

## **Cat 4 Resource Development**

### **Group 4-87 Leading Leaders**

Chia Zhen Yang 4O1 (04)  
Sherrick Tan 4O1 (19)  
Guo Quansen 4O1 (09)  
Kaelan Yeo 4O1 (22)

## **Abstract**

Our project, titled “Leading Leaders” is a resource package that help teachers of Westwood Primary School to conduct leadership courses, which provides Primary 4 prefects the leadership capabilities to lead their juniors in the future by encouraging them to take more initiative and proffering them opportunities to improve the school environment and in the future, society. We hope that through our project, we will be able to equip these prefects with the necessary skills and resources to brainstorm, initiate, plan and eventually execute initiatives without prompting by themselves proactively.

## **1 Introduction**

### **1.1 Rationale**

Mr Prem, the discipline master of Westwood Primary School felt that the school prefects, specifically those in Primary 4 were not taking enough initiative to improve the school. As such, they employed the use of vendor-run leadership courses to educate the prefects on leadership. However, he felt that the vendors were unable to teach them the hard skills involved in leadership such as how to write a proposal or brainstorm ideas. Hence, we were contacted by Mr Prem through a senior to embark on this project to help them alleviate this problem. Being Executive Committee members of our respective CCAs equipped us with the relevant experience to cater to the needs of the prefects.

### **1.2 Objectives**

Our aim is to create a leadership package which includes teaching resources like how to create surveys or proposals in order to nurture confident and mature leaders who bear the desire to assist their school in the betterment of their community.

By understanding the Westwood Primary School culture, we embarked on creating a resource to train and educate their Primary 4 prefects; To encourage and inspire them to take more initiative in coming up with ideas to improve their school and in the future, society. We have conducted a short activity in June for a trial run and also to offer them the opportunity to experience first-hand taking up leadership opportunities and the conflicts they will face in the process. To help them learn how to understand community need, we created a mini project resource where the prefects were tasked with the identification of a school-based problem, allowing them to take more initiative and improve on their problem-solving skills whilst coming up with a solution to their identified problem.

### 1.3 Target Audience

- Primary 4 prefects of Westwood Primary School
- Future prefects of Westwood Primary School who will be using our templates for their proposals

### 1.4 Resources

The resources created are:

- *Planning sheet* for the primary 4 prefects to identify relevant school-based problems and to propose feasible solutions.
- *Decision making matrix*.
- *Survey template* for them to conduct surveys to better understand their perspective with regards to the problem, to help them in making their final decision.
- *Proposal template*.

## **2 Review**

Prior to the planning phase of our project, we attended a camp run by vendors held in March for all prefects from Primary 4 to 6 titled “Student Leadership Training Camp 2018” that provided the prefects with a booklet, inclusive of 5 practices of exemplary leadership, several blanks of leadership qualities to be filled in and reflections for students to imbibe the values of leadership. A few games were conducted such as Electric Current where the prefects were first required to raise their hands to be the team leader of their respective groups. We observed that only 1 out of 14 Primary 4 prefects raised their hands when asked to lead. In the next game titled “Call of Duty”, the prefects were split into 3 teams, given roles to attack other bases whilst defending their own. Many students were unaware of the significance of the game, arguing over what roles they should take. They also settled on choosing the person who had the most votes for that role. We observed the Primary 4 prefects, in particular, were more distracted and took less initiative to help out in their team, assuming a more backstage role, letting their primary 5 and 6 seniors take charge of them and tell them what to do. From this exchange, we identified a serious problem with vendor-run leadership courses--The lack of proper supervision and guidance diminished the effectiveness of the package.

### **3 Methodology**

#### **3.1 Needs analysis**

During our reconnaissance, we were informed by the Discipline Master of the school, Mr Prem, that one of his main concerns for the prefects was a plangent lack of initiative in the students. He requested for our project to revolve around creating a resource package that can be used by any teacher to train the prefects to be proactive leaders.

