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| **Training** | Learning Partner |
| **Time Frame** | 8.30am to 4.00pm |
| **Intended Audience** | Qualified Leaders (Unit and Outdoors) and Managers (District and Region) |
| **Aim** | To provide qualified Leaders and Managers with the skills and knowledge to be effective Learning Partners |
| **Resources** | * Power Point (Role of LP with DM extras 2018) * Guidance Notes – to be collected back * Passports – Unit Leader, Outdoors Leader, District Manager, Region Manager – to be collected back * Position Descriptions – Unit Leader, Outdoors Leader; District Manager, Region Manager – to be collected back * Building and Maintaining Trust and Respect (WAGGGS) * Scenarios for session 2 * RPL Scenarios and suggested answers * Olave and Peggy Biographies * First Aid requirements summary – to be collected back * Completed Olave Passport * Sample Unit programs, complete with activities to support the program * DM calendar activity * Alternate Passport Activities |
| **Hand Outs** | * The Role of the Qualified Leader in the ALQP * Learning Plan Highlighted for Role signoffs 2017 * GROW coaching Model – colour and questions * Steps to Qualification * Blank Learning Plan * ADM 26 Appointment Form |

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| **Learning Objectives** |
| Participants will be able to:   * Clarify the role of the Learning Partner * List the roles of the team who support the NYQ Leader * Develop skills needed to be an effective Learning Partner * Participate in activities to clarify the RPL process * Participate in activities to clarify the process of passport signoff * Explain the Qualification Process |

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| **MODULE OUTLINE** | | | |
| **Time** | **Activities** | **Trainers Notes** | **Resources** |
| 8.30 | Registration  Opening  WH&S  Ice breaker |  |  |
| 9.00 | Session 1  **The Learning Partner Role**  75 mins | The team supporting the NYQ Leader  The first 4 slides are a summary of the content of the Guidance notes – also a bit of a mud map of what we will be covering during the day – emphasise that the LP MUST get very comfortable with the Guidance notes and the Passport to be able to support their NYQ Leader or Manager | PPT 1 - 5  Guidance notes – at least one between 2 participants (if they have not brought their own copy) |
|  |  | It is team effort – – Learning Partner, qualified Leaders and District/Region Managers must work together to support the NYQ Leader, Manager or Outdoors Leader  Find out if anyone is intending to be a Learning Partner to an Outdoors Leader or District Manager  Explain that the process is the same for Unit Leader, Outdoors Leader and District Manager as far as the support and signing off of the passport is concerned. We will be talking mainly Unit Leader throughout the day but the process is the same.  Ensure that everyone has access to the Guidance Notes for this activity – pages 7-12  Emphasise that the Passport is a learning experience, the activities do not need to be perfect to be acceptable.  The idea is that through each experience the NYQ Leader can learn from the activity and see how it could/should be done differently or adapted to suit the needs of a different group of girls | Learning Partner PD (Guide Lines website)  Unit Leader PD (Work cooperatively as part of the Unit, District and Region teams)  Outdoors Leader PD (Being Part of Guiding in Australia)  District Manager PD (Leading Your Team)  Region Manager PD (Leading Your Team) |

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|  |  | The District Manager can only be a Learning Partner for another District Manager, which is why she cannot be appointed a Learning Partner for her district.  The Learning Partner is appointed to the District not the Leader, she then can work with all the new Leaders within the District.  If you are lucky enough to have a significant number of new Leaders more Learning Partners can be appointed, or they can be ‘borrowed’ from another District or Region. |  |
|  |  | It will provide huge support to the NYQ Leader if qualified Leaders talk with the girls in their Unit and let them know that the new leader needs to earn her leaders badge so she needs to plan some of the activities.  This is a way of increasing the girls’ involvement and understanding and hopefully this will enable the process to be moved along more effectively and quicker. |  |
|  | Exercise  PPT 8 | Conduct an activity to highlight the differences/similarities in the roles – it takes a village to raise a child – it takes a District to qualify a Leader  What are the Requirements of the:   * Learning Partner? (LP) * Qualified Leader? (QL) * District/Region Manager? (DM/RM)   If possible leave this up all day.  It is the task of the Learning Partner and District Manager to ensure that the qualified Leader knows her role and that she is responsible for signing off large parts of the Passport | Roles and responsibilities on cards.  Participants to place cards under correct headings – Learning Partner, Manager, qualified Leader |

