

Chapter 6: Responsibility and engagement through community awareness, service and student leadership

“ As our society has become information rich, it has become action poor... As affluence has increased, the young person's environment has become impoverished for responsible and productive action, or any action that tests and develops them... There is more in us than we know if we could be made to see it; perhaps, for the rest of our lives we will be unwilling to settle for less. ”

Kurt-Hahn, 1886-1974

Overview

This chapter considers ways that schools can broaden students' educational experiences through activities designed to nurture confidence, responsibility, compassion, wisdom, innovation and collaboration. It builds on some of the ideas considered in Chapter 5 on wellbeing and in Chapter 2 on the co-curricular programme.

Challenge education

Kurt Hahn was an influential educational thinker who inspired the development of the Round Square conference of schools, the United World Colleges, the Duke of Edinburgh's International Youth Award and the Outward Bound movement. Hahn believed that appropriate challenges beyond the classroom provided unique experiences for the development of character and compassion. Those challenges included community service, outdoor pursuits and craftsmanship. It is interesting to reflect on what Hahn would have thought of the modern global information age – the quote at the start of the chapter is from the 1960s, and even then he was expressing concern for student inactivity due to an abundance of information.

Most education in schools focuses on developing academic competencies. If the only learning contexts that students experience are classrooms, formal teaching, books and

the internet then students' development of all-round practical competencies will be constrained. Challenge education supports cognitive and affective development by challenging students to use critical thinking and problem-solving skills in contexts with which they are not particularly familiar, often working in teams, with powerful emotional engagement.

Challenge education, therefore, is an excellent way of supporting the development of collaboration and leadership. In completing a service learning activity or an expedition (or many other co-curricular activities such as team sport or playing in an orchestra) success is dependent on the whole group performing well. This often requires students to act as leaders, demonstrate resilience and practise their social skills.

Vygotsky's zone of proximal development, considered in Chapter 1, is primarily used for pitching academic tasks at precisely the right level of difficulty. The same concept can be applied to challenge education. Activities that fall comfortably within a student's current capabilities will not develop new competencies. Equally, schools have a responsibility to ensure that students can grow and learn through the experience and do not feel overwhelmed by expectations or situations that are too demanding.

The extent to which a school will wish to engage with these ideas depends on its vision and educational aims. It is perfectly reasonable for a school to have the sole aim of developing academic competences. That said there is much that can be achieved by small changes in orientation and practice. Challenge education does not have to involve expeditions to the great outdoors. Community awareness and service should prioritise local environments and much can be achieved through encouraging student participation in activities offered in the local community so that the school does not have to organise everything itself.

Responsibility involves cultivating wisdom

A responsible, wise person reasons on the basis of secure emotional states and their actions are based on positive personal values. In the learner attribute of responsible, the idea of wisdom is implicit. Wise people need to be knowledgeable, creative and intelligent, but they have the capacity to apply these responsibly based on positive

values, towards the common good. They make good choices, both for themselves and those around them. As Sternberg (2009, pp. 20–21) points out:

'Wisdom is not just about maximising one's own or someone else's self-interest, but about balancing various self-interests (intrapersonal) with the interests of others (interpersonal) and of other aspects of the context in which one lives (extrapersonal), such as one's city or country or environment.'

Being knowledgeable is usually associated with academic understanding. Being wise goes beyond this to include notions of living well, making good decisions, being compassionate and caring about the community and others. The first place to start nurturing wisdom and responsibility is in the school, with the creation of a supporting learning environment and clear codes of behaviour. As always, the most important influence on students are teachers and school staff as role models. Schools must have a well-articulated and clearly understood value system across the entire community that forms the basis upon which the school functions and informs relationships both within and beyond the school.

In some cases schools market values and educational principles without sufficient attention to their implementation. Schools must attempt to put their values into action by clearly saying what they mean and meaning what they say. Beyond this it is possible to organise and create a co-curriculum that nurtures powerful learning experiences, the focus of this chapter.

Community service: service learning

The term service learning is sometimes used to describe experiential learning that occurs through meaningful, useful, structured and reflective community service. Some writers distinguish *service learning* from *community service*, emphasising the broad learning dimensions implied in the former including personal, social and cognitive development.

Good service learning programmes emphasise personal and community awareness as well as service. Students need to learn to understand how actions are based on personal values and to reflect on and question their own values. If learners are to grow as individuals, it is essential that they engage with their own values and do not see service as a requirement or chore. They need to spend time and effort understanding the

purpose of service learning, developing a more sophisticated understanding of the individual as part of the community, developing a sense of responsibility, for themselves and others, and an appreciation of the value and rewards of giving.

At the heart of all good service learning, therefore, is reflection. Students need to think critically and creatively, individually and in groups, about service learning expectations and experiences. The intention is to equally benefit the provider and the recipient of the service. It is important for students to understand that people from different backgrounds, in particular those less privileged, will have something to teach them.

Well-planned and managed service learning and community service programmes have a number of benefits to the community and the individual. These include:

- Developing a sense of wellbeing from helping others.
- Physical and mental health benefits, particularly in older volunteers (see CNCS, 2007), but starting young will help encourage students to see this as a life-long activity. Interestingly some research seems to suggest that the motivation for doing service is a critical factor in determining the health benefits to the giver. If the motivation is altruism the benefits are stronger than if it is obligation or duty.
- Engaging students with the community increases social awareness, self-awareness and a sense of responsibility.
- Developing communication, collaboration, leadership and other intra and inter-personal skills.
- Understanding social issues relevant to their communities and developing a greater understanding of and appreciation for diversity
- Enhancing students' applications to higher education and the workplace.

