

STUDENT LEADERSHIP DEVELOPMENT: A CASE STUDY

A Study of One School's Student
Leadership Program and its Effectiveness in
Embedding Serving Leadership into the School Culture.

Presented
in partial fulfilment of the requirements of:

Master of Educational Leadership and Management

to the Faculty of Education
Avondale College

Date: 2009

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Declaration:

I, Lyndon Darko, hereby declare that:

- i. this is my own work,
- ii. all persons consulted and all assistance rendered are fully acknowledged,
- iii. all references used are indicated in the text and accurately reported in the list of references,
- iv. the substance of this thesis has not been presented in whole or in part by me, to any university for a degree.

Date

Signature

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ACKNOWLEDGEMENTS

I wish to acknowledge the support and guidance that was received from my supervisor, Dr. Peter Morey. Thankyou for your assistance in developing, implementing and writing this project, despite the recent health issues you are recuperating from.

I wish to acknowledge the motivation from Dr. Marion Shields who continually sought to encourage me and make me accountable to deadlines.

I wish to acknowledge the editorial staff of the Teach Journal magazine, in particular, Lana Hibbard, who encouraged me to use my project to produce an article for the Teach Journal and massaged my words into something readable.

I wish to acknowledge my wife, Margaret, for having an absentee husband for the last few months as I completed the written component of my project and my two children, Rebecca and Lachlan, for having an absentee father over the same time period.

Abstract

“Real leadership is not ultimately about power, but about caring and service. Great leaders like Albert Schweitzer, Nelson Mandela, Mahatma Ghandi, Mother Theresa and Jesus Christ will not be remembered for their wielding of power or authority, but for their demonstration of servant leadership” (Prentice & Hunter 2006, p.192).

The aim of this study was firstly to examine the models of servant leadership, servant hood and transformational leadership in order to enhance our understanding of true Christian serving leadership. Secondly, the aim is to analyse the student and staff perceptions of the student leadership development program at one Christian school (CCAS).

The research adopted a mixed methodology using both quantitative and qualitative approaches. The quantitative component used an empirical survey, resulting in 56 useable responses. The qualitative component used semi-structured interviews with 15 students and 16 staff providing useable data.

It was found that the student leadership program at CCAS has, at the very least, attempted and in most cases succeeded, to introduce to the students most of the elements of serving leadership.

The data suggests that the overall perception of the present student leaders and leadership program was positive. There were however, a range of perceptions on the effectiveness of the respective components of the leadership program and what initiatives could improve its function.

Student participants were very supportive of the leadership program but reflected on the need to increase the internal and external leadership opportunities. Student non-participants, reflected some positive comments but also some dissonance in regard to those in school leadership and those students participating in the leadership program

Staff participants reflected positively on the impact on students and the leadership program, while non-participating staff were not as supportive and a few reflected critically on the program.

Recommendations for the improvement of the leadership program at CCAS include: increase inclusivity, probably by continuing to develop a cross curricula approach or engaging more students and staff in serving leadership initiatives, celebrate the leadership program by improving communication and sharing of information to the student, staff and parent communities, and develop more ownership in the program by the school community.

1.0 Rationale and Research Questions

1.1 Rationale

Children's character and value development has traditionally been the primary responsibility of the parents. While there are supporting linkages to the parents' social and/or spiritual networks, parents have by nature of their role, this mantle of responsibility.

While the public schooling system has attempted to be values-neutral in the past, the Australian Federal Government in reference to the National Framework for Values (2005) indicated that this is also the responsibility of the school system in Australia. Hill (1996) supports this by suggesting values education has become mainstream for education in recognition of the failure of value neutrality and the drive towards a national curriculum.

This shift in Government policy is a recognition that schools provide a unique environment for values and character building to occur. Anderson (1996) suggests that by virtue of a teacher's role they will have some impact on students' beliefs, attitudes, values and worldview. Further that this will occur despite the teachers' and students' desires. However the most impacting opportunities occur when both the teacher and student "open up". This is the process of a teacher being prepared to share their worldview based on their values and experiences and the student being prepared to "listen and learn" from another person's perspective.

When a teacher has one of those transformational or "teachable moments" (Andersen 1996), it can redefine student direction and growth. While Andersen refers to transforming spiritual moments, the idea easily expands to be inclusive of the wider educational context. However, these "moments" provide a paradox (Buber cited in Andersen 1996), in that they can be very rewarding, but they also come with the responsibility of being a positive change agent, and it is during these conversations and moments that values are imparted and the "myth of value neutrality" (Hill 1996) is exploded.

Even stronger in his approach, Martin Buber cited in Anderson (p. 18, 1996) states that “the principle purpose of education is the development of values within personality” and “education worthy of its name is essentially education of character”. Lovat and Toomey cited in Lovat and Clement (2008) suggest that quality teaching should be where both students and teachers are actively, critically and reflectively engaged in knowledge making and growing as humans in the intellectual, social, emotional, moral and spiritual domains. These authors clearly espouse the true nature of education as relating to the whole person, not just one or two domains. Further to this, Hill (1995) suggests that a person does not reach self-actualisation until they have learned valuing and in a Christian school self-actualised students also have a spiritual awareness.

Christian schools have attempted to model this type of education by clearly identifying a holistic approach to education, but their values education relied on the teacher to identify “teachable moments” and effectively communicate values with the student. However, the process unfolds more like the scientific process of “osmosis”. Andersen (1995) suggests this type of interaction is not rehearsed, but becomes “second nature” as Christ becomes part of a Christian teacher’s professional mindset. While not questioning the authenticity of the osmosis approach I would suggest that it needs to be more deliberate and comprehensive.

The National Framework for Values (2005) however, aims to take the personal and unstructured opportunities for values education to a corporate and systematic approach in Australian schools, and while the public sector schools have made values education a prominent feature of their programs, the Christian sector in general, has been less enthusiastic, relying on their holistic approach and the “osmosis” effect and the plethora of values language already apparent in their philosophy and mission statements. However, Hill (1996) suggests that faith communities like Christian schools can impart “ultimate values” – beliefs that reflect a Christian world view which provides principles on how to live, but this was in the context of developing a national framework on values and does not explain the application of this approach in Christian schools. In a more recent article (2006) Hill describes values education in Australia as a “headless chook”

and that there should be a parallel study of underlying belief systems to support student understanding of world views and moral development. Interestingly, Havell (2005) describes the Values Charter from Western Australia as acknowledging the need to equip students with the tools to critically examine worldviews. While some may argue that Christian schools take this approach, through offering senior subjects like “Studies of Religion” (a NSW Board of Studies subject which is a comparative course), students are more likely to receive the schools denominational brand of Christianity in their Bible based subjects that would not likely include such tools of discernment.

Rather than being “tokenistic” in values education (Collier & Dowson 2008) or keeping values as part of the “hidden curriculum” (Carr & Landon 1999), some Christian schools have designed specific programs to enhance the impact of values education. Kingsway Christian College in Western Australia has developed a values framework for the curriculum (Havel 2005) and St Paul’s Grammar School in New South Wales has integrated values into the school through deepening the extent to which values are taught, developing a curriculum culture of critiquing world views, promoting a service culture and engaging local clergy with the school (Collier & Dowson 2008).

Other schools have developed student leadership programs. The Kings School in New South Wales has developed a series of leadership books (Learning Leadership) in which they not only look to develop leadership skills but also develop the values and character traits of Christian leaders. These leadership books have been used by many schools as a basis for leadership education, but as Maxwell (2006) highlighted, it is one thing to teach the precepts of moral education, but it is another for students to act on those principles. The same can be said for values and leadership education.

Astill (1998) cited in Collier and Dowson (2008) extend this viewpoint by suggesting that Christian schools in Australia have had little impact on the values held by their students and Wringe (2006) cited in Maxwell (2006) suggests that moral education is too serious a matter to be left to the osmosis approach or become an add on to other subject content.

It is important to ask how leadership is related to values but character separates “good” from “great” leaders. A successful leader has a strong character, is highly ethical and authentic (Griffin 2009). This is supported by research conducted by Bruno and Lay (2008) where they found a positive relationship between personal values and effective leadership. Leadership in an organisation during tough economic times can cause leaders to rationalise their values, but Behar (2009) describes the importance of being true to personal values in a recession. These authors clarify the duality of leadership and character as they are inextricably intertwined and therefore a discussion of effective leadership should include a discussion on values as a foundation for choice making and worldview.

The aim of this study is to analyse the student and staff perceptions of the effectiveness of a leadership program at one Christian school (CCAS).

1.2 Research Question

This research is directed by the following research questions:

1. How does the literature on servant leadership, servant hood and transformational leadership inform one of the characteristics of Christian leadership;
2. What are the perceptions of students and staff of leaders and the leadership program at CCAS. In particular:
 - ❖ What are the perceptions of the students involved in the leadership program.
 - ❖ What are the perceptions of the students not involved in the leadership program.
 - ❖ What are the perceptions of the staff involved in the leadership program.
 - ❖ What are the perceptions of the staff not involved in the leadership program.
3. What aspects of Christian leadership are emphasised in the CCAS leadership program and do these aspects parallel those highlighted in the literature review.
4. What possible changes to the leadership program at CCAS could be included to enhance the program.

2.0 Literature Review

2.1 Discussion of models

History portrays leaders as people of great power, charisma and prestige. Winston Churchill or George Washington could easily exemplify these types of traits. Servants, on the other hand are portrayed as obsequious, obedient and lacking in initiative. In recent times, a number of new styles of leadership have emerged that appear at first to be contradictory. Characterised by elements of listening rather than commanding, empathy rather than stoicism, awareness rather than ignorance and persuasion rather than force, servant leadership, servant hood and transformational leadership suggest a number of characteristics that embody the Christian principles of self-sacrificing service.

2.1.1 Servant leadership – Robert Greenleaf, who first developed this model, suggested this type of leadership is built on serving others and striving to meet the needs of others before his/her own (Greenleaf 1977 cited in Frick & Spears 1996).

Spears (1995) cited in Kelly (2006) summarised the characteristics of servant leadership by suggesting that servant leaders enhance the personal growth of organization members and improve the organization through many factors such as teamwork, shared decision making and ethical, caring behaviour. In 1998, Spears went on to identify ten characteristics of servant leadership. These are:

listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of others, and building community (Spears 1998, cited in Crippen 2005).

However, some authors have found considerable difficulty in defining servant leadership because of its “muddy or woolly” nature (Bradley 1999).

2.1.2 Servant hood - first developed by Depree in 1993, this model described leadership as servant hood where leadership means giving up your own rights (Sharpe 2000) and is characterized by a number of factors. These are:

integrity, vulnerability, discernment, awareness of the human spirit,

courage, sense of humour, intellectual energy and curiosity, respect for the future, regard for the present, understanding of the past, predictability, breadth, comfort with ambiguity, and presence (Depree 1993, cited in Sharpe 2000).

Foster (1978), cited in Bradley (1999) suggests that while the servant leadership model described by Greenleaf and Spears is a useful model, another has been derived from the biblical understandings of leadership and that this approach is better captured through the notion of servant hood which encapsulates the idea that you no longer have the right to choose whom, when and how you serve. In Luke 22:42 we find the example of Jesus where He demonstrated the most extreme model of servant hood by His attitude, "not my will, but yours be done", and through His actions in His subsequent trial and crucifixion (Bradley 1994 cited in Bradley 1999).

Servant hood appears to transcend the concept of servant leadership by suggesting leadership is an attitudinal and spiritual connection to the leadership of God. However Greenleaf's servant leadership principles are based on biblical concepts (Flaniken 2006; Hanna 2006). In addition Tucker (2006) suggests that servant leadership is the Christian leadership model of choice and that Greenleaf's idea of a servant leader has a divine example through Jesus Christ (Flaniken 2006). So although it may appear that Greenleaf's model of servant leadership is less Christian in its orientation, both models are biblically based which makes both models relevant to a discussion on Christian leadership.

2.1.3 Transformational leadership – this model, first outlined by Burns in 1978 and developed by Bass in 1985, discusses the idea of self-interest transcendence and that a transformational leader inspires people to commit themselves to a greater purpose (Pawar 2008).

Knudson (2006) describes the four I's of transformational leadership as being: idealized influence, inspirational motivation, intellectual stimulation, and individual consideration (Bass, 1998; Bass & Avolio, 1994; Jordan, 1998; Sosik & Megerian, 1999, cited in Knudson 2006). An expansion of these concepts reveals a number of key words or statements that enhance our understanding of the true

identity of a transformational leader.

“....inspires loyalty, a sense of mission which he/she transmits to me, excites with their visions of what we may accomplish if we work together, a sense of overall purpose, develops others, develops faith and respect, pursues risk and challenges the status quo, responsibility, curiosity and creativity, authority and expertise, determination, endurance, and tenacity, strong sense of purpose and the moral and ethical consequences of decision, demonstrating high standards of morality and ethical conduct” (Bass 1985 cited Pawar 2006, Brymer & Gray 2006).

Kouzes and Posner (2003) described this leadership model as having five best behaviors or practices of leaders: 1) challenging the process; 2) inspiring a shared vision; 3) enabling others to act; 4) modeling the way; 5) encouraging the heart (Kouzes & Posner, 1988). A sense of service envelopes this model when we examine such concepts of enabling, modeling and encouraging as these words are all verbs which require action and, in this situation, I would suggest, serving.

While the critics of transformational leadership point to the potential of manipulative power, true transformational leadership should focus on developing authentic and ethical leadership qualities that would negate the manipulative aspects of this model (Brymer & Gray 2006). While there are overlays of similarity between servant leadership and servant hood, Lavery (2009) identifies transformational leadership as a form of servant leadership. So in discussing these three models, it is obvious that Christian values underpin many facets of the models and that there are significant similarities between these models.

2.1.4 A New Model

I would like to suggest a new model of Christian leadership that has been distilled from the characteristics of these three models but is fully centered on Jesus and is more than a name but an action – Serving Leadership. Some may say that I am being pedantic or focusing on minor issues but I believe, a style of leadership should be more than a noun, it should be a verb.

There are a number of characteristics derived from these three models that embrace Christian perspectives and I have placed them in a table to enhance our understanding of serving leadership (Figure 1). After analyzing these three models I realized that there were two concepts that should be in serving leadership and so I have included them under “Other Characteristics”. I think that these are appropriate inclusions to a model that reflects on the life and example of Jesus Christ.

Table 2.1 – *Serving Leadership* - Characteristics from serving leadership models.

Servant leadership - Spears (1998) cited in Crippen (2005) listening, empathy, healing, awareness, stewardship, commitment to the growth of others, building community
Servant hood - Depree (1993) cited in Sharpe (2000) integrity, vulnerability, discernment, courage,
Transformational leadership – Bass (1985) cited in Pawar (2006), Brymer & Gray (2006) loyalty, a sense of mission/purpose, visioning teamwork, develops faith and respect, responsibility, credibility, commitment, morality and ethical conduct
Additional Characteristics intimacy with God, submission to God – Kefford (2001) p. 24.

Having developed a new leadership model, I will view the educational arena from the perspective of *Serving Leadership*.

2.2 A school as a serving community.

No matter which model of serving leadership you may have an inclination for, there is no doubting that teachers and schools are places where leadership could be taught. In 1977, Greenleaf wrote “Many teachers...have sufficient latitude in dealing with students that they could, on their own, help nurture the servant

leader potential, which I believe, is latent to some degree in almost every young person. Could not many respected teachers speak those few words that might change the course of life, or give it new purpose?" (Greenleaf 1977. p. 5).

Unfortunately the body of research examining servant leadership in educational organizations is scarce (Crippen 2005) and it appears a near vacuum exists for information concerning student serving leadership in Australian schools.

However, there are some general ideas that could be applied to any school situation such as that developed by Sergiovanni (1992) cited in Edwards (1996). The "virtuous" school is where people go beyond the call of duty and serving becomes the norm and is self-actualizing. This serving transposes itself into the classroom and provides authentic modeling for students and in a school where administrative "ministering" occurs then a culture of service envelopes the actions of all those in attendance and is self-perpetuating and reciprocating. The total package of parents, student, teachers and administrators all belonging to the "community of serving" enhances the richness of the service they give to each other and builds a dynamic fabric into the culture of the school.

If this is the type of school community we desire to participate in, the change in culture has to be a top down approach, therefore administrators are to be the primary agents of change and need to serve their teachers first. However, the ultimate achievement of a serving school culture is when students become caught up in the community of servants and they embrace the value of serving and are able to serve (Edwards 1996). Further, when student leadership is expressive of servant leadership, enhanced learning and improved academic performance occurs due to quality interpersonal processes (Edwards 1996 cited in Kefford 2001). From a student outcomes perspective, there appears to be significant reasons for schools to examine this approach. However, this type of culture relies on the relationships of the individuals at all levels and creates a sense of connectedness that is deep, overt and authentic. In the truest sense of the word we all become family, a metaphor used by many to describe a collaborative community where serving becomes a natural by product of our relationships (Sergiovanni 1996, 1994 cited in Kefford 2001; Hill 1996).

When a school community becomes intentionally purposeful in its approach to

relationships and building a serving community, it transforms the school from a “secular workplace to a sacred enterprise” (Sergiovanni 1992 cited in Edwards 1996). Serving and relationship development must come from each individual’s heart and not be an imposed or forced experience, otherwise the authenticity of this “sacred enterprise” is diminished (Hill 1996).

2.3 The benefits of a serving community

There has been some research into the relationships that exist between servant leadership of principals, school climate and student achievement that suggested a small but significant correlation between these factors (Kelly 2006).

Reeves (2008) also argues that there is considerable support from research that there is a strong association between students engaged in extra curricular activities and improved attendance, behaviour and academic performance. Such a large number of variables may distract one from the results through difficulties identifying which factor impacts on others, research by Cress, Astin, Zimmerman-Oster and Burkhardt (2001) cited in Tilstra (2008) provide supporting evidence that found positive correlations between participation in the leadership programs and educational and personal development of the students.

Further, Tilstra summarized a number of authors and developed a framework of leadership programs. He suggests that good leadership programs should have four common elements. These are:

- Theory and practice.
- Experiential education – this can take a number of forms, such as internships, campus leadership positions or community volunteering.
- Service Learning – this appears to be the most effective type of experiential education.
- Guided and mandatory self-reflection.

Additional elements include: faculty involvement, student collaboration, development of critical thinking, character growth and ethical practice, vicarious learning and a multidisciplinary approach.

There are some obvious similarities between this framework for leadership programs and the serving leadership style model by reference to service, community, collaboration, personal growth in character, ethics and critical thinking. The benefits to students who engage in these opportunities include: the formation of values, enhancement of motivation and increased student academic achievement (Kinsley & McPherson 1995, cited in Millar & Rieger 2002). Tilstra (2001) described the potential benefits to include growth in civic responsibility, leadership skills, multicultural awareness, understanding of leadership theories and development of personal and social values. These types of outcomes transcend the classroom and develop learning, serving and leading communities.

2.4 A Biblical directive

Tucker (2006) talks about the “myth of secular leadership” and brings a new light to the leadership discussion by suggesting that societies demand for leadership stems from the fact that as people we abandoned listening to Gods leadership. This is exemplified by the story of Israel where the Israelites stopped listening to God and demanded that God, through Joshua, appoint a King – a concrete version of authority on earth rather than the abstract version they had from heaven.

If we take a true interpretation of serving leadership and we can impart this idea to all of society then we reintroduce the divine model where we live by God’s will and not the will of man. This view is enhanced by Holm (2007) where he describes the role of Christian teachers as collaborating with God to complete creation by restoring an intimate and submissive relationship with God. As a serving leader in a school we should be working to recreate Gods ideal creation where we listen to Gods direction and act on His word. One might argue that this situation already exists inside every Christian teacher’s heart.

2.5 An Earthly Directive

Lavery (2009) refers to the global economic crisis, the global environmental crisis and political instability of many countries around the world as reasons for the need for a change in the focus of leaders. Dominating, self-serving, short sighted and power oriented leadership has not provided a world that offers a

secure future. Leadership based on love and service however, would substantially and irrevocably change the world. If we are to face range of pandemic crisis engulfing humanity then Jesus model of serving leadership may be our only hope.

2.6 The Future

Hawkes (2005) suggests there is a desperate need to understand what true leadership is and to develop those leadership skills in young people. It is interesting to note that the young people are identified as having more latent potential in this area and that teachers are identified as the key developers of this potential (Greenleaf 1977). Schools and teachers stand in a key position to effectively build servant leaders for the future. In support Lavery (2009) advises us that religious educators have a duty to develop the mindset of servant leadership in the present generation of young people. However, Christian schools and teachers have an even larger responsibility to become serving communities.

Some authors like Bradley (1999) feel that all the discussion on servant leadership for educational organisations will have very little benefit while others like Sharpe (2000) see the rhetoric as far from reality. While the later may be so, God holds us accountable for our response to His leading.

The serving model of leadership is not new. The greatest personification of true leadership was Jesus Christ (Jeffrey 2004, cited in Breen 2007), yet educators face a challenge in trying to emulate this leadership style and develop it in their students. If we are to “be the change we want to see” (Ghandi), we need to start developing leaders whose potential to lead is derived from their capacity to serve. Chewning (2000) suggests that Christian schools should focus on Christ’s call for a servant heart and let Christ raise up leaders after long apprenticeships to Him.

3.0 Context

3.1 Converging ideas

Introduction – the ideas presented below are a summary of a number of conversations I had with the leadership program coordinator prior to 2009. These converging ideas provide insight into the motivation for initiating the development of the student leadership program.

Student Focus - Typically, at schools, we do more for the students that are “at risk” rather than provide extra curricula programs for the conscientious and well-mannered students. The decision making on these issues has always been dominated by the financial position of each school. While there are streams of funding from various school budgets, external agencies and volunteer programs for “at risk” student’s, there have been scant resources or volunteers available to benefit the studious and responsible children found in schools.

School Structure – The structured approach of teaching inside a classroom that requires compulsory attendance and is dominated by the bell, where we progress year by year through the educational factory line, has produced millions of well-educated and useful people to society. There are however, many students that have not thrived inside this framework and have quickly become a school-leaving statistic or continued to struggle inside this relic of the industrial age. Authors such as Zukerman (2005) and Measelle (1996) suggest that this structured approach has very little value in an educational setting for the new millennium. In addition, this approach usually fails to provide the nurturing environment where mentoring relationships can develop and rarely supports the intimate and transparent communication required in authentic relationships.

Academic Drive - Schools have always been driven by the results agenda. While Christian schools may have taken a more holistic approach the drive of their education, public schools typically, have focused on academic performance and other domains such as psychomotor, spiritual and affective domains have been hidden in the background. This may not have been an oversight but more an acknowledgement of the difficulty one faces when trying to measure such things as affective and spiritual domains. While academic and physical agendas provide

for easy measurement, the social and spiritual domains are much more illusive scales to measure performance on. Hill (1995) provides support to this argument and suggests that over the last 25 years, few studies have been produced that goes beyond measuring literacy and numeracy while more schools have endorsed the holistic education model.

Spiritual Development - Christian schools have always endorsed and pursued the high profile agenda of spiritual development. This approach has transferred into programs and opportunities for students to develop and gain a better understanding of their own Christianity and journey. Most Christian schools provide opportunities of spiritual understanding and enhancement through visiting speaker presentations, worship services, chapel programs and the like and opportunities through the religious studies content taught from Kindergarten through to Year 12. However, Jesus exemplified his time on earth through teaching and practice of his beliefs, so while schools usually provide prodigious opportunities for the teaching of Christianity they have provided less opportunities for the practice of Christianity, especially those related to service. This shortfall has not been through lack of understanding or ignorance of the issue, but has usually resulted from a lack of logistical opportunity in the timetable and the resources to develop and operate such a program.

3.2 The Student Leadership Program at CCAS

Examining Student Focus, School Structure, Academic Drive and Spiritual Development, the Head of Religious Studies (RS) at CCAS, wanted to increase the opportunities for non “at risk” students, for spiritual leadership and service opportunities outside the normal classroom environment specifically so students could understand and practice discipleship and servant leadership, but he had no platform by which to drive this agenda. After some research into this area he realised that a leadership program could provide him with a suitable vehicle to launch his vision and specific agenda.

In 2004, the Head of RS and I had some discussions about revamping the Years 7-10 Bible curriculum to include some type of service opportunities as we both

agreed that the curriculum lacked the opportunity to practice Christianity through serving.

In 2005, the Head of RS developed his ideas and shared them with the Principal, who then gave his support by providing release time for the development of resources to accompany the ideas. This release time was provided in the first term of 2006, where staff who were interested in the program were given release time for one day a term to work on the program for implementation that year. A total of three days were taken that year and a Year 11 program ran in term two and a Year 10 program ran in term three.

In 2007, the same programs were run, but in 2008 a new inclusion occurred through a Year 6 program in Term one, and in addition to the Year 10 program in Term three, the Year nines were included. This occurred as the plan was to drop year 10 students out of the current plan and change it to the Year 9 students which would mean that one group of Year nine students could potentially miss this opportunity.

The Head of RS, now the leadership coordinator as well, also included a new Spiritual leadership program that ran during lunchtime, every second week. This program did not go as well as he planned and decided not to run it in 2009. He would like to spend more time on developing this into a more useable and interactive program, but currently does not have any more time allocated to these ventures, however it is still on the agenda to have it continue in a five year development plan for leadership in the school.

In 2009, the Year 6 program occurred in Term one, the Year 11 Program occurred in Term two. A Year 10 program called iLink has been implemented which is a compulsory, year long program with cross curriculum outcomes.

A summary of this occurs in the Table 3.1

Table 3.1 – Development and sequence of the leadership program at CCAS.

	Term One	Term Two	Term Three
2006		Year 11	Year 10
2007		Year 11	Year 10
2008	Year 6	Year 11	Year 10 & 9
2009	Year 6 Year 10 iLink	Year 11 Year 10 iLink	 Year 10 iLink
2010			

In 2010, the leadership coordinator would like to have a program that is comprehensive across more year levels and is more connected to the staff and the wider school community.

Time, energy and funding.

The resourcing for this leadership started as three of days release time for teachers to develop the program and the interruption of last period once a week where students were allowed to miss the class and go to the leadership program. Students also had to sacrifice their own time for another 45 minutes after school as each seminar went for 1.5 hours. This arrangement was also dependant on students catching up on the missed work from the class they were absent for - largely this expectation has been met due to the nature of the students participating in the programs.

The leadership coordinator has managed to some degree, to impart his vision to the staff and school community and hence gain the cooperation of the school community. Staff were willing to be involved in the programs and allow students to miss classes. The leadership coordinator hopes in 2010 to gain more timetable

time by offering cross curricula trade offs where his program covers other subjects curriculum outcomes.

He has been fortunate to have student volunteers working through the Religious Studies Department that have been an invaluable support for the continued organisation and operation of the leadership program. The leadership coordinator has also been given a reduced load so he can manage and develop this program at the school. It is appropriate to acknowledge the support given by the Principal given the increasing financial constraints applied by this program. It has only been through a significant alignment of vision and resources that this embryonic program has been stimulated to develop.

4.0 Methodology

4.1 Methodology Approach

This research project adopted a mixed methodology using both qualitative and quantitative approaches. The aim was to have these approaches complement each other in an attempt to address the stated research questions.

The quantitative approach used a survey that aimed to elicit a response from the participants in relation to the evaluation of the various components of the student leadership program.

The qualitative approach, using semi structured interviews, aimed to gain a greater understanding of the perceived effectiveness of the program and its impact on the culture of leadership at the school, from the perspective of the students and staff participating in the leadership program and the perspective of the non-participating students and staff.

4.2 Ethics Approval

Ethics approval from Avondale College's Human Research and Ethics Committee was applied for and granted to conduct the research for this project. Further, permission was obtained from the CCAS administration to conduct the research with students and staff on school grounds. The interviews were conducted in the chaplain's office or area, but occasionally in other rooms or offices where there was minimal disruption or where the teacher had their office space. The interviews were conducted in June 2009.

4.3 Quantitative Approach

The quantitative component was a survey instrument consisting of twenty four, 5 point Likert scale questions and six opened response questions (Appendix 1) This survey aimed to provide feedback from the respondents to the leadership program as to the perceived effectiveness of the program. In particular the participants were asked to respond to the following:

- Their motivation for being involved in the leadership program

- Their prior knowledge and experience of leadership
- Their perceptions of content and pedagogical approach of the leadership sessions
- Their perceptions of the time and work conflicts associated with the leadership program
- Their perceptions of the social impacts of participating in the leadership program
- Their perceptions of personal growth and understanding of leadership.

