

# Scouts Australia Youth Program Review



13 Feb 2015

Fellow Scouting members

The Youth Program Review is conducting a wide variety of research to ensure we develop the best possible youth program for our future youth members. This research requires feedback from our own members, members who have left Scouting, and the wider community to understand the perceptions and needs of both potential youth members and the parents of our prospective members. Furthermore, it requires a sound understanding of the developmental nature of young people in today's society.

Our research is a multi faceted approach using external demographers and researchers, our own teams, summarising previous research and working with other similar National Scout Organisations.

The following research was completed by researcher Kellie Loveless for the Youth Program Review. Kellie Loveless holds a Bachelor of Behavioural Sciences (Honours) First Class, a Graduate Diploma in Psychology and a Bachelor of Management (Marketing). Kellie also has a work history as a consultant and researcher and is a former Scout.

This report joins Kellie's previous report on Scouting age ranges and the Australian national curriculum to build a matrix of youth development. This work is a key resource for the YPR in building a program that best meets the changing needs of Australian youth.

At times our research will challenge our thinking, garner support and generate angst and concern. Share your thoughts at [ypr.scouts.com.au](http://ypr.scouts.com.au); through discussion great ideas can evolve. If the YPR isn't contentious then we aren't doing our job!

YPR team

## **Key Developmental Stages (Age: 0-26yrs)**

Date Completed: 31.12.14

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### **Author:**

This research has been conducted, and the report collated by Kellie Loveless under the direction of Mr Bob Taylor for Scouts Australia.

### **Tasks:**

Building on the School Age Summary Report completed in December 2014 by Kellie Loveless, this component requires the following:

- gather data on key developmental milestones with a focus on age specific groupings;
  - include a broad range of developmental areas (e.g. cognitive, psychosocial, physical, development); and
- gather data on age specific issues faced by young people.

### **Outcome:**

The following elements contained within this document include:

- **Summary Matrix:** A comprehensive summary matrix of relevant key developmental milestones and issues.
- **Report:** An accompanying report will contain additional detail, information and references relevant to the matrix.

## Key Developmental Stages - Summary Matrix

*This document is to be viewed in conjunction with "Key Developmental Stages - Supporting Document"*

Most recent adaptations done by: Kellie Loveless 2014.12.31

Ref.	Section	Details	Born	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
1	<b>Scouts Australia (current model)</b>	Scout level & age range * commencement into next section may occur 6 mths earlier							Joey Scouts 6 to 7 years	Cub Scouts 8* to 10 years	Scouts 11* to 14 years			Venturer Scouts 15* to 17 years			Rover Scouts 18 to 25 years												
2	<b>Australian School System</b>	Primary / secondary school Year level	Primary School (except SA which includes Yr 7 in Primary)						Secondary School						Post School														
			Foundation			1	2	3	4	5	6	7	8	9	10	11	12												
3	<b>Australian Curriculum</b>	The Shape of the Australian Curriculum (Version 2) Developmental Stages (based on Year Level)  The Shape of the Australian Curriculum (Version 4) Content Transition Periods (based on year level)	Early Years			Concrete to Abstract Thinking			Transition to Adulthood			Choice Pathways: Through School & Beyond																	
			F-2			3-4			5-6			7-8			9-10			11-12											
4	<b>Cognitive</b> How kids think & learn	Piaget's Stages of Cognitive Development	Sensory Motor Stage Key Feature: Object permanence Birth - 2yrs		Pre-Operational Stage Key Feature: Egocentrism 2 - 7yrs				Concrete Operational Stage Key Feature: Conservatism 7-11yrs				Formal Operations Stage Key Feature: Manipulate ideas in head e.g. abstract reasoning 11-16yrs																
5	<b>Speech &amp; Language</b>	Audition (Listening)				able to listen & remember, learning to be attentive audience members			capable of listening for extended periods, can maintain eye contact with speaker			active listeners, have strategies for during and after listening & can give feedback			critically analysing information when listening														
		Receptive Language (what the child understands)				enjoy stories & can answer simple Qs about them (4-5)  understand more than they can express			can follow complex directions with little repetition			no longer require visual aids, able to comprehend info & form justifiable opinions			planning prior to speaking, range of listening & understanding strategies														
		Expressive Language (what the child says)				can speak clearly & fluently in easy to listen to voice  use past, present, future tense, increasing sentence length i.e. >8wds			beginning to use language to explore issues & feelings			exploring responses and attitudes through language			can persuade for or against an issue														
		Speech (talking & forming words & sounds correctly)				important age for speech and articulation			speech sounds should be established			fluent with clarity			speaking fluently, using appropriate pitch, volume & pause														
		Cognition (comprehension of concepts)				cog development is tiring = can lead to impaired speech			can use language to solve concrete problems			use language to agree or disagree			understand increasingly complex plots & opinion vs fact														
		Pragmatics (effective social communication skills)				can engage in conversation & read facial expressions			area of focus = understanding different language used for different circumstances			learn about verbal & body language, conversation turn taking is consolidated			well developed conversational skills, able to negotiate														
		Important (key language milestone for this age)				speech errors are common			ability to use language appropriately			interested in discussing personal feelings & opinions			understanding of social conventions, girls tend to use empathetic & boys assertive speech														
Ref.	Section	Details	Born	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

