



Leadership Qualification Leader Passport



Australian Leadership &
Qualification Program (ALQP)

October 2024

*Empowering girls and young women to
discover their potential as leaders of their
world*


Abbrev.	Term	Definition
AiG	Adult in Guiding	Adults Members, Volunteers and Employees
AGP	Australian Guide Program	A non-formal educational program based on shared leadership and decision-making at all ages
ALQP	Australian Leadership Qualification Program	A learning pathway to Leadership, Management and Training Qualifications.
CSCF	Child Safe Child Friendly	A culture where children and young people are safe, respected and protected
DM	District Manager /Assistant District Manager	DMs support Leaders to facilitate the delivery of the AGP in their District
	<i>Guide Lines</i>	An online library where the policies and procedures of GGA can be found. Guide Lines should be italicised when it is referenced .
GGA	Girl Guides Australia	The sole national representative of the World Association of Girl Guides and Girl Scouts (WAGGGS) in Australia
GGiA	Girl Guiding in Australia	The collective name for GGA and all the SGGOs
RM/ARM	Region Manager/Assistant Region Manager	RMs support and develop Leaders and DMs and facilitate the delivery of the AGP in their Region
RPL	Recognition of Prior Learning	Using your existing knowledge, skills & experiences gained through life experiences and/or other employment to demonstrate competency in particular areas of a qualification
SC	State Commissioner	Volunteer position with the primary purpose to implement the aims of GGA within her state
SGGO	State Girl Guide Organisation	The 'state-based' Girl Guide organisations within Australia.: <ul style="list-style-type: none"> • Girl Guides NSW, ACT & NT • Girl Guides Queensland • Girl Guides South Australia • Girl Guides Tasmania • Girl Guides Victoria • Girl Guides Western Australia
UL/AUL	Unit Leader/Assistant Unit Leader	<ul style="list-style-type: none"> • Unit Leaders provide effective leadership to their Unit and deliver the AGP • Assistant Unit Leaders support the Unit Team • Will be referred to as Leaders in this Passport
	Volunteer	A person doing unpaid work for or on behalf of GGA or a SGGO. There are two categories of Volunteer referenced in GGiA – Casual Volunteers and Ongoing Volunteers (see below) Whenever the term Volunteer is referenced on its own (i.e., without including Casual or Ongoing) it is always referring to Ongoing Volunteers.
	Casual Volunteer	A person who volunteers with GGiA on less than five occasions a year which does not include any overnight stays or assistance that is likely to result in unsupervised access to Youth Members
	Ongoing Volunteers	A person who volunteers with GGiA on more than five occasions a year, for an overnight stay or who due to the nature of the assistance to be provided, is likely to come into contact with Youth Members without being supervised by an Adult Member of Girl Guides in accordance with the Supervision Ratio policy. An Adult Member is an Ongoing Volunteer
WAGGGS	World Association of Girl Guides and Girl Scouts	The largest voluntary movement dedicated to girls and young women in the world

SNAPSHOT – LEADERSHIP QUALIFICATION

Leadership Qualification (LQ)

Unit leader (ul)
or
Assistant ul (Aul)





Induction Meeting with District Manager (DM)
Your DM is your Supervisor in Guiding





Induction Meeting with Mentor
Ongoing meetings with Mentor & Supervisor in Guiding throughout



First Aid Qualification - HLTAID010 Provide Basic Emergency Life Support is the minimum Qualification accepted



Girl Guide Learning Activities
Complete all **ALQP learning Activities** before the LQ Training Workshop

1. Guiding Orientation
2. Risk Awareness
3. Facilitating the Girl Experience
4. Leadership in the Unit
5. Girl Recognition System



Reading
Guide Lines, including the Leader's Handbook and the GGA CSCF Framework and supporting documents



Complete tasks with your State Girl Guide Organisation (SGGO)
Some require you to:

- Research and are self-driven
- Collect evidence
- Make choices, take action, and challenge yourself



Complete Virtual LQ Training Workshop - Hosted by GGA



Check In with DM halfway through Qualification

Qualification & Appointment – Q&A



Unit Leader (UL) Your role is to empower girls and young women to discover their potential as leaders of their world
Assistant unit leader (AUL) Your role is to assist the UL to empower girls and young women to discover their potential as leaders of their world



Role Review with DM 12 months after Qualification



You can complete the Leader Qualification without any prior Guiding experience. Volunteering Time per week is approximately 6–8 hours

Leadership Qualification

Leader

Passport

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Chief Commissioner's Welcome!



