

### PROGRESS REPORT

<b>Title</b>	Section Age Ranges for Australian Scouting - Progress Report	<b>YPR Paper No.</b>	3-7-1
<b>Stage 3 Topic</b>	3.7 Age Range Options	<b>Status</b>	Final
<b>Lead Author</b>	Bob Taylor	<b>Release Date</b>	23 Feb 2015
<b>Team Members</b>	Steve Tyas		

#### 1 EXECUTIVE SUMMARY

This report offers some preliminary findings and recommendations from the 3-7 Age Range review team. This team was reconstituted late in 2014 when the original Age Range Team was not able to make recommendations by the November deadline to give structure and direction to the Teams responsible for the other seven topics under review.

The original team proposed a number of models for consideration. Since November, the focus has been on adding other models to those already identified by the original team, and in exploring two important considerations for developing a the section ages ranges for a new youth program.

In all, this report provides research outcomes on:

1. A number of section **ages range models** for consideration
2. The trials in Victoria **extending the age ranges of Joeys** to some 5 year olds
3. The extension of the **time of transition** between sections to a full year, to occur at any time considered suitable by a Group Council between the 7<sup>th</sup> and 8<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>, and 14<sup>th</sup> and 15<sup>th</sup> birthdays but with Rover transition remaining at age 18.
4. Exploring **School Year levels**, rather than birthdays, as a way of defining sections, using the data available on New Zealand and that in Victoria.

Since the team was re-formed very late in the YPR Stage 3 timeline, and particularly as it crossed over the pre-Christmas, Christmas and New Year holiday period, it has been difficult to gather input and feedback, therefore more time is required to give firmer recommendations on the options and models presented.

Findings and Possible Direction:

1. More time be given to this task once the results and recommendations of the other 7 teams have been analysed and considered as they are a key input into any needed changes in the section age ranges.
2. Further investigation be undertaken to assess whether School Year levels are a suitable basis for structuring sections by examining New Zealand Scouting's section structure to determine what benefits and challenges have been experienced in the years they have operated the school years model.
3. The Joey Scout section be retained and the starting age be extended to five year olds, or Foundation year of school if school-years are chosen for section age ranges.
4. All transitions be shown as at least a full year to accommodate the earlier and wider spread of the development of youth.
5. The age-range team be formally expanded to continue the review of section age ranges further.

The following three recommendations be considered as part of any future phase of the Review as the research summary completed by Kellie Loveless, the research by BDRC Jones Donald, and the work of Hsien-Jin Teoh commissioned by the Queensland branch, were highly relevant but not able to be dealt with and considered in detail in the time available:

6. Further consultation for the proposal that youth move from Scouts into Venturers no later than the beginning of Year 9 due to the significant change to the school curriculum and its methods which would then give at least three years to participate fully in the more varied activities and the award scheme before experiencing the time pressures of year 12 studies
7. The impact of the earlier maturation of girls be investigated as to their influence on the need for the earlier timing of transition and the nature of the 6-25 year programme and its appeal to boys
8. The optimum length of the sections be investigated as the four year Scout section does not comply with the 2 to three year range recommended in developmental stages research and of the many sports covering the same 10-18 age range, almost all have only a two year range band.

## 2 INTRODUCTION

The Age Ranges brief to the original team was:

***What is an appropriate age range and sections that meet the needs of our members and ensures progression occurs at the right time.***

The Age Ranges deliverables were to:

***Develop a paper that summarises what occurs in other NSOs and similar organisations, with recommendations on future directions for Scouts Australia, including an implementation plan, short and long term***

The review by the Age Ranges team and its recommendations were to be determined as a precursor to the detailed review by the other seven Teams in their focus on Fundamentals, Spirituality, Areas of Personal Growth, the Scout Method, Leadership, Adventurous Challenges and the Award Scheme. Age Ranges might also have been reviewed after the seven teams' recommendations had been accepted in order to implement the wider Youth Programme Review.

The Age Ranges review took place concurrently with the other teams with some expectation of recommendations by October 2014 but this was unable to be achieved. A change of personnel, leadership, direction and method occurred in late October and early November leading to a focus on examining the Victorian experiments with age ranges and transition and the investigation of the school year levels of current members in each of the four school aged sections

Extensive consultation has been limited by the short time frame since November, although some indications have emerged from discussions with leaders working at the Victorian branch's State Team, as well as grassroots leaders operating in the Joey and Scout sections. This was due to the fortuitous timing of a state wide Joey Leader Conference in mid-November and the Bay Jam Scout seven day camp in early January.

A cursory examination of the background documents relating to the last National Ages Review in 1988/89 which led to the introduction of Joeys was been possible thanks by Peter Marriot, Assistant State Commissioner Scouts, who was a member of that Review.

Literature research on Age Ranges and Child Development Stages resulted in two extensive reports, and are listed in the references.

In all, this report provides research outcomes on:

1. A number of section **ages range models** for consideration
2. The trials in Victoria **extending the age ranges of Joeys** to some 5 year olds
3. The extension of the **time of transition** between sections to a full year, to occur at any time considered suitable by a Group Council between the 7<sup>th</sup> and 8<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup>, and 14<sup>th</sup> and 15<sup>th</sup> birthdays but with Rover transition remaining at age 18.

4. Exploring **School Year levels**, rather than birthdays, as a way of defining sections, using the data available on New Zealand and that in Victoria.

### 3 METHODS

The Age Ranges element of the Youth Program Review Stage 3 was initially delegated to National Youth Program Team (NYPT) and a group of Western Australian Volunteers, led by Ayden Mackenzie, ACC WA, which presented a brief report in late October. This report identified five possible age range models for consideration in diagrammatic form.

These were the current Australian model, the proposed new Irish model, two models developed by the National Youth Programme Team at their meetings, plus the recommended model from the World Organization of the Scout Movement, WOSM.

Outlines of Canada, the USA and BP's original UK & Commonwealth model were shown for comparison but not for testing or further consideration by the National Youth Program Team (NYPT).

The October report indicated their difficulties in starting the task of evaluating the five models and a decision was made to disband the original team and restructure the direction of the review. Bob Taylor, Immediate Past Chief Commissioner of Victoria was invited to, and accepted the role to lead and progress the Stage 3 Age Range review.

