



CS Teaching leadership in Community and Family Studies

Leadership is a content area of the Community and Family Studies syllabus. This occurs as part of the Preliminary Core, *Individuals and groups*, and includes examining the nature of leadership styles and the significance of this as a determinant of group effectiveness. The following is some information on leadership styles and some suggested teaching and learning strategies to address this content area.

Outcome

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.

Students learn about:	Students learn to:
<p>leadership</p> <ul style="list-style-type: none"> • assumed and negotiated • leadership styles <ul style="list-style-type: none"> • task-oriented v people-oriented • autocratic • collaborative/shared • laissez faire • transformational • cultural • Influences on leadership styles <ul style="list-style-type: none"> • nature of the group • type of task • nature of decisions • gender expectations • experience of the leader 	<ul style="list-style-type: none"> • compare styles of leadership and assess the effectiveness of each in a variety of situations, e.g. small workplace, committee • investigate how decisions are made under different styles of leadership <p style="text-align: right;">(Syllabus p. 21)</p>

What are the different leadership styles?

Leadership styles vary from person to person and from context to context. Some people may display a range of leadership styles at different times, depending on the nature of the task or goal, the work environment, the personnel involved and the attributes of the leader. However, there are some identifiable leadership styles which display some specific characteristics. These styles are explored in the following information.

Cultural

Cultural leadership is a relatively new concept dealing with changing the “culture” of a group and its environment e.g. the culture of a workplace, community group, youth organisation or sporting club. It is a style of leadership which embraces the change process. Initially, it involves establishing a set of core

beliefs which are collaboratively developed by group members. These beliefs underpin all future processes and practices and are reflected in all policies. For example, the core belief may be “to treat others with respect”. Ideally, all policies and dealings with people would reflect this belief.

Task-oriented v people-oriented

Some leadership styles may be more task-oriented, whilst others may be more people-oriented. *Task-oriented* leaders usually focus on the goal or outcome and on getting the job done with maximum efficiency. *People-oriented leaders* are more concerned with building a contented and cooperative team. The basic characteristics of these styles are summarised in the pyramid diagrams below. The base of the pyramid shows the major priorities associated with each style, and the body of each shows how this develops towards the ultimate goal.



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Autocratic

These leaders are usually inflexible and try to get things done their way. They pay little regard to group members, to their ideas, feelings, skills, or what they generally have to offer the group. Autocratic leaders are often seen to have strict discipline and punish frequently. Group members quickly realise that their ideas are not valued and as a product they cease trying to contribute things that may benefit the whole group. Satisfaction among group members is usually low with this style of leadership.

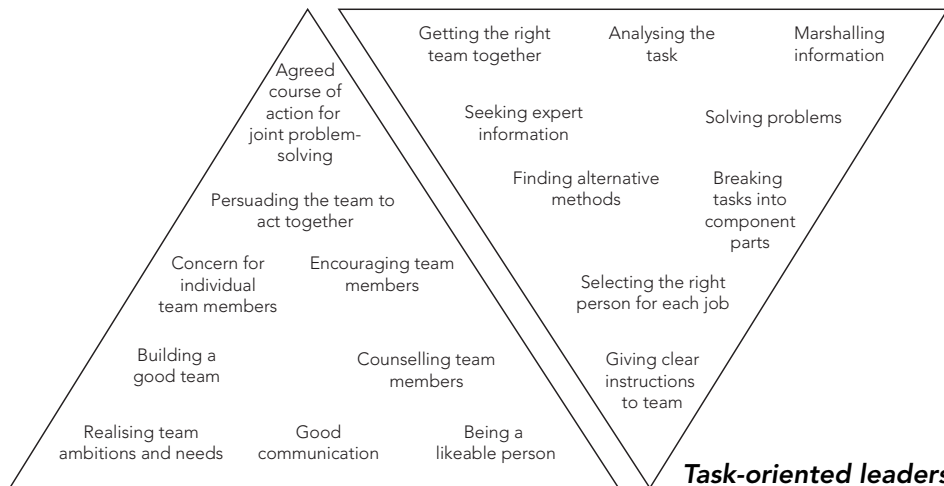
(Reference: Aspin, L. 1996. *Focus on Australian Society*. 2nd edition. Longman, Melbourne, pp. 160-61.)

