

# Character and Leadership Development Program



## Character and Leadership Development Guide Middle School Year 5 - 8



*Whitsunday* ANGLICAN SCHOOL

*We believe all students can lead and contribute constructively using their skills to make a difference in their school and wider community. Students are well supported by teachers in their leadership pursuits and are encouraged to be proactive in their involvement and willingness to take calculated risks as young leaders amongst their peers.*

## **GOALS**

**To:**

- Establish ongoing leadership opportunities for all students
- Promote a student-led model of leadership and participation which encourages equity, fairness and opportunity for all students.
- Provide opportunities of responsibility suitable to the age and skill development of each child
- Provide activities to apply leadership skills in a supportive environment
- Provide a sense of ownership of Middle School (and whole School) activities/events
- Provide opportunities for students to interact with and learn from students across all sub Schools
- Encourage students to initiate and participate in service activities/programs
- Encourage responsibility, initiative, commitment and collaborative team work
- Broaden student awareness of individuals and communities globally, nationally and on a local level that are less fortunate
- Model and enact our School Core values and that of our Character Counts Program
- Recognise and acknowledge student leadership and initiative

## **LEADERSHIP SKILLS**

Being a good leader takes time, effort and practice. The best way to develop these skills is to get involved in activities and events and volunteer when opportunities arise. As a starting point, good leaders demonstrate and strive to develop the following attributes:

- Have respect for all community members
- Listen well
- Are patient and understanding
- Seek opportunities and show initiative
- See tasks through to completion
- Are proactive and follow through on commitments made
- Show persistence and resilience when challenged
- Manage time well, plan in advance
- Take a stand against inappropriate behaviours such as bullying
- Are willing to just have a go

## CHARACTER AND LEADERSHIP DEVELOPMENT PROGRAM

- The Middle School Leadership Development program is available to all Middle School students.
- Students will commence the program at their year level equivalent or a level below in 2018.
- (Year 5: Level 1, Year 6: Level 2, Year 7: Level 3, Year 8: Level 4)
- Students who commit to the program in 2018 and complete their current Leadership Level move to the next Leadership Level the following year. Students who do not complete their Year level equivalent in 2018 would be required to do that level in 2019.
- The levels are designed to be sequential and build on the skills of the previous level.
- Students complete one level per school calendar year. Tasks/events are unique and are to be used in the current calendar year only.
- A list of school events and possible tasks are listed to assist students fulfil the components of each level.
- Students must complete a Student Leadership Log Book and have their record sheets signed off by a staff member/coach/facilitator and a parent/guardian to indicate each task has been completed in full to a satisfactory level.
- Students who complete in one school year, all components in a level, will receive a Certificate and Leadership Pin to wear as part of the school uniform. Leadership recognition will take place in Term Four.
- Students in Year 7 should be actively involved and committed to the Character and Leadership Development Program to be considered for a formal Year 8 Character Counts Leadership role.
- Completion of the tasks at each level is not a competition or race. Students are encouraged to focus on quality over quantity and pace themselves through-out the year.

## Formal Leadership Roles in Middle School

Year	Year 5	Year 6	Year 7	Year 8
<b>2018 only</b>	Tutor Leader Male/female (x 1 Sem)	Tutor Leader Male/Female (x 1 Sem)	Tutor Leader Male/Female (x 1 Sem)	Tutor Leader Male/Female (x 1 Sem)
	Class roles	Class roles	Class roles	Class roles
	<b>Leadership program Level 1</b>	<b>Leadership program, typically Level 2</b>	5 x Committee Vice Leader x 1 ( x 1 Sem)	5 x Committee Leaders x 1 Male/Female ( x Year )
			<b>Leadership program typically, Level 3</b>	House Leader Male/Female ( x Year )
				CCC Presidents x 1 Male/Female ( x Year )
		2019 Yr. 7 Vice Committee Leaders Elected T4 Leadership speeches	2019 Yr. 8 Leaders Elected T4 Leadership speeches	CCC Vice Presidents x 1 Male/Female ( x Year )
<b>Leadership program typically Level 4</b>				
Certificates replace Tutor and Committee Leader Badges. Leadership pins presented to students (T4) who complete their level requirements within the calendar year.				
<b>2019-</b>	Roles within the Tutor class	Roles within the Tutor class	Roles within the Tutor class	Roles within the Tutor class
	<b>Leadership program Level 1</b>	2020 Yr. 7 Vice Committee Leaders Elected T4 Leadership speeches	5 x Committee Vice Leader x 1 ( x Sem)	5 x Committee Leaders x 1 Male/Female ( x Year )
			<b>Leadership program Level 1, 2 or 3 as appropriate</b>	House Leaders Male/Female ( x Year )
				2020 Yr. 8 Leaders Elected T4 Leadership speeches
				CCC Vice Presidents x 1 Male/Female ( x Year )
				<b>Leadership program Level 1, 2, 3 or 4 as appropriate</b>
Certificates replace all Leadership Badges. Leadership pins presented to students who complete their level requirements within the calendar year.				

