Supporting the growth of Students as Leaders:

a student/teacher partnership approach

A Handbook for Teachers



Amanda Roberts and Judith Nash

Published by:

Leadership for Learning: The Cambridge Network
University of Cambridge
Faculty of Education
2010

To obtain further copies email: lfl@educ.cam.ac.uk

or visit the website at: http://www.leadershipforlearning.org.uk

© Impact Educational Consultants Ltd. 2010
A licence to copy the material in this pack is granted only to the purchasers, strictly within their school, college or organisation. The material must not be reproduced in any other form without the express written permission of the publisher.

ISBN no. 978-0-9560861-4-3

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.

John Quincy Adams
Sixth President of the United States



About this handbook

This handbook is the second in a series of publications which aim to provide teachers and school leaders with the structure and resources to develop various strands of student leadership in their school. The first publication, *Supporting students as researchers: making a difference to your school,* explores how teachers can enable students to communicate their views about learning and teaching and to take an active role in the school improvement process. This publication, *Supporting the growth of students as leaders: a student/teacher partnership approach,* continues to support students as active participants in leading learning within their school, developing and deepening their ability to influence policy and practice. *Copymasters* are provided for student and teacher use, together with *Teachers' notes* and tools to help teachers to support and evaluate the growth of student leadership.

Amanda Roberts and Judith Nash have experimented with student leadership programmes in a number of Hertfordshire schools and have seen the impact which this work can have on the student leaders themselves, on the teachers who work with them and on the wider school community. It is in the spirit of developing schools together that they share this *Supporting the growth of students as leaders* programme with you.

Acknowledgements

We are grateful for the support, participation and encouragement from students and teachers of Francis Bacon Maths and Computing College and Sir Frederic Osborn School. We have valued the insightful comments made by the colleagues and children who, through making use of this material, have helped us to refine our own developing understanding.

We also acknowledge the encouragement given by David Frost when critiquing earlier drafts of this material and thank Katie O'Donovan for her efficient administrative support.

Foreword

With the support of the HCD Student Partnership we have seen a number of projects and studies that have taken forward the pupil voice and participation agenda building on an impressive body of work by Cambridge academics such as Madeleine Arnot, Michael Fielding, John MacBeath, Jean Rudduck, Donald McIntyre and Dave Pedder. It is now two decades since the UN's Convention on the Rights of the Child highlighted the fundamental right of children to be heard. More recently we have seen this echoed in government advice and policy in the UK. All well and good; however, studies of practice in schools indicate that consultation can be something that may only include a small number of pupils leaving the 'unconsulted majority' without a voice or sense of participation (MacBeath *et al*., 2008). Roberts and Nash's latest handbook is based on a more radical proposal: that students can be provided with the support they need to be able to exercise leadership. This casts children and young people not as consumers or customers, but as partners in the enterprise of learning. Here schools are construed as learning communities where all community members can contribute and take the initiative to improve not only their own learning, but the learning of everyone, including their teachers.

This Handbook is welcome because it gives teachers the tools they need to make it happen. It is not a research report, it is not polemical; it assumes that there are some teachers who are already interested in fostering student leadership but just need a helping hand to realise this in practice. Others will come to understand the importance of student leadership when they see how learning can be enhanced and schools given new life. The tools that Amanda Roberts and Judith Nash give us in this handbook have been piloted and evaluated in secondary schools in Hertfordshire. They can be relied upon to help teachers to build a new partnership with their students.

It is time to put our trust in young people and allow them to show what they are capable of. By inviting them to exercise leadership we mobilise their energy and capabilities for the good of all.

David Frost
Leadership for Learning
University of Cambridge Faculty of Education

Contents

Introductory notes

Section 1 - Preparing the ground - developing teachers' understanding of student leadership

Programme leaders' notes

Copymaster	1	Pathway to participation
Copymaster	2	What sort of student leadership programme would suit my school?
Copymaster	3	Enhancing student participation in their learning
Copymaster	4	Student leadership: planning for impact
Copymaster	5	Letter to student leaders' parents/carers
Copymaster	6-7	Initial newsletter

Section 2 - Preparing the ground - developing students' understanding of student leadership

Programme leaders' notes

Copymaster	8	What do we mean by student leadership?
Copymaster	9	Student leadership: working in partnership to make a difference to my school
Copymaster	10	Thinking about ... being ethical
Copymaster	11	Student leadership charter

Section 3 - Opportunities for student leadership: the 4 strands

Strand 1: Developing dialogue

Programme leaders' notes

Copymaster	12	What can students tell us about learning?
Copymaster	13 -14	Tools to prompt student/teacher dialogue

Strand 2: Students leading lessons

Programme leaders' notes

Copymaster	15	What do we mean by learning?
Copymaster	16	How do we learn?
Copymaster	17	What makes a good lesson?
Copymaster	18	Planning for learning - Step 1
Copymaster	19	Planning for learning - Step 2
Copymaster	20	Planning for learning - Step 3
Copymaster	21	Planning your lesson
Copymaster	22	Leading a starter
Copymaster	23	Leading a plenary

Strand 3: Students observing lessons

Programme leaders' notes

Copymaster	24	The lesson learning ladder
Copymaster	25	Planning for lesson observation
Copymaster	26	Our agreed lesson observation protocols
Copymaster	27	Student lesson observation form
Copymaster	28	Feeding back after a lesson observation

Strand 4: Students contributing to curriculum development

Programme leaders' notes

Copymaster	29	Exploring the curriculum
Copymaster	30	Imagining your module
Copymaster	31	Planning your module

Section 4 - Evaluating impact and planning next steps

Programme leaders' notes

Copymaster	32	Student leadership certificate
Copymaster	33	Response to student leaders
Copymaster	34	Student leadership might lead to ...
Copymaster	35	Student evaluation sheet
Copymaster	36	Assessing impact
Copymaster	37	Teacher evaluation sheet

References

Introductory notes

Why would I develop student leadership in my school?

Schools are increasingly concerned to give young people a voice and, following the 'Working Together' guidance from the DCSF in May 2008, it seems likely that this requirement will be reinforced in statute. There is a danger that schools could respond in a tokenistic way, focusing on consultation rather than on finding ways to embed participation and influence. However, supporting the development of student leadership offers schools an alternative way forward, allowing students to work in partnership with their teachers to take an active role in the school improvement process.

What do we mean by student leadership?

Student leadership arises when students are involved in meaningful ways, both in and beyond the classroom, in making a difference to learning and teaching in their school. Students are provided with opportunities to demonstrate their talents and interests while continuing to develop new skills. In order to be effective, student leaders work in partnership with their teachers to develop their school as a learning community. They begin by exploring together the nature of learning and leadership and continue an ongoing dialogue which enables students to develop their leadership skills. In this way, students' capacity to influence their own and others' learning is actively increased.

What are the aims of this Supporting the growth of Students as Leaders programme?

The *Supporting the growth of Students as Leaders* programme is designed to:

- provide an opportunity for students to articulate their views about learning and leadership, developing their understanding whilst working in partnership with teachers
- develop students' and teachers' understanding of, and skills in, this partnership working
- support the development of strategies to enable students to take an active role in leading learning
- develop students' confidence as learners and leaders of learning
- develop students' ability to influence school policy and practice

What is the structure of the Supporting the growth of Students as Leaders programme?



The *Supporting the Growth of Students as Leaders* programme supports teachers in offering students various leadership opportunities, illustrated as strands on the branches above. Each student leadership strand can be developed as a stand-alone initiative or form part of a broader student leadership programme in your school.

The image of a tree at various stages of growth is used throughout the programme. This image reminds us that we need to prepare the ground for new initiatives. Things need good roots in order to grow strong. The stages in the life and seasonal cycles of the tree are also helpful in conceptualising stages in the development of student leadership. The tree may start as a small sapling but with the right conditions will grow tall and strong. It may look dead in winter but will flourish into leaf in spring and subsequently bear fruit. Student leadership equally may start small and not always immediately flourish, but with time, nourishment and care can grow into a powerful force for change in your school.

How is the programme supported?

Each separate strand of the programme may be supported by a different teacher or the whole programme may be supported by one member of staff who has oversight of all aspects of student leadership development within your school. For ease here we have assumed that one person - the *programme leader* - is leading the whole programme. The support of the Senior Leadership Team is key to the development of an ethos which nurtures sustainable student leadership policy and practice. Programme leaders will need to seek to secure this support as appropriate in their school context.

To help students to understand the concept of student leadership, we have introduced the character of *Jo* who is conceived as a student leader. Jo is used to prompt reflection by asking questions and providing commentary to stimulate the development of the leadership dimension of students' life in school.

Copymasters are provided for students and teacher use, together with *Programme Leaders' notes* and tools to help teachers to support and evaluate the growth of student leadership.

How are the student leaders identified?

The most appropriate way of identifying your student leaders will vary depending on the strands of leadership you are seeking to develop and the cohort you have chosen to work with. If you will be working with Year 10 Gifted and Talented group, for example, your student leaders have effectively been chosen. If you decide to offer the opportunity to your challenging Year 9 students or any interested student, you will need to consider ways of informing the student body of the opportunity on offer. Assemblies are a useful vehicle. Alternatively, you may wish to give initial information to your colleagues and ask them to follow up individually with students they feel would most benefit from the programme.