In mid-November following discussions with the NYPT and YPR Stage 3 Team Leaders, the initial range of five models for consideration, plus three models for comparison, was extended to eight for consideration, plus four for comparison, to address more of the 13 key points in the Brief which had not yet been considered.

The three new models added were:

- an Australian model which included a common Victorian practice of more flexible transition years and five year olds in the Joey section
- the current New Zealand model, and
- an Australian school years model developed on New Zealand practices.

For further comparisons, the current UK model was added to the Canadian, USA and BP's original model so that all the main English speaking country models were there for either consideration or comparison.

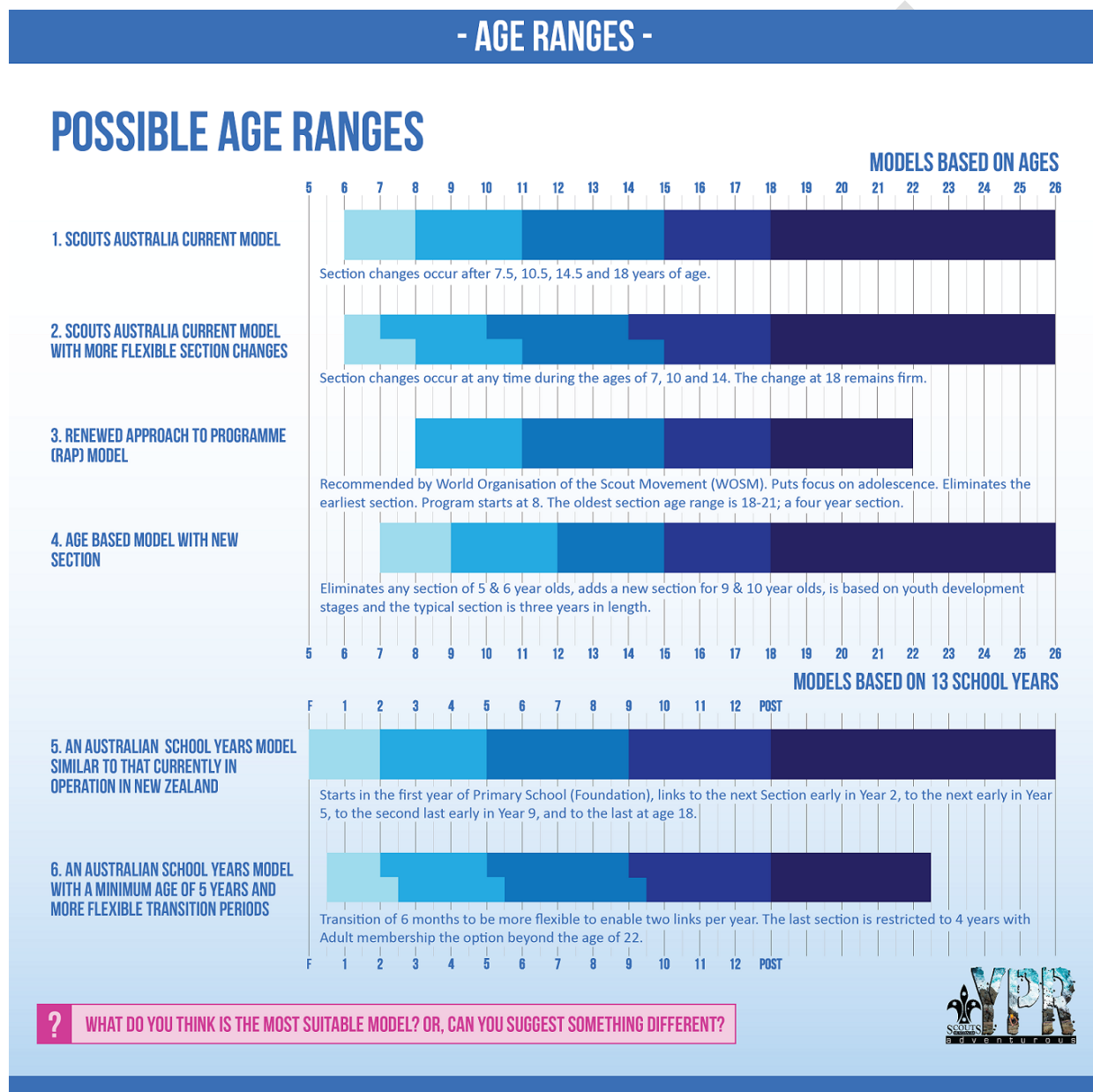
**TABLE 1**

Scout Age & School Year Level Models for Consideration										Version: 7						Most recent adaptations done by: KL 30/11/14											
<b>Age Models for Consideration</b>																											
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25							
<b>1. Scouts Australia (current Model) (* commencement into the next section may occur six months earlier)</b>																											
Joey Scouts 6 to 7 years		Cub Scouts 8 to 10 years*			Scouts 11 to 14 years*					Venturer Scouts 15 to 17 years*			Rover Scouts 18 to 25 years														
<b>2. Scouts Australia (Victorian Practices) (* linking into the next section may occur at any time in the Transition years of 7, 10, &amp; 14)</b>																											
Joey Scouts 5 & at school to 7 years		Cub Scouts 7 to 10 years*			Scouts 10 to 14 years*					Venturers 14 to 17 years*			Rover Scouts 18 to 25 years														
<b>3. Irish proposing to adopt this new Model</b>																											
Tracker Scouts 7 to 9 years		Explorer Scouts 10 to 13 years			Discovery Scouts 14 to 16 years					Rover Scouts 17 to 20 years																	
<b>4. Arkaba Model - June 2014</b>																											
Cub Scouts 7 to 8 years		???? 9 to 11 years			Scouts 12 to 14 years					Venturer Scouts 15 to 17 years			Rover Scouts 18 to 25 years														
<b>5. NYPT Model- ACCs Youth Programme-September 2014</b>																											
Cub Scouts 7 to 9 years		Scouts 10 to 12 years			Scout Transition	Venturer Scouts 14 to 16 years					Vent Transition	Rover Scout 18 to 25 years															
<b>6. RAP (Renewed Approach to Programme) Emphasis on adolescence - WOSM</b>																											
Cub Scouts 8 to 10 years		Scouts 11 to 14 years					Venturers 15 to 18 years					Rovers 19 to 21 years															
<b>School Year Level Models for Consideration</b>																											
1	2	3	4	5	6	7	8	9	10	11	12	13	post school														
<b>7. NZ - Uses its School Year Levels for sections</b>																											
Keas 5 to 7 years		Cubs 8-10 years			Scouts 11-14 years					Venturers 15 to 17 years			Rovers 18-25 years														
<b>8. Scouts Australia if used ACARA school year levels for sections</b>																											
Joeys 5 to 7 years		Cubs 7 to 10 years			Scouts 10 to 14 years					Venturers 14 to 17 years			Rovers 18-25 years														
<b>Other Age Range Models for Comparison</b>																											
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26						
<b>9. Canadian Model</b>																											
Beaver Scouts 5 to 7 years		Cub Scouts 8 to 10 years			Scouts 11 to 14 years					Venturers 15 to 17 years			Rovers 18 to 26 years														
<b>10. Boy Scouts of America Model</b>																											
Cub Scouting 6 to 11 years		Boy Scouting 10 to 18 years					Venturer 13 to 21 years																				
<b>11. United Kingdom (Great Britain &amp; Northern Ireland)</b>																											
Beaver Scouts 6 to 8 years		Cub Scouts 8 to 10.5 years			Scouts 10.5 to 14 years					Explorer Scouts 14 to 17 years			Network 18 to 25														
<b>12. BPs Original UK &amp; Commonwealth Model</b>																											
Cubs 8 to 11 years		Scouts 12 to 17 years					Rovers 18 to 21 years																				

To prepare for some consultation at the National Venture in early January 2015, the December Stage 3 Team Leaders' meeting selected three of the ages model, the current Australian model, a more flexible Australian transition model, plus the WOSM Renewed Approach to Programme model plus two School Year models for the development of questions to elicit feedback from Venturers and their Leaders.

The NYPT added a sixth Ages model, which eliminates Joeys, adds a new section between Cubs and Scouts for 9 & 10 year olds and retains Rovers as 18 to 25 to provide a more radical and controversial model compared with the five originally selected.

TABLE 2 AUSTRALIAN VENTURE CONSULTATION PROPOSALS



