

# STUDENT LEADERSHIP POSITIONS POLICY

APPOINTMENT OF STUDENT LEADERS  
2020-2021

*We are a collaborative.....innovative and.....compassionate community*



**INSPIRED  
FOR LIFE**

# STUDENT LEADERSHIP POSITIONS POLICY

## CLAREMONT COLLEGE 2020-2021

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Student Leadership is an integral part of Claremont College's educational experience. We believe everyone has leadership potential and we are dedicated towards encouraging, equipping and empowering all students in their ongoing journey and development.

Formal leadership positions are appointed annually to represent the student body, by upholding the core values of Claremont College. These formal positions aim to serve the Claremont community whilst giving a voice to students and the opportunity to actively participate in the life of our school.

### AIMS OF STUDENT LEADERSHIP

- To provide opportunities for students to learn about and develop their leadership skills;
- To develop students' confidence through their leadership and through acknowledgement and affirmation;
- To grow and affirm the character, leadership and sense of purpose for each individual child;
- To encourage student leaders to be positive role models for other students;
- To live out our school's core values of Collaboration, Innovation and Compassion;
- Honouring the rich history and heritage of Claremont College;
- To foster a sense of community where every member feels that the contribution of their individual strengths and talents are valued; and
- To encourage students to undertake 'service opportunities' where their interests, passions and gifts can be developed and used to serve others.

### FORMAL LEADERSHIP POSITIONS

In 2021, Claremont College will have the following formal Student Leader positions:

School Captain (x2)

School Prefect (x2)

House Captains (2 per house: Austin, Hyland, Storey and Wearne)

### ROLE DESCRIPTIONS

The **School Captains** and **School Prefects** work collaboratively with the following responsibilities:

- Assisting the Principal and the Deputy Principals with the preparation for special events and presentations;
- Speaking to large and small audiences at special events, functions and assemblies;
- Being a positive, encouraging and supportive leader for all students, without prejudice;
- Exhibiting flexibility and cooperation to work within a team of leaders;
- Showing empathy whilst working with other people and in order to relate with other students and peers;
- Collaborating with staff;
- Upholding the Leadership Markers (see below);
- Showing initiative to inspire innovation and change and develop new ideas for our school and community;
- Welcoming guests and leading them on school tours;
- Representing our school in community events;
- Balancing leadership duties with academic work; and
- Mentoring Year 5 students to handover their role for the following year.

The **House Captains** work collaboratively with the following responsibilities:

- Upholding the Leadership Markers (see below);
- Overseeing the whole school Peer Groups Program across the year;
- Distributing information of Peer Groups to each Year 6 leader;
- Discussing information and feedback from Year 6 leaders about Peer Group sessions;
- Supporting and encouraging students' positive behaviour in their House;
- Supporting and encouraging students in their House for sporting carnivals and House competitions;
- Developing House Cheers and relaying this information to Year 6 students, where the cheers will be practised before coming together as a greater house group;
- Facilitating House Leadership meetings for their house;
- Collecting and calculating the House Points each week;
- Liaising with staff regarding the implementation of charity and social responsibility ideas; and
- Mentoring Year 5 students to handover their role for the following year.

## LEADERSHIP MARKERS - POSITION CRITERIA

Based on current research, the appointment process of Student Leaders will focus on a range of leadership attributes and skills, which we call our Student Leadership Markers. These markers include:

1. Interpersonal and Communication Skills
2. Organisational Skills
3. Problem Solving Skills and Initiative
4. Integrity and Social Justice
5. Resilience, Grit, Reflectiveness and Growth Mindset
6. Servant Leadership
7. School Core Values of Collaboration, Innovation and Compassion
8. Community Involvement and Contribution of Co-Curricular Activities
9. Commitment to Learning
10. School Code of Conduct

Each Student Leadership Marker will contribute 10% towards the final decision.

Student Leadership positions can be held by any Year 6 student of Claremont College, irrespective how long they have attended the school.

The Principal and Deputy Principal will determine each candidates' eligibility during the application process following an applicant interview and consultation with staff. No correspondence with parents will be entered into. Such decisions will remain confidential and respect will be shown to all candidates.

The Principal reserves the right to remove from a position of leadership any student who breaches their leadership contract, or in any way behaves in an unacceptable manner according to the expectations of the Claremont College community, and in line with our School Wide Behaviour Management Policy.

