

**HOW TO SUPPORT LEADERSHIP IN OUR SCHOOLS:**

**THE NETHERLANDS:** *Strabrecht College*: “How to support leadership in our schools”

1. Student council

The Strabrecht College has a student council for the organization of different activities:

Halloween party; St. Valentine’s Day; Eastern activity; Christmas; Different parties; Zipp you Lip

The council consists of 5 – 8 members and has different sub committees.

2. Students are represented by 3 members in the Association for Parents, Students and Teachers (so-called MR).

Like the parents and the teachers they have an advisory role in the decision making of the school.

3. In the document that describes the rights and responsibilities of the students is stated that students are responsible

- to follow the lessons and to follow them correctly

- to bring books, homework and other requested materials

- to make the homework

- to follow the instructions of the teachers and team or sector leader

- to treat correctly the materials provided by school and the inventory of the school

- to treat correctly the materials of others

- to know the prescriptions concerning security during lessons and in the building and to follow these prescriptions

- to report insecure situations to the leader of the sector

4. Teachers are responsible for helping students to organize their planning of learning activities and to reflect on these learning activities. They are also responsible for helping the students in working together and helping each other.

5. Our school doesn’t encourage leadership during special modules or classes. In extracurricular activities leadership is encouraged in several ways:

‘Zip your Lip’ : a charity activity to find financial funds for children in Africa

School guard: pupils who patrol during school breaks

Gala: the annual examination ball

School canteen Ad Interim

Participation in exchange projects

Christmas market

Circus project etc.

**ITALY**: *“Alessandro da Imola”* “How to support leadership in our students”

STUDENT COUNCIL

1. Is there a student council in your school?

The Italian secondary school and our school of course, have a student council, composed by all the students elected as representative members in each class: two students for each class are elected. Besides them, the student’s council includes the four students who are already members of the internal school board. They give voice to the student's needs and requests by both suggesting initiatives and promoting activities. They also express their opinions about all the issues they are involved in: the school organization, relationships with teachers and their learning difficulties.

2. How do the students in your school take part in decision making?

The students suggest the dates and topics to deal with in their school assemblies, which are organised on monthly terms, and can be discussed beforehand in class assemblies. During the class assemblies students discuss and debate their relationships with teachers and peers, programming of assessments and oral tests. During the school assemblies instead various topics to debate are proposed by the students. They may concern the social and political situation of the country, human rights, the school system, and youth issues such as work, career, and employment/unemployment.

3. Which are the areas of responsibilities for the individual student?

Each student is solely responsible for his/her learning process and behaviour. The student's representatives have the task to voice out their peer's requests and put forward themes and issues to debate and discuss in the class or general assemblies. The two elected members in each class take part in some of the class meetings with teachers and parents to discuss general issues regarding the class, such as the learning process, behaviour, respect for the rules and activities like school trips, out of the class lessons, and extra-curricular activities.

4. How do the individual teachers support responsibilities in a student?

Teachers must encourage their student's participation in school life, listen to their proposals and help them to express their opinions and choices. In addition they must stimulate the understanding and the full awareness of the basic tenets of citizenship and democracy.

5. What do your curriculum and other school guidelines say about this matter?

Our school must develop the topics of correct behaviour and the basic knowledge of the constitution promoting all the necessary activities needed to enhance civil responsibilities and respect for democracy. For these reasons our school curriculum includes the teaching of the subject "Citizenship: Rights and Responsibilities".

**PORTUGAL**: *Escola Secundária de Francisco Rodrigues Lobo* “How to support leadership in our students”

Our school has got a student council, which represents the students in several areas. Our school council is elected annually by the students and is composed by 16 members. It is organized in three boards: the direction board, the main assembly and the financial board.

The student council has its own legislation and acts in the following ways:

- it can ask for meetings to discuss matters of the students and school interest,

- it has several activities, which were presented during the campaign for the elections. ( activities like contests, tournaments, celebration of important dates, radio broadcast and students trips)

Besides the school council we also have students’ representatives of their classes, and one student that participates in the school Pedagogical Council.