4.3.1 Sample

Students in Years 10 and 11 were offered the opportunity to join the leadership program on a voluntary basis. Of the 90 students in the year 10 cohorts for 2007 and 2008 and the 70 students of the Year 11 cohort for 2007, approximately 25% of students volunteered to participate in the program.

These Year 10 and 11 students were invited to complete the survey questionnaire at the end of the leadership program run in 2007 & 2008 except that the Year 11 cohort for 2008 did not complete the surveys. From the two Year 10 cohorts, 39 useable survey responses were returned. From the Year 11 cohort in the 2008 leadership program, 17 useable survey responses were returned.

There were some minor variations on the surveys where the Year 10, 2007 survey did not have question 1, 23 or 24 like the Year 10 and 11 surveys for 2008. There were also occasions where an answer was not decipherable or no answer was given.

4.4 Qualitative Approach

The qualitative component was a semi-structured interview consisting of six or seven open response questions (Appendix 2). These interviews were designed to provide feedback from the respondents as to the perceived effectiveness of the program.

The groups interviewed included:

- Students who had participated in the leadership program
- Students who had not participated in the leadership program
- Staff who had participated in the leadership program
- Staff who had not participated in the leadership program.

These interviews were recorded using a H2 digital recorder and then downloaded onto a laptop as wav. files and then reformatted as mp3. files.

Transcription occurred and files were saved as a word document for analysis.

In addition to the interviews conducted with participating students and staff, the student leadership coordinator was also interviewed on several occasions about the program. One of those interviews revolved around the serving model outlined in the literature review and a comparison made with the leadership program at CCAS. The results of that comparison and discussion are found in section 5.3.

4.4.1 Sample

Students in Years 10 -12 were offered the opportunity to be interviewed regarding the leadership program on a voluntary basis. Of the 200 plus students in the Year 10-12 cohort 17 of the students volunteered to participate in the program (7 students who had participated in the program and 8 students who had not participated in the program).

Staff at CCAS were offered the opportunity to be interviewed regarding the leadership program. Of the 50 plus staff in the secondary school, 16 volunteered to participate in the program (7 staff who had participated in the program and 9 staff who had not participated in the program).

5.0 Results

5.1 Quantitative Results

5.1.1 Introduction

The quantitative data came from the responses to the survey completed by the participants of the leadership program. The data reflects the student perceptions that may or may not be congruent with the other groups of students or staff, but their perceptions are their reality and must be respected.

The data from the Likert survey questions was analysed using descriptive statistics and presented in graphical form. Each question was unique and provided specific information about different aspects of the leadership program.

The open-ended questions are analysed as indicated by coding and the grouping of codes where appropriate. Finally, a discussion of the overall trends identified in the analysis, are presented.

5.1.2 Survey Results

This section presents the description of, particularly student responses to, each survey question in the form of a table and a graph. This is followed by a summary of the significant aspects highlighted by the response pattern for each question.

Question 1. If the course was not a requirement for school leadership I would not be interested in the course.

Table 5.1 – Distribution of response frequency to Question 1

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	NA				
Yr 10 08	7	11	3	1	1
Yr 11 07	11	5	1	0	0

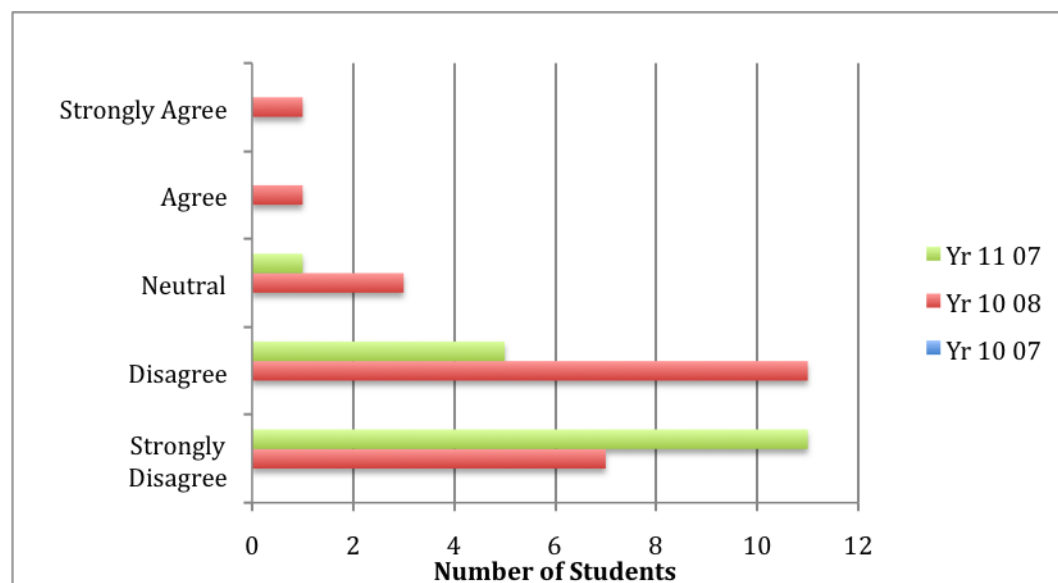


Figure 5.1 – Distribution of responses to Question 1

This indicates that most students undertake this course for other reasons, other than wanting to be in a school leadership position. Refer to student answers in question 27.

Question 2. Before the leadership course commenced I knew nothing about leadership.

Table 5.2 - Distribution of response frequency to Question 2

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	4	7	3	0	2
Yr 10 08	5	4	6	6	2
Yr 11 07	1	6	6	4	0

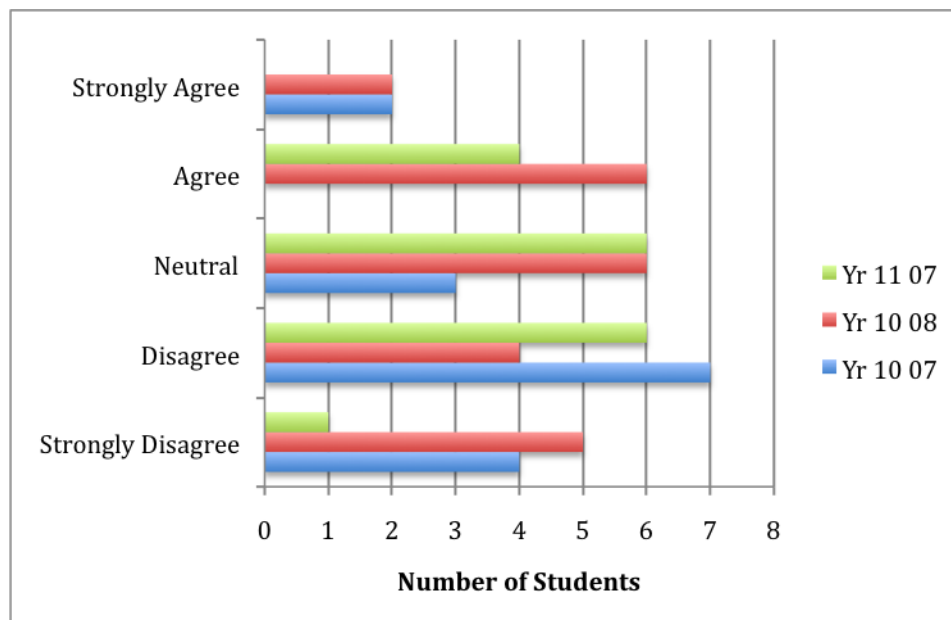


Figure 5.2 - Distribution of responses to Question 2

This indicates that students come to the course with varying understanding of leadership.

Question 3. Before the leadership course commenced I had some experience in leadership.

Table 5.3 - Distribution of response frequency to Question 3

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	0	2	3	9	2
Yr 10 08	2	3	6	6	6
Yr 11 07	4	1	10	2	0

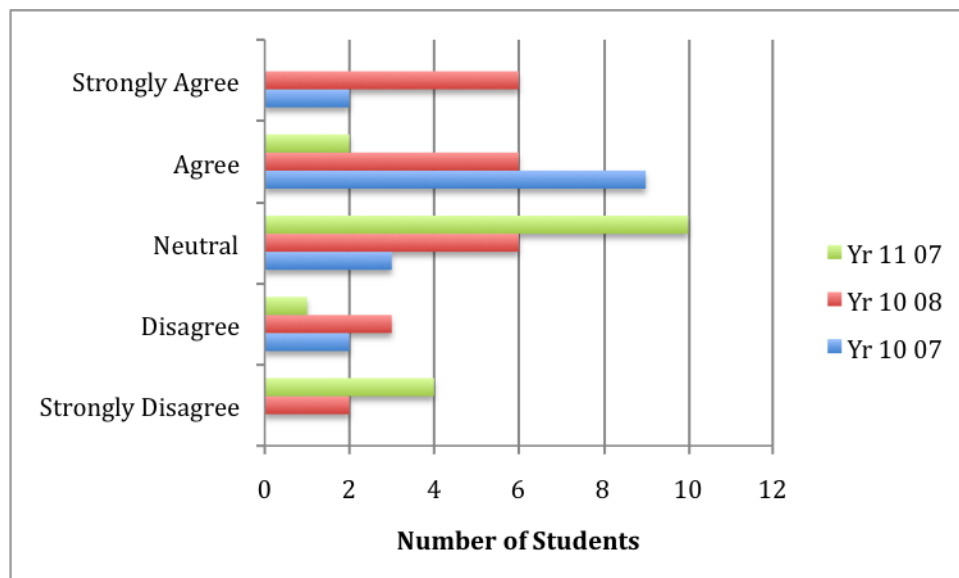


Figure 5.3 - Distribution of responses to Question 3

Students are more likely to have had some experience in leadership prior to the leadership course.

Question 4. Since completing course I am more aware of important issues within leadership.

Table 5.4 - Distribution of response frequency to Question 4

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	0	0	1	8	7
Yr 10 08	0	2	2	12	7
Yr 11 07	0	1	0	6	10

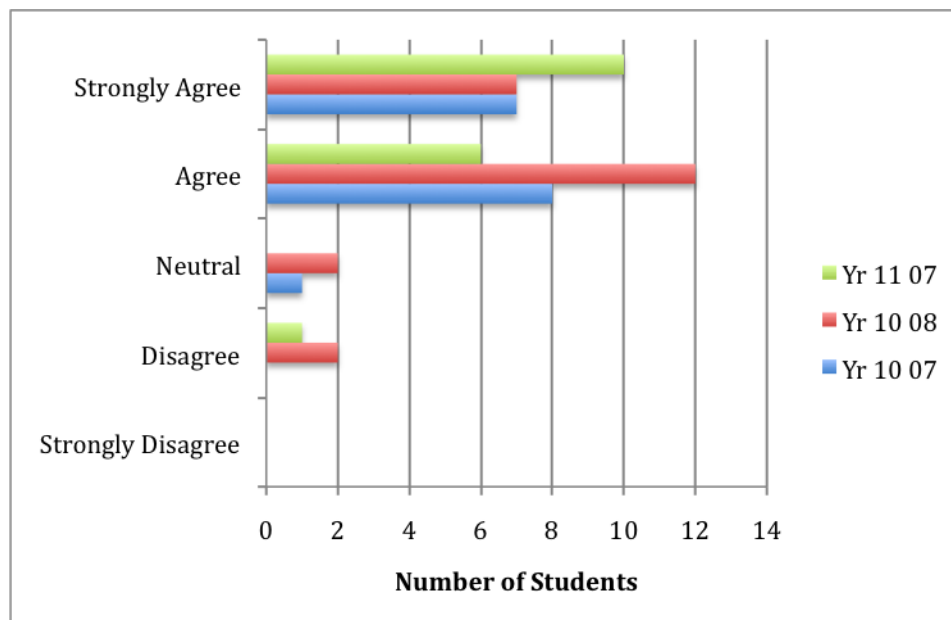


Figure 5.4 – Distribution of responses to Question 4

This data suggests that to a large extent the course is developing significant awareness of leadership issues.

Question 5. I found the atmosphere in the sessions casual and relaxed.

Table 5.5 - Distribution of response frequency to Question 5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	1	0	0	8	8
Yr 10 08	0	0	2	8	13
Yr 11 07	0	0	0	6	11

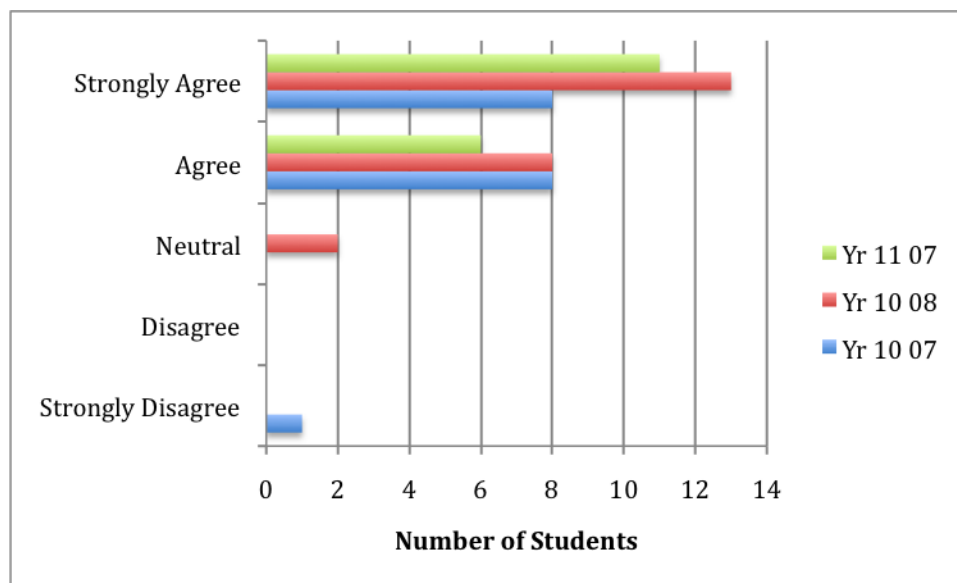


Figure 5.5 – Distribution of responses to Question 5

Question 6. I found the atmosphere in the sessions tense and stressful.

Table 5.6 - Distribution of response frequency to Question

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	11	4	0	0	0
Yr 10 08	12	10	1	0	0
Yr 11 07	10	6	0	0	0

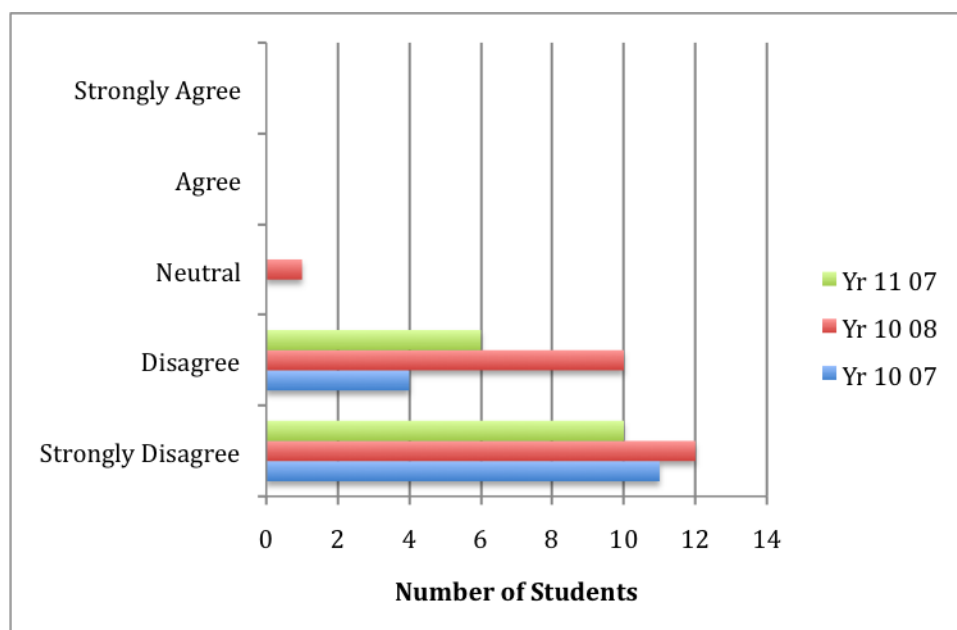


Figure 5.6 – Distribution of responses to Question 6

The data in graphs 5 & 6 indicate that the atmosphere is relaxed and casual.

Question 7. I found the atmosphere just like being in class.

Table 5.7 - Distribution of response frequency to Question 7

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	6	8	2	0	0
Yr 10 08	11	10	1	0	0
Yr 11 07	8	7	1	1	0

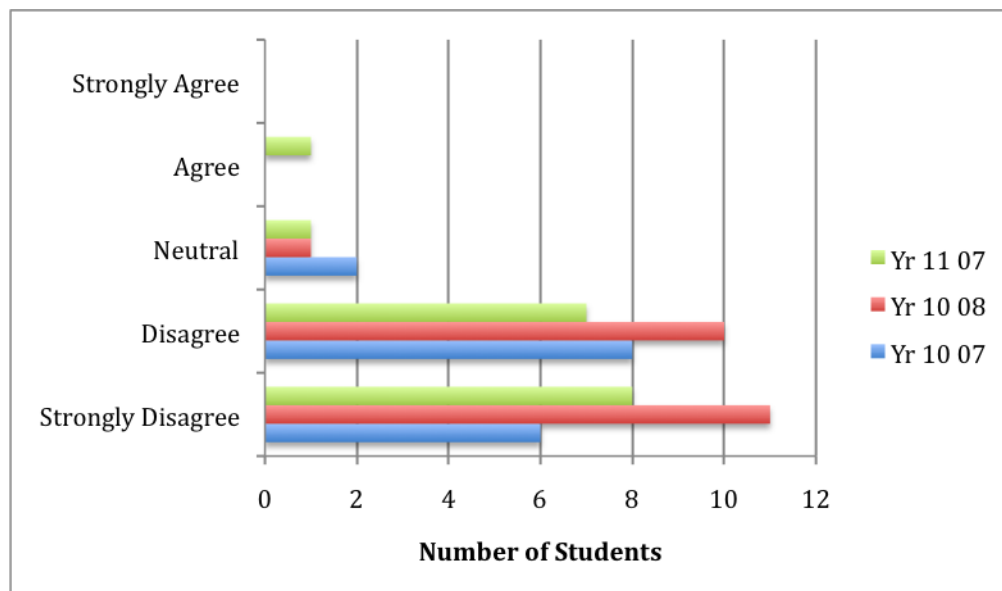


Figure 5.7 – Distribution of responses to Question 7

This data indicates that the seminars do not reflect the classroom atmosphere.

Question 8. The teachers treated me differently in the course.

Table 5.8 - Distribution of response frequency to Question 8

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	1	0	3	10	2
Yr 10 08	0	1	7	11	4
Yr 11 07	1	1	7	7	1

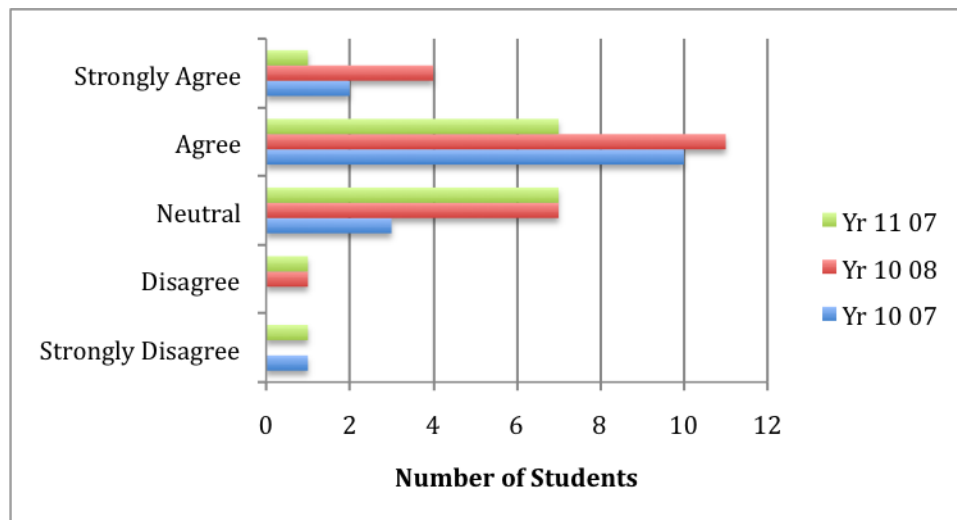


Figure 5.8 – Distribution of responses to Question 8

This data indicates that students feel they are treated differently. More research could occur on what type of difference is being felt by the students.

Question 9. The teachers/leaders were interested in how I was going in the course.

Table 5.9 - Distribution of response frequency to Question 9

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	0	1	7	7	1
Yr 10 08	0	4	4	12	3
Yr 11 07	0	1	4	8	4

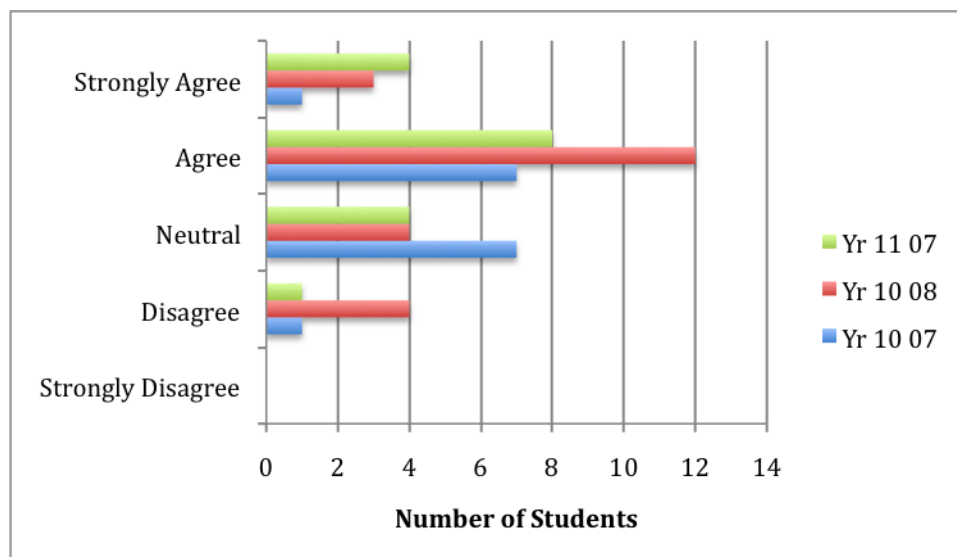


Figure 5.9 – Distribution of responses to Question 9

This data suggests that teachers and leaders are generally showing interest to student progress in the course, but there is room for improvement.

Question 10. The content was delivered too quickly in the course.

Table 5.10 - Distribution of response frequency to Question 10

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	3	9	4	0	0
Yr 10 08	4	13	4	2	0
Yr 11 07	1	10	2	3	0

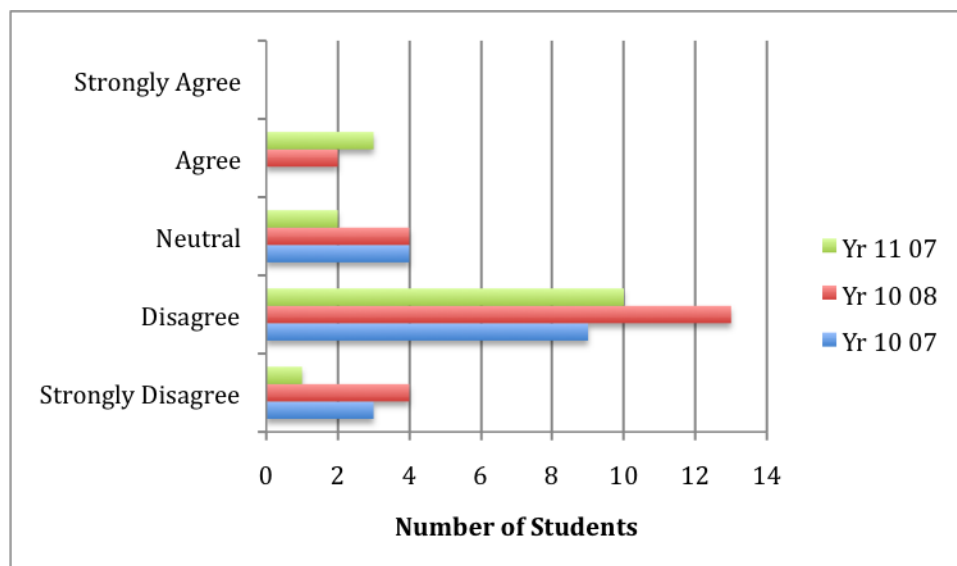


Figure 5.10 – Distribution of responses to Question 10

This data suggests a small number of students struggled with the course speed.

Question 11. The course material was too complex and needed more time to be explained.

Table 5.11 - Distribution of response frequency to Question 11

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	6	8	1	0	0
Yr 10 08	6	15	1	1	0
Yr 11 07	7	9	0	0	0

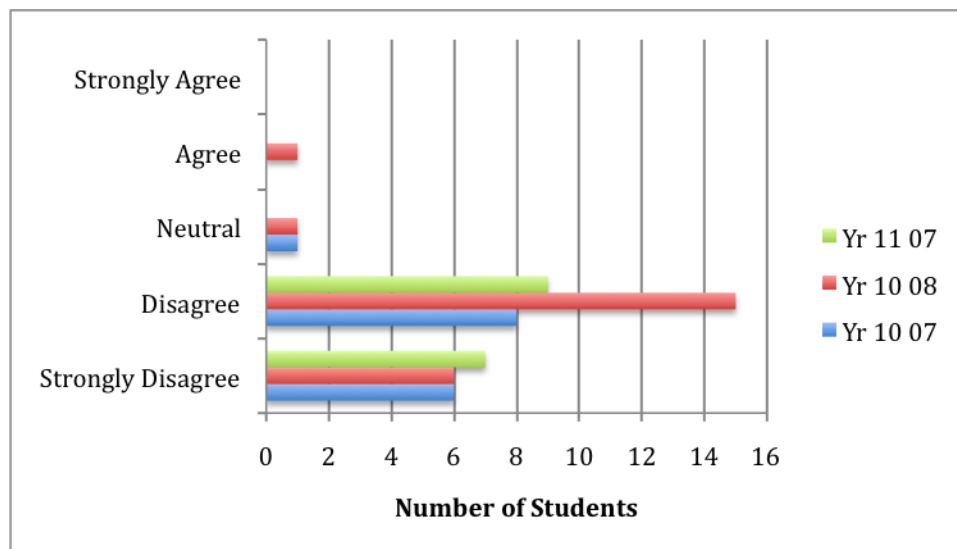


Figure 5.11 – Distribution of responses to Question 11

Nearly all students thought the material was pitched at their cognitive level.

Question 12. The course material was irrelevant and meaningless.

Table 5.12 - Distribution of response frequency to Question 12

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	12	4	1	0	0
Yr 10 08	8	11	2	2	0
Yr 11 07	13	3	0	1	0

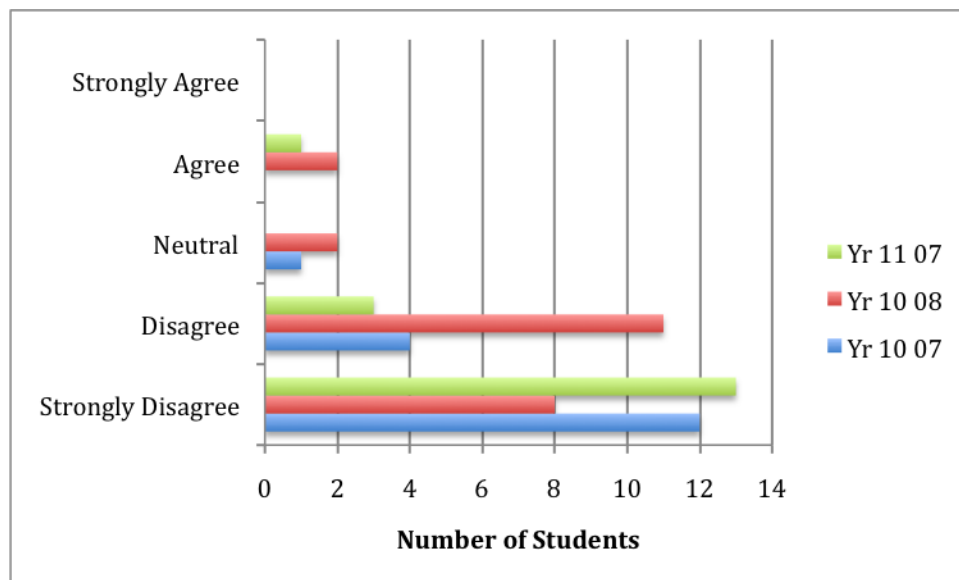


Figure 5.12 – Distribution of responses to Question 12

Nearly all students thought the information was relevant and meaningful.

