Good Practice Principles
for Youth Development Organisations

Queensland Youth Development Research Project

Second Edition

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<td>Activities are fun, meaningful, relate to everyday life experiences, help to foster a world view and a positive vision for the future.</td>
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<td>1</td>
<td>Organisational decision making and leadership development processes are shaped in partnership with young people</td>
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<tr>
<td>2</td>
<td>Young people are supported to be active leaders in the organisation</td>
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<td>3</td>
<td>The participation of young people in organisational decision making is active, purposeful, valued and respected.</td>
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<td>4</td>
<td>Young people are encouraged and supported to take on leadership roles in program and activity planning, delivery and evaluation.</td>
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<td>5</td>
<td>Program and activity decision making actively involves young people.</td>
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**Principle 3  An inclusive ethos**

**Indicator 1** A commitment to achieving an inclusive ethos is embedded in the organisation’s business approach and reflected in its strategic and policy framework.

**Indicator 2** New ideas and different ways of thinking about and doing things are encouraged and valued.

**Indicator 3** Advice from a range of people, groups and organisations is actively sought, valued and used to inform organisational decision making.

**Indicator 4** Rigorous and fair volunteer and paid staff recruitment and retention processes are used encouraging a range of people to become involved and stay involved in the organisation.

**Indicator 5** The program provides a positive, supportive and safe social and psychological environment.

**Indicator 6** Programs are developed, implemented and evaluated using a variety of methods and involving a range of stakeholders.

**Indicator 7** There is flexibility in program design and implementation to accommodate the varying and evolving requirements of a range of young people, families and communities.

**Indicator 8** The program offers opportunities for young people to experience and learn to value difference.

**Principle 4  Community Service**

**Indicator 1** Service learning is valued and promoted by the organisation.

**Indicator 2** Service learning activities conform to recognised volunteer good practice.

**Indicator 3** The program provides young people with safe opportunities to learn from, engage with, influence and contribute to their community through group and individual service learning activities.

**Indicator 4** Service learning activities and the intended outcomes for young people and the community are meaningful, negotiated and communicated to all stakeholders.

**Indicator 5** Service learning activities are evaluated and actual outcomes are acknowledged, valued and celebrated.

**Principle 5  Partnerships and social networks**

**Indicator 1** Partnership opportunities are explored and a mix of informal, semi-formal and formal partnerships are successfully initiated and developed.

**Indicator 2** Processes have been established to support partnership implementation, growth, management and continuous improvement.

**Indicator 3** Partnerships are concluded in a positive and constructive manner.

**Indicator 4** Program leaders actively engage with community networks and build partnerships.

**Indicator 5** Program activities provide opportunities for young people to strengthen family relationships and expand their social network to form safe, supportive relationships beyond their immediate family and social network.
Principle 6  Ethical promotion

Indicator 1  An ethical framework guides promotional decision making.  
Indicator 2  The organisation promotes positive images, role models and stories about young people to the community.  
Indicator 3  The program can be delivered by different program leaders across different venues and to different groups of young people while maintaining its core features.  
Indicator 4  The program is resourced appropriately to enable young people to attain the promoted outcomes.  

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Preface to the second edition

This second edition of the good practice principles for youth development organisations has been released in printed and electronic format following requests from youth development practitioners and policy makers. While the electronic version of the framework has been freely available our decision to release a second edition in hard copy format has led to a surprising level of interest across the youth sector. Based on this feedback we anticipate that a hard copy version will help more organisations, researchers, policy makers and youth practitioners to easily access, use and learn from the information contained in this good practice framework. Our decision to produce a second edition also comes with the additional benefit of allowing us to make a number of content changes and additions. We have taken the opportunity to broaden and update the framework, correct some inconsistencies and add an index of key terms.
Introduction

This good practice framework has been produced as part of a cutting edge research project on positive youth development in Australia. It incorporates extensive primary data and has benefited from sustained industry consultation. It provides youth development practitioners, researchers and policy makers with a set of clear and user friendly good practice principles, indicators and comprehensive guidelines for implementation and evaluation. This good practice framework is the first in a series of reports to be released by Griffith University in collaboration with the project partner organisations, programs and agencies.

Background

The Youth Development Research Project (YRDP) is a partnership project involving stakeholders across the government, youth development and higher education sectors supported by the Queensland Youth Alliance and the Key Centre for Ethics, Law, Justice and Governance at Griffith University. The project is managed by Griffith University and Impact: Youth organisations reducing crime limited. It is funded through the Australian Research Council, the Queensland Government Department of Communities and the following seven Queensland youth programs and organisations:

- Girl Guides Queensland
- The Boys’ Brigade Queensland
- The Duke of Edinburgh’s Award
- Lions Clubs International
- Police Citizens Youth Clubs Queensland
- Emergency Services Cadet Program
- Surf Life Saving Queensland.

The main aim of this project has been to explore how youth development programs contribute to positive developmental outcomes for young people. The production of this good practice framework is an important part of this work. It represents an extensive exploration of the structures, functions, features and contexts of youth development programs that are considered important for achieving positive outcomes for young people.

Purpose

Over the past two decades a number of jurisdictions and programs in Australia have developed good practice guides for youth projects and programs. With the changing landscape of youth development theory and practice, illustrated by an increased focus on the professionalization of the youth field and the emerging concept of positive youth development, we identified a need for a new up-to-date and user friendly good practice guide. We expect this new framework, in the tradition of the good practice guides it is built on, to also evolve over time as new understandings and advances in youth development research, practice and theory emerge.

Methodology

The development of this new framework is based on comprehensive primary and scholarly research. We drew on existing work so as not to ‘reinvent the wheel’ and we explored new knowledge and expertise. This iterative process also involved an extensive discussion and consultation process with the seven participating youth development organisations and programs.
The key components of the methodology were as follows:

- a review of Australian and international literature
- a review of the 2001 Ausyouth Good Practice in Youth Development framework by a group of youth development practitioners, researchers and users
- a series of in-depth face-to-face consultations with key informants from each participating youth development organisation and program
- 440 questionnaires with young members of youth development programs
- 28 semi-structured interviews with young members of youth development programs and
- a workshop discussion with representatives from each participating youth development organisation and program.

The new framework

This new good practice framework is a simple user friendly tool for use by youth development practitioners, researchers and policy makers. We have produced an aspirational framework that is not so specific as to be impossibly prescriptive, yet not so broad as to be meaningless. We have focused on those concepts and activities that we consider are the most important for achieving positive developmental outcomes for young people. The result is a comprehensive generic good practice framework that:

- sets good practice within the context of positive youth development
- cross references the principles and indicators in the original Ausyouth framework and maintains the integrity of the research carried out by the Ausyouth team
- provides a set of six fresh guiding principles and 36 priority indicators
- illustrates how each principle might be put into action and
- provides examples where activity against each indicator might be found or promoted.

The examples of activity are not meant to be exhaustive, instead they are provided to illustrate the meaning and intent of each indicator. They can be used to help look at what an organisation or program does. When using this framework other examples of activities from organisations or programs may come to mind that can be drawn on or strengthened. Different kinds of activities catering for the diversity in youth development programs and for different skill levels, opportunities and aspirations of those who may use the framework have also been provided. Importantly, this framework:

- encourages the use of experiential learning across all kinds of learning activities, including those focused on learning about difference
- supports the use of reflection and peer support methods to encourage active engagement, learning and development
- draws out the importance of young people being active in decision making and leadership
- makes a clear distinction between physical, social and psychological safety
- promotes partnerships between and amongst young people, older people and across the community
- encourages inclusivity and accessibility
- recognises both young and older people engaged in youth organisations have needs that must be met and promotes the things that program leaders need so they can excel at what they do
- introduces individual learning and development plans as tools for positive learning and development
• encourages the use of succession planning for healthy program growth and skill development\(^\text{11}\)
• addresses the need for adopting good practices in volunteering\(^\text{12}\)
• promotes the safe and positive use of social media\(^\text{13}\)
• requires that effort and achievement across individuals, groups and organisations be recognised\(^\text{14}\)
• and emphasises the use of ethical and positive promotion strategies.\(^\text{15}\)

**Framing positive youth development**

These good practice principles for youth development organisations are informed by a detailed analysis of scholarly and practitioner research into youth development worldwide. The term ‘youth development’ is widely used to describe different things. It is used to describe the nature of youth development in its broadest sense as it occurs naturally over time and in different domains such as a young person’s family, their school and their community.\(^\text{16}\) It is also used to help define youth program work and youth service delivery.\(^\text{17}\) This framework focuses on exploring the application of the concept of ‘youth development’ within the context of youth program work. Youth program work is complex. It is characterised by a range of organisations, services, programs and activities employing a diverse range of frameworks and approaches in different situational contexts, structures and times.\(^\text{18}\) Youth programs include sporting, out-of-school academic or skills training programs for young people and youth programs targeted at specific problems and issues. Youth program work also includes a range of programs offering specific and deliberate, structured age appropriate activities, with a focus on non-academic youth development outcomes.\(^\text{19}\)

Some of these youth programs are delivered within schools\(^\text{20}\) and others are provided out of school hours.\(^\text{21}\) Some are strongly linked with the local community, some are targeted, some are universal and some are short term programs aiming to have high intensity impact.\(^\text{22}\) Other youth development programs are designed to expose young people to a wide range of activities and experiences over a long period of time.\(^\text{23}\) While there is an emerging debate exploring how many different activities young people should participate in, how often they should attend and for how long, there is growing evidence that young people engaged in youth development activities tend to do a lot better than young people who are not engaged at all.\(^\text{24}\) Crucially, this document recognises and promotes the idea that youth programs are complex and diverse and no one program can possibly meet the needs and interests of all young people.\(^\text{25}\)

This framework aims to contribute to our programmatic understanding of youth development. It does this by exploring those things that help youth development programs achieve positive developmental outcomes for young people. By documenting how youth development programs may be delivered to help achieve the best outcomes for young people this framework acknowledges that: ‘[t]he impact… participating in a youth program has on a young person is determined in part by the quality of that program’.\(^\text{26}\)

The emergence of the concept of ‘positive youth development’ and the debate exploring what difference it makes to the ways we think about and practice ‘quality youth development’ has enriched the development of this framework. The strength of positive youth development is that it does not view young people as ‘problems’.\(^\text{27}\) It changes the way we view young people from seeing at them as ‘at-risk’ to instead focusing on their ‘manifest potentialities’ or viewing them as ‘at promise’. It goes beyond an emphasis on prevention and avoiding problems to promoting thriving\(^\text{28}\) and stressing ‘what can go right’
in the development of young people rather than ‘what can go wrong’. Most importantly positive youth development challenges us to think about how young people achieve positive developmental outcomes by focusing on the promotion of positive experiences and qualities.

