IBSC Conference 2023

“It’s not about me, it’s about we.”
Creating effective student leadership teams.

St Margaret’s Berwick Grammar
About Us...

- Established 2009 as a boys only campus connected with the Senior Girls Campus (est. 1926).
- Pastoral care was delivered in a horizontal year coordinator based system, with approximately 30 students per year level.
- Houses were used for sport and cultural competitions only with Heads of House only involved in the coordination of their teams.
Time fo change - A need for a switch-up...

• In 2018 we had a new senior leadership team within the school.

• We needed to change our structure to try to build a more cohesive community.

• We needed to reduce the number of staff leadership roles and make our system more supportive of our students as they moved through the school.

• Thus, we moved to a vertical House based system and allocated three Heads of House and a Head of Wellbeing in 2019.
Break the year level silos.

Goals for the House System...
Create a sense of belonging.
Goals...

Create a desire to serve others.
Goals...

Create opportunities to lead.
Goals...

Model effective leadership
Goals...

- Give opportunities for meaningful leadership.
- Make students accountable for their leadership.
Structures to Support Our Research: Houses

• A whole building (or floor) allocated to each House.
• All staff were allocated to a House (and we tried to keep them there).
• Dedicated mentor time to work with students (3 x 30 minutes/week).
• Introduction of Growing Good Men (wellbeing program based in character education).
• Introduction of D.E.A.R.
• Introduction of Peer Mentoring.
# Leadership Teams

<table>
<thead>
<tr>
<th>School Captains</th>
<th>House Captains</th>
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<tbody>
<tr>
<td>Sport Captain</td>
<td>Performing Arts Captain</td>
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<tr>
<td>Enrichment Captain</td>
<td>SRC Captain</td>
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<tr>
<td>Junior House Captains</td>
<td>Student Ambassadors</td>
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Developing a Sense of Leadership

• Vision and purpose.
• Student voice.
• Communication and walking the talk.
• Overt, deliberate, and intentional.
Roles, Meetings & Everyday Leadership

- Written application, and interview for the position.
- Part of the interview is to suggest goals and projects for their tenure.
- Mentored by their Head of House and Head of Students.
- Attend meetings regularly and report on progress.
- Provide opportunities for success, constantly work with the students to shape their leadership.
- Feedback through discussion and debrief of activities.
Communication and “Walking the Talk”

• Students know that if they ask us a question, they will get the truth.

• Students clearly see that we value and support all aspects of the Wellbeing Program, the House System and SMBG Vision.

• Lead by example, show the balance in our own lives, encourage students to know us too.

• We constantly communicate with the school about culture, belonging, leadership, and vision.
How do we know it’s working?

- Applications for leadership positions are increasing.
- Students are driving more projects and showing an interest in serving others.
- Bullying has been significantly reduced.
- Our student leaders are more involved in the broader community than ever before.
What are our current challenges?

- Reduced time (3.45 hours per week reduced to 2.45 hours per week).
- Staff reluctance to be Mentor Teachers.
- Cross-campus classes are impacting meeting times, only one day in a fortnight to meet.
- Trying to bargain for more time with competing priorities and limited school day.
Future Goals

• Address timetable issues and create meeting times.

• Create more outreach through INTERACT.

• Train students to deliver some activities rather than just support their delivery.

• Support staff in creating capacity to mentor.

• Are there any that we have missed?
Questions/Discussion