Welcome to our Team! Congratulations on stepping into what is both a challenging and rewarding role. As a Unit Leader or Assistant Unit Leader (Leader) you will have a leading role in Guiding in Australia with girls and young women participating in every state and territory, in rural and urban settings, learning new skills and building new friendships. Whether you are just now joining Australia's largest volunteer-based organisation for girls and young women or have been a long-standing member, we are excited to welcome you to the start of your Qualification as a Leader.

Girl Guides Australia's Mission is *empowering girls and young women to discover their potential as leaders of their world*. We know that through Girl-Led programs championing fun, friendship and adventure, Girl Guiding empowers girls and young women to find their voice, discover their potential, explore possibilities and make a genuine difference in their world. From the moment a girl makes her Girl Guide Promise and promises to "do my best", she commences a leadership journey that nurtures and celebrates who she is, and what she brings to her world. As you work in the role of Leader you play an important role in facilitating this journey.

You will have oversight of the running of the Unit and be key to developing a positive culture, creating a sense of belonging, where all Leaders, Volunteers, girls and young women feel valued and engaged. You will be instrumental in building and maintaining strong community connections between Guiding Members, families, Leaders, and your District. Your support, guidance, feedback, and motivation to Youth Members in the District will result in girls and your co-leaders growing personally as individuals.

Girl Guiding in Australia (GGiA) has a demonstrated commitment to being a Child Safe Child Friendly Community where children and young people are safe, respected and protected. Your role is important in upholding our duty of care to our girls and young women; in fostering a child safe and child friendly culture in your District.

Thank you for undertaking this role, and I hope it is one of the most rewarding and positive experiences you will ever undertake. The privilege of working with talented women and girls and knowing you are contributing to their growth is incredibly special. Leadership is a shared journey that empowers us to work together and bring positive change in our own life, the lives of others and our wider society.

Enjoy the journey and happy Guiding!

Helen Reid
Chief Commissioner
Girl Guides Australia

A – INTRODUCTION TO YOUR PASSPORT

How the Leadership Qualification works

The Leadership qualification comprises of a series of tasks as described in the position description. The tasks do not need to be completed in order; completion of the tasks can be done in the order that suits your needs and skills. Your learning journey will be unique, depending upon the skills, knowledge and experience you bring to the role.

The essence of Guiding is the delivery of the Australian Guide Program (AGP). Leaders have a responsibility to follow the policies and procedures as outlined in *Guide Lines* and by the State Girl Guide Organisation (SGGO). The Passport introduces you to some of the policies and procedures.

Key roles to help you



District Manager (DM)

Your DM (or her representative) will oversee your learning journey through the Passport and be invaluable in assisting you and signing tasks off as they are completed (where DM appears in the signature column).



Mentor

The role of the Mentor is dependent upon the SGGO's structure. Throughout this Passport reference to the Mentor can also be completed by the DM. Your Mentor will also sign off certain tasks (where Mentor appears in the signature column).

Tasks

For each key area of responsibility, you will find tasks to complete. All tasks in this Passport have been designed to reflect what a Leader does in her role, and they all lay the foundation for a Unit which functions well within the structure of Guiding. The emphasis of the tasks is not so much on an incoming Leader achieving a set standard, but rather understanding role tasks which a Leader will carry out.

Tasks can be completed in collaboration with others sharing knowledge, skills, and experiences and will be reviewed with your DM and Mentor.

