

GRIP



GRIP LEADERSHIP

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GOLD MEMBER NEWSLETTER



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Below are some of the pictures that our travelling team posted every few hours on Instagram during recent conferences and school seminars.



Highlights From Latest Conferences



The start of term 4 saw the start of a new season of GRIP Student Leadership Conferences. A total of 10 conferences for secondary students have now occurred since we embarked on training 30,000 students who will lead their schools in 2015. Highlights of the recent conferences included:

- Positive feedback about the new program created especially for training 2015 leaders
- Holding the secondary conference in Wollongong for the first time - with over 300 students participating
- Successful new partnerships with Griffith University in QLD and The Academy at UWS in NSW

A total of over 2,500 students and teachers have now experienced our new conference program, and we look forward to sharing it with almost 30,000 others at the remaining 70 conferences to be held in early 2015.

WHAT STAFF HAVE SAID

“Attending the GRIP Conference has energised both the students and myself. The content of the conference was perfectly suited to the students and the GRIP team created the best vibe.”

Anne-Marie Hawley, Chifley College Mt. Druitt

“The GRIP Leadership Conference was extremely well coordinated. All presenters were very enthusiastic and easy to listen to. The content in all sessions was highly beneficial to our future student leaders.”

Ashley Baker, Ballarat High School

“A fun, entertaining and extremely relevant experience. A great way to kick-start our prefects on their leadership journey.”

Steve Richards, Toronto High School



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A Simple **10 Week** Framework for a New Student Leadership Team

We expect our Olympic athletes to perform well. We expect our political and community leaders to take action. We even expect a teenager working at a fast food outlet to process our order correctly and deliver it to us in a timely manner. With this in mind, what do we actually expect of our student leaders?

Have you ever noticed that student leaders are often excited to be given their roles, but often take a while to implement their ideas? Worse still, have you experienced a slow start with a student leadership group such that very little ends up being achieved throughout the year, and what is achieved is largely teacher driven?

If you can relate to the description above, then you are not alone. This takes place in schools everywhere. The answer is not to put more pressure on the student leaders, nor is the answer for a teacher to do all the work and then spoon-feed student leaders.

The answer is to put a framework in place. This should not be a rudimentary checklist to follow... that's not leadership. Rather, it should be a framework which allows for students to implement their own ideas, whilst clearly directing them towards taking action.

We have discovered that the first 10 weeks for a new student leadership group is a very important time. If the group can get off to a great start, then they will be able to make a big difference in the school over the whole year. GRIP Leadership has developed an entire resource with videos and a comprehensive manual which lays out the suggested framework for the first 10 weeks of a new student

leadership team. Below is a snapshot of the framework.

WEEK 1: Getting to Know Others

To lead effectively a leader needs to know the people around them. In week 1, time should be spent doing activities to get to know peers, younger students, fellow student leaders, and to approach a mentor teacher.

WEEK 2: Deciding on Team Standards

During this week, your leadership team should focus on establishing standards that they can expect of each other. Developing these together will build ownership. After deciding on these standards, it is time for the team to proceed with a small activity that can be planned for week 4 (something that will be easy to organise).

WEEK 3: Listening to Others

In order to gain a deeper understanding of how to serve the school, week 3 should involve arranging to listen to the needs of the Principal, fellow students and other leaders. Go into this process with an open mind of how the team might best contribute to the school.

WEEK 4: Holding Your First Activity or Event

This is the week to hold the simple event that was decided during week 2. Focus on making the event as run as smoothly as possible and avoid relying on teachers to do the organising. This is an opportunity to show the school that your team has great ability and really wants to be active in the school..



WEEK 5: Deciding on a Priority Area

Having successfully organised an event in week 4, reflect back on the 'listening' from week 3 and decide together on what you will make your 'priority area' for the rest of the year. The priority area should be the thing you believe you are most capable of achieving and something which will make a significant difference to your school. Approach your Principal for permission to proceed with your suggested focus area.

WEEK 6: Announcing Your Priority Area

Make a big deal of announcing your priority area to the school. Thank everyone in your school for inputting into the process that led to this priority area, as this will give them great ownership and appreciation of what you are planning. Instead of just making one announcement speech, follow this up with posters, newsletter notices and other creative ideas for announcing it. As you announce your priority area, announce an initial event or activity for week 9 that aligns with this.

WEEK 7: Enlisting the Support of Others

Use the upcoming week 9 event to gather involvement of students from right across your school. Create teams of people who will each contribute to different parts of the event. Plan the event together in a similar way to how you planned the smaller week 4 event.

WEEK 8: Becoming Leaders of Massive Action

During week 8 do lots of organising and lots of communicating about the event to be held in week 9. Avoid leaving things to the last minute.

WEEK 9: Holding a Larger Activity

This is the week that you bring to life the event you have been planning. Ensure that the event is directed toward the priority area that you decided on and does not become something different. As the event takes place, each leader should focus on the way they lead and the way they treat others, not only on getting the job done.

WEEK 10: Reviewing Your First 10 Weeks

As the 10 week framework concludes, do a thorough review as a leadership team (and as individuals) in order to know where you can improve for the rest of the leadership journey.