The opportunity to consult with members on the question of Joey age range, and overall age ranges occurred in mid-November 2014 and in early January 2015. At the Victorian Joey Leader Conference in mid-November, a brief verbal presentation of the possible age ranges changes was canvassed with strong feedback from a

number of experienced leaders that the 3 year experiment of 5 year olds in Joeys should now be extended to all Mobs.

During January 2015, Bay Jam – a Scout Section event – allowed consultation of a small number of Victorian leaders, some working at the State Team level, as well as grassroots section leaders on the overall age range concepts for consideration. The Possible Age Ranges document prepared for the National Venture (AV2015) was presented informally to small groups of mainly Scout section leaders on two evenings of the camp.

To test the feasibility of an Australian School Year model compared to the current flexible transition age range practices in Victoria, the School Year Levels of current members in Victoria were requested of GLs in mid-November 2014, via data entry in the Victorian online Extranet.

## 4 RESULTS

Experienced Joey leaders believe any child in Prep (first Year of School in Victoria), would be able to benefit from the Joey program as Kindergarten (pre-school in Victoria) delivers the social skills needed to engage in the Joey programme.

It was believed five-year-olds in Joeys should now be extended to all Mobs, not just those with a Wood Badged Section Leader or Assistant which was a condition of registering 5 year olds in Mobs in the Victorian trial.

At the conference, two of the Joey Assistant Leader Trainers demonstrated how most elements of the Scout Method, the Areas of Personal Growth, and an experience of Adventure are integral to the Joey Programme. A request for some individual achievement badges as distinct from current group participation badges, was requested for the Joey award scheme to appeal to the more mature in the age group.

Advice from marketing professionals such as Rob Mills<sup>1</sup>, CEO and Director of Gemba Group, a leading market research and marketing consultancy company focussing on the sport and entertainment industries, indicates that our programme should be available to parents when they are selecting extracurricular activities when children start in Foundation, the first year at school. Joeys are an introduction to some of the values and elements of the Scout program which are more fully developed in later sections. The offer of a **non-competitive, non-sporting** alternative to parents and children complements and extends their child's early experiences of more formal education.

The verbal and anecdotal feedback from Bay Jam meetings suggests that leaders did not favour the models which shortened the Rover age range or cut out the Joey section. The School Years model for defining sections which were flexible were considered worthy of further consideration.

The table below shows the age and school year level data entered by Group Leaders via the Victorian Extranet. Over half the state's 2014 youth year levels were recorded.

Although each Australian state has differing months at which the attainment of age 5 is critical to be able to start in Foundation, the first year of school, the variation between the earliest, 1st January in Tasmania to the latest, 31st July in NSW is reflective of the flexibility that any system of grouping, be it birthdays or school years, must be able to accommodate.

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<sup>1</sup> Rob Mills is also a member of the Scouts Victoria State Executive Committee

**TABLE 3 Victorian School Year levels and sections in December 2014<sup>2</sup>**

<b>Section 2014 Year Level</b>	<b>Joey</b>	<b>Cub</b>	<b>Scout</b>	<b>Venturer</b>	<b>Total</b>
Prep/Foundation	238	3	0	3	244
Year 1	525	119	0	0	644
Year 2	76	930	2	0	1008
Year 3	13	1219	6	0	1238
Year 4	0	1009	178	0	1187
Year 5	3	165	1030	0	1198
Year 6	0	20	1117	0	1137
Year 7	0	0	738	4	742
Year 8	0	0	503	105	608
Year 9	0	0	68	412	480
Year 10	0	1	7	296	304
Year 11	0	0	0	269	269
Year 12	0	0	0	32	32
<b>Entered</b>	<b>855</b>	<b>3466</b>	<b>3649</b>	<b>1121</b>	<b>9091</b>
<b>Not entered</b>	<b>612</b>	<b>3103</b>	<b>2956</b>	<b>998</b>	<b>7669</b>
<b>Grand total</b>	<b>1467</b>	<b>6569</b>	<b>6605</b>	<b>2119</b>	<b>16760</b>
<b>% Entered</b>	<b>58.28%</b>	<b>52.76%</b>	<b>55.25%</b>	<b>52.90%</b>	<b>54.24%</b>

The Australian Curriculum Assessment and Reporting Authority (ACARA) school years curriculum is one of the 13 models included in Kellie Loveless Key Development Stages Matrix (Appendix H). The average age of starting school in Australia is 5.2 years, as outlined in Amy McNeilage's article in The Age.

