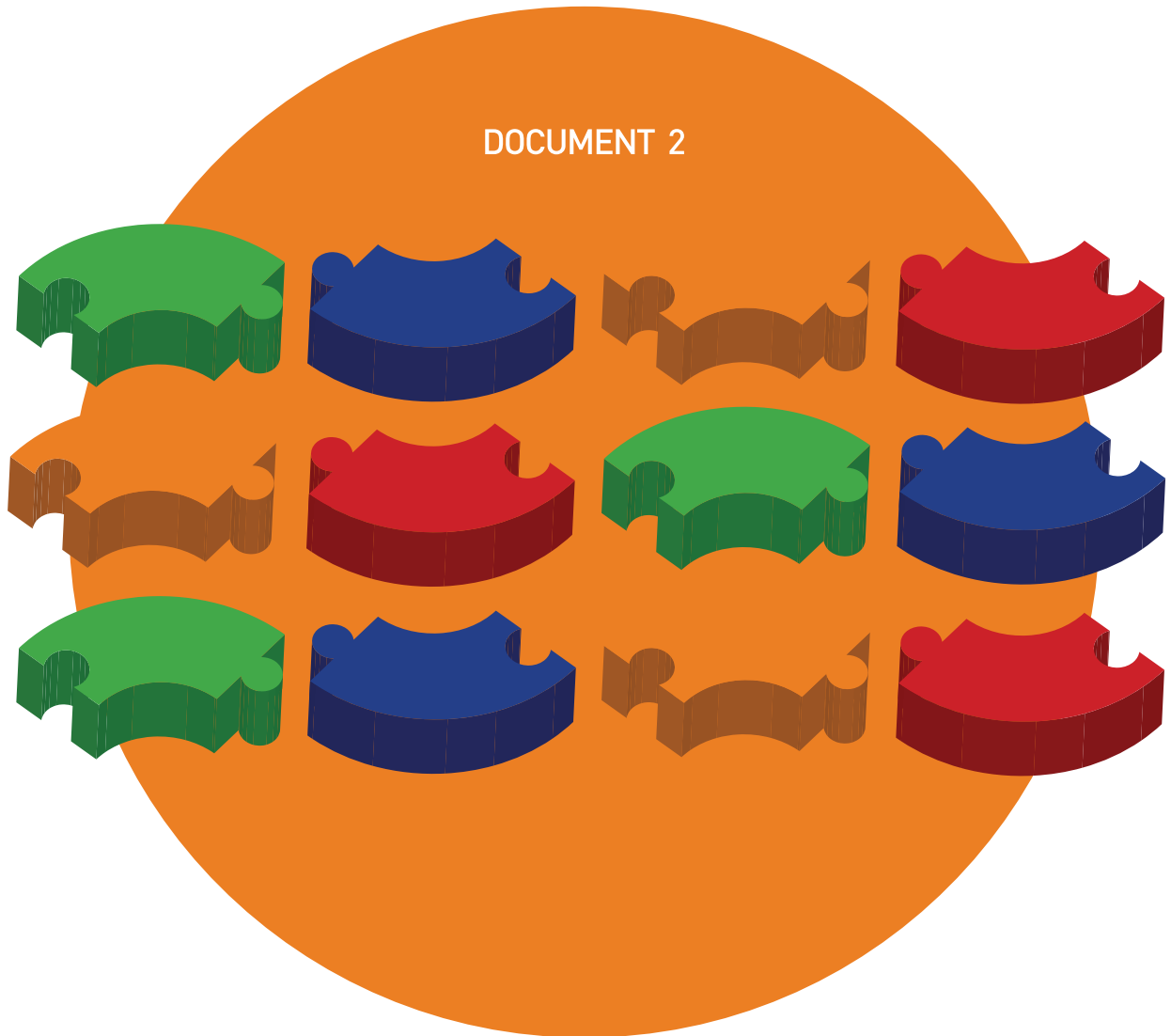




# Cadet Youth Development Framework Toolkit

DOCUMENT 2



## **Cadet Youth Development Framework Toolkit**

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Design: Greg Foster @ Blisterfinger

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# Using the Cadet Youth Development Framework

The Cadet Youth Development Framework (CYDF) is designed to support youth development within the Cadet organisations. This document is designed to enable the organisations to make the most of the Framework.

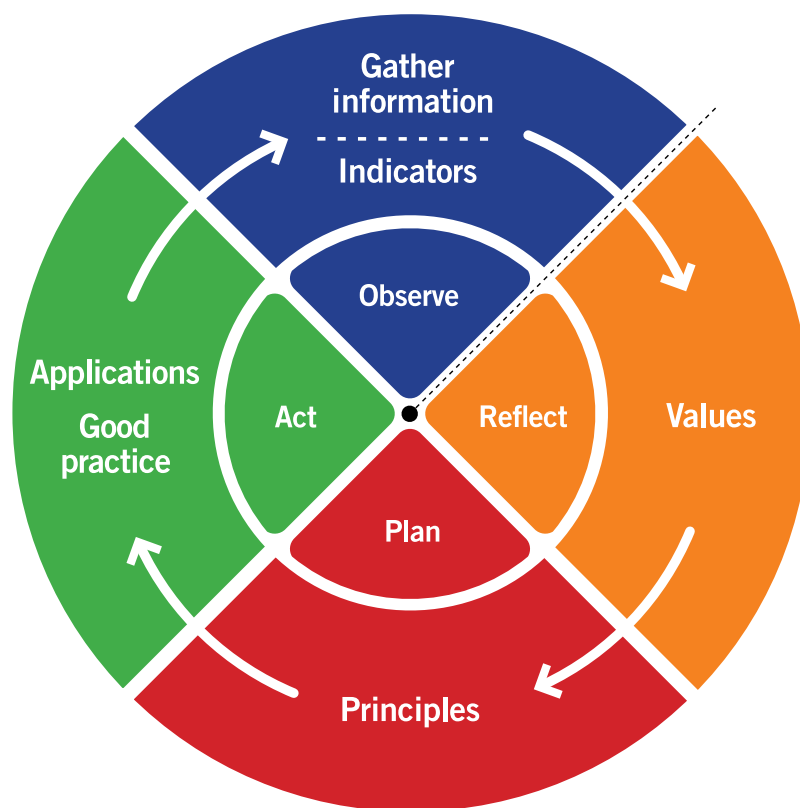
The Australian Defence Force Cadet organisations offer a personal development program for young people, conducted by the Australian Defence Force in cooperation with the community, which benefits the nation by developing an individual's capacity to contribute to society, fostering an interest in the Defence Force, and developing ongoing support for Defence. Young people from diverse backgrounds in communities across the nation participate in the Australian Navy Cadets, Australian Army Cadets or Australian Air Force Cadets.

