The Mark Scott Leadership for Life Award Process 2020
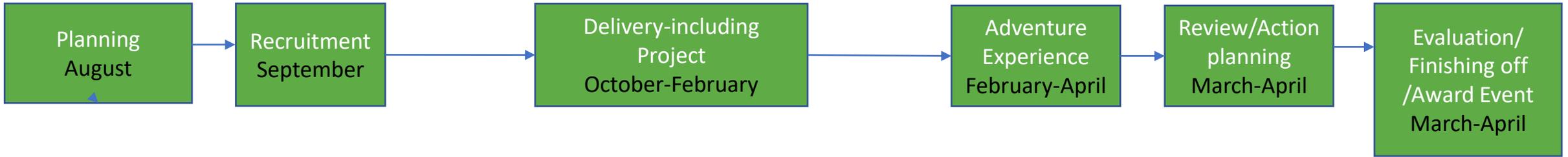
Planning August	Recruitment September	Delivery-including Project October-February	Adventure Experience February-April	Review/Action planning March-April	Evaluation/ Finishing off /Award Event March-April

Recruitment and Applications

Schools engage in promoting the Award to current 6th Year, using existing media, word of mouth, and online links to presentations co-ordinated and where appropriate run by MSLFLA project co-ordinators

Introduction and training

Individuals are enrolled in the programme and introduced to their teams initially online in their own time. Blended training begins covering psychology, feedback, and time management modules in a range of suitable environments

Team Development

Cluster groups take part in online and blended team tasks to embed learning.

Where appropriate, teams meet out of school to develop relationships and build confidence

Community Project

In Project groups, teams will be supported to identify a project to benefit their community.
Projects will be designed to be run co-operatively, but also with individuals delivering independently if necessary. This will be done in person where possible.

Social & Confidence Elements

An Adventure experience will be delivered with groups concentrating on social and confidence elements of the Award. These will be day events, expedition based, or residential dependent on guidance and local practice

Completion of Learning

As appropriate, teams, groups, or individuals will be reviewed in order for them to focus on their learning, and develop action plans for further development as they move on.

This may involve completion of a John Muir Award.

Throughout the programme although we recognise that there are strong outcomes from the social elements of the Award, we will maintain compliance with local and national guidelines for Covid Safety. Individual participants will be able to take part online where activity is done in person where they are isolating or choose not to attend.

The Mark Scott Leadership For Life Award

Overview

Most Schools in August 2020 are currently unable to safely accept visitors, so recruitment needs to be done remotely in most schools.

This can be entirely run by the school, with resources supplied by the MSFLA Team, or with a project co-ordinator making an online presentation to groups of 6th years. The MSLFLA Team will provide online resources to suit, and will assist where possible, including making presentations to small groups of potential applicants.

Applications, once made, will be treated as normal with applicants suitability gauged as previously. Deposits will be asked for in electronic form following commencement of the Award.

Activity

Promotion of the Award and support for Teachers in promoting. Potential delivery of online 'Recruitment Casting' by team members where requested

An Online Meeting with potential recruits is availlable to schools as an option for pupils to ask questions directly to MSLFLA Team members. Team members to be available for in-person meetings in the community and in school where suitable and requested.

Recruitment and Applications

Schools engage in promoting the Award to current 6th Year, using existing media, word of mouth, and online links to presentations co-ordinated and where appropriate run by MSLFLA project co-ordinators

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Future 'Lockdown' Contingencies: Modifications

Limited Access to participants: While in schools pupils will be recruited as planned, with no presence in person of MSLFA Team members other than online.

Full Lockdown: Schools will be asked to promote the Award to pupils in their normal school communication with pupils in lockdown. The recruitment resources available will be used on social media to promote the Award directly to pupils where possible.

Models:

Growth Mindset
Johari's Window
Maslow's Hierarchy
Support & Challenge
'Eating Elephants'
Problem solving
Belbin Team Roles
Comfort Zones

Overview

In this phase, the theoretical models used to understand personal and team behaviours will be delivered as a learning programme.

The programme's successes in wellbeing, confidence and team development depend upon face-to-face interaction and relationships between participants and MSLFLA Project managers.

Suitable opportunities will be sought to deliver in person in small groups or as a whole cluster where appropriate.

There are some presentations within this module, as well as practical and theoretical tasks to be undertaken by individuals and groups of students to embed and illustrate the learning.

Activity

- Short online or in person teaching sessions in the community on theory, beginning to develop relationships, and project management models.
- Theoretical and practical group projects and tasks undergone and reviewed using models introduced. Some tasks to involve an element of presentation
- Frequent group and 1:1 reviewing of learning and application at home

Future 'Lockdown' Contingencies: Modifications

Limited Access to participants: Most sessions are run online and practical team development activity is run within single school groups

Full Lockdown: All sessions are online with team development sessions being run through online problem solving group tasks

Outcomes

- Some understanding of others through sharing
- Development of understanding self better using models
- Development of understanding others, their reactions and our interactions through joint activity and reflection on models introduced
- Beginnings of developing a growth mindset approach to problems
- Beginnings of developing trust in others

Exercises:
'Personal Posters'
'People Bingo'
'The Coach Party teamwork model'
'NASA Moon rescue'

Overview

In this phase activity is undertaken which aims to bring the team together as a functional unit. Due to constraints when getting the team together, this will be instructor led and facilitated.

Some activity may have been done in the previous phase, as in this phase some of the models may be delivered and developed as appropriate

Wherever possible this will be facilitated in person, backed up by short online sessions where appropriate. Difficulty in obtaining suitable locations for physical meetings may mean that there will be pressure to deliver this online, but the Award outcomes are reliant on developing social and support mechanisms within the teams which need as much physical presence as possible.

