

G10 Leadership Program Pedagogical Foundations Overview

1. Personalised Learning:

- Personalised learning in the Leadership Program refers to empowering our students to take an active role in their own educational journey. We do this through the First Step Project, which is a student-led project.
- In our personalised learning environment, students are encouraged to set their own learning goals, make choices about how they proceed with their projects, and reflect critically on their progress. This creates a more dynamic and interactive learning experience that is directly aligned with each student's interests, strengths, and needs.

2. Project-Based Learning (PBL)

- PBL is a student-centred pedagogy where students actively explore real-world problems and challenges to acquire the skills and mindsets of the ISAK Leadership model (below).
- PBL allows students to work on long-term, interdisciplinary projects that align with their interests.
- Teachers serve as guides and mentors, facilitating a learning environment where students can ask questions, seek feedback, and ask for guidance.

3. Experiential Learning:

- Experiential learning engages students through direct, hands-on experiences, allowing students to connect the material they learn in the classroom with real-world applications.
- In the Leadership Program, the experiences take the form of student-led projects.
- These projects offer opportunities for problem-solving, critical thinking, collaboration, and the development of leadership skills.
- Teachers act as coaches who guide students as they explore, reflect, and apply what they've learned.

UWC ISAK Japan Leadership Model Elements and Skills

Leadership Elements

1. Identify what is needed and what is important.

- A key attitude for making meaningful and lasting change is to identify what is actually the need and what is most important. Once those two factors are identified, we can prioritise our efforts.

2. Take action in the face of discomfort:

- Stability is comfortable. Remaining in stasis conserves energy and gives us the feeling of safety. Taking action requires expending energy and pushes us into discomfort. Yet, action is necessary to make positive change in our lives, communities, and the world.

3. Use diversity as a strength:

- Diverse teams perform better in situations where creativity and critical thought are needed. These are often situations that are ambiguous in nature and require innovation.
- Diversity includes, but is not limited to, diversity of information, perspective, skills, interest, language, culture, religion, nationality, identity.
- Diversity works as a strength in which dissenting voices are heard, communication is open and frequent, and where conflict is task-based rather than relationship-based.

4. Support others in this practice.

- We can support others by: sharing knowledge, teaching skills, mentoring, making introductions to other people, seeking debate and input, instilling ownership and accountability, challenging people, encouraging conversational turn-taking, celebrating successes.

Leadership Skills

1. **Awareness: Deeply observes oneself and the environment, and understands what is important for self and others.**
 - **Purposeful:** You have a developed vision that is motivated intrinsically, and navigate an intentional path
 - **Self-aware:** You understand yourself on many levels, from your responses to the surrounding to what nourishes and sustains you.
 - **Grateful:** You have a humble appreciation and respect for the people and the natural world around you, and understand your place in the community and the wider world

2. **Connecting: Empathizes with members of a community, understands their diverse potentials and values, and build rapport to support them towards a common goal.**
 - **Empathetic:** You actively ask questions and listen thoughtfully, and meet diverse emotional states, perspectives, and needs of others with openness and respect
 - **Collaborative:** You build relationships through effective communication and social skills, and find ways to be supported and support others to reach set goals. You find constructive ways to resolve conflict presuming positive intentions

3. **Action-Taking: Steps out of one's comfort zone to courageously bring ideas to life.**
 - **Experimental:** Even in moments of uncertainty, you are action-oriented, curious and willing to face failure and surprising outcomes
 - **Upholding integrity:** You are honest, trustworthy and take responsibility for your actions. You are centred in your values, and bravely act on them
 - **Actively caring:** You seek out opportunities to help and work with your peers, local community, the global community and the environment

4. **Self-Discipline: Responds positively to challenges with measured reflection, growth-mindset, and resilience.**
 - **Growth-oriented:** You undertake challenges to help you grow. You openly receive feedback, reflect, and overcome obstacles and failure by viewing them as opportunities to learn

- **Measured:** You can plan and organise yourself and others towards a big goal by breaking down a goal to smaller components and completing them with diligence
- **Resilient:** You don't give in to instant gratification over a range of situations and persevere with commitment and determination towards a set goal

5. **Creativity: Generates innovative ideas and questions and builds upon those of others**

- **Adaptive:** You can fluidly manoeuvre ambiguity, and can generate multiple ways to the same goal with available resources
- **Creatively confident:** You view the world with fresh eyes, think critically and respectfully challenge conventions, build onto the ideas of others, and conceptualise and actualize innovative approaches/solutions