

*Accende Magnitudinem Animi*  
Igniting Greatness of Spirit



*bright kids become great students*  
and everyday successes become  
a lifetime of achievements

## **Scholars' Hall** **Leadership Development Program**

### **Basis:**

In 1994, Neil Stevens and Gary Peltier, two educators in Nevada, conducted a large scale review on research on small-school student participation in extracurricular activities. Their findings were that students in small schools sense and react to an increased opportunity to participate in extracurricular activities because of the smaller population, that small-school environments create a sense of student obligation and a feeling that all students are needed for the extracurricular activities to succeed, and lastly that the benefits of small-school participation in extracurricular activities are positive and long lasting.

Stevens and Peltier went on to explain how small-schools "generate the feeling that every student is needed in the ecological system characteristics of (their school)." <sup>i</sup> Just as an ecosystem cannot survive without every organism, so too a small-school needs the participation of all in order to succeed. As well, Stevens and Peltier examined the long term impact that participation in small-school settings has on learners. They found that "high participation students completed more years of post-secondary education than did low-participation students [and that] extracurricular participation accounted for more variability in educational attainment than did socioeconomic status, intelligence, or academic achievement."<sup>ii</sup> This clearly demonstrates that small-school extracurricular participation helps the student not only achieve academically, but provides an environment that is favourable to the personal development of students.

When we examine the long-term impact of extracurricular activities at small-schools, there is only one conclusion to be drawn; a high degree of student participation in extracurricular activities is likely to provide the opportunity for enhanced leadership, responsibility, and perseverance. The small-school environment coupled with a strong leadership based curriculum then, would produce the learners and leaders of tomorrow. As well as examining the impact that small-schools and extracurricular activities have on students, one also needs to analyze the importance of student leadership in secondary school.

In 2008 Jerrid Freeman and Art Goldin conducted a study that outlined the increasing importance of student leadership development programs in secondary schools. They point out that through developing leadership programs in secondary schools the outcome for students is both private and public. Stating that private (or individual) outcomes directly affect the student, and public (or societal) outcomes directly affect the community. Many public outcomes that they identified are "adaptability, political awareness, less criminal activity, economic returns to the country, productivity, and

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greater citizenship."<sup>iii</sup> As well, the private benefits include "personal development, life enrichment, development of knowledge and skills, monetary benefits, cognitive growth, emotional awareness, moral development, and practical competence."<sup>iv</sup> In essence, each student stands to gain more skills through leadership training and education than those who do not participate.

Freeman and Goldin continue by stating that the goal of leadership development programs should be to reach as many students as possible through their various institutes and programs. By creating a leadership program based on John C. Maxwell's "Developing the Leader Within You", which is based upon the idea that most leadership skills are not innate and that leadership can be learned through motivation and training, you teach students to become leaders. This idea that leadership can be taught is a fundamental principle by which the leadership development program will be implemented.

Also in 2008, Stephen R. Covey developed a book called The Leader in Me which followed a leadership program that was implemented in A.B. Combs Elementary School in Raleigh North Carolina. This book outlines how A.B. Combs implemented leadership into their school curriculum and the benefits it had. What Covey found was that there was marked improvement in student achievement, self-confidence and esteem was significantly enhanced, there was a dramatic decrease in discipline problems, an increase in teacher and administration job satisfaction, school culture was greatly improved, and lastly, parents were more engaged in their child's schooling.<sup>v</sup> Covey found that by adding in elements of leadership into the school curriculum, there was a marked improvement in almost all areas of student life. It also allowed teachers to have a restored sense of enthusiasm about their jobs and parents felt the vibe of excitement in the school every day.

Covey went on to explain that today's businesses are looking for employees that display characteristics that leadership courses teach. Specifically, the Top 10 Qualities and Skills Employers seek, which is a list of traits employers use as a guideline for hiring, 10 of those skills are taught within a curriculum-based leadership program: communication skills, honesty/integrity, teamwork skills, interpersonal skills, self-motivation/initiative, strong work ethic, analytical skills, technology skills, organizational skills, and lastly creative minds.<sup>vi</sup> The career world is looking for young men and women who have mastered the ability to be leaders. Covey points out that leadership is a quality that can be taught, along with math, science, grammar, and reading.

Lastly, in The Leader in Me, Covey explains how to develop a leadership program in a school setting, using many examples and showing their outcomes. His theory boils down to 7 Habits of Highly Effective People. These 7 Habits focus on how to be a leader, they are: Be Proactive, Begin with the End in Mind, Put First Things First, Think

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Win-Win, Seek to First Understand, Then to be Understood, Synergize, and lastly Sharpen the Saw.<sup>vii</sup> What children gain from school then is not simply how to add, subtract, write and read; it is how to achieve success. These 7 Habits teach students how to lead a successful life. For A.B. Combs Elementary, the implementation of these 7 Habits not only meant skilled and focused learners, but an increased enrolment that reached an all time high. Parents soon realized the value of this new learning environment. By combining the three theories, small-school participation, increased student leadership, and the 7 Habits of Highly Effective People, Scholars' Hall will create our Leadership Development Program.