Transformational

Transformational leaders are likeable people who consider all individuals. They are encouraging and try to stimulate group members intellectually. These leaders pay attention to the concerns and needs of individual group members; they change the awareness of issues by helping group members to look at old problems in new ways. This type of leader is charismatic and is able to excite and inspire group members to put out extra effort to achieve goals.

(Reference: Robbins, S. et al. 1994. *Organisational Behaviour: concepts, controversies and applications: Australia and New Zealand*. Prentice Hall, Sydney.)

People-oriented leaders



Laissez faire

A laissez faire leader leaves the group to conduct itself. Little is offered in terms of direction or leadership. A common feature of these leaders is that they have little or no idea of how to go about achieving tasks, and few goals are set or plans made. The leader plays a passive role in the group. Things are allowed to just happen and the consequences are not always desirable or appropriate. This type of leader fails to recognise the challenges that the group has to meet in order to function. Avoiding making decisions, allocating tasks or providing direction are also features of this style. Group cohesion and unity are not encouraged and groups are more likely to break up.

(Reference: Aspin, L. 1996. *Focus on Australian Society*. 2nd edition. Longman, Melbourne, pp. 160-61.)

Collaborative/shared

Collaborative leaders do their best to involve group members as much as possible. They ask for opinions and try to get everyone to agree on a course of action by joint problem-solving and decision-making. These leaders possess good communication skills. They are sensitive to the feelings of others and listen carefully to all members of the group. Members feel valued, so they are more likely to contribute to group processes. This enhances group cohesion and creates a strong sense of team in which satisfaction is very high.

(Reference: Aspin, L. 1996. *Focus on Australian Society*. 2nd edition. Longman, Melbourne, pp. 160-61.)

(Source: Michael Argyle et al. 1990. *The Marshall Cavendish Encyclopedia of personal relationships: Human behaviour/distinguished consultants*, Marshall Cavendish, New York, p. 2137)

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Some suggested activities

The following activities may be useful to assist students when working toward achieving the course outcome (P2.3).

Activity 1

1. Develop a set of information sheets on each leadership style.
2. Divide the class into small groups. Distribute one sheet on a leadership style per group and an OHT of the sample proforma.
3. Ask the groups to identify the characteristics of the style. Discuss and assess the effectiveness of this style in a variety of situations (e.g. small or large workplace, coaching, the classroom, on a committee, parenting, in government, private enterprise). Record responses on the OHT for a group report.
4. Each group reports its findings. Students discuss each style to clarify their understanding and record the relevant information.

Activity 2

1. Watch video clips or footage, read scenarios or newspaper articles depicting different leadership

styles e.g. world leaders, sports coaches, business leaders.

2. In groups of three, discuss and record relevant information about the leadership styles.
3. Share responses. Hold a class discussion and come to a consensus on each style and related characteristics.
4. Discuss factors that may influence the style of leadership adopted. How might the situation, the relationship with the group, group expectations and the level of maturity of the group influence the style of leadership?

Activity 3

1. In groups, examine each leadership style. Complete a PMI chart to identify the pluses, minuses and interesting aspects of each leadership style.
2. Discuss responses. Ask students to decide on their preferred style of leadership.
3. Develop a summary of the effectiveness of each leadership style.
4. Discuss the following: *In what situations might one leadership style be more effective than another?*

Material for this article provided by Allison Beattie, Terrigal High School

Sample proforma for activity 1

Leadership style	Characteristics	Effectiveness
Laissez faire	e.g. <ul style="list-style-type: none"> • offers little direction • few goals are set • takes a passive role • things just happen • avoids decisions, allocating tasks, providing direction 	e.g. <ul style="list-style-type: none"> • group lacks direction • outcomes not always positive • does not bring the best out in group members • group's cohesion poor