Question 13. The topics were challenging and useful.

Table 5.13 - Distribution of response frequency to Question 13

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	0	0	5	9	3
Yr 10 08	1	1	1	14	5
Yr 11 07	0	1	2	11	2

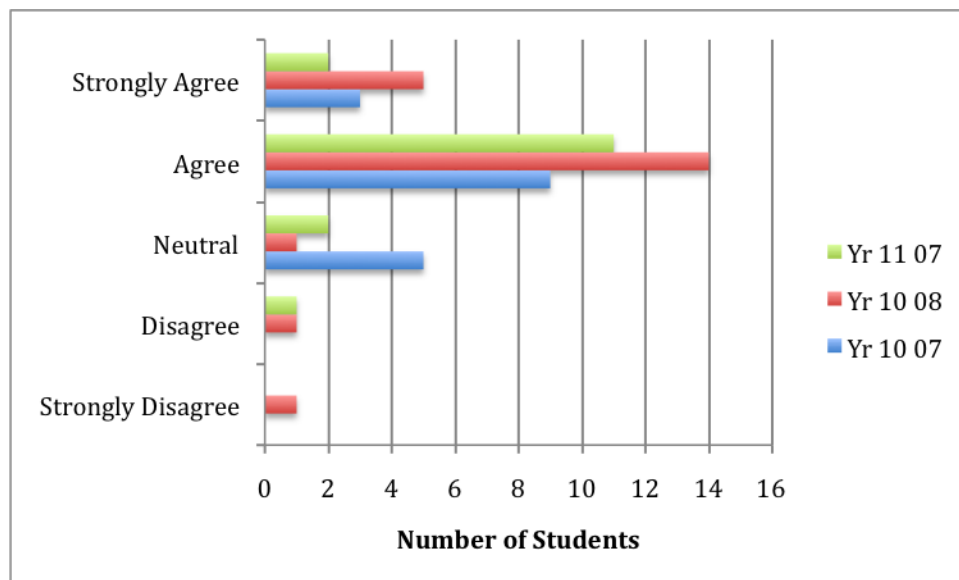


Figure 5.13 – Distribution of responses to Question 13

The data suggests that topics appear to have been challenging and useful.

Question 14. The course material was presented clearly and I always understood.

Table 5.14 - Distribution of response frequency to Question 14

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	0	0	1	11	4
Yr 10 08	0	0	3	12	8
Yr 11 07	0	1	1	11	3

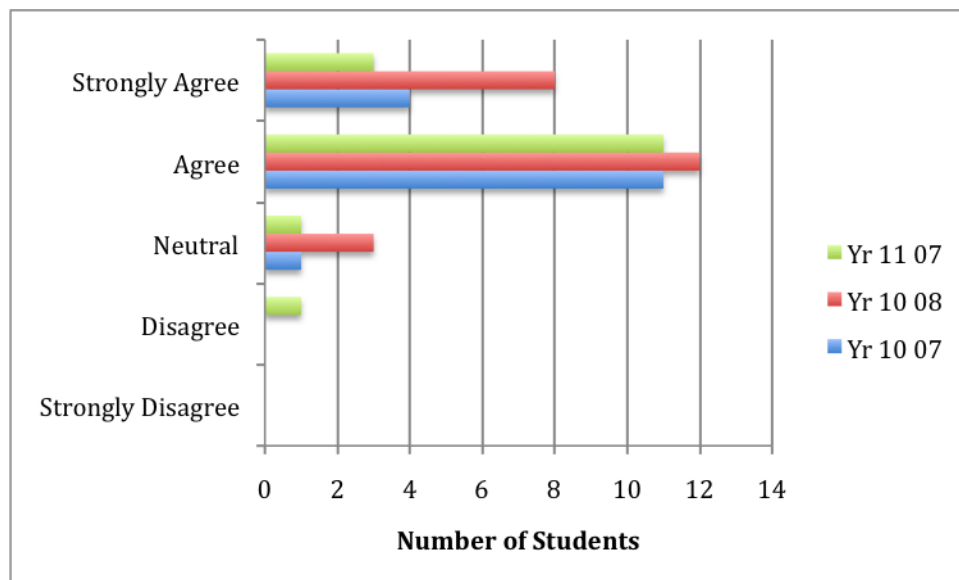


Figure 5.14. Distribution of responses to Question 14

This indicates nearly all students understood the material due to it clearly being delivered. Further research could measure presentation methods and understanding.

Question 15. The presentations were engaging and interesting.

Table 5.15 - Distribution of response frequency to Question 15

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	0	1	2	6	8
Yr 10 08	0	2	4	11	4
Yr 11 07	1	0	0	10	6

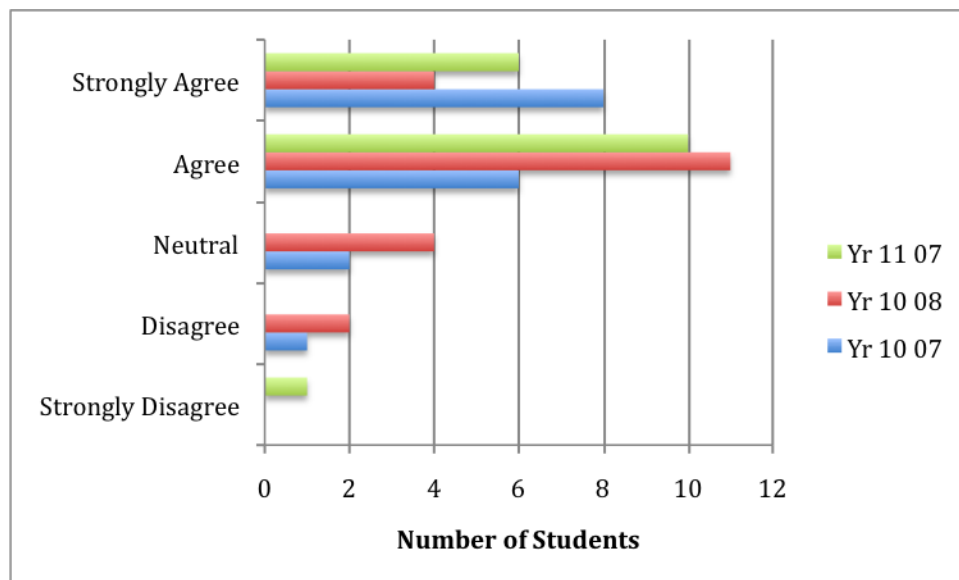


Figure 5.15 – Distribution of responses to Question 15

This data suggests that nearly all students felt that the presentations were engaging and interesting. Further research could identify the reasons for this perception.

Question 16. There was too much information to absorb in each session.

Table 5.16 - Distribution of response frequency to Question 16

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	5	10	1	0	0
Yr 10 08	4	17	0	2	0
Yr 11 07	6	8	3	0	0

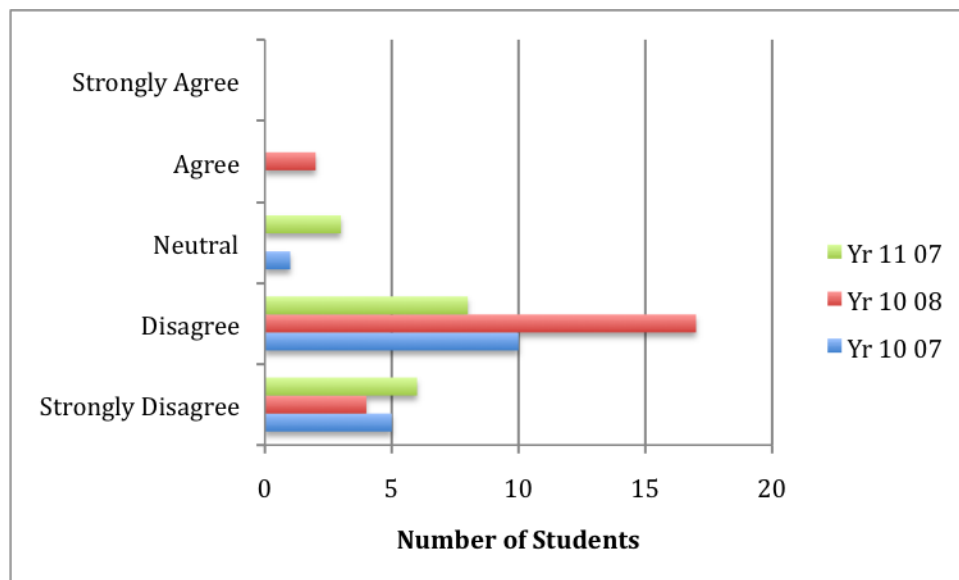


Figure 16 - Distribution of responses to Question 16

This data indicates that nearly all students felt that information volume was not an issue.

Question 17. The session times were too long.

Table 5.17 - Distribution of response frequency to Question 17

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	6	5	3	1	1
Yr 10 08	8	10	2	3	0
Yr 11 07	7	10	1	0	0

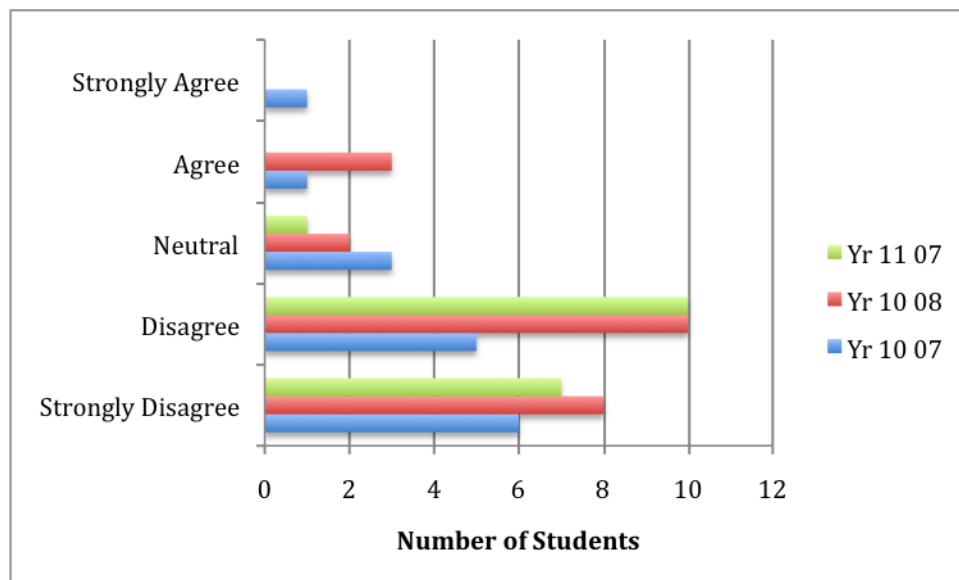


Figure 17 – Distribution of responses to Question 17

This data indicates most students perceived that the session times were not too long.

Question 18. I found it difficult to keep up with the classes I missed.

Table 5.18 - Distribution of response frequency to Question 18

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	4	7	3	3	0
Yr 10 08	8	7	5	0	3
Yr 11 07	5	7	1	3	1

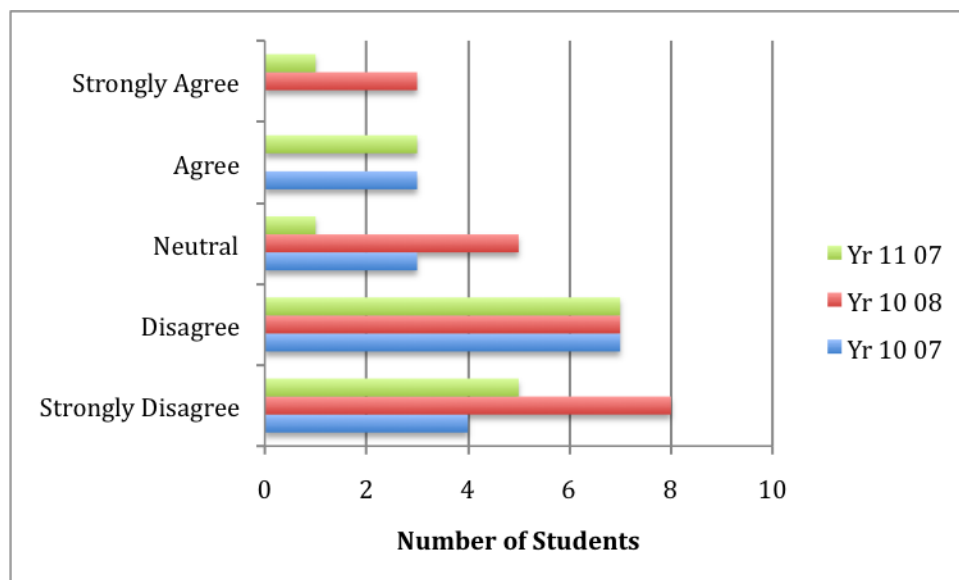


Figure 5.18 – Distribution of responses to Question 18

This indicates that there were some students who struggled to keep up with the material they missed from classes.

Question 19. I got to know my classmates better.

Table 5.19 - Distribution of response frequency to Question 19

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	0	2	6	6	2
Yr 10 08	1	0	3	9	10
Yr 11 07	0	0	3	11	3

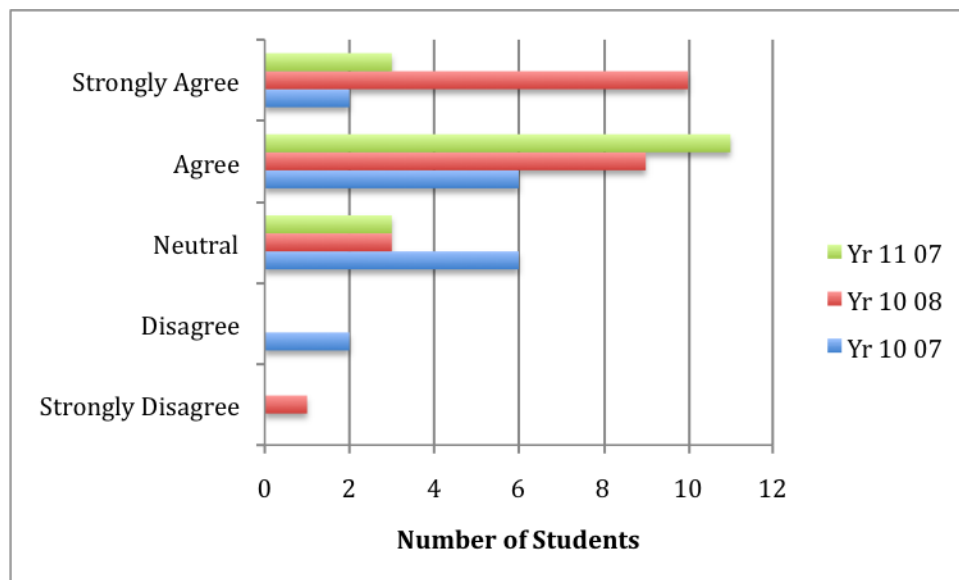


Figure 5.19 – Distribution of responses to Question 19

This data suggests nearly all students felt that they got to know their classmates better.

Question 20. I wish there were more guest presenters.

Table 5.20 - Distribution of response frequency to Question 20

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	0	1	9	5	0
Yr 10 08	7	8	6	1	2
Yr 11 07	0	2	9	4	0

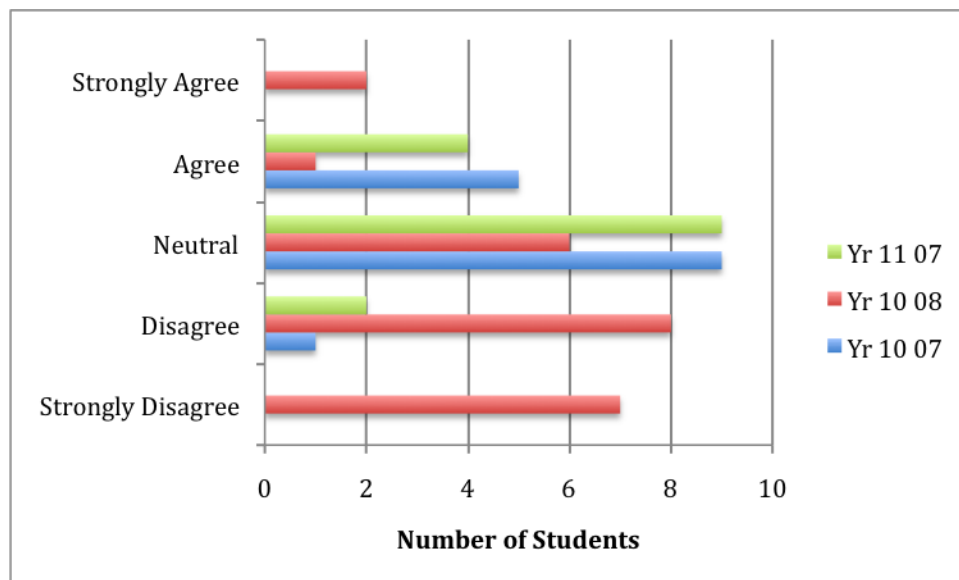


Figure 5.20 – Distribution of responses to Question 20

This data suggests that the Year 10 students perceived more of a need for guest presenters than the year 11 students.

Question 21. The course has not changed my view of leadership at all.

Table 5.21 - Distribution of response frequency to Question 21

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	9	6	1	0	0
Yr 10 08	6	10	4	3	0
Yr 11 07	7	9	1	0	0

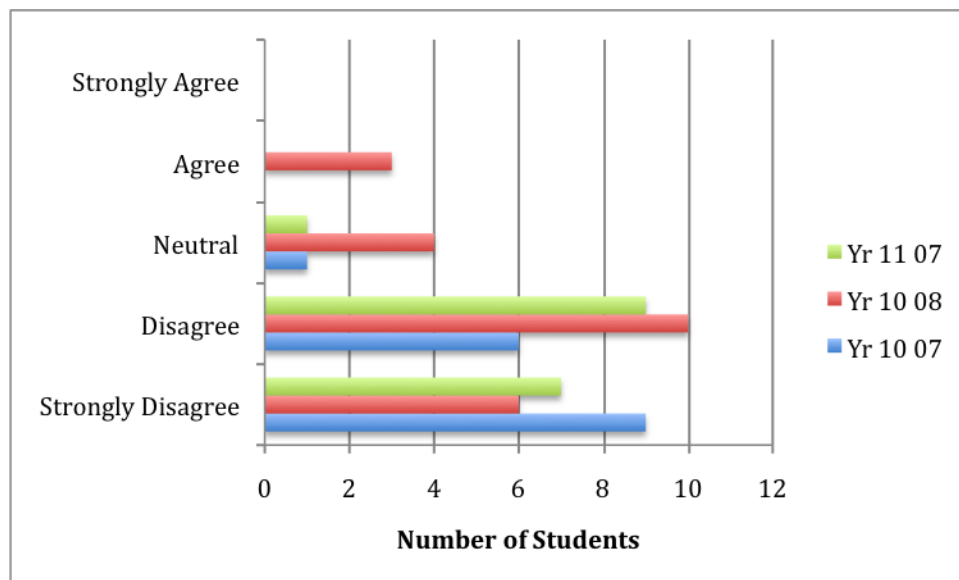


Figure 5.21 – Distribution of responses to Question 21

The data indicates the leadership course provided significant change in the perception of leadership for most students.

Question 22. Journaling was difficult and I didn't get much out of it.

Table 5.22 - Distribution of response frequency to Question 22

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	3	2	7	5	0
Yr 10 08	4	7	4	3	6
Yr 11 07	3	7	3	3	1

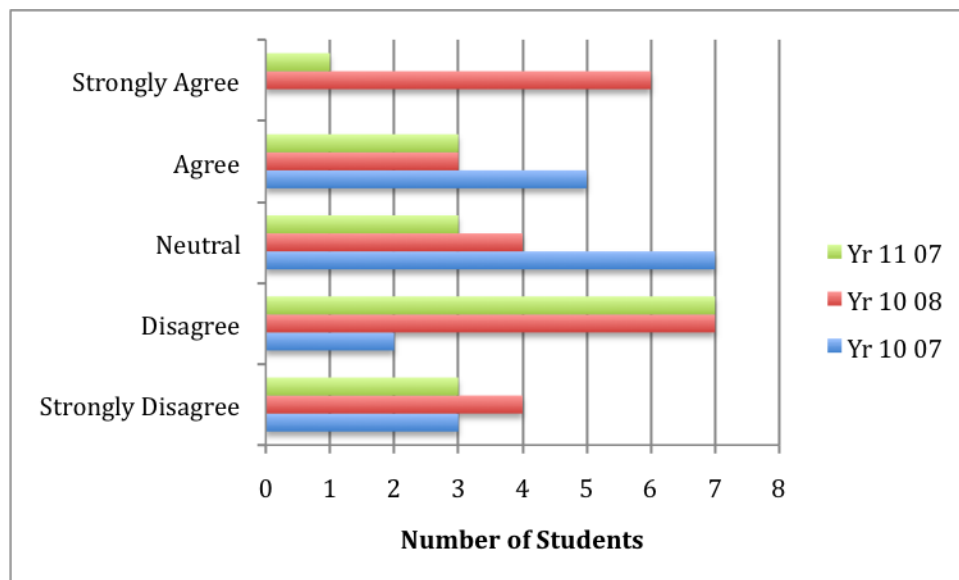


Figure 5.22 – Distribution of responses to Question 22

A significant number of students found journaling difficult which reduced its impact.

Question 23. I learned a lot about myself from journaling.

Table 5.23 - Distribution of response frequency to Question 23

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	1	3	7	4	1
Yr 10 08	5	3	4	5	5
Yr 11 07	2	4	6	6	0

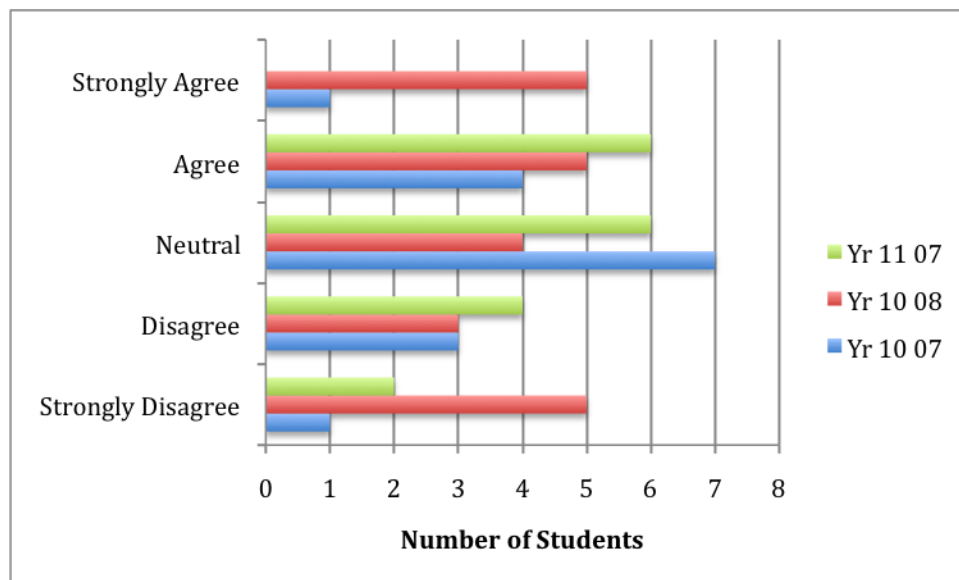


Figure 5.23 – Distribution of responses to Question 23

The data suggests that journaling has had varying success with students.

Question 24. Meeting with my mentor teacher helped me to clarify the concepts presented in the course.

Table 5.24 - Distribution of response frequency to Question 24

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	NA				
Yr 10 08	1	4	10	6	0
Yr 11 07	0	2	2	10	2

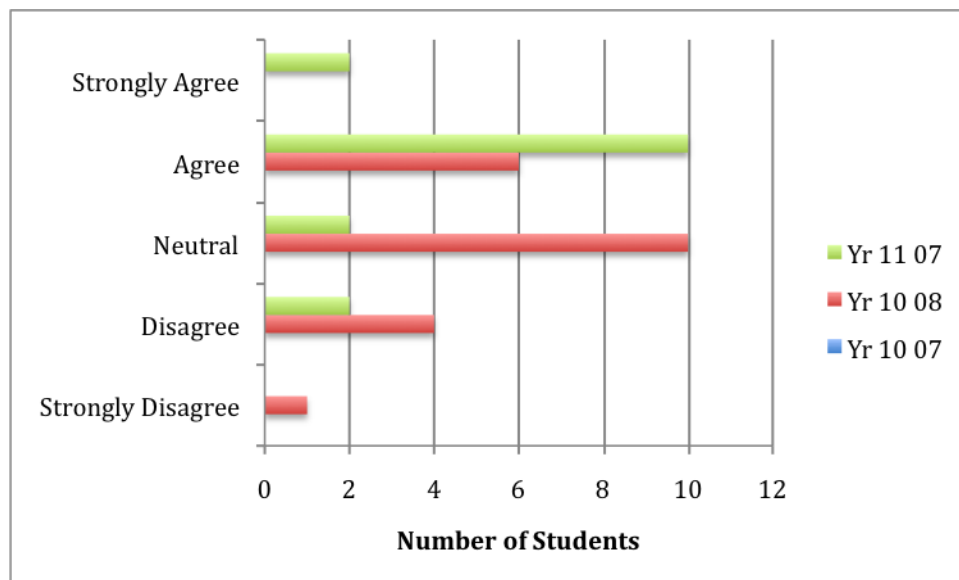


Figure 5.24 – Distribution of responses to Question 24

This data indicated that mentoring appeared to have more success with Year 11 students.

Question 25. Meeting with my mentor teacher didn't happen regularly and I didn't really benefit.

Table 5.25 - Distribution of response frequency to Question 25

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	NA				
Yr 10 08	2	2	9	5	4
Yr 11 07	4	7	1	3	1

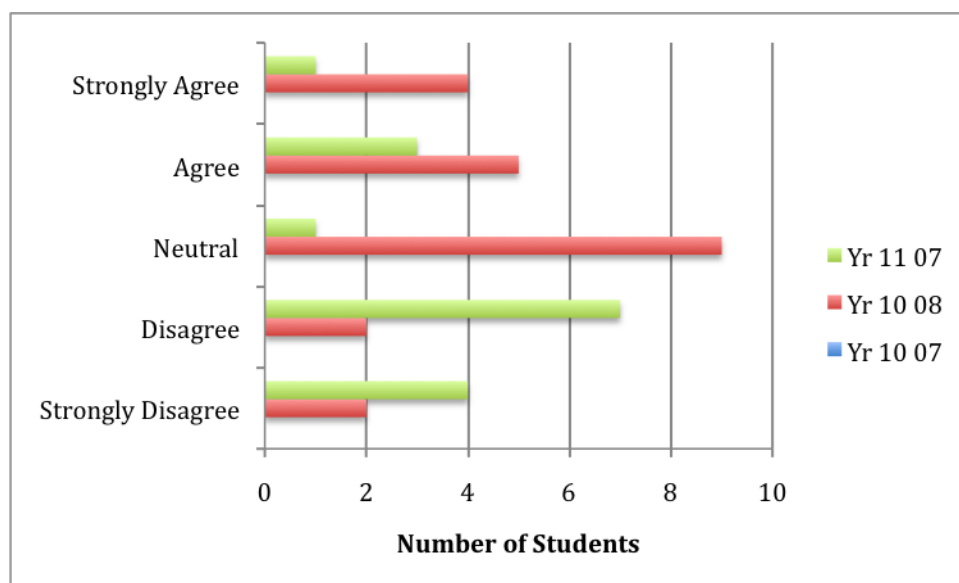


Figure 5.25 - Distribution of responses to Question 25

The data suggests that meeting with mentors had varying success.

Question 26. The purpose of journaling and meeting with my mentor teacher was unclear.