*"To be persuasive we must be believable;  
to be believable we must be credible; credible we must be truthful."*

*U.S. Journalist Edward R. Murrow*

## STUDENT LEADERSHIP APPLICATION PROCESS

- a. Year 5 students and their parents receive information regarding the Student Leader process at the end of Week 2 in Term 4.
- b. Students and parents complete and sign an Expression of Interest form (this is a hard copy paper form that comes home with your child). By signing this form, both students and parents acknowledge that they understand and agree that in the event of disappointment, they accept and respect the final outcome of this process.
- c. At least one parent participates in a compulsory parent meeting via Zoom on Monday 2 November at 2pm with the Principal, Deputy Principal and some members of the Student Leadership Committee.
- d. Students are asked to complete and submit their leadership application at school on Tuesday 3 November 2020. (This will not be completed at home.)
- e. Students applying for School Captain, Prefect and House Captain positions are invited to a group interview with the Principal, Deputy Principal and the current 2020 School Captains and Prefects.
- f. The Student Leadership Committee assess each child according to the Leadership Markers.
- g. All students in Year 3 to Year 6 vote for who they believe demonstrates the Leadership Markers. Staff will also be given the opportunity to vote.
- h. Following the collection of data, the Principal will approve the results.
- i. The Principal/Deputy Principal and class teachers will meet with Year 5 to announce the Student Leaders for 2021, prior to Speech Day.
- j. Students and parents are asked to accept their position by signing a Leadership Contract. Students may lose this position at any time, should their behaviour and/or attitude be deemed unacceptable.
- k. Newly elected School Leaders will be announced to the wider school community at Speech Day.

*Leadership is not about being in charge.*

*Leadership is about taking care of those in your charge.*

*Simon Sinek*

## DEFINITIONS OF THE LEADERSHIP MARKERS

Leadership Marker	Description To Assist Students
<b>Interpersonal and Communication Skills</b>	I actively listen to others and I communicate with purpose when speaking and writing. I seek to resolve conflicts and work well with others. I can motivate people, be flexible, show patience and empathy.
<b>Organisational Skills</b>	I am focused and show an understanding of what needs to be prioritised. I can be relied upon to get the job done. I am able to determine what I need to do, how I need to do it, and when I need to do it.
<b>Problem Solving Skills and Initiative</b>	I can identify a problem, come up with solutions and then implement the solution. I can work collaboratively in a team and am open minded with exploring alternative solutions. I can assess and act on things independently. I am proactive and show a willingness to see tasks through to the end.
<b>Integrity and Social Justice</b>	I am honest and possess strong moral principles. I am gracious, trustworthy, hardworking, responsible, authentic and patient. I make sure I do the 'right thing' even when no one is watching. I am courageous and respectful when interacting with others in the school community. I treat others equally and without prejudice. I show love and compassion for the vulnerable and others in need.
<b>Resilience, Grit, Reflectiveness and Growth Mindset</b>	I recover quickly from difficulties, 'bouncing back' to overcome challenges. I am passionate and I persevere towards my goal, even when I make mistakes or I am slowed down by external reasons. I believe that my ability can be developed by being dedicated and hardworking, and through a love to keep learning. I learn from my mistakes and am open to feedback about myself.
<b>Servant Leadership</b>	I act with humility and show my leadership to others not in terms of power but rather in terms of serving others. I am not preoccupied with recognition. I encourage, support and help others.
<b>School Core Values</b>	I am dedicated to adhering to our school core values of Collaboration, Innovation and Compassion.
<b>Community Involvement and Contribution of Co-Curricular Activities</b>	I participate in activities at school with positivity and enthusiasm. I am involved in co-curricular activities, clubs or programs at school. I contribute in the wider community.
<b>Commitment to Learning</b>	I draw on my thinking and learning dispositions and skills to persist through 'the pit' in my learning journey. I have diligent, attentive and enthusiastic about my learning, and I am committed to trying my best.
<b>School Code of Conduct</b>	I consistently live out the school's School Rules: Be Safe, Be Respectful and Be Learner.

Our Thinking and Learning dispositions include: Self Assurance, Flexibility of Mind, Originality, Good Judgement, Resilience, Curiosity, Reflectiveness, Empathy, Risk Taking, Persistence, Initiative, Collaboration, Focus, Perseverance, Collaboration, Responsibility, Humour.

*"Leaders instil in their people a hope for success and a belief in themselves.*

*Positive leaders empower people to accomplish their goals."* Unknown

It is important that applicants are given the opportunity to demonstrate the Leadership Markers in a variety of ways. These include:

- Written application response;
- Team problem solving activity;
- Teacher evaluations based on classroom observations;
- Teacher evaluations based on playground observations;
- Speaking and Listening Assessment records;
- School Reports;
- School Records of Extra Responsibilities and Co-Curricular Activities;
- Student voice vote;
- Staff voice vote;
- Behaviour log records; and
- Merit Awards records.

