

# Training

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# Chapter 1: Training in Girlguiding

This Training resource:

- brings together information and guidance in one place to help you get started if you are new to training
- has content to broaden or deepen your practice even if you are an experienced Trainer
- is for you whoever you train - Leaders, Helpers, Commissioners, Trainers, Advisers, other volunteers or girls.

This chapter explains what it means to be a Girlguiding Trainer.

Whether you are new or experienced, and whatever your reasons for being a Trainer, you can look forward to a lot of fun and camaraderie when training others for Girlguiding.

## Why training is necessary

Training is vital for revitalising guiding and keeping it relevant to today's girls. Training events allow volunteers to meet, get to know and learn from each other, and establish valuable peer-support networks. Trainers support volunteers in guiding to develop their skills and knowledge. The skills that Leaders gain from training events also help increase their confidence, which in turn benefits guiding and ultimately the girls.

## The value Trainers bring to guiding

Because Girlguiding is a voluntary organisation, you as a Trainer will want to make the most of the time your learners freely give when they come to a training session and will want them to leave with a positive experience. You can achieve this by providing them with the following.

### Enhanced knowledge and understanding

The role of a Trainer is to ensure that the learner (whether she is a Unit Leader, Commissioner, Adviser or in any other volunteer role) leaves a training session having:

- a) learned something new and useful to her about Girlguiding
- b) understood the part she plays in delivering the learning to the girls or Leaders - how she can take it back and apply it to her day-to-day guiding.

The learner might have acquired a practical skill, an understanding of girl-led guiding, the knowledge and skills to achieve a Girlguiding qualification, or simply more confidence in leading and managing people. To enable this to happen and to do it well, a Trainer has to understand how individuals learn and how to decide what it is they need to learn.

### Variety and interest

If a Girlguiding volunteer goes to a training session and finds that she has seen much of the content before, she may never attend training again. Learners want to be motivated and engaged by what they are learning. A training session that offers new information and excites their interest will do this, and is more likely to be remembered afterwards. Trainers can provide this by planning and delivering sessions of high quality that are balanced, varied and up to date, and by keeping their training materials and methods current. In addition, Trainers need to be mindful of Girlguiding's distinctive Method of learning by doing - the Five Essentials - which is outlined on pages 3 and 4. Trainers should be familiar with our Educational Framework document listed in our 'Useful resources' section on page 12.

### Enjoyment and relevance

The role of the Trainer is to create an environment in which learners feel comfortable and relaxed, and able to benefit from the experience of learning, whatever the subject. The Trainer's choice of training methods and ways of putting learners at their ease will help with this. It is good to make training a high-energy and fun experience as much as possible, at the same time as keeping the content relevant to the programme.

### Extended learning

Sometimes the goal for the learner is to extend her knowledge because she has taken up a new role or she wants to build on her skills by exploring a different area of the programme. Trainers can introduce such learners to the further opportunities Girlguiding can offer them, for example the

Walking Scheme or the Going Away With Scheme (see 'Useful resources', page 12). Keeping up to date with the current campaigns of the World Association of Girl Guides and Girl Scouts (WAGGGS) and with the girl-led guiding programmes of other countries also provides Trainers with additional ideas and opportunities to extend the content and scope of their Leader-development work.

### **Opportunities for networking and support**

Last, but certainly not least, a Girlguiding training session can provide all learners with an opportunity to share experiences and network with others in the same role or in a similar situation. When a Trainer plans time for discussion in a session to allow some 'airing and sharing', it helps those present to have access to Girlguiding's greatest resource - its volunteers.

## **Girlguiding's approach to training**

As a Girlguiding Trainer your purpose comes directly from the Guide Promise and Law, and the charity's Mission, Vision and Values.

### **The Guide Promise and Law**

We have guidance about the way we behave - known as the Promise and Law. They shape the way we work with learners in a training context, which is:

- to train with respect and care
- to be an honest, reliable and trustworthy friend.

### **The Guide Promise**

I promise that I will do my best:  
To be true to myself and develop my beliefs,  
To serve the Queen and my community,  
To help other people  
and  
To keep the Guide Law.

### **The Guide Law**

1. A Guide is honest, reliable and can be trusted.
2. A Guide is helpful and uses her time and abilities wisely.
3. A Guide faces challenge and learns from her experiences.
4. A Guide is a good friend and a sister to all Guides.
5. A Guide is polite and considerate.
6. A Guide respects all living things and takes care of the world around her.

