



# **Student Leadership Conference 2022**

**Student Leadership Training**

**Student impact**



# Outline of the day



Session	Time	Theme	Objective
1	9-10.00	Values, principles and roles	To establish the principles of student leadership. Understand the role and responsibility of positive leaders. How the students see themselves as role models
2	10.00-10.45	Communication	Being an effective communicator.
Break	10.45-11.00		Students able to bring own snacks
	11.00-11.02	Remembrance	Two minute silence
3	11.02-12.00	Team building	To develop strong bonds across leadership groups. Build confidence. Encourage students to work together
4	12.00 -12.30	Communication	Being an effective communicator.
Lunch	12.30-1.00		Lunch provided.
5	1.00 - 2.30	Student Impact and action planning	Developing a focus for the year. Focus on Structure of the House council, Leadership roles, House Ethos, Sustainability, Inclusion and diversity. Making an action plan.

Kindness · Curiosity · Determination



## During activities

Students should:

- Please raise your hand if you want to contribute
- Don't talk over each other
- Be polite





# Objectives

After the training students will:

- Understand what student impact means, and the values and principles which underpin it
- Develop personal and group leadership skills
- Understand what your role is and how that can impact others

# Bingo!



## Icebreaker

Talk to as many others as you can to help you complete the 16 boxes.

The bingo is over when **everyone** has completed the grid – so when you finish, **help someone else**.





Someone who plays a musical instrument	Someone whose birthday is in a month beginning with 'J'	Someone who can tell a joke	Someone who has designed a website or an app
Someone who has been abroad this year	Someone who is good at baking	Someone who has a pet	Someone who can sing well
Someone who knows who the education secretary is	Someone who reads a newspaper everyday	Someone who has taken up a new hobby in the past six months	Someone who has won a sports competition
Someone who speaks a foreign language	Someone who loves marmite	Someone who has performed on stage	Someone who has blue eyes



# Your views

## Discussion / Activity

What does student impact mean to you?

Put your hand up to share your definition.







## Student impact happens when:

‘Teachers and children listen to **each other, share ideas** and consider alternative viewpoints.’

*Robin Alexander in Deep Learning 1, Emma Sims, 2006*

‘...students develop values and **personal knowledge** that ...**promotes student ownership.**’

*Nystrand M et al, Opening Dialogue, Teachers College Press, 1997*



# Student impact

Becoming involved in leadership activities -

‘Gives young learners opportunities to think and talk about aspects of teaching and learning and can have a direct impact on pupils’ **metacognitive development** and on their understanding of how they learn.’

*Flutter and Rudduck, Consulting pupils: What's in it for schools?, Routledge Falmer 2004*



