

INDEX

How This Learning Kit Works.....	i
Your Checklist – preparing for your program.....	iv
Program 1: Defining Leadership and What It Means for the Student Leader	
Section 1: Learning Outcomes.....	1.1
Section 2: Program Notes.....	1.2
Section 3: Introduction.....	1.4
Section 4: What is Leadership.....	1.6
Section 5: Program Close.....	1.14
Program 2: Identifying the Behaviours and Characteristics of Leaders	
Section 1: Learning Outcomes.....	2.1
Section 2: Program Notes.....	2.2
Section 3: Introduction.....	2.3
Section 4: Identifying the Behaviours and Characteristics of Leaders.....	2.5
Section 5: Program Close.....	2.21
Program 3: Developing the Leader’s Role Within the School	
Section 1: Learning Outcomes.....	3.1
Section 2: Program Notes.....	3.2
Section 3: Introduction.....	3.4
Section 4: Creating the Role of the Leader.....	3.6
Section 5: Program Close.....	3.17
Program 4: Applying Leadership Beyond School	
Section 1: Learning Outcomes.....	4.1
Section 2: Program Notes.....	4.2
Section 3: Introduction.....	4.4
Section 4: Applying Leadership Beyond School.....	4.5
Section 5: Program Close.....	4.21
Program 5: Managing Friendships, Peers and Leadership	
Section 1: Learning Outcomes.....	5.1
Section 2: Program Notes.....	5.2
Section 3: Introduction.....	5.4
Section 4: Managing Friendships, Peers and Leadership.....	5.6
Section 5: Program Close.....	5.24
Program 6: Managing Both Academic Success and Leadership	
Section 1: Learning Outcomes.....	6.1
Section 2: Program Notes.....	6.2
Section 3: Introduction.....	6.3
Section 4A: Setting Goals.....	6.5
Section 4B: Planning.....	6.12
Section 4C: Managing Priorities.....	6.16
Section 5: Program Close.....	6.25
Program 7: Becoming a Visionary Leader	
Section 1: Learning Outcomes.....	7.1
Section 2: Program Notes.....	7.2
Section 3: Introduction.....	7.4
Section 4A: Visionary Leaders.....	7.5
Section 4B: Creating a Vision.....	7.8
Section 4C: Contribution.....	7.20
Section 5: Completing a Research Project.....	7.25
Section 6: Mentoring.....	7.28
Section 7: Program Close.....	7.33
Section 8: Reading List.....	7.34
Section 9: Inspirational Quotes on Leadership.....	7.35
Resources	
CD Rom.....	Back of Folder
Handouts and Slides in hard copy.....	Back of Folder
Certificate Template in hard copy.....	Back of Folder

SAMPLE PAGE FROM PROGRAM 3

‘Learning Outcomes’

Section 1

LEARNING OUTCOMES

This program is designed to assist people who are leaders of others or have aspirations to become a leader to identify the nature of the role of a leader in the school.

As a result of participating in this program, students will be able to:

- State the purpose of the role of the Student Leader
- Identify the duties and responsibilities of the Student Leader
- Specify the ground rules associated with their work as a Student Leader
- Identify the expectations that the school, fellow students and themselves have of Student Leaders

SAMPLE PAGE FROM PROGRAM 3

'Program Notes'

Section 2

PROGRAM NOTES



This program will involve the group of student leaders creating a list of tasks and responsibilities they believe they will be accountable for as a student leader.

The program leader is encouraged to research the school's expectations in terms of tasks and responsibilities prior to delivering the program. This is to ensure that the program leader can add the school's expectations during the program should the student leaders not identify them as they work through the activities.



A set of handouts has been created for this program.

These have been provided in hard copy and on CD so as you can print them out as required.

You can COPY and DISTRIBUTE them to the participants.

Students can use them for their note taking as well as for activities throughout the program.



A set of slides has been created for use during this program.

These slides have been provided as both overhead transparency slides as well as on CD in PowerPoint for use with a data projector.

In addition the overhead slides have been printed as handouts. This allows the program leader to distribute them as additional handouts to the group should they wish to.

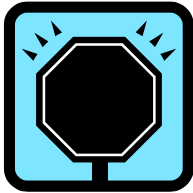
At the appropriate point during the program, instructions are provided as to when to display the slides.

SAMPLE PAGE FROM PROGRAM 3

'Program Leader Guide'

Section 3

INTRODUCTION



SHOW Slide 1

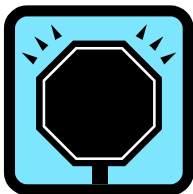


ASK the following question to the group:

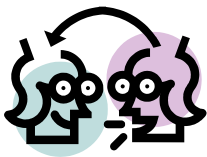
- We're going to spend time in this program creating the role of the leader for our school. Why do you think it's important to spend time doing that now?

LISTEN to the group's responses and DISCUSS.

