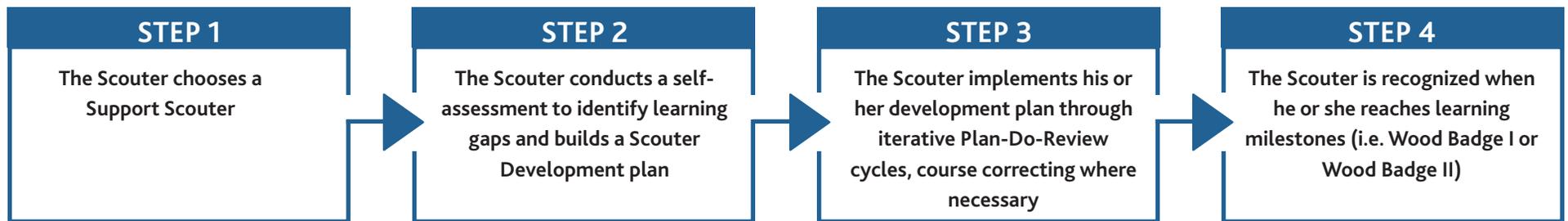# The Scouter Development Model

INTRODUCTION

We achieve our Mission by empowering communities to provide young people with high quality Scouting programs facilitated by Volunteers. Therefore, ensuring that our Volunteers are equipped with the knowledge and skills to be successful is critical if we want to make Scouting accessible to as many youth as possible. **The Scouter Development model** for learning equips Volunteers with the knowledge and skills to be successful using elements of the Scout Method.

THE PROCESS

STEP 1	STEP 2	STEP 3	STEP 4
The Scouter chooses a Support Scouter	The Scouter conducts a self-assessment to identify learning gaps and builds a Scouter Development plan	The Scouter implements his or her development plan through iterative Plan-Do-Review cycles, course correcting where necessary	The Scouter is recognized when he or she reaches learning milestones (i.e. Wood Badge I or Wood Badge II)

Support Scouters

Support Scouters help Scouters develop and implement Scouter Development plans. An ideal Support Scouter will have experience in the learner's Scouting role, will be familiar with available supporting resources and will be locally available to provide in-person support.

Three Ways to Learn

Supported learning can be broken down into three broad methods chosen by the Scouter based on his or her personal learning preference:
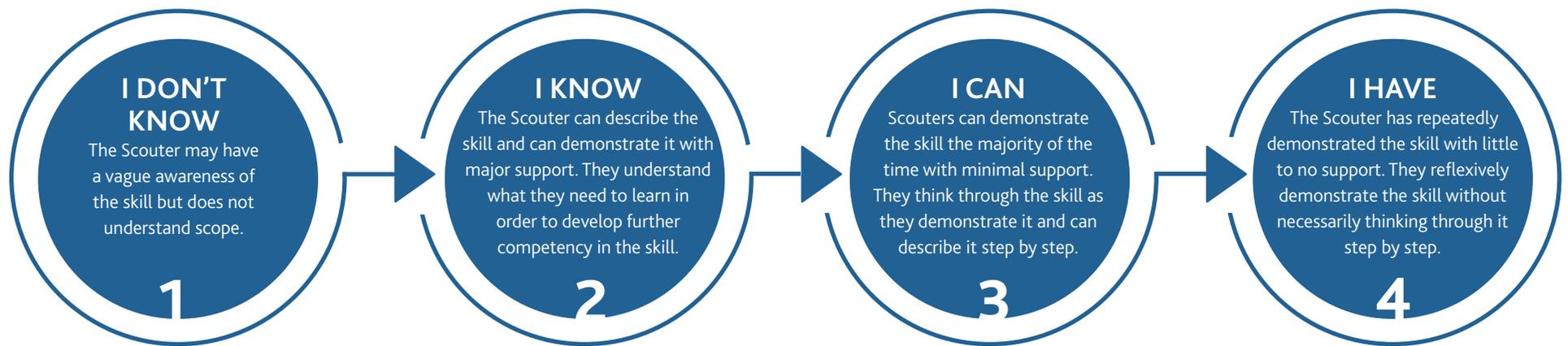
1. Self-Directed Learning   2. Coaching & Mentoring   3. Courses & Workshops

SCOUTS CANADA

It starts with Scouts.

