

Chapter 1 : Introduction

This study is a phenomenological inquiry into the lived experience of student leadership in an independent (non government) school in urban Australia. The student leaders in this study were those appointed to the position of „prefect“ in the school. In addition to the experience of the Year 12 prefects, the study also sought to investigate the experience and understandings of teachers in the school, in relation to student leadership. This chapter outlines the purpose and scope of the study, describes the research site, and explains the researcher’s situation. I also indicate the significance of the study, and identify ethical and political considerations. I then explore phenomenological inquiry and pedagogy as they relate to this study.

Purpose and scope of the study

Purpose of the study - Research questions

The overall purpose of this study was to explore the lived experience of leadership of two groups of Year 12 students in an independent school in urban Australia. As such, the study has advanced understanding of the experience of student leadership.

The following questions, arising from my own observations and reading the literature, guided my research:

- How do student leaders experience being prefects? The question was supported by three subsidiary questions:
 - How do prefects understand leadership?
 - How do students experience the selection process, training and support they receive in their role as prefects?
 - What impact does being a prefect have on the students themselves and their relationships with their peers and teachers?
- How do teachers and school administrators understand student leadership?
 - How do teachers perceive the selection process, training and support of the Year 12 prefects?
 - How do teachers view the activities of the Year 12 prefects?

Scope of the study - The research site

The research was located in my workplace, Hill River School (pseudonym), a church affiliated independent school in urban Australia. The school has two campuses, Hill Campus and River Campus (also pseudonyms).

The school is a member of the Round Square organisation of schools, an international affiliation of schools that share an interest in the educational philosophies of Kurt Hahn (1886-1974). Hahn founded a number of schools, including Schule Schloss Salem in Germany in 1920 and Gordonstoun School in Scotland in 1933 (Flavin 1996). In addition to the two schools, Hahn was instrumental in the establishment of the Outward Bound movement and the International/Duke of Edinburgh's Award Schemes (The Duke of Edinburgh's Award in Australia Ltd 2009; van Oord 2010).

The Round Square schools share a commitment to Hahn's educational philosophies, which are somewhat elusive in a written form (Flavin 1996; van Oord 2010). Tacy (2006) suggests that the pillars expressed in the acronym IDEALS (Internationalism, Democracy, Environment, Adventure, Leadership and Service), as stated by the organisation itself, provide a simple way of expressing the mission of Round Square as it applies to the impact the program seeks to have on students (Round Square International n.d.).

In his research into Round Square schools, Tacy (2006) found that the schools recognise they should play a role in preparing students to be able to lead in the societies of which they are a part. In accordance with Hahn's philosophy, the Round Square movement states that students are taught that „true leadership is found in those whose convictions are rooted in personal responsibility, kindness and justice“ (Round Square International n.d.). Tacy found that „leadership is delegated in such a way that student leaders at Round Square schools will solve real problems and learn to motivate peers“ (2006:85).

Hill River School is associated with a mainstream denominational church. A clergyman of that denomination founded the school and during its early years it was

housed in the local parish hall. The school continues to employ chaplains at each of its campuses and religious education is a compulsory part of the curriculum from Prep (first year of formal compulsory education) to Year 10.

Amongst the student leaders at the research site, the most senior student leadership position is that of prefect. In the tradition of the English Public Schools, many independent schools in Australia have continued to appoint a group of students as prefects. At Hill River School, the prefects' uniforms include a blue tie and hence its reference in the title of this thesis. The history of the Public Schools having students oversee others in various capacities can be traced back to at least the sixteenth and seventeenth centuries (Nash 1961). Nash (1961) suggested that it was Thomas Arnold, Head Master at Rugby School (1828-1842) who shaped contemporary practices in the appointment and activities of prefects. I expand on the role of prefects at the research site in Chapter 3.

The researcher's situation

For nearly 20 years I have worked with young people as a youth minister, psychologist and a secondary school teacher. During that time I have held both formal and informal mentoring roles with a number of young people. At times the mentoring has centred on supporting young people who have held leadership roles. Recently I have noted the plethora of leadership programs that are made available to schools or that schools run themselves. This is evident in articles such as those in the May 2010 edition of *Independence*, the journal of the Association of Heads of Independent Schools in Australia (Australian Heads of Independent Schools Association 2010). Yet, there remains a paucity of research on the nature of student leadership (Dempster & Lizzio 2007).

As a secondary school teacher and leader of pastoral care in schools, I have observed a number of facets of student leadership. At different times I have been impressed by, surprised by and disappointed with those students who are appointed to formal positions of leadership. I have also questioned how schools determine who is appointed to leadership positions and how the students are prepared for, and supported in, their role. I have questioned whether the schools I have worked in have

appointed obliging, articulate and conscientious students to positions of student leadership whilst at the same time not appointing other students who have displayed leadership characteristics. Yet, these students have continued to influence those around them and have had students „follow“ them, more so than those appointed to formal positions of leadership.

In my experience, each year begins with a flurry of comments from the prefects that they are going to be different from previous prefects and get things done. I suspect that the student leaders have not been provided with the training, support and freedom that they need to undertake their leadership roles in any meaningful fashion. At times at the end of an academic year, I have questioned what the exiting group of student leaders have achieved. Some of the student leaders I have observed have clearly been able to lead their peers effectively. However, the role of other appointed leaders has been questionable. This questioning has led me to consider how it is that the prefects in my school experience being student leaders. I have wondered the extent to which the training they are provided is sufficient for their role. I have also questioned how other staff experience the role of prefects. This thesis is, in part, an attempt to answer some of these questions.

By undertaking the research, I expected to gain insight into the experience of student leadership at the school that I could share with my colleagues. I also had the impression that the prefects who have been in the role have not necessarily exercised leadership. It seemed to me that they were often being called upon to carry out tasks that did not require leadership skills. Furthermore I have observed that the school does not maximise leadership development with those who are appointed to the role of prefect. It had been of concern to me that the prefects only attended a 2-day residential conference where training was outsourced to an external provider. Whilst the prefects also attended weekly meetings, with each other and a senior member of staff, and on one of the campuses had a mentor, no other training was in place. It seemed to me that this was a pedagogical opportunity that was being missed by the school.

Significance of the study

Student leadership by secondary school students has attracted limited attention in the literature (Dempster & Lizzio 2007). As with the notion of leadership in a more general sense, a unitary model of student leadership has not emerged. Dempster and Lizzio (2007) provide an overview of the literature and suggest reasons as to why there has been an increase in the desire to study the subject of student leadership. They also, importantly, suggest directions that future research into student leadership should take. Of particular concern for Dempster and Lizzio is the need for research that provides „a grounded understanding of the meanings attached to leadership held by adolescents“ (2007:283). The present study contributes to this understanding by providing an account of how one group of secondary school students and their teachers experienced the phenomenon of leadership. The phenomenological approach taken in the study provides unfiltered accounts from the student leaders themselves, a perspective that is under represented in the literature. I anticipate that this research project will contribute not only to understandings of student leadership in an Australian secondary school, but also towards understanding how best to train, develop and support student leaders.

To summarise, the present study addresses the policy and practice of an urban, independent, church affiliated school in Australia in relation to the appointment and support of prefects. Perspectives from the prefects and their teachers are explored.

Significance for Hill River School

In undertaking this project my goal was to produce research that was grounded in real life practice and that would be of significance to Hill River School and the broader educational community. Vanderlinde and van Braak (2010) suggest that one reason that teachers are often sceptical of educational research as it has little practical relevance. The data collected for this study tells the experience of 13 students and five staff who had a direct experience of student leadership. The findings are relevant to those who work with student leaders and have a direct practical implication at Hill River School and for those who run similar programs in other schools or youth organisations.

McIntyre (2005) proposes three criteria for an educational research project: it should, (a) generate new understandings of realities, (b) such understanding should provide a basis to improve practice, and, (c) such understandings should make sense to teachers and persuade them to take the understandings on board and engage in dialogue about them. This project has generated an in-depth understanding of the experience of student leadership from the perspective of 13 students who were appointed to the most senior student leadership positions in their school and of five staff members who worked with them. The thesis includes a number of suggestions to Hill River School in Chapter 6. If followed, these suggestions should improve the experience of being a student leader and assist students to learn from their experience.

I expect that the findings of the project will be relevant to my colleagues at Hill River School. During the course of undertaking the research I had the opportunity to address all of the school's academic staff on the literature that I had read. In addition to talking informally about my findings with staff I hope to be able to engage the senior staff in the school in a process of exploring my findings.

Significance for youth leadership trainers and developers

The knowledge gained in this project is significant not only at the research site but also in the broader educational community and other organisations that work with young people who hold leadership roles. In terms of the broader profession and other schools or organisations that seek to develop leadership in adolescents, this study provides information on how one group of adolescents understood the abstract concept of leadership, how they perceived the purpose of leadership and how their relationships with others were effected.

Based on the data collected on how one group of young people experienced being student leaders, a model for the training and support of secondary school students in leadership roles is proposed.

Ethical and political considerations

In undertaking social science research projects the researcher needs to consider the ethical issues the project might raise. Silverman (2005) citing Mason (2002), suggests

that in addition to considering one's own values and the impact that adhering to these values might have on a research project, there are three elements that need to be specifically addressed: (a) the purpose of the research; (b) those who might be interested in, or affected, by the research; and, (c) the implications for these people in the way that the research topic is framed.

Being a teacher at the school where the research was conducted raised a number of ethical issues. In accordance with Australian research ethical guidelines (National Health and Medical Research Council 1999), the impact of there being a dual relationship as a teacher of the students and as a researcher had to be minimised. It was also important to ensure that my working relationship with colleagues was not impeded. A number of steps were taken to ensure that the students' participation in the research remained free and voluntary. Initial contact to establish a student or a staff member's participation in the project was made by the Deputy Principal rather than by me. In that way the students and staff were not put in a position where they were communicating directly with me about their decision to be involved. No students who were taught directly by me were invited to participate in the study. Before data collection took place I made an application to the Human Ethics Research Committee at the University of New England (HERC/UNE). The HERC/UNE approved the research on 01/02/2009 granting the approval number HE08/171. A copy of the approval letter is attached in Appendix 1. I have outlined the processes and rationale that I followed in relation to parental consent and student assent in Chapter 3.

In addition to the ethical considerations in undertaking research there are also political issues to consider. In undertaking this research project, I have been what Anderson, Herr and Nihlen (1994) call a „practitioner researcher“; as I have been engaged in research using my own workplace as the focus of my study.

Anderson et al. (1994) suggest that there are four areas that the practitioner researcher, in a school context, should be aware of: (a) the institutional micro-politics; (b) redefining their own role as professionals in the workplace; (c) the politics of educational knowledge; and, (d) the politics of schooling as an institution. In undertaking this research project I found that I had to confront each of these areas to some extent. Whilst I encountered no active opposition to conducting the research

project in my school, to some extent there has been an element of indifference to what I have been doing. This indifference could be considered as resistance (Anderson et al., 1994). At another level, the indifference could be due to the notion of teachers as *bricoleurs* (Hatton 1988) in that there was a resistance to formal study of teaching practice. The bricoleur is more interested in dealing with the immediate situations of the day and being reactive rather than being proactive. My understanding as a professional in my role as pastoral care leader/manager is that I need to do more than simply manage the day-to-day affairs of the students for whom I am responsible. I should also seek to understand as much about their experience of life in the school as I can, in order to improve my practice as an educator. In choosing this topic I have sought to study an aspect of school life of which I have no direct oversight but significant interest. Whilst my colleagues have not directly opposed my study there has been a sense in which they have not always supported my endeavours nor has the school been generous in its allocation of study time.

The resistance I encountered has meant that I have not had work-time available during which to work on the project. I was also unable to run a staff synergetic focus group at the Hill Campus. Whilst a refusal was never given, I felt a passive resistance from the gatekeepers. Such resistance is not necessarily unexpected as organisations can be understood as systems that err towards „dynamic conservatism“- that is to say, a tendency to fight to remain the same“ (Schön 1971:32).

My desire as an educator is to ensure that my practice is appropriate to the young people with whom I work. As stated above, my background in a field outside of education shaped my thinking towards how my practice should be informed. In undertaking the Doctor of Education (EdD), I believe I will improve not only my own practice but also inform the practice of other educators. I believe that the findings of this research project will be of value to the school and will influence future selection, training and support of student leaders.

This thesis is submitted as the final component of the EdD degree, a professional doctorate, at the University of New England (UNE) Armidale, New South Wales, Australia. The model of the EdD that this thesis contributes to is tripartite, seeking to establish links between the university, the profession and the workplace (Maxwell

2003:85). This model has become more common for professional doctorates in Australia (Lee, Green & Brennan 2000).

One assumption of this tripartite model is that knowledge can be produced „not [only] in the enclosed space of the disciplinary university, but in the context of application“ (Lee et al., 2000:117). This type of knowledge is known as Mode 2 knowledge (Gibbons, Limoges, Nowotny, Schwartzman, Scott & Trow 1994; Scott 1995). Mode 2 knowledge differs from traditional Mode 1 knowledge, in a number of ways. Pertinent to this study is the assertion that Mode 2 knowledge is produced in the context of application rather than in the context of the academy. In the context of this study the knowledge that was produced was from my workplace and has a direct application to that workplace. In adopting this approach, I thought that the EdD at UNE would allow me to investigate a real area of interest in my workplace while engaging in a more rigorous research approach than might otherwise take place.

The type of knowledge produced in this research project is grounded in the real life experience of my day-to-day practice. I had daily contact with students who held leadership roles, as their teacher, pastoral care leader or mentor. This research project sought to understand the experience of student leadership in the school in which I work.

By carrying out research in my own workplace I expected that the research would be of considerable value. Being grounded in a contemporary school it would be potentially more accessible and relevant to practitioners than university based research.

Vanderlinde and van Braak (2010) found that teachers are sceptical of educational research in part because the questions being asked are perceived to have little practical relevance. It has also been suggested that a gap may exist, partly, because researchers and practitioners don't share information across their groups (de Vries & Pieters 2007). Whilst referring particularly to classroom learning, McIntyre (2005) suggests that the gap can be narrowed by the establishment of knowledge creating schools, where teachers can be involved in research and can then produce Mode 2 knowledge, i.e. knowledge in the context of application. In this study, I sought to

gain an informed appreciation of the experience of student leadership in a school context in order to improve practice surrounding the training and support of student leaders.

Phenomenological inquiry

One of the great challenges for researchers using phenomenology as a method in research is to explicate it. Phenomenology has been seen as a philosophy, a paradigm, a research methodology and simply equated with qualitative inquiry (Burch 1989; Ehrich 1997; Patton 1990). Yet, it is acknowledged that it is important that the phenomenological researcher is able to understand the philosophical roots of the approach (Ehrich 2003; Ray 1994a; van Manen 1990). In this chapter I provide a brief overview of the philosophical roots of three strands of phenomenology and indicate how these have impacted on this research project. A detailed outline of the approach I have taken in using it as the methodology for this study is provided in Chapter 3.

Overview of phenomenology

In this section I outline two strands of philosophical phenomenology: transcendental phenomenology and hermeneutic phenomenology. I then consider van Manen's (1982, 1984, 1990) work in the development of phenomenology as an approach to research in education.

Transcendental phenomenology

Husserl (1859-1938) is generally considered as the founder of phenomenology (Bubner 1981; Delacampagne 1999; Marion 1998; Spiegelberg 1982). Husserl was dissatisfied with the philosophical inquiry of his time and the manner in which it was researched, following Cartesian principles. He sought to develop a „human science“ that would describe phenomena, as they were experienced pre-reflectively. He thus pioneered what has become the catchphrase of phenomenology, „we must go back to the things themselves“ (Husserl 1970:252). By this, Husserl was suggesting that the only way that phenomena could be understood is by experiencing them as they are

and by suspending our presuppositions in the process to do so, enabling one to transcend consciousness. This suspension was known as the *reduction*, also called *epoche*, or *bracketing* by Husserl (Ehrich 2003). *Epoche*, a Greek term meaning the suspension of beliefs, involves *bracketing* or setting aside the natural attitude. Once this has been done, one can then engage in reduction proper, of which there are two stages, *eidetic reduction* and *transcendental reduction* (Cohen & Omery 1994; Ehrich 2003). *Eidetic reduction* involves the process of moving from particular objects as facts to the objects as general essences. This process, for Husserl, is still not sufficient, as the observers have not addressed the problem of their own consciousness or ‚I‘, which may interfere with the attempt to describe phenomena. *Transcendental reduction* takes that step and seeks to transcend the observer’s ego and allows one to view objects directly rather than in a manner distorted by preconceptions and the ‚I‘. The process to achieve this reduction requires reflection and cannot be achieved in the day-to-day or *natural* attitude, that is in a non-philosophical non-reflective manner. It is a scientific attitude that is required, an attitude where one has suspended judgments and views nature as an object of scientific investigation (Stewart & Mickunas 1990). By undergoing this reduction, one is able to observe the *life world* (*lebenswelt*) directly which otherwise cannot be done. The life world being ‚the world as we immediately experience it pre-reflectively rather than as we conceptualise, categorise, or reflect on it‘ (van Manen 1990:9).

Essentially, Husserl’s approach is epistemological in nature (Cohen & Omery 1994), being concerned with the nature of knowledge, how knowledge is attained, what is known and the basis on which knowledge is founded. It seeks to describe what is observed by the observer free of the biases that the observer may have, which have been suspended or bracketed. In this research project it was my intention to provide an answer to the question of how student leaders and their teachers experience student leadership. I wanted to gain their impressions free of any bias of my own. I wanted to avoid as much as I could any pre-reflective thoughts, and to capture their experience without imposing my own categorisations and reflections. Thus, through the process of bracketing I have attempted to do that.

Hermeneutic phenomenology

Husserl's one time assistant, Martin Heidegger (1889-1976), developed phenomenology further, leading to the development of hermeneutic phenomenology. In shifting the focus of philosophical phenomenology, Heidegger focussed on ontological matters. Thus, his concern was the nature of *being* (sein). Unlike Husserl, he argued that it is not possible to transcend oneself from the world or our consciousness. In such a way one's being is always in the world. Presuppositions cannot be suspended; it is the „being in the world“, which he calls the *dasein* (Heidegger 1985, 1992), which makes meaning possible (Ray 1994a). Thus for Heidegger, bracketing cannot be achieved.

Heidegger also brought hermeneutic principles to phenomenology. Initially concerned with the interpretation of scripture, in the context of Heidegger's phenomenology, hermeneutics concerns itself with interpretation of the life world. This interpretation is only possible because of one's being in the world. It is not possible to separate consciousness from being. Hans-Georg Gadamer, a student of Husserl and Heidegger, went further, suggesting that not only is it impossible for a knower to separate themselves from their immediate situation simply by adopting an attitude (bracketing), but rather the knower's place in history can play a positive role in the search for meaning (Lavery 2003).

Cohen and Omery argue that the goal of hermeneutic phenomenology „is the discovery of meaning that is not immediately manifest to our intuiting, analysing, and describing“ (1994:146). That is to say that, that which is observed needs to be interpreted. In the context of this study a hermeneutic approach would require one to document and interrogate leadership as encountered by student leaders.

In this research project, I have taken the view that bracketing is desirable. The untainted, unbiased view of the participants is the view that I wanted to take. I have explained in Chapter 3 how I have attempted to have the participants bracket their presuppositions when talking about their experiences of student leadership.

van Manen’s phenomenology

One writer who has sought to establish the link between philosophical phenomenology and phenomenology as a research method is Max van Manen, a Canadian academic. van Manen’s seminal work (1990) provides an approach to the use of phenomenology as a human science in educational research. He developed a multifaceted approach to phenomenology and suggested, in part, that it is the study of lived experience; the explication of phenomena as it presents itself to consciousness, and is a human scientific study of phenomena.

As a starting point, van Manen suggested that phenomenology seeks to describe the life world – everyday lived experiences – which are sought to be explained in a pre-reflective manner. Here, his approach is similar to transcendental phenomenology. That is to say, that insights to the experience which bring us into contact with the world are provided rather than an extensive explanation or categorisation of the experience. In the context of this study, the phenomenon under investigation was student leadership as experienced by a group of prefects and their teachers. In Chapters Five and Six I provide quotations of the students and teachers own words, explaining their experience of student leadership.

For van Manen, anything that presents itself to consciousness is of interest to the phenomenologist. For the students involved in this study and their teachers, leadership was a concept presented to consciousness. It is of interest not only to those in the school where they are situated but also to other school leaders.

Phenomenology, van Manen (1990) argues, is an attempt to reveal and describe the structure and meaning of lived experience. In the context of this study, the question was not how do the prefects do leadership, but rather what was the nature of their experience of leadership. This research was a phenomenological study orientated to the approach taken by van Manen (1990). The phenomenon studied was that of student leadership. Descriptions of the phenomenon were gathered from the students and their teachers and analysed to gain a sense of the nature of the experience of leadership. A systematic approach, as outlined in Chapter 3, was followed for the analysis, interpretation and reporting of the gathered data.

van Manen (1990) argues that hermeneutic-phenomenology is not simply descriptive but that it is a philosophy of action. He suggests three reasons for this: (a) it deepens thought which in turn leads to action flowing from such thought, (b) it is particularly a philosophy of action in a pedagogic context as „pedagogy itself is a mode of life that always and by definition deals with practical action“ (van Manen 1990:154), and (c) it is a philosophy of action in a situated sense. This study has made suggestions for changes to practice at the research site and it is hoped that the recommendations will lead to changes in practice.

Phenomenology employed in this study

Husserl understood the life world as the world of our every day immediate experience, the world that is there „prior to critical or theoretical reflection“ (van Manen 1990:182). In the case of this study, the description of the lifeworld was obtained from the prefects and their teachers as they described their experience of student leadership. The use of synergetic focus groups (described in Chapter 3) was an attempt to bracket the discussions as predetermined questions were not used (Ray 1994a). Once data had been gathered, and recognising the inherent difficulties in attempting to bracket whilst analysing text (transcripts of the recorded data gathering), I adopted a hermeneutic-phenomenological approach. An approach that has been described (in part) as a „combination of description, thematic interpreting, and metaphoric insight“ (Ray 1994a:129). The obtained themes and meta-themes in this study capture some, though not all, of the experience of student leadership held by the participants. As van Manen proposes, whilst a phenomenological theme is more than a singular statement it „only serves to a point, to allude to, or to hint at, an aspect of the phenomenon“ (1990:92).

Pedagogy

The concept of pedagogy has been the subject of some conjecture. MacNeill, Cavanagh and Silcox (2003), suggest that pedagogy can be understood in three ways: (a) as all aspects of teaching not just formal instruction; (b) as a political tool to shape students“ thinking; and as, (c) student-centred learning and teaching that doesn“t involve didactic teaching. For van Manen, pedagogy is not found in a particular role,

or a particular relationship but rather, „pedagogy is something that lets an encounter, a relationship, a situation, or a doing be pedagogic“ (van Manen 1982:285). Further, for van Manen, the pedagogic relationship is one where the adult is thought to have gone into the world before the young person has done so and can be relied on to help guide and lead the young person.

A broader understanding of pedagogy as all of the interactions that a young person and a teacher have together, is appropriate for a Round Square School. van Oord (2010) suggested Hahn’s educational theories, which guided the foundation of the Round Square schools, viewed education as more than simply an academic endeavour, suggesting that the development of character was of greater importance. Such a view allows for a broader definition of pedagogy.

In accordance with the seven pillars, expressed as the IDEALS, which are core to the activities of Round Square, and the desire to instil these values into students, Tacy suggested that „opportunities to delegate leadership to students are always at hand; but knowing when they exist and daring to take advantage of them is by no means intuitive. The adult must be alert for opportunities and respectful of the learning they can provide“ (2006:85).

It is my view, then, that if a definition of pedagogy is such that it encompasses all that adults do with children and young people, then those who oversee the development of leadership amongst the prefects at school can view that oversight as pedagogical in nature. In this study the staff-student relationship is considered as pedagogic in relation to student leadership. Staff were in a position to influence the way in which a young person exercises leadership. In the process of supervising, developing and mentoring leaders, the teachers are also in a position to influence the life of the young person.

Delimitations

This research project was grounded in the day-to-day practices of an independent church affiliated school in urban Australia: Hill River School. The participants in the study were either staff or students across the two campuses of the school. Students

from each campus participated in synergetic focus groups, provided written anecdotes and provided an artistic representation of their experience of being a student leader in the school.

On occasion, in this thesis the terms prefect and student leader have been used interchangeably. The term „prefect“ refers to the formal title and role held by the most senior student leaders at the site school. The term „student leader“ is a more generic term describing a range of leadership roles that might be made available to students in the school. The context of each occurrence of the words has dictated the word used.

Chapter 2 : Literature review

Introduction

In order to address the research questions of how student leaders and teachers experience student leadership, one can begin with an exploration of four approaches to understanding leadership: (a) trait theories, (b) transformational leadership, (c) servant leadership, and (c) authentic leadership. The paucity of research to explain the phenomenon of student and youth leadership is then highlighted. The final section of the review considers leadership training, development and education, thus addressing the research questions relating to the selection, training and support of the prefects.

Approaches to Understanding Leadership

The literature on leadership is exhaustive. The topic has been considered within a wide range of contexts over a significant period of time. Studies on the topic have been undertaken within a range of disciplines, most notably within psychology, business and education. There is no distinct field of research that provides an easily accessible conceptualisation of the topic, suggesting that, „the single beam of light we call leadership refracts into tiny rays, almost one for every scholar out there writing on the topic“ (Harter 2006:2). The present study is concerned with the experience of secondary school students who were appointed to positions of leadership within their school. In spite of there being an extensive amount of literature on leadership *per se*, relatively little has been written on adolescents and leadership. In order to achieve an understanding of adolescent leadership it is helpful to consider various approaches to the study of leadership in the broader context. This review examines trait theories, transformational leadership, servant leadership and authentic leadership all of which have received some attention in the literature.

Trait Theories

Trait theories of leadership are those that emphasise the personal characteristics of those who are leaders. Stogdill (1974) carried out two exhaustive historical overviews of the field of leadership, one covering the period 1904-1947 (originally published in 1947) and the other 1948-1970. All of the studies reviewed examined the traits of leaders. In his survey of the earlier period, of which some 34 of the 124 studies were concerned with high school students, Stogdill found that six factors could be associated with leadership:

1. *Capacity* (intelligence, alertness, verbal facility, originality, judgment).
2. *Achievement* (scholarship, knowledge, athletic accomplishments).
3. *Responsibility* (dependability, initiative, persistence, aggressiveness, self confidence, desire to excel).
4. *Participation* (activity, sociability, cooperation, adaptability, humour).
5. *Status* (socioeconomic position, popularity)
6. *Situation* (mental level, status, skills, needs and interests of followers, objective to be achieved)

Stogdill surveyed 163 studies for the 1948-1970 study and in this instance he identified ten traits that characterise leaders:

1. A strong drive for responsibility and task completion.
2. Vigour and persistence in pursuit of goals.
3. Being adventurous and original in solving problems.
4. Drive to exercise initiative in social situations.
5. Self confidence and a sense of personal identity.
6. Willingness to accept consequences of decision and action.
7. Readiness to absorb interpersonal stress.
8. Willingness to tolerate frustration and delay.
9. Ability to influence other person's behaviour.
10. Capacity to structure social interaction systems to the task at hand.

Other traits have also been identified as being linked to leadership. The relationship between leadership and the five-factor (Wiggins 1996) personality theories have been explored. One such study found that high levels of extraversion, conscientiousness, openness and low neuroticism were associated with leadership (Judge, Bono, Ilies & Gerhardt 2002). Yet another trait concept considered in relation to leadership is that of emotional intelligence, where mixed results as to whether leaders differ in terms of their measured emotional intelligence to non leaders in similar settings have been found (Kerr, Garvin, Heaton & Boyle 2006; Stein, Papadogiannis, Yip & Sitarenios 2009). Northouse (2010), in summarising research from the traits perspective, highlights that studies have found some evidence that leaders have higher levels of

intelligence than their followers, possess self confidence, exhibit determination, are people of integrity and demonstrate greater levels of sociability. As discussed below, not all leaders will use these attributes with positive outcomes.

Trait theories of leadership are not universally accepted; some authors claiming that they have been found wanting and therefore are not valid (Jackson & Parry 2009). Northouse (2010) cites five criticisms of the trait approaches. First, a delimited list of leadership traits has not been defined; the lists of traits ascribed to leaders can be contradictory across studies and appear so extensive they are of little value. Secondly, a notion proposed by Stogdill (1974) is that one cannot separate the characteristics of the leader from the situation where leadership is being studied, thus the situation also needs to be studied. Thirdly, the study of traits has become overly subjective, authors potentially contradicting each other by offering different proposals as to what critical leadership traits might be. A fourth criticism is that very little of this research has linked the leadership traits to leadership outcomes such as productivity or team member satisfaction. The final and perhaps most telling criticism of the approach is that it does not lend itself to training and development. Many of the traits are fixed psychological structures such as intelligence and extraversion and training and development may not be able to develop them further. The idea that traits are fixed leads some to suggest that leaders are born, not made. This view is rejected by Arvey, Zhang, Avolio & Krueger (2007) who conclude that the situations a leader experiences is more important. The ideas that leaders can not be trained is also rejected by Gardner who argues that „most of what leaders have is learned“ (1990:xv). Little work, however, appears to have been done to explore the traits of adolescent leaders. The present study adds to the literature by identifying the traits exhibited by a group of secondary school students in a leadership position.

Transformational Leadership

One theory that builds on the trait approach is that of transformational leadership. Northouse (2010) cites Burns (1978) and Bass (1985) as first proposing this approach to understanding leadership. Northouse (2010) presents transformational leadership as consisting of four components: (1) Idealised influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individualised consideration. *Idealised influence*

or charisma is seen in leaders who become role models for their followers; they are seen as respected, trusted, being risk takers and being admired. *Inspirational motivation* is viewed as behaviour that is enthusiastic, optimistic and inspiring for others, such behaviour also arouses team spirit. *Intellectual stimulation* is leadership that stimulates creative thinking by questioning assumptions held by team members, allowing for the reframing of problems and looking for new ways of doing things. *Individualised consideration* is when leaders recognise the needs of team members to achieve and grow. Transformational leaders will act as mentors or coaches for team members. Transformational leadership is seen as an alternative to *transactional leadership*, which consists of two styles of behaviour, contingent reward and management by exception. Contingent reward is where leaders delegate tasks and offer and deliver rewards upon completion of the delegated tasks. Management by exception is where leaders monitor individual performance and take corrective action towards members who deviate from standards through errors and mistakes.

Transformational leadership is generally more applicable to business settings and is largely concerned with leaders motivating staff in organisations to achieve the goals of the organisation as well as helping individuals to achieve. Such an approach may not be as relevant to senior secondary school students who essentially have to co-opt their fellow students in order to lead them.

Servant Leadership

Servant leadership, a theory first proposed in an essay by Greenleaf in 1970 (Reinke 2004; Schneider 2011; Spears 2004) is concerned with the notion of a leader serving those whom he or she leads. Reinke (2004) argues that a precise definition of what Greenleaf was attempting to describe in proposing servant leadership proves somewhat elusive. However, others have attempted to provide a definitive set of characteristics of servant leadership. Spears (2004) proposes a set of ten of the major characteristics of servant leadership: i) listening, ii) empathy, iii) healing, iv) awareness, v) persuasion, vi) conceptualisation, vii) foresight, viii) stewardship, ix) commitment to the growth of people, and, x) building community. Spears (2004) did not claim his list to be exhaustive and Russell and Stone (2002), referring to an earlier

version of Spears“ (1998) list, and a survey of the literature, suggest that there are nine functional attributes of servant leadership and 11 accompanying attributes.

The functional attributes defined by Russell and Stone are „the effective characteristics of servant leadership. They are identifiable characteristics that actuate leadership responsibilities“ (2002:146). Alternatively, the accompanying attributes are complimentary, rather than be subsidiary to, the functional attributes. By way of explanation, in Table 2:1 the functional attribute of vision is accompanied by the attribute of communication. Vision is understood as the ability of the servant leader to have an image or vision for the future of the organisation that he or she is leading (Russell & Stone 2002). The accompanying attribute of communication emphasises the need for the leaders to articulate their vision within the organisation that they are leading.

Table 2:1: Servant leadership attributes from Russell and Stone (2002:147)

Functional Attributes	Accompanying Attributes
1. Vision	1. Communication
2. Honesty	2. Credibility
3. Integrity	3. Competence
4. Trust	4. Stewardship
5. Service	5. Visibility
6. Modelling	6. Influence
7. Pioneering	7. Persuasion
8. Appreciation of others	8. Listening
9. Empowerment	9. Encouragement
	10. Teaching
	11. Delegation

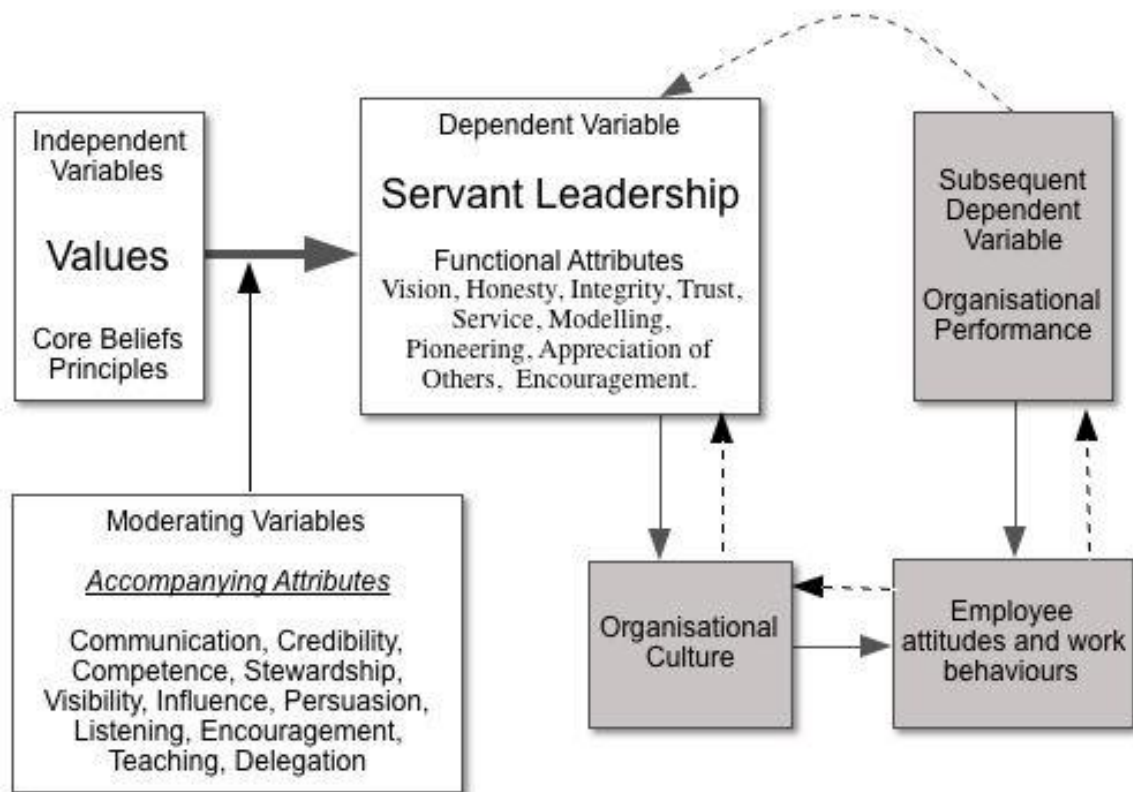


Figure 2-1: Servant leadership model 2 from Russell and Stone (2002)

[Grey shading is my emphasis].

The model of servant leadership provided by Russell and Stone (2002) in Figure 2-1 is one of two models that they provide. Model 1 (as presented in Russell and Stone (2002), without the boxes shaded grey) is a simpler version of Model 2 and only considers leader attributes as they manifest in servant leadership. The model provides a useful way of understanding the phenomenon of servant leadership. The individual's core beliefs and principles, moderated by the accompanying attributes, are seen as contributing to the emergence of servant leadership. In turn, servant leadership can itself become an independent variable and influence organisational performance. The influence of servant leadership on performance is mediated by the organisation's culture and attitudes of employees.

Although intended for application in the world of business, servant leadership has been applied in other settings including leading health organisations (Schwartz & Tumblin 2002; Wilson 1998) and educational leadership (Crippen 2004; Taylor,

Martin, Hutchinson & Jinks 2007). Importantly, servant leadership has been the focus of a phenomenological study (Austin & Honeycutt 2011). It has also been found to be an appropriate approach in the training of selected at-risk youth in leadership (Grothaus 2004).

Authentic Leadership

The notion of authentic leadership is an emerging field of endeavour in the study of leadership (Avolio, Walumbwa & Weber 2009). This approach to understanding leadership is focussed on the outcomes of what is achieved as a result of the practice of leadership. The outcomes of authenticity may in part „reflect a leader’s moral capacity to align responsibilities to the self, to the followers and to the public“ (Novicevic, Harvey, Ronald & Brown-Radford 2006:73).

Whitehead (2009) has proposed authentic leadership as being appropriate in both the understanding of leadership in adolescents and as an appropriate theory on which to model leadership development programs for adolescents. Whitehead saw authentic leadership as being unique in that it was a form of leadership that is seen only when positive social outcomes exist. An authentic leader is defined „as one who: (1) is self aware, humble, always seeking improvement, aware of those being led and looks out for the welfare of others; (2) fosters high degrees of trust by building an ethical and moral framework; and (3) is committed to organizational success within the construct of social values“ (Whitehead 2009:850). Whitehead also groups the variables of authentic leadership into four categories (1) self core; (2) empathetic core; (3) trust building core; and (4) community core“ (2009:851). *Self core* is concerned with an individual being confident in his/her abilities without becoming egotistical. *Empathetic core* is concerned with the leader being willing to develop followers such that the follower can also exercise leadership. *Trust building core* is concerned with the leaders behaving in a moral and ethical way such that followers will trust them. *Community core* is concerned with the individual being community minded and deeply committed to the values of the organisation in which he/she is involved. In a school context, these four categories of variables of authentic leadership would be desirable in the most senior student leaders.

Gender and Leadership

The literature on the relationship between gender and leadership is extensive. A range of approaches has been taken in exploring various aspects of the interplay between gender and leadership. Here I seek to provide a brief overview of studies that have explored the concept from both theoretical and applied perspectives. Two key studies have helped to frame my thinking on this area, Eagly and Johnson (1990) and Appelbaum, Audet and Miller (2003). The first of these studies considered investigations into gender and sex differences on leadership style. The later provided a theoretical framework as to why there may be gender differences in the practice of leadership.

Theoretical Perspectives

Appelbaum et al. (2003) provide a useful framework for approaching the literature on theoretical perspectives of gender and leadership. In their meta-analysis of studies they developed four categories to consider in determining if there are gender differences amongst men and women in the practice of leadership style: (a) biology and sex; (b) gender role; (c) causal factors, and; (d) attitudinal drivers.

Biology and Sex

Arguments from this perspective centre on the notion that men and women are biologically hard wired to fulfil different roles. Men are the ones who are to be leaders whereas women are thought not to have the biological capability to do so. Appelbaum et al. (2003) suggest that few studies have supported this notion, (citing: Helgesen, 1990; Hening & Jardimm 1977; Rosner; 1990) whereas more studies are cited that find that there are no differences (Bass, 1990; Dobbins & Platz, 1986; Donnell and Hall, 1980; Maccoby and Jacklin, 1974). There is an emerging trend in the literature arguing that women and men may in fact be quite similar in the leadership styles that they adopt and thus there are no real biological differences.

Gender Role

Rather than leadership behaviour being genetically determined this theoretical position holds that men and women may display different leadership styles as a result of beliefs that males and females have different leadership styles. Kolb (1999) found that one's attitude toward leadership and prior experience of leadership was a stronger

predictor of leader emergence than masculine gender role. It is possible that such a stereotypical view of traditional gender roles for men and women in leadership does not hold as much validity as it once did. Jackson, Engstrom and Emmers-Sommer (2007), in a study designed to assess the stereotypic ideal of „think male, think leader“, concluded that the stereotype, whilst still held by young (undergraduate student) men is not held amongst young women. This finding was in contrast to studies conducted in the 1980s and 1970s (Porter, Geis & Jennings 1983; Pellegrini, 1971, as cited in Jackson et al. 2007). Further, unlike in the earlier studies, both men and women were more likely to select leaders of the same gender rather than simply select the male as a leader.

Causal Factors

The causal factors perspective, as postulated by Appelbaum et al. (2003) suggests that leadership emerges as the result of a number of influences such as women’s attitude, self-confidence, experience, the corporate environment and the old boys’ network. Rather than masculinity being a predictor of a woman attaining leadership, it is thought that a woman’s attitude towards leadership is more predictive. Some women might adopt views that men are leaders and that women are not, thus placing themselves at a disadvantage.

Attitudinal Drivers

Attitudinal drivers are concerned with the values and attitudes that shape leadership behaviour. Differences between how men and women approach leadership have been found. It may be that feminine traits are an asset to leaders (Appelbaum et al.. 2003 citing Helgesen 1990). It may also be that women rate higher on people-orientated leadership skills and men rate higher on business-orientated leadership skills (Appelbaum et al.. 2003 citing Claes, 1999; Kabacoff, 1998).

Applied Research

An alternative to considering theoretical perspectives is provided in Eagly and Johnson’s (1990) paper on applied research. Their meta analysis considered some 162 studies. Four reasons are suggested by Eagly and Johnson (1990) as to why

leaders may differ in their leadership style based on gender: (a) there may be ingrained sex differences in personality and behaviour; (b) the importance of childhood events, in that boys and girls play in same sex groups which may influence future behaviour; (c) gender-role spill over, the idea that men and women may be expected to perform in different ways and that this thinking thus impacts on leadership style; and, (d) that women may be allocated token roles in management, and that their rarity in senior positions marks them as different rather than there being actual differences which exist.

Eagly and Johnson's (1990) research lead them to conclude that there are only few gender differences in terms of leadership style. One difference found was that women were viewed as more interpersonal and democratic in their leadership style than what men were said to be. The strongest evidence for sex differences found was that women are more likely, „to adopt a more democratic or participative style and for men to adopt a more autocratic or directive style“ (Eagly & Johnson 1990:247).

In a subsequent study, Eagly, Johannesen-Schmidt and van Engen (2003) found that women engaged in more transformational styles of leadership than men and that the aspects of transactional leadership that they engaged in were linked to contingent reward behaviours. However, men were found to engage in more laissez-faire styles of leadership and other transactional leadership behaviours than women. In a study exploring the preferences in terms of what Australian and American managers like to do, Konrad, Waryszak and Harmann (1997) found only a small amount of the variance in the preferred activities of managers was accounted for by gender. Men rated controlling employees (confirming a masculine stereotype) whereas women preferred desk work (confirming a less active feminine role). The differences between the genders that Konrad et al. (1997) cited were more pronounced at junior management or nonmanagement levels. This would support the notion that gender is not necessarily a predictor of the style of leadership that a leader may display.

Gender and Youth Leadership

Mullen and Tuten (2004) studied youth leadership within an American secondary school and found that adolescent females were as involved in student leadership in

similar proportion to their male counterparts. However, the sorts of programs that they were involved in differed. Contrary to expectations, they found that there were some areas of school life, including sport and student politics, where female students were dominating leadership. This finding is of interest as it indicates that unlike studies cited above that suggest women in industry are not in positions of leadership to the same proportion as men, young women yet to enter the work force, in at least one school, held positions of leadership in traditionally male areas. This finding also reflects the situation in two independent schools where I have worked. In one school the group of students elected to be prefect leaders was dominated by females who held about two thirds of the positions in a school that was fully coeducational and had roughly equal numbers of male and female students. In my current school, a number of staff have suggested that there is a significant gap between the leadership potential of female students over male students suggesting that girls have the upper hand. Hawkes (2001) suggests that the issue might be more to do with the sorts of tasks that schools assign to leaders. The problem according to Hawkes is that:

Schools often confuse leadership with „doing duties“ and the duties are usually menial administrative tasks on behalf of the school. Many boys are not interested in rendering such service for they have an ambivalent attitude towards schools (2001:241).

In exploring leadership development amongst college men and women, Dugan (2006) argues that a post industrial paradigm of leadership has emerged over recent decades with a shift to transformational rather than transactional understandings of leadership. Dugan suggests that, „men are either developing or being encouraged to enact more collaborative leadership styles“ (2006:222). If such a change is happening it would be of value to know whether or not it is happening in student populations as it is this group that will be in positions of leadership in business and the community in the future.

Youth and Student Leadership

Reports on the study of student leadership are re-emerging in the literature (Dempster & Lizzio 2007). Much of this literature seems to be concerned with „adults saying why student leadership is important and what those adult views define as leadership development or training“ (Dempster & Lizzio 2007:279). Yet, there remains a

paucity of research that addresses how young people themselves experience leadership.

The lack of research on understandings of leadership from a youth (secondary school or tertiary students) perspective does not prevent schools from providing opportunities for their students to practice student leadership. The May 2010 edition of the journal *Independence* published by the Australian Heads of Independent Schools Association (AHISA) reported on nine schools' practices in developing leadership capacities in students. Whilst each of the schools offer a unique program there are some similar features. The notion of servant leadership as envisioned by Greenleaf (2003), or similar ideas, is found in three of the schools. Four schools refer to leadership being taught in the formal curriculum. In one of the schools students work towards obtaining a Leadership Diploma in Years 8 and 10, without which they cannot hold formal positions of leadership in Years 11 and 12. Four schools report that leadership is practiced through cocurricular activities such as inter-school and intra-school sport. Student councils are referred to by four of the schools. In such a context students may be given specific responsibilities for a single activity or sub group of students involved in a specific project, over an extended period of time. outdoor education programs, where older students are involved in leading younger students, is referred to by two of the schools as an example of student leadership. Community service projects whether within or outside of the school, including international projects, are found in two of the schools. Two schools consider that all of their Year 12 students are leaders by virtue of being in Year 12. Whilst these similarities exist across schools, the practices of how leadership programs run are broad.

The reasons that schools offer leadership development programs is not made entirely clear in the *Independence* article. However, for some of the schools, there appears to be an emphasis on developing students as leaders not only so that they can lead in the present but also in order to prepare them to be leaders in their adult lives. The practice of developing leadership in students addresses concerns raised by some, such as Dempster and Lizzio (2007), that the pool of leaders in business, education and community groups is in decline. By developing leadership in adolescents it may be that these concerns will be mitigated because young people who exercise leadership at

school will also lead later in life. Another advantage of youth participating in leadership development programs is that it may facilitate individual creativity in adulthood (Houghton & Di Liello 2009), a desirable trait for graduates (Tanyel, Mitchell & McAlum 1999).

In spite of the widespread practice of student leadership in secondary schools there remains little theoretical understanding on what student leadership is from a student perspective. Of the schools referred to in the *Independence* article, not one school refers to student understandings of leadership as a background to the design of their programs. The present study sought to investigate how students appointed to a position of leadership in one school experienced being leaders and as such will help inform how youth leadership development programs could be designed.

Need for Student/Youth Leadership Theory

Chan (2000) provides a summary of data collected in a study of the leadership training secondary school students needed, as assessed by school principals, in Hong Kong. The need for leaders across five areas was identified: prefects for discipline, student associations, extracurricular activities, peer counselling and peer tutoring. He found that there were three approaches to leadership training methods within the schools: leadership training as part of the general curriculum, specific training for identified leaders, and leadership training provided by university teachers in and out of school with an opportunity for the students to practice leading. Chan (2000) concluded that schools needed to develop training programs for all areas of student leadership, highlighting a particular need for peer support programs and university/school collaboration.

Peer Leadership

One approach to youth and student leadership is that of peer leadership. Peer leadership programs have been used in the teaching of health curriculum and out of school health education (Carter 1999; Carter, Bennetts & Carter 2003; Luna & Rotheram-Borus 1999), as a strategy to address violence towards young women by adolescent male athletes (Katz 1995) and for older students to mentor younger students (Karcher, Davidson, Rhodes & Herrera 2010).

As with student leadership in a more general sense, it has been suggested that adult approaches to understanding peer leadership in young people may not be appropriate as the notion of peer leadership even being acknowledged by adolescents has been contested.

In a study on adolescent peer leadership in health and social education, Carter, Bennetts and Carter (2003) found that students were reluctant to acknowledge the existence of peer leaders amongst their groups, where an adolescent peer leader was defined as „one who has, and exercises, an ability to influence the behaviours of others, positively or negatively, irrespective of adult wishes or norms“ (Carter 1999:303). This lack of acknowledgement for peer leaders took place even though teachers of the students and the students themselves readily identified student peer leaders. This suggests that there is a need for researchers to seek greater understanding of the nature of adolescent peer group dynamics and peer influence which are perhaps more fluid than those of adult groups.

Unlike the student leaders in the Carter (1999) and Carter et al. (2003) studies, who were concerned with peer leadership in health related education, the young people in this study were appointed to positions of formal leadership in their school. Thus, the type of leadership that is being investigated in the two studies is different. The student leaders in this study did not play a role in the delivery of curriculum; rather they exercised their leadership in a broader sphere inside and outside of the classroom. Moreover, students in the Carter studies were trained to be group facilitators on health and human relations programs in primary schools, not to be leaders of their own age peers in a secondary school context. It was beyond the scope of the present study to explore the dynamics of peer relationships from the perspective of both those who lead and those who follow. The present study explored how student leaders themselves experienced being in a formally acknowledged position of leadership.

The notion of there being a need for theories of youth leadership that include views of youth themselves is consistent with the conclusion of Roach, Wyman, Brookes, Chavez, Brice-Heath and Valdes, who argued that practice and theory in the field is

largely „ad hoc and disconnected from larger frameworks of how youth view and activate leadership“ (1999:22). The notion of youth leadership models being based on adult models ignores the fact that adults and youths may have some very different understandings of what leadership is and how it might best be practiced. These different understandings might also impact on what young people might be allowed to do in their practice of leadership in a school context. Roach et al. (1999) make the further point that much of the leadership literature is based on the workplace where there are formal power dynamics in place that do not apply to young people. Young people in positions of leadership at schools may not have the same level of mandated authority to use in order to co-opt followers to carry out tasks and work towards a common goal. Rather, young people constantly re-negotiate relationships with their peers as they shift between different foci of their school and out of school experiences.

In making recommendations for practitioners in the youth leadership field, Roach et al. (1999) argue that there is a need for practitioners not to equate leadership with the attainment of a certain set of characteristics or traits. Rather, young people should be provided with opportunities to be involved in work that will benefit others. Such a process will help young people commit to relationships that foster group goals and learn how to collect and assess information, which were seen as youth leadership themes. Moreover, adult leadership models, which are often individual, competitive and incremental, are not deemed to be relevant to young people.

The call by Roach et al. (1999) for programs with student leaders that do not focus on the acquisition of skills and attributes suggests that trait approaches may not be suitable for consideration in relation to a theory of youth leadership. However, other research has favoured the trait approaches amongst young people. For instance Schneider, Ehrhart and Ehrhart (2002) argue in favour of the traits approach. Their research was concerned with young people nominating leaders from amongst their peers to be on a leadership committee for a hypothetical service project. Students were required to nominate student leaders in two categories: task-goal and socioemotional, terms defined in Yukl (1994; as cited in Schneider, 2002). In addition to these nominations for leadership, students were asked to nominate leaders based on friendship and popularity. The results from this study were then compared

to an earlier study where the same students had been assessed by their teachers on leadership behaviours (Schneider, Paul, White & Holcombe 1999). Peer and teacher ratings, collected in data gathering up to 24 months earlier, were significantly correlated. The fact that staff and students each recognised the same students as leaders suggests that the trait approach had some usefulness in the identification of student leaders.

The student participants in the Schneider et al. (2002) study also differentiated between friendship/popularity and leadership, thus suggesting that students are able to distinguish between the skills necessary for leadership from behaviours related to friendship and popularity. This pattern was consistent with the teacher ratings collated in Schneider et al. (1999) where teachers also distinguished between leadership and popularity. A final claim made in the Schneider et al. (2002) study is that a traits-based approach to leadership theory in young people might serve a practical purpose. If there were traits that are typical of leaders or potential leaders, a measure to determine the presence of these traits in young people would be valuable. The measures could be used to assist in selecting potential participants in a training program or to assess the effectiveness of the program.

In a study on adolescent online leadership Cassell, Huffaker, Tversky and Ferriman (2006) draw a number of interesting conclusions about how young people select those who will lead. The study centred on an international program where young people from around the world participated in an online forum with 100 of the over 3,000 delegates being elected to participate in a real time conference in Boston, Massachusetts USA. Using language analysis and language frequency techniques from emails, online postings and in-depth interviews, it was concluded that young people who were elected to online leadership positions did not adhere to adult leadership styles of communication. Consistent with the findings of Roach et al. (1999) it was found that young leaders emerge by identifying with the community that they are a part of rather than necessarily being individually focussed. Whilst the number of online postings that were made were important in both adult and youth groups, in the youth studies it was also important to synthesise one's own ideas with others in the group and to refer to the group rather than oneself. In a study of 12 and 13 year old boys selecting leaders who they might follow, Ward and Ellis (2008)

found that social support and social status were the strongest indicators of a potential leader being selected.

Evolution of the Prefect Role

In my study the research participants were prefects at an independent school in urban Australia. I have explained their role as prefects in Chapter 1. In this section I will précis an account of the role of prefects as the term is currently understood and how the prefect system has evolved in one Australian state. Such an understanding helps frame the findings from the prefects who contributed to this study.

Dr Thomas Arnold, Head Master of Rugby School in the United Kingdom from 1828 to 1842, adapted the role of prefects (known as *præpositors* at Rugby School) in order to reform the school and to foster good school governance. The prefectorial system existed long before Arnold reformed it at Rugby School (Eckstein 1966; Nash 1961). However, in so doing he provided „the very foundation stone of the modern public-school¹ system“ (Wymer 1953:107). Wymer (1953) goes on to explore the role that the *præpositors* held in the school. The *præpositors* were given responsibilities to ensure that law and order was maintained throughout the school and were expected to behave in an exemplary fashion themselves. Effectively, many of the day to day disciplinary matters involving younger students were dealt with by these senior students, themselves only referring to Dr Arnold when major matters of moral significance were at issue. In addition to responsibilities the *præpositors* also had privileges such as the right to have a *fag*². These senior students then served two purposes. They were role models to the younger students and they played a role in the discipline of younger students.

Arnold supported the *præpositors* in this endeavour in two ways. Each week he and his wife would receive four of the students for dinner³ and would provide an informal opportunity for them to relax and converse in an adult fashion. Each week he would also meet with each *præpositor* to correct their schoolwork and discuss their school

¹ Public schools in the United Kingdom are non-government schools. In Australia they would be known as private or independent schools.

² A younger student who would do minor chores for the senior student.

³ The vast majority of the students were boarders or lived in the village in which the school was located.

responsibilities. Additionally he would meet with all of them several times a term to consider how, working together, they could improve their school. In contemporary terms we would describe this relationship as a mentoring relationship where the senior boys in the school were encouraged by their Head Master to exercise leadership over their younger peers.

Hansen (1971) provides an overview of the roles held by prefects in six independent schools in Melbourne, Australia. He suggests that the prefect model used in these schools is based on that of Arnold's approach at Rugby School. Prefects in these schools were expected to perform duties that involved the monitoring of the behaviour of younger students whom they were able to punish. Along with the responsibilities came privileges such as having greater freedom than other students and being „sort of above the suspicion of masters [teachers]“ (Hansen 1971:105). This study provides insight into the experience of being a prefect in an Australian Independent school in 2009. The roles that are assigned to the prefects at Hill River School do share some similarity with the duties assigned to the prefects at Rugby School in the 1800s.

Student Voice as Leadership

The notion of student voice as a component of distributed leadership to improve schools has been of some interest to researchers. Walsh and Black (2009) studied the phenomenon in Australian schools and concluded that schools need to make a cultural shift and value people as „willing and able to contribute to school decision-making processes“ (Walsh & Black 2009:13). The notion of students being consulted in Australian schools has been supported by others such as Groves and Welsh (2010) and Hunter (2009) who each claim that students have valuable contributions to make and can do so in ways that will benefit schools. When envisioning student leadership development in the context of student representative councils, the student voice literature is of value.

The term „student voice“ can be understood in a number of ways (Frost 2008; Mitra 2006b). Mitra (2006a) suggests that student voice is any of the ways in which young people can be involved in school decisions that will affect their lives. In order to seek

some clarity on the phenomenon, Mitra (2006a) proposes a model that she refers to as the pyramid of student voice. The model consists of three levels in a hierarchical pyramid shaped arrangement. At the base of the pyramid is a form of student voice, being heard. The middle level of the pyramid is the form of student voice via collaborating with adults. The final form of student voice at the apex of the pyramid is building capacity for leadership.

Three student voice initiatives, two at the same school and a third in a similar neighbourhood in another part of California, were reported by Mitra (2006b). Both involved groups of adults working with students to improve aspects of the school. The first project involved students working with staff to improve communication between the two groups. Specifically, the students attended staff training on new teaching initiatives in the school to act as experts to help the teachers understand the students' views. The second project involved the establishment of tutoring and translating support, for English as second language students, in and outside of the classroom. The final project involved an outside community group working with students to enable them to lobby the school for new developments such as health services and after school programs.

Whilst each of the reported projects outlined by Mitra (2006b) involved adults working alongside students, there is little insight as to how the development of the skills taught relates to student leadership in a broader context. It would seem that most of the training provided for the students was of an in-service type. That is to say, the students were trained in specific skills or activities they needed to know about in order to complete certain tasks as they needed the skills. This type of training also appears to be the type of training reported by MacNeil and McClean (2006) citing their own experiences in working to develop leadership in youth. The student leaders who were the participants in the present study were not necessarily seeking particular changes at Hill River School. They were, however, appointed to positions of student leadership and could be required from time to time to advocate on behalf of their fellow students.

The Social Change Model

The Social Change Model (SCM) of leadership was first proposed in 1996 (Wagner 2006, citing Higher Education Research Institute, 1996). The model was designed as a tool to develop leadership amongst American college students. It emphasises a non-hierarchical approach to leadership and is based on a number of assumptions. Wagner (2006) suggests that the five most important are that: (a) leadership is collaborative, (b) leadership is the process a group experiences as it works collaboratively towards a goal, (c) leadership is based on values, (d) all students can do leadership, and (e) leadership is about change. In considering values it is proposed that there are seven critical values which impact on leadership development which can be grouped as: (a) individual values consisting of, (i) consciousness of self, (ii) congruence between actions and values, and, (iii) commitment; (b) group values consisting of, (iv) collaboration, (v) common purpose and (vi) controversy with civility; and, (c) community values consisting of, (vii) citizenship. The Social Change Model assumes that leadership should always bring about positive social change, hence change is thought to be at the „hub of the SCM“ (Wagner 2006:9). The model is represented in Figure 2-2 below. In addition to the three sets of values, the model allows for feedback loops between each level. For instance, involvement in group where there is a common purpose might provide feedback at the individual level.

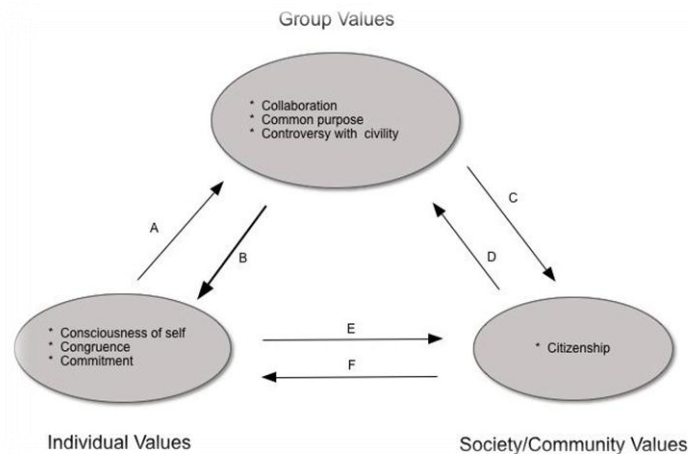


Figure 2-2: Social Change Model from Wagner (2006)

Service Learning Projects

One approach to developing leadership in tertiary students is service learning. Whilst predominantly a tertiary sector practice, models to implement service learning in

primary and secondary schools have been developed (Terry & Bohnenberger 2004) Service learning has been defined as „experiential (real-life) and reflective problem based learning in which students enrolled in an academic course provide a needed service to a community partner“ (Goldberg, McCormick Richburg & Wood 2006:131). Such programs have been growing in popularity and are thought to have a range of positive outcomes for student participants, such as: increased civic engagement, improved exam performance, increased ability to solve complex social issues, improved communication skills and improved self concept (Bordelon & Phillips 2006; Cress, Yamashita, Duarte & Burns 2010; Goldberg et al.. 2006).

Whilst not all service learning projects have a leadership development focus most students claim that their leadership ability is improved as a result of participating (Cress et al.. 2010). The experiential nature of service learning enables students to reflect on the experiences that they have. Such reflection can be targeted at helping young people to consider their own leadership practices and how they might build upon these (Pleasants, Stephens, Selph & Pfeiffer 2004). The service learning approach may employ different models of leadership when teaching leadership components. Servant leadership, authentic leadership and the Social Change Model are all congruent with service learning.

The participants in this study were not engaged in service learning projects. Their leadership was focussed on their school and their peers. However, service learning is one way that leadership can be taught and it may be that broadening the leadership options and improving training in leadership at Hill River School could involve an element of service learning. Moreover, the school could tailor existing international service projects to accommodate this approach.

Effects of being a Student Leader

Given that schools continue to foster leadership development in their students, it is reasonable to question what might be the outcomes of being involved as a leader. As with much of the literature on student leadership, research has taken place with both college and secondary school students.

Neumann et al. (2009) report on the experience of being a school captain⁴ at one of a group of secondary schools in Queensland Australia. Using qualitative techniques from symbolic interactionist theories to analyse documents, observations, interviews and focus groups it was found that there was a deepening maturity of the individuals who had been school captains. This was reported in terms of two thematic areas, role and status and self-awareness. In terms of the role and status of the position it was found that the school captains reported that they had improved relationships with adults, both staff and non-staff members at the school and that their role impacted positively on their relationships with peers and younger students. Male school captains reported little impact on relationships with age peers and female captains reported a deterioration in relationships with their peers. In relation to self-awareness, there were impacts on learning skills and management, where school captains felt they had to be more organised than they had been previously. When speaking about self-management, they felt that they learned to critically look at themselves, as well as others and to prioritise demands. The participants also reported that their self-confidence grew as they spoke publicly more often, learned to improvise, dealt with unpredictable situations and developed their interpersonal skills. Some subsidiary points made by Neumann et al. (2009) were that some school captains reported tension in relationships with staff, experienced anxiety and stress related absences from school and some financial disadvantage. While for the school captains in the Neumann et al. (2009) study holding a leadership position was generally a positive experience, it is important to note that not all effects of student leadership will be positive.

The present study included the experience of being one of a number of prefects and as such a broader understanding of multiple leaders in one school was gained. Prefects did not hold the same responsibilities as school captains but shared some of the responsibilities.

Some authors theorise that service projects are a form of leadership development for students. Reporting on the impact on one such project, Lakin and Mahoney (2006)

⁴ School captains are the most senior student leaders in Australian secondary schools. In a co-educational school there is often one male and one female captain. In a single sex school there might often only be one school captain.

found that participants felt empowered and developed a sense of community with one another as a result of participating in the program. Furthermore, self-reported empathy was found to increase amongst the youth involved. These findings were based on survey data and class discussions from Year 6 students. The present study differed from the Lakin and Mahoney (2006) study in that the students involved were secondary school students and held positional leadership roles rather than participating in a service project.

Lee, Olszewski-Kubilius, Donahue and Weimholt (2007) found that after academically gifted students had participated in a service-learning program, their civic responsibility was higher. However, the study did not find any differences in civic behaviours or leadership skills after involvement in the program. This finding was consistent with a previous study into leadership by Lee and Olszewski-Kubilius (2006).

The impact of being a peer leader assisting in delivering health related curricula has been reported by Carter (1999). The Year 10 students attended a five-day residential camp and subsequently provided mentoring to primary school students. The program was evaluated after a year through semi-structured interviews. The teachers reported that the Year 10 students had improved attitude and maturation towards a range of their school subjects. Carter suggests that „this might be attributable to accelerating student maturational development as a consequence of the project’s activities both on and off campus“ (Carter 1999:309).

Hoyt and Kennedy (2008) reported on a feminist leadership program and found that after participating, young women participants’ conceptualisation of leadership expanded in such a way that they could see themselves as leaders. Moreover, after participating in the program, the young women were more confident in themselves as leaders. Hoyt and Kennedy (2008) specifically address a feminist view of leadership. The study indicates that the effects of leadership programs for young people can be wide ranging.

Ricketts (2005), in a study exploring the link between critical thinking and youth leadership training, found that there were some positive relationships between the two

dimensions. He found that the more leadership experience a young person has leads to gains in levels of critical thinking. Critical thinking is thought to be „fundamental to being an active and engaged citizen in the world“ (Moore 2003:3). The Ricketts (2005) study reports the positive effects of students being involved in practicing or training in leadership. If schools are to enhance the futures of their students in a broader capacity than simply their academic achievements, then leadership is one area that should be considered.

A study by Spratt and Turrentine (2001) found a negative effect of being involved in student leadership. The study, centred on college student leaders, found that there is a trend for student leaders in groups to drink more alcohol than members of the groups they lead and that those students who held multiple leadership roles and were also members of groups where alcohol consumption was low, were more likely to drink unhealthy amounts of alcohol. In undertaking the present study it was not assumed that because the participating students were all leaders that they would only have positive experiences of leadership.

