TFL Education

developing character - promoting values

Raising Aspiration and Achievement
through Character and Leadership Education

Learning to Lead - Curriculum Mapping

WORLD LEADERSHIP ACADEMY
PUSHING THE WORLD FORWARD

CMI Chartered Management Institute

COBIS SUPPORTING MEMBER | COUNCIL OF BRITISH INTERNATIONAL SCHOOLS

BSME BRITISH SCHOOLS IN THE MIDDLE EAST

FOBISIA ESTABLISHED IN 1988

Contents

Foreword

TFL Education is a UK based company established:

> *"To advance the education of pupils and teachers anywhere in the world by providing and assisting in the provision of character and leadership educational programmes."*

The focus of our work is based on the premise that by explicitly teaching character qualities and leadership skills, we can impact pupil outcomes by providing pupils with the rationale, language and tools to raise aspiration, promote achievement and increase happiness.

To support the development of pupils' character qualities and leadership skills, we have focused on writing culturally sensitive primary and secondary school curriculum programmes. Our aim has always been to design and publish up-to-date, relevant programmes that promote a values-based education approach and provide exceptional value for money.

We are sensitive to the demands on school budgets, teachers' workloads, insufficient preparation time, and the continual constraints being placed on curriculum time. With this in mind, we have looked to create a flexible and supportive provision that takes into account the current issues facing all education systems around the world.

Learning to Lead has been specifically written for Key Stage 3 pupils. The main thrust is directed at personal development, ethics, morality and an awareness of community and social justice. It is designed to be acceptable to pupils from all backgrounds, cultures and beliefs. Since topics such as sexual relationships and high risk behaviour have no relevance to our character and leadership programme they have no coverage. Social issues such as drugs, alcohol and tobacco abuse also fall outside our remit. Financial advice for youngsters is a separate programme best designed by experts in this field.

Engaging and interactive, each fully resourced module of *Learning to Lead* stimulates learning experiences that encourage your pupils to develop the language, attitudes and behaviours that are the foundation of wellbeing and personal effectiveness.

Further benefits of the programme include:

- Individual pupil booklets
- Teachers' booklets, guidelines and resources for every module - teachers love it!
- Teacher training and on-going support
- Supports PSHE, SMSC - *including fundamental British values,* and Citizenship education
- Bronze, Silver and Gold certification as pupils progress through the programme

This document outlines the structure of our *Learning to Lead* programme before going on to explicitly detail how the programme maps to statutory guidance for governing bodies, school leaders and school staff published by the Department for Education.

Aiden Harper - Founder and Director | TFL Education

Learning to Lead

Endorsed by the Royal Chartered Management Institute, **Learning to Lead** consists of three, independent modules, each designed and specifically written for Key Stage 3 pupils.

In Module A, pupils are introduced to the idea that, throughout their lives, each of them must take responsibility for leading their personal development. The exploration of heroes, heroines, tyrants and tormentors helps to unravel the concepts of character and leadership. Working in groups and individually, pupils explore the qualities they must develop if they are to be ready for their 'Big moment'.

The 21 units of Module B actively encourage personal development. Creating a vision, articulating goals, team leading and speech writing are just some of the practical sessions that mingle with an examination of further character qualities and leadership skills. The units are punctuated with tasks that encourage reflection and review. By the time pupils reach the final unit they are in a position to monitor their progress and plan their next steps.

In Module C, we assume that pupils have accepted that our opening premise on leadership is true. Now is the time to learn about 'Being a good leader'. Pupils are encouraged to seek out opportunities in school, at home and in the community to further develop their skills.

Module A	Module B	Module C
A1 Born to lead	**B1** Taking the lead	**C1** Being a good leader
A2 Leader or tyrant?	**B2** Why me?	**C2** Dress to impress
A3 Heroes and heroines	**B3** Knowing your worth	**C3** Student leaders
A4 Leading or bullying?	**B4** Having a belief	**C4** Student leaders in action
A5 Why take the lead?	**B5** Creating a vision	**C5** Sporting leaders
A6 A worthy cause	**B6** Team leading	**C6** Coaching
A7 Humour - laughing and leading	**B7** Learning to listen	**C7** Emotional Literacy
A8 Optimism - singing in the rain	**B8** Goal setting	**C8** All aboard! - being inclusive
A9 Tolerance - respecting others	**B9** Giving a speech	**C9** Integrity - true to your word
A10 Marching to the beat	**B10** The power of the pen	**C10** Praise and blame
A11 Cults and gangs	**B11** Perseverance - stick at it!	**C11** Discipline - one rule for all
A12 Courage - being brave	**B12** Dealing with difficult people	**C12** Trusting others
A13 Thinking differently	**B13** True to the cause	**C13** Leading wisely
A14 Step forward - speak up	**B14** Resilience - standing firm	**C14** Loyalty
A15 Teamwork	**B15** Problem solving	**C15** Management skills
A16 Dealing with trouble	**B16** Enterprise - the first move	**C16** Empathy
A17 Building trust	**B17** Motivation	**C17** Taking risks
A18 Self-esteem	**B18** Knowledge is power	**C18** Beating the 'blues'
A19 Honesty - tell it as it is	**B19** Being assertive	**C19** Failure - a step forward
A20 Responsibility - your call!	**B20** Credibility	**C20** Chairing a meeting
A21 The big moment	**B21** We are all leaders	**C21** Pass it on