Service learning should be celebrated. The form this celebration takes needs careful thought and can vary depending on the age of students. Recognising student accomplishments through badges or awards can be a good motivator, but only if the student values their participation intrinsically rather than seeing it as an obligation that is imposed on them. Schools can celebrate service learning, and other valued co-curricular learning activities, by making them a regular part of school communications and discussion. Students who do creative and valuable things need to be appreciated,

not just those who are high academic achievers. The culture of the school needs to evidence regular, sincere and widespread dialogue around service learning. The important role teachers play in modelling this through their behaviour and actions cannot be overstated.

Service learning ideally should be linked to a student's passions, personal goals and ambitions. There are plenty of opportunities for those with particular skills to apply them to service learning. IT skills can be used to develop helpful IT products or to train others. Students with aptitudes in disciplines like languages and mathematics can tutor others. Performing artists can provide entertainment and have their art inspired from activities in the community. Student leadership and entrepreneurial experience can be nurtured.

'Under the sea' mural created by students at the British School in Colombo, Sri Lanka (*case study 11*)



Case study 11:

Using art to make a difference at the British School in Colombo, Sri Lanka

This case study focuses on Year 6 students at the British School in Colombo and their community service project. The project was multi-phased: children painted art murals and provided donations to the Lady Ridgeway Hospital for Children, a government-funded children's hospital in central Colombo. The Lady Ridgeway Hospital is one of the largest public hospitals in Sri Lanka, and the project focused on the ward in which children receive occupational therapy.

While the main objective was to assist the hospital, children were able to develop and strengthen all five Cambridge learner attributes by gaining a deeper understanding and awareness of the needs of their community, including the experiences of those from varied socio-economic backgrounds.

Why this project?

The project was chosen as it involved children and would benefit the Year 6 students personally, as well as providing outreach to an important service in the British School's direct community. Year 6 students were chosen to participate in the project, being the most senior grade in the Junior School, and it would provide a foundation for the many community service projects and societies they are exposed to in the Senior School. The ward required a 'new look' to make it more welcoming to the young patients. It was decided that the Year 6 students would paint a variety of murals depicting child-friendly themes such as 'Under the sea' and 'A drive through the countryside'. Rather than just collecting and donating money to the hospital, it was a unique opportunity for the students to engage in a hands-on project that directly benefited the community. It was also a way for them to interact and experience a new environment but put into practice the Cambridge attributes they have been developing daily at school.

Case study 11: continued

Attributes developed

Due to the multi-faceted and extensive nature of the project, all five Cambridge attributes were built upon and strengthened over the year. When the project was first introduced to the Year 6 students, they were immediately challenged with producing ideas for fundraising money for the paint and other necessary equipment. From the outset, student responsibility was demonstrated as they had to work independently or in small groups to devise their proposals for fundraising. The first fundraising event the students held was a bake sale in which they independently designed advertising posters, and then brought and sold food to their peers with minimal parent and teacher guidance. The bake sale increased community awareness of the project and gave all Year 6 students the opportunity to speak to their peers, teachers and parents about their assignment. After raising a significant sum of money, students then responded positively by volunteering in large numbers to visit the hospital and assist in the painting.

In the next stage of the project during the hospital visits, children had to organise themselves to be ready to leave school at the end of the school day. Once inside the hospital, children demonstrated responsibility by organising the paint, moving furniture, following instruction and painting the walls carefully. In order for the project to run smoothly, students put themselves into groups, developing leadership skills such as teamwork, independence, focus and decision-making. Students were also given the opportunity to reflect, not only on the task and the benefit to the wider community, but also the skills required for undertaking painting on a foreign surface in a new, unfamiliar setting. Self-awareness and monitoring was also developed, as children had to conduct themselves maturely and not disrupt the running of the hospital.



Year 6 students: Using art to make a difference

Case study 11: continued

Student perspectives

The Lady Ridgeway project benefited student growth and development. It was a rewarding experience in which children gained satisfaction and a greater awareness of the society in which they live.

Eugene, a student who was new to the school, began fundraising by selling cake and stationery in her apartment building with the help of her family and friends. She said: 'When I was in the Lady Ridgeway Hospital, I didn't just feel the joy of painting but the happiness of helping a hospital for children. It was my first project – volunteering and helping out the hospital is one of my biggest achievements in Sri Lanka. I will never forget the experience.'

Adithi, another student who worked on the project throughout the year, said: 'I felt as though I was making an impact. To be able to paint the walls with bright, uplifting pictures and to then see the children who were there to receive therapy in the ward look curiously and happily at the improved ward was one of the most memorable and beautiful feelings. The Lady Ridgeway project was one of the best things that happened in Year 6 and the amount of work we had done made me feel proud.'

The partnership between the Lady Ridgeway Hospital and the British School in Colombo is ongoing, with current Year 6 children also contributing to the project. Students receive an enriched, broader learning experience by having the opportunity to participate in the project. By allowing students to independently fundraise and participate, with little teacher guidance, they were able to strengthen and further develop their Cambridge learner attributes.

Community awareness and service in the school

Community awareness and service must start in the school. Schools are made up of a number of communities ranging in scale from classrooms, year groups, houses or sections and school divisions to the whole school community including parents and the local community. Creating a positive learning culture, which we considered in earlier chapters, involves developing a sense of responsibility and engagement in these communities. People need to be able to relate to actions, to understand its immediate impact in relation to their own and the school's values.