Table 5.26 - Distribution of response frequency to Question 26

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Yr 10 07	NA				
Yr 10 08	2	8	2	8	1
Yr 11 07	4	3	6	2	0

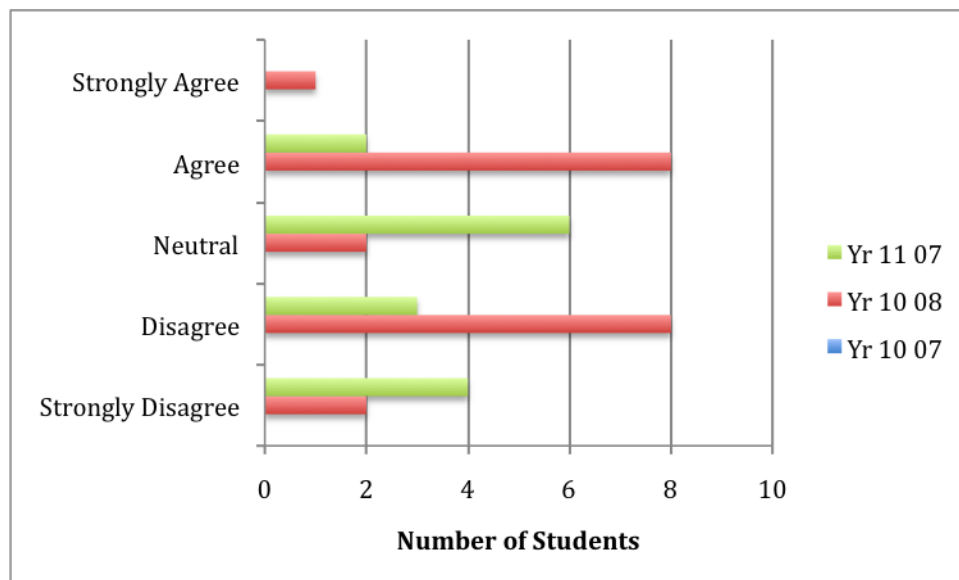


Figure 5.26 – Distribution of responses to Question 26

The data suggests the purpose of journaling and mentor teachers was unclear to a number of students.

Questions 27 to 32 were open-ended questions and a summary of the student's responses to each question is presented in table form. Each table is followed by a summary of the significant aspects of the student responses.

Question 27. The reason for completing the student leadership program was for?

Table 5.27 - Distribution of response frequency to Question 27

Yr 10 2007	Yr 10 2008	Yr 11 2007	Totals	Response Codes
4	4	1	9	Path to become prefect/captain/leader
5	5	5	15	Self improvement/Benefit/Confidence
1	1	1	3	Develop friendship
6	9	12	27	Learn leadership & Public Speaking Skills
5			5	Did last year
2		1	3	Help with career
	2	5	7	Fun
	2		2	Learn about myself
	1		1	Saw it in the record
	1		1	Church wants leaders
		1	1	Mum wanted me to
		1	1	Sharper tool for God

There were some common themes such as: learning leadership skills and self-improvement. There were some uncommon themes like "mum wanted me to" or being a "sharper tool for God".

Question 28. The topic I found most interesting was? - (students could pick up to 3).

Table 5.28 - Distribution of response frequency to Question 28

Yr 10 2007	Yr 10 2008	Yr 11 2007	Totals	
5	12	7	24	Purpose
3	1	4	8	Vision
6	3	5	14	Integrity
6		4	10	Attitude
4		4	8	Teachability
1		3	4	Delegating
		3	3	How to Run a Meeting
5		7	12	Dealing with Difficult People
3		2	5	Handling Criticism
4	12		16	Public Speaking
	8		8	Self Discipline
	13		13	Working with others
	9		9	Organise & Time manage
	2		2	Journaling

Students found topics such as finding purpose in life, public speaking, working with others, integrity, attitude and dealing with difficult people, very interesting. Finding purpose in life however, was the most popular.

Question 29. Other topics I would like covered.

Table 5.29 – Summary of responses to Question 29

Yr 10 2007	Organising, dealing with friends & issues, difficult decision making, How to become a leader, things about others.
Yr 10 2008	Breathing, how to be a leader physically, decision making, more on public speaking, responsibility, teamwork, how your personality effects leadership, how to stop nerves before public speaking, scenarios, working with others & children.
Yr 11 2007	Motivating others, decision making, working with others, relationship with God.

There appears to be some confusion here in that some of the topics they request are already in the program, such as “how to be come a leader”, “teamwork” and “organizing”. Some topics however, such as “how your personality affects leadership”, “difficult decision making” and “how to work with others”, could be valuable inclusions to the program.

Question 30. What was the highlight of the leadership program?

Table 5.30 – Summary of responses to Question 30

Yr 10 2007	Games X4, stories & sharing X3, atmosphere X2, time with others X2, camp X2, change in attitude, how to help others, learning new things, everything.
Yr 10 2008	Games X7, Rock & Water program X5, self-discovery X4, getting to know others X4, guest speakers X3, interaction X2, food X2, feeling selected, group activities, learn about time management, public speaking.
Yr 11 2007	Games X7, getting to know others X4, guest speakers X3, learning X2, public speaking, knowing myself, vision, step to the future program.

Students reflected positively on some similar themes such as: an interactive and fun approach, they liked the skills and information they were learning, and they

were pleased with their personal growth in attitudes and understanding themselves.

Question 31. What was the most valuable part of the leadership program?

Table 5.31 – Summary of responses to Question 31

Yr 10 2007	Everything X3, information & handouts X2, purpose, dealing with difficult people, changing negative attitudes, learning to be a leader and influence others.
Yr 10 2008	Learning skills X6, learning about organisation & management X4, speeches X4, needing to understand self X3, becoming confident X2, self discipline, working with others, missing classes, booklet, Rock & Water program.
Yr 11 2007	Learning X4, new skills X2, integrity session X2, learning about myself X2, information X2, getting to know others, togetherness, bonding sessions, presentations.

Students reflected two themes: learning about leadership and learning about themselves.

Question 32. Other Comments?

Table 5.32 – Summary of responses to Question 32

Yr 10 2007	Thanks X2, good course X 2, last year was more casual and had more activities, fun, upset caused I missed a couple.
Yr 10 2008	Good X4, fun X2, went too long, too little food, what happens at camp stays at camp, thanks, Rock and Water is for younger kids, didn't get what I expected to.
Yr 11 2008	Fun X2, awesome X2, need to put it into practice, run well, good format, thanks, loved atmosphere, more on skill building, good activities, good teacher presentations, better questionnaire, wished it went for longer.

While an attitude of gratitude and enjoyment is evident, there are some criticisms in regards to the program being too long, the perceived lack of

opportunity to put the theory they had learned into practice and the lack of food during the program sessions.

5.1.3 Quantitative Summative Discussion

The questionnaire has made a valuable attempt at identifying the strength and weaknesses of the leadership program as outlined below.

Strengths of the program lie in:

- Creating an awareness of leadership issues and changed viewpoints on leadership(q.4,21),
- providing a relaxed and casual atmosphere (non classroom like) where learning can take place (q.5,6),
- students felt they were treated differently to being in a classroom and that most staff were interested in their progress in this course (q.7-9),
- the delivery of the content was clear, timely, interesting, relevant, challenging, useful and the volume appropriate to the age level (q.10-18),
- the program was conducive to friendship building (q.19).

Some areas of weakness:

- Some students struggled to keep up with the missed class work (q.18),
- journaling and mentoring provides some areas for further work as some students struggled to understand what they were required to do (q.22,23),
- the link between some staff and students in the mentoring process was not adequate (q.24-26).

Other comments:

- The data suggests that having guest presenters was not always desirable (q.20),
- The data indicates that participating students may already have prior knowledge on leadership and were more likely to have had leadership experience (q.2,3),
- most students who undertake the course do not directly see it as a pathway to leadership roles at the school, they have a wide range of

reasons for doing the course and most seem to reflect a desire to self improve, learn new skills and learn about leadership (q.1,27),

- The top five results for the most interesting topics were Purpose, Public Speaking, Integrity, Dealing with Difficult People and Attitude (q. 28). Unfortunately there was no information to clarify why students rated these topics as the most interesting, but Question 31 which asked students to identify which was the most valuable part clearly identified the top five results as well.
- Question 29 asked respondents to provide other topics they would like to see in the leadership program. There appears to be some confusion here in that some of the topics they request are already in the program, such as “How to become a leader”, “teamwork” and “organizing”. This confusion may have results from two scenarios: the students were absent for those particular sessions or over the past three years or the missing information has been built into the program. However, some topics such as “How your personality affects leadership”, “difficult decision making” and “how to work with others”, could be valuable inclusions to the program.
- Question 30 asked students to identify the highlights of the program. Students reflected positively on some similar themes such as: a good pedagogical approach, they liked the skills and information they were learning, and they were pleased with their personal growth.
- Question 31 asked student to identify the most valuable part of the leadership program. Students reflected two themes: learning about leadership and learning about themselves.
- Question 32 provided students with the opportunity to make other comments about the leadership program. While an attitude of gratitude and enjoyment was evident, there were criticisms in regards to the program being too long, the perceived lack of opportunity to put the theory they had learned into practice and the lack of food during the program sessions. This last comment appears to be in opposition to prior information in question 30 where at least two students reflected positively on the program providing food for participants. This apparent

contradiction may reflect the surprise at food being offered at the student leadership program, but that supply was an issue.

There is an opportunity for further analysis of this data, which time would not allow in this research project. In particular an exploration of the connections between respective questions and thus between various topics under consideration would be helpful.

5.2 Qualitative Results

5.2.1 Introduction

The analysis of the interview data is presented in four sections, with each section representing the views of the following respondent groups:

- Students who had participated in the leadership program,
- Students who had not participated in the leadership program,
- Staff who had participated in the leadership program,
- Staff who had not participated in the leadership program.

In the semi- structured interviews all groups were asked to comment on the following questions:

- How do you think that the rest of the school students, staff and parents perceive student leaders at this school?
- What benefits do you think students gain by completing the leadership program?
- How do you think Central Coast Adventist School values leaders/leadership? How do you think this could improve?
- Which do you think is more important in leadership – serving or leading, can you explain your answer? Is there a paradox in this?

There were, however variations for each group. Additional questions were asked to different groups, as outlined below.

- *Describe how you might improve the leadership training program?* – this question was not asked of the non-participating students as I felt they would have had no reference points to make a valid statement. I felt the non-participating staff would have some notion of the content and therefore have some validity to their statements.
- *How do you perceive student leaders at this school? and Have you seen an impact of the leadership program at the school ?* –the two

questions was asked of the non-participating students and staff as I felt that their perception would have less bias and more validity when developing a generalisation that reflected the attitude of the larger school community.

- *What part of the program do you think made the most impact? Explain why it had this effect?* –this question was asked of the participating students and staff as they were the participants and could best reflect on their own experience or seeing the impact on others.
- *What type of leadership skills do you think you had before you undertook the leadership program. How did this change after the program?* – this question was asked only of the participating students.
- *Describe why you decided to become part of the leadership program?*
This question was only given to the participating staff.

The data from the semi-structured interviews was analysed inductively using thematic analysis. Initially the data was transcribed from the audio files into word documents and transcripts were coded for common concepts and expressions that were then grouped into respective categories. Finally these categories were collated under respective themes.

5.2.2 Participating Students

Question 1: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

A) Perception of student leaders by the rest of the school students

There were some positive responses from the participating students, which is not altogether strange. Comments such as “there is still that respect there, even though it mightn’t be from knowledge of what they (leaders) do” and “most of the time students see what you’re doing and value you”. Even amongst the participating students however, there was some negative perception through comments such as “I also think some people exclude them” [the leaders] and label them as part of the leadership or Adventist group, going further to explain that especially with the spiritual leadership students that “there is a line between us”, while some see the leadership roles as “a status symbol”.

B) Perception of student leaders by the rest of the staff.

There were a number of supportive comments such as “There’s a level of recognition and mutual respect that goes on between teachers to prefects”, and language like “respect”, and “value” indicates that staff perception is generally positive.

C) Perception of student leaders by the parents.

Most students and staff reflected a common thread of ignorance about the parental perception of student leaders through ideas that you only see leaders on speech night or they don’t have a high profile with parents.

Question 2: What benefits do you think student’s gain by completing the leadership program at this school?

The bulk of the respondents made supportive comments in regards to the perceived benefits to students. The most outstanding response to this question by students and staff revolved around confidence with similar thoughts supported by statements on “self realization” and “self awareness”.

Some respondents gave information on skills sets that were achieved such as communication, organization, public speaking. A couple of respondents referred to the idea of connectedness, which aligns with the core philosophy “Significance Through Connection” that underwrites the Year 10 iLink program.

One student participant reflected on the fact that with so many students wanting to be in the leadership program, and that based on their historical track record, they would end up being a follower. In light of the serving leadership model, they would in fact be considered a leader.

Question 3: Describe how the school might improve the leadership training programs here.

Participating staff and students reflected the idea of getting “further away from schoolwork” both in structure and content and emphasizing more “experiential” and “service” approaches.

The participating students reflected the desire for leaders to be given more responsibility with comments like “I’m not doing that much to help out the school” and “I guess put more responsibility on the roles”

Question 4: How do you think Central Coast Adventist School values leaders/leadership? How do you think this could improve?

The responses from the participating students varied. Language such as “pretty high value”, “keen to place students in leadership”, “bridge between staff and students” certainly indicates a high level of support from the school as a whole. There were however, some comments that reflected a desire to build on this value to enhance the leadership roles. Reflections of underuse and limited opportunity from the students who participated in the program indicate their desire to see the role of leadership grow and the number of student leaders grow beyond the eight people (prefects and captains).

Question 5: Which do you think is more important in leadership – serving or leading, can you explain your answer? Is there a paradox in this?

Most respondents reflected the idea that serving and leading was not a paradox by reflecting “I think by leading you are serving” and “I don’t think you can have

one without the other”. However one respondent suggested that there was a paradox, but on closer inspection their following comments did not support their statement, which may have reflected a lack of understanding of the word while another student reflected that unless you understood the leadership theory “the serving aspect mightn’t be so obvious”. Some highlighted the fact that serving was a pre-requisite to leading, while another suggested the need to be able to “lead yourself before serving”.

A few of respondents categorized the leadership style based on the leaders motivation. Phrases such as “heart felt” were used in reference to serving and leading which indicates a measure of the motivation to be a serving leader.

Question 6: What part of the program makes (or has made) the most impact, explaining why it has this effect

Most responses by the students generally reflected on individual highlights such as spiritual leadership, visiting speakers and communication. Camps were also highlighted but recognized as an opportunity to put the theory into action.

Question 7: What type of leadership skills do you think you had before you undertook the leadership program?

Due to the nature of this question it was only given to the students who participated in the leadership program.

Interestingly no students interviewed said that they came to the leadership program without any prior leadership skills. Most students related that they had experience with most of the skills they learnt about in the program, but that they were made “more aware” of the leadership skills they had or what skills they needed to focus a little more attention on or how to more effectively use those skills. As one student said “I wasn’t quite sure how to use what I had”.

5.2.3 Non-participating Students

Question 1: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Perception of student leaders by the rest of the school students

A group of responses from the non-participating students reflected that idea articulated by one student “I don’t think the rest of the school really cares”. This type of comment was supported by others such as “it would be seen as a joke” (referring to leadership) and “most people don’t really know them”. These types of comments certainly reflect a status issue that could be rectified with some positive and overt acknowledgement and advertising, however one student reflected that they thought students looked up to them and were “happy” they were there.

Perception of student leaders by the rest of the staff.

One student reflected on the staff support being variable, which was reflected by other students who were positive or negative in their support. A student reflected on the staff expecting a higher moral standard from the leaders, while others thought staff would “admire” those students who took on the leadership positions. While one student thought staff would think “positively” towards them, they also reflected that teachers would use these students to “their advantage” by employing them to complete teacher tasks. Another agreed with this line of thought by suggesting student leaders would be “useful” because of their connection between junior and senior students.

Perception of student leaders by the parents.

Most students and staff reflected a common thread of ignorance about the parental perception of student leaders through ideas that you only see leaders on speech night or they don’t have a high profile with parents.

There were some positive comments about parent perception in that students suggested they would look “positively” on the leaders and are “proud” of them and “expect more from them”.

Question 2: What benefits do you think student's gain by completing the leadership program at this school?

The bulk of the respondents made supportive comments in regards to the perceived benefits to students. The most outstanding response to this question by students and staff revolved around the concept of self confidence.

Some respondents gave information on skills sets that were achieved such as communication, organization, public speaking, listening, teamwork and how to take control in stressful or conflict situations. A couple of respondents referred to the idea of connectedness, which aligns with the core philosophy "Significance Through Connection" that underwrites the Year 10 iLink program. One student explained that she wished they had completed the program due to the skills that they would have learned.

Question 3: Have you seen an impact of the leadership program at the school?

This question was given to student and staff non-participants in the leadership program as I wanted a completely outside perspective.

The student responses were variable with one student reflected that they had "not really seen one (impact)" while others floundered in ignorance with "I don't know". One student commented they had seen an impact with student leaders encouraged to step outside their comfort zones. These comments indicate that at this stage of the leadership program, a consistent cultural change is yet to be felt in the wider school body.

Question 4:How do you think Central Coast Adventist School values leaders/leadership? How do you think this could improve?

Interestingly the students who had not participated in the leadership program made comments that reflected a slightly different perspective from the students who had been in the program and staff from the school. Comments such as "Advertising - putting out there that we offer your students more than just schooling – we offer them advantages for when they leave school", while not being negative towards the program, this comment indicate they see it more

from an advertising perspective of the school. Others were more cynical by suggesting that these initiatives allow the school to “generate an image in the community” to the extreme suggestion that “its not really a big pressing issue” which contradicts the viewpoint of the Principal. Several students however, did reflect that the idea that the school values leaders and leadership.

Question 5: Which do you think is more important in leadership – serving or leading, can you explain your answer? Is there a paradox in this?

The information shared by the respondents fell into a two categories. The first was generally a theoretical response to the question, but in that some alluded to the motivation for being a leader and the second revolved around a description of the characteristics of servant leaders.

Theoretical response

Most non-participant students reflected the idea that serving and leading was not a paradox by suggesting that “its half and half” or “a bit of both” and that there needs to be a combination of both approaches otherwise, as a leader who have not served, you will not understand the perspectives of the servers.

There were some respondents who leaned more to the leader end of the argument with such phrases as “but to be a leader, you have to be more of a leader than a server” or “I would say leading”, but some respondents who went down that path usually made some clarifying statements such as “it depends of want leadership style you take on” and then further “I think you could be a leader and a server” Usually this reflected a growth of the idea as the respondent thought about the question.

Characteristics of serving leadership

As I read through the transcripts it was apparent that numerous words or ideas were being developed that not only helped respondents articulate the their ideas about serving leadership but also built a list of characteristics that we could use to describe serving leaders. These include: supportive of others, good communication, transparency and sharing of information, authenticity - these words or ideas clearly fit into the bigger picture of serving leadership.

Question 6: How do you perceive student leaders at this school?

Some students reflected on the importance of the role either by downplaying their role as “background work” as opposed to the students who thought that the leadership function was a “big role” and that the student leaders were doing a “good job” or that “they were more important than the standard students”. One student reflected that they had not experienced any direct leadership from the student leaders, but that the leadership program had impacted those students participating in the program in a positive way. Another student reflected the lack of personal contact with leadership by saying that they didn’t “know them personally”, however this comment could have multiple stimuli and may not be a valid assessment of the situation, but a comment worth noting.

Another group of responses revolved around the expectations they had of student leaders such as they were meant to be “positive role models”, have “higher moral standards”, and that they should step up and take control” when required or “take the issues of other students” like a mentor or mediator. They thought the leaders that had completed the course had a “sense of direction”.

One student suggested that they thought it “admirable” that students chose to take advantage of this opportunity and that students who completed the course had their leadership abilities “enhanced”

5.2.4 Participating Staff

Question 1:How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

A) Perception of student leaders by the rest of the students.

The participating staff were fairly complimentary in their assessment (some might say biased), by using phrases such as “I think it’s improving” and in reference to the Year 10 link program “ I think they absolutely love it”. One staff member reflected a more philosophical approach through the idea of equipping students rather than just creating a leadership aura.

There was some acknowledgement of the negative effective through statements such as “it can create a little bit of dissonance”, but interestingly this statement was made in response to those who are given spiritual leadership and certainly from anecdotal discussions with students in my years at the school there is underlying “jealousy” that those students gets preferential treatment.

B) Perception of student leaders by the rest of the staff.

Participating staff reflected a range of views such as “not sure”, “admiration” and “positive” in their reference to student leaders, however some reflected on the history of a “name only” role, but things were changing. One staff member reflected that staff were “skeptically neutral” and that most staff waited to see how the leadership program effected them.

C) Perception of student leaders by the parents.

Most students and staff reflected a common thread of ignorance about the parental perception of student leaders through ideas that you only see leaders on speech night or they don’t have a high profile with parents. One staff participant however, reflected an opposite viewpoint in that numerous parents had spoken to him at speech night and to the Principal reflecting positive praise for the leadership program and its impact on their children.

Question 2: What benefits do you think student's gain by completing the leadership program at this school?

The bulk of the respondents made supportive comments in regards to the perceived benefits to students. These can be loosely categorized into statements about students learning about themselves and the wider perspective of value to society.

The most outstanding response to this question by students and staff revolved around "confidence" with similar thoughts supported by statements on "resiliency", new sense of identity", "increased self worth", self awareness" and "self esteem".

One staff member reflected on the process of achieving these results through the process of mentoring, while another spoke about leading students to an understanding what it means to be a leader rather than just listing the benefits of the leadership course.

Participating staff reflected an increased value to society, such as students "being more useful to society", however one staff participant commented on the lack of follow through in seeing such things as initiative, teamwork and inclusiveness, while another referred to the program as developing connections between spirituality, leadership and servant hood, the long term value of "self reflection" and the "deliberateness" of the school in formalizing these opportunities.

Question 3: Describe how the school might improve the leadership training programs here.

The participating staff provided some valuable comments on improving the leadership program at CCAS. Ideas such as increasing the cross curricula components, and getting more staff involved, the idea of getting "further away from schoolwork" both in structure and content and emphasizing more "experiential" and "service" opportunities.

Question 4: How do you think Central Coast Adventist School values leaders/leadership? How do you think this could improve?

The general consensus by respondents was that CCAS values leaders and leadership. Language such as “developing”, “empowering”, “just starting to happen”, indicates a level of support from the participating staff. Two staff respondents however, mentioned specifically the support from the administration and one of these quoted the Principal who said, “it’s the first thing I’ll fund and the last thing I’ll let go”. While this previous statement referred specifically to pastoral care, the leadership program comes under the pastoral care umbrella and gives you a clear understanding of the Principals support for these types of programs.

Question 5: Which do you think is more important in leadership – serving or leading. Can you explain your answer? Is there a paradox in this?

The information shared by the respondents fell into a three categories. The first was generally a theoretical response to the question, but in that some alluded to the motivation for being a leader, the second revolved around a description of the characteristics of servant leaders and lastly a discussion on Christ as being the supreme example of a leader.

Most respondents reflected the idea that serving and leading was not a paradox by suggesting that they were not “mutually exclusive”. One staff member however, reflected that there was a paradox in Australian culture through the metaphor of the “tall poppy syndrome” where mateship is treated with more reverence than being a leader.

One highlighted the fact that efficiently serving was a pre-requisite to leading, while another respondent reflected that serving leadership should not be “self seeking”. This provides some insight into the motivation for being a leader and how serving leadership should be the absence of self.

Characteristics of serving leadership

As I read through the transcripts it was apparent that numerous words or ideas were being developed that not only helped respondents articulate their ideas

about serving leadership but also built a list of characteristics that we could use to describe serving leaders. These include: authenticity, vulnerability, respect, and teamwork. These words or ideas clearly fit into the bigger picture of serving leadership.

Christ as the ultimate example

“It’s probably like Christianity really” “the best leaders are the ones who look at Jesus”. Statements like these clearly link the idea of Christ and Christianity to the core of serving leadership

Question 6. What part of the program makes (or has made) the most impact, explaining why it has this effect?

This question was asked of the students and staff who participated in the program. Most responses by the staff can be categorized as a pedagogical or philosophical approach.

Pedagogical and Philosophical Approach

Staff recognized that the program achieved success through its “interactive” and “service” approach where students had plenty of “activities” that complimented the theory components and the “relevancy” was recognized.

Some staff responded from a philosophical approach by reflecting on the program providing situations where students see their “potential” and where the good kids can be told they are “special” and staff can “set them flying at what they are good at”.

Question 7: Describe why you decided to become part of the leadership program.

Staff responded on a continuum from a philosophical approach through to a very practical approach. The staff that responded from a philosophical approach gave answers such as they wanted to “inspire students”, “show God” or help students with their journey of self -discovery. One staff member suggested that Christian school provide a stable platform of values that leadership is a logical extension of that continuum.

One staff member made a connection that resembled a mid point on the continuum by reflecting the need to have a common thread between the segments of life. Like theory and practice, they suggested that there needs to be a link between school and reality and they saw themselves as part of that process.

Another staff member looked at the opportunity with a very pragmatic approach and saw that as a year level teacher is was a logical extension of the duties and responsibilities of a teacher, however they highlight that it was not a choice they were given but were not “reluctant” in taking the position.

5.2.5 Non-participating Staff

Question 1: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

A) Perception of student leaders by the rest of the school students

The non-participating staff reflected a range of views on this question. In fact one staff member said “there’s a whole spectrum of perception amongst the student body towards leadership roles”, and highlighted that the middle secondary students tend to rebel against authority whereas the junior secondary students still respect authority. Another staff member reflected that although most students are probably happy with the leaders but they do not have an “obvious point of reference with other schools” so their evaluation of the situation could lack validity. There was a perception that the student leaders lacked visibility.

B) Perception of student leaders by the rest of the staff.

Staff reflected ideas of “respect” and were fairly “supportive” in their appraisal of student leaders, however some reflected on the workload created by the leadership program and that there needs to be more roles and responsibilities for leaders.

C) Perception of student leaders by the parents.

Most students and staff reflected a common thread of ignorance about the parental perception of student leaders through ideas that you only see leaders on speech night or they don’t have a high profile with parents.

Question 2: What benefits do you think student’s gain by completing the leadership program at this school?

The bulk of the respondents made supportive comments in regards to the perceived benefits to students. These can be loosely categorized into statements about students understanding themselves, skills that students have gained and the wider perspective of value to society and return on investment by the school.

Understandings

The most outstanding response to this question by staff revolved around “confidence” and “responsibility” One staff member reflected on the moral development required by student’s leaders.

Value

Staff reflected an increased value to society, such as students looking “beyond themselves”, while another referred to the program as having “good value” and that the school is getting a “good return” on its investment in this area.

Question 3: Have you seen an impact of the leadership program at the school?

This question was given to student and staff non-participants in the leadership program as I wanted a completely outside perspective. This approach yielded some interesting results in that they were able to make comment on both the general impact on the school and also the personal impact on the participating students.

School Impact

One staff member reflected that they had seen “no impact”, and others reflected they had through their role as a roll teacher. Some staff floundered in ignorance with “I don’t know” or “not directly”. These comments indicate that at this stage of the leadership program, the cultural change is yet to be felt consistently in the wider school body.

Question 4: Describe how the school might improve the leadership training programs here.

Non-participating staff provided solid ideas for improving the leadership training programs by focusing more on the external acknowledgement of the program due to lack of information on the leadership program and celebrating student success.

Question 5:How do you think Central Coast Adventist School values leaders/leadership? How do you think this could improve?

The responses from the non-participating staff can be summarized by language such as “developing”, “becoming more”, “keen to place students in leadership”, “leadership focused” and “more apparent”. These statements certainly indicate a high level of support and a eagerness to see things continue to develop.

Question 6:Which do you think is more important in leadership – serving or leading, can you explain your answer? Is there a paradox in this?

The information shared by the respondents fell into a three categories. The first was generally a theoretical response to the question, the second revolved a round a description of the characteristics of servant leaders and lastly a suggestion of Christ as being the supreme example of a leader.

Theoretical response

Most interviewees reflected the idea that serving and leading was not a paradox by suggesting that there needs to be a combination of both types of leadership or an “equal part”. One respondent suggested that the type of leadership required will vary as to the situation which was supported by another respondent who suggested that leadership “flows both ways”, indicating that more or less of serving or leading will be required in any given situation.

One respondent discussed the “tension” between the two apparent ends of a continuum, by suggesting that the structure of an organization creates a position of leadership, but that person who fills that role is serving those below him in the structure.

Characteristics of serving leadership

As I read through the transcripts it was apparent that numerous words or ideas were being developed that not only helped respondents articulate the their ideas about serving leadership but also built a list of characteristics that we could use to describe serving leaders. Non-participating staff included the ideas of

compassion and humility. These words or ideas clearly fit into the bigger picture of serving leadership.

Christ as the ultimate example

“if you look at Christ’s’ model of leadership, ... no one since that time has done it as well as Him. in fact when you look at Jesus in the Bible as an example, that’s probably the single most important aspect of His life”. Statements like these clearly link the idea of Christ and Christianity to the core of serving leadership

Question 7: How do you perceive student leaders at this school?

This question was asked of non-participating students and staff in the leadership program.