Finally we have two students that participate in the school Main Council, together with teachers, parents, school staff, representatives of the town hall, representatives of the local community and the Headteacher.

Every student has the responsibility to accomplish for the tasks they were elected to.

Teachers try to support responsibility in a student by giving them autonomous tasks and projects.

All Portuguese schools have their own regulations and educational projects that promote responsibility on their students and activities that develop students’ leadership skills.

**AUSTRIA**: “*Bundesrealgymnasium Wien* 19” “How to support leadership in our students”

The Austrian school laws provide for participation of students in everyday school life

In our school there is an official structure of offices that is exercised by pupils:

* each class elects a pupils’ representative and a proxy representative
* at the beginning of each school year a student is elected school representative (plus 2 proxy) by all the students of Secondary 2.
* Also in Secondary 1 a school representative (plus proxy) is elected by the class representatives of the school

They represent the requests of the pupils in the School Council, which sits at least three times a year to discuss current concerns together with the teachers’ representatives, the parents’ representatives and the headmaster. They bring in their ideas which are often very reasonable.

to collect these requests and ideas, the pupils’ representatives hold meetings from time to time. These meetings are organised by the school representatives and are held by pupils only

The following activities in BRG 19 go back to pupils’ initiatives (examples):

* peer teaching (elder students help younger ones in case of learning difficulties)
* organisation of the yearly school-ball (pupils of the 11th and 12th grade supported by their class teacher; they organise location, advertising, ticket-sale a.s.o.)
* Students of the 11th grade organise the distribution of the matura reports for the graduates (program, music, buffet…)
* several times a year pupils organize sports tournaments and they offer different sports for competitions. They advertise, develop the timetable and are referees. The sports teachers support, but don’t organise

as also younger pupils help with organising, the know-how is automatically passed on to the “next generation”

It’s the philosophy of our school to strengthen personal initiatives and we are open for new ideas. We are also open for possible mistakes and we discuss them after the event to avoid them in future.

The 4th graders go for a week to a firm to work there and to get to know work life.

Our system, the „Modular System“ strengthens responsibility and initiative automatically. Each pupil of grade 10, 11 and 12 is partly responsible for his/her individual curriculum as he/she can choose from the large range of free modules; each pupil can select those that are closest to his/her interests.

We offer a module called “Compassion” where students work in social institutions for a week and do practical work with disabled, old or retarded people.

As pupils of different grades or classes learn together in a free module, each pupil of Secondary 2 knows a lot of other students; so their readiness to organise and to take an active part in school life has visibly increased.-

**SLOVAKIA**: *Gymnazium bilingvalne Zilina (GBZA)*; “How to support leadership in our students”

Slovak school laws enable to constitute a student council and make students’ participation in school affairs and decision-making possible.

There is a student council at GBZA consisting of 15 students – the class representatives - who are elected by the students of each class (we have 15 classes in total) usually in September.

There is an elected president and a vice-president who represent all school students in the school council. The members of the student council meet regularly according to the statute/regulation (usually once a month), discuss the school issues and twice a term they also meet with the headmistress, deputies and the guidance counsellor to be mutually informed, to share ideas or to influence the management decision-making. The initiatives or activities suggested are discussed and the students are free to organise them (usually with a supervisor – a teacher who is willing and able to help them).

