

USING WIDE ANGLE LENSES

Whole School Approach to Student Leadership Development (SLD)

Whole School Approach to SLD at Horizon Primary School

For this month, we will take a look at **Horizon Primary School's** approach to Student Leadership Development (SLD). The mission of the school is "To nurture every child to lead their lives responsibly and to contribute with joy" and this is cascaded from Horizon Primary School's philosophy that "Every Child is a Leader".

| Framework for I-LEAD Programme | | | |
|--|---|---|---|
| Levels of Progression | Central Theme and Objectives | Student Outcomes | Skills, competencies and values |
| Level 1 Self-Leader | <p><u>Discovering the Leader in Me</u></p> <p>This is the beginning of the self-leadership. Students learn that they can choose to be leaders of their own lives.</p> | <p><u>Cognitive</u> self-directed learners with inquiring minds</p> <p><u>Physical</u> physically fit with skills, aptitude and attitude to maintain a healthy lifestyle</p> | <p><u>Character and Life skills through 7 Habits™</u></p> <p>1. personal effectiveness</p> <ul style="list-style-type: none"> • Show Initiative • Self-confidence and motivation • Intrapersonal skill of self-management • Responsible for own actions |
| Level 2 Responsible Leader (Leaders in Action) | <p><u>Take Charge</u></p> <p>Grounded on the school's core values and practicing the 7 Habits, students are empowered to take charge of their own lives.</p> | <p><u>Aesthetic</u> Ability to communicate ideas and feelings through visual or performing arts</p> | <p>2. managing interrelationships effectively</p> <ul style="list-style-type: none"> • Respecting self and others • Active listening skills • Spirit of cooperation • Communicate and work as a team • Show compassion to others • Strive to be healthy |
| Level 3 Respected Leader (Leader for Others) | <p><u>Initiate</u></p> <p>Students are ready initiate to make a difference- a difference that would benefit others around them apart from themselves.</p> | <p><u>Leadership</u> Effective leaders and good role model demonstrating the I&E spirit</p> <p><u>Moral & Social</u> Morally upright students with SE competencies, strong sense of national pride</p> <p><u>Morale</u> Strong sense of school identify and pride</p> | <p><u>Establishing values through RICE:</u></p> <ul style="list-style-type: none"> - Respect - Integrity - Compassion - Excellence |

The framework outlines the central theme, student outcomes and skills to be developed

The Horizon Primary Student Leadership Development (SLD) – I-LEAD Framework

The Whole School Student Leadership Development approach in Horizon Primary is guided by their belief that every child should be equipped with the capacity to LEAD their own lives and be able to influence and contribute to those around them positively. Driven by this vision, Horizon Primary aims to empower every child to be effective self-leaders through their I-LEAD Framework. The I-LEAD Framework is anchored on their school's core values of Respect, Integrity, Compassion and Excellence, R.I.C.E, and the character development programme is guided by Stephen R Covey's 7 Habits of Highly Effective People¹. To meet the student leadership development needs, the I-LEAD framework is integrated into the instructional design of the curriculum through explicit teaching of the 7 habits. To ensure that leadership skills are learnt and applied, the school also integrated I-LEAD with school initiatives on both curricular and co-curricular platforms.

¹The 7 Habits of Highly Effective People is a business and self-help book that presents an approach to being effective in attaining goals by aligning oneself to what Covey calls "true north" principles of a character ethic that he presents as universal and timeless.

The school recognises that the I-LEAD Framework requires a strong supporting structure to foster a climate of principle-centred and personal leadership to nurture self-leaders. Therefore, the school reinforces the habits daily and ensures that it is spoken as a common language by everyone in the school. All teachers need to be equipped to deliver instructional programmes to develop the 7 habits among students. An I-LEAD taskforce, comprised of both EL medium and MT teachers has been set up to develop the I-LEAD curriculum for both students and teachers. Taskforce members have planned and developed a customised curriculum where 7 Habits and the School's values are taught explicitly to students. In addition, teachers have been given time and space to participate in professional reading of *The Leader in Me*², by Steven R Covey, and practise skills for engaging positive classroom. To ensure that parents speak the same language of 7 habits at home, the school also prepared an I-LEAD fun pack that helps to support parents' efforts at home to reinforce the learning.

The I-LEAD Student Leadership Programme is conducted weekly using different learning modes which include interactive, experiential, independent and hands-on learning. Students learn the habits through story-telling, role-playing and games. There is even a 7 Habits song to help lower primary students to internalise the habits.



