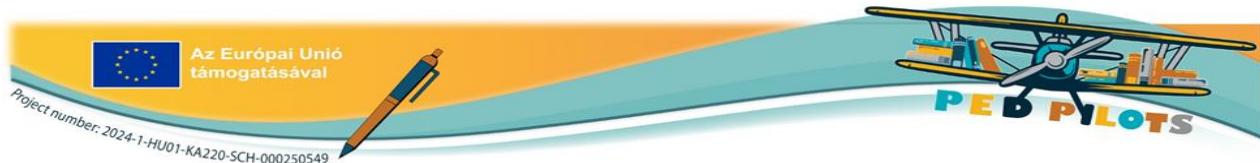
- Planning pedagogical processes, self-reflection related to their implementation (differentiation to promote optimal development, motivation, extracurricular activities)
- Communication, conflict management (cooperation, problem solving, maintaining relationships, compliance with regulations, authentic communication, accepting feedback, ability to persuade and be persuaded)
- Developing groups and communities (openness, creating opportunities, developing a culture of reasoning, mutual respect, acceptance, cooperation)

The curriculum through practical exercises

I. Basic principles of the contract

1.1 The pedagogical significance of the contract

The contract is not only a legal document, but also a trust agreement between the parties. In school practice, the contract often takes the form of a parental consent form, a behaviour agreement or a service contract rather than an official contract. The purpose of these agreements is to ensure that all parties involved – teachers, students, parents, external partners – have a clear understanding of their obligations and rights. Trust, transparency and accountability are the basis of every pedagogical contract. Risk assessment and the



preparation of a safety plan are the joint responsibility of the school principal and the teacher organising the programme. Before implementing mobility, it is important to check the legal framework in the country or countries concerned. You can view the Hungarian regulations as an example.

1.2. Legal framework in Hungary

The practice of concluding teaching contracts is regulated by the following legislation:

Act CXC of 2011 on national public education sets out the rights of students and the responsibilities of teachers. (<https://net.jogtar.hu/jogsabaly?docid=a1100190.tv>)

Decree 20/2012. (VIII. 31.) EMMI provides detailed rules on the organisation of school events, including study trips. (<https://net.jogtar.hu/jogsabaly?docid=a1200020.emm>)

The European Union's General Data Protection Regulation (GDPR – EU 2016/679) specifies what personal data may be processed, how and with what authorisation. (<https://eur-lex.europa.eu/eli/reg/2016/679/oj/eng>)

Based on the provisions of the Civil Code, contractual capacity, legal representation and the legal protection of minors are also important considerations.

2. Contractual situations in practice

2.1. Obtaining parental consent

The written consent of parents or guardians is required for all school trips or excursions. Here is an example of what this might contain:

Parental declaration and agreement on school trips

School name: [School name]

School address: [School address]

Purpose of trip: [e.g. educational trip, cultural visit]

Location of trip: [Name of town/country]

Date of trip: [Departure date – Arrival date]

Accompanying teacher(s): [Teacher's name(s)]

Accommodation: [Name and address of accommodation]

Transport: [E.g. bus, train, plane – name of service provider, if known]

1. Details of parent/legal guardian

- **Name of parent/legal guardian:**
- **Address:**
- **Telephone number (available during the trip):**
- **Email address:**

2. Student's details

- **Student's name:**
- **Class:**
- **Social security number:**
- **Health problems/allergies:**
- **Regularly taken medications:**

3. Parental declaration

I, the undersigned, as the parent/legal guardian of the above-named student, hereby give my consent for my child to participate in the school trip. I acknowledge that the participation fee



for the trip is [amount] HUF, which I will pay by [payment deadline]. I acknowledge that the student is required to comply with the school rules and the instructions of the accompanying teachers during the trip. I understand that in the event of intentional damage, the parent will be held responsible. In the event of a medical emergency, I agree that the teachers accompanying the trip may request the necessary medical intervention.

4. Other comments

[You can write here, for example, special dietary requirements, consent to photography, etc.]

5. Date and signature

Date: _____, 20th _____. month ____.

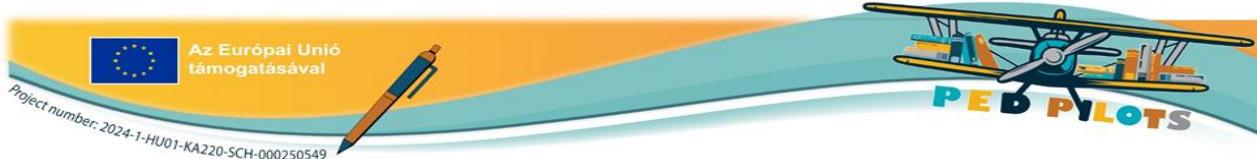
Signature of parent/guardian: _____

This document contains the purpose, duration and itinerary of the programme, the limits of liability, as well as the student's health and other relevant information. This may include **the parent or guardian's consent** for photos or videos taken during the trip to be published in the media. Here is a useful example:

Parental consent for the publication of photographs or videos of the child

I, the undersigned [Parent's name], as the parent/legal guardian of [Student's name], hereby declare the following:

Consent to take photographs and videos:



I hereby consent to my child [student's name] participating in events, trips and programmes organised by [school name], where photographs and videos may be taken of them. The photographs and/or videos may be used by [school name] and/or its partners.