Excellent service learning programmes within schools:

- Involve students in the creation and implementation of codes of behavioural expectations and codes of conduct. These are better if they accentuate the positive rather than focus on negative behaviours. The learner attributes could form the heart of a school's code by exploring how students should display confidence, responsibility, reflection, innovation and engagement. It is much more powerful for students to be expected to work on these rather than just provide pre-digested solutions and expect compliance.
- Encourage teachers to find opportunities to bring aspects of service learning and personal reflection into the subject areas they teach and other aspects of school life.
- Use qualitative forms of self-evaluation and reporting to complement traditional summative performance measures such as grades.
- Provide opportunities for student service in the school. Some of the best service projects are school based and include peer-tutoring, students being trained then acting as mediators when other students have disagreements, students working occasionally as classroom assistants for younger children, and helping staff in support roles such as maintaining the school grounds and environment.
- Involve classroom activities linking with service opportunities within or beyond the school. Examples include evaluating a local need and designing a product (physical, IT based or creative/artistic) that meets a local need.

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- Provide opportunities to bring all members of the school community together and explore partnerships with parents and alumni.
- Involve students in school government through organisations such as a student council.

The characteristics of excellent outreach community service programmes

Being part of a wider community, schools can offer students learning opportunities that benefit the community, as well as students, in familiar, accessible settings. The fact that students are required to interact with people they may not know in the local community might take them outside their comfort zone, allow them to see things from a different perspective and provide more challenge than activities organised by the school. It can help students to develop sensitivity and compassion for others as they learn their personal stories and understand their circumstances.

As schools will have resources including classrooms and IT, they can offer opportunities for outreach programmes by bringing the local community into the school, as well as opportunities for students to go into the local community.

The concept of service learning can be broadened to include work placement activities where students experience and contribute to real work settings. This can help them explore future work options.

Excellent outreach community service programmes:

- Offer relevant and meaningful service in the community. Schools and partners must see that the service provided by students meets the immediate needs of those they serve or the goals of the organisation.
- Give students challenging, real service that engages them actively rather than as observers so that they feel that they are making a positive contribution and receive necessary support and appreciation from supervisors.

- Allocate enough time to have a developmental impact.
- Can involve students in developing products (for example, physical, electronic, artistic) in the school, which are then used in the community.
- Require students to apply what they have learnt in class to real-world situations and what they learn in service to activities in school. Examples might include learning from older people about their experiences, or understanding the chemistry and biology of substance abuse.

Examples of community service programmes

There are numerous opportunities for community service; a few are outlined in Table 15. Service is normally best organised over a sustained period of time. Some schools timetable a fixed amount of time for community service and other co-curricular activities, for example one afternoon a week. Other schools expect this to be completed after school hours.

Service can also be organised as an activity over a fixed short period of time. Some schools suspend the regular schedule for a period, requiring students to complete a programme. This can work well for some activities such as work placement or project-based learning that might be scheduled at appropriate times of the year that disrupt the schedule the least (for example, after examinations have finished or before the regular school year starts).

Some schools offer international service learning opportunities. A few organise service learning opportunities during school holidays or gap years after a student has graduated, before they attend university.

Table 15: Some examples of service learning and community service activities

Activity	Examples
Innovative: overcoming barriers	<ul style="list-style-type: none"> • Researching then designing and/or developing solutions, products or services, for example for those with disabilities, improving environmental sustainability, renewable energy • Building simple databases or IT solutions, apps that serve a community function • Raising community awareness of health/environmental issues through research and communication/presentation of findings
Creative and performance	<ul style="list-style-type: none"> • Student choir, drama, artistic activities in the local community • The local community is brought into the school where artistic activities such as singing, drama and art are organised • Students organise local community participation in artistic activities
Instructional	<ul style="list-style-type: none"> • Students lead training in IT skills for the local community, in particular older citizens who may lack basic skills, using the school IT facilities and classrooms • Students tutor other students or community groups in languages, mathematics or other subjects • Students participate as classroom assistants or assistant sports instructors
Active service	<ul style="list-style-type: none"> • Assisting in care homes, hospitals, schools for special needs • Assisting in an animal welfare centre
Environmental	<ul style="list-style-type: none"> • Environmental club in the school monitors wastage, organises recycling and suggests better environmental practices • Students are involved in local conservation work
Leadership/management	<ul style="list-style-type: none"> • School council, classroom representative, prefect
Work related	<ul style="list-style-type: none"> • Work secondments • Research projects with relevance to the workplace completed and communicated
Working through external agencies	<ul style="list-style-type: none"> • Organisations such as Oxfam and Habitat for Humanity (see Case study 16) can provide service opportunities
Related student-led co-curricular activities	<ul style="list-style-type: none"> • Model United Nations • Amnesty International

Case study 12:

Community service: Successful and sustainable projects at the British International School, Ho Chi Minh City, Vietnam

The British International School (BIS) has 2145 students representing 51 nationalities across three campuses in Ho Chi Minh City (HCMC). BIS started to develop community service projects around eight years ago and since then, the number of projects and activities has increased dramatically. This case study illustrates the important considerations when trying to make a community partnership sustainable and successful, with particular reference to involving the whole school community.

Community service at the BIS, HCMC

Community service is an integral part of life here. We have a dedicated, full-time community department which organises community projects, clubs and events across our three campuses. At BIS, HCMC, students continue to develop their skills and understanding throughout their time here. From the early years stage and all the way to the sixth form, each year group has a specific community project that teachers will endeavour to embed into the curriculum. In addition to this, a plethora of optional clubs and school events take place all year round. The community projects are not designed to just raise money; the goal is to develop students' sense of social responsibility towards other people and the environment. They learn that they can have the biggest impact on our community projects by spending their most precious resources: time and energy.

The main aim of the community projects is to create opportunities for students to develop the learner attributes outlined in our aide memoire. Similar to the Cambridge learner attributes, BIS has identified six traits: integrity, care, respect, reflection, enquiry and perseverance. We have a commitment to the holistic development of every child and we feel that the projects play a key role in nurturing global citizens ready to take on the challenges of the modern world in a considerate and caring manner.