7 Habits Poster in the I-LEAD fun pack

I-LEAD Model III

Whole School Student Leadership Development



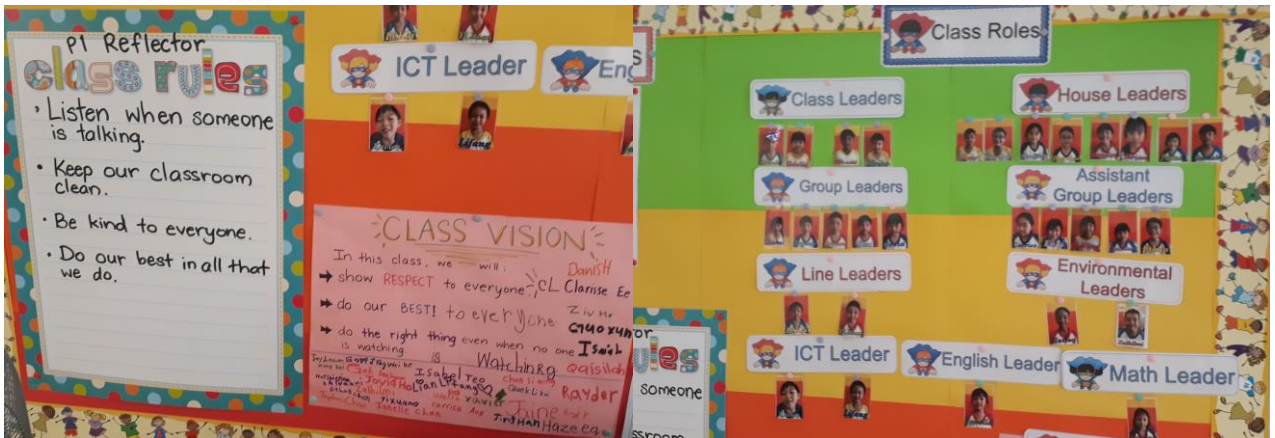
I-LEAD Model III is the result of review improvements made to meet changing needs and in anticipation of future demands and it aims to help the school tier its whole school student leadership approach to cater for the different needs of the students. In tier 1, the school focuses its efforts to develop her students progressively through the 3 different stages of leadership development, each level having a central theme and objectives. From level 1, a Self-Leader, to leader 2, a Responsible Leader and finally a Respect Leader at level 3. In tier 2, the school looks at targeted platforms to develop student leaders in the various positional appointments.

²The Leader in Me is Steven R Covey's whole school transformation process. It teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader

Tier 1 – Whole School Approach

Self-Leader (Level 1)

The level 1 leadership focuses on setting Primary 1-2 students on a journey to discover the leadership traits that allows them to be in-charge of their own lives. For example, students goes through termly I-LEAD Goal Planning to learn to set visible and personal goals and practise the 7 Habits, in particular, Habits 1-3, “Being Proactive”, “Beginning with the End in Mind” and “Putting First Things First”. To allow students to apply what they have learnt, classes are tasked to take charge of the space in the classroom and school’s surroundings.



Class Roles and Vision of Primary 1-2 Classes in Horizon Primary

Responsible Leader (Level 2)

The level 2 leadership focuses on developing Primary 3-4 students to be responsible leaders in action. As the students start to be aware of their personal leadership traits, the school structures VIA platforms for students to take actions to impact others. The Buried Treasure in the P3 Curriculum and the Fresh Me Up in the P4 Curriculum allows students to work collaboratively in groups on issues in Environment Education to effect positive changes and environmental awareness.



Environment Education through Experiential Learning

Respected Leader (Level 3)

The highest level of leadership aims to nurture Primary 5-6 students to be respected leaders who are ready to initiate and make a difference that would benefit others. For example, the Primary 5 students work with the Parents Support Group and take the initiative in organising carnival stalls during the Community Gifting Carnival. These activities not only allow students to impact the community and empower themselves, but they also give students opportunities to plan collaboratively and think creatively to solve problems.

Horizon Primary also conducts a student-led conference, practised from Primary 1 – Primary 6 where students share with parents their learning experiences and how they plan to move forward with their learning efforts. The conference is also aimed to reinforce the 7 Habits such that students can take charge of their own learning.



School Captains presenting at Leadership Day

Tier 2 – Targeted Student Leadership

The school recognises that there is a need to develop student leaders in the respective specialisations, for example, School Captains, Programme Captains and CCA Captains. These appointed student leaders are given developmental platforms like peer advocacy where they model the habits and put traits of leadership from Tier 1 leadership into practice. These leaders are seen in action during pre-assembly and assembly programmes, daily arrival and greeting of peers, department initiatives and through CCA platforms. School Captains, i.e. prefects, are placed at the apex position in the tier 2 leadership hierarchy. The Programme Captains, student leaders who leads department initiatives are next in the hierarchy, followed by the CCA captains.

