EIU Best Practices Series   **No. 46**

Student Voice
in Curriculum Development

A Case from **Singapore**

This case was awarded by APCEIU as one of the EIU Best Practices in 2017.

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Foreword

The EIU Best Practices programme is one of APCEIU's efforts to share diverse experiences, practices, and approaches to bolster EIU and GCED which can inform and inspire education professionals who wish to design and implement policies, activities, and educational programmes on EIU and GCED. A total of 43 EIU Best Practices has been published and disseminated around the Asia-Pacific region and beyond since 2006. This year, three new cases are added to the series with the series number 44, 45 and 46, which include a classroom based programme, afterschool programme, and professional development programme for teachers.

In the past few years, APCEIU has encouraged the participants of its capacity-building programmes to share their experiences and stories of promoting EIU and GCED through this series. At the end of each training workshop organized by APCEIU, participants present their own action plans to implement EIU and GCED after returning home. This publication shows the continued commitment and endeavors of APCEIU's training alumni to carry out EIU and GCED after the completion of the workshops. In fact, the three EIU Best Practices 2017 are the outcomes of the action plans established by three participants of APCEIU's Asia-Pacific Training Workshop on EIU (APTW) in 2016.

The EIU Best Practices Series is unique in that it provides insights into how EIU/GCED is interpreted and put into practice in different contexts by those who are at the forefront of education. Although each case is set in different location and institutional background, others can draw practical ideas and observations and learn from the case contributors' experiences, challenges they faced, strategies used, and lessons learned while striving to overcome those challenges.

I hope that the EIU Best Practices will continue to serve as a useful reference for educators, policymakers and practitioners, who share a strong commitment for EIU and GCED.

Lastly, I would like to convey my deepest appreciation and congratulation to Mr. Widyamukti Arif Wicaksana, Ms. Elvira Sarsenova, and Ms. Lucy Oliver Fernandez for their continuing efforts to promote EIU and GCED, and creating a synergy effect among themselves by encouraging each other and sharing ideas, which I believe contributed to the successful publication of the EIU Best Practices 2017.

October 2017

CHUNG Utak
Director

EIU Best Practices is...

APCEIU has been committed to the promotion of Education for International Understanding (EIU) since its inception, in line with one of the pillars of education "Learning to Live Together." EIU is a UNESCO initiative to promote a Culture of Peace through education, which is central to UNESCO's mission. EIU aims to foster global citizens with values, attitudes, knowledge and skill sets necessary for learning to live together and overcoming racial, cultural, and religious conflicts. In the recent years, this mission has been reaffirmed by the adoption of the Sustainable Development Goals (SDGs) and Education 2030. The SDG-4 and the accompanying Target 4.7[•] highlights the importance of promoting global citizenship education (GCED).

APCEIU launched EIU Best Practices in 2006 to encourage and support educators, scholars and activists who wish to promote EIU and GCED by collecting and sharing success stories and lessons learned in promoting EIU/GCED in different social and cultural contexts. The EIU Best Practices aim to provide practical ideas and insights on how to design and implement EIU and GCED by sharing specific examples and practices carried out by practitioners on the ground.

The programme is conducted through the following steps: 1) Call for applications: APCEIU sends announcement letters along with application forms and guidelines to the National Commissions for UNESCO, UNESCO field offices, and APCEIU's partner institutions; 2) Screening and selection: Submitted applications are reviewed by the Screening Committee, who select the three best practices; 3) Field visit: APCEIU staff undertake field visits to the programme sites of the selected cases to conduct field observation and

interviews, and provide selected applicants with the guidelines for the final report; 4) Case presentation and award ceremony where selected applicants present their cases and receive the EIU Best Practices Award at one of APCEIU's international events; 5) Submission of the final reports: Selected applicants submit the final reports to APCEIU based on the guidelines; and 6) Publication and dissemination: Final reports are published and disseminated on and offline.

APCEIU encourages educators, scholars, and activists to apply and share their diverse experiences and perspectives. It is hoped that the EIU Best Practices will continue to inspire and inform practitioners, generate meaningful dialogue, and serve as useful materials for those who are committed to promote EIU and GCED and contribute to building a more just, peaceful, and sustainable world.

• Target 4.7: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

Contributor

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Lucy has taught at both the primary and secondary levels and has held various roles over the years, including that of Subject Head and Head-of-Department. In her different capacities while in school, Lucy has spearheaded numerous initiatives and programmes. These include curriculum innovation projects as well as the professional development of teachers. At the school level, she has been given the Inspiring Teacher Award and at the national level, she was conferred the prestigious President's Award for Teachers in 2009. At the National Institute of Education (NIE) in Singapore, Lucy continues to be involved in teacher education as well as in the professional development of teachers, particularly in the areas of curriculum theory, practice and design and differentiated instruction. In addition, Lucy has an interest in the area of student voice. Besides teaching at both the undergraduate and post-graduate levels, Lucy teaches a wide range of courses including Management and Leadership in Schools (MLS), Teacher Leader Programme s 1 & 2 (TLP 1 & 2), and professional development courses at NIE and Ministry of Education (MOE) as well as in schools. In 2012 and 2016, she was awarded the Excellence in Teaching Award from NIE. In 2017, she was awarded the highly-regarded Nanyang Education Award from the Nanyang Technological University (NTU).

