

Learning Partner Workbook

Unit Leader Focus



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Purpose

This workbook is for an experienced Leader to learn how to be a Learning Partner, which enables them to assist new Leaders to gain their qualification.

This Learning Partner workbook records what *you* must do to become a Learning Partner. It also acts as a complete record of the learning, reading and activities you have undertaken. As such it is an important document to guide you through the process.

Before you begin

Hold a Leadership Qualification. You must hold a current primary leadership appointment to be able to be a Learning Partner.

Process:

A Leader wishing to be a Learning Partner should:

- Discuss with their Manager about the supplementary role of Learning Partner. It is possible to complete the learning before having this discussion, but so much better if you are motivated with a clear vision of the volunteer role you will be doing
- Print this booklet and contact a Trainer to arrange a 1:1 session
- Complete the reading, then at the 1:1 session do the training, activities and reflection exercises.

How can I show I've completed activities?

You will participate in activities at the 1:1 session. The Trainer will work with you to complete all the activities. Tick them off as you go!

Who is available to support me?

State Trainers will support you to become ready for the role. Your Manager is responsible for recommending that you take on this supplementary role and completing your Annual Role Review which will include a discussion of both your primary role/s and this supplementary role.

Your Manager is the essential extra person who supports new Leaders and works with you to enable them to complete all the activities in their Passport and sign off clauses as they show competence.

So what does a Learning Partner do?

The next page lists the steps for a new Leader to become qualified. The process is very similar if you are assisting an Outdoor Leader, District Manager or Region Manager gain her relevant qualification too, but these are dealt with in other equivalent booklets.

We want you to start thinking from the perspective of the new Leader you will be working with. Can you remember how this was for you?

Your part of the process is highlighted in **red**.

Steps for a new Leader to become qualified

Beginning as a 'not yet qualified' Unit Leader

1. New Leaders have usually had some contact with Girl Guides, either through their own experience, their daughter or maybe a friend is a Leader. Maybe they are already a Unit Helper or have attended Unit meetings in the past. They may have heard of the great things we do and be keen to join us.
2. Helpful information for new Leaders is available at www.girlguides.org.au/join-guides/as-a-volunteer/as-a-leader on the website. As a Learning Partner it will be useful for you to be familiar with this document. You may be able to get a copy from your State or Territory Girl Guide office.
3. The next step is for the new Leader to meet with her District Manager (or Region Manager). She will find out what roles interest her and her level of commitment. Your District Manager will have thought about which age group or Unit would be a good match. Ideally she will visit that Unit and meet with the current leadership team.
4. Once she has made the decision to become a qualified Leader she will need to complete an application for membership. Your District Manager will organise this. The application form is also available on the State or Territory website to download.
5. The State or Territory Girl Guide Office will send a new Leader's pack to the new Leader. This will include her Passport, or the Passport can be downloaded and printed from the GGA website. The District Manager will arrange to meet with the new Leader to kick off the first stage of Induction.
6. The District Manager will appoint you as a Learning Partner for the new Leader. Some Learning Partners are appointed at Region or State level as well. From now on, your role will be to support the new Leader through her learning to gain the chosen qualification.
7. Meet with the new Leader and design her Learning Plan to achieve the Leadership Qualification and record this plan on the pages of her Passport. This process will include reviewing any previous experience with Guiding and any professional skills which may exempt her from some aspects of the learning process. The Learning Plan will include the date/s of the training she needs to attend and the activities she needs to complete to qualify as a Unit Leader or Assistant Unit Leader.

Working through Leadership Qualification

8. The new Leader will read the relevant chapters of the Leader's Handbook for each module and record this reading has been completed on the relevant pages of her Passport.
9. She will participate in the *Guiding Orientation* webinar if she has no previous experience of Guiding. The *Guiding Orientation* webinar covers the content of the first two modules: Being part of Guiding and Being part of Guiding in Australia. The dates of these webinars are listed on the Girl Guides Australia website and are generally held about every fortnight.
10. The new Leader can complete the activities for each of the six modules in any order.
 - Ask her to note the relevant evidence on the activities grid for each module and keep the evidence together for each module to make it easier for you to review.
 - Each Passport activity needs to be signed off by a qualified Leader who has held an active leadership role in the last three years. Some activities must be signed off by either you, the Learning Partner, or District Manager or a Trainer.
 - Once she has completed all activities for one of the modules, she will fill out the reflection box which asks what she has learned from completing these activities. You may choose to do this together or she may do this first and then discuss it with you.

