

The new learning objectives explained and your role

Learn how the new learning objectives are structured and your role in assisting leaders in successfully completing the requirements



Scouts Canada's Volunteer Recruitment and Development (VRAD)

- Scouts Canada's Volunteer Recruitment and Development (VRAD) strategy recognizes that:
 - all volunteers bring attitudes, skills and knowledge to their role in Scouting.
 - volunteers naturally acquire additional knowledge and skills for their roles from their first contact with Scouting through to retirement in a variety of ways
 - this skill and knowledge is obtained through self-initiated and organized learning situations.
 - this development may come from both Scouting and non-Scouting sources.
- The strategy promotes a very flexible approach to developing and recognizing a volunteer's competencies as a program leader.



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2



Scouts Canada's Volunteer Recruitment and Development (VRAD)

- Leaders recruited to all sections require certain common basic knowledge, skills and attitudes to contribute to the delivery of a quality program.
- The leader must demonstrate that they have met the following **Core Learning Objectives** in the following six subject areas:
 - Scouts Canada's Mission and Principles
 - Basic Program Planning
 - Basic Program Delivery
 - Basic Leadership Skills
 - Basic Outdoor Skills
 - Basic Administration



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3



Scouts Canada's Volunteer Recruitment and Development (VRAD)

- All leaders are expected to achieve the Core Learning Objectives and the Section Specific Objectives for the role into which they have been recruited within their first year of involvement.



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The new learning objectives

- Many years ago, our founder, Lord Baden Powell created a system of training for adults.
- Recognition for the training was in the form of a “turks head” woggle and beads.
- Training has evolved and today, Scouts Canada offers two levels:
 - Basic Program Planning
 - Advanced Outdoor Skills and Program Planning



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5



Basic Program Planning and Delivery

- Enables leaders to develop the confidence and skills required in their initial service and provides an orientation to the role.
- Includes typical activities leaders are engaged in when planning, delivering, evaluating and managing weekly programs, including annual program planning.
- The course focuses on:
 - program planning,
 - program delivery,
 - leadership skills,
 - administration and
 - outdoor skills
- In our Council, Basic Program Planning is divided into 4 Modules.



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Basic Program Planning and Delivery

- **Module A**
 - focused on Team Leadership and skills needed in planning and running a program.
- **Module B**
 - focused on Outdoor Skills needed for any outings and camping
- **Module C**
 - a Child Abuse Awareness Seminar. As providers of youth programs, we must ensure that our children are safe at all times.
- **Module D**
 - is Program Specific and leaders are required to work "on the job" to fulfill this requirement.



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7



Basic Program Planning and Delivery

Objectives of the Basic Program Planning

- apply Scouts Canada's Mission, Principles, Scout Method/Practices, policies, procedures, and program standards,
- apply basic program planning and delivery techniques,
- conduct weekly meetings and outings,
- build a leadership team, and
- contribute to the management of the section.



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Advanced Outdoor Skills and Program Planning

- It is designed to help leaders to further develop their skills in working with youth and adults.
- It provides 'hands-on' training experience developing programs, working with others and camping.
- Offers an opportunity to further develop leaders confidence in their Scouting role and increase your knowledge of Scouting.
- This course is usually held over 2 weekends.



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9



Getting leaders to take training

Initial recruitment

- explain that training is both for the benefit of the youth and them personally
- Ask how do they feel about taking training?

Screening interview

- remind them that part of statement they signed on the membership application was "to develop the knowledge and skills necessary for the position within the first year"
- Enter into a discussion to determine if they are agreeable to this



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Getting leaders to take training

- As part of the mentoring role, volunteers must be under the “supervision” of an experienced Leaders
- Part of this supervision is to ensure volunteers are aware of the various opportunities to take training
- Ensure that every leader gets a copy of the training calendar
- Group should cover all training cost for leaders



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11



Your Role

- Ensure new and experienced leaders understand the value of training as a necessary part of delivering a quality program
- As part of the mentoring role, ensure volunteers are aware of the various opportunities to take training
- Ensure that every leader gets a copy of the training calendar
- Attempt to remove all barriers to attending training:
 - Cost - group should cover training costs,
 - Time - if training falls on a meeting night, make alternate arrangements



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12



Your Role

- When a leader completes Module A of the Basic Program Planning and Delivery, they are given a passport of the Section Specific learning objectives they must complete.
- How they learn and demonstrate these objectives depends on the individual
- Some will prefer to:
 - Observe others
 - Read
 - Working with other leaders
 - Working with directly with a mentor



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13



Your Role

- Once leader has completed Module A, meet with them to discuss next steps
- Determine how best for them to achieve the Program Specific objectives
- Look for someone in the group or section to provide the assistance they need
- To achieve the program specific objectives, they must be able to demonstrate that they can complete the requirement (e.g. plan a program, conduct a craft or games, or conduct a campfire) to the leader designated by the group.



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Discussion

- Have you come across any barriers in getting leaders to take training?
- Have you mentored a new leader through the section specific activities? How did it go?



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15