There are a number of internationally recognised approaches which provide a conceptual framework for understanding the process of positive youth development in its broadest sense. The three most influential are:

- Catalano’s\(^\text{30}\) framework of 15 constructs of positive youth development which are defined as bonding, resilience, social competence, emotional competence, cognitive competence, behavioural competence, moral competence, self-determination, spirituality, self-efficacy, clear and positive identity, a belief in the future, recognition for positive behaviours, opportunities for pro-social involvement, pro-social norms
- The Five C’s, which are defined as Competence, Confidence, Connection, Character and Caring and to which a Sixth C, Connection, has been added\(^\text{31}\) and
- The Search Institute’s\(^\text{32}\) 40 developmental assets of which 20 are external assets, listed under support, empowerment, boundaries and expectations, and constructive use of time, the remaining 20 being internal assets, listed under a commitment to learning, positive values, social competencies and positive identity.

Underpinning each of these frameworks is the positive youth development theory that:

- All young people, regardless of their high or low risk profile, have internal strengths, assets or resources and they all have the potential to change the course of their own development in positive ways
- External strengths, assets or resources can exist in a young person’s environment, where they grow and develop, and these strengths, assets or resources can support young people to make positive developmental changes and
- When a young person’s internal strengths, assets or resources are aligned with their external strengths, assets or resources their development can be enhanced positively.\(^\text{33}\)

This represents the most important change in the way we think about young people’s development which is, perhaps, best represented in current research. Youth academics exploring the emerging theory of positive youth development are finding that the number of ‘strengths’, ‘resources’ or ‘assets’ that a young person has is a stronger predictor of whether or not a young person is likely to engage in risky, problem behaviours than the traditional ‘at risk’ demographic factors such as poverty and living in a single parent family.\(^\text{34}\) This research has potential implications for the methods, delivery and focus of youth programs as reflected in the increasing call for programs to adopt positive youth development and strengths-based practices.\(^\text{35}\)

Positive outcomes have been shown to be delivered through a diversity of youth program types, delivery locations and program sizes. Over the past decade various Australian and international studies exploring young peoples’ engagement in youth development programs suggest a strong relationship between their involvement in youth programs, reduced involvement in risky behaviours and activities, and the development of knowledge, skills and competence in a diverse range of life skill areas.
The types of knowledge, skills and competencies young people have been shown to develop as they take part in youth programs are diverse and include:

- motivation and concentration
- positive peer and familial relations
- social competence
- personal development
- academic achievement
- increased civic engagement and sense of community and
- positive non-parental adult relations.

All of these skills and competencies are recognised as important internal and external resources and strengths for positive youth development. In exploring how diverse community based youth development programs have the potential to achieve similar positive developmental outcomes for young people four key high level operational characteristics for these programs and organisations are emerging:

First, organisations which deliver positive youth development programs will use a strengths-based holistic approach rather than a deficit-based approach for their practice. They will do this by focusing on the broader developmental needs of young people within their individual and community context rather than on a single issue, problem or skill.

Second, these youth development organisations and programs will be youth centred and work in partnership with young people. They will do this by recognising a young person’s potential while valuing them for who they are now. They will make sure that young people are given continuous, multiple and varied opportunities to be active leaders and decision makers and they will support programs and activities to actively build on young people’s interests while acknowledging their achievements and contributions. Involvement in the program and its activities will be voluntary and there will be an ongoing focus on making the program activities accessible to a diversity of young people.

Third, positive developmental outcomes are strongly associated with structured rather than unstructured programs. Effective youth development organisations therefore design their programs to be deliberate, intentional learning programs supported by skilled older people. They have a coherent programmatic framework that recognises age and developmental phases, takes into account young people’s interests and their increasing knowledge and challenges them to change and develop as they broaden their skills, competence, experiences and aspirations.

Fourth and finally, effective youth development organisations must provide a program and organisational environment that maximises the opportunities for each young person’s internal strengths, resources or assets to be aligned with their external resources, strengths or assets. To do this they support and equip older people to successfully resource, design and deliver youth development programs, to negotiate, develop and maintain positive relationships, partnerships and social networks with, around and for young people and to support young people to succeed by setting clear boundaries, monitoring behaviour and providing support and encouragement. They build participation and collaboration opportunities between youth programs and communities and through these partnerships they help young people develop their own cultural, historic, economic and political self.
The quality and the context of a program matters because not all programs and not all youth development groups offering the same program are equally effective. Research, practitioner knowledge and youth experiences are increasingly showing that the context of that program and the delivery method of its activities can affect the outcomes. This framework recognises this fact and illustrates the practical application of the broad operational characteristics outlined above in the following six principles:

- Learning and development
- Leadership and decision making
- Inclusive ethos
- Community service
- Partnerships and social networks
- Ethical promotion.

Each of these principles and the indicators supporting them are the outcome of a rigorous process of primary and scholarly research and extensive industry consultation. They have been identified as important components of youth development programs which, if successfully put in place, will help to create the right context for both young and older people and organisations and programs to achieve positive outcomes.
Principle 1  Learning and development

Effective youth development organisations and programs provide learning and development opportunities for both their younger and older members. Emphasis is placed on a structured, lifelong learning approach that builds on existing strengths, capabilities and skills and recognises learning achievements. Leader training and the engagement of young people as participants in their own learning is viewed as essential for achieving quality outcomes. The pleasure of learning is enhanced by experiences and activities that recognise age and developmental phases, are safe, fun, meaningful and relate to real life.

Indicator 1  The provision of learning and development opportunities and the recognition of learning achievements is a high priority.

Activity under this indicator may include:

- A strategic commitment to lifelong learning and the fostering of an organisation wide, strength-based learning environment.
- Promoting formal and informal learning and development opportunities through training and recognition links with other organisations.
- Distributing information on accredited training opportunities, recognition options for prior, existing and future learning achievements and any available incentives.
- Supporting young people to educate staff about the things they hold personal expertise on such as technology, youth culture and issues that impact on them.
- Increasing the accessibility of training and development opportunities by using a mix of training delivery methods such as seminars, webinars, DVD’s, and podcasts.
- Encouraging young people to decide how their learning and development achievements will be celebrated and recognised.
- Nominating paid and volunteer staff and young people for organisational and non-organisational awards such as state, national and international awards.
- Recognising branch achievements in supporting and mentoring program leaders and young people to achieve learning and development outcomes.
- Helping program leaders build their knowledge about the recognition process, how it can help deliver learning outcomes and how to apply it fairly to all young people.
- Exploring accreditation and formal recognition of training, programs and activities.
- Monitoring education research and literature to keep abreast of emerging developments in the education field and using this information to improve both training and learning and development activities.

Activity under this indicator may be found or promoted in:

- annual and operational plans, reports and minutes of meetings
- award manual, policies, recognition information sheets and celebration ceremonies
- education, training and development programs, plans, manuals and policy
- individual development plan, policy and skills assessments
- newsletters and information bulletins, posters and postcards
- recognition of prior learning policy and approach
- scholarship, bursary and small grants program
- training policy and budget
- youth reference group or forum.
Principle 1  Learning and development

Indicator 2  An individual learning and development planning system is in place that focuses on strengths and helps each person achieve their own learning and development goals.

Activity under this indicator may include:

- Adopting an individual learning and development planning system that recognises and builds on existing strengths, skills and knowledge, addresses barriers that may affect future learning and development and leads to opportunities for further learning and development.
- Encouraging a learning culture where the focus is not on succeeding or failing but on learning as you go and where mistakes are viewed as opportunities for further learning and development.
- Building both formal and informal recognition options into the individual learning and development planning system to support the recognition and valuing of staff and volunteer knowledge and skills.
- Adopting a cycle of reflective self-assessment and peer review that all members are supported to take part in and where constructive, mutual and confidential feedback and coaching processes are encouraged.
- Providing training that equips paid and voluntary staff with an understanding and proficiency in individual learning and development planning methods.
- Integrating reflective practice into the learning and development methods.
- Designing and evaluating the individual learning and development planning system to help ensure it is implemented and experienced as a positive and constructive process and changes are made to improve it as and when they are needed.
- Building formal and informal celebration and recognition of learning and development achievements, no matter how small or large, into the individual learning and development planning system.

Activity under this indicator may be found or promoted in:

- annual and business reports
- education, training policies, programs, manuals and documents
- evaluation, continuous improvement material and feedback sheets
- formal recognition and awards functions
- internet and paper based resources and information sheets
- membership forms and induction processes
- organisational website and publicity material
- principles of learning
- recognition of prior learning processes and procedures
- reflection tools and materials
- skill assessments, individual development planning policy, material and approaches
- young people, paid and volunteer staff opinion, stories and reflections.
Principle 1  Learning and development

Indicator 3  The core values, skills and knowledge needed by program leaders are identified and provide the basis for recruitment, development and training.