- Periodically check on her progress as she works through the modules. Touching base at least every month is great.

11. Assist the new Leader to attend First Aid training and Leadership Qualification training (as required).

Appointment as Unit Leader or Assistant Unit Leader

12. When all the activities are complete, meet with your 'not yet qualified' Leader to finalise this stage of her learning. Sample the evidence collected and talk to some of the Leaders who have signed the activities. You need to ensure that the Learning Plan has been completed.

13. Sign the confirmation on the *Qualification and Appointment* form.

14. Your District Manager will finalise the Learning Passport and confirm the appointment.

After all these steps, you will have helped a new person become a qualified Leader!



Learning Styles and the ALQP

This section explores how adult learning should take place – a little different from attending school as a child, and more like the non-formal learning of Girl Guiding. You will receive recognition of prior learning (RPL) for Clause 1 if you hold a formal qualification in education, psychology or similar.

Activity to complete at your training session:	Tick as you complete
1. Different learning styles Take part in a discussion on your own learning style and how to cater for people who learn differently	
2. Roles and qualifications Demonstrate awareness of all the primary and supplementary roles and their relevant qualifications	

Qualification Passports

This section explores your role in enabling members to become qualified Leaders or Managers.

Reading and activities to complete and discuss at your training session:	Tick as you complete
Attend a Guiding Orientation webinar	
Leadership / Management Qualification Passport (read whichever applies)	

Activity to complete at your training session:	Tick as you complete
1. Your role Take part in a discussion on your role and the other people who support a new member	
2. Passport format Identify the different sections of a Passport and how they are used	

Recognition of Prior Learning (RPL)

In order to tailor a learning pathway so it meets a member's needs and to ensure she doesn't have to repeat any activities or training unnecessarily, you will identify areas where requirements have already been met. This process is formally known as Recognition of Prior Learning (RPL). Through this process you are able to give exemptions for many things.

This section explores your role in RPL.

Action to complete and bring to discuss at your training session:	Tick as you complete
Print a copy of the ALQP Passport Guidance notes or have an online copy available (whichever applies)	

Activity to complete at your training session:	Tick as you complete
1. RPL Explain a number of examples of RPL you are likely to encounter	
2. Filling in RPL in the Passport Identify the different sections of a Passport where RPL can be recorded and fill them in for a particular scenario	

Skills to enable Leaders to succeed

This section is about effective communication, setting realistic timeframes and tailoring the Passport to meet the individual needs. There are many ways that a little planning and discussion of concerns can allow a member to be successful. Discuss receiving RPL with your Trainer where you already have these skills.

Activity to complete at your training session:	Tick as you complete
1. Listening & questioning Take part in activities to practice effective communication skills	
2. Forms of evidence Identify the different ways that evidence of competence can be organised	
3. Learning Plans Complete a scenario to fill in a learning plan and set realistic timeframes	
4. Tailoring needs Use appropriate skills to identify underlying concerns or issues	
5. Tailoring needs List alternative activities to meet individual circumstances e.g. location, disability, Unit size	

Meetings

This section explores how and when and why to catch up and work through progress in the member's Passport.

Activity to complete at your training session:	Tick as you complete
1. Your role Take part in a discussion on ways to arrange and manage meetings between a 'not yet qualified' Leader and yourself	
2. Quality assurance Identify examples of evidence that is appropriate or not sufficient for Passport clauses	
3. Coaching Take the coaching role in a scenario where a member needs coaching i.e. what to say when evidence is not sufficient	

Signing off Passports

This section explores your role in signing off learning in the Passport and the final steps by your Manager to complete a *Qualification and Appointment form*.

Activity to complete at your training session:	Tick as you complete
1. Your role Identify ways to check that the Passport is completed at an appropriate quality	
2. Processes Identify the steps for completion of the Passport	

Optional reading and activities you may choose: www.girlguides.org.au/australian-learning-qualification-program/learning-topics	Tick as you complete
Management skills – Problem Solving	
Management skills – Supporting Others	
Management skills - Communication	
Management skills - Coaching	

<i>Reflection on learning</i>
What do you think will be the biggest challenges you will have as a Learning Partner?
What are you most looking forward to in your role as a Learning Partner?

All done!

Meet with your Manager to discuss your appointment as a Learning Partner.