One issue in the literature that the present study addresses is the methodology used to explore the effects of being student leaders. Prior studies have drawn on quantitative or qualitative approaches where preconceived ideas may influence the questions asked and subsequently the responses given by participants. By adopting a phenomenological approach in the current study an attempt was made to bracket my own biases and to allow students to speak of their experiences without overly directing their responses. In so doing, the data collected in the present study is as untainted by my own agendas as might be hoped for.

Leadership Training, Development and Education

Three terms that have been used interchangeably to describe the process of imparting knowledge about leadership and equipping would-be leaders, are leadership development, leadership education and leadership training. Brungrandt (1996), in reviewing the literature, argues that each of the three terms has a distinct meaning and role to play in the process of developing leaders. Leadership development is concerned with any process, event or stage in the life development cycle that aids in

developing leadership potential. Leadership education is concerned with educational activities that encourage development of leadership abilities. Finally, leadership training refers to learning activities for a specific leadership function. In this study, all three conceptualisations are of some relevance. The review begins with explorations of leadership development as a general process to aid in individuals identifying as leaders and moves to consider leadership education and training. In spite of the alternative understandings expanded on by Brungrandt (1996), I have retained the terms used by the original authors. This literature review attempts to provide a point of comparison for what the students and their teachers said.

Leadership Identity Formation and Leadership Development Theory

As in the broader youth leadership literature, there is a tendency for program developers to adapt adult leadership development models and programs to suit their work with adolescent leaders. Kress (2006:55) argues that our inability to conceptualise youth leaders as being different to adult leaders „dooms youth leaders to failure for a couple of reasons: the more dependent role youth have in our culture – primarily as consumers of programs, ideas and knowledge – and the short span of time most youth possess their leadership roles“.

A three stage model of leadership development has been proposed by van Linden and Fertman (1998). The model is based on a very broad definition of youth leadership: „individuals who think for themselves, communicate their thoughts and feelings to others, help others understand and act on their own beliefs“ (van Linden & Fertman 1998:17). Whilst such a definition of youth leadership, making no reference to followers, could be contested, it is the approach to leadership development offered by van Linden and Fertman (1998) that is of interest.

The three stages of the van Linden and Fertman (1998) model are awareness, interaction and mastery. The first stage of awareness is understood as being when adolescents are going about their daily activities without being aware that leadership might be a part of their lives. During the second stage of interaction the young person is considering the notion of leadership and how it might apply to them as an

individual. In the final stage of mastery, the young person makes an effort to use their leadership skills and abilities to address parts of their lives; they have the internal motivation to pursue a personal vision.

van Linden and Fertman (1998) argue that leadership is developed in young people through interactions with people, their community, their school and their workplace. As they interact with people through activities provided by the institution or the individual, they are exposed to five dimensions of leadership identity. Within each of the three stages of the van Linden and Fertman (1998) model five dimensions are considered: leadership information, leadership attitude, communication, decision-making and stress management.

One unsatisfactory feature of van Linden and Fertman's (1998) approach to leadership development is highlighted in their definition of leadership, cited above. Their definition did not differentiate between what may well be desirable behaviour or life skills in adolescents and behaviours or predispositions which suggest leadership of others. Moreover, van Linden and Fertman understood leadership as a „social process“ (1998:46), yet their definition of leadership and leadership development model centred on pro-social behaviours rather than the development of skills that would enable the young person to motivate other individuals or groups of individuals to work co-operatively. Perhaps the most succinct definition to counter van Linden and Fertman is provided by Hawkes, who writes „quite simply a leader is someone who someone else is following“ (2002:27).

Another staged approach to leadership development is provided by Komives, Longerbeam, Owen, Mainella and Osteen (2006). In this instance a six-stage model of leadership identity development based on a grounded theory study was formulated from an investigation involving 13 students at an American university in a series of interviews. The six stages of the model are: (1) leadership awareness, (2) exploration/engagement, (3) leader identified, (4) leadership differentiated, (5) generativity, and (6) integration/synthesis. In proposing the model Komives et al. (2006) state that students who become leaders move through the six stages sequentially and must complete a stage before they move to the next one, although it

is argued that the stages are not strictly linear and are somewhat cyclical and perhaps circular. Stages three and four are quite complex stages and each have two phases.

Leadership awareness, the first stage, is simply when a student becomes aware of the existence of leaders „out there somewhere“ (Komives et al., 2006:406). In stage two, *exploration/engagement*, students begin to interact with peers with a view to exploring a number of interests that they might have through formal and informal groups. In stage three, *leader identified*, the student identifies leadership as a position, believing that if one was not the leader then one was a follower and that the job of the leader was to get the job done. The two phases of this stage are emerging and immersion. In the emerging phase the student begins to learn new skills and ways of relating. During the immersion stage students are more comfortable in their role and move comfortably in and out of leadership roles across different organisations. Recognising leadership as a process rather than only the positional leader exercising leadership takes place during stage four, *leadership differentiated*. As with stage three it is proposed that this stage consists of an emerging and an immersion phase. During the emerging phase the students recognise that leadership can come from anywhere in the group. In the immersion phase students gain confidence and work towards building community within the group. *Generativity*, stage five, is when student leaders recognise that they look beyond themselves and express a concern for others often expressed by their own leadership philosophy taking shape and seeking to impact on organisations they have been a part of. The final stage, stage six, is that of *integration/synthesis* which is when the students integrate their view of themselves as effective in working with others and that they could do so in virtually any context. Thus, on entering college students saw leadership as hierarchical structures. As they began to see themselves as interdependent with others they shifted to a view of leadership as something that many in a group may do and that it is a process.

The Komives et al. (2006) model of leadership development has some advantages over the model proposed by van Linden and Fertman (1998). The first of these is that the Komives et al. model is based on a different understanding of leadership. van Linden and Fertman’s definition of leadership does not specifically indicate that leaders will have an impact on followers to motivate them to achieve a common goal.

Whereas Komives et al.'s (2006) approach is built upon an understanding of relational leadership which is defined as a „process of people working together to accomplish change or to make a difference that will benefit the common good“ (2006:402, citing Komives, Lucas & Mc Mahon, 1998). For the purposes of this study the latter definition is preferred as it takes into account the role of follower, which is an emerging field of research (Avolio et al.. 2009) and given that transformational, servant and authentic leadership all to some extent are styles of leadership that are seen to have a positive impact on a leader's follower.

Leadership Education and Training Programs for Youth

A number of programs have been developed which seek to develop leadership in young people. These programs have been developed for different categories of youth, college students (Kouzes & Posner 2008), community groups (van Linden & Fertman 1998), high school aged military cadets (Schmidt 2001), peer health education programs (Carter 1999), service learning leadership development (Des Marais, Yang & Farzanehkia 2000) and for gifted secondary school students (Roach et al.. 1999). I will briefly refer to some programs and to studies that have explored the content of such programs in order to provide a framework for analysing the responses to the research question in this study in relation to leadership support and training.

In his thesis Lavery (2003) argued that there has been an increasing tendency for secondary schools to provide training for their student leaders. However, such training has tended to be „a one-off time, and expect that students, having undergone a leadership camp, would have a clear understanding of what being a leader is all about, instead of seeing it as a continuing learning process“ (Lavery 2003:57 citing Buscall, Guerin, Macallister & Robson 1994:34).

Another approach for leadership development in schools is to deliver the material as part of the school's ordinary curriculum delivery. Dempster (2006) reports on attempts at an urban school in Queensland, Australia to understand links between student leadership development and learning. Students at the school participated in leadership development as part of their outdoor education program. In Years 8, 9 and 10 there was an emphasis on leadership development through participating in

activities that related to teamwork, coaching others and community service. Dempster concluded that the learning for leadership program had become an essential part of the middle school experience for adolescents and that it helped them remain „motivated, connected, engaged and learning“ (Dempster 2006:61). Dempster’s findings are valuable insights as to the effects of incorporating leadership development training for all students in a school. However, his emphasis on the statistical analysis of survey questions of staff and students does not make clear exactly what activities the students participated in to develop their leadership. The present study seeks to more fully understand the leadership development experience of students at Hill River School.

Strobel and Nelson (2007), after surveying the literature and studying youth participation in the Youth Engaged in Leadership and Learning Program (YELL) at a community organisation in the United States, propose three dimensions that they believe should be involved in any youth leadership development program. The three dimensions are: (a) communication and interpersonal skills, (b) analytical and critical reflections, and (c) positive community involvement.

In spite of producing a comprehensive theory of youth leadership development van Linden and Fertman (1998) did not provide cohesive guidelines or an outline of a program for developing leadership. Rather, they provided some case studies of communities that took steps to foster the development of youth leadership. Whilst the case studies are useful as anecdotal examples of what some organisations have done to assist the development of leadership amongst youth generally, they lack clarity and evaluation. The common themes that emerge from the case studies revolve around mobilising adults to become involved in developing youth leadership, encouraging youth to participate both in development programs and to be supported in holding formal leadership roles in organisations. Whilst van Linden and Fertman (1998) refer to workshops for young people where they are trained in skills, little detail is provided about how to deliver such programs or what skills to teach.

Kouzes and Posner (2008) developed a model of five practices for exemplary student leaders to assist young people undertaking formal or informal leadership roles. The five practices were: (1) model the way, (2) inspire a shared vision, (3) challenge the

process, (4) enable others to act, and (5) encourage the heart. *Modelling the way* is understood as having two components, clarifying ones' values and setting an example. Modelling is seen as being important because in order for a leader to mobilise followers they need to be seen to live out the practices that they are encouraging in others. *Inspiring a shared vision* involves the leader having a better future envisioned for their team or organisation. In inspiring a shared vision leaders also needed to be able to enlist others to adopt a common vision. The third practice for exemplary leaders *challenging the process*, involves leaders recognising that in order for a future goal to be obtained the status quo might need to change. Doing so would require two things to happen. The leader needs to discover opportunities where innovation, growth and improvement might be appropriate. He or she then needs to experiment and take risks in order to implement change. The fourth practice of *enabling others to act* involves student leaders realising that they cannot attain lofty goals that seek change on a large scale effort single handed and they need to foster collaboration and trust. They also need to strengthen their followers by helping them to recognise their own abilities. The final practice of exemplary leaders, *encouraging the heart* involves recognising the contributions that people are making and celebrating values and victories of individuals or the group. Kouzes and Posner's (2008) contribution is important as it sets out the types of behaviours which are desirable in student leadership. In asking the students at Hill River School about their experience of leadership, this study explores the experience of secondary school students rather than college students.

Ricketts and Rudd (2002) carried out a meta-analysis of the youth leadership development literature. They developed their model to be used as a first step to formulating curricula for youth leadership programs in formal settings. A representation of the model is reproduced in Figure 2-3. Ricketts and Rudd (2002) state that their model is largely influenced by the work of Fertman and Long (1990), Wald and Pringle (1995) and Long, Wald and Graff (1996) and Bloom's (1956) taxonomy of educational objectives. The circles in the figure represent constructs of leadership while the three boxes at the base of the circles each represent the three stages of leadership development, which are aligned with Kolb's (1984) approach to experimental learning. Each leadership dimension would become a unit of curriculum that is taught at three levels, representing the three stages. For instance,

the first dimension of leadership, knowledge and information could be taught such that the awareness phase would serve as an orientation to the curriculum. The interaction stage would involve the student exploring the concept and the final stage of integration would be the student mastering the activities and concepts.

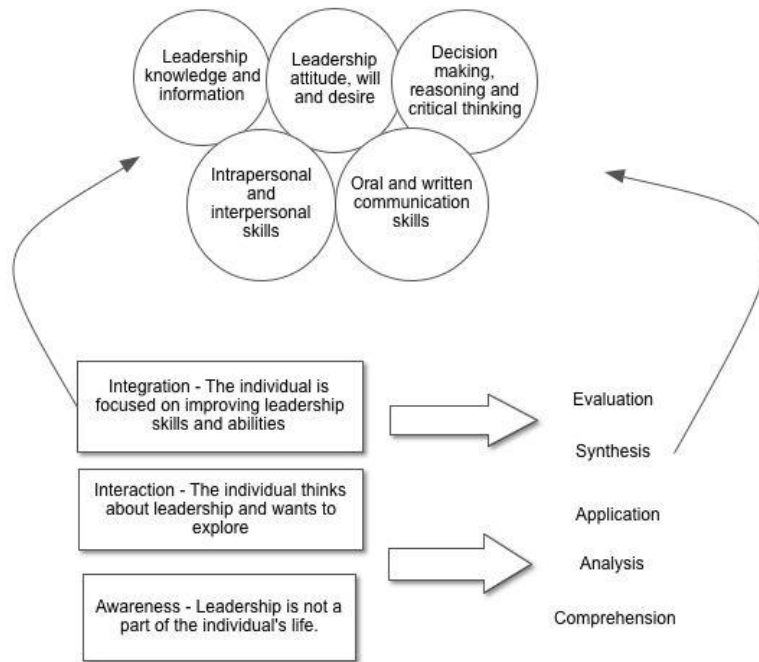


Figure 2-3: Model for youth leadership curriculum adapted from Ricketts and Rudd (2002)

The Ricketts and Rudd (2002) model is useful for designing the contents of a leadership development course. However, it sheds little light on how the material would best be delivered to students. One study that does explore the most effective ways of delivering leadership development material is that of Allen and Hartman (2008a) who assessed undergraduate business students' preferences for sources of learning about leadership. Allen and Hartman (2008a) categorise 20 sources of learning into Conger's (1992) four approaches to leadership development, illustrated in Figure 2-4. Each source of learning is a pedagogical technique that could be used by instructors and designers of leadership development programs. Two groups of students took part in the study; the first group was asked how students would like to learn about leadership and the second were asked the same question on the final day of a three day leadership program where some of the sources had been used. It was found that personal growth and skill building sources of learning were preferred and

that students also had a preference for activities that were personalised over those designed for a group. Based on this finding, Allen and Hartman (2008a) make three observations. Both groups had a preference for personal growth (without journal reflections) and skill building activities. Secondly, students need assistance evaluating how their own interests and motivations may influence self-development activities. Finally, no single source of learning is always appropriate.

<p>Personal growth</p> <ul style="list-style-type: none"> Journal reflections Small group reflection Personal vision statements Service learning Informal networking 	<p>Conceptual understanding</p> <ul style="list-style-type: none"> Case studies Film and TV clips Lecture Panel of experts Attend a tour Listen to a story Observation Articles or books Research leadership
<p>Feedback</p> <ul style="list-style-type: none"> Assessments and instruments 	<p>Skill building</p> <ul style="list-style-type: none"> Low ropes or team course Icebreakers Simulations or games Role-playing activities

Figure 2-4: 20 Sources of learning categorised into Conger's four approaches to leadership development, with sources of learning (Allen & Hartman 2009:8)

[Allen and Hartman refer to 20 sources of learning but list only 19]

Using a grounded theory approach, Eich (2008) studied successful college student leadership programs in the United States. After interviewing selected instructors and participants in the successful programs, 16 attributes of high quality programs were identified and these were organised into three clusters. These clusters are shown in Figure 2-5 and discussed below. The leadership programs that formed the basis of the Eich study included, a leadership course, a week long leadership retreat, a co-curricular program and a service leadership program. Eich (2008) adopts Komives,

Lucas & McMahon's (2006) definition of leadership as a „relational and ethical process of people together attempting to accomplish positive change“ (2008:179).

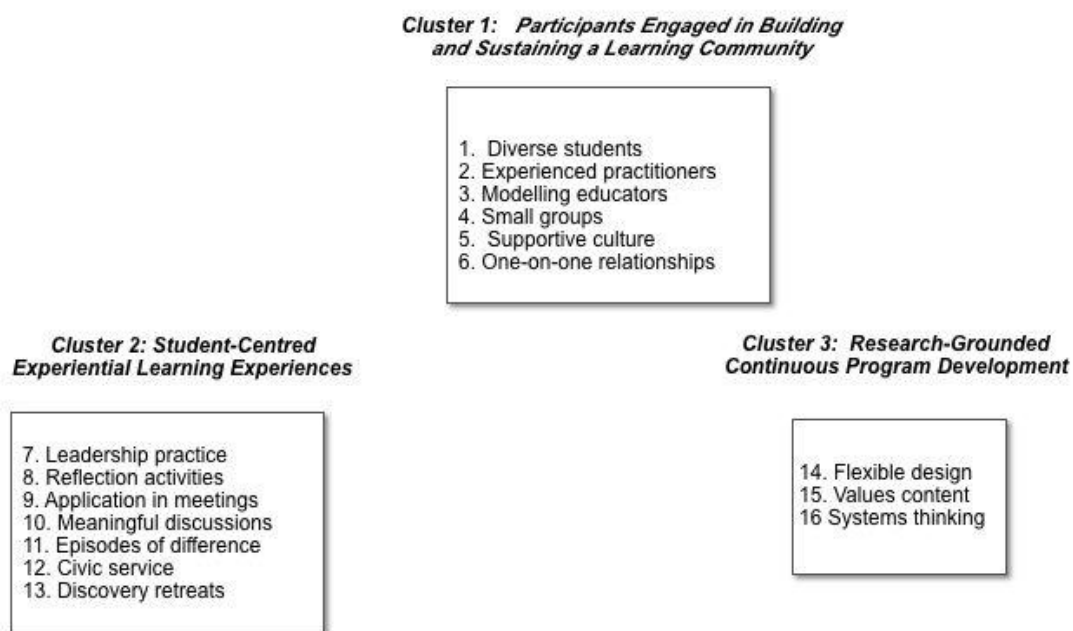


Figure 2-5: Grounded theory model of high-quality leadership programs (Eich 2008:180)

In discussing the attributes of the high-quality leadership programs in his study, Eich (2008) identifies the actions taken by the stakeholders involved in the various programs and the effects these attributes have on the students participating in the program. Having identified the three clusters and their associated attributes Eich (2008) proposes that his grounded theory can be used to devise programs that model and teach leadership and that high quality student leadership programs enable students to:

do leadership and understand what they are doing along with others. In creating a space for this to happen, leadership programs that integrate and enact attributes of this theory demonstrate not only that leadership can be taught and learned but that leadership development can be fostered and accelerated as a result of a program educational intervention rather than leaving leadership development to chance through life experiences (Eich 2008:186)

The present study gathered the lived experience of training held for a group of prefects. By gathering this information the present study can determined how training

was received. The study also gained the experience of some of the prefects' teachers, thus broadening the understanding of how the prefects' training was received.

Mentoring Youth In Leadership

The meaning of the term mentor can be traced to ancient Greek mythology, where Mentor tutored Telemachus the son of his friend Odysseus (Warrington 1965). Contemporary understandings of mentoring involving adolescents centre on a non-parental adult in a dyadic relationship with an adolescent referred to as a protégé (Goldner & Mayseless 2009; van Ryzin 2010) or in some cases as a mentee (Karcher et al. 2010). A range of adults including school teachers with particular pastoral responsibility for a student have been seen as mentors (van Ryzin 2010).

Mentoring relationships have been seen as important in a range of contexts for working with young people. Positive effects of such a relationship include: adjustment for at risk or disadvantaged adolescents (Fritzberg & Alemayehu 2005; Rhodes, Grossman & Resch 2000; Thompson & Kelly-Vance 2001), preventing delinquency (Grossman & Garry 1997), aiding positive youth development (Larson 2006; Rhodes, Spencer, Keller, Liang & Noam 2006), career related guidance (Godshalk & Sosik 2000), and building character strengths in adolescents (Park 2004). The importance of mentoring youth leaders has been identified by Lavery (2003) and Orsini (2006). Orsini (2006) suggested that mentoring youth leaders was amongst the primary characteristics in building rapport to enable future leadership development. Greenleaf (2003) argued that leaders will do better with a mentor than without one. Moreover, in a study of college student leaders in the United States Jabji, Slife, Komives and Dugan (2008:7) found that:

students who were mentored to any degree more than never by faculty, student affairs staff, employers, members of the community or other students were significantly higher in their leadership efficacy than were students who were never mentored. More mentoring is related positively to higher leadership efficacy.

In terms of the nature of a general mentoring relationship, Deutsch and Spencer (2009), amongst others found that, mentors who were intentionally developmental in their approach – that is they focussed on developing the relationship with the mentee and set expectations based on the young person's preferences rather than their own -

had mentees who felt more satisfied and closer to them than prescriptive mentors who set their agenda over that of the young person. Other features that were seen as important in the youth mentoring relationship included the need for expectations of how often mentors and mentees would meet and the value of mentor training. Given these findings and that of Jabji et al. (2008) the importance of mentoring can not be underestimated.

Going beyond the nature of the one to one mentoring relationship, Mitra (2005) studied the interactions between students and adults in student voice programs in the United States. Mitra sought to establish which behaviours from adults would lead to greater student leadership to effect change. It was found that adults had to strike a balance between supporting the young people and letting go. Two groups of students were studied. One was a group that focussed at an organisational level seeking to provide a student voice on school reform issues. This group was established in an attempt to involve student voice on how academic success of ninth graders could be enhanced. The group developed into a single purpose group to develop communication between students and teachers. The other group consisted of older students who provided one to one mentoring and tutoring for younger students. Mitra concluded that in establishing student voice and sharing power, „constructing true partnerships with students requires that youth have the space to stumble at times while being provided with enough support so that they succeed more often than fail“ (Mitra 2005:547).

Chapter Summary

This chapter has reviewed approaches to understandings of leadership from four perspectives in the literature: trait theories, transformational leadership, servant leadership and authentic leadership. Each of these perspectives has offered insight into ways in which leadership can be understood. For the large part, these perspectives to understand leadership have been developed with adult, specifically business, leaders in mind. Relatively little has been written about these models as they relate to student leaders.

The need for understandings of secondary school student leadership has been further argued for by Dempster and Lizzio (2007) who suggest that there is a paucity of research in this important area. The literature reviewed has sought to understand student leadership in terms of peer leadership, which has been disputed as a concept that is relevant to young people, and student voice, which is concerned with the empowerment of young people to be advocates for change. A brief history of the role of prefects was provided to make a comparison against when considering the role of prefects at Hill River School.

The nature of leadership training, leadership development and education were considered. Three models for the training of youth leaders: Ricketts and Rudd (2002); Allen and Hartman (2009); and, Eich (2008), were identified and discussed. These three models form a point of comparison with the lived experiences gained from the student leaders in Chapter 4 and from the staff that work with the student leaders in Chapter 5.

Chapter 3 : Research methodology

Introduction

This chapter provides an outline of the research methods adopted for this study and presents the gathered data. The literature review in Chapter 2 identified that there is a paucity of research on, and a need to uncover, understandings of how young people experience leadership.

As outlined in Chapter 1, a phenomenological approach was adopted for this study. Phenomenology seeks to describe the lifeworld. Anything that is of interest can be studied phenomenologically. By adopting a phenomenological approach and the research methods employed, it was intended that a thick description (Geertz 1975) of the experience of student leadership held by a group of prefects and their teachers would be obtained. Thus addressing the research questions posed in Chapter 1:

- How do student leaders experience being prefects? The question was supported by three subsidiary questions:
 - How do prefects understand leadership?
 - How do students experience the selection process, training and support they receive in their role as prefects?
 - What impact does being a prefect have on the students themselves and their relationships with their peers and teachers?
- How do teachers and school administrators understand student leadership?
 - How do teachers perceive the selection process, training and support of the Year 12 prefects?
 - How do teachers view the activities of the Year 12 prefects?

In addition to outlining the methods employed for data collection this chapter addresses ethical and trustworthiness issues. The data is presented in two sections: staff and student data being presented separately. The themes and meta-themes identified from the gathered data are presented.

Data Collection

Participants

Student leadership in schools is a phenomenon where there is a number of stakeholders: the student leaders themselves, their peers, their teachers and the administrators. In this study it was the experience of student leaders themselves and their teachers that was sought. Patton (1990), suggests that purposeful sampling, as undertaken in this study, intentionally seeks to find ‘information rich’ cases. Thus, the prefects who were actually involved in leadership in 2009 and the staff who oversaw them were the primary sources for the experiences documented in this study. It is essential in a phenomenological study to gather data from participants who have lived the experience under investigation (Laverty 2003; Moustakas 1994; Polkinghorne 1989; Ray 1994b; van Manen 1990). The students who participated in this study held formally appointed positions of leadership in the school and could therefore be said to have experienced the phenomenon. The staff who participated in the study had extensive experience in working with students in formal leadership roles through their senior pastoral appointments in the school.

The student participants were all prefects at Hill River School, who were formally appointed by the Principal of the school at the commencement of the academic year. They were in Year 12, the final year of secondary education with most Year 12s being 17-18 years of age. Their appointment as prefects followed a selection process that was campus based. At each campus, students approaching the end of Year 11 could self nominate to be prefects. At the Hill Campus all nominees were then put in a ballot and students in Years 10 and 11, along with academic staff, voted for their preferred candidates. A short list was created and the Head of Senior Years and the Head of Campus then interviewed students on the short list. The Head of Campus, after consulting with the Principal, then invited the successful candidates to become prefects. At the River Campus, the process was slightly different in that all students were interviewed regardless of how well they polled in the voting and students in Years 9 through 11 voted in the elections. The above processes were typical for the school and not unique for 2009, the year that the data was collected.

Prefects were inducted in a formal ceremony in the first week of the new academic year. The ceremony took place in two stages. In the first stage, the students met in the school's boardroom with the Principal, signed the 'Prefects Roll' and took an oath of office (Appendix 2). Immediately following this, the students were inducted, again making promises, in front of the whole campus at an assembly⁵. The prefects promised to uphold the discipline of the school and maintain the schools' interests. Once all of the prefects had promised to do this the principal charged them to make sure that they were steadfast in upholding the discipline of the school, dealt fairly and justly with those over whom they were set, ruling and guiding with firmness, understanding and sincerity and finally to strive in all things to set a good example to the rest of the school remembering that their conduct was their chief lesson for the other students. The prefects were then presented with a badge to wear on their school uniform and blue school tie, a different colour and design than those worn by other students. The pocket of their school uniform blazer was also embroidered with a school crest of a different colour from other students. Overall 18 people from Hill River School participated in the research project. At the River Campus eight prefects and three staff were involved. At the Hill Campus five prefects participated in the research. The two Heads of Campus also participated in the study.

Data Collection Period

The data collection was undertaken over the period of one academic year, 2009 (refer to Table 3-1. Sessions with students were held either after school or during Thursday lunch time and leading in to „Thursday Activities“, when the majority of students in Year 12 were released from school at lunch time. Sessions with staff took place during the school day. I met with the prefect participants at each campus on three separate occasions, as outlined above.

The synergetic focus groups (Russell & Lidstone 1993a; Russell 1994; Russell & Lidstone 1993b) were held at the times and dates designated because I wanted to gain descriptions of the leadership experience at two points in the year. Firstly, early in the year when the prefects were new to the role to gain first impressions, and secondly, from the students once they had been in the role for a period of time. The timings for

⁵ Copy of the prefects' oath in Appendix 2.

the initial discussions were different for each campus. The first discussion for the River Campus was in April and due to logistical issues in June for the Hill Campus. It was more difficult to arrange the session at my own campus, the Hill Campus. There was also an earlier session that was not used due to a fault with the recording device. It was my view that the two time points were sufficiently spaced to allow for novice and experienced observations of leadership to be gained. The production of anecdotes and an imaging task were placed at a time that was convenient for each group.

A synergetic focus group was held with senior staff at the River Campus during Term 2 (May 2009) and a professional conversation was held with the two Heads of Campus during Term 3 (July 2009). As the researcher I decided it unnecessary to have multiple data gathering sessions with the staff. The reason for this decision was twofold. I wanted the staff to tell me about their experience of leadership with more than the 2009 cohort of prefects in mind. Secondly, as the staff were colleagues volunteering their time I did not want the project to be burdensome on them. Whilst the staff spoke of their experience of student leadership, mostly in delineated terms, they did refer specifically to some of the current prefects when giving examples.

It should be noted that the logistics and politics of holding a synergetic focus group for staff at the Hill Campus proved too much. I was unable to gain the commitment of the Head of Senior Years to the project, the gatekeeper to staff in the senior school. As this person was also my direct line manager the politics were such that it became too difficult to organise a focus group. The absence of data from the Hill Campus staff was disappointing as the adult experience obtained from the Heads of Campus was one step further removed from the direct supervision of the student leaders. At the River Campus the staff who participated in the research had direct oversight of the prefects.

Table 3:1: Summary of Data Collection Events

Campus / group	What	Codes	When in 2009
Prefects at River Campus	Synergetic Focus Group	SFG1	2 April
Prefects at Hill Campus	Synergetic Focus Group	SFG2	16 June
Staff at River Campus	Synergetic Focus Group	SFG3	14 May
Heads of Campus	Interview/Professional conversation	PC1	28 July
Prefects at Hill Campus	Written anecdotes/imaging task	WT1	5 August
Prefects at River Campus	Written anecdotes/imaging task	WT2	13 August
Prefects at River Campus	Synergetic Focus Group / Shared discussion	SFG4	Week of 31 August
Prefects at Hill Campus	Synergetic Focus Group / Shared discussion	SFG5	Week of 7 September

Data Collection Methods

As this study sought to gain an understanding of how a group of student leaders experienced leadership, it was desirable to gather accounts of the prefects' experience of leadership that would enable a 'thick description' (Geertz 1975) of the phenomenon. In order to gain experiences of student leadership directly from the lifeworld it was important that the participants in this study were able to describe their experiences free of overly directive prompts or questions from the researcher. Therefore, an appropriate way to collect such data was by running synergetic focus groups (Russell 1994). In addition to the synergetic focus groups that were held for the student participants on each campus, a synergetic focus group was held with staff on River Campus and a 'professional conversation', as envisaged by Forrest (2002), was held with the two Heads of Campus. Written anecdotes were obtained from the student leaders and they were given the opportunity to provide a description of their experience of leadership using a creative approach. These methods of data collection are presented in detail below.

Triangulation

Qualitative research is strengthened through the use of triangulation (Patton 1990). Data triangulation, the gathering of information from multiple sources, was used in this study with a view towards obtaining more accurate information (Yin 2009). A

number of steps were taken in an attempt to triangulate. The first was the decision to involve the two campuses of Hill River School. Doing this allowed for the phenomenon of student leadership to be explored in more than one location. The decision also meant that more data were gathered and in turn a ‘thicker description’ of the phenomena was possible. Second, a decision was taken to ask staff at the school about their experience of student leadership. I also decided to gather three different forms of data from the student participants. The students spoke about their experience of leadership during synergetic focus groups, provided a written anecdote on an experience of leadership and had the opportunity to provide an image or artistic representation of their experience of leadership.

Synergetic Focus Groups

Focus groups were one of the three ways used in this study to gather descriptions from the lifeworld. Historically, focus groups were primarily used in market research (Lederman 1990). However, their use in other fields of inquiry has increased since the 1980s (Morgan 1996) and they are now common in various fields of study. Focus groups are essentially a group interview, where rather than the researcher and participants alternating question and answer, there is a reliance on group interaction as a means of gathering insights that may not occur without such interaction as in a one on one interview.

The use of focus groups amongst young people is well established in the collection of qualitative data and they have been used in a number of contexts to investigate a range of topics relevant to young people (Allen 2007; Cates 2009; Eadie & MacAskill 2007; Pfefferbaum, Houston, Fraser Wyche, Van Horn, Reyes, Jeon-Slaughter & North 2008; Smith, Mahdavi, Manuel, Fisher, Russell & Tippett 2008; Woolfson, Harker, Lowe, Shields, Banks, Campbell & Ferguson 2006; Wyatt, Krauskopf & Davidson 2008). Of particular relevance to this study, focus groups have been used with adolescent participants in Australian educational settings (Doherty, Mu & Shield 2009; Miller 2008; Snowball 2008; West 2008).

Even though there is not the alternating question/answer format as used in interviews, focus groups typically rely on the researcher, or an informed other, to moderate and guide the direction of the discussion to ensure that it remains germane to the topic

under investigation. I selected a variation on focus groups for this study, synergetic focus groups (Forrest 2002; Lidstone 1996; Russell & Lidstone 1993a; Russell 1994; West 2008). Russell (1994), was amongst the first to develop the synergetic focus group for use in educational settings. Synergetic focus groups differ from traditional focus groups in three significant ways. First, the participants who make up the groups usually have a more homogenous nature. Second, the groups self-moderate rather than have a moderator to facilitate the discussion. Third, the data is analysed in a different way. It is the first two of these differences that were germane to this study.

These distinctive features of the synergetic focus group are what give them their advantages. As members are of a homogenous nature or already have existing relationships, one member is less likely to dominate the discussions. It was not seen as appropriate to have staff and students in the same focus group. This was so for two reasons. First, the staff-student relationship is hierarchical in nature and students, or for that matter staff, may not have felt as free to speak if each other were present. Second, I wanted to gather descriptions of the experience of student leadership from these two perspectives, rather than in a combined group. Thus, a synergetic focus group was seen as a more appropriate way to gather the data.

The synergetic focus group not being moderated by the researcher was an advantage for ethical reasons and practical reasons. As the researcher I decided that a power relationship exists between young people and adults that can limit dialogue between them (Hickey & Fitzclarence 2000). Moreover, as a teacher at Hill River School, it was important that I did not create a situation where students felt compelled to tell me what they thought I wanted to hear. It was hoped that by sitting away from the group and allowing them to determine the direction of the discussion, via the use of a synergetic focus group, that my influence would be minimised.

I expected that a further advantage of synergetic focus groups for adolescents would be that they would gather richer and thicker descriptions of the lifeworld because the participants interact without an adult moderator. A final advantage is that the researcher is able to focus on listening to the discussion. In my case, this allowed me to begin to think about the analysis of the data. Furthermore, at least two researchers have used synergetic focus groups with secondary school students in Australia (Costin

2000; West 2008), focusing on student perceptions and experiences of the teaching they received in academic subjects.

Given that a synergetic focus group does not rely on a question and answer format to initiate discussion on a set topic, an alternative method of an oral monologue was used. Skrzeczynski and Russell (1994) outline the purpose of the oral monologue: welcoming participants, putting them at ease and assuring them of confidentiality; making participants aware of the purpose of the discussion group, and, setting the topic for discussion. The monologue sets the scene and gives a range of discussion options for the participants (Russell 1994), thus, to some extent, allowing the participants to run their own agenda (Willmet & Lidstone 2003). Some writers suggest that the monologue should not pose any questions (Russell 1994; Skrzeczynski & Russell 1994). Others who have used focus groups such as Forrest (2002) have posed some questions in their monologues. West (2008) also found that it was necessary to include a number of open ended prompts in his monologue and included some questions.

For this study, student participants were invited to participate in two synergetic focus groups. Volunteers from amongst the prefects on each campus participated in two such sessions. At the River Campus eight prefects were involved in each of the prefect sessions and four were involved at the Hill Campus. The staff session at the River Campus had three members of staff participate in one synergetic discussion group.

Thus, in the first synergetic focus group sessions with the student groups at each of the two campuses, the oral monologue (refer Appendix 3) that I composed consisted of a number of questions, although their intent was to be rhetorical. However, in subsequent sessions fewer questions and a shorter monologue (refer Appendix 4) were used. The decision to include fewer questions in the later sessions came about because I came to a deeper understanding of the structure and set-up of synergetic focus groups. I was also concerned in the first discussions that the oral monologue became somewhat of a checklist rather than an aid to discussion.

Each synergetic focus group was conducted in a meeting room at the school. I followed a similar process as others who have used synergetic focus groups (Forrest 2002; Russell 1994; West 2008). Participants sat around a meeting table on which a recording device was placed. I then read the oral monologue appropriate to that session and participants commenced their discussion. I then withdrew from the group and sat at an adjacent table and took some notes from time to time on who was speaking. Each group appeared to be content to run their own session and at no time did they seek direction from me about the direction that the discussion was taking. The only exception being when they felt that the discussion had finished and they wanted to end the session. In order to facilitate transcription and for potential verification purposes, participants were asked to state their name (which I later changed to pseudonyms) each time they spoke. The perfect groups took only a short time to adapt to this pattern of speaking. It did not appear to create any ongoing problems.

Written Anecdotes

van Manen (1989, 1990) argues that anecdotes are a common methodological device in phenomenological research. More recently, anecdotes have been used to gain descriptions of teachers' experience of pedagogy in the outdoors (Foran 2005) and in obtaining accounts on the experience of exams in China from students and teachers (Li 2005). In this study, each of the student participants was asked to provide a written anecdote of his or her experience of student leadership. This activity was undertaken in a separate session to the synergetic focus groups and occurred during the same session that the metaphors and images (which are discussed below) were obtained (refer Table 3-1). A copy of the plan for the session and the instructions given to participants is included in Appendix 5.

During the interview with the Heads of Campus, both participants were asked to provide an anecdote of a time when they had experienced student leadership. As there was only one session with the Heads of Campus the anecdotes were verbal rather than written and were transcribed as part of the interview. Anecdotes were not obtained from staff during the staff synergetic focus group at the River Campus. This was due to the fact that the decision to obtain anecdotes from participants was made

subsequent to this session. Also, the time that the staff participants had committed to the project was voluntary and I did not want their participation to be burdensome. Whilst triangulation of the experience of student leadership was sought it was the student's experience that was the primary focus of the study.

The anecdotes obtained from the students were short descriptions of single events that contained concrete detail about their thoughts, feelings and actions during a situation or event. Student participants were asked to write about an experience where they felt most like a leader during their time as a prefect. These anecdotes were very similar in structure and style to those that have been asked for in other phenomenological studies (Li 2005; van Manen 1994, 1999). van Manen also had student participants polish and rewrite their anecdotes before he used them for analysis. In the current case I elected not to have participants rewrite their anecdotes as I was concerned that it would be overly burdensome on their volunteering to give up even more time than they had. Furthermore, I wanted the students to provide anecdotes from their direct experience of the lifeworld rather than being refined and overly theoretical reflections of the experience.

Images of and writing about leadership

In addition to participating in the synergetic focus groups and providing the written anecdote, the prefect participants were asked to complete a drawing or other artistic expression on their experience of leadership. van Manen (1990), in stating that art has been used in phenomenological studies, considers art a form of language, a non-verbal one but a language with its own grammar none the less. Such a view has been held by others such as Dewey (1991/1910) who argued that language is more than oral or written speech and that anything that is employed as a sign can be considered as language. Vygotsky (1971) suggested that art and thinking are closely related and that art is an advanced way of thinking. Thus, it was decided that in order to enhance the triangulation of the data, students be asked to create artistic images which would be a legitimate form of data to analyse.

Different art media have been used in phenomenological studies with school students and other young people: photography by Turner (2003) in a study of young

Australians' understandings of hope; metaphors by SmithBattle (2008) exploring family care-giving legacies amongst teenage mothers; drawings by children and adolescent school students by Alerby (2000, 2003) in studies about their thoughts about the environment and their experience of school, respectively. In studying young people's perspectives on youth leadership programming Metzger (2007) also obtained drawings and written reflections.

In Alerby's (2000, 2003) phenomenological studies with school students, the drawing and the artist's (the student participant) comments about their thinking when completing the drawing were considered as one unit. Themes were derived from the drawings and comments, after the drawings were analysed (with their comments). The process of analysis involved listening to the transcript of the student's description of the drawing and looking at the features of the drawing a number of times. The present study differs from Alerby (2000, 2003) in that the students were asked to tell the researcher about their drawing rather than what they were thinking when they completed the drawing. In the first stage of analysing each drawing was considered independently of the other drawings. The second stage of analysing involved considering the units of meaning that arose from each drawing and finding commonality and differences across all the drawings and metaphors. A group of themes was then devised. These ideas are discussed further in the analysis section.

van Manen (1990) suggests that the use of poetry in phenomenological description has been commonplace, as it is a device through which the strongest feelings can be expressed in an intense form:

a poet can sometimes give linguistic expression to some aspect of human experience that cannot be paraphrased without losing a sense of the vivid truthfulness that the lines of the poem are somehow able to communicate (van Manen 1990:71).

Although it seems that van Manen (1990) is referring to the use of poems by the researcher to supplement his/her phenomenological writing, in this study participants who did not want to do a drawing were given the option of writing a poem. I elected to do this as I thought that some students may not feel comfortable attempting a drawing and would prefer to complete a different task. Also, a poem is different from an anecdote. A poem may or may not link to a concrete experience that its author has

had, whereas an anecdote is an account of a personal event. The poem is an art form and as such still required the participants to describe their experience of leadership in a different fashion from what they would by writing an anecdote or speaking about it during a focus group.

Interview/Professional Conversation

To obtain information from the Heads of Campus, an interview was considered as more appropriate than a synergetic focus group discussion, where the number of participants is greater. During this semi-structured lifeworld interview (Kvale & Brinkmann 2009), I wanted to learn how the Heads of Campus described student leadership. I began the interview by reading the same introductory monologue that had been used in the first student synergetic focus groups (refer to Appendix 6), intending it to be a prompt for initiating discussion. The Heads of Campus then spoke about their experience of student leadership and I asked some questions to seek clarification. Anecdotes about student leadership were also obtained during this interview. Given that I participated in the conversation as a co-professional the term professional conversation, as envisaged by Forrest (2002), is an appropriate term for these interviews. Only one session was held with the Heads of Campus, so it was important to make the most of the opportunity.

Interviews may prove to be risky undertakings for participants in research studies. By their nature, they provide a forum for the researcher to pry into the thinking of the interviewee. Researching my own school meant that I needed to consider the micro-politics of the school in a conscious manner (Anderson et al., 1994). It is generally the case that the interviewer has the upper hand in the power dynamic of the interview situation (Kvale 2006). In this interview, as a subordinate to the Heads of Campus, I did not gain any sense that I had the upper hand. It may be that the power dynamics were somewhat neutralised. As a subordinate to the Heads of Campus I was in a situation where I was controlling the direction of the conversation more than what might normally be the case in my typical meetings with them. However, I did need to be aware of the potential for power dynamics to be problematic. The format that I adopted, using an introductory monologue and only seeking clarification if necessary, was a further help to minimise any power differential from either side, the researcher or the participant. As the aim of a phenomenological interview is to gain descriptions

from the lifeworld, the semi-structured interview approach seemed appropriate. Also, in a phenomenological interview the researcher aims to allow participants to tell their story and remain somewhat detached, or at least suspend his or her own biases, i.e. he/she should practice bracketing. While it has been suggested that researching in one's own school might meet with resistance (Anderson et al., 1994), I did not find this to be the case in this interview.

Ethical Considerations

Ethical considerations are relevant to any research investigation. I felt that a study of my own workplace, particularly when conducting research with people who may be in a dependent relationship with the researcher, might heighten the ethical considerations. The University of New England, Human Research Ethics Committee (UNE, HREC), approved all procedures (approval number HE08/171; refer Appendix 1) undertaken in this research project and a number of strategies were employed to minimise most ethical concerns.

In light of the dual relationship that I had by virtue of being a teacher at Hill River School as well as the researcher, two steps were taken to ensure ethical practice during my research with the students. The first was that students were not put into a situation where they were approached by me directly when agreeing to take part in the study. Rather, the Deputy Principal invited students to participate and included a letter from me as the researcher and a copy of the participant information sheet with the invitation (refer Appendices 7, 8 and 9 respectively). Further, administration to organise the study was done through central offices on each campus, rather than by me. Thus, it was hoped that the students did not feel pressured into participating for fear of disappointing or wanting to please or curry favour with me. Students at the Hill Campus, with whom I was in a direct classroom teaching relationship during 2009, were not invited to participate in the study. Therefore, the possibility of students feeling additionally obligated or pressured to participate in the study was less likely to occur.

In addition to seeking the consent of parents for their children (refer Appendix 10) to participate in the study, it was decided to have the students sign an assent form (refer Appendix 11) to give their own agreement to what was being asked of them. The

process of conducting research with children and young people is laden with complex ethical issues (Alderson 2007). It should not simply be a matter of obtaining parental consent. In fact, it has been suggested that in providing consent, parents are simply giving permission for the researcher to seek assent from adolescents (Olds 2003).

The decision to gain the direct assent of the students was important. It was my view that the students were of an age where they understood what was being asked of them and they were capable of making their own decisions about what they were being asked to do and, as such, they could be considered autonomous persons (Olds 2003). It was their own time that was being given by participating and it was also their descriptions of the experience of leadership that were sought. They owned the experience, and thus it was important that their agreement was obtained.

I hold a view that wherever possible, adolescents on the cusp of adulthood should be afforded the same respect as adults. The decision to ask for the assent of the students affirmed that I was prepared to treat them seriously and with respect. Further, some of the student participants were to turn 18 years of age during the course of the year and if they were participating in a non-school context then they may well have been signing their own consent forms.

Issues may arise in the nature of the research being undertaken and the way that the data that is collected and dealt with. All data were stored in a secure location and the transcription service that provided the transcript was approved by the UNE/HERC. In addition to the student forms copies of all relevant forms for the adult participants are to be found in the Appendices (refer Appendices 12 and 13). Furthermore, in order to protect the identity of the school it was given a pseudonym as was each participant. Whilst some demographic information and details on the history of the school have been supplied, it is intended that this information be such that the research site school could not be easily identified.

Trustworthiness

There is some debate and uncertainty as to how quality in qualitative research is determined and a universally accepted set of criteria has not been established (Rolfe 2006; Seale & Silverman 1997). One issue has been the lack of adequate information

about the processes followed by the researcher in making assumptions and the method he or she has followed, particularly in the analysis of data (Mays & Pope 1995). Whilst it may be the case that a set of binding criteria is not appropriate in interpretative phenomenological inquiry as it is inconsistent with the approach *per se* (de Witt & Ploeg 2006), I have attempted to provide adequate information so that the study's rigor and trustworthiness can be assessed. In so doing I have been guided by the suggestions of what constitutes good practice suggested by Green and Thorogood (2010). They list five features of rigorous qualitative research, it is: transparent, maximizes validity, maximises reliability, comparative and reflexive. In the following section I outline how I have addressed each of these criteria.

In order to meet the criterion of transparency, which includes providing explicit information on the methods used to carry out the research project I have provided an audit trail (Bowen 2009) below in Table 3:2 The table serves as a summary of information outlined elsewhere in this dissertation.

The criterion of validity has been addressed by providing a clear account of how data was analysed and giving examples of how decisions were reached regarding labels for codes and why particular extracts are used in the findings chapters. Respondent validation of the transcripts or of the themes was not possible in this study. As detailed analysis was done after the completion of the 2009 academic year, it was difficult to arrange to meet with the graduating student participants. In any case, respondent validation is not always seen as a sound way of ensuring validity; it may be that the analysis will highlight differences found within a group (Green & Thorogood 2010) and that there is a 'true' version of understanding to which only the respondents have privileged access (Green & Thorogood 2010; Silverman 2005). Such a view of truth is one that is not commonly held in qualitative research. In this study I shared my initial and later analyses with my supervisors. My supervisors confirmed the initial analysis/ideas that I had done and offered some helpful suggestions for refinement of the findings. The process of working with my academic supervisors continued throughout the analysis and writing stages.

The issue of reliability has been addressed in this dissertation following guidelines suggested by Green and Thorogood (2010) who suggest that it can be improved by

ensuring the recording of data in accurate transcriptions, that data is shared with colleagues and that raw data is included in the presented piece. To ensure the accuracy of the transcript I listened to sound recordings of the sessions and read the transcript several times. As stated above, I shared the data with my supervisors. The data presentation and analysis section, below, provides details of the frequency of ideas spoken by the participants. Chapters 4 and 5 where the data are explicated include sections of raw data, the actual words used by the participants. In this way the reader can ascertain how the data is linked to interpretation.

The notion of the data meeting the criterion of being comparative is addressed in this thesis. Comparison is achieved in two ways: comparing within the same data and with other research (Green & Thorogood 2010). When analysing the data and developing the themes and subsequent meta-themes, statements from multiple participants were compared with each other, thus enabling a sense of how widely ideas were held across participants. Secondly, Chapters 4 and 5 compare the obtained data with other research.

Reflexivity for Green and Thorogood (2010) involves recognising that the researcher is part of the process of producing data and its meanings. I have attempted to provide details of my role as researcher in relation to the participants when discussing the ethical issues in this project. I also attempted to bracket my own biases when I carried out the analysis of the data. I have explained this below when describing the process of analysis.

Table 3:2 : Audit trail for „Wearing the Blue Tie“ project

Stage/Step	Actions/record
UNE Human Research Ethics Committee	Application developed by researcher in collaboration with supervisors. Approval granted, number HE08/171.
Literature review	Annotated literature in order to prepare research proposal; detailed literature review contained in Chapter 2 of dissertation. Literature review considered approaches to understanding leadership, a précis of gender issues in the study of leadership, the paucity of research on youth understandings of leadership, an examination of theories and models relating to the training, development and education of youth leaders.
Conceptual	Models of servant leadership and authentic leadership along with models

framework	suggesting ongoing training of youth leaders identified. A phenomenological approach grounded in the work of (van Manen 1990) was employed.
Development of protocols for working with participants	The oral monologues and instructions for participants that were used to elicit information were first developed as part of the Ethics proposal and subsequently refined in consultation with my academic supervisors.
Participant selection	Prefects at both campuses of Hill River School were invited to participate in the study. 13 prefects agreed to be involved. 5 members of the academic staff also agreed to be involved.
Data collection and storage	The data was collected via the use of synergetic focus groups (Russell 1994), collection of written anecdotes (van Manen 1989, 1990) and artistic representations (Alerby 2000, 2003; Metzger 2007) were obtained. Copies stored in electronic format on computer.
Raw data	Audio recording in MP3 format, drawings scanned into computer and stored in .pdf format, anecdotes handwritten by participants and then typed by researcher.
Analysis of data	5 step approach based on work of Hycner (1999) devised. Outlined in Analysis of data section.
Trustworthiness techniques	Triangulation – obtained multiple perspectives through different modes of data collection. Transparency – clear explanations of methods used provided. Validity – process of analysis outlined, supervisors checked initial analyses. Reliability – multiple readings of transcript whilst listening to recorded sessions. Comparatively – Comparisons between participants made and data compared to other research. Reflexivity – role of researcher acknowledged and accounted for in analysis of data.
Thesis	Production of thesis included relevant literature, ‘thick description’ (Geertz 1975) of experiences of student leadership provided: extended quotations from participants’ anecdotes, reproductions of artistic representations, extensive quotations from participants during the synergetic focus groups. Detailed tables explaining the development of the analysis provided. Suggestions for: change at Hill River School; future research; references, appendices.

Data Analysis and Presentation

Introduction

In phenomenological research the analysis of the gathered material can be approached in a number of ways. One of the challenges for the phenomenological researcher is the apparent resistance of key theorists to write step-by-step instructions on how to analyse gathered material. The goal of phenomenological research is to study descriptions from the lifeworld. The overarching goal of this study was to understand the experience of student leadership held by a group of prefects at an Australian independent school and of the teachers and administrators in the same school. In the following section I outline how each form of data was analysed; I have analysed the student and staff data separately in order to address, and explicitly reveal, concepts

from these two quite different participant groups. All the data from the student participants as prefects are presented first. The focus of the analysis is on the experience of leadership not on management or administration.

Presentation and Analysis of Student Data

Analysis student synergetic focus groups

A professional transcription service was used to transcribe all the synergetic focus group sessions. The decision to use a professional service was made in order to be time efficient given that transcription by a non-proficient typist can be a laborious process taking some hours (Kvale & Brinkmann 2009). The transcripts were verbatim – accurate reproductions of the spoken words (Poland 1995) - of the sessions, only minor verbalisations such as ‘um’ or ‘ah’ were omitted. Once I had the transcripts, I listened and re-listened to each session whilst reading over the completed transcripts a number of times in order to increase my familiarity with the material and to correct any errors. I also hoped to mitigate against arguments that the researcher should do their own transcription (Halcomb & Davidson 2006; Mc Kenna & Wellard 2001).

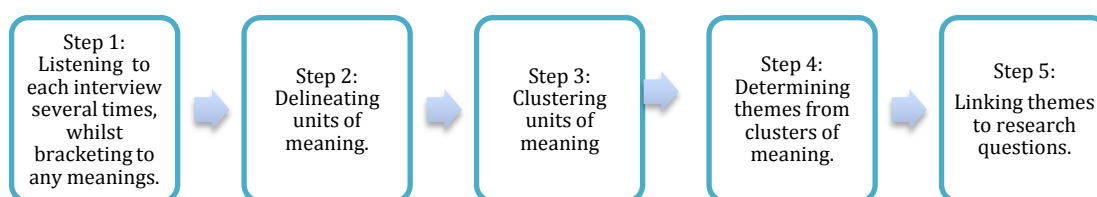


Figure 3-1: 5-Step process followed for the analysis of student synergetic focus groups (based on Hycner, 1999).

While clear-cut steps on analysis guidelines might be scarce, the literature is not silent on how to approach the analysis stage. My own method of analysis, represented in Figure 3-1 has been guided by the work of Hycner (1999), van Manen (1990) and Barrit et al. (1984), all of whom advocate several readings or listening to the text,

suspending (bracketing) one's own biases as much as possible, identifying meaning units and attempting to gain a sense of the whole.

Step One: Listening

As I listened to each session and followed along on the typed transcript, I annotated the transcript in the margins using a different colour pen for each time I listened to the recording. I attempted to remain as open as possible (bracketing) to any meanings that might have emerged from the transcript (Hycner 1999). A sample page of an annotated transcript is found in Appendix 14.

Step Two: Delineating

My annotations were an attempt to identify units of delineated meaning defined as 'those words, [and] phrases, which express a unique and coherent meaning (irrespective of the research question) clearly differentiated from that which precedes and follows' (Hycner 1999:145). I then placed these statements into tables, where possible maintaining the actual language/words of the participants (Barrit et al., 1984). These tables are provided in the Appendices and reference to specific tables is made below where the data is explicated.

Step Three: Clustering units

The next step was the clustering of units of meaning. In this step the aim was to cluster units of delineated meaning that appeared similar in some way. This stage once again required me to bracket my own experiences. Clusters were identified where units of delineated meaning had similar words. In some instances the apparent meaning of the phrase was similar rather than the actual words being identified. In other instances the unit of delineated meaning was an applied example from a participant that had been mentioned in a less concrete way in another unit of delineated meaning. The clusters of meanings were then labelled. This was an attempt to distil the meaning of each unit of delineated meaning. The clusters of meaning were placed in a table identifying the label ascribed to the cluster alongside the units of delineated meaning; references to specific tables are made below.

The above process was followed for each of the two student synergetic focus groups on each campus at Hill River School. Once that process was completed I created a further table, which combined the clusters of meaning from the four student

synergetic focus group discussions. This step enabled me to identify clusters of meaning that were common across the two campuses and both earlier and later sessions.

Step Four: Determining Themes

The penultimate stage of the analysis was to determine the themes that arose from the clusters of meanings for each session and then collectively. This step required me to attempt to group clusters together, with the aim of determining if an overarching theme or number of themes, statements of what the data segments were about (Tesch 1987), were present.

Step Five: Linking Themes

Finally, I sought to link the themes to the research questions. To complete this phase I reread the research questions and the themes several times and determined how the themes might best link to one of the research questions.

The remainder of the chapter explains the analysis of the gathered data through this five-step process.

River Campus student synergetic focus groups

As noted previously, two synergetic focus groups were held for the prefect participants at the River Campus. Eight students were involved in the two synergetic focus groups, and their pseudonyms were: Bianca, Heather, Claire, Nathan, Tim, Sam, Imogen and Matthew. In addition to being a prefect, Matthew was also the School Captain: the Principal appoints the school captain from amongst the prefect body each year, through the Head of Campus. In addition to the ordinary prefect duties the School Captain at Hill River School leads the prefect body, represents the students at formal school functions, calls the school to order at assembly each week and participates as a speaker at parent information nights. Due to the sessions commencing during the lunch break and continuing into the Thursday activities program, not all of prefects were present for the whole of each session. Bianca and Nathan had to leave both of the sessions early because they were involved in the school's cadet program that took place on a Thursday afternoon.

Session One

The first level of analysis for session one at River Campus identified 115 units of delineated meaning. Table 3:3 provides a sample of the full table that I created to list the units of delineated meaning; the whole table is found in Appendix 15. This same

approach to presenting the data was taken for later sessions. Reading left to right the table notes a number for each of the units of delineated meaning, labels the unit of delineated meaning and provides the line numbers from the relevant transcript indicating where the unit of delineated meaning can be found. As can be seen in the table below, some units of delineated meaning occur a number of times, indicated by more than one line appearing beside the unit of delineated meaning.

Table 3:3: Sample of units of delineated meaning from River Campus student synergetic focus group one (SFG1)

Unit of Delineated Meaning No.	Unit of delineated meaning	Line numbers
1	Leaders are role models	37*, 66, 108, 369, 417, 577, 610, 624, 648, 660, 987 905
2	Leaders represent the school	37
3	Leaders develop relationships with other students	40, 89, 375, 381, 547, 562, 834, 933
4	Leaders are respected/recognised by others	46, 302, 375, 381
5	Leaders are proactive	49
6	Leaders model good behaviour, right behaviour	66, 93, 648, 660
7	A leader should not be intimidating	72
8	Leaders may not be liked but get along with everyone	75
9	Leaders learn whilst leading	88, 96, 98
10	Leadership is being responsible and prepares you for responsibility	94, 109

*As an example of how the units of delineated meaning were obtained, this delineated unit of meaning was from Line 37 of SFG1: Bianca: [in response to Nathan] ‘being a role model for all the students of the school, upholding the school’s values and beliefs.’ My use of the same phrase as Bianca – role model – is consistent with Barrit et al.’s. (1984) approach of maintaining the participant’s language as much as possible.

The next level of analysis required me to attempt to group delineated units of meaning into clusters.

Table 3:4 provides a sample of the full table that was produced for this stage of the data analysis for the one focus group. The full table can be found in Appendix 16. A total of 13 clusters of meanings were devised from the 65 units of delineated meaning: role models, leadership development, leadership not just defined roles, leadership and popularity, leadership selection process, leadership development and support, leaving a legacy, school culture, relationship with the school, relationships with other students, leadership can be informal, traits of leaders and the training camp.

As an example of a cluster of meaning, cluster number 1 ‘role models’ (see below) consisted of nine units of delineated meaning. In all, 26 phrases as indicated by the number of line numbers beside each unit of delineated meaning in, can be traced as belonging to this cluster.

Table 3:4: Sample of clusters of units of delineated meaning from River Campus student synergetic focus group one (SFG1)

Cluster No.	Cluster label	Unit of delineated meaning No.	Unit of delineated meaning	Line numbers
1	Role models	1	Leaders are role models	37, 65, 108, 369, 417, 577, 610, 624, 648, 660, 987 905
		4	Leaders are respected/recognised by others	46, 302, 375, 381
		6	Leaders model good behaviour, right behaviour	66, 93, 648, 660
		7	A leader should not be intimidating	72
		54	Leaders are a positive influence	651, 671
		64	Prefects need role models	812
		26	Leaders influenced by their background	172
		85	Leadership is not always modelled	174
		2	Leadership development	9
10	Leadership is being responsible and prepares you for responsibility			94, 109
13	Leadership development can be life long			102
23	Leadership can be developed			158, 160, 451, 495, 518-519, 715, 721,
58	Some activities develop leadership skills			

67	Leadership provides opportunities.	861
80	Leadership matures you	103

Session Two

A total of 84 units of delineated meaning were identified from the second student synergetic focus group at River Campus. Table 3:5 provides a sample of some of these units. These units of delineated meaning were then grouped into 14 clusters of meanings: role models, leadership development, leadership not just defined roles, leadership selection process, leadership development and support, leaving a legacy, school culture, relationship with the school, relationship with other students, leadership can be informal, traits of leaders, training camp, mid year prefects, and an ungrouped cluster. A sample of the resultant clusters is shown in Table 3:6. The full table of units of delineated meaning and the full table of clusters of units of delineated meaning are contained in Appendices 17 and 18 respectively.

Table 3:5: Sample units of delineated meaning from River Campus student synergetic focus group two (SFG3)

Unit of delineated meaning no.	Unit of delineated meaning	Line numbers
1	Not a role model initially	7
2	As time goes on you see yourself as a role model	9
3	When you do your role you see yourself as a role model	11, 12
4	Leaders develop relationships	15*, 25
5	Leaders have influence	16
6	Leaders make things happen	15
7	Enjoyed being a role model to younger students	18
8	Leadership is more than the prefect role	22
9	Leaders grow into their roles	23, 53, 62,
19	Camp provided for cross campus bonding	72
20	Working cross campus as prefects is	81, 82

Unit of delineated meaning no.	Unit of delineated meaning	Line numbers
	difficult	
* Example of the text that the delineated unit of meaning was from, Line 15 of SFG2, Tim: ‘and spent more time with the younger kids that were involved.’		

In Table 3:5 it can be seen that a single delineated unit of meaning can be a cluster. For example, the unit of delineated meaning number 8, ‘Leadership is more than the prefect role’, could not be easily grouped with other units of meaning so it was considered as a cluster in its own right and forms cluster number 3 in the following table.

Table 3:6: Sample of clusters of units of delineated meaning from River Campus student synergetic focus group two (SFG3)

Cluster No.	Cluster label	Delineated unit of meaning No.	Unit of delineated meaning	Line numbers
2	Leadership development	9	Leaders grow in to their roles	23, 53, 62
		17	Leadership develops over time	57-63
		34	Leadership roles are deserved	143
3	Leadership not just defined roles	8	Leadership is more than the prefect role	22
4	Leadership selection process	31	Prefects appointed because of past actions	133, 218, 283.
		42	Every year level is different in terms of the available pool of leaders.	196, 215
		43	The school appoints people because they want students to step up	228
		47	Not all leadership appointments work	246
		48	School can get appointments wrong	249
		49	Leadership should be recognition for past achievements	249

Hill Campus student synergetic focus groups

Five prefects participated in the synergetic focus groups at the Hill Campus. Their pseudonyms were: Amy, Anthony, Dionne, Jason and Travis. The sessions were held in June and August 2009. The first session was a second attempt to hold the synergetic focus group session. Hence it was some time later than the first River Campus session. In the first attempt at the Hill Campus the recording device was not set properly. Two additional students attended the first attempt but were unavailable during the second session and chose not to continue their involvement.

The transcripts from the two synergetic focus groups were analysed in the same fashion as the data from the two sessions at River Campus.

Session One

An analysis of the transcripts from the first Student Synergetic Focus Group at Hill Campus (SFG 2) identified a total of 115 units of delineated meaning. Once again a number of units of delineated meaning were repeated throughout the discussion. Table 3:7 provides a sample of the units of delineated meaning, listing the first ten, and a full version of the table can be found in Appendix 19.

Table 3:7: Sample of units of delineated meaning from Hill Campus student synergetic focus group one (SFG2)

Unit of delineated meaning No:	Unit of delineated meaning	Line numbers
1	Leaders are respected by their peers	6
2	Leaders are role models	8
3*	Leaders relate well to others	8
4	Leaders should be involved	11, 12
5	Leader can lead in the background	15
6	Leaders have followers	21, 25
7	Leaders are recognised	22
8	Leaders work behind the scenes	23
9	Leaders have an impact	27

10 Leaders should have a good work ethic 30

*Units of delineated meanings numbers 2 (Leaders are role models) and 3 (Leaders relate well to others), are from Line 7 of SFG3 which is an example where one phrase was delineated into two units of delineated meaning. Travis, said, ‘I think it’s people who set a good example and can relate to different types of people’.

Once the 115 units of delineated meaning were identified from the transcript I sought to devise clusters of meaning. In this instance I identified 10 clusters of meaning: traits of leaders, role models, functioning of prefect group, multiple commitments, relationships with other students, Year 11s as prefects, relationship with the school, prefect selection process, not all leaders are prefects, defining leadership, and, leadership camp. An additional eight units of delineated meaning were ungrouped. Table 3:8 provides a sample of three of the identified clusters, with a full version of the table found in Appendix 20.

Table 3:8: Sample of clusters of units of delineated meaning from Hill Campus student synergetic focus group one (SFG2)

Cluster No:	Cluster Label	Delineated Unit of Meaning No:	Unit of Delineated Meaning	Line numbers.
4	Multiple commitments	14	Conflict between academic commitments and prefect role	36, 38, 39, 347, 354
		37	Year 12 too busy to do things for prefects	142
		94	Hard to find time to do prefect things	475
5	Relationships with other students	18	Not everyone respects the prefects	50, 62, 67, 69, 75, 99, 101, 109
		27	Lack of respect is generational	89, 103, 132
		28	School Captain’s name not known by Year 7s and 8s	94
		29	Prefects not known by Years 7s and 8s	96
		30	Respect is found in Cadets	101, 122
6*	Year 11s as prefects	35	Prefects could speak to 7s and 8s more	127
		17	Prefects should be Year 12s	50
		19	Year 11s couldn’t lead older students	53
		20	Year 11s wouldn’t be respected as leaders	54, 58

22	People make fun of the prefects as they are perceived to have no power	70
24	It's respect of friendship that you get	75

* Cluster 6 'Year 11s as prefects' came out of a discussion initiated by Jason questioning whether Year 11s could be prefects instead of Year 12s.

Session Two

The second session at the Hill Campus identified 78 units of delineated meaning from the discussion. A sample of these is found in Table 3:9. Once again there was some repetition, indicated by the multiple line numbers in the final column. A full table of all units of delineated meaning is in Appendix 21.

Table 3:9: Sample units of delineated meaning from Hill Campus student synergetic focus group session two (SFG4)

Unit of delineated meaning No.	Unit of delineated meaning	Line numbers
1	Leadership has been a positive experience	8
2	I've had to be responsible	9
3	Leaders are approached, are approachable	13-14*
4	Leaders need to think more	17
5	Leaders are watched	17
6	Students look at you	20
7	We set the example	22
8	You're meant to lead the school and not do anything wrong	24-25
9	Have to listen to everyone	31
10	Learn to listen to quieter people [in the prefect group]	33, 34

* As an example of how the units of delineated meaning were obtained: This delineated unit of meaning was from, Lines 13-14 of SFG5 Jason said 'I felt that it's almost where you seem more approachable by the younger year levels or maybe they feel like they want to approach you because you're a leader.'

