

Notes from July half term meeting of the SMART Student Council 07/07/2017 at Dobwalls Primary.

Student Council members present

Role	Looe	Trewidand	Liskeard	Dobwalls	Saltash.net	Landulph
SC1	Clash	Margaret	Rhys	Tarryn	Bradley	Olivia
SC2	with Sports	Ruby	Sam	Cody	Drew	Harry
SC3	fixture	Ed	James	Evan	Jasmine	Jerlin
SC4		Milly		Charlotte		Daniel
SC5				Sierra		

Adult facilitators - In addition to Mr Buckley, Mr Bond from Saltash.net helped collect student views.



Focus for this meeting

How does the student council award level 1 leadership certificates? What does a level 1 involve and what about level 2, 3 etc.

Session 1 – What should be level 1, 2, 3 ?

Councillors considered the different roles leaders could do and agreed that the leadership ladder stages should be as follows:

Level	Title	Description
1	Reliable Helper	Someone gives you a job to do and you do it
2	Reliable Team Member	You work really well in a team. People in the team rely on you
3	Use your own idea	You try out your idea. If it works you help other people use your idea
4	Manage a Team	Someone gives your team something to do and you make sure your team does it
5	Lead a Team	You have an idea and you bring a team together and you lead the team to make sure it gets done

Session 2 – How should we award a level 1?

Council members agreed that there should be a form that people must fill in. This will list all the information they must include in their presentation. It should be enough to explain what they did to the council who will award the badges.

A design for the form was drawn up and then teams tried to use the form with each other and the pupils of Dobwalls. The form worked well but there were a couple of things left out including:

1. The name of the potential leader
2. Some items 'must' be included and others require only say 50% of them to be ticked. It should be made clear which is which on the form.
3. Student council should provide a room so these can be awarded weekly with a panel sorted out by the council

The updated form including all the suggestions is included in this report (see later pages)

It was decided that anyone who was level 1 already or higher could set you a job to do for level 1

Session 3 – Lesson observations

All four teams went into lessons to observe teaching and talk to the children. Every group visited at least 2 teaching groups.

Feedback: All councillors agreed that this is a really valuable part of the day for the following reasons

1. Helps them to understand how lessons are different in each school.
2. Shows all the children who the leaders are and what they do
3. Helps to plan changes

Session 4 – Level 2 leadership

Ideas were collected about what kinds of things would be involved in level 2 leadership.

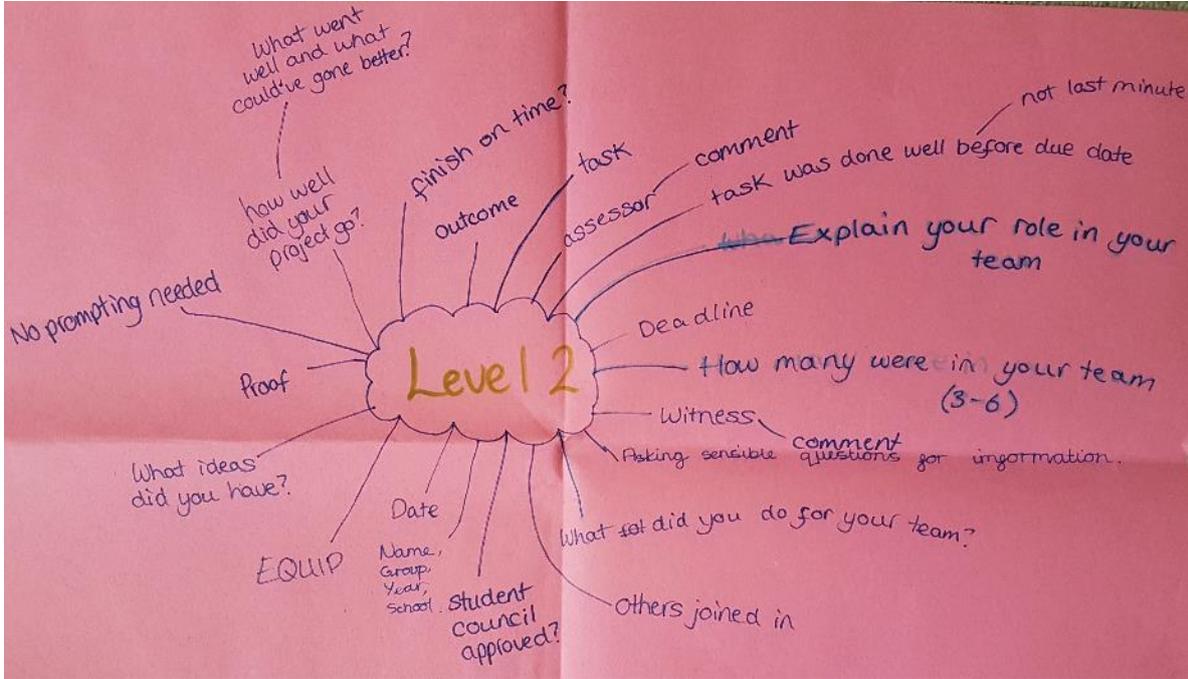
The agreements so far were also discussed and councillors suggested changes

