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The Cultivation of Students' Leadership in the Context of Globalization

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Consensus of the Fifth Annual Conference of K-12 GERA

Cultivating Students' Leadership Skills: For a Community with a Shared Future for Mankind

We, as the 500+ participants of the fifth annual conference of the Global K-12 Education Research Association from 10 countries including China, America, Canada, England, Finland, Denmark, Italy, Russia, Singapore and Costa Rica, gathered in Shijiazhuang Foreign Language Education Group during October 12 and 14, 2019, made deep communication and comprehensive discussion around the theme of “Cultivating Students' Leadership Skills”, and reached the following consensus.

—Students' leadership skills represent their individual development under the guidance of their values and their influence on others, community and world. They play a critical role for students to know themselves, respect others, live in harmony with others, learn from each other and grow together. Students' leadership skills are pursuits to serve others and society. They are global competence that helps students to form positive life attitudes and noble moral qualities to cope with the complicated future world and promote society development.

—Schools play an important role and undertake important missions and tasks in cultivating students' leadership skills. School education should be geared to the needs of the future, follow the trends, competitions and challenges of future social development, aim at meeting the students' needs for future survival and development, stimulate students' leadership potential in advance, cultivate students' competence to cope with the future in advance, and draw a vision of the community with a shared future for mankind for our students.

It is the common aspiration and responsibility of K-12 GERA members and educators from different countries to promote international cooperation

in cultivating students' leadership skills and to discuss cultivating students' leadership skills for future development. Hereby we make the following initiatives:

I. Ensure the leadership skills cultivation to cover all students

The cultivation of students' leadership skills is an education target closely bound up with the excellent growth and development of every student. In the process of developing his/her own leadership skills, every student should develop his/her values, moral character, social skills, innovation ability and community consciousness.

II. Ensure the leadership skills cultivation to run through the whole process and all aspects of students' growth

Schools should make the cultivation of students' leadership skills an interdependent and uninterruptible process and a step-by-step process running through all aspects of students' school, family and community life. Students at different study and growth periods should have different activities in the cultivation of leadership skills.

III. Develop effective courses for students' leadership skills

Schools should widely borrow and actively develop courses for cultivating students' leadership skills. Develop short-term and longterm specialized courses for leadership skills, and interdisciplinary courses for leadership skills, to form a course development and practice system of different subjects, layers and types.

IV. Build diverse practice platforms for students to become the best version of themselves

Schools should, through extensive cooperation with external institutions, build student volunteer service platform, student leadership practice base, and provide rich and diverse resources and platforms to give students chance to

choose and help them learn to choose. Help students know themselves, be the best version of themselves and influence their peers with positive emotions, thus provide unique leadership practice cases and role models.

V. Improve leadership skills of principals and teachers

The characters and behaviors of principals and teachers influence students. Leadership skills of principals and teachers also have an effect on students' leadership skills. Thus, strengthening training for principals and teachers is necessary.

We hope that, with the wide exchange and mutual reference of K-12 GERA members in the field of cultivating students' leadership skills, we can promote the leadership skills cultivation for students from all countries and contribute our educational wisdom and strength for a community with a shared future for mankind.

How to Develop Student's Leadership

Gu Mingyuan

Senior Professor of Beijing Normal University, Member of National Advisory Council on Education, Honorary President of China Education Association

I want to talk about three questions: what is leadership, what are the connotations of students' leadership, and how to cultivate students' leadership.

The first question is what is students' leadership? I think leadership is a person's knowledge and ability, and the influence on others. The most important quality is the personality, which is followed by courage and ability. Leadership is based on personality.

Like Chinese Taiji Diagram contains two aspects and they influence each other, leadership embodies two aspects too, namely self-leadership and leadership over others.

Self-leadership is mainly through understanding oneself, clarifying one's own values, realizing a clear self-cognition, and taking the initiative to lead the process of self-growth with positive values. To recognize yourself, you must recognize your strengths and weaknesses first, gradually recognize your values, and find your inner true values. Moral principles and behavior rules are the key to self-leadership. Exploring the true self in life is a process of self-exploration and self-recognition. Persist in self-growth and be the best self is a process of self-regulation and self-development. In this process, letting your behavior conform to your values is also a process of regulating your life with self-discipline.

To lead others, one should first respect others, get to know them and understand their needs and values. The essence of leading others is to get along with them and jointly promote the development of the cause. Only by

understanding their needs and values can you influence and encourage them. In the process of leading others, communication about values is the key point. Through communication, you can find your value and theirs. The connection point between values builds a relationship of trust, thereby motivating and influencing the growth and development of others.

For students, cultivating leadership mainly refers to students whom knowing themselves and being the best of themselves, while respecting others, being good at communicating with classmates, learning from others, and growing together. Don't misunderstand that cultivating students' leadership is just cultivating cadres to lead classmates and manage others. But we must cultivate the personality qualities of honesty, integrity, humility, and self-discipline, and use one's own personality to influence others. We also need to cultivate students' organizational skills, learn to coordinate, organize and deal with various contradictions.

In March 2013, the OECD published the report "Educating Teachers and Improving School Leadership for the 21st Century: Lessons from the World", suggesting that students in the 21st century must master four skills. The first is the way of thinking, which mainly includes creativity, critical thinking, problem-solving, decision-making and learning abilities; the second is the way of working, which mainly refers to communication and cooperation skills; the third is using tools, which refers to information technology and information processing skills; the fourth is basic life skills, mainly refers to being a citizen, living and professional development, as well as personal and social responsibility. In short, students must treat nature correctly, treat society correctly, treat others correctly, and treat themselves correctly.

The third question is how to cultivate students' leadership. I think that, first of all, with student-oriented education, we must realize that education takes students as the main body, we teachers should guide students to self-recognize, understand their own strengths and weaknesses, maximize their strengths and avoid their weaknesses, give full play to their potential, and be the best of themselves. When self-aware, do not publicize your own strengths or avoid

your shortcomings, and gradually find the correct values for people and society, cultivate their ability to respect and communicate with others from an early age; have cheerful and lively emotions; be able to influence their peers with their own positive emotions.

People widely very concerned about social emotions now, so schools should cultivate the correct social emotions of students. Learning is not just about mastering knowledge, but also building positive social emotions. The so-called “positive social emotions” means having an open mind, a tolerant attitude, and respect others.

Not long ago, the Qian Xuesen class of Tsinghua University made some conclusions. I agree with these conclusions, students with development prospects should have the following five qualities: endogenous motivation, openness, perseverance, wisdom, and leadership.

Endogenous motivation is to have an interest, aspiration, and internal drive to learn and engage in activities. This is the basis for learning and living, there is no learning without interest.

Opening up requires a broad vision, the tolerance of accommodating hundreds of rivers, and the ability to absorb all useful things. In the context of globalization, it is even more necessary to have the tolerance of accommodating hundreds of rivers and be able to tolerate everything.

Perseverance is not afraid of difficulties, perseverance and tenacity, which is also very important for students.

Wisdom is to be good at thinking and to be creative. After learnt something, if you don't think about it, don't cultivate thinking skills, you'll confuse about what you learn. So in general, when we cultivate students' creativity, we must first cultivate students' creative thinking and critical thinking.

Leadership also means having team spirit, being able to unite peers and move forward together. The cultivation of students' leadership should be in activities. Recognize yourself and understand others in learning and growth, learn to resolve contradictions, and improve the ability to judge right or wrong, good or evil, beauty or ugliness.

Take students as the main body, let them learn how to communicate with others in activities, how to organize and coordinate ability. Leadership is more important to communicate with others, students should master some communication skills, organizational skills, and coordination skills. Teacher's personality and the behavior of dealing with others will affect students subtly, teachers with leadership skills can also cultivate students' leadership skills.

This is my preliminary understanding of cultivating students' leadership. Under the current background, we need to cultivate students' spirit of respecting mankind, respecting life, respecting peace, and contributing to mankind. Leadership is more oriented towards mutual communication and mutual exchange. We should learn from each other and promote common development.

Cultivating Students' Leadership Skills through Organizations

——Exploration and Practice of Cultivating the Leadership Skills of
Shijiazhuang Foreign Language Education Group Students

Pei Hongxia

Principal of Shijiazhuang Foreign Language School

Marx pointed out that “The nature of human beings is the sum of all social relationships, and social attributes are the essential attributes of humans”. Every one of us is in a certain social relationship from birth. Only in social relationships, one's talents are truly human beings. People must live in a certain organization. Individuals and organizations become a unity, with an inseparable, interdependent, and mutually reinforcing relationship.

1. Leadership is a powerful force to promote social progress and change

Students' leadership is related to the future of a country, so countries around the world pay great attention to cultivate students' leadership. Every country or organization needs to cultivate a new generation of leaders with strong leadership power so that they can promote the transformation and progress of the country and the organization's various undertakings. From the perspective of the history of human social development, freedom, rights, and democracy have never fallen from the sky, nor are they bestowed from the top down, but are obtained through rational struggle with faith and will, and their degree has always depended on people. Belief, confidence and action to stick to the right way and to be good and beautiful depends on people's leadership to

overthrow the old system and establish a new life.

In the mid-19th century, the international communist movement emerged in Europe. Although the Paris Commune Revolution in France failed in 1871, it still gave birth to the battle anthem that eulogized the lofty communist ideals of the soldiers of the Paris Commune and the heroic, and unyielding revolutionary spirit—"The Internationale." (L'Internationale) Lyrics: "Get up, hungry slaves, get up, suffering people all over the world! The blood is full of boiling, fight for the truth! ... Don't say that we have nothing, we must be the masters of the world... There has never been a savior, nor a fairy emperor... To create the happiness of mankind, we all rely on ourselves..." This song inspires the proletariat all over the world to fight for the complete overthrow of the old society and the establishment of a new world, showing that they are the greatest power to transform society and create history. The victory of international communism depends on the leadership of the working proletariat at the bottom of society.

2019 marks the 100th anniversary of China's May Fourth Movement. One hundred years ago, the May Fourth Movement shocked China and foreign countries broke out in China. This was a major event of epoch-making significance in modern Chinese history. It was an event that broke out at the time of national crisis with advanced young intellectuals as the vanguard, and the broad masses of the people participated. The great patriotic revolutionary movement is thoroughly anti-imperialist and anti-feudal. This 100 years since the May Fourth Movement have been, in which the young Chinese have continued to struggle and march forward with triumphs. It has also been a period in which the Chinese youth used their wisdom to create a youthful China and a youthful nation. Whether in the past, present or future, Chinese youth will always be the leading force in realizing the great rejuvenation of the Chinese nation!

2019 is also the 70th anniversary of the founding of New China. 70 years ago, Chairman Mao Zedong solemnly announced the founding of the People's Republic of China at the Tian'anmen Gate in Beijing, Chinese people stood

up since then. This great event completely changed China's tragic fate of being poor, weak, and bullied for more than 100 years after modern times, and the Chinese nation embarked on a magnificent path to achieve a great rejuvenation. Over the past 70 years, the Chinese Communist Party has united and led Chinese people of all ethnic groups across the country to work hard shoulder to shoulder, and has achieved great achievements that have attracted the attention of the world. (In 2018, China's total economic volume exceeded 90 trillion yuan and became the world's second largest economy. China's economic strength, scientific and technological strength, national defense strength, and overall national strength have entered the forefront of the world.) Great leap to becoming stronger, China's yesterday has been written in the annals of human history. China is being created in the hands of hundreds of millions of people now. The bright future of China will still rely on the leadership of all the people. Chairman Mao Zedong once said: "The people, and only the people, are the driving force to create world history."

In 2015, President Xi Jinping put forward the major initiative of the "Community with a Shared Future for Mankind" to the world, calling on the international community to establish a sense of the community of shared future of "I am in you and you in me". In recent years, we are delighted to see that this China plan is rising from an initiative to a consensus, from just an idea to a practical action, and the vision and path of building a community with a shared future for mankind is becoming an important criterion for guiding international relations and creating a happier life for mankind. Their common ideals show strong leadership, charisma, and influence in an uncertain world in the future. To achieve this, it is even more necessary for countries around the world to educate and cultivate higher-quality and leading citizens.

2. The goal of Chinese students' leadership training

From a national perspective, in the "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Task of Wide-Cultivating People" issued by the Ministry of Education in 2014, it

pointed out that according to the growth law of students and the society's demand for talents, the comprehensive development of students' moral, intellectual, physical, and artistic, the overall requirements and socialist core values are specific and detailed, and the question of "who to train and how to train" was answered in depth. The Ministry of Education will organize research and put forward the core literacy system for the development of students in each school stage, clarify the necessary characters and key abilities that students should have to meet the needs of life-long development, social development, and emphasize personal cultivation, social care, family and country feelings, and pay more attention to autonomy development, cooperation and participation, innovative practice.

In 2016, the core literacy of Chinese student development was released, focusing on cultivating "all-rounded person", and dividing the necessary qualities and key abilities that students should have to meet the needs of life-long development and social development into cultural foundation, independent development, and social participation. The three aspects are comprehensively manifested in the qualities of humanistic heritage, scientific spirit, learning ability, healthy living, responsibility, and practical innovation.

On September 10, 2018, the first national education conference held since the founding of the People's Republic of China, President Xi Jinping made an important speech, clearly pointing out: "What kind of person to train is the primary issue of education. Our country is a socialist country led by the Communist Party of China. This determines that our education must take the cultivation of socialist builders and successors as the fundamental task, and train generations of useful talents who can support the leadership of the Communist Party of China and our country's socialist system, and are determined to fight for socialism with Chinese characteristics for life." Emphasis on talent training, efforts must be made to strengthen ideals and beliefs, cultivate patriotism, strengthen moral cultivation, increase knowledge, cultivate a spirit of struggle, and enhance overall quality. It is necessary to establish the education philosophy of health first, comprehensively strengthen and improve school's aesthetic

education, and focus on students. Promote the spirit of labor.

In February 2019, "China's Educational Modernization 2035" was released. The overall goal is to realize the modernization of education by 2035, enter the ranks of education power, and promote our country to become a country of learning, human resources and talents, so as to be built by the middle of 21st century. A prosperous, democratic, civilized, harmonious and beautiful modern socialist country has laid a solid foundation. And put forward eight basic concepts to promote the modernization of education: pay more attention to morality, pay more attention to all-round development, pay more attention to every student, pay more attention to lifelong learning, pay more attention to teaching in accordance with their aptitude, pay more attention to the unity of knowledge and action, pay more attention to integrated development, and more focus on co-construction and sharing.

The above-mentioned general requirements for education at the national level have pointed out the direction of students' leadership training for Chinese basic school education. Basic education is the first of all civic education, and leadership is the basic quality and comprehensive ability of qualified citizens in a democratic society. The leadership of citizens determines the level of civilization, development and innovation of the country. To cultivate students' leadership is to cultivate the future of the country. Therefore, the cultivation of students' leadership is the basic literacy and comprehensive ability for all students, not the professional literacy unique to a small number of elites or leaders.

For school level, we believe that the cultivation of students' leadership should begin at an early age. Leadership is not an inherent trait of a small number of people. Everyone has the potential of leadership. Therefore, the exploration and training of leadership in the field of basic education should start from babyhood, and be consistent and cohesive. For example, in our kindergartens, students take turns to broadcast the morning talks to the whole class every day to exercise children's ability to pay attention to life and express boldly. Before the regional games, students communicate with each other about

the regional activity plans they want to participate in, so that they can develop a good habit of developing autonomous games in a planned, purposeful, and step-by-step manner from an early age, so that they can learn to think and express.

In the first grade of elementary school, everyone raised their hands when asked “who wanted to be the class leader”. We saw that the younger the students, the stronger their awareness of active participation and responsibility, the more confident, the stronger their desire to express themselves. This is so called “Newborn calves are not afraid of tigers.”

Therefore, in the cultivation of students' leadership, we put forward the basic idea of “Never underestimate the abilities of students”. We have constructed a 15-year consistent students' leadership training system for primary middle and high schools, which can be summarized as “five dimensions, four educational stages and four independents”.

The five dimensions refer to students' training goals.

(1) From the perspective of the healthy growth of students, schools should train students to be fully developed in moral, intellectual, physical, aesthetic, and labor;

(2) From the perspective of students' foothold in the future society, schools should cultivate students to become a person with patriotic feelings, communication skills, sense of collaboration, civilized qualities, healthy body and mind, and innovative spirit;

(3) From the perspective of lifelong learning, schools should train students to become independent people, with “independent learning, independent development, independent education, and independent management”;

(4) From the perspective of promoting social development and progress, schools should train students to become courageous people, with the correct world outlook, outlook on life and values;

(5) From the perspective of the era of globalization, schools should train students to become individuals with excellent traditional Chinese cultural heritage and an international perspective with international competitiveness.

But how to achieve these training goals? In Shijiazhuang Foreign Language Education Group (SFLEG), every high school student has a chance to support teaching in a mountainous school for one month. In the first week, they collectively plan and prepare for the teaching support, and then spend two weeks going to the mountainous school for summary exchanges in the fourth week. They walked into the class, held an inspirational education theme class meeting, talked about life, fostered ideals, and smoothed the future with students in mountains; they walked into the classroom, boarded the podium, passed knowledge, lectures, and excited interest; they walked into these students, eating and living together with them. Exercise together, talk about ideas, make friends, and set goals.

When leaving the mountain school, every student write a letter to the headmaster of the mountain school and put forward his own suggestions for school work. In a letter written by Liu Hailun, a high school student in 2019, to the principal of Zhangcheng Middle School in Jingxing County in Shijiazhuang, she gave the principal two suggestions: First, the students' childhood management ability needs to be improved, because their English learning environment is confined to classroom. In order to provide students with a proper environment for learning English, it is recommended to replace the folk songs on campus with English songs or English materials during meals, so that students' ears can be sharpened subtly. The second is to review the mathematics homework of the students through half a month, and found that the standard for many students do the homework is only to finish the homework, and basically no one does the error correction and tidying up. Therefore, it is recommended that teachers should pay more attention to their homework when assigning homework in the future, correct mistakes and reflect.

The "Sunshine Little Platform" volunteer education support and poverty alleviation activities have changed the students in mountainous areas. The role model of SFLEG Senior High School students has inspired the endogenous motivation of mountain students to establish their ideals, study hard, and resolve to get rid of poverty. The students of SFLEG High School have exercised their

comprehensive abilities through teaching support in mountainous areas, and have strengthened their perception and sense of responsibility for China's rural society. After recognizing the gap in China's urban and rural education, they have put forward their own ideas and suggestions, and contributed their own strength to change. A strong desire for the status quo in the countryside.

For example: Shi Zhaoming, a 2018 high school alumnus, participated in the "Sunshine Little Platform" volunteer education support and poverty alleviation activities, and spent a year to conduct visits to left-behind children in mountainous areas, and the book "Days Without You" was officially published. The 2018 high school alumnus Guo Haoyu wrote in his support for education: "Participating in this kind of poverty alleviation work, I think it can be regarded as knowing the society in advance, and it arouse our sense of social responsibility. I think that after graduating from university in the future, I may choose to give myself a year or two years to this work, we will continue this work." During her studies at Tsinghua University, YuxuanGu, a 2017 high school alumnus, often used vacations to return to mountain schools to give inspirational speeches. In April 2018, she launched the "Sunshine Podium Inspirational Research and Study" activities, leading mountain children to Tsinghua University to visit and experience, helping these students to establish their goals and ideals. After graduating from Tsinghua University in 2019, Hongbo Tang, a high school alumnus of 2015, participated in the One-year Postgraduate Teaching Support Program of Tsinghua University. He is now teaching support at Wen'anyi School in Yanchuan County, Yan'an City, Shanxi Province.

The most essential and fundamental element of leadership is a person's outlook on the world, outlook on life and values. The most important thing in cultivating students' leadership is to cultivate students' spirit of taking responsibility, serving others and the pursuit of value in society.

Four educational stages and four independents refer to: we combine the age and physical and mental characteristics of students in different stages of kindergarten, elementary and high school to determine the concept of students'

leadership training, and build Management's platform "autonomous learning, independent development, independent education, and independent education" for students.

In kindergarten(3-6 years old),we propose independent and happy development and adhere to the concept of "play + experience = learning"; in elementary school (6-12 years old), we propose independent liberal development, insisting that "interests and habits are more important than learning knowledge".in junior high school (12-15 years old), we propose independent and comprehensive development, and adhere to the concept of "laying a solid foundation for comprehensive development"; in high school (15-18 years old), we propose independent personality development, insisting on establishing lofty ideals and doing well "Life Planning" concept.

For example: in the junior high school stage, in order to ensure the comprehensive development of students' morality, intelligence, physical education, and art, on the basis of opening all nationally prescribed courses, we vigorously carried out school-based curriculum reforms and developed 40 school-based courses including moral education, physical education, art, and practice. There are 6 school-based moral education courses: patriotism, communication, collaboration, civilization, health, and innovation (These moral education courses are an important way to achieve the second dimension of our five-dimensional training goals: to cultivate students to become patriotic, communicative, and collaborative. Awareness, civilization, healthy body and mind, and innovative spirit); there are 12 kinds of sports school-based courses: football, basketball, volleyball, table tennis, badminton, aerobics, gymnastics, martial arts, swimming, skating, skiing, track and field; there are 7 different music school-based courses: keyboard, erhu, violin, singing, dance, drama, music appreciation; and art school-based courses have 6 kinds: sketching, Chinese painting, printmaking, paper-cutting, graphic design, art appreciation; practical school-based courses have 9 kinds: mechanical processing, woodworking technology, robotics science, artificial intelligence, aircraft model technology, soilless cultivation technology, 3D printing technology, laser

engraving technology, electronic control.

Through these school-based courses, students' moral quality, physical and mental health, aesthetic appeal, practical ability and other necessary comprehensive qualities for leadership training are improved.

3. Cultivate students' leadership in collective organizations

We pay great attention to cultivating students' leadership in collective organizations. In China, the collective organizations of primary and secondary school students include classes, young pioneers, Communist Youth League, student unions, and student clubs. Through the study and activities in collective organizations, students continuously strengthen the concept of collectivism, form a love for the collective, solidarity and mutual assistance, independent education, and democratic management. Everyone actively takes responsibility for collective development and contributes to collective development, good quality such as honor. Let me focus on the class as an example to talk about the cultivation of students' leadership.

In China, classes are the most basic organizational form of primary and secondary schools. Each class has a fixed classroom, which becomes the most basic place for students to live and study. From the beginning of the student's enrollment, schools puts each student into a class according to certain principles, and the students begin to be in this class.

For living, learning and growing in a group, each class will have a head teacher who is responsible for it. The responsibility of a head teacher is to fully understand the thoughts, psychology, learning, and living conditions of every student in the class, care and love treat every student equally. Do the job in daily management of the class, guide students to maintain a good class order, cultivate students' sense of rules, sense of responsibility, sense of collective honor, and create a collective atmosphere of democracy, harmony, solidarity, mutual assistance, and health. Instruct students to carry out various types of class activities, and often take the initiative to contact the teachers and students' parents and the communities where the students are located, and strive to form

an educational synergy.

In the class building, we advocate the following.

First, everyone is responsible for class self-management. We give the class management the power to the students to the greatest extent, and achieve the self-management goal of “everyone has to do everything, everyone has something to do, and full coverage without blind spots”, so that every student has self-discipline, organization, communication, and collaboration skills, etc. They were all exercised to the utmost extent and experienced the sense of responsibility, honor and pride of being a class owner.

Second, the classroom self-learning, cooperation and competition. In a class, teamwork is used as a unit to carry out inter-group cooperation and inter-group competition. The group implements a weekly points evaluation system, which incorporates group performance, academic performance, civility and discipline, hygiene, and order between classes into the points evaluation content. Every student cares about the group and the collective, which also strengthens the cohesion of the group and the class in the competition.

The third is the joint construction of class culture. At the beginning of a class establishment, the whole class collectively discussed and determined the “class name” “class slogan” “class goal” “class convention”, designed and produced “class emblem” “class flag”, and even created “class song”. Using the class culture to lead a united, harmonious, and positive class style to form the common value pursuit of teachers and students.

Fourth, everyone participates in class activities. Organize and carry out campus activities such as reading festivals, health festivals, science and technology festivals, chorus festivals, art festivals and off-campus social practices based on the class as a unit to create a platform for everyone to participate, plan independently, implement independently, and show themselves.

It is a very effective way to cultivate students' leadership in the class group. For example, our social practice with the theme of “I love Shijiazhuang” in the seventh grade is to carry out social practice research on the basis of Shijiazhuang's history, culture, resources, urban management and urban

development, to cultivate “in Shijiazhuang, understand Shijiazhuang, love Shijiazhuang” hometown feelings. Each class selects a topic, sets up a topic group, and spends half a year to carry out social practice topic surveys on holidays, which is divided into four steps: The first is the topic selection stage. Under the guidance of the head teacher, students in each group discuss and choose their concerns as research topics. The second is the demonstration stage. Relevant experts and parent volunteers are invited as the instructors of the topic research, and each class organizes a topic selection demonstration meeting to discuss the scientificity and operability of the topic, and finally determine the topic. The third is to formulate the research plan and implementation stage of the subject. Use holidays to conduct field visits, visits and surveys, collect survey data, and analyze and summarize data. The fourth is to write a research report on the subject, and propose solutions and countermeasures to solve the problem. The results of these research reports received positive responses from Shijiazhuang's urban planning, urban management, market supervision and management, traffic management, civil affairs, garden issues, environmental protection, cultural tourism and other relevant departments. Each class responded to the news through TV, newspapers, and the Internet. The social practice of the class is followed up and reported to expand the influence of social practice topics.

For example: the survey on the implementation of garbage classification in Shijiazhuang.

Background of the topic: With the progress of social civilization and the implementation of national energy conservation and emission reduction policies, many large cities in China have promoted waste classification to promote the reuse of renewable resources. Shijiazhuang, the capital city of Hebei province, began a community waste classification pilot in 2013. Students would like to investigate the implementation of garbage classification in Shijiazhuang. The scope and content of the survey mainly selected 17 representative communities and parks. The whole class was divided into 8 groups to develop a visit and research plan, design and formulate interview outlines and questionnaires.

Through field observation records, interviews and questionnaires with community residents, property managers, and sanitation workers, students learned about the classification of trash bins, setting and usage conditions, citizens' awareness of garbage sorting and disposal, and their daily behaviors. On the basis of understanding the status quo, students collected information, data statistics, analysis and summary, and found that the main problems that need to be solved are: the unreasonable setting of the sorted trash bins in some communities: the small number, the inadequate maintenance and use, and the inconvenience of residents to throw garbage; sanitation workers do not collect garbage without sorting; the publicity of garbage sorting knowledge is not in place, and the residents lack the understanding of classification standards; most communities do not have special toxic and hazardous garbage collection points and there are hidden safety hazards, etc. In the end, students discussed, researched and formulated solutions, then put forward a proposal for community garbage classification to the city management department. The suggestion goes like increase the publicity of garbage classification knowledge, and shoot public service advertisements to popularize garbage classification standards and toxic and hazardous garbage among community residents. Disposal knowledge, increase residents' awareness of sorting and disposing of garbage according to regulations, increase the number and types of sorted garbage bins, and the color markings of different types of garbage bins must be significantly unified, and increase training for sanitation workers to recycle garbage and equip them with corresponding. For loading and transporting vehicles, collect different types of garbage at a scientific and reasonable time.

This kind of social practice allows students to get out of campus in a planned and organized manner to understand the society. Through their own observation and experience, visits and surveys, discussion and discussion, students can deepen their understanding of social phenomena and problems. Students have learned a lot that they cannot learn in classroom. In the process of social practice, students have exercised their ability to pay attention to society, find problems, analyze problems and solve problems; learn a scientific

attitude of seeking truth from facts and rigorous scientific research methods; improve communication skills, teamwork skills, and civilized environmental protection, etc; enhanced students' sense of social value, sense of responsibility and mission, and improved students' overall quality.

Collective organizations such as classes, young pioneers, Communist Youth League, student unions, and student clubs are also important ways to cultivate and develop students' leadership. The large group of SFLEG provides students with various platforms and opportunities for practice and exercise to participate in leadership and be led. In large and small collective organizations, the leadership that students have grown and accumulated will inevitably be able to adapt to the fierce competition and challenges of the future society, and become a force to promote and control the development of the future world.

Model the Way and Follow Their Lead: Maximizing the Power of Student Voice and Leadership in Our Schools

Susan Enfield

Superintendent of Highline Public Schools

Taking student voice from invisible to invaluable reflects the choices being made by confident leaders. Leaders in the class (teachers), leaders in the office (principals), and leaders in the central office (superintendents) must exist at all levels to truly listen to student voice and for school evolution and even transformation to be possible.

(Student Voice: From Invisible to Invaluable, Lubelfeld & Polyak, 2018)

Introduction

Strong student leadership begins with students exercising their voice. As adults in school systems, we have the responsibility to provide students the opportunity to find and use their voice—from choosing which courses they take to influencing the decisions we make. In Highline Public Schools, we believe strongly in supporting our students' leadership development and continuously look for ways to authentically engage them and ensure their voices are not only heard, but also visible in our work. We accomplish this by listening to our students, creating pathways for them within school and beyond, and by building partnerships with businesses, non-profits and governmental agencies. Using the Washington Career and Technical Education 21st Century Leadership Skills as a framework, today I will share some examples of how students in Highline are leading the way in helping us become a better, smarter school system...

Local Context

Located just south of Seattle, Washington, Highline Public Schools is a richly diverse school system serving nearly 19,000 students—each of whom is brilliant, beautiful and brimming with promise. Our students and their families come from all over the globe and nearly 100 languages are spoken in our schools, with Spanish, Vietnamese, Somali and Amharic being the most prevalent. Over 25 percent of our students arrive speaking a language other than English (English Language Learners) and nearly 70 percent of our students rely on school for breakfast and lunch (Free and Reduced Price Meals).

Rather than having a vision or mission, we are guided by our Highline Promise: every student in Highline Public Schools is known by name, strength, need and graduates prepared for the future they choose. This promise is also at the heart of our district's strategic plan, based on four foundational principles and focused on five bold goals.

Our Foundation consists of the following.

Equity: We will disrupt institutional biases and end inequitable practices so all students have an equal chance at success.

Instruction: We will reduce achievement and opportunity gaps by using culturally responsive, inclusive, standards-based instruction.

Relationships: We will know our students by name, strength and need, and have open, two-way communication between students, staff, families and community partners.

Support: We will increase students' success by supporting their social-emotional and academic needs.

Our Bold Goals focus on the following.

School Culture: Our schools are welcoming and safe places where students and staff are respected and supported to succeed.

Growth and Mastery: Students will make a minimum of one year of growth annually, meeting or exceeding standards in all grade levels.

Digital and Media Literacy: Students will graduate with the problem-

solving and critical thinking skills necessary to live and work responsibly in a digital world.

Bilingual and Biliterate: Students will graduate bilingual and biliterate.

High School Graduation: Students will graduate from high school prepared for the future they choose.

To achieve these goals and deliver on our promise, we help our students see their high school diploma as a ticket to the future of their choice by connecting what they learn within school to what they want to pursue outside of school. We call it “giving our students a window into the workplace”. We accomplish this by emphasizing project-based, real-world learning where students can apply their knowledge and skills in meaningful ways. Additionally, our Career Access and Awareness Department provides students with opportunities to explore local job pathways through career fairs, job shadowing and internships with companies such as Boeing, Port of Seattle, Highline Medical Center and numerous small businesses across our community. We believe that these career connections have contributed to our rising high school graduation rates—from 62 percent in 2013 to 81 percent in 2018.

State Context

Our work in Highline to graduate students prepared for the future they choose is also part of a larger statewide effort that focuses on the essential connection between education and economy. Washington state expects to see 740,000 job openings in the next five years and increasingly those of us in school systems are asked how we prepare students for the workplace of today and tomorrow. The Washington Career and Technical Education 21st Century Leadership Skills (see below) provides an outline of what students need to know and be able to do in order to be competitive in the workplace and assume leadership roles in their chosen fields. The four primary domains are: 1) Learning and Innovation, 2) Information, Media and Technology Skills, 3) Life and Career Skills, 4) 21st Century Interdisciplinary Themes.

What woven throughout these four domains is the imperative of students'

leadership; creating opportunities for students to lead their own learning means they will be better equipped to choose their future and become the next generation of leaders. In Highline, these opportunities are the result of both district-created strategies and partnerships with organizations whom we believe align with our district beliefs and goals for our students.

Learning and Innovation

Creativity and Innovation

Think Creatively, Work Creatively with Others, Implement Innovations

Critical Thinking and Problem Solving

Reason Effectively, Use Systems Thinking, Make Judgments and Decisions, Solve Problems

Communication and Collaboration

Communicate Clearly, Collaborate with Others

Raisbeck Aviation High School

Located in Highline, Raisbeck Aviation High School (RAHS) is a high-performing regional magnet school with a focus on aerospace and aviation. Consistently ranked in the top five high schools in the state of Washington, RAHS was founded on these guiding principles:

Personalization: Each student is known well, respected and appreciated. A diverse learning community was built on powerful relationships to ensure that the emotional and intellectual needs of students are met.

Relevance: Teachers and students engage in authentic, in-depth learning experiences in the context of real-world aviation and aerospace. Learning occurs in a coherent manner through challenging inquiry and project-based curriculum.

Collaboration: Students, teachers and other stakeholders spend time together in a joint intellectual effort. Teachers plan and learn together through professional development. Students and teachers exercise choice and make decisions in all elements of school life.

RAHS's approach to learning is project-based with an additional emphasis on students presenting and defending their learning in front of industry experts. Each student is paired with a mentor from one of the school's industry partners who is assigned to the student in 9th and 10th grade and continues with them through to graduation. The mentor advises the students on course and career paths, and assists with selection of internships where students work in local industry. Students complete internships with companies such as Microsoft, Blue Origin, Boeing and the Museum of Flight where they are often required to sign non-disclosure agreements due to the sophisticated nature of projects they work on alongside industry experts.

Students' daily classroom assignments frequently involve projects where they must work collaboratively in teams to create products that will be judged not only by their peers, but also by professionals from the aerospace and aviation fields. Projects range from building a solar-powered car to competing in robotics competitions. Most recently, a team of eight students participated in the annual International Space Settlement Design Competition (ISSDC), which is the world's premiere aerospace engineering competition for high school students. Hundreds of students from across the globe submit design proposals for participating in the illustrious ISSDC Finals, held annually at the Kennedy Space Centre in Florida. The RAHS team's proposal was accepted and these students will take part in the final competition where they will join students from other countries in sharing their designs.