GRIP Leadership has developed a comprehensive resource that takes students through this entire 10 week process in great depth. The resource disc includes short tutorial videos to guide students through each week, as well as ready-to-use templates to break down each week into manageable components. Lots can be achieved in 10 weeks by working through the resource. To read more about this resource, or to place an order, simply visit our website www.gripleadership.com.au/resources.

Nurturing the Leadership Potential of ‘Challenging’ Students



Some students seem to naturally lend themselves towards leadership; to volunteering, taking opportunities, and contributing to the life of the school. Other students, for a variety of reasons, are more challenging to involve and integrate into the positive school culture that surrounds them. Regardless of which category a student falls into, there are always opportunities to nurture a student’s leadership potential. Below are a few strategies for integrating and involving ‘challenging’ students, whether their challenge is one of personal engagement, or perhaps centred around difficult behavioural traits. The teacher-as-leader can use one or more of these strategies to begin nurturing the leadership potential of their more challenging students.

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Opportunity

Sometimes, all that is needed in order to nurture student leadership potential is an opportunity. An invitation to lead, an excuse to involve a student and give shape and context to their place in the broader classroom group can work wonders. When a teacher is inviting 'challenging' students to engage with leadership roles and responsibilities for the first time, a healthy balance may be needed between "What are you asking me to do?" and "What's in it for me?" Sometimes, the opportunity to lead and contribute is not sufficiently motivating, as it can look like extra work for little or no reward. Teachers will need to articulate the associated privilege or honour that comes with being a leader (not just the responsibilities and obligations), and find a constructive balance between the two, based on the individual student and their motivational needs.

Value

Following on from *Opportunity*, a specific title, role, or special responsibility can lead to a feeling of importance, active contribution and increased self-worth, especially in students whose behaviour or prevailing attitudes present a challenge to classroom integration. Naturally, applying this strategy will need to be developmentally appropriate, as something may appear 'token' or 'weak' in the eyes of a secondary student, but less so for a primary student. Whatever the role or title, the power of a student knowing that they are important, valued and 'seen' can do wonders for their broader behaviour and participation in classroom and school culture. This is an opportunity for a teacher to be creative, and design tailored roles that fit the personality and characteristics of the individual. Examples of such roles may include organising music events, umpiring sports matches or creating classroom/campus artistic pieces.

Incentives

We mentioned earlier the importance of addressing the "What's in it for me?" question when inviting challenging students to consider a new leadership opportunity. Incentives can be an excellent way of inviting these students to consider the merits of leadership. The use of incentives covers a broad spectrum of possibilities, but generally speaking, they will always be rewards that are seen as valuable and desirable by the recipients. Knowing students *broadly* as a demographic, as well as *specifically* as individuals is key for this strategy to work. For some, incentives can be as simple as verbal praise, while others may respond to physical rewards, or additional time using enjoyable resources (applications, internet, reading, games

and activities, etc). Further to this, providing incentives through various personal development opportunities may also be effective, depending on the student (e.g. inviting them to attend a selective school incursion, representing the school at off-campus events, etc.) Finally, an effective strategy based around incentives will usually be anchored in an understanding of a student's areas of passion and interest; for example, a student who really enjoys following NBA basketball may be given an incentive to get involved in a classroom or school leadership position by promising a leadership-related book or video resource written by a popular coach or player as an incentive.

Influencers

Individual behavioural patterns are often influenced (for better or worse) by a student's peers, and sometimes the most effective way of nurturing the leadership potential of Student A is *via* Student B. If you can influence the key *influencers* in the class, you can more easily involve other students that may be more passive or reluctant. This means that a teacher must become a student of the relational networks at play in their classroom and across the year levels that they work with. Knowing who influences whom can enable the leader/teacher to be deliberate and effective in their strategy of involving challenging students proactively.

Each of these strategies and ideas are simply tools in the hands of an intentional teacher. Naturally, different approaches will work for different students, and the golden rule of 'Know Thy Students' is the key to unlocking the right combination that will nurture the leadership potential of your students – especially those who are a little more *challenging*.



GRIP Leadership Tours Kenya

Australian High
Commissioner to Kenya,
His Excellency Geoff Tooth



In the month of September, the GRIP Leadership team had the privilege of travelling to Kenya to host the first GRIP Leadership Conferences ever to be held in Africa. Thousands of students and educators attended, and left feeling encouraged and practically equipped to make a significant difference in their schools and communities. Five conferences in total were conducted, including the GRIP Student Leadership Conference and the GRIP Leading & Teaching Conference. Three conferences were held in Nairobi, the capital of Kenya. The remaining conferences were held in Mombasa, a beautiful coastal city located in the South Eastern part of the country.

As you can see from the surrounding photos, our team had an incredible time meeting new people, exploring new landscapes and enjoying authentic cuisines! We hope that this is just the start of what seems to be a great opportunity for our organisation. We would like to thank all of the various schools and organisations that partnered with us along the way; it wouldn't have been possible without them. Check out the highlight videos on GRIP Leadership's Youtube page www.youtube.com/gripleadership.