### **Our Mission**

Through fun, friendship, challenge and adventure we empower girls to find their voice, inspiring them to discover the best in themselves and to make a positive difference in their community.

### **Our Vision**

An equal world where all girls can make a positive difference, be happy, safe and fulfil their potential.

### **Our Values**

Caring, challenging, empowering, fun, inclusive and inspiring.

### **The Five Essentials**

The Five Essentials of guiding are as follows.

- Working together in small groups.
- Encouraging self-government and decision-making.
- A balanced and varied programme.
- Caring for the individual.
- Sharing a commitment to a common standard.

These are delivered to young members grouped by age into four sections: Rainbow Guides (Rainbows), Brownie Guides (Brownies), Guides and members of The Senior Section. Its principles also apply to adult members, including Trainers.

When you train in a guiding setting, if in some way your training will help enable girls and young women develop their potential and make a difference to the world, then you are training in the ethos of guiding. Your role is to help volunteers deliver a programme that imparts non-formal education promoting girls' spiritual, social, moral, physical, intellectual and emotional development in age-appropriate ways. As a Trainer, the way you do this is by putting into practice the Five Essentials in your training sessions. Below are ways you can do this.

### **Working together in small groups**

A Trainer will rarely, if ever, keep the learners attending a learning event in one large group for the whole time they are together. She will always look for appropriate places in her design of the learning activity where she can ask learners to get together in smaller groups to talk more comfortably about the topic in hand.

### **Encouraging self-government and decision-making**

Wherever possible, the Trainer will present choices to the learners in her sessions and use open questions, such as 'What would be most useful to you to discuss...?', 'Which of these activities would you like to try?', or 'How do you approach this situation in your unit?'.

### **A balanced and varied programme**

Throughout the learning event the Trainer will make sure there is a balance of training methods - for example, questioning, listening, facilitating, demonstrating and sharing - and a variety of content.

### **Caring for the individual**

Just as in a unit meeting, where the Leader welcomes, acknowledges and values the contribution of every girl, from the moment the learners enter the training room or space they need to feel that the Trainer acknowledges them, values them being there and cares about how they experience the event. The Trainer will show her interest throughout the event - noticing everyone, smiling and making eye contact, using people's names, being approachable and friendly, and matching her responses to the needs of those present.

### **Sharing a commitment to a common standard**

This is guiding in action. This is where a Trainer's behaviour aligns with the Promise and Law, and where learners are inspired by seeing and experiencing a Trainer who is enthused by and clearly committed to guiding and its value to our young members.

### **Girl-led guiding**

Our volunteers need to understand that girl-led guiding is central to Girlguiding's mission to empower girls. Every idea, activity and conversation they have with their girls should focus on moving closer to girl-led guiding.

When a Trainer works with Leaders and volunteers, the framework for all of her training content needs to be girl-led guiding. The Trainer will bring the concept to life through the learning activities she uses and how she presents it to the learners. She will also encourage conversations about girl-led learning to help embed their understanding of how it works and why it is essential to the future success of guiding.

For ways to promote girl-led guiding in your training look at our Youth Participation and *Girls Learning to Lead* resources (see 'Useful resources', page 12).

## **Girlguiding's policies**

As Girlguiding Trainers there are two key policies that shape our practice.

### **Equality and diversity**

Girlguiding believes in being fair, open and inclusive. Members and supporters are welcomed irrespective of faith, race, culture, nationality or sexual orientation.

### **Learning and development**

Girlguiding encourages the development of skills through ongoing learning and development opportunities.

Girlguiding is committed to:

- the principle of recognising prior learning and experience from within and outside guiding
- providing an experience-based approach to its training and qualifications.

All adult members and recognised volunteers are encouraged to undertake informal learning and development in support of their roles in guiding and their own personal development.

Girlguiding believes that learning and development in guiding results in better programme experiences for girls and young women. A range of learning and development opportunities are offered to all its members and recognised volunteers. Some of these lead to formal qualifications recognised within and outside guiding.

Learning and development opportunities are organised by Girlguiding, through methods such as workshops, forums and residential weekends at Girlguiding's Activity Centres. Opportunities are also offered at Country/Region and local levels.