The CYDF recognises that Cadet organisations need to have up-to-date information about the way in which the values and principles outlined in the Framework are being implemented in practice. The different Cadet organisations also have different priorities. The purpose of this document is to enable these organisations to tailor the Framework to suit their own needs, and to assist in this, the document provides indicators of good practice as identified in the CYDF.

The indicators enable the Cadet organisations to complete the cycle of practice that sees values, principles, applications of good practice and indicators linked in a continuous cycle of improvement.

The indicators were developed through research and consultation with cadets and Cadet staff in each of the Cadet organisations.

## Cadet Youth Development Integrated Practice Cycle



### Importance and frequency

The indicators are designed to be used flexibly according to the needs of the Cadet organisation. They focus on two things: the importance (high, medium or low) of an indicator; and the frequency with which the indicator happens (often, sometimes, never). These two dimensions provide useful information to the Cadet organisation, enabling them to reflect what happens and how important it is. They enable the Cadet organisation to focus on the things that are important to them at a particular time.

# Cadet Youth Development Framework

## Document 2: Toolkit

### A checklist

The document presents these indicators in a form that can be photocopied or printed\* and distributed as a survey or checklist for cadets, for staff and volunteers and for representatives of the Cadet organisations.

Sets of indicators are presented in the form of checklists:

1. Checklist for cadets
2. Checklist for staff and volunteers about cadets
3. Checklist for staff and volunteers
4. Checklist for parents
5. Checklist for organisations

\* CD-Rom enclosed – see inside rear cover

# Cadet Youth Development Framework

## Document 2: Toolkit

### Using the checklist

The checklist enables Cadet organisations to gain a snapshot of how they are performing in terms of the CYDF and to use this as baseline information for ongoing strategic analysis. The five checklist tools provide information at organisation levels in a progressive and non-judgemental way. This will enable Cadet organisations to consolidate their good practice learning and also to reflect on things that did not work as well as expected, or that were unanticipated outcomes, both positive and negative.

The checklists are designed to be used as part of the reflection and planning process within a Cadet unit. For example, a cadet or a unit could use the checklist to identify where there is general agreement on an area of high importance, but which has low occurrence, and then design activities together to address and improve these areas.

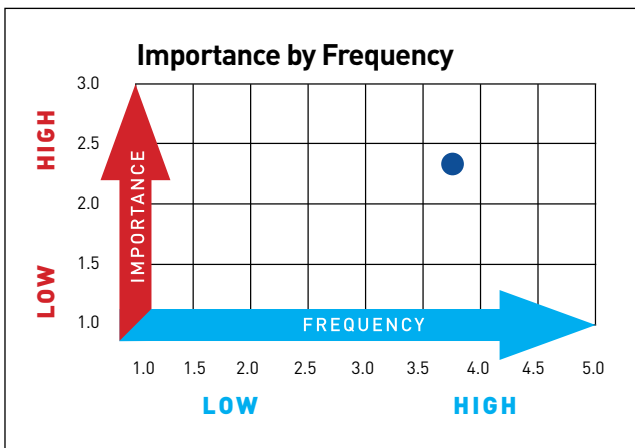
This checklist can also be used and re-used over a period of time to gather information and reflect on continued development within the unit. It would be optimal to use the checklists annually as a matter of routine, and at intervals during the year if appropriate.

In a similar way, appropriate sections of the checklist can be used by volunteers, staff and by Defence organisations to gather information and reflect on program operation, staff roles and organisational responsibilities. The checklist can also be used as a collaborative resource to determine priorities for action planning and reflection within the cycle of inquiry.

## Using the information

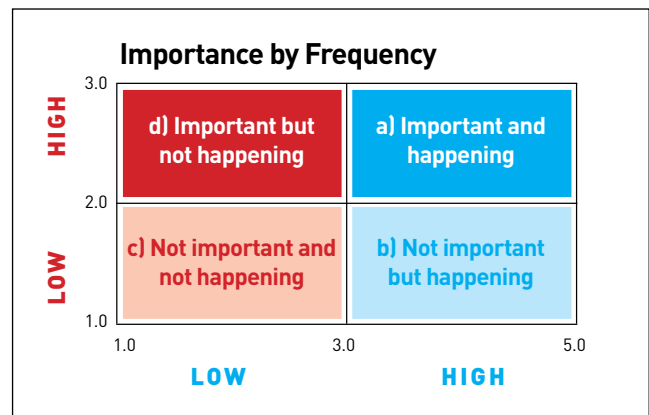
Cadet organisations and units can make use of the information they have gathered in several ways. The initial steps outlined below do not require computer-based analysis and may be particularly useful if working with small or unit-sized groups. The later steps may be more useful at organisation level.

On a sheet of paper, draw up a grid, with the label 'importance' on the vertical axis, and 'frequency' on the horizontal axis.



Choose a question which is of particular interest to the group and plot the responses to that question on the grid. To explore the differences in responses between groups about a particular question, mark the responses on different pages, or on the same page in different coloured pen.