REMOVE Slide 1



SHOW Slide 2



HIGHLIGHT the following points to the group:

- It's vital that you, as leaders, know what is expected of you.
- Your role as a leader is more than just a title. You will be called upon to do things, to take action, and fulfil your obligations as a leader in many ways throughout the year.
- Leaders are not selected just to 'look good.' They are there to do a job. When people select a leader they expect them to do something.
- Your selection as a leader was for a reason. It was for you to do a job – the job of a leader.

SAMPLE PAGE FROM PROGRAM 2

'Program Leader Guide'

Section 4

IDENTIFYING THE BEHAVIOURS AND CHARACTERISTICS OF LEADERS



ACTIVITY 1

“WHY PEOPLE WOULD WANT TO BE LED BY ME”

(allow 10 minutes)

Note: This is an individual reflection exercise. As a result there is to be no discussion among the group. Some people may find this activity quite difficult to complete.

TELL each person to turn to Page 1 of their handouts or **DISTRIBUTE** Page 1 at this time.



EXPLAIN the activity to the group as follows:

- You are to write down as many reasons as you can think of as to why people would want to be led by you. That is, what is it about you that would encourage or motivate someone to want you to be their leader?
- Write these reasons down on Page 1 of your handouts.
- You are not to discuss this with other people but are to complete this by yourself.



MOVE among the group as they undertake the activity and check on people's progress.

REFRAIN from offering suggestions or assisting them.

Note: Many of the group will approach this activity superficially at the start. As a result, some possible answers that may be generated include the following:

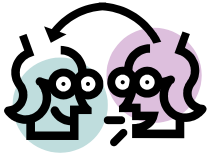
- *They are friendly / They have lots of friends*
- *They are good at sport*
- *They are intelligent*

SAMPLE PAGE FROM PROGRAM 7

'Program Leader Guide'

Section 4 B

CREATING A VISION



HIGHLIGHT the following point to the group:

- The starting point for visionary leadership is to firstly create a vision.

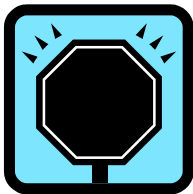


ASK the following question to the group:

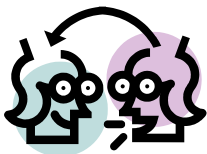
- What do you think is meant by having a vision?

LISTEN to the group's responses and **DISCUSS**.

WRITE their contributions on butcher's paper or a chalk/white board under the heading "Vision".



SHOW Slide 2



HIGHLIGHT the following points to the group:

- A Vision is about having a view of the future.
- Many people look at only the here and now, their immediate environment. The true visionary leader looks out and develops in their own mind how they want the future to look.
- Their view of the future becomes their guide in the work they do and they set about working to create that future.

SAMPLE PAGE FROM PROGRAM 3 'PowerPoint Slides'

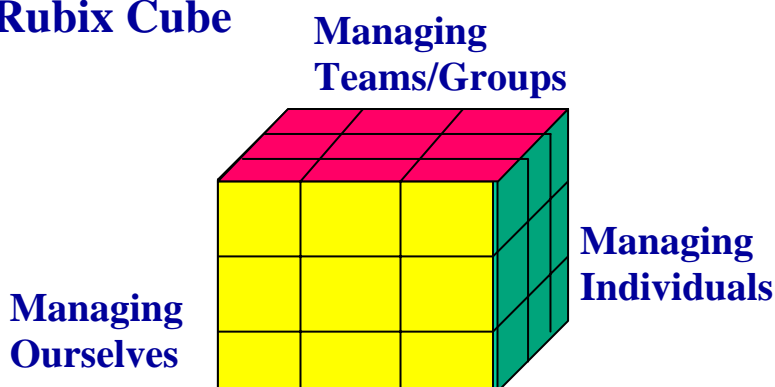
Developing the Leader's Role

- **Must have a set of ground rules that:**
 - **govern how we do our job**
 - **measure how we do things**
 - **ensure consistency and quality**

SAMPLE PAGE FROM PROGRAM 1 'PowerPoint Slides'

Defining Leadership

The Rubix Cube



SAMPLE PAGE FROM PROGRAM 3

'Student Handouts'

H a n d o u t # 1

The Role of the Student Leader

STATEMENT OF PURPOSE

- What do you see is the purpose of the role of a student leader?
- Create a statement that reflects what you see as the student leader's role and write it down in the space below.
- It must be precise and straight to the point
Remember - anyone who reads it should be able to know instantly what your purpose is as a student leader.

SAMPLE PAGE FROM PROGRAM 2

'Student Handouts'

H a n d o u t # 2

IDENTIFYING THE BEHAVIOURS AND CHARACTERISTICS OF LEADERS

DOING THE RIGHT THING Vs DOING THINGS RIGHT

Situation	Doing things right...	Doing the right thing...
You are asked to organise the cleaning of an area of the school on a regular basis.		
You are organising a committee to be responsible for coordinating the end of year activities to celebrate the end of the school year.		
You and some other students are seated while travelling home on a bus/train. An elderly person boards and there are no seats available.		