# Levels of participation



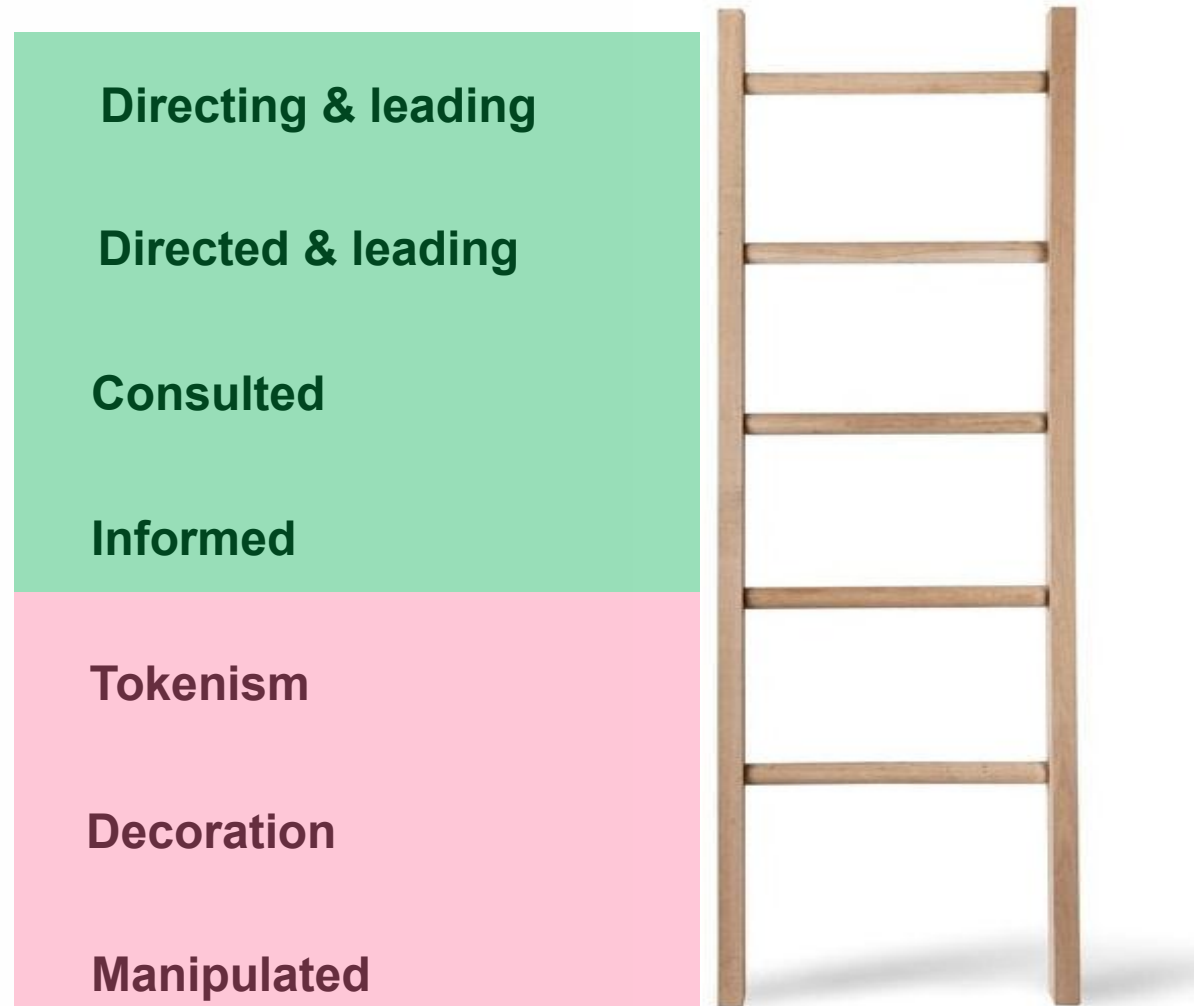
# Levels of participation



# Levels of participation

## Activity

In pairs, decide where each of the scenario cards sits on the ladder.





# Levels of participation – scenario cards

<p>1</p> <p>The governors have proposed a change to the uniform and they would like the school council's view on it</p>	<p>2</p> <p>The head teacher has asked for your photos for the new prospectus to prove the school has a school council</p>	<p>3</p> <p>The local council have given your school council some funding to improve your school and want a report written afterwards</p>
<p>4</p> <p>You have been asked to conduct a questionnaire to get students views about homework</p>	<p>5</p> <p>Your school is becoming an academy and you have been asked to work with the SLT on developing a new behaviour policy</p>	<p>6</p> <p>You have been given a permission to produce a weekly news bulletin which will be shown in form time on Fridays</p>
<p>7</p> <p>You have been asked to give tours of the school during an open day</p>	<p>8</p> <p>A group of teachers have invited members of the school council into their lessons to give feedback on the learning</p>	<p>9</p> <p>The head girl and head boy have been invited to become associate governors</p>
<p>10</p> <p>The head teacher has given you permission to run a charity fashion show, but wants regular updates from you</p>	<p>11</p> <p>Your school council term is coming to an end, and you are expected to organise the elections for the new representatives</p>	<p>12</p> <p>Once elected to the school council, you have an interview with a deputy headteacher who decides which role you will do</p>

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**Directing & leading**

**Directed & leading**

**Consulted**

**Informed**

**Tokenism**

**Decoration**

**Manipulated**



**Think about your experiences of student leadership at Churchill Academy. Where would you place yourself on the ladder?**



# Values and principles



# Principles



## Activity

To make sure that student impact isn't tokenistic, you start with some principles.

In pairs, look at the statement. Make a diamond nine, saying what is most important to you at the top, and least important at the bottom. (You can write the numbers on the sheet)





# Diamond 9 statements

<p>1</p> <p>We run our own recruitment or elections ourselves for the new school council</p>	<p>2</p> <p>Student leadership groups have their own budget which we have control over</p>	<p>3</p> <p>Meetings are run by students, and adults are formally invited to attend if they are needed</p>
<p>4</p> <p>We have regular opportunities to meet with the school leadership team and governors to share our work</p>	<p>5</p> <p>We make regular contributions to assemblies and school newsletters</p>	<p>6</p> <p>We are given our own room to work in, which we always have access to</p>
<p>7</p> <p>We are told about the level of our involvement before a project or activity starts</p>	<p>8</p> <p>We make meaningful contributions to conversations about learning</p>	<p>9</p> <p>We are given appropriate training before being expected to carry out any new role</p>



# Leadership roles and communication



# Student impact roles

## Activity

Discuss with a partner, what roles should student leaders have around the school?



