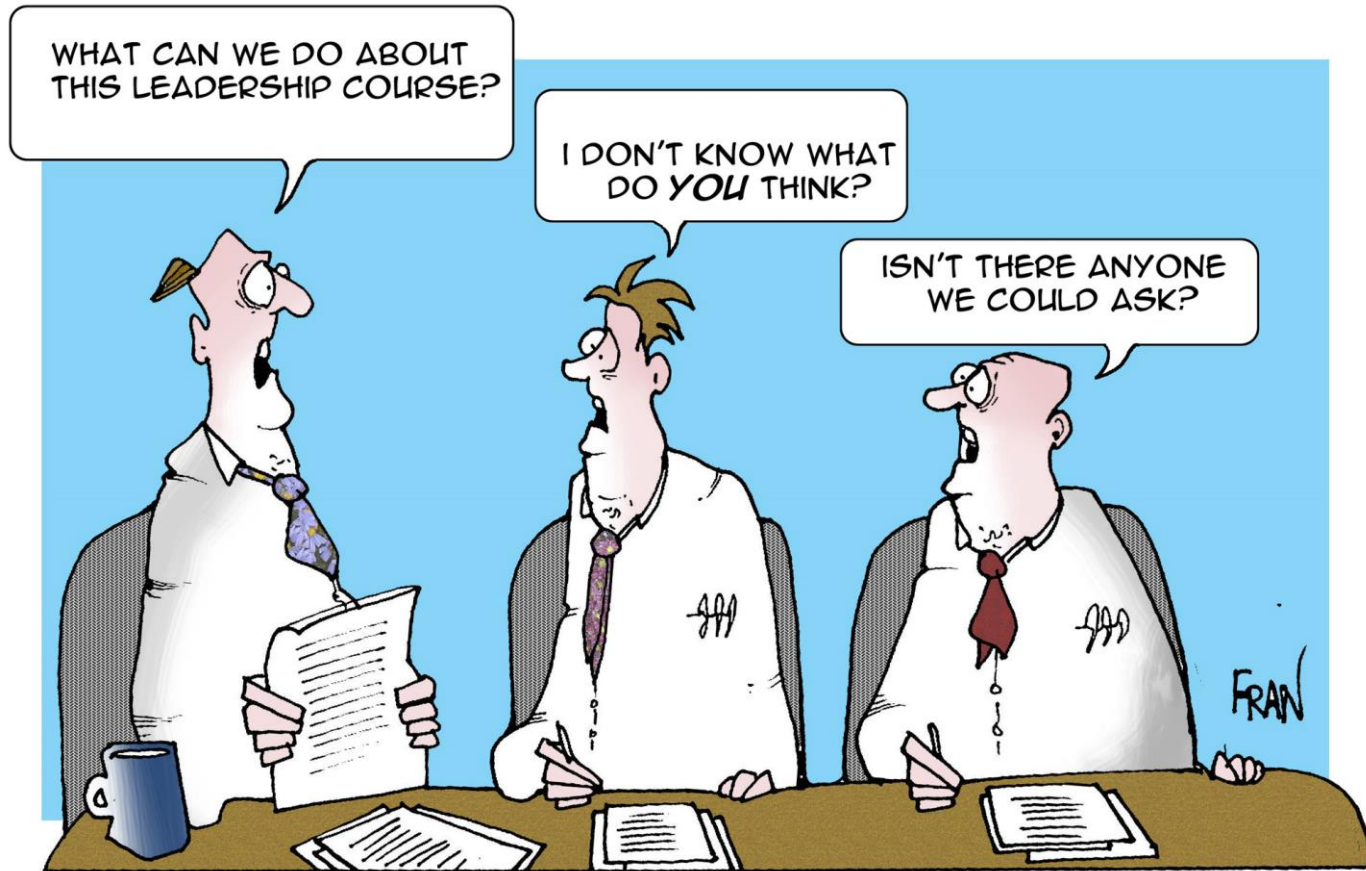


Developing Pupil Leaders



Peter Deakin
StoweEd January 2015

WHY IS PUPIL LEADERSHIP IMPORTANT?



