

Learning Partner Training

Outdoors Leader Focus

This booklet is an outline for a Trainer to use in a 1:1 learning session to enable a Leader to become a new Learning Partner. It is designed to be used in conjunction with the Learning Partner Workbook.

Meet with the prospective Learning Partner after determining that she has a copy of the Learning Partner Workbook and has completed the items required before the learning session e.g. accessed the relevant Passport and Guidance notes.

It is likely that a Leader who chooses an Outdoors Leader focus LP Training holds an Outdoors Leader qualification. If she is a Unit Leader it is preferable that she completes the Unit Leader focus, though the scenarios in this document may be helpful.

As much as possible, it is preferred that the session mirrors the situation in which the new Learning Partner is likely to be working with members. Meet in a hall or her home or on line, depending what is likely.



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:

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

Learning Styles

Rate the following from 1 to 10 for how this applies to you, 10 being absolutely 'me':

1. Realistic learners like to do activities one at a time, module by module
2. Creative learners like multiple activities in any order
3. Doers just want to do activities
4. Thinkers like reading and reflection
5. Verbalisers like writing notes taking notes and discussion
6. Visualisers like taking photos of activities and seeing for themselves

Ask:

How do you like to be instructed?

How do you like to study?

How do you like to understand?

How do you like to remember?

Ask how can we cater for people who learn differently?

Go back to the six learners listed above and chat together about how each would prefer to learn.

Roles and Qualifications

The ALQP is designed to meet the needs of all new Leaders regardless of their learning style. We want to tailor it to meet her circumstances, based on the things she needs to do. By the time she is qualified she should have great preparation to be a successful Leader or Manager.

Role	Primary or Supplementary	Associated qualification or training
Unit Helper	Primary	None required
Assistant Unit Leader	Primary	Unit Leadership Qualification – modules 6.1 to 6.5
Unit Leader	Primary	Unit Leadership Qualification - all
Outdoors Leader	Primary	Outdoors Leadership Qualification
District Manager	Primary	District Management Qualification
Region Manager	Primary	Region Management Qualification
Learning Partner	Supplementary	Learning Partner training
Workshop Presenter	Supplementary	L&D Qualification for Workshop Presenter
Trainer	Supplementary	L&D Qualification for Trainer
Training Partner	Supplementary	L&D Qualification plus Learning Partner training plus WLDP learning

Ask:

How do you fit in the roles and qualifications table?

Where do you think I fit in the roles and qualification table?

Qualification Passports

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

Reading and activities to complete and discuss at your training session:
Attend a <i>Guiding Orientation</i> webinar
Outdoors Leadership Qualification Passport

Activity to complete at your training session:
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

The people who support a 'not yet qualified' Leader are very important to her. They include her District Manager, her Learning Partner, and other Leaders in the District, Region, State Teams and Trainers. When you become a Learning Partner, you may support someone who is aiming to gain the same primary appointment as the one you hold yourself or one that is covered by your training.

Ask:

In your future role as a Learning Partner, how would you rate the need for coaching skills, friendliness, empathy and mentoring skills?

In the Learning Partner Position Description, there are four purposes of the position – developing a learning plan, supporting, monitoring progress, and completing administrative tasks. Which of these do you think may be your greatest challenge and why?

It is important that 'not yet qualified' Leaders have the opportunity to become qualified in a timely manner. How do you think each of the people who support her can make this happen?

The Leader's own Passport and your Qualification Passport Guidance Notes are a great source of learning for you.

Try the following quiz together:

1. Where will I find a summary of the GGA Leadership Qualification? How do you think the summary is useful?
2. When must the reading of the Leader's Handbook be completed?
3. Which module of Section 6 of the Leadership Qualification Passport has the most clauses for a District Manager to sign off?
4. What is the aim of the Induction and who is responsible for it?
5. Find three areas where a Trainer must sign the Passport.
6. What is meant by qualified Leader on p.6 (in the Passport)?
7. In the 'Delivering the AGP' module a Learning Partner has a critical role. Look at the clauses. Why do you think this is so?
8. What does the Passport say on p.6 about the order in which clauses are completed?
9. The reflections are signed after a discussion with the Learning Partner. How do you think this has value?
10. How does the *Guiding Orientation* webinar fit into the Passport?

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:
Print a copy of the ALQP Passport Guidance Notes or have an online copy available (whichever applies)
Activity to complete at your training session:
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

An explanation and example of RPL can be found in the Passport Guidance Notes. This is your go-to place!

The aim of recognising a Leader's experience is to value what they already do, speed their time for becoming qualified by eliminating the repetition of activities, and individualise their learning. This is particularly important for Outdoors Leaders who often have existing qualifications in outdoor skills that include relevant clauses such as record keeping, group management, knotting and so on. Or they may have been a Unit Leader before deciding to change their role.

Say

Over to you! What clauses can you sign off immediately for the following three women? Remember the learning must be current (within the last three years), her own activities, relevant and sufficient compared to what is written in the Passport.