Some tasks must be signed off from your Mentor, DM (or her representative) or a qualified Leader. This is indicated in the Passport with the following:

Tick below to apply for RPL.
Your Mentor will review this.

SGGO Task	RPL	Mentor Review RPL	Signature & date of completion
Indicates this task must be signed by your Mentor or your DM			Mentor/DM
Indicates a qualified Leader you are working with needs to sign			UL
You can sign and date completion of these tasks yourself if the cell is blank. You will discuss these with your Mentor as part of your reflections.			

The Passport is designed so that you will need to seek sign off from more than one source. This will include signatures from your Mentor, qualified DM (or her representative) and the qualified Leader you are working with. These should not be the same person, so that you are sharing the skills and experiences from more than one person.

Please note Recognition for Prior Learning (RPL) will be explained on page 8.

How the Leadership Qualification works Continued...

The tasks fall under the following three areas:

1. National Girl Guides Learning activities

There are numerous short courses in Girl Guides Learning. The courses mentioned in this program have been selected to provide the training specifically for a Leader. There are many other Girl Guides Learning activities available to assist you further in your role and you may complete as many as you wish.



To access Girl Guides Learning: Your State Girl Guide Organisation (SGGO) will provide you with your username and password. If you are able to, access Girl Guide Learning through your state website. If not, go to [Login Page \(girlguideslearning.org.au\)](https://girlguideslearning.org.au) enter your username, password, and log in. Once you open the activity you will need to register for each activity.

When the course is finished you will receive a link to your certificate. A list of all completed courses is kept under your profile. Depending upon the iMIS (database) set up in your state, the Girl Guides Learning activity may be updated automatically on your membership profile.

For any further information regarding Girl Guides Learning and how it is used, contact your SGGO:

NSW, ACT & NT eguiding@girlguides-nswactnt.org.au

QLD eguiding@guidesqld.org

SA elmo@girlguidessa.org.au

TAS guides@guidestas.org.au

VIC elarning@guidesvic.org.au

WA eguiding@girlguideswa.org.au

2. Reading

The Leaders Handbook can be found online on the GGA website, Guide Lines for Girl Guides.

https://www.guidelinesforgirlguides.org.au/leaders_handbook/leaders-handbook/



There is a lot of useful information that is supportive of the Leaders role.

There is also other reading from Guide Lines, including policies and procedures for example, the GGA Child Safe Child Friendly Framework and supporting documents.

3. Tasks within your SGGO

Some of the SGGO tasks are self-driven, requiring you to research, some require evidence, and some require you to make choices, take action, and challenge yourself.

Remember each task in this Passport needs to be signed off by a qualified Manager or Mentor and some tasks require evidence.



Alternate activities can be undertaken if the specified tasks cannot be undertaken and it will be your Mentor who will be able to assist in the decision making process if this is the case.



In addition to the Girl Guide Learning activities, you need to complete the Leadership Qualification (LQ) Training, which is held, virtually

The focus of this training workshop is to:

- Reinforce the learnings from the Girl Guides Learning activities
- Provide opportunities to collaborate with other Leaders in Training and
- Have your questions answered by experienced Trainers who are also Leaders
- Your Mentor will be able to assist you with how to book into your training.

How the Leader Qualification works Continued...

This page explains Recognition for Prior Learning (RPL) and how the Passport is designed to help your learning stick.

Individual Learning Plan

Experience is gained from different areas including formal education, practical life skills, current or previous work experience or other volunteering roles. Being a Girl Guide provides skill and knowledge that can be used for RPL.

Tick below to apply for RPL.
Your Mentor will review this.



To develop your individual plan, review the requirements to complete the Leader role and complete a self-assessment for RPL. Review the tasks within the Passport and tick those activities you would like to apply for RPL (the columns are shaded in light blue).

Your Mentor will review this and confirm if any area is recognised as prior learning.

Please note: There are some tasks that are mandatory for all Leaders and there is no RPL option for these sections.