RAHS is also fortunate to have an ongoing, relevant and mutually collaborative partnership with the Port of Seattle, and specifically Seattle-Tacoma International Airport. The annual Environmental Challenge Project for all sophomore students attending RAHS provides a highly impactful and real-world opportunity for students to analyze, research, solve problem and present findings on a current problem that Sea-Tac Airport faces and one that other airports across the globe may face as well. Over several years, this unique partnership has resulted in hundreds of students receiving a true glimpse into what it takes for one of the largest airports in the United States to solve

environmental challenges that arise on a regular basis. Students have been a part of solving such problems as expanding runways where wetlands exist or remodeling a terminal to consider wastewater recapture and geothermal heating. Students receive the current problem of practice in a series of seminars led by airport personnel and then expertly and professionally present their findings to Port of Seattle Officials, with the winning proposal recognized at an all school assembly.

Last year, the Port Commissioner shared a public statement in which he praised the “exemplary” presentations of RAHS’ students. He stated that “RAHS is a fantastic example of the kind of STEM education that is essential to prepare today’s students for tomorrow’s jobs. Encouraging critical thinking, ability to observe, analyze and make decisions about a process or problem is key to our workforce. We know that critical thinking is the key component of success and groundwork for a healthy and sustainable economy.”

Their ability to think and work in creative, innovative ways has earned them a place on the global stage and positions themselves as leaders and role models in our school system. This maybe one of the most important benefits to encouraging student leadership: in doing so, we are also helping our students understand the importance of not just having role models, but being role models themselves.

Burien Youth Council

Highline is located in an urban area and deals with all of the challenges urban communities face: poverty, violence and crime. While certainly not a part of our daily reality, we have experienced some horrific incidents over the past several years. In the spring of 2018, a middle school student and another teen girl were shot and killed at a local apartment complex. This rocked the community of Burien, the city where the crime occurred and where our district offices and some of our schools are located. While many city officials and community leaders came together to voice outrage and concern, it was our students who took action and made one of the most public stands.

Students from Raisbeck Aviation and Highline High Schools formed the Burien Youth Council with the mission of giving Burien, and all youth a voice. Initially these student leaders met with me and other adults in the community to share their ideas and gather advices on how they could turn their vision into reality. They have since convened community meetings to discuss issues of gun violence, community safety and mental health. In addition, they have presented to some local city council members and the mayor. Even more impressive is that while the larger community conversation that began soon after the violence that prompted the formation of the Burien Youth Council has become quieter, these students have not. They are committed to sustaining their organization and its mission of providing all students with a platform to use their voice to effect change.

The Burien Youth Council is a powerful example of a truly student-initiated, student-driven and student led effort. These students saw a problem and worked collaboratively to solve it with the goal of making their community a better and safer place.

Information, Media, and Technology Skills

Information Literacy

Access and Evaluate Information, Use and Manage Information

Media Literacy

Analyze Media, Create Media Products

Information, Communications and Technology Literacy

Apply Technology Effectively

Digital Citizenship

According to common sense, “digital citizenship is the responsible use of technology to learn, create and participate”. As I referenced earlier, one of our strategic plan goals in Highline is for all students to be skilled in digital and media literacy. We expect them to not only create responsible publications of their own, which they do through school newspapers and magazines, but also

be critical consumers of the media they are bombarded by daily. In this Digital Information Age, it is more important than ever before that we educate students to discern fact from opinion and to question what they read and hear rather than believing something to be true just because they see it in print.

Knowing that our students access much of their information through technology, we require that each of them sign an annual acceptable use policy that outlines what is, and is not allowable when using district devices and email. We also engage them in conversations around these issues and have begun integrating critical thinking and questioning skills across disciplines. In this way, we are working toward making digital citizenship a part of our district culture and not merely a stand-alone initiative.

Code.org

“Code.org is a nonprofit dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities... The vision is that every student in every school has the opportunity to learn computer science, just like biology, chemistry or algebra. Code.org provides the leading curriculum for K-12 computer science in the largest school districts in the United States. Code.org also organizes the annual Hour of Code campaign which has engaged 15% of all students in the world.” (www.code.org)

While many jobs today, and even more in the future may require coding skills, computer science and coding are still not offered across the majority of schools in Washington, particularly in high schools. Responding to workforce demand and students' interest, Highline, in partnership with Code.org, began offering computer science at all comprehensive high schools in 2014 and we have since expanded to middle schools. Each year during National Computer Science Education Week, students from kindergarten through 12th grade engage in coding activities during Code.org's Hour of Code. We use this as an opportunity for students to not only demonstrate their own skills, but also teach others. Our elementary students who participate in schools' Coding Clubs lead

their fellow classmates and teachers in a one-hour coding tutorial. Middle and high school students share their projects with staffs and classmates, but also host evening events for families and community members. It is our students who have led our coding movement in Highline. As their interest and participation has grown, we have begun offering advanced computer science and coding courses and internships that expose students to careers requiring these skills.

FIRST

“The mission of FIRST” (For Inspiration and Recognition of Science and Technology) is to inspire young people to be science and technology leaders and innovators, by engaging them in exciting mentor-based programs that build science, engineering, and technology skills, that inspire innovation, and that foster well-rounded life capabilities including self-confidence, communication, and leadership... FIRST participation is proven to encourage students to pursue education and careers in STEM-related fields, inspire them to become leaders and innovators, and enhance their 21st century work-life skills. (www.firstinspires.org)

Referred to as “the ultimate sport for the mind”, the highlight of participating in FIRST for our students is the annual robotics competition. By working in teams, students have just six weeks to raise money, design a team brand, build and program a robot around a particular theme. Although volunteer professional mentors are there for guidance, support and supervision, it is the students who are required to take lead in developing their teams, delegating responsibilities and ultimately building a functioning—and ideally winning—robot. This year’s theme was “Destination: Deep Space”, and students from our four Highline teams—Phoenix Force, Skunk Works, Team Ramen and the Hi-Tekkerz—competed. We are proud of all our teams, and in particular Skunk Works who took home the Chairman’s Award for sustained excellence and impact within the FIRST community and beyond.

To meet our students’ growing interest in project-based learning opportunities such as these, staffs and volunteer mentors have formed the

Highline Robotics Alliance which will provide students with full space, resources and support to learn, collaborate and lead future teams to success.

Life and Career Skills

Flexibility and Adaptability

Adapt to Change, Be Flexible

Initiative and Self-Direction

Manage Goals and Time, Work Independently, Be Self-Directed Learners

Social and Cross-Cultural

Interact Effectively with Others, Work Effectively in Diverse Teams

Productivity and Accountability

Manage Products, Produce Results

Leadership and Responsibility

Guide and Lead Others, Be Responsible to Others

Superintendent's Student Leadership Team

As a superintendent, I hope to hear directly from students about their experiences in our schools. While this happens informally during my weekly visits to schools, I wanted a more formal process to engage with students and bring their voices into decision-making at the district level. To achieve this goal, we created the Superintendent's Student Leadership Team (SSLT), a group of students representing all our high schools and reflecting our diverse student population. Any high school student may apply and team members are selected by lottery. Those who are chosen to participate receive training in understanding the school system, leadership, advocacy and team building. They meet every four to six weeks with me and other members of our district team to ask questions, and provide input on our practices and policies in areas such as culturally responsive curriculum and school safety.

This year, the SSLT chose to create two project teams focused on the topics of mental health services and special education in our district. One team worked with district social workers and departmental staffs to learn more about

the mental health services we currently provide and advocate for more visibility of these services for students. Thanks to their efforts, next year, every high school student's ID cards will have suicide hotline phone numbers on the back so students in need can access appropriate resources.

The second team volunteered at our Special Education Prom and created and hosted a music fair for students with disabilities. Both teams presented their projects to our school board at a public meeting in September and those who did not graduate last year are returning as part of the SSLT in 2019-20. These students are learning that as leaders they have the power to effect change in our system.

Highline Big Picture Middle and High School

"It is our vision that all students live lives of their own design, supported by caring mentors and equitable opportunities to achieve their greatest potential. We move forward prepared to activate the power of schools, systems & education through student-directed, real-world learning." (www.bigpicture.org)

Highline Big Picture is a part of the national network of Big Picture schools across the United States. Two central components of the Highline Big Picture model are Advisory and Learning Through Interests and Internships or LTI. Each student at the Big Picture Learning school is part of a small learning community of students called an advisory. Each advisory is supported and led by an advisor, a teacher that works closely with a group of students and forms personalized relationships with each advisee, remaining with them throughout high school. Students also participate in internships two days per week, working closely with their workplace mentors to explore areas of interest. The result is a student-centered learning design, where students lead their learning and are challenged to pursue their interests by a supportive community of educators, professionals, and family members.

As a superintendent, I have personally experienced the power of Big Picture's model by serving as a mentor. Over the past few years, I had three students with an interest in teaching and educational leadership intern with me.

Their projects ranged from identifying how to better personalize learning for students in traditional high schools, and to developing and offering new elective courses based on student interest and input.

This year, I attended the college graduation of my first intern, Larissa, who graduated from Whitworth University after only three years and is applying to graduate school. My second intern, Edgar, is in his junior year at Western Washington University and planning to become a teacher—and perhaps one day a superintendent. And Ava, my current intern, also has aspirations to be a superintendent and will be working this year on strengthening our district-wide advisory model based on Big Picture principles. Each of them is a good example of what true student agency can and should be.

21st Century Interdisciplinary Themes

Global Awareness; Financial, Economic, Business and Entrepreneurial Literacy; Civic Literacy; Health Literacy; Environmental Literacy

Future City

“Future City starts with a question—how can we make the world a better place? To answer that question, 6th, 7th, and 8th grade students imagine, research, design, and build cities of the future that showcase their solution to a citywide sustainability issue. After completing Future City, student participants are not only prepared to be citizens of today’s complex and technical world, but also poised to become the drivers of tomorrow.” (www.futurecity.org)

Each year, students from Pacific Middle School participate in the Future City competition. Over the course of the year, students must complete five deliverables: a virtual city design (using SimCity); a 1,500-word essay; a scale model built from recycled materials; a project plan, and finally a presentation to judges at regional competitions. The theme for 2018—2019 was “Powering Our Future!” and teams had to design a resilient power grid for their future city that could withstand and quickly recover from the impacts of a natural disaster. Of the six Highline student teams that participated, three placed in the top ten, and

once came in second place.

After the competition, students attend a school board meeting where they share their projects and describe their experiences. Without exception, they speak to what they learned during the process, not just about the engineering design process, but also about collectively solving global challenges and building 21st Century skills.

Conclusion

Equipping our students with 21st Century skills—innovation, collaboration, critical thinking and adaptability, among others—must go hand in hand with helping them grow as leaders. In Highline, we pride ourselves on the leadership and advocacy our students demonstrate in and outside of school. We believe strongly that by helping students exercise their voice in meaningful, powerful ways, they will learn that they have power, but not the power for power's sake—power to effect positive change. As school and district leaders, we have the moral and educational imperative to serve as role models for our students, and part of that is demonstrating how investing in others today makes tomorrow better for us all.

Student as a Leader in Finnish schools

Eero Kling

Principal of Mainingin Koulu School, Finland

It is a great honor to be able to participate in today's conference. I am a principal myself. Our school is a combination of elementary school and junior high school from grade one to grade ninth. As you all know, Finland is a Nordic country with a population of only about 5.5 million. Therefore, in general, there are not many Finns. We have no oil, no gold, and no minerals. We have always believed that education is our only resource, and we should use it well. This is why we pay much attention to education and the investment is also very high. Education is complete from elementary school to doctoral degree, and all is free. We hope to provide our people with the best global education. Everyone knows that our overall educational resources are quite outstanding. Someone asked me what the current way of development in Finland is. Let me briefly talk about our school and how we treat students as leaders differently, as well as our related career development.

I come from the second largest city in the Finnish Capital Region. Our investment in education is quite large, which can be said to be more than that of any city in Finland. This city has the best educational resources in Finland. Our school was established in 1974. It is a very ordinary school at the junction of urban and rural areas, combining elementary and junior high schools. In 2015, our school was selected as the best school in Finland because our school's education standards are quite high. We hope that students can cope with the new world, the new working environment and living environment. In Finland, we have a complete national curriculum arrangement system, which is formulated by the Finnish National Education Commission. The national curriculum is more of a macro description, but there is no specific realization path. Therefore,

how does a school realize national education? The goal still depends on the school itself. Each school develops its own path of realization according to the macro goal.

What should our school do? I want to show why we choose these courses to teach them, and what is the logical connection between what we learn now and what we learn in the future. In fact, teachers have always wanted to give students more practical support and positive feedback. The so-called positive feedback is the most difficult to obtain. We try to give students as much positive feedback as possible, which is also very rare in Finland. I want to stimulate the students' inner motivation for innovation. We hope that students will have the spirit to learn. We hope that they will go from "I want to learn" to "I want to learn." There is a sense of urgency. There are differences in many countries. The special thing about Finland is that there is only one school, there is no school district, we do not have a unified examination, there is no national examination, and I think there is nothing wrong with this. Teachers can really pay attention to what they want to teach. They don't need to think about the next exams, nor do they need to prepare students for exams. We don't have relevant supervisors, and no supervisors will come to our school to inspect the teaching work. My supervisor may have just greeted me once in two years and left. We also don't have a state school or a private school. All our systems are based on one thing: they are all teachers, and they all have a master's degree.

We will train our teachers, and then we will believe in what they teach. Teachers in Finland are a highly respected profession, and we can indeed produce some of the best high school students. They are willing to become teachers in the future, and they also can be lawyers. This is why, our national curriculum standards are like this, we must innovate or fail. You can innovate at any time in your own school, we have chosen this path, and we look forward to future results. What do we do in our school? Every student first sets his own goals for the school year. These goals will also include some traditional courses, such as language courses and mathematics courses, but more importantly, in their plans, they will include some other goals, such as how they want to be

used. Teachers will set the teaching goals that must be achieved, and then let students choose their own learning methods, so that students will have more space. We see many times students gather in corridors, cafes, and halls where they study. Teachers only provide basic information, and students are grouped on campus. Of course, there is a requirement that teachers participate in the whole process, so as to give them as much support as possible.

We are still working hard to reduce the number of tests. Teachers will evaluate this process. Tests and teachers' usual assessments constitute their final scores. Therefore, students really have to lead their own learning, they have to make their own plans, and they must follow the plan. And many times I do my best to realize my study plan. These are the 2016 curriculum standards. Of course, we are very excited after the new curriculum standards are released. We think that new things are coming. After a few years of experimenting, I think many of you here will think that this has been very successful. But we are constantly trying new ones. In practice, when it comes to students' leadership, we must always consider the student's own development stage. This does not completely refer to the age of the student. We teachers must truly know the differences between each student, and must know the needs of each student. What are his thoughts, and the teacher also needs to understand the current situation of the entire class.

Next, let's take a look at how we start the new curriculum standard. The first is the problem that many countries are facing, and so is Finland. That is, the gap between boys and girls is getting bigger and bigger, girls perform better, boys are relatively worse. Our National Bureau of Education has provided us with a lot of resources to implement the new curriculum standards. Under this new system, these boys are more willing to enjoy their time in school than before. To some extent, this new curriculum reform is actually a success. We make more boys willing to come back to campus, but on the other hand, girls are more stressed. Our girls feel more worried, for example, the relationship between freedom and responsibility, we still don't know how to solve this problem. Of course, now that boys are willing to stay in school, and they also

enjoy this new learning experience. I certainly hope that these children have been learning when they are in school, and we will spend more research to answer such questions.

After three years, we will have some experience. First of all, this new curriculum standard must be implemented. We have also seen that most students can indeed manage their own learning process, but the whole process must have sufficient guidance, not only the guidance of the students, but also the participation of teachers and parents. These parents used to attend ordinary schools when they went to school. There were many exams and scores from normal teachers. But now that there are new changes in these schools, these parents will be out of touch and don't know what's happening, so they have to provide them with new information.

These young people have no way to manage their own learning, but elementary school students are better at it. We have taken some measures, but sometimes we find that we take two steps forward, so it is an iterative process. Before high school, the ninth grade students seemed to be ready, and we at least worked in the right direction in the school.

Cultivating Leadership & Global Competencies

– The Waterloo Experience

Vic Degutis

Chief Operating Officer of Waterloo Catholic District School Board

A fundamental recognition across Canada and within Canadian education is the need for lifelong learning, a response to the exponential rate of change and the related need to ensure the individual's skills and knowledge are relevant and current, both as a contributor to society and to the country's workforce.

According to a 2017 Canadian Financial Times article, the average Canadian have five careers in their lifetime... "Work is impermanent—reinvention is rational". A recent Workopolis website posting earlier this year shared the analysis of 7, 000, 000 work histories in the Canadian resumes included in the Workopolis database. The company was able to discern an emerging trend in career changes and the number of jobs that average Canadian can expect to have. The resulting estimate was that working aged Canadians will likely work approximately fifteen jobs throughout their careers. (<https://careers.workopolis.com/advice/how-many-jobs-should-you-expect-to-hold-in-your-lifetime/>.)

Corresponding insights in 2019, through a Canadian Council of Ministers of Education report states: "Building on strong foundations of numeracy and literacy, global competencies... is a necessary effort to prepare students for a complex and unpredictable future with rapidly changing political, social, economic, technological, and ecological landscapes. The ambiguity and uncertainty of these changes signal the urgency for educational institutions to provide younger generations with the knowledge, skills, values, and attitudes that they will need to become lifelong learners, to understand issues of global interdependence and to be active global citizens." (<https://www.cmec.ca/9/682/>

Global_Competencies.html.)

The Education Ministers across Canada consensus position is that global competencies are overarching sets of attitudes, skills, and knowledge that can be interdependent, interdisciplinary and leveraged in a variety of situations both locally and globally. They also recognized that each provincial jurisdiction is evolving in the implementation of these competencies into new curriculums, programs and initiatives.

Ontario, Canada – Global Competencies

The education in Canada is a provincial jurisdiction with limited support from the Federal government for post-secondary sector programs. The Ontario Ministry of Education 21st Century Competencies: Framework Discussion Document released in 2017 supported the position that a framework for global competencies includes the following components.

Critical Thinking & Problem Solving

Critical thinking and problem solving involve addressing complex issues and problems by acquiring, processing, analysing and interpreting information to make informed judgments, decisions and actions. The capacity to engage in cognitive processes to understand and resolve problems includes the willingness to achieve one's potential as a constructive and reflective citizen. Learning is deepened when situated in meaningful, real-world, authentic experiences.

Innovation, Creativity & Entrepreneurship

Innovation, creativity, and entrepreneurship involve the ability to turn ideas into action to meet the needs of a community. The capacity to enhance concepts, ideas, or products to contribute new-to-the-world solutions to complex economic, social, and environmental problems involves leadership, taking risks, independent/unconventional thinking and experimenting with new strategies, techniques, or perspectives, through inquiry research. Entrepreneurial mindsets and skills involve a focus on building and scaling an idea sustainably.

Self-Directed Learning

Self-directed learning means: becoming aware and demonstrating agency in one's process of learning, including the development of dispositions that support motivation, perseverance, resilience, and self-regulation. Belief in one's ability to learn (growth mindset), combined with strategies for planning, monitoring and reflecting on one's past, present and future goals, potential actions and strategies, and results. Self-reflection and thinking about thinking (metacognition) promote lifelong learning, adaptive capacity, well-being, and transfer of learning in an ever-changing world.

Collaboration

Collaboration involves the interplay of the cognitive (including thinking and reasoning), interpersonal, and intrapersonal competencies necessary to participate effectively and ethically in teams. Ever-increasing versatility and depth of skill are applied across diverse situations, roles, groups, and perspectives in order to co-construct knowledge, meaning, and content, and learn from, and with, others in physical and virtual environments.

Communication

Communication involves receiving and expressing meaning (e.g., reading and writing, viewing and creating, listening and speaking) in different contexts and with different audiences and purposes. Effective communication increasingly involves understanding both local and global perspectives, societal and cultural contexts, and adapting and changing using a variety of media appropriately, responsibly, safely, and with regard to one's digital footprint.

Citizenship

Citizenship involves understanding diverse worldviews and perspectives in order to address political, ecological, social, and economic issues that are crucial to living in a contemporary, connected, interdependent, and sustainable

world. It also includes the acquisition of knowledge, motivation dispositions, and skills required for an ethos of engaged citizenship, with an appreciation for the diversity of people, perspectives, and the ability to envision and work toward a better and more sustainable future.

(http://www.edugains.ca/resources21CL/About21stCentury/21CL_21stCenturyCompetencies.pdf)

Ontario' s Strategy for K–12 International Education

The Ontario Ministry of Education (MOE) had also released a significant related guideline in 2015—Ontario's Strategy for K-12 International Education which aligns with, and supports, the competencies framework. (<http://www.edu.gov.on.ca/eng/policyfunding/strategyK12.pdf>)

Ontario's strategy for international education is intended to provide an integrated, coordinated approach that will link the continuum of learning from K-12 schooling to Postsecondary education and training, to living and working in Ontario.

Phase one of the provincial strategy, focuses on K-12 learning opportunities and states that Ontario's international education strategy will provide the following.

- enhanced course offerings and opportunities with an international context, to help Ontario K-12 students and educators to build the global competencies, knowledge, and experiences needed to succeed in the worldwide economy;
- high-quality programs and services and a safe, welcoming environment for international students, to promote achievement and well-being and stimulate intercultural learning;
- opportunities to develop and share expertises among Ontario and international educators; and pathways for international students studying in Ontario, from elementary/secondary school to postsecondary education and beyond.

This strategy and the associated goals, will align with the related Ontario

Ministry of Training, Colleges and Universities strategy in development to support a coordinated, approach to attracting and retaining international students and to enhance the experience of all students on Ontario's campuses.

It should be noted that MOE resource document aligns with the Waterloo Catholic District School Board (WCDSB) vision and strategy, established in 2013, to internationalize our schools. The Waterloo strategy framework includes four dimensions: Canadian students, international students attending our schools, educators in schools and abroad, and Post-Secondary institutions and pathways.

Achieving Excellence: A Renewed Vision for Education in Ontario

To ensure continuity and consistency, the Ontario global competencies framework and the Ontario international education guidelines align with, and support, the foundation document —Achieving Excellence: A Renewed Vision for Education in Ontario, released in April 2014.

(<http://www.adsb.on.ca/sites/Schools/QES/Resources/Curriculum/Achieving%20Excellence%20A%20Renewed%20Vision%20for%20Education%20in%20Ontario.pdf>)

As in all jurisdictions throughout the globe, the scope of expectations for schools to prepare students for their future in the 21st and 22nd century is exponentially expanding and as a result, often overwhelming. The robust curriculum, expected services and supports often go beyond what we have all identified as traditional education norms. In addition to learning content, schools must ensure that their learners can contextualize learning and access credible information. As i stated earlier in this presentation, global competencies are overarching sets of attitudes, skills, and knowledge that can be interdependent, interdisciplinary. Therefore, global competencies and the related expectations for leadership and learner autonomy must be integrated into every aspect of the learners' experience in the school environment... the classroom, the school and beyond.

What Does This Look Like in Waterloo Catholic District Schools?

Discerning and responding to the research related to leadership and global competencies, many Waterloo Catholic District School Board (WCDSB) school leaders have based their school strategies on essential foundational principles.

- All members of the school community can be identified as leaders, like students, teachers, administrators, support staffs... All can take initiative, serve as role models, lead within their community and be innovative.
- Motivation should include personal and social benefits and a societal responsibility.
- Canada is a land of immigrants. What makes us the same is that we are all different. Considering the multicultural environment of our JK-8 Elementary and grade 9-12 Secondary schools, intercultural communication and awareness are critical components of communication and citizenship competencies.
- A school community that values leadership must create an environment that is a nurturing culture and one that has clear expectations and articulated processes.
- Opportunities for peer support, mentoring and skill development should be organized and accessible.
- The school environment should ensure that experiences are authentic and relevant.
- Education experiences should be recognized and encouraged beyond the class within school, community-at-large, national and international contexts.
- Volunteerism within the classroom, school and community should be encouraged and supported.

In Our Classrooms

Strategy within the classroom is the responsibility of the teachers, under the guidance and supervision of the school administration.

- Teachers should have their professional development, including an exposure to best practice, to understand and be able to implement a student-oriented learning environment which supports and develops global

competencies.

- The inquiry model, supported by the appropriate skill development, is an excellent approach to support the development of all the global competencies. The classroom teacher should have the flexibility and autonomy to facilitate this non-traditional approach.

- A collaborative approach in the classroom contributes to a student-oriented learning experience and creates a non-traditional learning environment. This is often reflected by the configuration of the room... arrangement of desks, whiteboards, etc. and the activity is most often facilitated, rather than directed by the teacher.

- Assessment and evaluation of the students' learning needs to be aligned with the competencies;

- Students need to be encouraged to be risk-takers and to express their opinion with the appropriate level of response from their teachers within a nurturing and non-threatening environment.

In Our Schools

School administration must create a culture of leadership. School should have a number of programs in place.

- Meaningful opportunities for leadership roles for both students and staffs;

- Articulated school policies and processes to review these policies as required;

- Decision-making processes that are articulated, “student friendly” but where all stakeholders are held accountable... bureaucracy should be a support not a hindrance;

- Processes in place to support success and give guidance to students and staffs initiative;

- Skill development opportunities, e.g. visioning, time management, event planning, project management, team building, interpersonal dynamics.

The following are examples of opportunities in Waterloo CDSB schools to

develop both leadership and global competencies.

- Leadership, career exploration, and entrepreneurship credit courses
- Interdisciplinary “Thinking Classrooms”
- International Certificate Programs (a holistic approach to global education)
 - Model UN initiatives
 - Specialist High Skills Major Program (concentration of courses on a specific subject area as a possible Post-secondary pathway or to support career exploration)
 - Co-operative Education Program— business & industry partners (internship for credits)
 - University & College Cooperative Program—University of Waterloo, Wilfrid Laurier University, Conestoga College (programs offered in cooperation with Post-secondary partners on their campuses, often dual credit)
 - Youth Apprenticeship Program — Conestoga College & industry partners
 - Student Councils & Sub-councils (Arts, Athletics)
 - Sports teams, clubs
 - Associations—social justice, Wellness, Acceptance, Youth Voices and Empowerment (WAYVE), cultural and multicultural groups

Opportunities Beyond the Classrooms & Schools

Opportunities are encouraged and supported for students in the local community and within Canada.

- Model UN Conference w the Centre for International Governance Innovation (CIGI), Waterloo
- Global Youth Leadership Forum through the Centre for International Governance Innovation (CIGI)
 - DECA (Distinguished Education Clubs of America)
 - Ontario, Canada & World Skills Competitions
 - 1st Robotics Competitions

- E-car Challenges
- Science Olympics
- Math Olympics/Competitions in cooperation with the University of Waterloo

- Students As Researchers — Ontario Government Initiative
- ME to WE

International opportunities are organized for students and staffs.

- Model UN Conferences
- Annual Humanitarian Missions — Dominican Republic, Kenya
- Annual Student Cultural Exchanges — Japan, Spain, France
- International Athletic Competitions

International Staff Development & Networking Strategies

Educators are the lead learners in a school. Although they are expected to be authorities in their field, most often, recognizing the reality demonstrated by Buckminster Fuller's "Knowledge Doubling Curve", it is impossible today for a teacher to be focused only on content and traditional methodology, especially in a complex, multi-cultural country like Canada. The profile, the needs and the expectations of the learner are constantly changing and a effective educator must respond with appropriate and effect pedagogical approaches. Fortunately, professional development is readily available to educators in Ontario through the Ministry of Education, the school district, through learning communities, through the efforts of school administration, and through professional educator associations.

In multi-cultural Canada, modern Canadian teachers and school administrators must have an empathy and understanding of the background of new Canadians and international students in their schools to welcome them and better meet their needs. Authentic and relevant professional experiences abroad have been a priority in WCDSB schools. Since 2014, over 170 WCDSB Secondary and Elementary teachers and administrators have had an international experience abroad coordinated by the school district. To date, 85

percent of these educators have participated the SFLS cultural camp programs in July sponsored by GERA or the annual GERA conference held in October.

Other examples of similar international professional development experiences include.

- Confucius Institute Trade Mission & Cultural Experience – China
- School District sponsored Trade Mission & Cultural Experiences – Colombia, China, Japan, Spain
- Participation in International, National & Provincial Conferences
- Canadian Association of Public Schools – International Trade Missions
- Ontario Association of School Districts International Trade Missions

Summary

The Waterloo experience shared with you today, within the Canadian context, is a snapshot picture of our education reform evolution, and a component of a vision and strategy to support our students' pathways in the 21st and 22nd centuries. The days of a classical education where “learning for the sake of learning” was the only motivation are long gone. The external influences of a new “flat world”, the new “world order”, the “exponential rate of change”, mass communication, the influence of technology and the corresponding ever-changing career pathways, create an environment where educators are challenged to prepare their students and to even stay current themselves.

Concepts referenced in this paper—lifelong learning, school leadership, inquiry/student-centered learning, teachers as facilitators, and global competencies—are all essential strategies for a successful and comprehensive education, one that is preparing our students for productive and satisfying lives and unknown career pathways. Global competencies related to critical thinking, innovation, self-directed learning, collaboration, communication, and citizenship are critical contributors to the development of adaptable and resilient, global citizens.

Building Student Leadership Skills through the Junior Ambassador Program at the Creighton School District

Ruth Allen

Creighton School District Junior Ambassador Program Jr. Ambassador Program TOA

“Great leaders are born, not made.” according to the Great Man and Trait theories of the 1800s.

These theories attribute leadership skills to DNA, that is, people inherit certain qualities and traits that make them better suited to leadership and predispose them to becoming leaders.

The foundation of the Great Man Theory was established in the 19th century by proponents such as historian Thomas Carlyle, who believed that the world's history is nothing more than a collection of biographies belonging to great men.

Malcolm Gladwell, an English/Canadian journalist, would disagree. In his book, *Outliers: The Story of Success* (2008), he delves into how culture, family, time in history and the idiosyncrasies of a person's upbringing affect their success in life.

“Biologists often talk about the ‘ecology’ of an organism: the tallest oak in the forest is the tallest not just because it grew from the hardest acorn; and also because no other trees blocked its sunlight, the soil around it was deep and rich, no rabbit chewed threw its bark as a sapling, and no lumberjack cut it down before it matured.” (Gladwell, 2008:19-20)

In a chapter in *Outliers*, Gladwell describes the lives and success or lack of success of two twentieth century geniuses from America. Chris Langan is first of the two described. After graduating from high school in Montana, he earned

scholarships to college. He went to Reed College in Oregon where the culture of this private liberal arts school made it difficult for Langan to fit in. He came from poverty and the rural west. But he did well academically, and enjoyed the discussion of ideas while receiving straight A's during his first semester. However towards the end of his second semester, the administration informed him that his mother hadn't completed and signed financial aid documents. Although he tried to explain that his mother might not have understood what to do, his scholarship was revoked. This upset him so much that he dropped out of school without finishing the classes. He just left college before the end of the semester, received all F's and moved back to Montana.

In Montana, Langan decided to go to a Community College. He lived in a rural area 13 miles from the school. When his car broke down, he requested a schedule change so that he could catch a ride with a neighbor. But his request was denied. Frustrated, Chris opted out of formal studies. He never returned to school again.

As an adult, Langan read, studied and wrote in depth about philosophy, mathematics, and physics. But no one ever has heard of him or read his treatise called "Cognitive Theoretic Model of the Universe", because he never completed university. Academic journals and publishers would not even consider his work. After his many rejections, Langan stopped trying to solicit interest.

The second genius is Robert Oppenheimer, Chris Langan's contemporary. Oppenheimer attended Harvard and then Cambridge University for a degree in physics. Throughout his whole life, he struggled with depression and often grew despondent. When his tutor, Patrick Blacklett, (a 1948 Nobel Peace Prize Recipient), forced him to attend to the finer points of experimental physics, Oppenheimer balked at the idea and reacted in an irrational manner; he took chemicals from the laboratory and tried to poison his tutor. Fortunately, his tutor figured it out and was not harmed. Oppenheimer was required to deal with the consequences of his actions. Oppenheimer received the equivalent of a hand slap for his aberrant behavior. "It was agreed that Robert (Oppenheimer) would

be put on probation and have regular sessions with a prominent Harley Street psychiatrist in London.” (Gladwell, 2008, p.98)

“Here we have two very brilliant young students, each of whom runs into a problem that imperils his college career. Langan’s mother has missed a deadline for his financial aid. Oppenheimer has tried to poison his tutor. To continue on, they are required to plead their cases to authority. Langan gets his scholarship taken away and Oppenheimer gets sent to a psychiatrist. Oppenheimer and Langan might both be geniuses, but in other ways, they could not be more different.” (Gladwell, 2008, 98)

Twenty years later, government officials scoured the country for an individual to lead the Manhattan Project and develop the atomic bomb. Oppenheimer landed the position. The job description specified that the applicants—experimenters and engineers, not theorists—have administrative experience. Oppenheimer not only lacked (some of or all) of these credentials, but “... in graduate school, he tried to kill his tutor... (but) He got the rest of the world to see things his way...” (Gladwell, 2008, 99) and took charge!

How could two amazingly brilliant individuals end up with such different consequences? Gladwell attributes it to “... what the psychologist Robert Steinberg calls ‘practical intelligence’.” (2008, 101)

Practical intelligence is taught, not inherited. It comes from interacting with parents and other adults who encourage children to experience new things and to question what they see, hear and do as well as what others do, including adults. Practical intelligence is developed when a child’s interests are cultivated. Parents or adults talk through issues and reason with their children instead of just issuing commands.

A child “doesn’t inherit skills to interact with authority figures from parents and grandparents the way he inherited the color of his eyes.” (Gladwell, 2018, p.107) Instead, parents and other adults influence children by modeling the rules of the game, like how to express himself, communicate in different social settings and to learn entitlement.

Furthermore, in America, it appears that families from higher socio-

economic means are most likely to do this. Families from the lower strata tend to raise their children with a strategy of “accomplishment of natural growth”. They care for their children but stand aside and let them grow and develop on their own. Those children are usually better behaved than their more coddled peers, they are more creative and have a well-developed sense of independence. They also tend to distrust authority and they are much less likely to ask for help. Because they haven’t been mentored, they aren’t as prepared to deal with activities and scenarios outside of the familiar. Langan “...didn’t learn entitlement. He learned restraint. It might seem like a small thing, but it was a crippling handicap in navigating the world beyond Bozeman (Montana).”

How do we encourage students to learn entitlement, to gain practical intelligence in the Creighton School District? To be Oppenheimers, not Langans? Do we need to teach this to our students? Let me start by telling you about our school district.

Creighton School District is one of 58 districts within the Phoenix, Arizona Metropolitan area. In 2018-2019, there were 6,071 students enrolled in Creighton’s schools. We are an urban district located east of the center of Phoenix with 91% of our students receiving free lunches due to the low incomes of the students’ families. Additionally, 84% of our students are Hispanic, and 39% are still learning English as it is not their first language. These statistics are high when compared to the country as a whole. Nationwide, less than 10% of our students receive free or reduced cost lunches and 9.5% are English Language Learners.

