

ADVANTAGED THINKING

CHAPTER EIGHT EXPERIENCING NEW PATHS

An Advantaged Thinking Learning Framework



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EXPERIENCING NEW PATHS

“Advantaged Thinking empowers people to believe in themselves and have agency over their life decisions.”

Sally James, independent consultant in Australia

“Young people are the best at explaining Advantaged Thinking and what could be different. The most profound change happens when they are able to lead the change process.”

Nicola Kidston, Peer Power

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AN ADVANTAGED THINKING LEARNING FRAMEWORK

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Each section includes two 'Taking Action' questions to help you to reflect on insights.



1. INTRODUCTION TO THE FRAMEWORK

Advantaged Thinking was born and grew with young people at its heart. However, the journey that Advantaged Thinking takes us on – one that hones our skills, experiences, and learning – has so often become confined to the services and staff that work with young people rather than the young people themselves.

“I feel that we need to equip and enable young people to become Advantaged Thinking advocates rather than staff ‘owning the rights’ to the ethos [in our services].” – Glen O’Hare, Operations Manager at Ravenhead Foyer

The Advantaged Thinking Learning Framework is a development idea that aims to put Advantaged Thinking into the hands of young people. It is an informal framework created with young people that moves beyond simple preparation for independent living to preparing for an Advantaged Thinking life in all its fullness.

The framework seeks to increase access to engaging content as a ‘living curriculum’ and address gaps in learning provision in youth supported housing. It will embrace quality existing learning provision while stimulating new content and approaches that remain relevant, contemporary and in tune with young people’s aspirations.

The long-term vision for the Advantaged Thinking Learning Framework is that it will better enable young people to become Advantaged Thinking leaders.

The aspiration is that the framework will:

- Be accessible online from any location
- Allow content to be created and added by young people, for young people
- Include a variety of learning materials for different delivery styles as well as self-learning materials
- Have inbuilt recognition, reward and tracking of progress
- Provide access to new opportunities such social action projects and work experience

The following sections provide the initial thinking on how an Advantaged Thinking Learning Framework might be structured and shaped.

2. THE FRAMEWORK’S STRUCTURE

A ‘curriculum’ refers to specific activities and experiences through which learning is conducted. As a curriculum, the Advantaged Thinking Learning Framework’s core structure can be split into three connected parts:

- Overall levels of competency in Advantaged Thinking
- Learning domain 1: Technical understanding of the 7 Tests of Advantaged Thinking
- Learning domain 2: Application of Advantaged Thinking to achieve impact through its Theory of Change areas



Level One competency is about engagement and preparation to learn.

Level Two competency is about understanding and applying Advantaged Thinking with purpose in the context of one’s life.

Level Three competency is about taking on responsibility and power to promote or create Advantaged Thinking learning opportunities for oneself and others.

At all competency levels, learners will be expected to experience provision that brings to life the understanding and application of Advantaged Thinking as defined in the Foyer Federation’s two learning domains, and to enjoy learning that demonstrates the 10 principles of learning delivery that underpin the curriculum. The competency levels also offer a simple way of tracking Advantaged Thinking performance in a service through associated KPIs that can show the percentage of young people at a particular competency level. These could be adapted as a metric for service commissioners and managers wishing to promote Advantaged Thinking outcomes.



The Foyer Federation will formally endorse and manage content as a 'recognised resource' to access within the Advantaged Thinking Learning Framework and will endorse 'recognised delivery centres' that offer young people access to the Advantaged Thinking Learning Framework within a creative and quality learning environment.

Learning providers are encouraged to identify content that can be endorsed by the Foyer Federation to meet the expectations of the Advantaged Thinking Learning Framework. **Young people** will also be encouraged to create new content for endorsement with the support of learning providers where needed.

To achieve endorsement, content must show how it:

- A. Supports progression in or across the three competency levels
- B. Achieves outcomes from either or both learning domains
- C. Offers proof of how the required delivery principles can be met

Further details of A, B and C are provided below.

Delivery centres are encouraged to be endorsed to offer young people Advantaged Thinking experiences. To achieve endorsement, centres must show how they will uphold the delivery principles, offer endorsed content and engage in annual reviews of quality. In return, they will be able to offer young people Advantaged Thinking certification through the Foyer Federation.

TAKING ACTION:

- Q1 Do you have or could you create future content to be endorsed as a learning resource for the Advantaged Thinking Learning Framework?
- Q2 What do you see as the positives for being a delivery centre able to offer young people access to learning experiences through the Advantaged Thinking Learning Framework?

3. COMPETENCY LEVELS OF ADVANTAGED THINKING LEARNING

Competency Level One:

Getting ready to excel through Advantaged Thinking

At this level, learners will be able to:

- Develop self-confidence, understanding and belief
- Get inspired and engaged to experience learning
- Show commitment to learn by themselves and with others

Outcome: Young people are ready to learn, evidenced by levels of confidence, engagement and preparation to take up a future learning opportunity.

Endorsed learning provision will introduce young people to Tests One, Two and Five of Advantaged Thinking and invest in preparing young people to engage and commit to learning.