Sample proforma for activity 3

Leadership style	Pluses	Minuses	Interesting
Autocratic	<ul style="list-style-type: none"> • gets job done • decisions made quickly 	<ul style="list-style-type: none"> • inflexible • little regard given to members. • members stop contributing • low satisfaction 	<ul style="list-style-type: none"> • strict discipline (could be seen as a plus or minus by some)



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CS Promoting the processes in PDHPE

The processes of critical inquiry and practical application are embedded in the new Stage 6 PDHPE syllabus. To most teachers, these processes are not new, and they have been part of teaching practice for some time. Research suggests that students learn better through experiential learning and by “doing” rather than through rote learning. Hence, by embedding critical inquiry and practical application throughout the syllabus, there is the opportunity to enhance learning and increase the relevance to students.

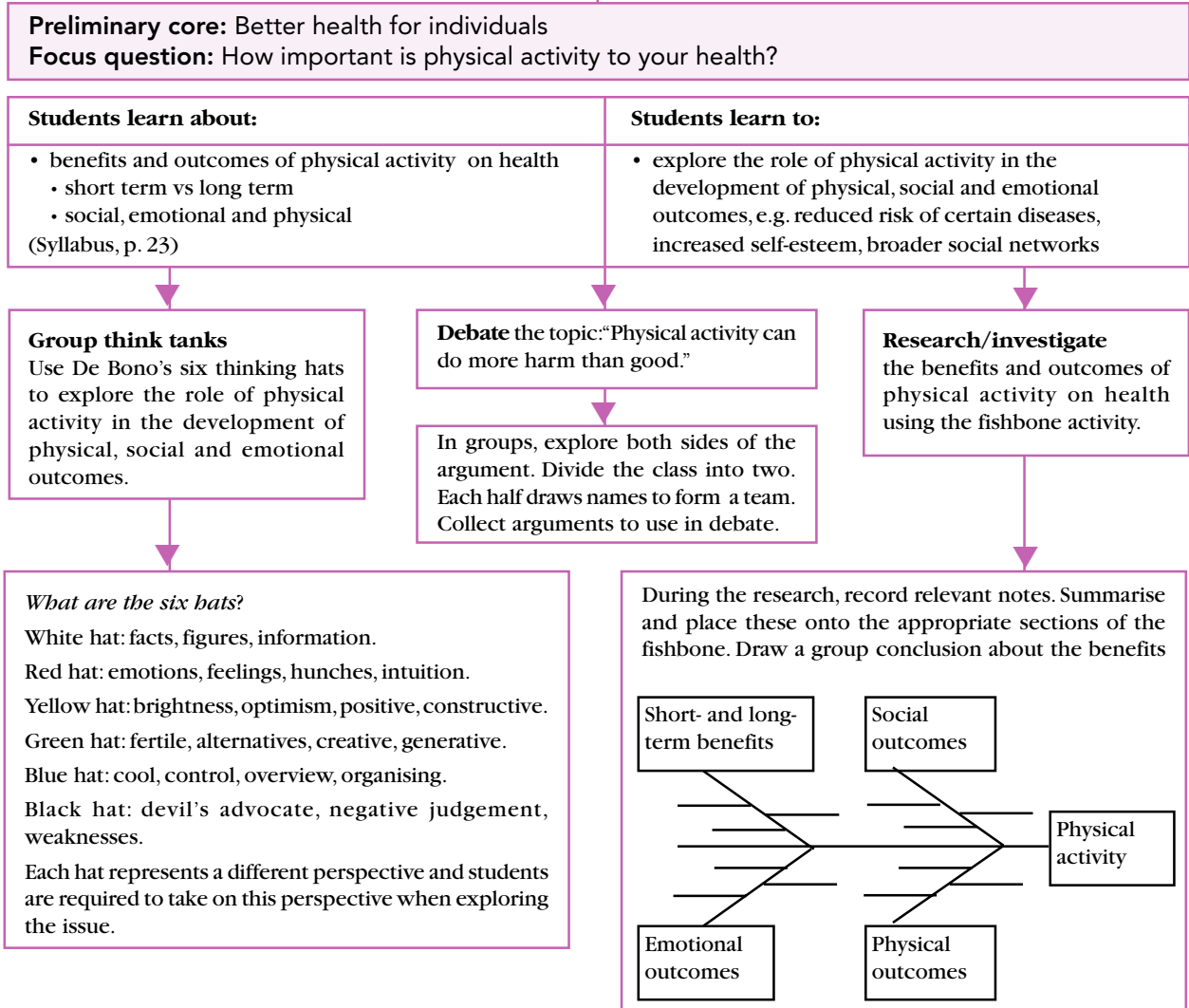
In the HSC Implementation workshops for PDHPE currently being held across the state, one session focuses on critical inquiry and practical application. In these workshops, participants explore the nature

