

RAFFLES JUNIOR COLLEGE

**Taking Student Leadership Abroad:
Exploring the Model from Raffles Junior
College in Singapore**

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RAFFLES JUNIOR COLLEGE



CORE PURPOSE

To nurture thinkers, leaders and pioneers, men and women with character, confidence and commitment, who will serve by leading and lead in serving whatever their chosen paths may be.

OUR VALUES

FORTITUDE

We face challenges with comradeship, resilience, tenacity and courage

INTEGRITY

We honour our word and faithfully discharge every responsibility

RESPECT

We appreciate diversity among people and value the distinct contribution of each individual

ENTERPRISE

We embark on every endeavour with foresight, daring and flexibility



Student Leadership Development

Adoption of the Leadership Challenge Model in 2004

1. Renowned Research-based Leadership Model
2. Easily adapted to student leadership development
3. Adopted by all 3 Raffles Schools (Raffles Girls School, Raffles Institute and Raffles Junior College) as part of Raffles Programme
4. Five leadership practices used to nurture & assess leadership development



Student Leadership Development

Formalization of the Student Leadership Development Committee

- Presently consists of 18 teachers
- Primary focus in grooming “leaders” is on sound moral values.
 - ✓ nurturing young people who are humble and open to learning from everyone
 - ✓ who are willing to do the right thing even when no one is looking
 - ✓ who value others and respect the difficulties faced by human being
- The commitment to leadership development is emphasized by the college’s structured approach in grounding the programme on character development and basing it on Kouzes and Posner’s leadership Challenge Model



Leadership Avenues

STUDENTS' COUNCIL

One of the avenues for students to hone their leadership ability is through their involvement in the Students' Council.

- Student councilors are valued highly in RJC as partners in the management of the college.
- They are the voice of Rafflesians and they have been effective in promoting the welfare of their fellow students.
- They also work hard to create a good channel of communication between students, teachers and the administration in the college, and to create a second home in the college for Rafflesians.



Leadership Avenues

CO-CURRICULAR ACTIVITIES (CCA) LEADERS

The student leaders of every CCA are elected by their members and hence have the mandate to lead the group. Moreover, the college has entrusted them with the responsibility and privilege of upholding the core purpose of the CCA and setting the direction of the CCA during their term of office.

While the expectation of a CCA leader will be high, he/she is essentially a student undergoing leadership development under the guidance of the CCA Teacher Mentor in the RJC CCA programme. The student's position of leadership in the CCA is the means by which the college is able to facilitate his/her growth, their leadership potential and interpersonal effectiveness.