Activity under this indicator may include:

- Identifying the core values, skills and knowledge needed by program leaders to work successfully with young people using a strengths based approach.
- Designing program leader recruitment material with reference to the values, skills and knowledge identified as essential for new program leaders.
- Using succession planning and individual development plans to identify emerging program leaders and offer targeted training opportunities to help them excel at what they do now and equip them with the skills they need to excel in the future.
- Offering accessible training to help program leaders develop, reflect on, update and maintain the values, skills and knowledge needed for successful youth development practice.
- Reviewing and revising, in partnership with youth practitioners, researchers, young people, families and program leaders, the content of program leader training to help ensure it remains relevant and reflects changes in youth development practice.
- Incorporating the identified program leader competencies into individual learning and development plans to help program leaders recognise and value their existing knowledge and skills, manage their own learning, development and training and monitor their level of expertise in youth development practice.
- Equipping experienced paid and volunteer staff with the ability to identify program leader strengths, where these can be built on and where learning needs can be fostered while at the same time sustaining or increasing program leader confidence.

Activity under this indicator may be found or promoted in:

- evaluation process and feedback sheets
- group retention and growth plans
- individual development plans, policy, strategies and skills assessment processes
- induction training and mentor program
- minutes of meetings and newsletters
- organisational website material and resources
- paid, volunteer staff, trainer, young people and other service provider opinion
- program leader position skills assessment material and policy
- recognition of prior learning policy and approach
- recruitment materials and job and person specifications
- succession planning, policy and strategies
- training program and resources (including face-to-face lecture series, special seminars, online resources and discussion forums, webinars and DVD’s).
Principle 1   Learning and development

Indicator 4   The organisation has a succession planning strategy that is integrated into its training and development structure.

Activity under this indicator may include:

- Implementing a succession planning approach that complies with recognised volunteer good practice for all roles within the organisation.
- Rotating roles and responsibilities to help build a broad knowledge and skill base across multiple roles within the organisation.
- Recognising and valuing the existing achievements and skills of staff and young people when assessing the potential for further development and providing opportunities for individuals to maximise their capacity to contribute.
- Implementing a leader development policy and approach to support the identification, recognition and training of potential younger and older leaders.
- Providing young people with opportunities to experience different roles across the organisation as a key part of the organisation's succession planning strategy.
- Developing training content and materials to equip paid and volunteer staff with the skills and knowledge they need to apply succession planning strategies and identify opportunities for development.
- Supporting young people to develop a succession and development strategy for their young leaders and ensuring this strategy addresses recognition and engagement options into other roles for retiring young leaders.

Activity under this indicator may be found or promoted in:

- business planning reports
- group retention and growth plans
- individual learning and development plans and skills assessments
- information sheets and support materials
- leadership planning materials
- mentor strategy, policy or plans
- organisational annual report, website, newsletters and reports
- organisational renewal strategy
- paid and voluntary staff and young people’s opinion, stories and reflections
- recognition of prior learning policy and approach
- succession plan approach, policy, strategies and reports
- training and development programs and materials (including face-to-face lecture series, special seminars, online resources, webinars and DVD’s)
- young leaders’ development group policy, approach and strategy.
Principle 1  Learning and development

Indicator 5  A safe physical learning and activity environment is provided for participants.

Activity under this indicator may include:

- Developing, implementing and regularly reviewing a risk management strategy, policy and procedural framework including hazard identification, assessment, and management and reporting and procedures for each type or class of activity, situation or event.
- Providing program leaders, young people and their families with information about the organisations approach to safety so they can understand the importance of safety practices and safe behaviour and why it needs to be applied to any individual who enters the program facilities or operation area.
- Displaying posters and information about safe behaviour around activity sites to keep the information fresh in the minds of all participants.
- Training program leaders and young people to be effective role models in safe behaviours and to learn when it is safe to let go of an activity and not feel they have to control every aspect of it.
- Delivering activities on sites that have been subject to a hazard and risk assessment and after induction and/or training in safe practices relevant to the activity have been provided to those individuals who are taking part.
- Making training in first aid and safety procedures available to program leaders and young people and helping them to maintain their first aid certificate and knowledge.
- Providing young people and parents with explicit written information about an activity before it takes place by using informed consent forms, waivers or releases.

Activity under this indicator may be found or promoted in:

- child protection policy
- code of conduct
- individual development plan and skills assessments
- induction program and materials
- informed consent policy
- posters, information sheets and newsletters
- program manual, guidelines, activity outline and timetable
- program leader, young people, family opinion and knowledge
- risk management strategy, processes, practices and reports
- site risk assessment reports, guidelines for use for operational area and site signage
- training program, resources and manuals (including face-to-face lecture series, special seminars, online resources, webinars and DVD’s).
Principle 1  Learning and development

Indicator 6  Innovative, supportive and integrated approaches to learning and development are adopted using a combination of instruction, observation, experience and reflection.

Activity under this indicator may include:

- Developing a core program structure that enables activities to be delivered using the combination of instruction, observation, experience and reflection.
- Bringing together program leaders to learn about and discuss new methods and approaches to learning and using this information to update existing and develop new program materials.
- Providing training and information resources to equip program leaders with the materials and skills they need to understand, recognise and respect the different ways that young people learn and develop.
- Supporting young people to feel confident about the approach to learning and development they are being taught to practice, asking them for feedback and acting on the information they share.
- Providing numerous opportunities for modelling, practising and reflecting on newly learnt skills.
- Keeping abreast of emerging research and methodologies in learning and teaching and using these to inform program practices.
- Working in partnership with young people to develop innovative approaches to learning and development that are suitable for use in the program environment.
- Encouraging young people to practice being effective role models, learning from others and respecting and valuing other people’s skills, knowledge and experience even if it is different to their own.
- Supporting program leaders to practice their own and guide young people’s reflective practice following activities and events to maximise learning outcomes.

Activity under this indicator may be found or promoted in:

- individual learning development plans
- information, activity sheets and modules
- media and publicity material
- program materials, philosophy, guidelines and operations manual
- program activity, structure and work sheets
- program leaders and young people’s opinion, stories and reflections
- reflective practice materials and tools
- training and development policy, program and materials (including face-to-face, on-line resources, webinar and DVD’s).
Principle 1  Learning and development

Indicator 7  Activities are structured sequentially to build and maintain positive learning outcomes and to recognise increasing responsibility for self.

Activity under this indicator may include:

- Offering a variety of structured and unstructured activities at each level of the program designed to sequentially build and maintain learning outcomes.
- Providing training for program leaders equipping them with the skills they need to assess the changing skill levels and capabilities of young people as they progress through the different stages of the program.
- Designing activities to have different components/roles to help program leaders consider what each member of the group does well and engage them in the group’s activities in a way that is inclusive and builds on and stretches their existing skill level.
- Structuring activities sequentially to encourage young people to take increasing responsibility for self and to learn to value the benefits of taking ownership of their own participation.
- Teaching program leaders how to support rather than control young people’s own discovery of their unique self as they negotiate their way through the program activities.
- Monitoring, supporting and encouraging each young person’s progress.

Activity under this indicator may be found or promoted in:

- awards, recognition schemes, policy and events
- education policy
- individual learning development policy and plans
- organisational website and information
- participation monitoring sheets and data
- program materials, handbook, guidelines, structure, modules and activity sheets
- program leaders and young people’s opinion
- publicity material
- training program, manuals, materials and policy (including face-to-face, distance training options, on-line resources, webinars and DVD’s).
Principle 1 Learning and development

Indicator 8 Program leaders can easily access mentoring, support and training.

Activity under this indicator may include:

- Offering coaching and mentoring meetings with a more experienced paid or volunteer staff member.
- Setting up a dedicated support person or hotline.
- Supporting experienced program leaders to act as volunteer mentors or contact people for new program leaders.
- Developing a shadowing or internship scheme for new volunteers who are placed with effective long-term volunteers for a specified period of time before they have sole responsibility for a role or position.
- Using research and literature on good practice in volunteering to help build, update and monitor mentoring, support and training services for program leaders.
- Encouraging program leaders to actively make use of local, regional, national and international formal and informal networking opportunities with other youth development practitioners.
- Providing program leaders with accessible formal and informal training opportunities to equip them with the necessary skills to be successful in their role and to maintain their skills.
- Establishing a dedicated area on the organisational website for program leaders so they can easily access relevant information and resources to support them to excel in their role.

Activity under this indicator may be found or promoted in:

- individual development planning system
- induction program
- information materials, sheets and newsletters
- mentor program, support hotline and strategies
- new volunteer induction kit, support policies, procedures and strategies
- networking information, resources and events
- program leader opinion, stories and reflections
- succession planning strategy
- supervision policy and practices
- support hotline and on-line discussion forum
- training programs (including face-to-face, online resources, webinars, DVD’s, lecture series and special seminars)
- website material.
Principle 1  Learning and development

Indicator 9  Activities are fun, meaningful, relate to everyday life experiences, help to foster a world view and a positive vision for the future.

Activity under this indicator may include:

- Incorporating a mix of fun, meaningful and purposeful elements into the design of activities that will appeal to a diversity of young people.
- Including content in program leader training on youth culture and adolescent and early adulthood development to help program leaders deliver an appropriate and engaging program of activities which relate to everyday life experiences and foster a positive vision for the future.
- Supporting young people to be involved in designing both the fun and the meaningful activities that are included in a program’s calendar of activities.
- Supporting young people to understand and reflect on how the things they learn and do are related to their everyday life and the world they live in.
- Equipping program leaders with the skill to set realistic high expectations that positively challenge young people to extend themselves.
- Providing young people with the opportunity to try activities they may not otherwise have access to including activities outside their program leader’s expertise by, for example, initiating joint activities and partnerships with other program groups.

