

Motivate

Inspire

Contribution

Never doubt that a small group of thoughtful, concerned citizens can change world

Collaboration

Teamwork

Leadership is the capacity to translate vision into reality

Confidence



Student Leadership Conference 2022/23

Term 2



KLS Student Leadership

Leadership development is self-development

What are we doing today?

1. **3.30pm-3.35pm** – Welcome & THANK YOU
2. **3.35pm-4pm** - What is 'personality type' and how do you lead?
3. **4pm-4.15pm** – Leadership achievements and ambitions
4. **4.15pm-4.30pm** – The Leadership Challenge
5. **4.30pm** - Questions and conference close



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Leadership development is self-development

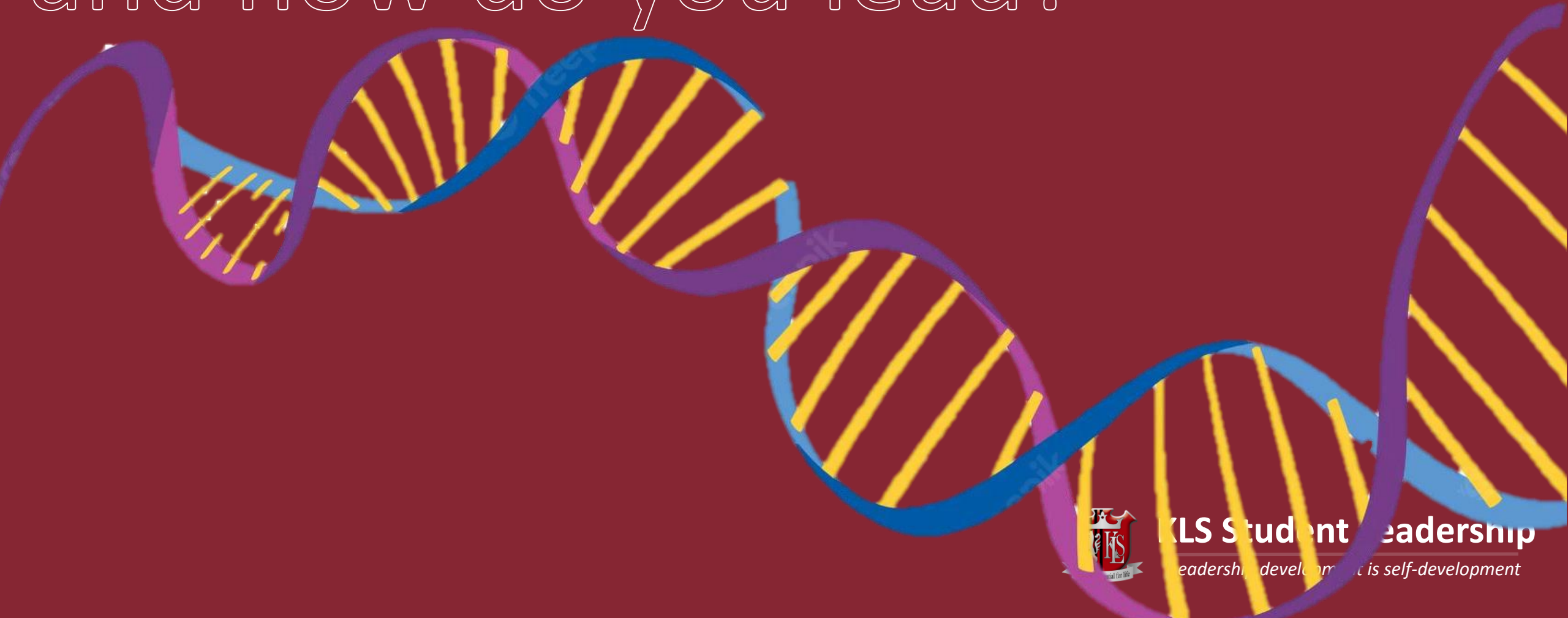
Welcome & Thank YOU



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What is your personality type
and how do you lead?