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|  | PPT 8 - 27 | Educating the District Manager and qualified Leaders  Reinforcing their roles at the District meeting  There is a coloured handout to show what activities are signed by which party (UL/AUL).  Hand this out after the questions have been asked.  Ensure the participants have access to a Unit Leadership passport and get them to work it out. | Hand out  The role of the qualified Leader in the ALQP  Hand Out  Learning Plan Highlighted for Role signoffs 2017  Unit Leadership Passports – at least one between two |
|  | Quiz | To reinforce knowledge gained | Guidance notes  PPT 28- 64  Have rewards for the first one with the correct answer eg chocolates |

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| 10.15 | Session 2  **Skills Needed to be an Effective Learning Partner**  90 mins | Look at adult learning styles, explain this knowledge is needed to understand how the leader learns.  When looking at the passport and developing the learning plan, ask how the new leader likes to learn, is she methodical and likes to do one module at a time, or prefers to see how many activities she can achieve in more than one module in any given meeting time.  She might prefer to have all of her thoughts written down for the reflection by the time you see her , or will only have dot points to remind her what each activity entailed or has taken photos to support each activity.  These are all valid | PPT 66- 69 |
|  |  | **Realistic learners** – activities one at a time module by module  **Creative learners** – multiple activities in any order  **Doers** – activities  **Thinkers** – reading and reflection exercises  **Verbalisers** – writing plans, taking notes, discussing  **Visualisers** – taking photos of activities |  |
|  |  | Ways Leaders Learn  PPT 70  Leadership Qualification/ Management Qualification is designed to cater to different learning styles of new Leaders/Managers  Fundamental skills: PPT 71   * Active listening, PPT 73 * questioning, * observation, * coaching, * building trust.   Orientation to the Speaker PPT 75  Empathy – understand her frame of reference  Acceptance – accept her  Genuineness – be open about yourself  Concreteness - focus on specifics |  |
|  |  | Questioning PPT 76  Other side of coin – the other’s point of view  More than asking open questions |  |
|  |  | Questions help to diagnose the issue/problem  Next set of questions moves speaker to offer solutions  How would you phrase questions to gain insight into how new Leaders progress?  ACTIVITY PPT 77  Options   * Ask about new leaders within their districts and how they were approached. or * Use scenarios provided. or * Use a fairy tale and look at it from the “baddie’s” point of view. What questions would you ask to draw out their side of the story.   Coaching PPT 78 - 80  GROW coaching Model – explain concept and share the types of questions asked at each stage  Conduct Activity PPT 81  Important to look at scenarios and role play if able, discuss what you would do. | Ask Question  Scenarios  Can be a role play or discussion – depending on the size of the group and the individual comfort level  Hand Out  GROW Model and sample questions  Scenarios  Olave or Peggy biographies |
|  |  | Ask - How long should it take from sign up to finish?  Important to create a relationship with the NYQ Leader or Manager  Building Trust PPT 82-84  Presence – bring an authentic self and sustain focus, energy and openness  Disclosure – accurate, candid and timely sharing of personal thoughts and feelings  Enquiry – seek Leaders perspective and value her unique insight and wisdom  Commitment – consistency and reliability of follow through  Explaining the process and training requirements PPT 85  Accessing the website to see the calendar and deciding on a date for her training | Guidance Notes  Can use the activity from the WAGGGS Leadership Pack – Building and Maintaining Trust and Respect  Hand out  Steps to Qualification |

