

LEARNING ACTIVITIES FOR LEADERSHIP UNIT		
Possible content	SOLO taxonomy – learning outcomes	Learning ideas/questions
<p>Contemporary leadership principles could include but are not limited to: collaborative leadership, distributed leadership, provision for individual voice, and empowerment.</p> <p>The Teaching and Learning Programme should explore a variety of leadership principles in a range of physical activity contexts. These contexts could include adventure education, peer mentoring, facilitation, coaching, organising activities within the school, physical activity leaders, health promotion activities, etc.</p> <p>Each of the contexts chosen should provide students with opportunities to put leadership into action and to reflect.</p> <p>Contemporary leadership principles</p> <p>What are the qualities and values of contemporary leaders?</p> <p>Leadership styles:</p> <ul style="list-style-type: none"> • autocratic • democratic • collaborative • distributed • laissez-faire • transactional • transformational • charismatic • servant <p>Leadership strategies to explore</p> <p>Providing direction – having a vision, setting goals</p> <p>Developing a team spirit</p> <p>Imparting values</p> <p>Motivating</p> <p>Resolving conflict</p> <p>Communicating effectively</p> <p>Knowing your group</p> <p>Developing responsibility in your group</p> <p>Balancing people oriented and task oriented</p>	<p>Learning outcomes go beyond subject and make links to other concepts – generalises.</p> <ul style="list-style-type: none"> • Students make connections beyond the immediate subject area. • Students generalise and transfer the principles from the specific to the abstract. <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p> <ul style="list-style-type: none"> • Students demonstrate the relationship between connections. • Students demonstrate the relationship between connections and the whole. 	<p>Putting linked ideas in another context, generalise how the leadership capabilities can be applied to wider contexts.</p> <p>Critically evaluate the effectiveness of leadership strategies.</p> <p>Critically examine how leadership in contexts other than physical activity may be adapted for use in physical activity. What can we learn from other situation and contexts?</p> <p>Judge the relevance of leadership strategies to wider contexts.</p> <p>Speculate how leadership strategies could be applied to different contexts.</p> <p>Apply leadership principles in a range of contexts and reflect on performance and relevance.</p> <p>Reflect on the use of leadership principles and strategies and consider where else they could be used in contexts other than physical activity, both currently and in the future. How might they need to be changed and or adapted? Which principles and strategies seem to work for which context?</p> <p>Questioning (why, how)</p> <p>How can leadership strategies influence group dynamics?</p> <p>Why are some groups more effective than others?</p> <p>How can a leader best meet the needs of their group?</p> <p>What counts as a leader?</p> <p>Who can be a leader in a school and why? Who decides?</p> <p>Compare and contrast</p> <p>What leadership qualities are more suited to different contexts?</p> <p>What are the strengths of these leadership principles compared to others?</p> <p>What are the weaknesses of these leadership qualities?</p> <p>Classify</p> <p>Cause/effect analogy – what caused this result to happen?</p> <p>Analyse leadership models and theories, Distinguish the needs of your group.</p> <p>Explain impact of leadership strategies on groups.</p> <p>Synthesise information</p> <ul style="list-style-type: none"> • Create a plan to apply a strategy • What are possible solutions for the group's problems? • How could you devise your own way to deal with the problem?

<p>Using the full potential of your group</p> <p>Promoting positive behaviour</p> <p>Modelling standards</p> <p>Challenge others to achieve</p> <p>Encouraging and enabling all</p> <p>Sharing decision making</p> <p>Experimenting and taking risks</p> <p>Leadership approaches, models and theories</p> <p>Trait approaches, behavioural approaches, power influences relationships, contingency model, social cognition, modelling, social responsibility</p> <p>Self-reflection process</p> <p>Your leadership evaluation sheet should include:</p> <ul style="list-style-type: none"> • what leadership strategy you used • what worked • why it worked • what didn't work • why it didn't work • what you learnt about yourself as a leader. <p>Next steps</p> <p>As a leader, what will you do differently next time?</p> <p>Group management principles.</p> <p>Critical evaluation and writing techniques should also be covered.</p>		Analyse leadership qualities, values, and behaviours using mind maps, tree maps, concept maps, v-maps, bubble maps
		http://drb.lifestreamcenter.net/Lessons/process_maps/ http://softwareforlearning.tki.org.nz/Browse-Software/(type)/thinking_skills
		<p>Reciprocal learning – peer observes and gives feedback.</p> <p>Student sets individual goals and plans based on their level of performance and directed by their needs.</p>
	<p>Learning outcomes show connections are made, but significance to overall meaning is missing, simple connection made but its importance is not noted.</p> <ul style="list-style-type: none"> • Students make a number of connections. • The significance of the relationship between connections is not demonstrated. 	<p>Questioning (open, closed, who, what, where, when)</p> <p>Describe what makes a good leader.</p> <p>Define and identify leadership qualities.</p> <p>Understanding the difference that exist between leadership styles</p> <p>Remembering</p> <p>Observe leaders on YouTube and describe traits and behaviours. Analyse leadership using y-charts and mind maps,</p> <p>Observing your peers and giving feedback.</p> <p>What is leadership?</p> <p>Define styles of leadership.</p> <p>What is contemporary leadership?</p> <p>What are effective leadership qualities?</p> <p>What are the values and behaviours of an effective leader?</p> <p>What leadership roles are available for people in school and out of school?</p> <p>Review leadership approaches</p> <p>Self-reflection of performance as a PAL – based on self-check task cards provided by the teacher.</p> <p>Personal goal setting.</p>
<p>Learning outcomes show connections are made, but significance to overall meaning is missing, simple connection is made but its importance is not noted.</p> <ul style="list-style-type: none"> • Students make simple and obvious connections. • The significance of the connections is not demonstrated. 	<p>Bring the ideas, spider/webbing maps, brainstorm, explosion charts</p> <p>Identify examples of effective leaders.</p> <p>Review the leadership qualities of effective leaders.</p> <p>Identify leadership qualities and behaviours.</p> <p>Brainstorming prior knowledge and experiences.</p> <p>Self-analysis of leadership qualities and what sort of leader you are.</p>	
<p>Learning outcomes need teacher assistance.</p> <ul style="list-style-type: none"> • Students are acquiring pieces of unconnected information. • No overall sense. • No organisation. 		