



How is student leadership linked to curriculum?

All existing key learning areas provide a rich source of opportunities for students to develop and demonstrate leadership skills which can be linked to appropriate stages of learning.

With the development of these leadership skills comes a responsibility to develop an understanding of and commitment to social justice, equity and fairness in the areas of cultural diversity (with particular reference to indigenous Australians), gender equity, disabilities and socio-economic disadvantage.

Critical and creative thinking skills programs will play a vital role in preparing students to meet the challenges of leadership.

Good Practice:

Linking student leadership to school activities and the curriculum, for example Sport and English

Student leadership skills develop through the weekly rotation of sporting leaders who also deliver sports reports and 'player of the match' awards at school assemblies. These reports can then be written up for the school newsletter.

Good Practice:

Linking student leadership to the curriculum, for example Creative and Practical Arts

Student leadership skills develop through the presentation of visual, music, dance, drama and multimedia items by students before their peers, teachers and parents at nominated school events.

Through the teaching of.....

ENGLISH

Students will develop the ability to talk, listen, read, view, and write with purpose. They will develop skills of appreciation, analysis and critical appraisal of text.

Through the teaching of.....

MATHEMATICS

Students will develop the range of skills necessary to form critical judgements. Much information in our society is presented in a mathematical form so people need an understanding of mathematics to be able to make informed decisions.

Through the teaching of.....

SCIENCE AND TECHNOLOGY

Students develop understandings about themselves and the environment, independent rational thought and responsible action through first hand experiences in problem solving, investigating, designing and making, and evaluating activities involving the use of information technology.

Through the teaching of.....

HUMAN SOCIETY AND ITS ENVIRONMENT

Students will develop knowledge and understandings which will enable them to acquire information, use an enquiry process and participate in social and civic life and democratic processes. Students will also develop values and attitudes that relate to social justice, intercultural understanding and ecological sustainability.

Through the teaching of.....

CREATIVE AND PRACTICAL ARTS

Students have opportunities to develop self-expression, a sense of personal and cultural identity and an understanding of the world about them. Students develop personal and social communication skills involving visual arts, music, dance, drama and multimedia.

Through the teaching of.....

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Students will develop concepts of co-operation, collaboration and networking skills, using empathy and sensitivity in their relationships with others, while recognising individual rights and responsibilities.



Learning opportunities for the development of student leadership skills in primary schools

Early Stage One	Stage One	Stage Two	Stage Three
<ul style="list-style-type: none"> • Rotate opportunities for classroom leadership positions eg, distribute and collect lunch basket, leader of class lines, hand out notes 	<ul style="list-style-type: none"> • Rotate opportunities for significant classroom leadership positions eg, leader of class lines, hand out notes, organise resources for regular group work 	<ul style="list-style-type: none"> • Lead classroom activities and co-lead school wide initiatives 	<ul style="list-style-type: none"> • Lead and co-lead school wide initiatives with groups from other stages
<ul style="list-style-type: none"> • Communicate news of personal interest to class 	<ul style="list-style-type: none"> • Share ideas, items and personal anecdotes with peers. Respond appropriately to individual questions. 	<ul style="list-style-type: none"> • Share personal topics and items of interest with other students. Elicit and respond appropriately to questions from peers 	<ul style="list-style-type: none"> • Express ideas and anecdotes with enthusiasm and assertiveness. Elicit and respond to questions from peers sensitively and informatively
<ul style="list-style-type: none"> • Present information to a small group on a personal topic eg, my pet 	<ul style="list-style-type: none"> • Present information to a large group on a local topic eg, animals, transport. Participate in school public speaking and debating competitions 	<ul style="list-style-type: none"> • Present information to a large group on a variety of predetermined topics of community interest. Participate in school and/or district public speaking and debating competitions 	<ul style="list-style-type: none"> • Present information to a large group on a variety of news-worthy and controversial topics. Postulate a stance with sensitivity. Participate in school, district and/or state public speaking and debating competitions
<ul style="list-style-type: none"> • Lead assembly with peers and teacher assistance 	<ul style="list-style-type: none"> • Lead assembly with peers and some teacher assistance. Follow established assembly format 	<ul style="list-style-type: none"> • Lead assembly with peers. Follow established assembly format 	<ul style="list-style-type: none"> • Lead assembly and special events with peers. Monitor the behaviour of the school and community group eg, giving directions to sit quietly
<ul style="list-style-type: none"> • Accompany a new student around the school 	<ul style="list-style-type: none"> • Conduct a new student around the school 	<ul style="list-style-type: none"> • Conduct a new student, parent or guest around the school. Explain a variety of school initiatives and regular activities 	<ul style="list-style-type: none"> • Conduct a new student, parent or guest around the school. Explain a variety of school initiatives and regular activities
<ul style="list-style-type: none"> • Present acknowledgments of appreciation to classroom helpers/visitors on behalf of the class 	<ul style="list-style-type: none"> • Present acknowledgments of appreciation to classroom helpers/visitors on behalf of the class 	<ul style="list-style-type: none"> • Present acknowledgments of appreciation to helpers /visitors on behalf of the school 	<ul style="list-style-type: none"> • Present acknowledgments of appreciation to helpers /visitors on behalf of the school in a public forum
<ul style="list-style-type: none"> • Social competence program 	<ul style="list-style-type: none"> • Social competence program 	<ul style="list-style-type: none"> • Social competence program 	<ul style="list-style-type: none"> • Social competence program
<ul style="list-style-type: none"> • Creative and critical thinking skills eg, '6 Thinking Hats' activities to elicit class rules 	<ul style="list-style-type: none"> • Creative and critical thinking skills eg, '6 Thinking Hats' activities to elicit class rules 	<ul style="list-style-type: none"> • Creative and critical thinking skills eg, '6 Thinking Hats' activities to elicit class rules 	<ul style="list-style-type: none"> • Creative and critical thinking skills eg, '6 Thinking Hats' activities to elicit class rules
<ul style="list-style-type: none"> • 'Buddy up' with new students enrolled under early enrolment procedures 	<ul style="list-style-type: none"> • 'Buddy up' with new Kindergarten students to show them playground routines in early term 1 	<ul style="list-style-type: none"> • 'Buddy up' with new Kindergarten students to model classroom routines and assist with class activities in innovative pre-Kindergarten enrolment sessions 	<ul style="list-style-type: none"> • 'Buddy up' with new Kindergarten students to model classroom routines and assist with class activities in innovative pre-Kindergarten enrolment sessions. Explain a variety of school initiatives and regular activities to parents new to the school