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Myers-Briggs Personality Test

	NF <i>Valuing</i> <i>Manifesting universal values and valuing people</i>	Possible				NT <i>Visioning</i> <i>Pulling people with ideas to an optimistic future</i>
	ENFJ Teacher <small>Smooth talking charmers. Very inspiring & motivational. Often clergy. People leaders & persuaders. Great salespeople. Very relationship-oriented. Like to motivate groups.</small>	INFJ Counselor <small>Work is to inspire others to achieve great things. Great witnesses of human possibilities. Serious academicians. Often professors or offer themselves to a religious order.</small>	INTJ Mastermind <small>If they see they are going to do something, they do it. Likely to be corporate leaders, scientists. Believe everything has room for improvement. Superior planners and visionaries of systems.</small>	ENTJ Field Marshall <small>Very leadership-oriented. Likely to be top executives, business persons. Big on reducing inefficiencies, inefficiencies. Love change people. Can be overwhelming to less outgoing types.</small>		
Personal	ENFP Champion <small>Search only to ENFPs for fun. Want lots of fun with excitement and romance. Very enthusiastic and creative. Often teachers, artists, writers. Great need for diversity and change.</small>	INFP Healer <small>Helps serve to aiding society. Different from ENFPs, they try to tackle long term problems. Often psychologists or counselors. Want to save the whole and sometimes.</small>	INTP Architect <small>Deepest analysts of problems to be solved. Often physicists, scientists. Most apt of types. Often thinkers.</small>	ENTP Inventor <small>Want one exciting challenge after another. Love to problem solve. Good at analysis, consider themselves full of ingenuity and ideas. Often involved in complex, systems analysis, design.</small>	Logical	
	ESFP Performer <small>Number one in fun and enthusiasm. Always invite ENFPs to your party. The most generous of all types. Warm, trendy vibrant people. Excel at customer service.</small>	ISFP Composer <small>Quietly harmonious with word. Very observant, benevolent. Inclined toward work with people in need. Work to solve problems of the immediate such as homeless, stopping hunger.</small>	ISTP Operator <small>Ready to try anything once. Deep excitement. A love of tools and the utility they offer. Inclined toward mechanical devices, can take apart & assemble anything.</small>	ESTP Promoter <small>Excitement seekers. Never feel more alive than when taking risks. Great negotiators on the front end. Excellent promotional & entrepreneurial capabilities if someone else follows through.</small>		
	ESFJ Provider <small>Hosts & hostesses. Gracefulness of the type makes them excellent at entertaining, coordinating. May be teachers, nurses. Very conscious of appearance, should shoulders.</small>	ISFJ Protector <small>A high sense of duty. Upholders of family tradition. Often found in traditional helping professions including nursing, elementary education, etc.</small>	ISTJ Inspector <small>Does what should be done. Masters at completing practical details and adding finishing touches. Get-it-done people. Superb administrators. Duty bound & obligated, often military.</small>	ESTJ Supervisor <small>Administrators, workers, officers of strength in community. Local mates, parents, employees. Often promoted to management positions. Dependable, consistent, straightforward.</small>	ST <i>Directing</i> <i>Action from a strategic perspective</i>	
	SF <i>Relating</i> <i>Including and building trustworthiness</i>	Present				

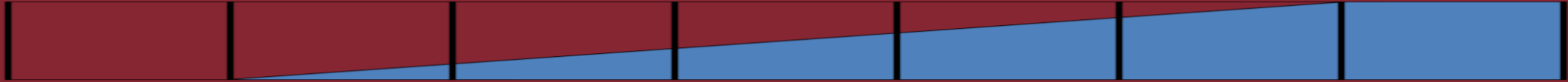
(There are 16 personality combinations)



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Extroverted or introverted?



- Focus on the outer world of people and things
- Receive energy from interacting with people
- Energized by taking action; active
- Prefer communicating by talking (over writing)
- Work out ideas by talking them through
- Learn best through sharing/doing/discussing
- Have broad interests

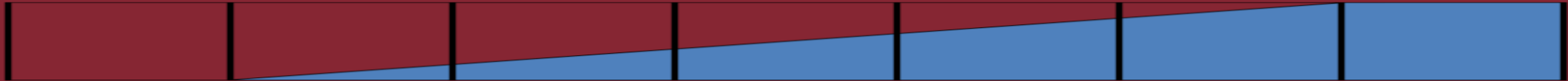
- Internal focus on ideas, memories, or emotion
- Receive energy from reflecting on thoughts
- Prefer communicating in writing (over talking)
- Learn best by having time alone to process
- Prefer working in quiet environments
- Able to focus on one project at length
- Known to be reflective, quiet, private, or deep



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Intuition or sensing?

