

Programme Rationale

“During my time in university education, I was concerned by the narrow skills that students exited from in many of the courses. Once back in a school, I also observed that it was almost a foregone conclusion that students would graduate from primary to secondary education.

As I looked at students in various sectors, I was amazed that many students, regardless of whether they were at university, secondary or primary school, were often involved in extra-curricula activities that required higher and wider skills than their courses did. I reflected on how inadequately we affirm the teenage child and how, other than the “driver’s licence,” adolescents have very few “rites of passage.” I felt that there should be more of a ceremony and sense of real achievement when a student was handed on to high school.

I had been attracted to the Duke of Edinburgh award scheme but felt it could be much broader and more actively prepare students for an ever-changing society, as well as integrate more of the actual set curriculum. The “Citizens of Tomorrow, Today” Programme is designed to enable us all to realise that learning is a journey that we are all on and not something just done to pass through the school days.”

Dr. Jennie Bickmore-Brand
Programme Designer

Programme Background

In the year 2030 the students who are now in middle school will be making decisions that will impact on our society, while many of us will be retired or being looked after in an old folk's home - that's if this current generation of children actually value older people!

The lifelong learning concept was proposed at a parent body meeting in 2002 with a follow-up meeting expanding on the idea of preparing students for the 21st century.

Initially a committee developed a rich range of activities that students would be motivated to be engaged in. The multifaceted nature of the group ensured active involvement of the P&F as well as community members, in the growth of students. It aimed to encourage inter-generational communications and sharing of experiences.

Feedback from participants in the pilot year, further shaped the programme, as did an extensive evaluation conducted by a university consultant.

In preparing students for the 21st century it was decided that they should have developed competencies in the following categories:

- **Creativity**
e.g. photography and fine arts and drama
- **Bilingual/Multicultural**
e.g. discovering Australians and their ethnic contributions
- **Athleticism**
e.g. increasing personal fitness and sportsmanship
- **Survival Skills and Personal Management**
e.g. time management and goal setting
- **Numeracy**
e.g. being able to balance a budget and manage shares
- **Communication**
e.g. multi media messages targeted for different audiences
- **Technology and Computer Literacy**
e.g. learning and teaching others
- **Enterprise**
e.g. understanding small business and local community
- **Critical Humanities**
e.g. being able to read the media and marketing messages

- **Community Awareness**
e.g. offering community service to the aged and needy
- **Spiritual**
e.g. developing our sense of God and who worships Him
- **Environmental Awareness**
e.g. needs of flora and fauna and ecosystems
- **Global Awareness**
e.g. understanding basic facts about the world we live in

In society people need to have initiative, work together in teams, and be aware of their own strengths and limitations. In this programme students will be rewarded where they:

- Use initiative and are not just passive
- Organise others and cooperate as a team
- Exhibit high levels of practice or skill accomplishment
- Are altruistic ie. do things for the benefit of others less fortunate
- Show an ability to examine and market one's strengths
- Act with integrity and honesty

The idea of the programme is that through school and home, students will have specific experiences that will have a point system assigned to them and the students will collect points towards an award they will receive at a programme graduation.

Some of these experiences are to be conducted at home **e.g. Plan a healthy three course menu, obtain ingredients, cook it for your family and clean up** (Survival Skills and Personal Management), **Calculate change manually while out shopping with your family on five occasions** (Numeracy).

Other experiences will be conducted mainly at school **e.g. Communicate with a culture where English is not their first language** (Bilingual/Multicultural). It is anticipated that the school will be able to provide the majority of the experiences, thus diminishing any burden on the family. However, where families support their child, we believe there will be added benefits.

The "Citizens of Tomorrow, Today" Programme encourages students to find out about the wider resources of the local and global community.

Administration

Duration

It is recommended that the “Citizens of Tomorrow, Today” Programme be run over a duration of two years for each cohort of students. It was originally designed for the maturation that takes place between primary and secondary years, but can be used by a wider range of students as a personal development and/or leadership programme.