What is student/teacher partnership working?

Making a commitment to develop student leadership in your school involves re-thinking the student/teacher relationship. Some teachers may find the idea of student leadership uncomfortable. Student leadership does not, however, imply that students no longer respect their teachers nor that teachers' own rights and responsibilities are diminished. On the contrary, it seeks to develop opportunities for students to take an active role in improving their school as active partners with their teachers. As further reading of this handbook will make clear, student leadership is not possible without active teacher leadership. We believe that the agency of both teachers and students can be enhanced through this new kind of partnership working.

How will I see the impact of the Supporting the growth of Students as Leaders programme?

Evaluating the impact of any initiative is key to its success. It shows the areas that need to be built upon and those where it might be better to re-think. Possible impacts of the *Supporting the growth of Students as Leaders* programme are given on *Copymaster 4* and include:

- students developing greater understanding of the learning process
- students taking on an increasingly active role in their own and others' learning
- the experience and expertise of students being drawn upon as a resource for learning and school improvement
- students becoming key players in school self-evaluation
- students having the opportunity to participate in school-wide decision-making

Materials to help students to evaluate the impact of their leadership work are included throughout this programme. Tools to help you to evaluate the success of the programme from a teacher's point of view are also included. Analysing what is learned through the use of these evaluative tools will support you in continuing to develop an effective programme and a pedagogic culture in which teacher/student partnership working is seen as the norm and where student expertise is routinely drawn upon in the quest for school improvement.



Using this handbook

This handbook aims to provide you with the structure and resources to develop various strands of student leadership in your school. The handbook is divided into four sections:

Section 1 - Preparing the ground - developing teachers' understanding of student leadership

Section 1 offers the programme leader support in:

- planning the type of student leadership programme which is appropriate for your school
- developing teachers' understanding of partnership working
- informing the school community and students' parents about what students are doing and learning

Section 2 - Preparing the ground - developing students' understanding of student leadership

Section 2 supports the programme leader in helping students to understand the nature and associated rights and responsibilities of student leadership and partnership working.

Section 3 - Opportunities for student leadership: the 4 strands

Section 3 provides resources to help the programme leader to work with students on four strands of student leadership:

Strand 1: Developing dialogue
Strand 2: Students leading lessons
Strand 3: Students observing lessons
Strand 4: Students contributing to curriculum development

Section 4 - Evaluating impact and planning next steps

Section 4 supports the programme leader in:

- celebrating student achievement
- evaluating the current impact of the students' leadership activity and planning for next steps

Copymasters of models and proformas are provided in all sections and, where appropriate, have also been produced using the Microsoft Word programme to allow you to personalise if required. A programme leaders' notes sheet is also included in all sections, providing guidance on how copymasters might be used.

Section 1: Preparing the ground: developing teachers' understanding of student leadership

What sort of student leadership programme will suit my school?

Considering the benefits your school wants to achieve through student leadership will support you in choosing objectives for your work. You may find the following copymasters useful at this planning stage.

Copymaster 1	Pathway to participation
Copymaster 2	What sort of student leadership programme would suit my school?
Copymaster 3	Enhancing student participation in their learning

These copymasters prompt you to consider the current philosophy and practice in your school with regard to student leadership and will help you to develop a student leadership programme which is appropriate for your school in its current context.

Copymaster 4	Student leadership: planning for impact

This copymaster helps you to begin to explore and plan for the impact of student leadership in your school. You might choose to discuss with colleagues which impacts they would wish for and how you might work collaboratively to achieve them.

Keeping the school community informed

An initial explanation to the school community of what you are trying to achieve, together with regular updates on progress, is key to the success of any student leadership programme. Not only will this dispel any concerns but will enable you to call on colleagues, students and parents/carers for support.

Copymaster 5	Letter to student leaders' parents/carers

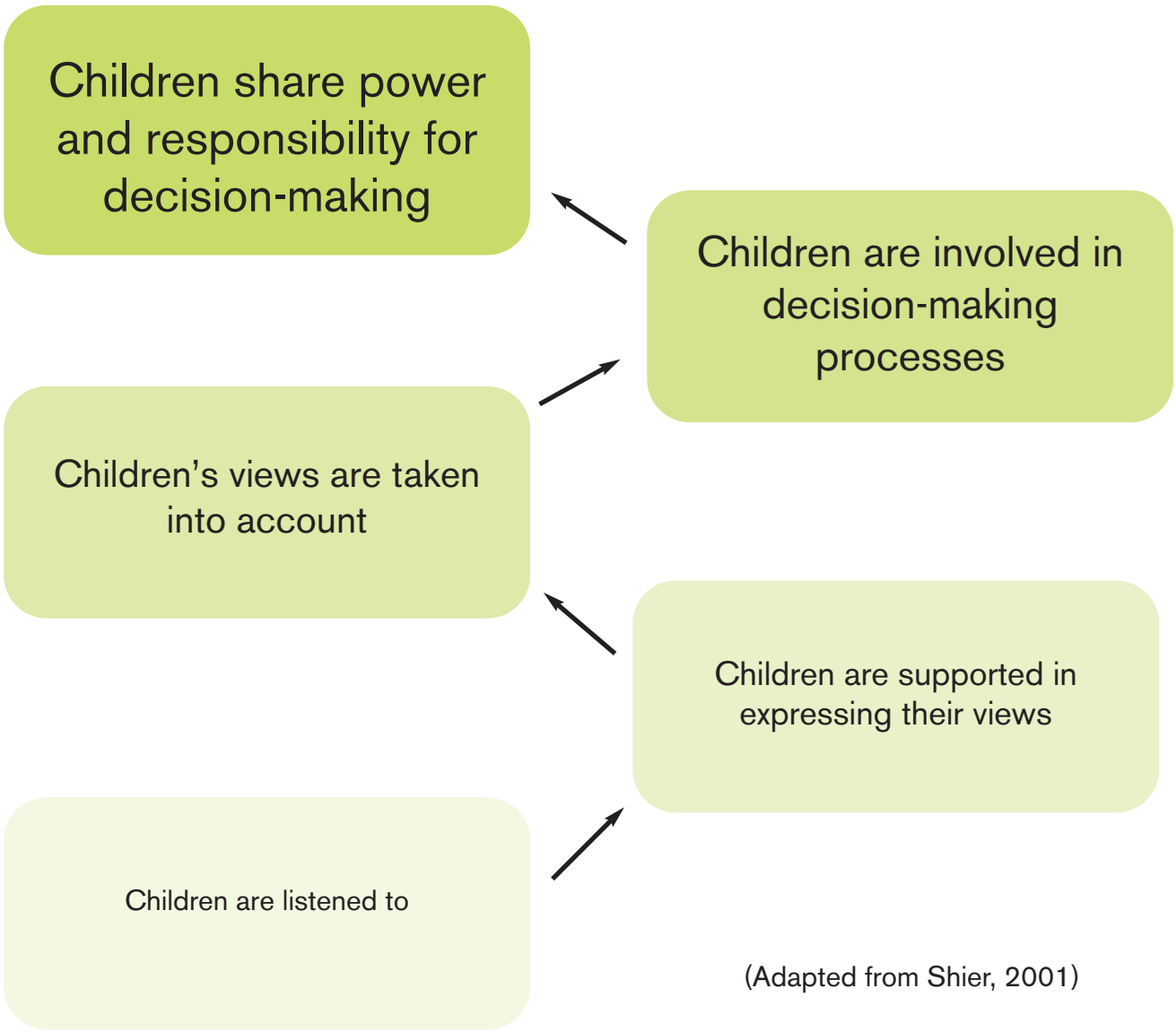
This copymaster can be adapted to share news of students' new role as leaders with their parents/carers.

Copymasters 6 - 7	Initial newsletter

This newsletter could be adapted to ensure that the school community are kept up to date with student leadership developments.



Pathway to participation



(Adapted from Shier, 2001)

Where would you locate your school on the pathway to participation?

Where would you want to be?

© Impact Educational Consultants Ltd 2010

What sort of student leadership programme would suit my school?

My school is keen to develop student leadership. Students are encouraged to be responsible for their own learning in school. They are expected to express their ideas and opinions in class and to stick to these opinions, even when they differ from the teacher's. They are also given the opportunity to lead parts of lessons such as the plenary. Students have a role to play in making the school a better place to learn. They contribute to the evaluation of whole-school learning and teaching policy and practice. Recently we have run a pilot programme giving students the opportunity to evaluate lessons.

Student leadership is well-developed in your school and there is the capacity to develop this still further. A student leadership programme which aims to make a difference to whole-school policy and practice may well be appropriate for you at this stage.

In my school, there are effective processes for involving students in their own learning. For example, teachers help students to understand the learning objectives for each lesson. Students are encouraged to ask questions and to express their own ideas and opinions in class in order to support their learning. They are also increasingly involved in decision-making about their learning. For example, they are given opportunities to decide their own learning goals or targets. The School Council has just started to make some contribution to formal discussions about whole-school development of learning and teaching.

Your school has some interesting programmes that enable students to influence learning and teaching. A student leadership programme which aims to make a difference to learning and teaching in individual classrooms may well be appropriate for you at this stage.