What is the relevance of this data? While 60 percent of the wealthiest students complete their studies and graduate, only about 16 percent of low-income college students graduate, according to the National Center for Education Statistics. (Nov 7, 2017). English Languages Learners (ELL) tend to lag behind their English Speaking peers academically. Only 18% of ELL students finish high school in Arizona as compared to 75% of all students.

The lack of skills needed to be proficient academically begins in elementary school where students from low-income areas perform at lower

levels on tests than their higher income peers. “Why do kids from low-income families tend to score so much lower on average than their more-affluent peers? Is it something about poverty itself, that is, a lack of financial resources in the family. This is likely the case, as financial stress can create ‘toxic’ conditions in the home and also make it difficult (if not impossible) for parents to afford the tutoring, educational games, summer camps, afterschool activities, and other educational experiences that middle-class and upper-middle-class students take for granted.” (Petrelli and Wright, 2016)

Our students are bright, creative and interested in the world. Our parents are hardworking people who are supportive and provide loving homes for their children. But our students need more than their families are able to offer on their own.

The Creighton District has worked tirelessly to move students forward academically with programs designed to help them have the benefits that their higher income peers enjoy regularly.

One of these programs is the Junior Ambassador Program. This program started in 1989 with the mission to provide Creighton students with an understanding of the world, its diverse cultures, and America’s relationship with them. The idea has been to have programs dedicated to the Americas, Europe, Asia and Africa. The program has had various sister schools and learning programs over these years. Sister Schools that agreed to a two-way exchange were located in Puerto Peñasco, Mexico with a 4 day exchange for students in grades 4-5; Cuernavaca, Mexico with a 7 day exchange for 6th grade students; Kasakake, Japan and Mainz, Germany with 12 day exchanges for students in grades 7-8; an educational tour of our nation’s capital, Washington D.C. for students in grades 7-8; a zoo program at the Phoenix Zoo to learn about animals from the savannahs of Africa for students in grades 4-5; and a grant to allow up to 600 students from all of the schools experience music from around the world by visiting the Musical Instrument Museum in Phoenix, Arizona. Thousands of students have had the benefit of participating in these programs over these years.

As with all things, changes have occurred. Funding sources have changed or have been eliminated or political forces within organizations caused programs to cease to exist. However, the Creighton School District has been committed to providing ongoing access to experiences that build students' capabilities through travel, field trips and after-school programs.

We continue to offer the Musical Instrument Museum (MIM) Program in order to expose students in grades 1-8 to music and musical instruments from the world.

According to the Musical Instrument Museum's website, the MIM is the world's ONLY Global Musical Instrument Museum. By entering the Musical Instrument Museum students embark on a musical journey around the globe. MIM's collection is presented in Geographic Galleries that focus on five major world regions.

These are the following.

- The Africa and Middle East Gallery, which displays instruments and artifacts from Sub-Saharan, North African, and Middle Eastern nations.
- The Asia and Oceania Gallery, which features instruments from countries and island groups in five sub-galleries devoted to regions of East Asia, South Asia, Southeast Asia, Oceania, and Central Asia and the Caucasus.
- The Europe Gallery, where guests encounter instruments ranging from an antique charter horn and a foot-operated drum kit to a child's vessel flute.
- The Latin America Gallery, which features instruments and ensembles displayed in three sub-galleries: South America, Central America and Mexico, and the Caribbean.
- The United States / Canada Gallery, where guests can observe the diverse array of instruments that shaped the North American musical landscape, including the Appalachian dulcimer, sousaphone, ukulele, and electric guitar. Special exhibits focus on iconic American musical-instrument manufacturers such as Martin and Steinway.

Students increase their knowledge of countries and cultures from around the world through instruments, music on display and ensuing discussions.

The Junior Ambassador USA Program continues to exist but it has been expanded to include students in grades 6-8. Forty-five students have been accepted into this program for the 2019-2020 school year. Students attend weekly after-school classes where they learn about the different parts of our country, its history and government through puzzles, readers' theater productions related to important people and historical events, and by meeting local government officials. Students build leadership skills by preparing and making presentations about the different states of our country; working cooperatively in small groups to present a readers' theater production to the rest of the class; acting out the process required to introduce bills and make them law (or not), and by meeting and learning from local officials about the democratic process at different levels. Students also are given disaster scenarios where they must work cooperatively to "survive". In order to make their voices heard within the group, they must master communication skills like active listening, and expressing themselves in a logical and understandable way. One of the most important lessons learned is how individuals can make a difference by working toward a meaningful goal at the neighborhood, city, county, state, national or even international level. We make sure that students know that they are entitled to be treated equally under the law and that their opinions matter.

A new program added just last school year is Novice Nomads. Students in grades 3-5 at each of our 9 schools are invited to "travel the world" by going to a different country at each of the after-school sessions. Students review geographic information and learn to categorize natural and political geographic features accurately. They also enjoy watching videos about the day in the life of a young student in a specific country. Younger students compare and contrast their own experiences with those that they view in the video and present and discuss their observations with their peers. Students have learned about Indian students who attend boarding schools, and wonder at the idea of living at a school. They also practice culturally appropriate daily activities in those countries. In India, people eat with their right hands only, using flat bread as

their spoon to scoop up food from a central plate at a family table. We provide students with food, and they practice doing the same while always waiting for the eldest at the table to begin eating first. These may seem like small steps, but by students learn that not everything “normal and appropriate” in US culture is applicable in other cultures. Students are opening their horizons to global interactions with sensitivity and understanding. This is another important skill for those who want to become leaders.

Novice Nomads was piloted in the 2018-2019 school year at 7 of the 9 schools in our district with “trips” to four different countries: Costa Rica, India, Poland, and the Democratic Republic of Congo. The goal is to expand the program so that students can “visit more countries” during an academic year. This past year approximately 600 third-fifth grade students “visited” each of the four countries.

The two-way exchange programs to Mexico, Japan and Germany have ceased operation. Our two newest programs, aimed at replacing those, started in 2017-2018 and 2018-2019: Jr. Ambassador China and Jr. Ambassador Service Learning Programs respectively.

Students in the Jr. Ambassador China program spend their 7th grade school year learning about Chinese history and culture, and learning basic conversational Chinese. In October of their 8th grade year, they travel to China and are hosted by the district's sister schools. The goal is to develop a long-term two-way exchange, where the Crichton students' Chinese counterparts then visit Arizona in the Spring of the following year. In 2017-2018, there were 4 students, in 2018-2019, fourteen students studied after-school and will travel to China in October of 2019.

The Jr. Ambassador Service Learning Program had its inaugural year in 2018-2019 with 11 eighth grade students participating. These students also attended weekly after-school classes where they learned about the world and issues affecting different parts of the world, from refugees to environmental problems. They then traveled to Costa Rica where they volunteered for 9 days with L.A.S.T. (Latin American Sea Turtles) at their Osa In-water project located

in Playa Blanca on the Dulce Gulf of the Peninsula Osa, on the Pacific coast of Costa Rica. The region is one of the 25 biodiversity hotspots of the world with Dulce Gulf distinguishing itself as one of the 4 tropical fiords worldwide. More than 40 different fish species, as well as dolphins, whales, whale sharks and sea turtles thrive in various ecosystems of the Gulf.

On Playa Blanca, the work focuses on Hawksbill (*Eretmochely simbricata*) and Easter Pacific Green turtles (*Chelonia mydas*). Students work with a biologist and her interns to carry out in-water studies and operate a rescue and rehabilitation center.

The in-water studies consist of monitoring the feeding habitat used by sea turtles in different life stages to collect data about population structure, genetic origin, health status and in-water habitat use. This will help to assess the types of threats that sea turtles are exposed to in this area. Individual turtles are captured, tagged, biometric data taken, tissue and sometimes blood samples and released back to the ocean.

Additionally, since mangroves play an essential ecological role for coastal ecosystems and therefore for sea turtles, students also volunteer with a mangrove reforestation project in Playa Blanca together with a local grassroots organizations. The goal is aim to improve the health status of mangroves and water quality in that area.

With these programs, Creighton explores more ways to not only expose students to new places, experiences and ideas but foster strong communication skills, knowledge and an ability to navigate the world, and of course, a sense of entitlement to this world and all that it has to offer. As students believe that they are entitled to learn, experience and grow, they will become leaders who move the world in positive directions.

"I have traveled to 76 countries, and it all started with the Jr. Ambassadors Program. I always thought travel was only for the rich, that it was a luxury I wouldn't ever be privileged to experience as a child in the foster care system. But there I was, at the age of 13, boarding my first airplane for Japan and off to change my life. Now I understand the value of meeting other people face-to-

face, hearing their stories and learning from their experiences, as well as sharing mine. The world is no longer off limits to me. It's something I need. In fact, it's something I deserve. It's something everyone, no matter their background, deserves. I am now a Lieutenant Commander, Chief Engineer, in the Navy, I've studied two languages and hold a master's degree from a foreign university. I will sail my ship around the world as an ambassador of the US, with confidence and humility. And it all started with the Jr. Ambassadors."

—Jennifer Floyd, Junior Ambassador Alumni

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Developing Leadership: A Cognitive Toolkit

Aaron Lennon

Principal of Yew Wah International Education School Guangzhou

I will try and give a practical view of what we are doing at our school in order to develop leadership at all levels and what tools we are equipping students with in order to allow them widen our leadership talent pool amongst the students. Natural leaders tend to shine through at school, those students who are able to generate ideas, develop trust from staffs and their peers and achieve support to complete projects, lead and organise events, or lead by example to others in wider schools roles such as sports captains, leading roles in Drama or musical performances, or academic prefects mentoring younger students. What is common thread amongst those students is their commitment to service and support of others and their commitment to the values of the school, their sense of belonging.

As educators, we all expect our students to be successful in whatever career path they choose to follow, to be tomorrow's leaders, and to give all the students opportunities to develop their confidence and leadership skills. Some students will thrive with this opportunity, others will find the responsibility and developing a leadership skill set more challenging. We are trying to develop leadership capacity in all students, not just the ones who volunteer, or those who show great natural leadership potential and shine through or get noticed by staff.

In a wider context, every economy needs talent to develop and progress. Today's students are tomorrow's entrepreneurs, business leaders and the creative minds in designing the next generation of technological tools that are increasingly becoming important in our day to day lives. Talent, skill and creativity were once seen as some of the key levers for prosperity, they are now

the key levers. If we want our students to be creative, independent and flexible leaders and thinkers, how do we go about developing leadership in the young people in our care?

Every school today provides many opportunities for student leadership and I will give you some examples of the practice taking place at our school and also the ways in which we are developing good character, teamwork, and resilience into our everyday work with our students. But we are trying to provide students with a toolkit of cognitive and non-cognitive skills and supporting educational experiences where they can demonstrate and hone their leadership, teamwork and broad range of interpersonal skills.

Developing character traits such as perseverance, entrepreneurship and the ability to collaborate, have been shown to have a positive impact on academic performance not just IQ.

An increasing number of schools realised that teaching “character” not only helps students thrive in life, but also perform better in tests, there are still some people who hold a very antiquated view of children’s minds which comes from the native view of education that says that the only things that matter are ability and effort. So, we see many positive benefits in developing these programmes for students.

We have taken a simple definition of leadership based upon the well-established



work of Kouzes and Posner: leadership is not about individuals and who they might be and what their status is, but about what they do; leaders learn from their mistakes, experiment, try out new ideas and take risks; great leaders accomplish working with others to achieve their goal and recognise and celebrate the success of others.

Leadership Is everyone’s business.

Leadership is learned.

Leadership is a relationship.

Leadership development is self-development.

Learning to lead is an ongoing process.

Leadership required deliberate practice.

Leadership is an aspiration and a choice.

Leadership makes a difference.

We have taken the five Practices and ten Commitments of Leadership as a model for our work in developing leadership in our student body and introduced this through our secondary character development programme with our theme this year being Excellent Leaders have Excellent Character.

Our challenge is finding a way of delivering this concept through lessons, events and activities.

This model of leadership can be broken down into five key practices.

1. Model the Way—leaders clarify their personal values, what they believe is that there isn't an ideal list of values, each organisation or leader will develop its own and could be passionate, transparent, accountable, innovative, and empowering to others in developing an organizational culture. Modeling the way sees leaders setting an example through modeling their values through their actions.

2. Inspire a Shared Vision—generating a vision, producing a big picture and ideas to support that vision and enlisting others to share that common vision.

3. Challenge the Process—evaluate the present seek to innovate, to grow and improve, try out new ideas, experiment take risks, and learn from mistakes and seek to improve.

4. Enable Others to Act—promoting cooperation, building trust, distributing leadership and empowering and strengthening others to take responsibility and leadership — building leadership capacity in others.

5. Encourage the Heart — recognising the contributions and achievements made by others, celebrating the success of the commitment to shared values and building a spirit of community.

There are significant parallels between leadership development and

learning; well educated our students are socially and emotionally intelligent, they know what knowledge they need and how to acquire and use it in various contexts. The UK Department of Education defined the characteristics of a good learner and I have indicated in red text the significant personal learning attributes that overlap directly with the key practices and commitments of leadership. “Well educated” refers to the institutional arrangements and opportunities organised by schools for students and is not a measure of IQ.

In developing a cognitive tool kit, we considered a number of different techniques and chose a small number in relation to developing leadership potential in students with the aim of making students aware of leadership behaviors and providing opportunities to develop cognitive and non-cognitive skills before moving on to more significant projects based on organisational projects and tasks.

Thinking hats, thinking maps, and Socratic seminar, are techniques borne out of cognitive psychology — the use of these tools help develop the discrete characteristics of leadership in our students. Programmes have been developed where different aspects of learning and intelligent behaviour are explored using challenging and sometimes philosophical tasks. These activities give students a set of behaviours and “thinking tools” that they can choose from when leading or approaching other tasks or problems.

Habits of Mind were used principally to make students aware of their own learning behaviours, to self-evaluate. A Habit of Mind is a pattern of intellectual behaviour that leads to productive outcomes. They are characteristics of what intelligent people do when they are confronted with problems, the resolution to which is not immediately apparent. Habits of Mind are seldom used in isolation: rather, clusters of behaviours are drawn forth and employed in various situations. For example: when listening intently, you employ the habits of thinking flexibly, thinking about thinking (meta cognition), thinking and communication with clarity and precision, and perhaps even questioning and posing problems. Students first developed a basic literacy around the language of Habits of Mind. It turns out that this was easy to develop and extremely

powerful.

Students reported that simply being made aware of what the Habits of Mind are helped to improve their mind. The language alone seemed to act as a cognitive anchor or trigger, allowing students to monitor and describe their own thinking.

De Bono's Thinking Hats were used to explore different thinking viewpoints and developing roles within teams, not just leadership roles, but helping to explore the concept of interdisciplinary teams. The "Six Thinking Hats" is perhaps one of the most popular and effective thinking methodologies developed by Edward De Bono. The "Hats" are used in all manner of enterprise and indeed from schools to the Board rooms of major companies. The "Six Thinking Hats" provides the framework for parallel thinking and the avoidance of time wasting argument while at the same time incorporating reference to the renowned "Lateral Thinking" processes. In schools, the principle of the "hats" can be applied in any subject. Instead of trying to do everything at once, students can learn to handle the different aspects of thinking one at a time. In the end, these different aspects come together to give full colour thinking.

Students are bombarded with a wide variety information throughout the day. Although students may trying their best to pay attention, the unconscious brain process makes split decisions about what information it will process. The filters in the brain, the thalamus, amygdala, and the cortex, determine to what the brain will pay attention. Acting like a relay mechanism, the thalamus sends signals through networks of neurons to the amygdala, the part of the brain responsible for emotion, and the cortex, the part of the brain associated with rational thought, checking to see if this new information has either stored emotional or rational meaning attached to it. Depending upon the information sent from either the amygdala or the cortex back to the thalamus, the brain will pay attention to the information. If no emotional or rational connection exists between the new information and prior stored information, the information will be discarded.

Thinking maps give students a method and a structure that emphasized

the relationships of pieces of information to each other. Because the patterns are embedded across the concept, recalling one bit of the information on the map essentially fires the retrieval of the entire map. The more these patterns of thinking are rehearsed, the stronger and more efficient are the neural pathways for storage and retrieval of information in long-term memory. Thinking maps, visual tools which pattern information, support what the brain does naturally to process information by reflecting both its highly structured as well as its adaptive capacities to embed patterns within patterns.

Students have gained from this programme by becoming able to think about themselves; think about the way they learn; understand how to work in teams and think creatively about solving problems and presenting ideas. These are essential skills for students' leadership and life that will help pupils when they are at university and in work. Good schools will enable pupils to look at a problem or issue from different angles, offering different perspectives and views (flexibility of mind), and have the confidence to tackle the unfamiliar as well as the familiar. In the digital age, we have to teach them how to work in teams, not expect to know how to do this. Many new innovations and ideas are not the work of a single person but evolve from the work of multi-disciplinary teams. Where individuals are aware of their own strengths and skills and respect the diversity of skills in a team.

All schools provide students with opportunities to lead, often the same students volunteer or are chosen because their natural or developed leadership skills and potential, we are looking at developing leadership capacity in all our students.

STEM Academic Scholars Programme

To be successful on this programme, students would need to be academically strong in specific STEM subjects and take on an ambassadorial role for their subject or specialisms; taking a keen interest in raising the profile of their chosen specialism and working with teaching staff on project based initiatives e.g. STEM competitions, outreach work in primary schools,

developing a sense of wonder and awe about science or related disciplines.

Participating students would receive training and opportunities to demonstrate: promoting team work, guiding others, organisational skills, effective communication including use of language, body language and listening to others, understanding the needs of others, checking for understanding, encouraging creativity, being a role model (modelling), being confident and able to make decisions, applying knowledge, time management skills and be dependable, reliable and responsible.

University Mock Interview Programme

Students from grades 11-13 are invited to a mock interview in front of an audience of grade 9 and 10 students. The older students receive some preparation training for UK, USA and Hong Kong style interviews and depending upon their intended destination. This training is provided by a small team of staff who themselves attended globally ranked top 10-15 universities themselves as well as our University Guidance Officer (UGO). These students take part in a 30 minute panel interview in front of an invited audience. They do not have sight of any questions and need to demonstrate their subject knowledge, passion for their chosen subject, keeping calm under pressure, and answering questions that they have never been asked before. The concept of this process is for the students to gain an experience of what might provide them with an edge at a university interview, what they can prepare for and what they can't. These student leaders are academically able and require excellent communication skills, the ability to be persuasive and debate their ideas and demonstrate a tangible passion for what they want to study at university. These students act as role models and mentors for younger students, building confidence, capacity, and a positive mind set for goal setting whilst at school and building ambition for the future.

Prefect System

Many schools have well established Prefect systems where senior students

take on roles of responsibility around the school. In schools where I have worked the process of selecting students for these roles is not a given. If students wish to be considered for these roles, then they are required to submit a letter of application specifying which role they are interested in and their reasons for doing so. The applicants then go through a rigorous interview process.

Other positions of responsibility include peer mentors, older pupils who mentor younger students. This can include transition mentors in Grade 7 who would be involved in the induction and mentorship of students in Grade 6, leaving primary school to join secondary. Peer mentors in Grade 10 could mentor younger students with literacy or numeracy difficulties.

In “vertical” tutor groups (mixed Grade levels within the same form/tutor group), older students could deliver aspects of Character education lessons which could include public speaking, delivering lessons on social issues, teenage issues.... These peer mentor students would receive training in lesson planning, lesson delivery and leadership skills.

Many schools operate various systems of “student voice” which include students being elected to join the School Council which could run as follows: 2 to 3 representatives per form group (maximum 15 student reps) who will meet half termly with their year managers. 2 to 3 members from each year group form the whole School Council who meet half termly to discuss items arising from year team level. Representatives are involved in planning the school council action plan. Our Student voice committees focus on real world projects linked to their own school and local area, and nationally with one group created by the students called “China Thinks Big” — looking at environmental, technological, philosophical, social and economic issues and China’s place in the world.

So, can we develop students’ leadership in schools? We can certainly create an educational environment that embraces creativity and encourages flexibility of thinking and independence of mind and give more students the opportunities to develop their leadership potential.

Empowering Students to Lead Systems Improvement

Doug Stilwell

Assistant Professor of Drake University

The question I seek to address in my remarks is “Can students lead real-world organizations?” and today I want to share with you amazing examples of how students successfully lead organizational improvement and performance in real-world settings. By taking a systems perspective and learning the discipline of continual improvement and the many tools that can support it, high school students can indeed lead improvement efforts in organizations in private and public sector.

James Mac Gregor Burns once stated that leadership is one of the most observed and least understood phenomena on earth. In other words, while a large volume has been written about leadership, understanding and practicing it can be quite elusive. For the sake of this presentation let me simply define leadership as helping others (people/organizations) to get better and improve their performance. Improvement, from my perspective as a former school leader, was ultimately about helping my school and district to improve their performance. I would go so far as to say that if my efforts did not result in improvement, then I was not an effective leader. I offer the same challenge to anyone who is called to lead.

Empowering students to lead organizational improvement is what the program Student TEAMS (Training, Evaluating, Analyzing, and Measurement Systems) is all about. Through this program, developed by David Langford of Langford International, high school students are trained in the methodologies of continual improvement. The five day Student TEAMS experience includes two days of training in over 50 proven problem-solving tools in the workplace

and the nine-step process that follows the PDSA (Plan Do Study Act) Cycle of continual improvement. Following this training, the business sponsor hosts the team of students at its place of business to work on an assigned “problem of practice” for the next three days. Following these three days of work on the assigned project, the Student TEAMS group then presents a theory of improvement and find a solution to the business’ leadership team.

During one particular experience, the Student TEAMS group was partnered with Bridgestone America Tires Operations, LLC, located in Des Moines Iowa. As a result of the work of the Student TEAMS members, Bridgestone actually implemented the students’ proposed solution and saved tens of thousands of dollars by reducing waste in a particular process known as calendaring.

The partnership between business and students becomes a “win-win”. The business wins as a result of improved performance. The students win as a result of receiving high-level continual improvement training and the opportunity to solve a real-world problem in the “real world”.

The school district I led as superintendent, the Urbandale Community School District, has been involved in the Student TEAMS experience for six years. Each year students learn about systems thinking, problem-solving, learning process documentation, data collection and analysis, the concept of variation and its impact on a system, and how to build and strengthen communication networks. They walk away from the experience with greater confidence in themselves, having led efforts of organizational improvement.

Immersing students in real-world learning experiences serves to engage students at higher levels than traditional learning opportunities. It activates intrinsic motivation as students find greater purpose and relevance in their own learning.

Both students and adults have positive things to say about the experience. Let’s take a look: (play video-5 minutes. <https://www.youtube.com/watch?v=MezIV5qITh8>).

Can students become effective leaders? YES! With proper training, encouragement, guidance, and a real-world opportunity, student leaders can

indeed change the world!

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Educational Leadership: The World's Need for Sustainable Development

Cynthia Hidalgo

Principal of West College

“We might summarize our present human situation by the simple statement: in the 20th century, the glory of the human has become the desolation of the Earth and now the desolation of the earth is becoming the destiny of human.

From here on, the primary judgment of all human institutions, professions, programs and activities will be determined by the extent to which they inhibit, ignore, or foster a mutually—enhancing human/Earth relationship.”

—Thomas Berry

The earth is facing right now one of its biggest crises since the birth of human kind. This crisis, is partly the result of many wrong decisions and actions taken by human beings from all contexts and backgrounds. The Amazon and the rich and beautiful forests of Bolivia are burning right now as I speak, the Bahamas have been destroyed together with many human beings who did not have a chance to fight the power of uncontrolled nature. Massive pollution everywhere is affecting the oceans, the ecosystems and the planet in all its dimensions.

The koala, the polar bear, the squirrel monkey, the jaguar and many other animals we have had the chance to share this planet with will soon disappear. This will happen sooner than everybody ever expected or thought.

And all of this is happening, interestingly, while suicide rates all over the world keep increasing at exponential rates: almost 800,000 worldwide in 2016.

One person kills himself or herself every 40 seconds on average, according to the World's Health Organization.

Last September 10th, the U.N. children's agency laid 3,758 school backpacks in rows reminiscent of a graveyard on the lawn of U.N. headquarters in New York—one for each child who died in a conflict zone last year. This conflict is the same that has brought, for example, a lot of people from Africa to Europe seeking for help, to Costa Rica from Nicaragua, to Colombia from Venezuela or to the United States from Central American countries and Mexico with very saddening results in many cases.

“At least 30,510 people died during irregular migration between 2014 and 2018, the International Organization for Migration's (IOM) Missing Migrants Project reports. More than 19,000 deaths and disappearances were recorded due to drowning, not only in the Mediterranean Sea, but also in the Rio Grande, the Bay of Bengal, and many other overseas routes.”

— IOM (International Organization for Migrations), 2019.

I come from a very small country which has been recognized worldwide by its peaceful way of life and by the importance we have given to education historically. Costa Rica decided to dismantle its armed forces and promote natural conservation initiatives in large portions of its territory since the mid-twentieth century, as well as its effort to produce most of its electrical energy from renewable sources in recent decades, has made it in the eyes of many people a leader in environmental preservation and the promotion of a peace culture.

The United Nations has selected Costa Rica as its 2019 Champions of the Earth award for policy leadership, the organization announced on Sept, 23rd.

Citing Costa Rica's plan to decarbonize its economy by 2050, the UN says that the Central American country “sets an example for the region and for the world.”

“Costa Rica has been a pioneer in the protection of peace and nature,” said by Inger Andersen, the Executive Director of the United Nations Environment

Program, in a press release.

“Climate change demands urgent and transformative action from all of us. With its ambitious plans to decarbonize the economy, Costa Rica is rising to that challenge. Global emissions are reaching record levels and we must act now to move to cleaner, more resilient economies.”

The UN commended Costa Rica for generating 98% of its energy from renewable sources and for its ongoing reforestation efforts. (The Tico Times, Sept. 20th, 2019)

With this panorama in mind, I have to say that even if we are making efforts to improve our relationship with nature, Costa Rica is not exempt from any of the situations mentioned in the beginning of this speech, and we are right now still struggling to deal with the same problems that most of the countries in the world have to face. As a country, we have a lot of economic, social and environmental problems to solve, yet. But which country is not?

In the midst of this social context, West College was founded in 1989 by a renowned writer and educator, Quince Duncan, who has not only worked for the recognition of Afro-Costa Rican identity and culture in the rest of our national community, but who has also been acknowledged for fighting for human rights in the broader international community. The school's mission and vision mirror his leadership in these areas and gives a lot of importance to nature and to the responsibility each one of us has to preserve our environment in all its dimensions. The school has a systematic approach to learning and teaching.

Also, schools were created as an educational option for families who sought academic rigour coupled with a peaceful learning environment, based on a respectful and positive regard for diversity within its student community. It has also been a well-valued option for students who—for reasons of their educational needs, their temperament, their recent immigrant status, among other personal features—may not have felt welcome in other schools.

Interestingly, West College has not stated that leadership development perse is one of its main goals. Instead, it focused its efforts in the development of critical and self-actualizing individuals with a profound sense of agency and

personal responsibility. We want our students to understand that they belong to the world and not the world to them. We want our students to understand that we can find ways to improve our way of living by respecting each other and by understanding that being “different” is good and beautiful. We do all we can to keep always in mind our students' happiness.

West College has fostered leadership through the promotion of environmental and social conscience in its community, through: (a) the interdisciplinary research and discussion of important issues in these two areas, (b) continuous modeling of essential interpersonal skills, such as empathetic listening, assertive communication, win-win conflict resolution, (c) participation in well-established ongoing ecological and exchange programs, (d) behavioral experiments in the form of problem-based projects to empower students to think critically and creatively about important issues in those areas.

These leadership skills the students develop are evident in the following examples.

1. Blue Flag program: This is an environmental program that focus on the implementation of different strategies to achieve better practices in harmony with environment and all its elements, including human beings. It awards the institutions that, voluntarily promote those practices within its community. West College has been awarded four stars out of the five they have as a maximum.

2. We have reduced the consumption of water and electricity in school gradually in the last years.

3. The school has decided not to sell drinks in plastic bottles inside its building. We have exchanged them for drinks in reusable glass bottles now.

4. All the students, starting in preschool have been taught to plant different kinds of vegetables and fruits.

5. We take all our students to sustainable farms for them to experience and learn environmentally friendly practices.

6. To make students aware of the pollution problems in rivers and water fountains, we take them in field trips to the mountains for them to understand in the source what is really happening and how the ecosystems are being affected

by our irresponsible practices.

7. West College offers a research course that starts in preschool and goes up to 11th grade, which is our last high school year. In 11th grade, they have to develop a graduation research project. It is done in a specific area of the country and on an area of their own interest: society, ecology, health, education, politics, etc. They do on site interviews and visit different institutions that would provide them with the information they might need. They write it according to all the requirements of a thesis, present it and defend it in front of a tribunal at the end of the school year. Some of the titles of the research projects this year were.

a. Analysis of the causes and impacts of the immigration of the citizens of the area of Grecia to the United States in the last ten years.

b. Analysis of the economic and social impacts of the changes of the production of sugar cane in the field workers of the area of Grecia in the last ten years.

8. Environmental campaigns focused on creating conscience in all students about the importance of keeping an equilibrium with our relationship with nature and the environment.

This has led to practices in the school promoted by themselves. Such as the school's campaign to choose the student representatives in which all the materials they used were recycled and reused. Even the games they played included plants and reused objects.

We were also part of the World Guinness Record by helping to collect plastic bottles to be recycled by our country.

During school festival, a lot of activities we did with the students were eco-friendly and most of the materials used with the students were recycled or reused: we made wallets out of tetra brick boxes, indigenous Costa Rican masks out of old boxes, earrings and other interesting things that the students loves. A group of tenth graders created a solar oven which they use to heat their lunches.

9. We promote healthy habits in students. For this purpose, school provides a lot of importance to different kinds of sports such as martial arts, Zumba and yoga among others. We also have our annual race for student and family

community.

10. Another teaching strategy that is common to West College is the interdisciplinary academic units which include all students and all subjects. This is related to the systematic view of education that the school has and also a way to expose the students to this idea of a holistic approach to education.

11. This year, West College was the only school of the area chosen to participate at a province level in the Science Fair. West College's Science Fair is a major event and given the importance that research has for the school we always have excellent results in this activity.

12. One of our students was chosen among more than 500 leader students from the country to be part of Mission 2 degrees. This is a national and worldwide initiative that seeks to promote the implementation of new laws that would consider and force better practices related to the use of nature. Our student spoke in the National Congress to ask for new legislation that is needed now to promote better practices in general to protect the environment.

13. For some time, we have been using only biodegradable cleaning products at West College because we should be a role model of what we teach to our students.

To sum up, we have made concerted and continuous efforts to teach sustainable and harmonious coexistence with students and with nature through example. When I was asked to write about developing leadership skills in our students, I started to think about: what kind of leadership are we developing in our students in West College?

We think we should stop thinking about leadership related to development and economic growth perse. Instead, we are called to start thinking about leadership to pursue the benefit of oneself through the benefit of the community of beings in the planet and the planet itself while acquiring the tools and skills necessary to promote self-learning and the real and necessary changes we all need as part of the community of life.

Cultivating Students' Leadership Skills

Mark Carr

Principal of Walsh Jesuit High School, Ohio, USA

Today's topic is about leadership. Leadership is now applied in social organizations or schools. In fact, it is to provide a service for the entire community or organization.

Learning this kind of leadership can help teachers or students develop a more comprehensive personality. We have now also established a community-based value system. Our high school is a belief-based leadership training system. It pays more attention to the potential value that students can develop, and hopes to help the entire society achieve a fairer environment. Our goal is actually the same as other schools. I want every student to be able to develop in an all-round way. This is also the core value of our school. For every graduate, we hope to achieve this goal.

We have seen that our school has developed various projects to cultivate students' different aspects of character. For example, cultivating students to help each other and treat others friendly and kind, while also forming a cheerful personality. We believe that a qualified student should have leadership skills. All these values and qualities are actually necessary aspects for a person's all-round development. Such a value system must teach students that they should not be selfish and they should carry out projects with other partners in a cooperative spirit. This can help young students open up and talk freely with other friends and teachers, and also exercise their leadership force.

In addition, to help them develop more compassionate qualities, we call them "Service Items". In this project, students can grow to varying degrees and will help more friends, classmates and even teachers. In this project, especially

during the four-year study career, we will require students to complete a certain amount of service time. For example, everyone must complete 10 or 20 hours of service, so that more people can be added in the cooperation project. At the same time, we also provide students with some service opportunities, allowing them to provide help to lower-grade students and homeless people. In this way, we encourage students to care more about other disadvantaged groups.

Let's take a look at another project, called "the Companionship Project", which helps students develop their leadership skills, also helps students accumulate more experience, and at the same time, cultivates students' personalities in all aspects throughout the process. We will divide students into different groups, each with 20 students, and there will be leaders or teachers who will guide them in relevant training. Basically, there will be six times a year to help students organize corresponding activities, and each year there will be specific areas of focus, such as helping students to highlight a certain aspect of their personality. Our project is not based on the classroom format, but to encourage students to discuss, so that in the whole discussion, everyone has a companion to accompany each other, and they can also help and learn from each other.

In fact, spending such a part of the time in the children's entire life can help them see the outside world. Therefore, we will organize students to explore outside. Each of our schools also has such an activity, which is called "reflective time". We spend a few minutes every day for students to meditate, which is a very popular practice now. The same practice is not only in our school, but also in other schools. We will have a physical education class, and every day we will choose a student to lead everyone for two to three minutes of meditation.

We have seen that helping students understand the world around them will also help them to collaborate more with others in the future. At the same time, we also allow students to participate in the formulation of some courses in student practical activities, such as their interests and what they want to learn. In this way, the whole course design is based on student interests instead of the previous ones. At the same time, we will organize a series of seminars to

allow students to fully participate in the discussion and help other immigrant students from Asia, Africa, Latin America or other countries. The school also has exchange programs to learn and share knowledge with children from all over the world. Some students may choose the summer cooperative exchange program, so that they can go to different countries to see, experience the local geography and climate, and at the same time learn the local history and even literature. We have a network system, not only in our country, but also in other countries and schools, to share the reflection on the entire project and the accumulated experience. Last year, we had about 64 students participating in the international project. We sometimes organize a 4-hour journey to the city center to allow students to participate in some of the projects. Sometimes it may be relatively far away, and students can also choose some projects freely, such as helping immigrants from different regions. All projects can help students accumulate relevant experience, understand racial issues, and improve social equity. All of these have local projects as well as global projects. Through different models, they can understand the local and international situation, realize what is happening in the world, and how they are the same and different from students in other countries. This can help them better understand the culture of different countries and regions.