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6	Life Stages McCrindle (2014) research phase 3	20th Century	Childhood												Teenager						Adulthood								
		Today * not necessarily defined by age	Childhood						Tween						Teenager*				Young Adult*			KIPPERS*		Adulthood*					
7	Psychosocial Social and emotional development	Erikson's 8 Stages of Psychosocial Development	Oral Sensory HOPE Basic Trust vs mistrust Can I trust the world? E.g. feeding 0-18mths	Muscular-Anal WILL Basic Autonomy vs shame/doubt Is it okay to be me? E.g. Toilet training 18mths - 3yrs	Locomotor PURPOSE <b>Initiative vs guilt</b> <i>Is it okay for me to do, move and act?</i> E.g. exploring, using tools, art 3-5yrs			Latency COMPETENCE <b>Industry vs inferiority</b> <i>Can I make it in the world of people &amp; things?</i> E.g. school, sports 6-puberty						Adolescence FIDELITY <b>Identity vs role confusion</b> <i>Who am I? What can I be?</i> E.g. social relationships puberty - 20yrs						Young Adult LOVE <b>Intimacy and solidarity vs isolation</b> <i>Can I love?</i> E.g. romantic relationships 20s & 30s									
8	Peer Issues	Trends and issues faced at diff. developmental stages	Early Childhood 2-5yrs			Middle Childhood & Early Adolescence school age years = dramatic shift in social context						Adolescence Puberty																	
		Peer Interactions	freq. of interactions increases and become more complex, more interactive play and less idle solidarity, interactions usually in the home or day-care centre			more diverse set of peers although generally similar in age, interactions occur in a wider range of setting e.g. 'hanging out', team sports, watching TV, talking, parties etc. verbal and relational aggression (e.g. insults) replace direct physical aggression. Issues include:gossip, aggression, anti- social behaviour, co-rumination, bullying & victimisation. Levels of generosity & cooperation towards peers increases						spending more time with peers, even less adult guidance / control, more likely to involve individuals of the opposite sex																	
		Relationships	express preferences for some peers over others, attracted to those similar to self, around 75% have a 'best' friend, engage in both more prosocial and conflict behaviour with friends than nonfriends			Perspective of 'friendship' evolves, from involving 'rewards & costs' to understanding shared values & social understanding, friends expected to stick up for each other, <b>Girls:</b> relationships are marked by greater intimacy, close friendships in isolation, more co-rumination <b>Boys:</b> characterised by physical activities that do not require the exchange of personal info, large social network						early on view friendships as 'exclusive' - then learn to accept others, need to establish other relationships, allow friends independence, show less possessiveness & jealousy, focus more on how the relationships can help enhance their self identities, those 'different' to other children are less likely to have friends, emphasis on <b>INTIMACY &amp; SELF- DISCLOSURE</b> Romantic relationships first seen here - early involvement in romantic relationships often correlated with problem behaviours																	
		Groups	social dominance hierachy is important,aggression is the most important determinant of social clustering, children who are 'losers' in object struggles rarely initiate conflict over those proven 'victorious' over themselves or others			during upper elementary & middle school, the structure of the peer group changes from unified whole to more differentiated, Children organise themselves into social groups. These groups are voluntary & stand to contrast groups assigned by circumstance or adults (e.g. sporting teams, Scout Patrols), boys prefer larger groups, girls feel less comfortable with competition, girls experience greater fragility in same-sex friendships. acceptance = degree to which a child is liked by peers. popularity = status in a group.						more mixed sex events. Cliques are readily observed. Membership in cliques is related to psychological well-being & ability to cope with stress. Loosening of clique ties with age and increase in proportion of children with ties to many groups. Crowd (large) rather than clique (small) becomes the new group size																	
9	Age Specific Developmental Needs	Northern Ireland Youth Service: Curriculum Development Unit				4-10yrs Physical development Social development Creative stimulation						10-16yrs Participation Acceptance Values & beliefs Engagement w/ wider community						16-25yrs Information Specialist support Citizenship											
10	Age Specific Guidelines	What are they facing?	Infant & toddler (0-3) physically & mentally growing at a rapid rate			Preschoolers (4-5) very active, motor skills improving, begin using symbols & improve memory, vivid imaginations (can cause unseen fears), developing independence & sensitivity to others			School aged children (6-12) grow slowly until puberty, mentally active, eager learners, can understand cause & effect, <b>building self esteem</b> is important during this period, developing greater sense of self & independence, wants to fit in with peers, beginning to make lifestyle choices, may act with poor judgement, peer pressure, alcohol, sex, drugs & smoking need to be discussed with this age group.						Adolescents (13-20) grow in spurts, mature physically & are able to reproduce, become more abstract thinkers, can consider many options, are able to choose their own values & challenge authority, socially & emotionally adolescents are developing their own identity & build close relationships, <b>appearance &amp; fitting in</b> is of main concern, very concerned about meeting the requirements of their peers  have feelings of being invincible that leads towards <b>RISKY behaviours</b> , peer pressure could result in accidents or health risks due to poor judgement. depression & suicide rates are high. experimentation with alcohol, drugs & cigarettes are contributing factors.						Young Adults (21-39) sexually active & physically mature, nutritional needs are for maintenance not growth, faces impact of unhealthy lifestyles, learn new skills & info to solve problems. very concerned about <b>affiliation, love &amp; intimacy</b> , personal identity & acceptance of self enable the young adult to form their own independent decisions, major stress occurs as they choose a lifestyle & family, fears include losing jobs & status in social relationships, seeks closeness with others and may commit to start a family and become an active community member								
		As an adult, what can you do?	ensure a safe environment for exploring, playing & sleeping, approach in a calm, gentle and slow manner, provide reassurance			speak the child's language level, use games, praise & reward			allow them to make decisions, provide privacy, explain what is expected from them at their level of understanding, listen and be honest, give each individual responsibility for own actions, have them help you with tasks						respect the adolescent's privacy and confidentiality, where appropriate provide accurate info / support for issues they are facing						encourage use of stress reduction techniques, encourage exercise, emphasise importance of regular physical health care screenings, provide info on benefits related to lifestyle e.g. exercise, diet, avoidance of alcohol & tobacco								