In my school, students work towards learning goals set by the teacher. Learning objectives are shared with students although not always explained. Students are encouraged to ask questions in class when they don't understand what they are to do or are confused about a concept which has been explained. Students are not generally asked about their learning experience although this occasionally happens when prompted by an external event such as an inspection. Students are not yet actively involved in whole-school discussions about learning and teaching.

Your school is still on its way to developing a clear concept of how students can influence learning and teaching. A programme which aims to encourage students to have a voice about the development of learning and teaching may be a good starting point for you.

© Impact Educational Consultants Ltd 2010

Enhancing student participation in their learning

Student participation in their learning is enhanced when:

- School structures are designed to encourage and support participation
- Student participation and influence are embodied in the culture
- The relationship between teachers and students is seen as a partnership for learning
- The experience and expertise of students are drawn upon as resources for learning and school improvement
- Teaching is responsive to the needs and interests of students and creates a space for a learning dialogue to occur
- Students are able to exercise choice and agency in all aspects of their learning
- Students have opportunities to participate in school-wide decision-making
- Everyone, including students, is encouraged to engage in systematic inquiry and reflection focusing on the nature of learning and the experience of schooling
- Students are key players in school self-evaluation, an ongoing process embedded at classroom, school and community levels

(Source: MacBeath, Frost, Frost and Pedder, 2008)

© Impact Educational Consultants Ltd 2010

Student leadership: planning for impact

Students

- Raises students' self-esteem
- Develops students' understanding of pedagogy
- Gives students a sense of agency
- Students become more engaged with school and school learning

Teachers

- Provides teachers with an insight into student learning
- Develops teachers' practice
- Provides teachers with a practical agenda for improvement
- Supports teachers in giving students more responsibility for their learning

School

- Develops a partnership-oriented relationship between teachers and students
- Develops a practical agenda for school improvement
- Develops the school as a learning institution
- Develops an inclusive approach to self-evaluation

© Impact Educational Consultants Ltd 2010

(Date)



Dear (name),

Students as Leaders programme

As you know at (school name) we are always keen to develop our students as learners. This year we are introducing a new way of involving students in the development of our school, through a Students as Leaders programme. (name) has been selected / (name) has volunteered to be a student leader.

The *Students as Leaders* programme is designed to:

- provide an opportunity for students to articulate their views about learning and leadership, developing their understanding whilst working in partnership with teachers
- support the development of strategies to enable students to take an active role in leading learning
- develop students' confidence as learners and leaders of learning
- develop students' ability to influence school policy and practice

We are very excited about this new opportunity to support young people in shaping the future of our school. We will be giving you regular updates on our student leaders' progress in (the school newsletter). If you would like any more information in the meantime, please do not hesitate to contact me.

Yours sincerely,

(Name)

Student Leadership Programme Leader

© Impact Educational Consultants Ltd 2010



Newsletter 1: (date)

Insert school logo

Students as Leaders

How can student leaders make a difference to our school?

Who are our student leaders?

Note: This copymaster is also provided as a WORD document for you to customise

© Impact Educational Consultants Ltd 2010

Planning for impact



Next steps

Look out for our next bulletin to find out how our student leaders are developing

Note: This copymaster is also provided as a WORD document for you to customise

© Impact Educational Consultants Ltd 2010

Section 2: Developing students' understanding of student leadership

How can I help students to understand the concept of student leadership?

Children are natural leaders but the idea of using and developing their leadership abilities in school may be new to them. You may find the following copymasters useful in initiating a discussion about student roles and the business of leadership. The copymasters can be used:

- to provide information
- to stimulate student reflection and support the development of understanding and decision-making processes
- to provide structures for planning and writing activities
- to develop students' confidence as learners and leaders of learning

Copymaster 8 What do we mean by student leadership?

Ask students to note down their views on student leadership. Discuss their comments. Take this opportunity to introduce Jo, a new student leader, who appears throughout the programme to prompt reflection.

Copymaster 9 Student leadership: working in partnership to make a difference to my school

This copymaster can be used to introduce the idea of partnership working and to stimulate initial thoughts on areas in which students could influence teaching and learning.

Copymaster 10 Thinking about ... being ethical

Use this copymaster to guide students to consider how ethical principles apply to their student leadership work.



Copymaster 11 Student leadership charter

Students can work in small groups to determine their rights and responsibilities as student leaders. Ideas can then be shared with the whole group and a charter drawn up.

What do we mean by student leadership?





Introducing Jo

Jo is a new student leader like you. He has just completed his first student leadership project. We will be hearing from Jo as we take part in our own student leadership projects. He may have some helpful hints for us!

© Impact Educational Consultants Ltd 2010

Student leadership: working in partnership to make a difference to my school



How do you think you could work in partnership with your teachers to make a difference to learning and teaching? Write each of your ideas on a new branch of the leadership tree.

© Impact Educational Consultants Ltd 2010

Thinking about ... being ethical

You need to act ethically in all your student leadership work. This means that your work must not harm the people involved by upsetting, offending or embarrassing them.



Read the comments about students' rights below. Do you have these rights as a student leader? What responsibilities do you have?

I have a right to tell everyone what I saw when I observed a lesson

I have a right to observe any lesson I want

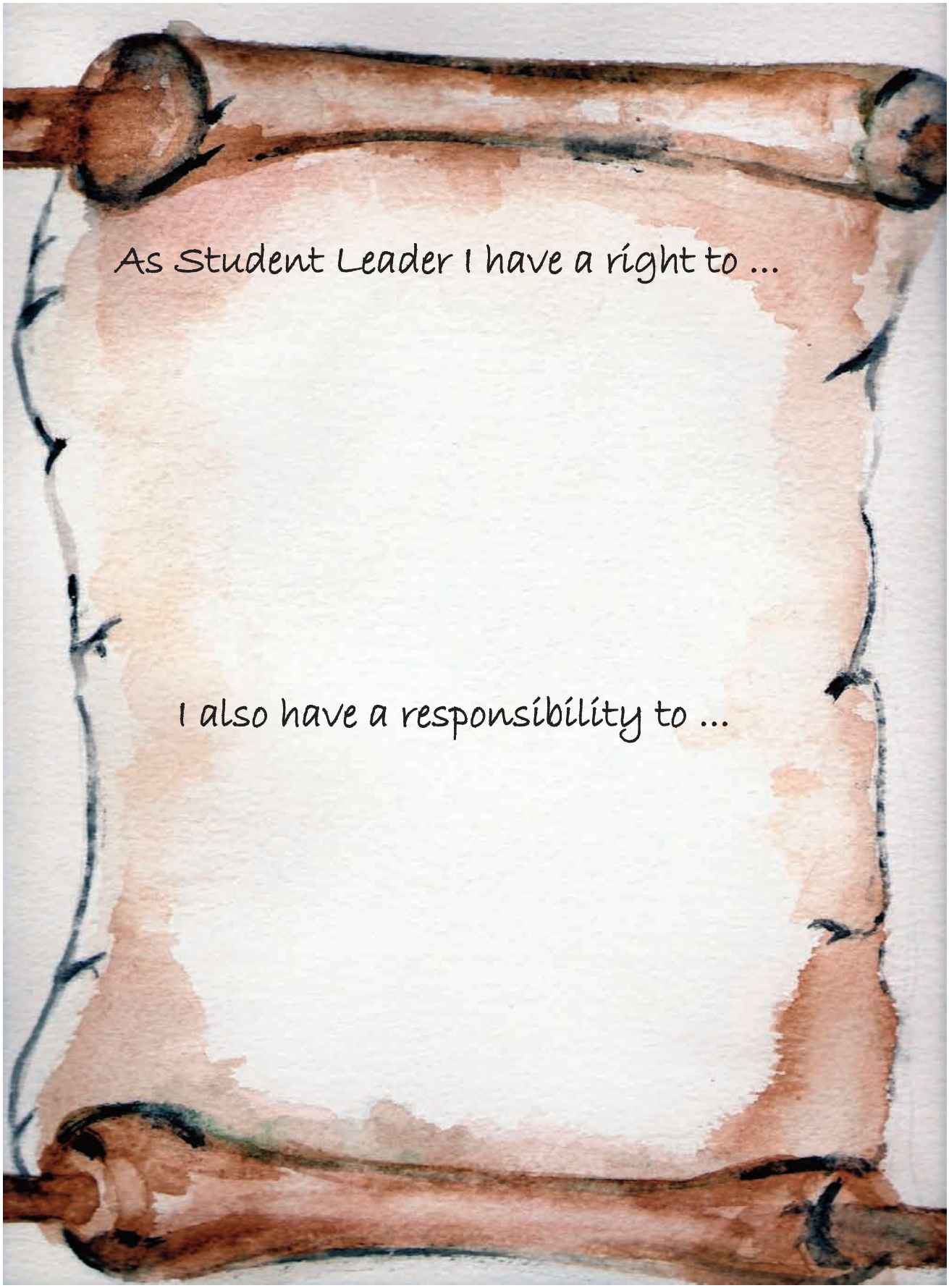
I have a right to make fun of my friends when they are leading a lesson

I have a right to tell my teacher when I think their lesson is boring

I have a right to decide what we learn in our lessons

© Impact Educational Consultants Ltd 2010

Student leadership charter



© Impact Educational Consultants Ltd 2010

Section 3: Opportunities for student leadership: the 4 strands

Students are now ready to begin to put what they are learning about student leadership into action. Four discrete strands of student leadership opportunities are offered here:

Strand 1: Developing dialogue

This strand offers ideas about ways in which students and teachers can explore what students know about learning through the development of an authentic dialogue. This renewed understanding can then be used as a platform for further student leadership activity.