Look at where most of the dots cluster. The table below shows a simple way to interpret a cluster of dots. If the dots cluster in the top right hand corner, (a) the checklist responses are indicating that this element is happening frequently and is seen as important. Conversely, (b) if the dots cluster in the bottom right hand corner, the item is happening frequently but not seen to be important, and so on.



To work with more than one question or indicator item, add up or average out all responses to each item. Place a dot on the chart to indicate the average frequency and importance for each item. It will be possible to understand these patterns further, by drawing a hypothetical line through the chart as in the example below. The line indicates exactly where dots would be plotted in an 'ideal world', where everything happens to the same extent as it is important. Having this line in place will help to identify strengths and growth areas.



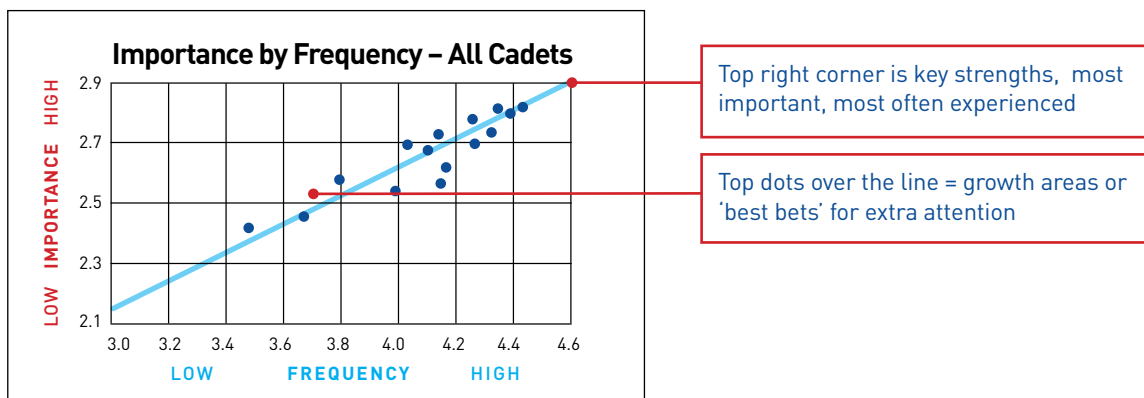
# Cadet Youth Development Framework

## Document 2: Toolkit

Strengths are areas where an item is regarded as important by the participants and where that item is also judged by the same group to be happening frequently. Strengths will cluster at the top right hand corner of the chart.

Growth areas are items that are judged to be important by participants, and which, while they may be happening frequently now, are valued enough by your group for them to want these items to be happening even more. Growth areas will be the cluster of dots sitting furthest above the diagonal line.

Talk together about the patterns. What can be affirmed and celebrated? Which growth areas are a high priority? What actions might be taken?



# Cadet Youth Development Framework

## Document 2: Toolkit

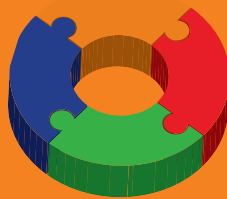
### A cycle of inquiry

Good practice is built across all levels of an organisation through cyclic processes that integrate strategic planning, feedback on the achievement of goals from all levels of the organisation, reflection and action.

The indicators of good practice can become an integral tool for this cycle of continuous improvement. They are designed to contribute to an 'action research' approach to organisational improvement that is recognised for its accessibility and effectiveness in supporting learning for participants, leaders and organisations.

The indicators in this toolkit can be used to follow a cycle of inquiry that follows the simple logic of observation, reflection, planning and action.

# Checklists



# Cadet Youth Development Framework

## Document 2: Toolkit

### Checklists

This section contains all checklists. These are also on the enclosed CD-Rom.

1. Checklist for cadets
2. Checklist for staff and volunteers about Cadets
3. Checklist for staff and volunteers
4. Checklist for parents
5. Checklist for organisations

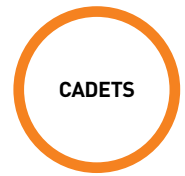
### Photocopy or print checklists

Use the following pages of the booklet to photocopy the checklist that you require; or use the enclosed CD-Rom (rear of booklet) to print the checklist you require from the relevant PDF file.

# CYDF



**Checklist for  
cadets**

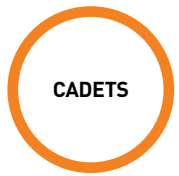


## 1. Checklist for cadets

### Using this checklist

A staff member may use the cadet checklist with her/his unit to gain an understanding of cadet experiences and values:

1. Every cadet marks each item to indicate whether it is of high, medium or low importance to them.
2. Every cadet marks each item to indicate whether this item happens often, sometimes or never.
3. Cadets may use the space provided to make a note about any item and to indicate any action they think should be taken.
4. Add up or average out all responses on each indicator to show cadet responses.
5. Look at the pattern: what do you notice?
6. Talk together about what action might be taken to improve responses in areas of importance.



# 1. Checklist for cadets

Please identify:

Your unit: \_\_\_\_\_ Your rank: \_\_\_\_\_

Your age: \_\_\_\_\_ Male (  ) Female (  ) How long have you been in Cadets? \_\_\_\_\_ Years

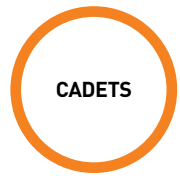
## Valuing young people

Recognising strengths

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Recognising achievement	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ My achievements are recognised in the program						
COMMENTS						
ACTIONS						
→ Cadets' achievements are celebrated						
COMMENTS						
ACTIONS						
→ I am able to achieve at the right level for me						
COMMENTS						
ACTIONS						
Prioritising participation	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I have responsibility for my unit's achievements						
COMMENTS						
ACTIONS						
→ I am able to influence what we do in our program						
COMMENTS						
ACTIONS						
→ I am able to give feedback on the quality of our program						
COMMENTS						
ACTIONS						