Acknowledgement

Summary

This case was initially conceptualized and designed as part of the coursework for the Management and Leadership Programme (MLS). This is a 17-week in-service leadership programme for middle managers (heads of department, subject heads, level heads, year heads and school staff developers) held at NIE, Singapore. An important component of this programme is the development of a school-based curriculum project in collaboration with a host school in Singapore. This project was carried out from January to April 2017 and the ideas described here have been shared with two cohorts of the MLS programme, for a total of approximately 380 middle managers.

This project focuses on giving students a voice in their growth as leaders. Drawing on work from diverse fields such as student voice, EIU/GCED principles, curriculum development, and leadership development, the above-mentioned team of CCE HODs facilitated by their tutor (this author) developed a curriculum for a student leadership programme. This project also sought to engage student leaders from a secondary school in envisioning a set of leadership traits unique to their school and to co-construct a related assessment tool.

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Student Voice in Curriculum Development

1. Introduction and Background

All teams in the MLS programme at NIE worked in collaboration with host schools from across Singapore to develop a meaningful curriculum relevant to the needs and context of that particular school. This was also the case for the team of three HODs composed of Tan Weiming Brian, Rehana Mohamed Bakar and Ong Yun Ping. Initially, their host school requested that the team develop an assessment tool to evaluate their student leaders' attainment of certain leadership traits and for this assessment to be aligned with the school's outcomes for students. However, in order to further determine the scope and focus of this curriculum project as well as to better understand the context and needs of school, the team held a meeting with the key personnel and the teacher in charge of Student Leadership and conducted a scan of internal documents. As a result, the following observations and decisions were made:

a. The team, together with the school, identified the Student Council as the target group for this project due to the wide scope of their role, level of leadership influence, and resources invested into their training.

b. The team noted that the school had, in fact, provided a range of training opportunities to develop student councilors in areas such as servant leadership, project management, public speaking, and mentoring, in addition to platforms to apply their learning from these courses. These included the organization of school events, values-in-action and outreach programmes, internationalization trips and student leadership camps. However, the team also noted that this training was largely done through external training programmes aimed at student councilors. The team then explored the possibility of the school having its own training programmes in addition to the existing ones in order to equip student leaders with

core competencies for exercising leadership. Such an in-house programme could help support existing on-the-job training for student leaders and its outcomes could then be assessed through demonstration of the desired leadership traits.

c. In addition, the team also observed that the school had yet to identify specific traits and competencies needed for student leadership. In view of this, the team then opined that there was a need to identify these competencies and a set of observable traits related to them in order to better assess students' attainment of the training outcomes.

Hence, based on initial observations and conversations, it became clear that the focus was going to be multi-pronged in order to encompass clarification on the traits of a leader, an assessment tool to assess those traits, and a structured programme for student leadership that would be owned and applied by the school.

To conceptualize and design this particular curriculum, the team decided to review literature on the areas of curriculum development, EIU/GCED principles, and student voice, as well as leadership development, which the team felt was important in order to develop a curriculum that was both robust and rigorous.

2. An Overview of the Literature Review

Curriculum Development

In reviewing the literature on curriculum development, the team looked at the work of some key scholars in the field, particularly that of Hilda Taba. Taba's ideas from her seminal work Curriculum Development: Theory and Practice (1962) were particularly useful. According to Taba's model, curriculum design involves five mutually dependent elements — objectives, learning experiences, content, teaching strategies and evaluative measures. At the secondary level in Singapore, student leadership is an area within the Character and Citizenship Education (CCE) framework that seeks to cultivate the values and dispositions

of leaders and develop competencies related to leadership (MOE, 2012). Using Taba's model as a reference, one can see how having a clear idea of the values, dispositions and competencies one wishes to see in student leaders is important for the design of the learning experiences, content and assessment of the student leadership programme.

EIU and GCED Principles

Key ideas from the EIU and GCED principles, which were shared during the Asia-Pacific Training Workshop in 2016, proved very useful. There was ample potential for this project to include and embed EIU and GCED principles since there was a clear alignment between them and the project's focus. The first step for an educator in any effort to embed EIU and GCED principles in curriculum development is to look for areas of congruence and alignment between these principles and the focus and intent of the curriculum, as in this case.