Most non-participating staff critically evaluated the leaders of the school by suggesting that the “quality of the students was good” and that they “do their job very well” or they “shouldn’t be in leadership” or “are still not demonstrated their leadership qualities”

Some staff perceived student leaders as not having access to opportunities to develop their leadership abilities through practice. This would avoid the perspective where student leaders are seen as “label” positions in the school like prefects or captains and other arenas such as academics and sports.

5.2.6 Qualitative Analysis Summation

This is a summary of the perception of respondents in terms of: understanding student leadership at CCAS, the nature and effectiveness of the CCAS student leadership program and the extent to which the respondents understand the concept of servant leadership.

5.2.6.1 Perception of student leadership

There's a whole spectrum of perceptions amongst the staff, students and parents towards understanding student leadership. These perceptions highlight the variations in: expectations of students, staff and parents; the success of the student leaders in their roles, valid reference points to evaluate leaders and leadership; the level of support for the leaders and leadership and an acknowledgement of the dissonance between the student leaders and the rest of the student body. That is, there was significant difference in opinion in terms of student leadership, both between the respective respondent groups and within these groups.

From an overall perspective there were positive comments from all respondent groups in terms of the perceived value of student leaders in the school. Staff respondents were generally more complimentary in the support, but there was a significant view held by the non-participating students that student leadership positions were perceived as somewhat artificial and were viewed with a certain measure of cynicism.

In support of this theme, some student participants and staff recognized that division sometimes develops between the student leaders and the rest of the student body. This data indicates this separation is partly due to the normal growth of leadership responsibilities and as a natural anti-authority sentiment from the middle secondary students, but is recognized as being negative.

There was one near-universal perception held by all respondent groups, except the participating staff, that the parents' lacked an understanding of the role of student leaders and the student leadership program at CCAS. This information however, may not reflect the real situation, as these comments were perceptions

of how the parents perceive student leaders. No actual data was obtained from parents. One participating staff however, reflected an opposite viewpoint in that numerous parents had spoken to him at speech night and to the Principal reflecting positive praise for the leadership program and its impact on their children. This is an area that needs further exploration.

Participating students reflected that teachers treated them differently and with a level of mutual respect. Participating staff reflected a reciprocal theme in the comments they made about individual students.

5.2.6.2 Perception of the value, benefit and impact

The general consensus by respondents was that CCAS values the concept of student leadership within the school and that the administration has given its full support to the leadership program. Some non-participating students were more cynical in their assessment as they suggested that the student leadership program, at least in part, was designed as a marketing tool, while most responses from other groups were positive towards the leadership program. There was a perceived need by staff and participating students to continue to develop the student leadership concept at CCAS and include other dimensions of leadership development.

The student participants reflected positively on specific components of the leadership program that allowed them to put theory into action. Most respondent groups reflected a significant theme that students gained confidence and self esteem, but in addition they learnt skills that enhanced their leadership ability. Some staff reflected on the student leadership program as developing student potential to enhance their value to the school community and society in general. Interestingly, both student groups reflected the idea of connectedness to others.

The perceived impact of the leadership program with most respondent groups was that very little impact has been felt or seen on the school at a corporate level. Most respondent groups however, reflected on the positive personal impact on students by describing personal growth or skill attainment.

Most participants in the leadership program reflected that they had prior leadership experience which means they approached the program with a view to enhancing or honing their leadership skills, this however, appears contradictory to the view of student participants when in another question they reflected that they expected to gain leadership skills. In reality this may reflect a combination approach in that student participants thought they had some skills already developed prior to the leadership program and were hoping to not only enhance those skills but also gain new skills.

5.2.6.3 Perception of the functioning of the student leadership program

The pedagogical approach taken by the directors of the student leadership program has created an affirming response to the interactive, reflective and activity based program, by staff and student participants. Some students referred specifically to highlights of the leadership program such as camps, fun activities or topics from sessions and guest speakers. These activities by nature reflect a specific pedagogical approach.

Both groups of respondents highlighted the opportunities that existed inside the leadership program to link the theory of leadership to the practice of leadership but also reflected on the need to continue to provide opportunities outside the leadership program to enhance the ability to lead and serve.

Participating staff also reflected a philosophical approach that acknowledged the importance of linking school with reality in a way that enhances student development so that they become more resilient and functioning in their present and future realities that lay outside the school.

Students participating in the leadership program were required to be absent from one class a week and also sacrifice 45 minutes of their own time after school. There were no negative comments from staff or students towards the time allocation required for the student leadership program, there were however, some reflections on the large volume of material being delivered during the leadership sessions. There was partial support by participating staff that reflected the need to continue to evaluate the volume of content delivered in

the student leadership program, but with a view to enhancing the experiential components of the program.

5.2.6.4 Improvement perceptions

The CCAS student leadership program was identified by participating students and both staff groups to have a number of potential improvements that are discussed in detail below.

The students and staff reflected on the need to develop further opportunities for service and empowerment where student leaders can enhance their leadership abilities through serving initiatives and practice servant hood as a focus of ones life.

Some non-participating staff reflected a need for more information about the program to increase the ownership from staff and the engagement of the wider student body. This group also reflected desire to see student leaders be active role models that clearly exhibit an authentic understanding and practice of leadership and a lifestyle that incorporates the school values and ethos. As more staff and students have ownership and are engaged in the student leadership program, this will increase the movement towards a sustaining culture of service at the school.

There was a perceived need by participating staff to expand the leadership program to have more links to other subjects. This approach would also increase the ownership by staff as they could become tied into the delivery and resourcing of programs but also increase the students' exposure to the leadership program through their participation.

5.2.6.5 Serving leadership

The participating staff have positively engaged with the student leadership program and by their involvement are modelling, to a significant degree, serving leadership.

Most responses from staff and participating students reflected an understanding of the importance of both serving and leading and the coexistence of these two traits in successful leaders. Some staff reflected that Christ was the most effective

example of serving leadership and that His model should be our “modus operandi”. Further, that if you use the servant king concept modelled by Christ then your leading and serving has authenticity.

One non-participating staff member reflected that there is some tension between leading and serving. This tension exists because, in any organisation, there are many servers and few leaders, however those who serve are in a superior position to those who lead through the quality of their serving.

Numerous words or ideas were developed that aided respondents to articulate their ideas about serving leadership, these included: spiritual, supportive of others, good communication, transparency and sharing of information, authenticity, vulnerability, respect, teamwork, sincerity, compassion, humility, self disciplined. These ideas have some striking similarities to the serving leadership model outlined in Table 2.1 - *Serving Leadership*.

5.3 In-depth Interview with the Coordinator of the Leadership Program at CCAS

5.3.1 Introduction

The interview with the leadership Coordinator was organized in October 2009 to compare the serving leadership model displayed in Table 1 - *Serving Leadership* model with the leadership program being implemented at CCAS.

It was also used to gain feedback from the coordinator by comparing the framework described by Tilstra (2008) in the literature review and the leadership program at CCAS.

A byproduct of this discussion was a description of the philosophy behind the leadership program, an outline of some potential additions and a description of the iLink program.

5.3.2 Depth Interview with the Coordinator

During the interview with the leadership coordinator, he was asked to cross check the values/character traits (by using a star) with those of the student leadership program at CCAS.

Table 5.3.2 – Serving leadership and the student leadership program at CCAS.

	Grade 6	Yr. 10 iLink	Year 11
Servant leadership - Spears (1998) cited in Crippen (2005)			
listening,	*	*	*
empathy,	*	*	*
healing,			
awareness,	*	*	*
stewardship,			
commitment to the growth of others,	*	*	*
building community	*	*	*
Servant hood - Depree (1993) in Sharpe (2000)			
integrity,	*	*	*
vulnerability,	*	*	*
discernment,	*	*	*
courage,	*	*	*
Transformational leadership – (Bass 1985) in Pawar (2006), Brymer & Gray (2006)			
loyalty,	*	*	*
a sense of mission/purpose	*	*	*
visioning	*	*	*
teamwork,	*	*	*
develops faith and respect,	*	*	*
responsibility,	*	*	*
credibility	*	*	*
commitment,	*	*	*
morality and ethical conduct	*	*	*
Additional Characteristics			
<i>Intimacy with God</i>	*	*	*
<i>Submission to God</i>	*	*	*

From the above table, there are two characteristics that do not have stars beside them; they are healing and stewardship.

The philosophy that underwrites this program stems from the catch phrase “Significance through Connection”. Connection can occur at a number of levels - internally, extended school communities and families, wider school community such as Gosford, also international through “Make a Difference” (MAD) – service trip by “schoolies” to Fiji. The coordinator hopes to incorporate this initiative into the leadership program.

Link is the doing word that describes any link that can occur through or at the school. The concept of linking schools together through the link idea is something he would like to develop.

Now potential leaders at CCAS need to have completed the leadership program in order to apply for leadership positions.

Potential developments in 2010:

- Staff café – The coordinator would like to start a link program for the staff, ie. a getaway staff café where staff can leave their normal offices and enjoy connecting with other staff in a café like atmosphere.
- Linking with the community – The coordinator would like to develop parent evenings on child rearing, rights of passage, cooking classes etc as a way of engaging parents and wider community members.
- MAD – “schoolies” trip to Fiji.

During this interview I asked the coordinator how the leadership program compares to the framework provided by Tilstra (2008). The criteria used were: theory and practice, experiential education, service learning and guided and mandatory self-reflection.

❖ **Theory and practice** - Sessions have theory and activity components – short blocks of theory then an activity that follows up on the theory.

❖ **Experiential education** – the Year 10 iLink program is a good case study for this component and is outlined below.

Year 10 iLink

During Year 10 links are created with Year 6 students in a mentoring role and then the following year as the Yr 10's progress to Year 11, they continue to link with the previous grade 6 students who are now in Year 7.

The Year 10 iLink Program – It has a major project for every term.

Term 1 - Shave For A Cause, Daffodil Day, etc.

Term 2 - Morning Tea where they auction off some thing they can do (Backyard Blitz from some of the boys or babysitting) or have made (they sold a recipe book that the students made) and the food that was served was made from the recipe book.

Term 3 - 40hrs volunteer work, lifesaving, basketball training, cooking food for the homeless shelter.

Term 4 – 2010 Debutant Ball – after the exams, the coordinator wants to develop a week of “coming out” activities that culminates with the Ball.

❖ **Service Learning** –

- STORMco's– in 2009 CCAS ran one STORMco to Mirriwinni Gardens – a boarding Aboriginal school located 2 hours West of Kempsey NSW).
- Other STORMco's – The coordinator said he had such an overwhelming response to run STORMco's in 2009 he could have run five trips, but did not have the manpower. The Haven Church, that worships on site at the

school, is interested in supporting this function 2010.

- Year 10 iLink program has numerous service learning opportunities.

❖ **Guided and mandatory self-reflection** – journaling occurs at the three levels of the course.

5.3.3 In-depth Interview Summation

It is clear from looking at the comparison table that the leadership program offered at CCAS has significant positive correlation with the serving leadership model with only 2 of the values/character traits not aligning with the student leadership program at CCAS – see Table 5.3. Therefore, where twenty-three out of twenty-five of the values/character traits have alignment, this represents a 92% match between the leadership program at CCAS and the serving leadership model described in this paper.

The identification of an underlying philosophy such as “Significance through Connection” provides a concise and easy to manage vision statement. This could be a very useful phrase for the branding of the program and within the overall context of the schools mission statement.

When a comparison is made between the leadership program framework provided by Tilstra (2008), the coordinator was able to make positive statements supporting all the criteria provided.

From these two comparison there would appear to be a significant positive relationship between the leadership program at CCAS, the *Serving Leadership* model and the framework for successful leadership programs provided by Tilstra (2008).

6.0 Discussion and Recommendations

The following discussion and recommendations are a result of comparison and analysis of the three sources of data that were reviewed for this paper: the Likert scored survey questions, the open-ended survey questions and the interview data.

The above data indicated that the student participants and all staff perceived that the current student leaders, to a large extent were effective in their roles. It was however, only the participating staff and all students who gave a significant positive report on the student leadership program.

The data also suggests that the non-participating students and staff were often ignorant of the student leadership program and the role of student leaders and sometimes presented negative views on these two topics.

It was found that the quantitative data combined with the two sources of qualitative data provided some overlapping and disjunct themes.

6.1 Perceptions of leaders and the student leadership program at CCAS.

The qualitative data suggests there are significant differences in perspectives on leadership and the student leadership program at CCAS. This plethora of perspectives has only served to further diversify thought on the leadership program and, can at times, have a negative impact on the program. Non-participating staff were somewhat ignorant of the program whilst some non-participating students viewed the student leaders as being artificial and the leadership program as a marketing tool. These cynical and dissonant reflections were however, usually offset by positive and supportive messages from participating students and staff. There was a general consensus by all respondent groups of perceived value in student leaders and the leadership program. Further, that there have been significant impacts on individual student growth and development of leadership skill. This polarisation however, highlights the need for a consistent and positive message about the leadership program to be broadcast to its respective communities.

Parental perspective results, it must be kept in mind, were not from interviews with parents, rather students and staff were asked to reflect on their understanding of parent's perspectives; this was a second hand report. The participating staff however, believed that parents were very supportive of the leadership program because of the resultant changes in their children.

6.1.1 Strength of the philosophy, pedagogy and program

The participating staff reflected positively on the philosophical approach this program supports in providing student access to intellectual and relational resources that will increase their resiliency, confidence and positive impact in the communities of tomorrow.

The data from both the quantitative and qualitative research components suggested that student participants reflected positively that teachers treated with them with more respect and gave them more responsibility. The nature and extent of this attitudinal difference could be further explored as a way to understanding the development of "teachable moments" underwritten by mentoring relationships. The fundamental concept of connectedness was reflected in the interview data and in the context of the schools commitment to leadership development which was an important strength of the program.

The participating students and staff outlined significant strengths for students participating in the leadership program, both in the knowledge and understanding of leadership and the opportunity to put this theory into practice. The combination of theory and practice in an informal, mentoring and enjoyable approach provides for a greater opportunity for the relational aspects of teaching to develop and the likelihood of the "osmosis" effect to occur. The typical classroom situation has been replaced with one that is far more conducive to values learning but the school however, needs to be proactive in extending this pedagogical approach to the next level.

The interview data identified that students and staff were struggling to gain value from the journaling and mentoring aspects of the program. This aspect needs to be reviewed.

The interview results identified that students were not solely reliant on the program to up-skill them for leadership as most entered the program with some leadership skills and saw the program as helping them refine their abilities and apply them to leadership. This contradicts somewhat the quantitative survey results in that students reflected that the skills they were learning featured in their responses as highlights. This contradiction may be a result of a fewer number of participating students being interviewed rather than the larger sample of students who were surveyed.

This situation highlights the point that the student leadership program is perceived by students to be for those who aspire to be leaders, and yet the program has so much to offer those who do not currently see themselves as leaders. Every student needs to know their purpose in life, how to have integrity and the importance of positive attitude. The quantitative results ranked these three concepts: purpose, integrity and attitude, inside the top 5 most interesting topics in the student leadership program. These results reflect a real desire from student participants to grasp important concepts that not only impact on their leadership potential but are also personal growth issues that build self-esteem and resiliency, topics that every child should be exposed too.

In addition to this discussion, students reflected on the desire to see other topics in the program that they perceive would enhance their ability to lead. These topics included: “how your personality affects leadership”, “difficult decision-making” and “how to work with others”. In apparent contradiction to this, the qualitative results identified that there were some negative comments in relation to the high volume of material being presented, the length of the program and the ability/opportunity of students to catch up on missed class work, but the survey data did not support these concerns. This issue would need further exploration.

6.1.2 Leadership roles

Although the quantitative data described the how participating students enjoyed the opportunity to interact with other students in the leadership program, they also reflected that there remains significant work to be completed in developing

the roles and opportunities for student leaders, particularly outside of the leadership program. While the serving component of the Year 10 iLink program appears to have ample opportunity for service to occur and there has been development of student leadership roles in the past, there is still considerable opportunity for leadership roles and service components to continue to be developed.

6.1.3 Attitudes

There are significant attitudinal issues that have been identified to exist between the student body and the student leaders. Cynicism towards student leaders and the leadership roles; and an anti-authority sentiment that invades the middle years of secondary schooling appear to be two attitudes that need remedial attention. A perceived lack of authenticity, as highlighted by the non-participating students and Shields (2002) may in fact be a reason for this cynicism and mistrust.

There was ignorance and non-engagement from non-participating staff. This could reflect a personal choice to avoid engagement or support the theory, that their choices reflect a lack of direct exposure to the leadership program or lack of access to the information about the leadership program.

6.1.4 Information

There appears to be insufficient information reaching the wider staff, students and school community regarding the leadership program, the nature and variety of leadership roles at the school and the success of the student leaders in their roles.

6.1.5 Comprehensive and embedded

The introduction in 2009, of the iLink program that ran all year, was for the entire Year 10 cohort and was cross curricula, was seen as a positive approach by participating staff, to the development of student leadership at the school. The interview data from this group however, reflected the continuing desire to see the leadership program increase the linkages to other subject areas. This approach would more effectively enable the leadership program to be embedded

in the school culture. Although many students and staff support the claim that personal impacts are visible in the lives of students undertaking this program, the idea that school culture is being significantly impacted by the program was absent from the interview data.

6.2 A serving community?

Serving leadership is a concept that most staff and participating students understand. Numerous values/character traits were used in the language by respondents in presenting their understanding of serving leadership and there was significant overlap between the model of *Serving Leadership* (Table 2.1) and the words that respondents used in their discussion of serving leadership.

The comparison made by the coordinator of the student leadership program between the program and the model of *Serving Leadership* (Table 2.1) provided significant parallels, with almost all traits listed as having commonality.

When making a comparison between the leadership program framework by Tilstra (2008) and the CCAS leadership program there was a significant positive correlation. All four major criteria suggested by Tilstra were also found to be part of the leadership program at CCAS.

The interview data from the leadership program coordinator identified the phrase “Significance Through Connection” as a theme that underwrites the student leadership program at CCAS and this aligns itself with the *Serving Leadership* model (Table 1). Kefford (2001) supports significance as an approach to serving leadership in schools, and as a key gift of serving leadership to the school community.

The parallels and positive comparisons indicate a growing consensus about serving leadership. Authenticity, as identified by respondents and Lavery (2009), underwrites a *Serving Leadership* model and there should be no ambivalence towards this concept if the general consensus is to remain valid and add weight to the argument that CCAS is becoming a serving community.

6.3 Recommendations for enhancement of the student leadership program at CCAS

6.3.1 Pedagogical Improvements

One of the most important pedagogical improvements is the re-evaluation of the journaling and mentoring aspects of the leadership program. Applying a framework to the process of self-reflection and clearly articulating the role of the mentor in the context of the leadership program could enhance these concepts.

Student participants reflected that teachers treated them differently. The nature and extent of this difference could be further explored as a way to understanding the development of teachable moments underwritten by mentoring relationships.

Further research should be conducted to develop a model of best practice for delivery of content. Although as educators, the teachers at CCAS already have an understanding of quality teaching methodology, more research data however, could hone the delivery techniques to enhance the leadership program and look specifically at volume, content, length of the program and missing class work issues, as identified by the qualitative and quantitative research.

The next level of evolution could be to examine what opportunities are available in the outdoor education sphere to develop the values and character traits that are aligned with serving leadership. Another area supported by the research data reinforces the importance of continuing to develop opportunities to practice serving leadership. This could take the form of an ideas group that would look for ways to expand the serving leadership roles and opportunities within the CCAS school community.

Further work is needed to provide consistent quality control and feedback loops through entry and exit surveys for student participants and surveys for staff, students and parents in the wider school community. These strategies will continue to add data to the qualitative and quantitative data already available.

6.3.2 Marketing and Celebrating

Increased information sharing needs to occur at all levels of the school community about: the leadership program, the nature and variety of leadership roles at the school and the success of the student leaders in their roles. This will arm the non-participating staff with information they can share and also increase their level of ownership and may lead to greater participation and support. These actions will also increase the level of status attached to the student leadership positions so they will be viewed as more than a label and raise the level of awareness by parents about the student leaders and leadership program at the school.

The positive comparison between the work of Tilstra (2008) and the leadership program at CCAS needs to be celebrated by identifying that the program meets current best practice. This information needs to be shared deliberately with the school community.

The language of serving leadership needs to be embedded in the language of CCAS in personal and professional communication. The vital step however, is to follow words with convictions and actions. The staff and administration need to examine the ways they could overtly serve each other and those in the wider school community. The Coordinator already has some plans for staff in 2010 such as a staff café, but stronger initiatives are needed that are reciprocating and self-perpetuating in their serving. Work by Crippen (2005) provides ten different ways that serving leadership can be incorporated into educational organisations. While this author looks more at the staff arena, there are some aspects that can be applied to the student realm.

Further branding of the student leadership program with the motto of “Significance Through Connection” would continue to support the connectedness concept but also provide a positive message that would increase understanding, engagement and ownership, and would further align the school as a serving community as discussed by Sergiovanni (1992).

6.3.3 Serving leadership

A culture of authentic serving leadership as described by Lavery (2009) should be the backdrop that underwrites serving leadership. Currently there appears to be individual development of this leadership style in student participants, but the culture of the school is yet to feel the impact of this leadership paradigm. Continued application of resources and energy to this program however, will enhance the benefits of student learning, behaviour, attendance, personal growth and academic performance (Cress, Astin, Zimmerman-Oster & Burkhardt 2001 cited in Tilstra 2008, Edwards 1996 cited in Kefford 2001, Reeves 2008) and add more momentum towards a reinventing of the community within the school and the neighbourhood, as described by Comer (1992) cited in Kefford (2001).

The student leaders could address the issue of cynical attitudes towards them by many students, by developing an overt program to serve and engage with the middle year students in the secondary school. This could take many forms, but any initiative would start to address the negative perceptions discovered in this study and by marketing and celebrating these serving based initiatives, this would also provide a more positive perception of the leadership program and counteract the some of the negative reactions that have been identified.

Further, there is need for the CCAS leadership team look to an inclusive and comprehensive delivery model of student leadership so that all students get exposure to the values and skills that are being transmitted in the student leadership program A useful case study by Hugo Walker at Emmaus Christian School could provide a number of useful ideas about the philosophical change required, the initiatives for use in schools and the journey of change. All parents would like to see their children make positive changes in their attitudes and focus, therefore the issue of accessibility and opportunity should be examined.

The available evidence provides weight to the suggestion that CCAS is making significant progress towards being a serving community.

6.3.4 Embedding

The leadership program needs to continue to develop, probably by adopting, a cross curricula concept that is delivered to all students in a sequenced approach. Although the leadership program occurs for Year 6, Year 10 and Year 11, there appears to be scope towards developing leadership training for the junior secondary level, perhaps for the Year 8 cohort. Further these Year 6 and 8 leadership programs, it would appear, would be most effective if they adopted a cross curricula approach and operated for a substantial part of the year. One could also argue that for the Year 9 cohort, a top-up or elective leadership program could be useful especially in third term.

The leadership program needs to be seen as more than a passing educational trend. When the program has a historical context within the school and the benefits are starting to be seen by many, then this will create a self-perpetuating culture with serving at its core.

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8. Appendices

Appendix 1 - Quantitative Survey - Student Leadership Exit Survey

Appendix 2 – Qualitative Interview Questions

Appendix 3 – Transcript of Interviews

Appendix 1 - Quantitative Survey - Student Leadership Exit Survey

My reason for choosing to do the leadership course:

Read the questions below carefully and tick the box which is most appropriate.

1. Strongly disagree 2. Disagree 3. Neutral/no change/unsure 4. Agree 5. Strongly agree

	1	2	3	4	5
1. If the course was not a requirement for school leadership I would not be interested in the course					
2. Before the leadership course commenced I knew nothing about leadership					
3. Before the leadership course commenced I had some experience in leadership					
4. Since completing the course I am more aware of important issues within leadership					
5. I found the atmosphere in the sessions casual and relaxed					
6. I found the atmosphere in the sessions tense and stressful					
7. I found the atmosphere just like being in class					
8. The teachers treated me differently in the course					
9. The teachers/leaders were interested in how I was going in the course					
10. The content was delivered too quickly in the course					
11. The course material was too complex and needed more time to be explained					
12. The course material was irrelevant and meaningless					
13. The topics were challenging and useful					
14. The course material was presented clearly and I always understood					
15. The presentations were engaging and interesting					

16. There was too much information to absorb in each session					
17. The session times were too long					
18. I found it difficult to keep up with the classes I missed					
19. I got to know my class mates better					
20. I wish there were more guest presenters					
21. The course has not changed my view of leadership at all					
22. Journaling was difficult and I didn't get much out of it					
23. I learned a lot about myself from journaling					
24. Meeting with my mentor teacher helped me to clarify the concepts presented in the course					
25. Meeting with my mentor teacher didn't happen regularly and I didn't really benefit					
27. The purpose of journaling and meeting with a mentor teacher was unclear to me					

28. The topic I found most interesting was (can pick up to 3)

_Purpose

_Vision

_Integrity

_Attitude

_Teachability

_Delegating

_How to Run a Meeting

_Dealing with Difficult People

_Handling Criticism

29. Other topics I would have like to be covered

30. A highlight of the course was:

31. The most valuable part of the Leadership course was:

32. Any other comments:

Appendix 2 – Qualitative Interview Questions

Participants in the student leadership program

Key Questions – Participating students.

1. What type of leadership skills do you think you had before you undertook the leadership program. How did this change after the program?
2. Describe the most impacting part of the program and explain why it had this effect?
3. What benefits do you think students gain by completing the leadership program.
4. Describe how you might improve the leadership training program?
5. How do you think Central Coast Adventist School values leaders/leadership? How do you think this could improve?
6. How do you think that the rest of the school students, staff and parents perceives student leaders at this school.
7. Which do you think is more important in leadership – serving or leading, can you explain your answer? Is there a paradox in this?

Key Questions – Participating staff.

1. Describe why you decided to become part of the leadership program?
2. What part of the program do you think made the most impact? Explain why it had this effect?
3. What benefits do you think students gain by completing the leadership program.
4. Describe how you might improve the leadership training program?
5. How do you think Central Coast Adventist School values leaders/leadership? How do you think this could improve?
6. How do you think that the rest of the school students, staff and parents perceives student leaders at this school.
7. Which do you think is more important in leadership – serving or leading, can you explain your answer? Is there a paradox in this?

Non Participants in the student leadership program

Key Questions – Non-participating students.

1. How do you perceive student leaders at this school.
2. How do you think that the rest of the school students, staff and parents perceives student leaders at this school.
3. What benefits do you think students gain by completing the leadership program.
4. Have you seen an impact of the leadership program at the school. How?
5. How do you think Central Coast Adventist School values leaders/leadership? How do you think this could improve?
6. Which do you think is more important in leadership – serving or leading, can you explain your answer? Is there a paradox in this?

Key Questions – Non-participating staff.

1. How do you perceive student leaders at this school.
2. How do you think that the rest of the school students, staff and parents perceives student leaders at this school.
3. What benefits do you think students gain by completing the leadership program.
4. Have you seen an impact of the leadership program at the school. How?
5. Describe how you might improve the leadership training program?
6. How do you think Central Coast Adventist School values leaders/leadership? How do you think this could improve?
7. Which do you think is more important in leadership – serving or leading, can you explain your answer? Is there a paradox in this?

Appendix 3 – Transcript of Interviews

Response are categorized by the following:

Student P – students participating in the leadership program

Student NP – students not participating in the leadership program

Staff P – staff participating in the leadership program

Staff NP – staff not participating in the leadership program

Student P 1

Question 1: What type of leadership skills do you think you had before you undertook the leadership program and how did this change after the program?

Response 1: Well in all honesty, I think that before the program 90% of the skills I had after the program, but that's very much because of my context within I think the leadership roles at Church, and Pathfinders, and all the things I'm involved in anyway. It was still beneficial as far as actual roles went. I think things like practicing public speaking in front of the group that we did, running games, being in front of people were the ones that I don't do so much in front of Church. You know, I play the piano in front of Church, but I don't sit there and talk to people, which would be a good role that they taught me. Also, journaling stuff was one of the things I remember; I've never really gotten into 'Dear Diary' before then, so that was kind of useful to look back on as well, developing lists and stuff.

Question 2: Describe the most impacting part of the program, and explain why it had this effect.

Response 2: The most impacting one was spiritual leadership when we discovered which way we connect best with God. For me, I remember it was through music and just writing down random thoughts that came into my head, so that was probably pretty impacting.

Question 3: What benefits to do you think students gain by completing leadership programs.

Response 3: I think for most students who aren't like me (being brought up performing in Church and going to Pathfinders on the weekend anyway), would gain lots of skills that I just took for granted, like being able to go in front of someone and talk, or being able to run things and just talk to kids etc. I probably had lots of those skills already, but I think that's what most people would gain as 90% of their benefit from the course. Talking to people and organising themselves on paper is another benefit.