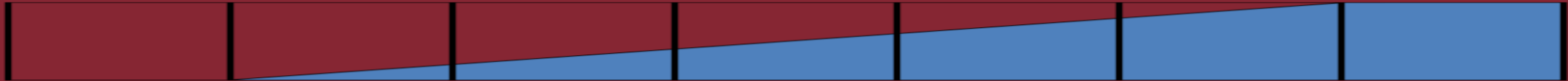


- Focuses on the present; what is happening now
- Prefers real/concrete/tangible information
- Attentive to details, specifics, and facts
- Enjoys tasks with an orderly, sequential format
- Likes having five senses engaged while working
- Works at a steady pace and have stamina
- Known to be practical, steady, and orderly

- Focuses on future; possibilities and potential
- Sees the big picture, connections, or patterns
- Remembers specifics when part of a pattern
- Imaginative and creative
- Bored by routine and sequential tasks
- Likes solving problems and developing new skills
- Has bursts of energy rather than stamina



Thinking or feeling?



- Examines logical consequences of decisions
- Objectively weighs the pros and cons
- Bases decisions on impersonal analysis and logic
- Energized by problem solving and critiquing
- Seeks standard principles to apply uniformly
- Looks for cause/effect relationships in data
- Considers feelings when presented as facts

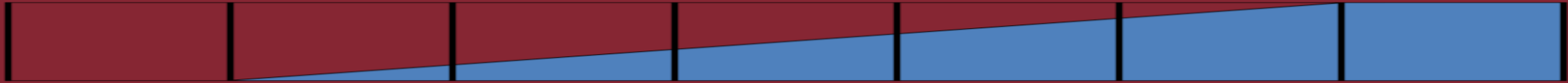
- Bases decisions on subjective values
- Enjoys appreciating and supporting others
- Actively looks for qualities to praise in others
- Values and create harmonious environments
- Honours each person as a unique individual
- Assesses impacts of decisions on others
- Works best in supportive, encouraging settings



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Judging or perceiving?



- Prefers to make decisions with information
- Makes decisions as soon as possible
- Enjoys having closure; like things settled
- Plans and organizes their world
- Likes roles and expectations to be clear
- Enjoys getting things done/being productive
- Plans ahead to avoid last minute stresses

- Prefers to take in information and understand
- Keeps things open-ended as long as possible
- Seeks to experience and live life; not control it
- Open to new options and last-minute changes
- Enjoys starting projects but often never finish
- Able to adapt; flexible
- Energized by last minute pressures



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Think you know your personality?

Analysts



Architect

INTJ-A / INTJ-T

Imaginative and strategic thinkers, with a plan for everything.



Logician

INTP-A / INTP-T

Innovative inventors with an unquenchable thirst for knowledge.



Commander

ENTJ-A / ENTJ-T

Bold, imaginative and strong-willed leaders, always finding a way – or making one.



Debater

ENTP-A / ENTP-T

Smart and curious thinkers who cannot resist an intellectual challenge.

Explorers



Virtuoso

ISTP-A / ISTP-T

Bold and practical experimenters, masters of all kinds of tools.



Adventurer

ISFP-A / ISFP-T

Flexible and charming artists, always ready to explore and experience something new.



Entrepreneur

ESTP-A / ESTP-T

Smart, energetic and very perceptive people, who truly enjoy living on the edge.



Entertainer

ESFP-A / ESFP-T

Spontaneous, energetic and enthusiastic people – life is never boring around them.

Diplomats



Advocate

INFJ-A / INFJ-T

Quiet and mystical, yet very inspiring and tireless idealists.



Mediator

INFP-A / INFP-T

Poetic, kind and altruistic people, always eager to help a good cause.



Protagonist

ENFJ-A / ENFJ-T

Charismatic and inspiring leaders, able to mesmerize their listeners.



Campaigner

ENFP-A / ENFP-T

Enthusiastic, creative and sociable free spirits, who can always find a reason to smile.

Sentinel



Logistician

ISTJ-A / ISTJ-T

Practical and fact-minded individuals, whose reliability cannot be doubted.



Defender

ISFJ-A / ISFJ-T

Very dedicated and warm protectors, always ready to defend their loved ones.



Executive

ESTJ-A / ESTJ-T

Excellent administrators, unsurpassed at managing things – or people.