## CHARACTER AND LEADERSHIP DEVELOPMENT PROGRAM

Level	Leadership Level Components
<b>1 Blue</b>	<ul style="list-style-type: none"> <li>• 3 x Above and Beyond Tasks</li> <li>• 15 hours School &amp; Community Service</li> <li>• 1x significant Public Speaking Task</li> <li>• Attendance at nominated School events</li> </ul>
<b>2 Bronze</b>	<ul style="list-style-type: none"> <li>• 3 x Above and Beyond Tasks</li> <li>• 15 hours School &amp; Community Service (Community Service Task 2 hours minimum)</li> <li>• 1x significant Public Speaking Task</li> <li>• Attendance at nominated School events</li> </ul>
<b>3 Silver</b>	<ul style="list-style-type: none"> <li>• 3 x Above and Beyond Tasks</li> <li>• 20 hours School &amp; Community Service (Community Service Task 3 hours minimum)</li> <li>• 2 x significant Public Speaking Tasks</li> <li>• Attendance at nominated School events</li> <li>• Active member of a Middle School Committee Group</li> </ul>
<b>4 Gold</b>	<ul style="list-style-type: none"> <li>• 4 x Above and Beyond Tasks</li> <li>• 25 hours School &amp; Community Service (Community Service Task 4 hours minimum)</li> <li>• 3 x significant Public Speaking Tasks</li> <li>• Attendance at nominated School events</li> <li>• Active member of a Middle School Committee Group</li> </ul>

# TASK REQUIREMENTS AND OPPORTUNITIES

## ABOVE AND BEYOND TASKS

These tasks must include significant or consistent assistance to either teachers or students or within the wider community. Some examples include:

- Being a buddy for a newly enrolled student (minimum 5 weeks)
- Assisting a student with peer tutoring over a period of time (2 hours minimum)
- Assisting with the set-up or pull-down of a significant school (MS or Whole School) event
- Completing a significant job for a staff member in your own time (lunch, after school)
- Coaching a school team (full season) equates to two tasks
- Umpiring for a school team (full season) equates to two tasks

## COMMUNITY SERVICE TASK

This task must show your commitment to assisting your local community and must be voluntary. Some examples include:

- Cancer Council events such as Relay for Life, Tour de Cure
- Clean up Australia Day
- Visits to an Aged Care Facility
- Mowing/gardening for an elderly neighbour
- Commitment to and involvement with a community organisation

## PUBLIC SPEAKING TASK

This task must demonstrate your ability to speak clearly and articulately in public. This is an important skill for leaders to learn. The presentation is a significant effort requiring time to prepare, practice and deliver. Public Speaking Tasks may be fulfilled in the wider community. Some opportunities to fulfil this task include:

- Presenting at school events
- Presenting at MS assemblies/events
- Presenting at MS/Whole School Chapel/special services
- Presenting at special events such as Rats of Tobruk, community church services involving the school (World Day of Prayer), ANZAC Day services
- Member of a school debating team
- Public Speaking competitor

(The Public Speaking Task would require time to prepare and deliver a message of significance to the audience. e.g. A presentation on a Character Counts Pillar, environmental issue or concern, cyber safety or bullying, an interest, passion or hobby, an admired/inspirational person or notable community organisation. Farewelling a student at a Middle School assembly would not be sufficient in isolation. Discussion with the Head of Middle School or Coordinator Middle School Activities/Events should take place prior to planning a Public Speaking Task)

## **SCHOOL SERVICE**

This task must demonstrate your commitment to assisting in Whitsunday Anglican School events. Activities could include:

- Assistance at a school cultural activity (Splendour in the Arts, Music evenings, School Musicals)
- Whitsunday Voices assistant
- Sound crew volunteer at special events
- Assistance at a Parents and Friends event
- Assistance to the Chaplain
- MS assembly chair set up (x 1 semester)
- JS Playground Leader
- Plaza Lunch box support
- WasMart support
- General MS clean up
- Watering of gardens/plants

## ATTENDANCE AT NOMINATED SCHOOL EVENTS

As a school leader, you are expected to demonstrate your commitment to the school by attending and supporting significant School events:

- Swimming, Athletics and Cross Country Carnivals
- ANZAC Day March
- At least one of the following events: Splendour in the Arts, MS Information Evening in a formal capacity, Breakfast Series
- Outdoor Education Week
- House sports Days
- House Choir