Details of local training opportunities and qualifications are available from your local Commissioners and Advisers/Coordinators as well as on the Girlguiding website.

## Being a Trainer with Girlguiding

### Definition of a Girlguiding Trainer

A Trainer helps members of Girlguiding understand the aims, objectives and methods of guiding and how to put them into practice. Trainers have guiding or appropriate experience and have gained the necessary skills to train others through a period of preparation and assessment that has led to the achievement of a training qualification.

A Girlguiding Trainer is an inspiring, qualified volunteer who facilitates and delivers learning opportunities to enable other volunteers to feel motivated and confident to apply the learning and deliver good guiding. Trainers are role models who promote and support good guiding and ensure that our Mission, Vision and Values are disseminated. Completing the Girlguiding Trainer Qualification (see pages 7 and 8) will enable you to train volunteers throughout Girlguiding.

### The responsibilities of the Trainer

As a Trainer in Girlguiding, you will have a responsibility to uphold the policies of the charity at all times and to represent them accurately, with current information. You can find Girlguiding's policies in *The Guiding Manual* ([www.girlguiding.org.uk/guidingmanual](http://www.girlguiding.org.uk/guidingmanual)).

When you take on the role of a Trainer, you are agreeing to carry out certain responsibilities on behalf of Girlguiding. These include:

- your ongoing development as a Girlguiding Trainer
- adhering to and including the Five Essentials in your training
- clearly communicating and behaving according to the ethos of guiding in your training
- upholding equal opportunities and inclusion for all
- adhering to health and safety guidance for yourself and those you train
- ensuring the content you are delivering is correct, relevant and up to date with Girlguiding's programmes and Girlguiding's plan for 2020, 'Being our best' ([www.girlguiding.org.uk/beingourbest](http://www.girlguiding.org.uk/beingourbest)).

You will find you also become more aware of:

- your attitude and behaviour with learners and others
- how you present yourself to learners
- how you are perceived by them
- how your training content is received
- how you deliver a training session.

Although these responsibilities are explored in more detail in the Trainer Qualification and later chapters of this resource, it is a good exercise when starting out as a Trainer to think for yourself what responsibilities you would consider necessary to have before, during and after any training session and why. Keep this list and add to it as your experience and understanding develop. Review the list with your Tutor if you have one, or another Trainer whose views you value.

## What is expected of a Trainer

If you are thinking about whether a training role is for you, it is fair to say that there are many expectations - realistic and sometimes unrealistic - placed upon any Trainer, whether she is working with a group of learners or with one individual. Each learner, as an individual, will have a different perspective about what she wants and needs from you, the Trainer, and the training session as a whole.

### A learner's expectations

A learner brings expectations based on her previous experiences, both positive and negative, of previous Trainers and training. She will also formulate thoughts and opinions on the day about the other learners, the training content, the training approach and delivery, the venue and so on. There might also be situations and circumstances outside her Girlguiding role that are on her mind and are nothing to do with you at all.

The Trainer will be expected to be knowledgeable and friendly - to be the expert and to have all the answers. As the Trainer, you can't be expected to know what all the learners' expectations are, or even to try to meet all the realistic ones all the time. However, you can set your own expectations for what you want to achieve with the learners and how you will do it. As long as they are based on your understanding of what Girlguiding requires of you, and in line with the aims of the training session as agreed with the Training Organiser, you will be on the right track.

### A Trainer's expectations

Every Trainer wants all of her learners to arrive full of positivity, and for all aspects of her training to go well and be received with great enthusiasm. She wants everyone to enjoy the session, participate fully and leave motivated, with all training objectives achieved and a smile on every individual's face. However, sometimes, despite a Trainer's best efforts, this will not turn out to be the case for every learner present. It is still likely to be true for the majority of learners, though, and will therefore amount to a successful training session overall.

Most, if not all, Trainers doubt their ability at times and worry that if they can't please everybody the training will go wrong. However, good training isn't about having all the answers. The Trainer is doing her best when she:

- helps the learners to be involved in finding the answers
- causes a shift in thinking for the learners who started a session with the attitude of 'I know I'm right' and move to 'Well, there might be other options...'

