

**CLASSROOM LEADERSHIP**  
**CLASSROOM MASTERY SERIES ONE FOR CLASSROOM**

**LEARNING TO LEAD**

**CLASSROOM MASTERY SERIES 1**

**Course objective: This virtual course is designed to hone classroom teachers and classroom assistants with the skills of leading children effectively and to generate expected teaching and learning outcomes.**

**The course content includes:**

- 1) Introduction to classroom leadership**
- 2) Dynamics of classroom leadership**
- 3) Class flow**
- 4) Discovering and developing student leadership abilities**

## INTRODUCTION

### Lead a Classroom. Shape the Future.

We handle the most valuable resource in the world: the young minds are the future.

Our efforts and investment in the next generation will help build a fair and equitable society hence, the need for us to be deliberate with handling these children with all sense of responsibility.

As a classroom teacher or leader you have the opportunity to put your unique background, strengths and passion to work in a way that is unique.

We are expected to lift up, motivate and transform the pupils we teach.

## INTRODUCTION TO CLASSROOM LEADERSHIP

What does it take to be a leader in the classroom? A leader in the classroom is as an individual who is able to guide students through the learning process in way that students are able to understand and use the knowledge they have acquired through the assistance of the teacher. In this day and age of unmotivated, entertainment driven students, it is hard to find classroom leaders who are able to achieve this.

Educational research indicates that there are **five core behaviours that classroom leaders** need in order to help students to learn. These behaviours are:

- Clear lessons
- Variety in instruction
- Task orientation of the teacher
- Student engagement in learning
- High success rate of students

Each of these is explained in detail below

### 1. Clear Lessons

A classroom leader must present information in a way that students who are at different levels of ability can understand. This can be done by presenting the objectives of the lesson at the beginning. Another way is through giving

directions slowly and using examples to illustrate ideas. Lastly, providing reviews of the content taught helps students to know what the main idea of the lesson.

## **2. Variety of Instruction**

Students like predictability but they also enjoy variety. A leader of a classroom must provide various methods of teaching students what they need to know. One way of adding variety is through asking questions. There are many strategies for asking questions such as direct and indirect methods. In addition to questioning, various other strategies such as cooperative learning, project-based learning, and other constructivist based methods can help students to learn the content but in new ways. Lastly, just showing enthusiasm for the subject matter can in many ways bring variety into the context of the classroom.

## **3. Task Orientation of the Teacher**

Task orientation of the teacher is about how much time the teacher actually spends teaching the students. At the beginning of the year, time on task is low because the leader of the classroom is establishing control of the learning environment through the implementation of policies and other matters related to classroom management. There are many ways to reduce lost time through having carefully developed lesson plans, preventing misbehaviour, and having skill at dealing with interruptions. Leaders are often known for getting things done and a critical behaviour of classroom leaders is guiding the students to the learning goals with as little delay as possible. i.e. as a classroom leader you should be able to multitask and be the best on your job.

## **4. Student Engagement in Learning**

A teacher can be on-task but have students who are not really focused on their learning. Students who are focused on learning are said to be engaged in the learning process. Children will always be, some of them can just have their head in the clouds for no reason at all. Others have legitimate problems in their life that make it hard to focus. To deal with this, leaders of classrooms need to set rules, move around the room to keep students focus during learning, deal with problems immediately, provide feedback, and or understand what makes assignments interesting for the students.

## **5. Student Success**

Students, like many people, like to follow leaders who provide them with what they need to have success. Research indicates that students should have success in understanding concepts about two-thirds of the time. Therefore, if the students are constantly lost and do not understand what the leader is

trying to have them do it is a recipe for disaster. Success will often increase self-efficacy which can lead to further success. This self-fulfilling insight can happen through developing lesson plans that connects to prior learning, dividing the teaching into small digestible chunks, and providing prompt feedback on assessments.

Leadership in the classroom is about bringing students to the top of the academic mountain. How this is done depends on the context. However, the five behaviours listed above can help a classroom leader to bring academic success to their team.

## **ASSESSMENT QUESTION FOR MODULE 1**

- **1) Based on the new knowledge gained mention and explain specific actions you will take to improve on your classroom leadership skills.**

## **LESSON TWO**

### **DYNAMICS OF CLASSROOM LEADERSHIP**

Inherently, true classroom leadership comes from a solid understanding of classroom dynamics. It is essential that a rudimentary understanding of classroom dynamics be in place for effective classroom mastery.