If you are a qualified Leader transferring from another state, you will need to meet the relevant SGGO requirements for membership and the sections of the tasks that outline the process requirements for that state.

The Managing your Unit sections are for the Unit Leader qualification only. For the AUL qualification you will skip these sections.

Helping your Learning Stick

Following the SGGO tasks you will find a section for you to take some time to reflect and make connections. This is an important area of your Passport and will help to guide your meetings with your Mentor.

Reflect



Take some time to think about what you have read, observed, heard, discussed and/or done

Journal



Jot down some notes, use colour, doodle. You could use highlighters, textas or colour pencils. There is a strong link between colour and memory

Discuss
with
Mentor



Share your thoughts and questions with your Mentor /DM/Qualified Leader



So, when we draw, we encode the memory in a very rich way, layering together the visual memory of the image, the kinesthetic memory of our hand drawing the image, and the semantic memory that is invoked when we engage in meaning-making. In combination, this greatly increases the likelihood that the concept being drawn will later be recalled.

Youki Terada, The Science of Drawing and Memory. March 2019

Induction Meeting with DM



This induction meeting with the DM to assist you to understand the role and responsibilities of a Leader. Together you will cover important onboarding information.

Onboarding	
Requirement to have or complete the First Aid qualification HLTAID010 – Provide Basic Emergency Life Support. Please see below for list of full First Aid qualifications.  A copy of the statement of attainment must be sent to your SGGO or DM when complete	
Allocation of Mentor	
Name of Mentor	
The District team structure and resources (including number of Units)	
Structure and reporting lines of the SGGO	
The importance of complying with GGA policies contained in Guide Lines	
Preference to hold one primary position in Guiding	

First Aid Qualifications

There may be different first aid requirements depending on the Guiding program. Below is a list of all the current qualifications



- HLTAID009 Provide CPR
- HLTAID010 Provide Basic Emergency Life Support**
- HLTAID011 Provide First Aid
- HLTAID012 Provide First Aid in an Education and Care Setting
- HLTAID013 Provide First Aid in Remote or Isolated Site



Support Network

Surrounding you is a network of supportive Guiding friends who will be there for you. This network will grow the longer you are in Guides and you will part of our community of women who volunteer to empower girls and young women to discover their potential. To start your network, fill in the relevant boxes below with names and contact details.

Role	Contact details (Name, phone, email)
State Commissioner (SC) A Volunteer who oversees Guiding in the state. The SC appoints Deputy/Assistant State Commissioners and together they are known as the State Team. <i>Although it is unlikely you would contact the State Team, knowing who they are is important</i>	
Region Manager and Assistant RM The RM leads Guiding in your Region and appoints assistants. They lead the Region Team who provide support to all in the Region to perform their roles	
District Manager and Assistant District Manager The DM leads the members of Guiding in the District, and you are responsible to her. They will involve you in District events and provide you with the information you need to perform your role. They are responsible for signing off many of the activities in this Passport.	
Mentor The Mentor is appointed by the DM. They are experienced Members who will mentor you through the qualification process as well as help you to overcome any difficulties you might experience. You will also discuss RPL with your Mentor	
Leaders UL and AUL in the Unit work together to facilitate the AGP to the girls in the Unit	
Leaders in your District Find out who the other Leaders are in your District	
Trefoil Guild Trefoil Guild is a part of Guiding that provides an enormous support for Guiding and the community	
Other	

Induction Meeting with your Mentor



Discuss RPL if applicable

As outlined on page 8 if you feel you already meet the requirements for any of the areas in the Passport you can apply for RPL.

Take the opportunity in this meeting with your Mentor to discuss your self-assessment for RPL and to develop your individual Learning Plan to complete your Leadership Qualification.

The section below will be helpful in planning this. Remember to set up regular meetings to review your progress.

Your Learning Path

Throughout your learning path, there is a requirement for you to meet with your DM. This is a time for you both to reflect on how the Unit is performing, potential issues and ways to resolve the issues. This is also a time to review the GGA Code of Conduct and understanding of the Girl Guide Promise and Guide Law.

