

ROLE OF STUDENT LEADERSHIP

At Kinma, we feel that it is important for students to become responsible for their behaviour and actions. One way to encourage this process is to encourage students of all ages to lead in a variety of experiential situations.

In keeping with the school's philosophy of supporting students in their personal emotional and social growth, it is vital that they be encouraged wherever possible to learn leadership skills rather than relying habitually on adult direction.

There are two categories of experiences; planned and incidental leadership.

PLANNED

The following are planned leadership experiences:

- Experience leaders - all students in the Oldest group are given responsibility for assorted groups of mixed aged students in the school. This may be for our Tinkering afternoon, in which students can offer an activity or support a younger student to learn how to plan, organise and run an activity.

Aims:

- 1) To foster strong relationship between younger and older students who can support the former in their school-life.
 - 2) To foster compassion and friendship. All school students gather for a range of social and physical activities. e.g. the students learn poetry together for the annual poetry festival, and support one another in kite design and construction for our spring kite festival; they host 50 students from 15 schools annually for our Kinma Friendship Day.
 - 3) To develop conflict management skills. Leading students mediate in playground conflict where possible. They seek teacher support if needed. Teachers aim to empower the student leaders to listen and talk through the situations with the students involved.
 - 4) To develop care for and pride in one's environment. Leading students share responsibility for cleaning their school. They work with their groups to clean the school and care for our bush.
 - 5) To develop sense of shared responsibility for appropriate experiences. Leading students share responsibility in a range of school tasks such as gardening.
- Early Stage 1/ Stage 1 Dance leaders - ES1 and S1 children teach all other students a range of dances for the bush dance.
 - Sports leaders - Children interested in a range of sports (e.g. basketball, soccer), teach the weekly sport session of Preschool.
 - Pre-High Students (year six) are given a range of opportunities to chair class and school meetings, greet visitors and lead the many school events and festivals.
 - All students have the opportunity to chair weekly class and school meetings.
 - Students are encouraged to plan events around their passions – e.g. a group of students designed a mini Olympics day.

INCIDENTAL:

There are countless situations both inside and outside the classroom which lend themselves to student leadership.

- Restorative justice principles guide our conflict management strategy. Hence any altercation/ conflict among students is not 'directed' by staff, rather 'managed by students' where possible. Students are encouraged to support one another in finding a feasible solution. Only if the students are unable to move forward do they involve staff.

Please note that students with special needs in the 'emotional/ social' area, receive more direct staff support

- Staff at Kinma wear a hat of 'leadership awareness'. They look for opportunities for greater student voice (lesser teacher voice) and for students to guide one another, e.g. - peer reading/ conferencing.