

Qualities of Leadership

decisive

dedicated

respects others

ruthless

sets a good example

Which qualities
would best suit
Henry V, Richard
III or our Prime
Minister?

powerful

just/fair

well organised

Qualities of Leadership

This is part of a collaborative activity pack on Henry V and Macbeth devised by Pam Green and Sheila Davies at Sion Manning School in the London Borough of Kensington and Chelsea.

It is suitable as a prequel to study any Shakespeare history play. Each group of three or four is given a different leader to work on. The keywords provide a lot of vocabulary. The process of sorting hopefully stimulates purposeful discussion. Groups could be given a sheet of sugar paper with a spidergram to complete. Our current Prime Minister has led us to adding a few more qualities which you might like to enlarge upon.

The webaddress for this activity is:

<http://www.collaborativelearning.org/leadership.pdf>

Good for all pupils!

Vital for EAL pupils!

It's empowering to talk an idea through before you write about it!

Our collaborative talk for learning activities are designed to:

...build on prior knowledge.

...move from concrete to abstract thinking.

...ensure everyone works with everyone else.

...extend social language into curriculum language.

...provide motivating ways to go over the same topic more than once.

For more details go to: www.collaborativelearning.org

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible teaching materials in all subject areas and for all ages.

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BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. A newsletter 'PAPERCLIP' is also updated regularly.

*These activities were influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening and other formative assessment.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/leadership.pdf>

Qualities of Leadership

Each group is looking at a different kind of leader. Think about the qualities needed to be successful in the job that your group has consider. You have a collection of qualities to choose from. You also have some blank cards for any extra qualities that you think are necessary. Make notes so you are prepared to report back to the rest of the class.



A Headteacher



A Head of a Church



An army General



A leader of a group of explorers



A King or a Queen



A sports captain

healthy

fit

skilled

serious

controls people

a good listener

well trained

experienced

good communicator

strong belief in God

listens to advice

can handle difficult
situations

dedicated

powerful

sets a good example

trusts others

cunning

scruffy

courageous

brave

responsible

patient

self-disciplined

motivates others

encourages others

doesn't make judgements

open minded

inspires others

respected by others

respects others

ruthless

well organised

just/fair

decisive

convincing liar

two faced