1. Each school should have a leadership space at lunchtime where you can go to present your evidence and pass leadership. The student council should make sure this is open once a week with at least one councillor on the panel.
2. The panel who pass leaders should be three people
3. If they are passing a level 2 person (say) then the panel must be level 2 also at least
4. To do level 2 you must be part of a team of at least 3 people but no more than 6.

The level 2 form should have all of the following (summarised from the posters shown below

- Names of the teammates and know who they are – what were their roles?
- Proof – including 2 or more witnesses + comments, Assessor comment, outcome
- Box for task and Outcomes could be video, PowerPoint, document, Equipment used
- Look at the problem for 3 or 4 different angles (x2)
- Be clear what you did in the team and say what teammates did (x3)
- Did you share your ideas with the others? don't keep it to yourself – share it
- Never think that other people should do all the work, make sure everyone gets a chance

- Reflect on what went well and what could have gone better
- Did you finish on time - Was it done well before the deadline and not last minute
- No prompting needed
- Student council approved
- Asking sensible questions for information
- Date, Name, Group, School, Year

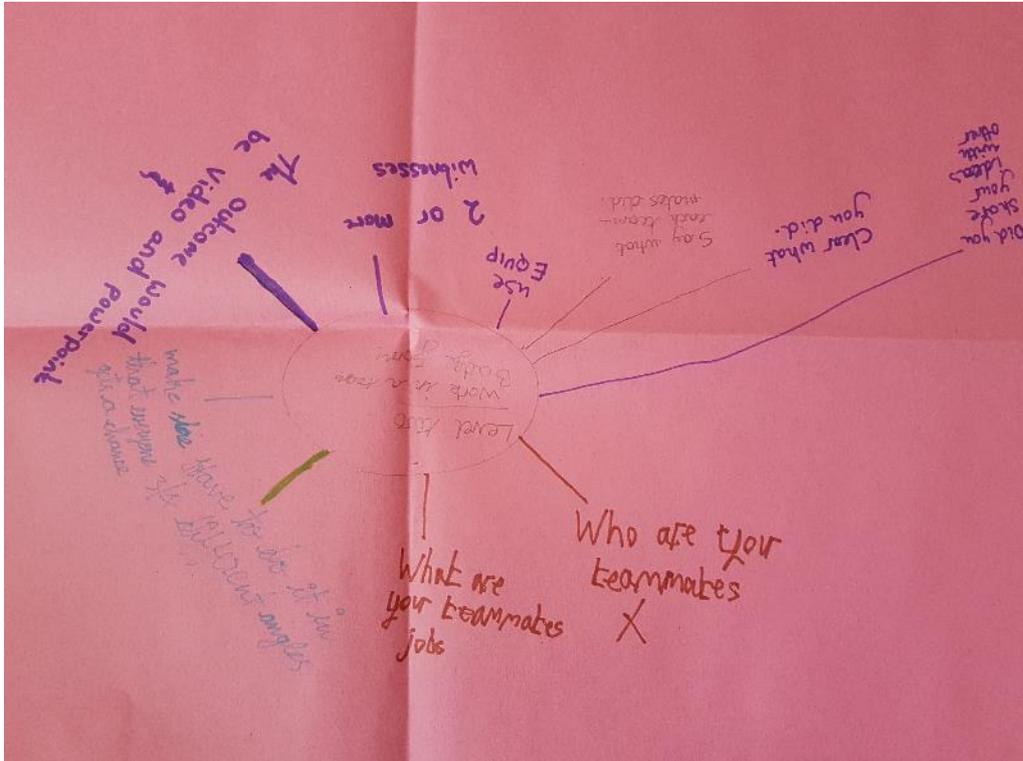


The outcome will be Video/Document
Have to do in 4 different angles
need to have 2 or more witnesses
If it's video have to show clearly what you did