Classroom dynamics refers to a system of behaviours and psychological processes occurring within a classroom (intra group dynamics), or between various classroom (intergroup dynamics) i.e. same grade level or even across grade levels.

Classroom dynamics can be simply defined as balancing the act, the way things are expected to be done, the modules of operation and daily routine that will help students achieve positive outcomes.

Classroom leadership dynamics involves the capacity of the classroom leader to direct, control and maximize 1) human resources (class assistant, students, and even parents via communication skills, rapport building, systems, structures and protocols etc.)2) Material resources effectively.

## CLASSROOM DYNAMICS

1) Planning 2) organizing 3) delegating 4) implementing 5) Evaluating

1) **PLAN:** Classroom leaders plan personally and professionally, this is because planning is the bed rock of leadership, if you fail to plan as a classroom leader you are planning to fail. It is important you have long term, and short term goals and ensure you review these plans from time to time other to achieve your desired result. Plan how you want your classroom to look like physical (classroom decorations), psychological (your mind-set as well as that of all other stakeholders/ members of your to be classroom), social (general interaction) and intellectual (curriculum, scheme of work, teaching strategies and processes) climate.

2) **ORGANIZE:** To organise means to arrange in working order, to constitute in parts, each having a function, or relation to systematize. In essence you are to pick up your plan at this phase and see how you can synchronise all the resources at your disposal to get optimum result.

The pupils are the most important resource in the classroom and the best way to organise your pupils is by setting class rules.

It is important to set class rules on the first day of resumption, class rules are statements that guide general operations in the classroom good classroom leadership depends a lot on how you establish the ground rules at the beginning of a term. Students need to know what you expect from them and what they can expect from you during the course. They need to know where the boundaries lie and what will happen if they step over the boundaries. It is important to get the children involved when setting the class rules.

During the middle of the term refresh students' memories of the ground rules. It can also be worth spending five minutes establishing the ground rules when you get thrown in to a substitute class you have never taught before.

There are many different ways to go about establishing the ground rules of a classroom. Here are just a few simple ideas.

## Happy face Vs Sad face technique

Divide the board into two and put a smiley face and a sad face at the top of the two columns. (Use a tick and a cross if you think your students won't appreciate the smiley's!)

Have your ideas clear of what you want to end up in the columns beforehand. You can adapt them according to the students' contributions but you should know your own ground rules before going into the class.

Give students examples of types of behaviour, and as a group decide which column to put them in. Depending on the level of the students you could explain the types of behaviour or use mime to get your message across. You could mime using a mobile phone for example. Ask the students, 'is it ok to use your phones in the class?' Establish that it's not ok and write 'using mobile phones in the class' in the sad column.

When you have done two or three as a class, divide the students into groups and get them to add as many things as they can to the columns. Then collate all the groups' answers together on the board.

- **Ground rule posters**

You should then display these rules on a poster on the wall so you can refer to them later. Groups could be asked to make the posters. Talk with the class about what will happen if these ground rules are broken.

- **Class contract**

Similar to the smiley chart idea above, a class contract is a negotiated document written by you and your students. It is more formal in that both parties (you and your students) sign the contract and keep it displayed. The contract outlines what you expect of the students and what they can expect from you.

For example:

<b>The students of XYZ class will...</b>	<b>The teacher of XYZ class will...</b>
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Try to speak as much English as possible	Give homework on Thursdays and return it on Tuesdays
Listen when the teacher is giving instructions	Arrive on time to the class and finish the class on time
Not have mobile phones on in the class.	Give students clear vocabulary lists on the board.
Arrive on time to the class	Give students a song / game etc.
Not throw things around the classroom.	
Etc. etc. Signed: (Students sign)	Etc. etc. Signed: (Teacher sign)