The 2014 table suggests that at the end of the school year, Joeys were mainly Preps & Year 1, Cubs were Years 2-4, Scouts were Years 5-8 and Venturers were Year 9-11. Rovers were not included in the current request for education levels as Victoria does not yet have a Tertiary Institution listing on its data base

When compared with New Zealand's current school year ranges, Victoria's current data above suggests Australia could continue to have a two year first section, Joeys, compared with NZ's three year Keas, while Australia would have a three to four year Venturer section depending on when youth turn 18 year of age, the common time in both countries to move to Rovers.

Tables 5 and 6 provide a comparison between the age of youth in each section and the school year level of youth in each section, in Victoria. From this information we can draw some conclusions about section sizes whether school year based or age based. They show the most recent Victorian data, as of early February 2015.

<sup>2</sup> Data entry errors have led to some older youth appearing in Joeys and Cubs.

TABLE 4 Victorian School Year levels and sections February 2015<sup>3</sup>

Section Year Level	Joey	Cub	Scout	Venturer	Total
Prep	5	0	0	0	5
Year 1	283	4	0	0	287
Year 2	560	175	0	0	735
Year 3	70	1108	1	0	1179
Year 4	10	1430	10	0	1450
Year 5	1	1100	309	0	1410
Year 6	1	129	1232	0	1362
Year 7	0	13	1243	0	1256
Year 8	0	0	829	12	841
Year 9	0	0	539	152	691
Year 10	0	0	47	483	530
Year 11	0	0	8	342	350
Year 12	0	0	0	286	286
TE, App or Work	0	0	0	7	7
<b>Entered</b>	<b>930</b>	<b>3959</b>	<b>4218</b>	<b>1275</b>	<b>10389</b>
<b>Not entered</b>	<b>442</b>	<b>2347</b>	<b>2328</b>	<b>832</b>	<b>5949</b>
<b>Grand total</b>	<b>1372</b>	<b>6306</b>	<b>6546</b>	<b>2107</b>	<b>16338</b>
<b>% Entered</b>	<b>67.78%</b>	<b>62.78%</b>	<b>64.44%</b>	<b>60.51%</b>	<b>63.59%</b>

TABLE 5 Victorian Ages Ranges and sections, February 2015

Age	Joey Scouts	Cub Scouts	Scouts	Venturers	Total
5	22	0	0	0	22
6	447	3	0	0	450
7	962	209	1	0	1172
8	3	1894	3	0	1900
9	0	2280	5	0	2285
10	0	2107	224	0	2331
11	0	1	2214	0	2215
12	0	0	1833	0	1833
13	0	0	1348	0	1348
14	0	0	1046	113	1159
15	0	0	3	885	888
16	0	0	0	685	685
17	0	0	0	499	499
<b>Total</b>	<b>1434</b>	<b>6494</b>	<b>6677</b>	<b>2182</b>	<b>16787</b>

<sup>3</sup> It is expected that completion rates (% Entered) will improve as the campaign for GLs to enter data continues, the new year begins in earnest, and youth move up to new sections. All members on Table 3 have been advanced by one school year level on Table 4



A comparison of the two February tables show distinct patterns. Prep/Foundation seems to equate with Age 5 and carries through the 13 school years to Year 12 equating with age 17.

If a School Year level model were to be adopted and implemented, youth would move between sections according to their class year levels at school so maintaining the social friendship groupings so important in upper Primary and lower Secondary school youth. This links with the BDRC research findings, listed in the References examining why youth leave Scouting

Going Up ceremonies between sections could be designated to take place at the beginning of Years 2, 5 and 9 and age 18, for instance, as is the current practice in New Zealand.

If the year level group is too large and might disturb section balances, then Group Council could plan to move some members six months earlier or six months later in the middle rather than the beginning of the school year, but still keep certain youth friendship groups together.

New Zealand Scouts identify the beginning of the year as the time to move, while starting the transition and linking at the beginning of term 4. They have been reviewing this in more recent times, and warrants further investigation for Australian Scouting.

In the Victorian earlier entry trial, Joeys had to be at school and have reached their 5<sup>th</sup> birthday to be registered. Some Joey leaders only took five year olds at the start of term 2 so that they were accustomed to the routine of a daily and weekly school program in Term 1. Other leaders found this approach unnecessary.

Transitioning to Venturers at the beginning of Year 9 is at a time of significant change in the secondary school curriculum, where youth start to make some subject choices and move down more personal education paths which split up the social and friendship groups formed in classes in years 7 & 8.

In a NZ based school years model, the Scout section would continue to bridge the years of the change from Primary to Secondary school, when social groups formed through primary school are split, as youth move to a number of different secondary schools. Staying together at Scouts, to see each other at least once a week and on weekend activities, may well be important to youth and our youth retention.

## 5 DISCUSSION & INTERPRETATION OF RESULTS

The Section Age Range breaks in the 20 year youth programme must take account of the stages of the development of youth, the methods inherent in delivering the programme, the values outcomes of the programme, the physical ability to meet the challenges and the leadership style which is best suited to different age groups.

The Youth Development Matrix presented in Kellie Loveless's Report shows that any age range chosen can be supported by a careful selection from among the 13 models she has identified.

Retention of the youngest section Joeys, not recommended by WOSM, can be justified by examining the retention and transition data from the Victorian trial of 5 year olds which has operated since the beginning of 2012.

The data shows that 5 year olds have been retained at least at the same rate as those starting at 6, while those joining at 7 have had the option of going into Cubs. Some more research may be needed on this.