Among the activities that have been successfully organised by the students and have become school’s annual traditions are:

* creative workshops on the occasion of the teacher’s day - the students are the leaders of the workshops and the teachers only supervise them and enjoy the offered activity – on that day the students council also announces the results of a „survey – popularity questionnaire“ – students’ votes for the most popular teacher, subject, class, etc.
* publishing of the school magazine (in Slovak – In Vitro, in Spanish – Lahoracero)
* Christmas markets in December (The students of one class came up with the idea of organising a charitable Christmas market at the school during the last school day in December. The tutor helped them and they managed to have stalls with various „handmade“products from each class installed in the school corridors.) Some students from each class are responsible for their stall, the products making + selling and then the money obtained. Students and teachers, also visitors like alumni have a chance to buy some products and contribute to a good cause. The proceeds (sales revenues) are given to the Soroptimist Club and are used for children from socially disadvantaged families.
* ZAMUN 2012 (might become a tradition, too) - Model United Nations conference, where a group of students, having considerable experience in various model politics sessions (MUN, MEP-Model European parliament) took all the initiative and organised this international event with great success.
* The areas of responsibility for individual students are mainly educational - i.e. every student is responsible for their progress in learning, for doing homework and being ready for every lesson; for following the school code - a kind of a coherent document (for students, parents and teachers) that sets the rights and duties and school conditions needed to be respected. It is updated and passed every August and the students and parents confirm with their signature that they have been informed and understood the rules. Also every teacher is asked to support these responsibilities by insisting on respecting the rules and guiding the students whenever the need is observed. The students of the 4th and 5th form are responsible for their choice of the optional subjects – they can select two (in the 4th form) and six (in the 5th) according to their interests.

In the school curriculum the leadership skills have been promoted a lot recently and all the teachers are urged to provide the students with the activities to practise the presentation, communication and leadership skills. Some of the teachers consult the thesis in the students’ research papers that they have to defend or argue for in front of a committee. Most of the work is obviously done by students, who dedicate their free time to researches in various fields.

Leadership is to a large extent enhanced by the students themselves, considering the number of activities (conferences, competitions, projects, etc.) initiated by them. In these cases, teachers take roles of facilitators, counsellors and supervisors, encouraging students’ autonomy and willingness to show their responsibility.

**DENMARK:** *Bagsvaerd Kostskole og Gymnasium* “How to support the leadership in our students”

Is there a students’ council in your school? How is it organized? What do they do concretely?

Each class chooses a representative and a stand-in. They all meet in the students’ council and choose a chairman. They meet regularly on their own; sometimes a representative from school management participates if needed.

They decorate the students rooms, applying for funds, arrange meetings e.g discussion meetings when elections, arrange a workday for voluntary work, make student surveys about the canteen.

The student council has a small budget supplied by the school.

The school has several student organizations for different arrangements:

Café group:

they arrange 6 evenings a year with different kind of activities for the students. Usually held on a Thursday from 19 - 23 o’clock

Gymnasieforeningen:

They arrange school parties for students, sell tickets, beverages, decide whether the party has a theme, make all the preparations and clean afterwards.

Just like the Café group they have a small budget, mainly from entrance fees and selling beverages.

Radio BK:

Are responsible of providing light at sound facilities at all arrangements at school where it is needed i.e. school theater, lectures for the whole school, open school arrangements.

BK beats:

Write and print a school magazine 2-4 times a year (looks like a professional magazine) It started 3 years ago on their own initiative)

ICT group:

Makes, and coordinates an information system for an info screen in the common rooms.

FU3:

Chairmen of the different committees meet with one from the school management and a teacher to discuss problems (e.g. how to keep common areas clean, new ideas e.g. for common arrangements, etc. meetings 4 times a year.

Each committee has their own economy, partly supported by the school and partly by what they can earn from their arrangements. If there is a surplus it is given to student facilities.

The chairman of the student council has a seat in the school board.

Student council can attend teachers council meetings ( approx.. 5 times a year where general matters are discussed e.g. planning of the year, evaluating projects, pedagogical discussions, guidelines etc.)

They have a member in relevant committees eg regarding the school canteen.

It is mandatory to make a survey among all students about their well-being every year. This could cover anything from their evaluation of the canteen and the physical surroundings to questions about bullying, or relationship to the teachers. The results of this has to be made public on our homepage, and usually gives input to points of action in our quality plan.

Which are the areas of responsibility for an individual students?