This is different from simple commands from top to bottom. It can help them broaden their horizons and listen more to others, including providing services to others, as well as breaking the gap between races, while improving student performance in school. We know that in schools, the gap between cultural background, religion, and nationality must be broken. Only collaboration can achieve this goal. This goal can be achieved by the other party and not just the leader. This is the cornerstone of the formation of cooperation, so that the whole society can form a greater welfare.

Traditionally, student autonomy is the best mode of cooperation, allowing them to hear more voices and organizing more talents and forces instead of just listening to the voice of the management. This is absolutely the best way. We also have related projects of the sports committee. Some teams now have

a cooperative captain system, allowing teams to improve their abilities in competitions and friendly matches. At the same time, in such competitions, more awards can be given to them instead of star players; in the team, we also set up coaches to select students based on their character. Our sports leadership program, including the committee, has its own fan team, especially in the display of athlete spirit, we will train student leaders. They are also decision-makers, and this character is more of self-reflection and consideration of the results of others, which is also the most difficult skill. Because decision-making is often under pressure, including pressure from parents, it is difficult to truly respect one's heart. In addition, in essence, decision-making is a process of learning. It is easy for young people to be afraid of failure, or fear of failure and afraid to make the right decision. There are always several opportunities for decision-making, and each time will make us more wisdom than the previous one. When we want to cultivate students' leadership, in order to achieve success, we will definitely encounter some difficulties and setbacks.

I briefly summarize the three most common difficulties and setbacks. First, the traditional top-down authoritative command method. This method is also present in student teams. It's easy to see this kind of lion personality. I see that many leaders easily choose tall titles, such as hosts and coaches, and it is also easy to choose students of the same type to become student leaders. But what we choose is not these stereotyped leaders, because this will ignore most of the talented people, but also ignore most of the school students, because we really need to spend time and energy to train a large number of ordinary students.

Second, it pays too much attention to the goal itself and neglects the process in cultivating student leadership. Because adults may be more concerned with results and the most concise method, they will choose familiar paths. However, sometimes the methods of students may be better than those of adults, and errors and inefficiencies in the process will bring more opportunities.

Third, to cultivate leadership, young people dare not speak up. They are used to not speaking, and this silence will encourage them to reflect better and allow them to better express their inner needs. I want to use a story or a few

photos to summarize how we successfully cultivated students' leadership.

Chloe is not a leader of the Student Union, nor a member of the Sports Committee. She has no title in school and has some inconveniences in her legs and feet, but she is very successful academically. She serves as the student union representative of the Academic Committee every year. She usually gets second or third-class scholarships, and at the same time, she chooses many other scholarships. The best thing about Chloe is that she participates in the school management committee. She believes that the work of the management committee needs to be redesigned. She has used the method of brainstorming to involve students and set up many projects. She was a participant in her freshman year. At the time, she was involved in a project to assist homeless people. She herself also participated in the annual family assistance activities in Washington, and carried out related auxiliary work for more immigrants, and mobilized including the training of students in the lower grades and carrying out more assistance work across campuses.

It can be said that she has influenced many other potential student leaders and was invited to speak at the previous homeless families. Therefore, she has always been closely related to these projects. This is a good project about cooperation to develop students' leadership. In this project, Chloe will also guide many students to complete the details. She is very humble and is always a champion. The value of the school is actually the manifestation of her value. Her personality and her efforts attract more people like her. She won the highest medal of our school last year, and many people think she is a special leader. She is now studying at Seattle University and has become one of the nine Seattle University students who have received leadership awards, as well as scholarships and related credit waivers. She said: "I try and strive hard to contribute to more students' leadership training."

Increasing Student Engagement through Innovative Instructional Practices

Jonathan Rouse

Curriculum Coordinator of Monona Grove School District

When I began to synthesize my thoughts on how to cultivate students' leadership, I immediately began to think about the historical context of student leadership. In the U.S. system of education, leadership was something reserved for the few, for those who possessed a very specific set of skills. The workforce required a small number of leaders and a much larger number of followers. Our schools educated students to enter into this system in an efficient and orderly manner. Students sat in rows, raised their hands, and moved from space to space upon the ringing of bells. They were expected to sit compliantly and they received knowledge from the owner of the content—the teachers. In order to maximize the development of leadership skills in students, I believe that we need to re-define what students' leadership looks like and to whom it applies. It is my belief that future success does not just depend on one's ability to follow others' lead. It requires an ability to lead for one's self. Acquisition of information is no longer the goal. The goal today is application and transfer of skills. Ultimately, it's not about the efficiency of the system, it's about truly meaningful learning opportunities. Schools should be places of inspiration and empowerment for all students, and providing many more opportunities to lead.

Before students can lead in the larger context of the world, they need to be empowered to lead their own journey through K-12 education. Today, I am going to share with you three things that exist in my current school district that emphasize the growth of students' leadership. It begins with partnerships, solidified through consistent philosophy and pedagogy. It continues through

the framework of Universal Design for Learning, specifically from the lens of student engagement. Finally, it manifests itself concretely in a Project Based Learning setting.

The importance of partnerships in education cannot be overstated as we explore the idea of students' leadership. The partnership between teachers and students is of particular interest to me. It looks different now than it did in the past. No longer can education be a process that is done "to" students. Rather, it is a process that is done in conjunction with students. Teachers go from being content experts, imparting knowledge on students in a "sit and get" structure, to being the lead learner in a more dynamic, reciprocal learning environment.

The result of that is students taking a more active role in education. They have to become authentic agents, creating learning experiences that matter to them, as opposed to being passive consumers of information that has been decided for them. They become true leaders, controlling and influencing their own trajectory in education.

There are several important characteristics associated with this type of partnership. The first is that teachers are willing to relinquish some of the control of the process, even with our youngest learners. Some of the most amazing examples of developing students' leadership I have seen have taken place in primary grades. We cannot script out every experience because all learners are different. Trying to standardize every lesson can have a detrimental effect on the development of leadership skills in students. The goal of developing student agency should be at the forefront of our work, not creating a one-size-fits-all, standardized environment. This idea often manifests itself when students become the "experts" of a given topic. When they are encouraged to teach others, not only their classmates, but also their teachers, they will be enthusiastic to the challenge. Teachers may think this seems messy.

The reality is that by giving up some of the control themselves, teachers are giving it to those that deserve it the most—the students.

The second characteristic is that students are viewed as key contributors. As educators, we have to believe that all students have the innate ability to

influence their own education.

Student strengths should be emphasized and utilized in the classroom. Frequent input from students becomes the norm. Students know their opinions are valued and those opinions help to structure learning experiences that have meaning for our students.

The third characteristic is that teachers recognize the need for the experience to be relevant to the students' worlds outside the classroom. The way we access and interact with information has changed dramatically in the last decade. When we create silos of information, separating the natural connectedness of different disciplines, we prevent our students from seeing the relevance of their work. If how we access and interact with information in schools does not closely resemble how we do it in outside world, we run the risk of our students disengaging from the experience. We also risk not preparing students to thrive outside the walls of the school building. It is our job to develop skills that transfer across academic disciplines and beyond artificial boundaries.

The fourth characteristic is a focus on the process of learning, not just the final product.

Learning is often not linear. It can be messy and frustrating, perpetually pushing students to live just outside their comfort zones. While a final assessment can be a valid indicator of students' learning, it should just be used as one of several indicators. Consistent practice with different concepts reinforces the idea that a propensity to pick things up quickly is not as valuable as one's ability to persevere through difficulties. Utilizing multiple check points for learning and being flexible with our responses to the results of those check points allows students to fail forward. They learn that they do not have to get it right the first time. After all, our best leaders look at failure as an opportunity to grow and improve, not something that stops them in their tracks.

The Monona Grove School District has been working to eliminate the inequities that exist in the environment, instruction, and curriculum, raising achievement for all. We believe this will happen as part of a system wide, holistic approach to teaching and learning. Through the use of the Integrated

Comprehensive Systems for Equity (ICS Equity) framework, every educator in our system participates in training that influences every decision that is made, from the district level down to the individual classroom level. It is the lens from which we operate. Part of our work in this process has been to create district equity non-negotiables. There are seven of these and from these seven, the list of non-negotiables was narrowed down to four that we consider priority for the near future. These will have the greatest impact on our work this year.

These will further clarify for students, families, and staffs the beliefs we hold most true. While this practice by itself does not necessarily improve access to leadership opportunities for students, it does provide a context for several connected practices that do.

One of these practices is the employment of Universal Design for Learning (UDL). UDL is a practice of lesson development that provides all students an equal opportunity to learn. All aspects of the learning environment are prepared with flexible methods of engagement, representation, and action/expression in mind. Engagement refers to finding ways to authentically motivate students to participate in the learning process. Representation refers to presenting information in a way that reaches all learners. Action and expression refers to offering purposeful options to allow students to show what they know. When utilized well, UDL creates a learning environment where student needs are planned for proactively, and students' strengths are viewed as an asset.

The area of Universal Design for Learning I would like to focus on is the area of engagement. I believe that the process of cultivating students' leadership begins with engaging students authentically in the learning process. To take this a step further, there is a significant difference between authentic engagement and compliant engagement in the learning process.

Compliant engagement only happens on the surface. It occurs when students are doing what is being asked of them, both in learning and behavior. The person in control of the process of learning is the teachers. The students simply comply with the expectations they are given.

Authentic engagement, on the other hand, involves a much deeper sense of

ownership on the part of the students. It requires students to be truly challenged and pushed beyond the surface level. It is important for students to find comfort in the discomfort of not having everything given to them. There is a quality of intellectual challenge associated with authentic engagement. At the core is the most basic aspect of student leadership, that of controlling one's own destiny.

To accomplish the goal of authentic engagement with a UDL lens, many qualities must exist. One is the idea that the learners are involved in providing input in all classroom tasks, structures, and expectations. Processes for the input are woven into every classroom dynamic.

For the younger students, this may take the form of daily meetings around a circle. Teachers model appropriate discussion strategies and then give students many opportunities to practice. Overtime, a culture develops that encourages students to be reflective and participatory in the class. Their input becomes a natural, valuable part of their experience. It also lays the foundation for students to offer choices that increase the productivity and engagement of all members of the class. For the older students, the practice of offering input can look very similar to the younger students. It can feel somewhat unnatural to older students if they have not had many opportunities to offer real input in the past. Again, it takes time to develop this culture. One difference for older students is that they have a better sense of self-identity. That identity will be evident in their individual input, increasing the relevance of class by increasing their engagement. Once students become accustomed to it, it can be a true game changer.

Something else that engagement requires is a flexibility to meet the fluid nature of the learning process. It is important for teachers to lead the creation of an outline for the learning goals, but it is equally important to allow for student variability to guide much of this process.

Well intentioned plans often need to be changed once they formally meet students. What happens when students grasp concepts much quicker than expected? Or much slower? In my work with teachers over these years, this may be the most difficult part of the entire process, not because teachers do not

want it to happen, but because it can't easily be planned for. Often, learning is not scripted, nor is it linear. Students will, however, lose interest quickly if their individual needs are not being met. As students continuously experience this flexibility, they begin to better understand their identities as learners, and they begin to advocate for their needs. This is the root of developing true leadership capacity in students.

As student engagement increases, so does their comfort with risk taking. Risk taking, in the educational sense, involves going beyond what is comfortable and what is known. It involves pushing the boundaries of the status quo and exceeding the limits set by others on learning. What is considered the minimum expectation becomes the starting point, not the ending point. Taking risks is a skill required of leaders. Leaders are not complacent in their current position, but desire to constantly keep growing. Educators can provide this valuable practice for their students.

If students are to feel empowered in the learning process, frequent feedback and reflection have to be part of the equation. The best example of this is feedback focused on the process of working towards a learning goal. It can be powerful when offered to a student by teacher. It can be even more powerful when the culture has been developed so that a student can offer that feedback to another student. This feedback should be specific so the student clearly knows what to do next in order to get closer to his/her goal. This does not necessarily take the place of a traditional grading system, but it provides a more useful way to inform progress. Again, this can be an example of students owning the learning process.

Up until this point, I have shared ideas and theoretical applications of concepts. I would like to continue by sharing a concrete application of some of these ideas and theories. My district offers teachers the opportunity to apply for an in-house grant that allows them to explore an innovative idea that has the potential to fundamentally change the learning experience of students for the better. Ms. Rusu, a first grade teacher at Taylor Prairie School, applied for this grant to develop a Project Based Learning (PBL) environment in her classroom.

Project Based Learning (PBL) is a teaching method in which students build skills and understanding by engaging in a personally meaningful project around a complex question, problem, or challenge. PBL must also have a learning purpose that is clear to all involved. In its best form it incorporates strong teacher to student partnerships, and utilizes all aspects of Universal Design for Learning. The general layout of a project is basic. A simplified version includes the identification of a question, problem, or challenge. Next comes an analysis of the issue and the creation of a plan to tackle the project. After that, students research and test options that will answer/solve the issue. Finally, there is a sharing of the results in a public way. After all, the products of learning should not just be shared between a student and a teacher. They should be shared with the larger world! One of the beautiful things about this process is that the details of most of it can be determined by the students.

Ms. Rusu has successfully used this process for the last three school years with her first grade students. I want to share an example of how a project came to life with her students.

During a beginning of the year excursion around the exterior in Taylor Prairie School, students were given a question: what would make Taylor Prairie a better place to be? Students then identified a few ideas, but eventually settled on improving life for people and animals by adding bird and squirrel feeders. They made a plan and spent time researching where these animals lived and what they ate. Students wanted to invite two other classes of students to join them on this project. Together, these three classes gathered supplies and made the feeders by hand. They were put around the building in strategic locations so the school community could enjoy watching them. Over time, the students were able to visit these animals in their habitat and watch them enjoy the products of their first project.

This was an idea Ms. Rusu had to introduce students to the PBL process. She guided part of the process and allowed students to guide part of the process. Students were introduced to several leadership skills that would continue to be important throughout their educational careers. They learned about

the importance of asking many questions. They learned what makes a good question and how you go about answering questions. They learned how to do research and what tools exist to help with that. They also learned how to work collaboratively with others. They learned about sharing learning with others. Maybe most importantly, they learned that they have the ability to make a positive difference; that what they contribute to the world matters! This project opened the door for other future projects. It also helped create a community of learners, both students and adults, growing together.

Our job as educators is to inspire future leaders to go into the world and do great things.

The best way to cultivate students' leadership is to give students voice and choice within an environment focused on equity, high learning expectations, and freedom to explore new topics.

As a major aspect of this, we need to view our students as partners throughout this process.

Each student must be seen as an individual, and those individual needs must be accounted for during the planning process. We also have to trust in our students enough to create their own learning path. As *The Center for Accelerated Learning* puts it so well, "Learning is creating, not consumption". If students truly believe that what they do matters today, they will embrace the responsibility that comes with being a leader and they will change the world for the better in so many incredible ways.

Cultivating Students' Leadership Skills

Tatiana Bonuma

Principal of West Leyden High School

Briefly go over West Leyden's demographics

- 2014 school district of the year
- Achieved statistical equity in 2018
- In 2018, West Leyden Ranked 52 out of 1519 schools in Illinois

Cultivating students' leadership skills has been our district focus for several years.

As a result of a collaborative strategic plan, we have adopted the mission to:

Educate—Enrich—Empower—Students and Communities by Developing confident problem solvers through relevant and authentic experiences.

We believe that cultivating students' leadership skills is crucial to helping students reach their potential. Leadership skills that are anchored in academics as well as in the social area of a school can have a profound impact on all of our students. Leadership skills such as:

- Communication
- Decision-making
- Organizational
- Action planning
- Strategic thinking
- Risk management

These leadership skills are often mastered after repeated practice and refinement. Most students don't naturally possess such skills and need relevant opportunities to build confidence. In addition to the skills mentioned about, Forbes researchers enumerate other important skills categorized as "Modern

Leadership Skills” that are most important to the development of students. It should come as no surprise that the following skills have been identified:

- Resiliency
- Culture management
- Multi-generational management
- Collaboration
- Emotional Intelligence

So, how do we get there? How do we address all of these essential leadership skills in a span of the 4 years at high school level?

At Leyden 212, we have been very fortunate to be able to explore different pathways for students. Pathways that allow students to make academic performance while developing critical leadership skills. I would like to share some of the pathways with you. In an effort to illustrate impact, I have divided the examples into three main categories: classroom-based opportunities, district/school wide opportunities, global impact opportunities Classroom-Based Opportunities.

Classroom–Based Opportnnities

Co. Lab

Co. Lab is a problem-based, interdisciplinary program designed by Leyden teachers for 9th grade students. This is the second year of the program ,and we currently serve approximately 125 students at each school within the Co. Lab Program. During this four hour block, the students are exposed to English, Social Studies, Biology, Physical Education, Health, and Digital Literacy in an integrated manner. In this program, students take an active role in their education. They collaborate with one another constantly while exploring local and global issues and practice many skills such as research, presenting in front of the audience, social responsibility, and creative thinking. As a result of the students' participation, they all report that feeling connected to the school, comfortable collaborating with students and adults, and empowered to make a difference in their lives and in their community.

Incubator

This course is designed to prepare students to become true entrepreneurs. Students will have the opportunity to create and fully develop their own products or services. Real-world entrepreneurs and business experts will serve as coaches and mentors guiding students through the process of ideation, market research, and business plan development using the business model canvas approach. In midyear, students will gain in-market experience with “Minimum Viable Product” research and presentations made possible by small grants to student teams. Over the course of the year, student teams will become acquainted with the necessary knowledge and skills to own and operate their own business. Topics covered will include economics, marketing principles, human relations and psychology, business and labor law, legal rights and responsibilities of ownership, business and financial planning, finance and accounting, and communication. Through this way, students will prepare for an investor panel presentation which helps to drive the entrepreneurial spirit by having student teams in front of actual businessman to pitch their innovative idea and possibly win funding to turn their business plans into reality.

AP Seminar

The advanced placement seminar mirrors other sophomore English offerings in its focus on developing students who can communicate flexibly. However, this course also asks students to engage in conversations about complex academic and real-world issues through various points of view. The issues will be identified using concepts from other AP courses, student interests, local and/or civic issues, academic problems or questions, or global/international topics. Students consider each topic through a variety of lenses and from multiple perspectives, many of which are divergent or competing. Finally, students must synthesize their exploration in both small group and individual research essays and presentations.

AP Research

AP Research, the second course in the AP Capstone experience, allows students to deeply explore academic topics, problems, issues, or ideas

of individual interest. Students design, plan, and implement a yearlong investigation to address a research question. Through this inquiry, they can further the skills they acquired in the AP Seminar course by learning, analyzing, and synthesizing information. Students reflect on their skill development, document their processes, and curate the artifacts of their scholarly work through a process and reflection portfolio. The course culminates in an academic paper of 4,000-5,000 words (accompanied by a performance, exhibit, or product where applicable) and a presentation with an oral defense.

Civics

This is a one-semester course that all grade 10 students take which explores the question: “What are the knowledge, skills, attitudes, and actions of an effective citizen in a democratic republic?” Students investigate the answer to this question through a simulated legislative body where they interact with students from all other civics classes in the school. Students are expected to show growth in their ability to apply their knowledge and understanding of local, state, and federal government concepts throughout the simulation as well as develop their problem solving, decision making, and critical thinking skills.

- Metals (pictures)
- Culinary (pictures)
- Education (pictures)
- Certified Nurses Assistant (CNA)
- Technical Support Internship (TSI)
- Physical Education Leaders

These are examples of how Leyden chosen to cultivate student leadership.

Our students enjoy more opportunities but this is a representative sample of the types of opportunities that we are dedicated to provide for our students. We believe that having a variety of opportunities will broaden the impact. And we believe that the day to day impact of a challenging, rigorous and well.

District/School Wide Opportunities

ACCESS

ACCESS stands for "A Caring Community Empowering Student Success." The ACCESS program was created to help Leyden's freshmen to make a smooth transition to high school academically, socially, and emotionally. ACCESS is a place for freshmen to develop a small community of friends within the larger community of Leyden High School.

Through the ACCESS program, faculty advisors and upperclassman mentors will help freshmen develop better study skills, achieve greater academic success, and develop friendships with a wide variety of classmates. Through their ACCESS advisory, students will learn how to use school resources to find help when they need, become more involved in school activities, and feel that they are a part of the Leyden community. Each ACCESS section will have one faculty advisor and at least three upperclassman student mentors to assist the new students every day. Next year, we will be moving to a four year advisory model to continue to provide supports and opportunities throughout a student's experience at Leyden. Our upper class mentors volunteer their time, every day throughout an entire school year to support fellow students and to maintain a strong building culture.

West Suburban Conference Leadership(approximately 200)

Students from sixteen schools in the area participate in an annual event every year where the purpose of the event is to enhance the leadership skills of each school's top leaders and encourage them to implement what they learn into their clubs and sports. After this conference, I meet the group of students on a regular basis to identify areas of improvement for our school and create an action plan for the ideas that the students brainstormed and analyzed. This groups coordinates school events, collaboratively engage in service and philanthropy, and improve our school culture.

Make a Difference Day

It is a full day in October dedicated to serve and volunteer in the community. During the last event, Leyden had 600 students, 40 teachers who

came out to support our communities. Collectively, completed and worked on over 27 different projects with 11 buses transporting our groups to all of our communities.

Student Board Member–The Leyden Board of Education is comprised of 7

Board members and two student Board members. The student representatives take the same oath of office and have some of the same responsibilities as other school board members. The students are liaisons between the board and the student body, providing the board with recommendations and reporting on school activities. Although the students can't vote on board business or attend closed sessions, they are able to make suggestions, offer opinions and convey feedback from other students. The Excellence Award is a special recognition that we as a district believe every one of our students should be striving for. In 2012, administrators, teachers, and most importantly students, met to establish key categories that define excellence at Leyden. We believe that if a student achieved all seven of these qualifications they deserve special recognition and mention at the end of their high school career during the graduation ceremony. We also believe that every student entering Leyden has the opportunity to earn the Excellence Award.

1. Participate in two clubs, sports, and/or activities during his/her high school career.
2. Demonstrate community involvement by volunteering for 20 hours during his/her high school career.
3. Earn 24 credits.
4. Earn a 2.5 GPA.
5. Demonstrate good citizenship with no suspensions or athletic code violations.
6. Maintain a 95% attendance rate during his/her junior and senior years.
7. Complete a capstone or Advanced Placement course.

Global Impact Opportunities

Service Club & the West Leyden Service Trip

Students work side by side with locals on community-driven service projects. We partner with nonprofits and NGOs for the service learning experience to make sure that our contributions are both meaningful and sustainable. Through hands-on work and deep exposure to the local culture, students learn vital collaboration and problem-solving skills, and they return home inspired to make a difference. The organization's culminating activity is a trip to Puerto Vallarta, Mexico working with 2 orphanages and a special needs daycare for a week.

Global Leadership Summit

For the third year in a row, the Board of Education has supported a global leadership summit. This year, two teachers and six students were selected to participate in a global leadership summit in Europe. The group visited Krakow, Prague, and Munich and worked with student leaders from across the world on the power of communication and how to build knowledge and understanding through communication.

Exchange Trips: China, France and Italy

As you can see, we have worked diligently to create relevant and authentic experiences to support our mission to develop confident problem solvers. These experiences play an integral role in preparing our students for the future, for life after Leyden. The extensive leadership skills students are able to acquire over the four years at Leyden truly Educate - Enrich and Empower.

As former US President Obama so eloquently shared, "Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we've been waiting for. We are the change that we seek." At Leyden, we are the change agent for the change we seek.

Student Choice, Student Voice

Joseph Baeta

Superintendent of Norton Public Schools, Massachusetts, USA

I am a superintendent of Norton School District in the United States. There are more than 100 students in our school. The whole school district is not particularly big, but our community has changed a lot now, both socially and democratically. Today, I will share with you the practice of our school.

The model of our school is for learning in the whole community. In fact, there are universities and some business activities in our community. We want to develop a high level of academics, so we expect students to achieve a good academic level. On the one hand, we hope that students will further develop their overall abilities, and on the other hand, we hope that students will improve whole abilities after graduation, not just exams. Before, we paid more attention to exams, but now we mainly pay attention to the whole level. In fact, we now have 21 ability tests for students, but we want teachers to teach students more than 21 skills. In the whole community, both committees and teachers have the responsibility to develop students' problem-solving ability, innovation ability, reading level and so on. Also, we must help students learn based on culture, understand community culture, and understand global culture at the same time.

Next, I will introduce what leadership projects our community has. First, students want to work with adults to bring about change in schools. What do we choose first? Choose to give every student equal opportunities to receive high-quality higher education. When it comes to project-based learning, this requires a change in thinking mode, allowing students to internalize a series of skills so that they can be applied in any project and under any circumstances. For example, our state has vocational schools, technical schools, and students in the

school district can go to technical schools to study, and they do very well there, because every day they learn by doing. 80% of technical school students will go to university after graduation, which is chosen by students themselves. Students make their own choices by knowing where to go next from the beginning of school and preparing for it. If students go to vocational and technical schools, they will study nine different fields, and choose three of them to finish their studies in three years.

The second is teaching methods. As a school leader, I let students and teachers become builders together. A Brazilian educator once said, "Being oppressed is the proliferation of educational methods". He believes that in the 21st century, students see more technology, which means that the perspective of teaching should adapt to the changes of the times.

The last one is the choice of students. Students have the right to decide when they study, what they study, who they study with, what their study results are and where they want to work in the future, etc. These are all aspects that we pay more attention to. When it comes to curriculum and standards, students' study is more for higher education, for future life and career development. Therefore, if a student makes a clear understanding of why he studies, he will take the initiative to study instead of being forced to study.

In this field, teachers should give up control over students. We call this a "wise" or "intelligent" goal. It is concrete, measurable, attainable, relevant, and time-based, determining the meaning of smart goals from these five angles. Through these angles and dimensions, let teachers improve their teaching level. When teachers give up control, students will have more space to imagine and play, and the class atmosphere will be more active. In my opinion, if students can imagine freely, they will be very creative and dare to innovate. Therefore, we also ask students to consider how to achieve these goals from these five dimensions. At the same time, our state is also doing research to see how many occupations or jobs students can choose.

In addition, in order to encourage students to develop their enthusiasm and initiative, Norton College has set up a special supervisor and student

advisory committee. The committee meets once a year, at which students will give feedback to the supervisor on what they are not interested in, and so on. Through this feedback, the school will make targeted improvements. No matter what kind of feedback students have, they ultimately hope for better academic performance, better development, wider application of skills and more opportunities for field exercise and practice. What do teachers want? Students are expected to talk or debate a topic through critical thinking.

We know that there are 500,000 jobs in any industry or field in the United States that can't be recruited. There are a large number of graduates in colleges and universities every year. How can people with enough skills go to these positions? What happens when there is not enough labor? With the development of technology, there will be robots, and so on. Great changes will take place in the labor force and work conditions in the coming decades.

We have two projects, one is called "Path 48" and the other is called "Path 912". Path 48 is about how to give students in grades four to eight more opportunities to access existing technologies. Florida and another state in the United States have launched online learning. Path 912 is a model for providing education, including science, art and other fields. We offer art courses in the school district, and provide local students with more opportunities to contact the culture and community. By keeping pace with higher education, we hope to prepare students for the goals they want in high school.

From this point of view, their career direction is more clearer, and they also provide more sufficient and high-quality labor for the country's future economic development.

Cultivating Students' Leadership Skills

Livio Marianti

Principal of Kinder College

Cultivating students' leadership skills is nowadays extremely useful and necessary. The first thing we normally do in our school is to propose to our little students a great and rich offer of subjects, such as modern and classical ballet, artistic gymnastics, soccer, basketball, fencing, judo, Chinese kung fu, but also cooking lab, computer lab, robotics, chess, current affairs, philosophy and, why nota rock band.... All the students are invited to join the activities they want to be part of, but we put robotics, computer lab, chess, philosophy, current affairs, drum and rock band as curricular subjects, so that each student has to participate in these lessons.

During the lessons we try to verify and identify our children's main interests and start to encourage them to join group activities. In our opinion, if you want a leader to be effective, you must have an idea and find the right path to make it real. Maybe also asking others for help, or joining forces to get the best possible results.

Staying alone is not a good example, and a boy or a girl who wants to be a leader should be taught to stay together with others and be recognized as a chief.

A chief should be a good example for his or her team. We encourage children to participate in different groups, and we take care of their teamwork during these activities. We check their capability of reaching success or facing up to failure: are they able to get on with their goal or do they lose interest and stop doing anything.

But the capacity of leadership also passes through the ability and the desire to take ownership in the group or the class. This personal skill has to combine

with the mood to do the best for themselves and for the group. As in a rock band....

The concept of leadership has to be built on firm and strong bases. First of all, it has to be built on culture, a culture made up of notions and knowledge of the contents of what we are talking about. A leader can not be ignorant and must always keep himself informed about the news. This is the reason why we teach our children to be curios, to be ready to be like sponges, in order to absorb all the external stimuli. Maybe curiosity is still heritage of Italian culture, which is a part of our international approach.

It is also important to encourage children's capacity to start a new "job" by themselves. Having an idea, letting it come out from the mind and becoming a new activity can be essential to build leadership skills in children.

An idea can be a "mission", a goal to achieve. Having a mission is fundamental for children's personal growth, for guiding leadership plans and choosing between different ways to reach the target.

After that, we try to reinforce the children's minds the idea of remaining firm in their aspirations and to try to reach the dreams, by studying and working hard.

Trying to obtain something or reaching a goal is vital, but a positive thought is what we need to attempt to reach the goal.

Strategy is also essential. Strategy is a plan that the organization should follow in order to be successful and competitive. We teach our children to make a list of things to do or to be done and they had to try to do their best to conclude each item on the list, step by step. Trying to follow a precise tactic. Studying, reading a lot, trying and trying again, this is the answer.

Life is like a chess game... Chess is one of the courses we teach in our school: each move corresponds to a counter-move and timing is essential too....

Don't waste time: think and make your own move.

Be careful not to fall down... And if you fell down, be ready to get up again, as in judo.... Another subject we teach in our school.

A clear vision of the future, the right reaction rate, the precise point to aim

at , and speed, like in races, in competitions, that children love so much....

Moreover, the ability to speak in public is obviously a talent that a leader should have. This is the reason why we choose to teach our pupils some basic principles of rhetoric and oratory. We added this training to the normal theater lessons we hold at school.

Another subject we teach at school, starting at nine, is philosophy. We think that a subject like that can improve self-awareness in children and it could be extremely important. A leader should be self-confident and instill security in others. And our pupils are used to listen and invent stories and situations in which they are able to solve problems and find right solutions.

Moves, counter-moves, falling down, getting up, going on, knowing how to express one's needs, helping others finding the right solutions.... Ready for the future in which our children can be members of those groups taking part to the decision making.

Teen Leadership—A Necessity in Every High School

Russell Reiter

Superintendent of Iowa Independent School District, USA

Some people say that the essence of leadership is the establishment of relationships to serve the society; some people pointed out that leadership is related to reality and has a certain sense of authority. They are all correct. Everyone can define leadership through their own ideas, but I also want to stress a question. Many people also mentioned that we are born leaders, or do we say that this skill is acquired? Can leadership be taught? What I want to introduce next is to define its important factors first, and then give a few examples.

I have done experiments in different school districts, and those courses are very successful. They are all about schools to cultivate students' leadership programs. Many schools will provide opportunities for students. In the United States, in Iowa, students have their own self-made government, which is similar to student committees and class committees, and students are held accountable in the form of boards of directors. We also provide students with student organizations, called FBs (Future Business Leaders) , FA (Future Farmers) of America, and music bands and art groups. All these student teams and clubs can provide young people with the opportunity to become leaders.

We have a word in class called "leadership value". It was probably in 2005 that I met a person in charge of a company. At that time, we discussed how to establish good relations with students, design better courses and make students get better studies. Regarding the value of subjects and courses, a participant mentioned that there are more than 26 courses in the United States, and different schools can purchase these official courses. But this number may not be

accurate, at least I think there are many excellent courses designed specifically for leadership in America. But there is a macro question behind this, is it to teach all students or some students? Do you choose the elite, for example, I will teach you if I think you have potential, or do you cover all students and implement it throughout the school?

Through this question, I am reflecting. An educational enterprise we cooperated with developed a set of courses. At that time, two school districts implemented this course. We saw the fundamental changes in students' appearance and the changes in schools. Seeing that this program is really effective, I took some of their tutorials to see how these two pilot projects in the United States are carried out, what they teach, and all their activities and projects in it. This "Leadership Value" project is specially designed for the classroom and is aimed at all students' leadership courses. It has two sets of tutorials, one for grades 6 to 8 and one for grades 9 to 12. There was a new school pilot last year, but eventually I hope that 125 students in each grade will be able to take this course when they enter high school.

At the same time, there are still some questions. We also want to test two points of students: Do you want to test IQ or EQ if you are successful as a leader? In fact, there is another test called "practical intelligence". To test whether a person is a successful leader, as we all know, EQ is very important now, such as leadership and behavior, including self-discipline, tenacity, self-motivation, self-awareness, etc. These are leadership skills, and whether they are optimistic, cooperative and respectful depends on whether students have the ability to solve them well in class.

Our two sets of courses in grades 6 to 8 and grades 9 to 12 cover 50 different courses in total. The goal is to provide students with more abilities, including leadership development, personality education, personal ability improvement and business skills training. Let me give you a concrete example. For example, the third lesson of high school curriculum, it mainly teaches endurance, optimism, self-awareness, self-control and empathy. You need to know what others know and empathy. Some students may be easy to master,

while others don't know how to understand others. We have some special activities and group projects to help students better complete training and understand what empathy means.

I think the most important thing in these course is that at the end of each chapter, students are required to complete a public speech, so that every student must go to the front of the class to give a speech and improve their public expression ability. Many schools also want their students to have this ability, which is very interesting.

There are other expected results, that is, the true core connotation of leadership. From a management point of view, we know that the management is under great pressure now, so we are trying to squeeze out some time so that all children can take math classes, science classes, sociology classes, language arts classes, and music classes. Let them realize whether your efforts are only designed for some students or all students.

This project is also very important for teachers. We also select some excellent teachers for training. After the training, let them pass on these to students. Other teachers should understand what the expectation is and then imitate it.

Finally, I want to repeat, I am not aiming at a certain enterprise or a certain method of doing things. I just want to tell everyone that if you want to teach all students leadership, you must be conscious and purposeful, not imaginary, and you must have a process of hard teaching and design suitable courses.

Developing Students' Leadership Skills

William Fish

President of Washington International Education Council

The leaders who consistently present a positive attitude make an important contribution to their organization. This is true for teachers, company presidents, and even students working in group projects. Positive leaders are known for strength of character and integrity, and they have many qualities that can develop and be strengthened. These qualities encourage participation, honesty and empathy in others.