Know your team members and who they are.

if you have an idea don't keep it yourself share it.

Work in a group and Never think the other people should do all the work



Councillors added suggestions to cards for each leadership level. These appear as a separate list at the end of these notes

Session 5 – Lunch and student survey

During the lunch, the councillors found Dobwalls children to ask their opinions. They tested out the leadership forms to see if they worked. Most Council members talked to at least one child from Dobwalls and some talked to four.

Session 6 – Recommendations

- There was strong agreement that the new idea of going and finding out the opinions of children in the school was a good idea and should be part of MAT student council days in future.
- A suggestion from a councillor that the leadership scheme needs to be launched in assemblies was strongly supported. This would be done as soon as the badges are ready.
- The suggestion was strongly supported that we should appoint ‘civil servants’ as those with high leadership scores in May and they should be the mentors for the next group of student councillors. They should remain as MAT student council members. (It was not asked how many – perhaps one per school?)
- There should be a deadline of the September student council meeting for all schools to have appointed councillors.
- Agendas for our meetings should be set at the end of the session before.
- All leadership badges should be awarded in assembly
- Leaders need to be good at all three areas
 - Their own personal skills or self-management and organisation
 - Their ability to coach other people and talk one to one or in private
 - Their ability to present to an audience and present in public

Ideas for leadership tasks

Level	
1 – Reliable Helper	<ul style="list-style-type: none"> • Help others to do research before someone goes to a teacher the level 1 leader could help them • Share a project in an assembly • Goes to a meeting and shares ideas or gets involved in the discussion • Makes something and shows it in school • Make a video of how to do a better job of improving your effort in school in a time period • Help out in the library every couple of days • Make sure you are always on time to meetings • Helping in the community or in a team or a charity or classmates
2 – Reliable Team member	<ul style="list-style-type: none"> • Be one of the most active people in the team • Be able to work together (with anyone) • Doing extra work or extra research • Keeping things (a group?) organised • Good at presenting ideas • Doing tasks for the team in a reliable way

	<ul style="list-style-type: none"> • Positive attitude, trust, responsibility, reliable and shows up on time • Making something for the team • Giving other people jobs to do • A whole team to make a video of ideas for the school
3 – Use own ideas	<ul style="list-style-type: none"> • Develop other people’s ideas • Have positive and negative thoughts about ideas • Be very open and talkative • Help other people to have ideas • Be confident, sharing and positive attitude • When they go to a meeting they make changes • Offers advice on genuine problems such as the budget for repairs (example the group gave was a broken water pipe and a budget of £500) • Able to share ideas and listening to ‘take all ideas in’ • Share your idea and explain how it works • Don’t be scared to say and share your own ideas
4 Managing a project	<ul style="list-style-type: none"> • Choose a challenge like working with ‘rebel people’ • Make wise choices • Discuss with the whole team • Be able to assign roles to different people • Able to check people understand • Plan an assembly or a lesson • Have a positive attitude and be able to present • Write an article • Ask to manage a room at lunchtimes etc. • Ask to manage a team in the ICT room or PE etc.
5 Leading a project	<ul style="list-style-type: none"> • Push a team to be their best • Help team members to keep going • Keep the team focussed • Good at presentation and summarising • Talkative and open • Making a lesson • Taking responsibility • Planning events like assemblies • Going to another school or another school coming to you and teaching them • Able to get your team to understand what is going on during your project • Lead a project that makes a difference • Leading people when they are confused.