With the participation of older students, the calibre of their actions is likely to be higher, the impact on their community greater, and the contribution to their own self development, more significant.

Moderation

A management committee should be formed for the programme. The recommended composition of this committee is:

- Key Staff Member with workload of .1
- Administration representative
- Staff representative/s
- Parent Body (e.g. School Council/P&C/P&F) representative/s

The Key Staff Member moderates each student’s activity (a recording chart is on pages 185 to 190) and therefore contributes to rigour in the final accountability. The committee should seek feedback annually on the overall programme.

Patron

It is recommended that a person of standing in the wider community be approached to be Patron for the programme. This person may be able to be present at the initial launch, and more especially at the graduation ceremony to present medals to participants. It can also act as a stimulus for increased participation and commitment to the programme from more stake holders.

Mentors

Mentors should be made available for students where their family may need support. This may continue for the duration of the student’s time in the programme or for a shorter period. Mentors are to meet with their student initially to assist them to plan their schedule of activities. They must sign the Record Book (page 2) at the start of the programme.

Mentors can assist in cross checking and validation of the student's "Citizens of Tomorrow, Today" Programme experiences against the Record Book. Meetings between Mentors and students should be conducted either at the school grounds or at the student's home with the parents present. Mentors and students can arrange meetings at their convenience.

Mentors can expect to meet for about 30 minutes per term on average. Variations will occur according to need. Mentors should be briefed at the outset to be made aware of their commitments for the duration of the program, this should include their being present at the student's graduation ceremony where they will receive their medal.

Mentors should be sought from all sectors of the school and local community. Mentors should not be parents who have a student currently doing the programme, nor be a direct family member.

All Mentors should submit a police clearance to the school.

Role of parents

One idea behind the "Citizens of Tomorrow, Today" Programme is to increase the participation of parents in the growth of the student at an age when students are less inclined to participate in family events.

It is also designed to encourage family experiences that may not be a usual part of their routines. The parent will be able to guide the student in the planning process and be there to ratify each experience (where applicable) by signing in the Record Book. It is not the intention that the activities become a burden for the family or that parents will be expected to go to any undue lengths to support their child.

Record Book management - students responsibility

Any experiences that you have completed during the duration of the programme can be included in the Record Book, providing the designated signature is obtained and the experience validated by the Key Staff Member.

You will need to ensure that every activity you do is marked in the Record Book with signatures to prove that the activity was completed. The signature will be from a person who can not only verify that you have completed the task, but has the expertise to judge how well the task is done. You will need to get them to date it at the same time. Then you will need to get the Key Staff Member, who will regularly call upon students to check their progress, to counter-sign the activities.

Staff members can be used to sign your Record Book e.g.

- LOTE specialist
- Art or Music specialist
- PE Teacher
- Your Mentor and Class Teacher can sign your Record Book

Note: Parents must be satisfied with the standard that their child has achieved on the activity if it is done at home e.g. cooking. If they believe their child has exceeded the level expected of the activity they may increase the points. This in turn needs to be counter-signed by the Key Staff Member.

Programme process

Steps students must take:-

1. Parents, students and other participants attend an Information Session on the “Citizens of Tomorrow, Today” Programme and take note of what the school can offer. School outlines prospective lifelong learning experiences that students will be naturally involved in during the course of their studies i.e. Art, LOTE, PE, class teacher’s programme.
2. Sit down to meet as a family and consider activities you have done from the start of the school year until now. Add up these points.
3. Look at the Core Requirements and note that you will need to complete all of these before you can receive any medal. On completion of the Core Requirements you will have achieved 70 points towards your bronze, silver, gold or platinum medal.
4. You can decide to add onto those Core Requirements from any of the categories. Look at categories that you either enjoy, are interested in and/or are good at. Discuss with your family the ones you would like to have a go at. Use the Overview pages in this Record Book to put a pencil tick (✓) on the squares that describe the activities you intend to complete.
5. Space exists within each section for you to design your own activity. Negotiations between the Key Staff Member and the student will determine the exact points value of these activities. (Further space is at the back of this book).