Leadership Avenues

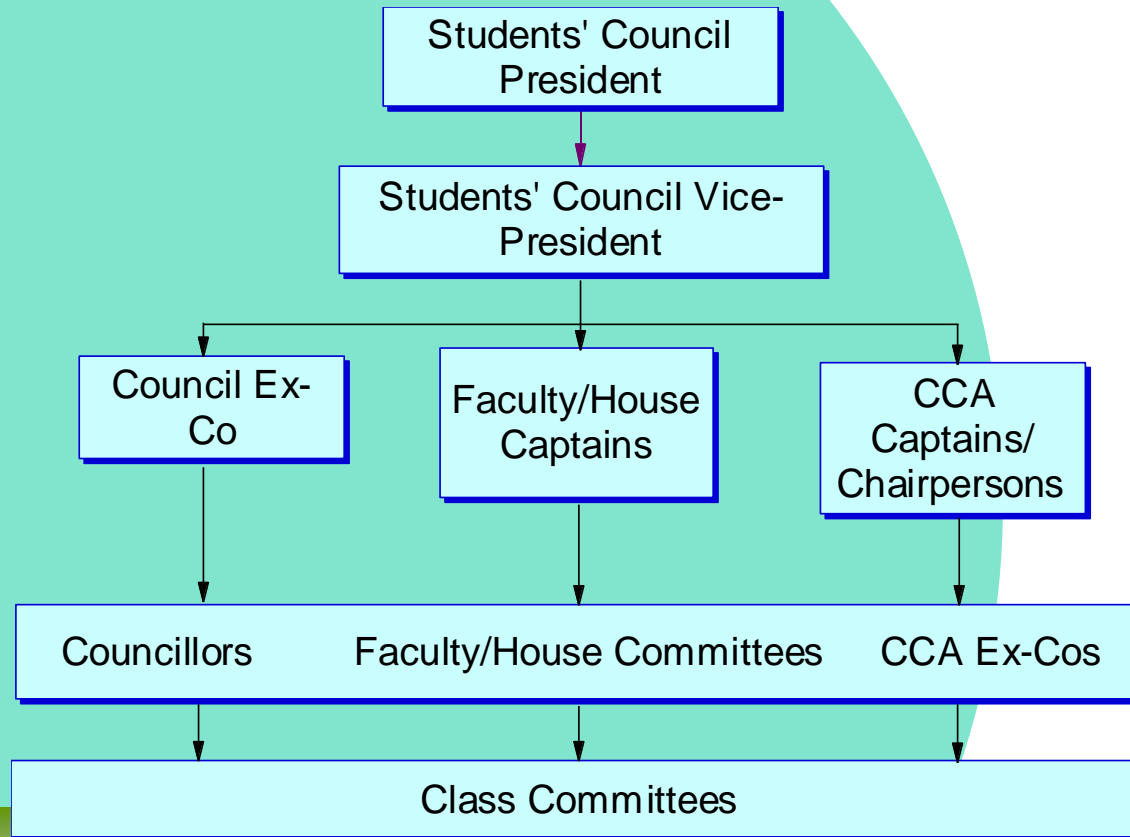
CLASS LEADERS

The class committee, made up of the class and subject representatives, and the class treasurer, is elected yearly by the students of each class and is in charge of managing class affairs. Aside from assisting the Civics and subject tutors in administrative and academic matters, the class committee is responsible for building up class identity and representing the class at College or subject-related events. Class leaders must display honesty, integrity and exemplary conduct at all times.



Leadership Avenues

Well-Defined Leadership Structure



Leadership Avenues



PROJECT GROUP LEADERS

COMMUNITY PROJECT LEADERS



COLLEGE EVENT ORGANIZERS



CHAIRING OF DIALOGUE SESSIONS



FOUNDED 1823

Leadership Training

Students at RJC are given ample opportunities to develop their leadership potential through the many activities in the college.

- leadership education through civics lessons
- on-the-job training,
- leadership training camps & workshops,
- leadership conferences/seminars,
- 360 degree feedback instruments (SLPI)
- mentorship and guidance provided by Civics tutors, Subject tutors and Co-Curricular Activity (CCA) teacher mentors
- Mid term and end term evaluation



There is also a recognition system for effective student leaders through portfolio evaluation at the end of their two years.



Leadership Programmes

- Raffles Public Policy Programme
- Raffles Meet-the-People Session Attachment Programme
- Raffles Adventure Leadership Programme
- Raffles Leadership Through the Ages Programme
- National Youth Achievement Award
- Temasek Seminar



SLPI Data 2006/2007

OCTOBER 2006 (the beginning of CCAL leadership journey)

- 80 male and 87 female CCA leaders participated in this study
- A total of 403 observers and 429 observers were invited by the male and female leaders respectively
- **ENABLE others to act** was **most frequently engaged** practices by both the male and female CCA leaders and their observers (Self = Male – 23.9, Female 24.0, Observers = Male – 24.0, female – 24.9).
- Male CCA leaders were reported to **least engaged** in **INSPIRING a shared vision** (Self – 19.5, observer – 22.0).
- Female CCA leaders were reported to **score the lowest** in **MODEL the way** (Self – 20.0) but their observers' scores reported that **INSPIRING a shared vision** (observer – 22.1) was least engaged by the female CCA Leaders.
- Generally the female CCA leaders were reported to have a slightly higher scoring for all 5 practices than the male leaders both through their own observation and their observers.

SLPI Data 2006/2007

AUGUST 2007 (the ending of CCAL leadership journey)

- 68 male and 76 females CCA leaders participated in the 2nd SLPI
- a total of 317 observers were invited by the male leaders and 358 observers invited by the female leaders
- **ENABLE other to act** was reported to be the **most frequently engaged** practices by both the male and female CCA leaders and their observers too (Self = Male – 25.1, female-25.5, Observers = Male – 25.5, female – 26.5). Female CCA leaders were once again reported to have a higher scoring than the male CCA leaders.
- Male CCA leaders now reported **scoring the least** for **MODEL the way** (Self – 22.1) with their observers reporting the least score in **CHALLENGE the process** (observers – 23.1).
- Female CCA leaders were reported to **least engaged** in **INSPIRING a shared vision** by both themselves and their observers (Self - 21.6, observers – 23.5)

SLPI Data 2006/2007

CONCLUSIONS:

1. Enabling others to act appeared to be the most frequently engaged leadership practices by both the male and female CCA Leaders in both SLPI studies.
2. Both the male and female CCA leaders reported an increased in scoring in all 5 leadership practices from the 1st SLPI study.

SLPI Data 2006/2007

CONCLUSIONS:

- Female CCA leaders were observed to have a higher scoring from the male CCA leaders in all 5 leadership practices in the 1st SLPI study. However, in the 2nd SLPI study, the female CCA leaders were reported to have higher scoring only for the MODEL the way, ENABLE others to act and ENCOURAGING the heart. Generally, the female CCA leaders were observed to engaged and displayed more frequently in the leadership practices than the male CCA leaders.
- Both male and female CCA leaders were observed to have high scoring in both SLPI studies.

		1 st SLPI	2 nd SLPI
MALE	SELF	20.9	23.0
	OBSERVERS	22.5	24.0
FEMALE	SELF	21.4	22.9
	OBSERVERS	23.1	24.6

Q & A





THANK YOU