Thien Phuoc Foster Home for Disabled Children

One of our longest running projects is with Thien Phuoc Foster Home for Disabled Children. We first became aware of Thien Phuoc in 2007, when a teacher at BIS was looking for an organisation to support. Thien Phuoc is a residential centre that provides healthcare, rehabilitation and education for children with epilepsy, cerebral palsy and Down's syndrome.

Projects with Thien Phuoc were initiated as a way for students to increase their understanding of disabilities, as well as teaching them to not shy away from people who are different. As the relationship between BIS, HCMC and Thien Phuoc grew, we found areas where students, teachers and our parent teacher group (PTG) could become more involved with sustainable, meaningful projects.



Year 12 student at Helping Hands with Thien Phuoc club (2016)

Case study 12: continued

We now have a cross-campus programme involving both primary and secondary students who spend their time with the children at Thien Phuoc, as well as long-term financial support that comes from our PTG.

Support of the whole school community

It can take years for partnerships like Thien Phuoc to become fully effective – this is why BIS created a programme that has a commitment to long-term partnerships with the community on a global, but mostly local, scale. The key to having a sustainable community project is ensuring the commitment from the whole school community – students, teachers, staff, parents and the community partner themselves.



PTG with children from Mai Tam House of Hope (2014)

Parents

BIS parents have shown a keen interest in supporting our partners financially by holding fundraising events throughout the year. This allows us to delegate this important aspect of the project to the PTG and focus on providing the students with a more profound learning experience.

Teachers/staff

Teachers always take on an essential role in the realisation of new projects and their enthusiasm and commitment are essential to its success. At BIS, teachers are encouraged to not just supervise the activities, but to facilitate them. At the beginning of each academic year, community INSET afternoons are organised to give staff first-hand experience of working with our community partners. Some staff travel off-site to visit a local partner, while the remaining staff plan and host activities for partners who visit us. These visits can highlight the difficulties of community service in international schools, such as language barriers and cultural differences. By overcoming these barriers, teachers gain a new perspective and are better prepared to support their students who will face similar challenges. Not only does the INSET set the foundation for their current community year group projects, it can also inspire teachers to run new community clubs or events at school.

Students

Students are the pioneers of a good community project. Community Clubs are a great way for students to dedicate more of their time to a community initiative that they are interested in. Enthusiastic students are encouraged to start their own student-led clubs. The carefully designed progression of year group projects that the children experience as they move through the school provide them with the platform to develop and organise their own community service activities.

Case study 12: continued

Preparation and reflection

Students are given time ahead of projects to develop their understanding of a partner, and to consider any issues or feelings they may have relating to the project. This is particularly crucial when students are exposed to new situations which may be daunting to them, such as meeting other local children with disabilities. Time is also allocated during and after a project for students to reflect not only on its success, but also their involvement in the activities and their personal growth. Reflection can be seen in the form of a written piece or a whole-class/peer-to-peer discussion. In our Year 8 project, the students gave a reflective presentation during assembly, which in turn supported their peers with their own preparation.

Summary

Setting up an activity with a local organisation and children in our school is relatively straightforward. We have ample facilities to host exciting events and a fleet of buses to transport students and staff to and from different locations. Creating a series of community projects that are meaningful to all parties is a much more complicated affair. At BIS, HCMC, we are developing a strong tradition of building relationships with our partners that benefit them in a sustainable manner. Our PTG is instrumental in planning and funding initiatives that use the amazing wealth of expertise and enthusiasm present in our parent community. Teachers understand the progression of skills that the children acquire during these projects and buy into the vision set out in our mission statement. They are led by a senior leadership team who prioritise resources and staff allocation in support of the community projects. Most importantly of all, the children who attend this school gain experiences that take them out of their comfort zones and challenge them to engage with the world purposefully, compassionately and effectively.

Case study 13:

Developing global competence – Christel House Art Project at The Perse School, Cambridge, UK

The Perse School has developed a meaningful and growing relationship with Christel House Charity schools. Christel House transforms the lives of impoverished children around the world to break the cycle of poverty. Through a combination of fortnightly enrichment programme sessions and a weekly extra-curricular lunchtime club, we have developed a variety of student cross-cultural art projects between our schools which also function as fund-raising activities.



Case study 13: continued

The initial project was a sketchbook exchange that was completed by our community art enrichment students in conjunction with students from Christel House School India and Christel House School South Africa. The 10 pupils taking part in each school, ranging from Year 11 to upper sixth, were given a sketchbook in which they worked on one of four themes: identity, family, school and recreation. The pupils were paired up with one student from each of the other two schools and worked in response to their partner's work. Once each theme was completed, the sketchbooks were posted to the next school in rotation. The exchange worked as a visual stimulus, and pupils from all three schools benefited from being inspired by their partner school's artwork, as well as developing an understanding of the cultural similarities and differences. The final work was compiled into a photo-book with copies sent to each participating school.



In Christel House Club, pupils have created a range of literacy resources, children's books and illustrated alphabets for the kindergarten pupils at Christel House School Bangalore. Pupils were encouraged to write their own children's story, illustrate it and manage their own team of illustrators. In an effort to promote the charity, pupils have run a stand at our Christmas fair to raise money by selling items from those made both in India and at the Perse. Pupils have led an assembly, produced a film, auctioned their artwork and are now currently developing a Christel House Newsletter to aid fundraising. They each have particular roles, for example, editor, photographer, proofreader. Students have interviewed Perse staff who have contributed to raising money for Christel House and some Christel House employees.