Question 4: Describe how you might improve the leadership training programs.

Response 4: It was very rushed from what I remember. I think if they down a bit more onto a specific type, and I think getting student opinion on the type that they'd narrowed down to, and then focusing on that instead of going, "today we're covering this, this, this, this, and this. Now we've got to be really tight on schedule, copy it all down as if it were a class". I mean, the atmosphere was obviously different, but I think it felt very rushed and we had a lot of time to do the things we had to cover, but if they'd just narrowed down a little bit more into what they were covering instead of doing a broad spectrum, it would have impacted me more, and it would have not felt as rushed and class-like; as if we had this big schedule we had to keep to and stuff like that.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: There's always a leadership program going at school – every lunchtime there's a leadership program meeting, so they're obviously keen to get some leaders going. Personally, I think they should show a bit more leadership as far as the actual teachers and chaplaincy staff go within the school; instead of trying to make us all leaders, why don't they live by example a bit more. That would be something they could improve on. They are very keen though, and I mean having a leadership program is something that most schools don't have so I guess we take it for granted, but it be nice to see them living by example a bit more.

Question 6: How do you think the rest of the school (students, staff, and parents) perceives student leaders at this school?

Response 6: I think that, this being an Adventist School, they very much lead by what they believe, which might differ to what lots of people believe. I also think some people exclude them [the leaders] and go "you're part of the leadership group, therefore you must be in 'the group' with 'the chaplains' and 'the school', and you're very much in with them". Some parents choose to just completely retreat from that, and go "well, that's good for them, but my student can do surf life saving or something instead." I think it's also common in students to sit in the locker room and people will be thinking "oh, that's the Adventist group, and they're the ones who do the leadership." Otherwise we're all fine and we can go to parties on the weekend and whatever, but you get excluded a bit for being part of 'the group', (especially with chapels and what not), but it's a pretty big group though. I'm not ashamed to be part of it. It's just very much "that's them, and this is us", if you're not part of that whole spiritual thing with Mr. X and his team, then there's a line between us.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: I think being a leadership course, I'd have to say leading – I would have thought I'd agree with both of them. You have to serve to lead, so they go hand in hand. Being a leadership course however, I think leading is what they should focus on and teach you to do because that's what it is; a leadership course. I think there is a paradox though. I think you do have to serve because leading is serving, especially with spiritual elements to it. We're all leading

toward a common cause in any leadership; a business, in Church, we're all leading toward a common cause. So you're just serving the cause and helping others below you toward that one cause. So it's based on serving, but I think leadership courses should teach leading, not teach serving.

Question 8: Other comments?

Response 8: I guess I feel strongly about the entire way that the school's run, with leadership and those who have the power, especially with spiritual things. I have a deep concern that spirituality is something that is at the basis of everybody, and I just feel very deeply that those who are running it at the school have got their very own way and style that they do it, which is fine and they fine God like that which is good, but there's lots of us out there who don't find Him that way and I think that having a broader range of perspectives in those leadership roles, especially with things like music and what happens in chapel, should definitely be exercised. We just need a bit more variety of different opinions in leadership, because that's another you learn in the course; you can't just run it by one person and say this is what is done, because that's their opinion. It would be nice to have a variety of opinions. Being the Central Coast Adventist School, it's not the Central Coast Haven School, or the Central Coast Gosford Church School, it's meant to be a combination of all of the opinions of all of the Churches, and if you look at where the roles are in leadership, they're of one specific Church.

So you think they need to expand the roles available for leadership?

Yeah, and if that means knocking off some of the ones who are there already, because they're all from the same place, then might just be what has to happen. I think there needs to be a much broader perspective of all of the people.

Student P 2

Question 1: What type of leadership skills do you think you had before you undertook the leadership program and how did this change after the program?

Response 1: I suppose the leadership program showed what skills you had that you might not really have thought of as skills. For example, things that might have seemed like courtesy, like helping others and the kind of stuff you might have in a role as friend or sibling, things in which you kind of already take on a leadership role without really knowing the technical aspects of it. I think after the leadership program, you're just more aware of the skills you employ as a student, or in your life. It's not really about being an institution; it's about how you work with others.

Question 2: Describe the most impacting part of the program, and explain why it had this effect.

Response 2: I think the camps was the most impacting, where we got to put it all together, so we'd been learning all the theory of how to lead and how to follow and work in groups, but actually doing the practical side of it where you had two nights of group work, I think that was the highlight. It was just putting it all together so you could test out all the skills and different things you'd learnt and types of management.

Question 3: What benefits to do you think students gain by completing the leadership programs?

Response 3: I think maybe self-awareness. If you weren't sure before, now you are. I suppose it also teaches you a certain level of maturity so that even if you aren't a prefect or school captain, you can still be expected to employ leadership roles.

Question 4: How do you think Central Coast Adventist School values leaders and leadership?

Response 4: I think the fact that we have the leadership program and we have an SRC, and we have things like WOSE, and Chapel – where people need to work as a group – it's the individual components working together as an overall thing I think that definitely nurtures these kinds of leadership roles and group work.

Question 5: How do you think this could improve at the school?

Response 5: I suppose with the things like leadership program present a good opportunity, but perhaps for the younger years, although they might be part of the leadership program in the sense that Michael and Sarah as school captains do lead in a morning service, I think starting earlier doing more group work kind of things then leads into leadership. So if you're already practicing group work then it's easier to apply those things, and not be all competing.

Question 6: How do you think the rest of the school (students, staff, and parents) perceives student leaders at this school?

Response 6: I think they are definitely supportive. Its kind of recognition of their maturity and ability to follow as well as lead. There's a level of recognition and mutual respect that goes on between teachers to prefects. As for students, it might not be as obvious an acknowledgment of what they can do, but as figures that they see, there is still that respect there, even though it mightn't be from knowledge of what they do. I think parents love seeing prefects because it kind of shows the crème of the crop. As parents who go to the school and go "wow, this is what Central Coast Adventist School is about", and I think for parents who don't have students at this school, they might think, "wow, this is a good example and I want my kid to go here, because this is the kind of values that they're teaching."

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: I think by leading you are serving – if you're leaving in a way that is

heartfelt, not to promote yourself. If you're leading a group, you should be helping them and serving them. It's an acknowledgement that although you may be a delegated leader, it's about helping them and then a cycle of helping each other so you get things done. I think serving and leading should be part of the same, but I think unless you are in the know with all this leadership stuff the serving aspect mightn't be so obvious. At the school, you see people coming up and being a public figure, but behind the scenes, there is the kind of serving and effort put into preparing for things. It's service of your time and your skills by leading.

Student P 3

Question 1: What type of leadership skills do you think you had before you undertook the leadership program and how did this change after the program?

Response 1: Leadership skills are rather an interesting thing to define. I'd say that there are two types of leadership. For example, some have the ability to command and others have the ability to inspire; which, to a certain extent, is inherent within people. I tend to lead by inspiration rather than leading by command. I suppose I probably wasn't a very effective leader before taking the course, but after the course, I think the exploration of the concept of leadership helped direct my attention to the skills, abilities, and influence that I have.

Question 2: Describe the most impacting part of the program, and explain why it had this effect.

Response 2: The only thing that comes to mind is a situation that occurred. I was supposed to tell people to act like a toaster (they didn't know they had to act like a toaster, and I had to get them to act like a toaster). That was before they said to communicate – after they said to communicate, it was so much easier. Except that one of y group members actually started taking over command which wasn't cool. To me, that sort of underscored the importance of leadership. The most important part was understanding the importance of communication.

Question 3: What benefits to do you think students gain by completing the leadership programs?

Response 3: For me, it helped in my journey towards self-realisation. It just helped me realise what my skills and talents are. It gave me the ability to interact with other people in an environment that is geared towards the purpose – a focused environment. The only weird thing is that when you get so many people in that environment, they all want to be leaders. Somebody has to be the follower and that generally ended up being me.

Question 4: How do you think this could improve at the school?

Response 4: The thing that really irks me about the leadership program is that I have completed it but I'm not doing that much to help out the school. I mean, I'm a house captain, but you don't do that much as a house captain – it's pretty much limited to two or three days in the year.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: I see in their prefect and captain program, they're starting to endow a lot of responsibilities on those particular people. I'd say the school values leadership in the way it gives people a chance to be put in a commanding position and take command of the situation. Unfortunately, that's only for eight people.

How do you think this could improve?

Just involved people who've been through the leadership program and people who haven't been involved in the leadership program so the people who have can pass on what they have learnt. I mean, I think it would be good if we had a ministry captain, but I had no idea how you would implement that because you'd have people saying 'I want to be in ministry', but are they right for it?

Question 6: How do you think the rest of the school (students, staff, and parents) perceive student leaders at this school?

Response 6: I've always dreamed of being a school captain, and that failed. I think it's seen more as a status symbol, not for the responsibilities that come with it. That's for prefects and captains. I think staff view the leadership program as a way to train people.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: I don't think you can have one without the other. If you've got leaders who don't serve the community then you have tyrants on the scale of Stalin or Hitler – people who are out to serve their own interests. But if you have servers who can't lead then you have a bunch of people who are very capable but no direction. To be a good leader you have to serve, to serve you have to at least be able to lead yourself.

Student P 4

Question 1: What type of leadership skills do you think you had before you undertook the leadership program?

Response 1: I was a natural leader, but I wasn't quite sure what to do or how to get people to do stuff or how to organise things– I wasn't quite sure how to use what I had.

Question 2: What part of the program makes (or has made) the most impact on students, explaining why it has this effect.

Response 2: Probably one thing was when they got Greg Gates in, and he talked about integrity and how, when you have a position of responsibility, it's very important to be your word. If you say you're going to do something, then you do it; that way you earn respect and get stuff done. That's the one that sticks out the most to me, because leadership revolves around that.. Other stuff I can remember was like organisation things like massive calendars.

Question 3: What benefits to do you think students can gain by completing leadership training and leadership programs?

Response 3: They get an idea of how to do things, and interact with someone; stuff you probably know already but you're not sure how to use it (helping you work out what skills you have, then how to put that into practice). Learning about integrity was a benefit, because it helped me realise if I'm showing people that they mean something to me, then that improves my relationship with them and shows that I value them.

Question 4: Describe how the school might improve the leadership training programs here. Can you see any areas where it's not being met?

Response 4: Maybe just condense it. It went for a fair while, so some of the stuff kind of got a bit hazy. Also, maybe hold us accountable for homework because then we'd learn better.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: I think it really does, especially from what I've heard from other schools, the teachers have a heaps better relationship with the students. Students who are leaders are kind of like a bridge between the staff and students. I reckon the school finds them pretty valuable because they can give them insight.

How can the school improve in the valuing of this leadership opportunity?
Well, at the moment, we are a little bit underused. I'm not really doing heaps – the odd staff worship. I reckon there should be more stuff that we do with the actual students; we just survived progress reports, so there should be more stuff.

Question 6: How do you think the rest of the school (students, staff, and parents) perceive student leaders in the school?

Response 6: Students: I reckon mostly, they have respect for them – they voted them in. There's a definite amount of respect for most student leaders and they listen to them; especially student leaders who hang out normally with them anyway.

Staff: I reckon they find them helpful and it's good that they're there. Maybe they still don't use us as much as I think they should use us. I think staff thinks we're pretty useful.

Parents: I don't think we would have a whole lot to do with other parents except for speech night when we get up and stuff. Unless they're my friends' parents, they won't really know who I am or much about me anyway.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: I reckon if you serve and you set an example, then you're kind of leading anyway. So serving and showing how it should be done is kind of leading by serving. To be a really good leader, I think they should be combined. People who rely more on serving, are probably more leaders anyway. I can't really see

leading working without serving.

Student P 5

Question 1: What type of leadership skills do you think you had before you undertook the leadership program?

Response 1: It knew how to delegate. I had all right time management. After the courses, it helped my public speaking with good pointers, and tweaked the way I delegated. It also helped my time management, because I was pretty bad at that.

Question 2: What part of the program makes (or has made) the most impact on students, explaining why it has this effect.

Response 2: In year 10 and 11, we had the camp. That was really good, because we had situations where you had to delegate and tell people what to do; then in year 11, you have to organise it and that was a lot of fun and helped put it into perspective.

Question 3: What benefits to do you think students can gain by completing leadership training and leadership programs?

Response 3: I guess better skills, and putting them into practice. You get a better connection with staff; you feel comfortable coming up to them and asking them for help.

Question 4: Describe how the school might improve the leadership training programs here. Can you see any areas where it's not being met?

Response 4: I don't know, nothing really.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: I think it's pretty important to have good leadership qualities, so I think they do put a pretty high value on it.

Question 6: How do you think the rest of the school (students, staff, and parents) perceive student leaders in the school?

Response 6: Students: Some people could rebel against them. But most of the time students see what you're doing and value you and see the qualities that you have and respect you. There's a pretty high respect for prefects and captains.

Staff: I think staff value student leaders, and know we can help them out, and see that we can go to them with questions or whatever.

Parents: I don't know; depending on how involved the kid is, they would see prefects and captains and everything as valuable, otherwise, yeah, probably just at speech night.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: I guess serving. Even if you serve, you can still have your ideas and your opinions and that can change what you're doing. I think serving would be more important. You probably couldn't be as effective as a leader without being a server; I think you would know better if you were a server then became a leader.

Student P6

Question 1: What type of Leadership skills do you think you had before you undertook the Leadership Program? How did this change after the program?

Response 1: I had done public speaking before, um and I like, I like leading, but I hadn't done any leadership courses before. (How did this change after the program) Um, I thought it was really good because I got to talk to people I would usually talk to and we, we heard talks and stuff from other people and yeah we really got to say our ideas and things.

Question 2: What was the most impacting part of the program?

Response 2: we had this activity where everyone had to, well not everyone had to say something that you really value and I really value making people happy and laughing and stuff. And it was really cool to see what people really value.

Question 3: What benefits do you think students gain by completing the Leadership Program, if you had to list 3 or 4 things that you get from that?

Response 3: Team work, cooperation skills, learning how to take responsibility and public speaking definitely.

Question 4: Looking back on the program how do you think they could improve the program?

Response 4: We had a overnight camp, maybe 2 of those would be good. Yeah, maybe one at the school and the other somewhere else. (Why do you say that)? Because, it was a really fun weekend, and we did lots of cool activities with the Year 11's and the Year above us.

Question 5: How do you CCAS values leaders and leadership?

Response 5: We have the school captains, but we don't really see them do much. We elect them and that's about it. (So you don't think we value them as much as we could)? Yeah, maybe if they got a bit more involved. They are doing better this year, they are doing lunch time activities this year.

Question 6A: How do you think the rest of the school students, perceive student leaders at the school eg. The prefects, captains?

Response 6A: Maybe like there a little bit like the teacher's pet, that they want to, I think its good that people leading because it gives them skills that they can use later in life.

Question 6B: How do you think the staff view or perceive the student leaders at the school?

Response 6B: I think they think it's good that kids are getting involved with stuff at school. Because there's lots of stuff they can get involved with at this school.

Question 6C: What about parents, have you had any feedback from your parents or other parents?

Response 6C: No, I think they only see the School Captains at Speech Night.

Question 7: Which do you think is more important in leadership, serving or leading?

Response 7: Serving, you can't lead people if your not doing this for them or their own benefit. (So, do you think you can be a leader and servant at the same time)? Yes. (Can you be a good leader without serving). If your doing things for your own benefit and gain, then no. You have to be dong it for the benefit of others.

Student P7

Question 1: Michael, what type of leadership skills do you think you had before you undertook the leadership program?

Response 1: I think I was probably a very evaluative person and a very determined person, very motivated. (Did you see or feel any significant change after you had done the program)? I think the program helped to show me that leadership wasn't necessarily about the way you treat or react to people; it's also about personal leadership and having skills in your own personal life. And it also helped me to learn how to delegate, to learn to work more as a team.

Question 2: Can you describe a part of the program that was most impacting for you?

Response 2: I think the leadership camp is really good, because it provides an opportunity for everyone to put into practice the skills that they have learnt. So I think the leadership camp is definitely a good part of the course.

Question 3: If you had to list 3 or 4 things as benefits of doing the course, what would they be?

Response 3: I think being more organised person, definitely helps, a think the leadership program helped me relax and step away at something and come back and look at fresh, from a different perspective. And the third one, I'm not very sure. (Any skills that you learnt, help you feel better about anything) Not particularly.

Question 4: If you had to change one thing in the leadership program, you thought that there was something lacking, what might you add to the program that might make it better?

Response 4: I think maybe something in the program that may allow students to contribute something real to the school, because I feel the leadership course is really good but you get to the end of the leadership course and you are sort of given a certificate to say you have the leadership course but there's not very many opportunities for people to go out and use the skills that they have learnt.

Question 5: How do you think CCAS values leaders and leadership, how do you think they can improve it?

Response 5: I think they definitely value student leaders, and I think leaders is a very big thing, just having the leadership course shows that leadership is an important thing. Because they have so many student leaders and ex student leaders working in the chaplaincy department, so I think leadership is very valued. (How can the leadership program be improved?) I think we need to provide a program or something that kids can somehow contribute something as little as organising a mufti day or some kind of lunchtime stall or something that would help reinforce more opportunity for student leaders. Because the SRC is very good but the people that are on the SRC are not necessarily the people that have done the leadership course.

Question 6A: How do you think the rest of the school students perceive student leaders?

Response 6A: I think some of the younger students think that it is very much something to look up to and aim for but I think a lot of the older students especially some of the Year 10 students who are getting ready to leave at the end of the year are all getting cynical about the whole system.

Question 6B: How do you think the staff perceives student leaders at the school?

Response 6B: I think some staff think that it is very important and I think other staff think that its not quite so important, more of a formality, I think it varies with different staff.

Question 6C: What about parents, any idea about how parents perceive the student leadership?

Response 6C: I'm not really sure.

Question 7: Which do you think is more important in leadership, serving or leading?

Response 7: I think serving is much more important, because you can't be a leader unless you respect the views and opinions of the people that have their trust in you. So I think serving is much more important than showing people which way to go. (So the opposite of that is that you don't think you could be a very leader if you weren't a server?) No, I think that both definitely are interconnected.

Student NP 1

Question 1: How do you perceive student leaders at this school?

Response 1: I find it admirable that they take the time to try and improve their leadership abilities. Most of them had the leadership qualities beforehand, but after the program you saw that it was enhanced.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Generally positively, with different social groups seeing different people differently. Overall, I think it's a positive thing and people accept that they're there, and they've been elected to do what they do. So people are willing to allow them to help where they can. The staff also see student leaders positively, often taking advantage of their abilities and often get them to lead class discussions or take control of the class at different points. I think teachers use it to their advantage, as well as the student's leaders and students who haven't done the course. I think parents see it as a good idea. Personally, it wasn't for me so I didn't mention it to my parents, but they would have encouraged me to do it, saying it would help me in the future for job prospects, training yourself for interviews and all that. So I think they see it as an overall positive.

Question 3: What benefits do you think student's gain by completing the leadership program at this school?

Response 3: Confidence, and more clarity in what they're doing.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: Yeah. A lot of the students that have done the leadership program have often taken bigger roles in the school whereas the students that didn't have sat back and pulled back a bit from the involvement.

Question 5: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 5: I think it's important to the school. It allows them to generate an image in the community of young, responsible adults that represent not only themselves, but also the school and the general community well, and the school used it to their advantage. The school is able to delegate things that would be too menial for the teachers or staff to do. Perhaps the school could build a bit more responsibility in some cases. Perhaps more trust with the students, but I think overall they are doing really well.

Question 6: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 6: A combination of both because you can't really lead unless you know how to serve. I think that you have to have been able to serve at some stage to understand what it is to lead a group. If you haven't had that experience

you're coming in with no idea of what actually happens. So you're saying "do this, do that", but they're not actually comprehending what the servers actually have to do. So I think you need a mix between the two to be able to be a decent leader. You can be an effective leader and also be serving. A lot of the great leaders currently still hold positions within the company or they make rather powerful decisions to do something but they follow it through with their actions as well instead of just getting someone else to do it for them.

Student NP 2

Question 1: How do you perceive student leaders at this school?

Response 1: I don't know – they're all right. I feel they work in the background a bit more. They have things to do, but they're not really major things – it's kind of in the background work.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: I don't think the rest of the school really cares to be honest. When I was in year 7, I was just like 'yeah, they do whatever they want'. When I looked at prefects (important people with a badge), I didn't see them doing anything. To a degree that has changed, because this years' prefects are a lot more involved with the year 7s, like going on the year 7 camp with them, still hanging out with them every Thursday and doing year 7 lounge room, which is a lot better; I'm really happy with that. Man, I love those year 7s, they're really really cool! I wish I was back in year 7 with them.

Staff: I don't think staff really care. They're just like 'yeah, cool, prefect, another year. They're not really fussed by them.

Parents: Parents are probably looking out more for 'yeah, that's a prefect', expecting more from them, but staff and students don't really expect much from them.

Question 3A: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3A: Leadership skills, public speaking skills, and probably more confidence in situations that require it.

Question 3B: Could you be specific and give me some actual benefits or things that the students get by doing this leadership course?

Response 3B: Me personally? No. I think it's a more personal thing that the leadership course does.

Question 4: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 4: I think the school needs leadership and everything like that, but it's not one of the things that's up there. They value religion and things more than leaders and things like that. Of course, they need leaders to do everything like

that, but in terms of prefects and school captains, its not really a big pressing issue, it's just something they've done every year.

Question 5: Describe how you might improve the leadership program.

Response 5: I guess put more of a responsibility on the roles that are being given out, as in prefects and captains and things like that.

Question 6: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 6: Leading, because you're there to lead people that serve. I think you can be a mixture of both, but to be a leader, you have to be more of a leader than a server.

Question 7: Other comments?

Response 7: The course sounds like it's fun. Halfway through it, I kind of wished I did do it because all of my friends were like 'yeah yeah yeah, it's heaps fun!' I went on the leadership camp, although I wasn't in the leadership group, which was fun. We were the older group so the older group had to look after the younger groups. So we had to get them up at 5 in the morning, and it was fun yelling at them when they were still asleep. It was fun, I enjoyed it. I didn't do the leadership course because at first I didn't think I was going for prefect or I didn't think I would need it or use it or anything thing like that. Mrs. X came up to me and said 'are you going to go for prefect?', and I was like 'I don't know, I haven't really done anything', and she was like, 'you definitely should!', and then after that, I just wished I did do it, so I would have those skills, because no doubt they have things that I don't know.

Student NP 3

Question 1: How do you perceive student leaders at this school?

Response 1: To be honest, I haven't really had much contact in the way of direct leadership from the guys who have done it, but from watching what they've done and the way they interact and the friendship's that have been from the program, I could say that it was definitely a positive for them. It was something that I wanted to do, but due to me being in cadets, I didn't find it a need because I'd already been there and done that, and probably got a bit more experience than what they would have.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: To be honest, I think most wouldn't think twice, but some would look at it as like, 'hey, I would like to do that'.

Staff: Probably at a higher level to what the norm of students would be because they've gone above and beyond what is asked at school. They've gone and participated in a program that the school has thought up and said 'hey, this would be beneficial for you', and they've come in and said 'hey, we can do it'. Then they've expressed and proven that they can be trusted with responsibility.

Parents: Again, I think that they would look very positively and highly on them.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: How to deal with stressful situations. Know how to take control but not be a bully about it. And probably deal with conflict but still have a cool head in doing so.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: Yes, a lot of the students that did participate in the leadership program, (nearly all of them, that I'm aware) went for school captain and school vice captain, and prefects. As for an impact on the rest of the school, I have not really seen one. They are more involved in school activities and probably more well known in the school, but it hasn't traveled much farther than that.

Question 5: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 5: Advertising. Putting out there that 'we offer your students more than just schooling – we offer them advantages for when they leave school in the form of a certificate that they have participated in a leadership program where they are able to handle responsibility, and then employers will look at that etc.

Question 6: Describe how you might improve the leadership program (one thing).

Response 6: They could probably expand it a little bit more to dealing with the students more directly, as in the school as a whole, not just the students who are participating in the program, but apart from that, no.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: I'm more of a grey person on that – it's half and half. I believe that yes, you do need a leader, but at the same time, that leader needs to be able to serve the people that he's under.

Student NP 4

Question 1: How do you perceive student leaders at this school?

Response 1: Well, I think it's a big thing to take on such a big role for someone that young (in year 12), and yeah, there's nothing wrong with the school, so I think they're doing a really good job.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: I think they look up to them and they're happy they're there, because they're pretty helpful and without them it would just be the principal and that's a bit different than having someone your own age to talk to.

Staff: I think they perceive them as useful because it's like their connection because it's like they're connection between the younger students and the students in the twelfth grade – I think it's kind of like their link to the students.

Parents: I don't think the parents really see them much at all – parents that are more involved with the school probably more so. I don't think many parents would really know about them.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: I think they should learn how to lead well and how to connect with the kids and with the teachers. So they should learn how to connect with everyone, and they should how to connect with everyone, and learn how to lead well, and lead by example.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: To be honest, I don't really know who the prefects or captain are, and I didn't know that they had a leadership program, but I do now.

Question 5: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 5: N/A

Question 6: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 6: I think it's more important to serve than to lead, because leading you think of dictatorship, but serving you think 'they're there to help', not just to lead. They're there to help you and be your voice.

Student NP 5

Question 1: How do you perceive student leaders at this school?

Response 1: I don't really know them personally but I guess they sort of take the issues that the other students have and try to find solutions for them because not all the students can have a say in everything that goes on.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: Most people don't really know them. You see them most in chapels when they do announcements.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: One would be to be able to speak to a group well; because I can't do that very well. To be able to listen to what other people really have to say and sort out the important things from the not so important things.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: I don't know.

Question 5: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 5: A bit of both, because you're there to help out the other people as well but you have to lead them.

Question 6: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 6: Probably pretty highly; they're the ones that represent all of us.

Student NP 6

Question 1: How do you perceive student leaders at this school?

Response 1: I think that all of them really have a sense of direction, especially the ones who have done the leadership program. A lot of them from what I know learnt how to relate to children and teachers. We're pushed to set an example and be a positive role model (especially in year 12).

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: I think they respond really well, especially when we've been working with the year 7s and different grades, they sort of seem to look up to us. We try to befriend them and they seem to admire us. I don't know, I haven't seen too much negativity towards it.

Staff: I think they like us to really do the best we can. A lot of them seem appreciative for what we can do. Obviously there are expectations that we uphold the school policy but we all try to and they seem to be happy about it.

Parents: I can only speak from my parents and parents of the other prefects, but I think they are proud of us and really want us to do the best we can and set a good example.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: Personally I wish I had done it, because I think a lot of them learnt valuable lessons especially in public speaking, communication, team work, and self-confidence that would have been valuable had I done it.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: Yeah, I have. A lot of the kids, especially the less confident ones who took part in it, definitely were encouraged to step out of their comfort zone, take charge, and have maybe more of an impact than they would have if they hadn't taken part of it.

Question 5: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 5: I think quite highly. I mean they've given us so many opportunities really (SRC, prefects, captains, sport captains, leadership program) which encourage us to exert what the school's about it and try and encourage kids to get involved. They put a high emphasis on working together, not just as individuals but as a community.

Question 6: Describe how you might improve the leadership program (add one thing).

Response 6: I guess there are a lot of kids who are maybe quiet and shy and they don't really feel like they can be involved even if they want to.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: I think serving definitely. I think you've got to be able to listen to what other people want and what they think would benefit themselves and looking to look after them and helping support them rather than directing them. I think to a certain extent you can be a good leader (without being a good server) but certain areas would be lacking and you need to be able to have that communication with people. So you might be able to direct people and get it done, but it may not be the best way. The best kind of leader would be the one who also knows how to serve.

Other Comments?: I think it seems that it's a lot of fun and beneficial, and it really helps kids to bond with the other kids (even if they don't go on to become captains or anything) and if I had more time I definitely would have done it.

Student NP 7

Question 1: How do you perceive student leaders at this school?

Response 1: I perceive them to be more important than the standard students, and they should be upholding a higher moral standard than the other students (though the rest of the school should be too).

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: To some, it would be seen as a joke, but I can't really answer fairly.

Staff: I think some are more supportive than others and I would assume that they wouldn't see them as staff members, but I would assume that they would see them as upholding a higher moral standard as other students because they have higher responsibilities.

Parents: They probably don't see them much. Most of them probably know they exist, but probably see them mainly on speech night.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: They gain experience in more areas and see things from a bit of a different perspective. It depends on the person too – how open they are to seeing things from a different angle. They get exposure to a bit of a staff world, but it's more the training they go through.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: Kind of, yeah. I know people who have been in it. To a certain extent, I have seen the change in them. Some change, more than others. In general, there isn't a huge change around the board – it mainly concerns the people who are in it.