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| 1.30  75 mins | Session 3  **RPL**  65 mins | All of our leaders come to us with a wealth of experience behind them, whether it be from an educational background, through a degree, or a career path or through other volunteer activities.  These need to be recognised and acknowledged.  The Unit Leadership Guidance notes on page 18 have tables that show the automatic exemptions for youth members, overseas leaders and Scout leaders | Guidance Notes  PPT 86-103 |
|  |  | Ask trainees to look at these pages in their Guidance notes.  The bottom of the page shows what exemptions are available for youth members.  Page 19 shows exemptions for some professions and first aid exemptions.  This is by no means the whole list. |  |
|  |  | We have to look at each person and what they are bringing to Guiding and see what we can credit them for.  Standard of Evidence PPT 87  **Current** – within the last three years  **Authentic** – the new Leader or Manager must have carried out the activity herself  **Relevant** – the activity cited in the Passport, unless LP agrees an alternative  **Sufficient** – it must be the standard described in the Passport  Break into smaller groups and do the scenarios, a different one per group.  Allow a few minutes and bring group back together to discuss the results. | RPL Scenarios – on PPT or extras |
|  |  | Conduct discussion on how to find out what could be used as RPL.  Look at a few scenarios and discuss what questions need to be asked to find RPL  Where to go to for help and support with RPL  Every State has a RPL Liaison who is an experienced person within Guiding and can help work through any RPL situation | RPL Scenarios |

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| 15 mins | Skills and knowledge to put together a Learning Plan | PPT 98-101   * Knowledge of Unit Leadership Passport, RPL rules * Familiarity with Managers Handbook, Leaders Handbook and Guide Handbooks * Knowledge of State and First Aid trainings * Active listening * Questioning * Building trust * Creativity – thinking through options * Organising and planning etc   RPL rules and guidelines are in the Guidance notes, these give an overview of what can be accepted.  Learning Plan   * Recognise Prior Learning * Review activities required * Schedule training * Schedule meetings with Learning Partner * Set date to renew or make Guide Promise * Set target date for qualification   Conduct an activity on alternate Passport activities when the NYQ Leader is unable to complete an activity for any reason  Exercise on Learning Plan PPT 103  If numbers are large enough and participants willing, a role play would suit this session. | First Aid requirements summary  Look at page in Passport (page 9)  Have a blank Learning Plan that can be completed |
|  |  | This could also be a discussion about a leader recently joining one of the trainees districts  Look at the three scenarios, Olave Soames, Agnes Powell and Peggy Muir.  Facilitate the discussion on how you would put together their learning plans, using the skill taught today.  Use Olave sample Learning Plan as a basis of what it could look like | Olave completed Passport |
| 2.30  60 mins | **Progress meetings** | Start with an activity to highlight how much could be signed off for one unit meeting – depending on what activities the NYQ Leader actually ran.  What to ask and look for in the passport  How much time to allow at the meeting | PPT 104-112  Sample Programs – what could be signed off?  District Manager Calendar – what can be signed off?  Olave Soames completed passport |
|  |  | When possible pre-plan your progress meetings so they are in your diaries and you are not trying to fit them in around everything else.  It is easier to change the date than to make an initial date!  Go to the meeting knowing that you need to focus on the new leader.  When to schedule the meetings - can they be part of the District meeting.  How much time do I allow with my NYQ Leader?  Ask the question and promote discussion.  Time needed will depend on how much you have to mark off.  If you are meeting regularly then hour and half is probably sufficient. If you haven’t met for a while and she has almost finished you might need a few hours  It is important to give yourselves as much uninterrupted time as possible and if time is short, either reschedule or say at the beginning of the meeting I only have this much time what is the most important thing you need me to do.  Also discuss alternate ways to meet.  If distance is an issue, or work and family commitments.  You might be able to have a phone conversation with the passport being emailed  Or a skype meeting.  It is important to make it work |  |

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| 3.30 | **Summary** | Flexibility is essential to ensure the process continues to be short.  Don’t hold up the process because the new leader hasn’t been able to visit 2 units, the distance maybe too far and maybe talking with the leaders of other units at a Region or State event may have the same result and move the process along.  Accept that other people are going to be present to witness some of the activities the NYQ Leader presents, accept this as it bolsters the NYQ Leader’s confidence and speeds the process along | Hand out ADM 26 Appointment Form – this needs to be completed by the DM before you can be appointed as a Learning Partner  PPT 113-118 |
| 4.00 | Close with a Reading – suggestion “The Learning Partner I Need” | | |