Activity

Problem solving tasks will be set that allow participants to reflect on a team dynamic and learn from this. They will also be able to reflect on inter-personal elements of the learning from the previous psychological models. This can be enhanced with the use of some of the communication exercises.

Where possible as much of this work will be done practically and in person.

There will be opportunities for participants to try different roles and approach challenges identified within the activities.

Future 'Lockdown' Contingencies: Modifications

Limited Access to participants: Most sessions are run online and practical team development activity is run within single school groups

Full Lockdown: All sessions are online with team development sessions being run through online problem solving group tasks

Outcomes

- Opportunities for participants to use the models introduced and see them in action.
- Opportunities for participants to reflect on their own and others' performance in tasks and develop both improved understanding of co-operative working skills and of action planning personal development based on feedback
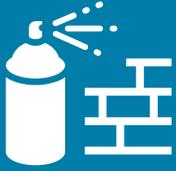
Community Project

In Project groups, teams will be supported to identify a project to benefit their community.
Projects will be designed to be run co-operatively, but also with individuals delivering independently if necessary. This will be done in person where possible.
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Models:
Problem solving
Management tools:
Aims Grids
Timelines

Overview

The community project will be the first major team and organisational task for the participants, and will therefore require instructor guidance and leadership throughout.
ie:
- Instructors provide structure to the team's activity
- Individuals are given responsible roles
- Autonomy is given following clear briefing and demonstration if necessary
- Actual task is organised and overseen by the instructor and appropriately facilitated throughout.

The project will be chosen from a narrow set of criteria with pre-arranged partners in place

Projects will 'showcase' the participant's skills and challenge them. The project selection process will be managed through a simple process.

Groups will create a presentation to give to a panel on-line with a deadline

Activity
Project identification, contact with an agency, project design, approval, planning, resource gathering, delivery, review.

Projects will be planned that can take place locally and with each individual contributing to the whole as an individual if necessary

Future 'Lockdown' Contingencies: Modifications

Limited Access to participants: Projects are run in half groups so that participants from different schools are not mixed.

Full Lockdown: Participants contribute to the project as individuals from home without any physical element of mixing with their team members

Outcomes
Participants aid their community in a genuine way
Participants get to work on a genuine project, utilise their tools and understanding from previous elements and reflect on their performance and learning throughout.
Participants better understand through practical experience interrelationships, conflict resolution skills, responsibilities and flexibility in planning/ resilience.

The option of working through the John Muir Award will be presented when engaged in environmental projects

Social and Confidence Elements

An Adventure experience will be delivered with groups concentrating on social and confidence elements of the Award. These will be day events, expedition based, or residential dependent on guidance and local practice

Models:
Growth Mindset
Support / Challenge

(Solo resources)

Overview

Within this element are the most important personal development areas in the Award, and also the Award's 'weakest' areas in terms of social distancing and resilience against further lock-down.

There will be a mix of regional responses, and timings will also be regional. While we are clear on what needs to happen and why, there will need to be local agreements and we will be following government guidance for the outdoor industry.

Pressures on education will require options for this to be done in participants' own time only (ie weekends and holidays) and may require shorter experiences as a result.

Potential Activity

Plans for this element include contingency plans for:
- Full Lockdown where activity is done solo with online group backup
- Single school day activity for 1-5 days
- Multi-school day activity for 1-5 days
- Single or Multi-School expedition based course of 1-3 days duration
- Single or Multi-school residential based course of 3-5 days duration

Future 'Lockdown' Contingencies: Modifications

Limited Access to participants: Sessions are run with separate school groups on a day basis.

Full Lockdown: This element will not be possible under these circumstances – will need to be replaced by a reflective online process to be run direct to and with individuals.

Outcomes
- Participants further develop their inter-group trust
- Participants begin to accept challenge
- Participants begun to see challenge and hard work as opportunity in line with Growth Mindset
- Participants see the benefit of supporting and being supported
- Participants achieve something they did not think they were able to at first look
- Participants undertake a difficult journey utilising the above outcomes, and share in a joint adventure experience
- Participants are allowed some time in nature to reflect

Completion of Learning

As appropriate, teams, groups, or individuals will be reviewed in order for them to focus on their learning, and develop action plans for further development as they move on.

This may involve completion of a John Muir Award.

Models:
John Muir Award 4 elements assessment Bridge Transfer and action planning model

Overview

This element will conclude the Award. It is necessarily reactive to the experiences of the Award period as well as the individuals.

As projects will have been guided towards delivery of an environmental theme, there will be a number of projects and associated participants who may achieve a John Muir Award at this stage.

Finally, the Award final review will take place in a similar way to 'normal' with the ability to deliver a similar process online should a form of lockdown be in place.

Activity

Groups will gather as individuals, schools, or project teams as appropriate, to run through a MSLfLA final review, looking at their learning and development and receiving supporting feedback from their Peers.

They will finish the Award by reflecting on their learning, on their aims for the future, and how they can use their LfL experience to move toward their goals in the future.

As appropriate: Teams will also complete any remaining work for the John Muir Award at this stage as appropriate too.

Future 'Lockdown' Contingencies: Modifications

Limited Access to participants: Participants are able to meet in school groups and help eachother reflect on their experiences

Full Lockdown: Participants are unable to meet physically and so reflection and discussion must be done online.

Outcomes
- Completed final evaluation
- Completed final review and Action Plan
- Completed application for the John Muir Award

- Celebration event