

ASPIRE HIGHER LEADERSHIP WORKBOOK



LESSON 1-

LEADERSHIP THROUGH

INFLUENCE

LEARNING OBJECTIVES

By the end of this lesson, learners should:

- understand the link between leadership and influence
- reflect on effective leadership
- participate, collaborate and contribute to a group activity and discussion

PART 2



Record 3 dot points, comments or learnings as you watch this clip.

PART 3

- **How does building the tower in this activity compare to your daily work in the classroom? Or the way our group (year level, school) is organized?**
- **How does this activity relate to being part of our school community?**
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- **How can we encourage collaboration, communication, and sharing among the whole group?**

LESSON 2-

DIFFERENT LEADERSHIP STRENGTHS

LEARNING OBJECTIVES

By the end of this lesson, learners should:

- understand three different strengths that individuals might bring as a leader
- appreciate the diverse skill sets required for successful teams and projects
- consider their own strengths as a leader and what they might contribute to a group

PART 2

COMPLETE THIS LEADERSHIP PROFILE

Place a "3", "2" or "1" beside each question as you reflect on your characteristics when working as a leader, or as part of a team. 3= AGREE, 2= NEUTRAL, 1= DISAGREE

I am an "ideas" person.	
I think with hope about the future of our school.	
My vision and ideas can be inspire others and ignite enthusiasm.	
I have many ideas, but rarely do I have enough time to make them happen.	
I am good at looking ahead and imagining a better future for our school.	
SECTION #1 TOTAL (add up the numbers in the boxes above)	

I am someone that is practical and focussed on getting things done.	
I like to do lists and planning.	

I am time-conscious and I stick to deadlines.	
I feel lost without my student diary/calendar.	
I don't like to waste time discussing ideas and opinions.	
SECTION #2 TOTAL (add up the numbers in the boxes above)	

I build rapport quickly with other people.	
I consider how any action I make will influence people.	
I set an example that other people can follow.	
I can gain support quickly from others for team projects.	
I consider the opinion and position of those who have less influence than myself.	
SECTION #3 TOTAL (add up the numbers in the boxes above)	

SECTION #1 TOTAL _____ Prophet leader

SECTION #2 TOTAL _____ Planner Leader

SECTION #3 TOTAL _____ People Leader

**While these scores may represent your current leadership characteristics, it is important to remember that leaders are made, not born. You can continue to develop your leadership skills in every area.

PART 4



Q1. How are your strengths valuable to a team?

Q2. What strengths might others possess that could also be valuable to the team?

Q3. Are you able to appreciate the diversity and gifts / strengths of other people?

Q4. Leaders are not born- they are made. Comment on this statement based on your leadership skills and your knowledge about growth mindsets.

LESSON 3- EVERYDAY LEADERSHIP

LEARNING OBJECTIVES

By the end of this lesson, learners should:

- make a small leadership commitment

PART 2

Q1. Who would you consider to be the best leader in the world today? Why?

Q2. Who do they influence? Are they having a positive or negative impact on the world?

Q3. Is it possible to be a talented leader, with a negative impact / influence? Can you think of any examples?

Q4. Who are the people that have the greatest impact on your character and behaviour? How?

PART 3



LESSON 4- GROWTH MINDSET

LEARNING OBJECTIVES

By the end of this lesson, learners should:

- identify some of their own fixed or growth mindsets
- connect their own mindsets and their own behaviour
- "catch" and challenge their own fixed mindsets

PART 2



How can we challenge our fixed mindsets?

What is the moral of the story "the tortoise and the hare".

What's the problem with that moral?

In real life, who really wins the race?

PART 3



Where do you have a fixed mindset?

How does your mindset affect your behaviour in this area? How do you perform in this area? Discuss the same for growth mindsets.

Identify three areas in your life where your skills have grown in the last 5-10 years.

LESSON 5- GRIT

LEARNING OBJECTIVES

By the end of this lesson, learners should:

- understand what grit is
- link grit to their own performance

PART 2



Grit- what is it?

What does Angela Duckworth tell us about grit and achievement?

PART 4



How does grit relate to your success?

How do mistakes and struggles contribute to learning?

Do you think the paper ripping challenge required grit?

Justify why / why not?

LESSON 6-

IDEA TO ACTION FRAMEWORK

RATIONALE

So often, we have great ideas shared at student leader meetings. From special events to free dress days, fundraisers to competitions. But how do we get these ideas to actually happen in our school? This framework will outline some of the strategies that could be used to move from idea to action.

LEARNING OBJECTIVES

By the end of this lesson, learners should:

- select an idea to focus their leadership energy
- transform one idea into an action plan, using the framework

PART 2

In pairs or groups of 3, decide on a project your team could do to positively influence people at your school. Some eg's are: litter in school grounds, supporting a school sport team, academic effort, joining a band or raising money for a charity.

Decide on one project and complete the idea to action framework for this project.

THE IDEA TO ACTION FRAMEWORK

Idea / Event: _____

1. When and where will the event take place?

2. Which students will be responsible for getting the idea off the ground (The Project team)?

3. Who is the staff member who will support this event / idea?

4. Which of the following would you like the staff member to do in order to support this action plan? (place a tick in the boxes)

- email all staff*
- advise all students through the morning notices*
- include it in the school calendar
- include it in the newsletter*
- Be present at the event
- other (specify) _____

*Student leaders to include the notice, or email or newsletter insert in an email to the relevant staff member

5. When and where is the first meeting for your project team?

Decide at the first project team meeting; What tasks need to be divided? Who will do them? When will the tasks be completed? (Fill in the tables below at the first project team meeting, in order to cover each phase [planning, promoting and implementing])

6. Planning and promotion phase:

Task; what needs to happen? (break idea into smaller parts)	Who will do it?	Deadline for completion

7. Implementation phase:

Task; what needs to happen? (Host event/fundraiser/assembly)	Who will do it?	Deadline for completion

8. Follow-up / review phase:

Task; what needs to happen? (report back to the community)	Who will do it?	Deadline for completion

9. When and where will your next meeting be held for this project team, as you work towards this event?

When:

Where:

LESSON 7

SERVANT LEADERSHIP

PART 2



What are the 9 key attributes of servant that can be developed, that were mentioned in the clip?
Record these in your workbook.

How would it feel to be led by a servant leader who demonstrated many of these qualities?
Explain in your workbook. Discuss as a class.

PART 3



DISCUSS- Servant leadership is about leadership for others. It's about focussing on the positive impact we can make, rather than on what we get out of it for ourselves.

How much of a positive impact can you make?

How can you help all of us "get ahead"?

Why is there strength in servant leadership?

What kind of leader will you choose to be?

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