## FREQUENTLY ASKED QUESTIONS

### **How can I assist my child in this application process?**

We ask that you sit with your child this weekend and discuss leadership in the broadest context. Whilst s/he may not want to hold a leadership position, it is still incumbent upon all Year 6 to demonstrate and grow, as leaders of the school, their leadership qualities. Discuss with your child: what they think constitutes good leadership; who are great leaders who have led with distinction in the community; how prepared they are for leadership and whether they could accept this responsibility; how we are not looking for people with 'perfect' qualities but someone who is prepared to aspire to strong leadership; the difference between 'old style leadership' and 'new style leadership'; how important it is to accept the decisions that are made; and to congratulate others who ultimately fill the positions.

Your child may not know some of the terminology in the Leadership Markers. Staff will assist with this but you can help explain this to your child too. Ask your child to identify their strengths. We often assume students understand what leadership entails but in reality, most students need to be encouraged to recognize the qualities of a good leader.

Another important way you can help your child is to discuss the positions they would like to apply for. Encourage them to think about the order of preference eg: Would they like to apply for 1. House Captain, 2. School Captain 3. Prefect; or perhaps they would prefer 1. School Captain and 2. Prefect. Please refer to the Positions Description section to help your child make this decision.

### **Why is the process the same for House Captain and School Captain/Prefect? Isn't the House Captain purely for sporting events?**

We believe the Leadership Markers are relevant to any leadership role. Whilst there is a sporting aspect to the House Captain role, it is not the only thing that the House Captains lead. The role is called House Captain, not Sport Captain. We believe you do not need to be a sport 'star' to be an effective leader. Quite often leaders are the ones who are encouraging, supporting and inspiring the 'stars' to shine.

### **My child excels at sport, so shouldn't they become House Captain?**

Please see comment above.

A student's success and contribution to sport will definitely contribute towards their application, however, it will only be relevant to some, not all, of the Leadership Markers.

### **Why does my child complete the application form at school and not at home?**

It is important that this process is seen to be 'an even playing field'. The online application form will be your child's opportunity (not parents' opportunity) to explain why they believe they should be a School Leader.

### **Do I need to attend the Zoom parent meeting?**

Yes, if you would like your child to be considered for a Student Leader position, your attendance to the Zoom meeting is required. Please ensure at least one parent is present on Zoom on Monday 2 November at 2pm.

### **Who gets to vote?**

Students from Years 3 to 6 vote for who they believe should be their Student Leader. Year 2 students complete a 'practise vote', in preparation for the following year (they have a go at voting but their votes are not added to the results). Staff are also given the opportunity to vote, if they feel they know the students well. In some instances, a staff member may abstain, for example when a new staff member joins the school and has had limited contact with Year 5 in their time here at Claremont.

### **How is voting conducted?**

Students in Year 3 to 6 are asked to think about the 10 Leadership Markers (which are explained in age appropriate way) to help them decide and vote for who they believe displays these attributes and skills. This takes the decision away from how well a student 'performs' on one day (in previous years this was done by a speech), and more towards how someone has shown these Leadership Markers over time.

### **Why do the children vote?**

We believe that students must have a say in the process. Student voice is something that Claremont has valued for many years. It shows our students that we value their input and trust their judgment. The Student Leaders become **their** leaders. How would we feel if we were denied a vote and the decision was left exclusively to others?

### **Don't they just vote for the 'most popular' person?**

It is explicitly explained to the student body that they need to vote for someone who they believe exhibits the Leadership Markers. We ask them to look for qualities that would constitute good leadership. There are occasions when a 'popular' child is voted as a Student Leader. Parents need to keep in mind that often, a child is 'popular' precisely because they possess good leadership qualities and traits. Despite this, the votes now only contribute towards some of the Leadership Markers.

### **Does my child prepare a speech for the primary students to hear before casting their vote?**

Applicants will vote for their preferred candidate before the speeches have been made. This is to help students to reflect on how the candidates have interacted with them over time, not just based on a speech. The speeches will be assessed by the Classroom Teachers within their English Speaking and Listening classroom work.

### **Why isn't my child's speech about why they want to be a School Leader?**

The online written application will be the formal opportunity for students to explain why they want to be a Student Leader. When assessed on the speeches they have presented this year, the focus has been on their ability to influence their audience, speak with clarity and demonstrate confidence – each of these things can be measured no matter the topic of the speech.

### **Will there be both boy and girl Student Leaders?**

We will endeavour to appoint a mix of both boys and girls in Student Leadership positions.

### **Will my child find out how they performed on the assessment?**

All applicants will be informed at the end of the year of their top two identified areas of strength. They will also be informed of their one area for further growth, so they can work towards developing that area during their final year at Claremont College. As this can potentially be a disappointing time for some student who miss out on a position, we believe that some feedback is essential for affirmation, reflection and future growth. This is a change from previous years.