From the 78 units of meaning that were delineated from the transcript, I identified 11 clusters of meaning: the experience, traits of leaders/prefects, leadership camp, relationship to the school, leadership in other places, functioning of the prefect group, multiple commitments, prefect selection, relationships with other students, the prefect role and mentors. Two units of delineated meaning were not grouped into clusters. A sample of the derived clusters is in Table 3:10. A copy of the table containing all clusters is in Appendix 22.

Table 3:10: Sample of clusters of units of delineated meaning from Hill Campus student synergetic focus group two (SFG5)

Cluster No.	Cluster label	Delineated unit meaning No:	Unit of delineated meaning	Line numbers
1*	The experience	1	Leadership has been a positive experience	8
		8	We're meant to lead the school and not do anything wrong	24-25
		10	Learned to listen to quieter people [in the prefect group]	33, 34
		11	We didn't improve on listening to the quieter ones	34
		18	Prefects don't lead a group or anything it's a different sort of leadership	55-56
3	Leadership camp	20	Prefects are looked up to	59
		12	Leadership camp more about bonding us as a group, rather than leadership skills	37
		13	Not given real world leadership training [at the camp]	39
		14	Camp not long enough	44, 47
		15	Camp good to bond us together	48
		16	We didn't develop ourselves as leaders [at the camp]	49
5	Leadership in other places	26	Cadet [#] program the biggest opportunity for leadership	88

Cluster No.	Cluster label	Delineated unit meaning No:	Unit of delineated meaning	Line numbers
		30	Cadets the most leadership central activity	97
6	Functioning of prefect group	32	Too many people to make everything work	105
		33	Had to work as a team	108
		34	We disagreed about things	108
		35	Structure of the prefect group doesn't help	111
		43	Prefects don't have a goal as a prefect group	136, 138
		58	Some people want to be prefects for the honour of being a prefect not be a leader	192
		59	People didn't want to make decisions by themselves	185
		60	You don't need a 'roles structure'	192
		61	Motivated people lean to the areas they're interested in	195

*Cluster 1 is entitled 'the experience', quite a broad label for the seven units of delineated meaning. However, the units of delineated meaning seem to sit quite well in the one cluster describing what the experience of being a prefect involves. # The term 'cadet' refers to the Australian Defence Forces' Army Cadet Program run in the school as an optional activity. This program is discussed elsewhere.

Combined meta-analysis of student synergetic focus groups

Step three of the five step process in Figure 3-1, in the analysis of the student synergetic focus groups was to do a form of meta-analysis to combine ideas and concepts from the tables to produce a synthesised table that would be used for the explication of the data. These clusters were formed by listing all of the clusters of meaning from the four synergetic focus groups, with their associated units of delineated meaning, into one table (refer Appendix 23). Overall, 18 meta-clusters of meanings were identified. Table 3-11 provides a list of these 18 'meta-clusters'. The meta-clusters were then numbered sequentially.

Table 3:11: Meta-clusters of units of delineated meaning from all student synergetic focus groups

Meta-cluster number and label	River Campus		Hill Campus	
	Session 1 (SFG1)	Session 2 (SFG4)	Session 1 (SFG2)	Session 2 (SFG5)
1. Role models*	√	√	√	X
2. Relationship with the school	√	√	√	√
3. Relationship with other students	√	√	√	√
4. Prefect selection	√	√	√	√
5. Leadership camp	√	√	√	√
6. Traits of leaders	√	√	X	√
7. Leadership can be informal / not all leaders are prefects	√	√	√	√
8. Second round prefects	X	√	√	X
9. Functioning of prefect group	X	X	√	√
10. School culture	√	√	√	√
11. Leadership development and support	√	√	X	X
12. Mentors	X	X	X	√
13. Leaving a legacy	√	√	X	X
14. Defining leadership	X	X	√	X
15. The prefect role	X	X	X	√
16. Leadership and popularity	√	X	X	X
17. Multiple commitments	X	X	√	X
18. The experience of being a prefect	X	X	X	√

*This table indicates the presence of a meta cluster in a particular synergetic focus group (SFG). A ‘√’ indicates that the cluster was present in a particular SFG, a ‘X’ indicates that it was not present in that SFG. For example, Meta-Cluster 1 ‘role models’ was spoken about during both of the River Campus sessions (SFG 1 and SFG 4) and was spoken about in the first of the Hill Campus SFGs (SFG2) but not the second (SFG5).

Having identified the meta-clusters of meaning, the next stage of the analysis, step four of the five step process, was to determine if the meta-clusters of meaning might be further grouped to develop themes that would address the research questions. From all the synergetic focus groups, I grouped the meta-clusters of meanings into three themes that link to the research questions posed in Chapter 1. I grouped the meta-clusters of meaning together based on concepts and meanings of the words. For instance, the second theme „relationships with others“, was formed from meta-clusters two and three (Table 3-11) which were entitled „relationship with the school“ and „relationship with other students“ respectively. The three themes that were formed were: being a leader, relationships with others, and selection, training and functioning of prefects.

The first theme „Being a leader“ is illustrated in Figure 3-2. The theme is at the centre and each of the supporting meta-clusters are shown around it with the numbers in the meta-clusters ovals referring to the listings in . These clusters of units of delineated, grouped together represent the theme of being a leader. All of the clusters are related to aspects of the leadership role that the students spoke about. The cluster „defining leadership“ (Meta-cluster 14 from Table 3-11) is a more abstract concept but fitted with the theme as it frames prefects“ understanding of their role as leaders.

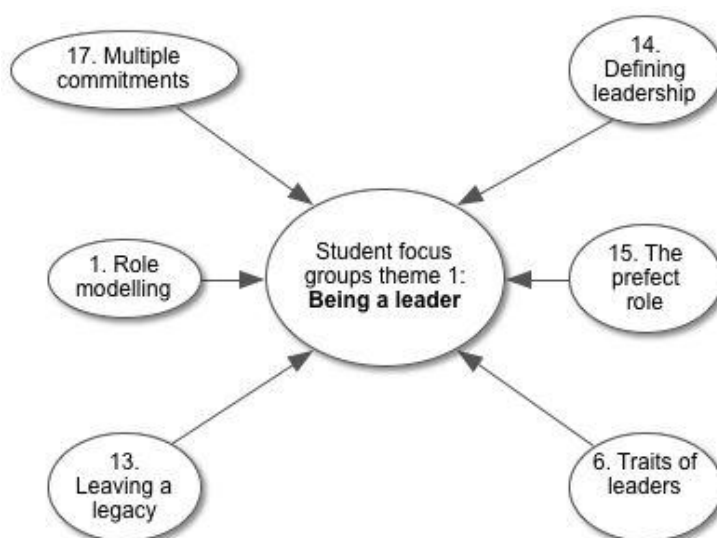


Figure 3-2: Student focus groups theme 1 – Being a leader

The second theme „Relationships with others“, has the two supporting meta-clusters of meaning, numbers 2 and 3 from and is illustrated in Figure 3-3. The two meta-clusters represent the theme as they are both concerned with the way in which the student leaders relate to others. The school in this instance refers to a collective term for the school as an institution and to people within that institution.



Figure 3-3: Student focus groups Theme 2 - Relationships with others

The third theme „Selecting, training and functioning of prefects“ is illustrated in Figure 3-4 with its seven supporting meta-clusters of meaning from Table 3:11. These meta-clusters represent the theme as they are all concerned with aspects of how the group functions within itself, how it is formed and how it is supported by the school.

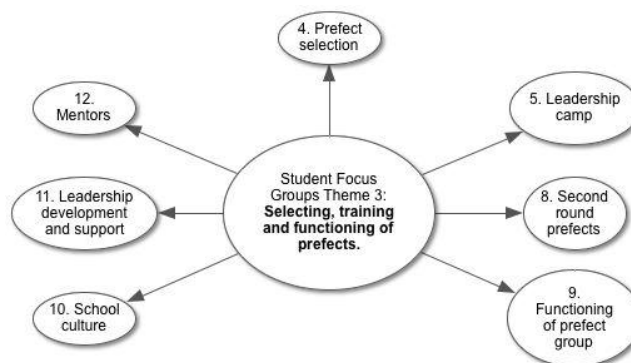


Figure 3-4: Student focus groups theme 3 - Selecting, training and functioning of prefects.

Analysis of student anecdotes

The students wrote their anecdotes by hand and I subsequently typed them. As one intention of phenomenological research is to gain a personal description of the

experience of a phenomenon from the participants, I did not make grammatical corrections or insert text unless I felt that it was absolutely necessary in order for readers to make sense of what was written. A copy of the anecdotes is presented in Appendix 24.

At River Campus seven prefects attended the lunch time session where they wrote their anecdotes, Heather, Isobel, Bianca, Sam, Claire, Matthew and Tim. Nathan was not able to attend this session due to another school commitment. Three of the students who took part in the synergetic focus group discussions at Hill Campus, Dionne, Anthony and Travis provided anecdotes Jason was not able to attend this session. However, Amy who had intended to attend each of the sessions but was unable to due to illness or other school commitments was able to participate. I decided that I would include her anecdote as she had volunteered to participate in the study and wanted to share her experience of being a leader. She had also attended the initial Hill Campus focus group, referred to above, when the recording device failed. Thus, the anecdotes from all participants from both campuses were analysed concurrently.

I followed a similar approach in the analysis of the anecdotes as I did in the analysis of the synergetic focus groups. Each anecdote was read and reread a number of times. As I read, I attempted to delineate units of meaning from the text written by the prefects. I then tabulated these units of delineated meaning into clusters of meaning. The clusters of meaning were labelled and finally themes were identified from the clusters of meaning. A total of 86 units of delineated meanings were identified from the 11 anecdotes. Table 3:12 provides a sample of the clusters of meaning. The full table can be found in Appendix 25.

Table 3:12: Sample of units of delineated meaning from all students’ anecdotes

Unit of delineated meaning No.	Unit of delineated meaning	Pseudonym
3	Good to influence the behaviour of others	Dionne
7	I wanted to do something about a problem	Travis [#]
17	The school helped me become a leader	Amy
22	I felt obligated to be responsible for my peers’ behaviour	Anthony
30	I had real responsibility	Heather
38	It was leadership when I encouraged them to do things	Imogen
45	I was a leader when I cared	Bianca
53	Leaders make an impact	Sam
61	Leaders organise things	Claire
75	I wanted the younger students to have a good experience	Matthew
84	I made a difference	Tim

[#]As an example of the text from which this unit was delineated. Travis said, ‘I felt like I had a responsibility to the welfare of my peers and future students to try and initiate some action’

From the 86 units of delineated meaning, 9 clusters of delineated meaning were developed. These were: leaders take on responsibility, leaders care, leaders affect change, role models, feelings from having had lead, leadership develops, leaders direct others, leaders have an affect on others and leadership behaviour/leadership traits. Table 3:13 provides a sample of the clusters of units of delineated meaning from the student anecdotes. A full version of the table listing all clusters of units of meaning can be found in Appendix 26.

Table 3:13: Sample clusters of units of delineated meaning from all students’ anecdotes

Cluster No:	Cluster label	Unit of delineated meaning No.	Unit of delineated meaning	Pseudonym
1	Leaders take on responsibility	1	I took on responsibility when others were doing the wrong thing.	Dionne
		2	It was good to take on responsibility	Dionne
		7	I wanted to do something about a problem	Travis
		22	I felt obligated to be responsible for my peer’s behaviour	Anthony
		25	I was responsible	Heather
2	Leaders care	4	It was good to care for younger students	Dionne
		5	I was concerned about my peers	Travis
		6	I was concerned about a lack of action	Travis
		21	I took action to stop a fight happening	Anthony

Cluster No:	Cluster label	Unit of delineated meaning No.	Unit of delineated meaning	Pseudonym
3	Leaders affect change	13	I acted as a leader when I created change	Travis
		14	Leaders are change agents	Travis
		50	Leaders seek change	Sam

NOTE: This table of sample clusters of meaning provides a sample of the units of delineated meaning within each cluster

There was only one theme that emerged from the clusters of units of delineated meaning from the student anecdotes. This theme was labelled ‘what leaders do’. Each of the eight clusters of meaning group around the theme, as depicted below in Figure 3-5. All of these clusters describe aspects of what leaders were thought to do by the prefects.



Figure 3-5: What leaders do – theme from all student anecdotes

Analysis of students’ images and writing

Overall, nine of the prefects across both campuses chose to provide a drawing on their experience of leadership. Three of the students chose to represent their ideas in words only. Two prefects elected to provide a poem along with their drawings and one who wrote a short anecdote instead of providing a drawing. As outlined above, in this section it is both the prefects’ drawings and their explanation of them (refer Appendix

27) that were analysed phenomenologically. Similarly, if participants provided poems or simply words these were also analysed phenomenologically. I again followed the five step process from Figure 3-1 looking at the picture or reading the material.

Hill Campus students' images and writing tasks

At the Hill Campus, Jason, Amy, Dionne and Anthony provided drawings of their experience of leadership, with Travis writing only. Students were provided with an A3 sheet of white paper on which to draw their image. A tub of coloured pens was placed in the centre of the table for students to share. The completed images were then electronically scanned into .pdf files which have been inserted below. A copy of the transcript of where the students explained their drawings is provided in Appendix 27.

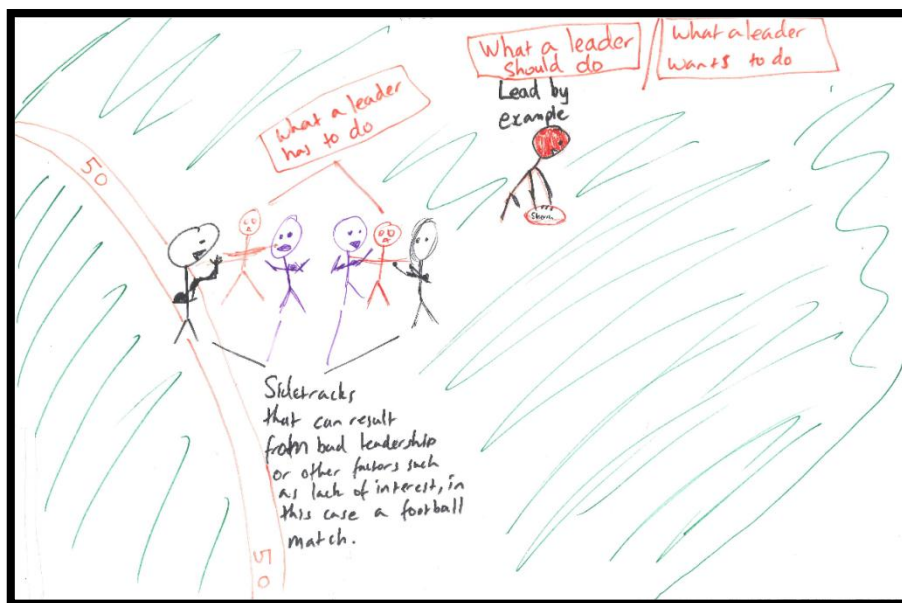


Figure 3-6: Anthony's drawing

Anthony chose to draw a representation (Figure 3-6) of the anecdote that he had told. The picture is of him being a member of a football team where members of the team want to fight each other. In the upper right quadrant of the drawing he suggests that there may be conflict between what the leader should do, lead by example, and what the leader wants to do, in this case continue playing footy. In the upper left quadrant his title is 'What a leader has to do', in this case break up a fight between team members. The fight is labelled as a 'side-track' resulting from bad leadership or a

lack of interest in the sporting task. The units of delineated meaning to come from this drawing were: leaders make sacrifices (not doing what they want to do), leaders are role models, and leaders do the right thing (not being distracted by the fight, but getting on with the game).

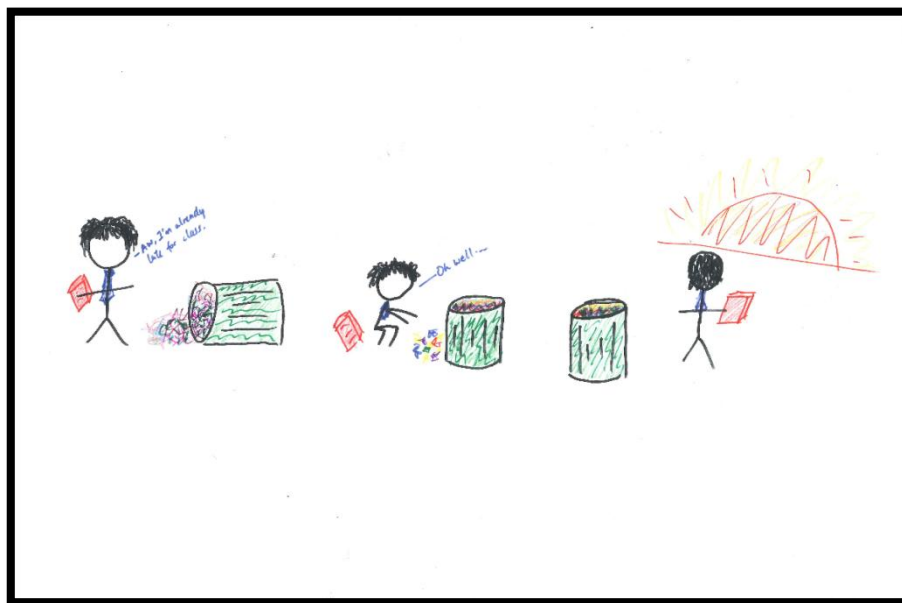


Figure 3-7: Jason's drawing

Jason's drawing (Figure 3-7) was a scenario of a leader picking up some rubbish that had fallen out of a bin. The leader, a prefect complete with his blue tie, is on his way to class, running late, and notices that there is rubbish everywhere so instead of going to class on time he decides to pick it up and put it back in the bin. The units of delineated meaning for this drawing were: leaders do the right thing and leaders are role models.



Figure 3-8: Amy's drawing

Amy drew (Figure 3-8), a scenario of herself as a CUO (Cadet Under Officer – the highest rank a cadet can hold in the Australian Army Cadets) leader in the school cadets' unit. In one part of the drawing she is yelling commands and the cadets are doing what they are told to do. In another part of the drawing she is leading a group in a navigation exercise. One of the students has the job of counting the number of paces they have taken (a necessary part of the exercise), another has the compass in hand, and another the map. Another student (a junior leader to the CUO) is doubting her ability and the leader is struggling to climb the mountain and the CUO is encouraging them and giving them support so that they can do it. From this drawing I delineated the following units of meaning: leaders take charge, leaders delegate and leaders encourage others.

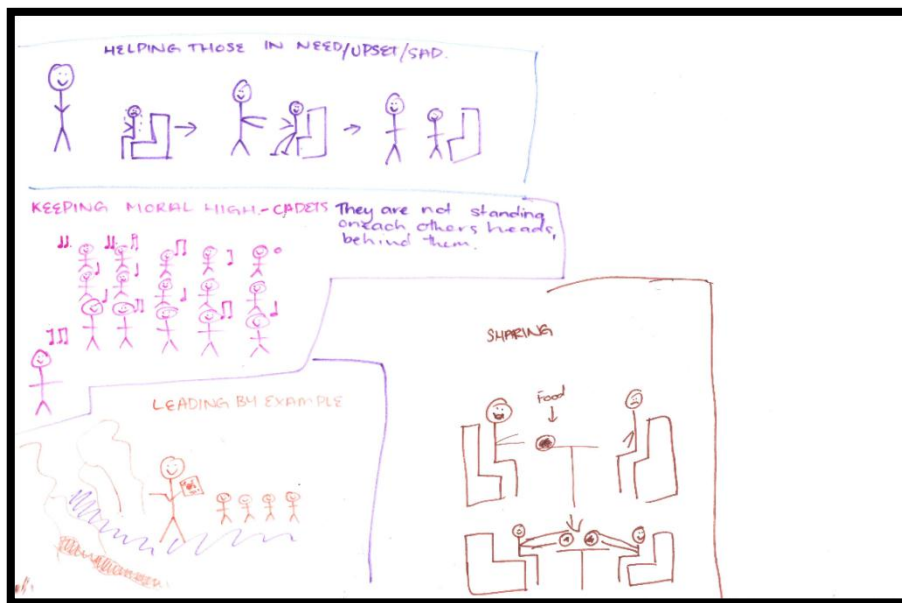


Figure 3-9: Dionne's drawing

Dionne selected four separate images (Figure 3-9) to portray her experience of leadership. She labelled them: helping those in need/upset/sad, keeping moral[e] high on a cadet activity, leading by example and sharing. The three units of delineated meaning from this drawing represented: leaders care, leaders are role models and leaders take initiative.

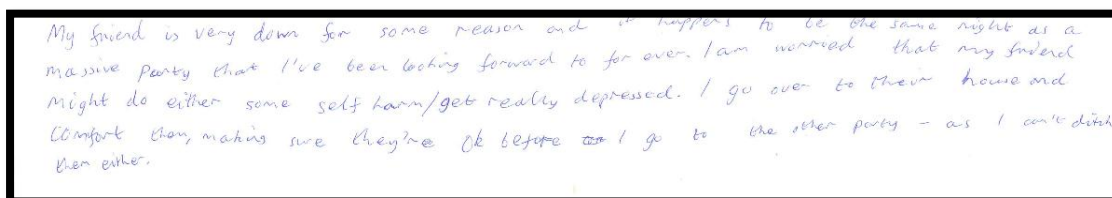


Figure 3-10: Travis' 'metaphor'

Reproduction of Travis' words: "My friend is very down for some reason and it happens to be the same night as a massive party that I've been looking forward to for ever. I am worried that my friend might do either some self-harm/get really depressed. I go over to their house and comfort them, making sure they're ok before I go to the other party – as I can't ditch them either.

Rather than complete a picture, Travis decided to write what he has called a 'metaphor'. The piece reads as though this were a personal experience of Travis, rather than an abstract idea. One unit of delineated meaning arose from this text, leaders care.

Table 3:14: Hill Campus students' images - units of delineated meaning

Unit of delineated meaning number	Unit of delineated meaning	Pseudonym
WT1-1	Leaders make sacrifices	Anthony
WT1-2	Leaders are role models	Anthony
WT1-3	Leaders do the right thing	Anthony
WT1-4	Leaders do the right thing	Jason
WT1-5	Leaders are role models	Jason
WT1-6	Leaders take charge	Amy
WT1-7	Leaders delegate	Amy
WT1-8	Leaders encourage others	Amy
WT1-9	Leaders care	Dionne

WT1-10	Leaders are role models	Dionne
WT1-11	Leaders take initiative	Dionne
WT1-12	Leaders care (a writing without image)	Travis

Table 3:14 lists the 12 units of delineated meaning from the Hill Campus prefects’ drawings with one writing only. These units of delineated meaning and the ones from the River Campus prefects were analysed as one set of data to form the clusters of units of delineated meanings and themes from the drawings. Which are presented after the River Campus students’ contributions.

River Campus students’ images and writing tasks

At the River Campus, Imogen, Sam, Claire, Heather and Bianca completed drawings. Two of the boys, Tim and Matthew, used words primarily with small support pictures. Tim wrote a reflection on leadership and Matthew wrote a poem. A copy of the transcript where the students explained their drawings is provided in Appendix 28.

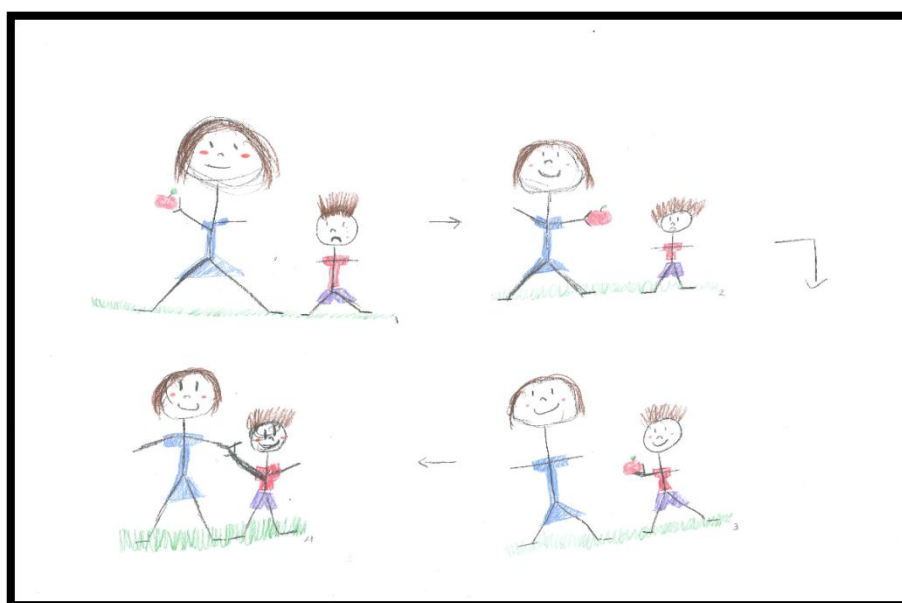


Figure 3-11: Heather's drawing

Heather drew a series of four vignettes proposing a fictional scenario where a leader had an apple, which she was going to eat. She came across a little child who was crying and hungry so she gave her the apple. Then both the leader and the little child are happy. She went on to say that that is what leadership is about ‘sacrificing and doing what’s best for others that need help’. I have taken these two ideas as being the

units of delineated meaning of the drawing: leaders care, leaders make sacrifices and leader's do what is best for others.

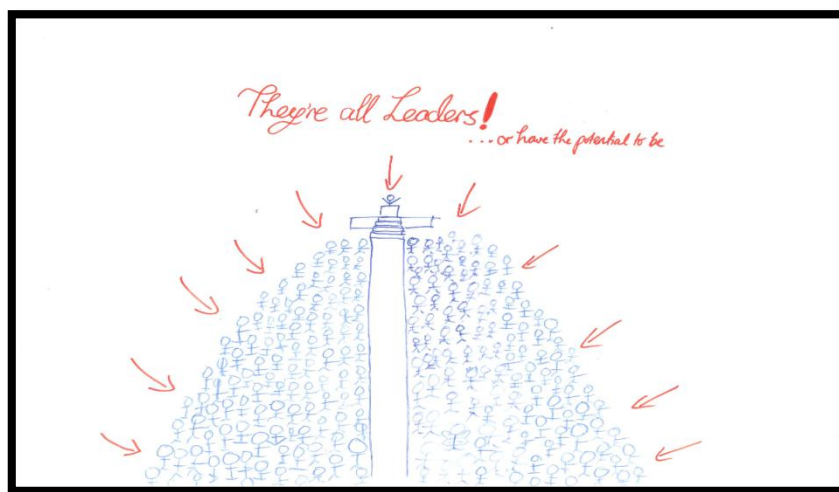


Figure 3-12: Sam's drawing

Sam drew (Figure 3-12) a gathering of people sitting or standing in front of a person on a stage. Sam explained that when you look at the drawing you might think 'There's a person up there that is a leader, taking all the thunder but they're all leaders, or have the potential to be'. The unit of delineated meaning that I assigned to this drawing was that: leadership is not just for those in appointed roles.

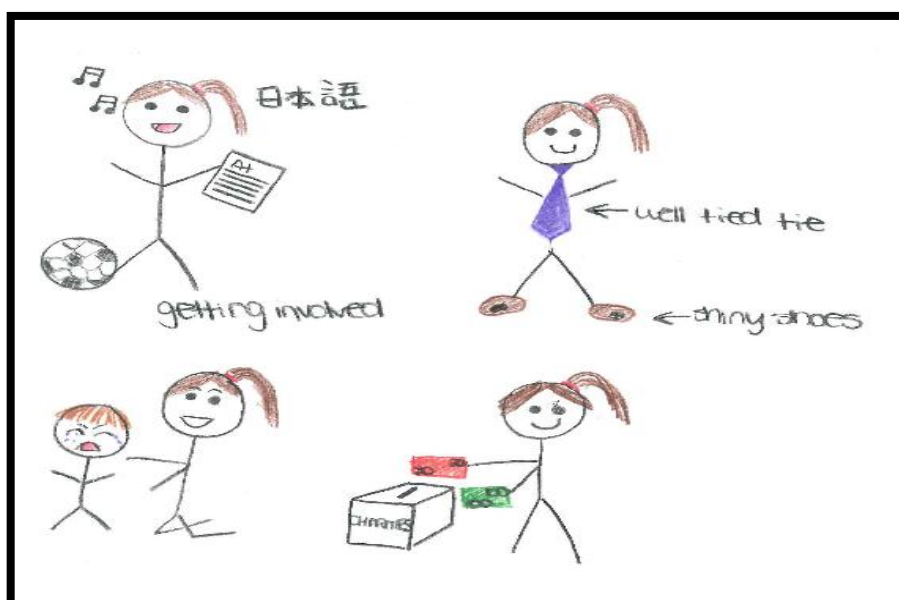


Figure 3-13: Claire's drawing

Claire also drew (Figure 3-13) a series of vignettes of what she described as particular ‘moments of leadership’. She drew a leader getting involved, setting an example for playing sports, doing well academically and learning a language. Her second person was ‘setting a good example’ wearing their uniform very well, ‘nice tie, shiny shoes’. Her third character was stopping to help a little child who was crying to ask what was wrong and see if they could make it better. The fourth, and final leader was donating money to charity. The two units of delineated meaning that I identified from this drawing were: leaders care and leaders are role models.

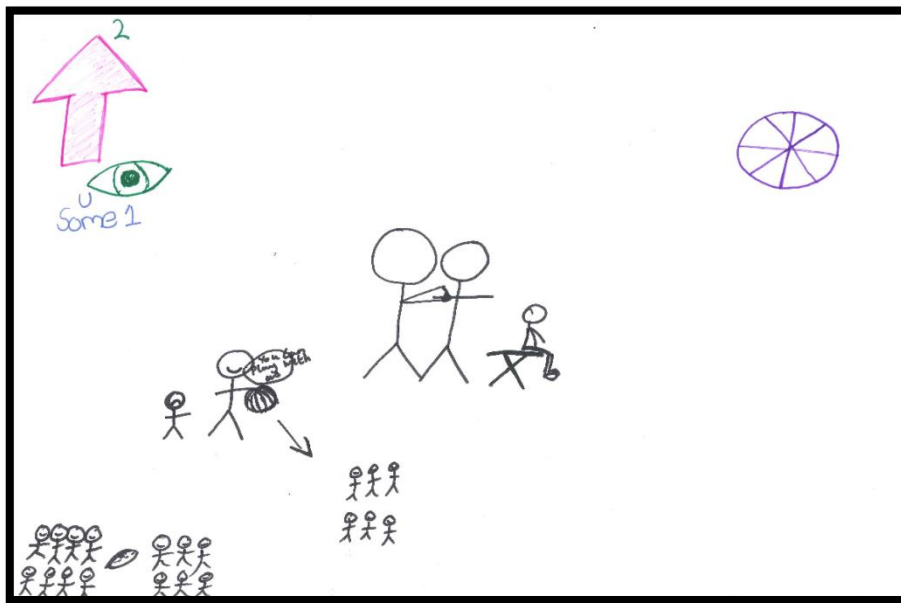


Figure 3-14: Bianca's drawing

Bianca was another student who elected to draw (Figure 3-14) a series of vignettes. She said that one section was about being there for other people. The next section was about a person [the leader] seeing a child left out of a game that was going on and asking the child to join the game. Her third section was about sharing and the fourth section was a little more abstract and is to illustrate that a leader is someone you look up to. The units of delineated meaning that I constructed from this drawing were that: leaders care and that leaders are role models.



Figure 3-15: Imogen's drawing

Unlike the other prefects at either campus, Imogen drew (Figure 3-15) an abstract picture to represent her experience of leadership. Perhaps it is best to allow Imogen's own words to explain the drawing:

leadership is represented as being really like, step by step, you know, "You have to do this, you have to do this, you have to do this". But these ones are like representing that, yes, it's good to have a structure and sort of like a goal but not everything has to go perfectly and you can still be a leader if you're like a bit off. And then the purple is caring, and this is like a person with a hat caring. And then the red and green is about how like leadership styles often clash but they can still like work together within the whole scheme of things. And then the red, well, it's pretty obvious, that's about love and just caring again. And then this one is about how like sometimes being a leader you have – like, obviously there are going to be negative aspects to it and negative situations and this is about like turning those small negative situations into like positive situations. So just, yeah, like it's not as bad as it seems. And then, finally, it's just about like everything sort of coming together and leaders need to be like accepting of everyone and also not – like this is very – the colour over here is sort of very dominating and they're the aspects a leader should have but, also, you need to be open to suggestion and like leave room for people to help you improve your leadership skills and stuff.

The units of delineated meaning that I gathered from Imogen's drawing were: leadership is not always perfect, leadership is caring, leadership styles can clash and leaders need to be open to suggestions and accepting of others.

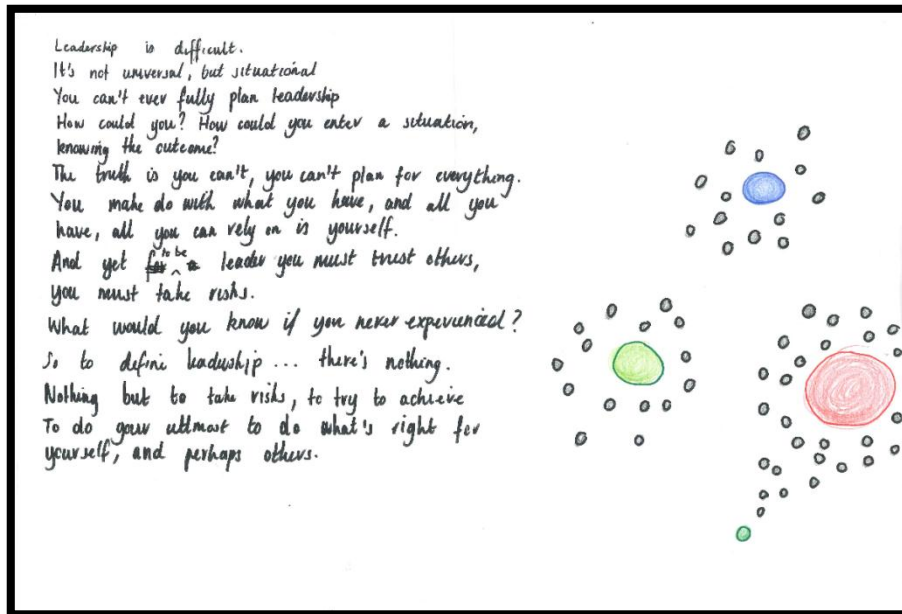


Figure 3-16: Tim's leadership drawing and poem

Reproduction of Tim's poem:

Leadership is difficult,
It's not universal, but situational
You can't ever fully plan leadership
How could you? How could you enter a situation, knowing the outcome?
The truth is you can't plan for everything.
You make do with what you have, and all you have, all you can rely on is yourself.
And yet, to be a leader you must trust others, you must take risks.
What would you know if you never experienced?
So to define leadership . . . there's nothing.
Nothing but to take risks, to try to achieve.
To do your utmost to do what's right for yourself, and perhaps others.

Tim's drawing and poem (Figure 3-16) covered a broad array of ideas. He began by talking about how leadership is difficult and that it varies from situation to situation, explored some characteristics of the actions of leaders. He concluded with a definition of leadership involving taking risks and doing what is right for yourself and perhaps others. He explained his drawing as being representative of different types of leaders. The smaller of the coloured dots (one in darker green, blue and lighter green) were less effective as leaders. For Tim the leaders that were bigger had more followers and were therefore better leaders. I framed six units of delineated meaning from this drawing: leaders take risks, leadership is situation specific, leaders rely on themselves, leaders do the right thing by themselves and perhaps by others, leaders have status and leaders have followers.

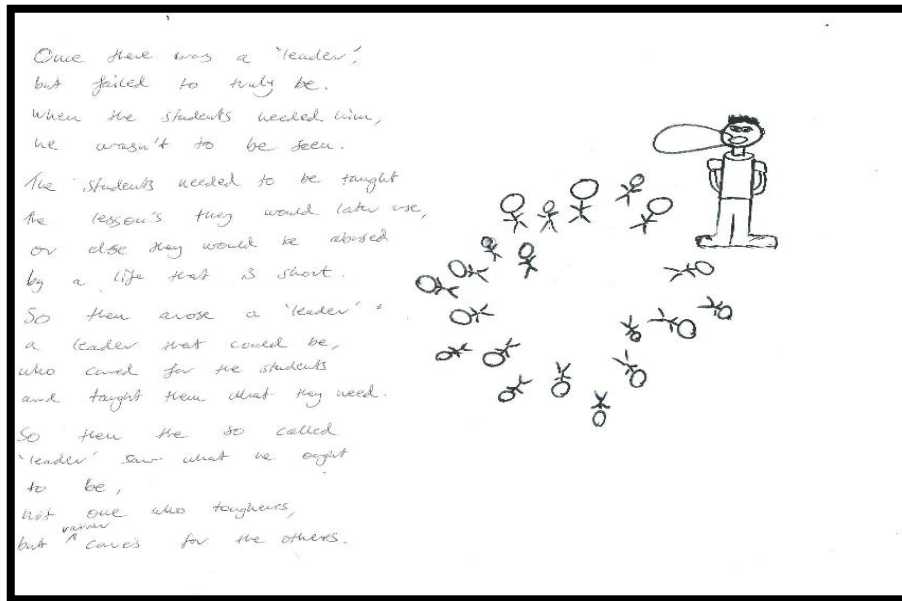


Figure 3-17: Matthew's drawing and poem

Reproduction of Matthew's poem:

Once there was a 'leader',
but failed to truly be.
When the students needed him,
he wasn't to be seen.
The students needed to be taught.
The lessons they would later use,
or else they would be abused
by a life that is short.
So then arose a 'leader'
a leader that could be,
who cared for the students
and taught them what they need.
So then the so called
'leader' saw what he ought to be,
not one who toughens,
but rather cares for the others.

Matthew also elected to write a poem in addition to providing a drawing (Figure 3-17). His piece was based on the same experience as he described in his anecdote, recalling the time he was a Year 11 Outdoor Education Leader. He wrote of a leader not being there when he was needed, of the students needing to be taught and a leader (himself) rising up. The first leader then saw that he ought to be one who cares rather than one who toughens. From the poem, I identified the units of delineated meaning as: leaders recognise a need to lead, leaders role model and leaders care for others. Matthew explained his drawing represented the end of the day's activities at the camp and the leader is holding a discussion with the group about what they learnt during the

course of the day. The following units of delineated meaning arose from Matthew’s piece, leaders have responsibility, leaders step up to lead and leaders care.

Table 3:15 lists the 22 units of delineated meaning that arose from all prefects’ drawings and poems. Below, these were considered along with the Hill Campus drawings and poems to develop overarching clusters of meanings and themes.

Table 3:15: River Campus students’ images - units of delineated meaning

Unit of delineated meaning No.	Unit of delineated meaning	Pseudonym
WT2-1	Leaders Care	Heather
WT2-2	Leaders make sacrifices	Heather
WT2-3	Leaders do what’s best for others	Heather
WT2-4	Leadership is not just appointed roles	Sam
WT2-5	Leaders care	Claire
WT2-6	Leaders are role models	Claire
WT2-7	Leaders care	Bianca
WT2-8	Leaders are role models	Bianca
WT2-9	Leadership is not always perfect	Imogen
WT2-10	Leadership is caring	Imogen
WT2-11	Leadership styles can clash	Imogen
WT2-12	Leaders need to be open to suggestions	Imogen
WT2-13	Leaders are accepting of others	Imogen
WT2-14	Leaders take risks	Tim
WT2-15	Leadership is situation specific	Tim
WT2-16	Leaders rely on themselves	Tim
WT2-17	Leaders do the right thing by themselves and perhaps others	Tim
WT2-18	Leaders have status	Tim
WT2-19	Leaders have followers	Tim
WT2-20	Leaders take responsibility	Matthew
WT2-21	Leaders step up to lead	Matthew

Unit of delineated meaning No.	Unit of delineated meaning	Pseudonym
WT2-22	Leaders care	Matthew

Combined analysis of all students' images and writing tasks

Once the units of delineated meaning were identified across the two campuses I then developed one set of clusters of units of delineated meaning from the two campuses. In total, six clusters of units of delineated meaning were formed. These appear in Table 3:16 with their relevant units of delineated meaning and author's identities.

Table 3:16: Clusters of all students' units of delineated meaning - combined campus writing/imaging tasks

Cluster No.	Cluster label	Unit of delineated meaning No.	Unit of delineated Meaning	Pseudonyms
1	Leaders make sacrifices	WT1-1	Leaders make sacrifices	Anthony
		WT2-2	Leaders make sacrifices	Heather
2	Leaders are role models	WT1-2	Leaders are role models	Anthony
		WT1-3	Leaders do the right thing	Jason
		WT1-4	Leaders do the right thing	Jason
		WT1-5	Leaders are role models	Anthony
		WT1-10	Leaders are role models	Dionne
		WT2-6	Leaders are role models	Claire
3	Leaders care	WT2-8	Leaders are role models	Bianca
		WT1-8	Leaders encourage others	Amy
		WT1-9	Leaders care	Dionne
		WT1-12	Leaders care	Travis
		WT2-1	Leaders care	Heather
		WT2-3	Leaders do what's best for others	Heather
		WT2-5	Leaders care	Claire
		WT2-7	Leaders care	Bianca
		WT2-10	Leadership is caring	Imogen
		WT2-13	Leaders are accepting of others	Imgoen
4	Leaders take on responsibility	WT1-6	Leaders take charge	Amy
		WT1-11	Leaders take initiative	Dionne
		WT2-14	Leaders take risks	Tim
		WT2-20	Leaders take responsibility	Matthew
5	Defining leadership	WT2-21	Leaders step up to lead	Matthew
		WT1-18	Leaders have status	Tim
		WT2-4	Leadership is not just appointed roles	Sam
		WT2-9	Leadership is not always perfect	Imogen

6	Traits of leaders	WT2-15	Leadership is situation specific	Tim
		WT2-19	Leaders have followers	Tim
		WT2-12	Leaders are open to suggestions	Imogen
		WT2-16	Leaders rely on themselves	Tim
		WT2-17	Leaders do the right thing by themselves and perhaps for others	Tim
		WT1-7	Leaders delegate	Amy

From these six clusters of units of delineated meaning I developed two themes, ‘Traits of leaders’, illustrated in Figure 3-18 and ‘Understanding leadership’, illustrated in Figure 3-19.

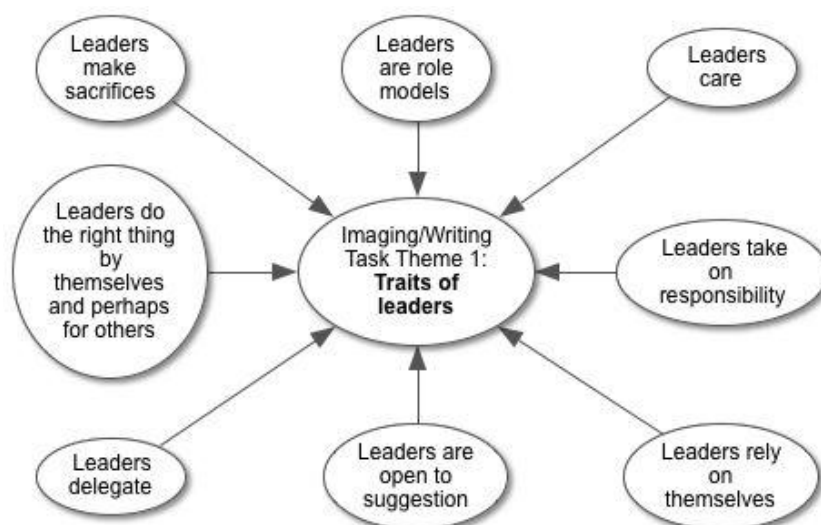


Figure 3-18: All students’ imaging/writing task theme 1 – „Traits of leaders”

The second theme to emerge from the clusters of delineated meaning for the writing/imaging tasks, „Understanding leadership” was from a single cluster of units of delineated meaning, cluster five from Table 3:16.

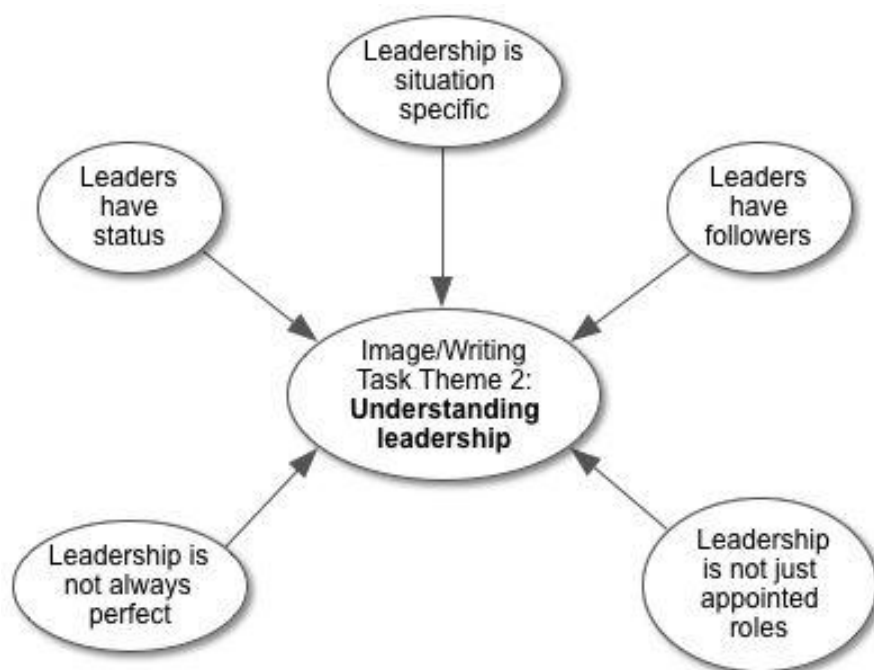


Figure 3-19: All students’ imaging/writing task theme 2 - „Understanding leadership“

Meta-themes from all student data sources

The final task remaining in the analysis of the student data gleaned from the different research tasks was to develop meta-themes from student participants. This step involved me looking at the six themes that I had created across all three modes of data gathering: three from the synergetic focus groups, one from the anecdotes and two from the writing/imaging task. I looked for similarities, differences and duplications in each of the themes. I then grouped the clusters of units of delineated meaning from each theme into meta-themes. Overall, four meta-themes were established: Student meta-theme 1, traits of leaders; Student meta-theme 2, Defining leadership; Student meta-theme 3; Selecting, training and functioning of leaders and Student meta-theme 4, Being a prefect. Each meta-theme is represented in the figures below. In each diagram the meta-theme is presented in the centre of the diagram. The satellites to each diagram represent the clusters of units of delineated meaning that form the theme. The colour and shape of the satellite indicates which mode of data collection the cluster originated in. The meta-themes are discussed in Chapter 4.

Student meta-theme 1, ‘Traits of leaders’, illustrated in Figure 3-20, is made up of ten clusters of units of delineated meaning. Three of the clusters (the blue clouds):

leaders affect change, leaders direct others, and leaders have an impact on others were obtained from the anecdotes written by the students. Four of the clusters: the yellow curved rectangles leaders delegate, leaders are open to suggestion, leaders rely on themselves and leaders make sacrifices were from the writing/imaging task. Two of the clusters: the orange rectangles, leaders care and leaders take on responsibility appeared in both the writing/imaging task and in the student anecdotes. One cluster, the green oval: leaders are role models, was found in all three modes of data collection.

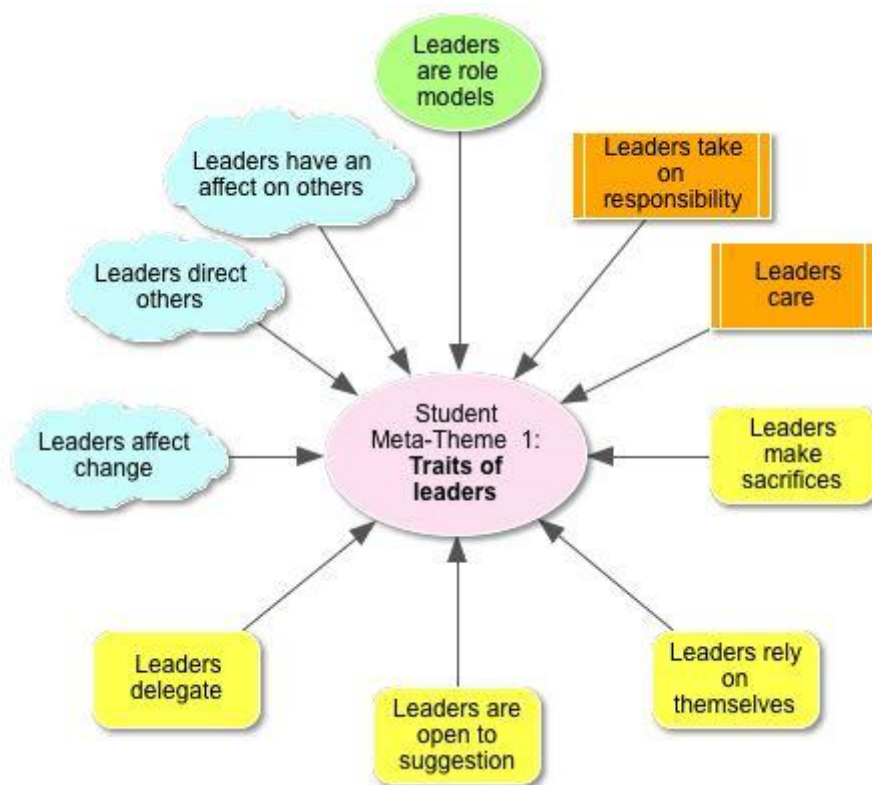


Figure 3-20: Student meta-theme 1 - Traits of leaders

Student meta-theme 2 was ‘Understanding leadership’ and is illustrated in Figure 3-21. It is made up of five clusters of units of delineated meaning. Two of these, the blue coloured clouds, Leaders have status and leaders have followers were derived from the student anecdotes. The remaining three clusters of units of delineated meaning, represented in the yellow curved rectangles: Leadership is situation specific, Leadership is not always perfect, and Leadership is not just appointed roles are from the student focus groups. I established this meta-theme separately from the first

theme because I felt that it dealt with more abstract ideas about leadership rather than specific behaviours or personal traits that were placed in Student meta-theme 1.

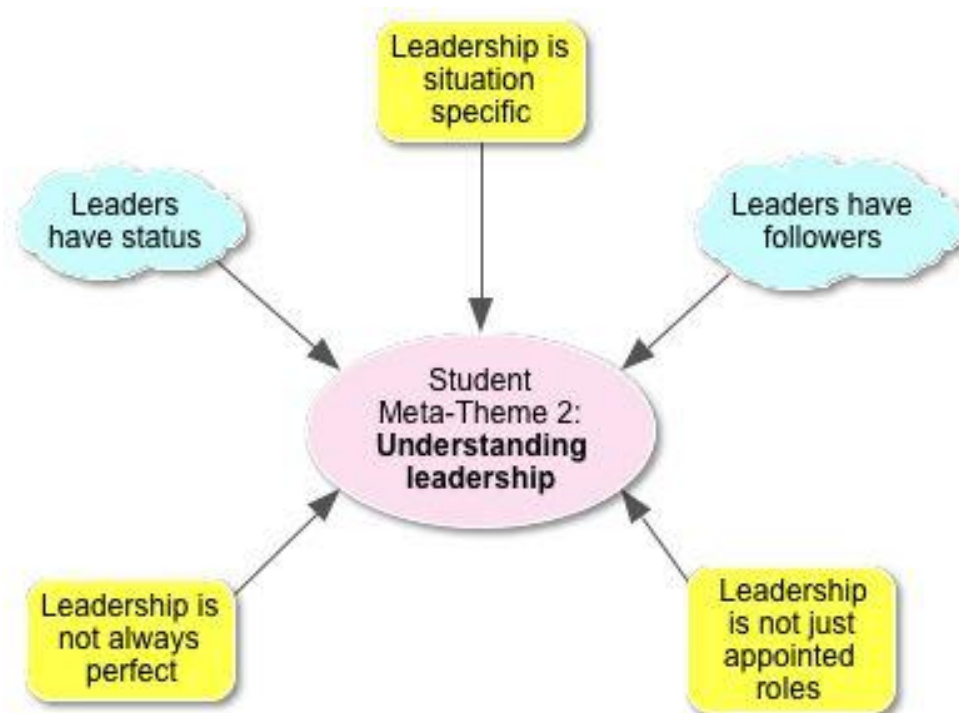


Figure 3-21: Student meta-theme 2 - Understanding leadership

The third student meta-theme, illustrated in Figure 3-22, ‘Selecting training and functioning of prefects’, consists of seven clusters of units of delineated meaning. All seven clusters of units of delineated meaning, represented by the yellow curved rectangles, school culture, leadership development and support, mentors, prefect selection, leadership camp, functioning of the prefect group and second round prefects were from the student synergetic focus groups.

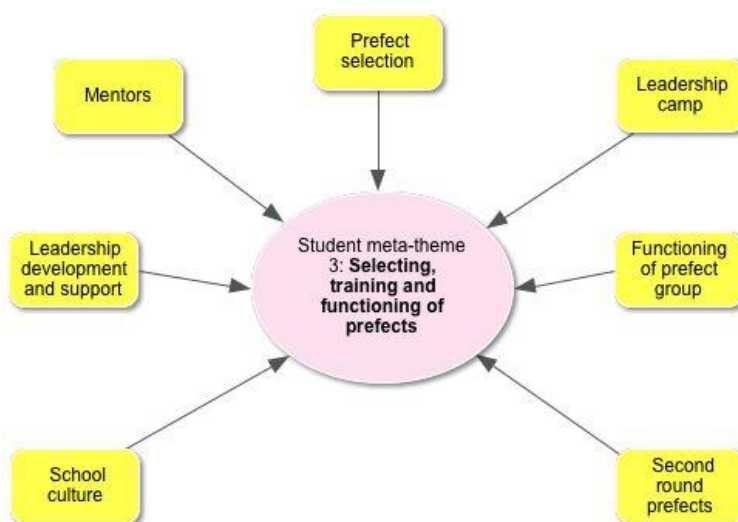


Figure 3-22: Student meta-theme 3 - Selecting, training and functioning of prefects

The fourth and final student meta-theme, ‘Being a prefect’, illustrated in Figure 3-23, was made up a cluster of units of delineated meaning that contained two sub-clusters, all represented in yellow curved rectangles, consisting of relationships with other students and relationship with the school along with the clusters, Leaving a legacy and Multiple commitments were all obtained from the synergetic focus groups. The remaining cluster of units of delineated meaning, ‘Feelings from having had led’, represented in the blue cloud, was derived from the student anecdotes.

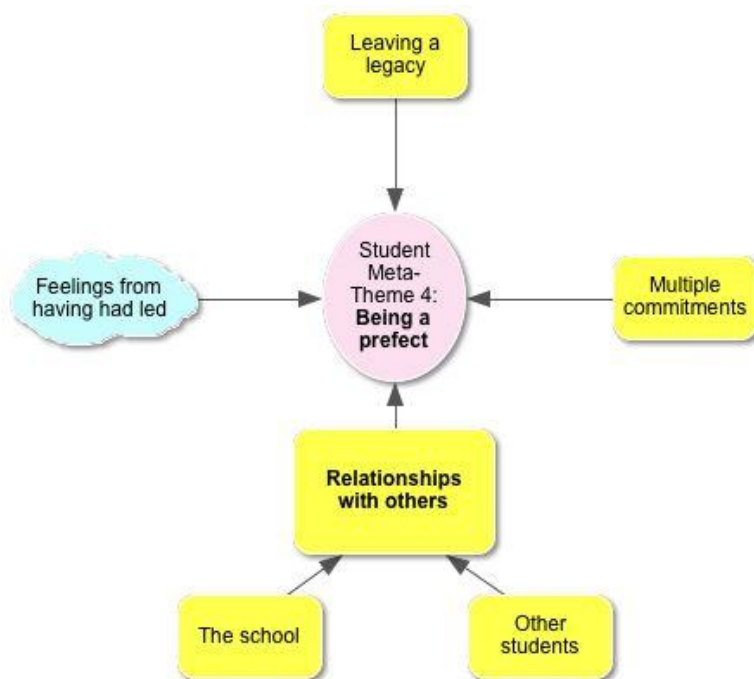


Figure 3-23: Student meta-theme 4 - Being a prefect

Presentation and analysis of staff data

Analysis of River Campus staff synergetic focus group

Three members of staff attended the River Campus staff synergetic focus group. A fourth member of staff was to join the discussion but was ill on the scheduled day of the session. The pseudonyms for the participants were: Gordon, Geoff and Rhiannon. In the weeks leading up to the session Gordon announced that he would be stepping down as Head of River Campus and transferring to Hill Campus, thus he did not participate in the Heads of Campus professional conversation held later in the year.

Geoff had been the Year 12 Coordinator for a number of years and Rhiannon was the Head of Secondary, her role for a number of years.

The same method as used in the analysis of the students’ synergetic focus groups, outlined in Figure 3-1 was followed to analyse the staff data. To summarise what was involved in that process: (a) The transcripts of each session were listened to several times whilst annotating the text, (b) units of delineated meaning were identified which were then, (c) grouped to form clusters of units of delineated meaning and (d) themes and finally meta-themes were then developed, the final step (e) the linking of themes to the research questions for the staff data is in Chapter 5.

An initial analysis of the transcript of the staff synergetic focus group for the River Campus yielded 109 units of delineated meaning.

Table 3:17 provides a sample of these units of delineated meaning. A full copy of the table can be found in Appendix 29.

Table 3:17 Sample of units of delineated meaning from River Campus staff synergetic focus group

Unit of meaning No.	Unit of delineated meaning	Line numbers
1	Leadership is both formal and informal	4
2	Smallness of the campus	13, 14, 17, 21
3	Leaders have a passion for and interest in the school	23
4	Leaders have demonstrated involvement	24*A
5	Have we appointed the right prefects?	28
6	The prefects are decent kids	33
7	Leaders need to be role models	34
8	Most Year 12 students see themselves as leaders	38
9	Year 12s are informal leaders because they are in Year 12	41, 42, 43
10	Some informal leaders are better leaders than others	46

* As an example of how the delineated units of meaning were formed, this delineated unit of meaning comes from a comment by Gordon, line 24 of SFG3, when he said ‘if they haven’t demonstrated through their involvement and participation in the life of the school a genuine passion and love for this place, then I find it hard then to see them in a role of leadership that we give to them.

From the 109 units of delineated meaning 10 clusters of meaning were identified: campus size, leadership traits, the selection process, non prefects as leaders, the title of prefect, prefects as role models, the role of school vice captain needs to be better defined, prefect role/what prefects do, training of prefects, and second round prefects. Table 3:18 provides a sample of these clusters of meaning. The full table can be found in Appendix 30.

Table 3:18: Sample of clusters of units of delineated meaning from River Campus staff synergetic focus group

Cluster No:	Cluster Label	Unit of delineated meaning No:	Unit of delineated meaning	Line numbers
1	Campus size	2	Smallness of the campus	13, 14,17, 21
		22	At this campus everyone can have a crack at it	78
		37	Our campus is unique	123
		107	Campus small so we know our kids	365
2	Leadership traits	3	Leaders have a passion for and interest in the school	23
		6	The prefects are decent kids	33
		49	Prefects have essential leadership qualities	156
		119	Prefects may not have intuitiveness because of their age	422
		120	Base level of intuitiveness is there	425
		121	Prefects make mistakes	432
		122	Prefects have to be seen as not being treated differently	439
		123	Some prefects are intuitive, others aren't	440
		138	Some prefects relax more once they get the badge	508
140	There's a mystique about the prefects	521		
		157	Leaders are behind the scenes	614

From the 10 clusters of meanings two themes were identified by grouping related or similar themes together in a similar fashion to the student data. The first theme, The prefect role, seen in Figure 3-24 consisted of five clusters of meaning: Leadership traits, Prefects as role models, Non-prefects are leaders too, What prefects do and Title of prefect.

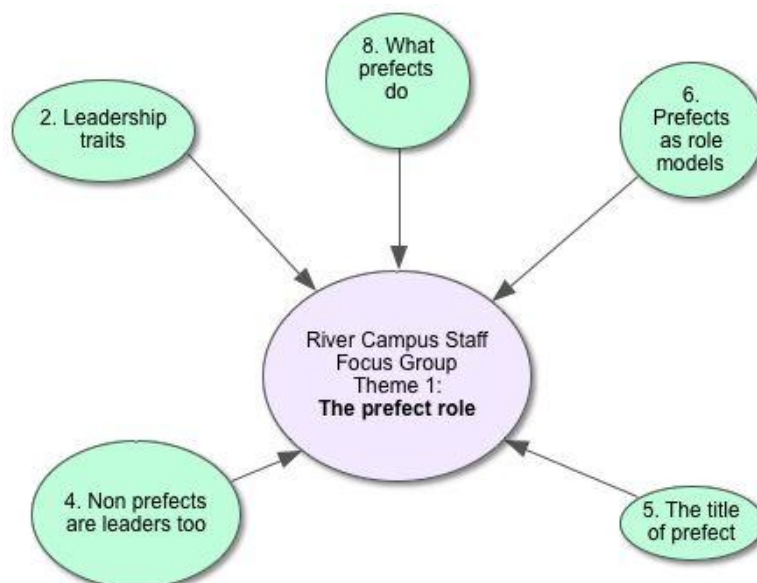


Figure 3-24: Theme 1 from River Campus Staff – The prefect role

The second theme was that of ‘selecting and training of prefects’. As shown in Figure 3-25, it consists of five units of delineated meaning: Training of prefects, the Selection process, Size of campus has an impact, the Role of the school vice captain needs reviewing, and Second round prefects. These themes seem to naturally sit together in that the selecting and training of prefects are both units of delineated meaning that are concerned with ensuring that those who are appointed as prefects are those who should be in the role and are prepared for the role. The unit of delineated meaning, size of the campus has an impact, was also placed here as it was thought that this dynamic was important as a potential prefect at the River Campus is one of a cohort of less than 50 students as opposed to being one of up to 130 students. Thus, the competition for appointment is not as strong. The unit of meaning, second round prefects, was placed here as it too is related to determining who the students are who are appointed to be a prefect. One cluster of meaning, cluster 7: role of school vice captain needs reviewing, does not sit as naturally with the other clusters so has not been included in either of the themes. However, the school vice captain is selected from amongst the prefect body and any review of this role would impact on the nature of what one of the prefects does in his or her role as a prefect and has thus been included in the theme.

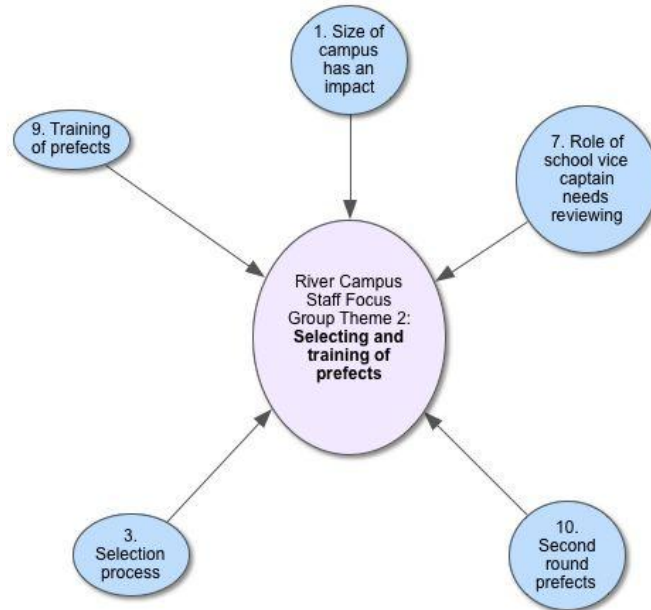


Figure 3-25: Theme 2 from River Campus Staff – Selection and training of prefects

Analysis of Heads of Campuses professional conversation (including anecdotes)

The two Heads of Campus, Alistair and Gavin, participated in the professional conversation. Alistair had been at the School for four years in a cross-campus capacity as Deputy Principal and had recently been made Head of the River Campus, in addition to his Deputy Principal duties, replacing Gordon. Gavin had been Head of the Hill Campus for 18 months at the time of the interview. Both had extensive experience teaching in and managing in independent schools.

Once again I followed the same pattern for the analysis of reading and listening to the transcript a number of times and annotating the transcript as I went along. The first level of analysis yielded 154 units of delineated meaning. Table 3:19 provides a sample of the first 10 of these. A full copy of the table is found in Appendix 31.

Table 3:19: Sample units of delineated meaning from Heads of Campus professional conversation

Unit of delineated meaning No:	Unit of delineated meaning	Line numbers
1	Leadership is multifaceted	10
2	Leadership can be formal roles	11*
3	Leaders fulfil a role	13
4	The school has lots of leadership opportunities	14
5	Senior students do most of the leadership	15
6	Leaders should have specific roles to be credible	19
7	Leaders have clear roles	21
8	Leaders don't necessarily have clearly defined roles at Hill River School	22
9	In some schools students are selected to fulfil a particular role	24
10	Leadership here is multi-tiered	28

*As an example of how the delineated units of meaning were formed, this delineated unit of meaning comes from a comment by Alistair, line 11 PC1, when he said 'but they're charged to fill a particular named position or role'.

From the 154 units of delineated meaning 10 clusters of units of delineated meaning were grouped, these were: leadership not just appointed roles, traits of leaders, leaders should have clearly defined roles, the prefect selection process, the prefect title/prefects at Hill River School, mentoring/training, leaders are role models, understanding leadership, administration and student leaders relationship, and, student leadership can be about student voice. Table 3:20 provides a sample of the clusters of meanings. A full version of the table is found in Appendix 32.