- Class contracts can be written with whole groups or with individual students. If you realise that you have one or two difficult students in the class you could write a contract with just those students. It's a chance to talk to them about their behaviour and to set the limits of what's acceptable in written form so that you can refer to it in the future. As a class assistant you probably won't ever be in the position to have to draw up a class contract for an individual student alone. The class teacher will probably already have systems in place and it would always be worth talking to the class teacher first if you have individuals who are disrupting the class.
- **Praise the positive**  
If you do have a difficult group of students it's really important to remember to praise good work and behaviour when (if!) it occurs, rather than always highlighting the negative. One way to do this with young learners is to have a star chart. Draw up a list of all the students' names and at the end of each class, or periodically throughout the class, go through all the students and put stars (or a tick or a smiley face) on the chart by the names of students who have worked well. Some teachers like to give prizes to the students who get the most stars by the end of each term.
- **When rules are broken**  
All schools have their own discipline procedures in place so find out as much as you can about the standard procedures. Then establish with your students

exactly how you will react if the students do break the rules. You may decide to give each student three chances in each class. If a student breaks a rule their name goes up on the board. If their name gets on the board three times in one lesson further action will be taken. You should talk to your class teacher about this and find out what the further action could be. It may be they'll have to talk to the co-ordinator, or their parents get called; you should try to stay in line with the discipline procedures used throughout the school and make sure that the other teachers will support your decisions. It is useless to give a threat (e.g. phoning the parents) of any sort if you are not prepared or able to carry them out.

The idea is to start reasonably strict so as to get off on the right foot. It's always easier to lighten up when you and the students have a mutual respect than to start off too soft and then have to get stricter as the weeks go by!

I have personally observed over the years that most teachers don't keep class materials and teaching aids properly, you will stand out as a teacher if at the end of the session or term you are able to hand over all materials giving to you intact and even adding some materials you made or improvised.

### 3) **DELEGATE**

To delegate means to commit to someone a task especially a subordinate, to give authority over to someone else.

It is important you learn the art of delegation to enable you succeed in the classroom as a class leader. Delegation does not mean to abdicate it is not to abandon your work totally. It simply means allowing others to learn and grow under you, delegation will also enable you to have more time for more important task and help you to meet up with other expectations from the school authority.

So while planning and organizing it is important you identify tasks you need to delegate and the tasks you need to prioritize.



You can delegate to the children in your class (taking their ages in to consideration) to correlate with the task.

7 steps for effective delegation.

- 1) Pick the right person
- 2) Match the requirement of the task and the ability of the person
- 3) Make your communication as explicit as possible, explain every detail of the task as much as you can.
- 4) Delegate smaller task to new members of the class
- 5) Give the person complete responsibility of the task to the person
- 6) Delegate clear outcomes, set up a metrics to measure what has been done
- 7) Delegate with participation and discussion. It will ensure people take complete ownership of the task.

## **IMPLEMENT**

This core of classroom leadership, this is the phase you take action on everything you have set out to do. It is important you try to follow your plan when implementing all the classroom practices however be flexible enough to follow your intuition as well, this is what differentiates a classroom leader from a classroom manager.

Ensure you implement your tasks with ethics, poise and excellence, this will distinguish you as a classroom leader.

## **EVALUATE**

To evaluate is to draw conclusions from, it is simply examining everything and anything in the classroom, to assess.

As a classroom leader is it important you assess yourself even before the school does, you can do this by reflecting on your personal practices and how you have been leading the class in various capacities, ask your class leader or class assistant, ask the pupils, your subordinates and even your

supervisors, ask the non-teaching staff in your school as well, this will enable you to get better personally and professionally.

Assessment is integral of learning processes, it facilitates personal and professional growth for all concerned and also helps to improve instruction.

There are basically four basic types of Assessment

Assessment for learning (Formative)  
Assessment of learning (Summative)  
Assessment as learning  
Diagnostic assessment.

Assessment for learning (formative) is also known as **on-going assessment** it helps the class leader monitor his or her practices on **a regular bases** on each class activity, daily, weekly and monthly.

This assessment provides with timely and specific feedbacks on areas of KPI (key performance Indicators) these varies from school to school.

Assessment for learning will help you make the necessary adjustment in your leadership style even before the school comes up with overall appraisal.

Assessment of learning (summative) is also known as summative assessment, this form of assessment will help evaluate **how well you have done with leading the class at the end of term or session**, it provides information about your achievements and can be used for other purposes and at any level.

Assessment as learning **develops and supports continuous growth** in classroom and personal leadership, **it is based on personal reflection that exude from the other two form of assessment discussed earlier**, it is about using the feedback from the constructive criticism on your leadership in the classroom to inform your positive change in behaviour in the new term or session professionally and personally.