# Student impact roles

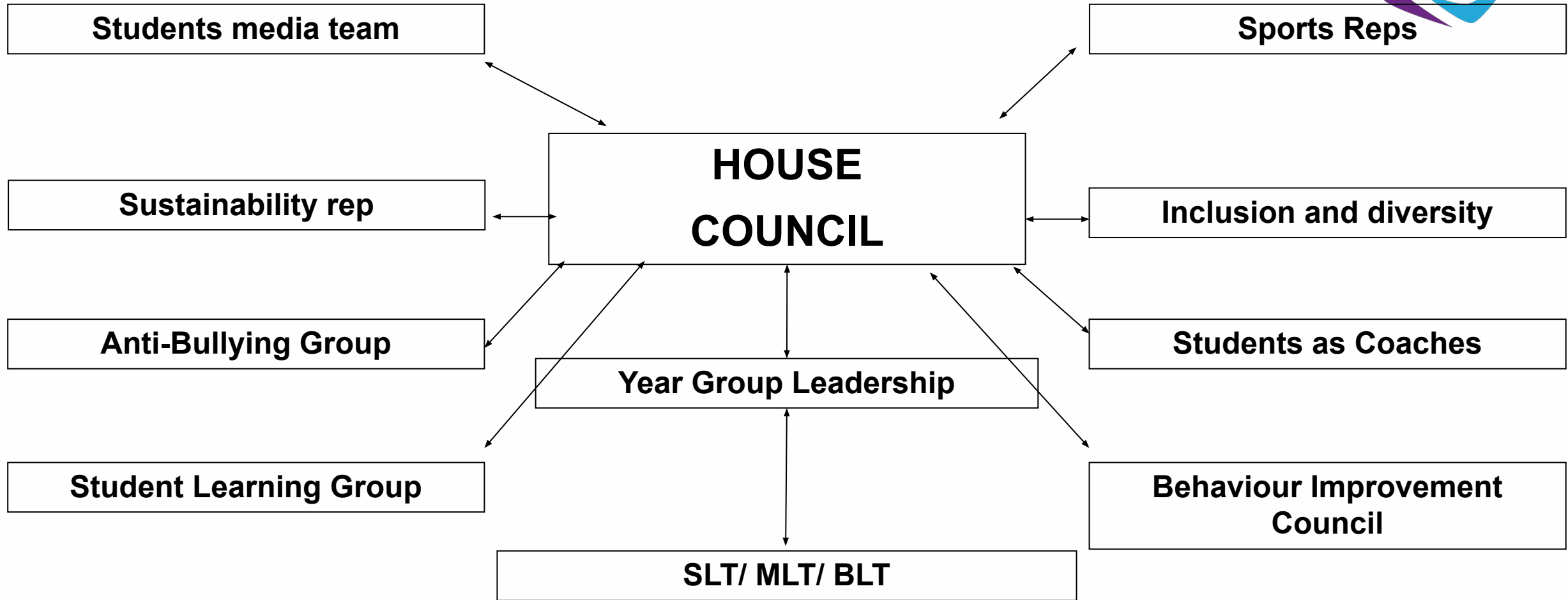
## Activity

**Which of these do we have? Should we have? Anything we should add?**

House council  
Year group leadership team  
Students as learning partners (or student observers)  
Student researchers  
Student curriculum designers  
Student media team / journalists  
Student ICT or web team / developers  
Peer listeners  
Peer mentors  
Anti-bullying ambassadors

Peer mediators  
Student interviewers  
Associate trustees  
Student trainers  
Department reps  
House captains / prefects  
Sports reps  
Tour guides / student helpers  
Student ambassadors  
Sustainability rep  
Inclusion and diversity rep

# Churchill Academy and sixth form - a possible structure





# How does our student leadership structure work?

## **Activity:**

Think of ONE person or GROUP that you

- Need to consult with.....
- You need to listen to.....
- You need to report to.....

*How would you do this? Conversation, email, meeting?*



# Your role

## Activity

Take a few minutes note down one of the roles - perhaps select one that you would like to fill.

Think about what makes it different from other student impact activities in your school.

What do you think you could be doing in this role?







## Role Models

“a person who serves as an example, whose behaviour is emulated by others”



Volodymyr Zelenskyy



Emma Raducanu



# Role models

**Think then discuss**

Who is **your** role model and why?





# You are a role model

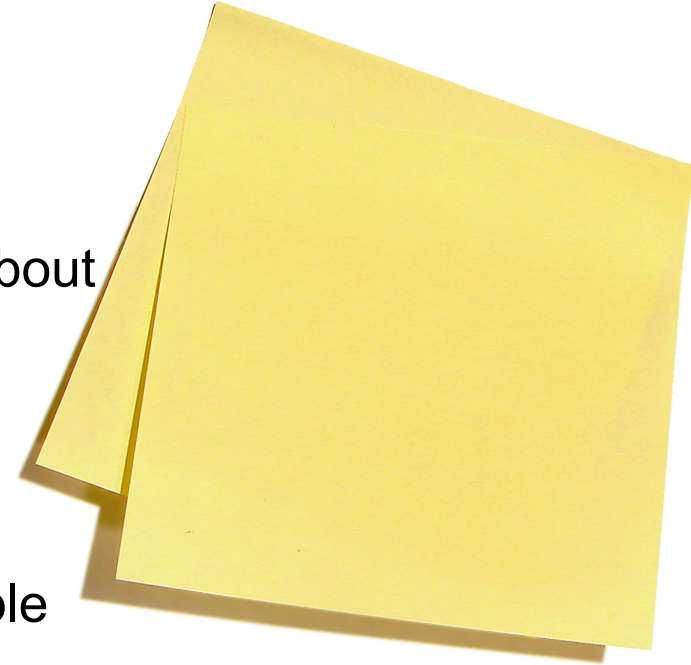
**Believe it or not, people look up to you!**

## Activity

Around your table, write one thing you admire most about each person on a post-it note.

