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# PI

*program information.*

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## key outcomes.

Girls have achieved learning and motivational outcomes that form the foundation of the ultimate goal – a greater level of understanding about their own personal worth, strength and purpose. These include:

- Developed holistic personal and problem-solving skills
- Improved confidence and understanding of value
- Enhanced social support networks
- Greater understanding in relation to gifts and talents
- Greater awareness of community contribution and participation.

## target group.

ShineGIRL is an adaptable course used in various local settings to reach adolescent girls in middle school from Grade 7 to Grade 10. The course can be run in high schools, youth groups, youth centres, residential centres, juvenile detention centres and so forth. This program is not intended to replace the provision of formal case management, counselling or support for children and young people requiring professional assistance or intervention.

## approach.

ShineGIRL is characterised by the following:

- 15 participants is the maximum number for a group
- An informal environment to explore the ShineGIRL concepts
- ‘Hands-on’ practical and interactive sessions
- Group discussions and short teaching sessions (maximum 10 minutes)
- A significant celebration
- Personal stories
- Elements of surprise
- 1 facilitator, 2-3 co-facilitators.

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## Team Roles

Below are team roles that can be established for your program group. A minimum requirement to run a ShineGIRL program is to have a Lead Facilitator.

### Facilitators

#### LEAD FACILITATOR

The Lead Facilitator is responsible to lead and implement the ShineGIRL program for a group of participants. The Lead Facilitator may or may not have a team working with them.

#### CO-FACILITATOR(S)

The Co-Facilitator(s) support the Lead Facilitator in running the program. Additional responsibilities include:

- Facilitating activities under the supervision of the Lead Facilitator.
- Having responsibility for a small group of participants within the larger program group e.g. leading the small group discussion segment of a session.

### Support Persons

#### SPECIALIST SUPPORT PERSON

The Specialist Support Person comes alongside the facilitators and works specifically with participants who require extra care and assistance e.g. the School Counsellor.

The Specialist Support Person differs from the Co-Facilitator as they are working in the program with the purpose of assisting specific participants in the program group.

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## **ASSISTANTS**

Assistants give practical support to the facilitator(s). Assistants do not facilitate activities or lead small discussion groups. Assistant roles include:

- Set-up and room organisation.
- Helping set out the activity materials throughout the session.
- Assisting the participants practically (under the guidance of a facilitator) e.g. helping find a glue stick, and
- Clean-up.

Examples of an assistant include parent(s)/carer(s) and adult community volunteers.

## **RESOURCE CO-ORDINATOR**

It can be very helpful for a ShineGIRL program group to have a Resource Co-ordinator who can collect and put together the resources needed for each session. This role requires creativity and organisation. Having a Resource Co-ordinator is especially helpful when several ShineGIRL programs are being run by an organisation. They can arrange for resources to be organised and/or purchased in bulk. A Resource Co-ordinator may also manage a team who assist the program groups with their resource requirements.

## **JUNIOR ASSISTANTS**

Junior assistants fulfil the role of an assistant (as outlined above). An example of a Junior Assistant is a Peer Support Leader from the school where the ShineGIRL program is being run. Junior assistants are to come under the definition of children and young people (refer to Child Well-Being and Safety, pp.15-25).

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# Child Well-Being & Safety

## Child Protection Legislation

**ORGANISATIONS ARE REQUIRED TO MEET LEGISLATIVE OBLIGATIONS IN RELATION TO CHILD PROTECTION. THEY ARE REQUIRED TO HAVE A CHILD PROTECTION POLICY THAT IS APPLICABLE TO THEIR COUNTRY, STATE OR TERRITORY.**

Child protection legislation has been enacted by every state and territory of Australia. This legislation sets out legal and regulatory requirements around the interaction with children and young people, the care of children and young people, and the reporting of conduct of concern.

Facilitators and support persons are to be familiar with the organisation's policies and procedures that:

- a) Guide staff and volunteers (i.e. facilitators and support persons) on how to relate to children and young people (i.e. participants and junior assistants).
- b) Clarify the parameters of appropriate and inappropriate conduct for staff and volunteers (i.e. facilitators and support persons) to create a safe and supportive environment for the children and young people (i.e. participants and junior assistants).

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- c) Model a workplace that is collaborative, consultative and lawfully compliant in relation to current child protection practice.
  - d) Outline procedures for training and practice for staff and volunteers (i.e. facilitators and support persons) to fulfil their responsibilities:
    - i) Under the specifications of legislation in terms of having a valid Working with Children's Check (WWCC<sup>1</sup>) (or equivalent standards of the country, state or territory where the ShineGIRL program is run) and appropriate conduct.
    - ii) To report inappropriate conduct directed towards children and young people.
    - iii) As Mandatory Reporters of concerns for children and young people at risk of significant harm.