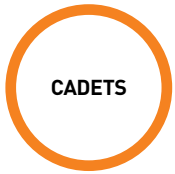
## Looking out for each other

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Allowing challenges and risk	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I feel safe to participate in activities that involve risks						
COMMENTS						
ACTIONS						
→ I understand the risks and how to manage them						
COMMENTS						
ACTIONS						
→ I am able to get some things wrong and learn from them						
COMMENTS						
ACTIONS						
Protecting and supporting	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I feel I belong in my Cadet unit						
COMMENTS						
ACTIONS						
→ I receive clear feedback on where I can strengthen my activities next time						
COMMENTS						
ACTIONS						
→ I am actively engaged in risk assessment and planning for safe activities						
COMMENTS						
ACTIONS						



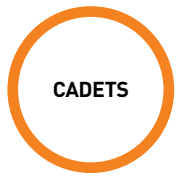


## Building the team

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Communicating	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I understand what is expected of me by my leaders						
COMMENTS						
ACTIONS						
→ When I give feedback to my leaders I find it is taken seriously						
COMMENTS						
ACTIONS						
→ I interact with people in the community as part of my cadet activities						
COMMENTS						
ACTIONS						
Fostering teamwork	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Teamwork is part of my cadet experience						
COMMENTS						
ACTIONS						
→ I develop teamwork skills as a cadet						
COMMENTS						
ACTIONS						
→ I work in a team with adults in cadet activities						
COMMENTS						
ACTIONS						
Supporting potential (to grow and lead)	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I feel supported to develop my talents and skills						
COMMENTS						
ACTIONS						
→ I am mentored in my Cadet organisation						
COMMENTS						
ACTIONS						
→ I work in a team with adults in cadet activities						
COMMENTS						
ACTIONS						

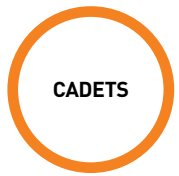


## Building the team CONT.

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

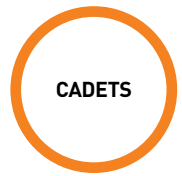
Welcoming diversity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I feel welcome to participate in any activities in my Cadet unit						
COMMENTS						
ACTIONS						
→ I can take part in activities that are at my level						
COMMENTS						
ACTIONS						
→ I have opportunities to meet people outside my usual social circle						
COMMENTS						
ACTIONS						



## Doing things of value

Learning and growing from experience and reflection

Developing skills in life and careers	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I learn practical life skills						
COMMENTS						
ACTIONS						
→ I learn work and career-related skills						
COMMENTS						
ACTIONS						
→ I engage in activities that enable me to combine the theory I have learned with practice						
COMMENTS						
ACTIONS						
Gaining attitudes and building character	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I learn how to solve problems						
COMMENTS						
ACTIONS						
→ I learn how to reflect on actions and communications with others						
COMMENTS						
ACTIONS						
→ I learn how to show respect to others						
COMMENTS						
ACTIONS						

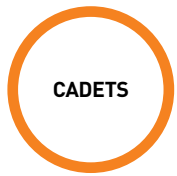


## Learning and growing from experience and reflection CONT.

Building resilience and capacity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I learn how to cope and face problems						
COMMENTS						
ACTIONS						
→ I learn how to work with other people						
COMMENTS						
ACTIONS						
→ I am supported to reflect on my capacities						
COMMENTS						
ACTIONS						

## Engaging in the real world

Embracing challenges	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I am exposed to new experiences						
COMMENTS						
ACTIONS						
→ I feel confident to take on new challenges						
COMMENTS						
ACTIONS						
→ I feel challenged by the activities undertaken in Cadets						
COMMENTS						
ACTIONS						

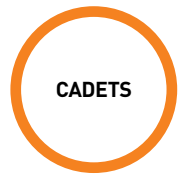


## Engaging in the real world CONT.

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Hands-on experiences	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ In Cadets I gain hands-on experience						
COMMENTS						
ACTIONS						
→ In Cadets I am supported to learn by doing						
COMMENTS						
ACTIONS						
→ In Cadets I learn from practical activities						
COMMENTS						
ACTIONS						
Contributing to the community	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ In Cadets I engage with the wider community						
COMMENTS						
ACTIONS						
→ In Cadets I do activities that make a difference in the community						
COMMENTS						
ACTIONS						
→ I understand the value of serving the community						
COMMENTS						
ACTIONS						



## Being active citizens

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Building collective identity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I understand the values of my organisation						
COMMENTS						
ACTIONS						
→ I feel confident to take on new challenges						
COMMENTS						
ACTIONS						
→ In Cadets I experience being part of something bigger than myself						
COMMENTS						
ACTIONS						
Leading in communities	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I understand what is expected of me as a leader in the community						
COMMENTS						
ACTIONS						
→ In Cadets I engage with the community on a regular basis						
COMMENTS						
ACTIONS						
→ In Cadets I lead activities that make a difference in the community						
COMMENTS						
ACTIONS						

# CYDF



**Checklist for  
staff and volunteers  
about cadets**



## 2. Checklist for staff and volunteers about cadets

### Using this checklist

A staff member may use the staff/volunteer checklist about cadets to record what staff/volunteers understand about cadet experiences and values:

1. Staff and volunteers mark the level of importance they believe the items have for cadets (high, medium or low).
2. Staff and volunteers mark each item to indicate whether it happens often, sometimes or never for cadets.
3. Where relevant, add comments or indicate what actions should be taken.
4. Add up or average out all responses on each indicator to show staff responses.
5. Look at the pattern: what do you notice?
6. If the cadet checklist has been completed, compare the responses to the staff checklist about cadets with cadets' responses to the checklist. Are the responses similar or different?
7. Talk together about what action might be taken to improve responses in areas of importance.