Table 3:20: Sample clusters of units of delineated meanings from Heads of Campus professional conversation

Cluster No:	Cluster label	Unit of delineated meaning no.	Unit of delineated meaning	Line numbers
8	Defining leadership	62	There is something intangible about leadership	190
		69	Leaders are role models	227
		79	Understanding of leadership in society is reflected in schools.	272
		90	Our picture of leadership is poor	316
		102	Service an important part of leadership	350
		48	Not clear what student leadership is (as a school)	137
		49	Leadership is distributive	140
		1	Leadership is multifaceted	10
9	Administration and student leaders relationship	117	Administrators need to work closely with student leaders	406
		125	We have had negative role modelling from the staff	450
		96	Student leaders expect action (on their advice) to be taken	335
10*	Student leadership can be about student voice	36	Student leadership can be about student voice	97
		37	In some schools students have representation on interview panels for staff – not a fan	100

*Cluster 10 – Student leadership can be about student voice – consisted of only two units of delineated meaning. However, it was deemed important as student voice is an area that is sometimes considered a form of student leadership.

From these 10 clusters of units of delineated meaning, two themes were developed: ‘Choosing, equipping and working with the prefects’ and ‘Understanding student leadership’.

Four clusters of meaning support the first theme, as illustrated in Figure 3-26: need for clearly defined roles, mentoring and training, selection of prefects and administration and prefect relationship. These four clusters are seen as belonging

together as the selection of prefects precedes their mentoring and training and yet are connected in that who is selected influences what training and mentoring might be required and these two dimensions also related to the roles that are defined for the prefects. These three other clusters also impact the administration and prefect relationship.

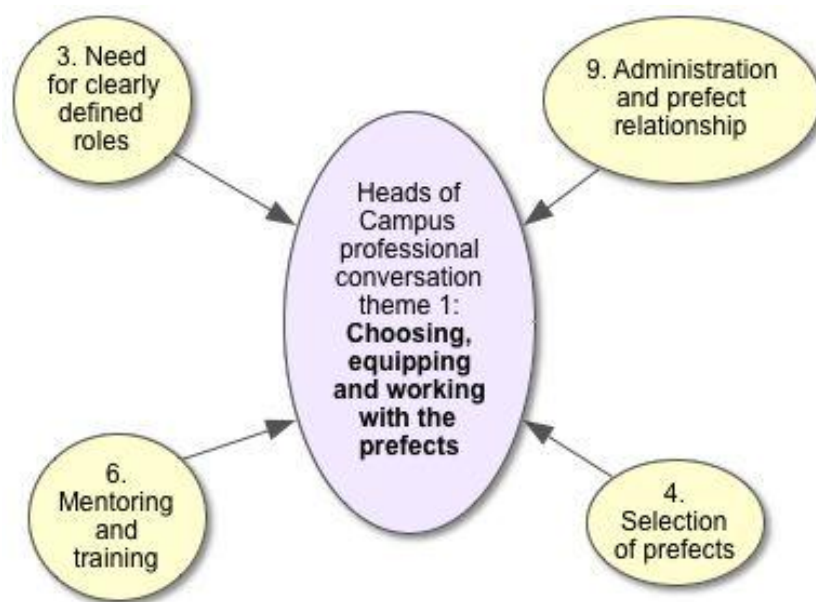


Figure 3-26: Theme 1 from Heads of Campus professional conversation - Choosing, training and working with the prefects

Six clusters of meaning support the second theme, Understanding student leadership presented in Figure 3-27 were: not just titled roles, student voice, traits of leaders, prefect title, defining student leadership and role models. Each of these clusters was considered to be part of a definition or consideration of what student leadership at Hill River School is because they each represent some ideas about what prefects should be doing or how the role of the prefects is different from other student leadership roles.

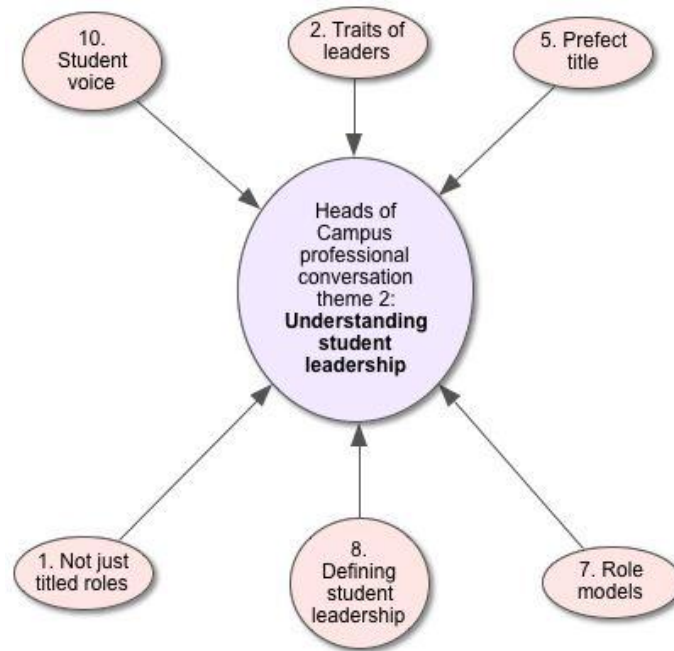


Figure 3-27: Theme 2 from Heads of Campus professional conversation – Understanding student leadership

Meta-themes from combined staff sessions

The next step in the analysis was the comparison of the four themes from the two staff sessions. This then led to the creation of two staff meta-themes. The meta-themes were devised by finding similarities and differences across the two sets of themes obtained from all of the staff data. In devising meta-themes, the research questions were kept in mind. The two meta-themes are: selecting and training of prefects and defining student leadership. The first of these meta-themes, illustrated in Figure 3-28, is a combination of the themes, choosing, equipping and working with the prefects from Theme 1 from the Heads of Campus session, represented as yellow curved rectangles and Theme 2 from the River Campus Staff synergetic focus group, represented as blue clouds. Units of delineated meaning that were presented in both of the data sets from the staff are represented in the pink ovals. This meta-theme consists of six clusters of units of delineated meaning: size of campus has an impact, mentoring and training of prefects, administration and prefect relationship, selection process, need for clearly defined roles and second round prefects.

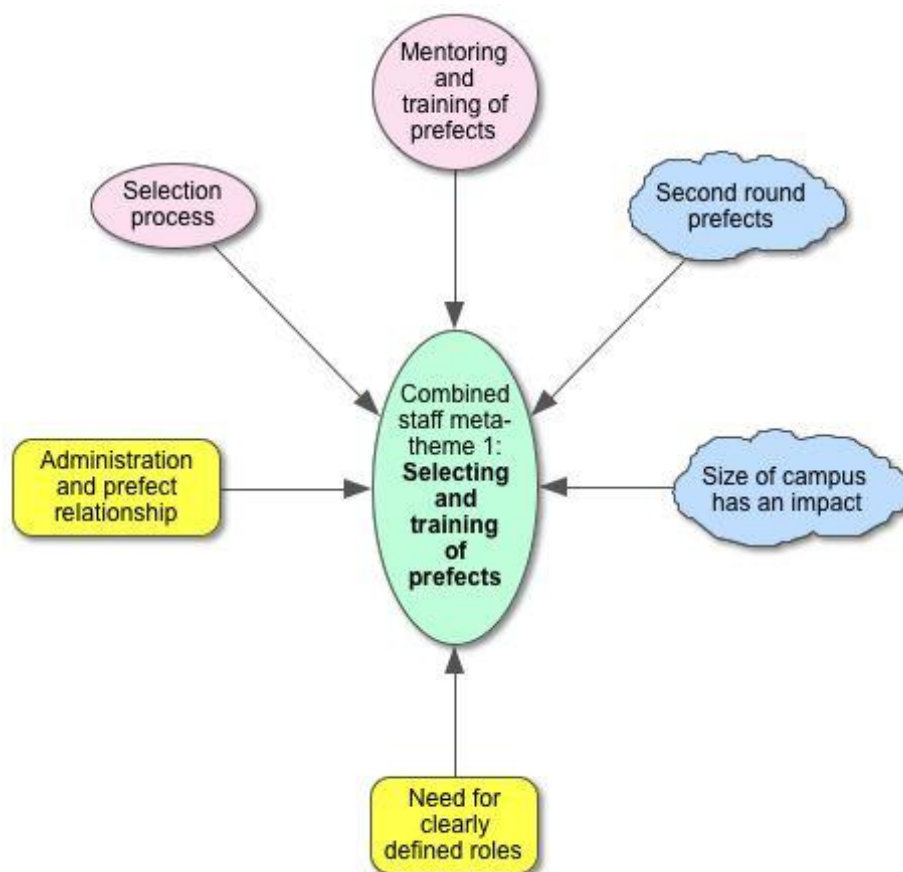


Figure 3-28: Combined staff meta-theme 1: Selection and training of prefects

The second meta-theme, illustrated in Figure 3-29 consisted of six clusters of units of delineated meaning, student voice, prefect title, prefect role, role models, leadership traits, and not just titled roles. Only one of these units of delineated meaning did not occur in both the River Campus synergetic focus group and the Heads of Campus professional conversation. The student voice cluster of units of delineated meaning is represented as a pink oval. All other clusters that appeared as very similar themes in both the River Campus Staff session and during the Heads of Campus professional are represented as curved yellow rectangles.

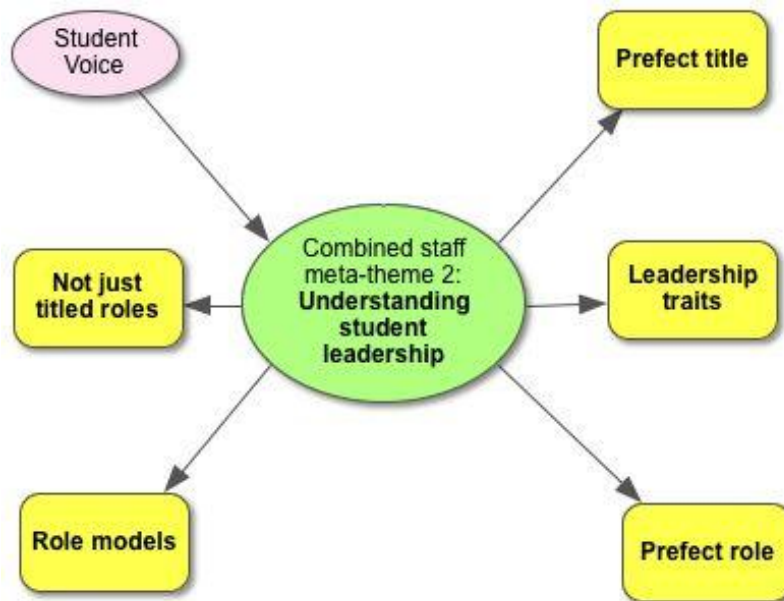


Figure 3-29: Combined staff meta-theme 2: Defining student leadership

Chapter Summary

This chapter provided a detailed account of the methodological approach taken in order to elicit understandings of the under researched phenomenon of the experience of student leadership. Both student and staff perspectives were obtained. Ethical considerations and issues of trustworthiness in relation to the study were explored, leading to the creation of an audit trail.

The use of synergetic focus groups, written anecdotes and enabled a thick description (Geertz 1975) of the phenomenon to be obtained. A five step process based on the work of Hycner (1999) was utilised to analyse the data. Following the presentation of the data from each mode of data collection and across the two participant groups themes were identified. From the identified themes, meta-themes, the fundamental constituents of the phenomenon (Tesch 1987) were devised. Chapters 4 and 5 interpret the data and address the links between the data and the research questions.

Chapter 4 : Interpretation and discussion of student experiences of leadership

Introduction

I have divided the exploration of the meanings of all analysed data into two chapters: one for the prefects' data and the other for the staff's data. I have done this for two reasons. Firstly, my research questions were divided into understanding the phenomenon of student leadership from the perspectives of students and staff as separate groups. Secondly, large volumes of data have been collated and it is more manageable to tackle these in smaller sections.

This chapter addresses the research questions relating to the students' experience of being prefects. The first question was: How do student leaders experience being prefects? This question was supported by three subsidiary questions:

- How do prefects understand leadership?
- How do students experience the selection process, training and support they receive in their role as prefects?
- What impact does being a prefect have on the students themselves, and their relationships with their peers and teachers?

The second question was: How do teachers and school administrators understand student leadership? The question was supported by two subsidiary questions:

- How do teachers perceive the selection process, training and support of the Year 12 prefects?
- How do teachers view the activities of the Year 12 prefects?

In order to answer these questions, links to the student meta-themes were created and presented in Chapter 3 (Figures 3-21, 3-22, 3-23 and 3-24). Student meta-themes 1 and 2 help develop an understanding in relation to the first research question's first subsidiary question of how prefects understand their role as leaders. Meta-theme 3 links to the second subsidiary question, addressing how the prefects experience their

role. The final meta-theme, meta-theme 4 considers the impact that being a prefect has on each individual and on some of their relationships.

In this chapter the focus is on drawing out of participants' experiences of leadership using their own words and images. The meta-themes that relate to the research questions are identified and the meta-theme and its associated clusters of units of delineated meaning are explored. Comparisons to the existing literature are made in order to develop meanings and to explore possibilities for the future at Hill River School.

While different interpretations from the data could be made I have provided a transparent record of how the data were collected and analysed (refer p.67), and outlined validity and reliability issues. I have provided ample quotations from the students. I have supplied copies of their anecdotes and pictures, along with a sample of my analysis of some transcripts and explained my way of bracketing.

How prefects understand leadership

The first question is answered by the first two meta-themes, traits of leaders and defining leadership. I have addressed the two themes separately and then made concluding insights at the end of the section.

Student meta-theme 1 – Traits of leaders

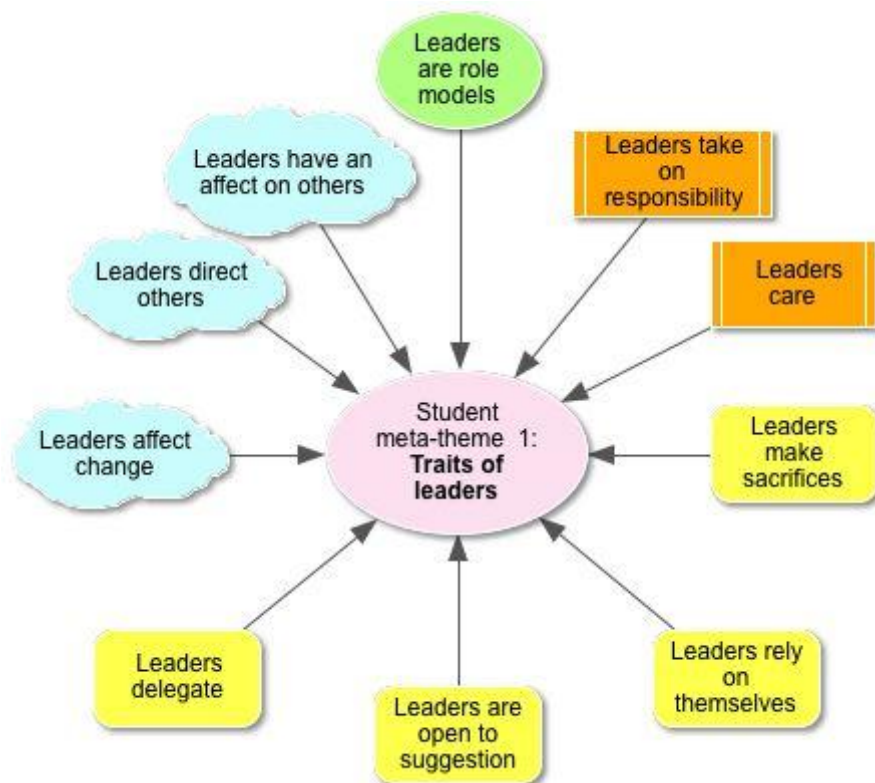


Figure 4-1: Student meta-theme 1 - Traits of leaders

Student meta-theme 1 is presented in the centre of Figure 4-1, with ten clusters of units of delineated meaning surrounding it. The green oval cluster of units of delineated meaning, Leaders are role models, was obtained from all three modes of data collection: synergetic focus groups, anecdotes and the images of and writing about leadership task. The two orange rectangles, representing clusters of units of delineated meaning, Leaders take on responsibility and Leaders care, were found in two modes of data collection: the images of and writing about leadership task and in the student anecdotes. The four curved yellow rectangles represent the clusters of units of delineated meaning, Leaders make sacrifices, Leaders rely on themselves, Leaders are open to suggestion, and Leaders delegate. They only arose in the writing/images task. The three blue clouds represent the clusters, Leaders affect change, Leaders direct others and Leaders have an affect on others. They arose only from the students' anecdotes.

Leaders are role models

One of the most frequently spoken about concepts to emerge from the student data was that leaders are role models. This was the only cluster of units of delineated meaning that emerged from all three forms of data collection: during synergetic focus groups, in the student anecdotes and in their writing/images task. Overall, 39 references to role modelling were made across all of the student synergetic focus groups. Role modelling was also delineated from material in five of the written anecdotes provided by the prefect participants and in explaining their artistic representations of their leadership experience, six prefects, made reference to role modelling.

Prefects at both campuses saw themselves as role models, although the theme was much more prevalent at the River Campus, there being 29 references in the first focus group session and nine in the second. Hill Campus students only referred to role modelling twice in their first focus group session. Role modelling was seen by some of the prefects at the River Campus as the best example of what leadership is. In defining leadership at the beginning of session one, Bianca said that leadership is „*being a role model*“ and a little further on when describing the traits of a leader suggested that they are „*someone who is respected*“ (SFG1, 37 & 46⁶) by both their peers and their teachers.

The prefect leaders considered the notion of what it is that leaders should model and to whom they should model. Matthew, the School Captain of the River Campus thought that it was incumbent upon him and other prefects to portray the school in a good light to other students, „*I'd like to show everyone how privileged they are to be at a school like [Hill River School] and I just want everyone to love the school as much as I do*“ (SFG1, 648-650). The notion of setting an example for all students was not lost on Bianca, when she stated, on being asked to say what she thought leadership was, „*being a role model for all the students of the school, upholding the school's values and beliefs*“ (SFG1, 37-38).

⁶ References to quotations from participants are to the person in the text and then in brackets to the relevant session (refer to Table 3-1) and then to line numbers from the session transcript.

Imogen commented that when thinking about who she would vote for to become a prefect that one of the criteria she thought was important was that the candidate was a good role model „*you look at what you [the candidate] should display, good role model*“ (SFG1 369).

Being a role model to other students at the school was not seen as something that the prefects thought they were at the beginning of their time in the role. Matthew thought that „*It's when you start actually performing the duties that you feel like you're seen as a role model and you've got something to do*“ (SFG2, 10-11).

In addition to being a prefect, Tim was also the Debating Captain for his campus during 2009. He found working with the younger students to be something that he enjoyed and it was in that context that he found „*being a role model for the younger kids*“ (SFG2, 18) particularly enjoyable. Matthew was also excited about being a role model. In providing his written anecdote he stated that his ultimate experience of leadership came not through his prefect or School Captain role but during his time as a Year 11 student leader on a Year 7 camp. Matthew suggested that he felt obliged to take care of the group when a staff member, provided by an external provider, was not doing a good job in conveying the educational messages behind the activities that were being undertaken. He was excited about this opportunity: „*I was ecstatic about the feeling I was receiving day to day by being a 'role model' and someone the kids could look up to*“.

In his written anecdote, Tim referred to a situation he was in during a rehearsal of the school play. The group were not paying attention to the staff who were directing the play. Tim realised this and said „*I decided to lead by example I ceased to talk to those around me and I tried to do the best I personally could to improve the situation*“ (WT2⁷). In leading by example Tim realised that in his role as a leader he could impact those around him by setting an example of the correct way to behave.

The notion of prefects acting as role models was consistent with the intentions of Dr Arnold of Rugby School when he revamped the school's prefect system (Wymer

⁷ WT2 – Writing Task, refer to Table 3-1.

1953). The view of student leaders being role models is also found in the current literature. Neumann, Dempster and Skinner et al.. (2009) found that role modelling was an aspect of the leadership role of school captains; Lilley's (2010) study based on three New Zealand schools suggested that prefects were seen as role models, but did not articulate the student's own understandings of what being a role model entailed. Lavery (2003) reported Year 12 students in three Catholic secondary schools in Australia identified role modelling as an important feature of student leadership. Lavery (2003) concluded that being a role model placed pressure on the students; whereas the prefects at Hill River School did not articulate this view. For the Hill River School prefects, being a role model was not something that was found to be overly burdensome. Indeed, Matthew's comment that he was '*ecstatic*' about the opportunity to be a role model underscored how significant an opportunity role modelling was seen as by these prefects. Given that role modelling was the only cluster of delineated meaning that occurred in all three modes of data collection it would seem that it was an important part of being a prefect for this group of student leaders.

Interestingly, the role model theme was not confined to prefects thinking of themselves in this light. They also thought that people who had been role models to them influenced them in their approach to leadership. Again, Tim provided some insight when he said that *„as a student leader it's so important to have leaders within the staff who provide role models for you at the same time"* (SFG1, 812-23). The importance of adults acting as role models to adolescents in order to support them becoming leaders was affirmed by van Linden and Fertman's (1998) work, suggesting that adults, parents particularly, can be significant encouragers in developing leadership in young people. Komives, Owen, Longerbeam, Mainella and Osteen (2005) suggest that adults are an important component of adolescents' recognition that they might have leadership ability. Given that Hill River School is a co-educational school it is important that if senior students are to be role models that both male and females are given the opportunity to lead.

Leaders take on responsibility

Nine of the 13 prefects, more than two thirds, referred to the concept of taking on responsibility in their anecdotes about their experience of leadership. At the Hill Campus, Dionne, Travis and Anthony mentioned the concept whilst at the River Campus Heather, Imogen, Claire, Matthew and Tim all wrote about being responsible or taking on responsibility.

Dionne, in writing about intervening when some younger students were doing the wrong thing indicated that she took on the responsibility because of the relationship she had with them as their Cadet Under Officer (CUO) in the school's cadet unit⁸. She intervened and told the younger students that they shouldn't be out of school during lunchtime. Her motivation to do this was, as outlined in Chapter 3, based on her concern for them. Thus, as a leader she felt responsible for the welfare of others and took action to look out for the younger students.

The concept of taking on responsibility, for Travis, involved feeling responsible for things that were happening in the school community. He felt that he *had a responsibility to the welfare of my peers and future students to try and initiate some action* and was *proud that I had genuinely been a leader* (WT2) by taking on this responsibility with the intention of doing something about the problem. So for Travis taking on responsibility was a significant part of what it meant to be a leader.

Anthony's anecdote also recounted how as a prefect of the school he felt responsible for events that were unfolding around him. In writing about a potential fight between two football teammates he stated that he *felt obliged that as a prefect of this school and co-captain of the team, I should speak to [W⁹]* (WT2) and attempted to stop the situation getting out of hand. We can surmise from this that Anthony's experience of leadership was that it involved being responsible for the behaviour of others to ensure that people didn't get hurt.

⁸The cadet program is a school co-curricular activity that is sponsored by the Australian Defence Force and operates as a youth development organisation with a military structure.

⁹ Name excluded to protect identity.

For Heather, the sense of responsibility was connected to taking on a range of tasks to ensure that things got done. She recalled how she assisted in the running of a number of events during LOTE¹⁰ week at the campus. In writing about the experience she said that she felt:

like a Prefect because I had a lot of responsibilities that teachers trusted me to do. Supervising the activities was also an important part of this because I was responsible for the safety and well being of many younger students. (WT2)

Imogen referred to responsibility in a similar vein. She recounted that the student group which she was a part of were not making progress in the organisation of the school formal so she took on the responsibility of ensuring that tasks were completed. She recalled that none of the other students were performing tasks or liaising with the member of staff involved with the organisation of the function: *„I literally ended up being the only person conversing with [Miss D] and in the end I had to just deal with the fact they weren't fulfilling their role, and I had to do it“ (WT2).*

Bianca referred to two different situations in her anecdote about leadership. In one of these she wrote that she was helping in her local community after a natural disaster by assisting at *„checkpoints [and] also through donating to those in need through the school and thinking of as many ways as possible to do so‘ (WT2).* So in this situation Bianca was equating leadership with taking on responsibility of helping those in need. The fact that Bianca was serving outside school in a community organisation as a young person whilst being in a leadership role at her school links to Dempster and Lizzo's (2007) suggestion that being involved in student leadership might lead to greater levels of civic engagement later in life. For Bianca the civic engagement was happening at the same time as she was a student leader.

For Claire, the notion of taking on responsibility was linked to encouraging students to be more involved in school sporting events. She found that nobody was taking on the responsibility of ensuring that the younger students were participating in the House Swimming Carnival and *„despite not being a House Captain, I wanted to help get as many students involved as possible“ (WT2).* Claire took on the responsibility and persuaded younger students to participate. By doing this she was ensuring that

¹⁰ Languages Other Than English – „LOTE Week“ is a week of activities to raise students' awareness of different languages and cultures.

the house would not be penalised for not having all of the events filled. It should be noted that her motive to have the younger students participate was not concerned with points (i.e. winning the competition) but with wanting them to have a good time. Again, this is an example of a leader taking on responsibility for others.

Matthew's anecdote recalled a situation where it could be argued that he took on a very mature level of responsibility to ensure that younger students had a good experience on their school camp. He stepped in when he found that the contracted outdoor education leader wasn't giving the students as good an experience as he thought they needed. He recounted:

I felt that I was obliged, being the Year 11 Leader to take control of the group and ensure that the students were getting as much out of the camp as I did. So, at every obstacle, navigation exercise, cleaning chore or soccer match, I ensured that the basic lesson and concepts of the camp were learnt by the students. (WT2)

In taking on this responsibility, Matthew sought to ensure that the younger students would have a positive experience and one that would benefit them beyond their time at the camp.

Tim's account of a school musical rehearsal showed how as a leader he felt he should be responsible for what was happening around him. He felt that the rehearsal was:

going dismally, and the teachers were quite obviously fed up with the attitudes of many students who were simply not listening, and treating the rehearsal as a social event. At this moment I felt very concerned about what was happening, as I knew that if the attitude of the collective group of ensemble students did not change the play would be a disaster. (WT2)

Tim effectively felt that as a leader he had an obligation to arrest the deteriorating situation and took on a level of responsibility to improve it.

In four of the above accounts where student leaders took on responsibility, one could suggest that there was solid evidence of a style of servant leadership (Greenleaf 2003) taking place. Matthew and Claire were both concerned that younger students have a good experience so they took steps to make that happen. Bianca was concerned about the wider community that she was a part of and sought to assist in practical ways to benefit the community. Travis was concerned about the wellbeing of his peers at the

school and their habits related to the consumption of alcohol and took action to improve the situation. The motivation for each of these students to take on responsibility was based on a sense of empathy for the needs and welfare of others. Caring for others was not limited to those in the school context where they were leaders but also included the broader community of which they were a part. The development of pro-social and community engaging behaviours are important in two of the models of leadership discussed in the literature review, being authentic leadership (Whitehead 2009) and the Social Change Model (Wagner 2006).

Leaders care

Three of the students, Travis, Anthony and Dionne mentioned the notion of leaders caring in their anecdotes of a leadership experience. Travis and Anthony wrote of experiences where they were concerned about the actions of their peers and expressed that they cared enough about the situation to do something to aid their peers. For example, Travis recalled a situation where he was at a weekend outside of school party, involving a lot of students from his year level and *„became concerned about the alcohol culture in our school environment and thought that not enough had been done to promote a sensible attitude towards drinking“* (WT1). Travis subsequently took initial action to improve this situation by raising the matter with the school and was given permission to take action. Whilst ultimately little was done, he wrote, *„I feel proud that I took it upon myself to care about the welfare of my peers and think that I acted as a leader, although not a strong enough one, for many reasons, to create genuine change“* (WT1).

Anthony’s anecdote also recorded an incident where he was concerned for his friends. He wrote of attending a school football end of season function that involved a scratch football game¹¹. Anthony wrote that another boy wanted to *‘collect’ [punch] another member of the team because he didn’t like him and his arrogance“* (WT1). Anthony attempted to persuade the student not to punch the other boy, and then had to separate the two boys after a punch had been thrown. It seemed that Anthony’s care for his teammates was in part linked to his leadership role. He *„felt obliged that as a prefect*

¹¹ A friendly game, not played for points in a competition.

*of this school and co-captain of the team, I should speak to [W] and try and talk sense into him*¹² (WT1). Thus, for Anthony, being a leader meant that he should care for others for whom he was leader.

Dionne also wrote of an incident where, in part, her motivation to exercise leadership was related to caring for those for whom she was expected to lead. She recalled an incident where she and some other Year 12 students were at a local pizza restaurant for lunch. Year 12s are able to leave the campus during lunchtime whilst younger students are not permitted to do so. The group encountered a number of Year 9 girls at the restaurant. Dionne felt that as a prefect she should challenge the girls about where they were. The girls invented an excuse for being off campus but later returned to the school. Ultimately for Dionne, *„it wasn't really as though the threat [of] a Friday detention had changed their mind but that it was for there [sic] safety and their parents' peace of mind that they had come back to school"* (WT1). Dionne's concern was for the welfare of the younger students; thus for her, being a leader was closely linked to caring for others.

At the River Campus, six of the prefects made reference to caring for others when considering their experience of leadership. Heather considered that *„it is important for leaders to put their own needs last"* (WT2). For Bianca one of the times that she felt she was being a leader was when she offered her *„support and concern to a student in the year level when they were going through a tough family time'* (WT2). Sam was proud that during the prefect meetings, among other issues, he had *'pushed for improvements of the bullying situation"* (WT2). Tim's experience of leadership was also related to a time when he was concerned about a situation that was unfolding around him.

For Matthew, who wrote of stepping-up to ensure that a group of younger students benefited from being on their Year 8 camp, it was not the fact that he was a role model that was most satisfying for him. Rather, *'something that was more satisfying for me, was that I was acting on the concerns of others, and I think that is the*

¹² As outlined in Chapter 3 some units of delineated meaning may link to more than one cluster of units of delineated meaning. Thus, some quotes such as this one, may appear more than once to support different clusters of units of delineated meaning.

definition of true leadership” (WT2). A final contribution to this cluster came from one of the features of Imogen’s imaging task, in which she drew an abstract representation of leadership. She explained how she envisaged leadership with one section of the drawing *‘And then the purple is caring, and this is like a person with a hat caring’* (WT2).

Three of the drawings completed by the students as part of the imaging task made reference to caring. In Bianca’s drawing, Figure 3-14, she depicted a caring leader figure in two of the four vignettes that she had illustrated. One of the leaders was inviting a child left out of a game to join in and the other one depicted a leader sharing with another student. Heather, in Figure 3-11, chose to draw a student leader about to eat an apple when she noticed that there was a hungry student near her. She chose to share her apple with the hungry student. Finally, Claire who had also drawn a series of vignettes, Figure 3-13, pictures a student leader stopping to talk to a younger student who was crying and upset. These three students indicated that they considered care for others a part of being a leader.

Caring for others, if it leads to action is a form of service. The occurrence of care as a feature of the Hill River School’s prefects understanding of leadership links to Lavery (2003) who identified service as a component of student leadership at the three schools from which he gathered data. Caring is an important pro-social behaviour that Noddings (1992) argued should be the framework around which curriculum is built. For a number of the student leaders at Hill River School, care had become a feature of who they were as leaders. The notion of leaders caring for others is closely linked to servant leadership (Wilson 1998) and is also a pro-social behaviour that fits Whitehead’s (2009) conceptualisation of authentic leadership.

Leaders make sacrifices

In Heather’s image of an experience of leadership she depicted an older student as a leader caring for a younger student. The younger student was represented as crying and hungry so the leader gave the younger student her apple. In explaining her illustration she said that *‘it’s about sacrificing and doing what’s best for others that need help’* (WT2). Heather also wrote about making sacrifices in her anecdote about

assisting in running activities during LOTE week. She wrote „*For me, this was being a prefect because it showed me responsibility but it also showed sacrifice to ensure others had an enjoyable time*“ (WT2).

The trait of leaders making sacrifices is only mentioned by Heather. However, the notion of student leadership involving sacrifice was identified by Neumann, Dempster and Skinner (2009) who found that school captains in their study made sacrifices in terms of their physical health, social impact and finances (through having less time available for part-time work). Whilst the sacrificial act in Heather’s case was quite minor in terms of the cost it posed to her, it does demonstrate that she had a view that making a sacrifice in order to care for another student was an appropriate action for a leader to take.

Leaders rely on themselves

The notion that leaders only rely on themselves arose from Tim’s writing and imaging task. He was the only one to mention this experience. In what was essentially a poem he penned the lines:

*The truth is you can’t, you can’t plan for everything.
You make do with what you have, and all you have, all you can rely on is yourself.
And yet, to be a leader you must trust others, you must take risks (IT2¹³).*

It seems that Tim found leadership challenging in that he wasn’t able to plan for everything that might eventuate. He had to learn to rely on himself and to trust others. The fact that this cluster of meaning was from only one participant, in only one of the modes of data collection, would suggest that it is not necessarily a common or significant experience for the prefects. Lavery (2003) found that self-confidence was a common feature that secondary school student leaders needed in order to undertake formal leadership roles. In discussing trait approaches to leadership, Northouse (2010) also found self-confidence to be a major trait of leadership. It allows leaders to trust their own skills to get the job done and to be confident that they can guide or support others.

¹³ Imaging task – refer Table 3-1.

Leaders are open to suggestion

The notion of leaders being open to suggestion was also a single cluster that emerged from one participant in the imaging task. In her abstract drawing, Figure 3-15, Imogen drew a range of colours and patterns representing different aspects of leadership. Whilst it wasn't clear which section of the drawing she referred to when making the following comment it is of interest. She explained, *„you need to be open to suggestion and like leave room for people to help you improve your leadership skills and stuff“* (WT2). Thus for Imogen the thought of being open to suggestion might also have related to her own leadership development and her readiness to be assisted to develop her own leadership skills.

Leaders delegate

In her drawing of a leadership experience, Figure 3-8, Amy depicted herself leading a group of cadets that she was responsible for on a navigation exercise through the bush during the annual camp. She depicted students on the exercise taking different roles within the group, using the compass, referring to the map and counting the paces (to aid in calculating distance). It was incumbent on the CUO (leader of a group) to delegate tasks during a navigation exercise. The notion of leaders delegating and not performing all of the necessary tasks themselves is not uncommon in the literature on management (Brown, 1998; Muir 1995). It is seen as a trait of successful managers and one that enables them to manage their time appropriately. In the context of the navigation exercise it was essential for the leader to delegate as it would not be possible for them to do it alone. This example is specific to one prefect performing a non prefect role. However, Amy's conceptualisation of leadership includes this understanding.

Leaders affect change

The first of the clusters from the prefects' anecdotes was „leaders affect change“. Two of the prefects, Travis and Sam, referred to leaders affecting change in their anecdotes. At the Hill Campus Travis referred to his desire to affect a change to the culture surrounding alcohol, in particular binge drinking amongst his peers. His response to not achieving as much change as he would have liked to change the situation was also telling. Whilst he was proud that he was concerned for the welfare of his peers he was clearly disappointed that change did not happen to the extent that

he might have liked. He wrote, *„nonetheless, I feel proud that I took it upon myself to care about the welfare of my peers and think that I acted as a leader, although not a strong enough one, for many reasons, to create genuine change’* (WT1).

At the River Campus, Sam wrote about his reason for wanting to be a prefect, which was linked to affecting change for the school community. Sam most felt like a leader during the weekly prefect meetings that took place in the school board room; when the prefects met with a senior member of staff. He wrote, *„This is one of the reasons why I so enjoy and so wanted to be a prefect, so that I could make a wider effect that can help the whole, because what occurs in our boardroom meetings can potentially change the school’* (WT2). Sam’s view was that leadership involves initiating change.

The notion of student leadership being concerned with affecting change is not unique to Travis, though only he speaks about it at Hill River School. In explaining the Social Change Model Wagner (2006) suggests that the ultimate goal of leadership is positive social change. Travis’ motivation to curb the binge drinking of his peers were certainly a desire to bring about a positive social change. Whilst Sam spoke in less concrete details he was certainly motivated to bring about positive change within the school community.

Leaders’ direct’ others

Five of the 13 prefects wrote about the notion of directing others as a feature of leadership in their anecdotes. At the Hill Campus Anthony wrote about directing some other students; and, at the River Campus Heather, Imogen, Claire, and Tim spoke about their experience of directing other students whilst being leaders.

In writing about the situation where he was attempting to prevent a physical altercation between two other students Anthony described that he attempted to direct the other boys’ behaviour. He told one of the boys, the protagonist to the violence, not to initiate any violent acts. He then broke up the two boys when an altercation had started and continued attempting to persuade the instigator not to take things further. The outcome of the situation was such that a fight did not break out. Anthony was pleased with his efforts in that by directing and persuading the

potentially violent boys he had prevented further trouble. He wrote, *„Afterwards I felt that I had prevented a potential dispute that with the characters involved could have easily developed into something far more severe“* (WT2).

In summing up her experience of assisting the school in the running of some activities for other students, including an assembly during LOTE week Heather wrote, *‘I also believe that leaders, whether from the front or from behind, direct others and bear the responsibility for the success or failure of the group‘* (WT2). It is of note that she also referred to two styles of leadership, from the front (suggesting a traditional transactional mode of leadership) and from behind (indicative of shared leadership, as postulated by Jackson and Parry, 2009).and suggested that in either situation the leaders should direct others whilst taking responsibility for the success or failures of the group. Thus, for Heather, leadership is mainly equated with directing the actions of others.

In her anecdote Imogen recorded her sense of feeling like a leader when she was attempting to direct tasks to a group of students she was working with who were organising the campus Year 12 formal. She wrote, *„I felt a great sense of leadership when I had to attempt to encourage them to organise thing such as invites, prizes, table seating plans, menus, thank you speeches, awards and lists of partners“* (WT2). Whilst her delegating didn’t achieve the desired outcome and she ended up doing a lot of the work herself, her conception of leadership was clearly that leaders delegate tasks to others.

Claire wrote about her encouragement of other students to participate in events for their House at the campus Swimming Carnival. She recalled, *„to see that I was one to encourage students to participate and to see them happy about joining in, I believe that I displayed leadership“* (WT2). Essentially Claire was equating leadership with directing other people.

The final student to speak about directing others was Tim. In his anecdotes he wrote about a situation during a rehearsal for the school musical. The situation was such that students were not cooperating with the staff leading the session and were being disruptive. He described the situation:

I decided to lead by example I ceased talking to those around me and I tried to do the best I personally could to improve the situation, by directing other students and carrying out instructions given to me. After around 5 minutes students had caught on and were also realising the frustration of those around them. With the help of other prefects also, within 10 minutes the rehearsal was back on track and we achieved learning the item. (WT2)

Thus for Tim, his actions as a leader were twofold: he modelled the correct behaviour and started directing others to do the correct thing as well.

The above accounts show that prefects in part equate directing others with leadership. I have kept this cluster separate from „leaders delegate“ as this cluster doesn’t necessarily imply the completion of tasks towards a common goal, which delegating does. The notion of senior student leaders directing the behaviour of other students has been identified in previous research and was certainly part of Dr Arnold’s intent in his reforming the prefect model at Rugby School in the 1800s. In the school context of the 21st century an authoritarian approach might be less appropriate. Situational leadership which calls for different levels of support or direction dependent on the demands of the task (Northouse, 2010) is one approach that might be more appropriate. One question highlighted by this cluster is to clarify what tasks the prefects might actually need to direct others to complete. Historically at Hill River School prefects have been able to issue after school detentions to students. That practice has faded over time as successive groups of prefects found it difficult to police their peers. The extent to which it was appropriate for them to police their peers can also be questioned.

Leaders have an effect on others

In writing their anecdotes three of the prefects, Sam, Claire and Tim referred to the fact that as leaders they ought to have an effect on other students. For example, Sam wrote about his experiences during the weekly prefect meetings. He felt that whilst change was the overall goal of his time as a prefect this would only be achievable if he had an affect on others. He wrote, *„anyone has the ability organise a committee or offer a helping hand in the schoolyard, (which I do, I might add), but it takes a prefect to make a wider positive change“* (WT2). So in seeing prefects as leaders, Sam suggested that they have an effect on others, in this case for change.

Claire envisaged the effect that prefects (as leaders) could have on others was to the benefit of others. In her anecdote she wrote that when *„thinking about what’s best for others and what we can do to not just benefit the school community but outside of school as well’*(WT2). This recognition was a statement about the impact that she believed the prefects could have on others. Finally, Tim also believed that prefects could have an affect on others. When considering the impact that he had had on others, he wrote *„I am proud of the difference I was able to make, and am exceedingly happy with the change in attitude of younger students, to want to do the right thing, and make things easier for everyone”* (WT2).

The effect that the prefects claimed to have had on others in the above three cases was to the benefit not of the prefects but of those whom they led. Such a notion is consistent with the notion of servant leadership (Greenleaf 2003) whose proponents suggest that part of being a leader is serving others and seeking to develop those whom one leads (Crippen 2004; Grothaus 2004; Russell 2001; Russell & Stone 2002; Wilson 1998).

Synthesis of student meta-theme 1

Student meta-theme 1 is concerned with the traits of student leadership. Some ten clusters of units of delineated meaning each representing a trait or set of behaviours support the clusters. The most important of these, as evidenced by it being included in all modes of data collection and the significant numbers of prefects that spoke about it, was role modelling. Role modelling is concerned with the prefects seeing themselves as being able to influence their peers by their example. This was one intent of the prefect system when it was reformed by Dr Arnold at Rugby School. Many of the other traits are related to concerns for other students or pro-social behaviour. Three approaches to understanding leadership are appropriate when considering this Servant Leadership (Greenleaf, 2003), authentic leadership (Whitehead, 2009) and the Social Change Mode (Wagner, 2006).

Even though this meta-theme was concerned primarily with traits, the traits approach to understanding leadership does not readily fit the meta-theme. The traits approach is concerned with the possession of a set of characteristics that may be all or nothing

traits or traits that one is born with. The traits that the Hill River School prefects spoke about were traits that could be learned or developed over time.

This meta-theme has formed part of the answer to the question of how the Hill River School prefects define leadership. In part they define leadership by giving many concrete demonstrations of the characteristics that they thought leaders ought to have. Such an understanding of leadership reflects the trait approach to leadership. The trait approach is received with some scepticism (Jackson & Parry, 2009) as there is an implication that leaders either have or do not have the traits to lead. In the context of adolescents it may be that some possess greater self-confidence and that it is this alone which separates leaders from followers.

The IDEALS of the Round Square Organisation, as stated in Chapter 1, are the guiding principles of Round Square Schools (Tacy 2006). Amongst these six pillars are the pillars of leadership and service. From reading the quotations of the prefects as they speak about their experience of leadership it is apparent that one motivation for the prefects is service. This is demonstrated in three ways: (a) they seek to serve the school in that they want to be role models, modelling appropriate behaviour; (b) making sacrifices is seen as a part of leadership, in order to benefit others; and, (c) they seek to care for their peers, such as in being concerned to discourage unhealthy behaviours. Such actions by leaders might reflect three of Whitehead's (2009) „cores“. Firstly the community core is present in that the prefects participate willingly in community events to assist the school. The empathetic core may also be relevant as the prefects are concerned about others and seek to care for them. Elements of the self core are also found. The prefects speak of relying on themselves, being role models and making sacrifices. Each of these elements of their understanding of leadership to some extent require prefects to have a degree of self awareness and self confidence.

Student meta-theme 2- Understanding leadership

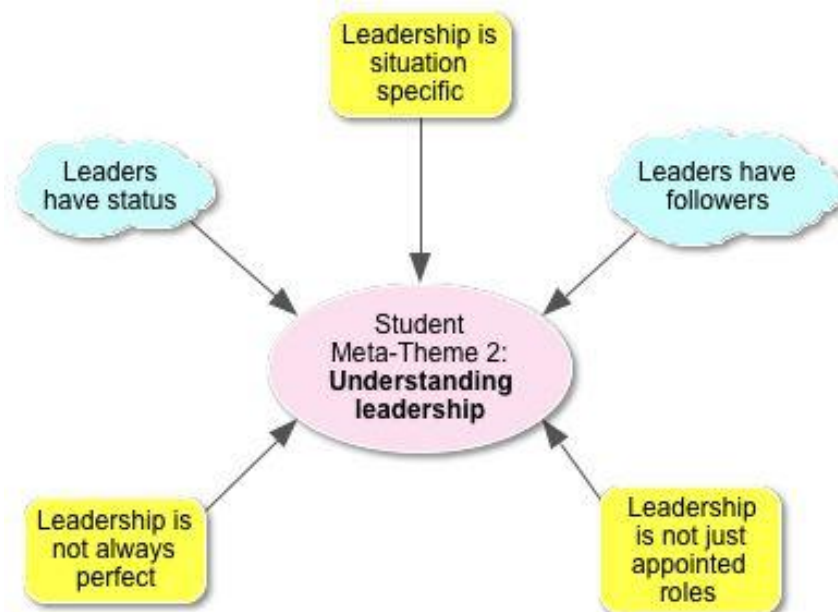


Figure 4-2: Student meta-theme 2 - Understanding leadership

The second student meta-theme, illustrated in Figure 4-2, is Understanding leadership; this meta-theme differs from the first meta-theme „Traits of leaders“ in that the focus is on aspects of leadership that may not involve specific actions of the individual leader. In one sense the clusters of units of delineated meaning may be more abstract than concrete. There are five clusters that support this meta-theme. Two of them, Leaders have status and Leaders have followers, shown in the blue coloured clouds arose from the writing and images task provided by Tim at the River Campus. The three remaining clusters, represented as the curved yellow rectangles are from the student anecdotes. The two clusters: Leadership is not just appointed role and Leadership is not always perfect, were provided by Sam and Imogen at the River Campus. The fifth cluster, Leadership is situation specific, arose in Tim’s anecdote as well as in his writing task.

Leaders have status and leaders have followers

The units of delineated meaning „Leaders have status“ and „Leaders have followers“ were illustrated in Tim’s drawing, Figure 3-16, which he completed as part of the writing/images task. Tim explained:

those dots represent leaders and they're like varying degrees of leadership. So down the bottom, this guy, not a great leader, he's really small and everyone's kind of looking up to the better leader. And these are like kind of good leaders with a few people but this one's the best because it's the biggest. And it's got the most little people that are out there. (WT2)

For Tim the „leaders“ who are most successful were those who were larger and attracted the most followers. The inference here is that leaders who lack status and followers are not truly leading. This view of leadership concurred with a notion expressed by Ward and Ellis (2008); they found on asking adolescents which peers they would like to follow, the responses were those with social status. The fact that only one of the prefects referred to this concept would suggest that it might not be as important as some of the other characteristics identified by other prefects in their understanding of leadership.

Leadership is not just appointed roles

Sam provided the unit of delineated meaning „Leadership is not just appointed roles“ in his drawing completed during the writing/imaging task. In his drawing, Figure 3-12, he depicted a large number of people sitting or standing in front of a single figure that appeared to be on a stage addressing the others. In explaining his illustration he said *„If you look at it – you look at it and you think, “There's a person up there that is a leader, taking all the thunder but they're all leaders, all have the potential to be“* (WT2). The idea that leadership is something that can be developed in all teenagers (van Linden & Fertman 1998) is not one that is met with universal agreement; Kress (2006) for instance arguing that such a view, which presupposes that anyone who can have any influence is a leader, could deny that some young people might be exceptional leaders. Rather, leadership requires having a level of authority (formal or informal) in addition to influence. Another comment made by Sam supported the Kress (2006) position, *„because anyone has the ability to organise a committee or offer a helping hand in the school-yard, (which I do, I might add), but it takes a prefect to make a wider positive change“* (WT2). Here Sam acknowledged that any number of his peers might have some of the skills of management leadership. However, it is the prefects – students given formal authority as leaders – who had a greater impact. Sam also implied that leaders create positive change, supporting a

model of authentic leadership (Whitehead 2009) or the Social Change Model of leadership (Wagner 2006).

Leadership is not always perfect

The idea that leadership is not always perfect arose from Imogen's image. She explained a section of her image, Figure 3-15, that was not as well coloured as the other sections by saying that *„not everything has to go perfectly and you can still be a leader if you're like a bit off“* (WT2). In this section Imogen may have been referring to the fact that leadership development is ongoing and that things may not always go the way they have been planned by the leader or others. If this is the case the importance of leadership development and leadership education cannot be undervalued. When students engage in reflective practice about their leadership and make improvements it could be seen as a hallmark of a high quality leadership program for adolescents (Eich 2008). Further, Mitra (2005:547) advises that youth should *„have the space to stumble at times while being provided with enough support so that they succeed more often than fail“*. Hill River School did not consistently provide students with such opportunities. For instance the comments by the Hill Campus prefects, below, that the group did not achieve all of its goals, could indicate that the students were not sufficiently trained or prepared to do so. The need for a model to support the prefects as they develop as leaders is highlighted by Imogen's comments.

Leadership is situation specific

This cluster of meaning arose from Tim's writing and imaging task when he sought to explain his experience of leadership in a poem. He wrote:

*„Leadership is difficult,
It's not universal, but situational
You can't ever fully plan leadership
How could you? You could you enter a situation knowing the outcome?“*
(WT2)

Here Tim indicated that there is no one way of being a leader that applied to all situations. Such an understanding of leadership echoed the situational approach to leadership. For Tim there was no way that he could be fully prepared for every eventuality before he entered a situation. As such, a leader needs to adjust his or her behaviour to suit the situation as he or she enters it. The situational approach to

leadership, as envisaged by Northouse (2010), was originally conceived in the business realm, where it was argued that leaders could oscillate between four different leadership behaviours - delegating, supporting, coaching and directing - depending on what the situation required. Tim's comments on leadership perhaps recognised that the behaviours of a student leader might differ from one situation to the next. The ability to transfer one's skills in leadership and respond to different situations is a desirable trait. Another point that arises from Tim's comments relates to how leaders are trained and developed. Whilst Tim might be correct in asserting that you can never „fully plan“ leadership, programs that seek to equip young people for leadership should prepare them for the complexities that different situations might present. In training students to be leaders they would benefit from learning to adapt to the different situations they find themselves in rather than applying a single approach.

Summary of student meta-theme 2

Student meta-theme 2 is concerned with the more abstract components of how the prefects understood leadership. The focus is not so much on the actual skills or traits of leaders but on what the prefect participants thought about leadership. There were five clusters of units of delineated meaning that supported this meta-theme: Leadership is situation specific, Leaders have followers, leadership is not just appointed roles, leadership is not always perfect and leaders have status. The prefects recognised that different leadership situations call for different styles of leadership and that by virtue of being leaders: they have status, that leadership can be informal as well as formal; that leaders have followers and that leaders will make mistakes.

How prefects understand leadership – concluding remarks

The two meta-themes provide some insight in to how leadership is understood by the Hill River School prefects. The collective understanding of leadership held by the prefects is quite complex. A concise statement that leadership is defined as „intended actions taken by individuals (formally or informally) to influence the behaviours and or feelings of others towards changing a situation“ could be apt. The definition presupposes that leaders are caring, responsible, directive, self-reliant and focused on change. As such, a suitable approach to understanding leadership might be authentic leadership as explicated by Whitehead (2009). Whitehead argued that authentic leaders are characterised by four „cores“: a self core, an empathetic core, a trust building core and a community core“ (2009:851). The Hill River School prefects

demonstrate a similar understanding in that their understanding includes: self-reliance that is similar to aspects of the self core, being caring which is similar to the empathetic core, being responsible an aspect of the trust building core and their commitment to be role models for younger students is indicative of a sense of community core, being committed to the values of Hill River School.

How prefects experience their selection, training and support

Meta-theme 3 - Selecting, training and support of prefects

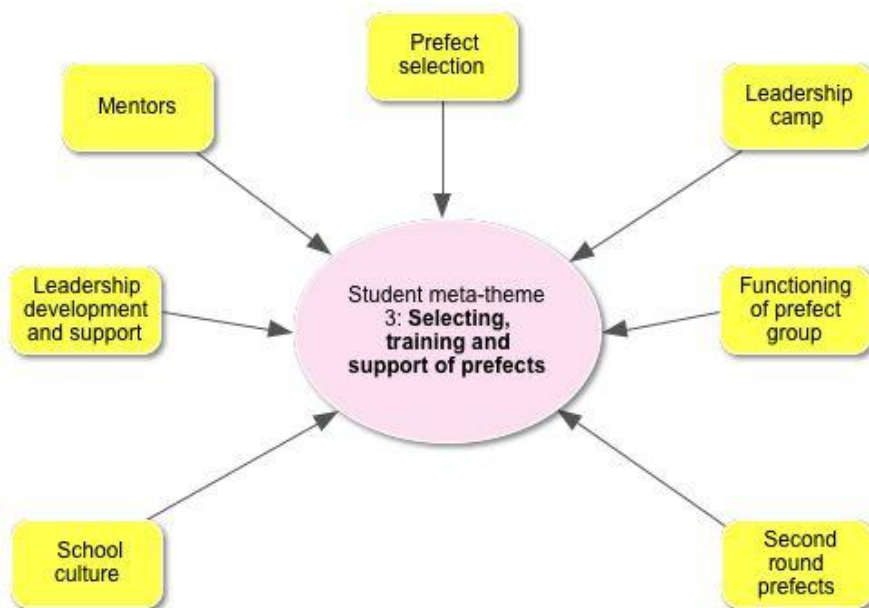


Figure 4-3: Student meta-theme 3 - Selecting, training and support of prefects

The third meta-theme is made up of seven clusters of units of delineated meaning: School culture, Leadership development and support, Mentors, Prefect selection, Leadership camp, Functioning of prefect group and Second round prefects. All of these came from the synergetic focus groups with the students and are displayed in Figure 4-3. This meta-theme is concerned with the process by which the prefects were appointed to their roles, the training and support that they received and how they responded to students appointed as prefects later in the year.

School culture

The prefects at both campuses felt that the culture of the school was something that needed to be addressed and could be addressed by the prefects. The River Campus prefects spoke about this theme in the context of leaving their legacy to the school, which is dealt with below in this chapter. The Hill Campus students spoke about the concept of school culture in terms of the school needing a change of its culture. For example, Jason raised the issue of a perceived lack of respect at the school. Anthony continued:

maybe that's a good question for Mr Foster¹⁴; he seems to be on that sort of track. There is but you'd have to change it from the bottom up rather than the top down because it's got to start at the base otherwise it's just not going to grow. (SFG2 113-114)

Anthony felt that part of the reason that the culture was not what it could be was that they were *„not expressing our leadership as a whole and being respected“* (SFG1 118-119). Dionne felt that one way in which the culture could be improved was by the prefects interacting more with the younger students (SFG2 127).

Anthony suggested that the culture of the school has changed fairly recently since becoming a co-educational school:

Nothing against girls, like I love them, but having them introduced to the school has changed our culture a lot because just by if you look at the place like the girls school, you see the year 7 girls and they're all wearing makeup, all trying to look good and all that rubbish, anyway by the time they're in year 12, because it's just girls and they've realised there's no boys around to impress, that they don't actually care what they look like, they just go to school and basically have fun with each other and get their work done, but anyway but as opposed to our school, I think now it's 'dress to impress' and having your top button done up, having your shirt untucked, it's the cool thing to do, or at this stage it's the cool thing to do, so I think that's changed a bit of our culture and ethics, maybe in the wrong way. (SFG1 246-254)

Travis wasn't convinced that the change in culture had come about because of the fact that there were now girls at the school but rather *„because there's no punishment“* (SFG1 256). Whilst this insight is not directly related to leadership it does raise a gender issue in that Anthony's belief is that the change in culture that he is reacting to is attributed to the school becoming co-educational. Anthony's suggestion is that the

¹⁴ Mr Foster is a pseudonym for the Head of the Hill Campus.

way the uniform is worn by boys has deteriorated due to the mere presence of girls at the school.

One interesting aspect of the culture of the school was in reference to the Round Square program (outlined in Chapter 1). The IDEALS, the seven pillars that the Round Square organisation promotes are central to its programs. These were seen by Travis as assumed rather than promoted in the school:

I don't think we consciously try and fulfil each IDEAL but I think being able to, what makes us suitable for the role, like being able to share opinions is democratic, that's important because you don't want one person saying 'Here's what we're going to do,' and we've got different areas, it's important to be enthusiastic about adventure and stuff inside the school. (SFG2 302-305)

Anthony, whilst not disagreeing with Travis, thought that the point of the IDEALS was not to be adhered to at school, but rather as something that the students, and indeed society, would have as guiding principles when they left the school (SFG1 306-311).

The prefects outlined some aspects of the school culture that they believed needed to be improved; these were related to a lack of respect for others in the school. It was felt that this lack of respect extended to a lack of respect for the prefects from the younger students. The cause of this lack of respect was debated. That said the prefects did not articulate what it was that they could do about the lack of respect.

At one level, this cluster of units of delineated meaning does not directly link to the students' experience of leadership, rather referring to some general reflections about the school. Perhaps the presence of the cluster suggests something about how the students view the school and their role in it. The Social Change Model approach to student leadership (Wagner 2006) proposes that leadership is based on values and that individuals and groups need to be clear about what their values are but also ensure that their behaviour is consistent with those values. In addressing the issue of building trust amongst followers, Whitehead (2009) suggests that authentic leaders should foster ethical and moral behaviour. In desiring that students should become more civil and respectful towards one another and that the Round Square IDEALS should be important to all students, the Hill River School prefects indicated they possess attitudes consistent with authentic leadership (Whitehead 2009).

Leadership development and support

The River Campus prefects articulated that they felt that student leaders needed support, encouragement and training. Imogen spoke of an experience she had as a Year 11 student, when she was one of a number who were selected to be a „big brother“ / „big sister“ (mentor) to the Year 7 students at the beginning of the school year. Imogen felt the project was the idea of a senior member of staff and that it was started in a rushed manner. She felt that the roles of the student leaders, the big brothers/big sisters, needed to be more clearly defined. Tim was more damning:

it was almost expected for us to just make it happen and it's quite difficult to do when obviously as it is with a new thing they're implementing, it's going to be difficult ... it's well and good to say we're going to send leaders to do this, but when the leaders get there and there's nothing that fleshes it out at all, you're just kind of there and you've got a skeleton set of tools. (SFG1 950-954)

Imogen outlined how towards the end of the second term the program was breaking down. The older students were regularly visiting the younger students once a week during a pastoral period. However:

after a while towards the end of term two the Year 7 teachers were getting a bit annoyed really. Because we were coming, not really doing anything, we didn't have anything organised, them being told, there was no communication and there was just no structure. I don't think they really thought through what would actually be happening day to day week-to-week. (SFG1 961-964)

Tim (echoed by Imogen), suggested that in the future when working with student leaders „*in terms of having these programs for student leaders to work with, they really need to be set out well if they're going to achieve things*“ (SFG1 968). The River Campus prefects expressed that there was a clear need to more fully articulate what the expectations of student leaders were.

The comments from Tim and Imogen highlight the need for careful planning from the adults in order to support the student leaders. It seems that the students were asked to help out with a program without an adequate level of training or guidelines of what to do or how to do it. The need to train and support youth leaders is an important aspect of successful leadership development programs for young people. Eich (2008) found that when adults modelled leadership and support, that the student leaders developed more holistically and became more authentic and congruent leaders. Thus, if the staff involved in the program had taken more time to work with the young people around

the design of the program, the supporting of them in their delivery of it or in obtaining a review or feedback from them, the program might have been more successful. Larson, Walker and Pearce (2005), in comparing adult-driven and youth-driven youth programs, suggest that on occasion higher levels of adult direction might be necessary in order to ensure that higher quality programs emerge and are sustained. Both Eich (2008) and Larson et al. (2005) highlight the need to support students in positions of leadership. This issue is addressed in Chapter 6 where a model to enhance the prefect experience at Hill River School is presented.

Mentors

As outlined in Chapter 1 the Hill Campus students nominated a member of staff to act as a mentor during the year. Each of the prefects could nominate any member of staff with whom they felt they had a good rapport. The mentors met as a group only once at the beginning of the year to talk about what the role involved. Essentially, the guidelines given to the mentors were to be available to meet up with their mentee a few times during the year and to provide support when asked. No whole group, i.e. all mentors and all prefects was convened in 2009. Prefects at the River Campus were not assigned mentors. No explanation was given for the differences in this practice. I suspect that in part it is due to the size differences of two campuses. At River Campus, in its semi-rural location, there might be a perceived sense of intimacy that would foster prefects using informal networks to obtain support. At the larger Hill Campus, in its suburban environment, a formal network might be required to ensure that prefect leaders are nurtured.

Four references were made to mentors in the second synergetic focus group at the Hill Campus. The Hill Campus students spoke favourably about their mentors, although their accounts of meeting up with their mentors varied. Dionne felt that whilst she didn't meet up with her mentor *„they were always there, so if you saw them in the yard you'd always have a chat to them. They were kind of helpful if you had any troubles with anything you could always go and see them I guess“* (SFG4 204-206). Travis met his mentor twice in the year and *„the fact that they were my mentor didn't really change my relationship with them. It was more just like recognising a friend in school“* (SFG4 218-221). For Jason meeting with his mentor was *„almost like an*

excuse to have a chat” (SFG4 228). Anthony was a little more loquacious in his description of his relationship with his mentor. The two of them:

met up a fair few times to go to have lunch and all that but it was just good to have a chat with someone who is well and truly an adult and has been through half of their life or whatever and it’s just good to be able to talk to an adult who’s not your parent or in a relationship and not really like - they’re not your peers, they’re not someone that you’re - you do want their respect and all but you more want their advice. So I think it was an advantage because you could talk to them about whatever and you know you wouldn’t get scrutinised for whatever you’re talking about (SFG4 107-113).

When asked whether the time spent with the mentor was about leadership or „life stuff generally”, Anthony confirmed that „it’s *about life in general ... but you need to have a decent life to be able to lead others*” (SFG4 215-217).

The prefects gave the distinct impression that the mentoring program was largely *ad hoc*. Whilst the value of mentoring young people is considered a worthwhile activity *per se* (Larson 2006; Park 2004; Rhodes et al., 2006); it is unfortunate that full advantage of this opportunity to mentor students in leadership was not taken up by more staff or more fully. A clear finding from the literature review was that those student leaders who are mentored become more effective leaders (Allen & Hartman 2009; Dugan & Komives 2007; Eich 2008; Jabji et al.. 2008; Orsini 2006). The prefects at Hill River School would likely have had better outcomes had they received more formalised and consistent mentoring from adults within the school community. The issue of mentoring is addressed in Chapter 6.

Prefect selection

Much was said across all participant groups about the prefect selection process. The concerns expressed by the student participants were different across the two campuses of the school. Four sub-themes emerged: the perceived criteria for selection as a prefect, the voting process, why some students don’t apply to be prefects and why some students are not appointed as prefects. During the student focus group sessions the theme was mentioned a total of 69 times, 50 at the River Campus and 19 at the Hill Campus.

Perceived selection criteria for prefects

The prefects identified two primary sets of criteria used in selecting prefects on each campus: a wide range of people were needed and students who had worked hard in previous years should be acknowledged for that work.

There was general agreement amongst the Hill Campus prefects that there was a wide range of people appointed as prefects, there isn't *„one value or thing that they all share“* (SFG2 166). Having said that, Dionne also questioned whether or not the right people got appointed to the prefect role (SFG2 551). Anthony thought that *„the right people got it ... think there were other people that could“* (SFG2 557).

The prefects at the River Campus felt that prefects were appointed because of things that they had already done for the school. Sam said that it's *„what we've done for the school and everything“* (SFG1 118). Imogen added to this and suggested that being a prefect is *„not so much the first leadership thing you do in the school so much as the last. This is recognition for all the things you've done previously“* (SFG1 122-123). Heather concurred with this, whilst suggesting that some people work towards becoming a prefect even if they don't have upfront leadership roles:

some people have been doing things all through the school and they finally get to Year 12 and they finally get the leadership position that they've been working hard for, and prefect is like an appreciation for all the work they've done, that they haven't been out the front being a leader, they've been leading from behind. (SFG1 126-129)

Bianca suggested that some people would be unlikely candidates if popularity were the sole measure of becoming a prefect. Over a number of years she noted that fewer popular people *„still get it because it's clear from their attributes and all that towards the school that they do deserve a leadership role“* (SFG1 208). Bianca's thoughts support previous research which found that students and teachers were able to discriminate between leadership behaviours and popularity or friendship when nominating high school students as leaders (Schneider et al.. 2002; Schneider et al.. 1999).

This cluster of units of delineated meaning raises a further issue; that is the purpose of the office of prefect may be unclear. One might ask: if the prefects are appointed simply as an acknowledgement of what they have done, are they then expected to

perform new duties? This is not to say that the acknowledgement of students for actions they have performed in their past is inappropriate. However, in appointing students to a role that is viewed as the most senior student leadership position available it would be reasonable to expect that they not only have opportunity to lead but are clearly expected to do so.

Voting for prefects

As outlined in Chapter 1, each year a poll is conducted on each campus to assist in the process of appointing the student leaders. Prefects spent some time talking about a number of aspects related to the voting process. During the first of the Hill Campus sessions there was discussion as to which criteria each of the participants had applied when casting their own votes for prefects. The students' comments about whom they voted for were quite candid. The prefect participants claimed to vote for: friends, people who would be good leaders, people who were respected, themselves, good people. One voted for a particular student because she was sitting next to him at the time and she asked him to vote for her (SFG2 533-549). Interestingly, popularity per se was not suggested as a criterion in casting a vote, supporting Schneider et al. (2002) who postulated that secondary students were able to differentiate between leadership, friendship and popularity. Popularity in itself did not determine how votes were cast.