How do the individual teachers support responsibility in a student?

What do your curriculum and other school guidelines say about this matter?

In many school subjects students can have a small say about which concrete matters are being taught.

Two of the final exams are totally defined by the student himself. Both exams are interdisciplinary. This means that the student is responsible for choosing the 2 subjects taking part in the project, and for defining the topic. Both these exams are A levels.

During their education students are expected to train this and are given guidance in order to achieve this goal. Individual guidance is given both by a student counselor and the individual teachers.

The law for High schools (gymnasium) has the following paragraphs about this matter:

Paragraph. 3 Students must develop professional knowledge and study skills.through the academic and pedagogical progression They must gain familiarity with the use of various forms of work and ability to function in a study where the demands for autonomy, cooperation and sense of seeking out knowledge is the key.  
  
Paragraph. 4 The program must have an educational perspective, with emphasis on students' development of personal authority. Students should therefore learn to relate reflectively and be aware of their surroundings: their fellows, nature and society and of their own development. The training shall also develop students' creative and innovative skills and their critical faculties.  
  
Paragraph. 5 The education and school culture as a whole must prepare students for active participation, joint responsibility, rights and duties in a society with freedom and democracy. The teaching and whole school's daily life must therefore build on intellectual freedom, equality and democracy. Students will thereby acquire the prerequisites for active participation in a democratic society and an understanding of the possibilities for individually and collectively, to contribute to development and change and an understanding of both the near, th European and the global perspective.’

The curriculum for each subject pins out how to interpret some of this in the subject

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| dagy  **SWEDEN:** “How to support leadership in our students” |  |
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1. *Is there a student council in your school? How is it organized? What do they do concretely?*

Our student council is elected by the other students to represent their interests and takes up questions which the students have decided are important. This may, for instance, involve the working environment or their education. The student council also organizes activities.

Our school is divided into departments and our student council has representatives from all the departments. We have a “student counselor”, who is their contact person. The organization behind the student council looks like this:

1. Each class elects two representatives during a “class meeting”.
2. The two representatives participate in the “program committee”. Each department at school has its own program committee where they elect a chairman and a vice chairman. They also decide who will be their representative in the student council.
3. The student council consists of representatives from each program committee in school. The student council representatives also join the school conference.
4. The school conference consists of students, teachers and the headmaster.

The meetings are organized in a time cycle and are held once per month:

Week 1: class meeting

Week 2: program committee meeting

Week 3: student council meeting

At the class meetings all students are free to submit questions regarding school and their studies. The two representatives bring the questions to the program committee. If the question only concerns their own department, they contact the head of the department. If the questions concern the school, they discuss it with the student council and/or at the school conference.

1. *How do the students in your school take part in decision making?*

Examples:

1. Working environment and education: See the organization behind the student council above. Our school also has student safety representatives.
2. Studies: See the organization behind the student council above. The students also have dialogue with teachers in order to develop and influent their own learning in the classroom. They can for example - to some extent - participate in decision making around contents and what kind of assessments to use for certain learning areas.
3. *Which are the areas of responsibility for an individual student?*

Two important fields of personal responsibility are for their studies and for the working environment. Students have the right to receive support to manage their schooling, but they also have an obligation to do their best to achieve the goals set up. They are expected to participate actively in lessons, to be punctual and have the right equipment for their lessons. They should also study on their own by doing their homework and study for tests.

The working environment can cover many different areas, such as contributing to the atmosphere in the classroom and in the school.

1. *How do the individual teachers support responsibility in a student?*

One example:

The teachers give the students review twice per school year in each subject. The mentor is responsible for the student´s overall education and ensures the development dialogue with the student and his/her parents at least twice a year. But the student is in charge of the actual student-parent-teacher conference, which means that the student leads the meeting and should prepare for it by going through the reviews, the individual study plan and communicate any question marks directly with the teacher.