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11	Physical Development	Gross Motor Development & Fine Motor Development	can control torso & hands, basic distinctions in senses	can do stairs, turn a book page, kick a ball, bladder & bowel control	run well, march, stand on one foot briefly, ride a tricycle, feed self, button & unbutton	can skip on one foot, cut w/ scissors, dress self, throw ball over-hand	hop & skip, dress without help, good balance, ride scooter, write simple letters, know if L or R handed, fine motor skills are likely to be about 1yr ahead of boys	can stand on one foot w eyes closed for 3 seconds, walk on a line in heel-toe fashion, skip on both feet, possibly ride a bike without training wheels, jump rope, catch and bounce a tennis ball & tie shoelaces		can roll, bat, kick and throw a ball, which makes them able to play organised sports such as soccer, cricket & basketball. Strength & coordination will continue to develop with practice.		Puberty can start to appear. Kids will develop at different rates between the ages of 8 and 18 years. With growth spurts come clumsiness & lack of coordination.																		
12	Puberty	Puberty (girls)											puberty starting age range 8-13yrs					Puberty can occur late with individual teens												
		Average female puberty: what to expect											breasts start to develop, growth spurt, body shape change e.g. hips widen, pubic hair starts to grow			underarm hair, periods start														
		Puberty (boys)											puberty starting age range 9-14yrs					Puberty can occur late in individual teens												
		Average male puberty: what to expect											testes & penis start growing, pubic hair starts growing			growth spurt starts 12-14yrs		start-producing testosterone, start getting erections & ejaculating, more hair grows e.g. on face		larynx (Adam's apple) will become more obvious, voice breaks										
Ref.	Section	Details	Born	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
13	Stages of Development	Age group & main theme											COOPERATION Early-Adolescence 7-9yrs			TRANSITION Early-Adolescence 10-13yrs			IDENTITY Adolescence 14-16yrs			MATURITY & DEPARTURE Post Adolescence 17-20yrs								
		Character											need boundaries, creative thinking can be suppressed, exploring world, seeing potential			self understanding & self esteem develops at 12, developing personal boundaries & stability			questioning selves, trying diff. roles & beliefs, more reliant on friends than family, issues e.g alcohol & drugs			instances of interpersonal complexity and ability to deal with this has increased								
		Physical											form constancy & depth perception maturing, spatial perception maturing			onset of puberty, motor & perceptual abilities mature, gravitating towards same gender groups, interest in own bodies developing			sexual maturity, sexual intimacy, good and bad physical identity issues			physical growth completed, sexual intimacy plays large role in life								
		Emotional											ego centric beginning to relate to others			social groups become fragmented, new schools, intimacy & loneliness are an issue, rebellion, esteem issues			esteem issues major part of daily life, autonomy & attachment v important, parents begin to lose control, issues: depression, suicide, eating disorders, interrelationships			relationships founded on intimacy & complementarity								
		Intellectual											concrete operations (Piaget), can work in a team, attention & concentration important for learning, need to develop reasoning skills			concrete problem solving, transition from primary to high school, seek approval from peers, beginning to think in more abstract & idealistic way, future oriented thought problem resolution			see things from others' view, reflective thinking, metacognition, pressure of exams, responsibility for own learning			abstract thinking maturing, ability to make plans etc maturing, ability to make judgements and decisions, transition into college / work								
		Social											beginning to be less ego centric & develop boundaries			extracurricular school based activities take up time, issue: self confidence			can contribute in teams, clubs & friends are important			accept individual differences, issues: social & professional integration								
		Spiritual											communion year, learning family relationships & respect for others			confirmation / Bah Mitzvah year			develop concept of own uniqueness, uncertainty regarding own identity			building a respect for the concept of spirituality								

## **Key Developmental Stages (Age: 0-26yrs)** **Supporting Document**

### **Overview**

The following paper is a supporting document for the “Key Developmental Milestones – Summary Matrix”. This accompanying report contains additional detail, information and references relevant to the matrix.

### **Purpose**

The purpose of this document is to provide background information for Scouts Australia to make an educated decision on the Scouts Australia section starting and ending points (e.g. specific age or school year level) and transition periods between sections.

### **How to use this document**

1. Look at “Key Developmental Milestones – Summary Matrix”.
2. For more information on any of the topics, find the reference number associated with that topic on the far left hand side of The Matrix under the heading “Ref”.
3. Find this reference number on the Content Page (p.3) of this document.
4. Turn to the associated page number for more details and a reference linking to further information about this topic.

### **References**

As this document is intended as a supporting document to the Summary Matrix, it includes a brief snapshot of the relevant details obtained from the appropriate sources. After each topic, the references to the information source are provided. The reader is encouraged to use this platform to further their understanding of these topics.

### **Keep in mind: Individual differences**

The age brackets used in the Summary Matrix are based on average developmental stages. The reader should keep in mind that it is not uncommon for developmental milestones to vary by 1.5-2 years between individuals. Consequently there can be no clear-cut division between developmental milestones for all children, however these guidelines have merit as they represent the vast majority.

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# Scouts, Australian Schooling & Curriculum, Cognitive & Speech & Language Development

## 1. Scouts Australia

### 1.1 Current Model

The following image shows the current Scouts Australia section model. The numbers on the top row refer to the child's age.

6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Joey Scouts	Cub Scouts		Scouts			Venturer Scouts			Rover Scouts										
6 to 7 years	8* to 10 years		11* to 14 years			15* to 17 years			18 to 25 years										

Image 1: Current Scouts Australia sectional model

\* commencement into this section may occur 6 months earlier

## References

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## 2. Australian School System

### 2.1 Starting Ages for Primary Schooling

The most recent data on school starting ages in all Australian States and Territories is summarised in Table 1.

**Table 1.**

#### School starting ages in all Australian States and Territories

State/ Territory	First year (pre Year 1)	Min. age eligible to commence Primary School In the year they start school, child must be 5 on or before:	Compulsory school starting age
New South Wales	Kindergarten	31st July	6
Victoria	Preparatory	30 <sup>th</sup> April	6
Queensland	Preparatory	30 <sup>th</sup> June	6.5
South Australia	Reception	1 <sup>st</sup> May	6
Western Australia	Pre-primary	30th June	6.5 <sup>1</sup>
Tasmania	Preparatory	1 <sup>st</sup> of January	5 <sup>2</sup>
Northern Territory	Transition	30 <sup>th</sup> June	6
Australian Capital Territory	Kindergarten	30 <sup>th</sup> April	6

<sup>1</sup> *From the beginning of the year a child turns 6.5.*

<sup>2</sup> *Must be 5 on or before the 1<sup>st</sup> of Jan in the year they start school.*

### 2.2 Starting Ages for Secondary Schooling

High School commencement varies in States and Territories firstly based on the transition to high school varying across the States and Territories.

As seen in Table 2, in all States and Territories (except SA), children move into high school in Year 7 (age range: 11.5 – 13.5 years old). In South Australia, students move to high school in Year 8 (12 ½ - 14.5 years old). Western Australia and Queensland previously operated inline with South Australia however are making the transition to include Year 7 in high school in 2015.

**Table 2.**

**Division between Primary and Secondary Schooling in Australian States and Territories (as of 2015)**

State/ Territory	First year (pre Year 1)	Primary schooling	Secondary schooling
New South Wales	Kindergarten		
Victoria	Preparatory		
Tasmania	Preparatory	Years 1–6	Years 7–12
Northern Territory	Transition		
Australian Capital Territory	Kindergarten		
Western Australia	Pre-primary		
Queensland	Preparatory		
South Australia	Reception	Years 1–7	Years 8–12

### 2.3 Individual Schooling

Within the overall structure of primary and secondary education there is further scope for variation in the structure of individual schools. Both Government and Non-Government schools may be primary only, secondary only or combined primary and secondary. Secondary schools may accommodate the full age range of secondary students or be divided into junior and senior campuses. Government and some Non-Government school authorities operate special schools for students with disabilities and other special needs.