Activity under this indicator may be found or promoted in:

- individual development plan policy and approach
- membership data
- mentor program
- paid and voluntary staff skills register
- partnership agreements with local community members and other youth development groups
- peer group meetings and discussions
- program activity outlines (aims and anticipated outcomes) and information sheets
- program activity evaluation reports
- program leaders and young people’s opinion
- program material, structure, guidelines and manual
- reflection tools and discussion materials
- training policy, programs and materials (including face-to-face, online resources, webinars, DVD’s, lecture series and special seminars)
- young member recruitment and retention data.
Principle 2  Leadership and decision making

By engaging young people in formal and informal leadership roles and decision making processes effective youth development organisations and programs recognise young people’s expertise and their role as active partners. They support young people’s right to be involved, to be informed, to have their own opinion, to express their views and to be heard. They recognise that by taking up decision making and leadership opportunities young people become confident participants, develop important life skills, make a valuable contribution to the organisation, act as role models for other young people and help support organisations and programs to be responsive to their needs and aspirations.

Indicator 1  Organisational decision making and leadership development processes are shaped in partnership with young people

Activity under this indicator may include:

- Empowering young people to work in partnership with others to design the structures and processes that will be used to engage them in organisational decision making and leadership roles.
- Listening to what young people say about their involvement in decision making, the kinds of things they want to know about, how they would like to be kept informed, acting on this feedback and accepting that established rules, procedures and ways of doing things may need to change.
- Including a commitment in the organisations strategic and policy framework to young people as active leaders and decision makers in the organisation.
- Changing existing structures and processes especially if they are shown to exclude young people or groups of young people with particular life experiences.
- Holding discussions on leadership and decision making to support the context, processes, roles and responsibilities of leadership and decision making to be shaped, owned and understood by everyone – young and old.
- Monitoring research and literature on leadership and decision making and disseminating key trends and ideas to stakeholders.
- Collaborating with young people, including those who have chosen not to participate, to reflect on, document and publicise what has worked, what has not worked so well and using this information to shape leadership and decision making.

Activity under this indicator may be found or promoted in:

- annual, business and strategic plans and reports
- capacity building, organisational review and culture survey results
- decision making processes, structures and reports
- evaluation policy, approaches, processes and reports
- information sheets and newsletters
- mentor program and policy
- organisational website, online and discussion forum
- paid and voluntary staff and young people’s opinion, stories and reflections
- program record, activity logs and books
- young leader recruitment materials, induction training, strategies and policy
- young members reference group, youth forum or council.
Principle 2 Leadership and decision making

Indicator 2 Young people are supported to be active leaders in the organisation

Activity under this indicator may include:

- Adopting an active leadership education program including opportunities for young people to shadow current young and older leaders and to access targeted information about leadership (such as what it is, how it operates within the organisation, how they can be involved and the personal resource costs involved).
- Publicly promoting a broad range of short and longer term internal and external leadership opportunities for young people.
- Acknowledging the achievements of current and emerging young leaders.
- Incorporating content in paid and voluntary staff training to help them successfully work with and support a diverse range of young people in leadership roles.
- Providing opportunities for young people to give confidential feedback on their leadership experiences, the opportunities made available to them, support provided and using this information for continuous improvement purposes.
- Equipping young leaders with knowledge and skills across a broad portfolio as part of the organisations succession planning.
- Developing a youth advisory council/youth forum to provide diverse young people with opportunities to build leadership skills in a peer supported environment.
- Offering young people a range of support strategies to help them confidently deal with peer group or community pressure relating to their involvement in organisational leadership roles.
- Providing young people with a dedicated support person, coaching and mentors to help them fulfil any organisational leadership roles they may take on.
- Rotating young people through different roles such as chair and minutes secretary to build their experience of the multiple roles within an organisation.
- Supporting diverse young people to gain experience in leadership by providing training, resources and opportunities taking into account impact factors such as different abilities, cultural identity, socio-economic status and geographic location.

Activity under this indicator may be found or promoted in:

- annual and business reports
- committee guidelines, structure and policy
- election, appointment and selection material
- evaluation, feedback sheets, entry and exit surveys
- individual development plan and skills assessment processes
- leadership development policy, approach, program and recruitment materials
- mentor policy, approach and ‘buddy’ program
- organisational website, online and discussion forum
- paid and voluntary staff, finance officer, new and aspiring young leader opinion
- publicity newsletters, materials, leaflets and posters
- reimbursement policy, position stipend, training bursary and fund
- young members reference group, youth advisory council and youth forum.
Principle 2  Leadership and decision making

Indicator 3  The participation of young people in organisational decision making is active, purposeful, valued and respected.

Activity under this indicator may include:

- Working in partnership with a range of young people to develop a written organisational statement of commitment to active and meaningful youth participation in decision making.
- Developing an organisational culture where young people’s opinion is respected and valued. They are not embarrassed or dismissed when they do not know things, have trouble expressing themselves, make mistakes or choose not to take part.
- Providing young people with multiple and varied opportunities, including via social media and other online mechanisms, to actively take part in decision making and giving them enough space and information to form their own opinions.
- Providing paid and voluntary staff members with training and information to help them successfully share decision making processes with diverse young people and to support youth led decision making on issues particularly relevant to young people.
- Encouraging all young people to express their opinion, not just those who are confident and/or high achievers and using a mix of different approaches to encourage this participation and constructively deal with conflict.
- Planning ahead to engage young people from a range of backgrounds in decision making by addressing the financial and people resources that may be needed and allocating sufficient time to enable them to take part.
- Involving young people in a wide range of decision making processes and publicly talking about how and why their ideas and opinions are valued. This may include showcasing and celebrating examples of how young people’s ideas, opinions and innovations have influenced the direction of organisational decision-making.
- Keeping young people informed about the decision making processes they have taken part in, including information about ideas that have or have not been adopted and why and providing constructive opportunities for young people to question and appeal decisions.

Activity under this indicator may be found or promoted in:

- access and equity strategy, discussion reports and papers
- annual report and business plans, policies, processes and structures
- evaluation policy, approaches and reports
- internal and external publicity material and youth newsletters
- mentor program
- minutes of meetings and outcome reports
- social media and website information
- paid and voluntary staff and young people’s opinion, stories and reflections
- program induction, information and manual
- training programs, content, manuals and materials (on-line, face-to-face, webinars, DVD’s, discussion and training forums)
- young members reference group or youth forum.
**Principle 2  Leadership and decision making**

**Indicator 4  Young people are encouraged and supported to take on leadership roles in program and activity planning, delivery and evaluation.**

Activity under this indicator may include:

- Creating informal and formal leadership opportunities at the program and activity level to enable diverse young people try out and develop leadership skills.
- Developing training and information resources for program leaders to help them keep an open mind about each young person’s leadership potential and to cultivate a supportive program environment where young people feel able to try out leadership roles in program and activity planning, delivery and evaluation.
- Providing young people with support strategies to help them deal with peer group or other group pressure about their involvement in program leadership activities.
- Using age appropriate learning and development methods to teach young people about and provide them with opportunities to practice the skills that effective leaders need to develop such as constructive communication skills (listening, reflecting, putting their point of view forward, negotiating multiple points of view and conflict resolution and mediation skills).
- Supporting a range of youth, adult and intergenerational led activities.
- Using succession planning to provide real opportunities for young people to move into leadership roles in program and activity planning, delivery and evaluation.
- Designing activities to provide opportunities for young people to rotate through, try out and experience different leadership roles and responsibilities.
- Encouraging young people to model leadership behaviours for other young people such as older age groups leading activities for younger age groups.
- Celebrating and acknowledging the achievements and goals of young people as they take on leadership roles in program and activity planning, delivery and evaluation.

Activity under this indicator may be found or promoted in:

- annual report
- examples of special activities
- formal young leader, career structure and sequential advancement policy
- induction training
- mentor or ‘buddy’ program
- paid and voluntary staff support program
- peer group pressure education materials and strategies
- program guidelines, handbook, policies, structure, data and activity sheets
- program leader role descriptions
- skills assessments and individual development plans
- social media and on-line forums
- training program, manuals, plans and information sheets
- young people and program leader’s opinion.
Principle 2  
Leadership and decision making

Indicator 5  
Program and activity decision making actively involves young people.

Activity under this indicator may include:

- Encouraging young people to provide regular feedback on what they think about program activities and using this information to help ensure activities continue to meet their needs and appeal to them.
- Developing training and information resources for program leaders so they can confidently model constructive decision making skills for young people.
- Providing accessible information to young people so they understand how, why and when activities are shaped the way they are and scheduled for particular times and places and how, why and when they can influence the activities they take part in.
- Supporting the development of increasingly sophisticated, age-appropriate strategies for conflict resolution and decision making.
- Making opportunities for young people to plan and run special events and joint activities within their own organisation and across other youth and community organisations.
- Listening to, respecting and acting on young people’s opinions and ideas and if they cannot be acted on being open to questions and appeals through an active and collaborative learning decision making process.
- Providing training and program materials for program leaders so they can confidently hand over responsibility to young people for discussing, developing and adopting their own code of conduct, group norms, rules and/or guidelines for behaviour.
- Equipping program leaders with the skills to support them to encourage young people, regardless of their background, knowledge or skill level, to actively participate in decision making processes.