> **GCED's aim to empower learners to take on more active roles, tackle challenges and be more proactive in creating a more inclusive, secure and just world resonated with the aims of this project.**

Several of the following key competencies of GCED were central to this project. In particular, GCED's aim to empower learners to take on more active roles, tackle challenges and be more proactive in creating a more inclusive, secure and just world resonated with the aims of this project.

Core competencies identified with global citizenship include: (1) knowledge and understanding of specific global issues and trends, and knowledge of and respect for key universal values (e.g. peace and human rights, diversity, justice, democracy, caring, non-discrimination, tolerance); (2) cognitive skills for critical, creative and innovative thinking, as well as problem-solving and decision-making; (3) non-cognitive skills such as empathy, openness to experiences and other perspectives, interpersonal/communicative skills, and aptitude for

networking and interacting with people of different backgrounds and origins; and (4) behavioral capacities to launch and engage in proactive activities (UNESCO, 2013). Since many of these competencies were relevant to this project, the team considered how they could be weaved into its design.

In most countries, there are formal platforms for the inculcation and development of such competencies. However, this needs to be complemented by informal avenues and experiences for a more holistic and well-rounded experience. Hence, more "flexible and variable pedagogical approaches" (UNESCO, 2013, p. 3) need to be considered. When designing this project, the team saw the need to take a more flexible approach, including formal as well as informal approaches and platforms.

To begin with, the team wanted the students to start developing these competencies by taking a more active role in the design of a student leadership programme that aimed to empower them as student leaders within their schools.

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> **Students are seen as the beneficiaries of our educational policies and practices, they remain excluded from the discourse and deliberations around their education.**

Student Voice

Schools across the world emphasize that they exist with the main objective of serving the students and doing what is in the best interest of their students. However, according to Quaglia and Corso (2014), surveys have shown that "student voice is not yet a reality in most classrooms" (p. 2). Even though schools have actively solicited students' feedback,

the responses are "lightly regarded by adults and at worst, dismissed as merely what kids think" (Quaglia & Corso, 2014, p. 3; see also Fernandez, L.O., Heng, M.A., & Lee, C., 2014).

Scholars (e.g. Fullan, 1991; Rudduck & Flutter, 2000) have highlighted that although students are seen as the beneficiaries of our educational policies and practices, they remain excluded from the discourse and deliberations around their education. However, there is a growing body of literature under the term 'student voice' that suggests students can contribute meaningfully to the discourse surrounding schooling, teaching and learning (Mitra, 2001, 2003; Nieto, 1994; Rudduck & Flutter, 2000; Soo Hoo, 1993).

Soo Hoo (1993), in highlighting this point, contends that:

> Somehow educators have forgotten the important connection between teachers and students. We listen to outside experts to inform us, and, consequently, we overlook the treasure in our very own backyards: our students. Student perceptions are valuable to our practice because they are authentic sources…   (Soo Hoo, 1993, p. 386)

Similarly, Quaglia and Corso (2014) assert that "student voice and adult listening could be the ingredients for a meaningful partnership, focused on charting a way forward together" (p. 2). They firmly believe that student voice could have a positive impact on schooling as it will raise students' sense of belonging to the school, improve teacher-student relationships, and enable schools to meet students' needs better.

This team, too, found it important to include student voice in the development of the proposed student leadership curriculum and assessment tool. As such, the team planned a number of sessions with a group of student leaders so that they could hear from them directly what they valued most in a leader and then co-construct an assessment tool that they could use with these students. As

suggested by Quaglia and Corso (2014), we hoped that such a platform would provide for meaningful partnerships with students, charting a way forward for the development of core leadership and global citizenship competencies.

Leadership Model

Next, the team considered the Leadership Challenge Model by Kouzes and Posner (2010). In their model, which has been extensively used, Kouzes and Posner highlighted five exemplary practices that are critical to a leader's success, which are to Model the Way, Inspire a Shared Vision, Challenge the Process, Enable Others to Act, and Encourage the Heart. These provided the team with practical and concrete ideas for the project. In particular, the grounds-up approach taken by Kouzes and Posner to identify ideal leadership qualities inspired the team, since the team was looking for ways in which the student leaders themselves could provide input on what would they like to see in a student leader.

3. Description of the Project

Gathering Information

To better adjust the focus of this project, the team sought to gather input from both students and teachers on their views on leadership and identify their needs. The team surveyed nine student councilors on their beliefs about what makes a good leader. Based on their responses, the team found that the student councilors had varying definitions of a good leader, despite having common experiences. They described many desirable traits in a leader such as accountability, responsibility, passion and humility. However, the traits highlighted were very diverse, with very little overlaps. Some of the leadership traits were on skills, while others focused on traits and values. In addition, through the teacher surveys, the team observed that there was a common desire among teachers that students would not only internalize certain values, but leverage them to contribute to the school and the larger community.

