Scotch College

Senior Student Leadership

“Leadership and learning are indispensable to each other.” - John F. Kennedy
Table of Contents

SCOTCH COLLEGE SENIOR STUDENT LEADERSHIP......................................................... 3
1. INTRODUCTION ..................................................................................................... 3
   1.1 An historical account of Student Leadership at Scotch....................................... 3
2. VALUES AND PRINCIPLES OF STUDENT LEADERSHIP................................... 3
   2.1 School Values................................................................................................... 3
   2.2 Principles of Student Leadership....................................................................... 3
3. THE STUDENT LEADERSHIP MODEL ................................................................. 4
   3.1 The aims of this leadership model: ............................................................. 4
   3.2 The Outcome: ............................................................................................... 4
   3.3 What does it looks like?................................................................................... 5
   3.4 Eligibility for the W.R. Dickinson Leadership Award, Colours and Honours..... 6
   3.5 Awards Procedure......................................................................................... 7
   3.6 Positions of Senior Student Responsibility ................................................... 8
   3.7 The Rights of Year 12 Leaders ......................................................................... 8
   3.8 Actions that may jeopardise Year 12 Leadership ........................................... 8
4. MONITORING OF YEAR 12 LEADER PERFORMANCE ..................................... 9
5. IS PARTICIPATION COMPULSORY? .................................................................... 9
1. INTRODUCTION

1.1 An historical account of Student Leadership at Scotch

The Prefect system at Scotch College was introduced at the beginning of 1908 by P.C. Anderson and has remained largely unchanged until 2007. The essence of the system that existed for nearly a century and is common to most schools rests on two primary assumptions.

1. That leadership is a matter for a select few rather than the majority.
2. That positions of leadership should be given in a school to those who show “potential for leadership” (rather than rewarding performance of leadership).

Since 1998, the College Council, Headmaster and House Heads raised concerns about the system of senior student leadership as to how relevant this system was for the school. Whilst the system served the school well in previous years, it did not adequately reflect the College’s Aims and Objectives or the ethos of pastoral care at Scotch College. Access to leadership opportunities was limited and these opportunities were based on non-specific criteria. In addition, the system did not recognise individual differences in physiological and emotional development that occur in a boy’s final two years of school.

2. VALUES AND PRINCIPLES OF STUDENT LEADERSHIP

2.1 School Values

The School values that pertain to student development are:

2.1.1 equality of opportunity for all (equity)

2.1.2 breadth of experiences for learning (opportunity)

2.2 Principles of Student Leadership

In designing a new model for Senior Student Leadership the following Principles of Student Leadership served as the guide.

2.2.1 Student leadership is primarily made up of character, but also is dependent on opportunity and roles

2.2.2 All boys, regardless of personality or skill, have the opportunity to interact with others in a way that offers challenge and responsibility

2.2.3 The House system in the Senior School and the class system in the Junior School have the oversight of Pastoral Care in the school and should be the
primary centres for leadership as “part of the whole”. Leadership, however, is not limited to those areas of systemic control.

2.2.4 The recognition of achievement in society and schools should be based not on potential, but on performance.

2.2.5 Gaining self-knowledge through failure and success with others is a spiritual search because it is an essential component of learning about one’s own humanity.

2.2.6 Student responsibility must be real to achieve real outcomes.

2.2.7 The development of student potential is a matter for all students at all year levels.

2.2.8 Commitment to a community or institution and taking responsibility for its welfare is an important attribute of maturity for all people.

3. THE STUDENT LEADERSHIP MODEL

3.1 The aims of this leadership model:

3.3.1 To broaden the base of student leadership by providing opportunities for all students to develop and demonstrate leadership skills.

3.3.2 To acknowledge and reward those students who accept the challenge to fulfil the criteria for student leadership.

3.3.3 To support the development of leadership skills through an age appropriate leadership development programme from Year 8 to Year 11.

In this model, leadership is defined as students taking responsibility for contributing in a positive way to their own and other peoples lives within the Scotch College Community and beyond.

It follows then, that every student can demonstrate leadership in one or more of a number of different ways, with an understanding that some will demonstrate leadership in varying degrees of effectiveness from others.