Question 5: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 5: The leaders mainly seem to be used in the sports department (house captains) then you have your prefects and school captains which are used in speech night, and they're involved in some social of the school, but from a student's perspective, you don't see them around that much.

Question 6: Describe how you might improve the leadership program (add one thing).

Response 6: I guess it depends on what kind of people are the captains, but they could use them in the chapel programs and those kind of things where the students are actually there and they see them up the front, because you get to know their [personality a bit more when they're there. Some people, it wouldn't work at all. But that could be useful.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: It needs the leading aspect, but from a transparent perspective. Leaders shouldn't take their roles for granted, therefore should serve the people that they're leading through disclosing information with them and make the servants feel like they know what's going on and they do have an influence in what's going on.

Student NP 8

Question 1: How do you perceive student leaders at this school?

Response 1: Pretty much just like average people but when a situation comes in that needs a leader they usually step up and take control of the situation and tend to organise things better than most people, probably because they've had that sort of training and experience through this course.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: I think most people just see them as normal students. They look up to them and see them as role models, going to them in times of need. Also, if they were more publicised, people would go to them more often. I know a couple of leaders, when you know they have done the leadership course, you know they are someone you can trust and go to.

Staff: I'd assume they'd like them. They would admire them to a certain extent for stepping up to the plate and actually taking the responsibility for being a leader. Not really any negatives – there might be for other students who might be feeling a little bit of neglect every now and then because teachers may sort of favour people who have done these leadership courses, but it doesn't happen very often.

Parents: Well, I know that if I were the parent of someone who had done a leadership course, I would be incredibly proud of them, because it is a pretty big responsibility; trying to put yourself in a leadership position and having that responsibility and power beneath you. Other parents I think would think it's a great idea, preparing the students for later life and such.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: Higher self esteem; knowing you can function well under pressure or step up to the plate where a leader is needed. Also, knowing that you are prepared for later life; that you can take on the responsibility of a leadership place, so at work or after school where you may have to look after people, you could do it.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: Amongst certain students, yeah. In year 12, you see certain situation at school where things can get pretty rough and everything gets too much at times. People get stressed out and started getting worried. I've gone to a couple of people and asked them for advice and asked them to help me through a certain situation.

Question 5: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 5: I think they value it immensely, otherwise they wouldn't hold the leadership program. I mean, the whole point of school is to produce smart, young, working people to out into the workplace. If a bunch of those students that leave the school have the qualifications to be a good leader and words gets out that they're all from Central Coast Adventist, then of course other parents through word of mouth are going to end up sending their students here because we've got a great leadership program and if they're great in the workplace, then this is the school to go to.

Question 6: Describe how you might improve the leadership program (add one thing).

Response 6: One thing would definitely be to know how to cope under pressure. When put in a major situation, be it life threatening or just very stressful with a high work load or dealing with lots of people's problems, I would want to make sure that this course would teach you to cope in a situation like that and how not to break down.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: I would say leading. It depends on what leadership style you take on. If you adopt the Laze fair style of leading, then it's going to be pretty pointless. If you just say to the people you're leading 'do whatever you want, I don't really care, just make sure it gets done, doesn't matter what standard.' You're not really being a leader or a server there; you're just sitting in the middle doing nothing. But if you take on a democratic style, then you're a leader, you're telling people 'you've got to do this'. Yeah, I think you could be a leader and a server at the same time.

Other Comments? (the reason you didn't do the leadership course?): Not really. I just wasn't really interested at the time; I don't know what I'm going to do in life, I don't know where I'm going to go. I thought it probably wasn't really needed. I mean, my parents haven't done a leadership course and they're doing pretty fine with their life. So I just assumed well, you know, I'm reasonably confident and have a fare array of skills, so I don't really need to do it. But I'd probably recommend it to people who aren't too sure about themselves.

Staff P 1

Question 1: Describe why you decided to become part of the leadership program.

Response 1: Two reasons. I believe getting the year twelves involved in being leaders and mentors to the year sevens is of benefit in two ways; it benefits the year 12s, and it benefits the year sevens. I'm the year seven coordinator this year and really I wanted the year seven's to come in this year and feel they had someone as a leader, as a senior (not a staff member though) that they could look up to, have a chat with and touch base with.

Question 2: What part of the program makes (or has made) the most impact, explaining why it has this effect.

Response 2: Well, I suppose I also can speak from a parent's perspective, because Brandon did the leadership course in year 6 (as he was a school leader last year), so to be specific about one thing is a bit tricky, but just knowing (like he'd come and talk about the different things that they'd done and why he thought it was good) it can open an individual kid up to see potential in how they can do things better.

Question 3: What benefits to do you think students can gain by completing leadership training and leadership programs.

Response 3: It helps them be more useful in society to have leadership skills. It also probably makes them a little more resilient and lets them see how valuable they are. They may not have had confidence before doing a leadership program, so it gives them confidence, so then they can actually lead people rather than just be a follower and do the wrong things or not do things in the best way, so basically just help people in decision making and lead people in the right way.

Question 4: Describe how the school might improve the leadership training programs here. Can you see any areas where it's not being met?

Response 4: Not that it's not being met, I think it's really good. I think (as does Mr X) the leadership program could be linked more specifically with all the different subjects and have the teachers onboard more with what's going on because I don't think many of the teachers really know that much about what's happening. So probably get them on board, having the teachers utilise either aspects of the program either in their courses, or getting the kids specifically doing the program to participate more along those lines.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: I think its just starting to happen; I don't think it has really in the past, and I think it's beginning to really do so. Even, for example, last year with the year 6s when they were taken to all these different places and letting them know "Hey, you're putting your time out and so we're giving back to you", and making them feel special and helping them achieve things better. I think it's giving back to them, even though they're the ones giving their time so it makes them realise what they're doing is a good thing.

Question 6: How do you think the rest of the school (students, staff, and parents) perceives student leaders in the school?

Response 6: I think that's improving as well. Even just with what we're doing with the year 12's and the year 7s, the other year 12s say to the year 12s who are doing leadership with the year 7s, "oh, what do you want to be with the year 7s for?", and questions like that then they respond with "we enjoy them, and it's a really good thing and they're really cool, and if you just have a chat with them...". So it's actually building bridges and breaking down barriers, and making other people see things that are good about being a leader rather than just "oh yeah,

we do our own thing and they do their own thing”, so it’s bringing people together.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: It’s probably like Christianity really. You serve, and by serving, you probably lead.

Question 8: Other comments?

Response 8: No, except that I think the school is improving in that area. There is the perception that we are building better leaders, and I think the kids are starting to see that and the community because we are using our leaders a little bit more. I remember when you were here, you were starting to use the leaders and get them out there and I think that’s really good.

Staff P 2

Question 1: Describe why you decided to become part of the leadership program.

Response 1: My best answer would probably be to inspire kids. Basically, to be better leaders, and hopefully it’s another way of showing them God, or a way to view God, and show the students who they really are and what they stand for.

Question 2: What part of the program makes (or has made) the most impact on students, explaining why it has this effect.

Response 2: I’m finding the more interactive it is, the more students get into it and the more they learn. You throw questions at them, they might not get there. If you’re brainstorming, then no, but if you throw them a video then you can talk and ask them questions about the video. If there’s team-building activities; they love that.

Question 3: What benefits to do you think students can gain by completing leadership training and leadership programs?

Response 3: What I hope is that they’ll come out of it with a new sense of identity but I feel that they are gaining skills that are going to help them in life – about initiative, teamwork, and inclusiveness. Well, this is what we hope for. In reality, at the moment, I have not seen a whole lot of follow through – which is something we can work on as a team. The kids are coming out of it with an increased self-worth and confidence in their role in the school.

Question 4: Describe how the school might improve the leadership training programs here. Can you see any areas where it’s not being met?

Response 4: As I’ve said, the best thing that I’ve seen the kids are loving is that interactive thing, and the mentoring thing (loving catching up with someone that’s a bit older with the whole role model thing). To improve, fewer notes would be good – the further away from school work you can get it, the more they’re going to get into it.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: At the moment I feel that it's a slowly developing thing within the school. This new 'i-link' that we've been incorporating into the syllabus is just amazing. At the moment I think it's very well recognized as something of worth, and the more we promote it, hopefully it will come along.

How can the school improve in the valuing of this leadership opportunity?

Obviously I think it's a developing thing within the school. Obviously Mr. Principal values it, and all the chaplaincy staff values it. Honestly, the best thing we have come up with so far is just camps – just getting out there and doing stuff. It's the same thing with StormCo's. Doing things that are putting you in a leadership position and giving everyone a go at it – basically improving the opportunity to put theory into practice.

Question 6: How do you think the rest of the school (students, staff, and parents) perceives student leaders in the school?

Response 6: I think the year 11 leadership program is seen as a bit of a hurdle before you can go for your prefect or what not. If you want to be a prefect you have to do the leadership so I don't think they would be there voluntarily if they had to be. But the program that they have for year 10s, I think they absolutely love it. It's a bit of a change and a mix up for them. For students who don't do the leadership course, it's really hard to say. I mean, you get your different people but I guess you get the cool kids who say 'yeah, it's a pretty geeky thing to do', but then you have the kids who really get into involved, so it goes both ways. Parents of year 6s have given us a bit of feedback. The students love it and they love having the afternoon off school just to come and hang out with a different group of people, as in, coming to the high school and seeing and experiencing a whole lot of different stuff they're not used to. So from the parent's feedback we've gotten a lot of affirmation.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: They go hand in hand. Obviously, the best leaders are the ones who like (for example looking at Jesus), most of his leadership has come from service to others. I think getting down and dirty with your team is a big part of it. There is absolutely no paradox in this.

Staff P 3

Question 1: Describe why you decided to become part of the leadership program.

Response 1: For about two decades now, I have dreamed about Christian schools that will use this amazing platform that we have in Christian schools to do more than just academically educate fine Christian students from fantastic

homes that support and want Christian schools. It's such a platform that can be used for a whole multitude of things, and leadership is definitely part of that, and I would encourage anything like that.

Question 2: What part of the program makes (or has made) the most impact on students, explaining why it has this effect.

Response 2: Probably the fact that they're pulled aside and told that they're special, and there is special focus put into their lives. Often we pull aside the naughty kids and try and stop them falling through the cracks and protect them from themselves – try and get them back onto some sort of pathway that will help them. Here we're saying, okay, why don't we put that sort of energy into the great kids at school and set them flying at what they're good at. We teach them the skills that make for great, not just leaders in practical leadership but in their own spiritual journey and acknowledge their personal growth. It's an opportunity to get beside them, and to get to know them. All of us know from our school days, that our main memories come from interaction from one on one interaction with the teachers, so it just gives more opportunity for that sort of thing to happen.

Question 3: What benefits to do you think students can gain by completing leadership training and leadership programs?

Response 3: Self-esteem, knowing they are valued, that they have potential. That they can dream and soar and fly. If we could impart any of those things...I look back at my own life and it was teachers who said 'what are you going to do with yourself?' when I'm not sure. Well teachers saying 'well, I see this in you'. Having other people who value you and seeing the strength that you have. All of us think we're ordinary little Joe blows, on the inside we're just battling with normal life stuff. But when somebody comes along and says 'man, you're good at that!' Then you hear that from a couple of people and you go, 'oh, okay, well maybe I could do that'. The opportunity to release kids in their strength, the opportunity to discover their strength and then start to proactively look at how they can facilitate that strength then have people come and look and stand beside them – I think that is just awesome.

Question 4: Describe how you might improve the leadership training program. Can you see any areas where it's not being met?

Response 4: I think Tim Hawks came to Christian schools last year and talked about starting a program called character development and the kids just shot it down. So he went away and came back with the same material but a different title 'let's do leadership training!' and they all jumped on board and said 'this is fantastic!' So leadership is a great label, but within that you can create all these opportunities to go with different nuances that you might see are needed within your group, for instance, if you want to develop spiritual leadership. So there's one whole phase if you could get kids to know their God spiritually, teach them how to journal (in fact, that's part of our program even in the Primary school kids), teaching them to allow themselves to be really authentic and communicate. To learn to connect with a mentor, that's part of our training. All those good things I feel like I've only started to learn now that I'm older, we're

investing those things in these younger ones, and that's fantastic.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: I think we have a team here in administration like I've never seen in a Christian school before. We have an administration with a heart to release teachers and students at what they're best at. We have an administration at the moment that wants to see people fly at what they're good at, and I think that's very empowering. It releases teachers to give them ownership. Most of the people I know in leadership are people who have dreamed about that for quite a while – never thought it would be possible. Here we have a current admin who are keen to release people in their strengths, and that is amazing. We wouldn't have the leadership program if there weren't people there willing to take financial risks, time risks, upset the program, timetables; it challenges all those regular areas that are pretty tight at school. So having an admin that is willing to do that really makes a difference. I know Dean said to me when I asked him about pastoral care for instance, he said "it's the first thing I'll fund and the last thing I'll let go. So it depends what your admin values and our current admin really values that sort of stuff.

Question 6: How do you think the rest of the school (students, staff, and parents) perceives student leaders in the school?

Response 6:

Students I know for kids who are given spiritual leadership at school, it can create a little bit of dissonance. We're just at the early stages of it so it'll be interesting to see down the line how that pans out. At this stage it would be interesting to ask some of the kids who weren't involved. Some of them are too busy to be involved because they're already doing amazing things in Surf Live Saving, or sport, or other areas in our community. At the moment, I haven't seen anything that would indicate there's a lot of 'agro' or anything negative there; it's an opportunity that anyone can take so there's no pressure. They have to do some of it in their own spare time which is good; I think it gives them some accountability – not just a freebee..

Staff Not sure totally, but at the moment it seem to be fine. Mostly I think once you get past that initial shock of 'hey'. If you don't handle it right, and don't let the staff have some ownership of it, you could create real reports that are destructive and negative. But we've gone out of your way to try and make sure (and I don't know how successful we've been at that) but to give the whole staff some ownership of it; that this is our program, not a few select staff who see it as their little baby and, here's another thing we expect you to do. We've tried to deal with that issue in as proactive a way as we can and I think it's worked reasonably well – there's a lot of support from around the staff.

Parents, I think, love it. I gather the parents are just totally on board, love the fact that our kids are getting those opportunities. Definitely.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: That's easy, it's always serving. I love the way that – when our principal came in and spoke to several groups – he talked totally about that. Being a leader is about being a servant. So from the word go, very much. There could be a paradox between the two. I mean, our whole Christian ethos is based on a Servant King. So there's a lot of credit in tapping back into that reality, and a lot of strength and a lot of authenticity. I don't think you can go wrong if you go with the servant. Definitely if you go with that, you're going to have stronger leaders.

Staff P 4

Question 1: Describe why you decided to become part of the leadership program.

Response 1: That's a difficult question. I just feel that in school, everything's compartmentalised and students don't seem to put the compartments together – they don't seem to cross-reference them. To have something that links directly into their life, and to have experiences that link their schooling together with their reality probably is one reason.

Question 2: What part of the program makes (or has made) the most impact on students, explaining why it has this effect.

Response 2: Probably the different kind of connection that I have with the students. They recognise the relevance; I don't have to create it as I would in the classroom. So you're not fighting to get to that point of reference to begin with – instead, you start from there. Because they recognise it as part of their life, they're already on board. Just the different interactive approach to it has the biggest effect. If we just took a classroom approach, it would be the same as any other subject.

Question 3: What benefits do you think students can gain by completing leadership training and leadership programs?

Response 3: Well, we've done a little bit of reporting on it, getting the kids to give us some feedback. One of the biggest reasons and benefits brought out was just to improve themselves – a lot of the kids haven't come to it to be better leaders but to improve their personal skills, so that would be very high up the list. Definitely an understanding of what it means to be a leader, and I think in this day and age, the totalitarian ideas are certainly not high on the agenda. Kids definitely get the concept of serving as leading. Another benefit would be that the kids recognise that relevance immediately and apply it to their lives and you see it. For example, last year, the Year 11's ran a program for the Year 12's (a breakfast); when I said 'this is what we have to achieve today, and this is what we need to get done', and the kids that outshone everyone, were the kids that did the leadership course. They may have done that anywhere, but it was almost too clear-cut for that to be any other way. In reality it showed that they were more responsible.

Question 4: Describe how you might improve the leadership training program. Can you see any areas where it's not being met?

Response 4: Well, there's always room for improvement and you can always make things better, in whatever you do. I don't think we've come to any destination with our leadership program; it's very much always a work in progress. While we've run the Year 10 and 11 for three years now, there's definitely been a whole heap of stuff that we've repeated, but every time it seems that we cut stuff out of it – rather than add to it, we end up cutting content out and give more experience. So if I was to follow on the past, I would say that we will continue to add more experiential learning and limit the content.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: It's hard to say, I know it's strongly supported by the administration. Whether or not this is my fault, and possibly I have something to bear because of it, I'm busy running it and don't have a lot of time to plug it. While many of the teachers express two or three years down the track, 'oh, I heard you were running a leadership program, that's really good', so they seem to be behind it, but due to my own faults, I need to share more of those things with the staff.

Question 6: How do you think the rest of the school (students, staff, and parents) perceives student leaders in the school?

Response 6: Students More than going 'they're leaders, and now look at them'; it's more gradual and more subtle than that. I think what we're doing is equipping kids better to be who they are and therefore they're saying 'wow, look at the leadership program, isn't it soaring,' or 'isn't it creating such awesome leaders. It doesn't even highlight itself – it highlights the kids. For me, I'll give an example. I taught our school captain this year, in year 7, and she was this quiet little girl that sat in the back of the room, did nothing, wouldn't say boo to anyone unless you spoke to her and she'd let out a little whisper, and now she's the school captain. I actually said this to her the other day 'there's been such a significant change and growth for you', in who she is. I just think who she is has come out of that and hopefully our program isn't creating little robot leaders but allowing people to discover who they are and what they can do.

Staff In the past, I think they viewed student leadership as a very 'in name only' role. That is something that I guess, we as a school, and working with yourself, and now Peter, I'm trying to raise that. It's kind of dumb if you have a leadership course then nothing to lead in. So the leadership course is great to raise the standard of leadership, but then if there's no opportunity to lead the experience that you're giving them in their course doesn't relate, then they have no opportunity to develop those skills in a real situation. It's a working progress.

Parents I've had feedback from a number of parents over that last few years. The second year we ran leadership, I asked Dean if I could present it at the Speech Night. I gave everyone a run down and just some of the feedback we got, just from that five minutes, parents were like 'wow, that's awesome'. For the parents of the kids who have done the course, I know some have said, 'if it wasn't for that, I don't know where our kids would be'.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: I don't think you can lead without efficiently serving. Especially in Australian culture, you have to win the respect of your followers before there's any kind of follower. And while our culture is very much centred on mateship, it also loves to chop the tall poppy down. So unless the leader puts himself underneath those he's leading, he's very quickly removed from that, whether in a real way, or they just lop his head off in their own mind. I think there's a paradox between serving and leading, particularly in Australia with our culture. While we're 'matey' on the outside, we're actually quite hard shelled, and underneath, we're not overly vulnerable. So the paradox is 'yeah, I can lead', and there are definitely people who are gifted in that in the students who have come through. Then there's that issue where we love to pull people down yet we don't know what we're doing if there's no one showing us where to go or what our purpose is.

Staff P 5

Question 1: Describe why you decided to become part of the leadership program.

Response 1: It was basically an initiative that was being introduced into the year 10 course. Being one of the teachers in the year 10 course, obviously it was just part of the course that I'd take that on. I thought there was merit in what the course was trying to achieve. I wouldn't say I had a choice so much as I wasn't reluctant.

Question 2: What part of the program makes (or has made) the most impact on students, explaining why it has this effect.

Response 2: Obviously we're trying to instill this idea of outward focus, service orientated type mentality as being the heart and soul of what a good leader is. Having Anita's brother Jethro come in and speak to them about his struggles with cancer, just as a little bit of an eye opener for them (obviously they're fundraising for the cancer council, so that was a good link). His talk focused a lot on what life's about, where we find our purpose; which is very much tied up with being a good leader – if you can't answer those questions for yourself, you can't serve others. It was a good reminder for the kids, and they've reported (through journaling) back that it did awaken them to the importance of interactions today, friendships today, because there's no guarantees of tomorrow. I am still a huge believer in the outdoor environment, particularly in boy's education who wants to be bear grills and conquerors. There are some boys in our class who have taken themselves off and done that. I think if outdoor rec can, as its planned, step up its role in the leadership program, I think that's where big benefits are to be gained. The cathedrals of nature.

Question 3: What benefits do you think students can gain by completing leadership training and leadership programs?

Response 3: The connection that exists between leadership, spirituality, and servant-hood would be one. I would say opportunities to be involved in

programs that regular curriculum doesn't support (e.g. Biggest afternoon tea, shave for a cure). Perhaps more of an opportunity to engage in self-reflection; where they're at, where they're headed, they're views and perspectives on something that isn't usually addressed in a school context. Thirdly, the deliberateness that all schools hope for, we are formalising.

Question 4: Describe how the school might improve the leadership training programs here. Can you see any areas where it's not being met?

Response 4: The thing I like about the nature of this (e.g. Mrs. Zebedee requesting her sons positions 'you need to understand that the greatest in the kingdom is the servant) is the fact that we're focusing on outward focuses, the fact that it's service orientated, that its servant hood, and the greatest in the Kingdom is the one who serves others, I think is something that this leadership program offers that a lot of the generic stuff out there doesn't. The generic stuff seems to be a lot of self-searching, inward construction, identifying who you are, finding yourself, moulding yourself into a better person; which to me stands a bit in conflict with the Biblical model. The Biblical model says 'we're hopeless; we can't do that ourselves because we rely on God. He changes who we are internally for the benefit of us being outwardly focused. I think if that's our model for a leadership program, then we're destined for heavenly type success. I mean it's the only institution that's been arguably the most successful on earth and Christianity stands as a testimony to that.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: That's a difficult question to answer because there's lots of way you show leaders you value them. We have the usual things (SRC, student prefects, school captains) and I think as the school evolves then their roles becomes a little more defined and as the definitions are there, and the involvements there, then the value becomes more evident. I'm not sure that all students actually feel those roles are overly valued; I don't know that the perception of the general population reflects that – I think it's starting to more and more. I'm not certain that the leadership program is seen by students as valuable, I think they see it as something that's a bit Mickey Mouse for those who are spiritual. As time goes on and roles are defined, with something like a course like this, it's the results that are seen that then feed back into the course. So when kids see the results of what the course is offering, then the value of the course will be more evident in the students' eyes.

Question 6: How do you think the rest of the school (students, staff, and parents) perceives student leaders in the school?

Response 6: Students: I don't know; I don't think its something they think about a whole lot. I think it's a bit like they view a detention system or roll house; we don't like it, but its there.

Staff: I think most of them are skeptically neutral. I think in a school, the first question that most staff ask is 'how does this affect me'? They are skeptical of the benefit and they probably don't have an opinion because they think in theory, it's a good idea, and again the proof is in the pudding.

Parents: I don't know. I guess if I was a parent, for a school, the more things that it demonstrates it's doing, the better it is. Once you've established a long-standing tradition, it really holds its own weight. For now, I think it's still early days, and I think parents probably think that as well.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: I don't think the two are mutually exclusive. I think it's impossible to effectively lead without serving. I think there's a very short lifespan on leadership that isn't service based and if it's not service based, then it's self-seeking, which means it has lost the very meaning behind why it's there and therefore should be terminated.

Other Comments?: Yeah, I personally think there's really good grounds for getting kids outdoors more. It scares me a little bit that the school classroom environment more and more is mirroring the very thing it fights against. It fights against conformity and moulds, trying to teach them to be individual thinkers yet it doesn't do that – it actually is applying the very things it's trying to teach against. I think that the classroom is employing more and more and more, television, internet, movies, and it works; you can only teach a topic for 10-15 minutes. I think the only way around that is to completely break the mould and get kids outside; fresh air, sunshine; detached from all the things that are holding them prisoner, because prisoner can't be believers.

Staff P 6

Question 1: Describe why you decided to become part of the leadership program.

Response 1: OK well basically this year I decided that I was going to become a student missionary because I really wanted to give honestly I wanted to give back to the school because during school the teachers have given me so much um and personally like they've helped me grow into the person that I am and I kinda got out of school and went well 'I want to do that to other people'. So yeah that's basically all it is.

Question 2: What part of the program makes (or has made) the most impact, explaining why it has this effect.

Response 2: I think definitely the most impact would probably have to say was Week of Spiritual Emphasis um it was just a time where we try and give a picture of God to the students and um and I think our, we just had one and it went really well and we had lots of people saying they wanted to do Bible studies and that's really fulfilling cause that's what it's all about, leading people to Jesus and it's going well. Probably um you do a lot of theory of what kind of skills you need to be a leader and all that kind of stuff but when you put it into practice, that's when you get the most out of it and then you debrief it like we did lots of team work exercises and then we planned a camp for the year oh I don't know what year it was but we planned a camp yep for the younger people of the school and we really had to be a leader you know we just had to run the thing and it was huge. But at the end of it we kinda got a lot out of it and when you look back on it you

like well I showed this type of leadership skill and I completed this and I did something that I didn't think I could do so yeah that's I think that's the biggest impact the kind of practical side of it. (L: Is there a different impact now that you are a staff member?) Um oh I guess so because um well now that I'm a staff member it's like you're expected to be a certain kind of person like your expected to be a leader and you're expected to know all this stuff um and so there's a lot more pressure.

Question 3: What benefits to do you think students can gain by completing leadership training and leadership programs.

Response 3: I learnt that um oh so many things oh just how to be a good leader that entails so much stuff I just being kinda selfless and oh just delegating rolls well that's a big job and I think for me personally now that I'm kind of a leader of some of the leader program like on Friday nights and stuff is like because you're the leader I tend to take on a lot of the responsibility and I tend to do things all myself but the hardest thing for me is to just delegate so I think the program just helped me to just deal with that and um you know just um it just helped me to understand what a leader is and how to be a good leader. (L: Do you think it improved your self-image, your confidence, and those kinds of things?) Yeah definitely um I just think that it was a great program because you don't really realise I mean doing that program it made me realise that with whatever job I'm going to have in the future you are going to be some kind of leader whether it's the head of something or just a small little person yeah in the chain of things yeah but I think the skills that you learn are really important and it definitely did it boosted my confidence. It gave me confidence that I can be a leader and you don't have to be smart because I think that's the image that's portrayed you know 'you have to be smart' earn lots of money and then you're a good leader but it's not about that and I think it definitely has made my confidence good yeah.

Question 4: Describe how the school might improve the leadership training programs here. Can you see any areas where it's not being met?

Response 4: I think maybe um it was really good that we had Mr. Principal come in and have a talk with us because when you're at school you think well he's obviously the leader of the school and you can learn a lot from guest speakers. So maybe I don't know if you had some guest speakers come in that would be pretty cool and because it kinda especially if you've got a leader that everyone knows, I mean you obviously can't you know the president but a leader or some kind of thing that everyone knows and for them to be able to connect with the students um in a deeper way on a more personal level that kind of gives the students the idea of leaders about looking good and just telling people well this is what you need to do this is what you need to do. I think it would be really beneficial because that's the most important, to get your head around the fact that you don't have to be a certain person you can just be who you are and I reckon guest speakers would be really good for that. But that's the only thing really.

Question 5: How do you think Central Coast Adventist School values leaders and leadership?

Response 5: To be honest with the prefects I didn't feel like we were of value. Just because there wasn't I didn't feel like there was many opportunities within the school to be a good leader. That's a negative thing but I think the SRCT and the leader programs that we've got now they are really good things and really good programs you learn a lot from them and it's good to have a certain kind of program that's going to benefit you with whatever job you have um to have that kind of thing at the school it is a good thing and by having those programs it kind of shows that the school does value leadership by just simply having the program if that make sense?

Question 6: How do you think the rest of the school (students, staff, and parents) perceives student leaders in the school?

