



## LEADERSHIP AWARD (DRAFT)

### Introduction

Stanford Lake College has introduced a Leadership Programme for the school. It begins in Grade 8 where the emphasis is on leading and managing oneself. As learners then move through the grades they are equipped to lead and manage others and functions within the school. The overarching aim of the Leadership Programme is to produce young people who can lead in a manner consistent with our Leadership Statement i.e.

*Stanfordians lead themselves and others through the school's value system, which is based on commitment, courage, respect, integrity, quality, tshanduko and ubuntu.*

Learners who excel in displaying this leadership will be recognised through the Leadership Award system. This document is linked and should be used in conjunction with the School's Award Policy.

### Award Categories and Criteria

The Award will be made at four levels according to the criteria in the tables below. The awards committee will meet on a termly basis but pupils will need to display leadership qualities required over a period of time. Feedback will be gathered from Housemasters, Dream an' Do department, Sports Coaches, Teachers and Cultural department. Pupils will also be required to submit a living CV to their Tutor on a termly basis.

LEVEL	CRITERIA
<b>Junior Achiever</b> <b>(Grade 8 &amp; 9)</b>	<ul style="list-style-type: none"><li>• Consistent participation in the Leadership Programme with regular engagement and meaningful contributions</li><li>• Good personal organisation and participation in school activities</li><li>• Positive participation in the Treks, assisting others and creating a positive atmosphere</li></ul>





<b>Half Colours</b> <b>(Grade 10, 11 and 12)</b>	<ul style="list-style-type: none"><li>• Consistent participation in the Leadership Programme with regular engagement and meaningful contributions</li><li>• Sets a good example (behaviour, dress, punctuality, manners, etc.)</li><li>• Fosters good relationships with staff and peers</li><li>• Acts with integrity</li><li>• Assumes responsibility when requested to do so and displays initiative</li><li>• Active involvement in a committee</li><li>• Gets the job done</li><li>• Serves others</li><li>• Displays the ability to 'lead', positively influence, or guide other individuals or groups</li></ul>
<b>Full Colours</b> <b>(Grade 11 and 12)</b>	<ul style="list-style-type: none"><li>• As for Half Colours, but in addition:</li><li>• Positive influence on juniors, is respectful of all around them</li><li>• Active involvement in service – i.e. community engagement, fundraising efforts, school dance committees etc.</li><li>• Role model (behaviour, dress, punctuality, manners, etc.)</li><li>• Takes initiative and makes things happen</li><li>• Displays effective followership when required</li><li>• Inspires followership</li></ul>
<b>Honours</b> <b>(Grade 12)</b>	<ul style="list-style-type: none"><li>• As for Full Colours, but in addition:</li><li>• Sets the benchmark</li><li>• Has used position of influence to create positive change</li><li>• Is a servant leader</li><li>• Has transformed an aspect of the school</li><li>• Is leaving a significant legacy</li><li>• Has been inspirational</li><li>• Is the embodiment of our value system</li></ul>

## Guidelines:

### Junior Achievers:

Pupils display a positive attitude during Leadership classes.

Pupils are actively engaged and positive on Trek and display behaviours that align with our values including teamwork.





Able to look after themselves in terms of tidiness and organisational skills.

Involved in the extramural programme, actively seeks to be of assistance, encourages others and looks to serve.

### **Half Colours:**

Above qualities are seen in all aspects of school life and are further developed during the Grade 10 year.

### **Colours:**

Above qualities are seen in all aspects of school life and are further developed during the Grade 11 and 12 years. Displaying greater initiative actively involved in leading the school where required.

- Displays servant leadership both at school and in the broader community. Follows through on commitments and gets the job done.

### **Honours:**

Leadership Honours will require a full written motivation which address the aspects below.

- Sets the benchmark for others to emulate.
- Has transformed an aspect of the school or broader community for the better through his / her leadership endeavours.
- Is leaving a significant legacy.
- Has been an inspirational servant leader.

The disciplinary record of the learner will be taken into account when deciding on the level of award.

The Award will take into account the position held by a learner; e.g. if a matric learner who is not part of PEX takes on a leadership role, he/she should receive more recognition than a PEX member fulfilling that same role.

Leadership demonstrated in earlier grades should also be taken into account when deciding on awards. Learners arriving after Grade 8 will have a fair opportunity to display leadership. Care will need to be taken where a learner fulfils more than one leadership role. As a guideline, the award should be based on the role in which the boy/girl has shown the highest degree of leadership, with the proviso that his/her leadership in the other roles has been of an acceptable standard.





*Please Note:*

- 1. The Leadership Policy is an addendum to our 'School Awards Policy', this policy must be read in conjunction with the 'School Awards Policy'.*
- 2. The Awards Committee has the right to change the Leadership Policy as we move forward in this venture. This policy will remain a draft and updates could be made to improve the document on short notice.*