Even though popularity was not one of the most important factors influencing voting preference, one of the River Campus students decried the fact that there was *„too much politics at play when electing leaders“* (SFG1 339). Alternatively, Claire suggested that *„a lot of people don't take it seriously“* (SFG1 410). Sam was sceptical as to whether or not the votes made a difference in who was appointed, *„at our school we all know and the teachers know and the school knows that the votes ... don't really count for anything. At other schools they do, but in our school it does not work“* (SFG1 425-427). In supporting Sam's claim, Claire suggested that a large number of students voted for a particular student who wasn't appointed (SFG1 429). Tim suggested that people were putting Paul's¹⁵ name down as a joke (SFG1 435). Bianca

¹⁵ A pseudonym.

continued and said *„it makes you wonder though then if people are thinking hah it's Paul let's put him down“* (SFG1 440). Sam went even further and suggested that:

in past years it's also been seen that people who put their names down for prefect aren't even taking that seriously, so you really can't gauge too much from the votes or from people putting their own names down. (SFG1 462-464)

It was acknowledged by the River Campus prefects that younger students might not consider the same things as the older students when casting their votes, perhaps because they perceive leadership differently. Tim referred to the voting process for members of the SRC¹⁶ and questioned whether or not voting was taken seriously. Claire pondered whether or not the same was true when younger students were voting for the prefects. She suggested that the vote of a younger student might be based on whether or not the student knew a candidate rather than whether they displayed leadership characteristics (SFG1 221-222). Later on Claire was a little more positive about the voting process:

it [voting] gives the teachers an idea of what the rest of the school thinks of the people that have applied and whether they consider them to be good leaders and they respect them and see them as role models. (SFG1 409-411)

There is relatively little in the literature about who young people choose to follow as leaders. Ward and Ellis (2008) found that the most dominant factors in predicting who adolescents will follow are social support and social status. Ward and Ellis (2008) found that young people reported their desire to follow one of eight hypothetical leaders based on written statements. In this study, the students were speaking about who they really voted for to become student leaders in their school. They knew, or at least may have known, the people they were choosing from. Thus, a comparison between the two findings may not be valid. In any case, we can surmise from these different findings that when choosing leaders, adolescents might consider a complex interplay of factors. There is certainly a need in the literature to explore the notion of adolescent followership as well as adolescent leadership.

Those who are not appointed

The prefects at the River Campus spent some time considering why some students were not selected as prefects, in spite of nominating. The major reason suggested was

¹⁶ Student Representative Council – no such group exists at the Hill Campus.

that of their past; when they may have been in disciplinary trouble with the school.

Bianca recognised this and thought the situation may not have been fair. She said:

people who have had clear straights with none of that [being suspended¹⁷] and haven't had the debates with the teachers and all that, clearly they are priority towards a leadership role, rather than people who may have been suspended. Although the people who may have been suspended may have better leadership qualities. (SFG1 246-249)

Imogen agreed and suggested that *„things which are taken into account from past years, which shouldn't really be considered, like people can change and all that stuff“* (SFG1 251-253). Yet, on the other hand she considered that for those who had not been in trouble:

you want that to be acknowledged when it comes to say selection for prefects. You don't want to feel that all that hard work has just been forgotten and the slate's wiped clean at the start of Year 12. (SFG1 254-256).

The River Campus prefects shared the view that the school should take more risks in appointing some students as prefects. Tim, in summing up a section of the conversation, said that the general consensus of the group was that:

leaders should be taken [appointed] on merit rather than prior experiences, because in some cases people who have done things wrong in the past can change, there should be second chances. And generally if there is this idea that you can't be a leader after you've done something wrong, then that kind of shuts down people who could be great leaders and doesn't foster their leadership skills. (SFG1 276-280)

Matthew expressed the belief that when someone was appointed to the position *„of say prefect, they can change and instantly they take responsibility upon themselves and they change for the better“* (SFG1 283-284).

Bianca felt that some students were not prepared to apply for a leadership position because they recognised that their past might prevent them from being appointed (SFG1 316-318). Nathan and Tim agreed with Bianca, adding that *„the intimidation factor is quite important from stopping people [applying]“* (SFG1 324).

Prefects at Hill River School are appointed to a formal position of leadership at the school in order to lead other students. The 2009 prefects suggest that some students

¹⁷ Students who behaved inappropriately at school in a severe manner or repeatedly were sometimes suspended from attending Hill River School for a period of time.

who would have made good prefects were excluded from holding the office based on the past behaviour of the student. If this is the case, Hill River School may have been hampering leadership development in some students who would be followed by their peers and may be expecting more from the adolescents than is reasonable. van Linden and Fertman (1998) argued that it is important to consider the developmental stages of young people when seeking to guide and support leadership in them. Furthermore, young people should be allowed to make mistakes without adults giving up on them as potential leaders. If social status and social support are the most dominant factors in adolescents selecting who to follow (Ward & Ellis 2008), Hill River School may not have put some students into leadership positions who would be followed. Moreover, if young people are allowed to make mistakes and learn from those whilst maintaining social status amongst their peers, they might become more attractive role models and effective peer leaders.

The choice of who should be appointed as prefects was seen as a complex process by the 2009 prefects. There was a sense in which they were prepared to not simply vote for popular students and to consider perceived leadership potential. By and large the prefects are sceptical that the system of their appointment is not as democratic as they might have liked. As a member of the Round Square organisation of schools that values democracy amongst its guiding principles (Tacy 2006) Hill River School might be undermining democracy with a lack of transparency and a possible reluctance to work with students who have made mistakes.

Leadership camp

Both groups of students spent some time talking about their experience of the Leadership camp held at the beginning of the academic year. The camp was a cross-campus activity and a number of senior staff attended. The camp was generally referred to as either the „prefect training camp“ or the „prefect camp“. The activity was held concurrently with the Year 11 Leaders Camp, where students who were to be Outdoor Education Leaders were trained in a separate program.

Participants on each campus suggested that the weekend was less about training and more about bonding and working together. The most enthusiastic comment in this regard came from Sam:

it was awesome for us as a group, we came together so strong and especially with us with the [Hill] prefects, after the camp. Before the camp we didn't know the [Hill] prefects really, but afterwards we became all really good friends, so it's helped us become a cohesive group in that way (SFG1 735-738).

Heather held a similar view suggesting that there wasn't a need for it to be a training camp in any case:

by that time we were already leaders, we already knew what a prefect was and what we thought we needed to do. It was really just coming together, becoming a group, getting to discuss the things and working out what we were going to do instead of just thinking, each individual thinking I want to do this, I want to do this, I want to do this, we came together as a group thinking this is what we are going to do. (SFG1 740-744)

Matthew expressed a similar view when he said:

I think the primary objective of the whole camp was to get together like [Heather] said and set out your goals for the year, the things you'd like to achieve, like what we just said before the legacy we'd like to leave and yeah everyone putting their ideas together and set out a plan and agenda for the year ahead of us. So I think that's the prime objective rather than training and so on. (SFG1 746-750)

Tim was also of the view that the camp wasn't about training:

I thought we learnt some interesting things and were given insight into what the different types of the leadership styles are, but in terms of actually, I don't know, developing your skills more and creating a better leader, I don't think it really did an awfully big thing for us in terms of changes. (SFG4 66-69)

Claire, coming towards the end of her year as a prefect, also saw the camp as a good bonding activity over and above any training that might have taken place, *„at the time it didn't really seem very relevant, but looking back on it now, it was a good bonding experience of how to get to know all the other prefects and the style of leadership they have“* (SFG4 107-109). So then, at least in Claire's view, the camp did provide some educative function although the primary focus was bonding the group of prefects.

Travis, a Hill Campus prefect, was disappointed with the camp. He felt that its timing before the extended summer holiday was poor, that it wasn't for long enough and that not enough planning for the coming year was undertaken:

I think it would have helped if we had a longer prefect camp because we had all these ideas and then we went away and it was basically summer holidays I

think and we just forgot about it. I think it would have been beneficial to plan what we wanted to achieve and worked out how we were going to do it not just what we want to do, because saying what you want to do is easy but you've got to plan how to do it. (SFG2 323-327)

Dionne echoed this view, saying 'because of the summer holidays, I don't know, I can't remember any of the things that we put on the list¹⁸' (SFG2 238). She said that it might have been helpful if the goals set at the camp were followed up during the first prefect meeting of the year by bringing a copy of the goals that had been set and asking:

do we still want to set out and achieve these goals or even at the start and end of each term, should we have gone through, 'Should we have done this, what can we do next term' thing rather than making one big huge list at the start of the year, maybe break it down into what we can achieve over a term rather than trying to set out, because it was kind of overwhelming when you're thinking about it, going, 'We needed to do this, this and this' and a hundred other things at the same time. (SFG2 330-336)

Jason was also of the view that the camp could have done more in terms of leadership training. He referred to a practical leadership exercise they were given, teaching a group how to play a game and said:

I felt that leadership camp wasn't [training] - we didn't get given a scenario where we would have to lead say like in the real world. We were given a bunch of Year 11s who were already willing to listen to us so we were able to sort of control them and play games with them and stuff but that's not how it is in the real world. So maybe we should have been given some real world training where, say, kids might not listen to you and things like that. (SFG4 39-43)

The exercise Jason was referring to involved the Year 11 peer mentor leaders who were at the same venue being taught a game by the prefects. It was an activity that lasted about half an hour.

To the prefects at each campus of Hill River School the prefect training camp was seen largely as a social bonding event. This is not necessarily problematic. However, one wonders about the missed opportunity to provide meaningful leadership education and training for the prefects. The prefects themselves have critiqued some aspects of the camp, indicating that they did not perceive the camp as being of value for leadership development was a concern. Ricketts and Rudd (2002) propose a

¹⁸ Dionne is referring to a list of goals that the prefects wanted to achieve during their time in office, which was created during the camp.

model for developing leadership in the formal curriculum, that has five dimensions: leadership knowledge and education; leadership, attitude, will and desire; decision making, reasoning and critical thinking, intrapersonal and interpersonal skills and oral and written communication skills. Both Tim and Jason articulated the view that there was very little about training that happened at the camp. Tim does concede, however, that leadership styles were taught at the camp but not actual skills. Such an approach may cover some aspects of Ricketts and Rudd's leadership knowledge and education dimension. The Hill River School training seemingly then is not as effective as it could be. Both the model of high quality leadership programs proposed by Eich (2008) and Ricketts and Rudd's (2002) model suggest that the best educative approach for developing leadership is experiential learning based on Kolb (1984). Such a practice would lead to more prefects learning being the focus rather than top-down teaching. A change in practice as recommended in Chapter 6 to develop such an approach would be an advantage to the prefects at Hill River School.

Functioning of prefect group

The prefects at the Hill Campus had a great deal to say about the functioning of the prefect group, with 58 thematic references relating to how the prefects on their campus performed. Most of the comments were of a negative nature as outlined below. However, such comments were not made by the prefects at the River Campus or by either of the staff groups.

One of the significant clusters of units of delineated meaning from the prefects at Hill Campus was that they felt the group did not attain the goals that they set themselves at the beginning of the year. Anthony, in answering a question from Jason as to whether or not the group thought that they were doing a good job, was quick to point out that the group:

had a lot of goals at the start of the year that we haven't lived up to in a way, just like every prefect group has, but when you look at it, it's our final year of school and we haven't exactly, we've had time but we haven't had the focus of our prefect meetings. (SFG2 34-5)

Two things are noteworthy in this comment from Anthony. His impression was that the group hadn't lived up to its goals, with the inference that as the prefects were in their final year of secondary school, their time was being spent on study rather than

on co-curricular activities. Secondly, he noted that every prefect group hadn't reached the goals they set at the start of the year. Whilst this study is limited to the prefects of the academic year of 2009, it is concerning that one of the prefects had the perception that none of the prefect groups attain their goals.

Travis concurred with Anthony's comments about the busyness of the year and noted *„how enthusiastic we were at the start of the year and what it's like now when it's really busy“* (SFG2 39). Dionne also stated that being a prefect and in Year 12 had its challenges *„it is pretty hard because we do have things going on and we know now that we should have made an effort but then it goes to that point where you kind of think 'well should we incorporate Year 11s to do some of this because Year 12 is a big deal for most of us and we do want to go well' (SFG2 354-357)*. Travis also commented on the difficulties of working as one of a group, *„it's hard to agree so you're always going to be left hung in that way as well, because you sort of need common consensus to get things going as well“* (SFG2 40-41). He went on to suggest that the prefect group should set smaller goals or only a small number of big goals.

The notion of gaining consensus was also of interest to Anthony who felt that:

we've got an extremely large leadership body, which makes it even harder to make decisions, and also we've got a lot of conflicting opinions within our leadership body which is good because it means we've got different types of leaders, except it makes it harder to reach consensus. (SFG2 43-46)

Concerns about the size of the prefect group were made on ten occasions during the first focus group at the Hill Campus. Travis commented that:

I think one thing that has held us back has been the number of us. I think 17 is really difficult. I think half that would be about right to be honest. It's nice to reward people with the title but in terms of getting things done I really don't think, like to agree on stuff and to get a good discussion with that many people. (SFG2 385-388)

Anthony also expressed concern that, *„there's simply too many of us because our prefect meetings have become like parties pretty much I think, where we bring food and we eat and chat and we don't really get anything done“* (SFG5 168-170)¹⁹. The functioning of the group and how they worked together was also of concern to other prefects. Dionne suggested that the group *„couldn't really agree on a lot of the things that we wanted to do so we just thought 'Oh, well, it's not really that necessary so we just won't bother doing it“* (SFG5 154-156). Travis argued that one reason the group

¹⁹ The prefect group often took it in turns to bring a cake to their weekly meeting.

„could never agree on things and we just talked about random stuff all of the time, I reckon you sort of need a really good leader who’s sort of setting the tone of the meeting“ (SFG5 165). Elsewhere he suggested that half of the 17 prefects would be a more manageable sized group (SFG2 385). Anthony addressed the lack of focus and agreement as to what the prefect group ought to be doing:

when there are 17 people there are so many conflicting views like do we do gate duty, do we not do gate duty, do we speak to the younger year levels; or do we do whatever because everyone’s got their own ideas and no one’s – we’ve never really come together as a group saying. ‘this is what we’re going to do’ and do it. (SFG5 139-143)

Perhaps Travis best summed up the issues about the functioning of the group when he said *„I think the problem is our numbers and plus we don’t really have a clear direction of what we’re meant to do... I reckon you need more of a clear direction and everyone doing it to sort of get it done“* (SFG5 264-268).

The Hill Campus 2009 prefects were disappointed with the way the group functioned. They were concerned that they didn’t meet the goals they had set; one prefect suggesting that no prefect group ever did. In their thinking, one cause of this problem was the size of the prefect group, there being too many prefects. At the River Campus, which had a smaller number of prefects²⁰ this issue was not discussed at all. The other concern expressed by the prefects was that there was a lack of direction and leadership presumably from the staff to enable the group to function better. Adult administrators who are responsible for youth leadership programs in schools are faced with challenges, particularly surrounding the amount of direction and support that groups should receive (Mitra 2007). Adults do not simply need to get out of the way to enable youth leadership; Mitra (2007) argued that programs are most effective when mutual respect and responsibility between youth and adults are fostered. Such action does not militate against adults providing ongoing training, development and direction to a group of youth leaders in order to facilitate the groups’ goals being attained.

²⁰ Due to being a smaller campus.

Second round prefects

In 2009 Hill River School had had a long tradition of appointing a second round of prefects. These prefects were appointed towards the end of Term 1 (March/April) at the Hill Campus and during the latter part of Term 2 (May/June) at the River Campus. There is no official reason why the appointments were made at different times. It may simply be that one campus takes longer to getting around to making the appointments. All participant groups spoke about this phenomenon. The staff certainly saw it in a much more positive light than the students. Prefects at the two campuses tended to refer to these later appointed prefects in different ways. Colloquially, at the Hill Campus they are referred to as second round prefects whilst at the River Campus they are referred to as mid-year prefects by the existing prefects. There is no variation to their responsibilities or tasks as prefects.

The prefects at the Hill Campus referred to the second round prefects four times in their first focus group session. Their experience of the matter was somewhat sceptical. Travis agreed with Jason when he said *„the second round was almost unnecessary, like did we really have a reason for getting more prefects and have they done anything that we couldn't have done?“* (SFG2 563-564). Anthony was not quite as black and white:

I think all the second round prefects, ... they were all people that could be leaders and I think they've done just as much as all the rest of us have so I don't see why they shouldn't be prefects but I also don't see why, I don't see it as a necessity that needed to happen but fair enough (SFG2 567-569).

Dionne questioned the value of second round prefects and suggested that being a second round prefect was like obtaining a second place:

I know that a lot of people didn't even want to go for second round prefect really because they thought 'Oh yeah well it's just kind of like the one, two, I came second place,' so I think a lot of them wouldn't feel right coming into being a second round prefect coming into the prefect thing because a lot of them might think, because I don't think they put themselves up for second round prefects, I think it was the ones who didn't get chosen for first round, I think a lot of them might have, I'm not saying that they did this year but in previous years and maybe in the years to come but they might think, 'Do I really want to be one now seeing as I'm coming in this year group and they've all got their thing to do, like am I just a second round person who, is there a role for me and stuff. (SFG2 571-579)

Whilst one could temper Dionne's comment with the fact that she was not a second round prefect herself, she does make an interesting point. The value of being appointed to the position might seem to be less if one is performing the duties of a prefect for less time and is cognisant that they were not appointed at the first opportunity.

The River Campus students made 13 references to the second round prefects which they called mid-year prefects. Their comments were similar in tone to those made by the Hill Campus students. The value of appointing the mid-year prefects was questioned, the change to the dynamics of the group was considered and the prefects who were appointed at the beginning of the year felt less valued because of the appointments of the mid-year prefects. Tim felt that the three mid year prefects:

changed the dynamics within the board room [location of the prefect meetings] and within our meeting ... in a negative way ... because we've got three people coming in who essentially have been outside of the dynamic and don't really understand the thing because they haven't been on the camp and they haven't really formed the same bond that the rest of the first round prefects have, and as such, it kind of caused a bit of tension within the meetings. I'm being honest here. I don't mind the people, I'm friends with all the people, but in terms of them coming in and jumping into something that we essentially had taken on beforehand, it was almost like a slap in the face, and that probably sounds arrogant, but essentially it just felt like someone's just jumped into that group and changed the whole thing around without us having much say in it. (SFG4 97-106)

Sam, Matthew and Nathan all agreed with Tim about the change in dynamics that appointing the mid-year prefects brought to the group. It seemed that the dynamic was most acute during the weekly prefect meetings. Imogen attributed the reason to the existence of the dynamic being due to the mid-year prefects not attending the camp and the first group of prefects getting used to working with one another, „you'd know how to interact with everyone and get a task done. And once mid-year prefects came in, it sort of took while to get back to that because they hadn't done what we had done ... we lost that bond we'd created“ (SFG4 111-114). Matthew thought that the „new prefects were a little shyer; It took them a couple of weeks. They weren't really contributing much and they – it took them a couple of weeks to get in to it“ (SFG4 115-117).

Nathan considered that it might be appropriate to give the mid-year prefects a different title or role, thinking that the role needed improving (SFG4 122). The other

prefects considered this idea for a while. Tim concluded that he was against the „entire idea of mid-year prefects“ (SFG4 125). His reasoning was related to the selection process used to appoint the mid-year prefects. He argued that the mid-year prefects could not possibly do in the six months between the appointment of the first group of prefects and their own appointment the same number of things as those who were appointed in the first round (SFG4 127-129).

It is unfortunate that no second round prefects were participants in this study. Had they been included another perspective on their role would have been obtained. I have made comments about the selection of students as prefects above and these are still pertinent in considering the second round prefects. However, other issues might also need to be considered. Amongst these is the intended purpose of having second round prefects. These students do not attend the training weekend and by virtue of being appointed later will not have the same opportunity to carry out their duties. Thus, their appointment might be more about recognition for what they have done outside of the prefect group. Moreover, the value of having additional prefects with the same purpose being added to the group should be balanced against the impact that the second-round prefects have on the prefect group.

Summary of student meta-theme 3

The prefects at Hill River School have a mixed experience as to whether or not they felt supported in their role. On the whole they were sceptical about the selection process that led to their own appointments. They expressed concerns in three areas relating to the selection process. It was not as democratic as they thought it should be and secondly, that some of their peers were precluded from becoming prefects because of their past (mis)behaviour. Thirdly they are sceptical about the appointment of a second round of prefects during the year. The students argued that the prefects who were appointed in the second round couldn't be as effective as the first round prefects and that they were less suitable for the prefect role.

In terms of the training and support that the prefects received they again made some interesting points. The flagship-training event, the leadership camp, was seen as a social bonding event rather than as a training exercise. The prefects felt that they

should have had more training in leadership skills as part of the leadership camp. Given that the prefects found the camp did not provide them with leadership skills training its value in developing them as leaders can be questioned. A revamped selecting, training and developing program that is focused on more aspects of leadership development such as one based on the models proposed by Ricketts and Rudd (2002); Allen and Hartman (2008b); and or Eich (2008) is warranted.

Those prefects who had mentors saw their mentors as approachable and able to help them. However, the mentoring was not necessarily focused on leadership support; being seen as more of a personal support. Leadership mentoring has been revealed as a key factor to improve leadership efficacy (Jabji et al.. 2008; Komives et al.. 2006; Lavery 2003; Orsini 2006). A more structured and focused training and development program is called for.

The prefects at the Hill Campus felt that the size of the prefect group was overly large, a result being that the group did not function effectively. One prefect felt that the 2009 cohort was no different from other groups before them in not reaching the goals they had set at the beginning of the year. Adult leadership of student leadership groups is complex. However, the need to be seen as encouraging of young people, allowing them to stumble (van Linden & Fertman 1998) and to experiment whilst developing them as individuals are all actions an adult can take that should have positive effects on the young people.

Student meta-theme 4 – Being a prefect

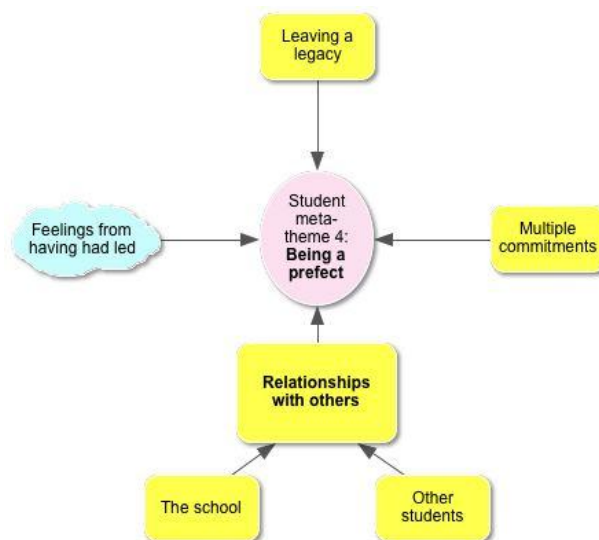


Figure 4-4: Student meta-theme 4 – Being a prefect.

The final meta-theme from the prefects - Being a prefect - was supported by four clusters of meaning, as presented in Figure 4-4. One of these, from the writing imaging task, coloured blue is „Feelings having had led“. The other clusters, yellow coloured curved rectangles arose in the synergetic focus groups: Leaving a legacy, Multiple commitments, and finally Relationships with others - which were further supported by two sub-clusters, The school and Other students.

Leaving a legacy

The prefects at the River Campus were keen to leave a legacy to the school. They discussed this in a number of ways, and overall made 20 references to the idea. The idea did not appear at the Hill Campus or in the staff sessions. Nathan recalled that Mr Harrison²¹ had spoken to the group about the concept of legacy and leaving a legacy behind. For Nathan, this was more important than being a prefect or any of the responsibilities that come with the role (SFG4 540). He wanted to go around the group and ask each of the prefects what legacy they wanted to leave. Whilst this was

²¹ Pseudonym. Mr Harrison had been the Head of the River Campus until part way through Term 2, 2009.

not a description of the experience of being a prefect, it did provide useful information as to what the River Campus prefects hoped to achieve in their role as the 2009 student leaders.

Nathan wanted to bridge the gap between the different year levels of the school and to unite the school as one rather than primary, middle years and senior years sections. *„I reckon the Grade 4 kids should be able to walk right up to a prefect and go hey how are you going and address their issues just as well as a Year 11 kid“* (SFG1 549-550). Sam wanted to leave the legacy of letting people know that no matter what *‘you’ve been through or how other people have perceived you over the years, that you can still make something out of yourself’* (SFG1 555-556). For Sam, this would come about by setting *„your goals to something“* (SFG1 557).

Imogen couldn’t think of a specific legacy, apart from *„just being noticed in the school as actually doing something and being remembered“* (SFG1 562). She continued on and recalled that she didn’t know who the prefects were when she was younger and that *„it’s important to just get out in the community and have an influence on more of a personal level“* (SFG1 561-562). She also felt that this was important to achieve as a group of prefects rather than as only an individual.

Tim wanted to leave the legacy of *„respect for the establishment, the respect for the teachers, that sort of thing“* (SFG1 578). He went on to explain how the school was a decent school and as a result of which it should be respected:

so I feel that something that has developed within the school in the past few years has been a culture of cynicism, there’s been a lack of respect for teachers, a lack of respect for the school environment such as littering. I don’t know defacing property, that sort of thing ... in terms of developing the school culture, so that again we are combined community, the teachers have respect, people understand why they’re coming to the school, their parents that really care about sending their students to the school. ... And in terms of the pride of the school that is very much increased, because at the moment one of the things that plays on my mind is just people not giving the school the respect it deserves. (SFG1 577-592)

Bianca agreed with Tim and would have liked to leave a similar legacy, *„keeping the culture of the school and having that friendly and everything respected through the school and all that, I think it is so important to keep it“* (SFG1 594-595).

Matthew wanted to leave a legacy of the school being a place where people recognised how fortunate they were to be at the school and where everyone was encouraged to achieve their best. He wanted an environment:

that sees everyone strive for their best, that sees being smart and reaching your full potential, you've absolutely got to strive for the school. I'd hate to leave this place and the people that are smart, that people get dux and get the awards at assembly, they're seen as oh they're the nerds, it's not cool to be smart, I think that'll be terrible. I'd also like to demonstrate to everyone how good our school is. You often hear people complaining about facilities and so on, particularly at [River Campus], but as a group of prefects and as our year level being Year 12 I'd like to show everyone how privileged they are to be at a school like [Hill River School] and I just want everyone to love the school as much as I do. (SFG1 642-651)

Heather expressed her legacy quite simply:

school spirit, getting people to actually like being at this school instead of constantly going, oh I go to [Hill River School, River Campus], it's such a hole I hate it. .. I want to hear them say I go to [Hill River School, River Campus], it's the best school in the world (SFG1 697-703).

Unfortunately Claire had another commitment to attend and had to leave the session before she had an opportunity to share her legacy.

As stated above, gathering information about the legacy prefects would leave was not intended. However, the unintended outcome has been to learn more about the prefects' motives and understandings of their role as prefects. Consequently, we can link these intentions to some models of leadership. The legacies that the prefects intended to leave - being known to the younger students as an approachable and helpful person, letting students know that as individuals they could achieve things, improving the student body's attitude towards the school as an institution and having students recognise how fortunate they were to be at the school – are all pro-social. Such a finding supports Whitehead's (2009) claim that authentic leadership, leadership that ensures positive outcomes for leaders and their followers, is worthy of consideration as a model of adolescent leadership. There is also a sense in which some of the legacies the prefects want to leave would involve change. Thus, the Social Change Model of leadership (Wagner 2006) might also be an appropriate model in understanding student leadership as it considers students who lead seek to make a positive contribution to their peers.

Multiple commitments

This cluster of units of delineated meaning was referred to seven times during the second synergetic focus group at the Hill Campus. It was generally referred to in discussing the busyness of Year 12, their final year of schooling. Anthony first made the point when discussing how the group hadn't reached all the goals that they had set and thought this was due in part to not having the time to complete the tasks they had set themselves. He again made the point as he was considering a specific task he wanted to achieve *„but realistically in Year 12 it's the busiest year of your life at school"* (SFG2 142). For Travis the busyness meant that the group had lost enthusiasm for their prefect task *„it's noticeable the amount, how enthusiastic we were at the start of the year and what it's like now when it's really busy"* (SFG2 38-39).

The School Captains in the Neumann et al. (2009) study claimed that they learned to be more organised as a result of having extra demands placed on them in that they learned to manage their time and negotiate. The students in this study did claim that they had found a balance. One strategy that might improve the situation for the prefects at Hill River School would be to revamp the leadership training and ongoing approach provided.

Relationships with others

This cluster of units of delineated meaning is divided into two sections, the school and other students. The first of these deals with the way in which the prefects experienced their relationship with the school as an institution or with members of the teaching staff as agents of the school. The second deals with how the experience of being a prefect affected their relationships with other students.

The school

Both student groups commented on the relationship between prefects and the school (as an institution) and the staff who managed them as agents of that institution. The prefects at the River Campus referred to their relationship with the school 52 times

and the prefects at the Hill Campus referred to the matter four times. The reason for the difference in the number of times the issue is mentioned may be a factor of the size of the campus.

The River Campus prefects' description of their relationship with the school was somewhat negative. Their experiences could be broken down into two sub categories: not feeling supported and feeling that the prefect role wasn't valued.

Prefects don't always feel supported

The prefects reported some frustrations in their relationship with the school and did not feel supported by the school in some of their endeavours to lead. Tim felt that he was often forced into doing things by the school without consultation. Imogen coined an apt phrase, *„the staff's right hand man“* (SFG1 892) when Tim was at a loss for words to describe the role of the students if it was not leadership that was expected. Tim's perception was that he was:

the staff's right hand man, the slave to the bureaucracy of the school almost. So in terms of the relationship between things like that and just being straight up required to do things, there's no conversation about it, you are expected to and then you've got the iron fist of administration telling you have to do this, you have to show this parent around and tell them this is the best school in the world. If we're leaders obviously we're going to enjoy the school; obviously all of us here already said that we do want a good school, we do want the legacy, so we will be saying these things. But to be enforcing it builds the cynicism within the students, because then we're questioning it. We're saying oh well I like this, this and this and then they've got something on the proposed oval for 2012 or something and then it's like oh they proposed an oval for when we were going to be in Year 8, what happened to that? And it breeds these thoughts in the heads of students, not just the leaders that things perhaps aren't being done as well and you do lose some respect for the administration. (SFG1 894-905)

Imogen responded to this view of Tim's by suggesting that, *„the school maybe [should] gives us a bit of freedom to let us say what we really think, with the trust that we're not going to bad mouth the school“* (SFG1 916).

In the second focus group session Tim was a little less definite in his perceptions about whether or not the school was supportive. He felt that:

the administrative staff [senior teaching staff] and the staff that are involved in the leadership program, they're all fantastic in terms of supporting us,

however, your day to day teachers generally don't really understand what you're doing and what you're involved in (SFG4 376-379).

He suggested that this lack of understanding was experienced when the demands of the prefect role were weighing heavily in terms of time commitments. He felt that it would improve the situation if:

staff [were] more aware of what the leaders are doing and just understand the system a bit better, because I know there's teachers that simply don't understand extra curricular activities and why they're needed and what they're for (SFG4 387-390).

Once again Imogen was supportive of Tim's comments or at least echoed similar sentiments. She went further and outlined how she was concerned about the expectations being placed on her and the lack of support. This was particularly pertinent at a time when a catastrophic event²² severely impacted on the community of Hill River School, particularly the River Campus, and a number of school families experienced the death of family members or close friends, including students from the immediate past Year 12 group. Imogen felt that she and the prefect group were:

expected to be [an] adult, and I don't think the school recognizes that yeah, we're still kids. One example was when the [catastrophic event] happened, the day after, we weren't being prefects; we were just being kids, and you're kind of not given that leniency. We were basically told by the senior staff to put on a straight face and be a leader. And I think we kind of were being leaders just in that we were being part of the school body and being with the other kids and being on the same level and being seen as equals. That's the whole thing. You don't always have to lead from the front. (SFG4 394 – 400)

The perceived pressure placed on the students by the school's administration after the nearly state-wide catastrophic event was of concern. Some of the student leaders felt that they were not given the space they needed to be adolescents themselves and were expected to be leaders and to be role models of coping with the situation. The prefects were grief stricken immediately after the event and felt unable to meet the expectations being placed on them. This situation stresses the point made by van Linden and Fertman (1998) that in working with adolescent leaders, adults need to recognise the developmental stage of adolescence. The grief that many of the students at Hill River School were feeling was legitimate and allowances for the

²² I have not given a description of the event, which gained international media coverage, in order to maintain the privacy of the school and the participants in the study.

prefects to be grieving with their peers should have been made. Ward and Ellis¹¹ (2008) found that one of the determining factors in adolescents selecting who to follow is social support. In this instance, the prefects should have been freed up to provide social support to their peers. If prefects were prevented from assisting their peers then their credibility as leaders could have been threatened and students may elect not to follow them.

Tim provided another account when he felt that the prefects were not feeling supported. He outlined a situation where the prefects (as leaders) had tried to do what they perceived as the right thing and yet the outcome wasn't what the group was expecting:

I mean recently we've had a bad problem with a situation where drugs were being used, etcetera, and we attempted to do the right thing and talk to teachers about it and we put ourselves on the line to make something happen and to make the school aware of some potential problems, and from that, we, I don't know, to an extent, have become the face of the problem. So we're expected to encourage people not to do it and to try and deal with the problem on a ground level whereby we're not cut out to do something like that. When you're involved in a peer group, we still are within our cohort. As much as we are leaders, we're primarily members of the year level and members of the overall group, and sometimes the expectation on us to influence some of our good friends, it's like what comes first? It's a real clash between who comes first; your responsibility to the school or your responsibility to your friend? And I mean that can really cause problems with people with either their friends or the administration (SFG4 417-427).

Imogen felt that the staff at the school had a lack of understanding as to the impact that the prefects could have in addressing a situation where drugs were being used. She felt that she could have very little impact and that the staff didn't appreciate this:

the staff just don't realise in some situations how little impact we can have. No matter how much the staff and the school body puts someone at head of school and says that we're leaders and we should be respected, blah, blah, if your peer group doesn't want to listen to you on a particular issue, there's nothing that the staff can say to us which is going to make them do that. And I think sometimes the expectations are just a bit unrealistic and high to do with stuff like that (SFG4 428-433).

Claire was of a similar view, but perhaps a little more frustrated about the perceived lack of support:

There's situations where we feel that we don't have the power to influence people and we deliberately come to staff seeking that support, and it's just kind of like "Well you're a prefect, sort it out yourself." We came to you for a reason. (SFG4 434-436)

Imogen went on and suggested that:

one of the main problems with the leadership system at this school is the sometimes – yeah, ridiculous expectations that are put on us to influence people which we don't have an influence on. And also as a leader, although you have a responsibility with some teens to influence them, you also don't want to alienate your peers and your cohort because I guess the idea is finding a happy medium; if you alienate your peers on one issue, they're not going to listen to you on anything else, and I think that's where teachers need to step in because that is their role. If kids dislike a teacher, it's very different to them disliking someone in their year because they have classes with them and they see them every day at lunch and recess. (SFG4 444-451)

Claire again voiced her feelings about the lack of support:

Yeah, going back to the support side of things, outside the prefect group and those directly involved in it, our level manager [Mr W], teachers aren't supportive at all, and it's just like no, you're expected to do this, forget about that. Why does that come first ahead of that? Recognising that we do have a lot to juggle on our plate, but the fact that they're not even letting us spread it out, "Can we do this at a different time?" "No, it has to be done now." "I've got something else to do, can we...?" (SFG4 452-457)

The fact that the prefects felt quite unable to have an impact on the risk taking behaviour of their peers reflects findings that peer leadership is a concept that isn't always acknowledged by young people themselves (Carter et al.. 2003). The fact that the prefects had raised the drug taking issue to school staff, which perhaps they didn't need to do, suggested that they were acting in a pro-social manner and wanted to see change, their peers not taking risks, which is praiseworthy. Appropriate models to understand this style of leadership include Whitehead's (2009) authentic leadership and the Social Change Model as postulated by Wagner (2006). It should also be noted that the prefects are not paid staff and that it might well have been unreasonable to ask them to do what they were asked to do.

The students expressed in their comments about their relationship with the school that they are concerned that they are not seen as the „*staff's right hand man*“. It would seem that they are frustrated in their endeavours to bring about positive social change. In their own thinking they had taken a positive step by alerting the school of their concerns. They then expected some practical support which they didn't believe was forthcoming. The dynamics of how adults best support youth in leadership roles has

been recognised as a challenge for adults (Larson et al., 2005; Mitra 2005, 2007). van Linden and Fertman's (1998) concern to treat adolescents in an age appropriate way, in this instance recognising that as well as being student leaders they remain members of their peer group, is perhaps a pertinent reminder for the staff at Hill River School.

The findings that the prefects did not always feel supported is in contrast to the findings of Neumann et al. (2009) who found that students who were school captains in Queensland schools believed that their relationships with staff were stronger as a result of their being student leaders. One reason for this difference may be that in this study the leaders are part of a larger group of leaders rather than being one of two school captains (or a solo leader). Further, the River Campus of Hill River School is quite small, fewer than 60 students in a year level. The dynamics that were at play in relation to the particular instances of concern to the prefects may not have been the same in a larger school. Indeed at the Hill Campus - where there are over 130 students in a year level - the prefects did not speak about a lack of support very often at all.

Prefect role not valued

In addition to not feeling adequately supported in his role as a prefect, Tim suggested that some of the roles that the prefects were asked to do were demeaning. Whilst he enjoyed taking people on tours of the school he found that some of the roles at school events, „*working as tour guides, stewards, parking attendants ... to an extent I would say demean student leaders*“ (SFG1 841-844). Imogen and Matthew didn't entirely agree with Tim on this point. Matthew suggested that while some of the roles assigned to prefects were:

sort of fake being the tour guides and that sort of stuff, but there are plenty of opportunities where we actually present to the parents and the new people coming to the school and they get first hand our perspective, our views on it too (SFG1 858-861).

Imogen agreed with Tim's thoughts but felt she should present the other side of the argument, „*I think although we feel it's fake, it can be really beneficial to at least some kids coming to the see the school*“ (SFG1 864-865). She continued to explain the time she did a school tour as a much younger child when her elder brother was going to start secondary school at Hill River School, her parents „*loved the fact that it was a student showing them around who would make jokes and say oh yeah. There's*

a bit of no matter what we're told to say we'll always give at least a little bit of truth" (SFG1 866-868). Matthew may well be indicating that he recognised the trust placed in the prefects when they took prospective parents on a tour of the school when he acknowledged that such people *„take more on what the student's perspective is than say teachers, because at the end of the day you're sending your kid to the school"* (SFG1 880-881).

Jason was the main protagonist for the argument regarding a lack of support at the Hill Campus. He felt that things would have been easier for the prefects if the school had told the other students to respect the prefects. The other Hill Campus prefects felt that such an approach would not have worked in any case. Anthony, Travis and Dionne all suggested that any lack of respect that there might be from the student body to the prefect group was not the fault of the school, but rather of the prefect group members themselves. The issue for Jason then might be more about needing to be trained up in the necessary skills that would enable him to win the respect of the younger students. It may also be that if the school expects the prefects to have influence over students that the students are told that a prefect can lead them in this way.

Whilst there was some debate around this point the conclusion could be made that at least one of the prefects thought that the task he was given was demeaning or beneath him. Tim's view may be reflecting Hawkes' (2001b) contention that schools confuse menial administrative tasks with leadership and that boys particularly aren't interested in rendering such service. Having prefects lead school tours is not necessarily demeaning. However, the purpose of the prefect office could be questioned. Is it to lead students, to be a voice for students or to be an agent of the school?

Relationship with other students

Prefect groups at each campus had some things to say about the relationship between themselves and the rest of the student body. The Hill Campus prefects spoke about their relationship with other students 15 times in their first focus group, whilst the River Campus prefects spoke about their relationship with other students five times in their first focus group session.

A common theme amongst the Hill Campus students was the feeling that the prefects were not as recognised or as respected as they should be, as Jason thought above. Anthony didn't think that *„prefects as such, like the title 'prefect' is as recognised as it probably should be because at our school it's pretty much the only leadership position you can acquire"* (SFG2 63) and he didn't think he had the respect *„of everyone because I think there would be a lot of students that wouldn't even know what the blue tie²³ means"* (SFG2 67). Travis agreed with this and thought that part of the reason that such a situation developed was because the prefects were *„seen as powerless, I think, because people think we can't do anything so they just make fun of [us]"*. Dionne was perhaps a little less concerned about the respect issue saying that *„it's not the formal respect that some people would think would come with it. So it's more friendship and respect of friendship that you get"* (SFG2 75-76).

There was some debate amongst the Hill Campus prefects as to whether or not they thought that the lack of respect came about because of their own actions, the fault of the school, or indeed whether it was generational. Jason posed such a question in his synergetic focus group (SFG 77-81). Anthony felt that it was definitely their (the prefect group's) fault that the respect wasn't present, as they hadn't attained the goals they had set, and he claimed:

it's definitely our own fault for our own school, however, ...we follow in the footsteps of others and the other prefect bodies that have come before us have pretty much done the same as us, had all these goals at the start of the year to gain the respect of their peers and it simply hasn't happened (SFG2 82-85).

Travis thought that respect was earned if you enforced it yourself and that it was related to being in their generation. He suggested that in the past, in their parents' generation, *„it was a lot different they had a lot more power with that command of respect, but ... the generation we live in [has] a lack of respect for authority"* (SFG2 86-89). Dionne also thought that the lack of respect was a broader issue and was partly generational in nature, *„I think it's a generation thing because you would never really see people from 50 years ago or whatever talking like they do now to older people'* (SFG2 103-104).

²³ As part of their school winter uniform, prefects (both male and female) wear a different colour tie than other students as a sign of their office.

Anthony felt that the lack of respect was not only due to the generational issue but also a dimension of Hill River School:

the ethics within our school is also a factor because in other private schools, there aren't many in [our state] that are just, they're all well dressed, well behaved and they respect their elders and they recognise positions such as prefects, captains and things, but at our school I think you'd struggle to find a lot of year 7s and 8s, I think they know the school captain's name, possibly the vice captain and the odd prefect and captain of sport here and there, they wouldn't exactly know everyone, know the main leaders, which is probably a bit of an issue because if you don't know anyone you can't aspire to be anything, if you don't know about it you don't want to be it and therefore we don't have the respect of them. (SFG2 90-95)

Dionne suggested that there is one program at Hill River School where respect from younger students for their leaders is found and that is in the cadet program²⁴, where respect is enforced more „you will listen“ (SFG2 102).

Dionne felt that there were some ways, in which more respect could be obtained for the prefect group:

if they just slowly start the prefects interacting more with year 7s and 8s, because I remember in year 7 and 8 we'd sometimes get the vice captain down and some other prefects come down and they'd come and talk to us in our form rooms and things. So I think a bit more of that would help get the respect and just get them aware of it, but it's not something that you can hope to happen in the next year or in the next couple of years (SFG2 125-131).

As stated above, the perceived lack of respect towards the prefects from other students is not necessarily the intent of the school. Prefects learning and practising the skills of leadership rather than just concepts about leadership, as suggested in previous research (Allen & Hartman 2009; Ricketts & Rudd 2002), might help better prepare prefects more effectively. They might then earn more respect from their peers than what they currently do.

The prefects at the River Campus expressed their experience of relating between themselves and with other students in quite different terms. As I have said above,

²⁴ The cadet program is a school co-curricular activity that is sponsored by the Australian Defence Force and operates as a youth development organisation with a military structure.

amongst the explanations for campus differences, could be related to the relative sizes of the campuses. When speaking about the selection process in the appointment of prefects, Tim suggested that one of the perceptions that might be at play amongst the student body was that „*you have to be friends with teachers, you have to suck up so to speak*“ (SFG1 340-41). Such a perception would no doubt be one that the prefects would want to reject, as indeed Tim did, „*I'd say that isn't the case; there's examples of people in this room that don't suck up to teachers and that sort of thing*“ (SFG1 341-342). Nathan was quick to add his support in rejecting the notion that the prefects are teacher pleasers, „*I don't think that a leader should be someone who plays to the cards of teachers, as many people think. I reckon a leader can just be someone who shows genuine qualities of a leader when the time comes*“ (SFG1 344-346).

Tim and Nathan's comments reveal a concern that the prefects have about how they are perceived by their peers. In this study the view of their peers has not been obtained. Ward and Ellis (2008) found that social status and social help dominate who adolescents will choose as peer leaders. Given that a necessary factor of their appointment as prefects is that their peers have voted for them, it may be that the prefects are more concerned about the perception of the teacher/prefect relationship as than they need to be.

Feelings having had led

Five of the prefects referred to the feelings that they had as a result of being a leader at Hill River School. Consistent with previous research (Carter 1999; Lakin & Mahoney 2006; Neumann et al.. 2009; Ricketts 2005), the effects on the prefects of leading were mostly positive. However, Travis had mixed feelings about his achievements. Prior to starting his year as a prefect he had attended a party and was concerned that a number of students were passing out or vomiting as a result of drinking too much alcohol. He decided that he would do something about it and initiated some action. He recounted that:

I felt proud that I had genuinely been a leader. As time went on into this year I found that little gets done without a lot of work. And as I have obviously been busy with my studies, and did not get probably enough people helping me with this little change really occurred in the school and I became dejected and lost my enthusiasm for this project. In the end I feel slightly embarrassed that I didn't achieve more but I understand why and for next time I'll have to work harder and not make excuses. Nonetheless, I feel proud that I took it upon

myself to care about the welfare of my peers and think that I acted as a leader, although not a strong enough one, for many reasons, to create genuine change. (WT1)

Travis' comments suggest that he has equated being a leader with bringing about positive social change. Thus the Social Change Model of leadership (Wagner 2006) and the authentic leadership perspective (Whitehead 2009) are appropriate frameworks through which to understand Travis' story and would be appropriate models in which to train the students.

The remaining four students, all girls, spoke about being pleased about being acknowledged by virtue of being school prefects. Amy reported that she was proud to *„represent the school as a leader and to demonstrate the leadership qualities the school had helped me establish“* (WT1). Heather referred to when she most felt like a leader in her anecdote. She had been involved in organising the school formal and during the speeches at the formal she had not been thanked:

I did all this work and didn't receive any of the credit' going on to say 'I think that is what true leadership is, doing what must be done without complaint regardless of the knowledge that you won't receive any credit for your work. (WT2)

These feelings from Heather reflect a servant leadership style of leading. She has served the people she is leading and they have benefited as a result of her work. Thus, a servant leadership model or at least a model of leadership that promotes pro-social behaviour would be an appropriate framework to present to the prefects at Hill River School as part of a total training package.

The impact of being a prefect – summary remarks

The impact of being a prefect is wide ranging. The students spoke about how they wanted to leave a legacy and in so doing revealed something of their motives in being leaders. They also spoke about the pressures that being a prefect during their final year of schooling put them under and how they felt in being recognised as a prefect. The cluster of meaning that was delineated most considered the relationships that the prefects had with the school as an institution and with their fellow students.

At the River Campus, all but one of the prefects spoke about wanting to leave a legacy behind as a result of them being a prefect. Overwhelmingly, the students spoke about having a positive or pro-social impact on the school or people within the school consistent with Whitehead's (2009) conceptualisation of authentic leadership and Wagner's (2006) presentation of the Social Change Model for leadership development.

The prefects spent some time talking about the demands of being a prefect in their final year of school and of the feelings they had as a result of being student leaders. The area that the students spoke about most was their relationships with the school and with their fellow students. Some of the prefects did not feel supported or valued in some aspects of their role as prefect. In relation to their peers the prefects spoke about a perceived lack of respect towards them and of being accused of being compatriots with the staff. The concerns expressed by some of the prefects in relation to being supported and valued by the school is reflected in van Linden and Fertman's (1998) work regarding the importance of the need to support students in leadership at developmentally appropriate levels.

Chapter 5 : Interpretations and meanings of staff experience of student leadership

Introduction

This chapter is concerned with the explication of the staff data. In particular it addresses a response to the second research question, how do teachers and school administrators understand student leadership? This question was supported by two subsidiary questions:

- How do teachers perceive the selection process, training and support of the Year 12 prefects?
- How do teachers view the activities of the Year 12 prefects?

These questions were answered by the two staff meta-themes (Figures 3-28 and 3-29). Staff meta-theme 1 – selecting training and support of prefects addresses the first subsidiary question. The second subsidiary question is addressed by Staff meta-theme 2 – understanding student leadership.

Consistent with Chapter 4, the focus of this chapter is on drawing out the participants' experiences of leadership using their own words. In addition to comparisons being made to the literature, comparisons are also made to the student data.

Staff meta-theme 1 – Selecting, training and support of prefects

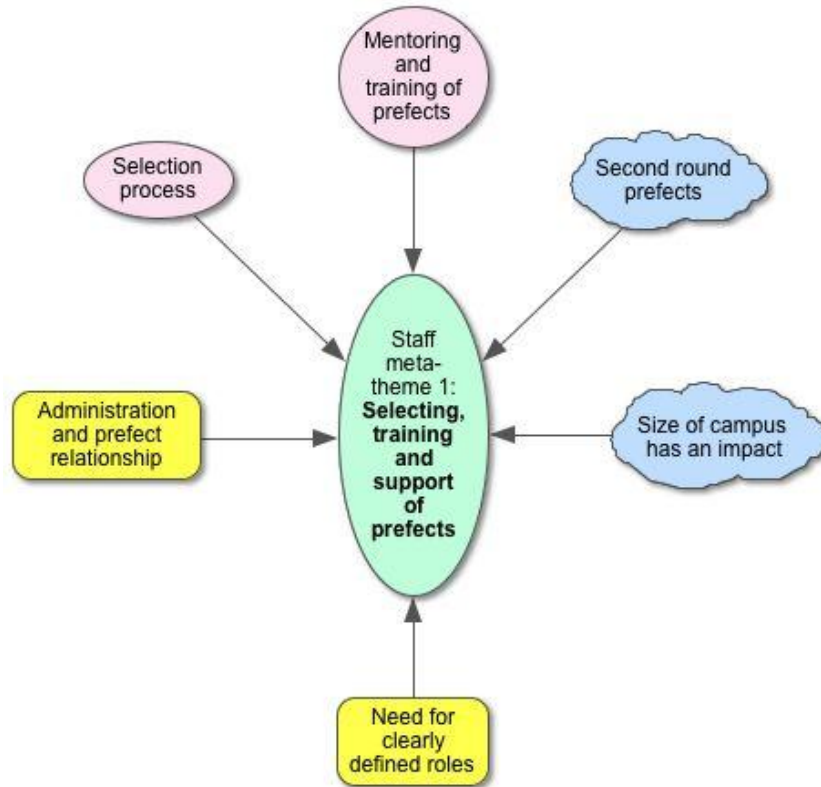


Figure 5-1: Staff meta-theme 1 – Selecting, training and support of prefects

The theme „Selecting and training of prefects“ is made up of seven clusters of units of delineated meaning (Figure 5-1). Two of the clusters represented as yellow curved rectangles came from the Heads of Campus professional conversation. The two clusters represented as blue clouds, came from the River Campus staff synergetic focus group. Themes that were common to both the River Campus and the Heads of Campus are represented by the pink ovals.

Selection process

Among the cluster of units of delineated meaning, selection processes had the most units of delineated meaning in both the River Campus staff session (58) and in the Heads of Campus session (47). At the River Campus this was nearly more than three times the number of units of delineated meaning for the next most discussed topic,

training of prefects and nearly twice the number of the next most discussed topic during the Heads of Campus session. The staff discussion about the selection processes covered a wide range of issues including questioning whether the method of selection is appropriate, the criteria used to select prefects, transparency surrounding the appointments and the extent to which a student's past ought to effect their appointment as a prefect.

Comments about the processes used to select the prefects revealed mixed thoughts amongst the staff as to whether or not the right students are appointed as prefects. Geoff pondered that *„one of my disappointments over the last couple of years has been that too often we might have appointed prefects on their ability in the room, in the interview program“* (SFG3 28-29). Indeed much of the concern about the selection process was explicitly linked to the interviewing program. The interview panel consisted of the then Head of Campus (Gordon), the Head of Secondary (Rhiannon), the Head of Year 12 (Geoff), The Head of Hill Campus and the Head of School (Deputy Principal). Although not clarified directly the inference in the comments about the make up of the panel related to the presence of the Head of School and the Head of Hill Campus. Rhiannon said:

I think we do weight the interview too heavily and it's hard when someone who doesn't know the child comes in from outside and is a part of the panel, it's hard for them because they don't know. All they do know is the interview and what's on paper (SFG3 333-335).

Geoff concurred and suggested that *„when you've got half a panel, I don't know it was half, but let's say it was half a panel, well then it almost has to go on the interview and that's a flaw'* (SFG3 344-345). One thought from Gordon was that *„we've got a process that excludes potentially the best person who's able to speak for and against an application“* (SFG3 351-352). He was referring to the Year 11 Coordinator who has been pastorally responsible for the applicants in the time leading up to their applications and interviews. Rhiannon didn't agree with Gordon and argued that the person not being on the panel was an advantage as she could *„prepare them and to tell them [sic] the way they ought to address the interview, which she couldn't do if she were on the panel“* (SFG3 343-354).

Gordon suggested that the:

selection process is viewed with suspicion out there – and we know we don't – but there is suspicion out there that what we do is tick the boxes and if they've got enough ticks in the right boxes then they've passed the next hurdle. (SFG3 267-268)

In response to this concern Rhiannon suggested that a student could be on the selection panel (SFG3 278). As the group discussed the idea the conclusion was reached that the student could be one of the currently serving prefects. In the Heads of Campus discussion, Alistair did not go as far as suggesting that a student be on the selection panel, but did suggest that, *„I think the selection process therefore has to include student input“* (PC1 229). Alistair suggested that students and staff might see things differently, which could be an advantage in appointing student leaders. This view is contrary to the findings of Schneider, Ehrhart and Ehrhart (2002), who found similarity between student and staff nominations of student leaders.

The role of democracy, as one of the pillars of the Round Square Organisation, should also be considered in this context. The students at Hill River School do vote for students to become prefects. However, a panel consisting of senior staff makes the final recommendations to the Principal. Rhiannon's suggestion that a student be included on the panel is one that is worthy of further investigation. The notion of a currently serving prefect being that student seems relevant appropriate. Such a student would have lived through the experience of being a prefect and therefore be well placed to understand the demands of the role. One objection that might be made against this idea is that students could be more concerned with appointing their friends or popular students rather than those who have leadership skills. However, previous research has found that students can differentiate between popularity and leadership (Schneider et al., 2002) as can the 2009 prefects at Hill River School as shown in Chapter 4. In some schools, student voice is taken to the level of including students on selection panels for staff (Mitra 2007). Including them to represent the student opinions about potential student leaders would elevate the importance of student voice. Such a decision would certainly indicate the school's preparedness to take student voice seriously. Such a process did not appear to be typical of prefect appointments. Historically the appointment of prefects has been at the prerogative of the Head Master (Principal). This was certainly the case at Rugby School when Arnold was reforming the prefect system (Wymer 1953). However, in the 21st

century changes due to cultural and societal shifts may make the historical pattern redundant. The place of older students being in a sanctioned power relationship over younger students could pose potential problems in light of more recent understandings of bullying and harassment.

Whilst prefects have been appointed as individuals, there was some thought expressed that the dynamics of appointing the group ought to be taken into account. In speaking about the range of prefects who have been appointed at River Campus Geoff pointed out that „*we certainly never had a whole prefect group that [were] clones*“ (SFG3 70). He went on to say that a balance of types of students was necessary suggesting that it was „*essential in a leadership group and it’s probably something that doesn’t always happen in democracies and so on because you tend to have a more definite type*“ (SFG3 67-69). Rhiannon perhaps put it a little more succinctly „*when we are appointing prefects, we’re not appointing just the person, we’re appointing a group*“ (SFG3 469). She expanded on her point and gave an example of a particular student in the current prefect group, „*it was part of the reason that Nathan was originally considered because we felt that he could bring a along a certain group*“ (SFG3 476-477). The staff who made the prefect appointments recognised that if there is a balance of student types as prefects then other non-prefect students might be easier to deal with from a disciplinary perspective as one of their group might be a prefect and able to influence them.

During the Heads of Campus session Gavin also thought that there needed to be a balance of different types of students amongst the prefects. He said:

I’ve always been keen, in the mix of prefects, to ensure there are extraverts and introverts, to look at the Myers Briggs type scenario, you’ll have lots of people with ideas but no one will actually put them into practice. (PC1 292-295)

For Alistair the concern about appointing a balance of types of students extended a little further. He was concerned that the school didn’t appoint too many conscientious and compliant students:

I think that it’s easy as an administrator to choose teacher-pleasers, they’re the safest bet because they won’t do things that worry you as an administrator, and all teachers prefer to think that the people that are elevated to be student leaders are going to do a good job, whatever that good job is.

And I think that here a picture of what a good leader is, is poor. (PC1 313-316)

The appointment of compliant students could be justified by administrators in that it is safer to appoint teacher pleasers, as non-teacher pleasers could „*burn your fingers*“ (PC1 338), however, „*you need to persevere in each year to consciously choose somebody who doesn't fit the teacher-pleaser model*“ (PC1 339-340). Moreover, he suggested that „*you need to have a clear vision and a bit of bravery when it comes to student leadership*“ (PC1 352-353).

Being brave in appointing some students as leaders was seen as a double-edged sword by Gavin and Alistair. Gavin said that some times you have to remove a student from formal leadership when they've done the wrong thing (PC1 600). Alistair told of a time that he did just that at another school; he had appointed the student and then the student committed a serious misdemeanour and:

it was a gutting experience for everybody, it was like watching a train wreck in slow motion. It was just completely unavoidable, and they're hard decisions but the message got through to the school community was so powerful, sadly it was needed (PC1 605-608).

Alistair conceded that one of the issues in appointing teacher-pleasers was that they don't always have followers. However, he seemed to suggest that if you have the balance of appointments right, there was a:

collective that move forward together and it's the leader facilitating that movement. They're not leading with a big L, they're facilitating from within and, for me, that's fantastic leadership and it's rare. (PC1 361-363)

In their session, the River Campus students were keen not to be seen as being teacher pleasers. In one sense it may be unavoidable for those appointed by the school not to be seen as anything other than teacher pleasers. Those appointed were invariably acceptable to the school. They also wore a badge of office, a blue tie, which signified that the school had entrusted them as a leader. To other students it may be that simply being appointed by the institution of the school is enough to suggest that a peer is on the side of authority and therefore viewed with scepticism.

The two Heads of Campus considered the number of prefects that should be appointed. Alistair suggested that getting the correct numbers of prefects was important, „*my preference would be that it's not artificially large*“ (PC1 31-32).

Given that there were 20 leadership positions at the River Campus, including roles additional to the prefect role, where there were around 45-50 students in the year level cohort, it may have been that the number of leaders at this campus was too many. In that nearly half the students are leaders. One might ask who will they lead and whether the status of being a leader from one of 45-50 is as significant as being a leader from one of 130-150. Proportionally then it is harder to be selected as a prefect at the Hill Campus than the River Campus. However, such a view may not allow for a view of redemption or may not accept that children can change as they mature. In actual fact a student with a record of misbehaving who has elected to now behave might prove to be a more effective role model.

The students at the Hill Campus in discussing the functioning of the prefect group also discussed the size of the prefect group. Their concern centred on the inability of the group to achieve the goals that they had set for themselves. Anthony's comment that the prefect meetings had become like parties due to the size of the group highlighted this issue. At base level, the purpose of the prefect group needs to be considered. If it is hoped that the prefects, individually or collectively, will achieve measureable outcomes during their term in office it might be appropriate to reduce the number of prefects in an attempt to make the group more manageable.

Related to the idea of who was appointed, the staff spent some time considering the extent to which a student's past should effect a decision to appoint them as prefects or not. The inference being that students who had misbehaved somewhat in the past were often not appointed as prefects. Rhiannon thought:

I guess for me, one of the weaknesses is that there are students out there who don't get the chance of leadership because of a reputation that they have created themselves over the years and then don't apply for the position. I'm thinking of someone like [N.T.], right. Now, [N] created a rod for his own back, and most of these kids do, A. is another one who's doing the same thing. Whether or not, that could be seen as rewarding a child who's been naughty for the whole four to five years but he has got some really good leadership qualities and he has had some troubles in his life. But he's a very decent kid and he leads that group of boys, there is no doubt about that (SFG3 158-166).

There was general agreement from the other staff that this was the case. Geoff contended that not appointing certain students as prefects was connected with human nature being flawed and the school being concerned about its reputation by appointing

certain students. Geoff was highlighting here that the school should recognise the developmental stage of the potential student leaders (van Linden & Fertman 1998), both at the time of their appointment and when they had misbehaved. It may be that a relaxing of this position would lead to a more diverse group being appointed. A change in the practices of how the prefects were supported in their role would also be required. The model proposed in Chapter 6 could cater for such a change.

The River Campus students spent a great deal of time talking about related matters. They were concerned that some students were not appointed as prefects because of their past actions, having committed misdemeanours in earlier year levels. Given that both staff and students are expressing concerns about this it would be appropriate for the school to revisit its selection criteria and perhaps to take more risks in appointing students as prefects.

The issue of whether prefects were able to make mistakes and do the wrong thing in front of their peers, whilst serving as prefects was also discussed. One of the prefects, Imogen, had *„spat the dummy and stormed off“* (SFG3 617) twice during rehearsals for the campus musical and thus drew attention to herself in a negative light. Rhiannon said that if she had been the teacher she would have had a talk with the student and then *„had her back in there saying, I did the wrong thing. And that would be leadership Because you spit the dummy, should she be a prefect? Yes she should be“* (SFG3 623-625).

The issue of students who have misbehaved becoming prefects might have reflected the appointments that have been made previously. Rhiannon suggested *„teachers won't vote for or students won't vote currently for kids who have mucked up in their past years because we don't appoint kids who have mucked up. So it becomes a vicious circle“* (SFG3 672-674). There was some disagreement over whether or not this was the case, Gordon and Geoff suggesting that it wasn't. Gordon cited Nathan as being an example of someone who didn't have a spotless record being made a prefect. Rhiannon suggested that the school *„aimed for perfection, don't we?“* (SFG3 680). Gordon thought not and suggested that the aim was for *„decency, potential leadership and passion for their school“* (SFG3 682-683).

Gordon pushed his point on this matter and referred to Kieran²⁵, a past student of Hill River School

Kieran was, to me, very close to a prefectship. He came here having sold drugs at [a previous school]. He made a serious blue, a serious judgement of error. I told him when you come here that's there in your history but we know that you won't do anything like that again. And you've given me an undertaking you're going to be the first rate [Hill River School] student and he was to his last day. Now would we exclude a kid like that on the basis of an error? (SFG3 688-692)

Rhiannon thought that a student like Kieran shouldn't be excluded but that „students don't apply“ (SFG3 693) because they have a perception that they wouldn't be considered. It should be noted that at no time is such a view formally or officially sanctioned by the school. It may be that students themselves promulgate such a view whilst staff may simply assume that it is the case.

The appointment of students who have a record of significant misconduct was clearly an important and controversial one for the staff at Hill River School. Given that one of the other views they held was that prefects should be role models for the younger students then a record of misconduct was an important issue for consideration.

Perhaps Alistair's reflection on the appointment of student leaders was telling of and challenging for, the teaching profession:

the one thing that I'm struck by is how unforgiving adults can be about the performance of children, even at 18, and all the research shows that boys are still developing at 28 ... But the responsibility's ours as teachers to ensure that, once we've chosen kids, we hang in there with them and help them develop their skills and accept that sometimes some make mistakes, like good teachers do sometimes. (PC1 585-587 & 590-592)

Related to the issue of whether or not a student's past could affect their selection, another issue that the staff raised was what criteria should be used in the selection of prefects. It seemed that there was no written or mandated criteria used in the selection of prefects. Alistair's statement about the role that teachers should play in supporting the prefects indicates that he recognises that the prefects should receive support and guidance.

²⁵ A pseudonym

Gordon suggested that amongst the things that are considered are:

their passion for the school, their interest in the school and for me that's first, if they haven't demonstrated through their involvement and participation in the life of the school a genuine passion and love for this place, then I find it hard to see them in a role of leadership if we give it to them (SFG3 24-26).

He continued to say that:

we've always had a prefect or two each year who you wouldn't necessarily say is there because they are popular or the ideal student. But I'm thinking in terms of popularity or out there kind of people, in your face, extroverted types. We've got for example, young Heather this year, who's a very quietly spoken person, loves her school, great role model for a certain group of kids and is effective with her role with respect to a certain type of other students who are out there. But there are others who get huge student votes and, in some cases, we've found it very hard to resist the appointment because of the sheer weight of numbers in the vote (SFG3 50-57).

On the whole, Geoff agreed with this assessment, although he did feel that the school hadn't always gone out of its way to ensure that the balance was obtained:

I don't think that we have we've necessarily gone out of our way to make sure we have a popular one that might bring the jocks along and so on and so on. But we tend to nevertheless always have that sort of balance in a way, we have those who inspire and encourage the quiet, the introverted type'... 'we've had those that have eccentricity about them, that's not a stupid eccentricity, but just a different approach and so and so. (SFG3 64-67)

The staff group kept on referring to qualities of student leaders without really spelling out what they were. Gordon when considering that there were students who would prefer not to be leaders suggested that there would be a variety of reasons why this was the case but also that „*some shouldn't be school leaders because they can't bring to the role what we perceive to be, and what the students would perceive to be, the essential qualities*“ (SFG3 155-156). Rhiannon suggested that younger students should see „*prefects as people that they want to be and those people are good people*“ (SFG3 184-185).

