**Advance Learning Modules**

**Framework A: Advance Learning Modules**

The Advance program includes 3 Learning Modules.

• Learning Module 1: **Community** - to develop young people's self-knowledge and increase understanding of their community and volunteering

• Learning Module 2: **Communication** – to strengthen young people’s communication skills and teamwork

• Learning Module 3: **Project Management**- to build young people’s project management skills

**Learning Module 1: Community**

The focus of Learning Module 1 is to develop young people’s self-knowledge and increase understanding of their community and volunteering. This module includes the following learning components:

**Self**

• Knowing their own strengths and weaknesses;

• Identifying their passions and interests;

• Establishing of goals.

**Community**

• Understanding what a community is;

• Identifying people and places (including natural resources) in their community;

• Identifying current and potential connections between young people and the community;

• Being aware of the organisations that service the local community;

• Being aware of how young people can access these services.

**Volunteering**

**•** Understanding what volunteering is and what volunteers do

• Understanding the rights and responsibilities of volunteers

• Identifying what activities they already do as volunteers

• Identifying volunteer activities within the school and local communities.

**Learning Module 2: Communication**

The focus of Learning Module 2 is on strengthening young people’s communication skills and teamwork. This module include the following learning components:

**Interpersonal communication in groups**

* Being able to give and receive feedback
* Recognising the importance of good teamwork
* Identifying the desired outcome they want and the options to achieve it
* Identifying areas of agreement
* Understanding and participating in the negotiation process.

**Analytical and conceptual skills**

* Defining the problem
* Brainstorming and trialling solutions
* Reviewing the outcomes and discussing the result
* Identifying the audience and purpose of a report
* Identifying appropriate information to include in the report
* Identifying appropriate style of report
* Understanding how to plan and produce a report.

**Intrapersonal communication**

* Being aware of individual contribution and roles of others in a team
* Understanding the benefits of teamwork compared to working alone
* Understanding the types of feedback

**Learning Module 3: Project Management**

The focus of Learning Module 3 is on building young people’s project management skills. This relates specifically to the Advance community project(s) or series of volunteering activities that young people deliver in partnership with a community organisation. This module includes the following learning components:

**Design**

* Researching possible community projects or volunteering activities
* Identifying resources available to possible community project(s) or volunteering activities
* Selecting a community project(s) or series of volunteering activities
* Deciding on the intended outcome and evaluation criteria

**Development**

Developing a project plan that includes:

* Tasks that need to be completed
* Who will complete each task
* When the task will begin and end

**Implementation**

* Implementing the project plan
* Adhering to time schedules
* Managing issues as they arise, and adapting the project as required

**Monitoring and evaluation**

* Monitoring the project plan - adapting the project as required to respond to issues/increase effectiveness
* Conducting the evaluation of your community project(s) or volunteering activities
* Reflecting on learning gained from the community project(s) or volunteering activities
* Reporting to organisations and presenting a report to the identified audience
* Celebrating the completion of the community project(s) or volunteering activities

**Framework b: Community Partnerships**

**Background**

A key component of Advance is the development of a partnership between young people, the school and a community organisation, to deliver one or more community projects or a series of volunteering activities.

Community projects or volunteering activities can take a variety of forms including:

* Taking part in existing volunteering opportunities, such as Conservation Volunteers
* Planning and implementing an information campaign
* Developing, implementing and evaluating a community event, or
* Producing a resource for their community

In some cases, more than one community organisation may need to be involved to satisfactorily implement the project/s or volunteer activities the young people have chosen. Young people may also choose to work in partnership with multiple community organisations on a range of different volunteering activities.

**Advance School Community Notification Form**

The School Community Partnership Notification Form has been developed to assist schools and community organisations to identify key aspects of their partnership.

Schools involved in Advance may elect to share this information with the Department of Premier & Cabinet by emailing their completed form to: advance@dpc.vic.gov.au.

This form allows schools to enter a notification for up to 5 partnerships. Additional notifications should be entered on a separate form.

[Advance - School Community Partnership Notification Form.doc](https://www.youthcentral.vic.gov.au/files/advance-school-community-partnership-notification-form-2019doc)

**Some resources**

The Partnering Toolbook offers a concise overview of the essential elements that make for effective partnering. The book was written by Ros Tennyson and produced by The Partnering Initiative in co-operation with the Global Alliance for Improved Nutrition (GAIN), The United Nations Development Program (UNDP) and the International Atomic Energy Agency (IAEA).

<http://www.energizeinc.com/art/subj/documents/ThePartneringToolbookMarch2004.pdf>

Community Organisation Directories

* Victoria’s Volunteering Portal - More than 1.5 million Victorians volunteer their time, skills and experience, and in one way or another make a huge contribution to our local communities. Victoria’s Volunteering Portal is a free online resource to support volunteering in Victoria. [http://www.volunteer.vic.gov.au](http://www.volunteer.vic.gov.au/)
* Ourcommunity.com.au - Ourcommunity.com.au have established 21 themed directories to make it easy for you to get connected to some of the 700,000 community groups that make Australia such an exciting and diverse place to live. Visit: <http://www.ourcommunity.com.au/directories/directories_article.jsp?articleId=3487>

**Framework c. Recognised Training for Students**

**Background**

Recognised Courses are those that:

* Have national accreditation, such as Certificate I in Volunteering or a Certificate I in First Aid; or
* Are recognised by the community as developing knowledge and skills for participation in particular activities.

A recognised training course will usually:

* Take about 20 hours (if less than 20 hours, more than one form of recognised training can be completed to total around 20 hours)
* Result in the development of a new skill
* Have a certificate awarded at the end of the program
* Be delivered away from the school
* Be delivered and/or assessed by someone other than school staff

If two or more of these do **not** apply, the course is probably not suitable. If there is a strong commitment to such a course from young people, the Department of Premier & Cabinet should be contacted for help to clarify course suitability.

It is acceptable for young people to complete units that are part of a larger course provided they can obtain credit for these unit/s if they decide to complete the course in the future.

**Framework d. Recognition and Celebration**

**Background**

Celebrating and recognising personal and group achievements is an important and positive component of any project or partnership and encourages continued effort and commitment.

Everyone should make the effort to recognise and celebrate achievements along the way as well as at the end of the project or series of activities.

Recognition and celebration can range from informal acknowledgments that take place within the group, to formal public events incorporated throughout the program rather than only at the conclusion.

Schools continue to report on a range of ways in which the achievements of young people, schools and community organisations were celebrated, including:

• a party

• profiled in local papers

• dining out with a meal away from school

• holding a formal event and presentation

• participating in a celebratory camp

• awarding of certificates

**Participating certificates**

[Advance - Participation Certificate with signatures](https://www.youthcentral.vic.gov.au/files/advance-2019-participation-certificate-with-signaturesdoc)

[Advance - Participation Certificate without signatures](https://www.youthcentral.vic.gov.au/files/advance-2019-participation-certificate-without-signaturesdoc)