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### **3. Australian National Curriculum**

#### **3.1 Previous research**

Children, Adolescents and Young Adult's Age Ranges and Developmental Abilities (2014), a report requested by Scout Association (QLD Branch), compiled by Dr Hsien-Jin Teoh with input from Dr John Pearn, David Rogers, Michele Johnson sets the scene in providing some background into lifespan development literature.

To build on this previous work in identifying the key developmental milestones utilised by Australian schooling in determining transition points, year levels and year groupings, there needs to be a clear understanding of the Australian National Curriculum.

#### **3.2 The Australian National Curriculum**

Historically Australia has had different curriculum structures governed at a State or Territory level. As a result of this, each education system was formally quite different. Australian educators have been working towards a national curriculum for primary and secondary education for some time. The Australian Curriculum Assessment and Reporting Authority (ACARA) can be seen as an outcome of years of national collaboration on education. In 1989 as part of the Hobart Declaration and then in the 1999 Adelaide Declaration, State, Territory and Commonwealth Education Ministers committed to working together to ensure high quality schooling for all young Australians.

The Australian National Curriculum sets consistent national standards to improve learning outcomes for all young Australians. It sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through school. It is the base for future learning, growth and active participation in the Australian community.

The Australian Curriculum Assessment and Reporting Authority (ACARA) are responsible for developing the Australian Curriculum through rigorous, consultative National processes. Implementation of the Australian National Curriculum is in its infancy, however the key developmental milestones used in determining transition points between year levels and year level groupings are likely to provide a framework from which to base Scouting curriculum and transition points.

#### **3.3 The Shape of the Australian Curriculum**

The document "The Shape of the Australian Curriculum (v1 2009) (v2 2010) (v3 2011) (v4 2012)" was written to guide the development of the first phase of the Australian Curriculum. Versions 1 through to 4 provide a historical picture of the developing curriculum and provide the underpinning body of knowledge on which the curriculum is built. The frameworks detailed in "The Shape of the Australian Curriculum" are pivotal in understanding the key developmental milestones utilised in Australian schooling in determining transition points, year levels and year level groupings.

According to The Shape of the Australian Curriculum Version 2 (2010) the Curriculum has been written to take into account the growth and development of young people across the years of schooling and the diverse needs of students across the Australian population. As described in the paper by Dr Hsien-Jin Teoh, theories of child development define milestones in cognitive ability, socialisation and moral development. In developing the National Curriculum academic milestones have been embedded into banding curriculum content according to the developmental stage.

Version 4 (2012) of The Shape of the Australian Curriculum describes knowledge, understanding and skills organised by learning areas. For each general learning capability, a learning continuum has been developed that describes the knowledge, skills, behaviors and dispositions that students can be expected to have developed at particular stages of schooling.

Table 3 outlines the major developmental bands throughout schooling years identified in “The Shape of the Australian Curriculum - Version 2” and the content transition periods explained in Version 4. The subsequent summary of each overarching developmental stage is drawn from Version 2.

**Table 3**

**Summary of child transition points across the school lifespan by school year according to The Shape of the Australian Curriculum, a report created to guide development of the Australian National Curriculum.**

Year Level	Foundation	1	2	3	4	5	6	7	8	9	10	11	12
<b>V2 Developmental Stages</b>	Early Years			Concrete to Abstract Thinking					Transition to Adulthood		Choices: Pathways through school & beyond		
<b>V4 Content Transition Periods</b>	F-10											Senior Secondary	
	F-2			3-4		5-6		7-8		9-10		11-12	

### 3.4 Developmental Stages: Early Years (Years F-2)

Between five and eight years of age (typically Foundation to Year 2) the Curriculum focuses on the importance of communication, language and building relationships.

**Priority is given to:**

- foundation knowledge;
- developing understanding and skills for continued learning;
- literacy and numeracy development;
- motor skills development;

- physical activity and education;
- development of safe and healthy personal practices;
- developing sensory, cognitive and affective appreciation of the world; around them through exploratory and creative learning; and
- the opportunity to learn a language may be available.

The Australian Curriculum builds on the National Early Years Learning Framework and builds on its key learning outcomes, namely:

- children have a strong sense of identity;
- children are connected with, and contribute to, their world;
- children have a strong sense of wellbeing;
- children are confident and involved learners; and
- children are effective communicators.

### 3.5 Developmental Stages: Concrete to Abstract Thinking (Years 3-4, 5-6, 7-8)

**Priority is given to the following key developmental milestones:**

- understanding and appreciating different points of view;
- concentrating on tasks for longer periods of time;
- thought processes becoming more logical and consistent;
- gradually becoming more independent as learners; and
- looking for and valuing learning they perceive as relevant, consistent with personal goals, and/or leading to important outcomes.

#### 3.5.2 Transition to Secondary School

The transition from primary to secondary school coincides with a range of significant physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they develop concerns about wider issues.

A National move (apart from SA) to commence high school in Year 7 (rather than Year 8) assists with the implementation of the National Curriculum and provides opportunities for ongoing development opportunities for students. According to the Queensland Department of Education, Training and Employment,

*“Educators agree that young teenagers are ready for greater independence and the depth of learning that high school provides, which is why in most other states and high school, Year 7 students are able to benefit from access to specialist resources and teachers, such as science labs and science teachers.”*

### 3.6 Developmental Stages: Transition to Adulthood (Years 9-10)

In the middle and upper secondary years of schooling students have a clearer sense of their strengths, interests and goals. They begin to see themselves as active players in community life and are often concerned about major social

and environmental issues and the ethical implications of human activity and knowledge.

The design of the Australian Curriculum for Years 9 and 10 recognises that many students commence senior secondary pathways and programs, including vocational pathways.

**Priority is given to the following outcomes:**

- increased opportunities for students to make choices about learning pathways;
- deepened understanding in each learning area;
- learning opportunities in English, mathematics, science, history, and health and physical education for all students;
- learning opportunities from other learning areas and in vocational and applied learning, including National Trade Cadetships; and
- flexibility for students to undertake more specialised learning pathways that ensure all students are fully engaged and prepared to continue learning into the senior secondary years.