The staff remained unclear on exactly what the criteria were for the appointment of prefects. Perhaps Geoff put it best when he said „*there's a lot of intangibility in why you choose a leader*“ (SFG3 262). It seemed that the notion of student leaders being role models weighed heavily on their minds. It followed that those who have a history of significant misbehaviour and those whose leadership qualities aren't obvious often missed out. That said, the staff felt that they did manage to get a good

balance of different types of students. During the Heads of Campus discussion, however, Gavin was quite blunt „*I don't think we have a clear description of what we want in our prefects, so it's a gut thing, a visceral thing*“ (PC1 550-552). Their lack of clarity is a problem and it seems that they hadn't really thought it before. That said, such a statement does allow for a degree of flexibility rather than having a definitive list of characteristics that any potential prefect must fulfil. That said, a definitive list may become too prescriptive so some flexibility may always be necessary.

A further point of discussion amongst the staff was that of the transparency, or lack thereof, that surrounded the prefect appointment process. Gordon suggested that in the future more would need to be known about why particular students were appointed over others, whilst Rhiannon disagreed (SFG3 225-228). He pressed on and suggested that „*we're putting students into the student body as leaders and I think we're going to find that kids are going to be wanting to be more involved, more participatory in that*“ (SFG3 229-230). This led to a lengthier discussion about whether more should be revealed to the student and parent body about the appointment of individuals as prefects. Rhiannon pressed the point that the general criteria should be known (SFG3 241).

Once Gordon made the point that reasons should be given as to why a particular prefect was selected, for fear that if it wasn't, the younger students might not pick it up by „*osmosis*“ (SFG3 247) the discussion became a little intense as they argued about this. Rhiannon outlined some ways in which the general criteria were made known for instance the Year 10s see the criteria so they have a good idea of what was happening and she thought that „*there's a danger in listing why they became a prefect. Because then people weigh things up, well, okay he's in the First 11²⁶, is that as good as ...*“ (SFG3 252-254). Gordon indicated that no one had got a prefectship on that basis, and such information wouldn't be in the citation. Rhiannon made the point that if details were given that it would lead to comparisons being made. The allusion to the sporting team being a key criterion perhaps highlights a masculine view of leadership and reflects the boys' school that Hill River was until relatively recently.

²⁶ The „First 11“ is a commonly used colloquialism for the most senior cricket team, one of the most prestigious sports that boys can play at Hill River School.

Rhiannon's view about comparisons also alludes to prefect selection as a competition, perhaps another expression of hegemonic masculinity as part of the school's culture.

The discussion as to transparency then became more specific about the second round prefects. The system as it stood was that the second round prefects were appointed without a student vote taking place. Staff were canvassed as to whether they feel that there are any students who should be made prefects based on observations of the student's involvement and leadership. The names of the second round prefects were not widely discussed. Interviews are held with the chosen students who, if successful, are told of their appointment and are asked not to tell others until they are inducted. Geoff reported „*Well, even now the Year 12s, themselves, let alone the whole school, do not know that there's people being inducted on Friday. Because it's all meant to be secretive. I have an issue with that*“ (SFG3 513-515). Geoff's level of concern about the secretive nature of the appointments of the second round prefects was such that he broke with the school's protocol and informed the Year 12 level of the additional appointments prior to their induction at the assembly (SFG3 517).

The apparent secrecy of the nominations and subsequent appointments of the second round prefects was clearly an issue for the River Campus staff, to the point that one of them broke with what the expectation of the school was and revealed the secret, albeit only a very short time before the official induction took place. The appointment of prefects in a clandestine manner such as this appeared to run counter to democratic principles. Given Hill River School's membership of the Round Square network of schools of where one of the pillars of the organization is democracy, and transparency in decision-making is a core principle, this was a real concern. Further, if considering student voice as an appropriate avenue of representation for students in schools, it was even more unusual that students were kept in the dark.

Both staff and student groups identified concerns that some students are not selected based on their past, when their past has involved having a history of misbehaving at school. The need to obtain a balance of types of students was recognised by the student group and articulated as being important by the staff. The prefect group did not specifically address the selection criteria by which they were appointed. The staff

articulated a lack of certainty about exactly what the selection criteria for prefects were.

Mentoring and training of prefects

The matter of the training of prefects was mentioned 21 times by the River Campus staff and 25 times by the Heads of Campus. The issues discussed included the quality of the training, the cross campus nature of the training, whether or not leaders can be trained and the learning on-the-job nature of leadership.

The Heads of Campus claimed that they had never really seen high quality training for student leaders. Gordon expressed the view succinctly, *„I’m a bit critical of leadership programs in schools, full stop, in that I’ve never seen in any school I’ve been in, and I’ve been in six, an outstanding programme“* (PC1 71-73). In answer to the question as to whether Hill River School has its leadership training right, both Alistair and Gordon replied simply, *„no“* (PC1 469). Perhaps part of the concern for Gordon and Andrew is the length of the leadership-training program. Gordon said, *‘in any of the six schools I’ve been in, I’ve seen nominal end of year – some of it’s good but it’s sort of three days and then it’s, „well done, your training’s up, off you go“* (PC1 475-477). Even though the two Heads of Campus held this view they liked the program that Hill River School had; the issue for them is simply its length and that there is no ongoing support or in-service training. It should be noted, though, that they don’t actually articulate what they think a high quality program would look like. The concerns that they had about the program at Hill River School reflected some of the findings from the literature. Dugan and Komives (2007) found that the longer a training program was, the more it would contribute to leadership efficacy amongst American college students. For Dugan and Komives (2007) a long term program was one that was seen as being linked to semester length course of formal curriculum.

Alistair made some interesting points, he noted that after the three days of training the students *„practising cache is full of ideas and they’re off“* (PC1 480). Alistair acknowledges that the prefects as Year 12 students have a high study commitment and he makes a comparison to their participation in school sport *‘We give them a prefect’s tie and we believe that’s enough, that three days, and yet, for footballers for the thirds, the tenths, we still make them train and you can’t manage to extrapolate*

that to the leadership” (PC1 484-486). The training commitment expected of prefects is thus not as high as what it might be in some of the school sports. Alistair goes further and said:

I’d like to think that if it’s important enough to train kids for a C or D grade team, it’s equally important to spend some time on leadership; perhaps not just with the prefects but absolutely it has to be because otherwise we just cut them adrift and then we criticise them at the end of the year because they haven’t done anything. (PC1 489-492)

Alistair’s examples are again gendered male examples or analogies about leadership, perhaps reflective of the school’s past.

There was some discussion by the River Campus staff as to the quality of the leadership-training weekend that the prefects attended. The training weekend is a cross campus activity held in the December prior to the Year 12 cohort completing their time at the school²⁷. Rhiannon had been discussing the way in which some students were unlikely to be appointed as prefects because they had misbehaved in the past, when Gordon suggested that one issue could be that there was „a need for us [Hill River School] to have a better leadership training program, perhaps more structured, that allows kids to move in and out of a leadership training program” (SFG3 167-169). A longer program as hinted at by Alistair and Gavin would potentially allow for some of Gordon’s concerns to be addressed.

Rhiannon was of the view that the leadership-training program had improved since a new external facilitator (whom she had sought out) had been running the program:

I think it’s got much, much better since Martin have [sic] taken over the job. I think he’s just – well I personally think he’s brilliant. The kids love him. It’s much more – they’re definitely more connected to him than – I can’t remember the name of that old fellow that used to come. (SFG3 367-369)

Gordon shared the view that the leadership training had improved, but:

not necessarily for what it teaches and it more prepares them for leadership. Although, I think Martin does a much better job than that because he does give them scenarios and difficulties to deal with and so on (SFG3 373-375).

²⁷ In Australia the academic year generally runs from the start of February till mid December. Atypically, Hill River School starts its academic year in late November of the preceding calendar year and concludes in early November 12 months later.

Gordon was also of the view that the weekend was perhaps valuable because it allowed for some connectedness of the two groups of prefects from both River and Hill Campuses:

so I think in that sense it's the strength, I don't know how much actually training people do to be leaders, even though logically I think that it has to do some good and it's worthwhile and it's probably essential to do it, I still think that a lot of it is instinctive (SFG3 381-383).

The River Campus staff clearly valued the training camp. The strength of the program for Rhiannon was that the students connected with the facilitator and for Geoff that they bonded with the students from the other campus, although he did suggest that the facilitator used some „scenarios and difficulties“ (SFG3 375) in his training which was valuable. These two reasons for valuing the program are noteworthy. The prefect participants were of the view that the bonding of the prefects across the two campuses was one of the primary outcomes of the weekend. They recalled little about the practical skills that Gordon thought were being delivered. This being the case a program of a longer duration rather than being one off might lead to more skills being effectively taught. Given that there was an overwhelming sense from the student leaders on both campuses that the weekend helped them little in carrying out their prefect tasks the content and delivery of the weekend should be reviewed. Rhiannon's view that the students connected with the facilitator highlights the importance of meaningful relationships between adults and youth leaders. However, the fact that the adult in question was a non-staff member whom the students didn't see again once the weekend concluded meant that any gains are lessened and highlights the need for school staff to be involved in an ongoing program to take pedagogical advantage of the opportunity available to teach about leadership.

Geoff asked the question as to whether or not leadership was instinctive (SFG3 381-383). Rhiannon referred to a friend of hers, an organisational psychologist, who was writing a PhD in a related area and found, in Rhiannon's telling, „that it's [leadership] intuitive and it's learned from mentors on the job“ (SFG3 386-387), she continues, „yeah, observation, watching your fellow leaders, your colleagues and underwhelming little from your workshop“ (SFG3 389-390). This view would highlight the benefits of having an ongoing skills development or mentoring program

for students. Not only are long term programs seen as more likely to increase leader efficacy (Dugan & Komives 2007) but also youth leaders who have mentors are much more likely to be effective leaders. It is of note that Rhiannon has this view and yet has not sought to implement a program that might reflect the view. Her view is based on what might best be described as bricolage (Hatton 1988). She has seemingly taken a view on board and believed it to be accurate without testing it out or finding evidence to support it. Only the conversations with her friend who carried out the research seem to influence her thoughts.

Further to the view that the training might not be effective, while accepting that it does bond the prefects from the two campuses, Gordon questioned the effectiveness of the weekend away:

What about in terms of the bonding aspect of it? The weekend away is a very intensive experience and the minute they leave the centre it starts to dissolve. So do we, in fact, might we consider bringing them together for such a day at another time? Does it actually add benefit to what they're doing or is it just a cutesy nice thing to do?' (SFG3 394-397) and then it probably doesn't add to their skill set and to how they perform their duties (SFG3 399).

Geoff was uncertain what it is that might be good training for the prefects to receive „there has to be some things that can be good for them to know. I'm not sure what they are. There has to be some things you could give them that's valuable" (SFG3 446-447). Rhinanon took the view that the prefects receive on-the-job training. She said:

we teach them along the way, don't we? We provide them with confidential information, for instance, about choosing, giving them some ideas about what happened last time when that confidentiality was broken. They are learning, learning, and learning all the way (SFG3 448-451).

Gordon suggested that if there wasn't some form of training then there should be some sort of system where:

someone sits with these prefects at various times during the year and gets them to reflect upon their performance. Not with a view to assessing whether they're good or bad in their role but for the purpose of developing their skills and teaching them to reflect. Because I wonder if some of them are so busy in the day to day things they do, that they perhaps don't give themselves to step back and reflect on their performance. Maybe that's a way to deepen their sense of being a leader (SFG3 452-459).

Unlike the Hill Campus, the River Campus does not have a mentoring arrangement between prefects and members of staff. What Gordon is suggesting seems like one form of such an arrangement. Rhiannon did specifically mention mentoring but suggested that one staff member could mentor six prefects (SFG3 541). The Heads of Campus also discussed the mentoring of prefects, believing it to be „critical“ (PC1 52). Alistair argued that when prefects don’t have a meaningful mentoring relationship „there’s not that development through the year, I think, that a school such as this, there should be a clear focus on mentoring and developing skills for those [leaders]“ (PC1 56-58). He goes on to suggest that finding the time to do some one to one work with each of the leaders can be very beneficial. If mentors were made available to prefects at the River Campus their leadership efficacy would most likely improve (Dugan & Komives 2007; Jabji et al.. 2008).

Alistair underlined what he saw as the responsibility of the school towards the appointed prefects. He said:

The responsibility’s ours as teachers to ensure that, once we’ve chosen kids, we hang in there with them and help them develop their skills and accept that sometimes some make mistakes’ ... ‘in the wash-up, they’re our responsibility, we’ve chosen them, we’ve elevated them to that position so I think we have to look after them as they go through. (PC1 590-596)

Alistair’s views about the importance of mentoring and the responsibility the school has towards them as youth leaders reflects van Linden and Fertman’s (1998) call for youth leaders to provide support to young leaders, recognising their level of leadership development and that they might make mistakes. His view also suggests that he recognises that there is a pedagogical opportunity to teach students about leadership.

It would seem that there would be openness amongst the staff to a program to improve the quality of training and support that the prefects receive. Such a program would most likely be more effective if it met criteria suggested by Eich (2008) or Ricketts and Rudd (2002). For instance, a program could include time spent teaching students material related to each of Ricketts and Rudd’s (2002) 5 dimensions, detailed in Chapter 1. Eich’s (2008) model suggested that high quality leadership programs

for students provide the opportunity for experiential learning opportunities such as leadership practice and reflection activities.

Size of campus has an impact

Seven references were made by the staff about the size of the River Campus and specifically the smallness of the campus and the impact that this had on the prefect experience there. As no session was conducted with staff at the Hill Campus, direct comparisons cannot be made between the two campuses. Rather, as is consistent with a phenomenological approach the focus is on describing the experience of the participants.

Geoff referred positively to the smallness of the campus at the outset of the focus group discussion

we actually give a lot of opportunities at Year 12 in particular of kids to be leaders that in normal competitive environment we may not give that leadership to and yet I think it works because you're giving them the experience and the chance to grow. That's one of the advantages with such a small pool, 48 this year, and we have about 20 odd positions that we need to give out. (SFG3 13-18)

Clearly these ratios indicate that a large proportion of the student body would have a chance of becoming a student leader of one sort or another. Specifically in relation to prefects, Gordon made the point that at River Campus every student who nominates to become a prefect is interviewed, which is not the case at the Hill Campus. This has been due to the size of each campus and the time taken to conduct interviews. Thus the students at River Campus have a significantly greater likelihood of becoming a prefect. The River Campus is one third the size of the Hill Campus and their chances of being interviewed is not dependent on a student vote. The River Campus staff certainly see this as an advantage. Gordon also made the point that a feature of the culture at River Campus is that even if students are not selected as prefects they still have an opportunity to lead their peers arguing that *'in other schools, if you're not a prefect you feel excluded from the opportunities to provide leadership to your peers'* (SFG3 123-124).

A final point about the size of the campus was made by Rhiannon who suggested that it is an advantage when the prefect appointments are being made *,because there are*

so few of them ... we know them inside out” (SFG3 365). This is seen as an advantage by Rhiannon but given other comments about whether the past misconduct of a student should be considered in appointing a prefect, the students at River Campus may actually be at a disadvantage because they are so well known by the staff.

Second round prefects

Apart from the comments made in relation to the selection process for the appointment of second round prefects referred to above under the selection process cluster of meaning, four additional units of delineated meaning were expressed in relation to the phenomenon.

One comment made by Rhiannon was that the staff saw the second round prefects in a very different way than what the students did, suggesting that the students might see them as *„kind of the losers”* or in, Gordon’s words, *‘also rans’* (SFG3 499 & 500). Whereas the staff saw them as the opposite in some ways, seeing them in Geoff’s words as *‘more valuable because they’ve proven something’* (SFG3 502-503). Rhiannon may have been correct in her assumption that the students see the second round prefects as less valuable than the first round prefects when comments such as those made by Dionne included that being a second round prefect would be like getting second place.

Gordon suggested that they (second round prefects) had *„demonstrate[d] all of those qualities [leadership qualities] overtly and they’re out there busy. Whereas, often the first round inductions aren’t ... they kind of relax, don’t they? They get the prefect’s badge and they relax”* (SFG3 504-505 & 508). If Gordon is correct in this assertion, then the prefect system might be a way of acknowledging what students have done in the past rather than demanding anything of them once they are made a prefect. Moreover, **if** the second round prefects are appointed because they get on and lead whilst the appointed prefects relax, the notion of what it is to lead and the purpose of having prefects becomes an issue that needs further exploration. At Hill River School the development of a whole school approach to what it wants of its prefects, as student leaders, would be invaluable.

Administration and prefect relationship

The two Heads of Campus saw that the relationship they have with the student leaders as very important. Gavin retells how he was able to reshape the culture at a previous school that he worked at in relation to how the Year 12 students finished their time at the school. He reports:

„we worked all year together with the kids about how they would behave at the end of the year and they established a role modelling to the whole school community about how you celebrate the end of the year and hence then that’s what you did and it just went on from there“ (PC 403-406).

The inference here in Gavin’s words is that the school’s administration (his previous school) by working closely with the student leaders were able to avoid a disruptive „muck up“²⁸ day. It was an example of co-operation between the school’s administration and the student leaders. An underlying assumption in this relationship was that the student leaders had influence over their peers, a view that may not in fact be accurate (Carter et al.. 2003).

Whilst role modelling is discussed as a separate cluster of delineated meaning elsewhere in this chapter, an example relating to role modelling can also link to the notion of the administration and student leaders working together. Gavin referred to an incident that had happened at a whole school evening function at an off campus venue in the capital city of the school’s suburb. During the intermission in the evening’s program a number of Year 12 students left the venue and visited a neighbouring bar where they consumed alcohol in school uniform. Gavin also referred to what he believed was an historical culture at the school, *„we have historically had negative role modelling from the students, and from staff, I will argue. And as a result, it is hip and cool for that behaviour, that’s what to do ... come that night, this is what we do“ (PC1 449-451).* Gavin spoke about the need to work with the student leaders to ensure that such behaviour didn’t happen and that students only model appropriate behaviour. Gavin’s thoughts suggest that he recognised the value in leadership being about the fostering pro-social behaviour.

²⁸ A term coined in recent years, referring to the last day of school for Year 12 students (Harris 2010). In recent times some schools have experienced vandalism and harassment of other members of the school community perpetrated by the exiting Year 12s.

Thus, an authentic leadership approach such as that outlined by Whitehead (2009) might be an appropriate model to develop within Hill River School.

Alistair talked about the need for the student leaders to expect that their advice would be taken when it is given to the school's administration. *„There's a sense there that those kids [good student leaders] are confident that (1) they'll be heard confidentially and (2) that something will be done about it, [and] that inspires others to come forward' (PC1 334-335).* Alistair's comments highlight the importance of the school's administration and student leaders working together, a need recognised by Mitra (2007).

Need for clearly defined roles

An issue raised by the Heads of Campus was the need for student leaders to have clearly defined roles. Currently prefects are appointed to a position and are not supplied with an individual position description or a set of expectations. Twenty-one references were made by the Heads of Campus to there being a definite need for the prefects to have more clearly defined roles.

Alistair believes that the need for clearly defined roles was crucial:

being where the student leadership actually has credibility and substance, that there are roles for leaders, they're not just titled positions such as prefect without a portfolio, that there's a clear reason for being named as a prefect; it's usually tagged with something. (PC1 19-22)

Alistair's comments are echoed by Gavin who said he:

concur[s] absolutely with Alistair about portfolios; that otherwise students tend to walk aimlessly. I think we nominally appoint leaders in schools and that they don't necessarily have a specific role, except where we have the portfolio. And the best leadership program in my view, is something that there is a clear job, a clear role where they don't even know they have to lead, and cadets is a classic example here at [Hill River School], that they have to lead younger students (PC1 73-78).

Gavin thinks that what happened instead of this was that *„they're often an aimless group and they tend to end up with nominal duties" ... „greeting guests during open days, an odd talk, speech here or there, but there's no real purpose to their leadership" (PC1 84-86).* Gavin did not quite go as far as saying that this is the case at Hill River School. However, it does seem that he is alluding to this. Students who

are good citizens without necessarily having particular leadership skills could perform such nominal tasks. At this point Gavin was concurring with the view that schools sometimes assign menial tasks as leadership tasks (Hawkes 2001). As stated in Chapter 4, the Hill River School prefects also had the view that they were assigned menial tasks.

In addition to providing prefects with training Alistair thinks that the prefects, and other students, should be *„deliberately giving [sic] roles to do that allow them to practice“* (PC1 502). Gavin concurred and suggests that if students are given a role and specific responsibilities they will lead, *„I reckon the best leadership is going, „Alright you’ve got 250 kids, you’ve got to get them excited“, rather than some sort of passive, “N’s a leader because blah blah”“* (PC1 507). Whilst Gavin and Andrew are pushing for prefects being assigned specific roles and duties, what might be called portfolios, they also didn’t object to one or two of the prefects having a *„general duties’* (PC1 538) responsibility.

One approach that Gavin and Andrew considered was that some of the other existing student leadership roles at Hill River School might be tagged as prefect roles. For instance, in Alistair’s thinking, *„having a music captain as a prefect“* (PC1 539). In this way the prefects would have clearly defined roles to carry out in addition to the assumed roles they hold by virtue of their appointment such as being role models. Such an approach would also enable more focussed and intentional training of students in leadership roles with real responsibilities.

The literature does not clearly address specific roles that student leaders might carry out. However, different approaches to developing student leadership imply different sorts of roles for student leaders. Three such approaches might be: the Social Change Model approach to developing leadership (Wagner 2006), service-learning projects (Butin 2003), and authentic leadership (Whitehead 2009). The authentic leadership model might provide a framework for a series of training sessions. If Hill River School were to adopt a particular approach or model of leadership and teach the prefect group about that model and skills to exercise leadership in that way, it might be more likely that the goals set by a prefect group would be attained.

Summary of how staff experience student leadership

The staff at Hill River School spoke about a number of aspects related to selecting, training and supporting prefects. They recognised that some practices at the school could be improved. Reference was made to: the selection processes, mentoring and training the prefects, the second round prefects, the relationship between the prefects and the school's administration, and the need to have clearly defined roles for the prefects.

In discussing the selection process of prefects the staff at the River Campus and the two Heads of Campus felt that there was a need for more transparency, particularly relating to the rationale of the actual appointments that were made. The Heads of Campus recognised that there was a need to ensure that their peers would actually follow students who were selected for leadership. The interview process was one area where it was thought improvement could be made. In relation to mentoring and training the prefects the Heads of Campus felt that the weekend training camp was too short and that there was a need to develop reflective practices and to foster meaningful mentoring relationships.

The staff viewed the appointment of second round prefects quite differently than the students, a fact that they knew. The staff viewed the second round prefects in a positive light and felt that the second round prefects often achieved more than the first round prefects who were thought to relax upon being appointed. The need for clearly defined roles was also linked to the idea of what prefects do once they were appointed. A view was expressed in both staff sessions that there was a need to communicate more clearly about what was expected of the prefects. The relationship between the school's administration and the prefects was seen as an area where the role of the administration was to support the work of the prefects. This is a notion that is consistent with the literature (Mitra 2007; van Linden & Fertman 1998).

Staff meta-theme 2 – Understanding student leadership

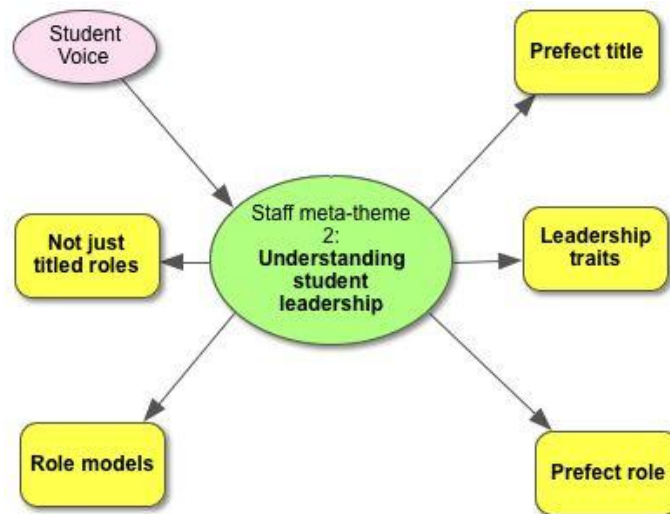


Figure 5-2: Staff meta-theme 2 - Understanding student leadership

The second staff theme Figure 5-2 was made up of six clusters of units of delineated meaning. The five yellow coloured curved rectangles: Prefect title, Leadership traits, Prefect role, Role models, and Not just titled roles, reflect ideas presented in both the staff synergetic focus group at the River Campus and the professional conversation held with the Heads of Campus. The remaining cluster, Student voice (the pink oval) came from the professional conversation held with the Heads of Campus.

Prefect title

The title of prefect was not one that sat well with Gordon at the River Campus. He suggested that the title „almost by definition, is limiting because of people’s perception of prefect. Often just based upon their own experience” (SFG3 92-93). He does not elaborate fully on what it might be that people perceive about prefects, rather he suggested the term „school leader [which] is broader and in my view is more, it’s softer language and I think it is more palatable than the expression prefect” (SFG3 93-95). It is not a view that he held in common with other members of the River Campus staff. Gordon’s concern in part is that the notion of prefects is one that is tied up in outmoded elitist thinking. He said:

in the context of private schools like ours, [it’s] a remnant of - I use the word imperialism, colonialism was perhaps another expression – but it is, it’s a remnant of something that was mimicking an older system that had its purposes in the 19th and first half of the 20th century. I think it’s gone. I think the notion of prefect has gone and I think we should move with the times a bit and look more broadly at a more inclusive approach that gives more kids the

opportunity to be acknowledged as leaders and not feel excluded (SFG3 117-122).

Whilst he did not think it was the case at Hill River School, Gordon thought that the notion of having an elite group that runs or is thought to run so much of what happens at the school was not relevant to students anymore (SFG3 110-112). Geoff's view was that the title didn't really matter. However, he did suggest that the position and title of prefect does allow for a group of leaders to be distinctly different from other leaders in the school such as House Captains²⁹ who are considered as school leaders. He further suggested that as prefects at River Campus don't give detentions *„and do the disciplinary stuff and so on. And yet that was the old prefect role, I think the prefect role was to make life a little bit easier for staff“* (SFG3 128-129). Rhiannon also had little issue with the prefect title. She believed that this is in part due to the fact that she went to a state school *„and I don't have as strong a connotation“* (SFG3 193-194). Whilst Geoff's appraisal of the prefects being there to make life easier for the staff is succinct it does not necessarily reflect the full view of Dr Arnold of Rugby School who was perhaps the first to codify the prefect position in schools. Arnold, in the context of a boarding school, expected his senior students to exercise leadership of the younger students and to ensure their moral compasses were on track (Wymer 1953).

For Alistair the term „prefect“ was not problematic at all, rather it *„adds a certain amount of cachet to it“* (PC1 43). Alistair acknowledged the fact that the prefect model is one that is connected with the past and that other schools that are not as established as Hill River School are *„not bound with a sense of history or past“* (PC1 344). However, he also took the view that the notion of what student leadership is had changed at the school since the current Principal commenced at the school. He also acknowledged the impact of the Round Square organisation on the school suggesting that it, combined with the principal's time at the school had led to *„service ... being a very important part of leadership and it may not have been as explicit in the past“*. (PC1 351-352)

²⁹ House Captains at Hill River School are the student leaders of one of four houses (sub divisions for competition and organisational purposes).

The notion of the title of the most senior student leaders in the school changing from prefect to another term was a notion that was held by some of the staff but not by the incumbent prefects. The literature does not specifically address the titles that are given to student or youth leaders. One can surmise from the comments made by the staff that there is a desire for the most senior students to play a role in modelling appropriate behaviour, which is discussed further below. The need for the school to be quite clear about what it expects of its prefects and to provide them with clear role descriptions is perhaps more important than the title that might be afforded them.

Leadership traits

The cluster of units of delineated meaning relating to leadership traits was the cluster with the most references within the second staff meta-theme. In all there were 57 references, 37 during the professional conversation with the Heads of Campus and the remaining 20 during the synergetic focus group with the River Campus staff. One of the traits that emerged within in both groups was that leaders were role models. This unit of delineated meaning has been treated as a separate cluster of units of delineated meaning, as its occurrence was so frequent.

In addition to role modelling a range of other traits were suggested by the staff as being apparent in students who were prefects or were desirable characteristics for prefects to have. One suggested characteristic was that they might be eccentric. Alistair thought that, *„the left of centre kids, the ones who are a bit of a punt, I think it’s absolutely critical those kids get an opportunity“* (PC1 211-212). At the River Campus, Geoff was of the view that *„we’ve had – wacky is the wrong word – but we’ve had those that have eccentricity about them, that’s not a stupid eccentricity, but just a different approach to things and so and so“* (SFG3 65-67). For both of these members of staff part of the reason for wanting to ensure that eccentric students are included amongst the prefect group is so that there is a balance in the group and that more students have leaders amongst the group that they can identify with, in as far as the leaders being potential role models. Investigating followership would be helpful in learning whether or not Geoff’s views are accurate. Carter et al. (2003) suggested that peer leadership may not be recognised amongst young people and Ward and Ellis’ (2008) investigation into what young people look for in a leader shed light on

the extent to which it is important to have a range of personality types as prefects in any given year.

For Geoff, at the River Campus, it was important that the students who were selected were „decent“ (SFG3 33) kids. Geoff did not, however, define what he meant by this term. If they were decent, they could be relied upon to be role models for younger students; and for Geoff this was an important trait required in prefects. For Gavin, when he recalled the three best school captains that he had seen in his teaching time they were all students who „were charismatic and were doing the right thing“ (PC1 189). Gavin’s view, in part, reflects Ward and Ellis’ (2008) claim that social status was an important criterion in adolescents selecting who they would follow.

The River Campus staff, during their discussion, seemed happy to allow for prefects to make some errors. Gordon referred to an incident where one of the prefects had „spat the dummy and stormed off“ ... „in full view of 40 other kids“ (SFG3 618-619) during a musical rehearsal and questioned whether this was acceptable behaviour from a prefect. Rhiannon believed that it was not the issue that the prefect spat the dummy, it’s how the situation was managed that determined her future as a prefect. Geoff reflecting on Nathan being a prefect, thought that the experience of being a prefect had been very positive for Nathan. Geoff saying:

First of all, people have to recognise they’re students and they make mistakes. They can’t be perfect. That’s not always the case. So even though the Nathans of this world, there’s been lots of reactions about him. Does he have to be perfect all the time or is it a growth thing? Is it something that, okay, let’s make mistakes, let’s chip away at them. Let’s improve them and come on. (SFG3 641-645).

The River Campus staff, in their own recollections allowed prefects to make mistakes, an approach that van Linden and Fertman (1998) argue is appropriate when seeking to develop leadership in young people. This is interesting in that when talking about the selection of prefects there was an apparent reluctance to appoint students with behavioural problems as leaders. Yet once they were leaders they were given an apparent degree of latitude. The Heads of Campus made no reference to making mistakes once students had been appointed as leaders.

Student voice

The notion of student voice was raised four times by Gavin during the Heads of Campus discussion. He considered student voice another dimension of student leadership that is not evident at Hill River School. He recalled being at a school where *„the students were part of the selection group for key [staff] appointments in the school“* (PC1 98-99), it was not a practice that Gavin condoned, due to the lack of experience of young people. However, Gavin considering himself a:

fan of student voice, particularly the curriculum matters, to hear what the students say ... I really believe in student voice but particularly for curriculum matters, but I also believe that student voice, to be the strongest – to have a strong body of student leadership, you’ll have student voice being proactive on matters. (PC1 108-110)

Leadership as student voice does not appear to be part of the experience of the student leaders at Hill River School. They did not discuss the concept very often at all. One reference was made to the Student Representative Council; a comment about voting for its make up. Gavin, however, recognised that there was some scope to develop student voice further at the school particularly in relation to developing curriculum.

Role models

In total 38 references were made in relation to prefects being seen as, or being expected to be, role models. Ten of these references occurred in the staff session at the River Campus, the remaining 28 occurring during the professional conversation with the Heads of Campus. Clearly then, this is an important part of their understanding of student leadership.

For the staff at the River Campus, the leadership role for the prefects can be summed up in the question asked by Gordon, *„so is the major role of [River Campus prefects] to be role models? Is that really their major role, their major purpose?“* (SFG3 130-131). Both Geoff and Rhiannon affirm that this was the case, Rhiannon citing one additional role as being of equal importance, building community, which I have discussed separately. In discussing a proposal that had been floated by Hill River

School's principal whereby prefects would be appointed at the end of the year³⁰, Rhiannon felt that such a system would have the significant disadvantage of the school community not having role models she suggested that *„from a younger child's point of view, they are looking up to those prefects. They are seeing those prefects as people that they want to be and those people are good people“* (SFG3 183-186).

Geoff affirmed this idea when answering a question from Gordon about what a *„Year 7 kid“* (SFG3 242) sees when the School Captain and prefects are inducted at the beginning of the year. He responded by saying *„I think they think that these are pretty good students and then they observe them. They see them as role models“* (SFG3 242). Gordon continued questioning what the Year 7 students might think about the prefects, he asked what the *„Year 7 kids see a prefect do“* (SFG3 576). Rhiannon suggested that they see the prefects being involved in things around the school, see the prefects leading from behind and *„the general appearance and demeanour around the school as being fitting in with the school and they'd see them being friendly and talking to them and chatting with them“* (SFG3 583-584).

It was acknowledged by all three River Campus staff that prefects had an impact on younger students simply by being involved in cocurricular activities, be it the school play or multi-aged sports (SFG3 606). It would seem that the impact is by virtue of the prefects being default role models. For the younger students the Year 12s would most likely have perceived social status and might also be perceived as able to help a younger student out. If they did have social status then they may well be selected as desirable leaders to follow (Ward & Ellis 2008).

The Heads of Campus understood role modelling as an aspect of student leadership in a very similar way to the staff at the River Campus. They shared a perception that being a role model was a fundamental trait of student leadership. Not only did they believe that *„Leadership is very much about role modelling“* (PC1 96) but also that all leaders were thought of as role models. Gavin argued that *„our kids here, they will be role models whether they believe it or not“* ... *„there is no doubt that they are role*

³⁰ The proposal, that wasn't accepted, took the position that all Year 12 students are leaders and the awarding of a prefect's title was recognition for tasks done rather than a statement about future promise.

models for younger kids” (PC1 390-391). It was thought that the „junior kids” would replicate their behaviour, again in Gavin’s words, *„if they are doing X or Y positively and or negatively, that gives permission for junior kids to replicate it”* (PC1 391-392). Such a view ought to have a profound impact on which students are appointed to the prefect role. If the school selects a particular student who behaves in a particular way there is an implied assumption that their behaviour is not only condoned but that it is hoped that other students will behave in a similar way.

In addition to the staff holding the view that prefects should be role models to the rest of the school community the 2009 prefect interviewees also shared this view. As stated in Chapter 4, „Role models” was a theme that emerged from all modes of data collected from the students. However, the relative importance of a student being a role model as a leader is not found in the literature. If Year 12 students who were leaders model pro-social behaviour and have perceived social status they are likely to be followed by younger students. The Social Change Model of leadership proposed by Wagner (2006) and Whitehead’s (2009) understanding of authentic leadership are appropriate models of leadership that could be part of a training program for prefects at Hill River School.

Not just titled roles

Both groups of staff identified that it was not only those students appointed to formal leadership roles that were seen as leaders. Gordon and Geoff at the River Campus held the view that by virtue of students being in Year 12 they saw themselves as leaders, a view that Lavery (2003) found to be the case in a number of Australian secondary schools. Gordon explained how all Year 12s could be leaders:

They will express that leadership as being in Year 12 students in different ways. Some will do it overtly through their personal presentation, through the relationships they develop with staff and maybe certain groups of students in certain contexts. Others might express it differently out in the playground, kicking basketballs and footballs around the place and getting kids involved in that. It’s very interesting to see how different groups of kids will express, and some will do it inappropriately. (SFG3 41-46)

Alistair confirmed this point saying that, *„there should be opportunities for Year 12s to take on responsibility, whether they’re a nominated leader or not”* (PC1 60). So, whilst there will be a limited number of formally appointed student leaders all senior

students should have opportunities to lead in some way. Rhiannon made an interesting point when she linked the role modelling aspect of leadership that has been outlined above. She claims that whilst the prefects are the ones that we want people to look towards as role models, *„it doesn't mean that the others aren't and we don't say that. We don't say, look these are the only good people in the school“* (SFG3 185-186). Gavin made this point succinctly *„the best leaders don't have to hold a badge, will be role models either way, positive or negative“* (PC1 386-387).

Gavin refers to students who may not be in formal/official leadership roles but situational ones taking the opportunity to lead at school events, for instance the Athletics Carnival, where *„the strength of informal leadership occurs because somebody might say, 'Well, I'll look after the Year 7 boys from our house' and they may not even have an official title ... but they've led“* (PC1 87-89).

Gavin also referred to times where he had used informal leadership to affect change. He spoke of working with a group of *„rat bag boys“* (PC1 144) and getting them on side to address a problem:

there's no way they're the prefect, there's no way – but they will be the most powerful people and they display genuine leadership ... and it's tapping into that informal leadership that I think is critical. (PC1 145-148)

Such an approach recognised that a range of students can lead and have an impact on their peers, and for Gavin this tapping into groups that are the informal leaders *„is so critical to establishing a tone“* (PC1 184).

Alistair provided another example. A boy who had not been appointed to a formal leadership role and one who were present when a physical altercation broke out amongst two younger boys. The boy, who was not appointed, *„was the first in to separate and admonish and calm. When I heard the story ... I was hugely impressed'... 'to me that was great leadership“* (PC1 251-258). In this instance the leadership was demonstrated by a student who upheld the school values of not condoning violence and took practical action to stop younger students getting harmed.

An inclusive approach to understanding leadership supports notions by authors such as van Linden and Fertman (1998) that all young people have the potential to be

leaders and can in fact become leaders. Indeed, Lavery (2003) found that a number of Catholic secondary schools in Australia viewed all of their Year 12 students as leaders by virtue of being in Year 12. However, such a view of leadership does not differentiate between those students who hold positional leadership appointments and the other students. If Hill River School is to have prefects or a group of student leaders who it wishes to set apart from other leaders in some way, then it is important that they are issued with clearly defined expectations or role descriptions that will differentiate them from other students.

The prefect role

This set of clusters of delineated meaning emanated from the staff at the River Campus. They made 16 references to duties and functions that prefects perform. This cluster is different from the traits of leaders cluster. Here the emphasis is on the actual duties and roles that might be assigned to or carried out by the prefects rather than the personal characteristics that they might have or develop.

Rhiannon reported that the prefects organised things. She referred specifically to an annual event involving all Years 11 and 12 students. The event involved the students meeting at the school on an evening and then travelling to a „mystery“ location where activities were held. Rhiannon suggested that by doing this, *„what they do is create a sense of community“* (SFG3 136). Geoff suggested that, *„it’s the one single event that I think the prefects really do own, totally own. Most other things, they’re really just reacting to what we would like them to do“* (SFG3 143-145). The fact that the prefects take ownership of an event, a successful one, which builds community, is a positive outcome. Such an action being commended by the staff suggested that the Social Change Model of leadership (Wagner 2006) and authentic leadership (Whitehead 2009) are worthy of greater exploration at Hill River School.

Moreover, given that the prefects run an event there is an ideal opportunity for some experiential learning to take place. The adult staff who work with the prefects could use the event as a teaching tool to help the prefects develop their leadership skills. The second part of Geoff’s comment that the prefects are simply responding to the staff’s wishes is, however, disappointing. The fact that the prefects might lack

initiative or confidence to take on more events could be reflective of poor training. This further highlights the need for a broader based leadership program to be made available to the prefect leaders. In addition to the Social Change Model of leadership (Wagner 2006) and authentic leadership (Whitehead 2009).

Summary of how the staff understand leadership

The staff have considered a number of factors when coming to an understanding on defining student leadership. The title of prefect was an area of concern for one member of staff, who considered it an elitist term. When considering the desirable characteristics in a potential prefect a range of factors were offered. The most important factors considered were a commitment to the school and that they would be appropriate role models to other students. The staff recognised that it was not only those students appointed to positions of leadership who were leaders, indeed it was thought that all students could be leaders. This view is consistent with Lavery's (2003) finding that all Year 12 students in some schools are viewed as leaders in as much as they are role models.

There are some challenges for staff at the school as they seek to administer the prefect program. There is a need for the school to better articulate the criteria used for the selection of prefects. Doing so would create greater transparency and would be more democratic, a value thought to be central in a Round Square school. The need for a more effective training program is recognised by the Heads of Campus. The staff at River Campus did not articulate a desire for change. However, they did seem vague on exactly what happened at prefect training camp. A model to address the training is provided in chapter 6.

Chapter 6 : Supporting prefects

Introduction

The impetus for this study grew out of my observations as a professional who has worked with young people in a number of contexts for around 20 years. In that time I have often had mentoring relationships with students who have had formal leadership roles. This background, coupled with my observation that some schools promote themselves as providing leadership development for their students, led me to consider the role of my own school in working with students who are appointed to leadership roles.

In seeking to explore this area of teacher professional practice I sought to study the topic in a way that was academically rigorous whilst at the same time grounded in my day-to-day practice as a teacher and student manager. The study was grounded in my workplace, Hill River School and thus it was my intention to produce Mode 2 knowledge (Gibbons et al. 1994). Such knowledge, though not native to the academy, is appropriate for an EdD thesis.

Two broad research questions guided this study: (1) How do student leaders experience being prefects? and, (2) How do teachers and school administrators understand student leadership? The first research question had three subsidiary questions: (i) How do prefects understand leadership? (ii) How do students experience the selection process, training and support they receive in their role as prefects? (iii) What impact does being a prefect have on the prefects' themselves, and their relationships with their peers and teachers? Two subsidiary questions supported the second research question: (i) How do teachers perceive the selection process, training and support of the Year 12 prefects? (ii) How do teachers view the activities of the prefects?

A phenomenological approach was selected as the mode of study to investigate the prefects' lived experience and thus explore the research questions. The phenomenological approach selected was guided by van Manen's work (1990) and

classified as hermeneutic-phenomenology. Data were obtained from Year 12 students, who held the position of prefect, and staff at Hill River School, a church affiliated independent school in urban Australia. Student data were gathered via the use of synergetic focus groups (Russell 1994), anecdotes (Li 2005; van Manen 1994, 1999) and artistic representations similar in approach to those collected by Alerby (2000, 2003). The staff data were obtained from a synergetic focus group and a professional conversation. Data were analysed using a five-step process based on the work of Hycner (1999).

In describing phenomenological research, van Manen (1990) argued that hermeneutic phenomenology should be critically orientated and lead to action, especially in a pedagogic context. Hill River School as a place of learning should view all that it does with and for young people as pedagogic. The prefect system at Hill River School sits outside formal curriculum structures. Nevertheless members of staff are regularly interacting with students appointed to positions of leadership. A clear opportunity exists for this relationship to be pedagogic.

Summary of key findings

How prefects experience their selection, training and support

The findings of this study, based on student synergetic focus groups, student anecdotes, student drawings and staff synergetic focus groups in relation to the selection, training and support of prefects is that Hill River School has missed a number of opportunities in its management of the prefect program.

The following section summarises the key findings that arose from the data analysis explained in Chapters four and five. In keeping with phenomenological inquiry as envisaged by van Manen (1990) the focus on the findings is to explicate the life world. ‘Phenomenology seeks to provide a deeper understanding of the nature or meaning of our everyday experiences’ (Van Manen, 1990:9). In this study it was the experience of being a prefect and of working with them that was obtained. The intention was to provide as rich or thick a description as possible.

Being a prefect

On the whole, the students saw being a prefect in a positive light. At the River Campus the Head of Campus had challenged his students to leave a legacy. On the whole the legacies that the prefects wanted to leave centred on pro-social or positive outcomes for other students. One issue identified by some of the prefects related to the fact that they were concerned about their multiple commitments. The prefects indicated that they were at times torn between wanting to fulfil their obligations as a prefect and having to meet their study commitments.

The prefects also spoke about their relationships with other people and with the school as an institution. In relating to the school as an institution, the students felt that they were not always supported and that the prefect role was sometimes not valued. In speaking about the lack of support, two specific instances attracted a great deal of discussion from the students. A question emerged from the prefects' descriptions of their experience of leadership: Are prefects expected to lead their peers in a particular direction, to be a voice for students and advocate on their behalf or are they to be agents of the school?

Focal issues arising from key findings

The role of prefects

One of the findings of this study is that there was a lack of clarity about the role of prefects at Hill River School. Prefects were inducted to perform a service to the school, including maintaining and upholding its interests, its discipline and to be a good example to the rest of the school. Yet, apart from prefects being utilised by the school to perform public relations tasks such as being tour guides and performing other hospitality or front of house roles at school functions, it is hard to see what roles they actually perform. In the words of one of the students '*no one really understands what prefects do*' (SFG4 173). Given this confusion it is suggested that the school revisit its purpose of having prefects.

The office of prefect in Australian independent schools has a long history, the heritage of which can be traced back to the English public schools and in particular the influence of Dr Thomas Arnold, Head Master at Rugby School in the 1800s (Hansen 1971). One could question whether or not the prefect role in its traditional sense has a place in twenty first century Australia. The prefects might well be nothing more than a titular appointment in acknowledgement of the school's history and a statement to prospective parents that the school has traditional values and practices. However, it would be a wasted opportunity if the prefect role amounted to nothing more than this.

Both staff and student participants in this study spoke of the prefect role involving role modelling. In their induction service prefects promise to maintain the interests of the school and are reminded that their conduct will be a lesson to other members of the school. Amongst the prefect participants role modelling was the only cluster of delineated meaning that occurred in all modes of data collection. In some schools role modelling is seen as a role for all senior students (Lavery 2003). The participants in this study did not explicitly state this view. However, seeing themselves as role models was a somewhat vexed issue for the prefects. They felt that they remained a member of the peer group and had little ability to influence the behaviour of their peers.

For the Hill River School administrators role modelling was one of the most important functions of the prefects. The Heads of Campus took the view that if prefects did not behave in a way that was seen as being appropriate it might be necessary for them to be stripped of their prefect appointment. One issue that emerged in the data related to the role of prefects was that of their ability to influence the behaviour of others. For school leaders, seeking to manage the behaviour of students is a challenging task. Having the most senior students model appropriate behaviour would be a tremendous asset. However, the prefects' concern was that they will be seen as being on the side of teachers whereas the staff could risk expecting too much of the students.

The prefects at the River Campus raised concerns with staff at the school about some drug taking activities of their peers. They felt that they were expected to influence the

future behaviour of their peers to limit their drug taking behaviour. At the Hill Campus one prefect thought that the school should do something about what he perceived to be an issue with alcohol amongst his peers. Whilst he had some help he was ultimately disappointed that he didn't do enough to effect change. In both of these instances the fact that students have raised concerns with the school out of care for their peers is commendable. Such behaviour demonstrates a care for others and a desire to promote their wellbeing. It would be unrealistic or unreasonable to expect that the prefects might do more.

Given that the school is a member of the Round Square Organisation it is appropriate for it to consider the relationship between the seven pillars of Round Square, the IDEALS³¹ and its student leadership program. Two of the pillars, democracy and leadership are particularly pertinent. The process to appoint prefects at Hill River School was not as democratic as might be hoped for in a school that promoted democracy amongst its core values. Tacy (2006) suggests that a deliberate aim of Kurt Hahn and the founders of Round Square was that there should be a distribution of power amongst students. This was seen as an educational strategy. It was also thought that young people could best learn about democracy by encountering power in action, that is, that they could practice power 'how it works (whether for good and [sic] ill), how one can appropriately and inappropriately use it, and how a group can collectively and fairly use power in a manner that will serve the good of all' (Tacy 2006:73). The prefects at Hill River School are seemingly given little power over other students and indeed little autonomy in the oversight of tasks which they could easily manage with minimal staff input. Democratic principles could be better practised at Hill River School in relation to the prefects.

Leadership as one of the Round Square IDEALS is understood to mean that students will have real leadership tasks or problems assigned to them to solve, are expected to motivate peers and to preserve the community they are a part of and not simply to command (Tacy 2006). The prefects at Hill River School seemingly have few real responsibilities assigned to them to fulfil. One exception to this is the event at the River Campus they organise. That said, some students did speak of taking real

³¹ The 7 pillars – internationalism, democracy, environment, adventure, leadership and service.

responsibilities in their role as prefects. One student spoke of organising the senior formal social function when the rest of the student committee wasn't functioning. Other prefects took on the responsibility to address the wellbeing of their peers in terms of alcohol and drug issues. Such action by these students demonstrated a willingness to lead. The school leadership and teaching staff have seemingly not fully embraced this dimension of the Round Square philosophy and practice in other schools.

In addition to the macro level of what is expected of the prefect role there is a need to consider the individual tasks for each of the prefects. This could achieve two purposes: (1) the prefects could be supported and trained in specific roles, and (2) prefects could be assisted to attain their goals. If there was an appropriate model of leadership for the prefect group, individualised role descriptions for each prefect could be developed. In individualising the role descriptions each prefect could be given a particular role or area of responsibility, which might be called portfolios. Each prefect's portfolio could be linked to a particular area of interest or passion of the student. For instance, Travis' concern about alcohol consumption amongst his peers might form the basis for his development of a portfolio. Another prefect might be responsible for student social events such as the school formal. Some portfolios might exist each year. Other portfolios might be time limited to a particular passion of a prefect or an event in the school such as the forthcoming centenary celebrations. A role description might help in developing the educative/training dimension of the prefect program.

In summary, the role of prefects at Hill River School is largely *ad hoc*. A more coherent system is called for that links to the values of the Round Square Organisation, recognises the pedagogic opportunity within the prefect program and allows for individualised roles for each prefect.

Selection of prefects

As with assigning prefects roles, the rationale for selecting students as prefects at Hill River School warrants some changes. There was considerable discussion about the selection process for prefects amongst each of the participant groups.

There is a clear sense that a number of the prefects are sceptical about the selection processes that lead to the appointment of prefects. In particular, they felt that there was a lack of transparency surrounding the process. Given that one of the pillars of the Round Square Organisation of schools is democracy, it is a concern that the process is seen in this way. There was also some discussion amongst the staff at the River Campus as to whether or not the selection process was appropriate. Concern was raised over the importance placed on the interview that prospective prefects had to attend and the lack of information provided to the school community about why individual prefects were appointed. One suggestion made was that a student, perhaps a currently serving prefect, could be included on the interview panel. Such a move would be a demonstration of support for student voice. The students at River Campus and the Heads of Campus raised concerns about the degree to which a student's past behaviour record affected their appointment. The students and at least one of the Heads of Campus took the view that some students who would make good leaders might be excluded because of their past. Moreover, this situation was seen as unfair. It is important that the school heed the call made by van Linden and Fertman (1998) to treat leaders, in this case would be leaders, in an age appropriate manner. Students should be able to make some mistakes in their past and still be appointed as student leaders when they are in Year 12.

The appointment of the second round prefects was also a concern for those who were appointed in the first round. The students expressed concern that the second round prefects changed the dynamic of the prefect group and didn't make a significant contribution. Second round prefects on their appointment did not face a ballot. Rather, nominations were called for from the staff. Students could also self nominate. Senior campus staff then interviewed some of the students, some of whom were subsequently appointed as prefects. The differences in the methods used to select the two groups of prefects are of some concern. Further, there are differences across the two campuses of the school. For instance, at the River Campus all students who nominate for a prefect position were interviewed. This was not the case at the Hill Campus, where the voting in effect helped to produce a short list of candidates who were then interviewed.

Hill River School needs to consider not only the way in which students are appointed to prefecture but also the purpose of appointing students to the office. Appointment as a prefect in 2009 seemed to reflect that a prefect was one who had not been in too much trouble, was relatively compliant, popular and would be a good role model. Once appointed, relatively little involving leadership skills or practices was required of the prefect. It may be that appointment to the office of prefect was more an acknowledgement of a student behaving appropriately, exercising some leadership amongst their peers and having a clear behaviour record.

Training and support of prefects

The final area of focus to arise from the findings of this study is that of the training and support provided to the prefects. In 2009 the prefects attended a two-night camp where they were provided with some training by an external provider. Rather than being seen as a training event, the leadership camp was seen by the prefects as largely as a community building or group bonding activity. Few of the prefects recalled specific information about what training they received at the camp. One who did, referred to being taught that there were different styles of leadership but was disappointed that they were not taught about leadership skills and how to develop them. Concern was also expressed that there was little follow up to the camp once the academic year commenced. In particular the Hill Campus prefects didn't recall talking about or being shown the goals they had set during the camp as they met to plan their activities at the beginning of the year.

The prefects at the Hill Campus felt that their prefect group was too large and consequently the group was unlikely to be able to work together towards achieving the goals they had set. Mitra (2005, 2007) has highlighted some of the difficulties that adults face when working with adolescent leaders. Amongst these is the degree that the adult should encourage the group to be autonomous and to work towards achieving the goals they have set or directing the group. It would seem that this balance is one that the school needs to work through in order to improve the situation and to enable the prefect group to function more effectively.

At the Hill Campus each prefect is assigned a mentor, a member of the academic staff. No such arrangement exists at the River Campus. The mentors who attended

one briefing session were then given some ideas about mentoring from other staff who had performed the role before. The Hill Campus prefect participants in this study gave the impression that arrangements with their mentors were largely *ad hoc*. This was reflected in that the students said they could chat or have lunch with their mentor if they needed to get help with something. Given the importance that has been ascribed to the student leader and mentor relationship in previous research (Jabji et al., 2008) the current situation should be improved to enhance the pedagogical opportunities presented.

One issue that arose in relation to supporting the prefects concerns the time commitment that being a prefect requires. In spite of the fact that the prefects seemingly perform perfunctory roles more often than they exercise leadership they spoke of the busyness of being in Year 12 and being a prefect at the same time. They also spoke of their class teachers not appreciating the demands placed on them as prefects. Given the high stakes nature of the completion of Year 12 in Australia to compete for university admission the school should ensure that the prefects are not academically disadvantaged by being involved in the prefect program.

Recommendations - a three phrase model

In order to address the issues outlined above I have proposed a three-phase model to enhance the prefect experience such that the student leaders are more actively supported and are challenged to learn from it. In addition to supporting the prefects whilst they are serving as prefects it is hoped that the lessons learnt by prefects will have a lasting impact and prepare them for leadership in both their careers and service to the community.

The proposal is based on a need for Hill River School to select a preferred model of leadership that it wishes to use to frame the prefect program. Three models in the literature are reflected amongst the understandings and practices of leadership amongst the Hill River School prefects. The three models being, servant leadership (Greenleaf 2003), the Social Change Model of leadership (Wagner 2006) and authentic leadership as proposed by Whitehead (2009). Common to each of these models is a sense in which leadership involves a commitment to the service of others.

Such a notion is one that would sit well with the IDEALS of the Round Square Organisation and the Christian heritage of the school.

One of the key issues identified from the data is that confusion exists about the roles that prefects are expected to play once they are appointed to office. This finding is consistent with the contention that people do not become leaders simply by being appointed to a particular position. Whilst being appointed as a prefect might provide some kudos or status it does not automatically mean that one is a leader.

The recommendations below are based on a number of assumptions. Firstly, it is assumed that in order for leadership development to be effective it should be grounded in a conceptual framework. Three such frameworks, servant leadership, the social change model of leadership and authentic leadership have been identified as potentially suitable, approaches as they are based on the student participants' articulated views on leadership.

In speaking about their roles, students used terms consistent with several of Russell and Stone's (2002) functional attributes of servant leadership. The students spoke about serving the school, being good role models and of the need for leaders to be people of integrity who could be trusted.

Furthermore, as a Round Square School that seeks to promulgate the IDEALS, of which leadership and service are two of the pillars, one could argue that all students should receive some instruction in leadership and service as part of the curriculum. In such a way students who then aspire to be prefects or in their life beyond school might be better equipped to take on leadership roles in order to serve the communities of which they become a part.

The Social Change Model of leadership (Wagner 2006) particularly with its emphasis on leadership being a collaborative, group based experience based on values, is also an appropriate model to consider as a framework for developing leadership amongst the students. At the hub of the social change model is the notion that leadership will produce change, preferably positive social change. In desiring to leave a legacy and

in serving Hill River School the prefects sought to bring about change as a dimension of their leadership.

Whitehead's (2009) proposal that authentic leadership is an appropriate model of leadership development for adolescents also seems to be appropriate for Hill River School. Authentic leadership suggests that leadership is only thought to exist when there are positive social outcomes. The prefects desire to leave a legacy and to care for others are examples of positive social outcomes.

Phase 1 – Selection of prefects

The selection of prefects at Hill River School could be more transparent, consistent across the two campuses of the school and be more sensitive to the developmental stages of the students involved.

A more transparent selection process for prefects would align the prefect program with the democracy pillar of the IDEALS pillars of the Round Square Organisation of schools (Tacy 2006). Students could still self nominate to be prefects. Nominees could then provide a statement which could include a biography and a statement about what they would like to achieve if they were appointed as a prefect. The statements could be made available prior to all students casting a ballot. The ballot could determine which students should be shortlisted to form a pool from which interviews could be held. The interview panel could consist of a currently serving prefect along with senior staff. The the principal could appoint prefects based on the recommendation of the panel. Such a process would be more transparent because all could access the statements prior to casting their votes. Further, any one wishing to know why some prefects were appointed over others would have access to the student's statement which could list their past achievements.

In 2009 there were some differences across the two campuses of the school in relation to the appointment of prefects. At the River Campus all students who nominated were interviewed regardless of how well they polled in the election. At the Hill Campus only a short list of candidates, based on successful polling, were interviewed.

The different processes may be a reflection of the campus size or preferences of the campus staff. It is recommended to Hill River School that the same process be used on each campus. This is particularly important given that the office of prefect at a well regarded independent school carries some kudos both inside and outside of the school.. Students on each campus should be afforded the same opportunities and hurdles to access them.

The issue of appointing students who had a past record of misbehaviour was a complex one for the participants in this study. The students were somewhat aggrieved that some of their peers didn't nominate for a prefects' position because of their past behaviour and perceptions that they wouldn't be appointed on this basis. Staff, including the Heads of Campus, expressed concerns that it was a risk to appoint students who had poor behaviour records for fear of them doing the wrong thing as a prefect and the implications for role modelling that would have. Whilst this is so, the school should accept that adolescents do make mistakes and that they can change. If suitably persuaded that a student who had misbehaved was no longer doing so then the school should take a risk and appoint them. In any case a prefect could always have their position withdrawn, if they continued to misbehave. If, on the other hand, they performed well as a prefect, their power as a role model might be greater as younger students could see that people can change.

One aspect of the three-phase model of prefecture is that of each prefect being appointed to a particular portfolio or area of responsibility. A set of portfolios based on the seven pillars (the IDEALS) of the Round Square might be one place to start. For instance, a student who had the portfolio of Environment might be responsible for initiatives from the students to tackle environmental issues at the school and in its environs. Additional portfolios based on a student's particular skills or interests might also be created. The portfolios could help prefects focus on particular projects and provide a focus for prefect initiatives over the course of the year.

Phase 2 – Pre service training

The training for prefects is insufficient. The 2009 prefects attended a training camp at the beginning of the academic year, prior to the long summer holidays. The camp was viewed differently amongst the participant groups. There was a sense from the

students that the camp did not provide adequate training for them as student leaders. The fact that the camp was a short one-off activity was of concern to the Heads of Campus. Phase 3 of the model is intended to help mitigate this concern.

A one-off training camp that was run by an external provider lacked, in the prefects' view, transference to the activities in which the prefects became involved. The fact that the goals that were set at the training camp were not, in the prefects view, revisited is also of concern. Once the school has selected a model of leadership, it should then develop a training package for students to enable them to learn the skills necessary to lead in the preferred style or approach as they serve the school and those whom they lead.

The camp could include a range of learning activities to teach prefects theory and skills related to leadership. Two models, outlined in Chapter 2 - Conger's four approaches to leadership development (as cited in Allen & Hartman 2009) or Ricketts and Rudd's (2002) model for youth leadership curriculum – or an amalgam of them are seen as most appropriate to guide Hill River School in determining the curriculum of the leadership training.

Conger's four approaches of: (1) skill building, (2) conceptual understanding, (3) personal growth and (4) feedback, including some 19 specific activity types is a useful model. It emphasises the need to use multiple sources of learning in teaching about leadership, and would enable student leaders to be provided not only with training in skills to lead but also in conceptual understandings of leadership. The conceptual understandings of the leadership quadrant of the model could be used to teach one of the preferred models of leadership (or combination thereof) suggested above. The teaching on skill building could be adjusted to focus on required skills identified from the portfolios that the prefects could be assigned.

The Ricketts and Rudd (2002) model is different from the Conger model in that it was specifically developed for students in formal career and technical programs. Similar to Conger, the model allows for input on theoretical aspects of leadership in the 'Leadership knowledge and information' section. The remaining four constructs each deal with skills of leadership. The model allows for students to move from a position of not considering leadership as being an important part of their lives to thinking

about leadership and ultimately to focusing on improving leadership skills and abilities.

Regardless of what model is adopted by Hill River School it is suggested that the leadership camp not be a stand-alone activity. Two strategies in addition to the camp could be employed to ensure that leadership training for prefects is improved. Firstly, some leadership training could be provided to all students in Years 10 and 11. Such training could focus on generic aspects of leadership and might focus on the Round Square IDEALS pillars. The notion of service and potentially a service learning project could be emphasised. Secondly, training for prefects should be ongoing and linked to real leadership experiences. Phase 3 of the model outlines some aspects that might be delivered.

Phase 3 – Supporting prefects

The final phase of the model, Phase 3, is intended to provide ongoing support to the prefects. This phase considers mentoring and working with the whole prefect group and suggests ways to minimise pressure on prefects in their final year of secondary education.

It is suggested that the mentoring program for prefects at Hill River School be enhanced and made available to students on both campuses. The current *ad hoc* arrangements at the Hill Campus minimise the opportunities for prefects to learn from their leadership experiences. Staff who are nominated by student prefects as mentors should undergo some training in the model of leadership that Hill River School chooses to adopt. Mentees and mentors should meet regularly throughout the time the student is a prefect and engage in reflective discussion about the leadership activities that the prefect has been involved in. As part of this process the prefect can address goals that they have set as part of their prefect portfolio. It may be that the staff member responsible has some oversight of an area related to the prefect's portfolio. For instance, if a student has chosen to build a portfolio around the 'service' pillar of Round Square, their staff mentor might be the staff member responsible for liaising with community groups that seek volunteer students to assist in community projects.

The role that adults who work with groups of student leaders play in assisting the students to lead is a challenging one for staff. There is a need to maintain a balance between taking control of the group such that students don't have ownership of the group's activities and stepping back so much that students achieve little in their roles. Mitra (Mitra 2005, 2007) outlines some of the challenges that staff face. A directive approach that ensures the group is proactive in setting and attaining realistic goals is recommended. The staff member who leads this group would need to have some expertise in leadership development and leadership skill training.

A final recommendation to Hill River School is that it changes the timing of the prefect program. Year 12 students are under pressure to achieve academically in their final year of secondary school and may benefit by having less prefect duties being required of them at the same time. It is recommended that rather than prefects commencing their time in office at the beginning of their Year 12 academic year that they commence in their third term of Year 11. In this way students' energy to achieve as leaders could be harnessed before they face the demands of Year 12, which in turn might lead to more energy from the prefect group. They could then continue in office until Term 3 the following year, at which time the outgoing prefect body could reduce their commitment to the prefect office as they prepare for their final exams. However, the outgoing prefect group would be available to assist in planning and running of some events in order to support the new prefects.

Future research

This study has investigated how students themselves experience being student leaders in an independent school in urban Australia. The study has also asked senior staff in the same school as the participating adolescents to discuss their perceptions of student leadership at the school. More research is needed from the perspective of the students who are not leaders but are followers, of how they experience and understand the phenomenon of student leadership.

Research should continue to explore how young people understand leadership. The preferred models of leadership identified as being relevant to young people in this study were: (1) authentic leadership as envisaged by Whitehead (2009), (2) the Social

Change Model of leadership reported by Wagner (2006) and (3) servant leadership as envisaged by Greenleaf (2003). These three models of student leadership should be further explored in the context of secondary school student leadership.

One area identified in this study is the potential disconnect between students saying on the one hand that popularity is not a necessary trait of a leader, yet their voting patterns not reflecting this. Future research could focus on the distinction between recognising peers as leaders and whom students vote for in student leadership polls.

This study has identified that the student leaders have been motivated, in part by a desire to care for others. The caring was not limited to the immediate school community for at least one of the prefects, who was motivated to exercise caring and leadership in a community group outside of the school. Dempster and Lizzio (2007) suggest that one reason for seeking a greater understanding of student leadership was the need for society to replace the current generation of community volunteers who lead community groups. This study has found some links between being a leader and pro-social behaviour. A longitudinal or cross-sectional study exploring the links between secondary school student leadership and community service would make a valuable contribution.

This study has made only some passing comments on the issue of gender and student leadership. The reviewed literature was mixed as to whether or not there were gender differences in the experience of student leadership. Further study of this area could make an important contribution to the study of student leadership particularly as schools seek to prepare both boys and girls for life beyond school, for engagement in the workplace and in their local communities.

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Appendices

Appendix 1 - HERC/UNE approval letter



Research Development & Integrity
Research Services
Armidale, NSW 2351, Australia
Telephone: 02 6773 3449
Facsimile: 02 6773 3543
<http://www.une.edu.au/research-services/ethics>
E-mail: jo-ann.sozou@une.edu.au

HUMAN RESEARCH ETHICS COMMITTEE

MEMORANDUM TO: A/Prof N McCrea, Dr S Gamage, Dr I Soliman & Mr H De Lany,
School of Education

This is to advise you that the Human Research Ethics Committee has approved the following:


PROJECT TITLE: Lead On - A study on the experience of leadership held by secondary school students and their teachers.
COMMENCEMENT DATE: 01/02/2009
COMMITTEE APPROVAL No.: HE08/171
APPROVAL VALID TO: 01/02/2010
COMMENTS: Nil. Conditions met in full.