## 2. Checklist for staff and volunteers about cadets

### Valuing young people

#### Recognising strengths

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Recognising achievement	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets' achievements are recognised in the program						
COMMENTS						
ACTIONS						
→ Cadets' achievements are celebrated						
COMMENTS						
ACTIONS						
→ Cadets are able to achieve at the right level for them						
COMMENTS						
ACTIONS						
Prioritising participation	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets have responsibility for their unit's achievements						
COMMENTS						
ACTIONS						
→ Cadets influence what they do in their unit						
COMMENTS						
ACTIONS						
→ Cadets give feedback on the quality of our program						
COMMENTS						
ACTIONS						



## Looking out for each other

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Allowing challenges and risk	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets feel safe to participate in activities that involve risks						
COMMENTS						
ACTIONS						
→ Cadets understand the risks and how to manage them						
COMMENTS						
ACTIONS						
→ Cadets are able to get some things wrong and learn from them						
COMMENTS						
ACTIONS						
Protecting and supporting	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets feel they belong in their Cadet unit						
COMMENTS						
ACTIONS						
→ Cadets receive clear feedback on where they can strengthen their activities next time						
COMMENTS						
ACTIONS						
→ Cadets are actively engaged in risk assessment and planning for safe activities						
COMMENTS						
ACTIONS						



## Building the team

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Communicating	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets understand what is expected of them by their leaders						
COMMENTS						
ACTIONS						
→ When Cadets give feedback to their leaders it is taken seriously						
COMMENTS						
ACTIONS						
→ Cadets interact with people in the community as part of cadet activities						
COMMENTS						
ACTIONS						
Fostering teamwork	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Teamwork is part of the cadet experience						
COMMENTS						
ACTIONS						
→ Cadets develop teamwork skills						
COMMENTS						
ACTIONS						
→ Cadets work in a team with adults in cadet activities						
COMMENTS						
ACTIONS						



## Building the team CONT.

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Supporting potential (to grow and lead)	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets feel supported to develop their talents and skills						
COMMENTS						
ACTIONS						
→ Cadets are mentored in their Cadet organisation						
COMMENTS						
ACTIONS						
→ Cadets are able exercise leadership in their Cadet organisation						
COMMENTS						
ACTIONS						
Welcoming diversity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets feel welcome to participate in any activities in their Cadet unit						
COMMENTS						
ACTIONS						
→ Cadets can take part in activities that are at their level						
COMMENTS						
ACTIONS						
→ Cadets have opportunities to meet people outside their usual social circle						
COMMENTS						
ACTIONS						



## Doing things of value

Learning and growing from experience and reflection

Developing skills in life and careers	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets learn practical life skills						
COMMENTS						
ACTIONS						
→ Cadets learn work and career-related skills						
COMMENTS						
ACTIONS						
→ Cadets engage in activities that enable them to combine theory with practice						
COMMENTS						
ACTIONS						
Gaining attitudes and building character	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets learn how to solve problems						
COMMENTS						
ACTIONS						
→ Cadets learn how to reflect on actions and communication with others						
COMMENTS						
ACTIONS						
→ Cadets learn how to show respect to others						
COMMENTS						
ACTIONS						



## Learning and growing from experience and reflection CONT.

Building resilience and capacity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets learn how to cope and face challenges						
COMMENTS						
ACTIONS						
→ Cadets learn how to work with other people						
COMMENTS						
ACTIONS						
→ Cadets are supported to reflect on their capacities						
COMMENTS						
ACTIONS						



## Engaging in the real world

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Embracing challenges	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets are exposed to new experiences						
COMMENTS						
ACTIONS						
→ Cadets feel confident to take on new challenges						
COMMENTS						
ACTIONS						
→ Cadets feel challenged by the activities they undertake						
COMMENTS						
ACTIONS						
Hands-on experiences	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets gain hands-on experience						
COMMENTS						
ACTIONS						
→ Cadets are supported to learn by doing						
COMMENTS						
ACTIONS						
→ Cadets learn from practical activities						
COMMENTS						
ACTIONS						
Contributing to the community	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets engage with the wider community						
COMMENTS						
ACTIONS						
→ Cadets do activities that make a difference in the community						
COMMENTS						
ACTIONS						
→ Cadets understand the value of serving the community						
COMMENTS						
ACTIONS						



## Being active citizens

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Building collective identity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets understand the values of their Cadet organisation						
COMMENTS						
ACTIONS						
→ Cadets understand their responsibilities to the team						
COMMENTS						
ACTIONS						
→ Cadets experience being part of something bigger than themselves						
COMMENTS						
ACTIONS						
Leading in communities	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets understand what is expected of them as leaders in the community						
COMMENTS						
ACTIONS						
→ Cadets engage with the community on a regular basis						
COMMENTS						
ACTIONS						
→ Cadets lead activities that make a difference in the community						
COMMENTS						
ACTIONS						



# CYDF



**Checklist for  
staff and  
volunteers**



## 3. Checklist for staff and volunteers

### Using this checklist

Unit leaders may use the staff and volunteer checklist with her/his unit to gain an understanding of staff and volunteer experiences and values:

1. Staff or volunteers mark each item to indicate whether it is high, medium or low importance for them.
2. Staff or volunteers mark each item to indicate whether this item happens often, sometimes or never.
3. There is a space for staff members or volunteers to make a note about any item, and to indicate any action they think should be taken.
4. Add up or average out all responses on each indicator to show staff or volunteer responses.
5. Look at the pattern: what do you notice?
6. Discuss what action might be taken to improve responses in areas of importance.