From the connection with Christel House School and the artwork they have produced together, pupils have learnt a variety of skills, time management, team building, independent thinking and problem solving – all within the context of helping others less fortunate than themselves.

Case study 13: continued

Community awareness and service – enrichment programme

Year 11 and sixth form students spend one afternoon a fortnight doing enrichment activities as part of their core curriculum. The aim is to provide something different from the experience of normal classroom lessons, enabling students to have opportunities for leadership, develop new interests, learn new life skills and challenge themselves.

Year 11 and lower sixth enrichment focuses on co-curriculum and 'self-enrichment', with practical courses and activities, academic non-examined courses, and also some non-examined subjects which pupils would not otherwise have time to do. Options include first aid, history of art, journalism, photography, TEFL and young entrepreneurs.

Upper sixth students all undertake community service, with almost all working with older people or with primary school pupils through our primary schools partnership.

We believe that we have the responsibility to play a full part in the life of the local community, and that such active participation is of equal benefit to us and to our partners. Through these links our pupils learn the importance of selfless service, develop a sense of social responsibility and acquire interpersonal skills.

Two groups work with older people. One group runs a six-week 'Digitstart' course for older people wanting to learn how to use the latest technology, from Skype to online shopping. Another works with Dementia Compass to run a choir for dementia sufferers and their carers.

Each fortnight Perse staff and students can be found working with teachers and pupils in one of 17 local primary schools with which we have a partnership. Each primary school specifies the kind of support they would like – from one-to-one maths sessions to stretch their brightest young mathematicians, and coding workshops, to helping children for whom English is a second language, teaching French or running a Latin club.

We also run a mentoring programme with two local primary schools, the Fitzwilliam Museum and the Museum of Archaeology and Anthropology. The aim of the eight-week course is to raise primary pupils' aspirations, develop skills and enhance their confidence. Created with an art history education organisation called The Bigger Picture, the programme uses history and art history to spark pupils' curiosity, with sessions also hosted by King's College and Gonville and Caius College. Working closely with education officers at the museums, Perse students run fun workshops with the Year 5 and 6 pupils, using masterpieces such as Michelangelo's Laocoon to encourage pupils to think and speak analytically. The year's sessions culminate in the primary school pupils producing a presentation and delivering it to their peers in an assembly at their school, alongside their Perse student mentors.

Student leadership

The School Council at the Perse provides a forum for all students to improve their school. It in turn is run by the Senior Council (Years 11–13), who organise half-termly meetings where each form can feed back via their form representatives. The senior members then liaise with relevant members of staff to communicate issues and ideas and request changes where appropriate. Pivotal to the success of the structure is that it is seen to achieve meaningful results – the simplest ideas are often the best and these can be implemented quickly and fed back to students via assemblies and tutorials. Senior Council Leader Emily Deane (upper sixth) explains more in the video below.



Watch the video at

<https://vimeo.com/228212787>

Student leadership and responsibility

Leadership is a process, not a position of authority. It has a moral purpose based on a deep sense of respect and responsibility for oneself and others. Unlike much of what students are required to do in terms of academic learning, leadership affects other people and is inherently collaborative in nature. Involvement in leadership activities can improve students' own learning as well as helping them to develop the broader competencies needed for success beyond the classroom.

Student leadership:

- starts with 'knowing yourself' and developing self-confidence, empathy, communication skills, resilience and resourcefulness
- is about virtue: making a positive difference
- requires emotional thought and engagement, intra- and inter-personal competencies as much as cognitive skills
- as a process (rather than a position of responsibility), should involve every member of the community being encouraged to lead at appropriate times through reflective leadership actions based on situational understanding
- should see those who have positions of responsibility focusing on getting the best out of the team by encouraging others to lead at appropriate times
- should be shared and distributed with collective responsibility and accountability
- should respect and encourage quiet leadership – often the most effective leaders get things done without acknowledgement or recognition
- should respect the culture and context of the school – different cultures have important protocols and conventions that need to be understood and respected
- involves students in meaningful school development activities so that they are involved in helping to get the best out of the system.

Case study 14:

Cambridge learner attributes develop confident and responsible leaders at The Heritage School, Cyprus

By Year 12 student *Eleni Socratous*

What does student leadership mean? Some may think it is merely a concept, an idea, yet it is so much more. Being a leader means having confidence in yourself. It means learning how to apply your skills and help others work together in a way that produces the desirable outcome for the team. Cambridge learner attributes encourage intellectual curiosity, perceptiveness and self-reflection, assisting students to nurture their inner leader. My Cambridge IGCSEs provided the foundation and cultivated the necessary skills for me to develop my leadership. From personal experience I can say with certainty that The Heritage Private School instils the Cambridge learner attributes through its academic and extra-curricular activities, thus helping all of us in our school community of many different nationalities and backgrounds become well-rounded international citizens, and excellently prepared for the many opportunities that the future holds.

All the activities in which I have participated have helped to shape me as an individual, but have also created memories that I will forever cherish, and given me friends I will never forget. Having the opportunity through our school to be a part of the Cyprus Youth Parliament was perhaps one of the most enriching experiences I have ever had. This two-year service deepened my knowledge of my country's problems and the laws affecting children, and as a result I felt empowered to help those children whose voice could not be heard. Similarly, through taking part in the Model United Nations sessions in both Nicosia and The Hague, my awareness broadened from local to global issues. These events gave me the confidence to state my opinions in public, forming speeches and resolutions. Being naturally shy, giving speeches has never been my forte, but through my Cambridge IGCSEs and now Cambridge International A Level

Case study 14: continued

subjects, I developed the skills necessary to succeed in these activities. Especially through English, History and Business Studies, I enhanced my critical reading, analysis and evaluation capabilities, which not only trained me to debate effectively, but will doubtless be useful in other real-life situations.