3.2 The Outcome:

Year 12 students who demonstrate leadership skills through their positive contribution to the welfare of the Scotch College Community, discovering the intrinsic reward of service in doing so, shall receive the W.R. Dickinson Leadership Award, Colours and Honours.
3.3 *What does it looks like?*

In leading by example and in some instances, by using other leadership styles, students will demonstrate leader behaviours through a range of opportunities. For example:

Year 12 Leaders will:

3.3.1 Perform duties which are specific to the weekly period in which the House is on Duty (that is, duties before school; during Recess and Lunchtime, and after school). These duties will be rostered for two Houses during each formal Duty Period.

3.3.2 Demonstrate leadership around the school on a daily basis.

It is important to keep in mind that even when not in a Duty Period, a Year 12 Leader is still on duty in an informal sense. This includes travel to and from school, on Saturdays at sport and at other functions outside of normal school hours.

3.3.3 Model the following **personal** skills:

- A competence in completing a series of tasks or duties;
- An understanding of, and a caring attitude towards, fellow students and younger students;
- Responsible behaviour and common sense;
- Vigour and persistence in pursuit of goals;
- Good judgment and initiative;
- Moral responsibility;
- A willingness to support group decisions;
- Tolerance.

3.3.4 Model the School Expectations for all Year 12’s:

- regular attendance and good attitude at compulsory sport training and matches;
- behaviour in accordance with the school rules and expectations, including wearing of the correct uniform in any situation;
- participation in the co-curricular programme of the School and in House activities;
- regular attendance at compulsory Inter-school and House-based functions and carnivals;
- Initiating and organising House-based activities and/or School based activities;
- punctuality at Assembly, Chapel and House meetings;
- punctuality in arriving for the start of the school day;
- sensible use of personal time at school, particularly private study periods.
3.3.5 Demonstrate participation and/or support in a range of extra-curricular activities within the Scotch College Community. For example:

- involvement in sport above and beyond this minimum requirement (This may involve coaching, umpiring, scoring, actively supporting);
- contributions in other areas such as Cadets, Duke of Edinburgh, Music, Choir, Pipe Band, Drama, Debating, Dance, Chess, UNYA, publications, Community Service, Prometheans, Clubs, Student Council, Outdoor Education;
- attendance at the Head of the River, the Inter-School Swimming and Athletics;
- attendance as a supporter at Drama productions, musical performances, art exhibitions;
- peer tutoring.

During Year 11, a Leadership Curriculum is facilitated by House Heads. During Term 4 of Year 11, students who have demonstrated a high level of understanding and completion of course content, as well as demonstrated behaviours consistent with school values, will be awarded Year 12 Leader Status.

Given reasonable standards of conduct and efficiency, a Year 12 leader will maintain this office throughout the four terms of office.

3.4 Eligibility for the W.R. Dickinson Leadership Award, Colours and Honours.

3.4.1 W.R. Dickinson Leadership Award

At the end of Term 3, those Year 12 leaders who have fulfilled the criteria in the five categories for Leadership (2.2.1 – 2.2.5), which includes the evaluation of self and peers on performance of duties and leadership in their chosen House portfolio, shall be recommended for the W.R. Dickinson Leadership Award.

*Head of Student Leadership and House Heads will nominate students for this award*

3.4.2 W.R. Dickinson Leadership Colours

A Year 12 leader must demonstrate a commitment to the school by fulfilling all the set criteria for the W.R. Dickinson Leadership Award (above). In addition a student must demonstrate outstanding leadership in his House or School Portfolio and in a range of other activities within the House and/or School and in the co-curricular areas in which he is involved (compulsory or non-compulsory within the school).
Teachers in Charge of Co-curricular activities, Headmaster and House Heads would nominate students for W.R. Dickinson Leadership Colours.

3.4.3 W.R. Dickinson Leadership Honours

A Year 12 leader must demonstrate a commitment to the school by fulfilling all the set criteria for the W.R. Dickinson Leadership Award. In addition, a student must demonstrate outstanding leadership in the House and/or School and demonstrate outstanding leadership in the three or more co-curricular activities or depth in one activity that results in a significant change to the experiences of other students.