of critical inquiry and practical application and design appropriate strategies which enhance these processes. This article describes some examples developed by teachers.

Critical inquiry

A critical inquiry approach involves using a question-based process to teaching and learning. It is important that the questions which teachers ask promote different levels of thinking, ranging from lower to higher order. A critical inquiry approach requires students to develop skills in applying, analysing, synthesising and evaluating.

To develop critical inquiry skills, teachers can plan teaching and learning strategies which promote this approach. Here is an example of how this can be done using the focus of physical activity. It is important to note that some activities may also promote practical application.



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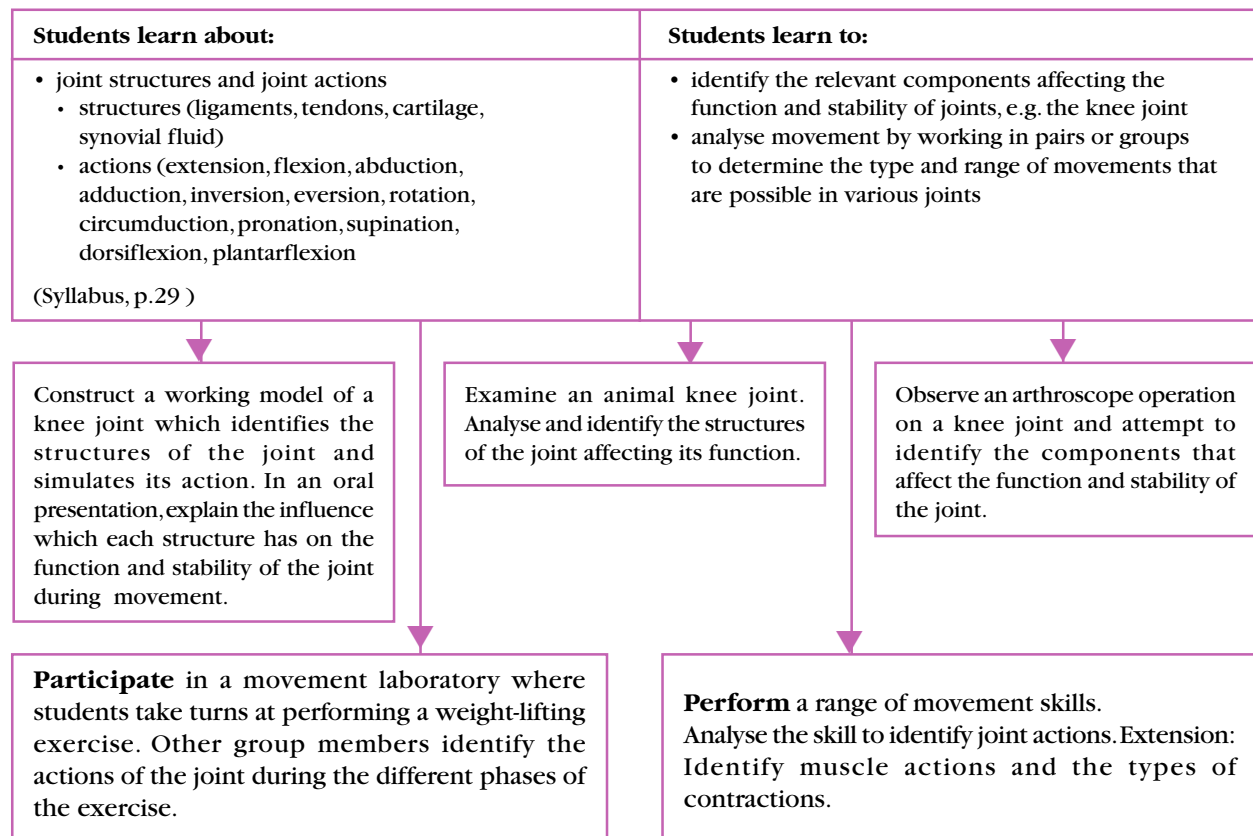
Practical application