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<sup>1</sup> In New South Wales, Australia, before engaging a new, paid or volunteer, child-related worker, an organisation must ensure the worker has a clearance to work with children. The only way for an organisation to determine a person's clearance status is by verifying their WWCC with The Office of the Guardian.

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## Child Well-Being Coordinator

Organisations should designate a lead Child Well-Being Coordinator who is aware of all the ShineGIRL programs that are occurring within their organisation. This person must be knowledgeable and experienced with child protection legislation for children and young people under the age of 18. They must be willing to be the key point of contact for all facilitators and support persons who will be involved in working with the children and young people participating in the ShineGIRL program.

The Child Well-Being Coordinator must know the Child Well-Being requirements for their country, state or territory. They must prepare both the facilitators and support persons before each program is run and respond if there are concerns regarding child well-being and safety. In short, the coordinator must prevent and respond by:

- Coordinating processes to ensure all selected facilitators and support persons are safe and trusted adults.
  - Verify and record the status of the their WWCC (or equivalent standards of the country, state or territory where the ShineGIRL program is run), and
  - Only engage child-related workers or eligible volunteers who have a valid WWCC.
  - Report findings of misconduct involving children and young people made against child-related workers or volunteers, and
  - Complete reference checks for facilitators and support persons.
- Ensure that the facilitators and support persons involved in the program have appropriate training.
- If there are concerns during the course of the program, implement policy and specific procedures e.g. identify, respond to and support children and young people when there are child well-being and safety risks and/or concerns.

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## Duty of Care

All facilitators and support persons have a duty to take reasonable care for the safety and welfare of the children and young people (i.e. participants and junior assistants) in their care.

This duty is to consider and take all reasonable action to protect children and young people (i.e. participants and junior assistants) from known hazards or risk of harm that can be reasonably predicted. The standard of care that is required by a facilitator or a support person must take into consideration various factors, such as a child or young person's maturity and ability.

The duty of care responsibility for children and young people (i.e. participants and junior assistants) exercised by all facilitators and support persons applies during all activities and functions conducted or arranged by the organisation where a child or young person is in the care of facilitators and support persons.

The risk associated with any activity needs to be assessed and managed by facilitators and support persons before the activity is undertaken. A single serious failure to exercise appropriate duty of care, or persistent repeated failures, may constitute neglect or negligence according to the law if significant harm is caused or if there is the potential to cause significant harm to a child or young person (i.e. participant or junior assistant).

## Permissions

Before a child or young person (i.e. participant or junior assistant) engages in the ShineGIRL program, consent to participate is to be obtained from parent(s)/guardian(s) and/or the hosting organisation's contact person who is responsible for the children and young people e.g. in a school, it is the Principal.

Where a child or young person (i.e. participant or junior assistant) leaves the premises for an excursion (e.g. movie) or outing (e.g. going to a local sports oval to run a session activity), a permission slip for each child and young person is required to be signed by their parent/guardian. Where the program is run at a school, excursions or outings:

- Must first be approved by the school e.g. by the Principal.
- Permission slips are to be organised by the school contact, and
- Can only be run if a school staff member attends and has primary responsibility for the children.



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## Professional Relations with Participants

All facilitators and support persons are to be caring and supportive adults who take an interest in the well-being of young people (i.e. participants and junior assistants), and who set appropriate boundaries for relations with children.

At all times, facilitators and support persons must treat children and young people (i.e. participants and junior assistants) with respect and behave in ways that promote their safety, welfare and well-being. Facilitators and support persons are always to act professionally. Your organisation's policies (that comply with the country state or territory's legislation where the ShineGIRL program is run) will outline ways to assist facilitators and support persons maintain a correct professional relationship and boundaries with children and young people.

Where a small gift is provided to the participants during a session, the gift needs to be similar for each participant in the program group but may be customised for the individual e.g. if participants are each given a wooden alphabet letter the gift would be customised by providing each participant with the letter of their first name or preferred name. There can be no differentiation in the quality or type of the gift as this can be viewed as favouritism.

Where a small gift is provided to each junior assistant to appreciate their time and contribution to the program group, the gift needs to be similar for each junior assistant but can be customised for the individual. The gift should be given on behalf of the ShineGIRL program Group to the Junior Assistant. A good time to do this is in the last session.