Engaging Student Voice

Based on these findings, the team then planned and conducted a series of three mini-workshops (Annex A-D) to help these nine members of the Student Council in envisioning a set of leadership traits unique to their school and in the co-construction of an assessment tool to measure those traits.

The focus of these workshops centred on student voice in the envisioning and co-construction process. Students were also trained in the use of certain strategies they could apply as part of their on-the-job leadership training and mentoring of junior student leaders. Specifically, these workshops sought to engage students in some of Kouzes and Posner's exemplary leadership practices, particularly 'Inspiring a Shared Vision' and 'Encouraging the Heart'.

Session 1

In the first session of the mini-workshop (Annex A), the team sought to: a) help students articulate what they stand for as leaders, b) identify the desired traits of a leader, and c) learn how to encourage others. The workshop started off with an exercise based on students' drawings as a trigger activity to highlight how they need to know themselves before they can lead others.

▲ Students participating in the trigger activity
Credit for photo: Rehana Mohamed Bakar and Ong Yun Ping

This was followed by another activity that involved students in the creation of a collective identity to reflect what an ideal student leader would look like using Kouzes and Posner's (2010) idea of 'Inspiring a Shared Vision.' During this activity, the student leaders worked together as a team and used symbolic representations to identify the traits of a leader. The team then concluded the session by instructing students on how to write notes of encouragement as a means of 'Encouraging the Heart' (Kouzes & Posner, 2010).

▲ *Students brainstorming the traits of an ideal leader*
Credit for photo: Rehana Mohamed Bakar and Ong Yun Ping
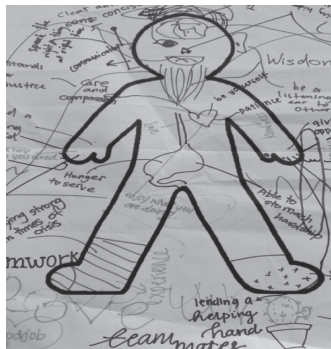
▲ *An example of a completed picture from one group*
Credit for photo: Rehana Mohamed Bakar and Ong Yun Ping

By combining the responses from an online survey with the responses gathered from the activities in Session 1, a list of 50 desirable leadership traits (Annex B) were identified.

Session 2

In Session 2, the team sought to: a) help students fine-tune the traits they wished to develop, and b) identify a key training platform that could be used to teach and assess the development of these traits. During this session, the student councilors were tasked with narrowing down the list of 50 traits to only five traits that they felt were integral for a school leader.
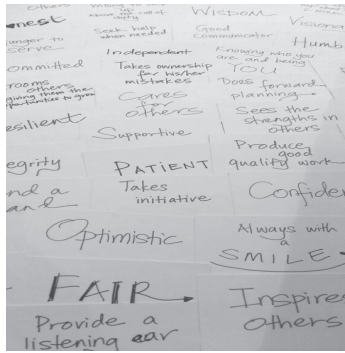
▲ *List of the 50 leadership traits identified by the students*
Credit for photo: Rehana Mohamed Bakar and Ong Yun Ping

To achieve this, they had to individually take a set of traits and clarify them, then debate with and justify to one another the reasoning behind their choices. During this activity, students had to articulate and convince others of their beliefs and views while supporting their decisions with sound rationale.

Through these activities, the team sought to highlight several of GCED's key cognitive and non-cognitive skills, such as critical, creative and innovative thinking, problem-solving, and decision-making, as well as empathy, openness to experiences and other perspectives, and interpersonal and communicative skills.

"

The top five traits identified were being humble, passionate, a team player, a visionary and proactive (willingness to go beyond the call of duty).

"

The top five traits identified were being humble, passionate, a team player, a visionary and proactive (willingness to go beyond the call of duty). The traits identified are also closely aligned with the core competencies highlighted earlier that exist within the global citizenship paradigm.

In the second part of the workshop, the student councilors' responses were used to identify key programmes that shaped their leadership experiences within their school by looking at positive experiences (High-line) and negative ones (Low-line) over the course of their schooling.
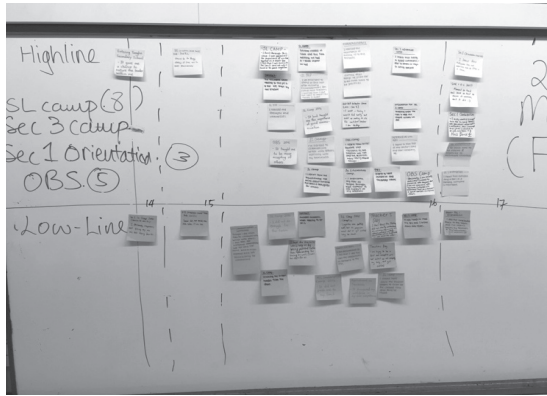
▲ *Students listed positive (High-line) and negative (Low-line) experiences.*
Credit for photo: Rehana Mohamed Bakar and Ong Yun Ping

In the process, the annual Student Leadership camp was presented as a potential platform for student leaders to be trained and assessed on the traits identified. The team also found that the activity of encouraging the heart through notes of encouragement could be used to help and encourage potential student leaders.

