

# Leadership qualification checklist

March 2019

## ***Module 1 Your role in the programme***

### **Part 1 - Use the Five Essentials in the unit's programme over a period of three months.**

- a)  Read the Five Essentials page on the Girlguiding website. See also the relevant Guidance Notes for leaders for your section.
- b)  Discuss with your mentor how you can ensure the Five Essentials are put into action in your unit.
- c)  Review the programme to check that the Five Essentials are being put into practice. Find out more about how the Five Essentials can be built into your unit programme by undertaking 'Unit programme planning' e-learning or webinar, available on the Girlguiding website.

### **Part 2 - Work with the unit and the Unit Team to plan and carry out the programme.**

- a)  Agree the programme content with the members of the unit. This could involve taking part in a Rainbow Chat, Brownie pow wow, Patrol Leaders' Council or any other suitable method of gathering members' input to get ideas and suggestions.
- b)  Take part in unit team planning meetings. Using a record of the unit's programme, show your contribution to planning it and carrying it out, and discuss this with your mentor.
- c)  Show how all members of the unit team, especially the young leaders and unit helpers, are involved in planning and carrying out the programme.
- d)  Involve members of the unit in the delivery of the programme as appropriate and demonstrate where in the programme this has happened.
- e)  Use a style of leadership appropriate to the age group and your role in the unit. This should be observed by the mentor in a unit setting.
- f)  Attend a training session on the Girlguiding programme. This could be a one-to-one, small group or large group training, or you could complete an online module or webinar on the programme, appropriate to your section.

### **Part 3 - Provide opportunities for the unit to carry out a range of activities, reflecting balance and variety in the programme.**

- a)  Plan and carry out an activity that helps unit members gain an understanding of the Promise.
- b)  Plan and carry out two activities in the unit meeting place.
- c)  Carry out an activity or visit away from the meeting place. Ask the girls if they thought it was adventurous.
- d)  Help members of the unit participate in an activity with members of another section. Afterwards, get together and talk about the activity with the members of your unit. Discuss your contribution to it with the leadership team involved, and consider how you can encourage girls to move on to the next section when the time comes.
- e)  Read *Evaluation activities* on the Girlguiding website and, with your mentor, discuss how you evaluated activities with the unit members and other leaders who were involved.

#### **Part 4 - Work with members of the unit to support their progress.**

- a)  Discuss and give simple examples of how girls have gained in confidence, self-esteem and social skills and met challenges over a period of time.
- b)  Help two members of the unit look at their progress through the programme and review with them two activities in which they have taken part.
- c)  Help a member of the unit or a small group of girls find out about the section to which she/they can progress, using the relevant transition resources for your section.

### ***Module 2 Your role in Girlguiding***

#### **Part 1 - Discuss your understanding of the Promise with an adult member of your choice and make or renew your Guide Promise.**

- a)  Discuss your understanding of the Promise with an adult member of your choice.
- b)  When you are ready, make or renew your Promise.

#### **Part 2 - Attend and contribute to meetings at a local level.**

- a)  Attend meetings.
- b)  Feed back to the girls in your unit after the meeting and gather their views and opinions to take forward to the next meeting, to ensure their voices are heard on local plans, ideas and events.
- c)  Keep a note of the meetings and discuss how information from them will be shared with members of your unit and how it will affect them. Give examples, if you can, of how this works in your unit.

#### **Part 3 - Get involved in local guiding.**

- a)  Help the unit participate in an activity or event involving at least one other unit. Afterwards, discuss the activity with your Mentor. It may be an activity you have suggested and it will give you an opportunity to work with other leaders and share good practice.

### ***Module 3 Your role in safety and unit administration***

#### **Part 1 - Ensure that effective communication takes place with parents and with the local community.**

- a)  Know how to use GO to manage registration enquiries and how to add information about existing members. If you do not have access to the internet, know what arrangements are in place to ensure that girls in your unit are accurately recorded on GO.
- b)  Know how to run reports on GO to meet the needs of the unit, for example emergency contact, girl age and medical/dietary information. If you do not have access to the internet, know what arrangements are in place to run reports needed to help you run the unit.
- c)  Keep parents regularly informed about the unit's plans. Obtain any necessary parental consent.
- d)  Discuss how you would help a parent with a query and what further action you would take, or make a note of a query you have dealt with.
- e)  Explore ways of letting the local community know about guiding activities in your area and try at least one.

#### **Part 2 - Ensure that the unit's programme is carried out in a safe environment.**

- a)  Read the safeguarding and risk pages on the Girlguiding website and discuss them with your mentor.
- b)  Carry out a safety check of the unit meeting place, inside and out. Discuss what action you would take if you found an unsafe situation. Explain or show how you would carry out a fire drill in your meeting place.
- c)  Show that you can run activities safely in the unit meeting place.

- d)  Hold a 1st Response certificate or a first aid certificate that covers the minimum requirements in the Girlguiding 1st Response syllabus (see page 41 of the *Leadership qualification* workbook).
- e)  Know who to report to locally in the event of an accident or serious incident involving members of the unit.
- f)  Complete levels 1 and 2 of Girlguiding's A Safe Space training.

### **Part 3 - Be aware of your responsibility for unit funds.**

- a)  Read the 'Financial management' section of the Girlguiding website. Discuss with your mentor the need to budget for the day-to-day running of the unit and the requirement to prepare unit accounts.

## ***Module 4 Your role in managing the unit***

### **Part 1 - Maintain effective record-keeping systems.**

- a)  Discuss with your mentor how you ensure that accurate and up-to-date records are maintained of unit members and the unit team, in particular the use of role management on GO.
- b)  Ensure that accurate records of attendance are kept for all members, including members of the unit team.
- c)  Maintain your unit's programme record, and show your mentor how you would log any completed skills builders, unit meeting activities and interest badges correctly on GO.
- d)  Either budget for an event or maintain the unit accounts for one term, making sure that proper financial records are kept.

### **Part 2 - Ensure that effective communication takes place locally.**

- a)  Read '*What makes guiding special*' and 'the structure of Girlguiding' on the Girlguiding website.
- b)  Use a local guiding contact list to show how the unit fits into guiding's communication network. Complete the helpful information sheet at the beginning of the LQ workbook.
- c)  Show how information is communicated to the members of the unit, the unit team and your Commissioner.
- d)  Take part in an activity to help raise awareness of guiding and support recruitment - for example a 'bring a friend' evening, a community event or a parents' evening.
- e)  Read the 'Policies' section of the Girlguiding website and understand your responsibility to uphold the policies of Girlguiding.