While there are some “natural-born” leaders, fortunately, leadership is something that can be cultivate. Characteristics of a student leader include:

- Goal oriented
- Honest
- Hardworking
- Good listening skills
- Good communication skills
- The ability to make decisions
- Encouraging
- Positive
- Responsible

How can we teach the leadership skills in the classroom? Working on group projects is one of the best ways to teach these skills. The teachers can assign a student leader for each group for the duration of a project, changing leaders for each new project. New leaders can also be assigned for each element of the project. Different leaders can be assigned, for example, to be the research leader, another be the report leader, and someone else be the visual presentation leader. All of the leaders would be responsible for guiding the rest of the group

and establishing specific goals, delegating certain responsibilities. Leaders need to:

- Work hard
- Listen to the others
- Communicate their desires
- Make the final decisions
- Encourage the others in their work
- Maintain a positive attitude
- Take responsibility for the final outcomes of the project

Leaders also must serve the group by taking care of any work that was left, unfinished, and acting honestly and with integrity throughout the project.

In addition to group projects, there are other ways to develop good leadership skills.

Setting Goals

At the start of each term, guide the class in establishing classroom and individual goals. Common goals should be posted in the classroom, and periodic check-ins should be done to check on class progress in meeting those goals.

Honesty

History and literature present wonderful opportunities to talk about honesty. Have the class choose a particularly notable character or historical figure and discuss their life and decisions they have made. Discuss which of the person's actions were out of honest and which weren't. What were the outcomes of those actions? Most importantly, what can we learn from that person's experience as a leader?

Diligence and perseverance

Projects shouldn't be too easy for students. Establish realistic goals and encourage students when they are tired or fail. Competitive learning games

or athletic activities offers good opportunities for practicing the skill of perseverance. Discuss the disappointment of losing and how we can learn from that experience.

Service

In order to serve, students need to learn to notice problems before they can be of service in solving those problems. Class discussions about problems in the classroom, school and community can be useful. Encourage the class to discuss and suggest ideas for dealing with the issues.

Assigning classroom jobs or roles helps students gain experience with serving their own classroom community.

Listening

Listening is not as easy as it sounds. Watch any argument and the teachers can see how much difficulty adults have with this skill. One method to approach this is to teach through structured debates.

Young children can debate which animal is the best, who is the best superhero or what is the best superpower. By these fun debates, you can work up to more serious questions, such as figure out whether it's better to save your money or to spend it and enjoy the immediate results, or whether you should intervene to help someone in trouble or run to get an adult.

Older students can debate some of the issues of the day.

Communicating

To make presentations in the classroom is an excellent way to help students gain confidence in speaking to a group and sharing ideas. Play in the classroom can also be used to teach students these skills.

One great communication game is "Lead the Blind." One person is blindfolded while his/her partner (who is not blindfolded) works to lead him/her across a designated area by issuing clear instructions.

Decision-making

Create opportunities for students to have choices and make decisions. The choices can include setting classroom rules, deciding on lesson activities, setting free time activities.

To maximize the benefits from this exercise, guide students in evaluating the costs and benefits of each option before they make their decisions.

Encouraging

Have students list the strengths and positive qualities they see in their classmates and provide time for those strengths to be communicated.

Have students list something they aren't good at and wish to improve and discuss individually or as a small group, how they can improve.

Thinking positively

Discuss the power of positive thinking. Give examples of a positive attitude and a negative attitude. What are the outcomes of each? Take examples of key people in literature and history (e.g. M. Gandhi) and discuss the role who positive thinking played in their accomplishments as leaders.

Taking responsibility

Have students model responsibility by admitting mistakes when they occur. Discuss the personal empowerment of taking responsibility instead of blaming someone else. Explain how taking responsibility allows students to focus on what they have control over instead of feel like a victim with no control.

Find a way to affirm or reward students for taking responsibility for their actions.

Who can be a leader?

While there are some to whom leadership seems to come easily and naturally, good effective leadership is a skill that can be learned, practiced, and improved. While we tend to notice the more obvious charismatic leaders with

the loud and bold personalities, anybody, even a quiet child in the back who hardly speaks a word in class can be a leader.

It is highly likely that at some point, everyone will be called upon to lead in some capacity. With this in mind, it is crucial that we provide what training we can to prepare our students for leadership roles-to prepare them to be good effective leaders, which will take others in a positive direction.

The world needs good, effective leaders. With training and encouragement, our students will have the potential to meet and even surpass that need.

Freedom Furthers Personal Development

Elsebeth Austin

Principal of Hjørring Gymnasium, Denmark

I think that leadership of each individual is actually a result of personal growth. Everyone shapes his character through learning and contact, which is vital to his success.

Our school was built in the 18th century and now has more than 900 students. There are two teaching programs: two-year and three-year teaching programs. Students generally enroll at the age of 15 or 16, and the tuition is free. After students graduate, they will apply to universities and then go to universities or other colleges for further studies. Our school's declaration is: Curiosity is the source of all wisdom.

What is the goal of education? I have thought a lot about it. Some of the key points of education in the past have now changed. Now students must have academic abilities. They need to complete academic studies before they reach adulthood, and they also hope they prepare before entering the workplace. Some people think that education has nothing to do with career, because education is to learn knowledge, learn values, master beliefs, and develop a scientific habit. Education is to allow a person's life to be more fully assembled.

In fact, education is a brick on the human soul and a sculpture of the human soul. We need to follow closely to make the soul more meaningful. Education can be purely free thinking, creative thinking, and subverting traditional views only after it is separated from politics. These are the core of education and it can shape people's character.

As educators, what are our responsibilities and what obligations do we have? First, in the learning process, we should cultivate students' self-leadership, through understanding the world, through communication with

teachers, and through mutual growth with classmates, they will form their own identity, acquire the necessary skills, and get along with the world better. The world we live in is becoming more and more complex, so they need much more skills. The world is becoming more and more unpredictable. If we want to improve the leadership of our students and enable them to better coexist with the world in the context of globalization, we need to leave enough space for them to experience this in person. The world, instead of letting adults interfere more in their lives, we have to learn to let go, but letting go takes courage.

There is a well-known educator in Denmark. He believes that the more important thing is what kind of person future students will become through education, rather than what kind of things they achieve. At that time, he wanted Danish young people to participate more in society to learn culture and history, and to become an active participant in democracy.

But today, everyone seems to think that education is only for the realization of some social needs and goals, so these may affect our entire learning process. At that time, he said that students can learn from teachers, and teachers can learn from students, so as to build a bridge in our entire structure in the past to achieve spiritual development.

Today, Danish higher education has four main pillars. The first is globalization, the second is digitalization, the third is innovation, and the fourth is career development. In Denmark, where do we succeed as educators? Danish high schools encourage students to take responsibility for their own future success, including their own decision-making process, and encourage their own decision-making. We have a student council. They set up an organization that is equivalent to the student union between students. Through their own institutions, they can also express some opinions on the teaching methods of teachers, such as what teaching methods and what topics are they interested in, and they are responsible for how to arrange their social life.

Students have to teach some younger students. Some students have to assume the responsibility of a mentor to guide other students. We will also have student ambassadors. Finally, we will encourage all students to participate

in political life. Let them set up various young organizations and let them participate, such as some local councils, etc., of course, their age is over 18 years old.

What exactly is contrary to the purpose of education? In the past two to three decades, we have seen a new trend in public education management, because they see students as a workforce in the future. What is the value of everyone now? How to adapt to society, and how to prepare for future work? I feel more altruistic.

One of the administrators of our school told us that our municipality has an idea to let more students not be affected by this mainstream society, and to better enable students to be a good leader in the 21st century of globalization. What are we doing to prepare students for strength? It is to prepare students in all aspects. The first is to allow them to cultivate creative thinking, which allows them to solve problems in various fields. The second is critical evaluation, allowing them to read the corresponding reading materials and be able to debate the corresponding topics. The third is the sense of social responsibility, which is also one of the global goals of the United Nations. This global goal is also part of our school strategy, and it incorporated into our daily teaching work.

In 2015, the United Nations launched 17 sustainable development goals. Why? Because we hope that after 2030, we will have a sustainable global development goal. One of them is to focus on the education of young people and strengthen their skills, so that they can become global citizens, have social responsibility, be compassionate and understand people in different cultures.

I think this is really what education and leadership are all about. If we do these things well, others will definitely keep up.

Student Leadership as Part of an All-round Education

Andrew Williams

Head of Aldenham School, UK

I am not going to tell you anything you don't already know - all I am going to do is perhaps remind of why you went into teaching in the first place and I hope to rekindle some ideas and enthusiasms for educational ideals which may have been forgotten. Now you spend your time managing budgets, staffs, admissions, parental expectations and government mandates. In fact, I don't think I'm going to highlight leadership too strongly—Instead, I am going to tell you about some of our journeys as a school over the last 10 years and how we have grown from a school of less than 500 pupils who accepted anyone who walked through the door, to a premier league school of over 650 pupils with waiting lists at every point of entry. I will let you draw your own conclusions about whether or not we have created an environment in which students' leadership could flourish.

I hope this will be interesting and that you can relate your own experiences to mine. Please feel free to catch up with me later if you want to have a further chat.

I have been teaching for over 25 years and worked in state schools, an international school, a boarding school for under privileged children, and now a private fee is paid for a day. And I also work in a boarding school which predominantly serves North London professionals and a relatively small cohort of international students too.

Aldenham school was established in 1597 by Richard Platt, who was a London Brewer. In Elizabethan England the water was not safe to drink and the

brewers produced a weakly fermented concoction called small beer, that was a healthier alternative to extracting water from the Thames. In 1597 under Royal Charter granted by Queen Elizabeth 1st Richard Platt opened a school for 60 boys in what was rural Hertfordshire and is now prime commuter belt.

Fortunately for us, our school still sits on the same 50 hectare site and now educates 800 boys and girls from age 3 to 18. For those of familiar with private education in North London, you will know that we are surrounded by a number of exclusively academic, high achieving, single sex schools of the “hot house” model which until recently were the first choice of many parents both in the UK and abroad. 10 years ago, we were very much the school you chose if you couldn't secure a place at a hot house school, but times have changed and the situation is very different now. We are honest with our parents—we tell them what type of school we are and what type of school we are not—and the majority of people like what they hear as we are over subscribed 5 fold currently and this doesn't show any signs of abating.

We provide something slightly different although many schools will claim to do the same. This is often just gaming the system and window dressing—ours is a model which we all believe in and all commit to—staffs, pupils and parents. We believe in an educational system which provides opportunities for all our pupils to find an area of excellence, be that in their academic studies, artistic pursuits, sporting endeavors, or spiritual and emotional developments and interactions. This is the foundation of our leadership development.

For decades, we have been describing our style of education as holistic and it seems now that this approach which considers the mental health, physical well being and all rounded development of the individuals alongside their academic achievements is gaining in popularity.

According to John Millar's statement in the International handbook of holistic education, the focus of holistic education is on relationships—the relationship between linear thinking and intuition, the relationship between mind and body, the relationship between various domains of knowledge, the relationship between the individual and the community, the relationship between

selves and surroundings. In the holistic curriculum, the student examines the relationship so that he/she can gain both an awareness of them and the skills to transform the relationship when it is appropriate. Educating the whole person, body, mind and spirit within the context of an interconnected world.

So what makes us slightly different and nudges our provision towards the holistic side of the spectrum?

As a well-established school which admitted only full boarders we hold to some of the structures of that model for 4 centuries—we have a long day which runs from 8:30 in the morning until 5:30 in the afternoon before the boarding program begins.

Within the day, we can allocate specific times for sports, music, dramas, Art and a wide range of co-curricular activities which may include photography, cookery, squash, golf, skiing, debating, chess, Model United Nations, robotics, rock climbing, cadets, volleyball, gardening, boxing, basketball, yoga, table tennis and so on and so forth.

In addition, the whole school gathers twice each week as a community—once for an assembly which is often students led and once for a Chapel service which respects the tenets of all faiths and none – those of respect, kindness and tolerance which are so important in our multicultural north London melting pot of human co-existence. We believe that many of the seeds of leadership are sown in these broad community focused opportunities.

We believe in the parallel pathways of educating the intellect hand in hand with the individual so that our alumni turn out as well spoken, thoughtful, empathetic, considerate young men and women who both display confidence without arrogance and set them up to be leaders of the future.

But what do we mean by leadership? - Because not all our students can be world leaders and I argue that they will need to learn different skills to those exemplified by some of the current crop of leaders today.

Again, I am not telling anything you do not already know. I am not promoting Daniel Goleman's 7 leadership styles, but I am talking about providing the opportunities to develop the qualities or attributes that both we

would like to see in our young people. Those will hopefully lead to a point of self-actualization from which they can become leaders of the future. I decided not to quote from educational psychologists or to provide evidence of the latest research into behavioral traits and leadership styles—as I am not an edpsych or a management guru and we are a school, not a corporate environment, so instead I will tell you about our Aldenham Attributes and then use some stories to illustrate some of the successes we believe we have achieved.

At Aldenham, we have collaboratively decided on a set of key attributes we seek to instill in all our students by the time they leave school. These are the attributes of leadership-aspiration, co-operation, courage, curiosity, independence and respect. We aim to ensure that these attributes are “lived and not just laminated” and they form the core of the social and intellectual cultures we aim to create at school.

Our aim is to inculcate the skills needed to provide the opportunity for the leaders of the future to develop by impart the attributes. These may be the captains of industry, the judges and lawyers, the doctors and head teachers, the faith leaders and politicians, but also the parents, the neighbors, the carers, the community workers, the social activists and social workers. They are all leaders in their own way.

We believe that our responsibility is to teach children the skill needed for leadership—to guide, teach, inspire, listen, but also to provide opportunities for success and of equal importance for failure. We do not do anything different that you don't do but we have decided that we will not game the system—we will not focus purely on exam results, we will not be narrowly directed by government diktat, we will provide what we believe all children need from a developmental perspective—a broad curriculum—16 different subjects in year 7, 15 in year 8, 14 in year 9 and 10 in year 9 & 10.

On a prosaic level we make sport playing compulsory all the way through school—all participate at least 2 times every week or often 4 times. We actively support drama, art and music and every student in the school sings every year in front of 1300 spectators; even surly 15 year old boys sing with passions and

energies.

We focus on culture, community and collective responsibility—gathering twice a week as a whole community for an assembly or chapel service—for reflection and personal development. We allow children to feel safe by accepting difference and finding different areas for success. Learning to appreciate and develop the essential trait of humility required for the style of leadership we wish to promote.

We encourage our pupils to be involved in service and in helping others through a number of well established projects—our annual year 12 trip to work in schools and health centres in rural Malawi, our PHAB project which involves looking after physically and mentally handicapped young women and men, our Outreach project with our pupils playing and reading to with children at local disadvantaged primary schools, our Cross roads project which welcomes in residents for lunch and a concert from our local home for the elderly and the huge amount of charitable fund raising which goes on raising in excess of £50K each year.

We aim to build a culture—this takes time—it won't happen overnight and like tending a beautiful garden you can't give up or another culture will quickly permeate, so this needs structure, buy in and a consistent approach from all colleagues. We are still developing two cultures which we think encompass all aspects of school, life—our intellectual culture and our social culture. Within each, there are opportunities for leadership at many levels. We do not seek to exclusively nurture individuals as leaders amongst the school community, but rather we aim to provide opportunities in which all students could make the choice to become leaders of the future if they chose to, by exposing them to leadership skills and opportunities.

Developing culture involves building a collective responsibility—this is something we are still constantly working on as young people are individuals, but there should be some collective goals even if those are simple ones such as there should not be litters in school. Students should be on time to lessons, intolerant language is unacceptable, etc. One way in which we do this is

through students' voice—we have a student council, a food committee, an eco-committee, a boarding committee, house committees, prefect committee, well-being ambassadors, a student led magazine, house prefects, school prefects, coach prefects. In recent years we have consulted widely with the student body and they have engaged in decision making leading to changes as a direct results of their input e.g. quality of food, length of school day, uniform, elimination of plastic on site, etc.—this helps to promote a collective responsibility and allows students to learn to construct arguments and to have a platform from which their opinions are both heard and hopefully valued—an essential starting point for a leader. All of this however takes place within a clear structure of guidance and supervision as a failure to put in place appropriate scaffolding and discipline can lead to inactivity, discontent and frustration.

My final point is that to build the leadership I believe students have to have the opportunity to step out of their comfort zone and recognize failure as part of the learning process. In order to support this we have an outstanding pastoral system but perhaps more importantly we weave our pastoral and academic decision making together, so each is a product of the other—strong pastoral care system will allow students to flourish academically in the same way good academic outcomes allow students to gain greater self-confidence and a sense of fulfillment. Our tutorial program focuses very much on skills, targets and a rigorous attention to grades while our PSHE or “life matters” program focuses on the personal, social and health education. Until recently, our academic and pastoral managers of the school worked in relative isolation, often not meeting and almost deliberately presenting polarized viewpoints from each other—I distinctly remember our DHA saying to me a couple of years ago “I only interested in academic outcomes—I don't do pastoral” yet now he is one of the greatest advocates of a coherent system that weaves academic and pastoral threads together into a holistic tapestry that makes up our students education.

And finally, there is a few stories to finish off. The first is very simple and it exemplifies our difference compared to some of our local competitors in our region of north London. There are many selective highly academic institutions

and parents will often register their child for 6 or 7 different schools before making a final decision about the best fit for their child. Often, decisions are driven by League tables exam results and social cachet. I was talking to our head girl last year who explained to me that she had not secured a place at a local exclusively academic competitor. She said that she was not clever enough to get in there and had failed the entrance exam. I expressed my surprise as here was a girl who had achieved straight A star grades at GCSE and subsequently achieved straight A stars at A level, securing a place at a top Russell Group University to read English. In addition, she had played in every hockey match and netball match during her time at school, performed in every dance show, sung in every concert and taken on the highest position of student responsibility within the school. She had a broad and diverse group of friends across social and cultural spectrums and was ready to enter the world beyond school as a thoroughly accomplished, confident and positive individual, yet the exclusively academic school down the road had failed to recognize her academic ability and let alone her leadership potential.

4 years ago, we started a PHAB project. This stands for physically handicapped and able bodied and we invite 15 physically and mentally handicapped guests into the school to be looked after by our students day and night over a long weekend. We were all inexperienced and out of our comfort zone both pupils and staffs. The ice breaker came within an hour when one of our guests had an accident and needed to be cleaned up. His host—a 17 year old boy came to me and asked “Sir, shall I get you the gloves to clean up my guest” to which I replied “No, you can get the gloves to clean up the guest yourself”. Within an hour, this young man had learned what it is really like to care for a physically handicapped child to undress them, clean them and recloth them while maintaining dignity and respect. To talk to them, to feed them, to entertain them even just for 48 hours to gain an appreciation of what it is like to care for somebody who cannot look after themselves. Most of our students who take part in this project says it is the most rewarding experience during their school career and in this young man’s case, it prepared him very well for a

future in medicine.

A third young man recounted his story in year 7 of coming last in the annual steeplechase competition run around the ground of the school. Considering himself overweight, unhealthy and unengaged in sport, he set himself targets year after year progressing ultimately to winning the steeplechase competition amongst over 600 students in his final year. He showed incredible determination tenacity and resilience, because he felt supported, encouraged, guided and provided with the opportunity to succeed having built himself up from his initial position of failure. This resolution resilience is a character trait which we strive hard to instill in an era of helicopter parenting.

So in conclusion, I have not told you anything that you don't already know, but I hope I have reminded you why you went into teaching in the first place and what you set out to achieve when you started out. I hope I have rekindled some passions and I hope I have given you some ammunition to return to your schools and reflect on the benefits of a holistic education as opposed to the one narrowly focused on academic success. I hope I have explained our approach to leadership, as broad, holistic, opportunity based, so everyone can develop leadership skills and explained that leadership takes many forms in many different spheres.

The ACPS Way: Cultivating Student Leadership for Success in Life

Gregory C. Hutchings, Jr.

Superintendent of Alexandria City Public Schools

Who is ACPS?

In ACPS we have students from 114 different countries who speak 119 different languages. The mission of Alexandria City Public Schools is to ensure that every student succeeds.

But we do not mean success simply in terms of grades and results. For us, success can be measured in many different ways. We have students who come to us without any prior formal education. One student came to us from Iraq aged 16 without any formal education at all and less than three years later she is now going on to higher education to become a dental nurse. Some students enter school already reading. Every year, some of our students go on to study at Ivy league colleges such as Harvard, Yale and Princeton. Last year, one student whose family fled the civil war in Eritrea won a full scholarship to the famous Juilliard Music School in New York City, where she will study under some of the best musicians in the world. Success looks different for each of our students. Cultivating student leadership is central to this success.

Leadership learning experiences foster the creativity, independence, and the volunteer spirit needed to meet real-world challenges. Time and time again, our students come back and tell us they were better prepared for the college experience or the work environment thanks to their ACPS experiences. This is real success.

So how do we develop student leadership skills to ensure that all students are able to be successful?

CivicTREK (Tackling Real-world Experiences for Knowledge)

One of the programs we use is CivicTREK, which stands for tackling real-world experiences for knowledge. It is a program that directly cultivates students' leadership skills.

CivicTREK engages students in leadership roles and project-based learning experiences. Students identify and solve problems in their school, community or world. They take leadership of real issues and work to solve them. As a result, CivicTREK has been successful in shaping student leaders at ACPS.

In 2018, ACPS students tackled three major real-world community issues.

First, students worked to increase access to books in the community. They independently researched and designed "Little Free Libraries" that would ensure educational reading materials were available to other students and to the wider community.

Second, student leaders worked to enhance their school's welcoming image. They researched historic, progressive community leaders. Then, they implemented a plan to beautify and enhance their school's image.

Third, students provided support for specialized learning needs. Students with specific learning needs created a family resource center that would give families access to the resources that have helped them succeed.

Each student-led initiative was part of their everyday classroom instruction. CivicTREK engages in project-based learning as part of the curriculum. It is, however, only a component of our focus on fostering leadership and student success at ACPS. We enhance the advancement of student leaders through the programs that promote equity for all.

AVID (Advancement Via Individual Determination)

AVID, which stands for Advancement Via Individual Determination, is a 35 year old program that empowers future leaders by enabling college access for self-determined students.

AVID identifies student leaders who are capable of going to college and being successful but may not have the support in their lives to get there alone.

It targets students who are typically under-represented in universities, such as students who may be the first generation in their family to go to college or students in the academic middle with a GPA of 2.0 to 3.5. These students are identified by their drive, determination and potential. They are not assessed solely on their past academic abilities, but on their potential to grow as leaders.

In fact, AVID has proven so successful in ACPS that we now have it in all secondary schools and are introducing it at the elementary schools with high minority populations.

AVID has a proven track record in bringing out the best in students and closing the achievement gap. But more than that, it brings change across entire campuses.

Why does it work? Because it opens doors for students who may not have doors opened for them otherwise. In other words, it promotes equitable practices and leadership opportunities for all students.

AVID:

- Ensures that all students have the tools they need to succeed beyond high school
- Plays a critical role in preparing students for college readiness and involving families in the creation of pathways to success
- Enables college access for self-determined students, many of whom may be the first generation in their family to attend college
- Benefits typically underrepresented students
- Increases instructional impact through strategy instruction in writing, inquiry, collaboration, organization, and reading (WICOR)
- Examines school leadership, instruction, culture, and systems in order to promote post high-school planning and decrease gaps in achievement

In ACPS, more than 600 ACPS students—approximately ten percent of the secondary student population—are enrolled in AVID. More than 90 percent of these students are enrolled in advanced coursework, or honors, advanced placement, or dual enrollment courses each year. These numbers have nearly doubled each year since its inception in 2008. The benefits are clear:

- More than 78 percent of students eligible for Free and Reduced Price Meals
- Approximately 70 percent of first-generation college-going students participate in AVID
- AVID sees grade point averages increase by more than 0.5 percent in the high school grades
- AVID seniors have boasted a 100 percent on-time graduation and college acceptance rate for the past three years In short, AVID enhances leadership skills. It equips students with the tools they need to be successful in taking rigorous courses that empower them to get the grades they need to get to college, when they may not have otherwise have the opportunity. Setting students up right is key to cultivating future leaders. At ACPS, this starts much earlier than the secondary level.

Superintendent' s Student Advisory Group

One of the ways we see student leadership pay off even before they graduate is by their engagement in our planning and processes. This in turn helps make the division a better place for the next generation of students. It also gives our students a chance to hone their abilities to take on leadership roles in the future.

I meet with students once a month through Superintendent's Student Advisory Group and it gives me an opportunity to connect with them, as well as an opportunity for them to share their ideas with me. It ensures their ideas are incorporated into our division initiatives. One of the topics we recently discussed was the future of the **High School**.

Students were the key to redefining our high school programming at T.C.Williams. We asked them to think big and tell us what would inspire the next generation and effectively created them leaders in a project meant to serve generations to come.

Through a discussion with students about our thoughts on the high school, students asked for the following.

- Programs that promote active, hands-on learning aligned with career readiness, personalized learning, tailor academic content to student interest and needs.

- High-quality career and college exploration and counseling on options after graduation.

- Multiple opportunities to take college courses in high school.

- Project-based learning and learning based on acquiring knowledge and skills instead of progressing through grades year-after-year.

We listened to their views and as a result of this, they are now part represented on the educational design team for the project. This is the team that is designing a dynamic and progressive program that encompasses a future-oriented focus on leadership that will meet the needs of the community as well as the greater metro area of Washington, DC.

Ensuring Equitable Education for All

Developing leadership skills starts at the elementary level. It begins with ensuring that students are provided the equity and opportunity needed to become global leaders.

Equitable education for all involves empowering students, families and staff through building relationships and nurturing the capability to collectively remove barriers that prevent anyone from achieving his or her aspirations.

Equity is not equality. To empower our students we need to make sure we are serving every one of our students and meeting them where they are, and not necessarily where we want them to be. This year, we began equity audits with every single building to determine the inequities in ACPS. Only once these have been outlined can we work to overcome them.

It takes community collaboration

Family collaboration is essential to empowering our younger students. Research shows that students who get support at home, through family engagement with the school do better academically.

How are we going to make sure we are cultivating leadership skills for all students?

We are currently working on a new strategic plan to take us through 2025. This will be based on the Building Equity Taxonomy. The Building Equity Taxonomy will be the framework to guide our work towards developing leadership skills through providing more equitable learning environments. It will also ensure that the empowerment of students is at the heart of everything we do.

Conclusion

So in short, cultivating leadership skills and academic success is about establishing systems and processes that allow students access to opportunities—no matter where they are born or what kind of family situation they are born into.

It is also about allowing students opportunities to share in the planning of future opportunities so that they get a chance to create the future for the next generation.

Our students graduate being able to fully engage in our dynamic world. This is a sign of success. Our students go on to be successful in all kinds of fields from science to liberal arts subjects. Many become the teachers of tomorrow and many come back to Alexandria to serve the next generation.

I am proud to be a champion of empowering students within our school division.

For us, empowerment is about ensuring all students succeed.

Youth Strategy: A Positive Destination

Mai-Britt Beith

Member of the Governing Board of Hjørring Gymnasium in Denmark

Today, I want to share with you our school's youth strategy, which is for the future.

Denmark has the most ambitious youth strategy. Why should there be a youth strategy? If we look at the forecast results of labor demand from 2019 to 2039 in the future, we may be able to find the answer. Although our unemployment rate is less than 3% now, if young people aged 25 to 29 are asked what are the challenges in their development, many of them will say that they are under great pressure.

What is our vision through the youth strategy, hoping to help them become the backbone of the social labor force in the future?

The first includes two aspects. First of all, facing the future, I think people have an inner idea to challenge the outside world to realize their dreams. The outside world includes every place, every opportunity, and other people, parents, which can realize young people's pursuit of their dreams. The second is insight. Every young person has a wish of living a good life. We hope to explore their potential, help them develop better abilities, and go further than their goal of achieving a good life in the future. We believe that the development of personal ability for young people, if he develops well, will be very beneficial in his career and all aspects in the future. We hope to help young people achieve their future goals and objectives. What are the future goals? This is very critical, everyone has their own future goals, whether through study or in various ways, which is also very important for everyone. First of all, what is his goal? It is very important for them to discover this goal by themselves. Therefore, it is

very important for every young person and individual to discover their future goals, explore and focus on this point.

Second, we think that any job you want to do or go to any school is good. There is no right or wrong. No matter whether this job is good or bad, any job is good.

The third is that their dreams may have to be challenged and finally realized. And we should create more opportunities for students, like job opportunities and educational opportunities.

Fourth, we also realize that goals and dreams may change over time.

In this process, we want students to have a comprehensive understanding that they will have different goals as they grow older.

As government workers, I also hope that when we see something wrong, we can give guidance and let them return to the right path in time. The first aspect is primary school. Starting from primary school and kindergarten, there is a 25-hour theme study from kindergarten to grade 9 every year in the teaching structure, so that students can understand what their parents' jobs are, what other jobs are in society, and what all kinds of jobs are, which makes them have a kind of curiosity.

All our primary schools are equipped with a career planning teacher post, and also equipped with internship parks to help students arrange some internship programs. In addition, there are some innovation executives.

An important part of our whole strategy is employers. We will invite many local employers and companies to participate in this work and tell us what they need. They give us a lot of important feedback information. If a young person knocks on the door and says that he hopes to find a job after graduation or find an internship, the cooperative company has the obligation to help him; If it doesn't help him, he can also be recommended to another stakeholder. In this way, there will be no students who can't find jobs, or students who lag behind others in the process of job hunting.

We will also take relevant measures to help these vulnerable groups, and ask the Youth Strategy Ambassador as the guarantor partner. Support is also

very important, and it involves a wide range of people.

Usually, it doesn't mean that they can find the answer by looking for a guide. Sometimes we have to contact them more. We also have some special activities to help solve some related problems. For example, students are absent from school, and now the problem of truancy is getting more and more serious. There are also some young students who have drugs or drug abuse problems. We have this kind of drug rehabilitation program for adults, and we also have professional instructors and psychological counseling teams to provide them with professional education and psychological counseling.

Finally, we will provide them with relevant guidance, and we should ensure that everyone has enough support and guidance to make their own decisions. If we don't give them enough support to make decisions, they will probably not be able to fulfill their wishes, which is why we also involve consultants. Nowadays, when every young student makes employment choices in school, there will be relevant tutors talking to him, and there will be relevant committees to organize regular discussion activities in high school.

Now, it is not a simple matter to change these teaching methods, but its influence is far-reaching. We think that in at least five to eight years, we can slowly see the effect of the change in education, which is also a difficult thing for our colleagues. When making investments, people will look at short-term returns, but this actually is a long-term return process. We believe that such a change in teaching philosophy is very important, not only to pursue academic success, but also to be an unusual project.

When we don't set a good goal, we don't know whether it works or not. Therefore, we cooperate with some scientists, and they will participate in the research to study the impact of our teaching method and teaching philosophy adjustment, whether it will go in the right direction or deviate from the track. Our strategy is brand-new and will slowly enter the deep water area. We have just started and started some implementation processes. It is very likely that we can see some major achievements or results brought by it in the next year or two.

Student Leadership at Forest Gate Community School

Simon Elliott

CEO of Forest Gate Community School in UK

When I began in my headship, my school had low aspirations for its students. There were lots of behavioral issues and morale amongst the whole school community, staff and students alike was low. The area we serve is a high-crime, high deprivation area, and sadly, in recent years four of my former students have been murdered by gangs. 80% of the students come from the lowest 20% of deprivation brackets.

This means that my team and I have work to do to create a successful school culture, to create an oasis of success in a desert of deprivation.

There were many who said we could not do it, but my team and I did not listen to them—we just got on with it.

We have a particular approach to school improvement and my first tip for building outstanding student leadership is to plan ahead.

When we plan, we set big goals and plan small steps. So, the first thing we do is to plan carefully and get buy-in from our staffs and students.

Our key objective from the standpoint of a school is to get children to lead their own learning, and to want to succeed.

It is very important that the school leaders demonstrate the right behaviors for the students to follow.

We train the leadership of our school to ensure they have the right expectations and behaviors to be role models for students.

If we want students to follow us as good leaders, we must be good leaders ourselves.

We train our staff at FGCS:

To be organized and time aware.

To look for small incremental changes.

To be humble.

To be restless for change.

To create a positive learning environment.

To remain calm and be in control.

To sweep the sheds. (do the dirty work required for success)

We teach our children the same values in school and expect them in return.

Even if we create the right conditions, it remained for the students to take the leadership opportunities we have created.

We recognize that action is what makes things happen. So, we demand students lead their own learning by providing them with an interactive platform.

This platform is called “dynamic progress reporting system” or “DPR”.

DPR sets out what a student should learn of the courses of their studies.

We band this learning into key mastery statements according to the student's ability.

Then we teach the students to access this platform to upload works when they believe they have mastered a skill or topic.

They lead the discussions with their teachers through sending voices and messages. They lead their own learning through online communications. All discussions are about learning.

This has led us to have outstanding outcomes. FGCS has been placed in the list of the top 50 schools in the U.K. of 3 years running.

Without students taking their ownerships, we would never have been able to be so successful.

Here is an example for know about what our platform looks like. Each child is responsible for uploading works so that they can connect to the teacher to inform they have mastered a concept or a skill.

We monitor our students' engagements with the DPR.

Those who don't use it are reminded that they must use it.

Individual form tutors look at student's activity and remind students of the importance of leading the learning discussions.

We also expect all of our staffs and students to regularly engage with the learning platform (DPR). If they don't, we speak to them. For us, being strict like this makes the difference. To create a cultural change in an organization, we believe we must have some carrots and some sticks.

Above all, it is the students themselves who must lead their own learning. By monitoring this, we create the conditions for success.

This is what our tracking looks like. In the middle, you will also notice that we have a "master mission" tab on there. Our master missions give students the chance to demonstrate their leadership skills by engaging with a range of activities that are not examined, such as volunteering for events and fundraising for charities. Students who do all the 12 master mission tasks will get rewarded with a special award and some certificates.

They are some students at our master mission awards ceremony.

We have a belief in human potential. We believe that even among the seemingly worst students, they can become outstanding leaders in certain situations.

We actively get children to believe they can be more than what they look like.

One example of this is that we have a prestigious colleges programme.

Those students who show outstanding potential will be personally given guidance by me in how to develop their leadership skills.

So, for example, I might ask them to take charge of organizing an event at school. This has helped several students getting into places like Eton to win paid scholarships.

We like to reward students who do the right things. When a student shows leadership in FGCS, we reward them by:

Encouraging students to deliver assemblies on our school values.

Celebrating the model student leadership events when it reflects with our values.

Handing out positive praise slips around the building when our students do things correctly.

Rewarding those students who have shown leaderships publicly in assemblies once a week.

Giving prizes for those students who have done the right things in assemblies.