Purpose of use:

The photographs and videos may be used to promote school programmes, document events, and display them in various media, such as the school's website, social media platforms, school newsletters, and other educational and cultural promotions.

Duration of use:

The recordings may be used during the following period: [dates or duration, e.g. "until 31 December 2025"].

Legal statement:

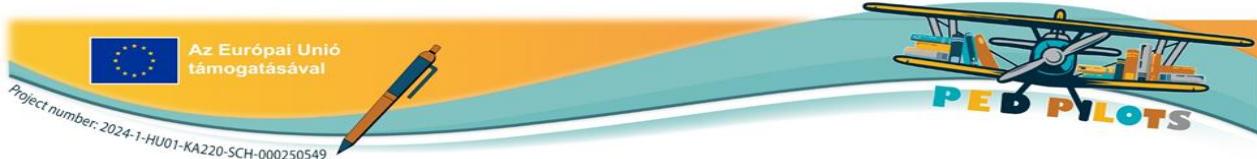
I understand that the use of the recordings does not entail any financial compensation. The photographs and videos will be used exclusively for educational and non-commercial purposes.

Withdrawal of consent:

I have the right to withdraw my consent at any time by notifying the school management in writing. The withdrawal does not apply to material that has already been published.

Signature:

I hereby confirm that I understand the above and consent to the use of my child's photographs and/or videos for the above purposes.



Parent's name: _____

Student's name: _____

2.2. Concluding a contract with the service provider

If an external service provider (e.g. bus company, accommodation provider) is used to run the school programme, the school or its operator is obliged to conclude a contract with the service provider. This contract shall specify the exact terms and conditions and the costs to be borne.

2.3. Establishing a student conduct agreement

During school trips, it is advisable to set out in advance the rules of conduct and expectations for pupils, as well as any consequences. This agreement should be confirmed by the signatures of the pupils and their parents.

Summary

The contract is a useful and indispensable part of the trip, outlining the obligations and rights of parents, students, external parties and teachers, and explaining the rules that have been set.

II. The use of experiential education in creating a code of conduct for different age groups

Many educators find that students experience rules as obligations, as something they "have to" do. This can result in resistance, apparent acceptance of the rules, but also rule-breaking. The solution may be **to understand and accept the rules through shared experiences**, creating a kind of "living contract" when establishing the behavioural agreement, the content of which is not only to be followed but also felt by the students as *their* own.

When we create a set of rules, we can also put it into a contract.

1. Purpose of the contract

- To guarantee safety
- Developing a sense of responsibility
- Preventing conflicts
- Protecting shared spaces

The principles of the experience-based approach ensure that we can successfully create a set of rules and a contract.

2. The principles

- Students are active participants in rule-making
- They understand the rules through their own experiences
- The rules are reinforced in a visual, dramatic and interactive way
- The teacher is not only *a communicator* but also *a facilitator*

3. Advice on developing rules for different age groups

Recommended tools and activities for lower grades (6–10 years old):

- Rule stories (e.g. 'Curious Dani' gets lost but asks for help)
- Rule drawing exhibition: everyone illustrates a rule
- Role play: act out what happens if, for example, someone leaves the group
 - o Form of contract to be concluded: A joint poster listing the rules, which everyone "signs" with their handprint or fingerprint.

An example can be viewed here:

TRAVEL CONSENT FORM AND RULES POSTER

I, the undersigned, _____ (name of parent/guardian), consent to my child, _____ (name of student), participating in the trip organised by _____ (name of school), which will take place on _____ (date).

Location of the programme: _____

I have read and understood the information regarding the duration and content of the programme.

I understand that the following rules must be observed during the trip, and I have explained them to my child:

Rules poster (example):

- I will always stay with the group.
- I will listen to the teachers and accompanying adults.

- I will not go anywhere alone.
- In case of an accident, I will immediately notify an adult.

Signature (child): fingerprint, handprint or signature

Parent's signature: _____

Date: _____

Recommended tools and activities for upper school (11-14 years):

- Group discussions about real-life situations: "What happens if someone does not arrive on time?"
- Role-playing games: "One of your friends gets lost – what do you do?"
- Question and answer competition: rules quiz in teams
- Form of contract to be concluded: Individual commitments, which everyone writes down on a piece of paper and then attaches to the joint team document.