### 3. Checklist for staff and volunteers

#### Valuing young people

Recognising strengths

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Recognising achievement	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Excellence in mentoring and leadership by staff and volunteers is formally recognised within my Cadet unit						
COMMENTS						
ACTIONS						
→ When I achieve excellence it is formally recognised in my Cadet organisation						
COMMENTS						
ACTIONS						
→ I am able to use my expertise in my Cadet organisation						
COMMENTS						
ACTIONS						
Prioritising participation	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I have responsibility for my unit's achievements						
COMMENTS						
ACTIONS						
→ I am able to influence what we do in our program						
COMMENTS						
ACTIONS						
→ I am able to give feedback on the quality of our program						
COMMENTS						
ACTIONS						



Looking out for each other

Allowing challenges and risk	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I have tools to help me assess the risks involved in activities						
COMMENTS						
ACTIONS						
→ I am able to manage risks						
COMMENTS						
ACTIONS						
→ I have the resources and support I need to manage risk						
COMMENTS						
ACTIONS						
→ Activities are challenging						
COMMENTS						
ACTIONS						
Protecting and supporting	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I feel supported by the organisation if things do not go as planned						
COMMENTS						
ACTIONS						
→ I receive feedback on my strengths and growth areas						
COMMENTS						
ACTIONS						
→ I am mentored by my organisation						
COMMENTS						
ACTIONS						



## Building the team

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Communicating	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I have a clear understanding of my roles and responsibilities						
COMMENTS						
ACTIONS						
→ I use a range of communication technologies						
COMMENTS						
ACTIONS						
→ I communicate with members of the community about Cadet activities						
COMMENTS						
ACTIONS						
Fostering teamwork	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I feel part of a team						
COMMENTS						
ACTIONS						
→ I am supported to develop my teamwork skills						
COMMENTS						
ACTIONS						
→ Cadet staff build effective teams with each other						
COMMENTS						
ACTIONS						



## Building the team CONT.

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Supporting potential (to grow and lead)	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I have useful training in how to be a good mentor to young people						
COMMENTS						
ACTIONS						
→ I have regular opportunities to review my professional performance with supervisors						
COMMENTS						
ACTIONS						
→ I have opportunities to be mentored within my Defence organisation						
COMMENTS						
ACTIONS						
Welcoming diversity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Staff and volunteers take steps to ensure that all young people in their community are welcome in their organisation						
COMMENTS						
ACTIONS						
→ Staff and volunteers promote tolerance and teamwork in their unit						
COMMENTS						
ACTIONS						
→ Staff and volunteers participate in professional development to heighten awareness of cultural and social diversity						
COMMENTS						
ACTIONS						



## Doing things of value

Learning and growing from experience and reflection

Developing skills in life and careers	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ My role develops social and practical skills that I use in other areas of my life						
COMMENTS						
ACTIONS						
→ I practice work and career-related skills						
COMMENTS						
ACTIONS						
→ My role enables me to combine theory and practice						
COMMENTS						
ACTIONS						
Gaining attitudes and building character	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ My role requires me to solve problems						
COMMENTS						
ACTIONS						
→ My role involves reflection on my actions						
COMMENTS						
ACTIONS						
→ I show respect to others						
COMMENTS						
ACTIONS						



## Learning and growing from experience and reflection CONT.

Building resilience and capacity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I am supported to cope with challenges						
COMMENTS						
ACTIONS						
→ I am supported to reflect on my capacities						
COMMENTS						
ACTIONS						
→ I am supported to build on my strengths and recognise my weaknesses						
COMMENTS						
ACTIONS						

## Engaging in the real world

Embracing challenges	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I am exposed to new experiences						
COMMENTS						
ACTIONS						
→ I take on new challenges						
COMMENTS						
ACTIONS						
→ I feel challenged by the activities in Cadets						
COMMENTS						
ACTIONS						





## Engaging in the real world CONT.

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Hands-on experiences	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Our unit has access to the resources we need to conduct hands-on activities						
COMMENTS						
ACTIONS						
→ I can use my experiences and skills to promote learning by doing						
COMMENTS						
ACTIONS						
→ I receive training in the use of a hands-on approach to learning						
COMMENTS						
ACTIONS						
Contributing to the community	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I am supported and trained to build links and partnerships with the local community						
COMMENTS						
ACTIONS						
→ My unit engages in activities that are visible in, and benefit the community						
COMMENTS						
ACTIONS						
→ My unit has a sustained involvement in the community						
COMMENTS						
ACTIONS						



## Being active citizens

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Building collective identity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I feel I belong in the organisation						
COMMENTS						
ACTIONS						
→ I understand my responsibilities and rights in the organisation						
COMMENTS						
ACTIONS						
→ I feel I am part of something bigger than myself						
COMMENTS						
ACTIONS						
Leading in communities	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ I understand what is involved to be a leader in the community						
COMMENTS						
ACTIONS						
→ I/ we lead activities that make a difference in the community						
COMMENTS						
ACTIONS						
→ Staff and volunteers receive recognition for excellence in civic service						
COMMENTS						
ACTIONS						

# CYDF



**Checklist for  
parents**

## 4. Checklist for parents about cadets

### Using this checklist

Units and organisations may use the parent checklist to gain an understanding of parents' views on cadets' experiences and values:

1. Parents mark each item to indicate whether it has high, medium or low importance for them.
2. Parents mark each item to indicate whether this item happens often, sometimes or never.
3. There is a space for parents to make a note about any item, and to indicate any action they think should be taken.
4. Add up or average out all responses on each indicator to show parent responses.
5. Look at the pattern: what do you notice?
6. Discuss what action might be taken to improve responses in areas of importance.