Diagnostic assessment just as the name implies will help **reveal what you know and what you don't know as regards classroom leadership having undergone the process or dynamics of classroom leadership**. It will help you in planning and preparation of effective interventions or next steps for the new academic year or term as the case may be.

In general classroom mastery involves operating a system that ensures all members of the classroom community move in the same direction and maintaining the systems overall balance.

The major responsibility of the classroom leader is to compensate and maintain the stability of the classroom.

In closing, successful classroom leadership rarely happens accidentally. Effective classroom leaders have established system, where dynamics ensure success over time.

## **ASSESSMENT QUESTION FOR MODULE 2**

**1) Which of the classroom leadership dynamics have you been practicing, which one would you like to improve on?**

**Describe them with real life scenarios**

### **Effective Leadership in the Classroom**

As a facilitator of learning, you can control some of the factors that will enhance a student's ability to achieve. Demonstrating leadership in the classroom, providing motivation for learners and operating effective groups will increase the chances of success. Your behaviors can contribute positively to the [learning process](#) of students (listening, monitoring student progress, knowing names to make it personal, scheduling breaks, being available, changing the pace, being friendly, relaxed and at ease with the students). Modeling such attributes will assist your students to become better leaders.

### **SPECIAL SITUATIONS LEADERSHIP IN THE CLASSROOM**

You will be faced with some situations that require special attention. These occasions may include student behavioural problems, discrimination issues, providing modifications for a student with a disability, dealing with grading disputes or academic dishonesty.

There are a few strategies to use to prevent most problem situations:

1. Ask students for anonymous feedback on a regular basis (What is working? What is not working?).
2. Make sure expectations are clear and in writing at the outset.
3. Create a classroom climate of respect and responsibility.

Creating an environment where everyone can feel comfortable and strive for academic excellence is taken very seriously. All students must be treated with respect. The first step is to recognize that there is, or could be, a problem and the second step is to find a way to deal with it.

### **Identifying and dealing with disruptive behaviours in the classroom.**

#### **Student Behavioural Problems**

Remember that whatever the behaviour, each student should be treated with respect and patience, not ridicule or harshness.

**Monopolizing student** – If a student is constantly taking up most of the discussion time, you can use their comments to move the discussion back to the rest of the class – “You’ve raised an interesting point, maybe others would like to comment on that.” or “That idea deserves a lot more time, perhaps we can discuss that after class”.

**Distracting student** – The student often asks questions or makes comments that have nothing to do with the topic or subject being discussed. You can try to redirect the conversation – “That is interesting, but not directly related to our current topic, so we will save that for later.”

**Angry student** – Try to diffuse the situation by: listening respectfully, acknowledging that they may be correct and stating your position calmly. If the situation applies to others, involve them. If you are at fault, admit your mistake and indicate your eagerness to resolve it as quickly as possible.

**Disruptive behaviour** – Actions, verbal or physical, interruptions by one or more students make it difficult for others to participate in discussion and for you to keep the class focused. In order to prevent this, make it clear from the first day of class what types of behaviour are and are not acceptable and the consequences if expectations are not followed. Set the boundaries. Be firm. Remain calm.

In summary, when dealing with difficult students always remain calm. Decide if you should deal with them in class or at another time. Don't use empty threat

## MODULE 3

### CLASS FLOW

.Class role and leadership begins with pre-class arrival, the opening, through sequences of questioning, listening, and responding, to transitions and, ultimately, to the closing of the class, discussion management that cut across the entire class session, including the management of time, student participation and engagement, and the use of all resources.

An exceptional classroom or teaching is not merely an intellectual exercise, but also an emotional and interpersonal experience that requires trust and collaboration. To develop and reinforce an effective learning environment, class teachers/leaders should arrive early to the classroom before every session, at least ten minutes prior to the scheduled start of class. This practice helps support your transition from planning to execution as well as enhances your relationship with students, and provides time to prepare the physical environment of the classroom.

An **early arrival** allows you to move psychologically and emotionally from the self-focused nature of the teaching plan ("this is what I am going to do") and concerns about teaching performance ("how well am I going to do?"), to become immersed in, and connected to, the collective energy of the class.

The additional time also strengthens your relationship with students. It sends a powerful signal that you truly care for the students as individuals, not anonymous members of the class. Talking informally with students, you get to know them better and have the opportunity to sense where they are in their hearts and minds on that particular day.