When you are done stick it to their back.

When everyone has finished take a look at what people have said about you.





## Why is it important?

- You need to be visible and identifiable
- You want to inspire others
- You are a role model!

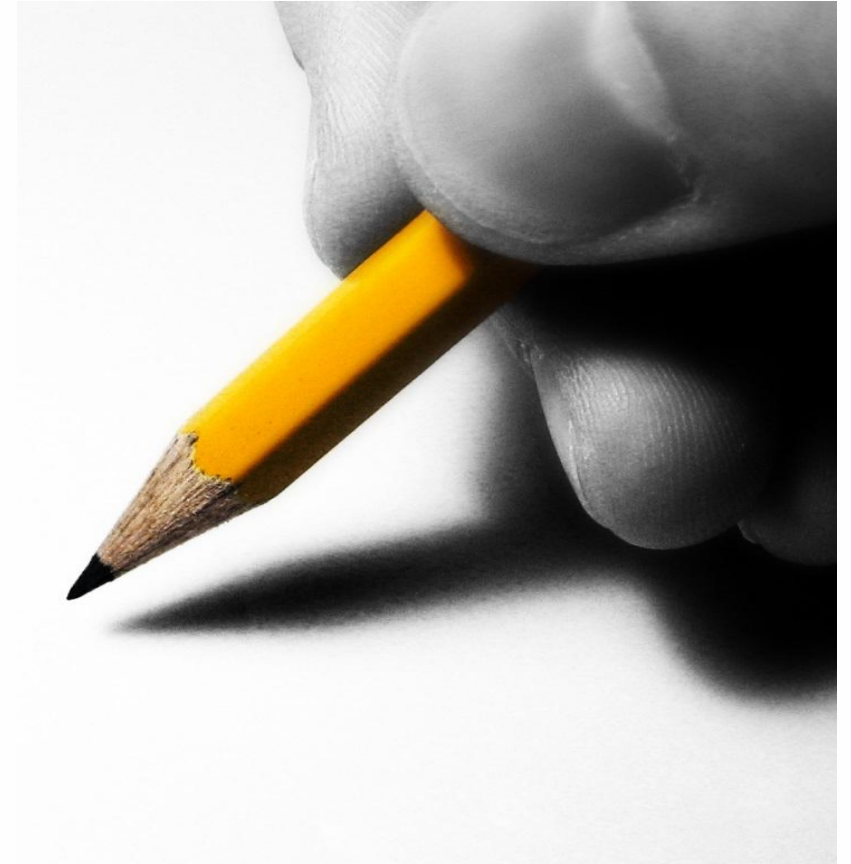
# Visioning



## Activity

Thinking about what we have spoken about, create a logo and motto for yourself as a leader.

Think about the message your image sends and be prepared to justify your choices.







**End first session**



## Session 2 Communicating



# Ways of communicating

## Activity

In pairs, mind map as many different methods of communication as you can think of.

e.g. talks in assemblies







# Ways of communicating

Written – emails, posts, blogs, newsletters

Visual – posters, video clips

Verbal – Conversation, Speech, Song, Poem, Debate



# Social media



Four people have been arrested during a major operation in Lewisham #stopgang

Reply Retweet Favorite

21 RETWEETS 2 FAVORITES

12:03 PM - 30 May 13



Nike Football



Subscribe

642,607

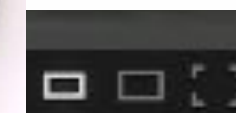


Oxfam GB shared a link.  
8 May

Help stop rich individuals from using tax havens to avoid paying what they owe in poor countries. Sign our petition.

Act now to stop tax dodging  
[www.oxfam.org.uk](http://www.oxfam.org.uk)

Help stop big businesses and rich individuals from using tax havens to avoid paying what they owe in poor countries.



368,573

15,257 512



# Communicating in different ways with different people

## Activity

You are informing different groups about the work you have been doing. In your pairs write the text for the following scenarios:

- A message for the year 7 students in assembly
- A written paragraph to your head teacher explaining your work
- A brief article in the newsletter to parents

# Active listening



## What makes a good listener?

- Give time - people need time to gather their thoughts
- Be present and attentive
- Make eye contact
- Clarify and reflect
- Don't interrupt





# Active listening

## Activity

Work in pairs – Person A & Person B

Person A will have one minute to talk on the topic “**What I’m most proud of**”.