The Human Research Ethics Committee may grant approval for up to a maximum of three years. For approval periods greater than 12 months, researchers are required to submit an application for renewal at each twelve-month period. All researchers are required to submit a Final Report at the completion of their project. The Progress/Final Report Form is available at the following web address: <http://www.une.edu.au/research-services/ethics/human-ethics/hrecforms.php>

The *NHMRC National Statement on Ethical Conduct in Research Involving Humans* requires that researchers must report immediately to the Human Research Ethics Committee anything that might affect ethical acceptance of the protocol. This includes adverse reactions of participants, proposed changes in the protocol, and any other unforeseen events that might affect the continued ethical acceptability of the project.

In issuing this approval number, it is required that all data and consent forms are stored in a secure location for a minimum period of five years. These documents may be required for compliance audit processes during that time. If the location at which data and documentation are retained is changed within that five year period, the Research Ethics Officer should be advised of the new location.

30/01/2009



Jo-Ann Sozou
Secretary

Appendix 2 – Prefects oath

PREFECTS' OATH

By Principal or Head of School/Deputy Principal

(Address to Prefects together – at the microphone)

“DO YOU PROMISE AS A PREFECT THAT YOU WILL DO ALL WITHIN YOUR POWER TO UPHOLD THE HONOUR AND MAINTAIN THE INTERESTS OF OUR SCHOOL?”

(To each leader)

“I INDUCT YOU AS A PREFECT OF THIS SCHOOL AND HAND YOU THIS BADGE AS THE SYMBOL OF YOUR OFFICE. I PRAY THAT GOD MAY BLESS YOU IN YOUR LIFE AND WORK”.

*** **

At the conclusion of the Induction (at the microphone).

“I have appointed you Prefects of the School.

See that you fulfil in life what you have promised in this Hall and in front of this community today. Make sure that you:

- 1 are steadfast in upholding the discipline of the School;
- 2 deal fairly and justly with those over whom you are set.....ruling and guiding with firmness, understanding and sincerity;
- 3 strive in all things to set a good example to the rest of the School remembering that your conduct is their chief lesson.

May you govern and lead your fellows with wisdom and courage, and may the Lord help you / strengthen and uplift you / for the service of this School and its members”.

Would you now join me in congratulating the *(insert year) Prefects*”

Appendix 3– Oral monologue for First Prefect Synergetic Focus Groups (SFG1 & SFG2)

Procedures:

Welcome and settling in:

Thanks for agreeing to be a part in this study and coming to today’s focus group discussion. I appreciate the time and effort that you will put in over the course of our discussion today and value the contribution that you will be making to this study. There are some food and drinks on the table, so please feel free to help yourself.

I hope that you will find the session interesting and that it might lead to some good outcomes for our school. You may recall that in the Participation Information Sheet that you and your parents received I indicated that I would be sound recording our session today, I’m about to turn the voice recorder on now. I will also be taking some notes as we go so that I can remind myself of any comments that you make. The session will take up to one and a half hours. Is all of this okay with everyone?. Our conversation today is confidential. Could you please not talk in specific terms about the session once we leave here and not mention names of people?

Please remember that your participation is voluntary and that you may leave the study at any time. Your parents have given consent for you to participate in the study. You are also asked to give your assent. If you have not already done so could you please hand me the completed yellow form that you were given with the information pack?

Focusing the group and valuing the participants:

I am eager to find out what your experience of leadership is. I am interested in hearing about what you think leadership is.

Clarifying the format:

To begin this focus group discussion today I am going to read a prepared statement that includes some information and asks some questions to stimulate discussion. After reading the statement to you, I would like you to take ownership of the discussion and address the questions raised in the statement as you wish. I will sit back from the group to take notes, please see this as your discussion about student leadership. Remember that there are no right or wrong answers; I simply want to hear about your experience of student leadership.

Oral Monologue

Many schools have students in positions of student leadership. Like leadership as a broader idea, there is no common understanding on what student leadership is. What do you think student leadership is? What does student leadership look like? What is your experience of student leadership? Would you say that young people and adults have similar understandings on what leadership is? Are some people more likely to be leaders rather than others? What makes someone a leader? Is leadership about

popularity or being extroverted? Is leadership a set of skills that a person either has or does not have? What do you think student leaders should do? Are there students who are leaders that are not in positions of leadership? Why do you think this is? Does their not being appointed reveal something about them or does it say something about the school? Does/should the school take risks in appointing some people as student leaders?

At our school the Principal appoints prefects after a round of voting and interviews by senior staff. Do you think that the school appoints the right people to these positions? What qualities, skills or characteristics should people appointed to the position of prefect display? What did you think about when casting your prefect votes? What guided your decision? Should prefects be people who have been involved in particular school activities? If so what activities, why these activities? What benefit do these activities provide for prefects? Should only students who started at Ivanhoe³² in Year 7 or before be prefects? Why, why not? Are all prefects leaders? Are all leaders prefects? Can we interchange the words for prefect and leaders?

Thinking of leadership positions other than prefects, does the school have the right students in these positions? What qualities, skills or characteristics should students appointed to these positions display?

Ivanhoe is a Round Square School and like other Round Square Schools is guided in its programs by the Round Square IDEALS (Internationalism, Democracy, Environment, Adventure, Leadership and Service). The concepts of democracy and service might be important aspects of our understanding of what leadership is. How do you think these concepts might impact on our understanding of leadership?

The school provides some training for prefects at the training camp? What things do you think should be covered in the training? What support do you think prefects need? Prefects choose a member of staff to act as mentors to them. What do think this mentoring relationship should look like? Should there be a set program of things to do?

Do you think that prefects do the sorts of things that leaders should do? Our prefects are often involved in school events working as tour guides, stewards or parking attendants. Do you think these are roles that our prefects should be involved in? How do these roles fit with your understanding of leadership? How do these roles fit with your understanding of being a prefect?

Do you think that any thing about our leadership programs at Ivanhoe needs to change? What would you like to be different about student leadership at Ivanhoe? What are the most urgent things about student leadership that need to change? If you were to change anything about student leadership at Ivanhoe what would you change? Why these things?

Conclusion

³² The actual name of the school has been blacked out to maintain confidentiality.

Thank you for being a part of our discussion today. We have had an opportunity to hear about our different thinking about student leadership. Any ideas that we have suggested about change will be passed on to the Principal as part of the research report that he will receive. In the middle of the school year we will meet again to have another group to hear of your experience of student leadership after you have been prefects for half a year. You will also be making journal entries once a fortnight that I look forward to reading.

I hope that come September I will be able to provide you with some feedback about my findings.

Appendix 4 – Oral Monologue for Second Prefect Synergetic Focus Groups (SFG3 & SFG4)

Welcome and settling in:

Thanks for agreeing to be a part in this study and coming to today's focus group discussion. I appreciate the time and effort that you will put in over the course of our discussion over the course of the year and value the contribution that is making to this study. There are some food and drinks on the table, so please feel free to help yourself.

I hope that you will find the session interesting and that it might lead to some good outcomes for our school. You may recall that in the Participation Information Sheet that you and your parents received I indicated that I would be sound recording our session today, I'm about to turn the voice recorder on now. I will also be taking some notes as we go so that I can remind myself of any comments that you make. The session will take up to one and a half hours. Is all of this okay with everyone?. Our conversation today is confidential. Could you please not talk in specific terms about the session once we leave here and not mention names of people?

Please remember that your participation is voluntary and that you may leave the study at any time. Your parents have given consent for you to participate in the study. You gave your assent to be part of the study when we had our last focus group discussion.

Focusing the group and valuing the participants:

I am eager to find out what your experience of leadership is. I am interested in hearing about what you think leadership is. Now that you have been a prefect for nearly the whole year, I'm wondering if your experience of leadership has changed.

Clarifying the format:

To begin this focus group discussion today I am going to read a prepared statement that includes some information and asks some questions to stimulate discussion. After reading the statement to you, I would like you to take ownership of the discussion and address the topic as you wish. I will sit back from the group to take notes, please see this as your discussion about student leadership. Remember that there are no right or wrong answers; you're not being graded or assessed, I simply want to hear about your experience of student leadership.

Oral Monologue

(Copies to be provided on separate sheet for each participant)

Today I'm asking you, once again, to reflect on your experience of leadership. I'm interested in knowing what it is like to be a prefect at our school. I will use the information from this focus group and our other sessions, along with the information that I get from the prefects at the other campus to describe how prefects at this school experience leadership.

You have been a prefect for just about a full academic year now. What has been your experience of student leadership?

You were provided with training at the start of the year at the Prefect camp. Can you tell me about your experience of that training and how it links to the role that you have had this year?

Again I'm interested in knowing about the times when you have felt that you have been a leader over the course of the year. Tell me about the times when you have thought that you have been a leader. Over the course of the year when have you felt that you have been a leader?

Tell me about the opportunities that you have had to be a leader.

Can you tell me about the support that you have had in your leadership role?

Conclusion

Thank you for being a part of our discussion today. We have had an opportunity to hear about our different thinking about student leadership. Any ideas that we have suggested about change will be passed on to the Principal as part of the research report that he will receive.

I hope that come next year I will be able to provide you with some feedback about my findings.

Appendix 5 – Instructions to participants for collecting Anecdotes and Artistic Expressions (WT1 & WT2)

Procedures:

Welcome and settling in:

Thank you again for agreeing to be a part of the study and for coming to today's session. Today's session will be a little different than the last one we did and the one that we will do in the next couple of weeks.

You may recall that in the Participation Information Sheet that you and your parents received I indicated that I would be sound recording our session today, I'm about to turn the voice recorder on now. I will also be taking some notes as we go so that I can remind myself of any comments that you make. The session will take up to one and a half hours. Is all of this okay with everyone?. Our conversation today is confidential. Could you please not talk in specific terms about the session once we leave here and not mention names of people?

Task 1

Read out the following instructions. Allow students time to complete task. Say 15 minutes before checking progress. Should not take more than 30 minutes.

You might remember that I'm trying to understand student leadership, today I'm asking you to tell me about a particular experience of leadership that you have had as a prefect. I am asking you to do so in a particular way I would like you to write about your experience of leadership. I'm interested in you giving me an anecdote about you as a leader. Can you take a few moments to think about such a time? I don't want us to talk about them just yet. Please just keep silently thinking about the time. In a moment I'm going to ask you to write down your anecdote. Don't worry it's not an assessment piece. I'm just asking you to write it down so that I can look at it later and try to understand more about your experience of leadership. There are no right or wrong answers. Does any body have any questions? I will give you a few more instructions.

Choose a time where you really felt that you were leading. Describe the event in as much detail as you can. You might find it helpful to think about who was there, what you were doing, what others were doing. Describe how the event unfolded. What happened? In what order did things happen. Describe the event in as much detail and descriptive language as you can. Tell me how what happened was leadership.

Task 2

Read out the following instructions. Allow students time to complete task. Say 15 minutes before checking progress. Should not take more than 30 minutes.

This time I would like you to think about leadership either in this situation or perhaps in a general sense. This time we're not going to use words. This time I would like you to draw an image of you as a leader. Once again, don't worry about how good it is or is not. I'm not after a portrait! What does you being a leader look like? What images best represent you in leadership? Have a go at drawing these?

If you find drawing too hard another way you can participate in this activity is to develop a metaphor or creative writing piece such as a poem about your experience of leadership this year.

I will collect them up at the end of the session. They will be part of my research and when we meet in the next few weeks I will ask for volunteers to talk about their image.

Conclusion:

Collect student writings and drawings. These will be referred to in the second synergetic focus group.

Appendix 6 – Introductory Monologue for Heads of Campus (PC1)

Many schools have students in positions of student leadership. Like leadership as a broader idea, there is no common understanding on what student leadership is. What do you think student leadership is? What does student leadership look like? What is your experience of student leadership? Would you say that young people and adults have similar understandings on what leadership is? Are some people more likely to be leaders rather than others? What makes someone a leader? Is leadership about popularity or being extroverted? Is leadership a set of skills that a person either has or does not have? What do you think student leaders should do? Are there students who are leaders that are not in positions of leadership? Why do you think this is? Does their not being appointed reveal something about them or does it say something about the school? Does/should the school take risks in appointing some people as student leaders?

At our school the Principal appoints prefects after a round of voting and interviews by senior staff. Do you think that the school appoints the right people to these positions? What qualities, skills or characteristics should people appointed to the position of prefect display? What did you think about when casting your prefect votes? What guided your decision? Should prefects be people who have been involved in particular school activities? If so what activities, why these activities? What benefit do these activities provide for prefects? Should only students who started at Ivanhoe in Year 7 or before be prefects? Why, why not? Are all prefects leaders? Are all leaders prefects? Can we interchange the words for prefect and leaders?

Thinking of leadership positions other than prefects, does the school have the right students in these positions? What qualities, skills or characteristics should students appointed to these positions display?

Ivanhoe is a Round Square School and like other Round Square Schools is guided in its programs by the Round Square IDEALS (Internationalism, Democracy, Environment, Adventure, Leadership and Service). The concepts of democracy and service might be important aspects of our understanding of what leadership is. How do you think these concepts might impact on our understanding of leadership?

The school provides some training for prefects at the training camp? What things do you think should be covered in the training? What support do you think prefects need? Prefects choose a member of staff to act as mentors to them. What do think this mentoring relationship should look like? Should there be a set program of things to do?

Do you think that prefects do the sorts of things that leaders should do? Our prefects are often involved in school events working as tour guides, stewards or parking attendants. Do you think these are roles that our prefects should be involved in? How do these roles fit with your understanding of leadership? How do these roles fit with your understanding of being a prefect?

Do you think that any thing about our leadership programs at Ivanhoe needs to change? What would you like to be different about student leadership at Ivanhoe? What are the most urgent things about student leadership that need to change? If you were to change anything about student leadership at Ivanhoe what would you change? Why these things?

Appendix 7 – Invitation to participate letter to students’ parents.

ORIGINAL ON SCHOOL LETTERHEAD

Dear Parents,

One of our staff, Heath De Lany is currently studying for a Doctor of Education degree at the University of New England, Armidale NSW. His study is concerned with researching the experiences of student leadership held by students and staff at Ivanhoe³³. I am writing to seek the involvement of your child in the study.

The study will consist of a number of facets. In addition to students being involved in the study, teaching staff and members of the school’s executive will also be participating. The attached „information sheet for participants“ contains details of what students are being asked to do.

If you are happy for your child to participate in the study, please complete and return the enclosed consent form to my office via student reception.

Yours sincerely,

Andrew McG Sloane.
Head of School / Deputy Principal

³³ Name of school and Deputy Principal – removed to ensure confidentiality.

Appendix 8 – Letter to parents from researcher



School of Education

Armidale, NSW 2351 Australia
Telephone [Int'l +61 2] (02) 6773 4221 / 6773 3716
Fax [Int'l +61 2] (02) 6773 2445 / 6773 5078
email: education@une.edu.au

Dear Parents,

I am currently studying a Doctor of Education degree at the University of New England, Armidale NSW. My study is on the understandings of leadership held by secondary school students and their teachers. I will be conducting the study during 2009.

The Principal has approved my undertaking this study at our school. I am now writing to seek the involvement of your son/daughter in the study. If you are interested in permitting your child to participate in the study please read the attached Participant Information Sheet. It provides details about the project and how students will be involved. Feel free to sign the individual consent form attached and return it if you wish your child to participate.

It is anticipated that this research will be completed by the end of February 2010. The results may be presented at conferences and written up in journals without any identifying information.

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE08/171, Valid to 01/02/2010)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England
Armidale, NSW 2351
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543
Email: ethics@une.edu.au

If you require further information about the project please contact me as indicated in the attached information or one of my academic supervisors, listed on the information sheet, at the University of New England.

Yours sincerely,

Heath De Lany

Appendix 9 – Participant Information Sheet



School of Education

Armidale, NSW 2351 Australia
Telephone [Int'l +61 2] (02) 6773 4221 / 6773 3716
Fax [Int'l +61 2] (02) 6773 2445 / 6773 5078
email: education@une.edu.au

Participant Information Sheet Prefects

Purpose of Research

I (Mr Heath De Lany) am currently undertaking a Doctor of Education degree at the University of New England. I am conducting research on the experience of student leadership. I will be exploring student and staff perceptions of student leadership. I am inviting you to participate in the research because I am interested in understanding how young people understand and experience leadership. I will be working with both students who are in positions of leadership and some who are not.

Research Procedures

If you agree to participate, you will join in two discussion groups with other student participants and be asked to write journal entries on your experience of student leadership. The discussion group will take about 90 minutes, and I will audiotape the discussion to make sure I understand what you have said. If I need to clarify your statements, I will contact you after the interview by (email/phone/letter).

Risks

The only risk to you is a possible loss of privacy. To protect your privacy, I will keep the audiotapes and transcripts of the interviews in a locked cabinet in a secure location to ensure the confidentiality of the data. I will not use your name or any other identifying information in the research reports. At the end of the study, I will destroy the audiotapes, and will remove all identifying information from transcripts of the tapes.

Benefits

There is no direct benefit to you for taking part in the research. However, we hope that what we find may inform schools, those who work in them and other people who work with young people about the experience of student leadership in order to improve how organizations work with young people in this important area.

Costs and Compensation

There will be no costs to you other than your time and any personal transportation costs. You will not be paid for participation.

You have been given a copy of this consent to keep. If you have any questions about the research you may contact the researcher at school or at hdelany@une.edu.au or you may contact one of my University Supervisors;

Dr Izabel Soliman	Associate Professor Nadine Mc Crea
isoliman@une.edu.au	nmccrea@une.edu.au
02 6773 3158	02 6773 2039

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No HE08.171 Valid to 01/02/2010)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services
University of New England
Armidale, NSW 2351
Telephone: (02) 6773 3449 Facsimile (02) 6773 3543
Email: ethics@une.edu.au

Please note that participation in research is voluntary. You may answer only those questions you want to answer, and you may stop participating at any point in the process with no penalty.

Participant's Name _____

Parent's Signature _____ **Date** _____

Researcher's Signature _____ **Date** _____

Appendix 10 – Parent Consent Form



School of Education

Armidale, NSW 2351 Australia
Telephone [Int'l +61 2] (02) 6773 4221 / 6773 3716
Fax [Int'l +61 2] (02) 6773 2445 / 6773 5078
email: education@une.edu.au

CONSENT FORM

Research project Title: „Lead On - A study on the understandings of leadership held by secondary school students and their teachers.“

Persons responsible for project:

Investigator
Heath De Lany
Ivanhoe Grammar School
PO Box 91
IVANHOE Vic 3079
hdelany@une.edu.au
03 9490 3783

Supervisors:

Dr Izabel Soliman
McCrea
isoliman@une.edu.au

Associate Professor Nadine
nmccrea@une.edu.au

University of New England
Armidale NSW 2351
02 6773 3158

University of New England
Armidale NSW 2351
02 6773 2039

I _____ have read the information contained in the Information Sheet for Participants. Any questions I have asked have been answered to my satisfaction. I agree for my child _____ to participate in this activity/ I realise that I may withdraw my child at any time. My child can withdraw by declining assent. I agree that research data gathered for the study may be published, provided that my child's name is not used.

Please circle your response to the following questions:

1. Do you understand the nature of the research sufficiently well to make a free informed decision on behalf of your child?

YES/NO

2. Are you satisfied that the circumstances in which the research is being conducted provide for the physical, emotional and psychological safety of the child on whose behalf you are giving consent?

YES/NO

3. Are you willing for your child to be audio recorded during participation in this project?

YES / NO

.....
Parent/Guardian Date

.....
Investigator Date

Appendix 11 – Student Assent Form



School of Education

Armidale, NSW 2351 Australia
Telephone [Int'l +61 2] (02) 6773 4221 / 6773 3716
Fax [Int'l +61 2] (02) 6773 2445 / 6773 5078
email: education@une.edu.au

ASSENT FORM FOR PREFECT PARTICIPANTS

Purpose of Research

I (Mr Heath De Lany) am currently undertaking a Doctor of Education degree at the University of New England. I am conducting research on the experience of student leadership. I will be exploring student and staff perceptions of student leadership. I am inviting you to participate in the research because I am interested in understanding how young people understand and experience leadership. I will be working with both students who are in positions of leadership and some who are not.

Research Procedures

If you agree to participate, you will join in three discussion groups with other student participants and be asked to write journal entries on your experience of student leadership. The discussion group will take about 90 minutes, and I will audiotape the discussion to make sure I understand what you have said. If I need to clarify your statements, I will contact you after the interview by (email/phone/letter).

Risks

The only risk to you is a possible loss of privacy. To protect your privacy, I will keep the audiotapes and transcripts of the interviews in a locked cabinet in a secure location to ensure the confidentiality of the data. I will not use your name or any other identifying information in the research reports. At the end of the study, I will destroy the audiotapes, and will remove all identifying information from transcripts of the tapes.

Benefits

There is no direct benefit to you for taking part in the research. However, we hope that what we find may inform schools, those who work in them and other people who work with young people about the experience of student leadership in order to improve how organizations work with young people in this important area.

Costs and Compensation

There will be no costs to you other than your time and any personal transportation costs. You will not be paid for participation.

You have been given a copy of this consent to keep. If you have any questions about the research you may contact the researcher at school or at hdelany@une.edu.au or you may contact one of my University Supervisors;

Dr Isabel Soliman
isoliman@une.edu.au

Associate Professor Nadine Mc Crea
nmccrea@une.edu.au

02 6773 3158

02 6773 2039

Please circle your response to the following questions:

1. Do you understand the nature of the research sufficiently well to make a free informed decision? YES/NO
2. Are you willing to be audio recorded during participation in this project? YES / NO

Please note that participation in this research is entirely voluntary. If you chose not to participate there will be no penalty or adverse effects to yourself. You may answer only those questions that you want to answer, and you may stop participating at any point in the process with no penalty.

Participant's Name _____

Participants Signature _____ **Date** _____

Researcher's Signature _____ **Date** _____

Appendix 12 – Staff Participant Information Sheet



School of Education

Armidale, NSW 2351 Australia
Telephone [Int'l +61 2] (02) 6773 4221 / 6773 3716
Fax [Int'l +61 2] (02) 6773 2445 / 6773 5078
email: education@une.edu.au

Participant Information Sheet -Staff-

Purpose of Research

I (Mr Heath De Lany) am currently undertaking a Doctor of Education degree at the University of New England. I am conducting research on the experience of student leadership. I will be exploring student and staff perceptions of student leadership. I am inviting staff to participate in the research because I am interested in understanding how teachers and administrators understand and experience student leadership.

Research Procedures

Staff who participate, you will join in a discussion group with other staff participants. The discussion group will take about 90 minutes, and will be audio taped to make sure I understand what has been said. If I need to clarify your statements I will contact them after the interview by (email/phone/letter).

Risks

The only risk to you is a possible loss of privacy. To protect your privacy, I will keep the audiotapes and transcripts of the interviews in a locked cabinet in a secure location to ensure the confidentiality of the data. I will not use your name or any other identifying information in the research reports. At the end of the study, I will destroy the audiotapes, and will remove all identifying information from transcripts of the tapes.

Benefits

There is no direct benefit to you for taking part in the research. However, I hope that what I will find may inform schools, those who work in them and other people who work with young people about the experience of student leadership in order to improve how organizations work with young people in this important area.

Costs and Compensation

There will be no costs to you other than their time. You will not be paid for participation.

If you have any questions about the research you may contact me at school or at hdelany@une.edu.au or you may contact one of my University Supervisors;

Dr Izabel Soliman

isoliman@une.edu.au

Associate Professor Nadine Mc Crea

nmccrea@une.edu.au

02 6773 3158

02 6773 2039

This project has been approved by the Human Research Ethics Committee of the University of New England (Approval No. HE08/171, Valid to 01/02/2010)

Should you have any complaints concerning the manner in which this research is conducted, please contact the Research Ethics Officer at the following address:

Research Services

University of New England

Armidale, NSW 2351

Telephone: (02) 6773 3449 Facsimile (02) 6773 3543

Email: ethics@une.edu.au

Regards,

Heath De Lany

Appendix 13 – Adult Participant Consent Form



School of Education

Armidale, NSW 2351 Australia
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Consent Form

Research Project title: Lead On - A study on the understandings of leadership held by secondary school students and their teachers.

Persons Responsible for the project:

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I _____ have read the information contained in the Information Sheet for Participants. Any questions that I have asked have been answered to my satisfaction. I agree to participate in the activity, realising that I may withdraw at any time. I agree that research data gathered for the study may be published, provided my name is not used.

1. Do you understand the nature of the research sufficiently well to make a free informed decision?

YES/NO

2. I am willing to be voice recorded during my participation in the project?

YES/NO

.....
Participant

.....
Date

.....
Investigator

.....
Date

Appendix 14 – Sample page of annotated transcript

Dev. own ults of leadership.

134 Steve, well we've been kind of spoon fed the definitions of leadership, but I think we have
135 developed our own understandings. *diff. ults than adults.*

136

137 Makita, I reckon it's slightly different because young people have to lead their peers and I'm sure
138 adults do that too, but yeah it's more intimidating when you're a kid having to be in charge of
139 leading other kids. *it can be hard to be a leader as a young person -* *intimidating to be a leader*

141 Billie, on what you just said Makita I believe that also as much as it is a different aspect leading
142 your peers when you're a younger person and all that, it is handed down I believe through
143 parents and adults that you get your influence of how leadership runs and how it works. And like
144 it's the people that you look up to and that's what you get your leadership traits from, the basis of
145 it. *Get leadership traits by having it modelled for you* *role models - seeing others do it.*

147 Tom, I'd say just anyone come and attack us if you want, but younger teachers I find are far
148 easier to relate to in terms of leadership things. As with all the teachers perhaps they're out of
149 touch with the youth of today I suppose. So I won't name any names, but there are some
150 people who I have difficulty explaining why this needs to happen or why we need to do
151 something, which they simply don't understand why we want to do that, like as teenagers or
152 whatever you want to say. *Young ldrs. are not always understood.* *not the mentors - young people.*

154 Q: Makita, are some people more likely to be leaders rather than others?

155
156 Michael, I believe that leadership to an extent can be a natural ability, some people are just
157 gifted and are just born leaders, but on the other hand it's a skill that I think can be developed
158 like any other skill through practise and the opportunities if they arise. *Leadership is natural*
159 *Leadership can be developed.*

Appendix 15 – Units of delineated meaning from SFG 1

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
1	Leaders are role models	37, 65, 108, 369, 417, 577, 610, 624, 648, 660, 987 905
2	Leaders represent the school	37
3	Leaders develop relationships with other students	40,89, 375, 381, 547, 562, 834, 933
4	Leaders are respected/recognised by others	46, 302, 375, 381
5	Leaders are proactive	49
6	Leaders model good behaviour, right behaviour	66, 93, 648, 660
7	A leader should not be intimidating	72
8	Leaders may not be liked but get along with everyone	75
9	Leaders learn whilst leading	88,96,98
10	Leadership is being responsible and prepares you for responsibility	94, 109
11	Leaders are open to suggestion and criticism	100
12	Leaders are mature	103
13	Leadership development can be life long	102
14	Leadership not just defined roles	103 ,106, 112-115, 193,231, 233, 235, 239, 297, 326, 498, 507, 109
15	Prefects are prepared for life beyond school	109
16	The „school“ appoints prefect leaders.	117
17	Prefects are appointed for recognition for things they have already done, for the school	118, 123, 128, 255, 291, 346, 376, 489, 498, 509, 941
18	Adults and students understand leadership differently	137, 300, 304 306
19	Being a student leader can be intimidating	138,141
20	Prefects are influenced by their role models	143, 187, 812
21	Younger teachers better mentors than older teachers	147 305
22	Leadership is largely a natural ability	156
23	Leadership can be developed	158, 160, 451, 495, 518-519,
24	Some people enjoy being up front	162
25	Leadership not always about being up front	167 169 391 64
26	Leaders influenced by their background	172
27	Leadership is about being popular	197,213, 222, 390
28	Leadership is about respect rather than popularity	200-202, 205,
29	People who are appointed deserve to be leaders	208
30	Leaders are involved	239, 375,381,
31	Some people who could be leaders are not selected by the „school“ because of their history.	248, 252, 279, 283, 318, 432, 618?

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
32	The school should take risks in making some appointments of leaders.	263, 265, 322,324 618
33	Current merit rather than past performance should be more important	276
34	Being appointed can make you change	285, 292, 301
35	Some people with a bad history are appointed to lesser leadership roles.	290
36	Some people don't nominate for leadership because they're intimidated by the process	316, 324, 328
37	Not cool to be a prefect so don't apply	336
38	Too much politics in the selection of prefects	339
39	Leader's shouldn't just please teachers	344
40	Leaders perceived as teacher pleasers	349
41	Needs to be balance of leadership types amongst the prefects	358
42	Leaders display certain characteristics	383
43	Leaders have to be known	403, 405
44	Prefect elections not always taken seriously	410, 413, 462
45	Selection process viewed with suspicion / not understood /respected?	422, 429
46	The prefect votes don't count for anything	426, 429, 439,
47	Perceptions of a leader are important?	
48	Being a small school (campus) influences the process	512, 521, 524, 530, 671, 673794, 797
49	Wanting to leave a legacy	547, 560,
50	Leave a legacy that you can achieve	556,643
51	Leaders should have an influence	562
52	Leave a legacy of respecting the institution	578, 592, 595, 602, 649, 697
53	Important that the right people are appointed	610
54	Leaders are a positive influence (same as 1?)	651, 671
55	A positive culture of achievement should be built (same as 1)	642, 666, 676,
56	Leaders should leave an impact	680, 682,
57	Round Square has little impact	710,
58	Some activities develop leadership skills	715, 721,
59	The training camp helped us build as a group	735, 740, 742, 744, 746, 747, 753
60	Camp not really training	740, 741, 750
61	Student Voice	765, 838
62	Prefects a bridge between staff and the student body	770, 817-820, 932
63	Senior staff to be more involved	776
64	Prefects need role models	812
65	Leaders are not valued	843, 851, 853, 859, 864, 961
66	Leaders are valued?	861, 865
67	Leadership provides opportunities.	861
68	Prefects get dragged into things.	887
69	Prefects a slave to the school	890, 892 894

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
70	Staff student relationship difficult. Prefects as the agents for the school	894 895, 896, 913-915
71	Prefects should be trusted.	916
72	Student leaders need support, encouragement and training	951, 962,963, 968
73	Expectations need to be clearly articulated	970, 974-976, 981
74	Leadership is not about outward appearances	67
75	Leaders are friendly	75
76	Leadership has been a positive experience	88
77	Leaders develop relationship	90 956
78	Leaders are given responsibilities	92
79	Leaders learn things along the way	99
80	Leadership matures you	103
81	Leadership develops you	109
82	Students develop their own understanding of leadership	134
83	It can be hard being a young person and a leader	139
84	Young leaders are not always understood	152
85	Leadership is not always modelled	174
86	Popularity not always a good indicator of leadership ability	194 197 204
87	Hard to establish link between popularity and leadership	216
88	Younger year levels look for different things when casting prefect votes	222 224
89	Prefect leaders should have a good school record	247
90	People want acknowledgement for what they have done	254
91	People can change the past is not as relevant as the present	286 302
92	People can develop as leaders	290
93	Prefects are not the only leaders	297
94	Some people are afraid to apply to be prefects	317
95	Past behaviour can prevent you being appointed as a leader	320
96	Some people don't have the confidence to apply to be a prefect	332
97	Peer influence can prevent people from applying to be a prefect	339
98	Prefects perceived to be „good“. Always agreeing with teachers, teacher pleasers	339
99	Prefects don't have to be teacher pleasers	341 345 350
100	Needs to be a balance between appointing leaders, between teacher pleasers and taking risks	358
101	Younger students perceive leadership differently than older students	370, 373, 390 395
102	Leaders display certain characteristics	383

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
103	Prefects need self confidence to apply for their positions	405
104	Popularity not a good indicator of leadership ability	415
105	Votes not a good indicator of leadership ability	462
106	Being a prefect develops leadership ability	490 519
107	Prefects appointed because of recognised potential to lead.	495
108	Students attracted to the idea of leaving a legacy	538
109	People can change	556
110	Leaders should achieve things	560 680 683
111	Leaders should develop the culture	578
112	Leaders should help build a positive school culture	586 592 594 610 625 642 646 649 697 702
113	The school has changed	660 667
114	Round Square has little impact on the school	710 721
115	The training camp was a positive experience	735
116	Being a prefect is only part of our lives	
117	Leaders should be more approachable	834 836 838
118	Prefects are not valued	848
119	Leaders enjoy upfront roles	860
120	Prefects loose respect for the school's administration	905
121	Being a slave to the school leads to frustration	
122	Prefects feel they are puppets for the school	
123	Being a leader can be frustrating	916
124	Student leaders need support	941 981
125	Student leaders should be consulted about their involvement in activities	974

Appendix 16 - Clusters of Units of Delineated Meanings from SFG 1

Cluster No:	Cluster Label	Unit of delineated meaning No:	Unit of delineated meaning	Line Numbers
1	Role Models	1	Leaders are role models	37, 65, 108, 369, 417, 577, 610, 624, 648, 660, 987 905
		4	Leaders are respected/recognised by others	46, 302, 375, 381
		6	Leaders model good behaviour, right behaviour	66, 93, 648, 660
		7	A leader should not be intimidating	72
		20	Prefects are influenced by their role models	143, 187, 812
		54	Leaders are a positive influence (same as 1?)	651, 671
		64	Prefects need role models	812
		26	Leaders influenced by their background	172
		85	Leadership is not always modelled	174
		2	Leadership Development	9
10	Leadership is being responsible and prepares you for responsibility			94, 109
13	Leadership development can be life long			102
15	Prefects are prepared for life beyond school			109
23	Leadership can be developed			158, 160, 451, 495, 518-519,
58	Some activities develop leadership skills			715, 721,
67	Leadership provides opportunities.			861
80	Leadership matures you			103
81	Leadership develops you			109
92	People can develop as leaders			290
3	Leadership not just defined roles	106	Being a prefect develops leadership ability	490 519
		14	Leadership not just defined roles	103 ,106, 112-115, 193,231, 233, 235, 239, 297, 326, 498, 507,
4	Leadership and popularity	27	Leadership is about being popular	197,213, 222, 390
		28	Leadership is about respect rather than popularity	200-202, 205,
		86	Popularity not always a good indicator of leadership ability	194 197 204
		87	Hard to establish link between popularity and	216

5	Leadership Selection Process	17	leadership	
		17	Prefects are appointed for recognition for things they have already done, for the school	118, 123, 128, 255, 291, 346, 376, 489, 498, 509, 941
		29	People who are appointed deserve to be leaders	208
		31	Some people who could be leaders are not selected by the „school“ because of their history.	248, 252, 279, 283, 318, 432, 618?
		32	The school should take risks in making some appointments of leaders.	263, 265, 322,324 618
		33	Current merit rather than past performance should be more important	276
		35	Some people with a bad history are appointed to lesser leadership roles.	290
		36	Some people don’t nominate for leadership because they’re intimidated by the process	316, 324, 328
		37	Not cool to be a prefect so don’t apply	336
		38	Too much politics in the selection of prefects	339
		41	Needs to be balance of leadership types amongst the prefects	358
		44	Prefect elections not always taken seriously	410, 413, 462
		45	Selection process viewed with suspicion / not understood /respected?	422, 429
		46	The prefect votes don’t count for anything	426, 429, 439,
		53	Important that the right people are appointed	610
		88	Younger year levels look for different things when casting prefect votes	222 224
		89	Prefect leaders should have a good school record	247
		91	People can change the past is not as relevant as the present	286 302
		94	Some people are afraid to apply to be prefects	317
		95	Past behaviour can prevent you being appointed as a leader	320
		96	Some people don’t have the confidence to apply to be a prefect	332
		97	Peer influence can prevent people from applying to be a prefect	339
		100	Needs to be a balance between appointing leaders,	358

			between teacher pleasers and taking risks	
		101	Younger students perceive leadership differently than older students	370, 373, 390 395
		103	Prefects need self confidence to apply for their positions	405
		104	Popularity not a good indicator of leadership ability	415
		105	Votes not a good indicator of leadership ability	462
		108	Students attracted to the idea of leaving a legacy	538
6	Leadership development and support	72	Student leaders need support, encouragement and training	951, 962,963, 968
		73	Expectations need to be clearly articulated	970, 974-976, 981
		124	Student leaders need support	941 981
		125	Student leaders should be consulted about their involvement in activities	974
7	Legacy	52	Leave a legacy of respecting the institution	578, 592, 595, 602, 649, 697
		49	Wanting to leave a legacy	547, 560,
		50	Leave a legacy that you can achieve	556,643
		55	A positive culture of achievement should be built	642, 666, 676,
		56	Leaders should leave an impact	680, 682,
		108	Students attracted to the idea of leaving a legacy	538
		110	Leaders should achieve things	560 680 683
8	School culture	111	Leaders should develop the culture	578
		112	Leaders should help build a positive school culture	586 592 594 610 625 642 646 649 697 702
9	Relationship with the school	18	Adults and students understand leadership differently	137, 300, 304 306
		21	Younger teachers better mentors than older teachers	147 305
		39	Leader's shouldn't just please teachers	344
		40	Leaders perceived as teacher pleasers	349
		61	Student Voice	765, 838
		62	Prefects a bridge between staff and the student body	770, 817-820, 932
		65	Leaders are not valued	843, 851, 853, 859, 864, 961
		66	Leaders are valued?	861, 865
		68	Prefects get dragged into things.	887
		69	Prefects a slave to the school	890, 892 894
		70	Staff student relationship difficult. Prefects as the agents for the school	894 895, 896, 913-915

		71	Prefects should be trusted.	916
		78	Leaders are given responsibilities	92
		116	Being a prefect is only part of our lives	
		120	Prefects loose respect for the school's administration	905
		121	Being a slave to the school leads to frustration	
		122	Prefects feel they are puppets for the school	
		123	Being a leader can be frustrating	916
10	Relationships with other students	19	Being a student leader can be intimidating	138,141
		98	Prefects perceived to be „good“. Always agreeing with teachers, teacher pleasers	339
		99	Prefects don't have to be teacher pleasers	341 345 350
11	Leadership can be informal	14	Leadership not just defined roles	103 ,106, 112-115, 193,231, 233, 235, 239, 297, 326, 498, 507, 167 169 391 64
		25	Leadership not always about being up front	
		93	Prefects are not the only leaders	297
12	Traits of leaders	42	Leaders display certain characteristics	383
		43	Leaders have to be known	403, 405
		47	Perceptions of a leader are important?	
		51	Leaders should have an influence	562
		74	Leadership is not about outward appearances	67
		75	Leaders are friendly	75
		76	Leadership has been a positive experience	88
		77	Leaders develop relationship	90 956
		83	It can be hard being a young person and a leader	139
		84	Young leaders are not always understood	152
		117	Leaders should be more approachable	834 836 838
		119	Leaders enjoy upfront roles	860
13	Training Camp	59	The training camp helped us build as a group	735, 740, 742, 744, 746, 747, 753
		60	Camp not really training	740, 741, 750
		115	The training camp was a positive experience	735

Appendix 17 -Units of Delineated Meaning from SFG 3

Unit of Delineated Meaning	Unit of Delineated Meaning	Line Numbers
No:		
1	Not a role model initially	7
2	As time goes on you see yourself as a role model	9
3	When you do your role you see yourself as a role model	11, 12
4	Leaders develop relationships	15, 25
5	Leaders have influence	16
6	Leaders make things happen	15
7	Enjoyed being a role model to younger students	18
8	Leadership is more than the prefect role	22
9	Leaders grow into their roles	23, 53, 62,
10	Leadership is rewarding	30
11	Active involvement pays off	30
12	Leaders have an impact	34
13	Leaders leave a legacy	35
14	Leaders are role models	43, 44, 56
15	You don't notice the impact you have	56
16	Leadership is subconscious	62,
17	Leadership develops over time	57-63
18	Camp didn't do a lot in leadership development	68
19	Camp provided for cross campus bonding	72
20	Working cross campus as prefects is difficult	81, 82
21	Prefects across campus should come together	87, 93
22	mid year prefects changed the dynamics of the prefect group	97. 113, 134-35,
23	mid year prefects a slap in the face of 1 st round prefects	104
24	Camp a good bonding experience	108
25	mid year prefects don't „fit“ because they don't have same experience	112
26	mid year prefects took a while to contribute	116,
27	Took a while for mid year prefects to grasp their role	119
28	mid year prefects should be given a different title	122
29	There should be no mid year prefects	125
30	Appointing mid year prefects is patronising to them	128
31	Prefects appointed because of past actions	133, 218, 283
32	Have no mid year prefects and more at the start of the year	138
33	Prefects could have assigned	139, 156, 159, 166, 170, 192,

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
	tasks / conflict over other roles eg captains of sports/activities	199, 205
34	Leadership roles are deserved	143
35	Camp a bonding experience	144
36	mid year prefects upset the balance	147
37	mid year prefects don't assimilate into the group	150
38	Prefects give back to the school	168
39	School puts prefects on a pedestal	168
40	No one understands exactly what perfects do	173
41	Small campus size has an impact	177
42	Every year level is different in terms the available pool of leaders	196, 215
43	The school appoints people because they want students to step up to them	212
44	It's about leadership in a school, it's about encouraging teams it's a program	228
45	Primary role of the school is to develop people	231-32
46	Leadership develops over time	235
47	Not all leadership appointments work	246
48	School can get appointments wrong	249
49	Leadership should be recognition for past achievements	249
50	Prefects should be of long standing in the school	265, 268
51	Prefects should develop relationships with younger students	260
52	Everyone should be considered for leadership	273
53	Leaders should be known	287
54	Leaders should relate well to people	290
55	Leaders should build relationship	292
56	Leadership develops	300
57	Leadership is not about the individual it is about the whole group	310, 317
58	Leaders give back	313
59	Leadership is a selfless act	314
60	Leaders help others	313
61	mid year prefects not valued	341
62	You feel like a leader when people recognise you as one	347, 352
63	Leadership not about us its about everyone else	356
64	I felt like a leader when I organised things	353

Unit of Delineated Meaning	Unit of Delineated Meaning	Line Numbers
No:		
65	I felt like a leader when I helped others	355
66	Prefects can make things happen	366
67	Teachers don't understand what prefects do	378
68	Admin support prefects	377
69	Leadership interferes with academics	386
70	Prefects don't always feel supported	391
71	Prefects find conflict in being a kid and being a prefect (eg: busfires)	394, 403, 413-415, 423, 425, 471
72	Leaders develop relationship	399
73	Prefects not always up front	400
74	Student leaders need support	402, 409
75	Prefects put themselves on the line	418
76	Prefects not agents of the school	423
77	Prefects have little impact on peers	428
78	School acknowledges role	430
79	School has unrealistic expectations on prefects in terms of peer influence	432
80	Prefects need support	435, 453, 455
81	Prefects find it hard to influence peers	444, 447
82	Staff don't see prefects as leaders	466
83	Prefect meetings only time it feels like we are leaders	468
84	Prefects not always recognised/supported	473

Appendix 18 - Clusters of Units of Delineated Meanings from SFG 3

Cluster No:	Cluster Label	Unit of Delineated No:	Unit of Delineated Meaning	Line Numbers		
1	Role Models	1	Not a role model initially	7		
		2	As time goes by you see yourself as a role model	9		
		3	When you do your role you see yourself as a role model	11, 12		
		7	Enjoyed being a role model to younger students	18		
		14	Leaders are role models	43, 44, 56.		
2	Leadership Development	9	Leaders grow in to their roles	23, 53, 62		
		17	Leadership develops over time	57-63		
		34	Leadership roles are deserved	143		
		8	Leadership is more than the prefect role	22		
3	Leadership not just defined roles	8	Leadership is more than the prefect role	22		
4	Leadership Selection Process	31	Prefects appointed because of past actions	133, 218, 283.		
		42	Every year level is different in terms of the available pool of leaders.	196, 215		
		43	The school appoints people because they want students to step up	228		
		47	Not all leadership appointments work	246		
		48	School can get appointments wrong	249		
		49	Leadership should be recognition for past achievements	249		
		50	Prefects should be of long standing in the school	265, 268		
		52	Everyone should be considered for leadership			
		5	Leadership development and support	40	No one understands exactly what prefects do	173
				44	It's about leadership in a school, it's about encouraging teams it's a program	228
45	Primary role of the school is to develop people.			228		
46 / 56	Leadership develops over time			235, 300		
80	Prefects need support			435, 453, 455		
		84	Prefects not always recognised/supported	473		

6	Legacy	12	Leaders leave a legacy	35
7	School culture	41	Small campus size has an impact	177
8	Relationship with the school	38	Prefects give back to the school	168
		39	School puts prefects on a pedestal	168
		43	The school appoints people because they want students to step up	228
		45	Primary role of the school is to develop people.	228
		67	Teacher's don't understand what prefects do	378
		68	Administration supports prefects	377
		69	Leadership interferes with academics	386
		70	Prefects don't always feel supported	391
		74	Student leaders need support	402, 409
		76	Prefects not agents of the school	423
		78	School acknowledges prefect role	430
		79	School has unrealistic expectations on prefects in terms of peer influence	432
		82	Staff (teachers) don't see prefects as leaders	466
		83	Prefect meeting only time it felt like we were leaders	468
		84	Prefects not always recognised/supported	473
9	Relationships with other students	77	Prefects have little impact on peers	428
		81	Prefects find it hard to influence peers	444, 447
10	Leadership can be informal	73	Prefects not always up front	400
11	Traits of leaders	4	Leaders develop relationships	15, 25
		5	Leaders have influence	16
		6	Leaders make things happen	15
		10	Leadership is rewarding	30
		11	Active involvement pays off	30
		12	Leaders leave a legacy	35
		15	You don't notice the impact you have	62
		38	Prefects give back to the school	168
		51	Prefects should develop relationships with younger students	260
		53	Leaders should be known	287
		54	Leaders should relate well to people	290

		55	Leaders should build relationships	292
		57	Leadership is not about the individual it is about the group.	310, 317
		58	Leaders give back	313
		59	Leadership is a selfless act	314
		60	Leaders help others	313
		62	You feel like a leader when people recognise you as one	347, 352
		63	Leadership not about us it's about everyone else	356
		64	I felt like a leader when I organised things	353
		65	I felt like a leader when I helped others	355
		66	Prefects can make things happen	366
		71	Prefects find conflict in being a kid and being a prefect (eg bushfires)	394, 403, 413-415, 423, 425, 471
		72	Leaders develop relationship	399
12	Training Camp	18	Camp didn't do a lot in leadership development	68
		19	Camp provided for cross campus bonding	72
		24	Camp a good bonding experience	108, 144
13	Ungrouped	16	Leadership is subconscious	62
		20	Working cross campus is difficult	81, 82
		21	Prefects across campus should come together	87, 93
		33	Prefects could have assigned tasks / conflict over other roles eg captains of sports / activities	139, 156, 166, 170, 192, 199, 205
		40	No one understands exactly what prefects do	173
14	Mid year prefects	22	mid year prefects changed the dynamics of the group	97, 113, 134-35
		23	mid year prefects a slap in the face of 1 st round prefects	104
		25	mid year prefects don't „fit“ because they don't have the same experience.	
		26	mid year prefects took a while to contribute	116
		27	Took a while for mid year prefect to grasp their role	119
		28	mid year prefects should be given a different title	125
		29	The should be no mid year prefects	128
		32	Have no mid year prefects and more at the start of the year	138
		36	mid year prefects upset the balance	147

37	mid year prefects don't assimilate into the group	150
61	mid year prefects not valued	341

Appendix 19 - Units of Delineated Meaning from SFG 2

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
1	Leaders are respected by their peers	6
2	Leaders are role models	8
3	Leaders relate well to others	8
4	Leaders should be involved	11, 12
5	Leader can lead in the background	15
6	Leaders have followers	21, 25
7	Leaders are recognised	22
8	Leaders work behind the scenes	23
9	Leaders have an impact	27
10	Leaders should have a good work ethic	30
11	Group didn't achieve goals	34, 85, 313
12	All prefect groups have goals	35
12	Lack of focus at prefect meetings	36
13	Conflict between academic commitments and prefect role	36, 38, 39, 347, 354,
14	Prefect group not in agreement	42, 44, 45
15	Prefect group too big	43
16	Prefects should be for Year 12s	50
17	Not everyone respects the prefects	50, 62, 67, 69, 75, 99, 101, 109
18	Year 11s couldn't lead older students	53
19	Year 11s wouldn't be respected as leaders	54, 58
20	Prefects not recognised as much as they should be	62,
21	People make fun of the prefects as they are perceived to have no power	70
22	Middle years no nothing about prefects	71
23	It's respect of friendship that you get	75
24	Lack of respect our own fault	84
25	School not supportive of prefects	81
26	lack of respect is generational	89, 103, 132,
27	School captains name not known by Year 7s and 8s	94
28	Prefects not known by Years 7 and 8s	96
29	Respect is found in cadets	101, 122
30	Change of school culture is needed	114
31	Prefects have not expressed their leadership	119
32	You have to make change (of culture) happen	123
33	Change takes time	125
34	Prefects could speak to 7s and 8s more	127

35	Year 11 peer mentoring program not effective,	136
36	Year 12 too busy to do things for prefects	142
37	Prefects lead senior years and yr 9 leaders lead middle years	150
38	Up to prefect to interact with Year 9s	152, 159,
39	Prefects a wide range of people	165, 181,
40	Prefects appointed on basis of whole school life	168
41	Prefect voting not taken seriously	173
42	We don't get to choose who our leaders are	176
43	Prefects responsible for how they are perceived.	178
44	Leadership not about popularity	187
45	Leadership is not do as I say not as I do culture	190
46	Leadership is follow my example	191
47	Prefects do adopt do as I say attitude	197
48	Leaders do the right thing	201
49	Would be good to have more popular people as leaders	208
50	Prefect group should represent a wide range of students	212
51	Leaders should have respect	218
52	Leadership is a balance	219
53	Prefects should set a good example	221
54	Some people are good leaders without being noticed earlier	225ff
55	Gate duty – would a quiet person be respected	239
56	School culture needs to change	245, 253,
57	No consequences at our school for behaviour	256
58	The school could do more to have us get respected	264
59	Good that prefects appointed at end of Year 11	277
60	Leadership positions are earned	284
61	Leaders have some characteristics that reflect round square IDEALS	303
62	IDEALS are more of a goal for life outside of school	310
63	Year 12 is busy	317
64	Prefect camp could be longer	323,
65	We forgot about the camp	324, 328
66	Prefects need support	327
67	Summer hols interrupted the goal implementation	327
68	Prefects need support and direction	335
69	The year is busy, conflict with prefect role	339
70	We (the prefect group) don't have drive	353

71	Goals (of the group) should be more realistic	361
72	We should learn from previous prefects	366
73	Prefect group not cohesive	374
74	We could have made more of an effort	375
75	Prefect group too big	385, 387, 389
76	Prefects rewarded for past activities	386
77	Prefects need more definitive roles	390,
78	Prefects respect the school	393
79	Prefects should represent the school	399
80	Prefects don't know who the Year 9 leaders are.	402
81	„leaders“ don't need titles	411-412
82	People aspire to be prefects	424
83	Some non appointed prefects (who applied) go on and do nothing	428
84	Leaders not appointed as prefects will still make things happen	434
85	Prefects developed as people as result of being in the role	439
86	Being a prefect doesn't change you	442
87	Prefect role not clearly defined	451, 452
88	Co curic captains roles could be bigger	458
89	Prefects have a broader leadership role	461
90	I became a prefect so I could put it on my resume	467
91	Prefect he only leadership role that is publically recognised	470
92	Prefects should be motivated to change thingsq	475
93	Hard to find time to do prefect things	478
94	Could there me more leadership roles	483
95	People wont always step up	485
96	Prefects could chose Year 9 leaders	490
97	Prefects should be approachable	512
98	Prefects could mentor younger students	516, 519
99	We could have an SRC kind of thing	521
100	Prefects could develop their own teams	526
101	I voted for friends	533
102	Voted for people who could be good leaders	535
103	Voted for people who were respected	538
104	Voted fro myself	541
105	Voted for friends	545

106	Voted for N because she asked me.	546
107	voted for good people	549
108	The right people were appointed	557
109	Some right people not appointed	557, 562
110	2 nd round prefects unnecessary	563, 565
111	2 nd round prefects not essential	569
112	Some people don't apply for 2 nd round prefects because they perceive it as second place	572
113	2 nd round prefects may not see themselves as genuine	578
114	Prefects need roles	580
115	Some prefects chosen because they're nice people / some better leaders not chosen	585

Appendix 20 - Clusters of Units of Delineated Meanings from SFG 4

Cluster No:	Cluster Label	Cluster of Delineated No:	Unit of Delineated Meaning	Line Numbers
1	Traits of Leaders	1	Leaders are respected by their peers	6
		3	Leaders relate well to others	8
		4	Leaders should be involved	11, 12
		5	Leaders can lead in the background	15
		6	Leaders have followers	21, 25
		7	Leaders are recognised	22
		8	Leaders work behind the scenes	23
		9	Leaders have an impact	27
		10	Leaders should have a good work ethic	30
		40	Prefects a wide range of people	165, 181
		50	Leaders do the right thing	201
		62	Leaders have some characteristics that reflect Round Square IDEALS	303
		80	Prefects should represent the school	399
		87	Being a prefect doesn't change you	442
		98	Prefects should be approachable	512
2	Role Models	2	Leaders are role models	8
		53	Prefects should set a good example	225ff
3	Functioning of Prefect Group	11	Group didn't achieve goals	34, 85, 313
		12	All prefect groups have goals	35
		13	Lack of focus at prefect meetings	36
		15	Prefect group not in agreement	42, 44, 45
		16	Prefect Group too big	43
		25	Lack of respect our own fault	84
		32	Prefects have not expressed their leadership	119
		38	Prefects lead senior years and Yr 9 leaders lead middle years	140
		39	Up to prefects to interact with Year 9s	152, 159
		44	Prefects responsible for how they are perceived	178
		48	Prefects do adopt a do as I say attitude	197

Cluster No:	Cluster Label	Cluster of Delineated No:	Unit of Delineated Meaning	Line Numbers
		50	Would be good to have more popular people as leaders	208
		55	Gate duty – would a quiet person be respected	239
		71	We [the prefect group] don't have drive	353
		72	Goals of the group should be more realistic	361
		73	We should learn from previous prefects	366
		74	Prefect group not cohesive	374
		75	We could have made more of an effort	375
		76	Prefect group too big	385, 387, 389
		81	Prefects don't know who the Year 9 leaders are	402
		88	Prefect role not clearly defined	451, 452
		97	Prefects could choose Year 9 leaders	490
		99	Prefects could mentor younger students	516, 519
		100	We could have an SRC kind of thing	521
		101	Prefects could develop their own teams	526
		115	Prefects need roles	580
4	Multiple Commitments	14	Conflict between academic commitments and prefect role	36, 38, 39, 347, 354
		37	Year 12 too busy to do things for prefects	142
		64	Year 12 is busy	317
		70	The year is busy, conflict with prefect role	339
		94	Hard to find time to do prefect things	475
5	Relationships with other students	18	Not everyone respects the prefects	50, 62, 67, 69, 75, 99, 101, 109
		21	Prefects not as recognised as they should be.	62
		27	Lack of respect is generational	89, 103, 132
		28	School Captain's name not known by Year 7s and 8s	94
		29	Prefects not known by Years 7s and 8s	96
		30	Respect is found in Cadets	101, 122
		35	Prefects could speak to 7s and 8s more	127
		52	Leaders should have respect	
6	Year 11s as Prefects	17	Prefects should be Year 12s	50
		19	Year 11s couldn't lead older students	53
		20	Year 11s wouldn't be respected as leaders	54, 58
		22	People make fun of the prefects as they are perceived to have no power	70

Cluster No:	Cluster Label	Cluster of Delineated No:	Unit of Delineated Meaning	Line Numbers
7	Relationship with School	23	Middle years [students] know nothing about prefects	71
		24	It's respect of friendship that you get	75
		26	School not supportive of prefects	81
		59	The School could do more to have us get respected	264
		67	Prefects need support	327
		69	Prefects needs support and direction	335
8	Prefect selection process	78	Prefects need more definitive roles	390
		41	Prefects appointed on basis of whole time at school	168
		42	Prefect voting not taken seriously	173
		43	We don't get to choose who our leaders are	176
		51	Prefects should represent a wide range of students	212
		60	Good that Prefects are appointed at the end of Year 11	277
		61	Leadership positions are earned	284
		77	Prefects rewarded (by virtue of appointment) for past activities	386
		84	Some people who weren't appointed as prefects go on and do nothing	428
		86	Prefects developed as people as a result of being in the role	439
		87	Being a prefect doesn't change you	442
		90	Prefects have a broader (than co-curric caps) role	461
		93	Prefects should be motivated to change things	475
		102	I voted for friends	533
		103	I voted for people who could be good leaders	535
104	I voted for people who were respected	538		
105	I voted for myself	541		
106	I voted for friends	545		
107	I voted for N because she asked me to and was sitting next to me when I did it	546		
108	I voted for good people	549		
109	The right people were appointed	557		
110	Some right people not appointed	557, 562		
111	Second round prefects unnecessary	563, 565		
112	Second round prefect not essential	569		
113	Some people don't apply for second round prefects because they see it as second place	572		

Cluster No:	Cluster Label	Cluster of Delineated No:	Unit of Delineated Meaning	Line Numbers
		114	Second round prefects may not see themselves as genuine	578
		116	Some prefects chosen because they're nice people / some better leaders not chosen	585
9	Not all leaders are prefects	85	Leaders not appointed as prefects will still make things happen	434
		89	Co-curricular captains could have a bigger role	458
		95	There could be more leadership roles	483
10	Defining Leadership	45	Leadership not about popularity	187
		47	Leadership is follow my example	191
		54	Leadership is balance	219
		81	Leaders don't need titles	411-412
11	Leadership Camp	65	Prefect camp could be longer	323
		66	We forgot about the camp	324, 328
		68	Summer hols interrupted the goal implementation	327
	UNGROUPED	31	Change in school culture is needed	114,245, 253
		33	You have to make change [of culture] happen	123
		36	Year 11 peer mentoring program not effective	136
		58	No consequences at our school for behaviour	256
		63	IDEALS more of a goal for life outside of school	310
		83	People aspire to be prefects	424
		92	Prefect role the only one that is publically recognised	470
		96	People wont always step up	485

Appendix 21 - Units of Delineated Meaning from SFG 4

Unit of Delineated No:	Unit of Delineated Meaning	Line Numbers
1	Leadership has been a positive experience	8
2	I've had to be responsible	9
3	Leaders are approached, are approachable	13-14
4	Leaders need to think more	17
5	Leaders are watched	17
6	students look at you	20
7	We set the example	22
8	You're meant to lead the school and not do anything wrong	24-25
9	Have to listen to everyone	31
10	Learn to listen to quieter people [in the prefect group]	33, 34
11	We didn't improve on listening to the quieter ones	34
12	Leadership camp more about bonding us as a group, rather than leadership skills	37
13	Not given real world leadership training [at the camp]	39
14	Camp not long enough	44, 47
15	Camp good to bond us together	48
16	Didn't develop ourselves as leaders	49
17	Camp developed our friendship not leadership.	50
18	Prefects don't lead a group or anything it's a different sort of leadership.	55-56,
19	Leadership is setting the right example.	57
20	Prefects are looked up to.	59
21	Prefect leadership is not proactive	60
22	Prefects lead by example rather than commanding people	61-62
23	Prefects is not like leading a team	62
24	We need to lead as they [the school] want us to lead	67, 69
25	Sports captains an obvious opportunity to prove I was a leader	85,
26	Cadet program the biggest opportunity for leadership	88,
27	We had opportunities to lead whatever we wanted too.	90
28	We've had lots of opportunities to lead	93
29	We haven't grasped the opportunities [to lead] that we've had.	95, 105
30	Cadets most leadership central activity	97
31	Hard to get back in to cadets	103
32	Too many people to make everything work.	105

33	Had to work as a team	108
34	We disagreed about things	108
34	Hard to work as a team when there are so many of us	110
35	Structure of the prefect group doesn't help	111
36	Focus on studies conflicts with prefect role	117
37	Working towards being a leaders is done in lower year levels.	118
38	Focus is on studying not leading	121
39	You don't have time to do everything	125
40	Job as a prefect is to encourage leadership in younger students.	126
41	I felt inclined to tell them what being a prefect is about.	130-31.
42	Prefect role not clearly defined	135
43	Prefects don't have a goal as a prefect group	136, 138,
44	Conflicting views within the prefect group	140
45	We [the prefect group] never really came together as a prefect group.	142
46	Not clear whether we are meant to be leaders by example, meant to be sort of law enforcers or improvers of the school.	144-145
47	We don't know what we're meant to be doing	152
48	We couldn't agree on things.	154
49	We don't bother when we don't agree.	156
50	Prefects better when they have direction	159
51	If task isn't needed people don't bother	160
52	Need someone to set the tone of the meetings	165
53	Hard to be the person who focuses the group	166
54	Simply too many of us	168
55	Over a tenth of our year are prefects	170
56	Prefects deserve to be prefects	172
57	Give prefect to more people it becomes less productive	174
58	Some people want to be prefects for the honour of being a prefect not to be a leader.	175
59	People didn't want to make decisions by themselves	185
60	You don't need a „roles structure“	192
61	Motivated people lean to the area's they're interested in	195
62	Mentors are always there	204
63	You could always go to see your mentor	106
64	[mentors] good to have an adult to talk too.	207

65	You could talk to them [mentors] about any thing	212
66	You need a decent life to be able to lead others	216
67	My mentor more of a friend than a mentor	218
68	Met my mentor twice in the year	222, 226
69	Don't see my mentor as a mentor as such	227
70	Mentor gave a reason to get together with an adult	228
71	[mentor] a reason to get together	230
72	Mrs H a good support in the meetings	235
73	Mrs H an ideal leader	240
74	Mrs H a good example for prefects and leaders	245, 246
75	Being a leader depends on who you're leading	252, 262
76	Too many leaders [prefects]	264
77	Prefects need more clear direction	268
78	Being asked to do the task is what makes you the leader	272

Appendix 22 - Clusters of Units of Delineated Meaning from SFG 4

Cluster No:	Cluster Label	Unit of Delineated No:	Unit of Delineated Meaning	Line Numbers		
1	The experience	1	Leadership has been a positive experience	8		
		2	I've had to be responsible	9		
		5	Leaders are watched	17		
		6	Students look at you	20		
		7	We set the example	22		
		8	We're meant to lead the school and not do anything wrong	24-25		
		10	Learned to listen to quieter people [in the prefect group]	33, 34		
		11	We didn't improve on listening to the quieter ones	34		
		18	Prefects don't lead a group or anything it's a different sort of leadership	55-56		
		20	Prefects are looked up to	59		
		21	Prefect leadership is not proactive	60		
		22	Prefects lead by example rather than commanding people	61-62		
		23	Prefects is not like leading a team	62		
		27	We had opportunities to lead whatever we wanted to.	90		
		28	We've had lots of opportunities to lead	93		
		29	We haven't grasped the opportunities [to lead] that we've had	95, 105		
		2	Traits of leaders/prefects	3	Leaders are approached, are approachable	13-14
				4	Leaders need to think more	1
				9	Have to listen to everyone	31
19	Leadership is setting the right example					
66	You need a decent life to be able to lead others			216		
67	Being a leader depends on who you're leading			252, 262		
3	Leadership Camp	75	Being asked to do the task is what makes you the leader	272		
		12	Leadership camp more about bonding us as a group, rather than leadership skills	37		
		13	Not given real world leadership training [at the camp]	39		
		14	Camp not long enough	44, 47		

Cluster No:	Cluster Label	Unit of Delineated No:	Unit of Delineated Meaning	Line Numbers
		15	Camp good to bond us together	48
		16	We didn't develop ourselves as leaders [at the camp]	49
4	Relationship to the school	24	We need to lead as they [the School] want us to lead	67, 69
5	Leadership in other places	26	Cadet program the biggest opportunity for leadership	88
		30	Cadets the most leadership centred activity	97
6	Functioning of prefect group	32	Too many people to make everything work	105
		33	Had to work as a team	108
		34	We disagreed about things	108
		35	Structure of the prefect group doesn't help	111
		43	Prefects don't have a goal as a prefect group	136, 138
		44	There are conflicting views within the prefect group	140
		45	We never really came together as a prefect group	136, 138, 142
		48	We couldn't agree on things	154
		49	We don't bother (doing things) when we don't agree	156
		51	If the task isn't needed people don't bother	160
		52	We needed someone to set the tone of the meetings	165
		53	Hard to be the person who focuses the group	166
		54	Simply too many of us	168
		55	Over a tenth of our year level are prefects	172
		58	Some people want to be prefects for the honour of being a prefect not be a leader	192
		59	People didn't want to make decisions by themselves	185
		60	You don't need a „roles structure“	192
		61	Motivated people lean to the areas they're interested in	195
		72	Mrs H a good support to the meetings	235
		73	Mrs H an ideal leader	240
		74	Mrs H a good example for prefects and leaders	245, 246
		76	Too many leaders [prefects]	264
		77	Prefects need more direction	268
7	Multiple commitments	36	Focus on studies conflicts with prefect role	117
		39	You don't have time to do everything	125
8	Prefect Selection	37	Working towards being a leader is done in lower year levels	118
		38	Focus is on studying not leading	121
		56	Prefects deserve to be prefects	172

Cluster No:	Cluster Label	Unit of Delineated No:	Unit of Delineated Meaning	Line Numbers
9	Relationships with other students	40	Job as a prefect is to encourage leadership in younger students	126
		41	I felt inclined to tell them what being a prefect is about	130-31
10	Prefect Role	42	Prefect role not clearly defined	135
		46	Not clear whether we are meant to be leaders by example, meant to be sort of law enforcers or improvers of the school	144 – 145
		47	We don't know what we're meant to be doing	152
		50	Prefects better when they have direction	159
		57	If you make more people prefects it becomes less productive	174
11	Mentors	62	Mentors are always there	204
		63	You could always go to see your mentor	206
		64	Good to have an adult to talk too	207
		65	You could talk to them [mentors] about anything	212
		67	My mentor more of a friend than a mentor	218
		68	Met my mentor twice in the year	206
		69	Don't see my mentor as a mentor as such	227
		70	Mentor gave a reason to get together with an adult	238
	UNGROUPED	25	Sports captain an obvious opportunity to prove I was a leader	85
		31	Hard to get back into cadets	103

Appendix 23 - Clusters of Units of Delineated Meanings - Combined Student Synergetic Focus Groups

Cluster No:	Cluster Label	Unit of Delineated meaning No.	Unit of Delineated meaning	Line Numbers		
1	Role Models	1	Leaders are role models	37, 65, 108, 369, 417, 577, 610, 624, 648, 660, 987 905		
		4	Leaders are respected/recognised by others	46, 302, 375, 381		
		6	Leaders model good behaviour, right behaviour	66, 93, 648, 660		
		7	A leader should not be intimidating	72		
		20	Prefects are influenced by their role models	143, 187, 812		
		54	Leaders are a positive influence	651, 671		
		64	Prefects need role models	812		
		26	Leaders influenced by their background	172		
		85	Leadership is not always modelled	174		
		2	Leaders are role models	8		
		53	Prefects should set a good example	225ff		
		1	Not a role model initially	7		
		2	As time goes by you see yourself as a role model	9		
		3	When you do your role you see yourself as a role model	11, 12		
		7	Enjoyed being a role model to younger students	18		
		14	Leaders are role models	43, 44, 56.		
		2	Leadership Development	9	Leaders learn whilst leading	88,96,98
				10	Leadership is being responsible and prepares you for responsibility	94, 109
				13	Leadership development can be life long	102
15	Prefects are prepared for life beyond school			109		
23	Leadership can be developed			158, 160, 451, 495, 518-519,		
58	Some activities develop leadership skills			715, 721,		
67	Leadership provides opportunities.			861		
80	Leadership matures you			103		
81	Leadership develops you			109		

		92	People can develop as leaders	290
		106	Being a prefect develops leadership ability	490 519
3	Leadership not just defined roles	14	Leadership not just defined roles	103 ,106, 112-115, 193,231, 233, 235, 239, 297, 326, 498, 507,
4	Leadership and popularity	27	Leadership is about being popular	197,213, 222, 390
		28	Leadership is about respect rather than popularity	200-202, 205,
		86	Popularity not always a good indicator of leadership ability	194 197 204
		87	Hard to establish link between popularity and leadership	216
5	Leadership Selection Process	17	Prefects are appointed for recognition for things they have already done, for the school	118, 123, 128, 255, 291, 346, 376, 489, 498, 509, 941
		29	People who are appointed deserve to be leaders	208
			Some people who could be leaders are not selected by the „school“ because of their history.	248, 252, 279, 283, 318, 432, 618?
		31		
		32	The school should take risks in making some appointments of leaders.	263, 265, 322,324 618
		33	Current merit rather than past performance should be more important	276
		35	Some people with a bad history are appointed to lesser leadership roles.	290
		36	Some people don't nominate for leadership because they're intimidated by the process	316, 324, 328
		37	Not cool to be a prefect so don't apply	336
		38	Too much politics in the selection of prefects	339
		41	Needs to be balance of leadership types amongst the prefects	358
		44	Prefect elections not always taken seriously	410, 413, 462
		45	Selection process viewed with suspicion / not understood /respected?	422, 429
		46	The prefect votes don't count for anything	426, 429, 439,
		53	Important that the right people are appointed	610
		88	Younger year levels look for different things when casting prefect votes	222 224
		89	Prefect leaders should have a good school record	247
		91	People can change the past is not as relevant as the present	286 302

		94	Some people are afraid to apply to be prefects	317
		95	Past behaviour can prevent you being appointed as a leader	320
		96	Some people don't have the confidence to apply to be a prefect	332
		97	Peer influence can prevent people from applying to be a prefect	339
		100	Needs to be a balance between appointing leaders, between teacher pleasers and taking risks	358
		101	Younger students perceive leadership differently than older students	370, 373, 390 395
		103	Prefects need self confidence to apply for their positions	405
		104	Popularity not a good indicator of leadership ability	415
		105	Votes not a good indicator of leadership ability	462
		108	Students attracted to the idea of leaving a legacy	538
6	Leadership development and support	72	Student leaders need support, encouragement and training	951, 962,963, 968
		73	Expectations need to be clearly articulated	970, 974-976, 981
		124	Student leaders need support	941 981
		125	Student leaders should be consulted about their involvement in activities	974
7	Legacy	52	Leave a legacy of respecting the institution	578, 592, 595, 602, 649, 697
		49	Wanting to leave a legacy	547, 560,
		50	Leave a legacy that you can achieve	556,643
		55	A positive culture of achievement should be built	642, 666, 676,
		56	Leaders should leave an impact	680, 682,
		108	Students attracted to the idea of leaving a legacy	538
		110	Leaders should achieve things	560 680 683
8	School culture	111	Leaders should develop the culture	578
		112	Leaders should help build a positive school culture	586 592 594 610 625 642 646 649 697 702
9	Relationship with the school	18	Adults and students understand leadership differently	137, 300, 304 306
		21	Younger teachers better mentors than older teachers	147 305
		39	Leader's shouldn't just please teachers	344
		40	Leaders perceived as teacher pleasers	349
		61	Student Voice	765, 838

		62	Prefects a bridge between staff and the student body	770, 817-820, 932
		65	Leaders are not valued	843, 851, 853, 859, 864, 961
		66	Leaders are valued?	861, 865
		68	Prefects get dragged into things.	887
		69	Prefects a slave to the school	890, 892 894
		70	Staff student relationship difficult. Prefects as the agents for the school	894 895, 896, 913-915
		71	Prefects should be trusted.	916
		78	Leaders are given responsibilities	92
		116	Being a prefect is only part of our lives	
		120	Prefects loose respect for the school's administration	905
		121	Being a slave to the school leads to frustration	
		122	Prefects feel they are puppets for the school	
		123	Being a leader can be frustrating	916
10	Relationships with other students	19	Being a student leader can be intimidating	138,141
		98	Prefects perceived to be „good“. Always agreeing with teachers, teacher pleasers	339
		99	Prefects don't have to be teacher pleasers	341 345 350
11	Leadership can be informal	14	Leadership not just defined roles	103 ,106, 112-115, 193,231, 233, 235, 239, 297, 326, 498, 507, 167 169 391 64
		25	Leadership not always about being up front	
		93	Prefects are not the only leaders	297
12	Traits of leaders	42	Leaders display certain characteristics	383
		43	Leaders have to be known	403, 405
		47	Perceptions of a leader are important?	
		51	Leaders should have an influence	562
		74	Leadership is not about outward appearances	67
		75	Leaders are friendly	75
		76	Leadership has been a positive experience	88
		77	Leaders develop relationships	90 956
		83	It can be hard being a young person and a leader	139
		84	Young leaders are not always understood	152
		117	Leaders should be more approachable	834 836 838
		119	Leaders enjoy upfront roles	860
13	Training Camp	59	The training camp helped us build as a group	735, 740, 742, 744, 746, 747, 753
		60	Camp not really training	740, 741, 750

115 The training camp was a positive experience 735

Appendix 24 – Student Anecdotes

River Campus Anecdotes

Heather

The time this year when I felt most like a prefect was during LOTE Week³⁴. I was left in charge of organising an assembly as well as an outside course and a volley ball match. The organisation was not the most important part of being a leader. For me, I felt like a leader because I was sacrificing my own time to ensure that others had an enjoyable time. The most rewarding thing was being thanked by younger students for organising the activities and making the week enjoyable for them. This experience made me feel like a Prefect because I had a lot of responsibilities that teachers trusted me to do. Supervising the activities was also an important part of this because I was responsible for the safety and well being of many younger students. For me, this was being a prefect because it showed me responsibility but it also showed sacrifice to ensure others had an enjoyable time. I believe that it is important for leaders to put their own needs last and I also believe that leaders, whether from the front or from behind, directs others and bears the responsibility for the success or failure of the group.