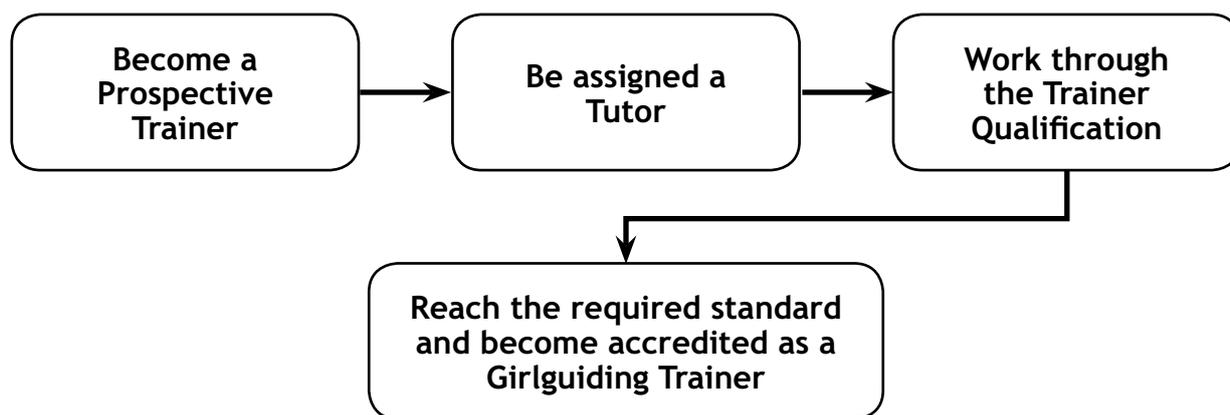
### Personal training style

Although you have skills to gain, expectations to meet and responsibilities to adhere to, it is also important that as a Trainer you develop your own personal style. Enjoy the planning and delivering of training by putting your own mark on it. It is this individual, personal touch - the Trainer's style - that can transform a good training session into a great one.

Become aware of your personal strengths and areas for development as a Trainer. Make the most of the positive and work on what you want to improve. Ask for feedback from training support group colleagues and practise using self-evaluation and reflection for personal growth. This will lead to greater confidence and, eventually, an innate ability to deal with all and any circumstances a training session could present.

Finding your individual 'comfort zone' when training, and being willing to gradually expand it by challenging yourself to try different techniques and methods as often as you can will allow you to gain experience and be more confident, and undoubtedly help you become a better Trainer. Trainers excel in their training when they give their all each and every time they train, are happy to show and share their enthusiasm and passion for guiding, and pass on that infectious enthusiasm to the learners. The fulfilment that comes back to them in return, from engaged and motivated volunteers, young women and girls, is one of the most worthwhile experiences guiding has to offer.

## The Girlguiding Trainer Qualification



This section will be relevant if you are considering or have decided to undergo the Girlguiding Trainer Qualification in order to qualify as a Girlguiding Trainer.

The required standard for all Trainers in Girlguiding is that she:

- has shown a willingness to develop as a Prospective Trainer and to continue to develop as a qualified Trainer
- prepares and delivers all trainings following the principles laid out in this *Training* resource and in accordance with Girlguiding policy
- engages all learners in the session, ensures that the environment supports learning, and the material delivered is appropriate for the learners' roles
- has completed all the requirements of the relevant Trainer Qualification modules (see page 8)
- agrees to undertake the renewal process for these modules every three years or cease to train in this area for Girlguiding.

Each Country, Region and Branch Association has a Trainer Qualification Coordinator, who is responsible for Prospective Trainers.

### First steps

The first part of the process is to complete a Becoming a Trainer application form, which is available from the Trainer Qualification area of the Girlguiding website or by emailing [leadership@girlguiding.org.uk](mailto:leadership@girlguiding.org.uk). The completed form should be emailed or posted to Girlguiding HQ, where it will be checked to ensure you meet the criteria, and then sent on to your Country or Region Office. They will arrange for you to:

- receive a role visit, which is when an experienced Trainer will visit you in your guiding role to make sure you are practising the Five Essentials
- shadow a Trainer and complete the shadowing form.

Once your application has been approved following the role visit and successful completion of the shadowing, your Chief Commissioner will be asked to write a reference confirming your suitability to be a Prospective Trainer. As a Prospective Trainer you will be assigned a Tutor who will support you through the Trainer Qualification process.