We recognize that we must provide a range of opportunities for students and create many of them because all students are individuals. Here are some of the things that we have successfully used:

We choose a team of student leaders annually from our year 10 (aged 14 or 15) and this team is responsible for organizing key events in school. Within this, we have a system of prefects, including two head students, who organize teams to help when we have visitors on-site, giving visitorstours in the school.

Our students also help organize celebration events. The students, for example, in our recent "Forest Gate Extravaganza" where I was unwittingly duped into eating a locust.

My team organizes student leadership conferences, where we invite successful leaders and business people to explain what leadership meansand how students can develop as leaders.

For some students, we provide them with individual mentors from successful businesses in the city which is close to the school in London.

We ask for volunteers for a team of anti-bullying ambassadors who are children aged 13 and 14, roam the playground to seek out vulnerable children and report on situations that seem dangerous to the team leader or a trustees teacher.

We hand out leadership awards for subject areas.

We get students to choose leaders to report back to the school leaders on defining areas of teaching, the environment and the safety. Some of their ideas are really useful for us to continue to improve.

We also get our students to speak to governors about what we can do to improve the school.

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Our children participate in elections for the local campaign of “the Young Mayor of London”.

We train our students in competitions and sometimes they win—like here.

We actively train 7th grade students in attitudes and behaviors which we want them to repeat.

We walk around the building with them and teach them how to say hello and open doors for others.

We have a politeness policy and we reward some students when they do the right things.

We give our students opportunities to show leaderships and independences and reinforce them with praises whether it is possible or not.

Over time this makes for outstanding students who are equipped to learn and our students do very well in pursuing further studies in college and university.

We know that students can be developed over time, and this has helped us to create an exceptional school.

The following slides demonstrate happy students who go on to have amazing outcomes and have helped to make our school such an amazing place to learn.

Above all, we recognize the need to create a leadership culture and a high-performing team spirit at FGCS.

Unlearning Leadership—Leading for Tomorrow's Schools Today

Nickolas Polyak

Superintendent of Leyden High School District

Human beings are very good at learning new things. However, they are very bad at unlearning things that are no longer true in order to make room for the new realities. My mother is 75 years old. When email first came into existence, her emails went to her computer. When cell phones first came into existence, they were only for making phone calls. Years later, she has been unable to unlearn those singular realities to understand that that you can now read and respond to emails on your cell phone. In her mind, those old realities are still the only realities.

We are guilty of this same mindset in the world of education. We experienced education as students. We learned how to be educators in college and graduate school. We even started working and have spent years in the practice of being teachers and educators. The problem is that many of those constructs we have learned are no longer best practices. Worse, many of those practices are not what our students need to best prepare them for the world that waits in their futures. We wrote a book called *The Unlearning Leader: Leading for Tomorrow's Schools Today*, to help school leaders unlearn their current approaches to leadership in how they “connect”, lead, support student learning, transform schools, and impact organizational culture.

We speak around the world about the concept of unlearning to celebrate the connected leader, showcase and study examples of change and modern change processes, and to help all leaders unlearn to relearn! The premise of our underlying theme is that we all need to unlearn regardless of where we live or

what we do for a living. Our landscape as public school superintendents in the United States is applied to leadership, classrooms, pedagogy, and education in general. In order to change and prepare for tomorrow, much of what we have learned in our lives and in our past, must be unlearned as we aim to create a new tomorrow for our world's children.

The current public high school system in the United States was essentially created by ten university leaders in the 1890's known as the Committee of Ten. A lot has changed since then, yet our structures in public schools seem unable to unlearn the structures and conventions from the 19th Century. Our purposes with respect to spreading the word of unlearning include supporting and enabling leaders to lead for tomorrow's schools. We believe that there is an urgency for change.

While at a Future Ready Summit in Illinois in 2016, we saw a video from a futurist named Jack Uldrich. We participated in an activity that has been practiced across the country from Jack and others. We were asked one simple question, "What color are yield signs?" Uldrich asked the audience to raise their hands if they thought yield signs are yellow and black. In the United States, the road signs telling drivers to slow down and show caution had been yellow and black until 1971. Even though they were changed to red and white that year, the amazing phenomenon was that those of us who learned they were yellow and black were cognitively unable to acknowledge the change to red and white in our minds.

People knew, intellectually, that the signs were no longer yellow and black, but they "learned" this earlier in their lives and knowledge proves difficult to unlearn. This provided us a powerful lesson about our need to unlearn old knowledge in order to modernize our thinking as to what is true today in our schools. That which leaders learned early on in their careers, or in our advanced degrees, often stifles growth with an inability to unlearn.

The world is changing at an exponential pace, but often times our educational leaders and our educational systems are not. This experience (with the yield sign) was an epiphany of sorts for both us that has led us to look at

educational leadership through the lens of unlearning. Horace Mann is credited with saying: *Education then, beyond all other devices of human origin, is the great equalizer of the conditions of men, the balance-wheel of the social machinery.* This is only true if we make that education relevant to the current social machinery in the world.

In 2015, I brought an idea to our locally elected Board of Education. These are the seven people selected by our community to govern our school district. I told them, "Our schools were not built for the adults who work there. They were built for the students who attend." This led to a conversation about the possibility of adding students to the School Board as governing members of our district.

For the 2016-2017 school year we placed two additional seats at the Board table for Noelle, a 12th grade student at West Leyden High School and Vanessa, a 12th grade student at East Leyden High School. They received all the same reports, communications, and information as the other Board members. They provided input from the student perspective as we made curricular decisions, facility upgrades, and more. They attended professional development sessions along with their adult counterparts and they became part of the leadership and governance team for our school district.

At one particular Board meeting, we were discussing the practice of assigning class ranks to students and naming valedictorians and salutatorians every year. Noelle and Vanessa shared their opinions about the mental health issues surrounding those ranks and feelings of self-worth. They talked about classmates who selected courses based on achieving a ranking and not based on their interests and their passions. When the Board voted to end those practices, one of the adult members turned and looked at me. He asked, "Why haven't we been doing this for years?"

Our district leaders have unlearned that only the adults have good ideas and powerful opinions. Years later this practice is still in place and we now have our fourth year in a row with our students sharing in the leadership and decision-making in our school district. Our district is better for it and so are the

students who have been able to grow in the confidence and leadership abilities.

We need to do our very best in this work. Students in each grade level have only one chance to experience that grade. Students don't have time to wait. We mentioned a sense of urgency - the urgency is that the 19th-century structures no longer serve as relevant to the needs of our modern society. Why has it been so hard to change structures in schools? It is part of the challenge of unlearning. "Everyone" has attended school — they all have a construct and a belief system as to what it should be and what it should look like.

We too were schooled in traditional, 19th-century structures and we have enjoyed success and fulfillment in our lives and careers. However, we are from another era than our current and future students. It's incumbent upon us as leaders to demonstrate organizational agility and flexibility so that the current needs of children are reflected in the world's schools. We have a moral imperative, an economic imperative, a pedagogical imperative and a leadership imperative to unlearn.

Just because our teachers, leaders, members of elected boards of education, parents, grandparents, and the community at large learned what school is—in another era—that does not mean we current leaders need to lead for nostalgia. Nostalgia has a place—in museums and other venues, but not in schools. Unlearning individual's experiences proves quite difficult.

We had a student in my district named Fabian. Fabian and his family immigrated to the United States from Poland. During his freshman year, he was taking an introduction to engineering class. Like most classes, the teacher had a set curriculum of lessons and projects for the students to complete. It is already a very innovative class, but it is prescribed in that every student has the same experience in the class.

Near the end of that year, Fabian had completed all of the work—all of the projects—all of the assignments. He asked his teacher a simple question—"What should I do now?" When we were younger, we all learned in classrooms where you complete the lessons in the order they are given until you are done. Then you move on to the next class. In this particular situation, something magical

happened. The teacher replied with a question of his own, "What do YOU want to do?" Instantly, Fabian said he wanted to use the architectural software and the schools 3D printers to make a scale model of the high school.

Fabian got to work taking pictures and video of the high school. He took countless measurements and programmed the software to create a 3D printed model of the school that included every door, every window, and every detail of his school. He presented that model to the principal as a gift. Because there was time still left in the year, he repeated his process and created a model of our other high school in about one-third of the time. Then he gave the new model to that school's principal.

While this was going on, I had received an invitation to attend some meetings about educational innovation at the White House in Washington DC. I had heard about Fabian, so I invited him to my office. At my request, Fabian repeated his process and created a 3D model of the White House. He also wrote a letter to President Obama about the methods, software, and tools he used to create that model. I was able to present Fabian's creation to the Deputy Director of Innovation, who then delivered it to the President. All of this was live streamed with social media so that Fabian was able to watch his creation be delivered and hear the applause that his work generated from leaders around the country.

This passion and talent for 3D printing continued after the class was over. Fabian has gone on to create a violin and a cello that are fully functional using our 3D printers and larger ones from a company in Chicago. He has been on the cover of a magazine for manufacturing engineers and we was invited to keynote a conference on educational innovation in Portland, Oregon. Right now, Fabian is in college studying to be an aeronautical engineer.

All of this happened because one teacher was able to UNLEARN the constructs of his course's curriculum to help a student discover and develop his talents and passions. What would have happened if the teacher had responded differently on that day? This is one example of how this mind set can change the trajectory of our students.

We have seen examples of how nostalgic policies might be destroying education. These nostalgic experiences are actually incongruous with this new information generation. Our telephones can tell us the capitals of every nation in the world—that doesn't mean it's not important to learn those capitals. It simply means that memorization is not the only form of "learning" anymore. Just because you, your parents, your aunt, your grandfather, and his great grandmother also memorized those world capitals in school does not mean that it's relevant for today's youth.

We are passionate about this work because leaders who unlearn and innovate make opportunities possible for children. We do this because leaders can unlearn ways of the past to create new and relevant futures. The time is now to change, unlearn, create a new system and a new construct of structures for schooling—we have the knowledge and we have the will, let's unlearn together!

The leadership framework upon which our work as leaders has been built relates to the writings of Kouzes & Posner (2012). In their book *The Leadership Challenge – Five Exemplary Practices of Leadership: Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act and Encourage the Heart (MICEE)* they support through research how these exemplary leadership practices do, in fact, impact leaders and organizations.

It is important for leaders to unlearn their old practices and to relearn and reimagine how MICEE principles and practices will guide us for tomorrow's schools. We hope that our work allows for replication of ideas, behaviors, and initiatives to help schools move forward to meet the needs of tomorrow's students.

I'd like to share one more story with you today and it's about a unique example of unlearning. Like other school districts, we have a theater department. They select several shows every year and put on plays and musicals in the schools' auditoriums. Over the past several decades, we have seen a significant demographic shift in our school district. What was formerly a predominantly Caucasian student body and community has become a majority Hispanic student body and community. And our theater department noticed that

our Hispanic students were not trying out to be in the plays and the musicals.


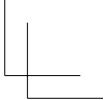
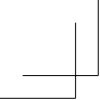
They came to us with an idea. They didn't use the word "unlearning" but they were engaging in that thinking when they asked to create a new version of the theater department called Teatro Leyden. The idea was to select a show and find two casts, one that spoke English and one that spoke Spanish. Students who are bilingual could act in both versions of the show and many of them would take on the roles of student directors and leaders in the productions.

We receive new students in our schools all the time. And while this theater transformation was happening, a student named Maria moved to the United States from Guatemala. She was the very definition of an at-risk student. One of her siblings had been murdered and another was missing in Guatemala. Her parents stayed behind to hopefully find her missing sister and Maria was sent to live with relatives near our schools.

So, when she showed up with us, she was 14 years old, spoke no English, and knew no one in our schools. Her Spanish teacher gave her the script of a play and told her to take it home and read it. Maria did what her teacher said, and the next day she went to try-outs and read from the script. She was not only selected for the show, she was given the leading role in the play.

The show was called *La Gringa*. It is about a girl from Puerto Rico who moves to the United States and doesn't feel like she fits in. She is a girl stuck between two worlds. For Maria to play that role was amazing, as she too was a girl stuck between two worlds having just left Guatemala and was adjusting to the United States. Maria went on to star in four different plays during our time at Leyden. She and her friends started a club to help students who didn't speak English find clubs and sports to get involved in. Maria is now in college and thriving.

I think about Maria often and I wonder what might have been if our theater department didn't take a chance and evolve their programming. Their ability to unlearn opened up a new world for her and her success is proof that this work is necessary and life changing for students. When we all embrace the idea of Unlearning and unleash its power on education, true change is possible. That



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change is what our students need, it's what they deserve, and it is what it will take to make our world sustainable into an unpredictable future. Let's do this exciting work together!

How to Motivate Students to Achieve Their Fullest Potential

Klaus Lundsgaard

Principal of Hjørring Private School in Denmark

Denmark is one of the happiest and happiest countries in the world. The whole social system is relatively perfect. If you lose your job, the government will give subsidies and education is free, from kindergarten to university. In case of illness, there is also a corresponding medical subsidy. Personally, everyone in Denmark has equal opportunities. Therefore, the whole education is also free, from kindergarten to university.

In high school, when a student reaches the age of 18, the government will give a student financial aid to subsidize him to go to school. When you start college, you get about a thousand dollars a month to continue your studies, so everyone is equal in terms of college admission and can go to college. You can't buy a qualification to go to school, but everyone has a chance. Because it is free, people don't have much motivation to learn. Why? If students do not study well, or study well, or go to university, they will not be able to live anymore. Even if you are homeless, you can still enjoy national medical policies and insurance.

It is generally believed that the benefits of the country may also have negative problems-it makes people lack motivation. I want to solve this problem from an educational point of view and an academic point of view. First of all, each student has different learning methods and methods, so this difference means that teachers should teach them in different ways. There should be cooperation between school and family, students will learn more skills, and teachers will continue to learn in this process. What do different teaching

methods mean? All students have to achieve the same learning goal, but they have the opportunity to achieve it in different ways, and the learning steps and rhythms are also fast and slow. Teachers should also make some teaching adjustments according to students' learning styles and teach students in different ways.

When it comes to this partnership, classes, teachers and families are all crucial to students' development. In addition to the results of each exam, we also need to see how the students develop in the second year. We will decide how to teach and how to group in the second year according to their situation in the previous year. The ultimate goal is to make students willing to come to school and be very happy after coming to school. Children are also full of confidence in the community, which is our inclusive community model. Because this can give students more hope, let them learn and develop more, and become a professional. When it comes to the cooperation between students and families, many people talk about schools, teachers, etc., and also mention students themselves. Students and parents have to cooperate with schools to support many classrooms, which is why we say that a good school and family "the cooperative relationship between students should be vigorously developed."

To motivate our students, we have formed a federation that includes all the private schools in Denmark. Let's take out some challenges in the study of children from grade seven to grade nine and deal with them together. Let younger children learn from each other with their peers.

We have also set up organizations specifically for students with better academic performance, so that teachers can adjust teaching methods and propose different learning methods for children with better academic performance. Encourage students to explore their own potential, such as what kind of institutions of higher learning they want to go to in the future. Some students encounter some difficulties in learning, and we also help them. Basically, these practices are to create an equal learning environment for all students.

In Denmark, an educational thinker pointed out that “if you learn what you like and are interested in, you will never forget it”, especially in education. If many students feel tired of studying in a certain field, it will significantly affect their grades. We should establish such an action framework that all students and teachers can participate in, and adopt a dialogue way. In this process, students can learn and have the motivation to learn.

From the perspective of management, we especially emphasize the function and role of dialogue, and emphasize the communication between schools and students. We believe that real dialogue can make students really learn knowledge, and they learn knowledge through dialogue.

We also pay special attention to students' voices. Students also have the right to speak about schools, such as school expenditures, and can also give some opinions to school managers. In our school, the student union often gives suggestions or questions to our school manager. When we receive these questions or suggestions, we will think about how to achieve these goals. Students are very worried about their environment, and will give us suggestions that all the garbage in the school should be classified and recycled. Our school management will accept such suggestions and make corresponding changes. In our school, I think the best way is to let students become the decision makers of the school, and let them decide what to do and what not to do.

In addition, when it comes to global goals, five years ago, our tenth grade students began to participate in school work in Africa. Since last year, 10 students have gone to Africa to exchange and study. During holidays, students can also go to African schools to participate in some activities and help them build schools. They also help teach students, even teachers. They provide all the furniture. Students put these tables and chairs together and transport them to Africa in containers to provide necessary teaching materials for local schools. This is an area that we pay great attention to, that is, paying attention to teachers' academic ability, the relationship between teachers and students, diversified learning and education methods, the time spent with each student, and the impact on students.

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Every student should be listened to and respected in class, and they should have enough time to get along with the teacher, so as to ensure that the teacher's work is done properly. In the end, we help students get better academic performance and become better leaders, ensure that all students have some successful experiences, help them find areas where they are good at, guide them to practice, teach them how to do it, give them some relevant references and demonstrations, and tell students how to use professional materials to solve problems in life. Give them enough choices, give them different choices to complete different tasks, complete different tasks with different materials, and build trust between teachers and students, build trust between students, and let them have a sense of belonging.

Student Voice: From Invisible to Invaluable

Michael Lubelfeld

Superintendent of North Shore School District

Today's leaders need to connect with and empower students. To accomplish true success, we believe that we need to give students a voice in their own education. The premise of our speech today is that student voice is often, for some inconceivable reason, invisible.

The failure to systematically include students and listen to their viewpoints is a contributing factor which explains why some schools around the United States and the world have changed little since the 19th Century. Our book explores many topics ranging from digital citizenship to teacher evaluation, and we sincerely believe that by leveraging the voice of students as collaborative leaders, true school and educational transformation can and will occur.

Our work engaging students into leadership and decision making stem from two large central questions:

- **Why should today's school leaders engage student voice from a leadership perspective as collaborators in leading?**
- **How can today's school leaders engage student voice from a leadership perspective as collaborators in leading?**

Core beliefs that drive our work are directly based on research. These beliefs include that the single most impactful person in a student's learning journey is the teacher. The second most impactful is the principal (Marzano & Waters 2005). If the teacher is a manager and the principal is a leader, congruence in the approaches of engaging the student in his own learning must exist. Additionally, confidence is necessary to amplify student voice in our schools. One of the five exemplary practices of leadership (from Kouzes &

Posner) is enable others to act.

“Enabling Others to Act is the behavior of a confident leader. Leaders who understand the strengths of their employees and their potential for more responsibility feel confident in **enabling others** to take control and initiative. **Enabling** is a leadership behavior while controlling and directing is a management behavior.” *(Retrieved from: <http://www.business-leadership-qualities.com/leadershipbehavior-3.html>)*

We submit that taking student voice from invisible to invaluable reflects the choices made by confident leaders. Leaders in the classroom (teachers) and leaders in the office (principals) and leaders in the central office (superintendents) must exist at all levels to truly listen to student voice and for school evolution and even transformation to be possible. Throughout our work in schools, we continually work to show why this paradigm shift leading to an increase in student voice is necessary and we give tips and techniques on how to get the work done.

One example of how to incorporate student voice into leadership is about a student named Kyla. She is unusually talented in the area of technology and digital learning. On her own she made a series of digital citizenship teaching lessons for K-3 grade students when she was in middle school. She later expanded the lessons for all of elementary and middle school and she has spoken around the USA in person and at a TEDx conference.

So when we were looking to create a parent workshop education series on Digital Citizenship and the digital transformation from limited technology in the schools to a 1:1 experience, we chose Kyla. Then a 9th grade student, she kicked off the workshop as the keynote speaker! Kyla was outstanding, poised, powerful and her impact, the impact of student voice, made a far greater influence on the parents than we administrators could have. Through Kyla's student lens and world view, the compelling “why” of the District transformation make far more sense to the parents in the audience. The parents

were also more willing to be vulnerable and ask Kyla questions they might have been too proud to ask we adults about what the parents should do for their own children in terms of cyber safety!

Through deliberate elevation and partnership with our main clients and customers (our students) we have proven that a truly collaborative and engaged process is possible, plausible, preferred, and practical. Student voice is a topic we will help employ and move collaboration with students from superficial to significant.

This transformation to incorporating students as leadership partners and not just “clients” is truly a win-win for students and leaders. Educators must simply do two things to begin the paradigm shift necessary to take this forward. The first is easy - believe in the brilliance of your students. The second is hard - relinquish some element of control. Our examples of student voice and student leadership are meant to help walk you through both of these steps while focusing on precise areas of potential change within your classroom, school, or district. Our belief in Kyla's brilliance paid dividends toward parent education and overall digital citizenship.

Through problem analysis and deliberate work and planning, any school can replicate meaningful and impactful student voice and engagement in their systems tomorrow. As ‘practitioner-scientists’ we try to provide examples from the field to share how valuable and impactful student voice is and can become in any system when leveraged appropriately.

Around the world many educational leaders are implementing various forms of personalized learning. The synergy between student learning and growth and teacher direction and knowledge grows exponentially when student voice is real, true, and authentic. Long gone are the days where compliance rules the priorities of teachers and schools. We examine personalized learning and how student voice can be amplified through personalized learning environments.

We are encouraged by groups like Education Reimagined, who “see the current school-centered education system transformed into one that's truly

learner-centered. It is a future with thriving learners surrounded by engaged and dedicated educators, parents, and communities. [They] offer [their] vision as a beacon for all those dedicated to transforming education..." Retrieved from: <https://education-reimagined.org>

Their North Star grouping is aligned with our experiences, observations, research, and practice as it relates to transforming educational systems from the current 19th Century teacher/adult centered ones to the 21st, and 22nd Centuries, and beyond. Our vision is for student/learner centered systems that we're compelled to create. As we wrote about in *The Unlearning Leader: Leading for Tomorrow's Schools Today* (2017 Rowman & Littlefield) we all must unlearn so that we can learn and relearn - change is not an optional process.

These pathways can be replicated and refined with student leadership experiences in "real life" through their schooling experiences. Student voice does not "just happen;" the success of this fundamental shift in how we 'do school' is dependent upon shared vision, deliberate engagement, and by teaching students how to be a part of the process. Another example of student voice and empowerment can be seen in our District's newly formed Modern Learning Committee.

The Modern Learning Committee in our District has 7 students, 1 parent, 8 teachers and 7 administrators. In their work defining what modern learning is and can be, they have produced a Portrait of a Graduate. In this Portrait of a Graduate they have also conducted reality checks and desired outcomes. In teams of 1 student and 2 teachers/administrators they looked carefully at each of the Portrait descriptions and held thoughtful and meaningful assessments of the current state of affairs in the schools. With student leaders at the table as equal participants with the teachers and administrators, the conversations were real, authentic, and impactful. Who better to share thoughts on their aspirational visions of our Portrait of a Graduate than the future graduates themselves!

With this type of engaged partner leadership we will allow future generations to bear witness to transformed systems of schooling and society. Long gone are the days of "sage on the stage" - in order to support the "guide

on the side.” Leaders can engage students and establish new norms so their input becomes invaluable. This is a call to action for all people interested in transforming education and to improving the world.

The learning purposes of this work in making student voice invaluable in leadership include calls to:

- Establish, propose, and reinforce the “How” and the “Why” for including student voice in leadership decision making
- Provide leaders with actionable case studies and examples from the field for implementation to follow
- Model and share new ways of incorporating authentic student voice
- Provide additional voices on the topics on progressing with student voice from invisible to invaluable.

This context helps frame where we have been, where we are, and where we propose we go in school leadership. Recently the conversation about why education is still stuck in the 19th Century structures has permeated discussion across the United States. We are sharing a call to action that will propel us into the future with learners and student voice at the center of leadership, planning, and transformation!

From an American historical perspective, we look to 19th Century New England to get some background on the how and what of the American system of schooling. Upon becoming the secretary of education in Massachusetts in 1837, Horace Mann (1796–1859) worked to create a statewide system of professional teachers, based on the Prussian model of “common schools,” which referred to the belief that everyone was entitled to the same content in education. Horace Mann’s early efforts focused primarily on elementary education and on preparing teachers.

One important technique Mann learned in Prussia and first introduced in Massachusetts in 1848 was age grading—students were assigned by age to different grades and progressed through them. Previously, schools had often been single groups of students with ages ranging from 6 to 14 years. (*Retrieved from: http://en.wikipedia.org/wiki/History_of_education_in_the_United_States*)

It's also interesting (or shocking) to note that Horace Mann's Prussian inspired system of age/grade organization in schools still exists in the United States. Since 1848, we in education have accepted the concept that all children with the same age are best suited together for all learning experiences in school. One hundred seventy-one years later, in 2019, we ask: Is this system relevant in today's information age?

Why has it been in place for more than a century in a half? The one-room-schoolhouse method of organization appears to have endured for nearly two centuries. Do we have to wait until the Prussian model is also two centuries old prior to changing?

We contend that the next iteration of schools and schooling must reflect the input and voice of the students for maximizing success, growth, and evolution. Nearly two centuries into the age based system, it's time to rethink our structures and world view.

Providing opportunities for students to share their voices is important. We, as educators, also need to take efforts to help our students find their voices. At Leyden, more than half of our students come from low-income families. We want our students to excel academically and we also want them to develop a passion for community service and caring for others. We want them to be ready to leave high school and compete in a global society. How do you do all of this when the resources in the families might be limited.

In our district we created global service learning trips in the summer. We send students to Mexico to volunteer at orphanages and rural schools. We send students to Peru and the Dominican Republic to build homes and greenhouses for families. Our school district funds those trips to give our students those international experiences and opportunities to serve others in need.

One student who attended one of those trips was named Mike. He came back from his trip to Peru and told me about the impact it had on his life. He saw children there living in poverty, dealing with abuse and neglect. As he left our school district to begin his college studies, that experience shaped his direction and future plans. He decided to pursue a career in psychology and

social work in order to help students deal with and overcome the obstacles in their lives. He wants to help students like the ones he saw in Peru and make that be his life's work.

What we do in our schools should not be about maximizing test scores and school rankings. What we should be doing is helping our students find their voices. We can then partner with them as we lead and work towards the future. That is what this work is all about.

Let's stop limiting learning and growth. Let's stop stifling creativity. Let's re-engage our students and increase their excitement and energy as they progress through their education. Let's reverse the current trends of dis-engagement as children become educated. Let's make student voice invaluable instead of invisible.

Looking to visions like the Education Reimagined transformational vision for education, we frame our work in both concept and practice. If you read *Student Voice: From Invisible to Invaluable*, we hope you will know why and how the move to learner centered, student involved leadership is not only necessary but it is inevitable for our society to grow and prepare for the future.

This is our message: Leading with student voice at the center of focus is about incorporating student input, and student presence into decision making and school improvement planning. This requires philosophical change, paradigm change and behavioral change from the adults in our schools in order to ensure success. It is possible, it is rewarding, and it is necessary.

Cultivating Students' Leadership Skills through STEAM Education

Tracie Cote

Principal of Wareham Public Schools

The Wareham School District in Wareham, MA of the United States of America cultivates students' leadership skills through the implementation of STEAM (Science, Technology, Engineering, Arts, and Mathematics) programming. This is a critical practice that is currently in place in grades three through high school within our district. Plans are underway to provide this programming in kindergarten through second grade next school year. We believe that engaging students at an early age in real-world activities such as STEAM cultivates students' leadership skills. Through STEAM, our students gain skills that support them in being college and career ready.

In STEAM classes, our students engage in hands-on, collaborative learning activities. STEAM classes challenge our students to explore, imagine, and design solutions to challenges posed. ("PLTW: Homepage." <https://www.pltw.org/>. Accessed 26 Sep. 2019.) This type of teaching practice develops students that are confident problem solvers. Our students learn to collaborate on given challenges. They communicate their ideas and then work collectively to achieve a common goal. All the while, they focus on 21st Century skills including digital age literacy, effective communication, inventive thinking, high productivity, and important life and career skills. All of these skills need to be nurtured in order to build strong leaders.

Our STEAM classes prepare students to be contributing citizens of a diverse and ever-changing world. We offer authentic learning opportunities for students as we allow our students to explore STEAM careers. Emphasized

throughout our STEAM program is an individualized and interdisciplinary approach to learning that supports students' creativity and development.

In our district, our young students begin exploring the engineering design process as an introduction to STEAM. We appeal to our students natural curiosity in regards to the world around them. They explore habitats in the environment such as bird houses and then explore the engineering design process to create the best bird house. Students explore the outdoors and look to see birdhouses that appear in their surroundings. They research bird habits, ask questions, collaborate and explore their ideas and then sketch and build a birdhouse out of reusable materials. Our students then communicate their birdhouse solutions and designs to their peers. While crafting their scientific explanations, they are also furthering their skills in mathematics, communication and argumentation skills as well as their informational skills.

As students advance in elementary school, STEAM activities further shape their understanding of scientific phenomena. We encourage them to question their surroundings and think inquisitively and innovatively. Our elementary students learn to collaborate using a series of STEAM lessons that integrate reading skills and culminate in a design challenge. Our students have to apply their newly learned knowledge of simple machines and in order to devise a way to rescue a trapped tiger and keep it safe.

Students in our school district collaborate on real-world issue as well. Middle school aged students investigate our energy needs and the impact energy has on their lives, our environment and the world at large. After research, investigations, and explorations students look to the future and are challenged to figure out the best way to meet the energy needs of their environment without compromising it for the future. Mathematical calculations, simulations, oral presentations, and debates lend themselves to this real-world design challenge.

A favorite project of our students was designing and creating cranberry bogs. Our school campus has two working cranberry bogs. Students take on the leadership role as they maintain the bogs with the guidance of the Cranberry Educational Foundation in Massachusetts. Through research and educational

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classes, our students learn about the inner workings of a cranberry bog. The students then plan and create exhibits about the cranberry bogs. Students then design a field trip each year for our elementary aged students at the cranberry bogs. Our middle school students serve as guides and experts on this field trip. Their leadership qualities shine through as they share the knowledge they have gained.

We believe that student leaders need to be able to make decisions based on scientific data that supports the best solutions. Strong leaders are curious and look for more than one solution to a given problem or challenge. Creatively solving problems collaboratively and providing clear communications are skills that are purposely taught in STEAM education.

Our student leaders become versed in skills early on that lend themselves to an array of opportunities in our high school. We continue to offer STEAM classes as well as increase our students' global education opportunities. These opportunities further develop our students' leadership skills. Global education and STEAM classes provided our teenage leaders with the ability to take in multiple perspectives and helps them realize that individuals and groups may view life differently but share common needs and wants. ("Access in Global Education: Strategies for Inclusiveness." Wareham Public School District) Our students are able to participate in global initiatives including short-term study abroad, study tours, global education clubs, and global summits.

Cultivating students' leadership skills takes repeated and intentional practice. In Wareham, we create learning environments through STEAM education that nurture our students' leadership skills and have them think about their future and their role in it. They are continuously engaged in real-world activities that even lead to global perspectives.

Empowering Students through Transfer

Christine Pruitt

Assistant Superintendent of the Easton Public Schools in the United States

Easton is located on the eastern coast of Massachusetts and is considered a suburb of Boston. It has a total population of 25,000 residents where approximately 3,800 of those residents are students in grades pre-kindergarten through grade twelve. Students in the Easton Public Schools generally range in ages 3-18 years old.

Prior to Easton, I was a first grade teacher in a large and diverse urban district. I was then a building administrator and district administrator after that. Therefore, this is my twenty-first year in education. Many of you have similar years of experience if not more. Over the years, we have seen a major shift in what and how students learn. We, as educators, have watched how the credentials for being considered “smart” have changed. Simply knowing and recalling facts is not an indicator of true intelligence. It is the ability to put ideas together and create solutions to any given problem. Being smart now encompasses the ability to focus, apply and communicate. These are all skills needed in the workforce today and it is up to us to ensure that our students are successfully prepared. In preparing our students, we are cultivating their leadership skills through learning opportunities that promote the comprehension of interpersonal skills.

Ensuring that our students have rigorous learning opportunities during every moment of instruction is a critical component of students' success. Student engagement through rigor is at the core of that success. Yet we are left wondering how can we provide experiences where our students take control and ownership of their own learning so that they are ultimately empowered. How

can a student see where their learning is going so that they can transfer their understanding from one year to the next? We believe that success comes when students are able to think of their own and exhibit leadership skills.

Jay McTighe and Grant Wiggins describe 4 key types of educational goals that are needed in a successful educational experience in the 21st century: knowledge, basic skills, understanding, and long-term transfer goals (1). Today we will focus on long-term transfer and how students become empowered in their own learning through transfer goals.

The United States Department of Education believes that each state should have autonomy over what their students should learn. Therefore, each state has the potential to have their own learning standards. In 2009, during the Obama administration, the Common Core State Standards were presented as an option for state governments to adopt, which would be seen as common standards across the United States. Not all 50 states adopted the Common Core. However, Massachusetts did adopt the Common Core. Yet in the next few years, the Massachusetts Department of Elementary and Secondary Education would revise the Common Core to make the standards more rigorous to meet the specific needs of the students in Massachusetts.

Upon looking for resources to use within our classrooms for teaching, we need to ensure that all state standards are being addressed. We simply cannot take a prepackaged program from a publishing company and implement it without making sure that the materials match our state standards. Therefore, the teachers and administrators in the Easton Public Schools develop their own units of study or curriculum using the Understanding by Design approach developed by JayMcTighe and Grant Wiggins.

The Understanding by Design approach to unit writing provides a common structure for educators as they plan their units. It provides a three stage design process which focuses on students understanding of “big ideas” and the ability to transfer their learning (2).

In Stage 1, goals are considered and desired results are identified. Contributors writing their units determine what students should know,

understand and be able to do. They determine which content standards they will be targeting and how those standards will be understood indefinitely. They identify essential questions, in Stage 1 of unit design. These questions should foster inquiry, assist in making meaning and ultimately support transfer. (2) All grade level and content standards are addressed throughout the course of a year.

It is during Stage 1 that transfer goals along with state standards are placed. Unlike the state standards that are different in each grade level, Transfer Goals are common goals throughout all grades. They are goals that, ultimately, we want our students to obtain by the time they complete all grades in the Easton Public Schools. Jay McTighe says that "Transfer Goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. (3)" He says that "the ability to transfer learning manifests itself in not just one setting but in varied situations. Transfer is about independent performance in context. You can only be said to have fully understood if you can apply your learning without someone telling you what to do and when to do it (3)".

During the development of Stage 2, contributors assign performance tasks to measure student learning throughout the unit. Tasks are designed so that students can demonstrate their understanding through performance. Transfer goals are measured during this stage and evidence of their understanding are embedded throughout each task. Supplementary evidence of learning is gathered during this stage as well. Some of the evidence may be more skill based and not require specific transfer. However, it is recognized that many skills are needed to support ultimate transfer.

Stage 3 is the educators "Learning Plan". This stage identifies learning experiences that hook the student and engages them to learn the information (3). Stage 3 is comprised of a thoughtful list of learning experiences that can be used to teach the unit. However, it is during this stage where the most flexibility can occur. Unless specifically identified as "must-dos", learning experiences may vary from one teacher to the next. The experiences should be driven by

the students and their own understanding upon entering the unit. While many educators see Stage 3 as the meat of the work, it is actually stages 1 and 2 that are our non-negotiables.