Activity under this indicator may be found or promoted in:

- evaluation processes, feedback mechanisms and focus groups
- young leader career structure and sequential advancement policy
- group contract and code of conduct
- individual learning and development plans
- program guidelines, operations manual, handbook and policies
- program activity sheet, planning materials and timetable
- program leaders and young people’s opinion, stories and reflections
- risk management strategy and practices
- social media and website information
- training program and resources (including face-to-face lecture series, special seminars, online resources, webinars and DVD’s)
- youth forum and youth reference group.
**Principle 3  An inclusive ethos**

Youth development practice is best served by the involvement of people who have different backgrounds, opinions, experience, skills, interests, needs and capacity. Effective organisations value difference in their membership and their community. By being inclusive, organisations and programs are more responsive, effective and support the advantages of youth development programs being accessible to all young Australians.

**Indicator 1  A commitment to achieving an inclusive ethos is embedded in the organisation’s business approach and reflected in its strategic and policy framework.**

Activity under this indicator may include:

- Ensuring the strategic framework reflects a commitment to an inclusive ethos.
- Adopting equity policies and strategies that address difference such as gender, socio-economic status, ability, sexuality, religion, spirituality and cultural background.
- Systematically seeking out and involving a whole range of groups who are under-represented in the organisation and its programs.
- Providing opportunities for paid and volunteer staff and young people to access training and development on equity issues, such as cross cultural communication, challenging stereotyping and discrimination and valuing diversity.
- Adopting organisational processes that model teamwork and respect for the contribution of all stakeholders irrespective of their gender, age, race or other status.
- Creatively using internal publicity material to develop and maintain an organisation wide understanding about the strategies adopted to achieve an inclusive ethos.
- Collecting data to monitor the diversity of staff and young members and using this information to evaluate and inform relevant recruitment and retention strategies.
- Examining barriers that may unintentionally exclude individuals and groups eligible to participate in the organisation and developing strategies to address them. This may include program location accessibility, options for specialist paid staff positions, suitability and affordability of program activities and asking young people and their family about the things that may stop them from being involved.

Activity under this indicator may be found or promoted in:

- code of ethics or value statement
- diversity and equity policies and strategies
- equity themed publicity material, newsletters, information and posters
- recruitment policies, growth plans and strategies
- diversity in workforce and membership recruitment and retention data
- organisational and annual reports
- paid and voluntary staff, program leaders, young people’s and families opinion
- program induction and information sessions
- organisational budget, resource plan and structure
- targeted staff positions and areas of responsibility
- training plan, program, development manuals and handbooks.
Principle 3  An inclusive ethos

Indicator 2  New ideas and different ways of thinking about and doing things are encouraged and valued.

Activity under this indicator may include:

- Developing mechanisms and approaches that actively welcome and reward initiative and innovation. This may include an annual innovation award, decision making processes that encourage new ways to think about and do things, assessment tools to help develop, plan and assess the implementation and sustainability of ideas.
- Inviting a diversity of speakers external to the organisation to introduce and discuss new ideas and different ways of thinking about and doing things.
- Using recruitment strategies that encourage the appointment of paid and voluntary staff who are able to respect the old but are also open to innovation, new ideas and different ways of thinking about and doing things.
- Encouraging an explicit culture of openness so that both young and older members do not hesitate to ask questions and put forward ideas and the diverse knowledge base represented by the organisations members is well utilised.
- Adopting a decision making approach to help facilitate the discussion, evaluation and proper documentation of all old and new ideas that are put forward.
- Exploring the opportunities that new technologies and social media present for changing and enhancing the way the organisation works and delivers its programs, activities and services.
- Providing training for young people, volunteer and paid staff to equip them with skills and knowledge to constructively negotiate conflicting opinions and needs.
- Openly engaging with networks, partnerships and stakeholders to discover and explore new ideas and ways of doing things.

Activity under this indicator may be found or promoted in:

- annual report and strategic plan
- community consultation, focus group feedback, surveys and reports
- evaluation and business planning processes
- information technology and social media specialist committee
- internal initiative and innovation recognition awards and competitions
- minutes of meetings and discussion papers
- newsletters, information sheets, notices and notice boards
- new idea development, processes and assessment tools
- organisational culture survey and reports
- paid and voluntary staff and young people's opinion, stories and reflections
- training program and resources (including face-to-face lecture series, special seminars, online resources, discussion, consultation, webinars and DVD's)
- young member committee and advisory group
- website information.
Principle 3       An inclusive ethos

Indicator 3   Advice from a range of people, groups and organisations is actively sought, valued and used to inform organisational decision making.

Activity under this indicator may include:

- Promoting the ways young people, families, local community members, groups and organisations, inside and outside the organisation, can be involved in organisational decision making processes.
- Connecting with local community networks and existing formal and informal partnerships to promote opportunities to participate in organisational decision making to a broader range of people, groups and organisations.
- Adopting team based structures to facilitate organisation wide participation in the development or review of significant new policy, procedures, approaches or changes such as strategic and business plans.
- Using a variety of formal and informal mechanisms to actively facilitate and value the inclusion of different stakeholder interests, opinions and ideas in organisational decision making.
- Providing training and information resources on engaging successfully with diverse people and organisations such as understanding the need to comply with any communication protocols that are in place.
- Celebrating and rewarding the contribution that young people, volunteer and paid staff, families, local community members, groups and organisations, inside and outside the organisation make to organisational decision making.

Activity under this indicator may be found or promoted in:

- annual certificates and service awards
- committee and community network membership
- community fairs, camping, day activities, barbecues and picnics
- community, volunteer, paid staff and young people’s opinion, stories and reflections
- consultation strategy, communication policy, decision making mechanisms and guidelines
- evaluation handbook, framework and reports
- examples or case studies of decision making
- information sheets
- minutes of meetings
- training program and resources
- organisation/team awards and recognition events
- publicity material, communications, website, local newspaper and newsletters
- volunteer coordinator.
**Principle 3  An inclusive ethos**

**Indicator 4  Rigorous and fair volunteer and paid staff recruitment and retention processes are used encouraging a range of people to become involved and stay involved in the organisation.**

Activity under this indicator may include:

- Adopting human resource policies and practices that apply equally to all staff such as developing job descriptions for both paid and volunteer staff positions.
- Ensuring training opportunities are shared by paid and voluntary staff.
- Regularly reviewing and improving the ways volunteers are recruited and engaged.
- Supporting young people to take part in selection panels and to act as referees.
- Adopting a transparent and accountable recruitment process where former program participants are subjected to the same screening processes as recruits from outside the organisation.
- Conducting regular organisation-wide skills assessments, maintaining a skills register and using this information to inform recruitment and retention strategies.
- Monitoring the reasons paid and voluntary staff decide to leave or stay and using this information to inform its employment, staff retention strategies and conditions.
- Providing formal and informal training for young people, paid and voluntary staff involved in recruitment to help them deliver a rigorous and fair selection process.
- Ensuring recruitment processes comply with volunteer best practice and legal and legislative responsibilities such as sex, racial and disability discrimination, conditions of employment and child safety. This includes providing statements on these matters in advertised positions and descriptions.
- Adopting annual award/s to recognise paid and volunteer staff contributions to the organisation and its programs and to identify excellence in service.
- Including in volunteer job descriptions a statement about the anticipated resource costs associated with undertaking a role, including whether the organisation has any financial reimbursement policy or procedures in place.

Activity under this indicator may be found or promoted in:

- best practice guidelines and examples of practice
- evaluation and continuous improvement material
- exit surveys and suggestion boxes
- individual development plans and skills assessment or register
- information sheets and support materials
- operational plan and website
- organisation practice and climate surveys
- paid and voluntary staff and volunteer coordinator opinion
- paid and voluntary staff development equity plan and statistics on external and internal appointments
- recruitment, selection and retention policy, procedures and materials
- training and development policy and program (on-line resources, webinars, DVDs).
Principle 3  An inclusive ethos

Indicator 5  The program provides a positive, supportive and safe social and psychological environment.

Activity under this indicator may include:

- Writing a program values statement which reflects an inclusive ethos.
- Putting an induction ‘buddy’ system in place to help new members feel welcome, develop relationships with other members and support their inclusion in activities.
- Equipping leaders with knowledge about their obligations to provide a safe activity environment and skills to promote safe group interactions, set clear boundaries, consistently apply rules, identify harmful interactions and intervene when needed.
- Negotiating with young people, families and program leaders to set, promote and model positive, consistent and age-appropriate expectations for behaviour.
- Promoting acceptance and the celebration of diversity inclusive practices, such as the use of culturally appropriate and non-discriminatory language, fostering cultural awareness and pride and respecting different spiritual understandings.
- Letting young people know about their responsibilities as program members when using social media such as understanding when it is ok to make information publicly available and how to be a positive and constructive communicator.
- Providing program leaders with information about referral pathways so they are able to make appropriate referrals should issues arise that should be dealt with elsewhere.
- Delivering activities in ways that support new members to not feel embarrassed when they do not know things, existing members to feel safe to make mistakes and everyone to understand participation is voluntary.
- Displaying posters and designing activities to help young people understand their right to be safe, how they can contribute to a safe social and psychological environment and what to do if they feel unsafe.
- Adopting user friendly processes for dealing with inappropriate behaviour which include a clear statement of consequences and only uses exclusion as a mechanism of last resort.
- Providing young people with skills, knowledge and information resources to help them understand the effect peer group pressure can have on them and providing them with a range of strategies to help them deal with peer pressure.
- Adopting a communication strategy to help inform parents about safety issues and to offer support, training or information as needed.