## 4. Checklist for parents about cadets

Please identify:

Your child's unit: \_\_\_\_\_ Their rank: \_\_\_\_\_

Their age: \_\_\_\_\_ Male ( ) Female ( ) How long have they been in Cadets? \_\_\_\_\_ Years

### Valuing young people

Recognising strengths

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Recognising achievement	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets' achievements are recognised in the program						
COMMENTS						
ACTIONS						
→ Cadets' achievements are celebrated						
COMMENTS						
ACTIONS						
→ Cadets are able to achieve at the right level						
COMMENTS						
ACTIONS						
Prioritising participation	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets have responsibility for their unit's achievements						
COMMENTS						
ACTIONS						
→ Cadets influence what they do in their local training program						
COMMENTS						
ACTIONS						
→ Cadets give feedback on the quality of our program						
COMMENTS						
ACTIONS						



## Looking out for each other

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Allowing challenges and risk	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets feel safe to participate in activities that involve risks						
COMMENTS						
ACTIONS						
→ Cadets understand the risks and how to manage them						
COMMENTS						
ACTIONS						
→ Cadets are able to get some things wrong and learn from them						
COMMENTS						
ACTIONS						
Protecting and supporting	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets feel they belong to their Cadet unit						
COMMENTS						
ACTIONS						
→ Cadets receive clear feedback on where they can strengthen their activities next time						
COMMENTS						
ACTIONS						
→ Cadets are actively engaged in risk assessment and planning for safe activities						
COMMENTS						
ACTIONS						



## Building the team

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Communicating	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets understand what is expected of them by their leaders						
COMMENTS						
ACTIONS						
→ When cadets give feedback to their leaders it is taken seriously						
COMMENTS						
ACTIONS						
→ Cadets interact with people in the community as part of cadet activities						
COMMENTS						
ACTIONS						
Fostering teamwork	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Teamwork is part of my child's cadet experience						
COMMENTS						
ACTIONS						
→ Cadets develop teamwork skills						
COMMENTS						
ACTIONS						
→ Cadets and adults form teams in cadet activities						
COMMENTS						
ACTIONS						



## Building the team CONT.

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Supporting potential (to grow and lead)	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets feel supported to develop their talents and skills						
COMMENTS						
ACTIONS						
→ Cadets are mentored in their Cadet organisation						
COMMENTS						
ACTIONS						
→ Cadets are able exercise leadership in their Cadet organisation						
COMMENTS						
ACTIONS						
Welcoming diversity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets feel welcome to participate in any activities in their Cadet unit						
COMMENTS						
ACTIONS						
→ Cadets can take part in activities that are at their level						
COMMENTS						
ACTIONS						
→ Cadets have opportunities to meet people outside their usual social circle						
COMMENTS						
ACTIONS						





## Doing things of value

Learning and growing from experience and reflection

Developing skills in life and careers	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets learn practical life skills						
COMMENTS						
ACTIONS						
→ Cadets learn work and career-related skills						
COMMENTS						
ACTIONS						
→ Cadets engage in activities that enable them to combine theory with practice						
COMMENTS						
ACTIONS						
Gaining attitudes and building character	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets learn how to solve problems						
COMMENTS						
ACTIONS						
→ Cadets learn how to reflect on actions and communications with others						
COMMENTS						
ACTIONS						
→ Cadets learn how to show respect to others						
COMMENTS						
ACTIONS						



Learning and growing from experience and reflection CONT.

Building resilience and capacity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets learn how to cope and face challenges						
COMMENTS						
ACTIONS						
→ Cadets learn how to work with other people						
COMMENTS						
ACTIONS						
→ Cadets are supported to reflect on their capacities						
COMMENTS						
ACTIONS						



## Engaging in the real world

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Embracing challenges	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets are exposed to new experiences						
COMMENTS						
ACTIONS						
→ Cadets feel confident to take on new challenges						
COMMENTS						
ACTIONS						
→ Cadets feel challenged by the activities they undertake						
COMMENTS						
ACTIONS						
Hands-on experiences	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets gain hands-on experience						
COMMENTS						
ACTIONS						
→ Cadets are supported to learn by doing						
COMMENTS						
ACTIONS						
→ Cadets learn from practical activities						
COMMENTS						
ACTIONS						
Contributing to the community	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets engage with the wider community						
COMMENTS						
ACTIONS						
→ Cadets do activities that make a difference in the community						
COMMENTS						
ACTIONS						
→ Cadets understand the value of serving the community						
COMMENTS						
ACTIONS						



## Being active citizens

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Building collective identity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets understand the values of their Cadet organisation						
COMMENTS						
ACTIONS						
→ Cadets understand their responsibilities to the team						
COMMENTS						
ACTIONS						
→ Cadets experience being part of something bigger than themselves						
COMMENTS						
ACTIONS						
Leading in communities	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Cadets understand what is expected of them as leaders in the community						
COMMENTS						
ACTIONS						
→ Cadets engage with the community on a regular basis						
COMMENTS						
ACTIONS						
→ Cadets lead activities that make a difference in the community						
COMMENTS						
ACTIONS						

# CYDF



## Checklist for Cadet organisations

## 5. Checklist for Cadet organisations

### Using this checklist

This checklist is designed to be used by representatives of Cadet organisations. It can be completed by individuals at multiple levels in the organisation, including headquarters, regional leadership, and community based units. It may be useful to compare the results.

1. Organisational representatives mark each item to indicate whether it is has high, medium or low importance for them.
2. Organisational representatives mark each item to indicate whether this item happens often, sometimes or never.
3. There is a space for organisational representatives to make a note about any item, and to indicate any action they think should be taken.
4. Add up or average out all responses on each indicator to show responses.
5. Analyse the patterns.
6. Identify actions that might be taken to improve responses in areas of priority.