Practical application provides opportunities for students to apply their theoretical understanding in different contexts. It is important to recognise that it is more than acquiring knowledge and understanding through movement. Practical application does not require teachers and students to go outside the classroom. It is about applying what students know and understand to situations that are relevant to them and have meaning for them.

It is important to recognise that practical application does not always happen in isolation from critical inquiry. Many practical application activities require higher order levels of thinking.

Preliminary core 3: The body in motion

Focus question: How do anatomical structures influence the way the body moves?



The following questions could be discussed to promote critical inquiry:

- What might happen to movement and the stability of the joint if:
 - (a) there were no ligaments in the knee?
 - (b) there was no cartilage covering the bones?
 - (c) there was no synovial fluid?
- Why do we need different types of joints?
- How might ligaments affect the action of joints?
- How does the type of joint affect its action?

These are two examples of content areas from the Preliminary course which promote the processes of critical inquiry and practical application. Other activities suggested by teachers as part of the HSC implementation workshops will be loaded onto the New HSC web site later this year. The New HSC web site can be located at

<http://www.newhsc.schools.nsw.edu.au>.



PDHPE

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A word on assessment: Wait

There has been much discussion about the changes to assessment in the New Higher School Certificate, the move to a standards-referenced approach and the use of performance bands. The following information may reassure you that there is no need to be alarmed at the changes. These will occur over time. The following information also outlines the available support for assessment which may help you understand any changes and requirements for the New Higher School Certificate.

There is no expectation that changes to assessment procedures will be immediate. For the first Year 11 cohort of the New Higher School Certificate in 2000, it will not be necessary to make immediate changes. The Board's requirements have remained the same. While components and weightings may have changed, and teachers may wish to change their assessment programs, Preliminary course components and weightings are advisory, not mandatory.

The Board's procedural requirements for internal assessment have not been changed for the Year 12 cohort in 2001. If the school's current policies meet the Board's requirements, they will be appropriate for the 2001 Higher School Certificate.

For example, at the end of 2001, you will be required to provide a mark only, calculated in accordance with Board requirements. The mark will reflect the rank order and relative difference in students' achievement, as is currently the case. Clear feedback is to be given to students on their achievement of outcomes and relative positions within the school.

It will not be until 2003 that teachers will be able to take account of the performance scales and use their understanding of the different levels of achievement from performance descriptors and work samples in determining their assessment marks.

(Source: *The New Higher School Certificate: Assessment Support Document*, 1999)

Assessment LIG events will be held in districts in November this year to help schools make sense of the move to a standards-referenced approach, assessment procedures and the use of performance bands. These events will be attended by two representatives from each school. The representatives attending these events will receive a video on standards referencing, as well as sample assessment tasks and marking criteria for a range of subjects offered for the HSC. Sample assessment tasks for PDHPE have been provided for these LIG events. School representatives will share this information at the school level. It is important that you are aware of when your school is attending the LIG event and that you follow up on this information, as needed.

To further support you with issues and concerns about assessment, the following documents are recommended as essential reading.

Board of Studies NSW, *Securing Their Future*, Newsletters No 14, 15 and 16

Board of Studies NSW, *The New Higher School Certificate: Assessment Support Document*, 1999

Department of Education and Training, *Assessment: A standards-referenced approach*, 1999

A new bulletin focusing on internal assessment, to be published by the Department, will be available in Term 4, 1999.

In addition to these documents, the Board of Studies Syllabus Support Document for PDHPE and for Community and Family Studies will be sent to schools in Term 4. These documents contain information about assessment, sample assessment tasks for the courses and sample marking criteria.

