

Smithton Primary Leadership Programme

**Rationale**

Too often transition from P7 to S1 means leadership opportunities are reduced and rarely taken up again at a later stage in secondary school for Smithton pupils. This leadership programme has been devised with and for young people in P7 to ensure skills for learning, life and work will be embedded and be recognisably transferable for the young people as they move on.

It is also the intention to receive accreditation for this programme to ensure that the young people get recognition out with the school and for them to realise that independent recognition can be helpful in gaining qualifications at all levels.

Highlife Highland, School staff, young people and Highland Council Transitions Coordinator have been involved in the creation of this programme and will evaluate on a regular basis to make improvements for future years.

The programme starts in August and concludes in May with a showcase event in June for parents and Culloden Academy staff. Certificates of merit will be issued at the final assembly at the end of the school year.

**The Pillars**

Responsibility

Communication

Team work

Organisation

Safety

Fun

These are the pillars outlined in the HLH sports leadership programme and are the basis for the leadership skills programme at Smithton. The young people will self evaluate regularly against these pillars.

**Leadership Contexts: P7**

All P7s will be asked while in P6 in June which areas for leadership that they would like to be involved in. They will also state whether they wish to be leaders in these groups or members. Not everyone wants to be a leader but all should have access to leadership training and skills development as there should be an understanding that all should contribute in the work place.

These contexts can be fluid annually so that there is individual choice and selection.

The programme should follow this pattern with staff agreeing a weekly time for all P7s to be working at the same time:

Term 1

Warm up **(10 minutes)**

Weekly concept from the pillars: what does this mean to you? A shared understanding of responsibility, communication, team work, organisation, safety, fun **(5 minutes)**

Motivational piece **(10 minutes)**

Set task - problem solving activity **(10 minutes)**

Go into your group and relate learning to context **(5 minutes)**

Reflect on skills and confidence levels based on scales survey **(10 minutes)**

<https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKfzlTT1ddMpFgmnjMPt7_n5UQTE3RTg1MEhaMkhCRzBQWkZMTkJRRUtOUS4u>

Term 2 and 3

Action Plans for leadership in contexts to outline how they will use their leadership skills and how they will measure the impact of what they are doing. The planning process should follow Space, Task, Equipment, People format and electronic log book kept. Survey should be carried out each week as per term 1

Term 4

Carry out their own survey to measure impact of what they have done and advice to give to new leaders for next year. Infograph of work carried out for showcase event for parents and Culloden Academy staff.

**Individual Accountability**

There will be monthly tasks for the young people to carry out in their own time. This will work towards a higher merit of achievement at the end of the school year and will demonstrate the four capacities of Curriculum for Excellence. Parents and carers will be asked to contribute to the assessment of the tasks and effort from the young people.

**Leadership Contexts: ELC**

From February to June there will be nursery leadership opportunities using the same six pillars. Alongside their visits to P1 and the rest of the school the N5 leavers will be looking at their legacy and how they can encourage the younger children or those about to come to ELC for the first time.

If they are able to complete the activities under each heading then they will receive a leader T shirt which will be presented at the end of year assembly with the school. Key workers should ask for their evaluations and share these during the learning sessions with HT on Thursday mornings so a bank of evidence can be gathered to guide us in making sure the leadership programme is working. This leadership programme will be shared with their parents in January so that they can continue to log responsible behaviours and skills at home as well as in ELC. A ‘scrap book’ will be given for home and a folder with the six headings will be kept in ELC.

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| Skill | Demonstrated by |
| Responsibility | Keeping an area tidy (chosen by child and KW) |
| Communication | Send a photo and ‘write’ a piece for the school blog to demonstrate others learning |
| Team Work | Help your key worker group in three different ways e.g. helping with coats, playing a game with someone |
| Organisation | Be responsible for organising a tray of materials |
| Safety | Do a spot check with a clip board and pen |
| Fun | Make up an activity for younger children to do |

**Leadership Contexts: P3**

From March – June the P3 investigators will be finding out about the changes moving on from P3 to P4 (e.g. change of length of day, having a variety of teachers, citizenship times, wider access to extra curricular, etc.). Parents will have an information session in February. The potential leaders will keep a log book and will add to the activities at home. They will come up with evidence for the following:

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| Skill | Demonstrated by |
| Responsibility | Road safety; being out on my own or with friends |
| Communication | e-safety; create and ask 5 questions to find out from a P4 and a P7 what it is like to be in P4 and what to expect |
| Team Work | Create a poster/model/ppt to show how learning is needed for life |
| Organisation | Take full responsibility for making sure school bag is packed, etc daily and an area of the classroom is organised daily |
| Safety | How to make a telephone call in an emergency |
| Fun | Make up a rap or poem to help new P3s consider their responsibilities as ‘head of the infants’ |

A ‘scrap book’ will be given for home and a folder with the six headings will be kept in class.