By opening up the section to five year olds, Joey leaders are given the opportunity to implement a full two-year program before discussion of linking to Cubs occurs at Group Council once they pass their 7<sup>th</sup> birthday.

Very little analytical surveying was conducted with current leaders, youth or parents on Age Ranges options as part of this review and those leaders who saw the range of options seemed comfortable to contemplate some change if the rationale for each is explained.

Aligning more with school years, rather than birthdays, seemed acceptable to those that expressed an opinion. Potentially, the impact on current section programmes might be minimal and only make each section on average as little as 6 months younger.

Broad flexibility on the timing of transition must be retained in any school years model, with the optimum time to move up nominated as the beginning of the year. However, the middle of the year must also be considered if there are anticipated difficulties, provided a large enough social group is moved together. If the youth development stages of individuals suggest earlier or later moves, than the beginnings of years 2, 5 and 9.

Any changes to the age ranges of sections must accommodate the programme elements which are being investigated by the Fundamentals, Spirituality, Areas of Personal Growth, Scout Method, Leadership, Adventurous Challenges and the Award Scheme teams.

The many Stages of Youth Development compiled and summarized by Kellie Loveless suggests broad categories with a maximum span of 2 or perhaps 3 years with flexible boundaries which merge into each other rather than jump up into a later stage of development. Thus the 4 year span of the Scout section needs further investigation.

## 6 CONCLUSION

No discernible support for major changes to the age ranges has been detected from any group of existing leaders who were consulted. The views of the experts in youth welfare and education and the models of youth development are varied but congruent to our current progressive structure and programme as outlined in Kellie Loveless Research Report on Key Development Stages of Youth as found in the Appendices.

The WOSM Renewed Approach to Programme, to focus on adolescence by eliminating younger sections, and curtailing the oldest section to four years, has not found favour with any leaders consulted, perhaps because the WOSM case has not been articulated.

The WOSM desired focus on adolescence may take place in the Scout and Venturer sections by directed programming as well as distinct recruitment action. National, State and local Government funds tend to be available for programmes in these age groups and these ages can be prioritized without deleting older or younger section age groups. The WOSM argument that the Joey section and older Rovers do not meet some of the key elements of the Scout Movements vision and mission may be challenged by the investigations of the other 7 teams.

The many Stages of Youth Development compiled and summarized by Kellie Loveless suggests broad categories with a maximum span of 2 or perhaps 3 years with flexible boundaries which merge into each other rather than jump up into a later stage of development. Thus the 4 year span of the Scout section needs questioning.

The use of school years rather than birthdays to determine sections seems to have some attractive appeal for further consideration. It addresses the issue of a designated time of transition and linking by class year groups. This may result in better retention as youth social groupings, based on school classes, move together even when the original class group breaks up when moving from year 6 to year 7.

## 8 REFERENCES

Kellie Loveless, Research Report on Age Ranges,(22 pages including 40 individual references) available on Scouts Australia Web site

Kellie Loveless, Research Report on Key Development Stages of Youth, (31 pages including 32 individual references) available on Scouts Australia Web site

WOSM, Toolbox Programme Handouts- Renewed Approach to Programme, TBoo7

Edwards et al, Who Gets The Gift Of Time In Australia? Exploring Delayed Primary School Entry. Australian Review of Public Affairs, Vol 10, No 1 July 2011.

McNeillage Amy, Experts Warn Starting School Too Young Harms Learning, Wellbeing. Age, Jan 26 2014

McCrinkle, Scouts Australia, Understanding The Factors Shaping The World Of Generation Alpha And Generation Z, Oct 2014

Hsien-Jin Teoh et al. Children, Adolescents and Young Adults Ages and Development Abilities. Scouts Australia, Queensland Branch

BDRC Jones Donald. Research To Support Strategies For Retention Of 10-15 Year Olds. Scouts Australia

## 9 APPENDICES

[If any – this list is a summary of appendices. The actual appendices are entered following the page break]

- A. The Ages Ranges Brief and questions
- B. The Ages Ranges Brief and questions with a synopsis of answers
- C. The outline of the 8 models for consideration, 4 December 2014
- D. The outline of the 6 models for consideration at AV2015, 8 January 2015
- E. no longer needed as in body of report
- F. Pros and Cons of 5 year old Joeys, Nov 2011
- G. The conditions of the Victorian 5 year old joey pilot, May 2012
- H. The Key Development Stages Summary Matrix by Kellie Loveless- This should be an A3 handout

## **APPENDIX A**

### **YPR AGES RANGES BRIEF**

#### ***3-7 What is an appropriate age range and sections that meet the needs of our members and ensures progression occurs at the right time?***

##### **RESEARCH QUESTIONS:**

What happens in other NSOs? What is their age range for each section and why? How do youth members progress between sections?

Is it appropriate to tie our sections to specific ages, or should they be based on competencies, or linked to Areas of Personal Growth of the individual? Would vertically-aged groupings work in Scouting? How does the age range affect the implementation of the Scout Method?

Does WOSM give us strong direction about age range?

At what age is the Scout Method the most beneficial? Is it wasting the value of the Scout program to have children or youth in the movement at an age where the Scout Method is not beneficial, inappropriate, or ineffective?

Given that WOSM does not recommend a section under 7 years of age, what is the value of such a section in Australia? What is the value to the individual and to Scouting's aim?

What would be the strengths and weaknesses of aligning with school years for progression? What are the similarities between our education systems and Scouting in relation to progression? What is the philosophy of linking to school years, and is this right for Australian Scouting?

What do our members want? How would members like to progress through the sections?

What do the psychologists tell us? When are the different developmental stages in a young person's life that recommend a change in section?

How can we ensure that progression caters for youth members with special needs?

What gender differences need to be considered?

What is the effect of higher education studies on retention? (VCE, HSC, etc as well as university studies)

When and how should youth members progress to the next section? What is required to ensure at least 75% of members progress to the next section?

What opportunities are there for blending age ranges to provide for personal development? (eg. Venturer-aged Scout to act as a Troop Leader)

##### **HOW:**

Survey and forums with members to understand the issues, strengths and weaknesses of our current systems, and find out what they want.