Throughout this document the role of the Mentor and DM is dependent on the structure of your SGGO.

Regular meetings provide an opportunity to monitor your progress and set achievable targets.

Agree on dates to achieve the Leader qualification. Agree on times to meet and the best method to communicate together. Record your next meeting and how you are going to meet below.

RPL Complete	Date	
How/where you are going to meet with your Mentor	Date	Time

Identify obstacles and solutions to address these obstacles

Obstacle	Possible solution

Making your Promise

Date to make the Girl Guide Promise (if you are new to Guiding as an adult)

Date scheduled	Event/meeting

Target Date to complete Qualification (ideally within 6 months):



B – Key Responsibilities of Unit Leaders

1. Girl Guiding in Australia

The aim of this task is for you to learn about Guiding in Australia, our structure and the World Association of Girl Guides & Girl Scouts (WAGGGS) and introduce you to resources and other Leaders



Girl Guides Learning – National	Date Completed
Guiding Orientation	



Leaders Handbook	Date Completed
Chapter 3 – Being Part of Guiding in Australia	

Tick below to apply for RPL
Your Mentor will review this.



SGGO Activities	RPL	Mentor Review RPL	Signature & date of completion
1. Access the GGA website. Review the information and find one resource that could be useful for you Name of the Resource:			
2. Access your SGGO database and locate information for an event, a report or a document Name of the Resource:			
3. Find out the uniform requirements for attending community events.			
4. Attend a District meeting with the DM and Leaders in your District			
5. Attend a Unit meeting within a different District, experience the customs and traditions within the Unit			Mentor/DM

Reflect



Journal



Discuss with Mentor



Units practice customs and traditions. How do the traditions in your District represent and reflect Guiding in your Unit?

2. Child Safe Child Friendly



As a Leader you are committed to fostering a Child Safe and Child Friendly culture where children and young people are safe, respected and protected.



Girl Guides Learning – National	Date Completed
CSCF for Adults in Guiding	
CSCF for Leaders & Managers	



Guide Lines	Date Completed
Refer to Guide Lines to reference the Framework	
Review the GGA CSCF Framework & understand your responsibility	

Please note:
These tasks are mandatory for all Leaders and there is no RPL option for this section.



SGGO Activities	Signature & date of completion
1. Review the GGA CSCF Framework and in particular the “Tell us what you are worried about?” Youth Member form <ul style="list-style-type: none">Discuss how to implement this in your Unit and have available for your girls.	Mentor/DM
2. Research the process to follow for a child to travel in a Leader’s vehicle. <ul style="list-style-type: none">How would you implement this policy if some girls in your Unit could not get to a weekend activity	

Reflect



Journal



Discuss with Mentor



Think about how Leaders contribute to a Child Safe Child Friendly community? Reflect on what they do well and any suggestions for new ideas.

3. Facilitating the Australian Guide Program (AGP)

The AGP is the way we facilitate the girls to gain the most they can via the program Leaders facilitate at the Unit meetings. The AGP is critical in offering an active, balanced, Girl-Led, Patrol orientated Guide program to empower girls and young women to discover their potential as leaders of their world



Girl Guides Learning - National	Date Completed
1. Facilitating the Girl Experience	
2. Leadership in the Unit	
3. Girl Recognition System	



Leader's Handbook	Date Completed
Ch 4- Delivering the AGP	
Ch 5 - Implementing the Seven Fundamentals of the AGP	

Tick below to apply for RPL
Your Mentor will review this.



SGGO Activities	RPL	Mentor Review RPL	Signature & date of completion
1. Deliver one planned Unit meeting from your Training session and discuss how each meeting went with another Leader			UL/Mentor
2. Help Guides decide about the Program or Meeting format <ul style="list-style-type: none">Show a copy of the program developed for a Term to your Mentor			UL/Mentor
3. Use the AGP process to facilitate a Patrol/Unit to plan, carry out and evaluate their chosen activity			
4. Reference the GGA Recognition System (the formal name for our badges) and <ul style="list-style-type: none">Facilitate a Guide to set and complete a challenge from any part of the Recognition SystemFacilitate peer assessment for a challenge a Guide has completed			UL/Mentor

Reflect



Journal



Discuss with Mentor



Think about the activities you facilitated. What went well? What could have been different/better?