Being a prefect absolutely requires leadership skills, and our school therefore arranges a leadership development and team building prefect training camp at the beginning of each academic year. This familiarises us with each other through team-building activities, and also helps us to realise and acknowledge the importance of our position. Being a prefect requires a great deal of team work as we are responsible for organising many school events. Organising events with my fellow prefects has been one of the most wonderful experiences during this school

year. It is stressful, especially when you are head of that event: the whole school depends on you planning the event properly for it to be successful. It is time-consuming because you also need to focus on your Cambridge International A Levels. However, it is also very beneficial, in the sense that it helps you manage your time effectively; it encourages you to practise the skills you have learned, and to balance your school work and extra-curricular activities. At the same time, though, especially if you are the head of the event, you have to remember that being a leader does not only mean being in charge, it also means becoming one with your team, inspiring them and working with them to ensure that the team performs efficiently and effectively.

Additionally, through physical extra-curricular activities, The Heritage Private School captures the importance of teamwork in a broader environment. Through being a hike leader as well as taking part in The Duke of Edinburgh's International Award (DofE), I learned not just how to use a compass, but suddenly that I was responsible for 10 other students. Taking part in the DofE Award, you have to learn



Case study 14: continued

how to cooperate with others. Such activities help you to not only develop your leadership but also teach you how to communicate, collaborate and negotiate in new situations.

Cambridge learner attributes are also engaged through the Junior Achievement Programme, which focuses on organisational and innovation skills. You not only have to devise and develop a product that is original and creative enough to be saleable, but you also have to learn the basic procedures of running a business. Being the finance manager of our candle company, Wicked Wonders, helped me immensely in acquiring an insider's view of how a business functions, and in particular the work of an accountant. I discovered how difficult the job of an accountant can be, which gave me a new respect for this role. The Junior Achievement Programme was another remarkable experience, and I was very thankful for this unique opportunity. It enabled me to apply the theory from my Business Studies syllabus by participating in a real scenario. It also gave all of us a better insight into future careers that we might be interested in pursuing.

Overall, I am very pleased that through the ethos, curriculum and wider activities offered by my school, and based on the Cambridge learner attributes, I have not only improved my leadership skills but have grown and matured more as a person. I believe this is of central importance, because an individual who has access to support and guidance in developing independence will be better equipped to set goals and know how to achieve them. In essence, the Cambridge syllabuses and the Cambridge learner attributes activate all of the attributes necessary to make the best future global leaders.

Case study 15:

Encouraging student leadership, innovative learning and community awareness at First Steps School, Pakistan

First Steps School of Arts and Sciences is a small private school in Faisalabad, Pakistan. The focus of the case study is children aged 13–14 in the 8th and 9th Grades because they are the most senior students and have assumed leadership positions in the school.

Initially, it is important to organise a structure. First Steps initiated a student council, with the purpose of asking students to assume responsibility for some administrative tasks. The students were divided into four houses, and each was assigned a house captain (captains were shortlisted based on an interview with the principal, after which an election was conducted in school where students voted).

These captains are responsible for marking attendance, guiding the younger children in extra-curricular activities such as sports day, and in helping to monitor children during break time. This student government has proved to be very successful, with the children automatically assuming a new level of maturity and leadership. They are diligent in their duties and take pride in the role that has been assigned to them. This has led to a marked improvement in their academic performance as well, due to the increase in confidence and because their ability to keep their leadership position depends on maintaining their grades. These leadership positions are not limited to students with exceptional academic ability. There are roles assigned to those who excel in sports for example, such as sports captain. By assigning this role to those who are known for their athletic ability, we aim to instil in them confidence and pride, which will translate to their academic work as well.

Morning assemblies are a great tool for fostering a sense of unity among students. Each week, a different class is responsible for the morning assembly, in

Case study 15: continued

which they can perform a play, read a dialogue or have a discussion about important events taking place around the world. The aim is to help the students to make connections with people around the world, and to foster awareness about global phenomena. By exposing our younger students to information like this on a daily basis, we set the foundation for the Cambridge Global Perspectives course, which is mandatory for our Grade 9 students. These assemblies can be instituted in a school of any size, and it is most important that the teachers take part. For example, on Earth Day, which is new and unfamiliar in Pakistan, a teacher prepares a presentation about the topic and helps to educate the students on how it is celebrated around the world.

Morning assemblies are also a great forum to raise community awareness. A large part of the mission statement at First Steps is to educate students on becoming better citizens and to assume a role in the betterment of their community. We held a fundraising drive for the Shaukat Khanum Cancer Hospital in Lahore, and the morning assembly was used to encourage students to participate and to give them a running total of the amount we had raised. This drive was extremely successful, and ended with First Steps raising the second highest amount in the whole country for the hospital. Another activity we have implemented is the '100th day of school' celebration. Every year, to commemorate the 100th day of school, we ask students to bring in 100 snacks, such as candies or cookies. They are packaged and donated to the children's hospital. These activities help the students reflect upon their role in the community.

As a Cambridge school, it is vital that we introduce innovative learning across the curriculum to make students reflective learners. In English for example, simply reading a poem to the class will offer them a single perspective. The use of videos exposes the students to various renditions of the same poem. This activity has been very successful, as students love watching the readings of the poem, and learn to see the same text with different perspectives. In the sciences, First Steps

organises a science expo every year, where the entire student body participates by conducting experiments and presenting their projects at a large fair. The projects are studied by judges, and the students have to present their experiment to them. This expo allows them to see practical implementation of scientific theories and increases confidence.