All captains at Tier 2 are provided with two levels of training:

- **On the Job Training** – For example, School Captains are trained by the School Captain Team of Teachers, Programme Captains receives exposure to lead peers in programmes through peer advocacy and CCA Captains fulfil their roles and responsibilities through CCA platforms.
- **Base Line Leadership Skills Training** – A training programme conducted in Semester 1 for all captains which focuses on personal leadership, team leadership, problem solving skills and communication skills.



Whole School Approach to Student Leadership Assessment and Evaluation

As part of the Whole School Approach to SLD, leadership qualities make up the key component of every child's Personal Qualities Holistic Development Profile in Horizon Primary. These personal qualities (PQ) are integrated with the 7 Habits and every student is observed and assessed by their Form Teacher, in consultation with their Co-Form Teacher and Subject Teachers. These personal qualities offers an indication of how well the student exemplifies the respective desired leadership outcomes at each level of their education, as the PQ descriptors are tied to the respective levels. This distinctive PQ component also sends a clear signal to all students and stakeholders that students are expected to demonstrate self-leadership attributes in all areas of their work.

Personal Qualities P1 & 2

| Personal Qualities | The 7 Habits™ | Descriptors | | |
|--------------------|--|--|--|--|
| Responsible | Be Proactive | Is punctual for school every day. | Completes and submit his/her work on time. | Packs his/her bags according to timetable daily. |
| Committed | Begin with the End in Mind | Does not give up easily. | Follows instructions and is self-disciplined. | Participates actively in class. |
| Organised | Put First Things First | Does the important things first. | Organises his/her belongings. | Completes tasks given neatly. |
| Adaptable | Think Win-Win | Makes peers feel better. | Makes friends from different races. | Respect differences. |
| Empathetic | Seek First to Understand Then to be Understood | Listens to others without interrupting. | Is open to ideas. | Shows care for peers. |
| Joyful | Synergize | Works well with peers. | Uses positive language when communicating with others. | Enjoys learning with peers. |
| Self-disciplined | Sharpen the Saw | Shows effort in maintaining his/her personal appearance and hygiene. | Is well-rested and attentive during lessons. | Shows enthusiasm in learning. |

PERSONAL QUALITIES (P1 & P2)

Year 2016

Name of Pupil : XXXXXXXXXX

Class: P2 Creator

Developing every pupil confident and self-directed in learning is our school's key focus. At Horizon Primary, Personal Qualities for Holistic Development Profile of our pupils are based on The 7 Habits™. Some personal qualities may be more naturally present in a pupil. However, personal qualities can also be developed and strengthened through daily practices and reinforcement.

Every pupil is observed and assessed by Form Teacher in consultation with Co-Form Teacher and Subject Teachers.

| Personal Qualities | The 7 Habits™ | Descriptors | | |
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Your child is a

- Leader-in-the-making
- Self-Leader
- Responsible Leader
- Respected Leader

Sample Personal Quality Report of a P1 & P2 student

In 2017, Horizon Primary also developed the PQ equivalent for 2nd tier leaders called the Leadership Qualities (LQ). This is a developmental tool for growing the 2nd tier Captains.

The clear integration of the 7 Habits into the PQs allowed teachers in Horizon Primary to accustom to the process right from the start as they see the alignment to the I-LEAD curriculum. On top of the PQs, the school also make use of relevant sections of their internal perception survey to triangulate evaluation of their I-LEAD programme.

Moving Forward

The school has initiated the I-LEAD taskforce for 7 years, starting from 2010. Since then, Horizon has been recognised by Franklin Covey Education as a Leader in Me School in 2012 and formalised the school's Learning for Life School Distinctive Programme in Whole School Student Leadership Development in 2014. However, the school is still driving towards continuous improvement to ensure students find joy in learning, exploring and discovering their interests, talents and leadership qualities.

One area that the school hopes to work on, is to further refine the professional development of teachers in such that it equips every staff to reinforce the 7 Habits through both the social and academic curriculum since this leads to positive classrooms. Professional development will look into developing the classroom essentials of preparing students for learning, designing the lesson experience and strengthening relations with parents. Given the time and space, the school would wish to explore into strengthening the development of their 2nd Tier Leadership with greater integration, differentiation and peer collaboration.



We will like to show our appreciation to Horizon Primary School, in particular, Mrs Wendy Chew, Head of Department for Character and Citizenship Education, for their contributions to this article.