Read about Agnes Powell:

"I am 24 and passionate about Guiding. I was a Guide from the age of 5. I got my Queens Guide with an Outdoor Focus. I love power boating and bush walking. I have just completed a degree in Environmental Science and have a job with the CSIRO. As a current Olave Member I've done a few things but our group isn't very active. I'm also a Rover Scout and we regularly go camping. I've chosen to be an Outdoor Leader as I don't have time to run a Unit. My First Aid is up to date and I'm thinking of doing Bush First Aid next."

Read about Betty Grey:

"I've been a Unit Leader but can't get to regular meetings anymore because of shift work and I want to help out on weekends. I was qualified for Indoor Camping with my Unit. I've always loved kayaking and hold qualification the Instruct and Assess Canoe/Kayak Skills module for that."

Read about Anne Brown:

"I was a Leader of Guides in England for 10 years until I moved to Australia this year. I loved it! In my job as a special needs teacher I use a lot of the skills from Guiding. I used to take my Guides hiking several times a year to a local forest reserve. I also want to encourage people to care for the environment and I'm keen to do that sort of thing here."

Role play yourself being the people described here. Encourage questions and invent answers to fit. It is a good idea to go through the Passport page by page to determine clauses, even if you know they won't fit. This will reinforce the sections and the content of the clauses.

Explain that there is a State RPL Liaison who can help if you are unsure about RPL for particular situations. Share the contact details. And if in doubt (except for Being Safe clauses) accept the RPL.

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:
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

Say

I am going to act out the part of a new Leader. Chat with me and work out what I can do to work towards completing my Passport. I want you to consider

- all the ways you are getting feedback from me
- active listening skills – orienting to speaker, reflective techniques, acceptance, being open
- how my body language can assist you to understand
- how questioning can be changed to get the most useful information
- how questioning can help to find solutions

Check the Learning Plan Page. Imagine I am Agnes Powell. We have already given RPL for some of these clauses, so fill them in. So what will Agnes need to do to show her learning? Options may be notes, photos, feedback from Guides, meeting plans, parent reports, notes from other Leaders, Skype or video on a mobile.

How could each of these things affect progress through the Passport?

- Isolation
- Disability
- New Unit or sole charge of Unit

It is very important that a learning plan is developed so that a Leader can become qualified in a reasonable timeframe. Consider fleshing out some future Guide meetings/activities that could include clauses that are needed for the Passport. Establishing good working relationships with the Units she is mostly likely to support is important. Consider any blockages for success and how these could be overcome.

Discuss the Term Plan together

One possible way to do this is shown here. Mention that it is a good idea to try to include at least one clause in each week either at a meeting or another time. There are 33 clauses all up. So planning ahead to include the clauses is pretty important.

Term Plan

Week	Activities	Clauses discussed or meetings attended	Clauses included in meeting
1 TUE	World Flag night with Rainbow Guides Round robin of seven fundamentals activities set by Leader as part of World Flag game	6.1.4 and 6.1.5 attend District or Region meeting 6.2.10 Create 12 month calendar 6.1.2 and 6.1.3 access WAGGGS, GGA and state web sites	6.2.1 Lead a knotting game Offer to run a Wide game and seek input from the Guides
2 SAT	District Thinking Day activities: Impact walk SDGs about environment How to make an impact	6.2.7 Discuss outdoor ceremonies 6.2.8 Discuss shared leadership	6.2.3 Assist at a District event – environment SDGs 6.3.1 First aider, check first aid kit
3 WED	Patrol activities night with Star Guides– selection of ten activities to choose from 4 Leadership challenges Scouts pace Shelter building Patrol murals 3 Communication games	6.3.3 Risk assessments for Unit meeting (Patrol activities) 6.3.4 Risk assessment full day activity (environment day in week 8)	6.2.2 Lead shelter building activity Offer to run an environment day at the local national park and seek input from the Guides
4 FRI- SUN	Pirate camp with Galaxy Guides Sailing knots Survivor bracelet Hammocks		6.4.3 Part of leadership team at Guide Camp 6.4.6 Knots and gadgets 6.4.10 Camp skills
5			
6 TUE	Travel the world wide game with Rainbow Guides International foods, outdoor cooking Rope bridge Compass and maps	6.2.9 Keep records and correspondence 6.2.9 Letter to parents about Environment Day 6.4.1 Visit Leave no Trace website	6.2.4 Wide game 6.2.5 Welcome parents and visitors 6.3.5 Safe food handling 6.4.4 Budget for event 6.4.7 Map & compass 6.4.8 Fires & cooking
7			
8 SAT	Environment Day with Star Guides Plant activities Service to the park Bushcraft skills – tracks and trails Minimum impact activity		6.2.12 Full day outdoor activity 6.3.2 Identify health/safety issues 6.4.2 Minimum impact activity 6.4.5 Environmental activities 6.4.7 Map & compass 6.4.9 Bushcraft
9			
10 TUE	Picnic in the park with Rainbow Unit Water slide, tracks and trails, bug catchers Promise Ceremony	6.1.5 attend a District / Region meeting 6.4.11 Outdoor activity provider information	6.1.1 Make Promise 6.2.6 Assist in a ceremony 6.2.11 Two hour Unit outdoor activity

Ask In what circumstances do you think this plan is reasonable? How can you assist a Leader to achieve this? Many new Leaders take a long time to complete all the clauses. How can you help them?