After person A has spoken, person B shakes their hand, looks them in the eye and says “**Thank you, what I found really interesting was . . .**”.

Then switch over!



# Active listening

## Discussion

In your pairs, think about how you knew you were being listened to. Write a checklist of all the things that demonstrate active listening.





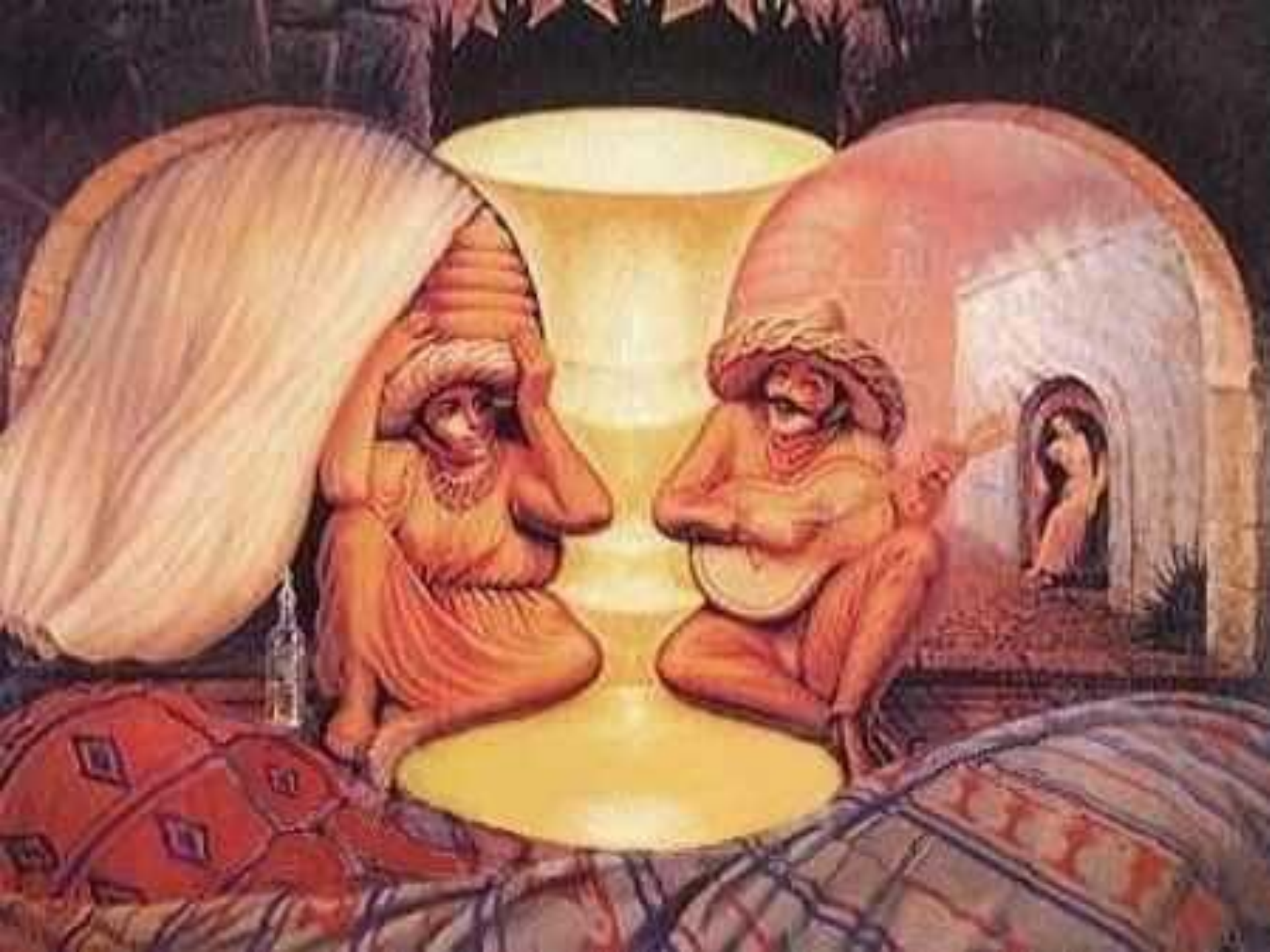
Remember that not everything you see and hear  
is obvious at first

– take your time, consider everything before you  
reply/act!