4. Risk Awareness

Guiding takes the safety and wellbeing of Guides and members of the Guiding community very seriously. We apply a duty of care to keep all Guide Members safe from harm including the implementation of risk assessment plans.



Girl Guides Learning - National	Date Completed
Risk Awareness	



Qualification	Date Completed
HLTAID010 – Provide basic emergency life support	



Leader's Handbook	Date Completed
Chapter 7 – Your role in Safety & Risk Management	

Guide Lines	Date Completed
Read information on Risk	

A copy of the statement of attainment must be sent to your State Office or DM and needs to reflect any changes from the RM onboarding section.

Tick below to apply for RPL. Your Mentor will review this.



SGGO Activities	RPL	Mentor Review RPL	Signature & date of completion
<div>1. Conduct an informal Risk Assessment for two Unit activities using the 3 questions below, within the overarching frame that we are a Child Safe Child Friendly organisation in everything we do:<div><div>1. What is the activity we are about to do?</div><div>2. How can it harm those involved?</div><div>3. What action can I take which reduces or removes the risk?</div></div><div>Discuss this with your Mentor</div></div>			Mentor

Reflect



Journal



Discuss with Mentor



Reflect on the informal risk assessment used for all activities

5. Managing your Unit

Managing your Unit is for Leaders who are attaining the Leadership Qualification only. If you are completing the Assistant Unit Leader qualification please skip this page and proceed to the Check In with the DM on page 17.

As a Unit Leader, you will have overall responsibility for the members of your Unit and will be accountable for the implementation of Girl Guide policies, finances, records and planning for the development of the Unit.



Leaders Handbook	Date Completed
Ch 6 – Your role as a Leader of your Unit	
Ch 8 – Your Role in Managing your Unit	
Ch 9 – Making Guiding Great	

Tick below to apply for RPL
Your Mentor will review this.



SGGO Activities	RPL	Mentor Review RPL	Signature & date of completion
1. Prepare and submit a report of the Unit's activities for the term using the reporting methods for your Region/SGGO			Mentor/DM
2. Keep the membership/personal/badge records for the girls in your Unit up to date for a term			

Reflect



Journal



Discuss with Mentor



Have you considered any ways that Unit records could be managed in a different way?

CHECK IN WITH YOUR DM



Congratulations! You have worked hard to learn about Guiding in the Unit, building and maintaining relationships with Guiding members, families, Leaders, your District and the community. As outlined in the Role Description, it is important to look after yourself and your own personal life balance.

Whilst completing the operational functions, it is also important to model the Code of Conduct and represent Guides as a positive role model. This part of the Passport is a time to pause, reflect and meet with the RM to review the role.

Name		Membership No.	
Appointment Reflection with the DM			
I understand that as a Leader, my behaviour reflects on Guiding as a whole. I agree to review our ethics and standards. I believe that my behaviour (words & actions) :	Leader self reflection 	Leader Response (please circle)	
		Yes	Not Yet
Check in on Leader Role & Responsibilities			
Complete the LQ training			
Discuss the preference to hold one primary position in Guiding			
Discuss the structure and reporting lines of the Region/SGGO			
Discuss outstanding business of the Unit			
Discuss the successes achieved in the role			
Comments/Feedback for UL/AL			
DM Decision (please tick)			
PROCEED	<input type="checkbox"/>	NOT YET	<input type="checkbox"/>
Record Check In completed:		Date:	
UL/AUL Name:		UL/AUL Signature:	
DM Name:		DM Signature:	



A copy of this form must be sent to your State office.
You can take a photo and email or print, scan and email.

