**Advance Module Implementation Options & Tips (for maximising outcomes for students)**

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| * Advance's flexible framework has been developed to allow for maximum local decision-making by the people who are delivering the program.
 | * A school may also choose to work in partnership with multiple community organisations to best meet the needs of the students involved in Advance. The partnerships can take a variety of forms and run for a range of time spans.
 | * School campuses may choose to work together to deliver and/or share resources.
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| * The most common model is of a partnership formed between a school and community organisation to deliver a single community project or volunteer activities for the entire class.
 | * Some schools already have an established relationship with a community organisation and a program that can easily be adapted to Advance.
 | * Some schools may choose to work in a cluster model and participate in shared activities, work closely or even deliver Advance in different ways, but still share resources.
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**Some ideas**

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| **Idea!** | **Idea!** | **Oops!** |
| A school may wish to divide the community and project management modules so that the community module is taught in a classroom setting and the project management module addresses a need of the school. In order to really grasp what volunteering is about however, students should also participate in a volunteering activity in the outside community. Throughout this process, students work in teams and engage in self-reflection and feedback activities to benefit from the learning outcomes of module 2 – communication.  | *Remember, a project is inspired or meets a need - it has a goal which means it has a beginning, a middle and an end.* Module 1, which aims to increase understanding of volunteering and community, is the driver for inspiring project options. Try to make this module participatory and passionate.For example, an inquiry into community and volunteerism by the students could take a creative form such as a researched debate on a topic such as “Volunteers are not a necessary part of the community”. Or a guest speaker could be invited to speak to the class and could be asked to address some learning outcomes in module 1. Once the lessons of module 1 have been grasped, students will be ready to brainstorm, negotiate and select project options. If students are made to self-reflect and discuss the process throughout working towards their project goals, then this project process should be sufficient to address the learning outcomes of module 2 – communication, which is largely about interpersonal skills and teamwork. Once students are made aware of process then they can organise themselves to ensure they meet all of module 2 (communication) learning outcomes through their activities.  | Please note the following to ensure your Advance program is an enriched program: * Advance. Module 3 – Project Management is more than simply 'ticking off' participation because students participated in the celebration of completing the program or had tokenistic input in decision making on topics and activities.
* Self-development activities to build the basic skills of Advance learning modules is fine, but a project where these skills are applied provides young people with the ability to address the more specific learning outcomes in the modules.
* Module 2 – Communication is more than just young people having one-off voting or discussion of activities. Participation is about young people taking ownership of the project by having control over decisions and resources as much as possible, to practice negotiation, problem solving, giving and receiving feedback.
* Most Advance financial resources should be spent on implementing the program, not on the celebration activities
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