In the Easton Public Schools, units of study are created by teams of teachers that teach the same standards. Many of our teachers teach various subjects, courses, and content. However, for this purpose when planning, teachers identify with a specific group so that they focus on one set of standards. For example, a second grade teacher in Easton teaches English Language Arts including Reading and Writing, Math, Social Studies, Science, and Health. However, although the teachers teach in six areas, each teacher is only designated to one unit writing team. For example, a second grade teacher may be on the Grade 2 Math Unit writing team. That means that she would meet with the other members of the grade 2 Math Unit writing team and would only work on writing the math units for grade 2. However, another second grade teacher may be on the Science writing team. She would not be meeting with the first teacher to write units, she would work with her team of grade 2 teachers to work on Science. As a result, the teams are smaller and easier to manage so that the work can get done. However, although the first teacher is not on the Science writing team, she will still be implementing the Science units and will be able to provide feedback for consideration during the revision of the units.

Planning and creating engaging units is important, but it is when we can put learning into the hands of our students that our students become truly empowered. This is when planning our Transfer goals becomes so critical.

Professor John Hattie, Professor of Education and Director of the Melbourne Education Research Institute at the University of Melbourne, Australia highlights that the “biggest effect on student learning occurs when teachers become learners at their own teaching, and when students become their own teachers (4).” This is important when understanding the purpose of Transfer Goals. We want students to become independent learners that are able to use their ability to continuously learn and have that manifest into lifelong habits. These habits can be seen as critical soft skills that are needed

in leadership and in today's workforce. Soft skills are human skills that cannot be constructed by an algorithm. In a learning blog authored by Paul Petrone from LinkedIn, a list of the five most important skills companies need most in 2019 include the soft skills of 1. Creativity, 2. Persuasion, 3. Collaboration, 4. Adaptability, and 5. Time Management (5). Soft skills are very hard to teach. They are interpersonal skills, which are more difficult to define and evaluate. Artificial intelligence cannot duplicate these skills. They include personal attributes, personality traits, inherent social cues and communication abilities (6). Soft skills are critical skills in determining leadership. Alison Doyle writes in an article entitled "What are Soft Skills?", that "hiring managers and employers look for applicants with soft skills because soft skills are transferable skills that can be used regardless of the job which the person is working (6)." This, in turn, makes those employees the most adaptable and can help diversify a company regardless of content expertise.

Our schools have been infamous for teaching hard skills associated with content; skills that ask our students to recall facts, display skills and concepts, and draw conclusions. It has not been an identifiable practice to teach soft skills that inform a person's ability to adapt and connect. These are skills that we hope our students obtain, but cannot be found in a state's learning standards. Therefore, we found it important to identify long term soft skills or "foundational" transfer goals in the Easton Public Schools as they provide the ability to cultivate students' leadership skills to lead us in the future.

Transfer goals are classified into two categories; content transfer goals and habitual or foundational transfer goals. In Easton, we began with the creation of our Foundational Transfer Goals. While it is recommended to create content transfer goals first, we decided that we wanted to focus on many practices that we felt we were already doing in the Easton Public Schools. This would give us an opportunity to provide common language for those actual practices. We thought it was important to start with the foundation because that is what permeates through everything. We felt that this work would link everything together not only for our planning but rather for our students' learning. We can

use transfer goals to facilitate our students' true learning and growth.

After months of collaboration, revisions and finalizations, our Curriculum Leaders and Administrators developed the Easton Public Schools Foundational Transfer Goals, which are that “all graduates of the Easton Public Schools will be able to independently use their learning to”:

- **Demonstrate Character**

Build positive relationships and make responsible choices that are physically, socially, emotionally, and intellectually sound.

- **Exhibit Resilience**

Persevere when facing challenges and taking risks.

- **Communicate & Collaborate**

Express ideas in a variety of ways and work responsibly with others.

- **Embrace Curiosity**

Investigate to seek knowledge and truth.

- **Engage Locally & Globally**

Act with respect, empathy and responsibility in a local and global community.

- **Think Critically & Innovate**

Generate new ideas, make informed decisions, draw conclusions, and solve problems.

We recognize that computers are quickly replacing many jobs that exist today. Artificial intelligence uses algorithmic processes to solve problems. These six goals are skills that computers cannot produce through an algorithm. These are inherent skills that need to be processed and cultivated through leadership. They have become the foundation of all the work that we do. At our opening professional development day during the 2018-2019 school year, we launched these goals with our staff. Three curriculum leaders that are with me here today, Gary Erickson, Tim Harrington, and Cindy Olson, shared their stories of how these goals impacted what they do in their classroom each day. Curriculum Leader Cindy Olson reflected on our unit writing journey as a district and described how our transfer goals are truly what is most important in

what we teach. Mrs. Olson, said, "The transfer goals serve as our compass to guide us and keep us all, each and every one of us prekindergarten to grade 12, moving in the right direction toward a common destination." She said, "The new compass has impacted our understanding of units."

Curriculum Leader, Gary Erickson, shared how these goals connect with him not only as an educator but, more importantly, as a parent. Gary and his wife, Danielle Erickson, also an Easton educator have two daughters, Lilly and Grace, in the Easton Public Schools. Gary shared, "When Lilly and Grace graduate, I fervently want them to be able to have and to utilize these [transfer goals] in order for them to be the best versions of themselves." Gary continued in saying "I truly believe if my girls head out into the world to pursue their passions and they are armed with these skills, there is no challenge they won't be able to face; no obstacle they won't be able to overcome; no hardship with which they won't be able to deal; becoming the best versions of themselves will be that much easier for them." Our teachers spent the afternoon in groups across all content areas and age groups to identify how these goals are addressed or can be addressed at their level. This past school year, as units were being written and revised, our Foundational Transfer Goals were embedded into all our work.

Our teachers have reviewed the Easton Public Schools Transfer Goals with our students as well. In third grade, Curriculum Leader Tim Harrington, had his students describe the transfer goals in their own words. He then had them think of examples of how they and other students at different ages might be practicing the Transfer Goals during their days. For example, Tim's class provided examples for "Exhibiting Resilience". They said that in kindergarten, exhibiting resilience could be seen when a child is learning to tie their shoes. They said that a kid will need to exhibit resilience when they are learning how to ride their bike without training wheels. Mr. Harrington's students shared that they exhibit resilience when they come to a difficult word when reading and need to sound that word out. They also said that adults exhibit resilience when they have to practice driving to get their driver's license even if they had

already failed. When students understand the meanings behind the goals, they can identify when they are making gains in those areas. These skills can then be celebrated and seen as important learning that can support them in their future.

As stated before, many of our students already display qualities of these transfer goals. However, they have not been articulated in this manner before. They have not been specifically identified and linked to units of study. The template that our teachers use when planning units has a location for those transfer goals to be placed. Once a transfer goal is identified within a unit, the students are then able to measure their own progress through their work and performance.

In order to teach these transfer goals, it is important to recognize how the role of the teacher has changed. No longer is the teacher in the front of the classroom spewing facts. The role of teacher has morphed into facilitator. They have the intense responsibility of knowing all their students and being able to identify their unique strengths and needs. They are no longer asking students to recall facts yet they are working with students on how to use those facts to solve problems. Transfer goals are concepts that are encouraged, developed and validated through supportive instruction.

We are preparing our students today for jobs that don't exist. In order to properly prepare our students we need to relook at our role. Simply teaching and engaging students needs to move towards empowering our students through utilizing the human skills of leadership. When students see where their learning is going and what the purpose and ultimate goal may be, they can invest in their own success. Our students are preparing for a world that does not exist. If we can give them the proper tools to cultivate their own leadership skills, they will lead us all into the exciting future that lies ahead.

Footnotes:

(1) Jay McTighe. (February 2018). "Three Key Questions on Measuring Learning" *Education Leadership*. Vol 75, No. 5. <http://www.ascd.org/publications/educational-leadership/feb18/vol75/num05/Three-Key-Questions->

on-Measuring-Learning.aspx

(2) Jay McTighe & Grant Wiggins, "Planning and Teaching for Understanding and Transfer through Understanding by Design" (Handout received in Easton Public Schools Curriculum Leadership Meeting, Easton, MA, August, 2018).

(3) Jay McTighe. (2014) "Long Term Transfer Goals", PDF file, 1. <https://jaymctighe.com/downloads/Long-term-Transfer-Goals.pdf>

(4) John Hattie, Visible Learning, (New York, Routledge, 2009), 22.

(5) Paul Petrone. (January 1, 2019). "The Skills Companies Need Most in 2019 – And How to Learn Them" *LinkedIn*. <https://learning.linkedin.com/blog/top-skills/the-skills-companies-need-most-in-2019--and-how-to-learn-them>

(6) Alison Doyle. (August 24, 2019). "What Are Soft Skills?" *The Balance Careers*.

<https://www.thebalancecareers.com/what-are-soft-skills-2060852>

Dialogue: Developing Students' Leadership

Liu Feng(host):

Good morning, ladies and gentlemen, “What a pleasure it is to have friends coming from afar”, and welcome to the symposium on “Students' Leadership Development” at the 5th Annual conference of the Global K-12 Education Research Association. The Global K-12 Education Research Association has been going through five years since founded in 2014. The annual conference focuses on different themes and studies topics of common concern in the field of basic education from the perspectives of different countries and different schools, so as to actively discuss how to train people to adapt to the future society. This year coincides with the 25th anniversary of the founding of Shijiazhuang Foreign Language Education Group, which is a double blessing. The theme of this conference is “Cultivating Students' Leadership Skills”.

As we all know, leadership is one of the most concerned qualities in the education field of many countries, especially developed countries, and also an important part of the core literacy of Chinese students in the 21st century. In terms of talent cultivation, students' leadership has become one of the important indicators of student development in basic education. Today, our discussion begins with the understanding of students' leadership from admissions officers of world famous universities. Please pronounce your understanding of “students' leadership”, preferably in one or two sentences, and talk about “what is leadership and why is it so important to cultivate leadership”.

1. Understanding of “Students' Leadership”

Elsebeth Austin:

Good morning! I am very happy to be here to discuss students' leadership and how we can develop students' leadership. I think in terms of Danish

experience, leadership is an important way to achieve independence and individualization of students. Through educational methods, students can be held responsible for their lives and help students achieve a high-quality life. Therefore, the leadership of students is first of all to improve their personal qualities, and of course it is beneficial to the entire country and even the citizens of the world.

Ruth Allen:

I believe that leadership is about motivating others and realizing their potential. From the individual level, from the level of education or at the level of work, leadership will motivate them to serve the government and the country, and be able to cope with various possible scenarios, because leadership can inspire others to try their best.

Michael Lubelfeld:

I think that leadership is based on practice and values, and the result is to serve the outsiders and the public welfare.

Tracie Cote:

Good morning! I'm a principal from Massachusetts. We have the goal of cultivating student leadership in our schools as well. We teach them this through courses, and it begins at kindergarten. We set special courses, and students participate in designing them. There are different disciplines such as rational science, engineering and mathematics. So to develop their leadership at different ages, to get them out of the box and into group discussions, we believe that these lessons should start small and then really apply these skills when they become global citizens in the future.

Randolph Testa:

Good morning, I am from Harvard Institute of Education. I think a person's leadership means that he has the ability to think from the perspective of others. And he has the same mind.

Sidro Morrow:

Good morning! I come from a public school near Seattle. Our school has its own vision and commitment. Every student can meet their needs and play

their own advantages. The school has been fulfilling this commitment. Student leadership can not only point to the individual to play a leadership role. At the same time, their personal goals, that is, their own path of choice, can also play a role, which is more important than ever.

Today's world is different from the past. Students must put the problem-solving first, and the problems faced by schools must match all over the world. In the United States, We often ask students "what do you want to be when you grow up", and "what kind of person you want to be". We see that more and more questions are asked and some questions are raised to cultivate students' leadership in the hope of solving problems.

Foo Suan Fong:

Good morning! I'm from Singapore. I think leadership is leadership, not a position, not a power, but the real leader in the 21st century, or a leader, he must be able to change the world, because the global village is getting smaller and smaller. First, I think a leader must know how to care for himself, the people around him and the world. Second, he must have a heart of service and really do something for the society and his friends, so that he can become a real leader. Therefore, it is more important to be a man than to learn. I personally think that moral education is very important and key in leadership training in the 21st century.

Mark Carr:

Hello, I strongly agree with the last speaker that we live in a leadership relationship that shows enough confidence to step out of comfort and try something new, especially in building relationships.

Yana Popkova:

A person should understand his actions. Every action of him had an impact on his life, which indicated that as a leader, he should know what kind of action he would take at the world level. This was the meaning of education. In our school, there is a principle that we should ask and reflect on ourselves. Inquiry is the first step, which is that you have to be able to ask the right question. After that, we will take time to reflect on ourselves, and also reflect on ourselves

outside. We should know what kind of voice he has, so that we can understand the values and thoughts of the whole world. So we can better understand how to speak, how to express our opinions, and how to let the audience around the world hear our voices.

Elizabeth Chung:

Hello everyone! I'm a director of the school district. My duty is to help the emigrant students. I see the future problems that the emigrant students are facing. We have an ideal, a common ideal, and we should devote ourselves with love. But as a leader, we have to "cultivate the self, regulate the family, govern the state, then lead the world to peace". In today's era, we have to stand up and help each other. We hope that everyone in every country can "cultivate the self, regulate the family, govern the state, then lead the world to peace".

Luan Ming Wu:

Hello, I am a teacher from Shijiazhuang Foreign Language Education High School. It is a pleasure to discuss the topic of student leadership with you. We think that student leadership first refers to the ability of self-leadership and self-development of students, mainly including self-design, self-improvement, self-evaluation, self-learning, self-discipline, self-control, and then also refers to the ability to influence others.

In recent years, we have also made explorations and attempts to cultivate students' leadership. For example, we advocate students' autonomous learning in classroom teaching, which reflects the dominant position of students. In social practice, we cultivate students' ability to cooperate with others through activities such as Sunshine Lecture and the World Food Prize. In daily management, we let students self-manage, and students participate in the formulation, implementation and supervision of rules and regulations, which is our simple understanding of student leadership. Thank you!

Wu Xiao:

Hello, I am a teacher from the elementary school. Just now, we were very inspired by your interpretation of leadership, because we were surprised to find that the training goal proposed and practiced by Shijiazhuang Foreign

Language Education Group coincides with your views on leadership. Our training goal is “patriotism, communication, collaboration, civilization, health, innovation”. Shijiazhuang Foreign Language Education Group has been committed to cultivating students with patriotic feelings, communication skills, sense of cooperation, civilized accomplishment, healthy body and mind, and innovative spirit in one person. I think it fits very well with the understanding of the experts. People with patriotic feelings will have global awareness and responsibility, will have sharing and dedication, will understand communication and cooperation, will have the mood to serve the public, in the Shijiazhuang Foreign Language Education Group, we adhere to the concept of never underestimating students' ability, to create a display platform for each child, so that they can be everyone to do something, someone to do something, so that each child can become a leader, be conscious of responsibility and service.

In elementary school, there is such a team of students who can influence and motivate others through self-challenge, self-recommendation and eventually become a member of the leadership team. What we are concerned about is to change children “want me to do” into “I want to do”, fully mobilize children's internal drive, and put the right of speech, suggestion and decision into each child's hands. Let them be the best themselves. Next, we will continue our research to make every child a leader. Thank you!

Host:

Although we come from different countries with different national conditions and learning conditions, we can see from your speech that we want to cultivate a more comprehensive development of students, is able to stand in the perspective of others, we cultivate those who are active in caring for others, can talk with others intelligently, I think this is what we call student leadership. Undoubtedly, the training of students' leadership falls on each of our educational practitioners.

Let's move on to the next topic and think about how to develop students' leadership in the field of basic education.

2. How to Train Students' Leadership

Fu Yumei:

Our school has been dedicated to the development of student leadership, which is certainly different for children of different ages. In the lower grades, we emphasize the leadership of our children. If what the president of Foo Suan Fong in Singapore said just now, we also believe that in lower grades, we should cultivate him to contribute others. So in lower grades, we set up some positions in the class to give full play to their own advantages, choose positions and serve others. In the process of serving others, we gain the pleasure of serving others. As we get older, we gradually increase his ability to lead others. Like our school has Reading Festival every year, senior students sell books and set up stalls with lower students during Reading Festival. There are also small lectures in our school. They choose their own topics to give speeches, design tickets and organize venues. As a result, he shows his sense of responsibility and leadership in the process of accomplishing this task.

And I have a puzzle. For pupils aged 6 to 12, what aspects of leadership should we focus more on?

Tracie Cote:

I can't agree more with your ideas. We use projects to help students expose themselves to different environments and improve their leadership. In order to design good projects, students first naturally develop their most instinctive leadership talents. As teachers, we must provide them with a variety of activities. Through activities, they can cooperate and carry out dialectical thinking. Through these very natural methods, they have mastered some specific abilities in the group. In the process of collaboration Middle school, students will have different role playing. Through such experiments, we found that we provide students with some small challenges, including some specific tasks, such as designing a book, or find a more suitable animal design in the book; a primary school student will definitely not be able to complete it. The children at the age 5 or 6 must design together. Such a project cannot be done by one person. This is the first level project, and there will be more projects in the later

stage.

Through the implementation of these projects, we let students gradually master their own learning. Through extracurricular projects, they can realize such skills in the classroom. They can even design classroom presentations. In addition, we also require students to give lectures, and they can follow. More students share the skills they have acquired, which helps students to achieve their goals at a very young age, rather than teachers coming to teach and cultivating their ability to be leaders. Gradually, this design process will become more and more complicated. In high schools, it is more of a golden window period. They can do better. For example, they can help us encourage students to design wind energy engines to better benefit nature. This is a high school project.

An Chuang:

Hello, I am a teacher from the 7th grade. The 7th grade is the starting year for primary school students to become junior high school students. Our school will carry out a series of activities in the 7th grade, such as Reading Festival, Health Festival, Science and Technology Festival, Chorus Festival and Foreign Language Art Festival. We advocate reading more books and reading worthy books, and we advocate sharing books with all students. In the Foreign Language Art Festival, students plan some activities independently to show each other's English talents. Every year, each class of the school will carry out a large-scale social practice activity of "I love Shijiazhuang". All students pay attention to the people's livelihood, participate in social practice and solve social problems. Students participate in this activity with a sense of responsibility and mission. This activity will take six months from the start to the theme, field investigation and practice, to the final summary of the results. In these six months, we will cultivate students' practical ability and social responsibility.

I would like to ask the distinguished principal Ruth of the United States and the principal of Friends Meeting School, in your school, in the middle school stage, what kind of extracurricular activities are used to cultivate

students' leadership? What campus activities do you think are the most effective in fostering student leadership? How to implement it? Of course, if other schools are willing to give us advice and share, I'll appreciate it. Thank you all!

Ruth Allen:

Our school is in a community outside of Washington, and we have students from nineteen countries. You just asked a very good question. For our school, it is very important for students to have different paths to get their high school diploma. Their high school stage may allow them to have more energy to do important things. They need to have different extracurricular activities. We don't just look at what they're learning in the classroom, we also look at what they're learning outside of the classroom, and that's the real reason why we do international travel and get students out of the United States to learn different languages for exchange.

We are also working with Amazon to let students learn more computer courses. This kind of technical talent is scarce in Yali Mountain. After graduation, students can prepare for their future computer career and choose different career paths. I think different paths are our characteristics. I want to make sure that students are confident and students like it very much. To be able to stick to these courses and finish their high school studies, that's what our school district does.

Michael Lubelfeld:

My name is Michael, and I am the person in charge of the school from grade 8. I am very glad to be able to attend this meeting and to meet my peers from all over the world. Thank you for this opportunity. Just now I asked a question, and I heard a lot of outstanding answers. I think in the 7th grade of our school, we will choose a lot of social and emotional skills, that is, their spiritual level of training, cultivate the individual spirit of each child, we will cultivate how they can make friends, how to become a good citizen, and be able to do personal management and team management. We also value their responses very much. I want to know what their needs are, what their family background are, what drivers they have behind them, what resources they have to become

leaders, and how they can take responsibility for others. It is necessary that we guide them in nurturing them in this process. What I want to cultivate is an omnipotent individual, an omnipotent individual, who, from heart to mind, has all the skills they need to become a very good, mentally sound individual.

Dan Witt:

Good morning, I'm from Waterloo, Canada. We represent more than fifty school districts under our group. My colleagues have shared a lot today. I agree with them very much. But we must identify some of the most necessary and critical characteristics, such as independent thinking and leadership. Just now, we talked about many concepts, such as curriculum. Maybe every school has its own professional field and different educational methods. In their primary or secondary schools, they may teach 14 different courses, but they teach them in different ways, and the methods of each teacher are different. This is the first point.

The second characteristic, in many cases, no matter what the course is, it is very important that you start with questions, which is what we call the inquiry mode. The first step is to ask questions. In addition to this comprehensive and diverse approach, another characteristic I want to emphasize is cooperation. At all stages of students, we emphasize their ability to learn independently. But we also need to emphasize their ability to work as a team and solve problems as a team, which I think is an important feature of leadership skills. They all want everyone to play a role in the team. Another point is to evaluate students. Evaluation is very important, it is also a learning skill. Students may not perform well. He will ask why I do not perform well. If they can tell the reason, they have to accept their failure.

Tracie Cote:

I am from a public school in the eastern United States, and I agree with what my colleague just said. We combine all the projects together and all the teaching contents together to achieve the goal of leadership. We call it "the transfer goal". The transfer goal runs from kindergarten to the end of the last basic education. Throughout the whole stage, it is a comprehensive course

learning. We want students to be flexible, cooperative and communicative. Curious about being able to be local, global and creative, we will also ask our teachers to incorporate these skills into every course they teach, no matter what field they are in, and if students have these skills they will become true world leaders.

Sun Guojun:

Hello everyone! I am a junior middle school Chinese teacher and i have been a class teacher for more than 10 years. I strongly agree with the Danish experts that leadership needs to help achieve independence and help people live a high quality of life. I also strongly agree with the Singapore experts that leadership needs a sense of care and service. In the expert sharing just now, the training of leadership needs a mode of inquiry, cooperation and evaluation, which gives me a lot of inspiration. I would like to ask experts about the cultivation of students' leadership from the perspective of teaching.

In my daily teaching process, I have been carrying out the four-link classroom teaching mode advocated by the school. For some valuable problems, I will organize a group to talk about it. The group leader is responsible for organizing them, and then the student representatives take turns to speak and show them. Every morning, I will let the subject representatives lead the students to read aloud. I have been trying to use the above way to impart knowledge, while cultivating students' leadership. However, I still feel that these practices are far from enough. Therefore, I would like to ask experts how to combine the cultivation of students' leadership with daily teaching, or how to better cultivate leadership in the classroom. I hope that experts from Denmark and Singapore, as well as experts from neighboring Russia, will share this question.

Elsebeth Austin:

Thank you for your question. Your question is how to cultivate students' leadership in the classroom. In Denmark, we are more concerned about what I think needs to be emphasized is trust. You have to show trust to young students. I think you need to provide them with some space so that they can feel free

and try experiments freely. I think that sometimes, everyone may face a kind of illness, an inner illness. In the course, students will face some problems, ask them a lot of requests, give them limited time. I think to some extent to trust them, give them space, when they have this kind of experimental space, they can actually learn from the physical, It's not about being an adult every minute.

To some extent, I think it is to let go and give up your control. This is what I want and what we are trying to achieve in Denmark, but sometimes it doesn't succeed, because we love controlling students too much, but I think we need to reduce control. After all, they are young people and let them choose their own way. This is one of my answers. Thank you.

Doug Stilwell:

Not long ago, my colleague mentioned the word "training leadership", and my question is who will train the trainers? In leadership teaching, how do we know how to teach others if we are not good leaders, especially when you just talked about social and emotional education. I think you may have 26 such projects to solve social learning problems. Can you guess what teachers in these programs would say if you asked them about your social and emotional skills? They may be able to meet the requirements of six programs, maybe even less. We think you must train trainers. My question is who will training our teachers? I think this is more important than any single curriculum, or textbook. Our children see us as we are, and they want to know what kind of leaders we are as teachers.

Foo Suan Fong:

In the past, we seldom talked about who is responsible for cultivating students' leadership. I used to be a headmaster. I'll share some of my views. First of all, this responsibility belongs to the leadership, principals, vice-principals and directors. If we have reached a consensus on "student leadership is very important", how to instill correct values from an early age, how to care for others and how to persevere, these are all values. So if our leadership has such a consensus. The second level is teachers. In the past, when we trained students' leadership, there were a small number of teachers. I personally think that every

head teacher must achieve such ability, that is, every head teacher is a moral transmitter, and also provides opportunities for students to cultivate confidence, and provides opportunities for them to lead others, and then students.

I agree with what the teacher said just now. Many times, we adults like to interfere with students and are afraid of their failure. Therefore, we all think we are experts. In fact, it is very rare to provide opportunities for students. For example, as a headmaster, my speech was written by students for me, and I provided such an opportunity. At the students' award ceremony, I asked students to talk about a certain part on the stage. In such a large platform and such a large pattern, not every student has the opportunity, but all students see that the school consciously wants to cultivate them, so they will also take the initiative to improve their own ability. Of course, finally, because Singapore is a small country, when we run a school, we not only rely on the ability of the school principals and teachers, but also rely on the Alumni Association and our parents' Association to provide many opportunities for students, especially senior students, to go outside to some associations to organize some lessons, and the whole plan is done by students, Instead of teachers planning for students to implement.

Joseph Baeta:

Good morning, everyone. My name is Baeta. I am the superintendent of the North Shore School District of North Massachusetts. I would like to add a few points to what you just said about cultivating students' leadership. I think the best students in our classroom will become leaders. This is the first point. Second, some students who are not the best may also become leaders, too. You may also have this experience. Maybe I am not the best student. But today I became a superintendent myself. Before I was in school, my grades were not very good, so it puts the blame on teachers. How do you empower students? How do you see the differences between those students? Maybe their achievements are not linked to their previous academic achievements. They may become business leaders, school leaders, and so on.

Let me add one more point. We also need to provide a good platform for

all students. They regard the teacher as a collaborator and a co-conspirator, because the teacher is relatively rich in teaching experience and can take charge of the overall situation. Like your students, study with them and start from scratch. Thanks!

Dan Witt:

Hello, I'm from Waterloo School District in Canada. I want to add to my colleague's statement that your question is about designing school curriculum. I think it's back to the classroom. And I think students are all natural leaders. They are just leaders in different time periods, different places, different environments or different themes. I think cooperation is always the foundation, because on the basis of cooperation, we can better show their sense of resonance, their innovative ability and contribute to the community. Now we are in a globalized world. We believe that the ability to be displayed in classes will one day be used in daily life. I strongly emphasize the cooperation and teaching between students. This is also the way we truly achieve leadership. That's what we do in the district.

Gregory C. Hutchings, Jr. :

My name is Gregory C. Hutchins and I am near Wisconsin. I would like to add the opinions of the experts. I think the responsibility of a teacher is to clarify the purpose of learning. Adults can guide students. I set up a learning goal. How do we achieve this goal? The role of a teacher is to improve the overall ability of students to achieve this learning goal. Every student is different. The most important responsibility of teachers is to establish a good relationship between students. Let the students themselves know their choices, what tasks they want to accomplish inside and outside the school, and I believe in respecting the wishes of the students.

Leadership belongs to students. If he has no ability to achieve it, no method to choose from, and no opportunity to actually execute it, how can he have leadership? I think teachers should hide behind the scenes and let students stand up by themselves. In fact, I have read some data before. 80% of billionaires do not have a college degree. I don't mean that everyone should not go to college.

I just say that in many cases the best global leadership is not from traditional education, which is also a point to realize.

Li Shaofeng:

Dear guests, just now you mentioned a word called the head teacher. I am a teacher in charge of a class, in our class management, we are to let every student become an adult, student-oriented, and promote the all-round development of students. In class management, we will also take various ways, such as the specific affairs of the class, the organization of the class meeting, the planning of the alliance meeting, and so on, to organize these activities for students to participate in, to understand, and to grow. We really know that as a teacher, as a head teacher, we have a great responsibility. What I want to ask is that as our head teacher, what ways we have to improve ourselves to become a qualified leader, a leader among leaders. Thank you!

Our class capacity in China is larger, so the head teacher not only undertakes the teaching task, but also is responsible for the cultivation of students' various abilities besides learning. In fact, I would like to ask our guests, is there such a job in our school district or a position like this? Yeah, like a mentor. As a class manager and the ultimate trainer, what ways can we improve ourselves and students in all aspects. Thank you!

Dan Witt:

Let me answer this question. Looking for leadership qualities we usually look at problem solving, critical thinking, and their creativity, cooperation, citizenship and self-learning abilities. In fact, these also happen to be qualities that we want our teachers to have. They can have some research-based strategies. Working with other teachers in the classroom, he can formulate certain strategies and methods at any time and become a team leader. These are very important when he communicates with the students. Therefore, this self-corrective learning quality is very important. He can learn a lot from the curriculum design methods and strategies he has created and improve a lot. Then share your own learning experience, and this spirit of cooperation is also important.

Foreign Guest:

One of the lessons I can offer is what these teachers should do. Sometimes these leaders don't like the word management, but these leaders in our classroom, their role is to help us and students learn better and manage the learning process better. So the word management should be used. I have some personal experience. I feel that sometimes students are not very clear about what our teaching objectives are, so we let students evaluate their learning performance and compare their learning objectives to make an evaluation.

Similarly, teachers should also have their own teaching plans to achieve teaching goals. Students become the management system of their own learning. Teachers also play a role in this management system. You just ask questions. After all, our role will soon change in the world. We are no longer transferring knowledge. We are promoting students and encouraging students. So students have to take the initiative to manage their own learning process. We have to make sure that we give students enough comfort and cooperation with others, and we also have to teach students how to manage their own learning process.

Even before school, I saw a four-year-old child who could manage his own students, but sometimes it is difficult for high school students to do so. As for our teachers, as real teachers, you know that the classroom is a system, and you are the manager of this system. You can motivate your students to guide their own learning and provide them with a platform. If children are four years old, we can imagine what great citizens they will become when they reach eighteen years old with their current skills.

In fact, we have a lot of content to choose from, but the teaching content you really need to pay attention to is what kind of skills your students need. You can manage every student in class. This is what we often do. I heard many guests mentioned before, that is, to motivate students, but motivation is not enough. We need to provide them with certain strategies and methods. To better manage the motivation process. That is to teach students how to be good managers in their own learning system.

Yang Shuhui:

Hello, experts and teachers! I am particularly glad to be able to discuss leadership with you today, so that I can have a better understanding of leadership, especially what the Danish experts said just now. Leadership is the impact on the individual. Secondly, you have to influence the surroundings and the world. And what the Seattle experts said, leadership is to achieve oneself, but also to serve others. I think I particularly agree with it.

Just now, we discussed more about the leadership in the classroom and school. In addition, our school has also made some explorations in the family. For example, during the holidays, we will launch such activities as family affairs undertaking, and we will train our children in junior high school. It is also hoped that when they lay a good foundation, they will develop in an all-round way and improve their comprehensive strength. In the seventh, eighth and ninth grades, we will cultivate students' leadership from the aspects of habit cultivation, cultural literacy accumulation and comprehensive quality improvement. If on the National Day of China just past, we have also assigned some tasks to students. During the celebration of the 70th anniversary of the National Day, we will encourage students to search for some information about the history of the country in advance, so that students can enrich their understanding of the country. Secondly, we will also let students organize some activities by themselves, such as leading the whole family to do something to celebrate the 70th anniversary of the country, and organize the whole family to watch it together. Or some other patriotic activities, through this to enhance national pride, cultivate students' feelings of home and country, I think this is also to enhance students' sense of responsibility for the country.

In this process, in fact, we feel that students have different abilities, so in the process of organization, sometimes they do not achieve the desired results. My daughter goes to school in Canada. I have always been particularly interested in Canadian education. I would like to ask the principal of Canada, will there be similar activities at the family level in your school? If so, is it the same as us to let students do it by themselves?

Dan Witt:

Family is really an important part. We find that parents, students and teachers are the three pillars of the educational path, so it is very important for parents to participate and keep them informed. The progress of students is very important. We also hope that they can play a supporting role in the whole student's learning life. As for specific family activities, We do our best to find every opportunity to invite parents to connect with our school district. We want to establish an open relationship with parents so that they can participate more in our school activities. I personally served as a high school principal for many years, and I realized that in high school, one of the most important obstacles students faced was the feeling that their parents and school were disconnected. Schools are the center of the entire educational community. Our educational resources seem to be spread out from schools. We want to invite these parents to participate in our healthy teaching life.

For example, Canadian schools have an open concept. We welcome parents to our libraries and establish community relationships with us. For example, libraries are an important way for us to invite parents into society. This is our key strategy when parents participate.

Vic Degutis:

I would like to share a few points about professional development. The first point is that we all recognize that we are lifelong learners and that we are always learning, so we are the facilitators of learning in the classroom, but I always believe that if I want to learn something in the classroom, I will ask the right question. My colleagues are here to share their experience. But to be honest, we are also learning from you when we leave China, otherwise we would not be very good learners. We can't just say that teachers know everything and students know nothing, so one-way transmission is problematic.

Second, what we recognize is that we all live in a learner's society. We play an expert role in this community. Sometimes teachers also need to communicate with each other. You should share with your colleagues what kind of teaching problems I face. When I see such phenomena, I should tell you. What do we

do? If telephone conferencing, telephone conferencing is useful to make people communicate more, not teach each other, you can read books and watch videos. These are also ways to learn knowledge, but I think communication between each other is more important.

Third, from the perspective of leadership, you have to have a philosophical thinking. You have to cooperate with all levels of the school. School management and school leaders have their own vision. We also need to realize that we need to establish best practices to cultivate leadership. We can't always worry about the failure of leadership. Every leader is the same. I think you are all experienced teachers and principals, but you can't ask for the order you imagine. You have your own self-confidence and curriculum areas. You should let teachers design on their knowledge. I think maybe the classroom in high school is as disorderly and chaotic as that in kindergarten. This kind of thing should be allowed to happen. That's the real solution. Sometimes life is a mess. Life is like this. I think we all live in the same world. If everyone here has questions or wants to discuss, we are happy to answer them, because we also want to learn from you and listen to your sharing.