Consul

ESFJ-A / ESFJ-T

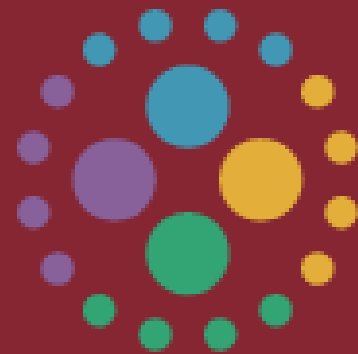
Extraordinarily caring, social and popular people, always eager to help.



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Use this free, online personality test to find out your personality:



16 Personalities



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Advocate

Personality

INFJ-A / INFJ-T

(WHAT'S THE DIFFERENCE?)

Personality type: [Advocate \(INFJ-T\)](#)

Traits: Introverted – 61%, Intuitive – 69%, Feeling – 60%, Judging – 71%,
Turbulent – 57%

Role: Diplomat

Strategy: Constant Improvement

Strengths:

- Creative
- Insightful
- Principled
- Passionate
- Altruistic

Weaknesses:

- Sensitive to criticism
- Reluctant to open up
- Perfectionist
- Avoids the ordinary
- Prone to burnout



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Leadership achievements and ambitions?



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Autonomy

Autonomous leadership is a method of management that emphasises independence, adaptability and trust. Autonomy in leadership gives people the authority to make relevant decisions to their positions and giving them the tools and resources they need. It encourages everyone on their team to invest in their own development, learn how to self-manage and solve problems on their own. It enables people to be proactive and accountable for their work.



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The Leadership Challenge

You are challenged to **make your mark and be the change.**

How many leadership challenges can you complete before the next Student Leadership Conference? (18th May).



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Leadership development is self-development

The Leadership Challenge

Model

the way

Inspire

a shared vision

Challenge

the process or
norm

Enable

others

Encourage

the heart

School
Environment

Volunteering &
Community

Helping others

Aspirations

Personal
Development

Mentoring &
Coaching

Leadership at
home

Having a voice



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Leadership development is self-development

School Environment

Lead on something that helps improve the school environment. This could be physical, mental, emotional or wellbeing.

Leadership at home

Can you take responsibility or lead on something at home? Leadership in a different setting can help you be a better leader at school.

Personal Development

Put yourself first and select something that will develop you in a new area or an area where you lack confidence. Take a risk!

Aspirations

What could you do, to get yourself and/or others, closer to their aspirations? Is there something you could lead on here?

Volunteering & Community

Lead on doing something for someone else or for a charity or organisation. Consider how it can either use your leadership or develop your leadership.

Having a voice

Having a voice doesn't always mean physical voice, it could be written. How could you make your voice heard about something you are passionate about?

Mentoring & Coaching

How could you use your listening skills or communication skills to benefit someone else or groups of other people?

Helping others

How can you help others and model being what a community minded citizen looks like. Is there something that you can do to help others? This might include setting up a new club to help them make friends.



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Leadership development is self-development

Name: _____

Form: _____

Student Leadership Role/Title: _____

THE LEADERSHIP CHALLENGE	Description:	Ideas:	What are the barriers? What stands in the way of success in this area and how will you smash these down?	Who do you need to talk to or who can help you?	Planning:	Character values required:
<u>Model</u> the way	Model the highest standards, attitudes and behaviours you expect from others. Respect others' values. Do it yourself, set an example, witness your influence.					
<u>Inspire</u> a shared vision	Create a vision and dream of what could become. Find out what motivates others so you can accomplish things together and for others to enjoy.					
<u>Challenge</u> the process or norm	A personal best does not come from doing the same things or keeping things the same. Tackle challenges or problems in new ways or take a risk to achieve more.					
<u>Enable</u> others	Leadership is about a team effort. Build trust and relationships. Believe in the potential of others and the power of collaboration.					
<u>Encourage</u> the heart	Listen to others and act on it. Show appreciation for peoples contributions, celebrate the victories and values of your community. Support positivity in our community.					