### **Goals:**

Throughout high school, the leadership curriculum will be implemented at different stages. However, by the end of 4 years, the student will have developed exceptional skills and strategies in the following areas:

1. Supervision: including basic management skills (decision making, problem solving, planning, delegation, and meeting management).
2. Performance Evaluation and Management: setting goals, observing and giving feedback, addressing performance issues, handling team issues and adversity, and assignment of roles within groups.
3. Ability to manage self-learning: increase self-motivation and self-directedness, time management skills, organizational skills.
4. Inspiration in others as well as in self: strong belief in self-worth and importance, encouraging and enabling others to act and put their ideas in motion on a regular bases, and develop passion and enthusiasm of others through displaying personal passion.
5. Communication: use effective communication (active listening, constructive criticism, and paraphrasing), expressing ideas/emotions in a healthy and appropriate manner, and providing feedback.

### **Requirements:**

**Students:** The role of a student is that of participant. The very definition of "student" would need to be altered during this time to allow for a free-flow exchange of information. Students will be required and expected to demonstrate good leadership and good followship. Both are essential in understanding how this structure will work. Attendance is mandatory every Wednesday from 2:30 to 3:30 at your chosen committee. After each successful year, you will bank 40 course hours for the Leadership and Peer Support course (GPP30). Upon the completion of 3 years in the

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Leadership Development Program, the student will have earned the Leadership and Peer Support credit (which counts towards graduation requirements under the Ontario Curriculum). If a student does not finish 3 years, they will lose all banked time and not earn the credit.

Role switch from student to leader:

<b>From:</b>	<b>To:</b>
Passive recipients of knowledge	Active learning participants
Answering questions	Asking questions
Being "spoon fed"	Taking responsibility for own learning
Its all about marks	Its all about learning
Wanting/needing to be the boss	Chosen to be the leader
Student taking a subject	Student of a subject

Teachers: The role of a teacher during these committee sessions needs to be redefined as leader and moderator. The teacher becomes a coach where each week they review what was learned and encourage the student to apply this new knowledge to each situation. A teacher will also guide through the planning process, delicately balancing guidance with assistance. It will be the students who plan, the teachers will guide. Also, there will be a debriefing process for each successful and unsuccessful planned event. The role of "facilitator" is much more active than "teacher". In this active learning environment the role of the teacher is crucial since it supports pupils as they learn and develop skills in assessing, gathering, negotiation, problem solving, and working in groups. As well, teachers need to shift their roles:

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**From:**

**To:**

Teaching classroom	Learning classroom
Product learning	Process learning
"transmitter of Knowledge"	"organizer of the mind"
Director of teaching	Facilitator of learning
Teaching subject	Teaching students

**Committees:**

Student Council; Newspaper/Yearbook; Charity/Community; Sports/House Leagues

**Curriculum Taught: GPP3O**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. Prerequisite: None

**Skills:**

1. Personal Knowledge and Management Skills

- explain how their personal characteristics and acquired skills may affect their interactions with others in leadership and peer support roles
- identify the characteristics of an effective leader and use these to evaluate their own leadership and peer support capabilities;
- identify and apply the personal-management skills and characteristics required to succeed in leadership and peer support roles;

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- identify and apply effective teaching and learning strategies and resources to help others through leadership and peer support roles.

## 2. Interpersonal Knowledge and Skills

- use strategies that promote positive interpersonal relationships as they pertain to leadership and/or peer support;
- demonstrate effective use of communication skills in a variety of settings;
- apply theories related to group dynamics and leadership in various situations;
- explain how community dynamics affect leadership and peer support roles.

## 3. Exploration of Opportunities

- describe, on the basis of research, the range of leadership and peer support opportunities in the school and the community, and identify those to which they are most suited;
- demonstrate the ability to design and implement a plan or program that addresses needs identified in the school or the community;
- identify a range of careers and postsecondary options requiring skills in leadership and peer support.

### **Outcomes:**

The outcomes of implementing this program are numerous. One will develop many life skills that cannot be taught in a classroom alone. With the benefits of a small school environment, the benefits of a leadership program, and the implementation of the 7 Habits, it is within the ability of Scholars' Hall to create life-long learners and leaders. This is what we aim to do.

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<sup>i</sup> Stevens and Peltier. A Review of Research on Small-School Student Participation in Extracurricular Activities. *Journal of Research in Rural Education*, Fall, 1994, Vol. 10, No. 2, 116-120

<sup>ii</sup> Ibid.

<sup>iii</sup> Freeman and Goldin. The Increasing Importance of Student Leadership Development Programs in Higher Education. NASPA Net Results. February 27th, 2008

[http://www.sjsu.edu/getinvolved/soal/org\\_advisors/dev\\_guides/Increasing\\_Importance\\_of\\_Student\\_Leadership\\_Development\\_Programs\\_in\\_Higher\\_Education.pdf](http://www.sjsu.edu/getinvolved/soal/org_advisors/dev_guides/Increasing_Importance_of_Student_Leadership_Development_Programs_in_Higher_Education.pdf)

<sup>iv</sup> Ibid.

<sup>v</sup> Covey, Stephen R. *The Leader in Me: How Schools and Parents Around the World are Inspiring Greatness, One Child at a Time*. Free Press; Toronto (c) 2008 pg. 4

<sup>vi</sup> Ibid, pg. 30

<sup>vii</sup> Ibid, 22