### Working with a Tutor

The Tutor's role is to recognise all your existing skills, and to help you develop the new skills you need to be an effective Trainer for Girlguiding. You will usually have a personal Tutor, but if you prefer you could become part of a group-tutoring scheme. Your Tutor will work alongside you to find suitable opportunities to plan and deliver trainings, which she will observe. This is the best way for her to help you - to see you in action. Other important ways in which she will help include taking you to observe her and other experienced Trainers, discussing issues with you, recommending reading and research material, and enabling you to create your own suitable Trainer support network.

## Qualification requirements

This table shows the modules for completing the Trainer Qualification and becoming a Girlguiding Trainer.

Module 1	Training for Girlguiding
Module 2	Leading and Managing People accreditation
Module 3	Programme accreditation
Module 4	Subject Matter Expert accreditation
Module 5	Residential accreditation
Module 6	Leading a team of Trainers accreditation

Module 1 must be completed alongside one of Modules 2, 3 or 4 to obtain the Trainer Qualification. You can then do additional modules for other Trainer roles.

- Modules can be completed simultaneously, or extra modules can be added later.
- If Module 5 is being completed alongside other modules, Module 1 and one of Modules 2, 3 or 4 must be completed before Module 5 is awarded.
- Module 5 must be completed before Module 6 is undertaken.

When you qualify as a Trainer, you will receive a badge and a certificate. The modules you have completed will be added to your Go! record by your Country/Region Office.

## Girlguiding Trainer roles

Role	Modules required
Girlguiding Trainer in Leading and Managing People	Module 1 + 2
Girlguiding Trainer in Programme	Module 1 + 3
Girlguiding Trainer in a specific subject (Subject Matter Expert)	Module 1 + 4
Girlguiding Residential Trainer	Module 5 can be completed by anyone holding Module 1 + 2 or 3 or 4
Girlguiding Leading a team of Trainers	Module 6 can be completed by anyone holding Module 5

A Girlguiding Trainer can also be recognised as a WAGGGS National Trainer and awarded the WAGGGS National Trainer pin badge if they complete Module 1 + 2 + 3.

## Frequently asked questions

### What is the timescale for achieving the Trainer Qualification?

There is no timescale for the Trainer Qualification. The minimum requirements for a Trainer Qualification accreditation are:

- three Tutor-observed trainings which meet the required standard
- knowledge checklist
- record of completion
- copy of your Personal Development Plan.

Most learners will need a period of preparation for the Tutor-observed trainings, and to gain the knowledge required.

You are expected to update your Personal Development Plan with your Tutor after each observed training, and at least once every six months. Your Plan should identify your development needs and give a clear indication of timescale. If you have not completed the process within two years, your Trainer Coordinator or Trainer Qualification Coordinator and Tutor will have a conversation with you about whether you should proceed.

### Can I work towards additional modules while completing my Trainer Qualification?

You can achieve three or more modules simultaneously while working towards your Trainer Qualification. For example, you could become a WAGGGS National Trainer by working to achieve Modules 1, 2 and 3 simultaneously.

In this case, the number of trainings you are required to deliver would usually be the sum of those required by each module. However, if your Tutor confirms that you have met the requirement of each module and the required standard of a Trainer for Girlguiding, then this may be reduced as follows.

Module	Minimum number of observed sessions delivered	Minimum criteria
Modules 1, 2 and 3	Prepare and deliver a minimum of <b>four</b> sessions	<ul style="list-style-type: none"> <li>● <b>two</b> sessions must be to do with programme</li> <li>● <b>two</b> sessions must be in leading and managing people (75 per cent of each session must be delivered using non-directive training methods)</li> </ul>
Modules 1, 2 and 4	Prepare and deliver a minimum of <b>four</b> sessions	<ul style="list-style-type: none"> <li>● <b>two</b> sessions must be in leading and managing people (75 per cent of each session must be delivered using non-directive training methods)</li> <li>● <b>two</b> sessions must be in your expert subject area</li> </ul>
Modules 1, 3 and 4	Prepare and deliver a minimum of <b>four</b> sessions	<ul style="list-style-type: none"> <li>● <b>two</b> sessions must be to do with programme</li> <li>● <b>two</b> sessions must be in your expert subject area</li> </ul>
Modules 1, 2, 3 and 4	Prepare and deliver a minimum of <b>six</b> sessions	<ul style="list-style-type: none"> <li>● <b>two</b> sessions must be in leading and managing people (75 per cent of each session must be delivered using non-directive training methods)</li> <li>● <b>two</b> sessions must be to do with programme</li> <li>● <b>two</b> sessions must be in your expert subject area</li> </ul>

### How do I gain an additional module after qualifying as a Girlguiding Trainer?

Discuss your plans with the Trainer Coordinator or Trainer Qualification Coordinator. She will talk through your Personal Development Plan with you and appoint the appropriate Tutor. The minimum requirement for an additional module is two successful trainings observed by your Tutor and that your knowledge for Module 1 is still current.