1. *What do your curriculum and other school guidelines say about this matter?*

According to the *Swedish Education Act* - guidelines given by the Swedish National Agency for Education - all students should be able to exercise influence, participate and take responsibility in the school.

Due to that the school is a workplace *The Work Environment Act* applies to everyone in the school. The act states that all students have the right to exercise influence over their working environment and their working situation. It is also stated that each school should have a student safety representative.

These guidelines are implemented in our school plan and curriculum.

**BELGUM**: *Heilige Maagdcollege* “How to support leadership in our students”

1. Pupils parliament: pupils participate in school policy in a parliamentary system of representatives; a delegation of members also represents the pupils in the School Council in which delegates of the parents, pupils, staff and local community advise the school board on school policy matters
2. Leadership development:
   1. senior pupils monitoring junior pupils in holiday excursions (ski-journey; cycling-camps, …)
   2. peer tutoring of junior pupils by senior students
   3. senior pupils monitoring junior pupils in theatre exchanges (ARTETC, kUIT, ...)
3. Committees organising activities:
   1. solidarity projects: support the organisation of solidarity day (day before the Easter holidays)
   2. sport activities during the break: organisation and management
   3. Valentine poetry: activity by and for the pupils with a lot of live music and poetry
   4. last 100 days celebration for 6th formers
      1. show: organisation, script, technical elaboration, …
      2. graduates gala-ball: organisation and management
4. Seminar courses in the third grade on:
   1. Entrepreneurship: run a virtual enterprise with products of OXFAM-solidarity products: business plan, management, budget and accounting, buying and selling, stock and share, reporting …
   2. Debating: practical exercises in convincing an audience
   3. Stage art: create a stage performance in all its aspects (script, planning, audience recruitment, ticketing, budget, …)
   4. Web-design: expert students teach and coach rookie students and students manage a web development team of five students (following up deadlines, dividing the tasks in the group, planning the tasks, peer evaluation, ...)
5. Social work experience: 6th formers have to undertake activities to pay a contribution to society; the school offers a range of possible activities and work-places (care centres, hospitals, enterprises, community council, welfare institutions, …) but the pupils have to take the initiative themselves; they must work for at least two days (weekends or holidays) and make a written report with feedback and evaluation

**LUXEMBOURG; ESCH**: *Lycée Hubert Clément* “How to support leadership in our students”

1. Yes, there is a student council in our school.

Every two years we have elections, every student of our school may be candidate. Upper and lower grade must be represented (4 and 3), the maximum of members is 13. If there are fewer candidates, they are automatically elected. If there are fewer than 7 candidates, the school administration has to choose the minimum of representatives out of the class spokesmen.

Their tasks: representation of students before school administration and committee of parents or teachers, information of students, prepare positions for the educational council of the school, representation of our school at the national students’ council, organization of cultural, social and sports events.

2. See tasks, point 1.

3. –

4. –

5. Individual responsibility is not part of the curriculum. In our Charta, which has as leading idea the words by Antoine de Saint-Exupery “Each *individual* is *responsible* for all”, all members of our school are asked to do their best for a transparent administration, a secure community, a good dialogue between all members, an ambiance for harmonic development of personality.

**LUXEMBOURG:** *Michel Rodange* “How to support leadership in our students”



**ESTONIA**: *Jögeva Gümnaasium***:** „How to support the leadership in our students“

We have got student council in our school. Every class is voting every year for two members whom they want to represent them. Student council consists pupils from 9th to 12th grade. They meet with each other every week, if there is need, then more often than usually. The leader is called as president and he/she is responsible for the activity of council. Student council main idea is for being bridge between pupils and teachers. Usual task for council is making pupils schooldays more interesting with different activities. Traditional events are done by them also like celebrating the 1st September, organising the autumn camp for gymnasium, Teachers Day when pupils are becoming to be teachers and *vice versa,* Freshmans day, Christmas, Last Day for the 12th class and ohter events. We have two big festivals in Jõgeva Gymnasium which are famous all over Estonia (Poetry Theater festival named by poet Betti Alver who born in Jõgeva and music festival named by the hero of the Singing Revolution Alo Mattiisen who learned in our school) and student council is helping a lot the theachers who are organising them.