Session 3

The objectives for the final session were to: a) engage student councilors in the co-construction of the assessment tool and b) train them to use this tool to observe their peers. Here, the student councilors were tasked with brainstorming descriptors of desired behaviour, for each of the traits that they had earlier identified.

▲ Students writing descriptors for each trait
Credit for photo: Rehana Mohamed Bakar and Ong Yun Ping

In alternate groups, the team got the students to assess each other using a sample tool that had been developed for the 'team player' trait. To conclude the session, students acknowledged and encouraged each other using the 'Thank You' cards that they had made.

4. Proposed Curriculum Unit

Curriculum Unit

Having worked with the student councilors to identify the desired traits of a school leader and co-construct an assessment tool, the team decided to develop a set of lesson plans that would help teachers and student leaders purposefully plan their milestone leadership camp and identify potential student leaders. These lesson plans were designed to support the school's leadership training programme and provide a bridge between its external and on-the-job training components (see figure below).

External Training		In-House Training	On-the-Job Training	
Public Speaking	Mentoring	Curriculum Unit	SL Camp	School Events

An in-house training program will build on existing external training platforms and help students demonstrate and assess desired leadership traits through their on-the-job training.

Broadly, the lesson plans in the proposed curriculum unit drew on activities that the team had used in the earlier mini-workshops. However, the team had re-organized them so that they could be used more effectively by the student leaders and their teachers to plan their camp as well as identify and assess potential student leaders.

5. Summary of Lesson Plans

The three lessons may be summarized as follows:

Lesson 1: Looking Back

This lesson seeks to help students a) conduct a review of the previous Student Leadership Camp, b) identify the positive leadership traits that they exhibited during the previous camp, and c) become familiarized with the leadership assessment tool that had been developed. Student councilors will discuss the previous year's camp and determine how they could improve on it. They will also be using the 'draw a gingerbread man' activity from the mini-workshops to note the positive leadership traits that they and their peers had exhibited. In addition to affirming the students, this segues into the introduction of the traits identified in the co-constructed assessment tool. Students are invited to add other traits to the list if they feel the need to do so. The list of traits will be given to students early on to provide them with time to think about those traits.

Lesson 2: Looking Forward

This lesson seeks to help students a) purposefully plan activities that would allow camp participants to demonstrate the desired leadership traits in the assessment tool and b) be able to articulate the rationale for their plans. Once again, the team used a modified activity from the mini-workshop to help students in the process of planning their camp. Here, students will suggest their proposed activities to help participants demonstrate their desired leadership traits on cards. They will then debate the merits of the strategies they have listed vis-à-vis other strategies. This is meant to help them articulate their plans, be able to convince others, and clarify and improve their proposals.

Lesson 3: Looking Inward

This lesson seeks to a) help students use the assessment tool and b) provide an affirmation of the leadership each student has demonstrated in the planning process. Students will be divided into two groups: one that will be tasked with enacting an activity they propose will help students demonstrate one of the desired leadership traits, and one that will evaluate the proposed plans. These groups will then swap roles in the next round. At the end of each round, the student leaders will describe and explain their observations. Finally, students will end the session on a positive note by writing notes of affirmation and encouragement to each other for the leadership they demonstrated during the planning process. This will also serve to encourage students even if they fail to be selected as student leaders after the camp.

Student Leadership Assessment Tool

The team proposed a simple assessment tool (Annex E) based on the traits that the students had identified earlier should be used during the annual Student Leadership Camp to assess and give feedback to potential leaders. Teachers could give students specific feedback on the specific qualities and behavioural traits that students have demonstrated well or need to work on, which would be meaningful for students' leadership development. Even if students are not selected as student leaders after the camp, these students would have a clearer idea as to how they could improve in the future, therefore raising students' self-awareness. This assessment tool could be used for both self and peer assessment.

6. Limitations and Recommendations

Given that the project primarily consulted nine current graduating student leaders in the executive committee, the team recommends that schools regularly ask for students' input when revising similar curriculum units and assessment tools. This would help to ensure that the student voice is always relevant to the student body even as cohorts change. In addition, the school should consider surveying the other student leaders and see how strongly they feel about the ideal qualities and observable behavioural traits that this group of leaders chose. This could help to build up a shared vision and provide students with a clearer picture of what a student leader in their school acts like.