If you wish to undertake any other combination of modules or deviate from the minimum requirements above, please discuss your request with the Trainer Coordinator or Trainer Qualification Coordinator before making any plans.

### How do I gain Module 5: Residential accreditation?

You must qualify as a Girlguiding Trainer first by completing Module 1 and one of Modules 2, 3 or 4. Module 5 may be completed immediately after qualification as a Trainer, or after a longer period. However, you must have renewed your Trainer Qualification if more than three years have passed since the initial qualification or last renewal.

Module 5 covers the special skills involved in training at a residential event, so you will need to spend at least one night with the learners at the venue. A residential training event can last from 24 hours to an entire week.

### **How do I gain Module 6: Leading a team of Trainers accreditation?**

Module 6 can be completed only once Module 5 has been completed.

The module covers the skills required for leading a training team at an event.

### **How do I choose my training subject and select sessions?**

**When you are a Prospective Trainer**, your Tutor will help you to select sessions which will enable you to develop as a Trainer and which fit your route into training. The Training Organiser will provide you with a training brief, and also logistical, timing and budget information. You must discuss all this with your Tutor before accepting the training session.

**When you have qualified as a Trainer**, you will probably be asked to deliver sessions which do not fit your accreditation. You should discuss this with your support network before deciding whether to accept or not. For example, if you are a Trainer in programme and you are asked to deliver a session on time management, you have three options.

**Option 1** - Begin the process of adding Module 2: Trainer in Leading and Managing People, which covers time management. You will need to tell your Trainer Coordinator or Trainer Qualification Coordinator so she can help you review your Personal Development Plan and arrange for a Tutor to support you.

**Option 2** - Accept the session as a one-off. If you do this, you need to be confident that you will be able to complete the necessary research and deliver a good quality session. If you are then asked to deliver training in this area regularly, you should consider adding the relevant module.

**Option 3** - Decline the session.

### **Who can train at a residential event?**

The training team is made up of the following people.

**The Lead Trainer**, who must meet the following criteria:

- holds Module 5
- holds Module 6, or is working towards it.

**Team members**, who must either hold Module 5 or be working towards it.

At least half the team must hold Module 2: Trainer in Leading and Managing People.

No more than one member of any residential training team can be a Prospective Trainer, or a Prospective Residential Trainer, who does not have their own Tutor present.

### **Can a Trainer who does not hold Module 5 deliver training at a residential event?**

Yes, in the following circumstances.

- A Prospective Trainer can deliver some aspects of the event's programme, supported by her Tutor or another experienced Trainer.
- A Trainer attending for one session of half a day or less. In this case, she should be included in the planning, know the aims and objectives of the training event, and be made aware of any issues or key themes raised prior to her arrival.
- A substitute Trainer is needed due to a cancellation. (However, efforts should be made to find a Trainer who holds Module 5.)
- Training is delivered on a specialist topic. In this case, the Lead Trainer is responsible for checking that the Trainer's specialist qualifications are up to date.

### **Completing the qualification**

When you and your Tutor are satisfied that you have completed all the relevant requirements of the qualification, there is a review process to verify that these have been met. When everything is signed off, you will be presented with your Girlguiding Trainer brooch and certificate. The modules you have completed will be added to your Go! record by your Country or Region Office.

## Renewal process

Girlguiding Trainers are required to renew their qualification every three years. This renewal process is managed by your Country or Region and has three parts to it.

1. An 'observation of role' visit, which will be carried out by your Commissioner or another Trainer.
2. An 'observation of a training session', undertaken by another Trainer who will look at your training practice and the training plan you used for the session observed.
3. Your development plan (for the preceding three years), showing how you have reviewed and updated it within the last six months and at least yearly before that.