#### **3.2 Development of resources**

For the development of our resources, we decided to take a practical approach by equipping the prefects with the knowledge to craft and ideate, while leaving the assimilation of values to the vendors and teachers, which consequently allowed for a more all-rounded approach in imparting the values of leadership into the prefects.

In March, we observed the vendor conducting the activities and interacted with the prefects so that we could identify their personalities and tailor the resources to better suit them. We conducted a game titled Espionage in June with a few prefects to observe how they would react under times of stress and we identified a critical issue -- the prefects were unable to understand our complex game. This enabled us to change our activities so that they can be carried out easily by the teachers without the much explanation.

After sending the first draft of our resource package for Mr Prem's perusal, he commented that our plans were still relatively idealistic and infeasible, so we decided to cut down on the number of activities and eventually, we settled on 3 simple activities, namely "Leading the Blind", where all but one prefects were blindfolded and they had to be led through an obstacle course, "Cross the River" where the prefects had to travel from one end to the other using cardboard pieces, as well as "Finding Problems and Solutions", where the prefects were instructed to identify a problem in their school compound and brainstorm strategies to solve them. After a few discussions, Mr Prem gave the green light for our second package and it was handed to the teachers to conduct.

#### 4 Outcome and discussion

The Teacher Leadership Resource Package was deemed as a success by Mr Prem, discipline master of Westwood Primary School.

By applying our resource package, the teacher directed the primary 4 prefects on how to communicate effectively and expose them to situations where the prefects had to take initiative to lead others. This improves not only the teamwork, but trust between the prefects, building up their self esteem and confidence to lead others in the process.



The prefects also identified several school-based problems, namely food wastage and brainstormed to come up with plausible solutions. As such, the prefects learnt to think out of the box and come up with solutions to solve problems faced in their daily lives. This also encouraged the prefects to think critically and be more confident through the conducting of surveys with other people in the school to better understand the crux of the problem and come up with feasible solutions.

## **5 Conclusion**

We learnt that when one creates a teacher resource it is imperative to understand the needs of not only the target audience but also the education landscape of the school to make sure the resource package fits the needs and adds value to the target audience. We also learnt that communication is key for building a solid bridge of trust between the two schools, which fostered cooperation between us and the school. It was also pivotal for us to understand the need to trial run our activities on ourselves before we executed it to ascertain its usefulness and measure its impacts.

A keen acumen and critical thinking also enabled us to identify certain needs in the primary 4 prefects as well as allowed us to understand the school direction. This allowed us to better craft our resource package to suit their needs. Overall, we are grateful for the opportunity presented to us which allowed us to learn and grow as well.

## 6 Acknowledgements

We would like to thank the following for allowing us to conduct our project smoothly :

Westwood Primary School for allowing us to embark on this joint project and for giving us the opportunity to interact with the prefects of their school and helping us to come up with the resource package.

Mr Prem for his invaluable guidance as well as for the insights he shared with us which enabled us to plan an effective resource package targeted at the prefects.

Our teacher mentor for her patience and understanding throughout the course of the project.

## 7 References

- The four characteristics of 'authentic learning'. (n.d.). Retrieved April 02, 2018, from <https://www.ernweb.com/educational-research-articles/the-four-characteristics-of-authentic-learning/>
- Leadership and School Organisation. (n.d.). Retrieved April 02, 2018, from <http://www.nie.edu.sg/research/research-offices/office-of-education-research/research-development-framework/leadership-and-school-organisation>
- 21st Century Competencies. (n.d.). Retrieved April 02, 2018, from <https://www.moe.gov.sg/education/education-system/21st-century-competencies>
- Speech by Mr Ng Chee Meng Minister of Education (Schools) Committee of Supply Debate 2018. (n.d.). Retrieved April 02, 2018, from <https://www.gov.sg/microsites/budget2018/press-room/news/content/speech-by-mr-ng-chee-meng-minister-of-education-committee-of-supply-debate-2018>