6. Meet with your mentor or Key Staff Member and draw up a timeline with activities planned out against a calendar, bearing in mind that all activities must be completed by the given deadline (special circumstances must be approved by the Key Staff Member).
7. The Key Staff Member will conduct regular planning sessions to avoid any clashes of student ideas with major events planned by the school.
- 8. If students have any activities which they wish to count from the previous year (or school), they will need to follow up the appropriate people and get their signature against the activity in the Record Book, or show evidence of earlier achievements (e.g. certificates) to the Key Staff Member.**
9. Once you have completed an activity, sign across the square at the bottom of the Overview pages of your Record Book. (You may already have a tick (✓) on the square from when you initially planned to do the activity).
10. Hand in your book regularly to the Key Staff Member who will record onto the Master Record System and counter-sign across the square of each activity in the Record Book to show it has been validated.
11. Once each term, each student will be scheduled to meet with the Key Staff Member, if they wish, to confirm their progress.
12. All points will be closed off on the given deadline for the purposes of graduation and prize giving preparations (special circumstances may apply).

Accumulating Points

Graduation medals

The programme is based around a process of accumulating points towards the graduation medals listed here:

- **Bronze = 200 points** (minimum)
This medal rewards completion of all the Core Requirements (70 points) and an additional 130 points or more. You can choose to make up the other points by completing activities from any category at any level.
- **Silver = 400 points** (minimum)
This medal rewards completion of all the Core Requirements (70 points) and an additional 330 points or more from any category at any level.
- **Gold = 600 points** (minimum)
This medal rewards completion of all the Core Requirements (70 points) and an additional 530 points or more from any category at any level.
- **Platinum = 800 points** (minimum)
This medal rewards completion of all the Core Requirements (70 points) and an additional 730 points or more from any category at any level. (Note: It is rare for this award level to be achieved.)

Core Requirements

The Core Requirements are thirteen lifelong learning experiences that **must** be included. Note there is a minimum of one per category. You will need to complete **all** of these Core Requirements before you can receive any medal. On completion of the Core Requirements you will have achieved 70 points towards your bronze, silver, gold or platinum medal.

Points range

Where you see a range of points (8 - 10 points) you will need to get the first signature person to judge the degree of difficulty and effort and assign the points accordingly. The Key Staff Member will confirm the allocated points when that activity is signed.

Bonus points

If a student completes level 1, 2 and 3 on the same line they achieve 5 extra points. They then become eligible to design and complete a further activity for which they will achieve a further 5 - 10 points. These must be confirmed by a Staff Member or Mentor, and then validated by the Key Staff Member.

Team events (maximum 4 persons to each team)

More than one team can organise the same event. However, coordinate with the Key Staff Member to ensure that there are not too many teams trying to organise the same event. Actual points earned may vary according to each individual's contribution.

Repeated activities

No student can score for the same activity twice. For example, if the activity reads "Attend art, or dance, or music lessons (3 points)", you can only get one set of three points and not count it for art lessons and music lessons and dance regardless of whether you are actually doing all three. However, you can design your own activity at the "To be negotiated" blanks at the end of each section, where these activities could be counted.

Or

Where "**or**" is written against an activity you can only get the points for **one of the activities**. Some tasks offer a choice of two, but you will only get the points counted once, even if you have done both. Check that the activity you have chosen does not require the activity written next to it to be done first.

Double points*

If you complete all the Core Requirements in the first three months of participating in the programme the 70 points will be doubled (i.e. 140 points). Note: Not all activities scheduled to be completed in the school programme can be guaranteed within the first three months.

Medium of your choice

This means that the activity can be presented in any way the student chooses. Some activities will lend themselves to an oral presentation, debate, written essay, poster presentation, pamphlet; others may be better as a model or project.

Activity levels

- **Level 1 (2 - 4 points)**

This level of activity can be completed without involving the cooperation of a number of people and could be kept within the family or class.