Follow up actions as a result of the meeting

What	Who	By when
Order red SMART badges for level 1 leadership and present the work to the new student councils	Civil servant team?	Sept. SC meetings
Update the student council handbook with the new decisions that have been taken	Mr B	Sept. SC meetings
Update the level 1 and level 2 forms based on feedback from the group	Mr B	ASAP
Organise leadership assessment areas in each school	New student councils	After first meeting
Plan and deliver the launch of the leadership scheme in assemblies in each school	Civil servant team?	After the Sept SC meetings
All members of the team today achieve their level 1 leadership badge	All those present today	ASAP

Other images of the day





SMART Level 1 Leadership. *Show you are a Reliable Helper*

Your Name:		School class (Tg)		Date today	
To pass you must. Create one of these. <i>(Put a circle around the one you are doing)</i>	A video, A PowerPoint, A Wand, a quiz, a survey, art work, a poster, a document, a report, a sound track, a game, a posting, a model or object, a spreadsheet, a website, a good review, photos, an article, other				
Name of The Leader <i>Who gave you this job:</i>		Deadline	<i>Date you must finish this by.</i>		
The job: Question the leader carefully and find out exactly what they want you to do. Make notes here					

When you have finished the job. Find two witnesses who you worked with and ask them to fill in the next part

Witness 1		Should they pass? Why?	Yes No	
Witness 2		Should they pass? Why?	Yes No	

Now pass this form to the leader who gave you the job to do and ask them to sign what the can

E xpect the best self-management	Score out of 5 and sign here if they... Needed no prompting Completed the task on time and to a high standard	1 2 3 4 5
Q uestion deeply their engagement	Sign here if they... Were engaged and interested when you set them the task and their presentation was well thought out.	1 2 3 4 5
U nderstood their goals by reflecting and learning	Sign here if they... Checked they understood at the start. At the end they could explain what they had learned from doing this job.	1 2 3 4 5
I nspire others by enquiring with curiosity	Sign here if they... Tried different ideas out and found out some detailed new things but kept the job focussed on the main aim.	1 2 3 4 5
P raise the positive to strengthen teamwork	Sign here if they... Got some ideas and help from other people and were always positive and grateful to people (thanked them!)	1 2 3 4 5

Now pass this form to the student council or leadership panel to make a decision: Total score =

Name of Student Councillor:		Has this person passed level 1 SMART leadership?	Yes No
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Councillor please add advice or praise for the leader on the back of this page when you hand it back to them.



SMART Level 2 leadership. *Show you are a* Reliable Team Member

Your Name:		School class (Tg)		Date today	
What is your team trying to make or do? <i>(Put a circle around the one you are doing)</i>	A service for other people, raising money, making a video/song/poster/ art, doing a presentation or lesson or assembly, making something or a document , doing a team challenge or expedition, organising an event, other				
Name of The Leader <i>Who gave you this job:</i>		Deadline <i>Date you must finish this by.</i>			
The job: Question the leader carefully and find out exactly what they want you to do. Make notes here					

When you have finished the job - ask a leader who is level 2 or higher and NOT in your team, to complete this.

Your Name (assessor)		What date did you pass your own level 2 leadership?	
E xpect self-management	Talk to the team leader and members of the team privately. Score them a 5 only if you are certain that no team member ever had to prompt or remind.		1 2 3 4 5
Q uestion deeply their engagement	Score higher than 2 only if they can explain what they did in this job and explain what every other team member did. Score 5 if they can explain this in detail and explain a problem they helped solve.		1 2 3 4 5
U nderstood goals by reflecting	Score higher than 2 only if they can reflect and prove to you they learned something new through doing this job. Score 5 only if they were involved in making the team plan and setting the deadlines for the team.		1 2 3 4 5
I nspire enquiry by others	Score higher than 2 only if it is clear they have looked at the job from 4 or 5 different angles and come to a conclusion. Score 5 only if they have been sharing their ideas in a way that everyone in the team has found helpful.		1 2 3 4 5
P raise and strengthen teamwork	Score higher than 2 only if they are described by everyone as positive and respectful. Score 5 if everyone in the team has been coached or praised by them at some stage.		1 2 3 4 5

Now pass this form to the student council or leadership panel to make a decision: Total score =

Name of Student Councillor:		Has this person passed level 2 SMART leadership?	Yes No
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Councillor please add advice or praise for the leader on the back of this page when you hand it back to them.