Due to the limited time frame of the MLS programme, the team was unable to get input from other stakeholders such as parents and additional teachers. While this project gives some insight into what a few teachers think, there is value in seeking the opinions and insights of a larger number of stakeholders.

Finally, in any curriculum, there is always room for customization due to shifting demands and changing needs. Hence, the team strongly recommends that schools customize the activities created in ways that will best benefit the students and the larger school community.

> **In any curriculum, there is always room for customization due to shifting demands and changing needs.**

7. Conclusion

This curriculum project began as an attempt to assess student leadership, but quickly morphed into one comprising curriculum development, leadership training, assessment and student voice — all embedded within EIU and GCED principles. The need to involve students and involve them in their leadership development became the cornerstone of this project. It is important for students to take ownership of their own learning and growth, particularly since leadership development is a life-long journey that extends beyond the students' time in school.

It is also important to appreciate the fluid and nebulous nature of curriculum development. Despite identifying leadership traits as the key area of focus, the team realized that curriculum development is multi-pronged since these traits cannot stand alone and need to be linked to wider principles and areas, such as EIU, student voice, and a supporting curriculum unit. In fact, being able to see the connections between the different components of education was something the team took away from this project.

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Annex A

Mini-Workshop Session 1

Activities for Session 1				
Time (mins)	**Activity**	**Rationale**	**Lesson Flow**	**Resources**
20	Trigger Activity	Introduction Trigger Activity • to break the ice • to help each student reflect on who they are and what they stand for • to explain the rationale for the next activity	Trigger Activity: Draw yourself Students may choose to express themselves in any way. For example, as an inanimate object, a domesticated animal such as a cat, or a mythical creature such as a unicorn, and then link this identity to themselves. After which, invite them to share their drawings with one another. Explain the importance of reflecting on who they are and what they stand for as student leaders.	A4 white papers Pens
20	Build a leader	To create a collective identity of what a good leader might look like. • to increase self-awareness and identity as a leader • to develop skills of symbolic representation • to work as a team	Divide students into two groups. Give each group a length of paper with the body outline of a gingerbread man and distribute markers. Draw a miniature body shape on the board at the front of the classroom. You could begin by saying: "We are appointing new student leaders. These new student leaders need a little help." Ask: "What is missing?" Students may reply: "heart or eyes." As each of the items is mentioned, have the student come up and draw this on the 'new student.' With each drawing, ask "How will this student use a heart to lead?" Write the response (e.g. caring or desire to serve) on the paper near the body part with a line connecting the drawing with the explanation. After a few examples, students should get the idea and they can continue to develop/build their ideal leader. To ensure maximum participation, every student should be given a marker and work simultaneously. Remind the students: "Everyone should join in. All ideas are welcome."	A3 Template of a leader (Three sets) Markers

			The teacher should walk around and remind students to continually write in the words to accompany all the images drawn. For example, students may write a reason for one eye and not for the other or forget to write how the leader uses eyelashes. Ensure that ALL the images have an explanation.	
			If students lack ideas, ask them to think about the qualities they think they have as leaders or the qualities of leaders they have worked with and admire.	
			After about 10 minutes, have the students exchange their 'student leader' with the other group. Get the group to add more features to the 'student' that they just received, give them about 5–10 minutes.	
			Each group will introduce their 'new student leader' and describe the interesting attributes of the 'new student leader.'	
			Possible debrief :	
			• In our growth as leaders, many people would have shaped us (positively or negatively). • When we exchanged 'students,' we added new ideas and made further improvements.	
20	Affirm the leader	To show appreciation and gratitude to peers	Ask students to think back to a time when they were really grateful for someone who rendered help and support at a time when they needed it in the council. Once they have someone in mind, they will pick a strip of paper and write a thank you note to that person. In that note, they must briefly mention what they would like to thank the person for. They will also choose one motivational sticker to stick on the note and write down why they chose to give that sticker to the person. Explain to students the importance of showing appreciation and affirming the strengths of the people they work with. Note: Students are to write their thank you notes at home and to bring these notes to the next session.	Strips of Coloured Papers Pens Motivational Stickers

Annex B

List of the 50 Desirable Leadership Traits Identified by Student Councilors

1. Influential
2. Credible
3. Responsible
4. Committed
5. Passionate
6. Encourages others
7. Inspires others
8. Visionary
9. Does forward planning
10. Team player
11. Grooms others by giving them opportunities to help them grow
12. Humble
13. Fair
14. Honest
15. Has the desire to learn
16. Takes ownership for mistakes
17. Resilient
18. Accepts constructive feedback
19. Has problem-solving skills
20. Is creative
21. Knowing yourself and being you
22. Sees the strengths in others
23. Pays attention to details
24. Confidence
25. Always with a smile
26. Speaks up for what is right, not what is popular (moral courage)
27. Takes initiative
28. Supportive
29. Has good time management skills
30. Flexible
31. Willing to go beyond the call of duty
32. Resourceful (optimizes resources)
33. Cares for others
34. Lends a hand
35. Good sense of judgment
36. Willing to improve
37. Optimistic
38. Open-minded
39. Looks presentable
40. Integrity
41. Independent
42. Wisdom
43. Provides a listening ear
44. Patient
45. Good communicator
46. Seeks help when needed
47. Produces good quality work
48. Hunger to serve
49. Enjoys what he/she is doing
50. Has experience