Kindness + Curiosity + Determination





# Key qualities

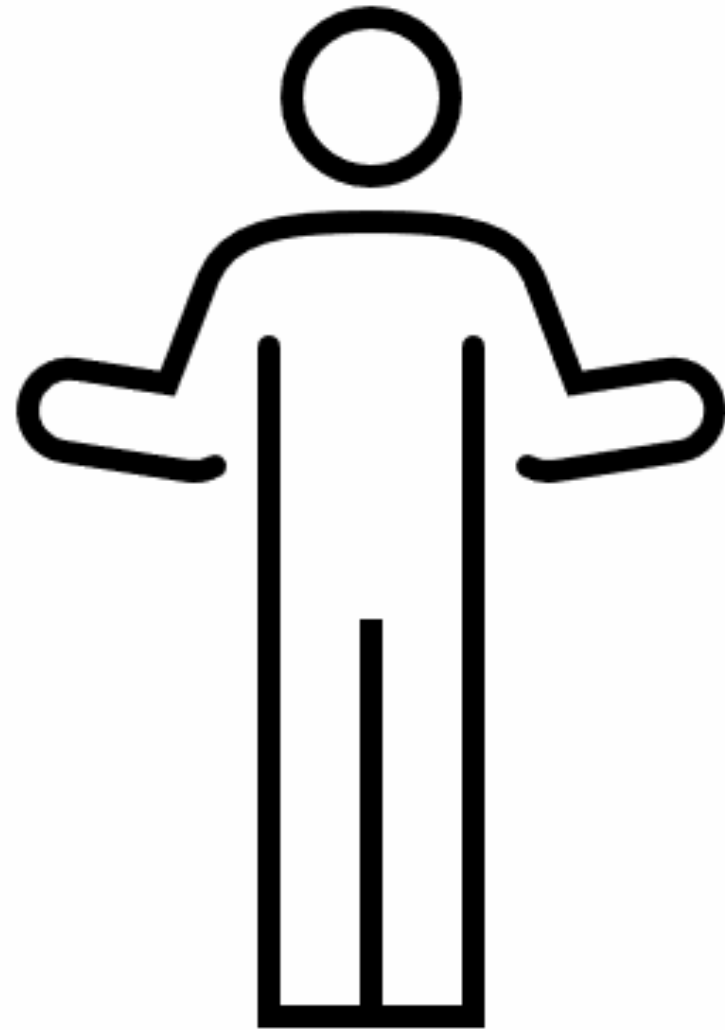
## Activity

In groups, draw your ideal student leader. Use symbols to show the traits and qualities they should display.

For example, to show they should be a good listener, you might draw them with massive ears

...







# Public speaking



# What makes a good public speaker?

Having self-confidence, good timing, and a healthy amount of nervous energy that keeps you on point in front of a group is a great start. However, public speaking success begins with making an emotional connection with the audience, so start by talking directly to them (not your notes).



Kindness · Curiosity · Determination



# What makes a good public speaker?

- Use your normal voice. Don't be tempted to be too loud. ...
- Use normal words. ...
- It's not about you. ...
- Don't take yourself too seriously. ...
- Wait two or three seconds before you start speaking. ...
- Don't rush. ...



Kindness · Curiosity · Determination



# Public speaking

## Activity

Using the tips above, write a brief speech (one paragraph) imagining that:

**You are welcoming a new headteacher to the school, and need to say what is best about it. ...**

And begin practising with a partner. Don't forget to think about your **actions** as well.







# Building teams

## Steps to building a great team!

1. Establish expectations from day one... What do you want the team to do?
2. Respect your team members as individuals...great teams are made up of great people
3. Make connections within the team...Get people to work together
4. Practice emotional intelligence...take into account everyone's feelings
5. Motivate with positivity...so much better than complaining or worse bullying!
6. Communicate, communicate, communicate
7. Look for ways to reward good work



# End of second session

**Break. 10.45-11.00 in the business lounge**

**11.00-12.00**



# Team Building

**To develop strong bonds across leadership groups. Build confidence. Encourage students to work together**



# Team building

For the next hour you will be working in your House groups to tackle a series of challenges. Teamwork, effective communication and leadership skills will all be required to be successful!





# Building your leadership profile





# The Skills you are developing



Why do you think it is important to build a skills profile?





# How can you do this?

# UNIFROG



## Skills you've recorded

Click on the table below to record examples of when you've demonstrated each of the 12 key skills. [Why? ~](#)

**12 key skills** where you're missing examples at the appropriate level for your age

[+ Add a skill](#)

	6	7	8	9	10	11	12	13	14	15
Reading	0	0	0	0	0	0	0	0	0	0
Writing	0	0	0	0	0	0	0	0	0	0
Numeracy	0	0	0	0	0	0	0	0	0	0
Planning	0	0	0	0	0	0	0	0	0	0
Listening	0	0	0	0	0	0	0	0	0	0
Speaking	0	0	0	0	0	0	0	0	0	0
Teamwork	0	0	0	0	0	0	0	0	0	0
Leadership	0	0	2	0	0	0	0	0	0	0
Problem solving	0	0	0	0	0	0	0	0	0	0
Creativity	0	0	0	0	0	0	0	0	0	0
Independence	0	0	0	0	0	0	0	0	0	0
Resilience	0	0	0	0	0	0	0	0	0	0



# UNIFROG



## Interests profile

✓ Quiz last taken 19 Jan 22: R and E and I

Start >

## Personality profile

✓ Quiz last taken 14 Jul 21: ISTJ

Start >

## Work environments profile

✗ Quiz not taken

Start >

## Careers library

✓ Careers favourited

Go to tool >

## Subjects library

✗ Subjects favourited

Go to tool >

## Know-how library

✗ Guides favourited

Go to tool >

## MOOC

You have [1 shortlist](#)