Examine suggestions already put forward to the YPR by members

Investigate what happens in schools and the links that could be made.

Investigate the developmental needs of young Australians and the natural progression points in their lives (considering all cohorts)

Review of best practice in like NSOs (with evidence to support their approach)

Collaborate with the Scout Method (3-4) group and incorporate work into final recommendations as necessary

##### **DELIVERABLES:**

Develop a paper that summarises what occurs in other NSOs and similar organisations, with recommendations on future directions for Scouts Australia, including an implementation plan, short and long term.

## ORIGINAL TEAM

**WHO:** WA Branch/Composite (National Youth Program Team)

**TEAM LEADER:** Ayden MacKenzie **TEAM MENTOR:** Rob Frederickson (ACT)

**WHEN:** June 2014 – October 2015

## CURRENT TEAM?

**WHO:** Other Phase 3 Team leaders

**TEAM LEADER:** Bob Taylor

**WHEN:** November 2014 – February 2015

## APPENDIX B

### YPR AGES RANGES BRIEF WITH SHORT ANSWERS

**3-7 What is an appropriate age range and sections that meet the needs of our members and ensures progression occurs at the right time?**

#### RESEARCH QUESTIONS:

What happens in other NSOs? What is their age range for each section and why? How do youth members progress between sections?

**Table 1 shows 12 variations of sections and age ranges from the English speaking countries progress between sections shown as sharp boundaries to be crossed although practices may be different**

Is it appropriate to tie our sections to specific ages, or should they be based on competencies, or linked to Areas of Personal Growth of the individual? Would vertically-aged groupings work in Scouting? How does the age range affect the implementation of the Scout Method?

**Refer to Reports of 3.3 Areas of Personal Growth and 3.4 The Scout Method.**

Does WOSM give us strong direction about age range?

**Yes. No section before age 7, a focus on adolescence and the final section to end after 21 as the programme in these age ranges does not use key elements of the Scout Method or add to that already achieved**

At what age is the Scout Method the most beneficial? Is it wasting the value of the Scout program to have children or youth in the movement at an age where the Scout Method is not beneficial, inappropriate, or ineffective?

**A critical argument to be considered after the Scout Method and other 7 Phase 3 teams have reported and related to point 3 above**

Given that WOSM does not recommend a section under 7 years of age, what is the value of such a section in Australia? What is the value to the individual and to Scouting's aim?

**As an introduction to some of the values and elements of the programmes developed in later sections which offer a non competitive, non sporting alternative to parents when choosing extracurricular activities when young children start school**

What would be the strengths and weaknesses of aligning with school years for progression? What are the similarities between our education systems and Scouting in relation to progression? What is the philosophy of linking to school years, and is this right for Australian Scouting?

**Parents and schools take the responsibility of the appropriate placement of youth in the learning and educational continuum. School classes form one of the earliest social groupings. Scouting is a progressive educational Movement and parallels the youth development model in schools.**

What do our members want? How would members like to progress through the sections?

**Challenging, fun activities which develop, strengthen and widen their social interaction while keeping existing social groups intact through the sections.**

What do the psychologists tell us? When are the different developmental stages in a young person's life that recommend a change in section?

**The 13 different models documented in the Stages of Youth Development Matrix by Kellie Loveless suggest that whenever a change in a stage occurs, its timing can vary by up to two years particularly between girls and boys.**

How can we ensure that progression caters for youth members with special needs?

**Training and supporting caring competent leaders**

What gender differences need to be considered?

**Many of the 13 models in the Matrix referred to above in point 8 indicate girls developing several years ahead of boys in the tween & teen years and this might suggest that girls might move through the sections earlier than boys.**

What is the effect of higher education studies on retention? (VCE, HSC, etc as well as university studies)

**Youth and parents prioritize senior school commitments above Scouting activities and this is one of the findings documented in the BDRC Jones Donald Research on why 10-15 year olds drop Scouting as well as other youth activities including sport in this age group.**

When and how should youth members progress to the next section? What is required to ensure at least 75% of members progress to the next section?

**When the Group Council determines youth are ready to benefit from the challenges in the next sections programme methods. The age ranges are guide not a prescription and it is up to the next sections leaders to ensure they are welcomed.**

What opportunities are there for blending age ranges to provide for personal development? (eg. Venturer-aged Scout to act as a Troop Leader)

**Current practices are that any Venturer can be an official Youth Helper in Joeys and Cubs and in Scouts if they have reached their 16<sup>th</sup> birthday. Any Rover can be an Assistant Leader in Joeys, Cubs and Scouts and in Venturers if 20 years of age**

## **APPENDIX C**

### **3.7 AGE RANGES REVIEW**

OUTLINES, EXPLANATIONS AND COMMENTS TO ACCOMPANY THE 8 MODELS UNDER CONSIDERATION  
IN LATE NOVEMBER 2014

#### **1. SCOUTS AUSTRALIA- CURRENT MODEL**

Transition between sections should occur within 6 months of 7.5, 10.5 & 14.5 years

#### **2. SCOUTS AUSTRALIA-Victorian practices**

Ages 7, 10, & 14 are the transition ages and youth move up anytime in those years.

As a pilot programme since Jan 2012, Joeys have been accepted in Mobs at 5 years of age if at school where the ARC Joeys approves and the JSL or AJSL has a Joey Scout Wood badge. Only about 50 have been registered in any of years with a total of 183 over the 3 years.

Issues to be recorded and reported by leaders in these pilot Mobs to the Joey Scout Council were on the sustainability of interest in the programme over a longer two year / three period and if there was enough depth in the programme to stimulate interest and enable better retention.

Scouting Marketeers promote the earlier 5 year age as it is the commencement year of Primary School. That is when parents start to pick extracurricular interests for their children. A 5 year old start for Joeys means Scouting can be an option at the start of school years which is non-sporting, non-competitive and has the values modern parents look for in the broad education of their children which schooling may not provide.

### 3. NEW IRISH MODEL

Initially rejected when they changed their programme some years ago but being resubmitted for adoption in near future.