Strand 2: Students leading lessons

This strand helps students to develop both their understanding of leadership and learning and the skills to plan and lead lessons.

Strand 3: Students observing lessons

In this strand, students learn how to put their developing understanding of learning and lessons to a different use, through observing lessons and feeding back to their teachers. In this way, students and teachers develop a practical, partnership approach to developing learning.

Strand 4: Students contributing to curriculum development

This strand supports students in identifying an area of learning they would like to explore and in developing a curriculum module which will allow them to do this. Students can then draw on skills they have developed in other strands to plan and lead lessons which fulfil the aims of their module.

Copymasters are provided in each strand to support student learning. A *Teachers' notes* sheet is also provided in each strand, giving guidance on how the copymasters might be used.





Strand 1: Developing dialogue

Strand 1: programme leaders' notes

The **aim** of this strand is to enable students and teachers to:

- explore what students know about learning
- develop student and teacher understanding of how they might initiate a dialogue about learning and teaching

Resources you will need:

Copymasters

12 What can students tell us about learning?

13/14 Tools to prompt student/teacher dialogue

How to use the resources

Copymaster 12 What can students tell us about learning?

Ask students to complete the diagram with aspects of the learning process which they feel they have an understanding of. You might want to ask colleagues to also complete the diagram with their views of what impacts on student learning. Sharing what students and teachers have written might stimulate an interesting dialogue about the potential for student influence on the development of learning and teaching.

Copymaster 13-14 Tools to prompt student/teacher dialogue

This copymaster could be used for various purposes:

- to help teachers to consider how they might stimulate more effective dialogue with students about learning
- to help students to consider how they could take an active role in teacher/student dialogue
- to help students to consider how they could encourage their peers to take an active role in teacher/student dialogue

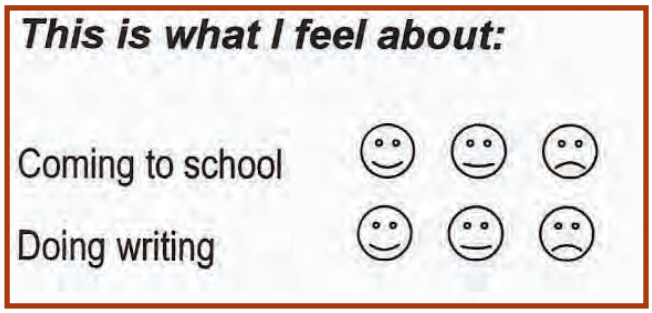
What can students tell us about learning?

e.g. the type of homework tasks which support learning



© Impact Educational Consultants Ltd 2010

Tools to promote student/teacher dialogue



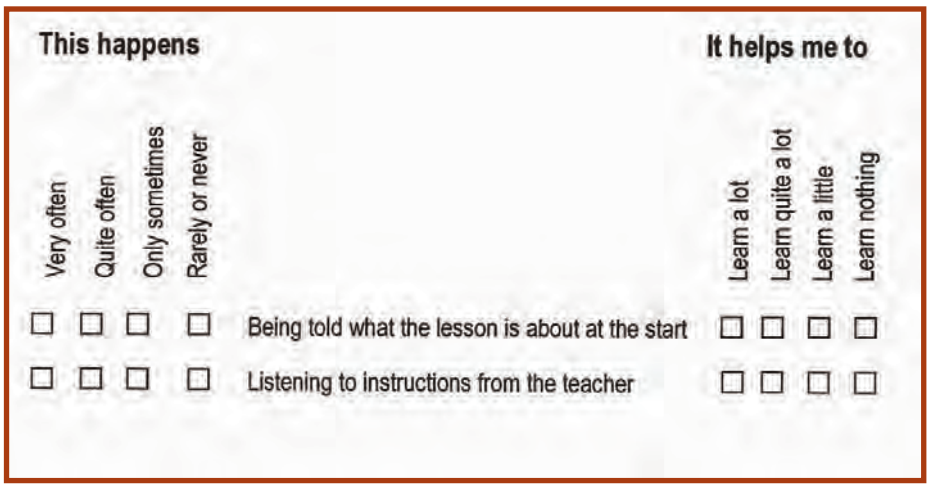
Source: MacBeath, Demetriou, Rudduck and Myers (2003)

How could these tools be used to stimulate student/teacher dialogue?

Talk-based approaches

- conversations
- discussions
- interviews

Which of these approaches would you use to promote student/teacher dialogue?



Source: MacBeath, Demetriou, Rudduck and Myers (2003)

??
??
??
??
??
??
??
??
??
??
??

© Impact Educational Consultants Ltd 2010

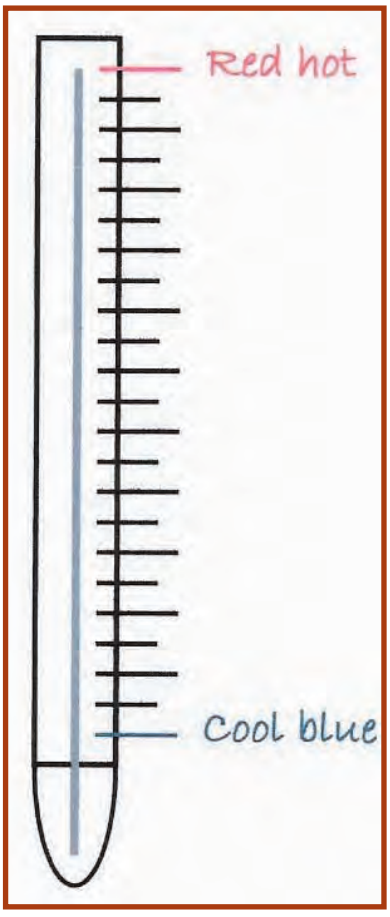
??
??
??
??
??
??
??
??
??
??
??
??

Would drawing be a useful tool to stimulate student/teacher dialogue?



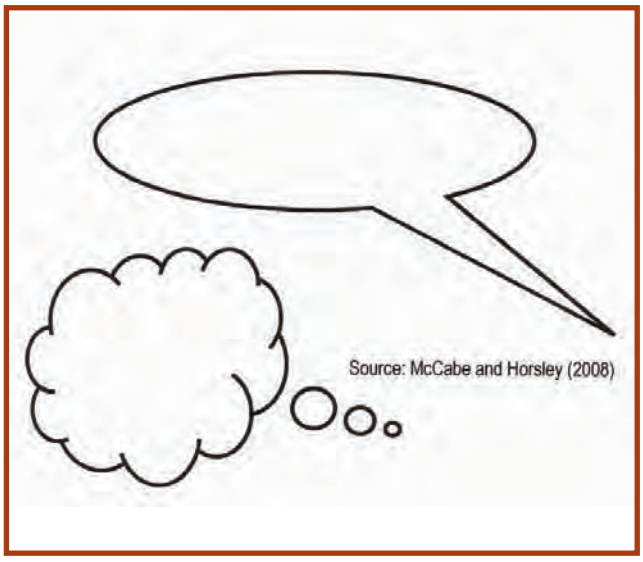
Students could draw something they feel strongly about in school and then talk about what they had drawn.

How do you feel about something? How good do you think you are at something? Mark your place on the thermometer.



Source: McCabe and Horsley (2008)

Would using the thermometer stimulate an interesting dialogue?



Would looking at the difference between what people feel and what they say stimulate an interesting dialogue?

© Impact Educational Consultants Ltd 2010



Strand 2: Students leading lessons

Strand 2: programme leaders' notes

The **aim** of this strand is to enable students to:

- explore what we mean by learning
- develop their understanding of how we learn
- plan and undertake a lesson in which they lead others' learning
- review how well their lesson supported learning

Resources you will need:

Copymasters

15 What do we mean by learning?
16 How do we learn?
17 What makes a good lesson?
18 Planning for learning - Step 1
19 Planning for learning - Step 2
20 Planning for learning - Step 3
21 Planning your lesson
22 Leading a starter
23 Leading a plenary

How to use the resources

Copymaster 15 What do we mean by learning?

This copymaster can be used to stimulate students to think about and then articulate what they understand by learning.

Copymaster 16 How do we learn?

Use this copymaster to support students' developing understanding of learning through challenging their current thinking about how we learn.

Copymaster 17 What makes a good lesson?

Students note down their response to a good lesson on post-it notes. These can then be stuck on the wall, reviewed and used to stimulate a class discussion.

Copymasters 18/19/20 Planning for learning - Steps 1/2/3

This series of copymasters can be used to develop students' understanding of the stages of lesson planning: planning the learning outcomes you want to achieve; structuring your lesson so that these learning outcomes are achieved and checking that learning has actually taken place.

Copymaster 21 Planning your lesson

Once students understand the lesson planning process, students and teachers can decide together which lesson/part of a lesson students might lead and then use this copymaster to plan it together.

Copymaster 22/23 Leading a starter/Leading a plenary

These copymasters give some ideas for starters and plenaries which students might choose to use or adapt.

What do we mean by learning?