Activity under this indicator may be found or promoted in:

- peer pressure, conflict resolution, grievance procedures and information pamphlets
- group norms, codes of conduct, behaviour guides and expulsion policy
- individual learning development plans and skills assessments
- membership recruitment information, induction kits and handbooks
- mentoring, buddy system, policy and practice
- training program material, manual, handbook and timetable (online and paper)
- paid, voluntary staff and young people opinion and feedback
- program guidelines, operations manual, handbook, activities and activity sheets.
Principle 3  An inclusive ethos

Indicator 6 Programs are developed, implemented and evaluated using a variety of methods and involving a range of stakeholders.

Activity under this indicator may include:

- Providing training and information resources for program leaders about different ways they can involve others in program development, delivery and evaluation.
- Designing, delivering and evaluating programs in partnership with others to ensure activities are strength based, relevant and appealing to a range of young people, open to innovation and change, fit the local environment/setting and address local community needs and interests.
- Opening up opportunities for staff who do not have a specific youth development function in the organisation to become involved in program activities.
- Asking young people who are not currently engaged in the program to identify the issues that matter to them and creating program participation opportunities around these issues.
- Using different research methods to collect a variety of qualitative and quantitative information from diverse stakeholders about the program and activities.
- Formalising collaborative research methods that support diverse stakeholder involvement in the collection of reliable information and the use of this information in program development, implementation, monitoring and review.
- Examining action research and evaluation literature to learn about types of research methods and approaches which can be easily adapted to the program environment and developed into tools both paid and volunteer staff and young people can use.
- Monitoring the recruitment and retention of young members and program leaders as part of a commitment to evaluating and improving program outcomes.
- Providing opportunities for young people to contribute to program development, implementation and evaluation which cater to the different interests and skills of young people and are promoted in the places and spaces where young people are.

Activity under this indicator may be found or promoted in:

- capacity building, evaluation and research reports
- consultation, discussion processes and information
- evaluation policy, handbook, material, activity sheets, tools and methods
- face-to-face and distance training programs
- individual education and development plans and skills assessments
- induction training, education program, policy, material and guides
- internal publicity material and information sheets
- program statistics, membership database, participation rates and exit surveys
- paid and voluntary staff and young people’s opinion, stories and reflections
- program structure, content, handbook, guidelines and activities.
Principle 3   An inclusive ethos

Indicator 7   There is flexibility in program design and implementation to accommodate the varying and evolving requirements of a range of young people, families and communities.

Activity under this indicator may include:

- Empowering program leaders to make appropriate changes in response to cultural, gender, ability, childcare, religious or socioeconomic issues and needs.
- Enabling program leaders to work with local communities to design a program of activities around the core program features that will appeal to and provide opportunities for diverse young people to take part.
- Encouraging young people to help deliver inclusive program activities by expressing their participation needs, influencing what parts of their program look like and participating in implementation.
- Supporting program leaders to develop approaches and techniques for facilitating activities so they can respond flexibly and positively to issues that may arise.
- Providing easily accessible information to support program leaders, young people and parents understand where program activity design is flexible and where it is not.
- Allocating sufficient resources and time for paid and volunteer staff to respond to requests or to draw out new ideas.

Activity under this indicator may be found or promoted in:

- communication materials and strategy
- induction, training manuals, handbooks, policies, strategies and handbooks
- information sheets and newsletters
- mentor and buddy programs for young people
- opinion, feedback sheets and processes
- paid and volunteer staff budget and resource allocation
- policies and strategies to support program leaders
- program evaluation and reports
- participation data
- program structure, materials and handbooks
- range of activity and program designs
- risk management strategy and practices
- paid, volunteer staff, young people's and parents opinion, stories and reflections.
Principle 3  An inclusive ethos

Indicator 8  The program offers opportunities for young people to experience and learn to value difference.

Activity under this indicator may include:

- Creating opportunities for young people to interact with, learn about and discuss difference in their local, wider and international community such as different cultural and socio-economic backgrounds, family structures, languages, abilities, age, spirituality and sexualities.
- Offering training and information resources for program leaders so they can develop the skills to confidently work with young people around difference.
- Designing activities where young people have opportunities to explore and understand themselves (for example their own culture, values, spirituality) and through this learning process develop an understanding and respect for their own and other people’s differences.
- Using intergenerational activities to help explore, value and respect difference in age and across generations.
- Recruiting program leaders and young people from different social and cultural backgrounds as reflected in the local community to take part in the program.
- Providing young people with opportunities to learn about and experience different ways of thinking about and doing things such as making decisions as individuals, as part of a group or team, as part of a community or from different perspectives (for example different political, cultural or religious backgrounds).

Activity under this indicator may be found or promoted in:

- individual development plans and skills assessments
- information resources on decision making
- internet communications, website, social media and online youth forum
- newsletters, information sheets and posters
- organisational statistics and socio-demographic characteristics of young members
- individual development plans and skills assessment
- program leader, young people, community opinion and feedback
- program materials, outline and handbook
- program, activity structure and content
- training program, policy and manuals (face-to-face, webinars, discussion forums).
Principle 4   Community Service

Supporting young people to be active in their community helps them to develop a sense of real community belonging and connectedness. Effective organisations and programs provide many and varied service learning opportunities, building the optimism of young people and broadening their outlook beyond their immediate environment. They acknowledge, reward and celebrate the efforts that young people make and the reciprocal nature of the benefits to young people and the people and community surrounding them.

Indicator 1   Service learning is valued and promoted by the organisation.

Activity under this indicator may include:

- Including a commitment to service learning in the strategic framework and governing the practice of service learning through accessible policies and practices.
- Developing content in the training program to help paid and volunteer staff understand the concept of service learning, value it and help young people to also value it.
- Nominating program leaders and young people for internal and external awards at local, state, national and international levels to celebrate, recognise and reward excellence in service learning activities.
- Building links with other community based organisations to promote service learning and to increase the diversity of available community service opportunities.
- Profiling service activity stories and those who took part in them in official organisational publications.
- Formally recognising service achievements and the learning and development opportunities service learning offers to its paid and volunteer staff and young members.
- Promoting the meaning and significance of organisational specific youth awards for service activity to the corporate sector and community.
- Recognising branches that have excelled in service learning activities.

Activity under this indicator may be found or promoted in:

- annual report, vision and mission statement
- formal and informal recognition, awards, appreciation policy, badges and certificates of learning
- media, publicity profile, material, posters, newsletters, social media
- mentor program
- program guidelines, handbook and activity materials
- program leader, young people, community opinion and knowledge
- recognition of prior learning policy
- service learning activity policy, strategy, procedures, manual and training modules
- strategic, business, operational plan, organisational values and community statement
- targeted communications strategy
- training policy, approach and program.
Principle 4  Community Service

Indicator 2  Service learning activities conform to recognised volunteer good practice.

Activity under this indicator may include:

- Developing and regularly reviewing service learning activity policies, procedures and guidelines to govern and ensure all service activities conform to recognised volunteer standards of good practice.
- Including content in the training curriculum that helps volunteer and paid staff to understand service policies, procedures and guidelines.
- Monitoring and evaluating service activities to help ensure they represent good practice in volunteering and there is a feedback loop between the practice of service learning and good practice standards.
- Developing information resources for program leaders and young people that are suitable for different ages and developmental levels and will help them to learn about, understand and implement good practices when they undertake service learning activities.
- Monitoring volunteer good practice and community service research and literature and using this information to develop and improve service learning activities and staff training modules on service learning.
- Ensuring service partnership agreements comply with and are developed in reference to good practice standards.

Activity under this indicator may be found or promoted in:

- activity sheets
- evaluation framework, policy and reports
- evaluation handbook, material, activity sheets and tools
- good practice standards check list and tools
- information handouts and sheets
- program handbook, manual, material and guidelines
- risk management approach and reports
- service learning policy, procedures, handbook, guidelines, workbooks and materials
- training programs and resources
- volunteer and paid staff, young people and community opinion and reflections.
Principle 4 Community Service

Indicator 3 The program provides young people with safe opportunities to learn from, engage with, influence and contribute to their community through group and individual service learning activities.

Activity under this indicator may include:

- Making the provision of opportunities for young people to safely engage with, benefit from, influence and contribute to their community a core program outcome.
- Including a clear description about what is expected, the time frames, roles and the approach to risk management and child safety in all service activity plans.
- Providing young people with a copy of final service activity plans written in a way they can understand and which detail the voluntary nature of the service activity and what they need to do if they do not want to take part or want to stop taking part.
- Developing specific training and support mechanisms for young people that equip them with the necessary skills to achieve positive outcomes in their service activity, for example when activities involve contact with the general public.
- Incorporating the act of reflection into service learning activities. This may include reflecting on the social and civic context of the service activity, responsibilities as members of the community and thinking creatively about how individuals can make a difference through what they choose to do.
- Encouraging service learning activities for different age levels to allow participants to benefit from participating in service activities over a sustained period of time.
- Including content in program leader training to equip them with the skills needed to manage risks, ensure service activities are safe, appropriate to age and developmental abilities and subject to reflection and evaluation.

Activity under this indicator may be found or promoted in:

- business, forward plan or annual reports
- community service training module
- information sheets
- log book or records of service
- mentoring support/discussion forum
- negotiation and conflict resolution skills training
- induction training program, resources, manual, policies and calendar (face-to-face and distance training programs)
- program policy outline, anticipated outcomes, structure, handouts and guidelines
- reflection tools, resources and practice
- risk management plans
- service activity material, awards and certificates policy
- program leaders, young people’s, community opinion and stories.
**Principle 4  Community Service**

**Indicator 4  Service learning activities and the intended outcomes for young people and the community are meaningful, negotiated and communicated to all stakeholders.**

Activity under this indicator may include:

- Developing service activity guidelines to help program leaders develop meaningful service activity plans and document a range of planning information necessary to support a successful service activity. These may include the type of activity to be undertaken, its social and community importance, the anticipated learning and development opportunities, its intended outcomes and benefits, who needs to be involved, what the planning steps are and what resources are needed.
- Working collaboratively with a variety of partners, including schools, businesses and community networks, groups and organisations, to research, identify and develop a variety of service learning opportunities that will lead to meaningful, real outcomes.
- Developing a set of core high level intended outcomes that all service activities must aim to achieve (such as community benefit and skill and knowledge development).
- Actively involving young people in the development of service learning activity plans.
- Encouraging youth led service activities by supporting them to research youth and community development needs, to develop recommendations for organisational, program or individual service activities and to actively manage the implementation of these activities.
- Providing training and support for program leaders so they can confidently facilitate the negotiation, development and promotion of service learning activities that will address youth and community needs.