From a practical perspective, early arrival makes it possible to attend to the physical environment of the classroom. Pre-class preparation may involve organizing notes and papers for easy reference, setting up videos or other resources, checking classroom equipment, and perhaps pre-setting one or more boards with information that you prefer to record in advance. By allowing ample time for these activities, you will avoid delaying the start of class or interrupting the flow of the session to attend to logistical distractions.

## **STARTING YOUR LESSONS**

Openings include three distinct, but interrelated elements: the instructor opening, the opening question, and the student opening.

The instructor opening provides an opportunity to put the class in context, shape and clarify expectations, and heighten engagement.

You may use a minimalist opening, consisting of little more than a "Good morning

This approach can generate a high energy start

You may position the topic within the context of the course, frame the importance and relevance of the topic at hand, provide an agenda for the class session, and highlight elements of the case situation as a prelude to the opening question. This approach can create a solid anchoring for the discussion, but may dampen classroom energy and constrain student discovery.

Ultimately, the optimal length and scope of your opening for a specific class session will vary depending on the nature of the classroom, the topic, the participants, teaching and learning styles, and the timing of the classes within the term.

Your opening should be engaging and stimulating and model curiosity.

You can make them finish sentences allow the children's mind to explore.

You can start with sentences like I have always "wondered" and relate it to the topic you are about to teach.

Ask them to finish it up on paper, then have them discuss it with you and their colleagues as well and then you can help them explore answers to the questions that they are able to come up with.

## **Questioning**

As a class teacher or leader you need to employ different types of questions at various points in the class to shape the arc of the discussion toward student discovery and learning.

Examples of questions found to be particularly effective in each of four major categories:

Starting a discussion segment,

Following-up during a discussion-in-progress,

Transitioning from one segment of the class to another,

Handling challenging moments when the discussion is at risk of becoming bogged down or thrown substantially off-course.

You can prepare certain questions in advance of the class session- particularly questions designed to start each discussion segment and to probe for analysis specific to the assigned case. Other questions are formulated in the flow of discussion you can draw on a more standardized repertoire of questions in response to student contributions.

## **Listening**

The organic nature of a class leaders instructors to listen carefully throughout the questioning session and encourage students to listen closely to each other. Effective listening goes beyond attention to the content of student contributions: it also includes sensitivity to the tone and body language of each speaker and the reactions of other participants.

You should listen not only to individual contributions on their own terms, but also to their relationship to previous comments and their fit within the overall flow of the discussion. Ultimately, careful listening enables the instructor to remain highly participant-centered, while still providing effective guidance for reaching core learning objectives.

## **Responding**

Your response can be profoundly affected by your verbal and nonverbal responses to student contributions. Your responses often times provide

feedback and direction to shape the content and flow of the discussion, and influence the energy level of the class.

Ensure you acknowledge each contribution in some way, whether through a simple nod or verbal affirmation, a restating ("echoing") of the essence of the contribution, and/or the recording of the comment on the board, use an indirect approach for soliciting reactions from other students and using follow-up questions to probe for greater depth or clarity.

## **Timing**

In the face of timing challenges, you should avoid the extremes of leading with an iron fist or giving unbridled free rein to the participants. A class that is managed too tightly may feel stilted or rushed and turn into a forced march, fueled more by the desire to implement the teaching plan than to support student learning. Conversely, inadequate pacing may lead the discussion to feel directionless, resulting in a class with limited student discovery and inadequate fulfillment of key learning objectives.

Most experienced class leaders pursue an intermediate strategy: instead of micromanaging the timing of each pasture, choose 2-3 checkpoints around which to anchor the pacing of the discussion. If you reach a checkpoint sooner than anticipated, they can use the extra time to go into more depth in the following segments or pursue additional topics. If the discussion has proceeded more slowly than expected, then you can draw on questioning, listening and responding techniques to speed up the class discussion without giving short shrift to the learning objectives. This type of flexibility does not negate the usefulness of planning. , it *requires* planning, so that real time choices can be made in the moment with an informed assessment of the tradeoffs involved.

## **Participation**

Students and teachers are co-creators of class participation, and the stakes may be quite high, not only for collective and individual learning, but also for performance evaluation. As the class leader you manage participation along two dimensions: *who* to call on and *how* to interact with students in the process of questioning, listening, and responding. In managing participation, you should strive to create a learning environment that students experience as fair, safe, and challenging.