## Confidentiality

It is important that all facilitators and support persons are aware of their confidentiality requirements. This means that discussions with community members about specific program groups or individuals are not allowed. Likewise, posting photos or comments about specific program groups or individuals on the Internet e.g. websites and social media, without consent is prohibited. Do not allow participants to take photographic or audio-visual material during the session.

Confidentiality does **NOT** extend to areas including:

- Mandatory reporting under child protection legislation. In a school in NSW Australia, mandatory reporting concerns must go directly to the principal and are not to be discussed with others e.g. team members, the classroom teacher or parent(s)/guardian(s). This will be outlined in the school's policies, however, this does not relieve the facilitator or support person from their obligation to be a mandatory reporter. For example, the seriousness of an allegation may warrant immediate contact with the police.
- When there is a serious threat to the life, health or safety to a person(s).
- Where program groups and/or individuals are discussed in the appropriate context e.g. communicating with your team, a child's parent/guardian or specific school staff about non-mandatory reporting issues.
- Where a signed and authorised use of image form is provided by the parent/guardian for audio visual, written or photographic material to be used from the participants e.g. on the organisation's promotional material, website or social media platform. Note: this is only applicable if it is compliant to the organisation's policy e.g. a school may not permit photos to be taken at school events.

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## Practical Guidelines

Please note these are guidelines only. Team members are to follow their organisation's Child Well-Being and Safety policies that comply with their country and state or territory's legislation.

Please select one of the following applicable to your ShineGIRL program group and read the corresponding information.

1. Facilitating the program at your venue, or
2. Facilitating the program where another organisation is hosting.

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# 1. Facilitating the Program at Your Venue

## COMMUNICATION WITH TEAM MEMBERS

- Identification must be worn by facilitators and support persons.
- Ensure facilitators and support persons have access to a phone in case of emergency.
- Team members are not to be alone with children and young people (i.e. participants and junior assistants) where they cannot be seen by others. Keep areas open with team members visible. For example, do not shut blinds or curtains in this situation.
- Do not initiate physical contact with children or young people (i.e. participants and junior assistants). When responding to appropriate physical contact initiated by younger participants, a shoulder hug, a pat on the back or a hand-hold are the only appropriate responses.
- Facilitators are to plan activities and responses are to be anticipated. If the participants become increasingly difficult to manage during an activity the Lead Facilitator is to stop the activity and regain management of the situation e.g. stop the activity and have the participants return to their desks.
- The Lead Facilitator is to have a key contact person's details who is available in case of emergency or where an immediate concern is identified e.g. a welfare officer. In a school in NSW Australia, if a reportable or potential reportable child protection matter arises, a person is required to tell the principal directly.
- Ensure the Lead Facilitator has the contact number(s) for each child and young person's (i.e. participants and junior assistants) parent(s)/guardian(s) and that these are kept current. It is advisable to have a secondary contact for each child and young person for use in case of emergency e.g. where the primary contact cannot be reached.
- Facilitators and support persons are to be fully aware of the venue protocols including:
  - Evacuation and lock down procedures.
  - First aid procedures, and
  - Location of bathrooms.
- Debrief with the team after each session e.g. What worked well? What can be improved? Are there any concerns about a child or young person? Are there any concerns about the venue? It is important concerns are documented and referrals made where needed.

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## **COMMUNICATION WITH CHILDREN AND YOUNG PEOPLE**

- Junior assistants are to come under the definition of children and young people.
- Children and young people (i.e. participants and junior assistants) are to go to bathrooms and/or other enclosed areas in groups and are not to go alone. Adult team members are not to be in the bathroom at the same time as children and young people.
- Children and young people (i.e. participants and junior assistants) need to be able to describe procedures for arriving and departing each session e.g. once their parent/guardian leaves them at the program they are to remain in the program until their parent/guardian returns and they are signed-out of the session.

## **COMMUNICATION WITH PARENT(S)/GUARDIAN(S)**

- Intentionally communicate with parent(s)/guardian(s) about the program and their child's participation e.g. an information session, emails, SMS, posters/signs. Build relationships that are strong, positive and helpful.
- Determine a registration and dismissal process for the program. All children and young people (participants and junior assistants) should be signed in and out of each session.
- Communicate clearly and openly with parent(s)/guardian(s) around logistics for their child (i.e. participant or student volunteer) including the drop-off and pick-up time and location. Have a clear process for what happens if a:
  - Parent/guardian is late to collect their child.
  - Third-party will be collecting a child or young person from the program e.g. a family friend, or
  - A child is making their own way to and/or from the program e.g. using public transport.