Activity under this indicator may be found or promoted in:

- annual report
- community network meeting minutes, consultation and assessment process
- dedicated staff contact for service learning support and information
- evaluation processes, survey and feedback mechanisms
- letters, memoranda of understanding and service agreements
- log books and records of service
- media publicity, promotion materials, newsletters, website and social media
- program handouts, guidelines, activity sheets and modules
- program leader, community members, family and young people’s opinion
- service activity handbook, procedures, guidelines, checklist or planning process
- training programs (on-line resources, discussion forums, webinars and DVD’s)
- youth committee and reference group minutes.
Principle 4  Community Service

Indicator 5  Service learning activities are evaluated and actual outcomes are acknowledged, valued and celebrated.

Activity under this indicator may include:

- Equipping program leaders with skills, knowledge and tools to enable them to evaluate and think about the quality and effectiveness of the service activities their program group take part in.
- Documenting what has worked, what hasn't worked so well and why and sharing this information.
- Teaching young people how to recognise, value and describe the skills and knowledge they gain through service activities in terms that are used in other environments, such as employment, and which may help them to attain formal recognition of their achievements.
- Working with young people to decide how to reward and celebrate their learning outcomes and service activity achievements, no matter how small or large they might be.
- Developing an organisation and program culture where young people are thanked for their service efforts and given feedback that their service activities are valued by those who are being served.
- Actively involving young people in evaluating their own service activity and articulating the value and benefit/s of the service activity.
- Promoting stories about young people’s service learning activities and achievements to the community.
- Providing opportunities for young people to thank and acknowledge the contribution made by their service learning activity community partner/s.

Activity under this indicator may be found or promoted in:

- annual report
- consultative and decision making mechanisms
- formal and informal recognition awards, functions, policy, certificates and badges
- individual development plans
- information sheets, newsletters and program group reports
- parent, extended family and community event profiles
- program leader and young people’s opinion, stories and reflections
- program service guidelines, material, content and modules
- promotion strategy, tools and materials
- reflection tools and activity sheets
- service activity policy and worksheets
- training programs and materials (face-to-face, distance training, on-line resources, webinars)
- website information and resources
- written communication and letters of thanks.
Principle 5 Partnerships and social networks

Successful partnerships with and social connections to schools, businesses, government, community groups and organisations, families and individuals are at the centre of effective youth development organisations and programs. Formal, semi-formal and informal partnerships and social connections help to build community capacity, widen available resources, provide access to and strengthen social networks and expand the diversity of available opportunities.

Indicator 1 Partnership opportunities are explored and a mix of informal, semi-formal and formal partnerships are successfully initiated and developed.

Activity under this indicator may include:
- Recognising the contribution diverse partnerships make to successful youth organisations and programs in the organisations strategic and policy framework.
- Adopting a project management and policy framework to support the initiation and development of partnerships.
- Pursuing opportunities for partnerships with other networks, organisations and community groups to strengthen and expand the range of resources and diversity of opportunities available to all stakeholders.
- Allocating sufficient lead time for pre-implementation planning, working within existing community and organisation protocols, discussing and agreeing on the purpose, structures and anticipated outcomes of the initiative.
- Producing guides on key steps involved in developing informal, semi-formal and formal partnerships such as assessing the sustainability of the partnership, evaluating outcomes, negotiating and agreeing on roles and responsibilities, resources, review or change mechanisms, conflict resolution protocols and legal responsibilities.
- Providing training and information resources for paid and volunteer staff to equip them with skills and knowledge to explore, initiate and develop informal, semi-formal, formal, short term and longer term partnership opportunities.
- Adopting protocols to support good working relationships such as collaborative decision making and communicating to keep all stakeholders informed.
- Providing young people with opportunities to gain experience in partnerships.
- Celebrating the commencement of partnerships such as the signing of agreements (formal or semi-formal partnerships) or inaugural meetings (informal partnerships).

Activity under this indicator may be found or promoted in:
- annual report, business plan and strategic framework
- good practice, evaluation processes and results
- information resources, on-line material, bulletins, newsletters and special reports
- letters, email correspondence and invitations
- network meeting minutes, schedule, planning records and discussion forum
- paid and volunteer staff opinion and examples of practice
- partnership development guidelines, informal, semi-formal and formal agreements
- project management plan, timeframe, resource and workload assessment tools
- promotion and communication plan, strategy and examples
- training program, material, structure and manual (face-to-face and distance options).
Principle 5  Partnerships and social networks

Indicator 2  Processes have been established to support partnership implementation, growth, management and continuous improvement.

Activity under this indicator may include:

- Documenting informal partnership agreements using methods of written communication such as emails, minutes of meetings, letters and brief written plans to ensure key persons understand and agree on what has been decided.
- Ensuring formal and semi-formal partnership agreements clearly define the agreed arrangements, are officially signed and in place before the partnership commences.
- Monitoring communication protocols so they work well, are understood and are used to keep key persons informed.
- Evaluating and reflecting on agreed roles, responsibilities, expectations and agreed terms and conditions of informal, semi-formal and formal partnerships and allowing for changes, such as bringing new partners on board or pursuing new opportunities.
- Conducting joint training, rotating roles and responsibilities amongst partnership members and adopting a shadowing and mentoring scheme.
- Establishing an evaluation approach to help project partners monitor how well their partnership and project are going, how well they are achieving agreed purposes and outcomes and to disseminate findings to key internal and external stakeholders.
- Acknowledging and being open to the changes that partnerships bring.
- Using succession planning to support more than one person understand the project or activity and enable a handover of responsibility if needed.
- Using conflict resolution processes to help partners identify and constructively manage any conflict or barriers to informal, semi-formal and formal partnerships that may emerge.
- Recognising and celebrating key milestones and achievements.
- Documenting partnership stories about what worked, what didn’t and what was innovative and publicising these stories to maximise learning opportunities.
- Respecting and acknowledging the unique contribution each partner and person participating in the partnership makes.

Activity under this indicator may be found or promoted in:

- annual report and business plans
- awards, recognition ceremonies, permanent, temporary plaques and notice boards
- continuous improvement, evaluation or review policy, procedures and tools
- information resources, briefings, newsletters and bulletins
- media, publicity material, newspaper reports, initiative launches and functions
- network meeting minutes, letters, email correspondence and special occasion cards
- opinions, stories and reflections of participants
- partnership development and management policy, procedures, handbook or manual
- partnership agreement, letter of agreement or memoranda of understanding
- project outlines and management documents
- succession planning.
Principle 5 Partnerships and social networks

Indicator 3 Partnerships are concluded in a positive and constructive manner.

Activity under this indicator may include:

- Adopting regular communication, review and assessment processes to help make sure decisions to exit or to not extend a partnership are not a complete surprise and can be managed constructively.
- Including a module and/or information on concluding partnerships successfully in training and information manuals and resources.
- Developing an organisational culture that accepts partners enter collaborative initiatives voluntarily and, within the boundaries of any agreement governing the partnership, should be able to withdraw gracefully and constructively.
- Stating in the partnership agreement the processes for terminating and exiting the agreement.
- Actively managing the concluding phase of the project including publicising and disseminating actual outcomes, findings and/or lessons learnt.
- Celebrating partnership successes, achievements and lessons learnt and the individuals who played key roles to help finalise initiatives.
- Recognising that some partners or stakeholders (for example, young people and volunteer staff) may experience a sense of loss at the conclusion of a partnership and providing opportunities for discussion, reflection and celebration.

Activity under this indicator may be found or promoted in:

- annual report
- awards and recognition ceremonies
- communication strategy and materials
- letters, email correspondence and invitations
- media, publicity material, website and newsletters
- minutes of meetings, letters and emails
- partnership development, management guidelines, policies and procedures
- partnership agreements, memoranda of understanding and service agreements
- project management framework
- review and evaluation approach.
Principle 5 Partnerships and social networks

Indicator 4 Program leaders actively engage with community networks and build partnerships.

Activity under this indicator may include:

- Developing training opportunities and resources for program leaders on building successful networks and partnerships over a sustained period of time. This may include checklists of tasks, the kinds of challenges, roles and responsibilities, involved, information about local services, protocols and evaluation and resource assessment tools.
- Documenting and publishing case studies demonstrating to program leaders what has worked, what hasn't worked so well, the challenges and the benefits that can be gained from being engaged in community networks and partnerships.
- Providing opportunities for new or emerging program leaders, as part of succession planning and/or an individual development plan, to observe and learn about local networks and partnerships by making agency visits or shadowing more experienced program leaders.
- Rotating community network responsibilities and roles so that program leaders are exposed to different people, experiences, knowledge and networks.
- Empowering program leaders to explore opportunities for joint activities with other youth programs, local schools, community networks and community groups.
- Recognising and celebrating program leader and partner efforts and contributions to building and sustaining network and partnership links. For example, awarding an annual organisational certificate of appreciation to recognise and celebrate excellence in partnership initiatives or publishing a story on-line.
- Adopting mechanisms such as communication protocols and scheduled meetings to support partners in program and activity delivery effectively share knowledge and skills while working together and with young people to design, monitor, evaluate and determine future directions of partnerships.