Student council is giving advices for the school leaders if there are some problems which they want to be solved or they want to change something. They can give their suggestions when the new curriculum for the school is made or when there is need to do the document what is giving the main visions how to develop the school in future.

Responsibility in a student is supported by giving them an opportunity to make decisions, to be a leader in school, in class or in some smaller group (like in the lessons when they are working in groups) and organising the main events in school.

**GREECE:** *Second Lyceum of Kalamaria* “How to support leadership in our students”

In the Greek schools of Secondary Education there is the institution of the 15-member Students' Council. All students of the school can be candidates, all of them vote and the 15 that receive the most votes are elected.  After the elections they meet and elect the President, Vice President and Secretary.  
The Students’ Council deals with any matter concerning the school and they hold scheduled meetings twice a year. Moreover, representatives of the Students’ Council attend meetings of the Teachers’ Association and School Council, they express their views on issues of the school, but they have no voting rights.  
Besides this 15 member Council, there are the 5-member boards, one for each class. The five candidates with the most votes are elected. After the elections they meet and elect the President, Vice President and Secretary of the class. They meet once a month on issues related to their class.

In addition to the above, leadership is enhanced through collaborative teaching and group projects, as through this kind of process a leader of the team emerges.

**FRANCE:** *Institution Saint-Jude* “How to support leadership in our students”

*Is there a student council in your school? How is it organized? What do they do concretely?*

We’ve got a student council in our school called “council of high school life”.

Students are elected for three years among students in second grade. Each year one third of the members is elected. They participate in various activities to improve students' lives and their living environment. They sell candy to pay for benches in the yard or games for younger students. They organize party for students

*How do the students in your school take part in decision making?*

Students participate on the council of the school once a year. They offer their advice on major decisions concerning the future of the school with representatives of school management, teachers, and parents.

In the student council, students are free to propose projects and follow them.

*Which are the areas of responsibility for an individual student?*

A student can nominate himself to become a delegate of students and then participate on the student council.

He is also partly responsible for his training as they can choose lessons exploration. In “accompagnement personnalisé” (coaching), the student chooses the topic where he wants to have support or it wants to deepen

*How do the individual teachers support responsibility in a student?*

Teachers help students choose the topics they want to work and lessons related to their professional project

The principal educational adviser and supervisors help students to the proper functioning of student council

*What do your curriculum and other school guidelines say about this matter? “*

The existence of a student council is an obligation required by the Ministry of National Education.  
Official texts form the ministry encourage students to be more independent and take responsibility before entering university. it is also a priority in the educational project of our school

**IRELAND:** *Ramsgrange Community School***:** “How to support leadership in our students”

**There is a student council in our school. It is organised in the following way**

**Members are elected to student council by**

Each class group is informed about the upcoming student council elections during their tutor meeting at the beginning of the year. The students are given information about the student council, its functions within the school etc.

A week later a student council election takes place during class tutor time. Students are asked to put themselves forward as candidates for election. Each candidate is written on the white board and students are asked to vote, using a secret ballot. One female representative and one male representative is selected from each class group. These candidates form the student council.

**The Student Council Executive**

* The student council executive comprises of the following…
* The chairperson
* The Deputy chairperson
* The Treasurer
* The Deputy Treasurer
* The Secretary
* The Public Relations Officer (PRO)

The student council members are introduced to the various roles and asked to think about whether or not they would be interested in putting themselves forward for the various roles.

A further student council meeting is called in which the students are asked to put themselves forward as candidates for election to the aforementioned roles.

The names of the interested candidates are written on the white board and the student council members vote, via a secret ballot, for their preferred candidate.