### **3.6 Developmental Stages: Choices: Pathways Through School and Beyond (Years 11-12)**

The curriculum for students aged 16 to 18 years of age (typically Years 11 and 12) provides students with increased opportunities to make choices about pathways through school and beyond.

These choices are informed by previous success and enjoyment, future options for training, learning or employment, and the setting in which the learning is to occur. Many young people in this age range have already been in part-time employment or will take up part-time jobs while undertaking their senior secondary schooling.

The senior school curriculum offers more opportunities for specialisation in learning, including within the regular school program and through accredited vocational education and training.

### **References**

Australian Curriculum, Assessment and Reporting Authority (ACARA). (2014). *Australian Curriculum*. Retrieved from <http://www.australiancurriculum.edu.au>

Australian Curriculum, Assessment and Reporting Authority (ACARA). (2014). *Development of the Australian Curriculum*. Retrieved from [http://www.acara.edu.au/curriculum/curriculum\\_design\\_and\\_development.html](http://www.acara.edu.au/curriculum/curriculum_design_and_development.html)

Australian Curriculum, Assessment and Reporting Authority (ACARA). (2009). *National report on schooling in Australia 2009*. Retrieved by [http://www.acara.edu.au/reporting/national\\_report\\_on\\_schooling\\_2009/schools\\_and\\_schooling/school\\_structures.html](http://www.acara.edu.au/reporting/national_report_on_schooling_2009/schools_and_schooling/school_structures.html)



Australian Curriculum, Assessment and Reporting Authority (ACARA). (2010). *The Shape of the Australian Curriculum - Version 2*. Sydney, NSW. Retrieved from [http://www.acara.edu.au/verve/resources/shape\\_of\\_the\\_Australian\\_Curriculum.pdf](http://www.acara.edu.au/verve/resources/shape_of_the_Australian_Curriculum.pdf)

Australian Curriculum, Assessment and Reporting Authority (ACARA). (2012). *The Shape of the Australian Curriculum - Version 4*. Sydney, NSW. Retrieved from [http://www.acara.edu.au/verve/resources/the\\_shape\\_of\\_the\\_australian\\_curriculum\\_v4.pdf](http://www.acara.edu.au/verve/resources/the_shape_of_the_australian_curriculum_v4.pdf)

Australian Government Department of Education. (2013). *Early years learning framework*. Retrieved from <https://education.gov.au/early-years-learning-framework>

## 4. Cognitive Development

### 4.1 Piaget's Stages of Cognitive Development

Piaget's Stages of Cognitive Development are summarised in the table from About.com.

Stage	Age	Characteristics	Developmental Changes
Sensorimotor Stage	Birth to 2 Years	The infant knows the world through their movements and sensations.	<ul style="list-style-type: none"> <li>• Infants learn that people or objects continue to exist even though they cannot be seen (object permanence).</li> <li>• They are separate beings from the people and objects around them.</li> <li>• They realise that their actions can cause things to happen in the world around them.</li> <li>• Learning occurs through assimilation and accommodation.</li> </ul>
Preoperational Stage	2 to 7 Years	Children begin to think symbolically and learn to use words and pictures to represent objects. They also tend to be very egocentric.	<ul style="list-style-type: none"> <li>• Children struggle to see things from the perspective of others.</li> <li>• While they are getting better with language and thinking, they still tend to think about things in very concrete terms.</li> </ul>
Concrete Operational Stage	7 to 11 Years	During this stage, children begin to think logically about concrete events.	<ul style="list-style-type: none"> <li>• Children begin to understand the concept of conservation; e.g. the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass.</li> <li>• Thinking becomes more logical and organised, but remains largely concrete.</li> <li>• Begin using inductive logic*, or reasoning from specific information to a general principle.</li> </ul>
Formal Operational Stage	12 and Up	At this stage, the adolescent or young adult (teen) begins to think abstractly and reason about hypothetical problems.	<ul style="list-style-type: none"> <li>• Abstract thought emerges.</li> <li>• Teens begin to think more about moral, philosophical, ethical, social, and political issues that require theoretical and abstract reasoning.</li> <li>• Begin to use deductive logic**, or reasoning from a general principle to specific information</li> </ul>

\* inductive reasoning (bottom up logic) = broad generalisations from specific observations. Even if all of the premises are true in a statement, inductive reasoning allows for the conclusion to be false. e.g. "Harold is a grandfather. Harold is bald. Therefore, all grandfathers are bald."

\*\* deductive reasoning (top down logic) is a logical process in which a conclusion drawn from a set of premises contains no more information than the premises taken collectively. e.g. all dogs are animals; this is a dog; therefore, this is an animal: The truth of the conclusion is dependent only on the method.

## References

Piaget, J. (1973). *Main Trends in Psychology*. London: George Allen & Unwin.

About.com. Piaget's stages. Retrieved from

<http://psychology.about.com/od/behavioralpsychology/l/bl-piaget-stages.htm>

## 5. Speech & Language

Barrington, author for Kidspot broke down the typical speech and language skills in childhood development into two year (increments pre-kinder to 12 yrs old) by the following speech and language areas:

- audition (listening);
- receptive language (what the child understands);
- expressive language (what the child says);
- speech (talking & forming words & sounds correctly);
- cognition (comprehension of concepts);
- pragmatics (effective social communication skills); and
- important (key language milestone for this age)

Bowen (1998) provides an ages and stages summary of language development for children aged between 0 and 5 years of age.

### References

Barrington, M. Speech and language development in babies and children. Retrieved from <http://www.kidspot.com.au/discoverycentre/Joy-of-discovery-Development-Speech-and-language-development-in-babies-and-children+5370+553+article.htm>

Bowen, C. (1998). Ages and Stages Summary - Language Development 0-5 years. Retrieved from <http://www.speech-language-therapy.com/> on 11.12.14.

## Age Specific Life, Psychosocial & Peer Issues

### 6. Life Stages

In their paper reviewing the factors shaping the world of Generation Alpha and Generation Z, McCrindle (2014) highlights the redefined life stages in Western society.

Where as once there were simple transitions between childhood, teens and adulthood, in today's society our life spans are fragmented into several more components.

Two of these additional segments worthy of note to this project are the 'tweens' and the 'KIPPERS'.