## Who a Trainer could train

Once you have completed your qualification, you can begin training others without the immediate support of your Tutor. In guiding, who you train and, more importantly, their needs, could vary from one session to the next. It may include Leaders, Commissioners, Advisers, Young Leaders or even Patrol Leaders and Sixers.

## Training volunteers

There are broad principles to follow about content and scope, but there is no set, detailed curriculum for what goes into a learning event.

The Trainer draws on her personal experience and what enthuses her, using what she knows works and what she learns herself about the topic, to produce a training plan and design for a learning event. Trainers with the relevant experience and background knowledge can be asked to train leaders in other UK youth organisations. Occasionally, they might be asked to go overseas to train members of the Branch Associations or for a WAGGGS event.

## Training girls

Sometimes a Trainer works directly with the members of a section and/or with Young Leaders, and their Unit Leaders. The Trainer's role is to develop the skills of both the girls and young women and the Leaders. The Trainer must model best practice when working with the whole group, which means finding ways to involve everyone in the learning process.

## Training the organisers of training

As a Trainer, you may be asked to help train volunteers in a specific role. Training Organisers organise training events for Districts, Divisions, Counties, Countries and Regions.

## Training Trainers

You may have a specific training skill and/or expertise to offer, or you may be a very experienced Trainer who has been asked to pass on some of what you know to other Trainers who are keen to learn.

The thought of training other Trainers might feel challenging at first, depending on how you feel about working with peers and having in your learning session colleagues whose expertise and knowledge you greatly admire. However, these Trainers also share the same guiding values as you and will treat you with the same respect and friendliness that connects all members of Girlguiding.

## Support for Trainers

Your Tutor is your primary source of support. It is important that this relationship works well, as becoming a Trainer and completing the Trainer Qualification is easier with the help and guidance of a more experienced Trainer by your side. Your Country or Region team will support you to ensure this relationship works well.

There are also Trainer networks of different sizes, offering varying levels of support. Some are formal, led by a chairperson, and some gather in a more informal social setting. Often they are a combination of both. However they operate, the important thing is that they are a source of continual support. They provide Trainers and Prospective Trainers with opportunities to share thoughts and ideas, develop skills, grow as Trainers and, sometimes, simply to be with friends. Access to support networks is available the moment you begin your Trainer Qualification. Your Tutor will introduce you to them.

Once you are a Prospective Trainer you can attend the bi-annual Trainers' Conference, which can be a great source of inspiration, support and learning for Girlguiding Trainers.

You can also find out about support networks local to you by enquiring at local training days or contacting your County Training Adviser to be put in touch with someone who knows.

## Useful resources

### Girlguiding

The following resources can be found on the Girlguiding website ([www.girlguiding.org.uk](http://www.girlguiding.org.uk)).

### Reference

- *Educational Framework* ([www.girlguiding.org.uk](http://www.girlguiding.org.uk); search for 'Educational Framework')
- *The Guiding Manual* ([www.girlguiding.org.uk/guidingmanual](http://www.girlguiding.org.uk/guidingmanual))
- 'Being our best', Girlguiding's plan for 2020 ([www.girlguiding.org.uk/beingourbest](http://www.girlguiding.org.uk/beingourbest))

### Training resources

- Trainer Qualification - this area of the website includes all relevant modules for the Trainer Qualification
- *Training* resource - essential reading for the Trainer Qualification
- Youth Participation resources for Trainers are activity packs for you to use in all training sessions to help Leaders engage with the concept of full participation by girls.
- *Girls Learning to Lead* is a toolkit for training to help Patrol Leaders and Sixers develop their leadership skills, with the support of their Leaders.
- Guiding Conversations are a series of guiding-related topics intended to be used to facilitate discussions at District and Division meetings.
- E-learning Mentoring module is designed to develop your mentoring skills.

### Other volunteer qualifications

- Walking Scheme is for anyone wanting to develop their confidence in taking girls out and about.
- Going Away With Scheme is a flexible qualification which allows Leaders to gain the appropriate qualification depending on the type of residential they are planning.
- Leadership Qualification is needed to become a Unit Leader.

### Other

For current campaigns of the World Association of Girl Guides and Girl Scouts (WAGGGS), visit [www.wagggg.org](http://www.wagggg.org) > Take action.