Mini-Workshop Session 2

Lesson Plan for Session 2				
Time (mins)	Activity	Rationale	Lesson Flow	Resources
60	Traits Cards	To identify core traits that are important in a leader. • to clarify traits • to identify shared values and traits	**Round 1: Individual** Each student picks five trait cards that they deem are important qualities for a leader. **Round 2: Group** Students will form two lines (Line A and Line B). Student from Line A will display his card and elaborate why he deems it important. Student from Line B will do the same. They both then must decide which card is more important. If the card that is picked belongs to Student A, then he stays and discusses with the next student from Line B. The process continues until the top 5 traits cards are picked. (Teachers may choose other ways of getting students to debate and justify their choices) Possible debrief : • It is important to clarify what these traits mean and why they were picked. • Other cards were 'thrown away' in earlier rounds — if some students feel very strongly about those traits, they should speak up and 'save' the card from the discarded pile. • Ultimately, they need to decide, as a team, what the top five traits are.	Trait Cards (two sets) *Note: Since there will only be nine students attending, this activity will be done as a big group instead of being divided into two smaller groups.*

| 30 | High-Line/ Low-Line | To identify key programmes that shaped students' leadership experience and seek input for improvement | Divide the students into two groups.

In their groups, students are to write down key programmes/ experiences that were significant in their leadership journey. They are to write down positive experiences onto green coloured Post-its and those that were negative onto pink coloured Post-its.

The groups will then arrange their Post-its on a graphic organizer divided into two sections: the High-line (for positive experiences) and the Low-line (for negative experiences).

The groups will then briefly share their positive experiences before focusing on their negative experiences, which they will seek to re-design through the following activity:

In their groups, students are to identify three negative experiences and discuss how they would re-design the experience to make it more meaningful for their juniors.

The two groups will then swap their graphic organizers and add comments that would help improve those experiences. | Coloured Post-its

Possible Questions:

Think of a time when you felt proud as a leader. Think of a time when you felt that you didn't match up to expectations. |
| 10 | Wrap up | To consolidate learning through discussion | Students will share the challenges they faced in selecting the desired traits and justifying the reasons for their selection. The facilitator will explain the importance of listening to different points of view, making sound decisions and being able to rationalize and justify those decisions to others as a leader. Students will also be told the importance of reviewing planned activities and how to improve on them. | |

Mini-Workshop Session 3

Lesson Plan for Session 3				
Time (mins)	**Activity**	**Rationale**	**Lesson Flow**	**Resources**
10	Spot the Gorilla!	Awareness of observable behaviour	Show the video to the students. Tell them that they have to count the number of times the basketball is being passed from one player to the next. **Possible debrief** • When you know what you are supposed to look out for, there will be greater clarity. Students who have watched the video will tell us whether they saw the gorilla. **Possible debrief** • There will be others who are more aware and so they are able to 'see more things.' • However, were they able to notice the change in the colour of the curtains or that one of the players on the black team left the scene? • Sometimes we pay attention to the 'gorilla' so much that we miss other things.	*Gorilla video* *https://www.youtube.com/watch?v=IGQmdoK_ZfY*
50	Assessment Tool	Suggestion of traits and behaviours for the Leadership Assessment Tool	Sample + rating (10 min.) Explain to students the objective of the activity and how to use the sample assessment tool. <table><tr><td>**Trait**</td><td>**Observable Behaviour**</td></tr><tr><td>Team Player</td><td>1. Gives constructive suggestions and ideas 2. Listens to the suggestions and ideas of others 3. Gives encouragement and praise to others</td></tr></table>	

Rating :

1 (best) Kite (soaring)	2 Boat (on the way)	3 Aeroplane (about to take off)	4 (worst) Unicorn (not observed)

Round 1 (20 min.)

• Divide students into 2 groups.
• Group 1: Give each student a piece of A4 blank paper and a marker. Each student should have a different pen colour. Ask each student to write down 3 observable behaviour of the 1st trait given to their group. Give students 10 minutes to complete the task, and then ask students to pass their paper to the person on their left. Students are to circle the behaviour that they feel best demonstrates the trait and continue passing the papers around until students get their own paper back. The group has to decide on the top three observable behaviours and be able to justify their choices. One representative is to write the top three behaviours on the board for the other group to vet.