C – Building on Your Responsibilities


Congratulations on your efforts and commitment to becoming a qualified Leader. You will have already developed a strong understanding of how this important role contributes to empowering girls to discover their potential. This second half of the Leader Passport will build on both your understanding of Guiding and your role and responsibilities in your Unit.

1. Girl Guiding in Australia

As a Leader you are part of a much wider network of girls and women who together make up WAGGGS the largest organisation for females in the world. Please reflect on the part you play.

Please note:
These tasks are mandatory for all Leaders and there is no RPL option for this section.



SGGO Activities	Signature & date of completion 
1. Identify key tasks you are responsible for as a Unit Leader	Mentor/DM
2. Reflect and discuss on what the Guide Promise and Guide Law means to you	Mentor/DM

Reflect



Journal



Discuss with Mentor



Use this space to reflect and add notes from your discussion


2. Advocating for Girls and Young Women

Advocacy for girls and young women is inspirational and promotes Guiding members and community members to be inclusive and diverse. In this section, we are going to look at ways your behaviour can demonstrate inclusion and cultural appropriateness in the community. Guiding historically provides a platform for all girls to actively advocate for the rights of girls and young women. This is at the heart of everything we do and is clearly articulated in the GGA Mission:

Empowering girls and young women to discover their potential as leaders of their world

Please note:
These tasks are mandatory for all Leaders and there is no RPL option for this section.



SGGO Activities	Signature & date of completion 
<div>1. Culturally appropriate language. Think about the way people speak to each other or communicate within the Unit and answer the questions below</div> <div><ul style="list-style-type: none">Is the language appropriate?Is the language in emails / online appropriate?Is the language inclusive to all cultures and genders?Is the Unit open and welcoming to girls of all cultures and ethnicity?How does your behaviour set the standard for inclusion in the Unit?</div>	Mentor/DM
<div>2. Discuss with your Unit ways to be more inclusive and challenge gender expectations?</div>	
<div>3. Research the WAGGGS website. https://www.wagggs.org</div> <div><ul style="list-style-type: none">Find an age-appropriate resource suitable for your UnitUse the resource in your Unit</div>	Mentor/DM
<div>4. Identify any age appropriate opportunities for the girls in your Unit within the Region, State, Australia or WAGGGS and promote to the girls and their families. This could be an event, activity, forums, overseas travel</div>	Mentor/DM

Reflect



Journal



Discuss with Mentor





Use this space to reflect and add notes from your discussion

3. Facilitating the AGP

Now that you have been actively involved with the Unit, you will have developed your understanding of the AGP and how to facilitate an active, balanced, Girl-Led, Patrol orientated Guide program to empower girls and young women to discover their potential

Please note:
These tasks are mandatory for all Leaders and there is no RPL option for this section.



SGGO Activities		Signature & date of completion 
	1. Reflect and discuss the appropriateness of the activities in the Unit thinking about how the Guides needs are being taken into account. <ul style="list-style-type: none">▪ Reflect and discuss health and safety matters relevant to the Unit, including how to best to manage these▪ Reflect and discuss the concept of a wide game, including the benefits of a series of linked activities in your Unit meetings▪ The weather and activities do not always go to plan. Discuss contingency planning, including games for activities in the Unit	Mentor/DM
	2. Reflect and discuss how well the Patrol System is working in the Unit. Focus on what is working well and what might be improved. Discuss what the next stage of self government should be and how to develop the Guides towards that	Mentor/DM

Reflect



Journal



Discuss with Mentor



Use this space to reflect and add notes from your discussion


4. Managing the Unit – UL only

As UL, you will have responsibility for the members of your Unit and are accountable for the implementation of Girl Guide policies, finances, records and planning for the development of this Unit.

AUL please proceed to page 22 to finalise your qualification & next steps.

Please note:
These tasks are mandatory for all Unit Leaders
and there is no RPL for this section.