## **NOTE ON FACILITATING THE PROGRAM AT YOUR VENUE:**

Where the venue is a school and the Lead Facilitator is a school staff member e.g. a teacher, the person will already be aware of the school's policies and is to simply run the program within that framework.

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## 2. Facilitating The Program Where Another Organisation Is Hosting

For a program being run in partnership with a hosting organisation, the guidelines below should be discussed e.g. with the key contact person in a school.

### **COMMUNICATION WITH TEAM MEMBERS:**

- Identification must be worn by facilitators and support persons.
- Ensure that facilitators and support persons have access to a phone in case of emergency.
- Team members are not to be alone with children and young people (i.e. participants and junior assistants) where they cannot be seen by others. Keep areas open with team members visible. For example, do not shut blinds or curtains in this situation.
- Do not initiate physical contact with children or young people (i.e. participants and junior assistants). When responding to appropriate physical contact initiated by younger participants, a shoulder hug, a pat on the back or a hand-hold are the only appropriate responses.
- Facilitators are to plan activities and responses are to be anticipated. If the participants become increasingly difficult to manage during an activity the Lead Facilitator is to stop the activity and regain management of the situation e.g. stop the activity and have the participants return to their desks.
- The Lead Facilitator is to have a key contact person's details within the hosting organisation which is available in case of emergency or where an immediate concern is identified e.g. the classroom teacher. In a school in NSW Australia, if a reportable or potential reportable child protection matter arises, a person is required to tell the principal directly.
- Facilitators and support persons are to be fully aware of their hosting organisation and venue protocols including:
  - Evacuation and lock down procedures.
  - First aid procedures for the venue, and
  - Location of bathrooms.
- Debrief with the team after each session e.g. What worked well? What can be improved? Are there any concerns about a child or young person? Are there any concerns about the venue? It is important concerns are documented and referrals made where needed.

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## COMMUNICATION WITH CHILDREN AND YOUNG PEOPLE

- Junior assistants are to come under the definition of children and young people.
- Children and young people (i.e. participants and junior assistants) are to go to bathrooms and/or other enclosed areas in groups and are not to go alone. Adult team members are not to be in the bathroom at the same time as children and young people.
- Where a hosting organisation employee has not remained with the group e.g. the classroom teacher, participants need to be able to describe procedures for arriving and departing each session e.g. the Lead Facilitator will meet participants at their classroom; the classroom teacher will return at the end of the session, or the Lead Facilitators will take the participants to their designated playground area with the teacher on duty being advised that they have arrived.

## COMMUNICATION WITH PARENT(S)/GUARDIAN(S) AND HOSTING ORGANISATION CONTACTS

- Intentionally communicate clearly and openly with the hosting organisation's key contacts e.g. principal, classroom teacher, school counsellor, about the program and the children and young persons' (i.e. participants and junior assistants) participation. Build relationships that are strong, positive and helpful.
- Discuss with the hosting organisation about the best way of intentionally communicating with parent(s)/guardian(s) about the program and their child's (i.e. participant or junior assistant) participation. Resources may be prepared by facilitator(s), however, **a key contact from the hosting organisation is to take on the responsibility of communicating directly with parent(s)/guardian(s).**
- Work with your hosting organisation contact e.g. classroom teacher, to determine a registration process for each child (i.e. participants and junior assistants). All children and young people should be signed in and out of each session.
- Have regular debriefs with your hosting organisation's key contact person.

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## ADDITIONAL REQUIREMENTS

A hosting organisation will generally require that all ShineGIRL team members complete an induction and confirm that they have read and understood the material provided to them during their induction.

For example, a school may have all facilitator(s) and support person(s) complete an 'Acknowledgment by school community member' form or equivalent (applicable to your country, state or territory).

### ACKNOWLEDGMENT BY SCHOOL COMMUNITY MEMBER:

I (*insert full name*) \_\_\_\_\_

**Being engaged by the School in the following role** (*insert position*) \_\_\_\_\_

#### Hereby acknowledge that I:

- Have received the Child Protection Policy and the School Code of Conduct for staff, students and volunteers.
- Have read the Child Protection Policy and the School Code of Conduct for staff, students and volunteers and am obliged to comply with the Code and Policy, including any amendments made by the School from time to time.
- Am obliged to notify the School if my Working With Children Check status changes from 'Cleared'.
- Am a Mandatory Reporter of concerns about children or young people being at risk of significant harm.
- Am obliged to inform the Principal of suspicion of reportable conduct of another community member.
- Have received training in all aspects of the Child Protection Policy.
- Am aware that a current copy of the Child Protection Code of Conduct and Child Protection Policy is posted on the School's website.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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# Outworking a Session

## Brief

Allow time to brief your team on the plan for the session. Communication is vital for the team to operate well together. Make sure each team member knows what is required of them and that all tasks are delegated. Giving people responsibility means they are empowered to contribute. Participants can tell when a team is operating cohesively and when it is not.