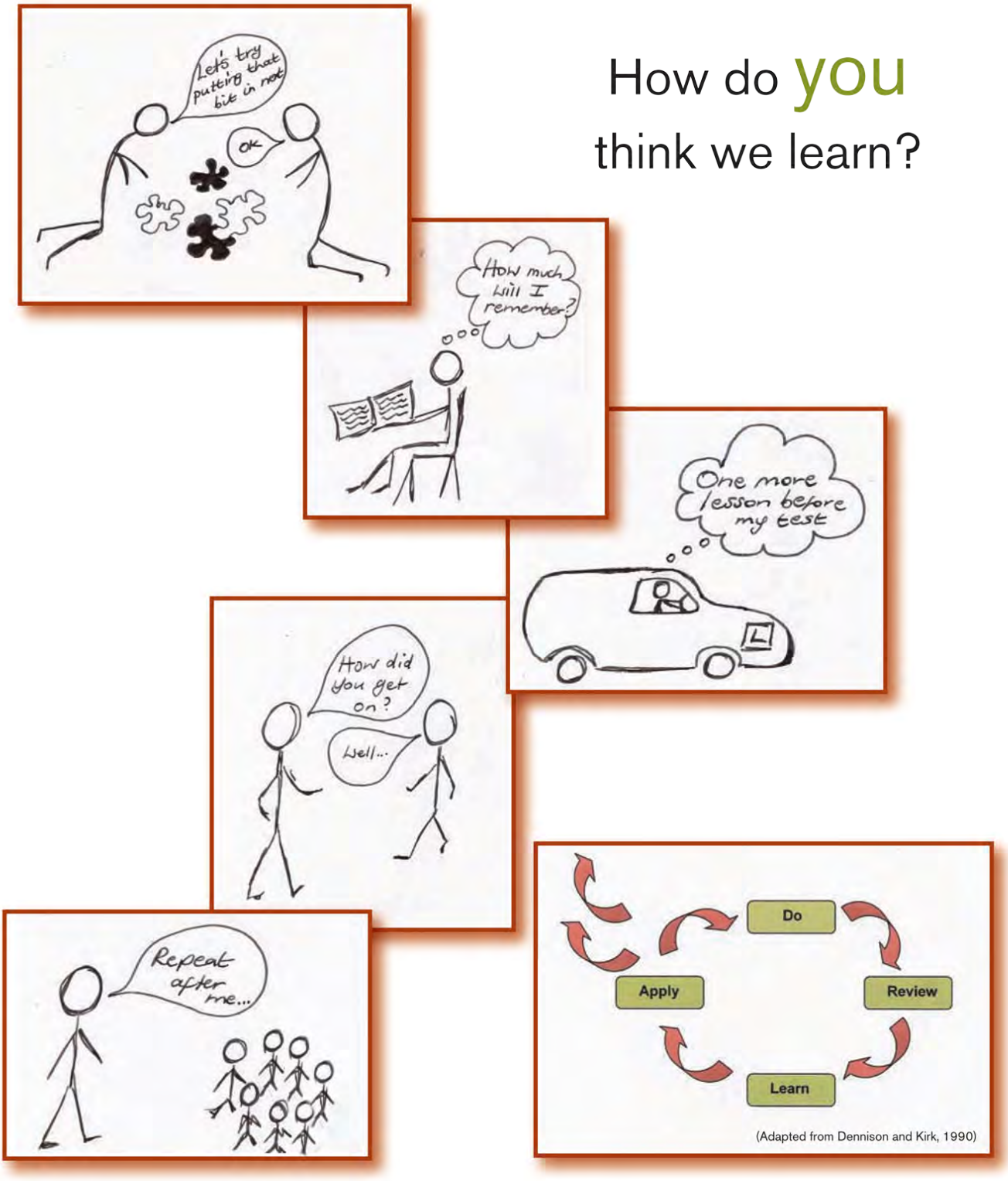
How does understanding learning help us to grow?

© Impact Educational Consultants Ltd 2010

How do we learn?

These pictures give a number of different views of the learning process.

How do you think we learn?



© Impact Educational Consultants Ltd 2010

What makes a good lesson?

What would you see in a good lesson?

What would you hear in a good lesson?

What would you feel in a good lesson?

Use the post-it notes on your desk to write down some ideas.



© Impact Educational Consultants Ltd 2010

Planning for learning - Step 1

Planning learning objectives and outcomes: What do you want students to know, be able to do and understand by the end of your lesson? What questions do you want students to be able to answer?

The first thing you need to do when planning your lesson is to decide on your lesson **objective**: what do you want the students to learn in your lesson? The next step is to plan the learning **outcomes**: what do you want students to know, be able to do and understand by the end of your lesson? What questions do you want them to be able to answer?

Imagine you are going to lead a lesson on bullying - you will be the Learning Leader for this lesson. You will need to write the lesson objective on the board for the students. Complete the sentences below to show what that lesson **objective** and **learning outcomes** will be.

Lesson objective: This lesson we are learning to .....

.....

Learning outcomes:

By the end of the lesson you will know .....

.....

By the end of the lesson you will be able to .....

.....

By the end of the lesson you will understand .....

.....

You might prefer to express your learning outcomes as questions:

By the end of the lesson you will be able to share your answers to the following questions:

.....

.....

.....

© Impact Educational Consultants Ltd 2010

Planning for learning - Step 2

Structuring your lessons to achieve the learning outcomes: What will happen in your lesson, when and why?

There are a number of parts or phases to a lesson. There are 3 phases in the lesson you are going to plan: Phase 1: Starter; Phase 2: Development and Phase 3: Plenary

Phase 1 - Starter

Starters last about five minutes. They are lively and engaging starts to the lesson. Students can practise skills and the Learning Leader can find out what students already know and what they still need to learn. Effective starters engage all students and establish a good atmosphere and pace and challenge for the lesson. They help students to see the big picture of that particular lesson in a sequence of lessons.





Phase 2 - Development

The Learning Leader tells the students what they will be developing and exploring in the lesson and what they will know, understand and be able to do by the end.

The Learning Leader gives students information or explains a new technique, strategy or skill.

Students then apply their new learning by:

- reflecting on it
- discussing it with other students
- undertaking an activity

© Impact Educational Consultants Ltd 2010

Planning for learning - Step 3

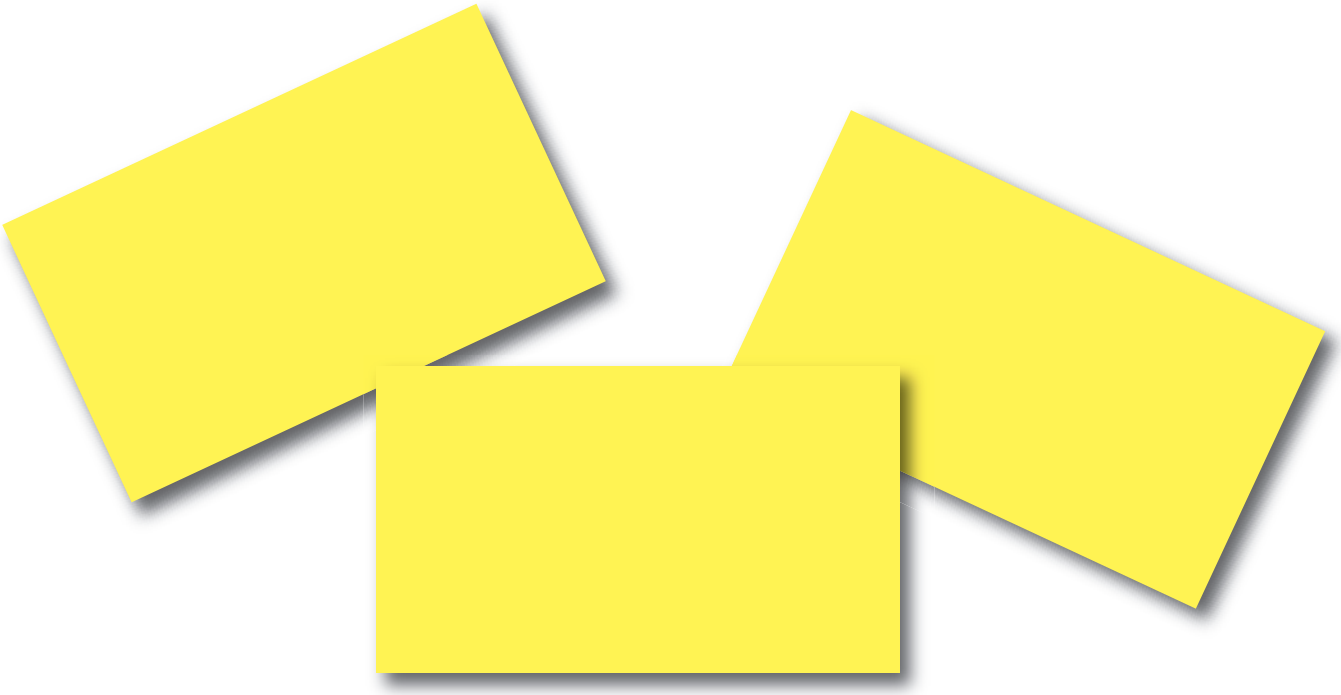
Checking the learning: How will you know what students know, what they are able to do and what they now understand at the end of your lesson?