When calling on students, endeavor to be simultaneously challenging and supportive. Besides the questions and responses, use of tone of voice and body language can have a powerful effect on how safe students find the environment for participation. You may calibrate your interactions with



individual students depending on the participant's background in the field and comfort level speaking in class. This does not mean, however, that you should relax standards or overlook weaknesses: on the contrary, maintaining high expectations for all students is the ultimate form of respect in the classroom.

## Engagement

A number techniques can enhance student engagement during the class. One is the **use of votes** that compel students to commit publically to a specific position. Voting creates a sense of ownership, changes the pace of the discussion, and often produces debates that lead students to become invested at a more emotional level.

Another technique is the **use of role play**, which allows students to experience dilemmas and see through the eyes of case studies and teaching techniques.

You can also raise individual student engagement by **calling on students by name, referring to students' previous comments or relevant experience, and asking them to reflect personally on difficult issues raised by the case**. You may also may employ **vocal modulation, eye contact, humor, and movement around the classroom to enhance student engagement**.

It is important to recognize that you do not need to generate high levels of energy throughout the entire class discussion to maintain engagement. Engagement can also be achieved during periods of **thoughtful intensity and even silence, when moments of reflection may lead to deeper learning than that achieved in the context of heated debates**.

## Board use

There is a wide range of approaches to board use across case, from a recording of main discussion points to the filling up of multiple boards with ideas drawn from nearly all contributions made during the class session. Class leaders often use board headings as a means for **reinforcing and supporting the structure and flow of the discussion. They also use boards to acknowledge student comments and to highlight, summarize and connect contributions by underlining, circling or drawing arrows between words or phrases**. You can set up **"pre-board" information prior to class**, such as key contextual facts of the topic, row/column headings for quantitative analysis, or a summary of the day's agenda.

Using the board during class in a meaningful and structured way, without slowing down the flow of the discussion or the interpersonal dynamics of the group, requires practice and planning. The payoff to this is that the board

can support guidance of the discussion in an unobtrusive but effective way. In addition, a well-developed series of boards can leave students with a coherent picture of the class as a whole at the end of the session.

### **ASSESSMENT QUESTION FOR MODULE 3**

**1) How will your understanding of class flow help improve your leadership in the classroom.**

**Explain using real life examples.**

## **MODULE 4**

### **DISCOVERING AND DEVELOPING PUPILS LEADERSHIP ABILITIES.**

The best way to help children discover and develop leadership abilities is to make them responsible in the classroom, give them various duties and seek for their parent's cooperation/support in ensuring they carry out these duties.

Also engage them in the various classroom dynamics discussed earlier and always rotate this classroom duties from time to time, this will help with discovering the individual strengths and weakness of the pupils and it will also give room for fairness.

You can discover leadership abilities in your pupils by using this procedure

#### **1. Pitch the idea**

Tell the students that soon they will have the opportunity to "apply" for classroom jobs as Student Leaders. Give them a few examples of the types of jobs that are available for example "line leader". Make sure they understand that becoming a Student Leader is a privilege and, if accepted, they must take it seriously by meeting all commitments. Students are always eager to help. The more excited the teacher is, the more excited the students will be.

#### **2. Define the jobs**

In the beginning of the school year, define and demonstrate how various classroom jobs are done. A few examples of classroom jobs are: room maintenance (sweeper, board washer), teacher helper (paper handler, attendance monitor, and messenger), and technology champion (pass out

computers, clean up after use), or peer support (new student greeter, nurse buddy) calendar leader, paper leader, snacks leader, pencil leader, equipment leader. Ideally, there should be one job for each student or an equitable rotation system; come up with other roles that are suitable for your classroom situations. Check PINTREST for more class roles

### **3. Accept applications**

Devise an application system for students to select the Student Leader roles that they feel comfortable with. For example, it could be as easy as a checklist or student interview, while also being as complex as completing a formal application. Students can be asked to list their first, second, and third choice jobs and commit in writing that they will perform the job to the best of their abilities. By doing this you are also preparing them for the job market.

### **4. Hire Student Leaders**

Assign Student Leader roles to the selected students and inform the class of the job rotation schedule (weekly, biweekly, monthly). Give each student an explicit job description. When it's time to rotate duties, it becomes the previous Student Leader's responsibility to teach the new Student Leader the job description.