Distinguish themselves in a competitive world

Impact and Influence

Leadership training embeds other life skills

Take responsibility and ownership

Existing Opportunities

Pupil Leaders inspire, motivate and influence others - school wide benefits

Utilise Trainers - Staff Leaders

Support and help Staff

Some Leadership Roles in School

School Prefects

Head of House Family

Deputy Head of House

Head of House

Captain of Hockey

3rd form prefect

Head boy / Head girl

House Debating captain

Directing House Singing

Senior Prefects

House Council

Directing a house play

PUPIL LEADERSHIP SELECTION

DON'T

- Staff only decision
- Focus on candidates mistakes
- Unclear criteria
- Go with popular view

DO

- Check for their appetite to lead (interview / experience)
- Balanced view – wider staff, pupil input
- Transparent process
- Look for castrengths
- Clear role descriptors

Example Pupil Leader Selection

School Prefect

- Letter of Application
- Nominations for Staff
- Cut to top 60
- Reference from HsM
- Nomination from current prefect body
- Wildcard support from HsM
- Final selection

House Prefect

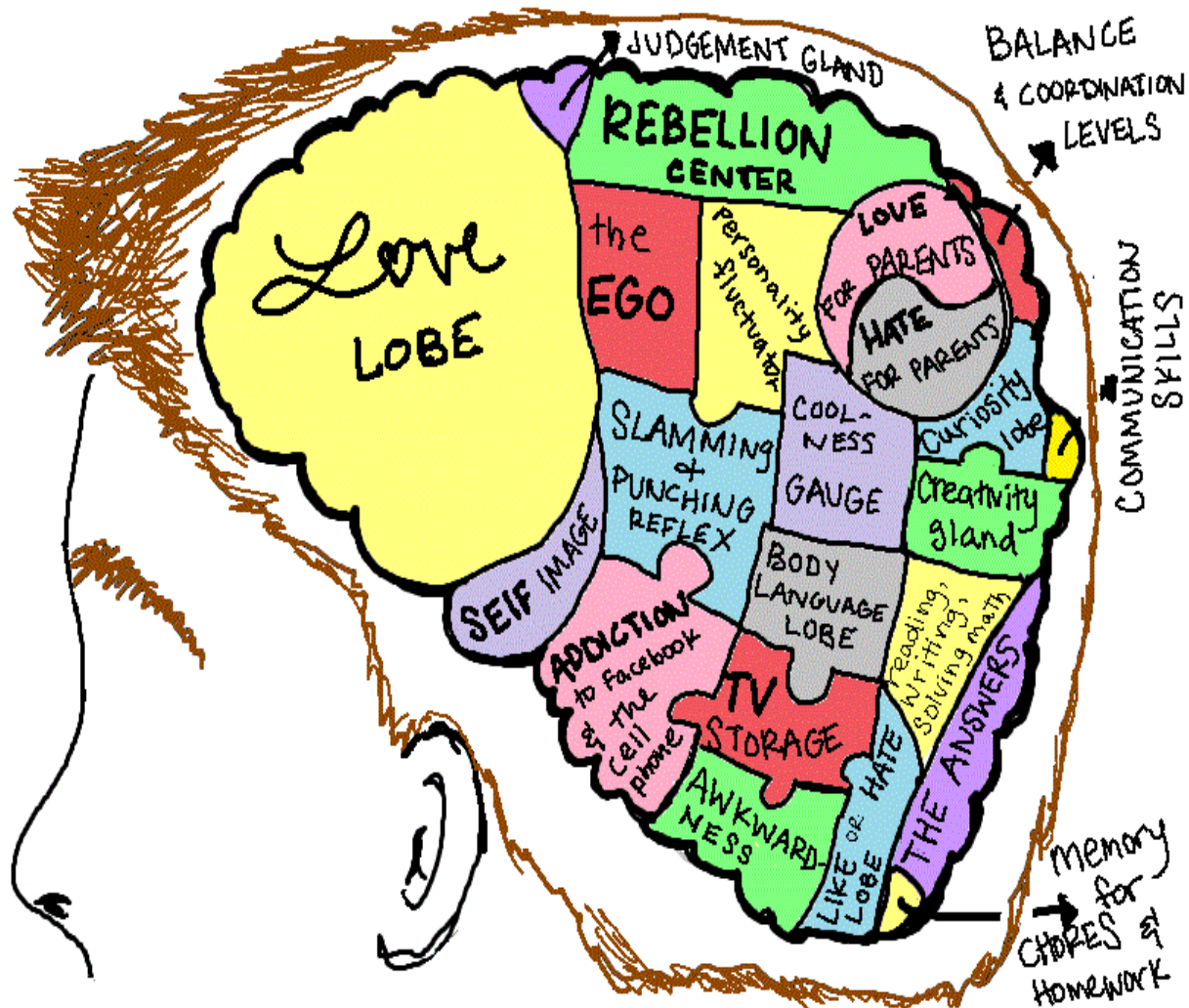
- Monitor /mentor role in L6
- Meeting with Year Group
- Letter of Application
- House Survey
- Interview with HsM
- Final Selection