**Tweens** are those 'in-between' childhood and adolescence (aged 8-12).

**KIPPERS** stands for "kids in parents' pockets eroding retirement savings". While this label has comedic value, it demonstrates that our society does not distinguish between lifespan chapters as broadly as before.

Such fragmented life spans highlight different issues for each life stage. For example tweens are greatly influenced by celebrities and are a target market for media. Social media plays a bit part in forming tween identity and consequently technology, media and consumerism must be top of mind when considering this age group.

#### Reference

McCrindle. (2014). Understanding the factors shaping the world of Generation Alpha and Generation Z. Phase 3 YPR Scoping Study. November 2014.

## 7. Erikson's Eight Stages of Psychosocial Development

Erikson's eight Stages of Psychosocial Development are summarised in the table extracted from Appendix B in Dr Hsien-Jin Teoh's (2014) report.

It is timely to remind the reader that the age ranges are not set in concrete, rather are general guidelines as all individuals develop at their own pace.

Stage	Ages	Basic Conflict	Important Event	Summary
1. Oral-Sensory	Birth to 12-18 mths	Trust vs. Mistrust	Feeding	The infant must form a first loving, trusting relationship with the caregiver, or develop a sense of mistrust.
2. Muscular-Anal	18 mths to 3yrs	Autonomy vs. Shame/Doubt	Toilet training	The child's energies are directed toward the development of physical skills, including walking, grasping, and rectal sphincter control. The child learns control but may develop shame and doubt if not handled well.
3. Locomotor	3 to 6 yrs	Initiative vs. Guilt	Independence	The child continues to become more assertive and to take more initiative, but may be too forceful, leading to guilt feelings.
4. Latency	6 to puberty	Industry vs. Inferiority	School	The child must deal with demands to learn new skills or risk a sense of inferiority, failure and incompetence.
5. Adolescence	Puberty to 20	Identity vs. role confusion	Social relationships	Adolescents struggle to find their own identity, while negotiating social interactions & developing sense of morality
6. Young Adulthood	20 to 40 yrs	Intimacy vs. Isolation	Love relationships	The young adult must develop intimate relationships or suffer feelings of isolation.

### References

Teoh, H. (2014). Children, adolescents and young adult's age ranges and developmental abilities report requested by Scout Association (QLD branch). Compiled by Teoh, H. with input from Pearn, J., Rogers, D. & Johnson, M.

Learning-Theories.com. Erikson's stages of development. Retrieved from <http://www.learning-theories.com/eriksons-stages-of-development.html>

## 8. Peer Issues

Rubin, Bukowski and Parker (2007) summarised the key developmental stages and issues facing children throughout their childhood in relation to peer interactions, relationships and groups. This paper can be found using the DOI in the reference list below.

### References

Rubin, K. H., Bukowski, W., & Parker, J. (2007). Peer Interactions, Relationships, and Groups. Chapter 10. In *Handbook of child psychology*. John Wiley & Sons, Inc. DOI: 10.1002/9780470147658.chpsy0310

## 9. Age Specific Guidelines

Tortorice (2007) details age specific guidelines for the following age groups:

- infants and toddlers (birth – 3);
- preschoolers (4-5);
- school aged children (6-12);
- adolescents (13-20);
- young adults (21-39);
- middle age adults (40-64);
- older adults (65-79); and
- older than 80

The content relates to developmental milestones and is taken from a nursing perspective so also provides specific details about how to deal with people of these different ages.

### References

Tortorice, J. (2007). Age specific guidelines. Retrieved from [http://www.ceufast.com/Age\\_Specific\\_Guidelines\\_nurse\\_ceu\\_course.aspx#Adolescents\\_\(13-20\)](http://www.ceufast.com/Age_Specific_Guidelines_nurse_ceu_course.aspx#Adolescents_(13-20))



## 10. Developmental needs based curricula for the Northern Ireland Youth Service

“The use of age specific developmental needs based curricula” (2006) contains a summary of the development of age specific, developmental needs based curricula for the Northern Ireland Youth Service. The Curriculum Development Unit (CDU) established in April 2002 aims to enhance and support Curriculum Development within the Youth Service in Northern Ireland.

The following summary points from “The use of age specific developmental needs based curricula” provide age relevant information for curriculum development with Irish youth. Granted this paper was written in 2006, the summary points below maintain relevance.

### **Children: key developmental needs in the 4-10 year age band:**

- **Physical development:** the opportunity to initiate safe and creative play activities that enrich a child’s physical abilities promoting good health, skill development, and serving as a pre-requisite for later physical confidence;
- **Social development:** experiences to enable children to develop personal relationships through informal activities, providing a forum for the expression and testing of communication and social skills leading to self-confidence, value learning and co-operative interactions and;
- **Creative stimulation:** non-formal activities providing an experience of how things work and contributing to projects which enable an understanding of their environment, relationships, their strengths and limitations.

### **Young People: key developmental needs in the 10-16 year age band:**

- **Participation:** opportunities for engagement in activities and groupings that allow a personal sense of contribution and community ensuring the development of accountability, personal esteem and membership of society;
- **Acceptance** by, and of, others: the provision of programs that encourage healthy relationships, reducing potential prejudice towards others and allowing feedback of acceptance and respect;
- Development and challenge to **values and beliefs** with other young people, building a foundation for good health, spiritual development and creative contribution to society;
- **Engagement with the wider community:** opportunities for involvement in community decision making, developing skills and knowledge appropriate to ‘active citizenship’.

### **Young People: key developmental needs in the 16-25 year age band:**

#### **Information:**

- Young people face **crucial choices** between the ages of 16 and 25 years. Accurate information accessible through a variety of mediums is required to enable young people to make informed decisions which support their development. There is inequality in young people’s access to information sources and advice.
- **Specialist support:** many young people will face crises during this period in their lives. Individual support for young people around areas such as

health, including sexual and mental health, employment, offending behaviour and accommodation is a requirement;

- **Citizenship:** support for young adults in the transition to full active participation in community life is particularly relevant in Northern Ireland given the long absence of local democracy and the prevailing sectarianism.”

**Source**

Tony Macaulay, Macaulay Associates. (2006). *The use of age specific developmental needs based curricula*. Commissioned by the Curriculum Development Unit and YouthNet on behalf of the Northern Ireland Youth Service Liaison Forum, between March and May 2006. Antrim, UK.

## Physical Development & Puberty

### 11. Physical Development

The following summary of childhood physical development was drawn from the Kidspot Team's article on physical development in babies and children.