Imogen

Last week the River Campus had their Year 11 and 12 School Formal. Organising this event was a huge task and a group of Year 12 students volunteered to be on the Formal Committee to help out. Then, as with all student committees, two prefects were elected to oversee the meetings of this group and ensure everything that needed to happen did. Unfortunately, the particular group of students became bored very quickly with their commitment and things began to not get done. Although, I as the prefect organiser, was only meant to oversee proceedings and not interfere too much it got to the stage where the students, one in particular Georgia (who was the convenor) weren't doing anything towards organising the night.

I felt a great sense of leadership when I had to attempt to encourage them to organise things such as invites, prizes, table seating plans, menus, thank you speeches, awards and lists of partners. I tried very hard to simply steer them in the right direction but they were so lazy I literally ended up being the only person conversing with Miss D and in the end I had to just deal with the fact they weren't fulfilling their role, and I had to do it. The thing which made me feel so much like a leader was that I did all this work but didn't receive any of the credit. On the night of the formal, it was Georgia and the rest of the Formal Committee who were thanked for being the „most organised formal committee so far“, I think that is what true leadership is, doing what

³⁴ LOTE – Languages Other than English – a collective name for the foreign language subjects. During LOTE week the LOTE department promotes their subject area through a range of activities.

must be done without complaint regardless of the knowledge that you won't receive any credit for your work.

Bianca

I feel that one of the greatest moments of demonstrating my leadership was my farewell to Mr H, when I was asked to do a speech of how Mr H had impacted my time at Ivanhoe. In my speech I wrote of how Mr H supported myself and my family during Year 9 when my dad had cancer, I thought I was strong enough to talk about it in front of my school but when I got up I was so nervous, and the memories came back I got half way through my speech but when it came to saying the word „cancer“ I broke [down] and cried in front of the whole school, I thought that through this I demonstrated leadership. Through my courage and determination to share the story. Another time would have been when I offered my support and concern to a student in the year level when they were going through a tough family time.

When the bushfires happened I believe that I held the name of a Hill River School Prefect through support at CFA* stations and checkpoints also through donating to those in need through the school and thinking of as many ways as possible to do so. (*Country Fire Authority)

Sam

I'm sure there are plenty of more circumstances I have found myself in where I have displayed leadership as a prefect, but it is difficult to think of such things that seemingly just happen without having to think of it or remember it. But one on-going thing that makes me truly feel and experience the concept of being a prefect is the prefect meetings that occur weekly. In this forum we express our ideas, our thoughts, our concerns and reflect as a whole and as individuals. I feel proud to be regularly pushing for improvements of the bullying situation and bringing up topics which I believe can change the school from the collective opinions of my peers.

This is one of the reasons why I so enjoy and so wanted to be a prefect, so that I could make a wider effect that can help the whole, because what occurs in our boardroom meetings can potentially change the school. So for this reason, I have chosen our prefect meetings to be when I most feel like a leader as a prefect, because anyone has the ability to organise a committee or offer a helping hand in the school yard, (which I do, I might add), but it takes a prefect to make a wider positive change.

Claire

Being a prefect this year, I believe that we have all grown in the roles and although other people may view what we do as „leadership“ it is now something that comes naturally. Such as the things which require organisation, thinking about what's best for others and what we can do to not just benefit the school community but outside of school as well. The main aspect of our role as leaders has been to take initiative in the organisation of things for instance, committees and mystery night. I have not encountered a situation this year where I can specifically say that at that moment, I was a leader. As prefects, we show leadership every day, whether it's getting involved, helping others, showing initiative, setting a good example or making the correct decision.

One particular instance where I believe that I showed leadership would be during our House Swimming Carnival despite not being a House Captain, I wanted to help get as many students involved as possible. I suggested many reasons for the Year 7-12s in my House who weren't going to participate to swim. „You'll be letting down your House" and „it doesn't matter if you don't win, just have fun and try your best". When students finally did and they returned from their swim with a smile on their face as they see the overwhelming support from their house for simply participating. To see that I was one to encourage students to participate and to see them happy about joining in, I believe that I displayed leadership.

Matthew

My true and pivotal experience defining leadership came on my Year 7 „leader's" camp. In Year 11, a selected group of students are selected to attend the Year 7, 8 and 9 camps, I selected the Year 7s as I figured it was this group of students that I would have spent the least time with over my schooling period.

From day one, I was enjoying the camp as much as the Year 7s were, but I was enjoying it on more than one front. Yes, I was excited about the obstacle courses and the mountain treks through the hills of The Grampians, but more to this, I was ecstatic about the feeling I was receiving day to day by being a „role model" and someone the kids could look up to.

This specific example was this:

I was assigned to a specific group of children, which also consisted of a staff teacher, and an outdoor ed. staff member. As the days went on, I realised that the camp to the Year 7s was not like the Year 7 camp I experienced, that is, the vital lessons on „team work", „problem solving" and „trouble shooting" that are purposefully the key themes for the camp, as the camp is designed to prepare the fresh Year 7s for the challenge of high school ahead of them. The outdoor ed staff member was failing to convey these messages to the students. I spoke with the staff teacher who was assigned to my group, and we agreed that our „outdoor ed" leader was not educating the group properly.

I felt that I was obliged, being the Year 11 Leader to take control of the group and ensure that the students were getting as much out of the camp as I did. So, at every obstacle, navigation exercise, cleaning chore or soccer match, I ensured that the basic lesson and concepts of the camp were learnt by the students.

I made it my job to „debrief" the students at the conclusion of every day and make it an „open discussion" on what was learnt during that day's activities. In this example, I felt like I was truly acting as a leader, yes I was a role model and someone who was looked up to, but more than this, and something that was more satisfying for me, was that I was acting on the concerns of others, and I think that is the definition of true leadership.

Tim

One experience when I have felt as though I have used leadership skills, and felt like I was leading other students happened recently at a rehearsal for the school play. This rehearsal took place some weeks before the premiere of the play and although there was still time before things needed to be finalised the process had stalled and very

little was being done. The situation occurred inside the MPB³⁵, whilst he chorus/ensemble was learning to act out a scene. This was going dismally, and the teachers were quite obviously fed up with the attitudes of many students who were simply not listening, and treating the rehearsal as a social event. At this moment I felt very concerned about what was happening, as I knew that if the attitude of the collective group of ensemble students did not change the play would be a disaster. I decided to lead by example I ceased talking to those around me and I tried to do the best I personally could to improve the situation, by directing other students and carrying out instructions given to me. After around 5 minutes students had caught on and were also realising the frustration of those around them. With the help of other prefects also, within 10 minutes the rehearsal was back on track and we achieved learning the item. After the rehearsal was over I spoke to some other senior students involved and we decided to make sure that we would lead by example and make the best of the musical. I am proud of the difference I was able to make, and am exceedingly happy with the change in attitude of younger students, to want to do the right thing, and make things easier for everyone. In the end I was happy to have taken action, as the results were positive and I personally felt I had achieved what I set out to do.

Hill Campus Anecdotes

Danielle

One day a group of Year 12s including myself had gone out for lunch at La Porchetta. As we were eating lunch we notice three Year 8 girls walk into La Porchetta. There were about three or four other prefect there and we all notice, but no one really wanted to say anything or ask them if there was a particular reason why they were there. In the end I said that seen as they were in my platoon I would go and ask them why they were there. As it turns out they were „stopping for lunch“ before a doctor’s appointment. We all thought that they were telling the truth and we all made it clear and said we would ask the school to call their parents to check. The group of Year 12s left to go back to school and five minutes before the beginning of cadets the three girls came up to me and the other prefects apologising for not telling us the truth. It felt good that once I had put my hand up to ask the girls why they were there that the other prefects came along. And when the girls appeared at school and apologised showed that they had taken into account of what we had said showed that we had made an impact. It wasn’t really as though the threat [of] a Friday detention had changed their mind but that I was for their [sic] safety and their parent’s peace of mind that they had come back to school.

Todd

At the end of the last school year I attended an end of year party. Everyone was having a good time, and some too good of a good time. Many people began to pass out/throw up and I became concerned about the alcohol culture in our school environment and thought that not enough had been done to promote a sensible attitude towards drinking. I sent an email to Mrs H and Mr F [senior pastoral staff], outlining my concerns and belief that the school should take more action. I felt like I had a responsibility to the welfare of my peers and future students to try and initiate some

³⁵ MPB – Multi Purpose Building

action. I received a positive response and was encouraged to do further action. I felt proud that I had genuinely been a leader. As time went on into this year I found that little gets done without a lot of work. And as I have obviously been busy with my studies, and did not get probably enough people helping me with this little change really occurred in the school and I became dejected and lost my enthusiasm for this project. In the end I feel slightly embarrassed that I didn't achieve more but I understand why and for next time I'll have to work harder and not make excuses. Nonetheless, I feel proud that I took it upon myself to care about the welfare of my peers and think that I acted as a leader, although not a strong enough one, for many reasons, to create genuine change.

Angela

While at Ivanhoe, one event that has reflected my leadership skills would be participating in school tours. While I had participated in school tours in the past, the first time I did it as a prefect seemed to feel a lot different whether it was just the blue tie or that people respected me more, I'm not too sure. Regardless, it was an opportunity for me to represent the school as a leader and to demonstrate the leadership qualities the school had helped me establish. The tour included casually chatting to keep parents and students of the school to answering specific questions involving the school, syllabus, extra curricular programs etc. It was my job at this tour to direct the parents and students around so that they were able to experience all aspects of the school and all the things it had to offer. I remember feeling important, acknowledge [sic], as if those around me respected me and my opinion. After the tour around the school, we all headed up to Buckley Hall to meet again as a collective group to be finally addressed by Mrs H and Mr S. I thoroughly remember afterward then all the parents and kids leaving one parent and her daughter had come up to me to thank me for answering her questions and being her tour guide. I remember at that point, I felt proud to be a leader of the school.

Andrew

At our football break up we had a scratch match before the vote count and pizza night. Before the match a particular student, W, told me that he wanted to „collect“ [punch/take out] another member of the team because he didn't like him and his arrogance. I remember telling W that this would be foolish as it would not achieve anything and instead he should enjoy our last football match as a team and have fun. The game was played well until the two members, C and W had to compete for the ball. In the space of a second, the two had each other by the jumper and C jumper punched W, and immediately W let go of C's jumper and at scraped C's face as his punch struggled to make contact. I was only metres away and grabbed the tow of them to separate [them]. I was happy to leave the incident and return to the game however W was not so happy and bean to mouth off. To C's credit he ignored this bickering though I felt obliged that as a prefect of this school and co-captain of the team, I should speak to W and try and talk sense into him. W seemed determined to get C back, which in away I understood though I knew this was not the right thing to do. I told him that he shouldn't and he ignored this and continued to mouth of C. I felt a different approach was needed so instead I began to ask him questions such as „what will this achieve“ and got responses along the lines of retribution and that it would stop C acting so „tough“. W thought that if he fought I C and lost he would call his mates down o help him out. A t this pint I asked him what if one of his friends were hurt as a result of this tiny incident? It only takes one punch to certain parts of

the head and it can cause serious damage and sometimes kill. W seemed to calm down at this thought though he still wasn't satisfied and wanted to get C back. The rest of the game was played in good spirit and no other incidents occurred. Afterwards I felt that I had prevented a potential dispute that with the characters involved could have easily developed into something far more severe.

Appendix 25 - Units of delineated meaning from student anecdotes

Unit of delineated meaning No:	Unit of delineated meaning	Student
1	I took on responsibility when others were doing the wrong thing.	Dionne
2	It was good to take on responsibility	Dionne
3	Good to influence the behaviour of others	Dionne
4	It was good to care for the younger students	Dionne
5	I was concerned about my peers	Travis
6	I was concerned about a lack of action	Travis
7	I wanted to do something about a problem	Travis
8	I was proud to have done something	Travis
9	I had competing demands	Travis
10	I lost enthusiasm when little change happened	Travis
11	I was embarrassed that things didn't happen	Travis
12	I learnt from the experience	Travis
13	I acted as a leader when I created change	Travis
14	Leaders are change agents	Travis
15	Participating as a prefect is different from when you are not a prefect	Amy
16	I was able to represent my school as a leader	Amy
17	The school helped me become a leader	Amy
18	I felt acknowledged and that my opinion was respected	Amy
19	I was pleased to be a leader	Amy
20	I wanted a peer to do the right thing	Anthony
21	I took action to stop a fight happening	Anthony
22	I felt obligated to be responsible for my peer's behaviour	Anthony
23	I understood my peer's predicament but I still wanted him to do the right thing	Anthony
24	I was concerned for my peers	Anthony
25	I was responsible	Heather
26	I was in charge	Heather
27	The program itself was not important	Heather
28	It was good to be acknowledged	Heather
29	I was trusted by the teachers	Heather
30	I had real responsibility	Heather
31	I was responsible	Heather
32	I made a sacrifice	Heather
33	Leaders put the needs of others first	Heather
34	Leaders direct others	Heather
35	Leaders take responsibility for the group	Heather
36	I was helping organise something	Isobel
37	I felt that I had to take on the responsibility	Isobel
38	I was leadership when I encouraged them to do things	Isobel
39	I tried to delegate, but had to do it myself	Isobel
40	I was a leader when others got the credit	Isobel
41	Leaders may not be acknowledged for the hard work that they do	Isobel
42	I was given a task to do	Bianca
43	I was a leader because I had courage and determination	Bianca
44	I was leader when I cared for others	Bianca
45	I was a leader when I cared	Bianca
46	Leaders help others	Bianca
47	Sometimes leadership just happens naturally	Steven
48	Our weekly meeting are when I feel a like a prefect	Steven
49	Leaders share their opinions	Steven

Unit of delineated meaning No:	Unit of delineated meaning	Student
50	Leaders seek change	Steven
51	Leaders care	Steven
52	Leaders seek change for their peers	Steven
53	Leaders make an impact	Steven
54	Leaders help others	Steven
55	Prefects have a wider impact than others do	Steven
56	Leaders develop over time.	Claire
57	Leadership comes naturally (eventually) It is subconscious	Claire
58	Leaders organise things	Claire
59	Leaders consider others	Claire
60	Leaders benefit the school and the wider community	Claire
61	Leaders organise things	Claire
62	Leadership can be shown all of the time	Claire
63	Leaders make a the right decisions	Claire
64	Leaders are role models	Claire
65	I took responsibility when others did not	Claire
66	I encouraged others to participate	Claire
67	It was good to make others feel good	Claire
68	I was a leader when I got other people involved.	Claire
69	My chosen leadership example was before I was a prefect	Matthew
70	I was a leader because I was a role model	Matthew
71	I had responsibility for others	Matthew
72	Things weren't as they should've been and I felt that I should take action	Matthew
73	I took responsibility to effect change	Matthew
74	I felt responsible	Matthew
75	I wanted the younger students to have a good experience	Matthew
76	I took responsibility to ensure younger students would learn	Matthew
77	I was a leader not only because I was a role model but I was caring for others	Matthew
78	I was a leader at a school event	Tim
79	I was concerned about what was happening	Tim
80	I wanted things to go well	Tim
81	I decided to be a role model	Tim
82	I instructed others to do the right thing	Tim
83	I took responsibility and enlisted the help of others	Tim
84	I made a difference	Tim
85	I helped others do the right thing	Tim
86	I achieved what I set out to do.	Tim

Appendix 26 - Clusters of Meanings from Student Anecdotes

Cluster No:	Cluster Label	Unit of Delineated Meaning No:	Unit of Delineated Meaning	Student Name
1	Leaders take on responsibility	1	I took on responsibility when others were doing the wrong thing.	Dionne
		2	It was good to take on responsibility	Dionne
		7	I wanted to do something about a problem	Travis
		22	I felt obligated to be responsible for my peer's behaviour	Anthony
		25	I was responsible	Heather
		26	I was in charge	
		30	I had real responsibility	Heather
		31	I was responsible	Heather
		35	Leaders take responsibility for the group	Heather
		36	I was helping organise something	Heather
		37	I felt that I had to take on the responsibility	Imogen
		42	I was given a task to do	Bianca
		58	Leaders organise things	Claire
		61	Leaders organise things	Claire
		65	I took responsibility when others did not	Claire
		71	I had responsibility for others	Matthew
		72	Things weren't as they should have been and I felt that I should take action	Matthew
		73	I took responsibility to effect change	Matthew
		74	I felt responsible	Matthew
		76	I took responsibility to ensure younger students would learn	Matthew
83	I took responsibility and enlisted the help of others	Tim		
2	Leaders care	4	It was good to care for younger students	Dionne
		5	I was concerned about my peers	Travis
		6	I was concerned about a lack of action	Travis
		21	I took action to stop a fight happening??	Anthony
		24	I was concerned for my peers	Anthony
		33	Leaders put the needs of others first	Heather
		44	I was a leader when I cared for others	Bianca

Cluster No:	Cluster Label	Unit of Delineated Meaning No:	Unit of Delineated Meaning	Student Name
3	Leaders affect change	45	I was a leader when I cared	Bianca
		46	Leaders help others	Bianca
		51	Leaders care	Sam
		54	Leaders help others	Sam
		59	Leaders consider others	Claire
		77	I was a leader not only because I was a role model but I was caring for others	Matthew
		79?	I was concerned about what was happening	Tim
		13	I acted as a leader when I created change	Travis
		14	Leaders are change agents	Travis
		50	Leaders seek change	Sam
4	Role modelling	51	Leaders seek change for their peers	Sam
		3	It was good to influence the behaviour of others	Dionne
		64	Leaders are role models	Claire
		70	I was a leader because I was a role model	Matthew
5	Feelings having had lead	81	I decided to be a role model	Tim
		8	I was proud to have done something	Travis
		10	I lost enthusiasm when little change happened	Travis
		11	I was embarrassed that things didn't happen	Travis
		15	Participating as a prefect is different from when you are not a prefect	Amy
		18	I felt acknowledged and that my opinion was respected	Amy
		19	I was pleased to be a leader	Amy
		29	It was good to be acknowledged	Heather
		40	I was a leader when others got the credit	Imogen
		41	Leaders may not be acknowledged of the work that they do	Imogen
6	Leadership develops	67	It was good to make others feel good	Claire
		12	I learnt from the experience	Travis
		17	The school helped me become a leader	Amy
		56	Leaders develop over time	Sam
		57	Leadership comes naturally (eventually) it is subconscious	Claire
7	Directing others	20	I wanted a peer to do the right thing	Anthony
		23	I understood my peers predicament but I still wanted him to do the	Anthony

Cluster No:	Cluster Label	Unit of Delineated Meaning No:	Unit of Delineated Meaning	Student Name
			right thing	
		34	Leaders direct others	Heather
		38	It was leadership when I encouraged them to do things	Isobel
		39	I tried to delegate but had to do it myself	Imogen
		66	I encouraged others to participate	Claire
		68	I was a leader when I got other people involved	Claire
		83	I instructed others to do the right thing	Tim
		85	I helped others do the right thing	Tim
8	Leaders have an affect on others	53	Leaders have an impact	Sam
		55	Leaders have a wider impact than others do	Sam
		60	Leaders benefit the school and the wider community	Claire
		84	I made a difference	Tim
9	Leadership Behaviour/Traits of leaders	9	I had competing demands	Travis
		27	The program itself was not important	Heather
		29	I was trusted by the teachers	Heather
		32	I made a sacrifice	Heather
		47	Sometimes leadership just happiness naturally	Sam
		48	Our weekly meetings are when I feel like a prefect	Sam
		49	Leaders share their opinions	Sam
		62	Leadership can be shown all of the time	Claire
		63	Leaders make the right decisions	Claire
		75	I wanted the younger students to have a good experience	Matthew
		78	I was a leader at a school event	Tim
		86	I achieved what I set out to do	Tim

Appendix 27 - Hill Campus picture explanations

Q: So who wants to tell us about their picture of them as a leader or of leadership as they understand it?

I will.

Q: Go for it Amy.

This is my picture, and this is of me as CUO of *, and this is just me yelling commands and them following the leader.

You're Hitler.

I'm not Hitler. Just of them listening to me as leader of the group. And then here is of me on navigation, and this is me showing them how to navigate and little cadets with the compass and then learning how to do it. And this person is – what's the person called that we do accounts? Pacer? He's counting steps, so just learning how to do navigation as a group and as a section in cadets. And this is me and there's a cadet struggling to get up the mountain on nav, and this is me as a leader trying to encourage them to give them support so they can do it.

My picture is a whole lot of little pictures, and the first one is helping those who are sad and there's a little person crying because they can't get up from their seat, they're stuck, so I help them and then they end up being happy, so helping those who need it. The other ones is in cadets and how you have to keep the morale high, so we're all singing songs to keep everyone happy because that's what we got told to do.

Q: Did you get told to sing a song or keep everyone happy?

To keep everyone happy, and they said singing songs.

You guys remember when we were singing "You spin me right round".

The milkshake. And this one is leading by example so there's the leader with the map and things saying where to go so that they know what they're doing. The next one is one person who has no food and another person has lots of food so they give them half of their food and so they're sharing.

I took a bit of a different approach. This is my photo. Don't laugh. I didn't laugh at yours.

I wasn't laughing.

I took the leadership by example, what a leader should/wants to be doing, and I think especially within sporting games and within school, within life, people get distracted by other things and then a leader has to intervene because he has to intervene, not because he wants to intervene, but what they really should be doing is leading by example.

What's the first guy?

What are the black guys? Are they the leaders?

The black guy is one team, the purple guy is the other team, and the red guy is the leaders who are stopping.

Oh, they're fighting.

And then this guy was meant to be red but I drew him black and then it was like oh, so I coloured him in red.

Are they the two fighting?

Yeah.

Is the leader meant to be kicking the ball?

No, the leader is meant to be going for the ball because he's not being distracted by fighting.

Shouldn't he be like breaking the fight up?

No, see that's where they are; they are breaking the fight up because they have to, but that's what they should be doing.

Getting on with the game.

That's what they want to be doing.

Cooperation.

I wrote a metaphor, so I'll read it out.

Take your time. Read slow.

My friend is very down for some reason, and it happens to be the same night as a massive party that I've been looking forward to forever. I'm worried that my friend might either do some self harm or get really depressed, so I go over to their house and comfort them, making sure that they're okay before I go to the other party because I don't want to ditch my friends either.

Can I give you a hug?

The pressure is on.

What's that?

That's my text book.

Is that guy wearing a balaclava?

No, that's the back of my head, get it, like walking off into the sunset.

Where's the sunset?

I'm getting on to it. I'm onto it.

Recording you drawing is great, an audio recording of Josh drawing.

Do you want me to pause it?

No, it's okay.

Can we bag Jason?

We're on air.

That's beautiful Jason

It is.

All right. So ...

You're thinner than a tie are you, if that's the back of your head.

That's me. I'm gone off to further map, and I'm already late, but I see like a bin tipped over and there's rubbish and stuff on the floor, and yeah, I decide, instead of missing my favourite class, I'd fix it up and put the rubbish back in the bin and then walk into the sunset.

And wear glasses.

Q: Cool. Thanks guys.

END OF TRANSCRIPT

Appendix 28 - River Campus Picture Explanations

Imogen:

Also leadership is represented as being really like, step by step, you know, “You have to do this, you have to do this, you have to do this”. But these ones are like representing that, yes, it’s good to have a structure and sort of like a goal but not everything has to go perfectly and you can still be a leader if you’re like a bit off. And then the purple is caring, and this is like a person with a hat caring. And then the red and green is about how like leadership styles often clash but they can still like work together within the whole scheme of things. And then the red, well, it’s pretty obvious, that’s about love and just caring again. And then this one is about how like sometimes being a leader you have – like, obviously there are going to be negative aspects to it and negative situations and this is about like turning those small negative situations into like positive situations. So just, yeah, like it’s not as bad as it seems. And then, finally, it’s just about like everything sort of coming together and leaders need to be like accepting of everyone and also not – like this is very – the colour over here is sort of very dominating and they’re the aspects a leader should have but, also, you need to be open to suggestion and like leave room for people to help you improve your leadership skills and stuff [applause].

Q: Good, Sam, did you want to say anything about yours?

About mine.

When you’re ready.

If you look at it – you look at it and you think, “There’s a person up there that is a leader, taking all the thunder but they’re all leaders, all have the potential to be.

Every single person?

Every single person.

Even the guy with the *02.12 [fairy wings].

Even the guy with the fairy wings can be a leader if they choose to.

Does the guy with the fairy wings signify, Steve?

Yeah. <inaudible>

I think it’s <inaudible>

Q: Anyone else got something they want to say about their drawing?

I have. Well, I can only think of like particular like moments of leadership so I just drew like some little aspects of it. So I’ve got like the person getting involved and setting an example for the playing sports, doing well academically and being – and learning language and stuff. And then you’ve got the person setting a good example,

like, if I didn't draw a stick figure, obviously, they'd have a better-looking uniform but – nice tie, shiny shoes. And then I've got here this little kid crying and the person that stops to help them and ask what's wrong and see if they can make it better. And then helping others outside of that. So it's like donating money to charities and stuff.

I'm going to read my poem but let me finish it before you – and let me – and let me explain that it's not all bad. "Leadership is difficult, it's not universal but situational. You can't ever fully plan leadership. How could you? How could you enter a situation knowing the outcome? The truth is, you can't, you can't plan for everything. You make do with what you have and all you have, all you can rely on is yourself. And yes, to be a leader you must trust others, you must take risks. What would you know if you never experienced? So to define leadership, there is nothing, nothing but to take risks, to try to achieve, to do your utmost to what's right for yourself and perhaps for others". And there I've got a picture which is – those dots represent leaders and they're like varying degrees of leadership. So down the bottom, this guy, not a great leader, he's really small and everyone's kind of looking up to the better leader. And these are like kind of good leaders with a few people but this one's the best because it's the biggest. And it's got the most little people that are out there.

That's very good, Tim. I think [applause].

Q: Thank you, Tim.

Heather:

Okay. Well, she's like, she's got an apple. She was going to eat it but she sees this little kid who's crying and hungry so, basically, by then she gives it – she gives her apple to the little boy and then they're both happy and it's about sacrificing and doing what's best for others that need help.

And she slashed up his face before [laughter]

If you look at it in the reverse way, it looks like she's talking the apple off the kid. So it works both ways, it's about doing –

Q: Maybe number the sequences for me just in tiny little numbers [laughter].

Leadership: takes things away from you.

And we've got a –

I'm still wondering what my things are.

I think she's still lying on the ground dead.

Okay. So my picture and poem ties in with my story which is about on my Year 7 camp. Just quickly, the year – the outdoor ed leader wasn't really doing his job properly. He wasn't reaching the kids the lessons they needed to be taught and so on. So I'll read the poem – okay, here, in the circle, I've got the kids sitting down and they're having a debrief at the end of the day's activities. And then there's the leader who's, you know, having a general discussion with them seeing what they learnt in the day and what was important to get out of that day. So I'll read the poem that goes

with it. "Once, there was a leader that failed to truly be, when the students needed him, he wasn't duly seen. His students needed to be taught the lessons they would later use, or else they would be abused by a life that is short. So then arose a leader, a leader that could be, who cared for the students and taught them what they need. So then the so-called leader, so what he ought to be, not one who toughens but rather cares for the others". And that's it.

Q: And Bianca, what have got on your slate?

Mine – I basically, this one, this session's like about supporting others and like being there for other people and then this bit's the same, it's like involving everyone, like the kid's left out and all these kids are playing. This kid's left out and all these kids are playing and then like this guy comes up and asks, you know, "Come play with us". Then this bit's just about sharing and then this bit's someone you look up to.

My God, that's good.

Q: That's very good.

<inaudible>

Yeah.

Well done, Steve.

END OF TRANSCRIPT

Appendix 29 - Units of Delineated Meaning from River Campus Staff Session

Unit of delineated meaning No:	Delineated Unit of Meaning	Line Numbers
1	Leadership is both formal and informal.	4
2	Smallness of the campus	13, 14,17, 21
3	Leaders have a passion for and interest in the school	23
4	Leaders have demonstrated involvement	24
5	Have we appointed the right prefects?	28
6	The prefects are decent kids	33
7	Leaders need to be role models	34
8	Most Year 12 students see themselves as leaders	38
9	Year 12s are informal leaders because they are in Year 12	41, 42, 43
10	Some informal leaders are better leaders than others.	46
11	Prefects should be good role models	48
12	Some kids with influence who are not leaders don't always do the right thing.	49
13	We've always had a prefects (amongst the group) who don't always have the obvious traits of leaders	50 51
14	Leaders are role models	53
15	We've had to appoint some less suitable candidates because of the number of votes they've attracted.	56
16	The prefect group is never a group of clones	60
17	We always find a balance in our appointments of prefects	64
18	Leaders might be eccentric	66
19	Student leaders should cover a range of students.	70
20	Every student who nominates should be interviewed.	71
21	At River Campus only certain types of students are appointed.	75
22	At this campus everyone can have a crack at it	78
23	The selection process is a good experience for all applicants	81
24	The selection process is worthwhile in itself	88
25	Selection process enables us to learn things about the kids	89
26	By definition the notion of prefect is limiting	92
27	The notion of school leader is better than the notion of prefect	94
28	Risky to use the title of prefect	96
29	What's in a name, does the title matter?	97
30	School leaders may not be a better title	99
31	Need to distinguish between prefects and other student leaders	103
32	Prefects are treated differently than other leaders	105

Unit of delineated meaning No:	Delineated Unit of Meaning	Line Numbers
33	„school“ leader suggests an elite	109
34	Notion of leadership elite is not relevant to students any more	112, 113
35	The prefect model is out of date	117-120
36	We need a more inclusive model of leadership	121
37	Our campus is unique	123
38	The prefect role is limiting	124-5
39	A different title might be viable	126
40	Prefects at this campus don't discipline other students	128
41	Major role of prefects is to be a role model	132
42	Prefects create community by organising an event	136
43	Prefects add to the community	138
44	There is one event that the prefects own	143
45	In most other events the prefects simply react to what we want them to do.	144
46	Prefects could organise more things	147
47	All of Year 12 could be leaders	151
48	Not every one can be a school leader	155
49	Prefects have essential leadership qualities	156
50	Some students don't get a chance because of their past	160
51	There is a student leader who doesn't have a defined role.	165
52	We might need better leadership training	168
53	Is our leadership selection process flawed	170
54	The school might get leadership selection wrong	172
55	The term prefect is too privileged	173
56	Public perception of what leadership is impacts on our decisions not to appoint some students to leadership positions	180
57	Don't want prefects appointed at the end of Year 12	182
58	Prefects are role models	184
59	Not just prefects are role models	186
60	Term prefect is okay	191
61	Students don't like being told off by the prefects	195
62	Prefects are despised for telling students off	196
63	Not appropriate for prefects to enforce school rules	197
64	Prefects (at Hill Campus) are policing	198
65	Prefects can be used to talk to students about what is appropriate	205
66	Leadership is having a chat about something relational	205
67	You need to prompt prefects to be role models	207
68	It would be good if prefects took the initiative	209
69	Some leaders are appointed in the middle of the year	212
70	We can't induct prefects at the end of the year	215
71	We should change the title of prefect	217
72	We should reward those who have worked for	218

Unit of delineated meaning No:	Delineated Unit of Meaning	Line Numbers
	the good of their peers	
73	We should broaden leadership roles	220
74	We need to be clear bout why prefects are selected	221
75	Disagreement over theme #74	227
76	In the future students will want to be more involved in the selection of prefects	230
77	More disagreement	
78	Leaders should be easily acknowledged by others	234
79	Criteria for appointments of prefects should be known	241
80	Prefects are role models	245
81	Dangerous to say why individual leaders are selected	255
82	Debate over citations with appointments	257ff
83	There is a lot of intangibleness when you choose a leader	262
84	The selection process is viewed with suspicion	268
85	Only certain sorts of students are selected	274
86	We could have a student on the panel	278
87	We could use the vice captain from the previous year to help in selection of prefects	284
88	School vice captains role is unclear	300
89	Vice captains need a more clearly defined role	301
90	Vice captains no different than the other prefects	301
91	We need to define vice captains role more clearly	305
92	The term leader is over used	306
93	Word leader is over used	311
94	Good to have second round appointments	312
95	Some leaders are not extroverted but have a nice influence on others	316
96	Second round prefects are quick to volunteer	320
97	2 nd round prefects are respected	323
98	Selection process may not be working	325
99	Some students don't interview well	331
100	Interview process not effective works against some students	334
101	Some members of the interview panel don't know the students	338
102	The make up of the interview panel needs looking at	342
103	Composition of selection panel flawed	345
104	Interview panel leaves out valuable people	352
105	Panel make up may lead to exclusion of some potential prefects	356
106	Some staff know kids so well	363
107	Campus small so we know our kids	365
108	Leaders weekend has improved	367
109	Weekend valuable because students connect with each other(across campus)	376
110	Training weekend is very positive	380

Unit of delineated meaning No:	Delineated Unit of Meaning	Line Numbers
111	Not sure how much training happens at the leaders weekend	382
112	Can leaders be trained, it is instinctive?	383
113	Leadership learnt on the job	387
114	Leadership learnt on the job	388
115	Leadership learnt on the job	390
116	Cross campus training may not be effective	397
117	Cross campus training is good bonding	397
118	Training does not add to how prefects perform their role	399
119	Prefects may not have intuitiveness because of their age	422
120	Base level of intuitiveness is there	425
121	Prefects make mistakes	432
122	Prefects have to be seen as not being treated differently	439
123	Some prefects are intuitive, others aren't	440
124	Leadership can not be taught	445
125	There has to be some good training they can get	447
126	Prefects taught along the way	448
127	Prefects learn along the way	451
128	Some one should sit with the prefects to teach them to reflect	454
129	Prefects are busy	457
130	Prefects need help to develop	464
131	1:1 time reviewing could be good	467
132	We appoint a group not individuals	469
133	Some prefects appointed because of who they can bring with them	477
134	Not all prefects fit a mould	479 480
135	Second round prefect application process should be looked at	488
136	2 nd round prefects shouldn't be appointed because they've spat the dummy	494
137	2 nd round prefects not seen in the same way as 1 st round prefects by students	500
138	Some prefects relax more once they get the badge	508
139	2 nd round prefect selection problematic	512 516 528
140	There's a mystique about the prefects	521
141	There should be more transparency in the selection process	537
142	We could have mentoring of prefects	541
143	Different students may be selected with a different process.	546
144	2 nd round prefects are acknowledged as genuine leaders	548
145	Students know how to play the selection process	551
146	Students applying for roles is an advantage	559
147	Hill Campus more narrow in its selection of prefects	560
148	Leadership in many places is about the ambitious type	565

Unit of delineated meaning No:	Delineated Unit of Meaning	Line Numbers
149	Some students will not apply to be prefects	574
150	QN – how do Year 7s perceive prefects	574
151	Prefects can lead from behind	580
152	Prefects are role models	583
153	Prefects don't always stand out	586
154	Prefects are role models	591
155	Prefects have an impact on younger students	599, 600
156	Prefects are role models	607
157	Leaders are behind the scenes	614
158	Prefects don't always get it right	618
159	Should you still be prefect if you don't always get it right	625
160	Leaders can make themselves vulnerable	637
161	Students make mistakes	642
162	Leadership is a growth thing	645
163	Prefects are role models	648
164	The past should be ignored in prefect selection	650
165	Interviews not the best way to select prefects	653
166	Past needs to be recognised	656
167	Students can make mistakes and still be prefects	661
168	Selection process doesn't allow for students to make mistakes	673
169	Some prefects are not ideal for the role	679
170	3 elements we aim for in selecting prefects: decently, passion for the school, potential for leadership	683
171	Students can make mistakes and still be prefects	685
172	Students should be allowed to make mistakes	693

Appendix 30 - Clusters of units of delineated meaning from River Campus staff session

Cluster No:	Cluster Label	Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
1	Campus Size	2	Smallness of the campus	13, 14, 17, 21
		22	At this campus everyone can have a crack at it	78
		37	Our campus is unique	123
		107	Campus small so we know our kids	365
2	Leadership Traits	3	Leaders have a passion for and interest in the school	23
		6	The prefects are decent kids	33
		7	Leaders need to be role models	34
		11	Prefects should be good role models	48
		14	Leaders are role models	53
		18	Leaders might be eccentric	66
		49	Prefects have essential leadership qualities	156
		119	Prefects may not have intuitiveness because of their age	422
		120	Base level of intuitiveness is there	425
		121	Prefects make mistakes	432
		122	Prefects have to be seen as not being treated differently	439
		123	Some prefects are intuitive, others aren't	440
		138	Some prefects relax more once they get the badge	508
		140	There's a mystique about the prefects	521
		157	Leaders are behind the scenes	614
		158	Prefects don't always get it right	618
		160	Leaders can make themselves vulnerable	637
161	Students make mistakes	642		

Cluster No:	Cluster Label	Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
3	Selection Process	169	Some prefects are not ideal for the role	679
		172	Students should be allowed to make mistakes	693
		4	Leaders have demonstrated involvement	24
		5	Have we appointed the right prefects?	28
		13	We've always had a prefects (amongst the group) who don't always have the obvious traits of leaders	50 51
		15	We've had to appoint some less suitable candidates because of the number of votes they've attracted.	56
		16	The prefect group is never a group of clones	60
		17	We always find a balance in our appointments of prefects	64
		19	Student leaders should cover a range of students.	70
		20	Every student who nominates should be interviewed.	71
		21	At River Campus only certain types of students are appointed.	75
		23	The selection process is a good experience for all applicants	81
		24	The selection process is worthwhile in itself	88
		25	Selection process enables us to learn things about the kids	89
		48	Not every one can be a school leader	155
		49	Prefects have essential leadership qualities	156
50	Some students don't get a chance because of their past	160		
53	Is our leadership selection process flawed	170		
54	The school might get leadership selection wrong	172		
56	Public perception of what leadership is impacts on our decisions not to appoint some students to leadership	180		

Cluster No:	Cluster Label	Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
			positions	
		57	Don't want prefects appointed at the end of Year 12	182
		69	Some leaders are appointed in the middle of the year	212
		70	We can't induct prefects at the end of the year	215
		72	We should reward those who have worked for the good of their peers	218
		73	We should broaden leadership roles	220
		78	Leaders should be easily acknowledged by others	234
		79	Criteria for appointments of prefects should be known	241
		81	Dangerous to say why individual leaders are selected	255
		82	Debate over citations with appointments	257ff
		83	There is a lot of intangibility when you choose a leader	262
		84	The selection process is viewed with suspicion	268
		85	Only certain sorts of students are selected	274
		86	We could have a student on the panel	278
		87	We could use the vice captain from the previous year to help in selection of prefects	284
		98	Selection process may not be working	325
		99	Some students don't interview well	331
		100	Interview process not effective works against some students	334
		102	The make up of the interview panel needs looking at	342
		103	Composition of selection panel flawed	345
		104	Interview panel leaves out valuable people	352
		105	Panel make up may lead to exclusion of some potential prefects	356

Cluster No:	Cluster Label	Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
		106	Some staff know kids so well	363
		132	We appoint a group not individuals	469
		133	Some prefects appointed because of who they can bring with them	477
		134	Not all prefects fit a mould	479 480
		141	There should be more transparency in the selection process	537
		143	Different students may be selected with a different process.	546
		145	Students know how to play the selection process	551
		146	Students applying for roles is an advantage	559
		147	Hill Campus more narrow in its selection of prefects	560
		149	Some students will not apply to be prefects	574
		159	Should you still be prefect if you don't always get it right	625
		164	The past should be ignored in prefect selection	650
		165	Interviews not the best way to select prefects	653
		166	Past needs to be recognised	656
		167	Students can make mistakes and still be prefects	661
		168	Selection process doesn't allow for students to make mistakes	673
		170	3 elements we aim for in selecting prefects: decently, passion for the school, potential for leadership	683
		171	Students can make mistakes and still be prefects	685
		172	Students should be allowed to make mistakes	693
4	Non prefects as leaders	8	Most Year 12 students see themselves as leaders	38
		9	Year 12s are informal leaders because they are in Year	41, 42, 43

Cluster No:	Cluster Label	Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
		12		
		10	Some informal leaders are better leaders than others.	46
		12	Some kids with influence who are not leaders don't always do the right thing.	49
		47	All of Year 12 could be leaders	151
		59	Not just prefects are role models	186

5	The title of „prefect“	26	By definition the notion of prefect is limiting	92		
		27	The notion of school leader is better than the notion of prefect	94		
		28	Risky to use the title of prefect	96		
		29	What’s in a name, does the title matter?	97		
		30	School leaders may not be a better title	99		
		31	Need to distinguish between prefects and other student leaders	103		
		32	Prefects are treated differently than other leaders	105		
		33	„school“ leader suggests an elite	109		
		34	Notion of leadership elite is not relevant to students any more	112, 113		
		35	The prefect model is out of date	117-120		
		36	We need a more inclusive model of leadership	121		
		38	The prefect role is limiting	124-5		
		39	A different title might be viable	126		
		40	Prefects at this campus don’t discipline other students	128		
		55	The term prefect is too privileged	173		
		60	Term prefect is okay	191		
		71	We should change the title of prefect	217		
		73	We should broaden leadership roles	220		
		6	Role Models	41	Major role of prefects is to be a role model	132
				58	Prefects are role models	163, 181, 245, 583, 591, 607
67	You need to prompt prefects to be role models			207		
155	Prefects have an impact on younger students			599, 600		
7	The role of school vice captain needs to be better defined.	88	School vice captains role is unclear	300		
		89	Vice captains need a more clearly defined role	301		
		90	Vice captains no different than the other prefects	301		
		91	We need to define vice captains role more clearly	305		
8	What prefects do	31	Need to distinguish between prefects and other student leaders	103		
		32	Prefects are treated differently than other leaders	105		
		40	Prefects at this campus don’t discipline other students	128		
		42	Prefects create community by organising an event	136		
		43	Prefects add to the community	138		
		44	There is one event that the prefects own	143		
		45	In most other events the prefects simply react to what we want them to do.	144		
		46	Prefects could organise more things	147		

		61	Students don't like being told off by the prefects	195
		62	Prefects are despised for telling students off	196
		63	Not appropriate for prefects to enforce school rules	197
		64	Prefects (at Hill Campus) are policing	198
		65	Prefects can be used to talk to students about what is appropriate	205
		66	Leadership is having a chat about something relational	205
		68	It would be good if prefects took the initiative	209
		153	Prefects don't always stand out	586
9	Training of prefects	52	We might need better leadership training	168
		108	Leaders weekend has improved	367
		109	Weekend valuable because students connect with each other(across campus)	376
		110	Training weekend is very positive	380
		111	Not sure how much training happens at the leaders weekend	382
		112	Can leaders be trained, it is instinctive?	383
		113	Leadership learnt on the job	387
		114	Leadership learnt on the job	388
		115	Leadership learnt on the job	390
		116	Cross campus training may not be effective	397
		117	Cross campus training is good bonding	397
		118	Training does not add to how prefects perform their role	399
		125	There has to be some good training they can get	447
		126	Prefects taught along the way	448
		127	Prefects learn along the way	451
		128	Some one should sit with the prefects to teach them to reflect	454
		129	Prefects are busy	457
		130	Prefects need help to develop	464
		131	1:1 time reviewing could be good	467
		142	We could have mentoring of prefects	541
		162	Leadership is a growth thing	645
10	Second Round Prefects	135	Second round prefect application process should be looked at	488
		136	2 nd round prefects shouldn't be appointed because they've spat the dummy	494
		137	2 nd round prefects not seen in the same way as 1 st round prefects by students	500
		144	2 nd round prefects are acknowledged as genuine leaders	548

Appendix 31 - Units of Delineated Meaning from Heads of Campus

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
1	Leadership is multifaceted	10
2	Leadership can be formal roles	11
3	Leaders fulfil a role	13
4	The school has lots of leadership opportunities	14
5	Senior students do most of the leadership	15
6	Leaders should have specific roles to be credible	19
7	Leaders have clear roles	21
8	Leaders don't necessarily have clearly defined roles at Hill River School	22
9	In some schools students are selected to fulfil a particular role	24
10	Leadership here is multi tiered	28
11	There is a balance in getting the right number of prefects	31
12	Leaders need clear roles	32
13	River Campus misses an opportunity because of its size	39
14	The title „prefect“ legitimises the role	43
15	You can have too many prefects	44
16	Later round prefects a good idea	46
17	Later round prefects should be deserving	47
18	Student leaders need to be mentored	51
19	Leaders should develop through the course of the year	56
20	Leaders need mentors	56
21	Leaders should be mentored	58
22	All students can be leaders	60
23	A senior member of staff is best to work with the prefect group	65
24	Mentoring important for development of student leadership	69
25	Never seen a good leadership program	73
26	Leaders need clear roles	74
27	Leaders need clear jobs and roles	77
28	Leaders should be able to bring groups together	81
29	Leaders need clear roles	83
30	Student leaders tend to end up with nominal duties	85
31	Informal leadership happens	87
32	Leadership can be informal	90
33	Leaders are goal directed	92
34	Leaders need to lead themselves	94
35	Leaders are role models	96
36	Student leadership can be about student voice	97
37	In some schools students have representation on interview panels for staff – not a fan	100
38	Students should be involved in making decisions about curriculum	102
39	Student voice should be pro-active	110

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
40	Leaders are concerned about things at the school	112, 113
41	Leaders take responsibility	116, 121,
42	All students should be exposed to a leadership program.	123
43	Everyone should be exposed to what leadership means	127
44	Everyone can be a leader	129
45	Leaders experience role modelling	131
46	Leaders develop a value system	132
47	Mentoring younger students is real leadership	135
48	Not clear what student leadership is	137
49	Leadership is distributive	140
50	Leaders have influence	141, 147,158
51	Leadership can be informal	148
52	Leaders can be agents for the school	160-163
53	Leaders can change culture	165
54	Not all leadership is formal leadership	170
55	Student leaders have to be encouraged	172
56	Leaders need to be empowered	173
57	Leaders have influence	176
58	Staff can mentor students	181
59	Leadership can be informal	184
60	Not all student leaders are great leaders	185
61	Leaders do the right thing	189
62	There is something intangible about leadership	190
63	Leaders are not always teacher pleasers	193
64	Leaders need to be mentored/managed by senior staff	204
65	Not all staff can lead a group of students	208
66	Not all leaders fit the mould	212
67	A students past can be too influential in their not being selected as a prefect	216-219, 224
68	Leaders contribute	223
69	Leaders are role models	227
70	Choosing leaders can be hard	226
71	Students should be involved in selecting student leaders	230
72	The final decision to appoint a leader (or not) is a school decision	235, 236, 239
73	Selecting leaders needs careful thought	239
74	There needs to be a final authority in choosing leaders	245
75	Leaders get involved	249
76	Not all leadership is formal	251
77	Leaders take risks	254
78	Leaders do the right thing	256
79	Understanding of leadership in society is reflected in schools.	272
80	Leadership is more than public speaking	276
81	Leaders need to be able to communicate	278, 279-280
82	Student leaders tend to focus on senior students	283
83	Selection process at River Hill is good	286
84	Any one (at RHS) can apply to be a leader	289
85	The leadership group needs different types	293

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
	of students	
86	Leaders need not all be the same	295
87	Ratbag kind can be a valuable leader (formal or informal)	300, 308
88	Safe to appoint teacher pleasers as leaders	313
89	Teachers expect student leaders to do a good job	314
90	Our picture of leadership is poor	316
91	Leadership groups need to be broad	318
92	Leaders can have different skills	324
93	Leaders are role models and represent others	328
94	Leaders can represent student voice.	329
95	Student leaders need people who they can trust to support them.	330-331
96	Student leaders expect action (on their advice) to be taken	335
97	Choosing non teacher pleasers can burn fingers	337
98	Not just teacher pleasers should be leaders	339
99	The school can err to conservatism in appointing leaders	343
100	Our leadership model is bound to the past	345
101	Student leadership has changed at the school under current principal.	349
102	Service an important part of leadership	350
103	Schools should be brave in appointing student leaders	352
104	Teacher pleasers don't always have followers	358
105	Leaders are not always charismatic	362
106	Some leaders lead from within	365
107	You need a variety of student leaders	367
108	Some students can lead negatively	370
109	Student leaders are role models.	373
110	Some one needs to take charge	377
111	Leaders are role models	383
112	Role modelling flows out of good student leadership	386
113	Leadership; not just formal roles	386
114	All leaders are role models	389
115	Junior students replicate what student leaders do.	391
116	Leaders change culture	405
117	Administrators need to work closely with student leaders	406
118	Role modelling is important	410
119	All leaders are role models	416
120	Role modelling remains when all structure is stripped away	422
121	Prefects/leaders role model uniform	425
122	All formal leaders are role models if nothing else	435
123	Student leaders are chosen to role model	436
124	Good leaders bring others in	446
125	We have had negative role modelling from the staff	450
126	Positive role modelling is needed	452
127	Leaders care for others	462

Unit of Delineated Meaning No:	Unit of Delineated Meaning	Line Numbers
128	Our training of leaders is not right	470
129	Never seen effective leader training for students	473
130	Training is very brief	476
131	Our leaders have less training than our footballers	481-485
132	We should spend time training leaders	490
133	Prefects and others should be trained in leadership	490
134	Leaders need training	500
135	Leaders should have specific roles	502
136	Mentoring is powerful	503
137	Put students in charge and they will lead	507
138	House leadership could be more important than prefects	514
139	Perhaps some positions in the school should be tagged as prefect positions	532
140	Prefects should have roles	535
141	Good for senior student leaders to be prefects	539
142	Staff don't always agree on which students make good leaders	544
143	We don't know what we want in our prefects	551
144	Maybe we get our selection processes wrong	556
145	Our selection process is faulty	560
146	Interviews don't identify leaders	564
147	We need to get our selection process better	568
148	Prefects need portfolios	569
149	Portfolios for prefects are needed	571
150	Adults can be hard on students, when appointing leaders and considering their past	586
151	We should train/mentor our leaders	590
152	Student leaders need looking after	596
153	Leaders might need to be removed from their posts	600
154	Sometimes we need to remove students from leadership	609-611

Appendix 32 - Clusters of meanings from Heads of Campus Professional Conversation

Cluster No:	Cluster Label	Unit of delineated meaning No	Unit of delineated meaning	Line Numbers
1	Leadership not just appointed roles	2	Leadership can be formal roles	11
		10	Leadership here is multi tiered	28
		22	All students can be leaders	60
		31	Informal leadership happens	87
		32	Leadership can be informal	90, 148, 184, 251
		54	Not all leadership is formal leadership	170
		113	Leadership; not just formal roles	386
2	Traits of Leaders	3	Leaders fulfil a role	13
		5	Senior students do most of the leadership	15
		28	Leaders should be able to bring groups together	81
		33	Leaders are goal directed	92
		34	Leaders need to lead themselves	94
		40	Leaders are concerned about things at the school	112, 113
		41	Leaders take responsibility	116, 121,
		46	Leaders develop a value system	132
		47	Mentoring younger students is real leadership	135
		50	Leaders have influence	141, 147,158
		52	Leaders can be agents for the school	160-163
		53	Leaders can change culture	165
		57	Leaders have influence	176
		60	Not all student leaders are great leaders	185
		61	Leaders do the right thing	189
		63	Leaders are not always teacher pleasers	193
		66	Not all leaders fit the mould	212
68	Leaders contribute	223		
75	Leaders get involved	249		
77	Leaders take risks	254		

Cluster No:	Cluster Label	Unit of delineated meaning No	Unit of delineated meaning	Line Numbers
3	Leaders should have clearly defined roles	78	Leaders do the right thing	256
		80	Leadership is more than public speaking	276
		81	Leaders need to be able to communicate	278, 279-280
		82	Student leaders tend to focus on senior students	283
		92	Leaders can have different skills	324
		94	Leaders can represent student voice.	329
		105	Leaders are not always charismatic	362
		106	Some leaders lead from within	365
		108	Some students can lead negatively	370
		116	Leaders change culture	405
		124	Good leaders bring others in	446
		127	Leaders care for others	462
		6	Leaders should have specific roles to be credible	19
		7	Leaders have clear roles	21
		8	Leaders don't necessarily have clearly defined roles at Hill River School	22
		9	In some schools students are selected to fulfil a particular role	24
		12	Leaders need clear roles	32, 74, 77, 83
		30	Student leaders tend to end up with nominal duties	85
		135	Leaders should have specific roles	502
		137	Put students in charge and they will lead	507
140	Prefects should have roles	535		
141	Good for senior student leaders to be prefects	539		
148	Prefects need portfolios	569		
149	Portfolios for prefects are needed	571		
4	The prefect selection process	11	There is a balance in getting the right number of prefects	31
		15	You can have too many prefects	44
		16	Later round prefects a good idea	46
		17	Later round prefects should be deserving	47
		70	Choosing leaders can be hard	226
		71	Students should be involved in selecting student leaders	230
		72	The final decision to appoint a leader (or not) is a school decision	235, 236, 239

Cluster No:	Cluster Label	Unit of delineated meaning No	Unit of delineated meaning	Line Numbers
		74	There needs to be a final authority in choosing leaders	245
		83	Selection process at River Hill is good	286
		84	Any one (at RHS) can apply to be a leader	289
		85	The leadership group needs different types of students	293

	86	Leaders need not all be the same	295
	87	Ratbag kind can be a valuable leader (formal or informal)	300, 308
	88	Safe to appoint teacher pleasers as leaders	313
	89	Teachers expect student leaders to do a good job	314
	91	Leadership groups need to be broad	318
	97	Choosing non teacher pleasers can burn fingers	337
	98	Not just teacher pleasers should be leaders	339
	99	The school can err to conservatism in appointing leaders	343
	103	Schools should be brave in appointing student leaders	352
	104	Teacher pleasers don't always have followers	358
	107	You need a variety of student leaders	367
	138	House leadership could be more important than prefects	514
	139	Perhaps some positions in the school should be tagged as prefect positions	532
	142	Staff don't always agree on which students make good leaders	544
	143	We don't know what we want in our prefects	551
	144	Maybe we get our selection processes wrong	556
	145	Our selection process is faulty	560
	146	Interviews don't identify leaders	564
	147	We need to get our selection process better	568
	150	Adults can be hard on students, when appointing leaders and considering their past	586
5		The prefect title / Prefects at River Hill	
	14	The title „prefect“ legitimises the role	43
	66	Not all leaders fit the mould	212
	67	A students past can be too influential in their not being selected as a prefect	216-219, 224
	100	Our leadership model is bound to the past	345
	101	Student leadership has changed at the school under current principal.	349
	138	House leadership could be more important than prefects	514
	16	Later round prefects a good idea	46
	17	Later round prefects should be deserving	47
	13	River Campus misses an opportunity because of its size	39

6	Mentoring/ Training	18	Student leaders need to be mentored	51
		20	Leaders need mentors	56
		21	Leaders should be mentored	58
		23	A senior member of staff is best to work with the prefect group	65
		24	Mentoring important for development of student leadership	69
		25	Never seen a good leadership program	73
		42	All students should be exposed to a leadership program.	123
		43	Everyone should be exposed to what leadership means	127
		55	Student leaders have to be encouraged	172
		56	Leaders need to be empowered	173
		58	Staff can mentor students	181
		64	Leaders need to be mentored/managed by senior staff	204
		65	Not all staff can lead a group of students	208
		95	Student leaders need people who they can trust to support them.	330-331
		128	Our training of leaders is not right	470
		129	Never seen effective leader training for students	473
		130	Training is very brief	476
		131	Our leaders have less training than our footballers	481-485
		132	We should spend time training leaders	490
		133	Prefects and others should be trained in leadership	490
		134	Leaders need training	500
		136	Mentoring is powerful	503
		151	We should train/mentor our leaders	590
152	Student leaders need looking after	596		
7	Leaders as role models	19	Leaders should develop through the course of the year	56
		35	Leaders are role models	96
		45	Leaders experience role modelling	131
		69	Leaders are role models	227
		93	Leaders are role models and represent others	328
		109	Student leaders are role models.	373
		111	Leaders are role models	383
		112	Role modelling flows out of good student leadership	386
		114	All leaders are role models	389
		115	Junior students replicate what student leaders do.	391
		118	Role modelling is important	410
119	All leaders are role models	416		

		120	Role modelling remains when all structure is stripped away	422
		121	Prefects/leaders role model uniform	425
		122	All formal leaders are role models if nothing else	435
		123	Student leaders are chosen to role model	436
		126	Positive role modelling is needed	452
		153	Leaders might need to be removed from their posts (if they model poor behaviour)	600
		154	Sometimes we need to remove students from leadership	609-611
8	Defining Leadership	62	There is something intangible about leadership	190
		69	Leaders are role models	227
		79	Understanding of leadership in society is reflected in schools.	272
		90	Our picture of leadership is poor	316
		102	Service an important part of leadership	350
		48	Not clear what student leadership is (as a school)	137
		49	Leadership is distributive	140
		1	Leadership is multifaceted	10
9	Admin and Student leader relationship	117	Administrators need to work closely with student leaders	406
		125	We have had negative role modelling from the staff	450
		96	Student leaders expect action (on their advice) to be taken	335
10	Student Leadership can be about student voice	36	Student leadership can be about student voice	97
		37	In some schools students have representation on interview panels for staff – not a fan	100
		38	Students should be involved in making decisions about curriculum	102
		39	Student voice should be pro-active	110