Here is an example of a behaviour agreement (rules) for upper school students:



INDIVIDUAL COMMITMENT SHEET ON FIELD TRIP RULES

Student's name: _____

Class: _____

Date:

I will participate in the school trip organised by _____ (name of school) and I acknowledge and agree to abide by the following rules:

- I will arrive on time at the departure point.
- I will return to the meeting places at the specified times.
- I will respect the other participants, the teachers and the rules.
- If there is a problem, I will not remain silent, but will speak up.

My commitment:

"I undertake to keep the safety of others in mind during the trip and to behave responsibly."

Parent/guardian's signature: _____

Recommended tools and activities for secondary school (15-18 years):

- Discussion: what does it mean to take responsibility?
- Problem solving: "What would be the consequences if someone consumed alcohol?"
- Joint rule-making: let them come up with their own suggestions, which the teacher will finalise
- Form of contract to be concluded: "Travel code" – a document written jointly and signed by everyone. It may also include personal commitments.

Here is an example of a code of conduct for secondary school students:

TRAVEL CODE – MUTUAL AGREEMENT

The students and teachers of class _____ jointly accept the following travel code, which will be valid during the trip on _____ (date).

Rules:

1. Each student is responsible for their own behaviour.
2. We respect each other's boundaries and safety.
3. The use of alcohol, tobacco products and other prohibited substances is prohibited.
4. In case of tardiness or disappearance, the teacher must be notified immediately.

My personal commitment: *"I understand that breaking the rules may have consequences, and I agree to behave in a manner that is in the best interests of the group."*

Student's signature: _____

Teacher's name/signature: _____

Parent/guardian's signature: _____

Date:

Summary

In addition to the examples provided, there are many other types of contracts and activities that may be useful for drafting rules and contracts. The following links in English may also be helpful:

<https://www.troycsd.org/wp-content/uploads/2016/12/STUDENT-FIELD-TRIP-BEHAVIOR-AND-EXPECTATIONS-AGREEMENT-2017.pdf>

<https://alandistravel.com/high-school-trips/study-abroad-rules/>

Task 1 Which age group is it most suitable for? Match the contract with the age group!

Lower school

Upper primary

Secondary school

a) *I agree to always stay with my group, listen attentively to my teacher and follow their instructions. I will not leave the designated areas without permission. Any problems*

b) *I understand that during the programme I am required to follow the rules set by the organisers and teachers. I will not consume alcohol or any mind-altering substances, and I will only leave the accommodation with permission. I accept that breaking the rules may have consequences, including being sent home from the programme. I take responsibility for my own safety and that of my peers.*

c) *I agree to abide by the rules set forth during the programme. I will arrive on time for scheduled meetings and treat the decisions of teachers and my peers with respect. If I have any questions or problems, I will immediately report them to the accompanying teachers.*

Solution: a) Lower school

b) Secondary school

c) Upper school

Task 2 Where does it fit best? Group the given activities to involve the following age groups in setting the rules. Justify your choice.

Situational exercises, discussions about responsibility, dramatisation of rules, group discussions, joint rule-making, drawing, problem-solving exercises, storytelling, question-and-answer game

Lower grades	Upper school	Secondary school

Solution:

Lower grades	Upper school	Secondary school
<i>Dramatising rules, making drawings, telling tales and stories</i>	<i>group discussions, question-and-answer games, situational exercises</i>	<i>discussions about responsibility, problem-solving exercises, joint rule-making</i>

Task 3 Choose one **age group** from the three and describe a real or imaginary **problematic travel situation!** What **experience-based method** would you use to explain the rule (e.g. role play, quiz, joint creation)? Formulate an **individual commitment** that a student could write into their contract!

Example solution (upper school):

Situation: A student goes to a shop without permission.

Method: Situational exercise where they act out what a classmate who notices this could do.

Commitment: "I promise to only go anywhere with permission, and if there is a problem, I will immediately tell the teacher."

III. The role of parents and guardians in concluding the contract

Involving parents is important not only to increase safety, but also because it can increase students' emotional security and willingness to cooperate. The role of parents is not limited to signing the aforementioned parental consent form. Shared responsibility reduces the likelihood of conflict and promotes transparent communication.

1. Important principles

- Treating parents as partners
- Building mutual trust
- Clear and accurate information
- Clarifying areas of responsibility in accordance with the law (e.g. parental consent, handling of health data, accompanying role)

Task 4 Situational exercise

On the morning of the trip, a parent withdraws their consent because they did not agree with the route change announced the previous evening.

- *How could this situation have been prevented?*
- *What communication errors may have occurred?*
- *What can the teacher do now?*

Solution:

How could this situation have been prevented?