## Budget

Be creative with the budget you have. Recycle materials and, where possible, involve your community. Encourage people in your organisation, friends, family and community members to assist you in collecting recycled materials for use in session activities.

## Prepare

Preparation for a ShineGIRL program takes time, organisation and thought. Every aspect of team member preparation can be used to create an atmosphere of value for participants. Where you intend to use music during a session, plan when the music will be played and at what volume. If you choose to use music with lyrics, listen carefully to the lyric before the session to ensure its suitability e.g. no explicit language or inappropriate content/references.

### **PRACTICAL TIPS FOR PREPARATION.**

- Know your session content and program aims.
- Have the required resources for the session prepared in advance, and
- Have current knowledge of your Child Well-Being and Safety requirements for your group and venue (refer to Child Well-Being and Safety, pp. 15-25).

Being organised and mentally prepared will help each team member remain focused and present with their program group.



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## Set-up

One of the key ways to demonstrate value to the participants is doing everything with excellence. Each session will require time to prepare resources and set-up the room. Ensure you arrive at your venue at least 20-minutes before you are due to start.

The presentation of the room can create a responsive, warm, friendly and open atmosphere and this is often the first thing the participants will encounter. Setting-up the room differently to regular classes or activities can create anticipation. It also shows that you believe the participants are worth the effort of arriving early and preparing the room nicely. This adds another layer to communicate value. Changing the room can increase learning capacity, create anticipation and lift expectations if done well.

Basic items can make a huge difference to the way the room looks. You can be as creative as you like but do not make it complicated. Simply placing the session title on the board can stir-up curiosity.

Always consider the needs of individual participants in your program group. You may have a participant who experiences some difficulty in the sensory environment such as a participant:

- Who may not be able to differentiate foreground from background noise.
- Where an increase in visual stimuli or a change to the room environment may result in sensory overstimulation.

For example, if working in a school, seek advice from the classroom teacher and/or the school counsellor.

### **PRACTICAL TIPS FOR SET-UP**

- Keep the set-up design simple and modern.
- Make sure the room is safe, uncluttered and comfortable.
- Consider lighting, sound and positioning of furniture.
- Ensure the room set-up is conducive to effective class management.

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## IMPLEMENTATION

Give full attention and energy to your program group (this includes only using a mobile phone for emergencies). Here are some things to remember:

- Exude a friendly attitude
- Foster an environment where all participants can contribute
- Give clear directions and keep the group on task
- Draw out ideas and input from the group
- Actively listen to participants and other team members
- Be sensitive and non-judgemental
- Encourage the group to discover together
- Scaffold participants' learning

## Participant Assessment

The Lead Facilitator can use formative assessment, which is the process of gathering feedback during the sessions to assess if a participant is achieving the session outcomes. The teaching and learning activities are structured to enable the participants to achieve the outcomes. Formative assessment tools include the facilitator:

- Receiving informal feedback as a participant works through activities and contributes to group discussions, and
- Having each participant keep a portfolio of selected work from the sessions.

Where the program forms a part of an integrated unit of work in a school, the classroom teacher can put in place assessment tasks to further enable them to evaluate the effectiveness of the teaching and learning.

## Clean-up

Clean-up is an important part of running your program with excellence. Clean-up includes:

- Cleaning resources e.g. paintbrushes.
- Neatly packing away resources for use in future sessions e.g. posters, and
- Tidying and returning the room to the way it was (or better!).

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## Debrief

Debriefing after each session allows the team to reflect and evaluate the session and prepare for the following week. Debriefing allows the team to identify what worked well and what can be improved upon and encourages personal reflection. If you have a specialist support person for your program, include them in this debrief. You may include assistants in the first part of the debrief but allow time for facilitator(s) and specialist support person(s) to have the opportunity to discuss any specific group concerns confidentially.

## Follow-up

If you were asked a question during a session that you did not know the answer to:

- Make note of this (so you don't forget!)
- Research your response, and
- Plan your answer before the next session.

Where a concern is identified about a participant, follow your organisation's Child Well-Being and Safety policies that meet your country, state or territories requirements (refer to *Child Well-Being and Safety*, pp.15-25). Where a concern is identified about the venue, notify the person responsible.

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