



VIC-EDU-F-037 Student Leadership Framework

1. Rationale

The Student Leadership Framework demonstrates MacKillop Family Services' (MacKillop Education's) commitment to ensuring all students are given the opportunity to develop and strengthen their leadership skills, which are integral to lifelong learning. Student leadership is driven by service to others and this framework outlines the structures and processes that will provide students with positive student leadership opportunities.

The Student Leadership Framework is underpinned by the Reframing Learning and Teaching Environments (ReLATE) education, which ensures an inclusive and safe environment for students to develop their leadership skills. Our framework also utilises the work of Martin Seligman and Positive Education, as a means of sustaining student wellbeing and enabling them to flourish.

Providing leadership opportunities is a powerful way to motivate students. It promotes the idea that all students have the potential to be positive role models and leaders within the school.

This framework sits alongside *VIC-EDU-P-026 Student Voice Policy* to ensure that students will be provided with a wide variety of leadership opportunities.

2. Context

MacKillop Education's values of respect, hope, justice, compassion, and collaboration inform the quality of relationships we establish and all that we do to ensure our learning community is a place of welcome and safety. MacKillop Education celebrates diversity, and we are committed to inclusion, ensuring every student, regardless of race, religion, culture, gender identity or personal circumstances, including barriers to learning, can access education and experience success.

Many students at MacKillop Education present with a range of barriers that may exclude them from leadership opportunities in mainstream schools. We seek to support all students to develop their leadership skills and provide them with opportunities to lead within the school community.

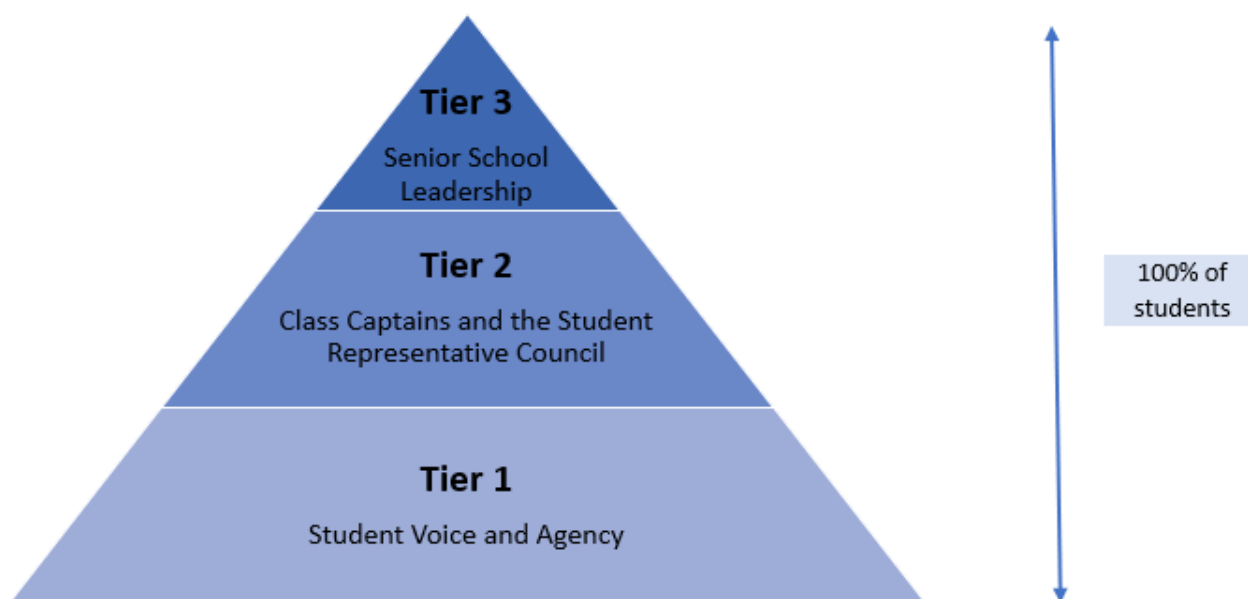
3. Student Leadership Framework

Leadership provides students with a range of opportunities that can increase personal, academic, and wellbeing outcomes for students, and a further means of enhancing socioeconomic benefits (Hallinger, 2003; Leithwood, 1992; Marsh, 2012).

The MacKillop Education Student Leadership Framework aims to ensure that students:

- Feel safe and connected to others
- Are taught the relevant leadership skills
- Are provided with authentic opportunities to utilise these skills

The Student Leadership Framework is structured into three tiers.



Tier 1 Student Voice and Agency

Increasing student participation and autonomy has been identified as key for improving student wellbeing and achievement at the Tier 1 level.

Key Teachers will enable the capturing of student ideas through supporting Class Captains to run student voice sessions. It is the responsibility of the Key Teacher to timetable this regular time in their fortnightly classroom routines. Additionally, they will support the Class Captain to encourage motivation, engagement, meaning, purpose, and positive emotion at the school (Positive Education PERMA model).

Prior to the appointment of Class Captains, all students are involved in learning about leadership. The following process outlines the Tier 1 process for exploring leadership character strengths:

- Key teachers lead a class discussion about the 24 VIA character strengths¹, what they look like in action, and what strengths would be important to have as a school leader of MacKillop Education
- Students identify their own strengths by completing the VIA character survey or by identifying from the 24 character strengths list

¹ Positive Education's Values In Action (VIA) Character Strengths are used to strengthen student self-awareness, empathy and social connection, as well as their ability to identify the qualities, skills and characteristics of positive leaders.

Tier 2 Class Captains and the Student Representative Council

The Student Representative Council (SRC) will be made up of Class Captains from each classroom. The representatives will meet monthly (at minimum) to be consulted on future school plans, school improvement ideas and discussions around school formalities such as assemblies. Class Captains will hold the position for one school year.

The process for appointing a Class Captain is as follows:

- Class Captain responsibilities, the role of the SRC, and the election process are shared with students during Term 1
- Students nominate themselves or a peer (with their consent)
- Nominated students complete an application form
- Nominated students attend an interview with the Campus Principal and designated SRC staff
- The Local Leadership Team appoint Class Captains
- A member of the Local Leadership Team will notify nominated students and their guardians with the results, prior to being announced
- Class Captains will be presented with their badges/lanyards at a school assembly.

Tier 3 Senior School Leadership

Tier 3 of the framework only applies to MacKillop Education campuses that have a senior school program.

Class Captains of the senior school are referred to as Senior School Captains. The Senior School Captains have additional responsibilities, such as: chairing SRC meetings, leading whole-school assemblies, and other events.

In addition, MacKillop Education will provide a leadership program to develop and strengthen leadership skills in all senior students. The program is developed and delivered within the Victorian Pathway Certificate program.

4. Resources and Supporting Documents

- VIC-EDU-P-026 Student Voice Policy
- Hallinger, P. (2003). *Leading educational change: Reflections on the practice of instructional and transformational leadership*. Cambridge Journal of Education, 33(3), 329-352.
- Leithwood, K. A. (1992). *The move toward transformational leadership*. Educational Leadership, 49(5), 8-12.
- Marsh, S. (2012). *Improving student learning in schools: Exploring leadership for learning as a community activity*. Leading & Managing, 18(1), 107-121.
- [The PERMA Model: Your Scientific Theory of Happiness \(positivepsychology.com\)](https://www.positivepsychology.com) (sourced 26/11/22)