Phase 3 - Plenary

Plenaries are used to draw together the learning which has taken place in the lesson. They help the Learning Leader to summarise and check what students know and what they still need to learn. They help students to remember what has been learned so that they can build on it next lesson. Plenaries can also be used to create a sense of achievement.

What do you think makes a really good plenary?

Write your ideas or examples of good plenaries on the post-it notes below.



How would these plenaries help students to learn?

© Impact Educational Consultants Ltd 2010

Planning your lesson

Subject: **Date:** **Class:**

Learning Leaders:

Lesson objective: This lesson we are learning to .....

Learning outcomes:

By the end of the lesson:

.....

.....

.....

Timing/ lesson phase	Groupings	What will the students be doing? What will the Learning Leader be doing?	Who will the Learning Leader be?

Learning Review

What went well .....

.....

It would have been even better if .....

© Impact Educational Consultants Ltd 2010

Leading a starter

Starters Prompt Cards

Race against the clock

Set the timer and see how many anagrams students can solve before the timer goes off.

Art inspiration

Show students a painting linked to the theme of the lesson and ask them what thoughts and feelings it inspires.

Tableau

Show students a mysterious or intriguing photograph to stimulate their interest. Use the 5 W words as prompts - Who? What? When? Where? Why?

Memory game

Students look at a list of words for a minute. Then create a story using the words to see how many they can remember.

Flow chart

Give students a flow chart of a process learned last lesson. Leave some of the boxes blank and ask the students to fill in the missing boxes.

What do you know?

Check prior knowledge by asking students to create a poster to show what they already know about a subject.

Continuum

Ask students to place themselves in a line along the room to show how strong their opinion is on a controversial topic. By talking to their neighbour they can move up and down the line.

Odd one out

Students are given words, phrases, numbers, images and are asked to identify the odd one out and justify their answer.

Argument

Ask students to prove or disprove a statement giving reasons for their point of view.

(Developed from Smith, Lovatt and Wyse, 2003)

© Impact Educational Consultants Ltd 2010

Leading a plenary

Plenary Prompt Cards

60 second challenge

Set a challenge by asking one student to talk for 60 seconds about what they have learned in the lesson.

An alien visitor

You have to teach an alien visitor what you have learned today. List three facts and five words they need to know. In a pair, practice teaching your list to each other.

Learning review

Each student completes the following sentences:
What I found **easy** about today's lesson was ...
What I found **difficult** about today's lesson was ...
What I **still don't understand** from today's lesson is ...
Next lesson I need to ...

Hot seating

Ask a volunteer to take the 'hot seat' - as an expert or a character - and invite the rest of the students in the group to ask them questions.

Thumbs up?

The Plenary Leader reads out each learning objective. Students give each objective **a thumbs up** if they think they have fully learned/understood it, **a level thumb** if they think they have partly learned/understood it, **a thumbs down** if they have not learned/understood it.

Let's sing it!

Take the key information from today's lesson and set it to the music of a well-known song.

Questions and answers

Ask the students to write down one question which was asked in the lesson today. Each student passes their question to another student and asks them to answer it.

And next lesson ...

What do you need to know next? What should be the learning outcomes for next lesson?

3, 2, 1 review

Write down:
- **One** thing I already knew
- **Two** questions I still want to ask
- The **three** most important things I have learned

(Developed from Smith, Lovatt and Wyse, 2003)

© Impact Educational Consultants Ltd 2010



Strand 3: Students observing lessons

Strand 3: programme leaders' notes

The **aim** of this section is to enable students to:

- explore the principles governing a lesson observation cycle
- develop their skills in observation and note taking
- develop their skills in sharing what they have observed with their teacher

Resources you will need:

Copymasters

24 The lesson learning ladder
25 Planning for lesson observation
26 Our agreed lesson observation protocols
27 Student lesson observation form
28 Feeding back after a lesson observation

How to use the resources

Copymaster 24 The lesson learning ladder

This copymaster can be used to remind students of the stages of learning in a lesson.

Copymaster 25 Planning for lesson observation

This copymaster can be used to stimulate a discussion with students about the principles of lesson observation. Students should be encouraged to think about issues which might arise at each stage of the cycle and what they might do to address them.

Copymaster 26 Our agreed lesson observation protocols

Students can complete this copymaster with a teacher, noting the agreed protocols for observing the lesson.

Copymaster 27 Student lesson observation form

Use this copymaster to remind students of three ways of responding to a lesson: seeing, hearing and feeling. Help them to develop an understanding of appropriate statements to use in the feedback process.

Copymaster 28 Feeding back after a lesson observation

Ask students to consider the answer to Jo's question: what might be the elements of a learning conversation? Students might then work in pairs to role play the feedback process: one student plays the lesson observer, one plays the teacher. Students should then reflect on what they learned from this process: How did it feel to give feedback? How did it feel to receive it? Was a clear way forward agreed? etc.

The lesson learning ladder

Phase 4 - Plenary
The teacher can use this phase to check what the students have learned - have the learning objectives been achieved?

Phase 3 - Student activity
In this phase, students are doing something to help them to learn - planning, talking, reflecting, undertaking an activity, questioning etc.

Phase 2 - Teacher input
The teacher can use this phase to give information, to ask questions, to direct student learning activities

Phase 1 - The starter
Starters can be used to engage students and to find out what they already know

The teacher decides on the **learning objectives** - what do we want students to know, be able to do and understand by the end of the lesson? What questions should they be able to answer?

© Impact Educational Consultants Ltd 2010

Planning for lesson observation

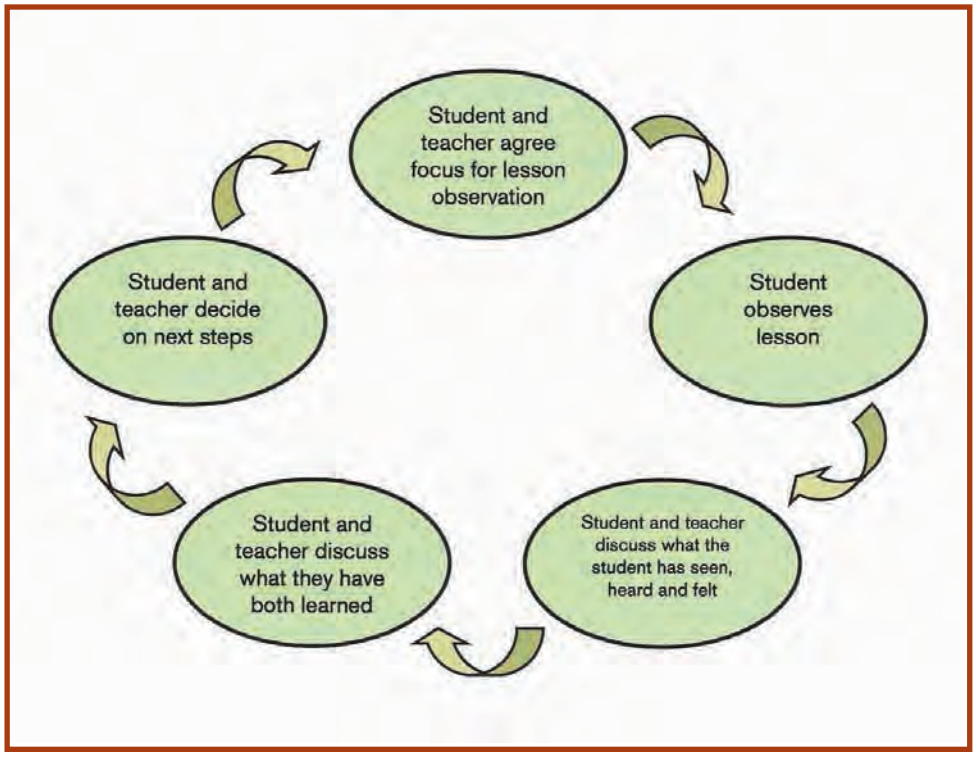
Principles of lesson observation

Lesson observation by students is a voluntary activity for both students and teachers and can be mutually developmental. It can lead to:

- improved understanding of the teaching and learning process for teachers and students
- a greater sense of student engagement with learning
- a greater sense of agency for students as they contribute to improvement in learning and teaching

Students are making observations and not criticisms. They should feed back in a positive way to teachers, dealing with any issues sensitively. Teachers should be open to students' comments, accepting them in a positive way rather than as critical commentary. Both students and teachers should act ethically, respecting the confidentiality of any information gained.

The lesson observation cycle



© Impact Educational Consultants Ltd 2010

Our agreed lesson observation protocols

Student and teacher agree focus for lesson observation

-
-
-

Student observes lesson

-
-
-

Student and teacher discuss what the student has seen, heard and felt

-
-
-

Student and teacher discuss what they have both learned

-
-
-

Student and teacher decide on next steps

-
-
-

© Impact Educational Consultants Ltd 2010

Student lesson observation form

Subject: **Date:** **Class:**

Teacher:

Lesson objective: This lesson students are learning to .....

Focus of the lesson

I will be looking at how.....

Comments

Reflecting on the lesson

During the lesson I saw ...

During the lesson I heard ...

During the lesson I felt ...

Learning review

What went well ...