Start >

## Webinars

Hear directly from the experts

Go to tool >

## Read, Watch, Listen

✗ Profiles favourited

Start >

## Placements

✗ No placements added

Go to tool >



# Remember

Being a student leader:

- Helps you to be a better learner
- Improves your communication skills
- Allows you to develop your people skills
- Means that you can help other people



# Lunch



# Student Impact. Working as a House Council



# Afternoon Session

**The focus is on your House council, the structure, its aims your role within it and how it will work as a leadership team.**

What do you want to achieve?

Where does this fit with the priorities of the Academy?

What is the structure?

Who will fulfill each role?

How will you communicate with...

- Each other
- Your tutor groups
- The head of House
- The SLT, MLT, BLT



# Priorities

1. **Challenge:** to ensure that the highest expectations of behaviour, learning and progress are evident in every experience that students have at Churchill
2. **The role of the tutor:** to ensure that tutoring engages students in the values, ethos and purpose of the Academy, developing the inclusion, diversity and sustainability agendas and providing exemplary pastoral and academic support and guidance
3. **Assessment:** to ensure that assessment provides valuable and accurate formative and summative information which accurately reflects students' learning and progress, to inform next steps

What do these mean for the school council?

1.

2.

3.



## To do for the PM session

What would you like to achieve?

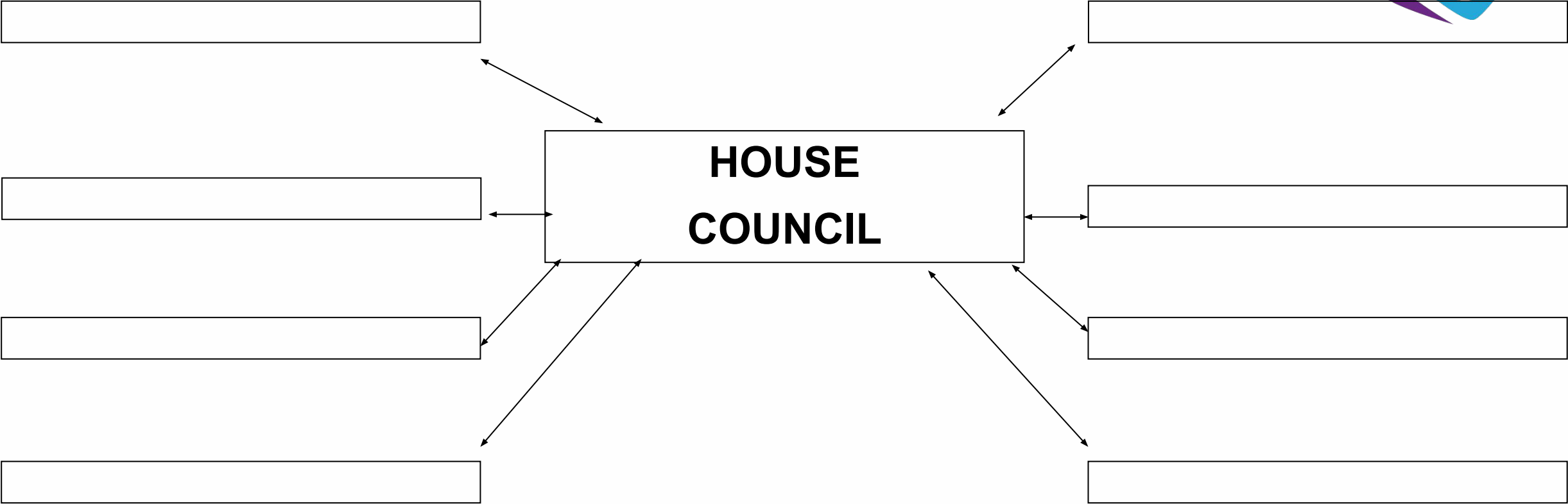
When and where are you going to meet?

How are you going to communicate with one another?

How are you going to communicate with students in your house?

How are you going to raise your profile in your house?

Consider the different roles you will have within your council?  
Fill these in. Allocate people to the different roles.







**Additional slides - not for use at conference.**



# Team planning activity

## Activity

In groups of four. You need to plan a trip to the London Transport Museum for 20 Year 2 children.  
You will need to plan:

- Letters to parents
- Transport
- Packed lunches
- Staff
- Entry & activities at the museum

You can access the museum website here: <https://www.ltm.p.ctidigital.com/schools/plan-visit>

1. Decide who is going to tackle each task(s)
2. Explain why you chose them – was it the right choice?



## Team planning activity

### **Reflecting on the planning activity – what skills did you need?**

How many of these did you use?