Leadership Recognition



Evidence Sheets

Click on the category and level below to take you to the evidence sheet:

Arts, Culture & Creativity - BRONZE -

Sports - BRONZE -

Community & Civic Action - BRONZE -

STEM - BRONZE -

Arts, Culture & Creativity - SILVER -

Sports - SILVER -

Community & Civic Action - SILVER -

STEM - SILVER -

Arts, Culture & Creativity - GOLD -

Sports - GOLD -

Community & Civic Action - GOLD -

STEM - GOLD -

Arts, Culture & Creativity - PLATINUM -

Sports - PLATINUM -

Community & Civic Action - PLATINUM -

STEM - PLATINUM -

Arts, Culture & Creativity - DIAMOND -

Sports - DIAMOND -

Community & Civic Action - DIAMOND -

STEM - DIAMOND -

Once your evidence sheet is complete, you should take this to Mr Tubb during registration in F205 for verification.
 (Monday's Yr.7, Tuesday's Yr.8 & 9, Wednesday's Yr.10 & 11, Thursday's Yr.12 & 13)

KLS Colours Awards
 Developing yourself and your character

Arts, Culture & Creativity

To meet the criteria for bronze, silver, gold, platinum or diamond, you must be able to provide evidence against at least one bullet for each of extra-curricular, leadership, personal development, and School & Wider Community for that level of award.

Evidence could include; written statements, register of attendance at clubs, event ticket, written summary/report, photographic evidence, copy of newsletter/programme. You should print off the evidence sheet in this booklet for the category and award level you are aiming for. You should then show this to Mr Tubb who will sign-off on successful completion of the criteria.

Extra-curricular	Bronze	Attend one extra-curricular arts club for two terms
Leadership	Bronze	Become a student leader within an area of Arts, Culture & Creativity for a minimum of two terms
Personal Development	Bronze	Write a performance exhibit that you review and lead
School and Wider Community	Bronze	Enter arts based competition in one year

KLS Colours Awards
 Developing yourself and your character

Sports

To meet the criteria for bronze, silver, gold, platinum or diamond, you must be able to provide evidence against at least one bullet for each of extra-curricular, leadership, personal development, and School & Wider Community for that level of award.

Evidence could include; written statements, register of attendance at clubs, event ticket, written summary/report, photographic evidence, copy of newsletter/programme. You should print off the evidence sheet in this booklet for the category and award level you are aiming for. You should then show this to Mr Tubb who will sign-off on successful completion of the criteria.

Extra-curricular	Bronze	Attend one extra-curricular sports club or represent the school in one sport for two terms
Leadership	Bronze	Provide leadership at one primary school sports festival in one year or Become a member of the Sports Council for two terms
Personal Development	Bronze	Represent your Form in an inter-House sports competition in one year
School and Wider Community	Bronze	Attend two school fixtures to support and watch one of your peers in one year or Provide administrative, leadership, officiating or coaching support to one sport for two terms

KLS Colours Awards
 Developing yourself and your character

Community & Civic Action

To meet the criteria for bronze, silver, gold, platinum or diamond, you must be able to provide evidence against at least one bullet for each of extra-curricular, leadership, personal development, and School & Wider Community for that level of award.

Evidence could include; written statements, register of attendance at clubs, event ticket, written summary/report, photographic evidence, copy of newsletter/programme. You should print off the evidence sheet in this booklet for the category and award level you are aiming for. You should then show this to Mr Tubb who will sign-off on successful completion of the criteria.

Extra-curricular	Bronze	Attend one extra-curricular STEM club for two terms
Leadership	Bronze	Become a student leader within an area of STEM, for a minimum of two terms
Personal Development	Bronze	Submit one article to the STEM newsletter or contribute to STEM subject display board
School and Wider Community	Bronze	Take part in a school or community based support of an STEM event

KLS Colours Awards
 Developing yourself and your character

STEM

To meet the criteria for bronze, silver, gold, platinum or diamond, you must be able to provide evidence against at least one bullet for each of extra-curricular, leadership, personal development, and School & Wider Community for that level of award.

Evidence could include; written statements, register of attendance at clubs, event ticket, written summary/report, photographic evidence, copy of newsletter/programme. You should print off the evidence sheet in this booklet for the category and award level you are aiming for. You should then show this to Mr Tubb who will sign-off on successful completion of the criteria.

Extra-curricular	Bronze	Attend one extra-curricular STEM club for two terms
Leadership	Bronze	Become a student leader within an area of STEM, for a minimum of two terms
Personal Development	Bronze	Submit one article to the STEM newsletter or contribute to STEM subject display board
School and Wider Community	Bronze	Take part in a school or community based support of an STEM event

KLS Colours Awards
 Developing yourself and your character

STEM

To meet the criteria for silver, gold, platinum or diamond, you must be able to provide evidence against at least one bullet for each of extra-curricular, leadership, personal development, and School & Wider Community for that level of award.