-
-
-

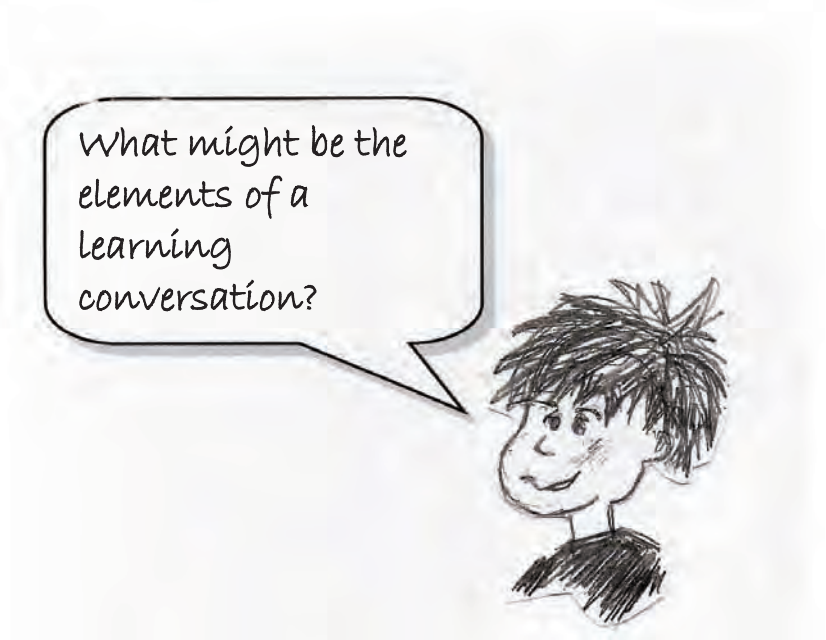
If I could ask the teacher to do one thing differently in the lesson to help students learn it would be ...

-

© Impact Educational Consultants Ltd 2010

Feeding back after a lesson observation

A discussion about what has been seen, heard and experienced in the lesson helps both the teacher and the student observer to learn more about learning and teaching. It is helpful for you as a student observing a lesson to think about how this **learning conversation** will be structured.



- Agree who is going to lead the conversation: would the teacher start the conversation or you?

- You might like to use the section *Reflecting on the lesson* on your observation form to guide the discussion:

  - What did you see in the lesson?
  - What did you hear in the lesson?
  - What did you feel in the lesson?

- You and the teacher should now review the learning that took place in the lesson. You might like to use the notes you made in the *Learning Review* section on your observation form.

- You and the teacher should end by reviewing the observation process, considering what went well and what could be improved next time.

© Impact Educational Consultants Ltd 2010



Strand 4: Students contributing to curriculum development

Strand 4: programme leaders' notes

The **aim** of this section is to enable students to:

- explore which areas of the curriculum they would like to know more about
- develop learning outcomes for a module based on one of these areas of interest
- plan how to support students in achieving these learning outcomes in a three lesson module

Resources you will need:

Copymasters

29 Exploring the curriculum
30 Imagining your module
31 Planning your module

How to use the resources

Copymaster 29 Exploring the curriculum

Use this copymaster to stimulate students' thinking about areas of learning they enjoy and things they would like to know more about. Students can complete the yellow boxes on this copymaster or write their thoughts on post-it notes. Students with similar areas of interest can then be grouped together to begin to imagine and plan their module of work.

Copymaster 30 Imagining your module

Ask students to choose one of the areas they would like to learn more about to develop into a module of work. Students should then begin to think about the learning outcomes they want from their module by completing the sentences in the green boxes.

Copymaster 31 Planning your module

The learning outcomes for their module which students began to develop on Copymaster 30 can be refined here. Students should then plan how these learning outcomes will be achieved by deciding on the aims for each lesson in their module. Next they should plan the key questions which will feature in the lesson and the resources which will support students in considering these questions. Finally they should plan how these resources might be used.

Students should then move on to plan their lessons using the lesson planning materials provided in Strand 2.

Exploring the curriculum

A school curriculum is everything which promotes students' intellectual, personal, social and physical development. Some parts of the curriculum are organised into lessons. You are being given the opportunity to plan one module (a series of lessons) - to decide what you need to learn and why and to design some resources to help you to learn it.

The first step is to think about which parts of the curriculum you like because they help you to understand something better or to develop your skills in some way. You might want to start by choosing a subject area - English, Science or PHSE for example. You can then think about an area of the curriculum in that subject which you would like to develop further.

I like learning

about why people belong to gangs

because it helps me to

think about the choices of friends I make

I would like to learn

more about bullying

because it would help me to

do the right thing if someone I knew was being bullied

I like learning

.....

because it helps me to

.....

.....

I would like to learn

.....

because it would help me to

.....

.....

I like learning

.....

because it helps me to

.....

.....

I would like to learn

.....

because it would help me to

.....

.....

© Impact Educational Consultants Ltd 2010

Imagining your module

You have thought about some things you would like to learn more about. You now need to choose one of these areas to develop into a module of work. This module will consist of three lessons. You will help to design these lessons and to produce the resources which will be used to support student learning in three lessons.

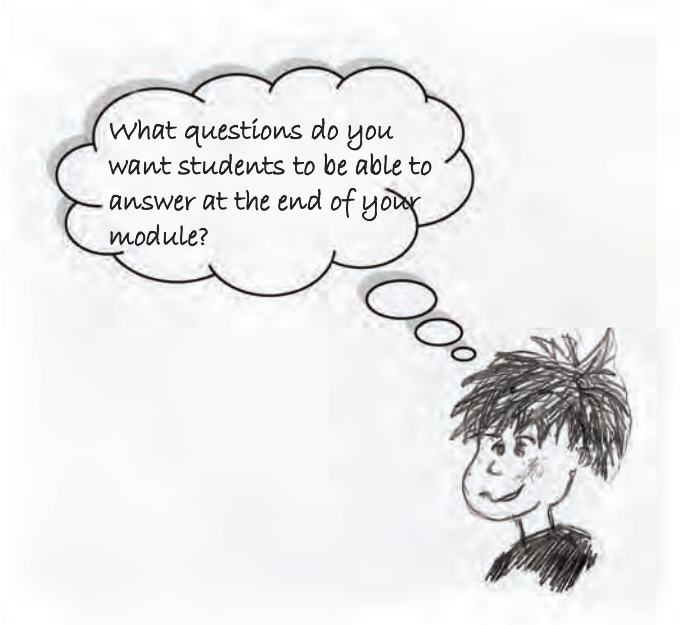
I would like to learn

.....

because it would help me to

.....

.....



I would like my module to help students to think about:

.....

.....

.....

I would like my module to help students to take the following actions:

.....

.....

.....

I would like my module to help students to learn:

.....

.....

.....

© Impact Educational Consultants Ltd 2010

Planning your module

The learning outcomes of my module:

1. .....
2. .....
3. .....

Module Planner

Lesson number	Key questions	Supporting resources to be produced	How will the supporting resources be used?
Example lesson **Aim:** To develop students' understanding of what bullying is	1. What do you think the word bullying means? 2. Can you give any examples of bullying? 3. Whose responsibility is it to stop bullying?	1. Spider diagram sheet with 'What do we mean by bullying?' in the middle 2. Set of cards with a paragraph on each card about a different bullying situation.	1. Each student completes a spider diagram individually. They then share their ideas in pairs and then as a class. 2. Students work in pairs. They read each card in turn and discuss who was responsible in each situation.
Lesson 1 **Aim:**			
Lesson 2 **Aim:**			
Lesson 3 **Aim:**			

© Impact Educational Consultants Ltd 2010

Section 4: Evaluating impact and planning next steps

The *Supporting the growth of Students as Leaders* programme is designed to:

- provide an opportunity for students to articulate their views about learning and leadership, developing their understanding whilst working in partnership with teachers
- develop students' and teachers' understanding of, and skills in, this partnership working
- support the development of strategies to enable students to take an active role in leading learning
- develop students' confidence as learners and leaders of learning
- develop students' ability to influence school policy and practice

It is important that programme leaders regularly evaluate the degree to which these aims are being realised. This will then support both amendments to your current student leadership programme in terms of approaches and resources and planning for future programmes.

Some *Copymasters* to support this section have also been produced using the Microsoft Word programme so that you can adapt them to suit your own use.

Celebrating student achievement

Celebrating their achievement is a great motivator for students to continue to undertake leadership activities and to contribute to the forward movement of the school. Tangible evidence of student achievement such as certificates or badges can be effective in promoting student self-esteem and in raising the school community's awareness of the student leaders' work.

You might wish to adapt Copymaster 32 Student leadership certificate and use it to begin the celebrations!



Sharing the learning

You may want to invite students to feed back to members of the school community on what they are learning through their leadership work. Such meetings can also be useful for planning next steps in developing student leadership together. Copymaster 33 Response to student leaders can be used by teachers, senior leaders, the School Council etc. to feed back responses to student leaders, together with likely next steps.

Evaluating impact

It is important that both students and teachers evaluate the impact of the student leadership work which you are undertaking in your school. This will allow you to see what difference has been made on a variety of levels.

Student evaluation

It may be useful to focus on developing student awareness of the impact of their leadership activity on the students themselves, on the school and on those outside of the school. Copymaster 34 Student leadership might lead to ... can be used to stimulate a discussion with students about the fruits of their leadership activity. You may also wish to gain student views on the impact of the student leadership programme itself by using Copymaster 35 Student evaluation sheet.