LEADERSHIP TRAINING EXAMPLES

Stowe



THE AVERAGE TEENAGE BRAIN



Stowe School Prefect Training Programme

1. Introduction to Leadership
2. Dealing with adolescents
3. Dealing with conflict and tension
4. Managing difficult situations
5. Transactional Leadership
6. How to be an effective leader
7. Perspective from the Current Crop
8. *Being a Prefect*
9. *Child Protection*

PUPIL ACTIVITY 1

INTRODUCING LEADERSHIP CHARACTERISTICS TO PUPILS



8 TYPES OF LEADER

FOLLOW ME!
OOH, WAIT,
A SHINY
NEW THING



VISIONARY

SORRY, OUR
PLAN DOESN'T
SPECIFY BATHROOM
BREAKS



OPERATOR

MAYBE WE
SHOULD JUST
TAKE A
VOTE



COMPROMISER

WHEN I SAY
JUMP, YOU
SAY HOW
HIGH



DRILL SERGEANT

YOU GUYS
ROCK! WHO
WANTS
PIZZA?



CHEER LEADER

OUR STRATEGY
IS WHOEVER
I TALKED
TO LAST



PARROT

BLAH BLAH
BLAH BLAH
BLAH BLAH
BLAH BLAH



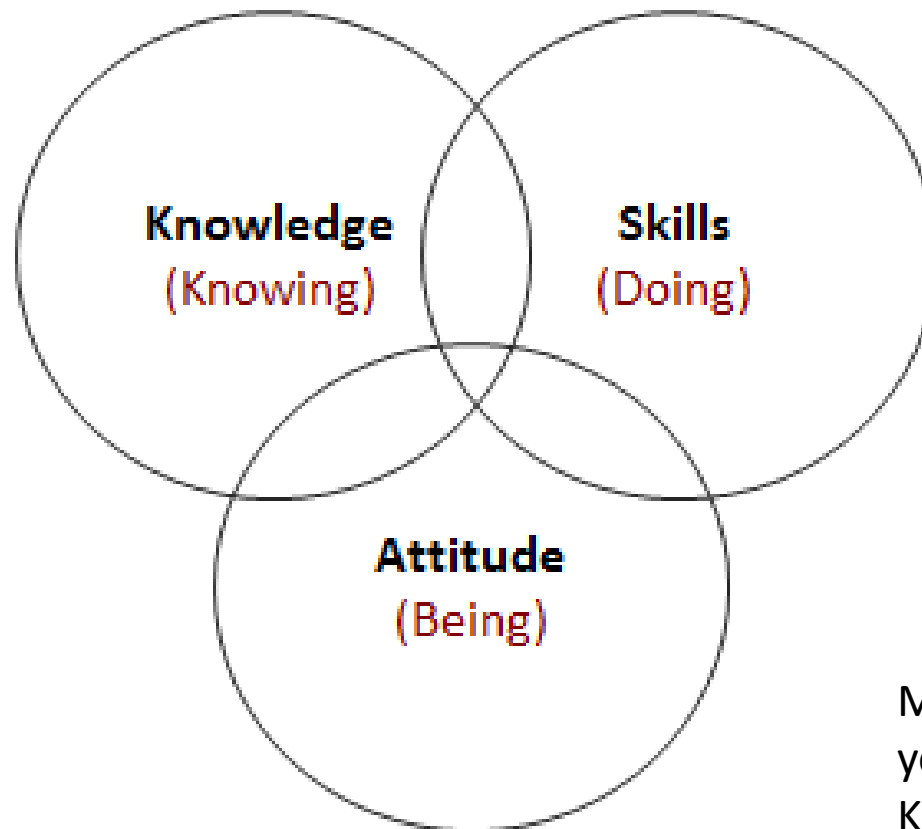
WINDBAG

PLAY HARBALL
AND GIVE
IT 110%



COACH

Three components of Leadership Success



Mark each characteristic
you identified with a
K,S,A

Stowe

Emotional Intelligence (EQ)



Self-Awareness

Self-Regulation

Empathy

Motivation

Social Skills

Know yourself – PUPIL ACTIVITY 2

Self-Awareness



Perceptions of you are others' reality.

PUPIL ACTIVITY 3

- DEALING WITH A POTENTIAL CONFLICT SITUATION

Emotional Intelligence – the basics

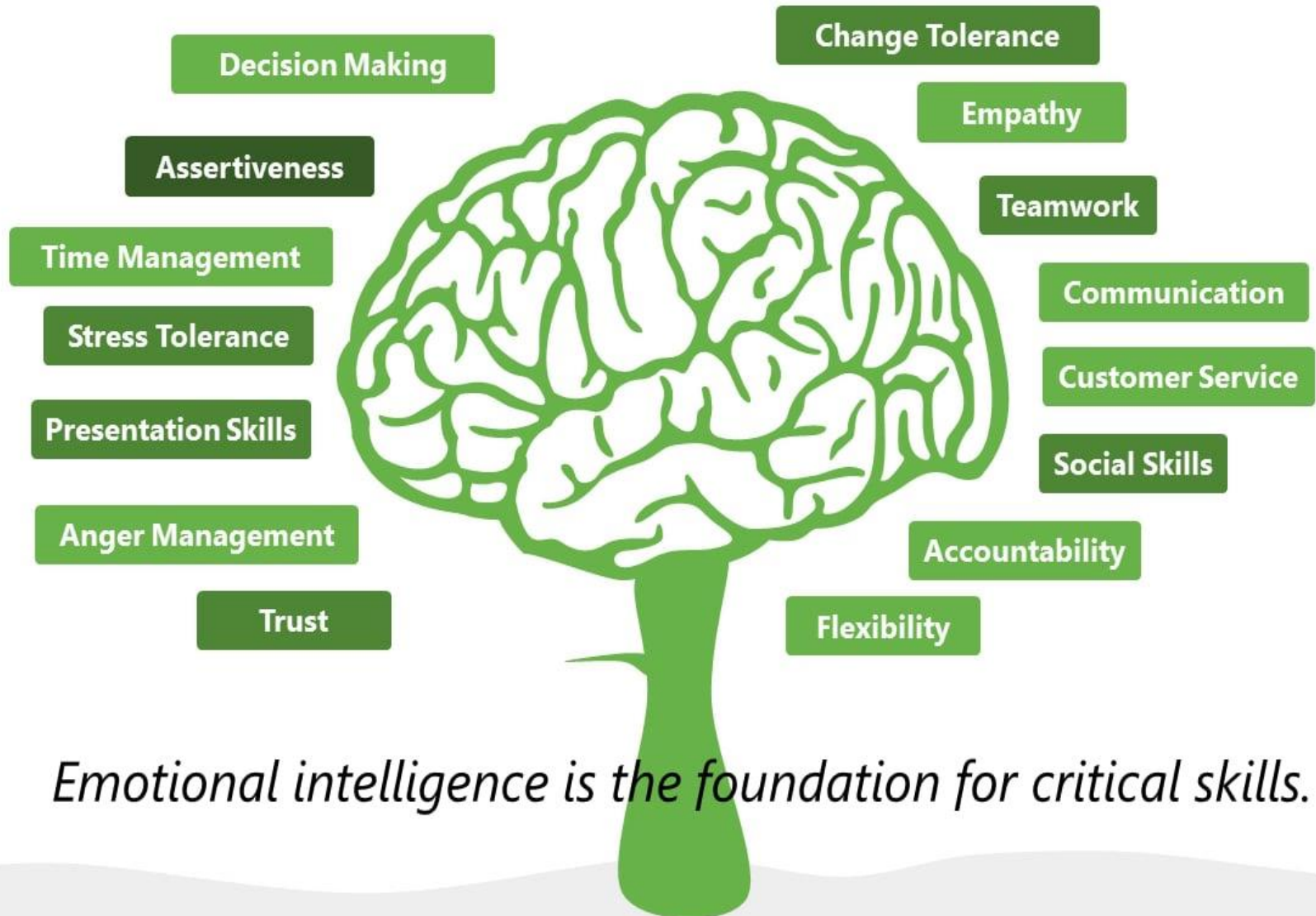
Emotional intelligence (EQ) is acquired through the maturing process as you experience what works and what doesn't work at the emotional level