Innovative learning is also challenging, as it forces students to step outside their comfort zone and experience new ideas and techniques. First Steps takes part in numerous competitions, like the national DAWN Spelling Bee and the International Kangaroo Math Competition. These have proven to be great tools in motivating the students to improve their personal results, as well as how they compare to international students. Many of our students have earned top positions in their city and country due to their hard work and the encouragement the school administration offers in preparing them for this competition. Our students also participated in the Oxford Big Read competition, and our students went on to win the regional competition. The Big Read competition happened in three phases, the first of which was to get the students to select books from their reading level and write reviews. The students with the best reviews were shortlisted and trained by the teachers and their reviews were then sent to the competition, where they received accolades. This is an innovative way to encourage reading, develop writing skills and help students reflect on how they can improve their comprehension and understanding of reading material.

By encouraging student leadership, innovative learning and community awareness, First Steps aims to produce reflective learners. These learners have the confidence to evaluate their peers (in peer evaluations conducted in class), and to evaluate their own improvement and growth. By introducing them to the concepts of community service and challenges, we hope to make them responsible for the role they play in school, in the community and in their own personal growth.

Case study 16:

The cultivation of the Confucian leader: Leadership and service in action at Confucius International School, Qingdao, China (CISQD)

Continued from Case study 7 in Chapter 2

A leader's primary purpose is to serve the people. Confucius highlighted the duties of a leader by explaining the proper way to think, act and make decisions in government positions. Most importantly, Confucius taught extensively on virtue and why leaders must be virtuous. Developing leadership potential is a gradual process that requires discipline, education and natural talent.

For the purposes of this case study, we will focus on the Confucian concepts of Li, Jen and Chun-Tzu.

The term Li has several meanings, often translated as propriety, reverence, courtesy, ritual or the ideal standard of conduct. It is what Confucius believed to be the ideal standard of religious, moral and social conduct. The second key concept is the principle of Jen. It is the fundamental virtue of Confucian teaching. Jen is the virtue of goodness and benevolence. It is expressed through recognition of value and concern for others, no matter their rank or class. In the Analects, Confucius summarises the principle of Jen in this statement, often called the silver rule: 'Do not do to others what you would not like them to do to you' (Analects 15:23). Li provides the structure for social interaction. Jen makes it a moral system. The concept is Chun-Tzu, the idea of the true gentleman. It is the man who lives according to the highest ethical standards.

CISQD strives to create an atmosphere that will nurture and empower leadership and active, caring citizens within the student body, rooted in the Confucian principles of Li, Jen and Chun-Tzu. The school has in place a number of systems that facilitate both formal and informal leadership. To be eligible for and to maintain one's position, all leaders must be of good academic and behavioural standing in the school community.

The school prefect

CISQD school prefects have an essential role in the day-to-day running of the school. Although they are perhaps most visible in the school, their other duties, particularly in the boarding house, are also very important. They must be able to command the respect of pupils, including their peers, and to exercise their authority in a responsible manner. School prefects are nominated by the faculty and current prefect body, and subsequently appointed by the headmaster.

Student council executives

The CISQD student council is comprised of student leaders elected by their peers to participate in designated areas of school government. Essentially, the student council serves as the voice of the student body. They participate with the school leadership, student welfare department and marketing department in the planning of school events throughout the academic year, inter-school events and events within the local community. The student council executive brings ideas, requests and feedback to the meetings, and a democratic process is used to give students a voice and make decisions in creating a year-long programme of activities. Students who participate in student councils, under the supervision of a teacher or administrator, learn about the democratic process, civic responsibility, leadership, problem solving and teamwork.

Tutor group representation

Every tutor group in the school is required to elect a tutor group representative. This individual serves as the tutor group representative on the student council, representing the tutor group at the weekly meeting of the student council, bringing the concerns of the tutor group to the full council and disseminating information, feedback and updates from the student council directly to the tutor group. This role

Case study 16: continued

enables even the youngest and newest members of the school community to assume a position of leadership and to begin the realisation of their leadership potential.

CISQD house system

The school is divided into sub-units called 'houses'. Each student is allocated to one house when they enrol. Houses may compete with one another at sports and in other ways, providing a focus for group loyalty, house spirit and a healthy atmosphere of inter-house competition and honour. The pinnacle of the house system is the awarding of the annual house trophy for the house that has secured the greatest number of house points in an academic year. House points may be awarded by all faculty and staff to students for a variety of reasons: exemplary well-mannered behaviour; demonstrating an exceptionally caring attitude towards peers; producing work of an exceptional quality; excellence in academic performance; acts of service to the school community; public performances; representing the school in competitions and events and situations.

Confucian ceremonies at Qu'fu, the birthplace of Confucius

Every year, all lower sixth students participate in a ceremony to honour and pay respect to Confucius in the city of his birth. This ceremony has very strong cultural and spiritual significance and is traditionally led by the founder of CIS, Mr Kong, board members, the headmaster and members of the senior leadership team. It is part of the school's graduation requirements.

Local and international community service programme

As part of our commitment as global citizens, CISQD students engage in a wide range of local and international community service initiatives. Locally, CISQD has entered into partnership with the Chinese Red Cross to form the Rose Alliance Charity to support local charities. Students actively engage in fundraising and in the activities of the respective charities. Internationally, CISQD students have

participated in house builds with Habitat for Humanity in Cambodia and Anchorage, Alaska. Indeed, CISQD students were the first Chinese nationals to participate in a global house build with Habitat for Humanity in the USA. In collaboration with our sister school in Chengdu (CISCD), CISQD students participate in the annual Christmas community service project in Northern Thailand, where students participate in educational and construction initiatives with the descendants of the Free Chinese Brigade, Chinese nationals who fought alongside the Allies against the Japanese in Northern Thailand from 1942–1945, only to be abandoned as stateless people.