### **Does my child need to attend church or profess to be Christian to be given a Student Leader position?**

Your child will not be disadvantaged if they do not attend church or profess to be a Christian, nor will they be advantaged if they do attend church or profess to be a Christian. We do, however, explain to students that Jesus provides us with the ideal example of servant leadership.

### **There appears to be a lot to measure. Will this put a lot of stress on my child?**

Whilst there are 10 Leadership Markers, much data will draw from how they have already demonstrated their leadership over time. At this point in time, the online application and the speech will be the only 2 things that they will need to complete as an additional task. We do not want our students to be stressed by this process, however students do need to understand that there is increased expectation to manage extra responsibilities when they are a Student Leader.

### **How can I help if my child is not given a Student Leader position?**

It is important for you to congratulate your child on applying and for having a go. Encourage your child to congratulate the appointed Student Leaders. Parents need to be exemplary role models and show their child how to respond. Unfortunately, all too often this is not the case. In the past, some parents have expressed feelings of anger, injustice, hurt and jealousy. Some parents have reacted in a way that does not align with our school culture. We hope that all parents will model respect and trust for the school's selection process.

### **When will the positions be announced?**

Year 5 will be informed the week before school finishes for the year. Announcements to the wider school community will be made on Speech Day.

*Leaders become great not because of their power but,  
because of their ability to empower others.*

John Maxell

## OTHER LEADERSHIP OR SERVICE OPPORTUNITIES AND RESPONSIBILITIES IN 2021

Students may wish to assist throughout the year by serving Claremont in an area of interest or need, otherwise referred to as a 'service opportunity'. Below are some examples of service opportunities at Claremont. These may change from year to year depending on opportunities that arise for our students. Students may participate in more than one area and the length of service may vary. Ultimately, we view these service opportunities as expressions of leadership.

**Mentor Leaders** are responsible for leading a small group of K-5 students once a week across the whole year. This will be incorporated within the school's timetable, with the aim for our Year 6 students to develop these essential life skills, whilst also building relationships across our school community.

**Buddy Leaders** where all Year 6 students to care for a Kindergarten student.

**Sport Leaders** represent the participants in sporting events, gala days and/or carnivals. They assist staff with organisation, equipment and assistance at events as required. They are chosen by the Head of Sport at the time of sporting events throughout the year.

**Eco-Warrior Leaders** are responsible for caring for the school farmyard and natural environment at a designated time each week. From time to time they will be involved with projects such as local planting and clean-ups as required. They are chosen by the Eco Warrior Coordinators and staff.

**Music Leaders** are responsible for assisting staff with music at events and performances throughout the year, both at the College and off-site. They attend rehearsals such as choir, band, concert and assist all members of particular music groups and ensembles as required. They are chosen by the Head of Music.

**Chapel Leaders** are responsible for assisting staff with Chapel each week (generally Bible studies, games and worship). They assist with planning, organisation, equipment and set-up as required. They are chosen by the Chapel Coordinator and the Principal.

**CRU Leaders** are responsible for assisting staff with 'CRU' meetings and events. They attend 'CRU' each week and assist all students and staff as required. They also attend 'Jam' (infants group) and assist staff in leading the sessions. They are chosen by the CRU Coordinator.

**Dance Leaders** are responsible for assisting staff with dance at events and performances throughout the year, both at the College and off-site. They attend rehearsals and assist all members of particular dance groups and ensembles as required. They are chosen by the Dance Coordinator and the Principal at the time of events throughout the year.

**Chess Leaders** are responsible for assisting staff with chess competitions and training throughout the year, both at the College and off-site. They attend practices and assist staff with equipment and organisation as required. They are chosen by the Chess Coordinator.

**Media Leaders** are responsible for assisting staff with multimedia requirements at events and performances throughout the year, both at the College and off-site. They assist with organisation, production, editing and presentations as required. They are chosen by the Head of ICT.

**Community, Charity and Social Responsibility Leaders** are responsible for assisting with fundraising and charity work in our community. They assist with organisation, communication, and taking initiative in these opportunities. They are chosen by the Head of Pastoral Care and the Principal.

**Other:** From time to time, various opportunities arise, with student initiative and voice being important for generating new ideas and innovation.

## ADDITIONAL READING:

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Dweck, C. (2012). Mindset: How you can Fulfil Your Potential.  
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Burkus, D. (2010). Servant Leadership Theory.  
Greenleaf, R. Centre for Servant leadership.  
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*"A leader is like a shepherd. He stays behind the flock, letting the most nimble go out ahead, whereupon the others follow, not realizing that all along they are being directed from behind."*

Nelson Mandela