**Gross motor skills** involve the coordination and control of large muscles and skills like walking, sitting and running.

**Fine motor skills** (or manipulation) involve the coordination and control of small muscles, and skills like holding a rattle, picking up crumbs and scribbling with a pencil.

#### **Physical development by six months**

He/she will show basic distinctions in vision, hearing, smelling, tasting, touching, temperature and perceiving pain. He/she will also lift his head when on his stomach and possibly show squeals of delight as well as grasp objects and roll over.

#### **Physical development by 12 months**

He/she can control his torso and hands, sit without support, crawl and have growing control of legs and feet. He/she may stand or creep across the floor.

#### **Physical development by 18 months**

Can creep or crawl up stairs, possibly walk, draw lines on paper with crayon and will show growing physical independence.

#### **Physical development by age two**

He/she can go up and down steps, run, sit self on chair, use a spoon and fork, turn single pages in a book, kick a ball, attempt to dress him/herself, build a tower of six blocks, kick a ball and has bowel and bladder control (though he/she may not care to show it and be toilet trained!).

#### **Physical development by age three**

He/she can run well, march, stand on one foot briefly, ride a tricycle, feed him/herself (with a bit of mess), put on his/her own shoes and socks (though not tie laces!), unbutton and button.

#### **Physical development by age four**

He/she can skip on one foot, cut with scissors, wash and dry his/her own face, dress him/herself, throw a ball overhand and other skills to show growing independence.

#### **Physical development by age five**

He/she can hop and skip, dress without help, has good balance and smoother muscle action, skate or ride a scooter, print and write simple letters, establish whether he/she is left or right handed. Girls' fine motor skill development is likely to be about one year ahead of boys'.

**Physical development by age seven**

He/she can stand on one foot with eyes closed for three seconds, walk on a line in heel-toe fashion, skip on both feet, possibly ride a bicycle without training wheels, jump rope, catch and bounce a tennis ball and tie shoelaces.

**Physical development by age nine**

He/she has the capability to roll, bat, kick and throw a ball, which makes him/her able to play organised sports such as soccer, cricket and basketball. His/her strength and coordination will continue to develop with practice.

**Physical development by age 12**

Puberty can start to appear at this age, which is why you'll see kids developing at different rates between the ages of eight and 18. With growth spurts come clumsiness and a lack of coordination. If the child is not athletic, help him/her find a sport or physical activity he/she enjoys. At this age, kids who don't excel athletically are tempted to avoid all physical activity.

## 12. Puberty

The following information comes directly from Raisingchildren.net.au - the Australian Parenting Website. The information is targeted at parents, however can be useful in the context of this project and for Scouting leaders.

### 7.1 What is puberty?

Puberty is the time when your child moves through a series of significant, natural and healthy changes. These physical, psychological and emotional changes signal your child is moving from childhood to adolescence.

Puberty starts when changes in your child's brain cause sex hormones to start being released in the ovaries (girls) and testes (boys).

The timing of puberty and its stages is different for every young person. Puberty can be completed in about 18 months, or it can take up to five years. This variation is also completely normal.

As a guide, puberty usually begins around 10-11 years for girls and around 11-13 years for boys. But it's normal for the start of puberty to range from 8-13 years in girls and 9-14 years in boys. Every child is different. Genetics, nutrition and social factors all play a role in the onset of puberty.

There's no way of knowing exactly when a child will begin puberty. Early changes in a child's brain and hormone levels can't be seen from the outside, so it's easy to think that puberty hasn't started.

Many people think that adolescence is always a difficult time, and that all teenagers have moods and behave in challenging ways. In fact, some studies show that only about 5-15% of teenagers go through extreme emotional turmoil, become rebellious or have major conflicts with their parents during puberty.

### 7.2 Puberty for girls: what to expect

Here's a summary of typical body changes linked to puberty in girls.

#### **Around 10-11 years**

- Breasts will start developing. This is the first visible sign that puberty is starting. It's normal for the left and right breasts to grow at different speeds. It's also common for the breasts to be a bit tender as they develop.
- A growth spurt, getting taller. Some parts of her body – such as head, face and hands – might grow faster than her limbs and trunk. This might leave her looking out of proportion for a while. The average total height increase for girls is 5-20 cm. Girls usually stop growing at around 16-17 years.
- Body shape will change. For example, her hips will widen.
- Pubic hair will start to grow. It will get darker and thicker over time.

### **Around 12-14 years (about two years after breast development starts)**

- Hair will start growing under the child's arms.
- Periods (menstruation) will start. The girl might get pain before and during her period, such as headaches or stomach cramps. These are normal.
- Periods might be irregular at first.

### **7.3 Puberty for boys: what to expect**

Here's a summary of typical body changes linked to puberty in boys.

#### **Around 11-13 years**

- The testes (testicles) and penis will start growing. It's normal for one testis to grow faster than the other.
- Pubic hair will start growing. It will get darker and thicker over time.

#### **Around 12-14 years**

- A growth spurt getting taller. Some parts of his body – such as head, face and hands – might grow faster than his limbs and trunk. This might leave him looking out of proportion for a while. The average total height increase for boys is 10-30 cm. Boys usually stop growing at around 18-20 years.

#### **Around 13-15 years**

- Hair will start growing on other parts of the body – under his arms, on his face and on the rest of his body. His leg and arm hair will thicken. Some young men will grow more body hair into their early 20s.

#### **Around 13-14 years**

- Start producing testosterone, which stimulates the testes to produce sperm.
- Start getting erections and ejaculating (releasing sperm). During this period, erections often happen for no reason at all. Ejaculation during sleep is often called a 'wet dream'.

#### **Around 14-15 years**

- The larynx ('Adam's apple' or voice box) will become more obvious. The larynx will get larger and his voice will 'break', eventually becoming deeper. Some boys' voices move from high to low and back again, even in one sentence. This will stop in time.

### **References**

Kidspot team (2014). Physical development in babies and children. Retrieved from <http://www.kidspot.com.au/discoverycentre/Joy-of-discovery-Development-Physical-development-in-babies-and-children+5367+553+article.htm> on 11.12.14.