Foyer Federation benchmarking data shows that 56% of young people entering Foyers are not involved in employment, education or training, evidencing the need to re-engage young people. Achieving readiness to excel through Advantaged Thinking will secure this.

KPI: % of young people ready to excel through Advantaged Thinking.



Competency Level Two: Experiencing Advantaged Thinking

At this level, learners will be able to:

- Reflect on the 7 Tests to advance self-awareness
- Use the 7 Tests as a personal development tool
- Apply Advantaged Thinking to life experiences

Outcome: Young people direct and achieve a positive impact in their life, evidenced by use of Advantaged Thinking to progress personal quality of life in any of the Advantaged Thinking Theory of Change areas

Endorsed learning provision will allow young people to use and express the 7 Tests of Advantaged Thinking by exploring any or all of the practical contexts identified through the Theory of Change areas from the Advantaged Thinking learning map.

KPI: % of young people achieving improved quality of life through Advantaged Thinking.



Competency Level Three: Leading Advantaged Thinking

At this level, learners will be able to:

- Develop content to promote Advantaged Thinking
- Showcase their Advantaged Thinking Action to influence others
- Train, coach and mentor others to use Advantaged Thinking

Outcome: Young people have the power to influence others, evidenced by examples of young people promoting, sharing and supporting Advantaged thinking with and for others

Endorsed learning provision will equip young people to develop or deliver their own Advantaged Thinking material and experiences, giving them the power to influence and inspire others and achieve further quality of life impact for themselves.

KPI: % of young people leading Advantaged Thinking.



TAKING ACTION:

- Q1** How well does your current service(s) perform against the three KPIs?
- Q2** How could you ensure stronger outcomes across these three competency levels?

4. LEARNING DOMAINS OF ADVANTAGED THINKING

Learning Domain 1: Technical understanding of the 7 Tests of Advantaged Thinking framework

Learners will be expected to explore and develop technical understanding across some or all of the 7 Test areas, demonstrating the learning outcomes defined below for each Test:

Test One:	Talk about people	How to: <ul style="list-style-type: none"> • Adopt a positive mindset • Use the power of positive language • Present the best you in any context
Test Two:	Understand people	How to: <ul style="list-style-type: none"> • Identify what makes a strength • Recognise and value personal strengths • Deal with weaker areas in a positive way
Test Three:	Work with people	How to: <ul style="list-style-type: none"> • Be a team player • Create a positive network • Benefit from coaching and mentoring skills
Test Four:	Invest in people	How to: <ul style="list-style-type: none"> • Identify positive opportunities • Make effective decisions • Develop your full potential
Test Five:	Believe in people	How to: <ul style="list-style-type: none"> • Believe in yourself and others • Trust and be trusted • Bounce back from failures
Test Six:	Involve people	How to: <ul style="list-style-type: none"> • Show commitment and responsibility • Volunteer to help others • Get involved to influence change
Test Seven:	Challenge people	How to: <ul style="list-style-type: none"> • Identify a cause to campaign for • Develop activism skills • Overcome barriers and negatives

Further guidance and content for learning through the 7 Tests of Advantaged Thinking will be made available from the Foyer Federation separate to this publication.

Learning Domain 2: Application of Advantaged Thinking to achieve impact through Theory of Change areas

The 7 Tests of Advantaged Thinking

	Talk about	Understand	Work with
Housing	What makes a good tenant	Housing experiences, options and requirements	Getting the most from landlords and contractors
Health	Healthy Wellbeing and positive lifestyles	Emotional resilience and positive health interests	Getting the most from a coach, personal trainer and counsellor
Finance	Responsible financial choices	Spending habits, goals and financial challenges	Getting the most from your bank or a financial advisor
Social	Positive networks and social impact	Community connections; social interests; positive family connections	Getting the most from mentors and external agencies
Employability	Positive work choices and personal potential	Work readiness and aspirations	Getting the most from work coaches, employers, and being in a team
Education	Joy of lifelong learning and personal potential	Learning styles, talents and skill gaps	Getting the most from learning coaches and facilitators
Personal development	Growth goals to flourish	Positive personal qualities	Getting the most from coaches and mentors

Invest in	Believe in	Involve	Challenge
Developing tenancy skills	Positive housing aspirations	Personalising your room; contributing to a positive community environment; other volunteering	Youth housing campaign
Positive health activities and resources	Healthy futures and strong minds	Leading or co-producing health activities and action projects	Mental wellbeing campaigns
Financial capability resources, move-on subsidies, and positive incentives	Financial independence	Get involved in budget or grant decisions	Campaign for accessible banking and grants
Community connection and social experiences	Civic participation and youth activism; mutual aid projects; relational connections	Get involved in community decisions, external events and comms	Campaigns on community perceptions, youth spaces and youth activism
Work readiness skills and experience, enterprise and apprenticeships	Work aspirations and opportunities	Get involved in social action projects and/or internal work opportunities	Work opportunity campaign
Formal and informal programmes; digital learning; Independent and group learning	Lifelong learning	Share expertise and talents with others, e.g. through 'Pass it On'	Campaign for accessible learning provision
Life skills, personal budgets and talent bonds	Thriving goals and behaviours	Set personalised goals and success measures	Campaign against disadvantaged stereotypes

'Advantaged Thinking Learning map'

Further guidance and content for impacts through the Advantaged Thinking Theory of Change areas will be made available from the Foyer Federation separate to this publication.