No Joeys equivalent and Rovers start at 17<sup>th</sup> birthday and finish at 21<sup>st</sup> birthday

### 4. ARKABA MODEL

Developed in June 2014 in Adelaide by the National Youth Programme Team

Joeys eliminated and Cubs a two year programme starting from 7<sup>th</sup> birthday to 9<sup>th</sup> birthday

The proposed 9 to 11 year section was unnamed.

### 5. NYPT Model.

Developed by ACCs Youth Programme in September 2014

No Joeys, Cubs a two year programme starting at 7<sup>th</sup> birthday,

Scouts start at 10<sup>th</sup> birthday and transition to Venturers during their 13<sup>th</sup> year

Venturers start by 14<sup>th</sup> birthday and transition to Rovers during their 17<sup>th</sup> year

### 6. RAP - RENEWED APPROACH to PROGRAMME

Emphasis on adolescence –WOSM

No Joeys, Cubs from 8<sup>th</sup> birthday for 3 years and Scouts from 11 birthday for 4 years

Venturers start on 15 birthday but continue to 19<sup>th</sup> birthday, Rovers till 22<sup>th</sup> birthday.

### 7. NEW ZEALAND

Uses its 13 school years rather than Ages to define section parameters and linking

Keas- Joeys equivalent, Years 1-3, covering 5/7 years of age

Cubs, Years 4-6 covering 8/10 years of age

Scouts, Years 7-10 covering ages 11/14

Venturers Years 11 to 13 covering ages 15/17

Rovers 18/25 years of age

## 8. SCOUTS AUSTRALIA - USING SCHOOL YEAR LEVELS

Joeys: Foundation and Year 1-a two year programme for mainly 5 to 7 year olds

Cubs: Years 2 to 4, a three year programme for 7 to 10 year olds

Scouts: Years 5 to 8, a four year programme for 10 to 14 year olds

Venturers: Years 9 to 12, a three to four year programme ending at 18<sup>th</sup> birthday

Rovers :18 to 25 years of age

Linking would occur once a year, perhaps in February/early March.

Youth would always move sections with friends, irrespective of their birthdays,

All youth move into Venturers at beginning of Year 9 where there is big change in the secondary curriculum. Many schools have separate campus and programme to cope with the impacts of adolescence which often significantly affect social behaviour and decision making around the age of 14

Youth stay in the one section, Scouts, while transitioning from Primary to Secondary school. This is a time of significant change for many youth moving from being the oldest students and leaders in a small school to the youngest students in a larger school with a new mix of youth from many different primary schools.

All states except South Australia now have a 13 year level structure of Primary F-6, Secondary 7-12 (except South Australia which has F-7 and 8-12) but with primary school starting age dates varying between 1<sup>st</sup> January and 31 July in the year youth turn 5.

R. Taylor, 4/12/14

## APPENDIX D

### SCOUTS AUSTRALIA, YOUTH PROGRAMME REVIEW - AGE RANGES REVIEW

#### OUTLINES, EXPLANATIONS & COMMENTS ON THE 6 AGE RANGE MODELS UNDER CONSIDERATION AT AV2015

##### 1. SCOUTS AUSTRALIA- CURRENT MODEL

Transition between sections should occur within 6 months of 7.5, 10.5 & 14.5 years

##### 2. SCOUTS AUSTRALIA-CURRENT MODEL- incorporating current Victorian practices



Ages 7, 10, & 14 are the transition ages and youth move up anytime in those years.

### **3. RENEWED APPROACH to PROGRAMME MODEL- RAP model**

Emphasis on adolescence as recommended by WOSM

No Joeys, Cubs from 8<sup>th</sup> birthday for 3 years and Scouts from 11 birthday for 4 years

Venturers start on 15 birthday but continue to 19<sup>th</sup> birthday, Rovers till 22<sup>th</sup> birthday.

### **4. AGE BASED MODEL WITH A NEW SECTION**

Joeys eliminated and Cubs become a two year programme starting from 7<sup>th</sup> to 9<sup>th</sup> birthday

A proposed new 9 to 11 years age section. Scouts 12 to 14 years of age. Rovers finish at 21<sup>st</sup> birthday.

All Sections have a maximum is three years.

### **5. SCHOOL YEARS MODEL FOR SECTIONS - similar to New Zealand Scouting**

Joeys- Foundation and Year 1, a two year programme for mainly 5 to 7 year olds

Cubs- Years 2 to 4, a three year programme for 7 to 10 year olds

Scouts- Years 5 to 8, a four year programme for 10 to 14 year olds

Venturers- Years 9 to 12, a three to four year programme for 14 to 17 year olds ending at 18<sup>th</sup> birthday

Rovers- 18 to 25 years of age

Linking would occur once a year, perhaps in February/early March. Youth would always move sections with friends & class mates irrespective of their birthdays, a key for adolescent social groupings

All youth move into Venturers at beginning of Year 9 which marks a big change in the secondary school curriculum. Many secondary schools have separate campus and programmes to cope with the restlessness and hormones of Year 9s which clicks in in full around the age of 14.

### **6. SCHOOL YEARS MODEL FOR SECTIONS, as above, with a minimum age of 5 Years and more flexible transition.**

As in current Victorian pilot Joey programme accepting 5 year olds plus a linking every half year for more flexible movement between sections. Some Joey leaders say even under 5s in Prep will cope with Joeys

Scouting's Marketing experts promote an earlier 5 year age entry as it is the Foundation year of Primary School when parents start to pick extracurricular interests for their children. The Prep/5 year old start for Joeys means Scouting can offer an option at the start of school years which is non-sporting, non-competitive and promotes the values modern parents look for in the broad education of their children.

R. Taylor, Immediate Past Chief Commissioner, Team Leader, YPR Age Ranges Review, Thursday 8 January 2015  
[bob.taylor@vicscouts.asn.au](mailto:bob.taylor@vicscouts.asn.au) 59443645, 0408582672

VICTORIAN AGE RANGES JAN 31 2015

## **APPENDIX F**

### **Joey Scout Age Range**

#### **Pros and Cons for School age 5 year olds**

##### **Pros**

- . Increase numbers
- . Buddy older Joey Scouts with new
- . Less rejections
- . Social Skills
- . Younger siblings working with older children
- . Work in mixed ages
- . Have Joey Scouts longer
- . All badge work achieved
- . Leadership
- . Easier to promote in schools in term 2
- . Space programming over longer period
- . Brings Joey Scouts in line with other sections
- . Offering Scouting as a choice of after school activities
- . Prepare siblings earlier to be prepared for Scouting
- . Create new programs rather than re-use
- . Challenge the Joey Scout Mob and Leaders
- . Increase Leader numbers - new Leaders : new ideas
- . Advertising easier :School age"
- . Get to children before basketball, swimming. Karate etc

- . Increase sense of Community
- . The world is there to experience

#### **Cons**

- . Challenging programs for older but simpler for 5 year olds
- . Not enough Leaders
- . Outdoor activities may be more difficult to organise eg: ratios in and out of hall
- . Sibling rivalry
- . Exhausted earlier " over it "
- . Age difference between 5 and 7 year olds
- . Small enough uniforms
- . Group Leaders?
- . PR and Advertising
- . Insurance
- . Cost for parents eg: School, Scouting and Sport
- . Older Joey Scout could get bored - younger lack of attention eg: slow down program

Joey Scout Council, Nov 2011

#### **APPENDIX G**

**Requirements to operate with 5 year olds in a Joey Mob, May 2012**



Victorian Branch  
Joey Scouts  
5 Year Olds - Pilot program  
Requirements for operating a Mob  
with 5 Year olds

Form JS-5yo-req

### Requirements for a Joey Scout Mob to join the pilot of the investiture of five year old members

- The youth member must be attending primary school
- The youth member must have had their 5 birthday before first attending
- Mob size inclusive of 5 year olds is to be a maximum of 20.
- Mob leadership must be a minimum of two Leaders with a Joey Scout CAL, one of whom must hold a Joey Scout Wood Badge.
- The Adult supervision in the hall is 1 Adult to every 5 Joey Scouts (i.e. 2 Leaders plus Rostered Parents)
- A Parent Roster is made and circulated on a weekly basis to ensure this supervision is present and maintained
- Should have a Youth Helper - NOTE: Youth Helpers are not included in the Adult ratio

### Guidelines for establishing the pilot program

- The GL and Group JSL must discuss the requirements and viability of including 5 y.o. JS into their existing Mob, and then the GL must apply to the ARC/JS for approval.
  - The Group Council should be notified about the Joey Scout Mob joining the 5y.o. pilot programme.
- The ARC/JS should verify the above requirements can be met before giving discretionary approval for the Mob to join the pilot programme, and will notify the BC/JS accordingly.
  - The ARC/JS should notify the DC and the DL/JS about the Group joining the Joey Scout 5y.o. pilot programme.
- The ARC/JS will authorize the relevant Service Centre to allow the registration of 5 year olds in the specific Mob.
- Joey Scout Mob Leaders are expected to complete periodic evaluations of the progress or otherwise of the 5 year olds. This may include tracking them for several years until Cub Scouts noting attendance, awards, motivation and socialization to cope with the programme and the reasons if should they leave the mob.

Lyn Rickerby  
Branch Commissioner, Joey Scouts  
Victoria

Bob Taylor  
Chief Commissioner  
Victoria

## Appendix H

### Kellie Loveless Stages of Youth Development Matrix --- move the pages together?



Ref.	Section	Details	Born	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
11	Physical Development	Gross Motor Development & Fine Motor Development	can control arms & hands; basic strength in all directions	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball	can stand on one foot; can throw ball; can catch ball
12	Puberty	Puberty (girls) Average female puberty: what to expect Puberty (boys) Average male puberty: what to expect																												
13	Stages of Development	Age group & main theme Character Physical Emotional Intellectual Social Spiritual																												

Ref.	Section	Details	Born	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26					
6	Life Stages	20th Century McCrindle (2004) research phase 2	Today Not necessarily defined by age	Childhood										Teenager						Adulthood														
7	Psychosocial Social and emotional development	Erikson's 8 Stages of Psychosocial Development	Infancy Trust vs Mistrust E.g. feeding, 0-1 years	Early Childhood Autonomy vs Shame & Doubt E.g. toilet training, 1-3 yrs	Preschool Initiative vs Guilt E.g. exploring, using tools, art, 3-5 yrs	Early Childhood Industry vs Inferiority Can I make it in the world of people & things? E.g. school, sports, 6-11 yrs	Adolescence Identity vs Role Confusion Who am I? What can I do? E.g. social relationships, puberty, 12-18 yrs	Young Adult Intimacy vs Isolation Can I love? E.g. romantic relationships, 20s & 30s																										
8	Peer Issues	Trends and issues faced at diff. developmental stages	Infancy	Early Childhood	Preschool	Early Childhood	Adolescence	Adolescence																										
9	Age Specific Developmental Needs	Northern Ireland Youth Service: Curriculum Development Unit																																
10	Age Specific Guidelines	What are they facing? As an adult, what can you do?	Infant & Toddler (0-3) physically & mentally growing at a rapid rate	Preschoolers (4-5) very active, motor skills improving, begin using symbols & signs, memory, need imagination, can cause unseen harm, developing independence & visibility to others	Early Childhood (6-12) grow slowly until puberty, mentally active, eager learners, can understand cause & effect, building self-esteem is important, during this period, developing greater sense of self & independence, wants to fit in with peers, beginning to make lifestyle choices, may act with poor judgement, peer pressure, alcohol, sex, drugs & smoking need to be discussed with this age group	School aged children (6-12) can consider more options, are able to choose their own values & challenge authority, socially & emotionally vulnerable are developing their own identity & build close relationships, appearance & fitting in is of main concern, very concerned about meeting the requirements of their peers	Adolescents (13-20) become more abstract thinkers, have more skills & ability to solve problems, very concerned about affiliation, love & intimacy, personal identity & acceptance of self to enable the young adult to form their own independent decisions	Young Adults (21-30) usually active & physically fit, additional needs are for maintenance not growth, focus on impact of unhealthy lifestyles, have more skills & ability to solve problems, very concerned about affiliation, love & intimacy, personal identity & acceptance of self to enable the young adult to form their own independent decisions																										
Ref.	Section	Details	Born	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26					

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