The Scouter Development Model

FOUR STAGES OF SCOUTER DEVELOPMENT

I DON'T KNOW

The Scouter may have a vague awareness of the skill but does not understand scope.

1

I KNOW

The Scouter can describe the skill and can demonstrate it with major support. They understand what they need to learn in order to develop further competency in the skill.

2

I CAN

Scouters can demonstrate the skill the majority of the time with minimal support. They think through the skill as they demonstrate it and can describe it step by step.

3

I HAVE

The Scouter has repeatedly demonstrated the skill with little to no support. They reflexively demonstrate the skill without necessarily thinking through it step by step.

4

SUCCESS OUTCOMES

Scouters are engaged as the drivers of their own development

Learning happens through meaningful hands-on experiences

Scouters learn and develop through iterative Plan-Do-Review cycles

Scouters have access to the learning method that best meets their needs

Learning happens with the support of local Scouters and other subject matter experts

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Why has Scouts Canada adopted the Scouter Development model?

Overwhelming feedback from our membership indicates that our curriculum based approach to Volunteer development no longer adequately prepares Scouters for success. This is especially true for Section Scouters looking to implement The Canadian Path who require well-developed competencies in outdoor experiential education; skills traditionally acquired through a post-secondary degree or years of experience.

Fully adopting the Scouter Development model will enhance our ability to deliver our Mission, get more capable and confident Scouters supporting youth in communities, while maintaining our focus on safety and program quality.

Who can be a Support Scouter?

A Support Scouter is simply a Scouts Canada Volunteer who agrees to help you set developmental goals and connect you with the resources you need to be successful. The best Support Scouter will be someone local, such as a Section Contact Scouter, who can provide the learner with regular in-person support.

An important distinction to make is that Support Scouters are not necessarily responsible for training Scouters. Rather, Support Scouters should focus on connecting Scouters with the resources that they need to progress in their development.

Who is accountable for managing the Scouter Development Process?

Each Scouter is responsible for managing his or her own development. There are some developmental deadlines requirements into the Volunteer Screening Policy, Wood Badge I for example.

Commissioners are responsible for supporting the Scouter Development process for the Scouters which they supervise.

Is anyone required to "sign off" on a Scouter's development?

No. Scouters will self-assess his or her stage of development with their Support Scouter. There is no sign-off or accreditation necessary.

What is self-directed learning?

There is an abundance of resources available for Scouters which do not actually require a facilitator. Learning from books, infographics, eLearning, or instructional videos are all examples of self-directed learning. Note that self-directed learning isn't unsupported learning; Support Scouters will still need to help connect Scouters with the resources they need to be successful.

Who can be a coach or a mentor?

A coach or mentor will be at least one stage more advanced than the Scouter that they are coaching or mentoring. In many cases a coach or mentor will be the learner's Support Scouter. If a Support Scouter does not have the time or ability to provide coaching or mentoring in a specific skill, he or she should focus on connecting Scouters with an appropriate subject matter expert.

What is the difference between a course and a workshop?

A course will be a curriculum-based learning opportunity conducted by a third-party organization, often resulting in a certificate or an accreditation. Standard First Aid, facilitated by St. John Ambulance or the Canadian Red Cross, would be an example of a course.

A workshop is an informal learning opportunity facilitated by subject matter experts focusing on a specific skill.

What does the Scouter Development Process look like in practice?

Scouter Chuck is a new Section Scouter who would like to develop the Volunteer Screening skill. After a support visit with his Group Commissioner, Tracy. Chuck self-assesses that he is currently at Stage 2 (I Know) for this skill. With Tracy's help, Chuck decides to set the following goals for his Scouter Development plan.

1. Complete the eLearning session "Volunteer Screening—It's our Duty" (Self-Directed)
2. Review the Interview Assessment Summary (Self-Directed)
3. Shadow two experienced Interview Scouters in a screening interview (Coaching & Mentoring)
4. Participate as the second Interview Scouter on five screening interviews (Coaching & Mentoring)
5. Act as the lead Interview Scouter for one interview (Self-Directed)

Three months later, Scouter Tracy checks back in with Chuck. Chuck completed parts 1 through 3 on his Scouter Development plan and has participated in three interviews as the second Interview Scouter. Tracy offers support and feedback and helps Chuck review his plan for the next program cycle.

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