Elizabeth Chung:

Teachers and guidance are always indispensable energy. There are five teachers in your life. You can think about who your teachers are. In primary school, we may see more middle-aged people in the community, or community workers, who were our initial mentors. We will ask them a lot of questions. We will see them in primary school and secondary school. This is the most tumultuous moment in our lives. I always believe that there may be a slight difference in the environment between China and the United States. Chinese American families from China to the United States may not know the system and educational environment of the United States. They need mentors to help them meet. Teachers are also students' mentors. We must make good use of the functions and responsibilities of these mentors. In our system, in the Chinese system, people may retire earlier. We also see a lot of cross-border communication opportunities. I believe that older people can learn from their

children and children can learn from their parents. This is a cross-border communication opportunity. I believe that mentors and guidance are always an important part of leadership.

Susan Enfield:

We have been discussing what leadership is and how to cultivate it. I want to make two points, which I also think are crucial, that is, the relationship between action and influence. In fact, our behavior is guided by our ideas and consciousness. Our ideas and consciousness are educated. Our behavior and image produce value. When we think about it, we are teaching students different values, including tolerance, self-reliance, sympathy, empathy and respect. These are all simple values. They will also abide by these concepts as they grow up. Whether they are leaders in music, art or technology, the key areas are not important. The most important thing is that no matter what industry or location they go to, they will be a good leader and they will have a good impact. Thank you!

3. How to cultivate students' leadership in each stage

Host:

We just spent more than an hour talking about what is guidance and how to cultivate it. In addition, we talked about how to cultivate students' leadership in different fields and different stages in the classroom, in our activities, in the family and so on. It also involves some philosophical questions, such as cultivating leadership, whether leadership is innate or acquired. It seems that there is no unique answer to this question, but I think it is like what Bernard Shaw said. If you have an apple, I have an apple, we exchange each other, and everyone has an apple. But you have a kind of thought, I have a kind of thought, if we exchange each other, we will have two or more thoughts. I think today's leadership forum is also like a stone thrown into the waves of education. I believe that through our dialogue today, we can also make a lot of changes and changes in our actual teaching and education. Next, we invite the teachers of the kindergarten department to talk about how to cultivate leadership in the

early childhood stage.

Teachers' representatives:

Good morning, I am a teacher in the kindergarten department. As an adult, a teacher is actually a supporter and encourager of children's learning. Let them experience, experience their success and failure, and sum up their learning experience.

In our kindergarten, adhering to the concept of "game + experience = learning", teachers design various game activities to enable children to learn in games and develop their various abilities and good learning qualities. For example, we will set up "little students on duty" activities in the class, so that children can help distribute tableware, tidy up tables and chairs, help cook and so on. We also train students to be a planned learner through activities, for example, for children around five years old, we can let them record the work they want to do through the form of painting, play and work according to the plan they draw, and after the work is over, they can tell their own works in front of the collective, and tell what happened in the activities. We will also encourage parents to use the form of family group activities to let students plant trees with their parents in spring, so as to cultivate their children's ability to love nature, the environment and care for others.

I would like to ask a question: Is there a critical period for the leadership training of younger children? From what age is more appropriate, or boys and girls are children of different genders, should the training of leadership ability be consistent?

Livio Marianti:

I am from Italy. I am very lucky to attend today's meeting, and I was invited by my Danish friends. This time I came to the meeting to help me think more and better design the curriculum of the school. Our school students are from eighteen months to thirteen years old. In so many years of practice, we have taken into account the environment to help students learn more about nature. We pay attention to nature education. We are also very lucky because the school is located in the middle of the mountains, next to the city, which

means that students are close to nature. They can feel and observe everything in nature. This is also our advantage.

We see that students are happy to participate in nature and influence their behavior every day. Now we have a special system project for students to grow their own vegetables and fruits, including potatoes and tomatoes. First of all, we can make students aware of this. We have a goal that, as leaders, they know what kind of crops they can produce. At the same time, only by following the laws and rules of nature can we have the moments of spring and autumn. After completing the agricultural project, they can also learn how to cooperate with students. This is our specific case.

Mara Nicastro:

We think we need to improve leadership in primary school or when we are young, for example, five to nine years old. During this period, they actually have a lot of fun in the process of growing vegetables. They will buy some iPads to take pictures and understand the growth of their vegetables. They will also write down all the processes. At the same time, they need to set up similar funds. They will also choose some great gardening heroes. Their whole gardening goal is to have organic food. They will also set up a food bank. Some poor families, who can't eat fresh vegetables and fruits, can buy them from us. We also want to add that the video just showed very clearly how we let students master the freedom to explore the world without too much fear of the world. There is a lot of fear and anxiety in the world. From childhood, from students, we always say that children should be careful. If you want to do this, don't do it. The little boy in the video just went to use the oven. Maybe many parents say that you should not be burned. There is no such restriction in this video. The so-called freedom is that you explore the world without too many restrictions. You have to make mistakes and bear the consequences. This is the source of self-confidence.

So finally I want to say that we can do the same thing in nature. Our children have nature. We should encourage them. As long as they make progress, we reward them. You can have some supervision, but our basic idea

is to explore without interference. We can go into the water, play with insects, climb trees, play with sand and build castles. As long as they want to do what they want to do, develop their leadership skills, not afraid of nature, to understand the beauty of nature. Integrating nature into the world, integrating nature all the year round, whether it's rainy or sunny, I think these are the important elements of our curriculum development.

Susan Enfield:

For these four-year-old or kindergarten children, for example, the school gives them one day off at the age of five, and half a day in preschool, I want to make sure that they can manage themselves, lead themselves effectively and put themselves in a learning environment. We have a perennial cooperation with Yale University. We help students express themselves, self-manage and manage their emotions. We will devote a day to let students express themselves and listen to their feelings. If they have what kind of mood on this day, they will be motivated to participate in the learning process. This is called self-management. For young children, this emotion is very important, it is a kind of freedom, but at the same time, they also need to know how important a lot of management work is.

Christine Pruitt:

I think kindergarten is the most important stage in the whole education system, so thank you for mentioning this issue. In our state, especially in the eastern part, we realize that there are many kindergartens that may face the problem of maladjustment. We want to see the difference between the first year and the second year. In the kindergarten stage, different kindergartens have different skills. The first year and the second year have different skills. If we pay more attention to self-management and self-supervision, we will let children go from one center to another to learn what they choose for themselves and what they can learn in this center. Giving students such choices is self-supervision. We believe that this is the beginning of the leadership training journey. They can really develop their ability to play their responsibilities.

Host: I want to leave the following question to the high school students

present. They must have their own problems.

Student representative:

Hello, everyone! I'm a student from Shijiazhuang Foreign Language Education Group high school. It's a great honor to be here today. I have a question from the perspective of students, that is, what kind of work and what kind of major students can better cultivate their leadership.

Vic Degutis:

The answer is very simple. All majors, all opportunities and leadership are needed in all aspects. Whether you study science or just take care of the elderly, it doesn't matter if you study law or accounting. It doesn't matter if you major. The characteristics of leadership are important for all majors. Don't limit yourself.

Christine Pruitt:

I would like to add that the quality of employees sought by some American enterprises has also changed to some extent. The necessary skills of employees they need are no longer real-time talents. On the contrary, they focus on the problem-solving ability, critical thinking and whether they have a certain personality to establish relationships. Some of America's top companies now require employees to have these skills, rather than the so-called high IQ.

Wang Zhicun:

Hello, everyone! Thank you very much for your discussion. As a teacher representative, I would like to say something from my heart. Although we are talking about elite teaching globally, I think the educational aspect of special student leadership is also what we should all pay attention to. When I was teaching in three schools in Britain, I found that the schools there paid special attention to special students. There were special teachers who trained them and led them. There were also special students who helped them during the break. They were not allowed to fall behind and go with all the children equally. In fact, this coincides with the educational phenomenon in China. I believe that social education is the same, and the common idea of human beings is also the same. Just like the concept of leadership discussed by experts just now, there are

similarities and differences. We all yearn for the truth, goodness and beauty of human beings. In Chinese education, when the People's Republic of China was founded, there was the cultivation of students' personal leadership. Our teachers led the children into the factory to learn and carry out various social activities, not only to let those capable children participate, but also to pay close attention to the poor families or special groups of children. So whether it is Chinese education, I see that British education, and I have heard of education in other countries, there are their own measures or actions to cultivate the leadership of special groups of students. Now I would like to ask all of you here, can you give us some practical cases in the cultivation of this special group of students?

Mackenzie Strouf:

I think whether these children need our help in learning or not, all children have leadership skills. We can't teach these children in a unified way. Some special children need special help. What is a special child? In my school, these so-called special children do the same thing as other students, but slightly different. Students will set goals, but the goals of special children will be slightly different from those of some students with better grades.

Ruth Allen:

I am engaged in special education. I agree with the answer just now, and I will add some details. It's really difficult in this situation, because students are a special group. The students I deal with are good at reading, but not good at math, or good at math, but not good at social skills. In the process of setting goals, you need to classify them. Maybe the goals set by a student are no longer at this level, but more at the behavioral level. There will be some specific ways to help them formulate strategies. We need to check them repeatedly. Every day, we need to see how they perform today and how they perform in the next class. Of course, the case I just talked about is middle school students. Middle school students have different teachers. They may have a better relationship with one teacher, but not with another. In one class, the performance is better, and in another class, because of the different relationship, the performance is different. We will check repeatedly that these students will communicate with me

repeatedly. They will communicate with me before class. If we can talk, what will you do after you go in? What kind of task does the teacher have? How do you accomplish this task? The students will answer me. I said that you are not an adult, and you don't need to be mature enough. When it comes to methods, they may be able to talk to you about five points. They have some different ideas. These are all emotional support for students. Finally, after class, he will talk to me for two minutes and report what he felt in class just now. Every two classes, they will talk to me. This is learning support.

And we communicate by classification. According to their different performances and achievements, these children may have many difficulties in many subjects. We need to develop different methods to help them understand the concepts of learning. How to teach these methods to them may require us to have some research-based methodologies. If we want to learn from each other with our colleagues, from the practice in class, maybe this kind of communication is only a few minutes, but you have to do a lot of research, a lot of communication, read a lot of books and communicate with many colleagues to find the right way. After all, students face different problems.

These students may need to spend thirty or forty minutes to tutor each time, but in the tutoring time, if I use a method that may not work well for the students, I will think of different methods, maybe different solutions for each student, some are multiplication, some are division, some are calculus, or depending on the characteristics of the students themselves. Some students learn more through calculation, and some use touch and feeling to memorize. I think it's better for individual students to see which methods they can best try. What applies to A may not apply to B. Especially when doing special education, it's more difficult. I think my ideas can give you some inspiration.

Student representative:

Hello, everyone! I am a 10th grade student. The more pressure we have on learning in China, especially in high school, I would like to ask how to balance learning with extracurricular practice and ability development. Can you give us some good suggestions to help us clarify our ideas?

Russell Reiter:

First of all, we admit that leadership, behavior and skills can be cultivated, but they cannot be cultivated in books. Without practice, participation and activities, it is impossible to produce these emotional and emotional changes, such as self-discipline and persistence, optimism, or self-control and cooperation skills, which can only be demonstrated in activities.

Host:

The exchange in the morning has come to an end, but I believe that every guest here and our teachers are still not satisfied. The old Chinese saying is "Therefore, the responsibility of today does not lie in others, but in my youth. The youth is wise, the country is wise; the youth is rich, the country is rich; the youth is strong, the nation is strong; the youth independence, the nation is independent." This is our summary phrase today. I hope that after our discussion today, we will have a new understanding of leadership and everyone, so as to cultivate more and better talents for our country and our nation.

Q & A: How is Student Leadership Possible?

Host:

Good afternoon, guests, media friends and our small journalists! It is a pleasure to invite educational professionals from the United States, Canada, the United Kingdom, Finland, Denmark, Italy, Russia, Singapore and Costa Rica today. There are journalists and friends from Xinhua News Agency, Shijiazhuang Daily and Hebei Radio and TV Station. Here are our small journalists from Shijiazhuang Foreign Language Education Group, elementary, middle and high schools.

Welcome!

We, Shijiazhuang Foreign Language Education Group, have held five Global K-12 Education Research conferences since 2014. Every annual meeting focuses on different themes. This year, our theme is the cultivation of students' leadership. Next, our Shijiazhuang Foreign Language Education Group journalists will ask the experts about the cultivation of students' leadership. I believe we will have a pleasant communication today. Now the questions begin.

Little reporter:

When I was in the first grade, I began to be a class cadre. I am also an older class cadre. But when I was running for election, my father always said to me, "They say you haven't managed yourself well. You have to manage your classmates. I don't think you are qualified." But my parents said to me, "If you want to manage your classmates well, you can manage them well." Then you have to make yourself better first, so they say you can get rid of your position first, and it's not too late to do it later. Excuse me, how should I face such a problem, or how should I persuade my parents to let me be a class cadre.

Klaus Lundsgaard:

First of all, no one can decide whether you can be a leader. Your parents can't decide whether you can be a leader. Only you can decide yourself. First of

all, you can decide to ask questions in English.

Andrew Williams:

Another thing, if you want to be a good leader, you have to understand your parents first, plus your desire to be a leader, and you can be a good leader with those factors.

Christine Pruitt:

Everyone has the temperament to be a leader. So when your parents tell you that you can't be a leader, they tell you that you can't be yourself. So you will be a leader. You have to decide for yourself. You will have a bright future.

Tiana Massaquoi:

You can ask your parents why you can't be a leader.

Little reporter:

This is a very interesting answer. I am now a teenager in my thirteenth and fourteenth years of age, and I am also in adolescence. Our self-awareness is increasing and we need a small universe to explode at any time. As class cadres, how can we better manage class order and enhance the prestige in the class?

Christine Pruitt:

As a leader, you tell them how to go this way, and you tell others what the future will look like.

Little reporter:

In your country, do you have such a class as China?

Tatiana Bonuma:

When we were in elementary school, there were fixed classes. By the time we reached junior high school, there would be fewer fixed classes and more different classes depending on students' interests, their abilities and their experiences.

Little reporter:

When students are organizing activities, should teachers let them design the whole activity or prompt them at some critical time?

Joseph Baeta:

From my point of view, when I'm having an event, I'm going to let my

children do it. I'm supporting them. If I need more guidance, I can.

Susan Enfield:

You'll have a balance here. To be honest, teachers will give you their own guidance and boundaries in the organization.

Little reporter:

Each of our schools and classes has its own class cadres. Each class cadre is the fastest growing person. Are there any class cadres in your classes? If so, how do you choose class cadres? If not, why are there no class cadres?

Klaus Lundsgaard:

In most Danish schools, we have almost no student leadership. What is the reason? I feel that this is because of traditional reasons, but the school provides equal opportunities for students, we will also have some official sense of leadership, not actual leadership, we just want students to develop equally.

Little reporter:

I know that different countries have different traditions, but when I traveled to the United States and Britain before, I found that many schools did not have class cadres.

Mackenzie Strouf:

I'm from the United States. In our school, we need student leaders. Everyone is a student leader. They have it every week, and they take turns to be a student leader. We will also have school leaders. It will be more difficult for them to apply. They will also have their own power. In general, we hope that everyone will have the opportunity to become a student leader. To be honest, it is very difficult, and it also needs the control of teachers.

Tracie Cote:

Let me ask the next question, what is your class leader responsible for?

Little reporter:

Our class cadres are responsible for all kinds of different things, some are to help turn off the lights, and some are to remember to water the flowers. They are all very small things, but they are all very important things.

Gregory C. Hutchings, Jr. :

I'm Alexander from the United States. Our school also has student leaders. There are many grades. Our good students will become student leaders. What do they do? They will lead some visitors to the campus. We ensure that many people have jobs to do. They learn a lot from their work. Grow, learn, and do your best in this activity. If there is a chance, we will let everyone become a student leader, because everyone is the best.

Little reporter:

Some students are afraid that the answer to the question in class is not complete enough, so they think it is better not to answer this question. Is there any way for them to show their views more actively?

Gregory C. Hutchings, Jr. :

If you're willing to step out of your comfort zone, every mistake you make can lead you to success, and it can also lead you to grow and learn from it, and ultimately to become a powerful person. For me, I am willing to take risks and try something new. If you are not willing to go out of your comfort zone, you will never grow. So go out of your comfort zone and learn something. Don't be afraid to make mistakes.

Little reporter:

What is the significance of developing leadership for students who are naturally introverted or accustomed to obeying others?

Joseph Baeta:

Just be yourself. Not everyone is an extrovert, and I'm sure many of the principals here are not extroverts. Many of us are introverts, so being an introvert is the ability to be a leader. So just be yourself.

Simon Elliott:

I have a different answer. Your emotions influence your thinking. Your emotions determine your thinking. You put the pencil to your mouth, as I do now. Then you can be in a smiling state just now. What you think now is that you just think what other people will let you do. You just think what you should be as a leader. So you just have to be yourself.

Little reporter:

If I put a pencil in my mouth like you, it won't make me happy, because you also know that pencils are poisonous. But I already put it in.

Mark Carr:

I'm an introvert, but my colleague is an extrovert, so when he acts, he acts first, and I think first, and think more before I act. We form a good team. Leadership is not a person's work, but a team's work. That's my answer.

Jonathan Rouse:

I used to be a very introverted person. When I was in high school, I tried to be a student leader. Many people think that extroversion is more than introversion. Extroverts get more attention. But you also need to know that 50% of the people in the world are introverts and 50% of the people are extroverts. What are extroverts sometimes? We introverts can also think. We can also be extroverted. So introversion is not important. What matters is how you think and how you act.

Little reporter:

I am now in the sixth grade, and I am about to enter junior high school. Entering junior high school means entering a brand new class collective, which will be very strange. How can I quickly integrate into the class and win everyone's trust? After all, after entering junior high school, I still want to help teachers deal with class affairs. In your school, if students are faced with such problems, how do they solve?

Mai-Britt Beith:

I think you're very communicative. Everyone feels that it's very difficult to communicate with others when they enter a new group and face new people. But I don't think you should take this too much as a problem. Be yourself and communicate well. You do a good job.

Ruth Allen:

Well, the first thing you've shown me is that you're very confident. You're a good communicator. If you go to a new class, don't wait for people to greet you first. You greet them first. You're very friendly to other people. You can

invite them to lunch and invite them to the playground. So you have to be friendly and open to everyone. You have to communicate first. Then you will be a good leader.

Christine Pruitt:

Good friends are fine, not many. You don't need to have a lot of close friends. You just need close friends who understand you best and are most compatible with you.

Little reporter:

Do you need to make changes when you think you have the ability, but you can't get the recognition of teachers and students? How to show yourself?

Ruth Allen:

You don't get stuck in the title of leader, or necessarily class leader, or whatever, any time you just show people that you're friendly, that you're helping people in different ways, and as you do more and more, you'll do better and better.

Little reporter:

I think one of the most important aspects of student leadership is the ability of autonomous learning. I have a classmate, every time the exam is one point higher than me, I am very distressed. How can I surpass him and improve myself ?

Klaus Lundsgaard:

You don't have to catch up or surpass anyone, you just have to do your best and be happy with it.

Christine Pruitt:

My son is in second grade and he's having a really hard time reading, but his friends are reading really well, so I told him that everyone has their own difficulties. He's good at reading, but he's having a hard time making friends. So you need to know that everyone has shortcomings, and you just need to do your best.

Mackenzie Strouf:

You don't have to compare yourself to anyone else. You just have

to compare yourself. Before you take the next test, you see where you've improved. Next time you take the test, you can see if you've improved. If you have, it's good. You don't need to compare yourself to anyone else.

Tiana Massaquoi:

All you have to do is set your own goals. You just have to accomplish your own goals. You can talk to your parents and let them help you. Let them help you get better. So you don't have to worry about it. The most important thing is to set your own goals and then achieve them.

Little reporter:

Shijiazhuang Foreign Language Education Group has unique four-link classes and many interesting activities and class meetings. Our group gives students the right to express their opinions and opinions. In your country, how do you give students the right to speak?

Deborah Clancy:

In our school, it's very free. In class, students have different projects in each class, so they can express their ideas and opinions in these projects. Our school is very open.

Ruth Allen:

In our school, we have different projects in each subject, such as literature and mathematics. We ask students to solve problems, and then we ask them to think about the characters. What do they think is a better character? What is a less good character? Let them express their own opinions. We will ask two or three groups and then let them present.

Andrew Williams:

There are all kinds of meetings at our school, and students will talk about all kinds of issues, like the food in the cafeteria, how to recycle plastic. What we need to do is to make sure that students not only talk about it, but also take more action. So after the students have taken action, we will gather the whole school to listen to the students report their results.

Little reporter:

If we help all the students to improve their leadership, as their leadership

ability improves, as human nature, they will have the opportunity to show themselves, and they will compete for leadership positions when holding activities. If too many people want to compete for the leader, there will be no one to carry out the task, so it will lead to a very messy activity.

Mackenzie Strouf:

Leaders sometimes need to be silent. You need to know when to step up and take command of the organization, and then you need to know when to step back and let others do their part. So as a leader, you need to know how to use other people's abilities.

Tracie Cote:

We're all leaders here, but we often think about how we can be better leaders. Each of us has our own strengths. We should think about what the strengths of others are and use our own strengths.

Susan Enfield:

It's not easy to be a formal leader. You need to deal with all kinds of problems. You need to be honest enough and you need to know what you can do.

Little reporter:

Will the level of leadership change in one's life? That is to say, is it possible for teenagers who have not been trained in leadership in their youth to become world-famous leaders when they grow up? Will you miss the opportunity to become a leader in the future if you miss the opportunity of class cadres?


Tatiana Bonuma:

Leadership can start at any age. It can be 20, it can be 30, it can be 35. All you have to do is be ready and wait for the opportunity.

Host:

Today, we have communicated and discussed the issue of cultivating students' leadership from different perspectives in different countries. I would like to ask young journalists what you have gained?

Little reporter: Yes.



The Cultivation of Students' Leadership in the Context of Globalization

Host:

I hope you can continue to work hard with full harvest, become a useful person to the society in the future, and become a proud person because of you.

Thank you for your answers, thank you!

Excerpts from the Speech of the Sixth Academic Committee Meeting of the Fifth Global K-12 Education Research Association

(Note: This meeting is the sixth academic committee meeting held as usual before the opening of the fifth annual conference of the Global K-12 Education Research Association. Gu Mingyuan, Shi Zhongying, William Fish, Liu Baocun, Dong Songshou, Liu Jiangyi, Qiang Xinzhi, Li Hongxia, Pei Hongxia, Nie Yanjun, Shi Xiaoling and Teng Jun attended the meeting.)

1.Report on the work of the previous academic committee meeting

Li Hongxia:

I report six tasks to you.

One was in May 2019, when an academic committee meeting was held in Beijing. The Global Alliance for Basic Education holds academic committees twice a year, the first in May and another around the annual meeting of the Alliance. In May this year, the experts of the Academic Committee made a suggestion on the purpose of the Alliance Conference: to build a global basic education research platform, carry out international educational exchanges and cooperation, promote the reform and innovation of basic education, and serve the sustainable development of human society. This proposal is planned to be formally submitted to the Council tomorrow and determined as its purpose.

The second item is the specific expression of the theme of the annual meeting—"Students' Leadership", after the Alliance Conference determines the theme, and suggests that this conference should be expressed according to the cultivation of students' leadership.

The third item is about how to improve the quality of meetings, two suggestions were put forward: First, the meeting sub-forums should be held according to different themes. At that time, people proposed that the training

of students' leadership should be based on a theoretical framework and a practical framework. Later, according to all the speeches received at the conference, there were many practical categories, and the theoretical level was organized separately. The two sub-venues have not been fully achieved this year yet. The second is to put forward the leadership around students during the meeting. Delegates submitted some cases about students' leadership training in our school, which can be more prominent in readability and reference to primary and secondary schools in basic education. Later, we sent a notice to all participating schools for solicitation. Some of them were collected, but they still did not meet the standard of being a book, and the quality of the cases needed to be further adjusted.

The fourth item is about the Blue Book, ProfessorGu proposed to publish Chinese and English in two volumes, but he didn't have time to do this in last session. This session plans to publish in two editions in both Chinese and English. When publishing, two book numbers are needed, so it is necessary to add book numbers. Now time is tight. Sample books will arrive during the conference and will be sent to foreign guests after official publication, so we can separate Chinese and English.

The fifth item is about expanding the influence of the Alliance Congress. Professor GuMingyuan suggested that some member schools should be invited and developed in China to expand their influence. If it is too late, domestic schools should be invited to attend the conference. A total of 55 schools from 14 provinces participated in the conference, Shijiazhuang is more. The principals of various schools in Shijiazhuang will attend the meeting from tomorrow morning, Hebei Provincial Department of Education informed all localities to send representatives to attend the meeting. This afternoon, in order to let the participants know more about Chinese education and Shi jiazhuang Foreign education, foreign guests are organized to visit three educational assistance schools in three groups. Through this activity, foreign school principals earn a deeper understanding of educational assistance outside Shijiazhuang Foreign Education Group, a better understanding of Chinese education, and a better

understanding of the balanced development of Chinese education.

The sixth item is about increasing the number of member schools. Today, we will focus on the next topic.

Shi Zhongying:

It gives me great pleasure to meet again and attend the meeting of the Academic Committee on the eve of Global K-12 Education Research Association. Just now, Secretary Li Hongxia introduced the feedback on the implementation of the recommendations put forward by the Academic Committee on May 12th.

Firstly, I agree with the revised purpose of the alliance. I think the purpose is quite clear and important, which shows the strength and ambition of Shijiazhuang Foreign Education Group and the Global Basic Education Research Alliance. It is very atmospheric and I fully agree with it. On the issue of improving the quality of meetings, this is an eternal topic, and we can't expect to improve the quality of the meeting to what level at once. As long as we conscientiously sum up some problems existing in the meeting every year, improve our work continuously in the future, and hold a summary meeting after the meeting, it will be very beneficial to improve the quality of the meeting. I have no problem with the Blue Book. The issue of expanding the influence of the alliance has expanded a lot this year, and I especially want to praise the organizers of the conference for arranging foreign education representatives to visit mountain schools. This is a very meaningful conference arrangement, which helps international scholars and international educators to understand the whole picture of Chinese education, which is very important.

As for how to increase the membership of domestic alliance schools, we can ask the Council to discuss it again. The scale of participation should not be too large, it's not suitable to be big. Just now, I talked about whether the meeting should be hosted in turn. I think we cannot take turns to undertake it for the time being. Because the ability to hold the conference is crucial, Shijiazhuang Foreign Education Group should say that it has five times of experience in holding conferences. Our abilities have been tested, as far as

China is concerned, I doubt whether an ordinary foreign language school can run such a conference well. If someone actively bids, it can be done, but it must conduct on-site inspection and evaluate whether they have held such a large-scale, high-standard and high-level international basic education conference in the past.

2.On the theme of the annual meeting

Qiang Xinzhi:

Before I say the suggestion, I would like to add more. Just now, the general feeling of the purpose is getting closer and closer to the actual work, which is not particularly clear at first. After several repeated revisions, the purpose gets closer to the reality of the meeting, which is more instructive in both direction and operability. We have mature experience in running this conference. On the one hand, our government gives great support. Every year, the government has a fund for introducing talents. The Foreign Affairs Office of Hebei Province strives for the fund for introducing talents in place, which is of great significance to the success of the conference.

The organizational content of the annual meeting has changed in the past two years. Since last year, a day's activity has been arranged before the official activities. This activity is mainly to give their foreign education representatives a practical perception. All the speakers communicate, exchange and talk with the teachers of the whole school around this year's theme, and adopt the way of iterative discussion. The communication between them is very important. Every year, the meeting organizes people to inspect the education in mountainous areas, and foreign representatives pay great attention to the education in remote areas of China.

In the process of holding the conference, we are constantly thinking about how to make the quality higher, especially how the quality of the Blue Book can be more influential. This is the bottleneck we are facing now. There is a process, which we have already done and will continue to improve in the future. There are two ideas about the theme of next year's annual meeting. One is that

the previous annual meetings focused on students' core literacy, and the content is learning to learn. This aspect has not been involved, and other contents of core literacy have basically been involved, such as humanities, science, health, responsibility and leadership this time. Among these six categories, "learning to learn" has not been involved. It is suggested that "learning to learn" should be the theme of the annual meeting next year, thus basically covering the six categories of core literacy.

However, there are still limitations in the content of "learning to learn". Happy learning, good learning, interesting learning and diligent reflection belong to learning methods and strategies. It is certain that information awareness is very important. In the information age, how can students learn well with the information age? From this perspective, there is still room for expansion.

On the other hand, we also have an idea to connect with the modernization of education. Educational modernization is a big concept. We first cut in from the perspective of modern technology and school development at the school level. In fact, it is not a simple matter to truly modernize education at the national level. Education modernization is first and foremost rural education modernization and mountainous education modernization, so as to talk about education modernization, which is a very arduous task, and we cut into this theme from this aspect.

Liu Baocun:

President Qiang has drawn up five themes for us, which relates five areas, but there is still one area to go. "Learning to learn" can be a train of thought, or we can continue to follow the train of thought of literacy, because in terms of the whole literacy, there are some other literacy in the world, which is not only China, but also China's three major fields, five aspects and eighteen major points. We come according to this logic, which is not quite consistent with the world. From the perspective of literacy, there is a very hot literacy worth discussing, that is, global literacy, which is also very hot at home and abroad, and has now become a hot spot of global reform, which can be considered. I'm

not saying that I oppose “learning to learn”. It is also a good point. From the perspective of literacy, global literacy is more worth doing.

Shi Zhongying:

The determination of the theme is very important for the annual meeting, because it is the leading thing of the annual meeting. President Qiang mentioned “learning to learn”, which has been mentioned internationally for many years. If the theme is determined in this direction, I suggest whether it can be changed to redefine learning, because great changes have taken place in the concept, theory, technology and value of learning in recent years. In 2015, a report was published, in which a new concept of learning was defined. Teacher Gu wrote an article about a new view of learning, As far as the content of learning is concerned, learning knowledge, learning attitude, emotion and values are all learning contents. In terms of learning methods, he especially pointed out that learning is not entirely an individual behavior. Learning is a collective action, we have talked very little about this concept before. We always say that learning is a personal matter, in fact, we all know that a person's study is closely related to whether his environment is supportive or not. Students' weariness and dropping out of school are closely related to family environment, class environment, learning support and teachers' learning guidance. Learning is not only a process of wisdom, but also a process of devotion. This is the understanding of learning in Chinese traditional culture. Learning is not a cognitive process, but a whole process of physical and mental input.

Therefore, to solve the problem of learning or “learning to learn”, the most important thing from the current international report is to re-understand learning. “Learning to learn” is a bit old, and redefining learning seems to represent that the theme of our forum is contemporary, cutting-edge and leading. The concepts and problems raised in the theme of the annual meeting may not be solved at the meeting, but people must be stimulated to think, and the problems should be considered from the current international scope and global perspective. “Learn to learn” was put forward in 1972. From 1972 to nowadays, what changes have taken place in human understanding of learning?

We can put in information technology and collective learning. I think this may make the theme more leading and inspiring. This is one.

The second one is about the core literacy of primary and secondary schools. Human destiny is more closely connected with each other. Atmospheric problems, environmental problems, pollution problems, anti-terrorism and other issues must be realized with global understanding, global cooperation and global participation. After discussing each accomplishment and several accomplishments respectively, should we discuss one of the most critical youth core accomplishments in this era? Moreover, foreign language schools should have a global perspective, which is mainly different from ordinary primary and secondary schools.

William Fish:

I think the most important point we need to pay attention to is a very specific aspect. I think it is very good to redefine the topic of learning, but in any case, no matter what topic is finally determined, it must be a very professional and specific topic, otherwise, people don't know where to pay attention to and what specific topic.

Gu Mingyuan:

The topic just mentioned is very important, and I quite agree with Comrade Shi Zhongying. There are two aspects to consider this topic: One is macro, redefining learning from the perspective of ideas, how to call "learning"? Learn what? From a macro perspective, how to learn, how to call learning. What is learning, learning what, this is from a macro perspective. In addition, what Professor Fish said is very reasonable. How to concretize and macroscopically talk about ideas, UNESCO has talked about several aspects in the book *Reflective Education*, but when it comes to a school, there are still some specific topics to consider. There is also a deep learning that is widely carried out by everyone now. Deep learning is more specific, and it can also be considered. Deep learning can consider how to study deeply in various disciplines. Future discussions can consider how to study deeply in mathematics, science, language, and macro and micro aspects can be combined. Experts can be invited

to talk about the macro, and it is very difficult to practice in specific schools, so there are some specific ones. Generally speaking, I think the concept of deep learning is very important, which can be organized from both macro and micro aspects.

The second one talks about microcosmic, so we should prompt to collect cases in this notice, and don't wait for cases to be collected later. Cases should analyze how their schools do, and how to study deeply. Macro and micro look at how to combine in the future. This topic is very good to "redefine learning". We do have a question of guidance. What is learning? Is learning knowledge alone called learning? Now there is personalized learning. Some parents put their children at home. Now they advocate personalized learning. Is personalized learning a person's study? Learning is collective. In addition, learning now talks about competition. I advocated long ago that learning can't talk about competition. Students can only talk about cooperation, mutual assistance and mutual help. Learning can't talk about competition, but now learning has already become competition. If I get a hundred points, you can't get a hundred points. When a child gets a hundred points, he cries. His mother asks him why he cries. He said someone else got a hundred too. How does this reflect the spirit of cooperation and respect for others? What is learning, what to learn, just to learn knowledge, or to learn to be a man, specifically speaking, it may need to be divided into macro and micro points. This is my opinion.

3. About the influence of the alliance and the annual meeting

Nie Yanjun:

I would like to make a few suggestions about our annual meeting of the Global Alliance for Basic Education and how it can be more influential.

First of all, let's enlarge the pattern of holding this conference. We should not only hold a small symposium in May, but focus on holding such a conference in October. In fact, our conference should be far-reaching not only in China but also in the world.

First, it is very important to "warm up" the publicity before the meeting.

The publicity and promotion before the meeting, especially in the mainstream media, we will further expand our influence and enlarge the pattern by working in this area.

Second, we should concentrate our efforts during the meeting, warm up before the meeting and exert our efforts during the meeting. It is of great significance to promote the content and form of the forum and expert reports in different media. I have a large number of typical cases in each session, which are worth popularizing to the whole country and even to the world. In this respect, we should make greater efforts and plans.

The third post-meeting tracking. The topics of this discussion include the topics of sub-forums, including tracking typical cases behind them. Different media and channels can be selected, and relevant recommendations continue. This requires a systematic planning, once a year, and there is a voice of the annual meeting every year, which will have a greater impact.

Gu Mingyuan:

Just now, Comrade NieYanjun talked about expanding influence propaganda, I agree very much. Now it is necessary to combine with the media. How to expand influence without combining with the media? I also agree with the Chinese and British views on expanding the schools of the alliance. We should gradually expand, gradually, not at once.

Small meetings outside the conference can also be held abroad, which reflects the globality, can bring teachers out and broaden their horizons. The annual meeting is here every year, so we should expand our influence.