**Leadership Portfolio**

**Term One**

**Preamble**

Now that we are heading towards end of term, it is time for you to think about your short-term and long-term goals for this class and take stock about how you are doing with them.

**Term Meeting**

Before the end of term, you will be meeting with your esteemed leader to discuss your progress in the class. To prepare for this meeting, think about how you are doing and provide as much evidence as possible in the following areas:

**Assignments 50%** (Portfolio, Performance tasks, journal, reflections, etc.)

**Participation 50%** (Class, school, community engagement, service/volunteer

contributions, etc.)

**Learning**

Include all the assignments in chronological order you have completed in Term One and be prepared to discuss your **learning and effort** for each of them. Learning may include any or all of the following:

* Self-Awareness and Personal Growth (What are my values/strengths?)
* Goal setting
* Leadership theories and styles
* Effective communication
* How to plan/run an event (including marketing, budgeting, approvals, finances, etc.)
* Collaboration and effective teamwork
* Problem-solving
* Certifications and training
* Positive impacts on community

**Participation**

**List and provide evidence** all the ‘above and beyond’ ways you have contributed to:

Our leadership class School community Burnaby community Beyond

**Personal Growth**

Include evidence of your personal growth in the following areas:

Self-Awareness (ability to understand your impact on others our sense of community)

Leadership Skills

Oral Communication Skills

Training/Certification Skills

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| **Student Leadership Competencies** |
| Demonstration of Knowledge  |
| * Demonstrate understanding of various theories of leadership and their strengths and weaknesses
* Demonstrate understanding of group dynamics and how they can be applied to effective group work.
* Demonstrate procedural knowledge associated with planning, organizing and running events (including marketing, budgeting, getting required approvals, financial responsibility, etc.)
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| Demonstration of Leadership Skills |
| * Communication
	+ Demonstrate confidence and poise in clear, effective communication (verbal, written et al.) with teacher, other individuals, small groups and in front of large groups.
* Goal Setting
	+ Sets and achieves thoughtful realistic and challenging goals
* Influencing skills
	+ Demonstrates the ability to actively engage others in a task or activity.
	+ Motivate and support others in achieving goals and participating in tasks
	+ Demonstrate the ability to organize and run teams of people in accomplishing a goal.
* Collaboration
	+ Demonstrate the ability to work effectively with others on a common task; taking actions which respect the needs and contributions of others; contributing to and accepting the consensus; negotiating win-win solutions to achieve the objectives of the team.
* Organization
	+ Makes effective use of organizational systems to keep work organized and keep track of upcoming deadlines, and assignments (ie. keeps an organized binder and uses planner, etc)
	+ Materials are kept in an organized manner and can be accessed easily so that they can be added to a demonstration portfolio for term and year end assessments.
* Time management
	+ Demonstrates ability to set and meet realistic deadlines
	+ Is consistently focused on the task and uses time well throughout the class or project to ensure things get done on time.
	+ Assists group with planning, focus and time management.
* Problem solving / decision making
	+ Demonstrates abilities to recognize and define problems, identify and assess strategies to address the problems, implement solutions and assess results.
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| Service  |
| * Volunteers frequently for extra responsibilities and tasks in the classroom and school. (examples: parent teacher evenings, student council events, assemblies and other school functions)
* Takes initiative and works actively, willingly and consistently to contribute to and improve the community (examples: volunteering at elementary schools, seniors’ centres, food banks, etc.)
* Uses service to practice, reinforce and implement lessons learned in class.

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| Self-awareness / Commitment to Personal Growth |
| * Reflects on and clarifies personal values and uses this understanding to develop personal leadership style and strategies.
* Demonstrates awareness of own abilities, strengths and limitations
* Searches for opportunities by seeking innovative ways and challenges to change, grow, and improve.
* Reflective: both in action and on action.
	+ In action: actions taken are done so in a thoughtful, goal oriented and purposeful manner.
	+ On action: demonstrates thoughtful reflection on actions taken (ie. What, so what, now what summaries)
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| **Student Leadership Competencies** |
| Leadership behaviours |
| * Consistently demonstrates behaviour and character associated with effective and positive leaders. This includes:
	+ Trustworthiness
		- Be worthy of confidence; dependable; honest; genuine…
	+ Respect
		- Treat others with respect. Is consistently tolerant of differences.
		- Be considerate of the feelings of others.
		- Deal peacefully with disagreements.
	+ Responsibility
		- Do what you are supposed to do and always do your best. Use self-control and self-discipline; consider the consequences of decisions and behaviour. Be accountable for your choices and actions.
	+ Citizenship
		- Understands and abides by classroom expectations and norms (ie. meeting deadlines, maintaining a clean work space, respecting the materials etc)
		- Frequently **s**hares ideas and participates cooperatively and collaboratively with whole class and other students.
		- Willingly helps others without being asked.
		- Actively and independently seeks ways to contribute to the success of the class, of the projects and of the school in general
		- Demonstrates leadership by participating in and promoting school events and functions (lead by doing)

(Adapted from R. Rolph 2016) |