TAKING ACTION:

- Q1** Which Tests and Theory of Change areas do you engage young people to learn about and develop through?
- Q2** Which outcome areas might bring the most benefit to your learning offer?



5. PRINCIPLES OF LEARNING DELIVERY

Learning experiences delivered as part of the Advantaged Thinking Learning Framework must be:

1. Inspiring and exciting
2. Personalised to young people's interests and goals
3. Accessible to all young people
4. Engaging for different learning styles
5. High quality with clear learning aims and outcomes relevant to young people
6. High value with meaningful forms of recognition and achievement
7. Designed with the active involvement of young people
8. Able to connect with opportunities for progression
9. Able to offer opportunities for young people to lead or co-deliver sessions
10. Delivered by appropriately skilled and qualified trainers, offering demonstrable lived and/or learning experience to facilitate an Advantaged Thinking learning space

Learning providers offering content to be endorsed by the Foyer Federation for the Advantaged Thinking Learning Framework will be required to evidence how learning content supports these principles.

The Foyer Federation will expect all delivery centres offering Advantaged Thinking Curriculum provision to evidence that delivery is reviewed on an annual basis with young people to show:

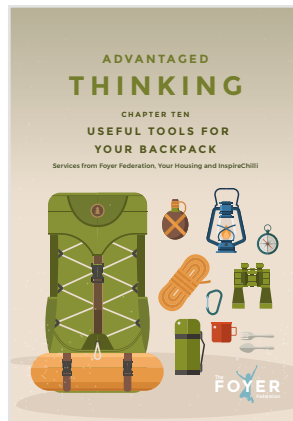
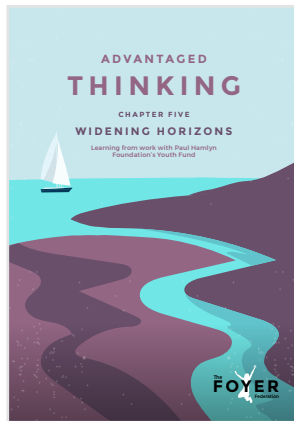
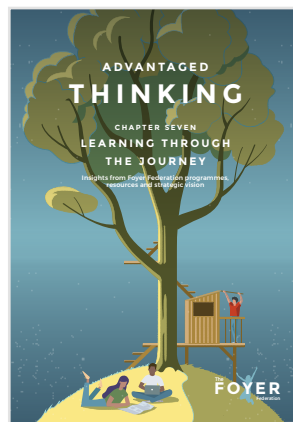
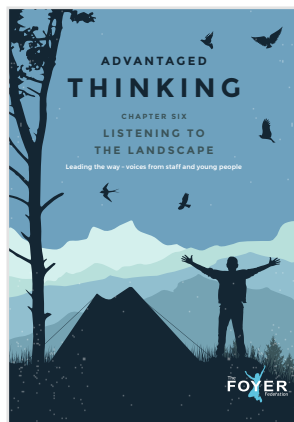
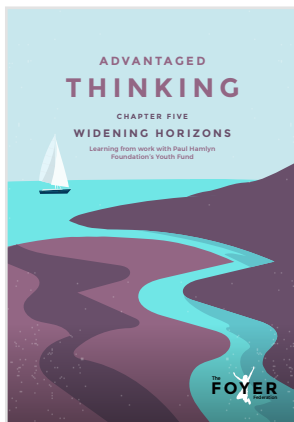
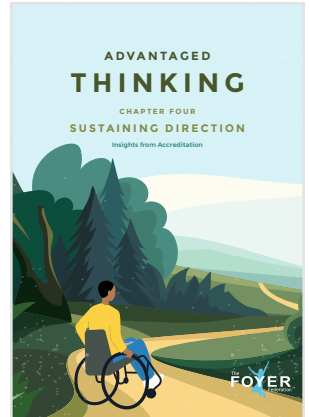
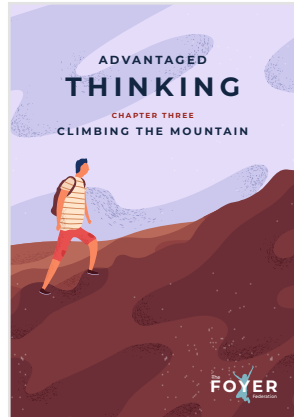
- Curriculum fidelity through the use of appropriate learning offers
- Consistency in the quality of learning experiences
- Relevance to young people's needs and goals
- Positive learner feedback
- Achievement of impact

TAKING ACTION:

- Q1** How many of the learning delivery principles do you uphold in your current offer?
- Q2** How might an annual review process be of benefit to your learning offer?



Advantaged Thinking series of reports:



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