- Humiliation
- Intimidation
- Aggression
- Assumption of guilt
- Shouting
- Gesturing



- Empathy
- Balance
- Calmness
- Open body language
- Establishing rapport
- LISTEN, LISTEN, LISTEN



Emotional intelligence is the foundation for critical skills.

PUPIL ACTIVITY 4

BEING ASSERTIVE – dealing with difficult situations or student behaviour.

- Tasks
- Questionnaire (Tool not label)
 - What if I find it hard to be assertive
 - Role Plays to demonstrate assertive behaviour

BEING ASSERTIVE

Situation + Response = Outcome

Self Talk rather than Fight or Flee

- *Good eye contact*
- *Neutral tone of voice*
- *Open posture*
- *Choose your words carefully*

PUPIL ACTIVITY 2

COMMUNICATION SKILLS

Delivery style - communication

Words



7%

Voice



38%

Body language



55%

Delivery style - communication

Love

Hate

TRANSACTIONAL LEADERSHIP

Passive Leadership

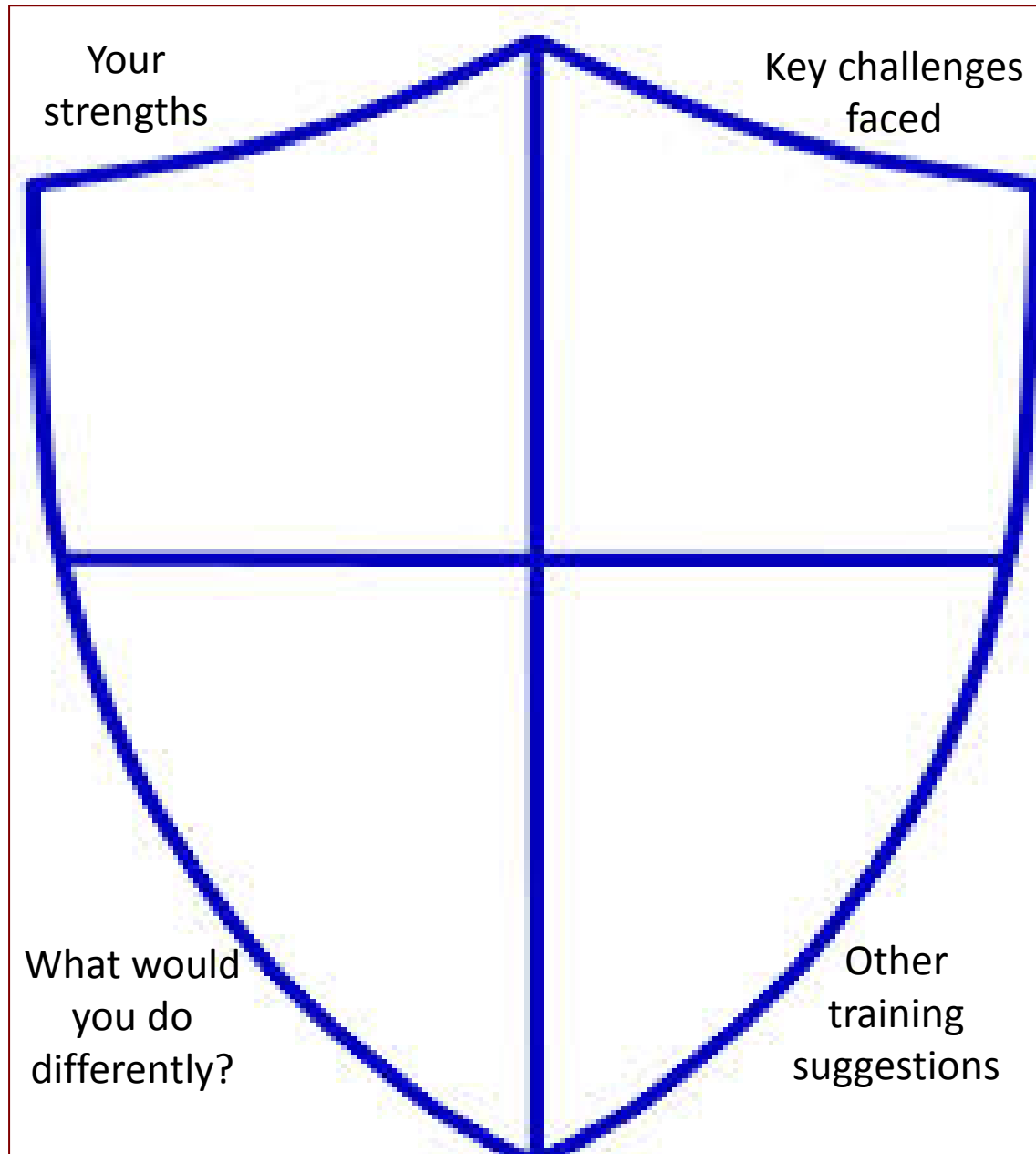
Leadership in action – projects

Effective at different scales

School wide benefits

PUPIL LEADERSHIP FOLLOW UP

- Feedback on Prefect Training – Immediate and longer term
- Peer Learning – working in teams, discuss issues, share best practice
- Make them feel valued – identity, recognition eg. in weekly meeting with Head / senior staff
- Training sessions during year
- House surveys on prefects



LEADERSHIP TRAINING – GENDER

BOYS

Lower EQ

Assume position of power
and knowledge

Confident and want to take
the lead more readily

Need to relate, listen, engage,
be neutral

GIRLS

Lack confidence

Nervous, can be tentative

High EQ

Need to gain confidence
and experience, develop
assertiveness

Final thoughts

Pupil Tips for effective leadership

- *Know yourself*
- *Be true to yourself*
- *Be yourself but with more skill*
- *Develop Emotional Intelligence and your impact on followers*

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