The situation could have been prevented if the teacher had informed the parents of the route and programme in detail and in good time. It would have been important to clarify in advance that changes may be necessary at any time for organisational or safety reasons, and that there is a jointly agreed protocol for dealing with this. The problem could also have been mitigated if the teacher had informed the parents of the change as soon as they became aware of it, rather than at the last minute, and had given them the opportunity to ask questions and provide feedback.

What communication errors may have occurred?

It can be considered a communication error that the parents were informed of the change too late. In addition, they did not receive a sufficiently detailed explanation of the reason for the change, which led to a lack of trust. The teacher did not give the parents the opportunity to ask questions and express their opinions, and the form of the message was also inappropriate: the information was probably communicated in a short written message, without a personal or telephone consultation.

What can the teacher do now?

The teacher must first listen empathetically to the parent's concerns and accept their point of view without arguing. Then, calmly and clearly explain why the route change was necessary and why the change is safe. If the parent still insists that their child should not take part in the trip, the teacher should provide an alternative, such as supervision of the child at school. After the trip, it is a good idea to hold a joint reflection session with the parents, where they can discuss how to make communication more transparent and faster in the future.

2. Practical tips for involving parents

- Organise **preliminary parent meetings** where all questions can be clarified
- Share **a detailed written programme plan** with all parties involved
- **Online questionnaires** to identify parents' needs and concerns
- Signing **a parental responsibility statement** that clarifies roles
- Share **an emergency plan** so that everyone knows what to do in case of a problem

Task 5

Plan the process of informing and involving parents in a specific school trip! Instructions:

- Choose an excursion or trip!
- Write down at least three specific steps you would take to involve parents!
- Create a template for a parent information letter or questionnaire!

Example solution:

The planned trip is a **two-day class trip to Lake Balaton**, during which students will visit museums, go on boat trips and take part in joint sports programmes.

The first specific step to involve parents would be to organise a preliminary information meeting for parents. At this meeting, we would present the programme plan, explain the costs and give parents the opportunity to ask questions or make suggestions.

The second step would be to send out an online questionnaire in which parents could indicate any food allergies, health issues, and special needs their children may have. This step would contribute to organising a safe programme that is suitable for everyone.

The third step would be to maintain constant contact with parents via email and a shared messaging group. We could send short status updates during the trip, for example, to let them know that the group has arrived safely, the programme has started, or that they are on their way home.

Sample letter to parents:

Dear Parents,

I would like to inform you that our class **is organising a two-day trip to Lake Balaton** [date]. The programme includes a visit to a museum, a boat trip and joint sports activities for the children. The aim of the trip is to enrich the pupils' experiences, strengthen their community spirit and allow them to discover one of Hungary's most beautiful regions in a safe environment.

The participation fee is [amount]. This includes the cost of travel, accommodation, meals and admission tickets. Please indicate your child's intention to participate by [deadline]. I have enclosed a questionnaire in which you can provide any health or other information that may be important for organising the trip.

If you have any questions or comments, please do not hesitate to contact me. I will provide a detailed report on the trip and its details at the parents' meeting to be held on [date].

Best

[Teacher's name]

regards,



Sample parent questionnaire:

Dear Parents,

Please complete the questionnaire below so that we can ensure the safest and most pleasant conditions for your child during the trip.

1. Child's name: _____
2. Food allergies or special dietary requirements: _____
3. Health conditions (e.g. chronic illness, regular medication):

4. Name, dosage and administration time of medication: _____
5. Are there any activities in which the child cannot participate? (e.g. swimming, sports activities): _____
6. Who should we contact if necessary? (name, telephone number):

7. Do you consent to photographs or video recordings being made of your child during the trip, which will be shared on the school's internal social media platforms?
 Yes No
8. Any other comments that you consider important for the teachers:

Parent's name: _____

Date: _____

Aláírás: _____

Summary

Involving parents and guardians and informing them in a timely manner is an essential step in any school trip or excursion. They are the teachers' partners, and their cooperation is indispensable.

Sources

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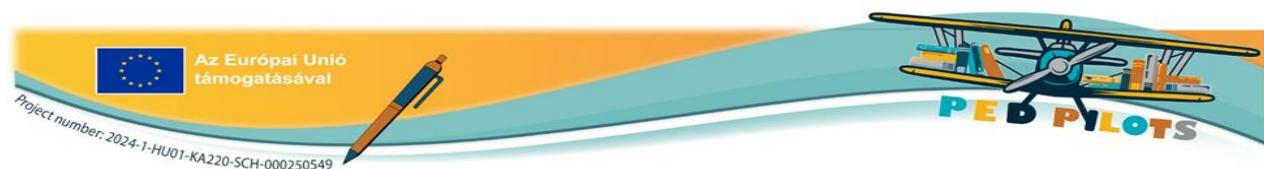
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