# 5. Checklist for Cadet organisations

## Valuing young people

### Recognising strengths

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Recognising achievement	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation has mechanisms in place for reporting excellence						
COMMENTS						
ACTIONS						
→ The Cadet organisation gives formal recognition to excellence in positive youth development in Cadet programs						
COMMENTS						
ACTIONS						
→ The Cadet organisation celebrates achievement at different levels of responsibility among staff, volunteers and cadets						
COMMENTS						
ACTIONS						
Prioritising participation	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation identifies and communicates cadet and staff decision-making roles to staff, volunteers and cadets						
COMMENTS						
ACTIONS						
→ The Cadet organisation has in place a range of mechanisms to support cadet and staff input into cadet programs						
COMMENTS						
ACTIONS						
→ The Cadet organisation has a meta-strategy for youth development						
COMMENTS						
ACTIONS						



## Looking out for each other

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Allowing challenges and risk	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation has protocols for risk management to be used by staff, volunteers and cadets						
COMMENTS						
ACTIONS						
→ Cadet staff undertake professional development in risk management						
COMMENTS						
ACTIONS						
→ Staff are supported to initiate challenging activities						
COMMENTS						
ACTIONS						
Strengthening protecting behaviours	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation has ethics guidelines for the positive youth development program in Cadets						
COMMENTS						
ACTIONS						
→ Staff have opportunities to receive feedback on their performance from their supervisors						
COMMENTS						
ACTIONS						
→ Staff receive professional development in age and developmentally appropriate activities for cadets that enable cadets to be extended						
COMMENTS						
ACTIONS						





## Building the team

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Communicating	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation clearly communicates the correct processes and outcomes expected of programs						
COMMENTS						
ACTIONS						
→ The Cadet organisation employs communication processes that ensure reciprocity: including two-way dialogue and communication between the organisation, staff, volunteers and cadets						
COMMENTS						
ACTIONS						
→ The Cadet organisation provides clear entry points for staff, cadets and community organisations						
COMMENTS						
ACTIONS						
Fostering teamwork	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The role of teamwork in the organisation is clearly communicated						
COMMENTS						
ACTIONS						
→ Teamwork skills are recognised and rewarded						
COMMENTS						
ACTIONS						
→ The Cadet organisation acknowledges the role of social networks for positive youth development in the Cadet organisations						
COMMENTS						
ACTIONS						



## Building the team CONT.

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Supporting potential (to grow and lead)	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation provides incentives to attract and support staff and volunteers from a range of cultural and professional backgrounds						
COMMENTS						
ACTIONS						
→ The Cadet organisation identifies the key competencies needed by staff and volunteers						
COMMENTS						
ACTIONS						
→ The Cadet organisation provides leadership training opportunities for staff, volunteers and cadets						
COMMENTS						
ACTIONS						
Welcoming diversity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Resources are provided to support the participation of socially excluded and marginalised young people to cadet programs						
COMMENTS						
ACTIONS						
→ The Cadet organisation identifies and addresses the barriers that exclude young people and potential staff from participating in the organisation						
COMMENTS						
ACTIONS						
→ The Cadet organisation recruits staff from diverse groups and contexts						
COMMENTS						
ACTIONS						



## Doing things of value

Learning and growing from experience and reflection

Developing skills in life and careers	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation invests in the development of skilled people at all levels						
COMMENTS						
ACTIONS						
→ The Cadet organisation ensures that volunteers have professional development to equip them to use their expertise						
COMMENTS						
ACTIONS						
→ Where appropriate, cadet and staff activities contribute to externally recognised credentials						
COMMENTS						
ACTIONS						
Gaining attitudes and building character	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation ensures that the curriculum enhances problem solving by cadets and staff						
COMMENTS						
ACTIONS						
→ The Cadet organisation ensures that the curriculum is aligned with the organisation's values						
COMMENTS						
ACTIONS						
→ Staff and volunteers have structured, regular opportunities to reflect on their actions with a supervisor						
COMMENTS						
ACTIONS						



## Learning and growing from experience and reflection CONT.

Building resilience and capacity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ Professional development in the use of activities that extend cadet capacities is provided for staff and cadets						
COMMENTS						
ACTIONS						
→ Resilience is supported through the active building of teamwork at and between all levels of the Cadet organisation						
COMMENTS						
ACTIONS						
→ The cycle of inquiry is used to build capacity with the Cadet organisations						
COMMENTS						
ACTIONS						



## Engaging in the real world

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Embracing challenges	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation builds on a cycle of continuous improvement in all aspects of their youth development program						
COMMENTS						
ACTIONS						
→ As part of the cycle of continuous improvement, the Cadet organisation identifies areas of growth through the use of the cadet and staff checklists						
COMMENTS						
ACTIONS						
→ The Cadet organisation provides professional development for staff and volunteers in the use of tools to implement a cycle of continuous improvement						
COMMENTS						
ACTIONS						
Hands-on experiences	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation supports recognition of prior learning by staff and volunteers						
COMMENTS						
ACTIONS						
→ Recruitment strategies for staff and volunteers, and partnerships in communities ensure that relevant practical expertise is available						
COMMENTS						
ACTIONS						
→ Risk assessment and risk management procedures enable cadets to engage in hands-on experiences						
COMMENTS						
ACTIONS						



## Engaging in the real world CONT.

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Contributing to the community	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisation provides clear public messages about how it aims to contribute, and contributes to the community						
COMMENTS						
ACTIONS						
→ The Cadet organisation identifies and promotes the value of service to the community						
COMMENTS						
ACTIONS						
→ Cadets understand the value of serving the community						
COMMENTS						
ACTIONS						



## Being active citizens

Mark the answer that best suits [ X ]

Mark the answer that best suits [ X ]

Building collective identity	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The value of cadets is communicated regularly and persuasively to the relevant Defence organisations						
COMMENTS						
ACTIONS						
→ There are opportunities for tri-Service Cadet activities						
COMMENTS						
ACTIONS						
→ The Cadet organisation provides opportunities for staff and volunteers to reflect on their performance with a supervisor						
COMMENTS						
ACTIONS						
Leading in communities	Importance			Frequency		
	HIGH	MEDIUM	LOW	OFTEN	SOMETIMES	NEVER
→ The Cadet organisations claim and further develop a leading role in youth development within the Australian youth sector						
COMMENTS						
ACTIONS						
→ Staff excellence in leadership in communities is formally recognised						
COMMENTS						
ACTIONS						
→ The organisation highlights and celebrates Cadet and alumni leadership in other areas of community life						
COMMENTS						
ACTIONS						





# Cadet Youth Development Toolkit



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