SGGO Activities		Signature & date of completion 
1.	Reflect and discuss appropriate methods to communicate Unit activities to meet the needs of Guide families <ul style="list-style-type: none">GGA has a Digital Safeguarding Policy that will be able to deepen your understanding	Mentor/DM
2.	Discuss: <ul style="list-style-type: none">The requirements for an annual review of Unit accounts and financesHow you have budgeted for resources and activitiesThe process of completing the paperwork to have you added as a signatory to the Unit bank account	Mentor/DM
3.	Discuss available resources to assist you with recruiting girls into the Unit	Mentor/DM

Reflect



Journal



Discuss with Mentor



Use this space to reflect and add notes from your discussion

CONGRATULATIONS !!

FINALISING YOUR QUALIFICATION & NEXT STEPS



Meet with your Mentor to confirm the Passport has been completed and ask her to sign the Qualification and Appointment form on page 22 of this Passport



Meet with your DM who will review your appointment to be a qualified UL or AUL
Your DM is accountable for the District and will be interested in your plans for the future of the Unit

Unit LEADER

Your role is to empower girls and young women to discover their potential as leaders of their world

ASSISTANT unit LEADER

Your role is to assist the Leader to empower girls and young women to discover their potential as leaders of their world

Role Review



While you will have regular contact with your DM, in twelve months, you will have a Role Review with her. This will be a supportive meeting focussed on helping you to continue performing in your role.

At this Role Review Meeting you will:

- Have an opportunity to discuss how you are getting on & get advice on any areas which are challenging
- Discuss your goals and plans for the Unit
- Discuss the learning options available to you and note any learning you wish to undertake.

Ongoing Learning

This is the beginning of your learning with Girl Guides.

Guiding provides opportunities for learning including attending District meetings, workshops, training courses or online webinars as well as reading Guiding publications, researching the internet for Guide resources, and learning from other Leaders and Managers. Accessing WAGGGS and other likeminded organisations provides great resources to invigorate Units and Districts.



The DM or Mentor must send
this form to your State office.

Leadership Qualification and Appointment Form

PERSONAL DETAILS			
Preferred Title:	Given Names:		Surname:
Membership No.:			Expiry:
Date of Birth:	Email:	Phone:	
DM Report			
<p>I confirm the Leader in Training has successfully completed her Passport and met the ALQP standards by:</p> <ul style="list-style-type: none">▪ Demonstrating and upholding The Girl Guide Promise and Guide Law▪ Following the GGA Code of Conduct▪ Following and upholding the CSCF Framework▪ Promoting and celebrating diversity and inclusion▪ Representing Guiding in the community▪ Facilitating Youth Members to implement the AGP through a well-balanced program▪ Supporting girls and provides opportunities to discover their potential as leaders of their world▪ Developing a support network to assist with the District▪ Building positive relationships working together to develop a positive culture▪ Providing advice and monitors safety and wellbeing of Guides and members of the community▪ Assisting in recruiting and inducting new leaders▪ Monitoring the safety and well being of Guides including the implementation of risk plans▪ Responding to challenging situations, conflict, or pressure in a calm manner▪ Challenging stereotypes and responds appropriately in different cultural and social contexts			
APPOINTMENT DETAILS			
Position (please tick)	UL <input type="checkbox"/>		AUL <input type="checkbox"/>
District:	Region:		
Unit:	Appointment Date:		
CONFIRMATION			
UL/AUL - I agree to fulfil the role in line with the agreed Role Description and Code of Conduct. <input type="checkbox"/>		Signature:	
		Date:	
Mentor - I am satisfied that all aspects of the ALQP Leadership Qualification have been completed. <input type="checkbox"/>		Name:	
		Member No:	
		Signature:	
		Date:	
DM - I confirm all requirements for the above position have been met. The Role Review is scheduled for: <input type="checkbox"/>		Name:	
		Member No:	
		Signature:	
		Date:	
STATE OFFICE USE ONLY			
Date record updated:		Updated by:	
Leadership Qualification Certificate letter sent date:		Sent to:	