- **Level 2 (5 - 9 points)**

This level of activity is where the student has to interpret or express their understanding in some way, work a bit longer or show persistence with an activity. It may involve others outside the family.

- **Level 3 (10 - 20 points)**

This level of activity may involve the student in a number of processes. It would need to communicate to a wide audience and involve the audience/others in a collaborative way.

Making your points work for you

It is possible to make your points work for you across several activities. For example: in Bilingual/Multicultural you could organise a multicultural event (BL7.3) and get 10 points. If you include an indigenous speaker whom you introduce and thank (BL5.2) you can add a further 8 points at that same event. You might also have on display a poster you have made on some indigenous language and their meanings (BL4.2) and could therefore add another 5 points.

Evidence

You will need to show evidence of certificates, prizes, and awards to the Key Staff Member, at the time of submitting your Record Book. Compile a file of evidence that you bring with you to each meeting. Extra points will be awarded for outstanding efforts. Likewise meagre efforts may not get fully quoted points.

Cheating/Penalties

There are opportunities for people to be dishonest, especially where the activity relies on people outside the school for the signature. **The “Citizens of Tomorrow, Today” Programme has honesty and integrity as guiding principles.** We would ask for honesty in all circumstances. Should it come to our attention that an activity has not been honestly conducted, then penalties of up to three times the points the task in question achieved, may be applied, and the student will need to add these extra points in order to achieve their medal.

To be negotiated

These sections can be negotiated with the Class Teacher and/or your Mentor. They must adhere to the appropriate level and be signed by a person designated by the Class Teacher, Mentor or the Key Staff Member.

A template for detailing these negotiated tasks can be found on page 191 of this Record Book. Photocopying this page is allowed if further blanks are required.

Late starters

Students entering the school during the year will negotiate for credits from past experiences (refer back to page 10 item 8).

Document organisation

Students will find it useful to keep a folder of their activities and certificates etc. to enable efficient communication with their Mentors and Key Staff Member.

The student should bring their Record Book to school each day. As this is the main proof of the student's activities it is important to safeguard its loss. **Students must have their name clearly marked on their Record Book (see page 2).**

Guiding Principles

It is always important to remember that the following guiding principles express the values that will be rewarded in the programme:

- Use initiative not passive
- Organise others
- Work as a team and cooperate
- Practice and skill improvement
- Altruism - we give without expecting a reward
- Ability to market one's strengths
- Act with honesty and integrity

Core Requirements (70 points*)

(*note these can be doubled - see page 12 for details)

<i>Categories</i>	<i>Key Staff Member signature & date</i>
<p>Creativity (3 points) Visit an art gallery/museum or attend a live music or dance event by a recognised performer (<i>outside school hours</i>).</p>	
<p>Bilingual/Multicultural (3 points) Communicate with a pen pal from a culture where English is not their first language, or their culture is different from yours.</p>	
<p>Athleticism (5 points) Improve skill levels in selected sports or achieve the next level of proficiency in your selected sport.</p>	
<p>Survival Skills and Personal Management (8 points) Plan, cook, and clean up a healthy three course meal for your family.</p>	
<p>Numeracy (3 points) Calculate change manually while out shopping with your family on five occasions.</p>	
<p>Communication (2 points) Send and receive an email with an attachment.</p>	
<p>Technology and Computer Literacy (4 points) General typing/key boarding skills, typing speed ten words per minute.</p>	
<p>Enterprise (5 points) Investigate a supermarket product, e.g. toothpaste – different brands, cost comparisons, weight, packaging, special benefit of chosen product. Why choose product?</p>	
<p>Critical Humanities (5 points) Compare a book with a film version of the same story.</p>	
<p>Community Awareness (2 points) Support a charity.</p>	
<p>Spiritual (3 points) Attend a place of worship and an actual service.</p>	
<p>Environmental Awareness (3 points) Visit an environmental/animal centre e.g. Zoo, wildlife park</p>	
<p>Global Awareness (24 points) Complete the self marked computer quiz on world facts.</p>	