Learning opportunities for the development of student leadership skills in primary schools (cont.)

Early Stage One	Stage One	Stage Two	Stage Three
<ul style="list-style-type: none"> Tutor a classmate in a specific software package to fulfil a learning need 	<ul style="list-style-type: none"> Tutor a classmate in a specific software package to fulfil a learning need 	<ul style="list-style-type: none"> Tutor a classmate in a specific software package to fulfil a learning need 	<ul style="list-style-type: none"> Tutor a classmate in a specific software package to fulfil a learning need
<ul style="list-style-type: none"> Identify and 'trouble shoot' information technology (IT) needs eg, printer needs more ink, CD-ROM needs inserting 	<ul style="list-style-type: none"> Identify and 'trouble shoot' information technology (IT) needs eg, printer needs more ink, CD-ROM needs inserting 	<ul style="list-style-type: none"> Refill printer cartridges, install software on classroom computers 	<ul style="list-style-type: none"> Refill printer cartridges, install software on classroom computers and operate
<ul style="list-style-type: none"> Contribute to produce a class 'web page' 	<ul style="list-style-type: none"> Contribute to produce a class 'web page' 	<ul style="list-style-type: none"> Collaborate to produce a class 'web page'. Facilitate editorial and production team. Publish content in conjunction with committee of Learning Community representatives 	<ul style="list-style-type: none"> Collaborate to produce a class 'web page'. Manage editorial and production team. Publish and maintain content with committee of Learning Community representatives, mentor others in this process
<ul style="list-style-type: none"> Assist in class fundraising activities for specific purpose eg, new play equipment 	<ul style="list-style-type: none"> Assist in class fundraising activities for specific purpose eg, sponsored zoo animal 	<ul style="list-style-type: none"> Organise school fundraising activities for specific purpose eg, Year Six farewell 	<ul style="list-style-type: none"> Organise school fundraising activities for specific purpose eg, school resources
<ul style="list-style-type: none"> Demonstrate an art activity to another student 	<ul style="list-style-type: none"> Collaborate to create a class mural or display 	<ul style="list-style-type: none"> E-mail an artist to advise on a group art or craft project 	<ul style="list-style-type: none"> Invite favoured illustrators and artists to work with students across the school to create murals, sculpture or other significant works of art
<ul style="list-style-type: none"> Share knowledge of cultures, actual experiences and celebrations with peers 	<ul style="list-style-type: none"> Share knowledge of cultures, actual experiences and celebrations with peers and others 	<ul style="list-style-type: none"> Share knowledge of cultures, actual experiences and celebrations with peers and others 	<ul style="list-style-type: none"> Share knowledge of cultures, actual experiences and celebrations with peers and the learning community. Organise a cultural 'sharing day' across the school
<ul style="list-style-type: none"> Share knowledge of Aboriginal cultures, actual experiences and celebrations with peers 	<ul style="list-style-type: none"> Share knowledge of Aboriginal cultures, actual experiences and celebrations with peers and others 	<ul style="list-style-type: none"> Share knowledge of Aboriginal cultures, actual experiences and celebrations with peers and others 	<ul style="list-style-type: none"> Share knowledge of Aboriginal cultures, actual experiences and celebrations with peers and the learning community. Organise an Aboriginal culture 'sharing day' across the school. Encourage Aboriginal student participation
<ul style="list-style-type: none"> Share knowledge of special needs issues, actual experiences and celebrations with peers 	<ul style="list-style-type: none"> Share knowledge of special needs issues, actual experiences and celebrations with peers and others 	<ul style="list-style-type: none"> Share knowledge of special needs issues, actual experiences and celebrations with peers and others 	<ul style="list-style-type: none"> Share knowledge of special needs issues, actual experiences and celebrations with peers and others
<ul style="list-style-type: none"> Initiate student-led play activities with classroom equipment 	<ul style="list-style-type: none"> Share interests with others by holding a 'Hobby Day' 	<ul style="list-style-type: none"> Determine methods of presentation of models or work which they have created 	<ul style="list-style-type: none"> Make organisational decisions relating to equipment and materials in the classroom setting
<ul style="list-style-type: none"> Participate in peer support groups 	<ul style="list-style-type: none"> Participate in peer support groups 	<ul style="list-style-type: none"> Co-lead peer support groups 	<ul style="list-style-type: none"> Lead peer support groups