In terms of prioritising your efforts in implementing the new Stage 6 HSC course, it is important that you currently focus your energies on developing a program for the Preliminary course. Then wait for the information on assessment which will be presented at the LIG event. Further information on assessment, as well as examples of assessment tasks and marking criteria, will be available in the near future.



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Stage 6 Special Program of Study

For students with special education needs

From 2001, HSC students with special education needs following a Special Program of Study (SPS) will be eligible for the award of the Higher School Certificate.

Special Program of Study courses

Students who meet the SPS eligibility requirements will be able to undertake Board-developed Life Skills courses, regular Board-developed courses and/or Board-endorsed courses.

Board-developed Life Skills will be 2 unit, 240-hour courses. The following courses have been endorsed and are currently being developed:

- English Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Citizenship and Society Life Skills
- Science Life Skills
- Creative Arts Life Skills
- Technological and Applied Studies Life Skills
- Workplace and Community-based Learning Life Skills.

Industry Curriculum Framework courses include

- Tourism and Hospitality
- Business Services (Administration)
- Retail Operations
- Primary Industries
- Information Technology
- Metal and Engineering
- Construction.

Students entered for an SPS may undertake the Industry Curriculum Framework courses either:

- under regular course arrangements, or
- by units of competency selected through the individual transition planning process from a 240-hour course (for example, 7 units of competency rather than 12 units over 240 hours, including 70 hours of work placement).

Eligibility requirements

Students who meet the SPS eligibility requirements are students with disabilities in special schools, support classes or regular classes.

The eligibility requirements for the SPS are that:

- students generally will have completed at least 4 Life Skills courses for the School Certificate
- students' planning must be undertaken through an individual transition planning process
- under special circumstances students will be allowed access to Stage 6 Special Program of Study courses, e.g. if the student has:
 - a deteriorating condition;
 - undertaken regular syllabuses in Stage 6 but has experienced **significant** difficulty.

Decisions about whether to enrol students in Special Program of Study courses for Stage 6 will be made by the school. The principal will be required to certify on the Preliminary and HSC entry forms that individual transition planning for each student entering for Life Skills courses in Stage 6 has occurred.

Note: The majority of eligible students will have an intellectual disability.

Pattern of study

Students undertaking an SPS follow the same pattern of study requirements for the HSC as other students. These are a minimum of:

- at least 6 units of Board-developed courses
- at least 2 units of Board-developed English
- at least 3 courses of 2 unit value
- at least 4 subjects.

Please refer to the HSC Calendar of Events for the Special Program of Study Events in November and December. (<http://www.newhsc.schools.nsw.edu.au>)

Curriculum Support in 2000

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It is available on subscription to teachers in non-government schools, to libraries and to others.

See your principal for a copy of the flier with details of how to subscribe, subscription rates and an application form.

As subscriptions determine the number of copies printed, we would be grateful to receive your order and cheque no later than Friday 25 February, 2000.

Evaluation fax sheet

Fax back to: 9886 7571

Your views on this year's CURRICULUM SUPPORT (PDHPE)

We would appreciate your views on this year's four editions of **CURRICULUM SUPPORT** and, in particular, the HSC supplement.

Please take some time to complete this page and fax it back to us so we can plan for next year's **CURRICULUM SUPPORT**.

LOOKING BACK OVER 1999	Strongly agree	Agree	Disagree	Strongly disagree
CURRICULUM SUPPORT keeps me well informed about current developments in my area of teaching.				
CURRICULUM SUPPORT provides me with many useful and practical ideas for teaching in my area.				
The HSC supplement has been a useful source of information on resources and ideas to assist me to plan for new HSC courses next year.				
It is important that all teachers have a personal copy of CURRICULUM SUPPORT for their area of teaching.				

LOOKING FORWARD TO 2000	Strongly agree	Agree	Disagree	Strongly disagree
I would like to see CURRICULUM SUPPORT changed in terms of				
• layout				
• size				
• design				
• content				

I would like next year's **CURRICULUM SUPPORT** to address the following issues in my KLA/area of teaching (please specify):

I would like next year's HSC supplement to provide me with information and ideas on the following areas (please specify):

Other comments or suggestions: