

Youth Program Review – Stage THREE

Developed and refined from input from National Youth Program Team, National Operations Committee, National Youth Council, and Branch Youth Program Teams



Version 7 – 10/06/14

STAGE THREE – CREATING "ONE PROGRAM" - THE NEW IDENTITY (Australian Scouting today & tomorrow)

Contents

CREATING "ONE PROGRAM"	2
<i>3-1 What should be the fundamentals (purpose, principles, method) of Scouting in 21st Century Australia?</i>	<i>2</i>
<i>3-2 Fundamentals – Spiritual Development (AoPG) and Duty to God – Why are these difficult concepts for our program?.....</i>	<i>3</i>
<i>3-3 The Areas of Personal Growth (AoPG) – the key skills we foster in young people to develop character. What should be the AoPG in 21st Century Australia and how do we develop these skills in our youth members?</i>	<i>4</i>
<i>3-4 The Scout Method – how we implement our program. How do we adapt the Method (as prescribed by WOSM) to meet the needs of our community?</i>	<i>5</i>
<i>3-5 Leadership for all. How do we create a developmental model of leadership for youth that is world standard?</i>	<i>6</i>
<i>3-6 Adventurous – in content and activities – What will make our Scouting program adventurous in the 21st century?.....</i>	<i>7</i>
<i>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?</i>	<i>8</i>
<i>3-8 Define the characteristics of a dynamic and adventurous advancement (award) scheme that meets the developmental needs of our members.</i>	<i>9</i>

3. CREATING ONE PROGRAM

Developing a detailed continuum of the core components that cover all sections, creating both our identity and the concept of 'one program'.

3-1. What should be the fundamentals (purpose, principles, Mission, Aim, Method, Promise & Law) of Scouting in 21st Century Australia?

RESEARCH QUESTIONS:

- Define what our purpose is, in modern Australia. Check this against our stated Aim and Principles.
- What are the World Constitution requirements regarding the fundamentals (purpose, principles, method, aim, Promise & Law) of Scouting? Are they applicable to Australian society?
- What should 'Duty to God, Duty to Self and Duty to Others' mean in modern Australian Scouting?
- Are the stated fundamentals in P&R suitable for modern Australian Scouting?

HOW:

- Using the work from Stage 1 and Stage 2 of the Review as a guide (in particular 1.4/1.5).
- Researching and clarifying WOSM guidelines, constitution, and other supporting documentation
- Working with key psychologists and other leaders in the field of youth development
- Using input received by the YPR direct from members through communication channels
- Investigating the fundamentals of like NSOs
- Testing recommendations with the Scouting and wider community, seeking feedback and amending as required
- Collaborate with the Spiritual Development and Duty To God (3-2) and Scout Method (3-4) groups and incorporate work into final recommendations

DELIVERABLES:

- *Final recommendations on the fundamentals of Scouting (develop new versions as appropriate). Present in a format that can be read by both adults and youth members, can be easily transferred to publications, highlights the developmental stages and is linked to key research to justify recommendations.*
- *Documentation should have enough detail and supporting documents that ensures all recommendations are accepted as documented and can be the foundation for all other YPR teams to know why we do what we do.*
- *Using the recommendations of YPR Stage 1.5, create a scope and sequence of understanding of the Scout Promise and Law across the age range, including links to developmental milestones and appropriate research to support recommendations.*
- *Recommendations for changes to P&R, if any.*

WHO: VIC Branch

TEAM LEADER: Emma Watson

TEAM MENTOR: Karl Herring

WHEN: June 2014 – February 2015

3-2 Spiritual Development (AoPG) and Duty to God – Why are these difficult concepts for our program?

RESEARCH QUESTIONS:

A somewhat controversial element of the program and principles, Scouts Australia's position needs to be clearly defined so that they are appropriately included in program and award scheme development from the beginning, not as an afterthought.

- What is Spirituality? What is Duty to God? Are they different concepts, or the same thing written using different words? Does P&R make this clear?
- Does spirituality require religion/religious beliefs? Does a connection with morality or otherwise necessitate association with a god?
- Should our program cater for people of other or no religion?
- What should Duty to God look like in our program?
- Is there 21st Century language to articulate "Duty to God" (considering different interpretations of "God", religions that utilise different terminologies, and people of no religion)?
- What are the needs and desires of youth in Australia today, with respect to spirituality? Do youth identify themselves with a faith?
- What should spiritual development look like in our program? Where should they fit in a new single award scheme?
- What are the correct terminologies that should be used throughout the program, award scheme, and resource materials?
- What are some good examples of including spiritual development and Duty to God in programs at the section level today?
- What are the issues and recommendations for what is developmentally appropriate for different ages?
- How are membership requirements effected by recommendations? Acceptance of the Promise? Policy & Rules?
- Is there a clear/consistent message that should be communicated to parents about DtoG and spirituality, on enrolment of their child into Scouting?
- Should there be clear/consistent messages in our online presence regarding DtoG and Spirituality, nationally and in each branch?
- What would be the best resources to support implementation and delivery of spiritual development in the Youth Program?
- Do any of the recommendations impact on Duty to Self and Duty to Others?

HOW:

- Build on the work of 1-4/1-5 in Stage 1 of the Review – Law, Promise, Aim, Mission
- Review of existing WOSM documentation on this topic, (including, but not only, the Renewed Approach to Program (RAP) and the new Youth Program Policy (draft), and Guidelines on Spiritual and Religious Development (2010))
- Review of documentation of NSOs with similar population demographics.
- Engagement with our membership (youth and adults), delving deeper into beliefs about where Duty to God and spiritual development fits into our program
 - Initial data should be analysed from the work of 1-4/1-5 of the YPR as well as the Burning Issues (1-1) report.
 - What does branch membership data tell us?
- Seek external expertise on the spiritual and diversity needs of young people in Australia today. What does Census data tell us?
- Seek expert input from spiritual advisers within Scouting today
- Call for submissions from youth and Leaders of examples where spiritual development and Duty to God is being implemented well in youth programs
- Review current award scheme and program resources for an understanding of the strengths and weaknesses of what we currently have in place
- Review feedback on this issue already received by the YPR via various electronic submissions and forums
- Review how these currently are covered in adult training
- Collaborate with the Fundamentals (3-1) and AoPG (3-3) groups and incorporate work into final recommendations as necessary

DELIVERABLES:

- *A document outlining a recommended approach to the spiritual development element of the AoPG, and the fundamental concept of Duty to God (not taken out of context with Duty to Self and Duty to Others). It should make recommendations about how these should be incorporated into a balanced youth program across the age range, and how we communicate this to our membership and potential members.*

WHO: VIC Branch

TEAM LEADER: Rahul Barmanray

TEAM MENTOR: Clare Hanley

WHEN: June 2014 – February 2015

3-3 The Areas of Personal Growth (AoPG) – the key skills, values and qualities we foster in young people to develop character. What should be the AoPG in 21st Century Australia and how do we develop these skills, values and qualities in our youth members?

RESEARCH QUESTIONS:

- What are the expectations of the World Organization with respect to the AoPG?
- What does each of the AoPG mean to Australian society?
- How do the AoPG evolve across child and youth developmental stages?
- What skills and character qualities does our community desire for our youth members when they leave Scouting?
- How are these skills and qualities best developed through the program? (links, journey, learning outcomes)
- How do we embed the AoPG into a revised program? How do we best communicate the concept of AoPG?
- What expertise do our leaders (youth & adult) have in program delivery and evaluation against the AoPG? How disciplined are we?
- What is required to ensure all youth members and adults in Scouting understand the purpose of the AoPG?
- How do we link AoPG to the development and competence of the individual?
- What resources or adaptations do we need to make (and at what level) to accommodate for young people with special needs and for diverse communities, to ensure individuals are still developed in all AoPG areas?
- How do we ensure the AoPG are understood by youth members, especially Joeys and Cubs? Is this important?

HOW:

- Examining research & recommendations completed in earlier Review stages. Further reviewing of the skills required for young people to be successful in Australian society
- Reviewing work of WOSM and their expectations of NSOs in relation to the AoPG – World Youth Program Policy, World Youth Involvement Policy, Renewed Approach to Program (RAP)
- Reviewing the work completed by similar NSOs
- Examining how the AoPG is currently covered in adult training
- Review existing documentation on the AoPG in Scouts Australia
- Collaborate with the Spiritual Development and Duty to God (3-2) and Scout Method (3-4) groups and incorporate work into final recommendations as necessary

DELIVERABLES:

- *Create a scope & sequence for each AoPG outlining its relevance, the skills we are developing, how we achieve it and how to embed in the program*
- *Create a document that can be easily transferred to publications and other resources and is written in a format that is understood by youth members and adults*
- *Provide key directions for how the AoPG must be integrated into both the program and award scheme*
- *Make recommendations for adult training and further resources*

WHO: SA Branch

TEAM LEADER: Simon Barnett

TEAM MENTOR: Jon Holbrook

WHEN: June 2014 – February 2015

3-4 The Scout Method – how we implement our program. How do we adapt the Method (as prescribed by WOSM) to meet the needs of our community?

RESEARCH QUESTIONS:

- Looking at the expectations of WOSM, how does the Method apply in Australian society and the needs of communities? Are any adaptations required?
- Do we need to adapt WOSM's Method to make it relevant to young people in Australia today? How do we do this?
- How does the Method evolve as a youth member progresses through the age ranges?
- How does the Method support the implementation of the AoPG?
- How does the Method relate to technologies?
- Is the Scout Method well-understood by Leaders and Youth?
- How do we embed the Method into a revised program, and ensure the membership is aware? How will we articulate the Method in a way that it can be understood by both youth and adults? What training is required for leaders (youth and adult) to understand and meet the expectations?

HOW:

- Investigating how our youth members are currently engaged in the Scout Method in different group demographics and sections
- Look at each element of the Scout Method and develop an understanding of what each means to Scouting at the section level (work with group 3.7)
- Reviewing work of WOSM and their expectations of NSOs in relation to the Scout Method – World Youth Program Policy, World Youth Involvement Policy, RAP
- Reviewing the work completed by similar NSOs
- Examining how the Scout Method is currently covered in adult training
- Reviewing existing documentation on Scout Method in Scouts Australia
- Consider and research how the Scout Method applies to different age groups, and what this means to parents and Leaders
- Investigate and document practical examples of great examples of the Scout Method in practice around the country. Find particularly creative examples.
- Collaborate with the Fundamentals (3-1), AoPG (3-3), Leadership (3-5), Age Range (3-7) and Award Scheme (3-8) groups and incorporate work into final recommendations as necessary

DELIVERABLES:

- *Create a scope & sequence for each aspect of The Method outlining its relevance, the skills we are developing, how we achieve it, and how to embed in the program*
- *Create a document outlining the Scout Method that can be easily transferred to publications and other resources and is written in a format that is understood by youth members and adults*
- *Create a database of examples of good implementations of elements of the Scout Method that can be used at a later stage to develop materials.*

WHO: NSW Branch

TEAM LEADER: Harry Day

TEAM MENTOR: Mark Burfield

WHEN: June 2014 – February 2015

3-5 Leadership for all. How do we create a developmental model of leadership for youth that is world standard?

RESEARCH QUESTIONS:

- How is leadership defined by Australian society and WOSM?
- What is best practice leadership training for young people around the world, both within and outside of Scouting?
- What doesn't work as a leadership training model for young people?
- What are the leadership skills we want to develop in all of our youth members so that they can successfully participate in Australian society? Are there different skills for different purposes? Do all youth members need to develop the same kind of leadership?
- What skills and experiences must we provide for our outstanding youth members, to prepare them to lead both in Scouting and in their community?
- What are the key activities that allow youth members to demonstrate their leadership skills?
- What other leadership opportunities are available to Australian youth?
- What programs do we need, to lead youth to employment in their future?
- How do we ensure the model developed empowers youth members and is not seen as tokenism?
- Do we need a leadership charter?
- What do we believe is the purpose of our youth structures (like NYC) when it comes to leadership development?
- How do we offer the opportunity to engage in learning-by-doing for leadership in the programs we offer?

HOW:

- Examine existing leadership courses in all sections to determine the content being covered, the delivery methods, the age appropriateness, and the resources
- Examine the leadership development programs of other NSOs and the expectations of WOSM
- Investigate examples of leadership development in the Scouting sections and groups
- Investigate the opportunities we offer for further leadership development in roles for young people – district, region, branch, and national levels
- Find out what other organisations offer young people to develop their leadership skills
- Collaborate with the Scout Method (3-4) group and incorporate work into final recommendations as necessary

DELIVERABLES:

- *Develop a paper that reviews what we currently do in Scouting, outlines current trends in leadership development, and the skills we want to develop in Australian youth.*
- *Create a detailed scope and sequence that outlines a leadership model across the age ranges that meets the needs of all youth members, and those requiring advanced leadership training*
- *Recommend links to other community programs as required and map a pathway that supports youth members to take on adult roles in Scouting*
- *Link to other aspects of the review including AoPG and Method, and how a program should embed good leadership development*

WHO: SA Branch

TEAM LEADER: Tylan Stanbury

TEAM MENTOR: Lara Cameron-Smith

WHEN: June 2014 – February 2015

3-6 Adventurous – in content and activities – What will make our Scouting program adventurous in the 21st century?

RESEARCH QUESTIONS:

- Through the eyes of our youth members, what would make our program adventurous? What does 'adventurous' mean to a youth program?
- How do we create cutting edge, adventurous programs that engage Australian youth? What resources and support would section leaders, adults and youth, need?
- What is the role of Adventurous Activities in our program? What are the skills that our youth members want to achieve? How will those skills benefit youth now and in the future?
- How can Adventurous Activities be embedded in our program (across all ages) to ensure easy access by all members?
- How much of our Adventurous Activities program would require specialist training and how much could be offered by a general leader as a responsible adult?
- How do we weekly programs "adventurous"?
- What do we need to consider with respect to improved delivery of a new youth program?

HOW:

- Determine the sort of adventurous activities that are wanted by youth
- Determine how adventurous program can be implemented across all sections
- Review input already received by the YPR
- Review resources and training already in place
- Determine what options are available and adaptable for our program
- Review what occurs in other NSOs and highlighting their strengths – especially the work of Ireland and Canada
- Discuss implementation issues with Deputy Principal SAIT - Adventurous Activities & other relevant Branch Commissioners

DELIVERABLES:

- *Develop a paper that outlines Australian and international trends in adventurous activities and summarise best practice adventurous programming in Scouting internationally and other similar organisations.*
- *Make recommendations on how our program needs to change to ensure it is adventurous and challenging at all times, to meet the needs of our target market and Mission.*
- *Create a scope and sequence outlining both a developmental adventurous program and adventurous activities, linked to an adventurous award scheme*
- *Develop some sample programming tools to assist youth members and adults to develop adventurous programs*
- *Make recommendations about how we achieve an adventurous program, including adult training, resources, etc.*

WHO: QLD Branch

TEAM LEADER: Jack Neeland

TEAM MENTOR: Phil Harrison

WHEN: June 2014 – February 2015

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.*

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

TEAM LEADER: Ayden MacKenzie

TEAM MENTOR: Rob Frederickson (ACT)

WHEN: June 2014 – February 2015

3-8 Define the characteristics of a dynamic and adventurous advancement (award) scheme that meets the developmental needs of our members through one program.

This topic is about the **big picture** of the award scheme across all sections. It does not include the minute detailed requirements of each element.

RESEARCH QUESTIONS:

- What are the key skills and qualities that need to be developed in our youth members, across the age range?
- How should both the AoPG and our Method be embedded in the award scheme?
- How do we ensure that an award scheme is adventurous, in line with the program?
- What are the key threads that weave their way through each section? What is common core, what is essential across the sections?
- What is required to ensure a developmental award scheme that is consistent and progressive across all sections?
- Is a suitable model already available?
- How do we recognise achievement in an end-to-end award scheme? What becomes of the top award in each section?
- How do we measure suitability to earn an award? How do we minimize bureaucracy? Whose role is it to check achievement standards?
- Should we treat different types of skills differently in the award scheme? eg. "Scouting Skills" vs Leadership vs PERMA (refer Seligman)
- How does industry certification fit in?
- How do we accommodate youth with special needs? How do high achieving members fit in?
- Do we want a single award scheme to retain a distinctive character, or symbolic framework, for each section?
- How can we allow members experience/progress at their own unique level/time/way?
- What makes an advancement scheme important enough that it is in our Method?
- What links can we make between our advancement scheme and the Australian Curriculum? What may be the pros and cons of such a link for Scouting and our members?
- What are the strengths and weaknesses of the current Venturer and Rover award schemes (the most recently revised)? Has there been an improvement in achievement?
- What percentage of members should achieve the top award in each section? How does this relate to WOSM's advancement scheme guidelines?
- How can the award scheme be streamlined to enable it to be embedded into programming?
- How do we ensure the award scheme stays relevant?
- How do we provide clear guidelines for youth and Leaders in all aspects in the award scheme?
- How can we ensure youth can enter the award scheme at any level?
- How can the award scheme be adapted for diverse communities?

HOW:

- Listing the key skills and competencies required by our purpose and community needs into a scope and sequence across all sections
- Summarising the award schemes being used in other NSOs, highlighting the strengths and weaknesses of their schemes.
- Reviewing input to the YPR from members to date
- Seeking feedback from members on the strengths and weaknesses of our current award scheme
- Reviewing of what occurs in like organisations and schools, including the Duke of Edinburgh Award
- Collaborate with the AoPG (3-3) and Scout Method (3-4) groups and incorporate work into final recommendations as necessary

DELIVERABLES:

- *Prepare a detailed big-picture plan of a possible adventurous award scheme for all age ranges*
 - *Recommend the different aspects of the award scheme along with names and procedures.*
 - *Create a scope and sequence of a new award scheme through one program*

WHO: NSW Branch

TEAM LEADER: Lloyd Nurthen

TEAM MENTOR: Craig Kokay

WHEN: June 2014 – February 2015