Kids Health from Nemours. All about puberty: Time to change. Retrieved from [http://kidshealth.org/kid/grow/body\\_stuff/puberty.html](http://kidshealth.org/kid/grow/body_stuff/puberty.html)

Raisingchildren.net.au The Australian Parenting Website (2014).  
Understanding puberty. Retrieved from  
<http://raisingchildren.net.au/articles/puberty.html>

## Studies done by Scouting Organisations

### 13. Stages of Development

The following Table provides a summary of the paper titled “Stages of Development” prepared by the National Youth Programme Committee of Scouting Ireland in April 2005. The information can be used to assist understanding of key developmental milestones in children throughout the scouting lifespan.

**Table 6**

#### Summary of “Stages of Development”

Pre-Adolescence Age 7-9 Main Theme: Cooperation	
<b>Character</b>	<ul style="list-style-type: none"> <li>• Young children need boundaries and stability imposed.</li> <li>• Creative thinking can be suppressed (if it is not developed before 11 it will never fully develop).</li> <li>• Exploring the external world. Seeing the potential.</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Form constancy and depth perception maturing. Can see the parts and the whole of an object but not at the same time.</li> <li>• Spatial Perception beginning to mature.</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Ego centric</li> <li>• Beginning to be less egocentric more able to relate to others as different to ourselves.</li> </ul>
<b>Intellectual</b>	<ul style="list-style-type: none"> <li>• Concrete operations (Piaget). Are able to engage in co-operative play and act on instructions. Can understand and work in a team. Attention and concentration are very important for learning and the development of the perception of events.</li> <li>• Need to develop reasoning skills. Also need to encourage learning through movement. Becoming more independent in school, can look up own facts and reason through own decisions. Can give instruction based on own experience depending on task.</li> <li>• Encourage to develop critical and creative thinking skills.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Before the age of 7 the child's ability to interact in social groups is limited therefore one of the key elements of the scout system the team/patrol system cannot be implemented.</li> <li>• Ego centric, Social Interaction is important for development. Scaffolding (Vygotsky). More involved in extracurricular activities.</li> <li>• Beginning to be less egocentric. Begin to develop boundaries.</li> </ul>
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>• Communion Year. Beginning to understand family relationships.</li> <li>• Starting to learn respect for others</li> </ul>





### Early-Adolescence Age 10-13 Main Theme: Transition

<b>Character</b>	<ul style="list-style-type: none"> <li>• Self understanding and self esteem really develops at 12.</li> <li>• Beginning to develop and maintain personal boundaries and sense of stability.</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Onset of puberty. Motor and perceptual abilities mature. Gravitating towards same gender groups.</li> <li>• Interest in own bodies developing.</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Social groups become fragmented. New schools.</li> <li>• Intimacy and loneliness are an issue.</li> <li>• Concept of rebellion starting slang language etc. identity with a group. Emotionally Labile. Esteem issues can be misinterpreted.</li> </ul>
<b>Intellectual</b>	<ul style="list-style-type: none"> <li>• Concrete problem solving.</li> <li>• Transition from primary school. Looking for approval from peers.</li> <li>• Beginning to think in a more abstract and idealistic way.</li> <li>• Future oriented thought problem resolution.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Extracurricular school based activities take up more time. Self Confidence is a big issues.</li> </ul>
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>• Confirmation / Bah Mitzvah Year.</li> </ul>

### Adolescence Age 14-16 Main Theme: Identity

<b>Character</b>	<ul style="list-style-type: none"> <li>• Questioning themselves (what do I want to be like) trying out different roles and beliefs.</li> <li>• More reliant on friends than family. Hanging out.</li> <li>• Adolescent problems become a real issue (drugs drink etc). Achieving identity is the MAIN task of adolescence.</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Sexual maturity. Interest in own and other bodies really kicking in.</li> <li>• Sexual intimacy beginning to play a bigger part in their lives. Physical maturity kicking in bringing physical identity issues (good and bad).</li> </ul>
<b>Emotional</b>	<ul style="list-style-type: none"> <li>• Esteem issues play a major part of daily life.</li> <li>• Autonomy and attachment very important. Parents beginning to lose some control.</li> <li>• Depression and suicide, eating disorders, interrelationship difficulties.</li> </ul>
<b>Intellectual</b>	<ul style="list-style-type: none"> <li>• Begin to hypotheses make plans, form an objective point of view, see things from another's point of view. Can see the validity of others point of view.</li> <li>• Reflective thinking should be encouraged. Metacognition (thinking about thinking) begins.</li> <li>• Pressure of exams, which college to go to will I get the points etc can be significant. Beginning senior cycle in school, taking responsibility for own learning.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>• Have the ability to contribute and work within teams.</li> <li>• Other clubs age groups become more important. Friends becoming more important than family.</li> </ul>
<b>Spiritual</b>	<ul style="list-style-type: none"> <li>• Develop a concept of their own uniqueness. Uncertainty regarding their own identity.</li> </ul>

## Post Adolescence Age 17-20 Main Theme: Maturity & Departure

<b>Character</b>	<ul style="list-style-type: none"><li>• Instances of interpersonal complexity and their ability to deal with them has increased.</li></ul>
<b>Physical</b>	<ul style="list-style-type: none"><li>• Physical Growth Completed. Sexual intimacy playing a huge part in their lives.</li></ul>
<b>Emotional</b>	<ul style="list-style-type: none"><li>• Relationships founded on intimacy and complementarity</li></ul>
<b>Intellectual</b>	<ul style="list-style-type: none"><li>• Abstract thinking maturing. Ability to make plans etc. maturing. Ability to make mature and independent Judgements and decisions.</li><li>• Transition into college or working environment etc.</li></ul>
<b>Social</b>	<ul style="list-style-type: none"><li>• Recognition of enrichment due to accepting individual differences.</li><li>• Problem of Social and Professional integration.</li></ul>
<b>Spiritual</b>	<ul style="list-style-type: none"><li>• Building a respect for the concept of spirituality.</li></ul>

## Conclusion

As a supporting document to the “Key Developmental Milestones – Summary Matrix”, this paper included a brief snapshot of the relevant details, information and references relevant to the matrix. This paper is to be used as a bridging step between the Summary Matrix and the plethora of available information about key developmental milestones. The reader is encouraged to use this platform to further their understanding of these topics. The reader is again reminded that the divisions between developmental milestones are realistically not exactly the same age brackets for all children, however these guidelines do represent the vast majority.

It is intended that this information may assist Scouts Australia to make an educated decision on the Scouts Australia section starting and ending points (e.g. specific age or school year level) and transition periods between sections.