• Group 2: Give each student a sample assessment tool and ask students to assess how Group 1 members did in terms being 'team players' during the first 15 minutes. Students get together to share their thoughts about using the sample tool.

Round 2 (20 min.)
• Groups 1 and 2 swap roles and repeat the process.

| 20 | Showing Appreciation | The importance of showing appreciation through feedback on strengths | • Give students back their 'thank you' cards
• Ask students to recall what they had done with the thank you cards. Highlight to students that when they show appreciation, they are actually affirming one's strength.
• Ask students to look at the thank you notes and identify the strength that they are affirming. Ask students to think about a concrete example of how strength has been demonstrated.
• Inform students that they are now going to articulate their appreciation to their peers by giving strengths feedback. Introduce the activity by explaining that this is a fun method of showing appreciation. Ask students to take out their written thank you notes. Everyone will summarize their thank you messages and say them to the person standing opposite them.
• Split the group exactly in half and put the halves in two lines with each person facing a partner in the other line. Should there be an odd number of people, one person should stand at one end without a partner. Label one line as A and the other line as B. Students in Line A will say their thank you messages first while students in Line B will do so after that. When both lines have given feedback, the teacher will shout MOVE. Everyone takes a step to their left, and should be facing a new partner. The person without the partner will simply wait until the next command to move comes.
•When everyone has finished, bring the group back together for a short discussion about how they felt showing and receiving the appreciation messages. Highlight to students the importance of showing appreciation and affirming people (to encourage the heart)
• Source: Adapted from Appreciation Train | |

Annex E

Student Leadership Assessment Tool

Circle the relevant symbol that will show the person's current level of the demonstration of the desired behaviours.

Trait	Desired Behaviour	Rating
Visionary	• Plans ahead of time	🪁 🛶 ✈️ 🦄
	• Communicates inspiring goals well	🪁 🛶 ✈️ 🦄
	• Influences and inspires others to work towards the final goal	🪁 🛶 ✈️ 🦄
Passionate	• Takes all responsibilities & duties seriously	🪁 🛶 ✈️ 🦄
	• Produces quality work	🪁 🛶 ✈️ 🦄
	• Strives for excellence	🪁 🛶 ✈️ 🦄
Proactive	• Takes initiative to offer ideas and/or support	🪁 🛶 ✈️ 🦄
	• Does more than assigned duties & responsibilities	🪁 🛶 ✈️ 🦄
	• Volunteers to lead the team	🪁 🛶 ✈️ 🦄
Humble	• Learns from mistakes	🪁 🛶 ✈️ 🦄
	• Accepts constructive feedback from others	🪁 🛶 ✈️ 🦄
	• Offers help willingly to others	🪁 🛶 ✈️ 🦄
Team Player	• Gives constructive ideas and suggestions	🪁 🛶 ✈️ 🦄
	• Listens to others' ideas and suggestions	🪁 🛶 ✈️ 🦄
	• Gives encouragement and praise to others	🪁 🛶 ✈️ 🦄

Legend

(These are optional symbols and may be modified)

Symbol				
Explanation	Kite (Soaring)	Boat (on the way)	Aeroplane (about to take off)	Unicorn (not observed)
Score (points)	4 (best)	3	2	1 (worst)

EIU Best Practices 2017 Case Presentation and Award Ceremony

The three awardees of the EIU Best Practices 2017 were invited to present their cases at the 2nd International Conference on Global Citizenship Education: Platform for Pedagogy and Practice, co-organized by APCEIU and the Ministry of Education of the Republic of Korea in partnership with UNESCO in Seoul, Republic of Korea from 13 to 14 September 2017. The event gathered more than 400 educators, policy makers, scholars, and young people from 60 different countries.

The EIU Best Practices 2017 Case Presentation and Award Ceremony was held as a special session during the conference. The EIU Best Practices Award certificates were conferred to the awardees by Dr. Utak Chung, Director of APCEIU. The three awardees and titles of their best practices were:

Awardee	Best Practice Title
Mr. Widyamukti Arif Wicaksana (Teacher, Nizamia Andalusia Primary School, Jakarta, Indonesia)	The Children Film Festival for Peace
Ms. Elvira Sarsenova (Teacher, Miras International School, Astana, Kazakhstan)	Learning to Live Together through Literature and Critical Thinking: Encourage, Explore, Experience
Ms. Lucy Oliver Fernadez (Lecturer, National Institute of Education, Singapore)	Student Voice in Curriculum Development

The case presentation was moderated by Professor Soon Yong Pak from Yonsei University, Korea. This session allowed the awardees to share their practices and experiences with other GCED practitioners and experts from around the world.

Student Voice
in Curriculum Development

A Case from **Singapore**

United Nations
Educational, Scientific and
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Asia-Pacific Centre of
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