Activity under this indicator may be found or promoted in:

- correspondence and minutes of meetings
- evaluation materials, tools and checklists
- individual development plans, skill assessments, recognition and awards ceremonies
- information sheets, newsletters and resources
- media, publicity material, website resources and case studies of joint activities
- mentor program
- networking and partnership development policy, protocols, guidelines and resources
- project planning documents
- program guidelines, handbook, support materials and activity reports
- program leader and community member opinion
- succession planning
- training program, material, handbook and manual.
**Principle 5  Partnerships and social networks**

**Indicator 5  Program activities provide opportunities for young people to strengthen family relationships and expand their social network to form safe, supportive relationships beyond their immediate family and social network.**

Activity under this indicator may include:

- Using program activities to promote and foster new social networks, connections and friendships between young people.
- Adopting a code of conduct and promoting the development of mutual respect and reciprocity between program leaders, young and older members.
- Making use of community-wide learning opportunities, interactions, activities and events to help develop closer connections between young people and the community.
- Equipping program leaders with the skills to facilitate the formation of safe, caring and responsive relationships between young people and between young people and older people.
- Using monitoring, evaluation and coaching processes to help program leaders model appropriate social skills and behaviour from which young people can learn important skills in relating to others.
- Running intergenerational activities and including a diversity of older people to give young people the opportunity to interact with and learn from older role models.
- Structuring program activities to encourage a diversity of parents, elders, carers and other family members to be involved.

Activity under this indicator may be found or promoted in:

- activity log, outlines and timetable
- code of conduct
- community engagement strategy
- evaluation approaches, materials and policy
- individual learning plan
- information sheets and newsletters
- intergroup activities and camps
- mentor program
- organisation and program climate surveys
- induction, training program, manual and assessment (on-line resources, webinars and DVD’s)
- program leader, family and young people’s opinion and stories
- program materials, philosophy, activities, handbook and guidelines
- publicity, promotion material, posters and audio visual material
- skills assessments and individual development plan.
Principle 6  Ethical promotion

Effective youth organisations and programs employ ethical promotional strategies. They use non-patronising and positive images of young people and work to ensure promotional material is an honest and accurate reflection of the program. They consider the interests of young people in any decisions they make and by practicing ethical promotion they provide young people with positive role models, stories and images. In this way, they affirm young people as valued community members and support young people and their parents/guardians to make informed decisions about their participation.

Indicator 1  An ethical framework guides promotional decision making.

Activity under this indicator may include:
- Collaboratively developing a strategy for the promotion of programs which is underpinned by an ethical framework and is supported by key stakeholders.
- Providing young people and their parent/guardians with a clear understanding about the program, its aims and principles through well designed publicity material.
- Producing publicity materials which accurately reflect the program and its activities.
- Using research based evidence to support claims made about program outcomes.
- Making sure image/s and information used for promotional purposes has been appropriately gained and full consent for use of the image/s and information has been obtained from the relevant stakeholder/s.
- Informing parents and young people about program changes particularly if the program to be delivered will be different to the promoted program.
- Developing a sponsorship framework which includes the exclusion of sponsorship deals where the promotion of activities and products harmful to the wellbeing of young people is an expected outcome.
- Delivering training and information resources that provide paid and volunteer staff with the information they need to assess new, proposed sponsors.
- Monitoring and evaluating existing sponsorship agreements so that activities and products that are explicitly harmful to young people’s wellbeing are not promoted.

Activity under this indicator may be found or promoted in:
- annual reports
- evaluation, review strategy, mechanisms and reports
- corporate sponsorship policy, fundraising and committee terms of reference
- information sheets, newsletters, pamphlets, posters and website material
- informed consent policy
- intellectual property policy and protocols
- minutes from meetings
- partnership agreements
- privacy policy
- publicity and promotions, strategy, protocol, guidelines and reports
- volunteer and paid staff, young people and parents/guardians opinions and stories.
Principle 6  Ethical promotion

Indicator 2  The organisation promotes positive images, role models and stories about young people to the community.

Activity under this indicator may include:

- Training young people to act as positive peer promoters of the program at school and elsewhere in the community.
- Using promotional material that focuses on young people’s strengths, promotes the view of young people ‘at promise, not at risk’, and challenges negative stereotypes.
- Involving young people in the development of promotional strategies and materials to make sure they are representative of them and appealing to other young people.
- Using recruitment campaigns for program leaders and young members that focus on strengths and not deficits and includes information for leaders regarding the roles they play in building the strengths and capacity of young people.
- Including diverse young people’s stories and images in youth development promotional campaigns.
- Promoting the meaning and significance of organisational specific youth awards to the corporate sector and the community.
- Making sure that any person who takes part in youth program promotional campaigns is a positive role model and promotes a positive image for young people.
- Equipping program leaders and young members with skills to develop positive stories about youth.
- Educating program leaders about the organisations publicity and promotion protocol and their own legal and ethical responsibilities when promoting stories about their organisation, program and/or young members.
- Actively promoting the contribution young people make to their community.
- Developing a social media policy, protocol and guidelines for all staff, young people and their families to help them understand the positive and negative promotional opportunities presented by the continually evolving social media.

Activity under this indicator may be found or promoted in:

- annual report
- consultative decision making mechanisms
- discussion groups and forums for young people
- internet communications, website, face book and podcasts
- privacy or informed consent information sheets and protocols
- program or community service manual and material
- promotional posters and postcards, seminars, webinars and DVD’s
- media promotion material, practices, protocols, policy, guidelines and reports
- strategic plan (vision and mission statement)
- training program, manual, policies and information
- young people, family, paid and volunteer staff and community opinion.
Principle 6 Ethical promotion

Indicator 3 The program can be delivered by different program leaders across different venues and to different groups of young people while maintaining its core features.

Activity under this indicator may include:

- Producing a publicly available rationale for the program clearly explaining the underpinning values and beliefs, why it is delivered and what the core objectives/goals and anticipated outcomes will be.
- Adopting a program design flexible enough to allow different leaders to apply their own expertise and skills to its delivery while at the same time maintaining its core features.
- Using succession planning, training and mentoring to help support new and emerging program leaders learn about the program and equip them with the skills necessary to deliver its core content.
- Adopting assessment and evaluation processes to help maintain quality in the delivery of programs across multiple locations, regularly assess the portability of the program design and identify and action improvements.
- Including content in training materials about the program objectives/goals, core features and intended outcomes to help program leaders maintain their knowledge to guide activity design and delivery.
- Encouraging program leaders when they trial new or innovative activities to document what was done, why and how, so other program leaders can learn from their experience and, if it is suitable, replicate what was done.

Activity under this indicator may be found or promoted in:

- evaluation policy, strategy and tools
- induction training programs, material and manual
- mentor program
- mission statement objectives and goals
- on-the-job training and assessment policies and strategies
- paid and volunteer staff information and support hotline
- program leader feedback
- program material, guidelines, operations, manual and information packs
- reflection activity sheet
- succession plan or strategy
- website material and resources.
Principle 6  Ethical promotion

Indicator 4  The program is resourced appropriately to enable young people to attain the promoted outcomes.

Activity under this indicator may include:

- Considering the minimum resources such as people, equipment and funding, that will be required and putting strategies in place, such as succession planning, to support the sustainability of the program from the outset.
- Identifying and making available the organisational and program resources needed to enable young people to attain the promoted outcomes.
- Putting in place strategies to identify and reduce the impact of individual and family resource barriers on each young person's capacity to participate.
- Including content in program leader training about how the program is resourced, what resource issues/barriers may arise, what this may mean for enabling young people to participate and how to reduce or eliminate organisational or program resource barriers to participation.
- Building an evaluation and reflection component into the program that asks program leaders and young people to consider how well the program enabled the participants to attain the promoted outcomes and acting on the findings.
- Thinking creatively about ways to extend the resources available to a program, such as entering into community partnerships, sharing activities with other program groups, utilising stakeholder skills and seeking sponsorships.

Activity under this indicator may be found or promoted in:

- equipment hiring and lending schemes
- evaluation reports
- feasibility study or costs analysis
- induction training, on-line resources, webinars and DVD's
- membership activities and payment schemes
- organisational budget papers and reports
- partnership agreements and plans
- pre-loved uniform scheme
- program activity plan and timetable
- program activity funding and resource plan or structure
- program leader, young people and parents opinion, stories and reflections
- scholarships and bursaries
- succession and individual learning development planning strategy
- training program materials (face-to-face and distance training)
- transport accessibility plan and strategy, carpooling scheme and community bus.
End notes

1 Ausyouth 2001.
2 Ibid.
8 Ausyouth. 2002a; Bell, Vromen and Collin 2008; Checkoway 2011:343; Hunter 2010:36; Serido, Borden & Wiggs 2011.
12 Ausyouth 2002d; Volunteering Australia 2005.
13 Bers 2006; Berson & Berson 2005; Livingstone & Helsper 2010; Collin et al. 2011.
17 Pittman et al. 2003:1.
20 Fredricks & Eccles 2005.
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33 Lerner et al. 2009.
35 See Benson, Roehlkepartain & Sesma, 2004; Ramey & Rose Krasnor 2012.
36 Larson 2000.
37 Busseri et al. 2006; Fredricks & Eccles 2005; Loder & Hirsch 2003; Rose Krasnor et al. 2006.
44 Jones & Perkins 2006; McLaughlin 2000.
46 Holdsworth et al. 2005:10; Tisdall 2008.
47 Deschenes & McDonald 2003:2; Zeldin 2004:81.
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