Teacher evaluation

You may wish to use the following copymasters to inform your evaluation of the programme from teachers' viewpoints:

Copymaster 34 Student leadership might lead to ...

Copymaster 36 Assessing impact

Copymaster 37 Teacher evaluation sheet





Insert school logo

This is to certify that

(Name)

has successfully taken part in a

Students as Leaders

project

We look forward to working with (name) as (he/she) continues to make a difference to our school.

Signed: .....

Date: .....

© Impact Educational Consultants Ltd 2010

Response to student leaders



From: Date:

To: Student leader: (Name)

Thank you (name) for recently presenting your student leadership work to us and for discussing your ideas with us. We thought you might like a record of the discussion we had, outlining our reaction to your ideas and our thoughts on what might happen next.

Our reflections on the ideas you presented to us:

What might happen next?

We will ...

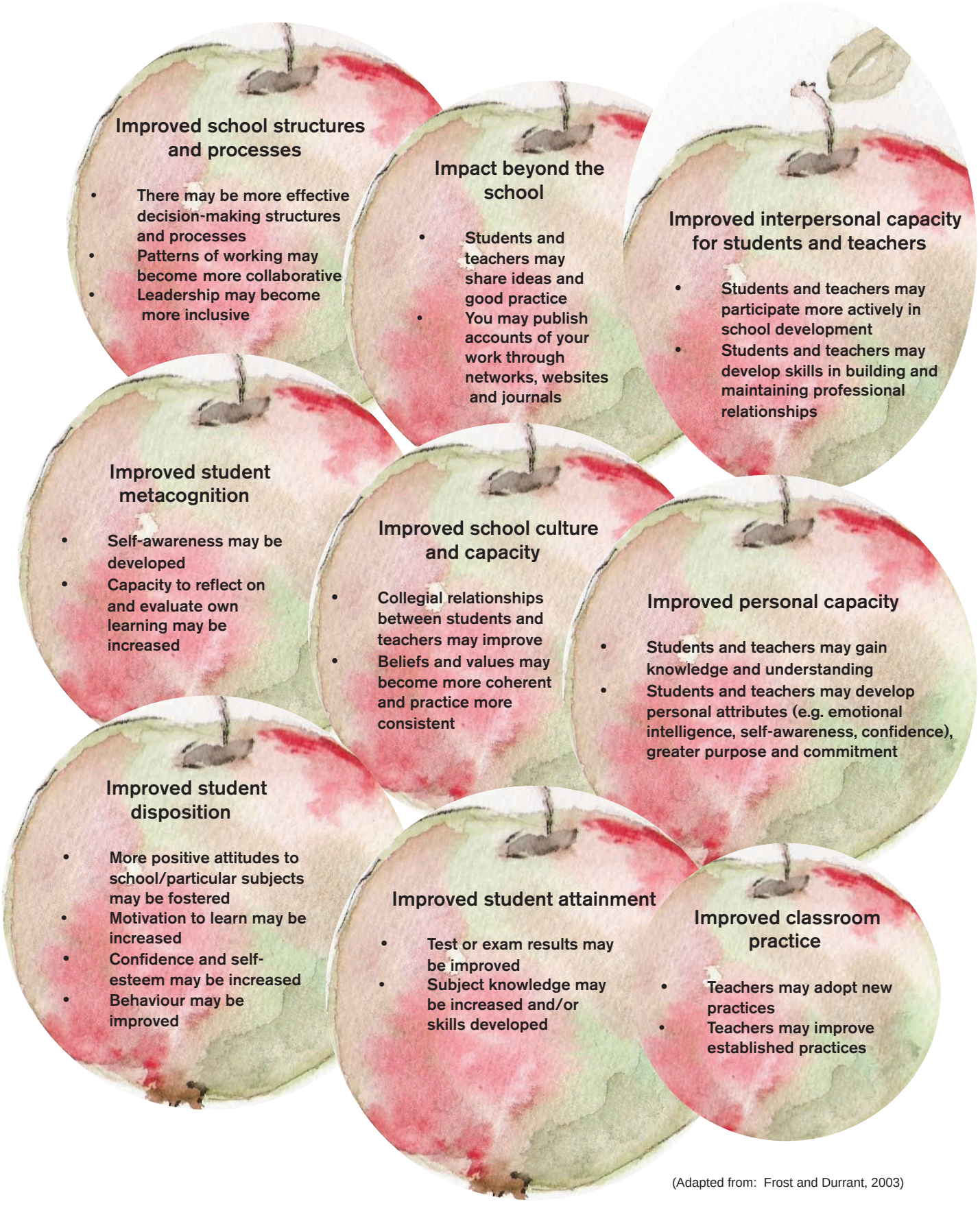
You will ...

Thank you for all your work so far. We look forward to continuing to work with you to improve learning and teaching in our school.

Note: This copymaster is also provided as a WORD document for you to customise

© Impact Educational Consultants Ltd

Student leadership might lead to ...



(Adapted from: Frost and Durrant, 2003)

© Impact Educational Consultants Ltd 2010



Supporting the growth of Students as Leaders programme

Student evaluation sheet

Name:

I wanted to be involved in the Students as Leaders programme because ...

The programme was interesting because ...

It would have been even better if ...

From being a student leader I have learned ...

The most important impact of this programme on me as a person is ...

So far, I think my leadership work has had other impact on ...

Thank you for sharing your views with us

© Impact Educational Consultants Ltd 2010

Assessing impact:

How can you tell that something has changed?



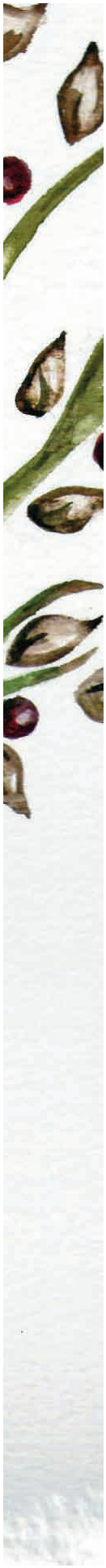
Impact means that something has changed. Someone has done or said something which has had an effect, a difference has been made. This difference is not always easy to quantify, to describe or even point out to others but you know that it is there. It might be that something looks different, something feels different, people say something is different. You might choose to use the format below to capture aspects of change brought about through your student leadership work.

What *looks* different?	What is different about it?	How can this change be captured?	How can this change lead to further change?
e.g. Displays in English classrooms	There are more displays of NC descriptors, 'translated' by students in classrooms	Photographs of the displays	Through sharing with other Faculties how students are using the new displays to help them to move to the next level

What *feels* different?	What is different about it?	How can this change be captured?	How can this change lead to further change?
e.g. Student representatives' responses in School Council meetings	Students appear to be more enthusiastic about giving their views	More ideas/ discussion recorded on the minutes	Through stimulating still more comments when the minutes are shared with other students

What do people *say* is different?	What is different about it?	How can this change be captured?	How can this change lead to further change?
e.g. Motivation of Year 9 students	Teachers say that Year 9 students are now more actively involved in lessons	Through work scrutiny and lesson observation	Through discussion of what the work scrutiny shows - does an increase in motivation lead to higher levels of attainment or presentation?

© Impact Educational Consultants Ltd 2010



Supporting the growth of Students as Leaders programme

Teacher evaluation sheet

Name:

I chose to be involved in this programme because ...

The following aspects of the programme have been successful:
(Please give reasons for your response)

It would have been even better if ...

From this programme I have learned ...

The most important impact of this programme on me as a person is ...

So far, I think the *Students as Leaders* programme has also had impact on ...

Thank you for sharing your views with us

© Impact Educational Consultants Ltd 2010

References

Department for Children, Schools and Families (2008) *Working together: listening to the voices of children and young people*. London: DCSF.

Dennison, B. and Kirk, R. (1990) *Do, review, learn, apply: A simple guide to experiential learning.* Oxford: Blackwell.

Frost, D. and Durrant, J. (2003) *Teacher-led Development Work: guidance and support.* London: David Fulton.

MacBeath, J., Demetriou, H., Rudduck, J. and Myers, K. (2003) *Consulting pupils: A toolkit for teachers*. Cambridge: Pearson Publishing.

MacBeath, J., Frost, D., Frost, R. and Pedder, D. (2008) The Influence and Participation of Children and Young People in their Learning (IPiL) project, report for the GTCE, accessed 20th January 2009 at www.gtce.org.uk/research/commissioned_res/pupillearning/

McCabe, A. and Horsley, K. (2008) *The Evaluator's Cookbook.* London: Routledge.

Shier, H. (2001) 'Pathways to participation: openings, opportunities and obligations. A new model for enhancing children's decision-making in line with Article 13.1 of the UNCRC'. *Children and Society*, 15(2) pp. 107-117.

Smith, A., Lovatt, M. and Wyse, D. (2003) *Accelerated Learning: A User's Guide.* London: Continuum.

Published by

Leadership for Learning: The Cambridge Network
University of Cambridge
Faculty of Education
2010

To obtain further copies email:

lfl@educ.cam.ac.uk

or visit the website at:

http://www.leadershipforlearning.org.uk

ISBN no. 978-0-9560861-4-3