Habitat for Humanity community service



Hengdien film production

Each year, all newly enrolled students participate in two film production projects at China's Hengdien studios. In the semester prior to the actual film production, in collaboration with the English, performing arts and marketing departments,

Case study 16: continued

students engage in all aspects of preparation of the actual film production, including script preparation, auditions, casting, direction and rehearsal. Throughout the production and filming process, students play very significant leadership roles in the direction of the movie, supported by film production professionals from the Hengdian studios.

Model United Nations

Model United Nations, also known as Model UN or MUN, is an extra-curricular activity in which students typically roleplay delegates to the United Nations and simulate UN committees. Participation in this demanding club fosters and facilitates the development of more effective leadership skills, greater global awareness, enhanced public speaking skills, more developed time-management skills and the opportunity to exchange and interact with peers from all around the world.

National Debate League

In recent years the school's debating teams have dominated the National Debate League for the eastern seaboard of China. In recent years, school teams have secured first and second places, in addition to best public speaker at two of the last three annual debate competitions for the eastern seaboard. These teams have then progressed to represent the eastern seaboard in the National Debate League.

Extra-curricular activities programme

The school operates an extra-curricular activities (ECA) programme comprising of our 50 clubs and activities. Each faculty member is required to actively support and engage in two weekly ECAs. In each of these ECAs students serve in leadership roles at club level, collaborating with the respective teachers in the weekly functioning of the club or activity. Each ECA is required to reflect one of the Confucian Six Arts.

School sports

As part of the school's commitment to the provision of as wide and diverse leadership opportunities as possible, as well as our commitment to the formation of well-rounded individuals, the school engages in a wide range of athletic competitions and tournaments. It is very much part of our 'work hard, play hard' school culture and this is evident in the fact that some of our most active student leaders also serve as school ambassadors on our respective sports teams.

Student exchange programme

CISQD students have the opportunity to apply for participation in the CISQD student exchange programme which allows them to live in one of our sister schools in the UK or with Loughborough Grammar School, one of our student exchange partners.

CISQD student ambassadors and facilitators

Every year, student leaders assist the school in hosting a number of large public events, the majority of which attract schools and student participants from all parts of mainland China. Included in these are:

- The National ASDAN Business Simulation Competition. Coordinated by ASDAN UK, this annual business simulation attracts a great deal of interest from international and Chinese schools alike and has proved to be a highly competitive and rigorous tests of student leadership and business acumen.
- The British Council University Tour. For the past four years, CISQD has been the British Council's venue of choice for its university tours in the Shandong Province, thanks to the reputation secured by those students who have acted as hosts, facilitators and translators at such events since 2013.

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Contacts and resources

Duke of Edinburgh's International Award:

<http://www.intaward.org>

The Award was created in 1956 by HRH The Duke of Edinburgh and Kurt Hahn, for young people in the UK. By 1971 the Award was operating in 31 countries and today it is delivered in over 140 countries. The Award is open to any young person between the ages of 14 and 24, and aims to equip 'young people for life regardless of their background, culture, physical ability, skills and interests. Doing the award is a personal challenge... it pushes young people to their personal limits and recognises their achievements.'

There are three levels to the Award – bronze, silver and gold – and each level has four sections (service, skills, physical recreation and adventurous journey). In order to get the gold award, the young person has to also complete a residential project.

The Award has a positive impact on the lives on young people in a number of ways including improved health and wellbeing, educational attainment and social inclusion. The award is widely internationally recognised as evidence that a student has completed an excellent co-curricular programme that will have challenged them and nurtured the development of desirable character traits and qualities.

Genesis Debate Programmes:

www.genesisdebateprogrammes.com

Genesis Debate Programmes (GDP) empowers teachers from across the curriculum to use debating in their classroom, and provides opportunities for students to learn how to debate through their innovative debating programmes. These range from week-long summer schools, to weekend or three-day debating festival workshops.

Genesis programmes provide opportunities for students to become independent, thoughtful learners who communicate well with each other, engage in the curriculum and with the world around them in a meaningful way. The GDP methodology, led by top university students, recent graduates and qualified teachers, teaches communication in an innovative, engaging and enjoyable way that supports the development of skills and competencies needed to flourish in the modern global world. It also provides a highly enjoyable way to develop spoken English. Genesis contact: info@genesisdebateprogrammes.com

Habitat for Humanity:

www.habitat.org

Habitat for Humanity is an organisation that provides housing for people in need. Founded by Millard and Linda Fuller, its vision is to 'put God's love into action by bringing people together to build homes, communities and hope'. Habitat for Humanity has built or repaired over 800 000 homes and served more than 4 million people worldwide since its creation in 1976. Their vision is 'a world where everyone has a decent place to live', and they achieve this by constructing new homes and regenerating neighbourhoods. It is active in about 70 countries and there are many ways to volunteer with the organisation.

Model United Nations (MUN):

www.una.org.uk/get-involved/learn-and-teach/model-un-portal

Provides an opportunity for students to develop negotiation, diplomacy, leadership and critical thinking skills. MUN originated in the USA and the model has spread worldwide with conferences held in many countries. Students take on the role of a delegate at a simulated UN committee and each represents a national government. The delegates then negotiate a particular issue, having researched it first.

Oxfam:

www.oxfam.org

Oxfam is a coalition of 19 organisations working together in over 90 different countries. Their primary focus is on fighting poverty – both the cause and the impact. There are many ways to support the work of Oxfam including campaigning, volunteering and fundraising through initiatives such as Trailwalker.