### **5. Monitor performance**

Monitor Student Leaders' behavior closely and provide timely and consistent feedback. If a student is not performing the job properly, conference with him or her and reinforce the expectations. If performance doesn't improve, it might be time to consider asking him or her to step down from the assignment. If this happens, it's very important to provide another chance during the next Student Leader cycle.

Student Leaders process is a concept that works effectively in any grade, from elementary through high school. Name of jobs might change, but the need for students to help keep their class running smoothly is necessary no matter what the age of student. Assign Student Leaders throughout the school year to encourage structure and desirable behavior, specifically:

- At the beginning of the school year
- Upon a weekly or monthly rotation

Variations

## **Champion Roles**

If a student finishes an assignment well before the others, designate him or her as a Champion. Teach the Champion the next step in the process and inform the class of who is the student Champion. If the others need help with the assignment, they can call on the Champion for assistance. This also serves as a high-level reinforcement of the concept for the Champion each time he or she teaches the others. An added benefit is that Champion Roles free up time for the teacher to focus attention on students with greater needs.

Through this procedure you will be able to discover leadership abilities in your pupils through the leadership cycle, you can also run on line personality, team and special gift test on your students this will also help to go a long way to reinforce your discovery , it is also important you discuss these findings with the parents and school authorities.

### **TEN WAYS TEACHER LEADERS CAN DEVELOP THEIR LEADERSHIP ABILITIES**

1. Lead by example. Remember you won't always be the best example, because you are human, but admit your mistakes and always be aware of your responsibility as a role model.
2. Take charge of things in your life and let the children see you doing this. Work hard, set goals for yourself, and follow those goals. Encourage the children to identify goals and help him/her to attain them.
3. Sponsor activities that the children like and give the children credit for knowing how to do something. Ask the children to teach you something, even if it's something as simple as the meaning of a new word.
4. Encourage the children input: Ask what they think about news or an event.
5. Give the children chores/projects to do and praise them for the accomplishments.
6. Let the children make some little decisions in the classroom.
7. Show your children that, if you are bored, you create something to do. If you are short of money, you take action to do something about it. You

do not let situations render you helpless.

8. Teach the children how to think positively. Teach them how thinking can get negative, and how to insert positive thinking into their minds immediately. This is a skill they will need forever.

9. Show passion, courage, and bravery in your own life. Act out of opportunity, not out of fear.

10) Encourage the children's freedom to be and to express who they are, and encourage them to allow others to do the same, as long as such expressions aren't hateful or harmful.

## **DEVELOPING LEADERSHIP ABILITIES OF STUDENTS**

After your discovery you need to model and encourage your students to take on these ideals

**A positive attitude:** The ability to believe in their own goals and to remain optimistic in the face of discouragement from others and situations.

**Overcoming adversity:** Reframing problems into "challenges" to stay focused and get over, around or through all sorts of barriers.

**Perseverance:** Sticking to a goal – a training program, work assignment, friendship – is difficult, while quitting is easy. Let them know that leaders know when to persevere and when to quit.

**Commitment:** Learning from mistakes rather than being discouraged by them.

**Excellence:** Doing the best you can in every situation.

**Decision-making:** Helping them make age-appropriate decisions which will guide them towards the principles of responsibility and commitment necessary for social engagement.

**Passion:** Help each child find his or her passion.

**Vision-Casting:** Casting a vision for the future that molds the present.

**Personal leadership:** The ability to lead oneself into achievement and fulfilling relationships.

**Communication Skills:** The ability to communicate ideas, opinions and thoughts in a positive manner.

**Personal Critical Thinking:** The ability to reason and find solutions to life problems.

**Goal Setting:** The ability to set specific, measurable, achievable, realistic and time-bound life goals.

## **CONCLUSION**

"Leadership is the wise and right use of power. Power is the capacity to translate intention into reality and sustain it." -Warren Bennis, scholar, author, and pioneer in leadership studies

You really can't be a leader without having influence, which most dictionaries define as "an action exerted by a person or thing with such power on another to cause a change.

The role of a creative leader is not to have all the ideas; it's to create a culture where everyone can have ideas and feel they're valued.

## QUESTIONS AND ANSWERS

### **ASSESSMENT QUESTION FOR MODULE 4**

- 1) Deploy the strategies listed above, share your observation of the process and outcomes.
- N.B: It will be nice if you could send in pictures as evidence