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:
1. Your role Take part in a discussion on ways to arrange and manage meetings between a 'not yet qualified' Leader/Manager 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

Explain:

In your Learning Partner role, you will need to catch up regularly about your Leader's/Manager's progress. Just how regularly will depend on her commitment to finishing clauses. As the experienced person in this relationship, it is up to you to take the lead. As a rule of thumb you should expect to meet face to face around four to six times. So if she wants to finish very quickly such as in the one term program, schedule fortnightly meetings. Once a month may be enough if she is taking longer.

Your first meeting after she starts will be critical as it will set the tone for your relationship, establish trust, give her motivation and provide her with feedback on the standard needed.

Your aim will be to reassure the new person, gain an overall sense of progress, review clauses signed off, and sign off activities, reading and reflections.

And don't leave one meeting without arranging the next!

Ask:

How do you think would be the best way to arrange these meetings?

How can you best make yourself available between meetings?

Where is the best venue?

How long do you think you will need to set aside? Why?

What paperwork will you need to take with you?

Can you think of ways to find out what she has been doing and whether there are other clauses she may have already done?

We are not expecting perfection, but how can you decide what is appropriate and sufficient?

So let's look at what appropriate looks like:

Act out the role of the new Leader as required. Point out that the program is girl-led so you don't expect her to do all the teaching.

Read about Betty Grey:

"The Rainbow Unit went outside last week. Jane, the Unit Leader, did the letter to parents. I met with the park ranger and arranged for us to clear a patch of weeds along the side of the track. Between all the girls, we cleared about 100m along the track. The girls decided our next step will be to plant some new ground cover."

Ask:

Which clauses could this activity include?

How can you decide if Betty has done a sufficient part of those clauses to be signed off?

Read about Agnes Powell:

"I visited a Unit last week and helped with their planning for an outdoor cooking festival. Maree, their Leader, wanted help to show them how to use gas stoves and cook without lots of utensils. I took some Patrol recipe booklets, my two gas stoves, my hobo stove and some food samples to cook on these items. The girls decided they didn't like gas so half of my things didn't get used."

Ask:

Which clauses could this activity include?

How can you decide if Agnes has done a sufficient part to be signed off?

Read again about Agnes Powell:

"The Rainbow Unit is a bit noisy at the moment. The girls get a bit bored when Jane, the Unit Leader, gets tied up with parents. I wasn't sure how much I should take on as an Outdoors Leader. I tried to get them sitting quietly last week and play a mime game but it didn't work very well."

Ask:

Which clauses could this activity include?

Betty obviously feels she failed. And it sounds like she wants to do better. It's up to you to help her out.

One method of coaching is called the GROW model.

Goal – agree what the issue is

Reality – discuss what the current situation is

Options – cover options for what might solve the issue

Wrap up – agree on a way forward

How can you coach her? Between you, decide what she wants to do, exactly what is happening at the moment. Offer some ideas and ask her if she has any ways of acting. Agree what she will do and relate it to her Passport progress.

Read about Anne Brown:

"The Unit I'm working with asked me to come up with a cost for their outdoor cooking festival. I've put together an ingredient list, and I know how much it costs to hire the campsite for a day, but I'm really not very good with money."

Ask:

Which clauses could this activity include?

How can you coach her? Between you, decide what she wants to do, exactly what is happening at the moment. Offer some ideas and ask her if she has any ways of acting. Agree what she will do and relate it to her Passport progress.

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:
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

The last steps:

1. Ask the Leader to fill in the first two sections of the *Qualification and Appointment Form* for Agnes Powell then sign their part of the Confirmation section.

2. You check all the clauses are completed and sign the *Qualification and Appointment Form* in your section.

So, what do you look for to know if the Passport is completed ok?

Are there sufficient notes or extra pages to make it clear what the Leader/Manager has done?

Are all the sections initialled, signed and dated by someone who is qualified?

Is there any information provided by an observer that needs checking?

Ask about a few clauses at random to confirm that the Leader/Manager does understand her role.

Ask her how she felt she went overall.

Give her some positive feedback! It is a great achievement to complete the Passport and to be ready to become a Leader/Manager.

3. Hand the *Qualification and Appointment Form* to your District Manager (or other line Manager) so she can sign the last section, set a date for the Leader's first review, send off the paperwork and plan a ceremony for presentation of her Leadership bar and certificate.

Remind her that there are plenty of resources available if she wishes to find out more about specific skills:

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