Evidence could include; written statements, register of attendance at clubs, event ticket, written summary/report, photographic evidence, copy of newsletter/programme. You should print off the evidence sheet in this booklet for the category and award level you are aiming for. You should then show this to Mr Tubb who will sign-off on successful completion of the criteria.

Extra-curricular	Silver	Attend one extra-curricular STEM club for at least a further two terms
Leadership	Silver	Become a student leader within an area of STEM, for a minimum of three terms, taking responsibility for a specific activity/event
Personal Development	Silver	Submit two articles to the STEM newsletter or contribute to STEM subject display board within a school year
School and Wider Community	Silver	Take part in a STEM school or community fundraising event

KLS Colours Awards
 Developing yourself and your character

STEM

To meet the criteria for gold, platinum or diamond, you must be able to provide evidence against at least one bullet for each of extra-curricular, leadership, personal development, and School & Wider Community for that level of award.

Evidence could include; written statements, register of attendance at clubs, event ticket, written summary/report, photographic evidence, copy of newsletter/programme. You should print off the evidence sheet in this booklet for the category and award level you are aiming for. You should then show this to Mr Tubb who will sign-off on successful completion of the criteria.

Extra-curricular	Gold	Assist a member of staff in the running of an extra-curricular STEM club for a year term, assuming a role of responsibility
Leadership	Gold	Become a student leader within an area of STEM, for at least three terms, assuming a specific role of responsibility where you contribute to the running of events
Personal Development	Gold	Submit one article to the STEM newsletter each term or contribute to STEM subject display board each term
School and Wider Community	Gold	Enter at least two STEM competitions over the year

KLS Colours Awards
 Developing yourself and your character

STEM

To meet the criteria for platinum or diamond, you must be able to provide evidence against at least one bullet for each of extra-curricular, leadership, personal development, and School & Wider Community for that level of award.

Evidence could include; written statements, register of attendance at clubs, event ticket, written summary/report, photographic evidence, copy of newsletter/programme. You should print off the evidence sheet in this booklet for the category and award level you are aiming for. You should then show this to Mr Tubb who will sign-off on successful completion of the criteria.

Extra-curricular	Platinum	Plan and run an extra-curricular STEM group for a year
Leadership	Platinum	Become a student leader within an area of STEM, for at least two years, assuming a specific role of responsibility where you lead others
Personal Development	Platinum	Submit one article to the STEM newsletter, write an article to be included in local press about a positive aspect of your school
School and Wider Community	Platinum	Enter the STEM fair individually or as a team

KLS Colours Awards
 Developing yourself and your character

STEM

To meet the criteria for diamond, you must be able to provide evidence against at least one bullet for each of extra-curricular, leadership, personal development, and School & Wider Community for that level of award.

Evidence could include; written statements, register of attendance at clubs, event ticket, written summary/report, photographic evidence, copy of newsletter/programme. You should print off the evidence sheet in this booklet for the category and award level you are aiming for. You should then show this to Mr Tubb who will sign-off on successful completion of the criteria.

Extra-curricular	Diamond	Take an active role in specific responsibility for STEM such as set up and leading an activity
Leadership	Diamond	Lead a student group/club within an area of STEM, taking responsibility for its planning, design, content and delivery
Personal Development	Diamond	Produce a STEM student magazine for a STEM subject area of the school over a year
School and Wider Community	Diamond	Lead a team or support a primary school team to enter the STEM fair



<https://launchpad.skillsbuilder.org/>

What skills does Launchpad cover?

Listening



The receiving, retaining and processing of information or ideas.

Read more →

Speaking



The oral transmission of information or ideas.

Read more →

Problem Solving



The ability to find a solution to a situation or challenge.

Read more →

Creativity



The use of imagination and the generation of new ideas.

Read more →

Staying Positive



The ability to use tactics and strategies to overcome setbacks and achieve goals.

Read more →

Aiming High



The ability to set clear, tangible goals and devise a robust route to achieving them.

Read more →

Leadership



Supporting, encouraging and developing others to achieve a shared goal.

Read more →

Teamwork



Working cooperatively with others towards achieving a shared goal.

Read more →



Questions?



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Leadership development is self-development