Response 6: Oh that's such a hard question because everyone is different um you look at some prefects and you think oh well they're obviously just doing it to put it on their resume or something but um I mean some people really want to go for it because they really want to give something back to the school and that's why I went for it. You know in those speeches that they do like that gives you a kind of perception on what kind of person they are. So whatever they put across to the school as a whole as like if they however what their image is how you kind of perceive the roll like for example I kind of felt like I needed to just be a leader as in not do stupid things and not get detentions and stuff but if people are going to be a prefect and keep doing those things then they're not being a good leader and I think that's why people might have negative views on prefects just because of the way they act. (L: What about staff?) I think the teachers value the prefects a lot because I know that this year for instance we have a program that runs every 2 weeks on a Friday and we invite the prefects and the captains to come along and help out and by if the teachers give them the opportunities to be a good leader then that makes them feel like 'oh well I am needed' um and so I think they do value the prefects but they need to show that by giving them opportunities like I don't know um having a worship you know how we did the staff worship thing and the student roll call worships they were really cool so um yeah (L: What about parents?) I wouldn't know. I don't really talk to parents about it. But I assume they probably think it's a good thing because the school has a like good mission statement like we it's not just like oh well because it's tradition to have prefects we are going to have prefects. I think the staff and the school want to have prefects the parents support that.

Question 7: Which do you think is more important in leadership; serving or leading? Explain your answer, stating if you think there is a paradox in that.

Response 7: I think you can serve by leading like so you could definitely still do service um I mean cause any type of good service requires some kind of good service. They are both important because you get the people who do the behind the scene stuff and organise everything and you get the people who actually go out there and serve um serve to the community and everything and you like 'oh good job' but then you don't really see leaders that put that in place so but both are equally as important. Yeah I couldn't pick. Do you want me to pick? (L: yes

which is the best type of leadership model? Which is most effective. I'll give you something to reflect on before you answer that question. The Bible has a lot to say about leadership. For example Jesus. How did He go about – leading or serving? Probably leading. Because when he came to earth he spent a lot of time teaching and talking and getting to know people. (L: and would you say that his leadership would be characterised by his serving?) Yes I think so probably yeah when you put it like that the most effective leaders are those who can do great service on a.... I don't know because I lead stuff and I also do good service. I don't know I don't know how to pick.

Question 8: Other comments?

Response 8: I think that Mr. X that he does a really good job in the presentation of the programs so when he gives out pamphlets he obviously spends time making it look good and that's cause I look back on that now and I still have the book at home where we glued all the stuff in and we wrote notes and I look back on it and I think 'he put a lot of time into this' and I think for a good program to work well you need to have people who are willing to put in the time and obviously people who are passionate about it and I really do think that the school does do that definitely yeah that's all.

Staff P 7

Question 1: How do you perceive student leaders at the school?

Response 1: This year being on the other side not being a student as a student I always thought that the prefects and stuff was a waste of time. It didn't really think that they did anything but I don't really know what they do this year but the people that are chosen as prefects and captains they have been helping me out so much and their willingness to be involved in SRC and my Friday night programs they are there every Friday helping me setting up and packing up and just organising games and stuff and like I've appreciated their help so much and like they are really good leaders for all of their friends and stuff so I think they've done really good this year.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Well when I was a student I didn't think that they um really did that much because I wasn't a prefect or anything I wasn't in with that so I didn't know what went on behind the scenes and stuff. As a student I thought the staff of this school was really special like our school is just different from other schools I feel and the staff for me were like friends as well as teachers. You could tell they actually cared about you and what was happening for you and stuff like that. A lot of teachers were like massive role models and leaders in my life. I think some parents would yeah think that they are good. I don't really know what parents think.

Question 3: What benefits do you think student's gain by completing the leadership program at this school?

Response 3: I think they would just gain a bit more understanding of themselves like what they are capable of. If other people have seen the leadership qualities and they don't feel like they're a leader themselves the course could help people to understand that they are that they do have leadership qualities. Understanding themselves and helping others with what they've learnt when they finish school like getting a job like this or whatever just stuff that they've learnt in the course to help them out outside of school and in work.

Question 4: What have you seen as an impact of the leadership program at the school?

Response 4: I think this year they have the buddies like year 10's go down to the year 6s at the primary school. I think that's really cool because I don't think we've ever done something where primary and high school link up like that and for the year 6s because they're coming into high school next year for them to know some of the older kids would make it a little less scary and give them a bit more confidence when they come into school and stuff so I thought that was really cool.

Question 5: Describe how you might improve the leadership program.

Response 5: Pass

Question 6: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 6: I think they value them a lot. I think the staff here acknowledge I don't know just don't treat them as little kids. They put their trust in them and give them opportunities to organise stuff and give them opportunities like in voices? To organise the voices program. They're not looking down on them they are treating them like an adult which is cool.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: I think it's probably a bit of a mix like service is so important but its one thing to say 'oh let's go serve this' but if you don't have the right people that are actually going to get in there and do it and lead others to do it then it probably won't happen so probably a bit of a mixture. Probably I think a good leader would have to be able to serve others. If you have a leader that's just looking out for themselves it's not as credible.

Staff NP 1

Question 1: How do you perceive student leaders at this school?

Response 1: I think the quality of the kids is good; I don't think they get as many opportunities as they possibly could or haven't, in the past, developed as many opportunities as they could to develop leadership and other related skills.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: I think they are probably pretty happy with it – mainly because they don't have an obvious point of reference with other schools (like when your kids are at this school, you really don't know much about what's going on at other schools). As you know from your time here, it's almost embarrassing the high level of 'kudos' that the community and the people outside of the school community have for the place; it's got a great reputation.

Question 3: What benefits do you think students gain by completing the leadership program at this school?

Response 3: I think it's not just a leadership program, I think the same question could be phrased along the lines of 'if you've got an intentional program which is seeking to improve students' skills in a particular area, and it's well structured and well resourced, and you have good people running it and it is perceived to be of good value, then you are going to get a good return. My observations are that all of those criteria are met with the leadership program that Mr. X and his team have got running, particularly as it is run in the Secondary school.

Question 4: Could you be specific and give me some actual benefits or things that the students get by doing this leadership course?

Response 4: Again, my knowledge of it is second hand so I am not sure that I really can answer that question properly. My observations of the kids that have been involved in it is that they seem to be more confident in terms of public speaking; they've tended to be confident kids to start with, but this has certainly helped them. I think it's helped kids to build relationships with kids in other year groups. It's strengthened relationships between teachers and students; those that have been involved in it.

Question 5: Describe how you might improve the leadership program.

Response 5: I think you'd need to take a good look at it and say what areas are under-resourced and as with nearly every school program, the main area that will be under-resourced will be the amount of time a particular staff member has allocated to them as part of their load that allows them to organize stuff and to work on stuff. Again, not being inside the program that's been my experience working a timetable in a school.

Question 6: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 6: I think the church culture (to the extent that that shapes the school) has a bit of a difficult time with leaders – certain types of leaders. I think creative arty people (to the extent that they are leaders) sometimes find it hard to fit in. So that is just a cultural church type thing. To the extent that the school is broader than that (and it certainly is broader than that, because we have to deal with people from all sorts of backgrounds) I think it does it reasonably well. We're a fairly young school, in terms of our current position with regards to enrolment, we've had more than 400 kids in the high school for the last five years, so the expectations we might have of a school of that size have only really applied to us for a fairly short period of time and as a result, we're still developing these sorts of things.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: I guess I would reflect on my own leadership roles over the years. When I entered into leadership, my focus was primarily on the serving side of it. I really didn't get from early on, the importance of the upfront aspect of leadership. I realized that it had to be done, but I probably didn't value that aspect of the role highly enough. I don't think I made any serious blunders as a result, but that's an awareness that dawned on me as I continued in leadership roles. I don't think you're going to be a successful leader unless you've got a service model; there are obviously many examples in history of very powerful and potent leaders who didn't have that – Edi Amin is a well known leader, Hitler is a well known leader. You've got other people over the years who've gotten in to positions of authority and done terrible things, probably mainly because they didn't have that service focus.

Question 8: Would you see that there's a paradox between serving and leading?

Response 8: Sure. It flows both ways. It can be hard for someone who is looking up to you as a leader to accept your help in certain situations. In some situations, it's part of the leadership role, but in other ways – perhaps the personal deep and meaningful ways – that can be a lot harder. Of course there's tension there – there has to be a tension there – because (in terms of political structure) there is someone who is serving, and there is someone being served and from a political point of view, the person being served is the one in the superior position. So it's not straightforward. Having said that, if you look at Christ's' model of leadership, that was obviously something that He was able to do, and no one since that time has done it as well as Him. I think that gives people from a Christian perspective a bit of an advantage, in fact when you look at Jesus in the Bible as an example, that's probably the single most important aspect of His life that we can take that term and apply it.

Question 1: How do you perceive student leaders at this school?

Response 1: There's a wide variety of personalities involved in the leadership group. Some of them have really gained from the course, but that might be an indication that they already have that in their personality and it's a propensity that was just a little more directed. There are some kids in the course who are still not demonstrating leadership qualities, so you've got the whole spectrum.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: There are a lot of positive views on them. Some of these leaders have stepped into the year 7 program to mentor, and the year 7s just love it – they lap up the attention. So there's a real positive spin off from people at the senior end putting their hands up to be leaders to the younger population. In the middle school, there's some negativity. There are kids who have a mindset that authority in general is just something to push against, so when they see these kids stepping in to authoritative positions, they just want to push against that. So once again, there's a whole spectrum of perception amongst the student body towards leadership roles amongst the students at the senior end.

Staff: That's also a mixed bag. Where it interferes with their agenda, which is usually academic, they probably feel quite negative towards it. Where it assists them, as in if you were a role coordinator and you can use some of these leaders, then it's obviously perceived positively. So I think there's a mixed bag. But I think overall, staff get behind any positive initiative. Mr. X has done the sign posting, sold it to us, and asked for our support, and I think in a personal way, he's challenged us to get behind it whatever our opinions and I think most people do step up to that.

Parents: I don't think some of them know (what's going on). I think some of the parents of the kids who are involved in the leadership sometimes question where the kids are putting their time and if it's impacting on their academic progress negatively. I've had a few parents say 'well, if they weren't involved in this, and they weren't involved in that, they'd be doing more of what they should be doing – i.e. homework. So, I don't think a lot of parents are probably aware, but of the few that are, I'd say it all depends on how it impacts on their kid.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: Preparation for adult citizenship – they are aware that they're not an Island; that they have impacts on the broader group that they're affiliating with and those kids just look beyond themselves. So it challenges them not to be typically into themselves. So it broadens their horizons and makes them more sensitive to people around them. I think it also gives them ideas and potential opportunities so they think broader in terms of all the possibilities and where their lives might be going, so it stops them and makes them analyze their path. Other than that, it's a lot of fun, and time out of class, so it's a fun experience while they're doing it.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: Yeah, I definitely have. I'm a year 7 roll teacher currently and they have really stepped forward with the kids that have in the past. Some of them have had moments where they've had to look at themselves, and I think that's a positive thing for kids who might have otherwise drifted. We have a girl who probably wouldn't have seen herself as a leader. She's been out into that roll, and now she's really taken a good look at herself and I think that's for the best. She's actively making a choice to not go to that party, or not engage in those activities; she's thinking of the broader consequences. So I think there's a lot of exciting things coming from it.

Question 5: Describe how you might improve the leadership program (one thing).

Response 5: We're a large school, and a lot of activities go on without the broader community knowing about. So I think one thing that could help staff, and other students (both junior and middle school) would be more information. More of focal point – just informing. That will allow ownership from the teachers, and ownership from the junior and middle school as well.

Question 6: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 6: Serving. There's only a few leaders really – when you boil it down, we don't all have the opportunity to have that same skill set. So there's only a few that will be potentially be great leaders, but we can all serve in different niches. I think service will allow participation from a broader base of people.

Staff NP 3

Question 1: How do you perceive student leaders at this school?

Response 1: I believe that leadership in students is primarily a given thing – so leadership is only through captaincy and prefects – with a label.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: I don't know that they acknowledge that there are leaders in the school in students themselves; I still think that they look to teachers for leadership and only know who their students leaders are through a label.

Staff: I think it's twofold – staff like leadership in students, however there's also of mentoring involved, there's a lot of work involved to show that they can be leaders, and to facilitate them being leaders. So I think that it's a positive and negative – obviously we do need to build up leaders for the future; however there is also a lot of work involved.

Parents: As part of a coordinator type roll that I had last year, I had some contact with parents but no real talk of leadership type stuff. I mean, the leadership is an option, and it's for those who are already motivated who seem to

want to go into. So for those who are not motivated or I guess, don't want to be part of it, there's no talk of it.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: I think confidence is one of the biggest things. I think confidence in themselves, in their ability, and in their perception that they can make statements, stand by it, and take a stance for something they believe it.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: To certain individuals, yes. I believe that it is a huge motivating factor for some of them. I think that it feeds into them – into their spirit, that 'yes, I can become a leader. Yes, I do have what it takes, I have the ability.' Through the motivation of the leadership course, they can achieve that. But in the wider picture, I don't believe that we acknowledge these leaders enough, or praise them enough. I don't believe that it's communicated enough throughout the school that these people are special and they're doing something to improve their way of life.

Question 5: Describe how you might improve the leadership program (one thing).

Response 5: Marketing and acknowledgement. Obviously, kids need to know what's available to them, and they also need to see return for what the program brings to them. A lot of the kids don't know what the program is about; hence they don't even question it or try it. Sometimes, kids need to see return. 'Why am I doing this program, what am I going to get out of it.' Probably they're still a little bit immature in believing it's a positive 'self' thing to build – they want to see what acknowledgments they will get, what labels am I going to get – you know, short term.

Question 6: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 6: I think that we value the leadership in the senior schools, in terms of facilitating and helping some of the junior schools – I think that's starting to become more apparent. The school values confidence in the kids – it's a very strong thing that the school believes in.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: It takes both. More importantly, I think serving; it's a humility thing. I think to serve – to offer, to put yourself aside and serve someone else – is probably one of the most beautiful things any person could do. However, obviously there does need to be some sort of leadership in coordinating programs and organizations and things, so that people can also do that. So I do believe in serving primarily, with leading second.

Other Comments?: I'm a little bit wary that the leadership course is a prerequisite those who want to become a prefect or a captain. I don't believe this

course offers everything and people can get skill sets outside of this course, so I'm very wary of that. I do, however, believe that it's a positive thing for any student who wants to build their character up.

Staff NP 4

Question 1: How do you perceive student leaders at this school?

Response 1: I think we have a mixture of those who do the job very well, and those who are in leadership, who shouldn't be in leadership.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: Very much the same as previous. I listen to Mitchell talk, and he'll mention some names as not being very representative of the school, but then other students are fine.

Staff: I think they use the student leaders; they're made to be part of the school. I think they're treated in the most part with respect.

Parents: Already answered.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: I see they need to stand out from their peers as having those qualities. If they're going to take on a leadership role I do believe that their morals and their ethics have to be slightly more mature and advanced than their peers.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: Probably not directly, but I noticed that last year going into year 11 and having started the leadership program, Mitchell became more self-confident. Now whether that is just an age thing, year 11, or whether the leadership program was meeting his needs, but it seemed to all happen at about the same time. Personally, I've certainly seen our prefects and our school captains take more of a role within our school, and I think that's a good thing.

Question 5: Describe how you might improve the leadership training program (what one thing would you add?).

Response 5: Well, assuming that our school captains and our prefects are students who have been through the leadership program, because we would be choosing the obvious, I would like to see that they represent more of our school values. That even outside school hours, they are people who believe in what we believe.

Question 6: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 6: I think it does, and I think it's becoming more so as we realise it potential.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: I think they both can be an equal part. I'm not sure that you can have one more important than the other.

Other Comments?: Just a general thought that it's a really good idea; I'm glad we are including it because I believe that our children aren't being taught this at home anymore, or even from a Church point of view. Our students just need it so much when they leave this school; not just to be a leader in their community, but to have those values.

Staff NP 5

Question 1: How do you perceive student leaders at this school?

Response 1: I perceive them to be leaders academically and in the sports arena. They're kind of high profile kids in some way – whether it's academic or in sporting achievement.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: I think in the same sort of way; that the kids who work the hardest and are really enthusiastic get those roles.

Staff: I think they do support them. I think as a staff, we're very aware of the responsibilities of our student leaders (the extra-curricula stuff), and so we're pretty conscientious when it comes to making sure if they've missed any work, then we help them catch up on it. So we are aware of their roles, and we try to cater for them.

Parents: I don't think they have a particularly high profile with the parents.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: Greater confidence in themselves; a greater appreciation of the workings behind the scenes. Hopefully they've also gained a greater sense of responsibility and an understanding that it takes action to make things happen.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: I think it has; from what I can see, the students here tend to look out for other students more than I've seen at other schools. So there's kind of a little buddy kind of effect, which I'm imagining roles on from the way the leaders lead.

Question 5: Describe how you might improve the leadership program (add one thing).

Response 5: I'd like for the leaders to really clearly get a sense of the magnitude of them being role models to other students so that they really watch their behaviour and everything else that goes with it.

Question 6: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 6: I think they're very valued. I think the school is very keen to place students in leadership roles and the school gives the kids numerous opportunities to lead like with WOSE and chapel, so it is very leadership focused. I don't know about improvement.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: Serving is most important. No, I don't you can be a good leader without serving because then you would lack that whole element of compassion and generosity of heart that I think goes along with being a very good leader.

Staff NP 6

Question 1: How do you perceive student leaders at this school?

Response 1: I think that they're doing well so far. It seems to be the same type of student who is opting to go into the leadership training.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Students: I haven't heard any student speaking about the leaders, so the leaders are obviously not out amongst the students as much as they could be. Not even the captains or prefects, except for one.

Staff: I don't think staff really give the student leaders enough responsibility. I know I could probably give them a bit more to do; I could invite them into my classes a bit more. So I think there is a lot that staff could be doing.

Parents: I think it's probably just someone they see on speech night at this point.

Question 3: What benefits do you think student's gain by completing the leadership program at this school? (top three).

Response 3: I think they can gain confidence. They probably are given a little bit of insight into their ability which they didn't realise they had which is good.

Question 4: Have you seen an impact of the leadership program at the school?

Response 4: No, but I have only been here for three years. But how long does a leadership program have to be running to see an impact?

Question 5: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 5: I think we value them but we could be more responsibility which would be valuing them even more, but then again I don't teach any of the senior kids either.

Question 6: Describe how you might improve the leadership program (add one thing).

Response 6: It would probably be that those leaders have a roll call that they're assigned to, and they have to run the worship in the roll call class once a week. Maybe as part of that position as well, they also need to go into one of their subjects that the whole class is in (Bible probably) and be a participant in that subject, whether that be as a teacher's aid, just something the kids could see in that mentor role.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: Serving. There is absolutely a role for both. Administrative wise, you can be a leader without being a good server, but I think that if you are going to become on a whole, a good leader, you have to be prepared to serve. I don't think you would be classed as a good leader if you weren't serving.

Other Comments?: I think it would be a bit more beneficial if we understood what went on in the leadership program. If we had a bit of an idea of what the kids go through or are doing, because then we might be able to assist in some way.

Staff NP 7

Question 1: How do you perceive student leaders at the school?

Response 1: I perceive them as um good positive role models for the other students. I perceive them as um they have a desire to lead the other students desire to excel in things that they generally are good academic kids that want to do well. (L: Any negatives in that?) I think we miss some kids. Only because yesterday the year 11s had their first leadership one and so some of my students went off and some stayed and I looked at the ones who stayed and wished that some had gone. So I think we miss kids who would benefit from it and who would learn a lot and will miss that group. It looks a bit, not elitist but yeah. (L: Are they kids who are natural born leaders and who don't see the need to go?) No the kids who wouldn't perceive themselves as leaders but who I would see the potential there. So those who want to do well and are fairly confident in themselves, they step up and do the program and those who stand back within that group if you push some of them encourage them or try I don't know how you would get them but we do miss some kids who I think would benefit greatly from it.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: I think those who are not involved in the leadership program wouldn't perceive the program in any sort of way. They might more they would focus on the prefects. I think they would perceive them as being the good kids of the school. Some of them would even perceive them as being the goody goody suck ups of the school which may or may not be valid. Some of them perceive it as, and this is a comment straight from a year 11 kid, oh it's only Chaplains friends that do it which I thought was really sad that that perception was there

but that was said this week. It was only those who were friends with Chaplain that did it and he doesn't even do the program I think it's more Mr. X anyway. But I think the perception is that it comes from the Bible department and that you only do it if you like the Bible teachers so I think that was a bit sad but that perception is out there amongst the year 11s. I think on the whole from the staff point of view I think we all think it's a great thing that the school's running and I think the parents would also see that as a positive thing.

Question 3: What benefits do you think student's gain by completing the leadership program at this school?

Response 3: I think it gives them lots of confidence. Yeah I look at some of the kids who have done it. It's just built up their confidence and their willingness to try different things and push themselves out of their comfort zones. I think it's been wonderful for kids like Lauren I just saw her blossom. I really enjoyed that, watching that and um so I just think they feel better about themselves they can see more pathways where they can go have more choices yeah it's been wonderful for those who have done it. (L: Have you seen an impact on the school?) No I couldn't say that I have actually. I've seen it individually in their lives but the impact on the school I couldn't actually say that I've seen anything.

Question 4: Could you be specific and give me some actual benefits or things that the students get by doing this leadership course?

Response 4:

Question 5: Describe how you might improve the leadership program.

Response 5: See I don't know what they do in the program. The only thing I would like is maybe to think of a different way to get your core kids that come into it because even one of the kids said to me on Wednesday 'oh you only do it if you are going to be a prefect' and I said oh no no no there's other reasons to do it other than wanting to be a prefect. So maybe we need to just present it slightly different so they don't think 'oh if you're going to be a prefect you have to do it' they can see the bigger need for it and we might get more students involved. So maybe just the way it's presented. I don't know how you do that though.

Question 6: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 6: Oh I think we place high value on our prefects. We probably don't utilise them enough but that's not their fault but um. I think they have status within the school um yeah even one year 11 said 'I'd like to do the course but it clashed with sport' cause they do it after school and he wanted to do it because he said 'it would look really good on my resume it would look good that I've actually gone out and done something' he was just disappointed that he couldn't do it. So I think the school places a good status on it, it looks good within the school yeah no issue there.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: I actually think both. I think a good leader does both and um I think you need to do both I think it makes you more rounded. Good leaders don't just lead, they get in there and they do it to and they set by an example. So I think we are showing that with the kids by trying to get them involved in more service things that yeah you need to do things and be involved.

Question 9: Would you like to add any other comments?

Response 9: I'd just like to see it keep developing and getting bigger. Like it's still quite small in our school I don't think it's a major component of our school. So I'd like to see it broaden and become a much bigger thing within the school. Using more kids and I don't know how you would do that but it's still a very it feels like a very side issue a side development so I'd like to see it become more of a core thing. I don't know how you would do that though.

Staff NP 8

Question 1: How do you perceive student leaders at the school?

Response 1: The one's we've got this year are actually majority are on the ball. Willing to get out and help. Most of them have a fair bit of initiative in getting involved and helping as well.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Probably no different to any other kid they think there's a status associated with it. With staff I think they might come down a bit harder on the kids because they see them as leaders and think they should be setting an example so I think they actually put more pressure on them. (L: Do you think some staff support student leaders or the idea of student leaders more than others?) I think that's going to be always the case. (L: Parents, have you had any feedback?) No can't help you there.

Question 3: What benefits do you think student's gain by completing the leadership program at this school?

Response 3: I suppose it actually gives them an indication of what leadership actually is and not just what they perceive. So it actually gives them the nuts and bolts of what leadership actually involves.

Question 4: Could you be specific and give me some actual benefits or things that the students get by doing this leadership course?

Response 4: I think the leadership program also takes away from 'it's not all about me' it's a bit of service as well so leadership is service it's not just being the leader and delegating it actually teachers them to be servants. (L: Have you seen an impact of the leadership program at the school?) I think it's actually helped the kids to understand what is involved in a leadership role so I think it's actually

helping the kids change their perception on what is meant to happen and which is actually helping them, step up to where they need to be. (L: Do you think the leadership program with the current leaders has started to change the culture of the school?) It's at the very early stages of it. I think there is, it's starting on the journey and it will happen yeah very early stages.

Question 5: Describe how you might improve the leadership program.

Response 5: I don't know because I don't know what's in it so I don't know if we could.

Question 6: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 6: I think it's a process that's evolving. They're giving them more and more responsibility and actually targeting the kids to give them responsibility.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: Serving is probably very high up there in the agenda for leadership. (L: Can you be a good leader without serving?) I think you can but it always helps to be one that sort of gets in and hands on. So it actually shows that you practice what you preach. (L: So the best kind of leader would be one that's got both?) Yeah.

Staff NP 9

Question 1: How do you perceive student leaders at the school?

Response 1: Um I think it's more of a status thing rather than an enabled power thing. Like they actually are just a figurehead. (L: There's no functionality to them?) Well you know they do the cutesy things like the meet and greet the dignitaries that get here and they get given those token roles of what marching in the ANZAC parade or you know and they're usually the good kids, the kids that haven't given the teachers much trouble or have the good attitudes and all that kind of thing.

Question 2: How do you think the rest of the school students, staff, and parents perceive student leaders at the school?

Response 2: Definitely a popularity vote. That's how they perceive them, 'oh well you got in because the teachers like you' or 'everyone likes you' who you voted them for or whatever. (L: What about the rest of the staff, how do you think they perceive?) Um they think they pick the ones who they hope are going to be good role models. Um they think they give them the power or whatever but I don't think they do. I think it's more about are they the good kids you know that are going to give us the good role models. (L: What about parents how do you think they perceive?) I think parents also think that it's the kids who have got in trouble the least, the kids who the teachers like the best or it's another popularity thing, 'who likes them?' that's who gets voted in.

Question 3: What benefits do you think student's gain by completing the leadership program at this school?

Response 3: Time out of school. Maybe they'll learn something about themselves, maybe they'll learn that they're actually not, I mean that everyone can be a leader I think, I hope that's what they get out of it. But not necessarily everyone can lead effectively like they might not have the personality to actually move lots of people. (L: Have you seen an impact of the leadership program on the school? This is like the 3rd or 4th year have you seen an impact of this leadership program?) Every now and then I see it with some individual students but I almost think that they are already leaders anyway um maybe it gives the ones that are in a leadership position a little bit more, they feel a bit more enabled. They think 'I'm a leader now and I'm supposed to be able to do this or to be able do that or whatever. More so in the high school than in the primary school but still I think it's a very much a peer 'I'm too afraid to do something just in case my peers shut me down socially' or you know that kind of thing that's how I see it.

Question 4: Could you be specific and give me some actual benefits or things that the students get by doing this leadership course?

Response 4:

Question 5: Describe how you might improve the leadership program.

Response 5: I don't know because I don't know how they train them or what empower them or how to. I'd like to see them be empowered like my goodness I remember prefects and stuff when we were at school my kids were horrified when they found out that prefects were allowed to give detentions you know it's like 'what!' you know like. I said yeah I mean that is what a prefect is supposed to do uphold the law of the school. You know if a friend has a shirt tucked out you say 'put it in or otherwise here's a detention' you know like and be empowered to do that like and not be afraid of any backlash or something from parents or from other friends or whatever. You know like that's what you are meant to do like you are a leader and that's what your job is you know. Popular or not you know.

Question 6: How do you think Central Coast Adventist School values leaders and leadership and how do you think this could improve?

Response 6: I think they value them a lot certainly because of all these program that they are doing and they try to get kids to take responsibility for their own actions and that kind of thing. I just don't know whether it's still in ground yet like it's still quite surface. You know it's still the popular kids I think that get those positions and the ones that get on best with the teachers or have the personality that matches the ones that are in that position or you know. I don't know. I don't know. I don't know.

Question 7: Which do you think is more important in leadership; serving or leading, and in answering that can you explain it, but is there a paradox in this?

Response 7: Serving. When you show that you can serve you are not, you can lead by example really, you are not afraid to get your hands dirty, you are not afraid to be the unpopular choice or take the unpopular decision but you can still be compassionate you can still acknowledge the other persons position but you actually take leadership by saying no this is the right way to go.

Question 8: Would you see that there's a paradox between serving and leading?

Response 8: No I guess I've read about this, I guess Jesus is the best example you know, leader and service you know.

Question 9: Is there anything else that you'd like to say about leadership or the leadership course

Response 9: Well I've talked to a few teachers about this, like we discuss this and yeah we talk you know you give your own opinion or you listen to theirs and it's true I think a lot of these leadership courses it shouldn't just be an open thing like if you want to do it you can come and do it. I think it should be offered to everybody because some of the more popular kids or the kids who don't think they need to go to a course like this will never go to a course like this. And somebody made the comment that it's more like the not so much the nerdy kids but kids that think 'If I go to this then maybe I can be a leader and people will listen to me' you know but it's really the kids who maybe have a bit of attitude that need that bit of guidance to go 'hey maybe I made the right decision I can actually be a leader for the better' you know like yeah just give everybody a chance to do it not just hand pick who you want or you know like 'poor thing I think they should do it because they've got no self esteem, you know, go to a self esteem course not a leadership course.