**Individual Roles of Officers of the Student Council**

**The Student Council should appoint officers to run an effective Council. These are the officers and their roles:**

**The Chairperson**

* Is the chief spokesperson and officer of the Student Council
* Calls meetings
* Chairs meetings in a fair manner ensuring that all have an equal say
* Has the casting vote if voting is divided equally
* Signs any letters, notices etc. that are issued by the Student Council
* Liaises with school management
* Ensures that the Student Council is run effectively and efficiently
* Prepares the agenda for each meeting with the Secretary
* Signs the minutes from the previous meeting with the Secretary, on acceptance.

**The Deputy Chairperson**

* Takes over the responsibilities of the chairperson when he/she is not available
* Assists the chairperson in the organization of the Student Council;
* Accompanies the chairperson to meetings when necessary.

**The Secretary**

* Prepares the agenda for each meeting with the Chairperson and in consultation with the other officers of the Council
* Circulates the agenda to all members in advance of the meeting or at the start of the meeting
* Takes minutes at meetings and writes them up
* Distributes/reads out minutes from previous meeting and on acceptance, signs them with the Chairperson
* Sends out letters and notice of meetings that will be held stating time and place
* Ensures that everyone is aware that meetings are being held.

**The Treasurer**

* Manages any funds raised by the Student Council
* Keeps financial records in order and reports to the Student Council on the current financial status of the group
* Makes a brief financial report at every student council meeting
* Provides the Council and Board of Management with a complete financial report at the end of the school year.

**As a general rule any payments made by the Treasurer should be countersigned or endorsed by another member of the Council or a teacher designated for this purpose.** **The Deputy Treasurer**

* Takes over the responsibilities of the treasurer when he/she is not available
* Assists the treasurer in their duties
* Accompanies the treasurer to meetings when necessary
* **The Public Relations Team/Communications Officers**  
  Keep the whole school informed about the activities of the Student Council
* Keep notice boards updated
* Help produce the Student Council newsletter, if the school has one
* Take lots of photographs of Student Council activities to accompany any reports or notices for the board
* Promote good communications between the Student Council and students, teachers, school management and parents.

The PR team is responsible for making sure that the Student Council has a high profile within the school; The higher the profile of the Student Council within the school - the more successful the Student Council.

Every activity of the Student Council should be reported no matter how small. When the school population does not hear about what is going on with the Student Council, they just assume that they are doing nothing, which is far from the truth.

**PLEASE NOTE:**

ALL POSITIONS ARE OPEN TO 3RD, 5TH, 6TH and LCA 1 and LCA 2

NONE OF THE ABOVE POSITIONS ARE OPEN TO 1ST YEARS

THE ONLY POSITION OPEN TO 2ND YEARS IS DEPUTY TRREASURER

**Responsibilities, Activities and work that the students undertake Student council projects 2011/2012**

Fundraising to get a defibrillator for the school. The student council spearheaded a campaign, which involved the collection and recycling of 250 mobile phones. The funds used from this collection are being used to purchase a lifesaving defibrillator.

Improving the canteen food to ensure that there is an onus on healthy eating. The student council completed a questionnaire to ascertain the feelings and opinions of the students in relation to healthy eating and the provision of healthy food in the canteen. The results of this questionnaire led to very positive changes in canteen food (brown bread/ fruit/ yogurt/ elimination of sugary foods and drinks for example). This has had a positive knock on effect on the litter problem of the school as we have eliminated plastic bottles as well as tin-foil wrapping.

Fundraising for various charities such as Dyslexia Awareness. The student council are holding a table-quiz among the first year student to raise awareness as well as funds for the dyslexia association.

Colour day: the student council fundraised using a colour day, in which the students were allowed to wear their own casual wear as opposed to their uniform, for a nominal fee of €2 to go to a worthwhile cause.

Communication of problems or concerns to student council members can be done at any time as they are well known to the student body (there are two representatives per class group). Also all the student council members’ photographs are on the student council notice board, which is in a prominent position in our common area.