## STARTING LEVEL

At commencement in the Middle School all students start the program at their Year Level equivalent or a level of their choosing below this. Once committed to a leadership level, a student is expected to commit to this level for the whole year. Levels are completed chronologically and build on the skills from the previous year and level. A student who does not complete a nominated leadership level in one year must do so in full the following year before commencing the next level of leadership. This means for example, a Year 5 student who does not complete Level 1 in Year 5 must do so in Year 6 before commencing Level 2 in Year 7. A Year 8 student who has been in the Middle School for three years is unable to complete a Gold Level unless previous levels have been completed in full. The exception to this is new students who arrive from Year 6 and above. In exceptional circumstances, the Head of Middle School will provide guidance to achieve a reasonable outcome for the student.

## STUDENT LOG BOOK

All student's completing the Middle School Leadership program must complete a Student Leadership Log Book appropriate to their chosen Leadership Level and submit this by the due date to be considered for recognition.





## LEADERSHIP COMPETENCY GUIDE FOR STUDENTS/MENTORS/COACHES

COMPETENCIES		Excellent/Always	Good/Regularly	Satisfactory/Usually	Developing/At times
Criteria	Evidenced by				
<b>INTEGRITY</b>					
<b>Displays Integrity</b> *Acts in a manner consistent with the Character Counts Pillars of Character & School Core values * Acts on values even when it is hard to or no one else does * Sets high standards in personal conduct and presentation and demonstrates support for all community members	<b>Positive attitude</b> <b>Reliability</b> <b>Promptness</b> <b>Personal conduct</b> <b>Personal presentation</b>	Consistently displays behaviours that model integrity and is a role model for their peers.	Is able to display these behaviours regularly and set high standards.	Is usually able to display these behaviours and now focus on greater consistency.	At times this is evident. This is an emergent behaviour that with support and further focus will likely develop over time.
<b>EXCELLENCE/EFFORT</b>					
<b>Demonstrates Excellence through effort</b> Has a "can do" attitude Sticks with a task until completion, persists, is resilient Takes personal accountability for decisions and actions, is honest and reflective	<b>Use of initiative</b> <b>Ability to solve a problem</b> <b>Quality service through effort and commitment</b>	Consistently demonstrates excellence through effort, sets a high standard for their peers to follow.	Demonstrates excellence through effort.	Is usually able to display these behaviours and focus on greater consistency.	At times this is evident. This is an emergent behaviour that with support and further focus will likely develop over time.
<b>INTERPERSONAL SKILLS</b>					
<b>Demonstrates Interpersonal Understanding</b> Actively listens to others' ideas, thoughts & feelings Shows genuine interest in others Ability to change plans when required (Public speaking: L1: speaks confidently, with clarity and fluency & L2 good stance and audience engagement L3/4: Less reliance on palm cards)	<b>Effective communication skills,</b> <b>Tolerant of others, different ideas, listens well, and is patient</b>	Consistently demonstrates maturity beyond their years in their interactions with community members to see a task through to completion.	Very encouraging interactions with community members to see a task through to completion.	Is usually able to display these behaviours and should focus on greater consistency in demonstrating these skills.	At times this is evident. This is an emergent behaviour that with support and further focus will likely develop over time.
<b>TEAM WORK</b>					
<b>Team work</b> Cooperates with others and works collaboratively to achieve an outcome Values others input and perspectives Ability to think of others, not just themselves	<b>Accepts constructive feedback positively and acts on this as required</b> <b>Effective communication skills</b>	Consistently works exceptionally well with others to achieve successful outcomes.	Works well with others to achieve successful outcomes.	On most occasions works well with others to achieve successful outcomes. Team work skills are improving.	Is developing skills to work with others effectively to achieve outcomes that are best for the whole group not just the individual.
<b>LEADS/DEVELOPS OTHERS</b>					
<b>Leads and develops others</b> Encourages all community members to do their best Gets along with a broad range of students and staff Encourages others Raises others, brings the best out in others	<b>Well organised and prepared</b> <b>Tasks completed successfully</b> <b>Encourages and raises others through words and actions</b>	Consistently influences others in a constructive and positive way demonstrating the confidence to take on new challenges. Has the respect of their peers and staff and is able to focus on others rather than themselves.	Influences others in a constructive and positive way demonstrating a willingness to take on new challenges as part of a team. Has the respect of peers and adults.	Generally influences others in a constructive and positive way to achieve goals and is able to contribute to team discussions thoughtfully. Improvements have been noticed.	Is working well with others in a constructive and positive way to achieve goals and is developing confidence to contribute more assertively in a team environment.

**LEARNING**  
*through* **LOVE**

**LIVING**  
*by* **FAITH**

**LEADING**  
*with* **SERVICE**

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