3.4.5 Criteria for Nominations

A framework of questions will be integral to the nomination process: (positive, descriptive responses to 1, 3, 4, 5 and 8 are essential in conjunction with a rating scale from 1-5)

1. How has the student been an exemplary role model? (behaviour, attitude, effort)
2. How has the student demonstrated initiative?
3. What has been his impact?
4. Who has he impacted? (his peers as well as those whom he may be serving in other years?)
5. How has he impacted? (has he changed the behaviours of his peers and others and/or created ‘followship’ because of decisions made and actions taken?)
6. How has he continued his impact beyond the usual time frame of the activity?
7. What new opportunities has he created for other students during the year or in following years?
8. How has his impact been consistent with our definition of student leadership ie. when a student takes responsibility for contributing in a positive way to their own and other peoples lives within the Scotch College Community and beyond?

3.5 Awards Procedure

The following procedure will be the process by which Year 12’s are notified and presented with the awards.

- Students will be notified in writing following the Mock TEE examinations
- Presentation of the W.R. Dickinson Awards/ Colours and Honours will be held at the final Year 12 Assembly
3.6 **Positions of Senior Student Responsibility**

The model of Senior Student responsibility is as follows;

1. School Captain  
   School Vice-Captains (two)  
   Head of Student Council

Throughout the year, these four students will call for Year 12 Leaders from the Year 12 cohort to participate in the planning and implementation of student portfolios within the school. The School Captain, Vice Captains and Head of Student Council may be exempted from these committees due to other School responsibilities.

2. 10 House Captains

The House Captain will be responsible for assisting with the monitoring of Year 12 Leader performance within his House during the course of the year.

3.7 **The Rights of Year 12 Leaders**

Year 12 Leaders will:

- be given public recognition, through the wearing of a House Leader’s badge;
- be given permission to leave the school grounds at lunchtime to access Swanbourne shops;
- have access to the Year 12 Leaders’ Common Room;
- be exempt from incurring detentions;
- be permitted to leave school at the end of Period 5 if they do not have a timetabled class in Period 6

NB. All Year 12 Students will be allowed to wear the Year 12 Blazer from the beginning of Term 1.

3.8 **Actions that may jeopardise Year 12 Leadership**

Circumstances leading to loss of privilege could be any of the following, plus any other actions deemed contrary to the trust placed in a Year 12 Leader:

- unexplained or inadequately explained absence from class or school;
unexplained or inadequately explained absence from the co-curricular where they have made a commitment to attend;

- an adverse report about completing his formal duties;
- Any major infringement of school rules;
- repeated minor infringements of school rules;
- several adverse reports to his House Head concerning poor behaviour, attitude, or ineffectual and inappropriate exercise of authority.

Minor infractions will result in a warning which will be referred to, and then recorded by the Head of Student Leadership and House Head. A student who receives a second warning will lose his Year 12 Leader status. This will be lost for a minimum of one month.

Infractions which are so serious and blatantly anti-social will result in immediate removal of Year 12 Leadership which, once removed, may be permanent. This may include anti-social and/or inappropriate behaviour outside the school that comes to the attention of and requires action from the School.

A loss of Year 12 Leadership means that the student immediately forgoes all duties and rights. A letter will be sent home and the House Leader badge must be returned to the House Head. As it follows, when a student does not hold Year 12 leader status, he will be ineligible for the W.R. Dickinson Leadership Award.

4. **MONITORING OF YEAR 12 LEADER PERFORMANCE**

After each duty period a Year 12 leader is provided with feedback about his performance. This involves self and peer evaluation. The individual feedback report will outline how the particular student has performed while he was on duty and give him an overall rating for his performance. This feedback, together with duty reports and observations of a student’s behaviour, will provide information about a student’s eligibility to receive the W.R. Dickinson Leadership Award, Colours and Honours.

5. **IS PARTICIPATION COMPULSORY?**

We hope that the great majority will seek the challenge that is involved in Year 12 Leadership, but we recognise that there may be some who feel, for a variety of personal reasons, that they would prefer not to act as leaders. Students will not be adversely affected if they decide not to nominate for Year 12 leader status.