How do the individual teachers support responsibility in a student?

All teachers are aware of the student council and its value in the school. They support this in any way they can. Individual teachers would also support leadership and initiative in their core subjects. Many extra curricular activities are encouraged and supported by staff in house and nationally. Meitheal is a system established in the school where by Senior students taking on a mentoring, guiding and leader role for the new students entering the secondary school system.

**What do your curriculum and other school guidelines say about this matter?**

The State education act states that it is compulsory for every school to have a student council. The student council are consulted by the inspectorate when they come to the school. It is an intergral part of the running of the school to have student involvement.

**WALES:***Radyr Comprehensive School, Cardiff* “How to support leadership in our students”

**Student Councils & Leadership Projects**

We have a very well established School Council. Pupils from Year 7 all the way through to Year 13 are involved. Representatives from each Year Council sit on the School Council, and are involved in a whole range of issues. We have sub-committees that look at different issues, for example we have student committees:

* **Charity subcommittee**
* **Eco / environment sub-committee**
* **Fairtrade group**
* **Healthy eating** **-** Pupils working with the school canteen staff to improve healthy eating amongst pupils and staff.
* In addition we have other opportunities for pupils to take a lead.:
* **Peer Support Programme** – this is a well established system through which pupils have been trained up to offer support and guidance to their fellow pupils.
* **Young Evaluators Group** – this involves a group of students who have just received training on how to carry out research and how to report back with their findings. They are currently looking at ICT use around school and the possibility of pupils making more use of mobiles and other hand held devices in lessons. This group have already carried out large scale research and have reported back to the staff Senior Leadership Team in school on two occasions and have given a presentation to our parent teacher association.
* **Digital Leaders** – this involves a group of pupils who have a real interest and skill in ICT. They have already run workshops for staff, have written guidebooks for staff on how to use Prezzi and have set staff homework!! They have plans to continue this support and run more workshops in the future to support staff ICT training.

Pupils also support decision making by taking an active role in the selection process when new staff are appointed. **The School Council** organise a rigorous interview session for prospective staff by creating their own questions and leading these sessions.

We also involve student voice in any major changes to school policy. This year the pupils have played a central role in reviewing our behaviour policy and changes to our uniform policy for sixth form. The pupils have been involved in highlighting their views through questionnaires and follow up interviews. The proposed changes to sixth form uniform and the behaviour policy that will both come into being in September 2012 have both been heavily influenced by student voice.

Developing leadership amongst pupils throughout the school is a major part of the current school development plan. We are moving towards a house system and this system will enable more opportunities for pupil leadership in a variety of areas.

**Sports Leadership, Arts Leaders, Music Leaders, and Well-being leaders** are just a few of the areas that we’d like to develop further in the coming year or so.

**GERMANY:** *Wittekind-Gymnasium Lübbecke* “How to support leadership in our students”

# **student council:**

* voluntary work of a group of students (from year 5-13), about 15 members at the moment, 2 elected spokespersons (voted for by representatives of all the classes once a year)
* supported by 3 elected teachers
* 6 elected members of the student council are sent to school conferences (full right to vote)
* weekly meetings: discussion of current events/ problems/ ideas/ topics/ projects

1. **decision making:**

* via the student council. They are members of the school conference (committee formed of teachers, parents, students to decide about school matters)

1. **individual student**:

* responsible for their own work. Responsibility for the subjects they choose (although this is checked by counsellors). Responsibility for extra-curricular activities (clubs/ preparations for competitions) as some students offer those for younger pupils at our school
* possibility to take part in competitions (e.g. German “Gründerpreis”)

individual teacher supporting responsibility:

* working with portfolios (already the young ones) to improve time-management / efficiency; preparation of lots of presentations / projects throughout the years to improve presentation skills; encouraging single students to establish a club, etc.

curriculum:

* self-dependent work of each student is one of the main goals; school curriculum requires projects / work to improve these skills ( step by step) for each subject and year