- Intelligence
- Knowledge
- Decisiveness
- Innovation
- Listening
- Speaking
- Planning



# The Student Leadership Award - SLA



	Strands	
Developing myself	1	Commitment
	2	Organisation and planning
	3	Communication
	4	Being accountable
Contributing to my community	5	Being a role model
	6	Using my skills to help others
	7	Understanding my community
Working with others	8	Team working
	9	Presenting
	10	Challenge and reflection



# Levels 1 - Commitment

Strands	Bronze	Silver	Gold
Commitment	Being punctual & regular	Being dedicated	Getting others involved

Bronze – Getting to meetings on time, completing tasks or duties (describe which ones)

Silver – All meetings attended, suggesting extra things, completing tasks on your own initiative

Gold – Organising groups or volunteers, running selection, being involved with external events.



## 2 – Organising and planning

Organisation and planning	Knowing what to do	Planning ahead	Organising a group
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Bronze – Having a timetable or agenda, Having a role description, describing what your role is

Silver – Showing an action plan, describing what your duties will be over the year

Gold – Organising groups or volunteers, being involved with external events.

# 3 - Communication



Communication	Communicating within a group	Communicating outside a group	Communicating with a range of people including in public
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Bronze – Speaking in meetings, contributing to group discussions

Silver – Giving instructions, talking to tutor groups, talking to any group of students in an ‘official capacity’

Gold – Giving a speech, reporting to a new group, introducing an event.





## 4 – Being Accountable

Being accountable	Being trustworthy	Having a responsibility	Having responsibility for success
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Bronze – Keeping confidences, handling arrangements, being in the right place at the right time.

Silver – Role description, account of a particular activity that you have lead or contributed to.

Gold – Leading on an activity that is successful, recruiting to your group, organising an event



## 5 – Being a role model

Being a role model	Behaving well	Being respected	Being respected and helping others become respected
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Bronze – fulfilling your role, helping others, wearing uniform, completing homework on time

Silver – Demonstrate when people have followed you or your requests (when you lead things), awards/rewards that you have achieved

Gold – Demonstrate when people have followed you or your requests (when you lead things), awards/rewards that you have achieved, helping others to achieve things (homework club, extra practice in Sports or other activity groups).



## 6 – Using my skills to help others

Using my skills to help others	Recognising personal skills	Using skills to help others	Actively looking for opportunities to help others

Bronze – A personal statement – what are your own ‘skills and attributes’?

Silver – Demonstrate how you have used those skills – coaching, supporting, leading etc.

Gold – Identify a time when you have suggested or actively engaged in activities to help others – volunteering, supporting activities etc.



## 7 – Understanding my community

Understanding my community	Being aware of my community	Contributing to my community	Making a lasting contribution to my community
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Bronze – How do you fit into the school /school leadership structure, what does that help to achieve?

Silver – How do you contribute to the school community and how does it benefit?

Gold – To make a ‘lasting’ contribution you need to contribute to something that either changes things OR makes them sustainable – do you help with things that make the school ‘better’ – homework clubs, sports teams, orchestra?

# 8 – Team Working



	Being part of a team	Working well in a team	Leading a team
1. Team working			

Bronze – What teams or groups are you part of, what role do you have in them?

Silver – How do you contribute, what responsibilities do you have?

Gold – Give examples of when you have led the team – organising an activity, having specific responsibilities for part of an activity....

## 9 - Presenting



Presenting	Telling the audience things	Explaining things to the audience	Convincing the audience
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Bronze – This can be minor, a presentation in class or an announcement to a wider group.

Silver – More detailed, a substantial presentation or a contribution in a meeting or group activity

Gold – This will link back to your ‘Leading’ in ‘Team Working’ – what did you contribute, what DIFFERENCE did it make?



## 10 – Challenge and reflection

Challenge and reflection	Acting on others' comments to improve	Acting on self-reflection to improve	Acting on my own and others' reflections to improve at the same time
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This section will be a written piece – you should do it last and look back at your other evidence and then RELATE it to these criteria. You will probably need more than one example.

Bronze – Use a context or example from your other evidence and describe how you improved it after someone suggested it.

Silver – Use a context or example from your other evidence and explain how you made improvements because you looked back and saw a better way of doing it ( this could be simple – ‘I realized that .....as a result.....)

Gold – Combine the two! This should be for the same activity(ies)



# Conclusions

Remember:

- 1 – You only need one piece of evidence for each of the criteria – 10 at most.
- 2 – you can cross reference evidence so that it meets more than one criteria
- 3 – You don't need to write for all of the criteria – you can submit other evidence – a piece of work, a structure, a video, a calendar, an agenda, a leaflet/flyer/school prospectus/role description – you will need to annotate it and explain which criteria and how it meets it.
- 4 – This is EVIDENCE, you shouldn't be doing anything new (although you might do it better to reach a higher standard)
- 5 – you need to be clear in your self reflection about why you think this meets the criteria and at at which level – the easier you make it for your reviewer the easier it will be!

Good Luck!