Citizenship and Prevent Duty Education

1. Key Concepts	Learning to Lead
1.1 Democracy and Justice	**Learning to Lead** is designed for the pupils to be active participants. Games, video and audio clips stimulate discussion and group decisions. The early units explore the concepts of character and leadership by focusing on what constitutes good and bad leadership through an examination of national leaders and their form of governance. The pupils begin to build a stock of character qualities and leadership skills with individual units looking and exemplifying desirable qualities such as 'Tolerance' (A9), 'Honesty' (A19) and 'Discipline – one rule for all' (C11). Threaded throughout the course are units offering advice on 'Dealing with difficult people' (B12) and 'Dealing with trouble' (A16).
1.2 Rights and responsibilities	**Learning to Lead** promotes an understanding of self worth. The worthiness of others is also a central tenet of leadership and is specifically addressed throughout the course. 'Leading or bullying?' (A4) highlights the different perceptions of peoples' rights. (A6) 'A worthy cause' shows how we can actively redress injustice and in (A12) 'Courage – being brave', pupils look at the courage that is needed to 'Step forward and speak up' (A14).
1.3 Identities and diversity: living together in the UK	**Learning to Lead** is inclusive 'All aboard!' (C8). The units reference world religions, use names and personalities from every culture and are relevant in both the West and East.
2. Key Processes	
2.1 Critical thinking and enquiry	**Learning to Lead** is written using the same format for each unit. An Activity is followed by a Reflection, which leads to the central Theory. This is strengthened by a second Activity and Reflection. A Conclusion summarises the key objectives for the pupil and an Extension activity allows further exploration of the topic. First-class resources stimulate discussion and challenge pupils to articulate personal and group decisions; use evidence to resolve problems; and test their own values and ideals.
2.2 Advocacy and representation	**Learning to Lead** is predicated on the idea that every pupil has the potential to develop the qualities and skills that we equate with success. Practical units such as 'Giving a speech' (B9), 'The power of the pen' (B10), 'Coaching' (C6) and 'Student leaders in action' (C4) give ample opportunity for pupils to practise the skills learned throughout the course. Activities encourage debate, justification and democratic decisions.
2.3 Taking informed and responsible action	**Learning to Lead** encourages individuals and groups to understand the link between 'Having a belief' (B4) and 'Creating a vision' (B5). Fortified by qualities such as 'Perseverance' (B11), 'Resilience' (B14) and 'Enterprise' (B16), pupils use their knowledge of 'Team leading' (B6), 'Problem solving' (B15) and 'Management skills' (C15) to take appropriate action on any issue.
3. Range and content	**Learning to Lead** consists of 63 units each of which addresses a quality, skill or behaviour that would be prized in good citizenship. Several units 'Cults and gangs' (A11), 'Building trust' (A17), 'We are all leaders' (B21) and 'Learning to listen' (B7) concern the responsibilities of the individual and the community in upholding legal and human rights. In the module *'Being a good leader'* (C1 – C21) pupils are encouraged to take their skills in to the wider community by participating in groups and organisations.
4. Curriculum opportunities	**Learning to Lead** invites pupils' participation in both school based and community based citizenship. The range and breadth of resources that accompany the course ensure that global voices and cultural perspectives are heard and recognised. The Activities and Extension suggestions offer a multitude of opportunities for cross-curricular teaching and learning.
5. Prevent Duty	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides a responsible education framework that contributes to building pupils' 'Resilience' (B14) to radicalisation. The 3-year personal development programme is designed to identify and teach the values, qualities, skills and behavious required for effective leadership of self and others; and fosters a safe environment for debating controversial issues.

PSHE - Personal Wellbeing

1. Key Concepts	Learning to Lead
1.1 Personal identities	**Learning to Lead** encourages a positive sense of self. 'Knowing your worth' (B3) assesses the personal qualities of the pupil and accentuates the importance of knowing yourself. Exploration of 'Self-esteem' (A18), 'Being assertive' (B19) and how to bounce back from perceived 'failure' (C19) encourage a 360-degree style review.
1.2 Healthy lifestyles	**Learning to Lead** unit (C18) 'Beating the blues' provides Activities, Reflection and Theory that focus on the reality of physical and mental fitness. The unit encourages the four pillars of exercise, support, abstinence and discussion.
1.3 Risk	**Learning to Lead** addresses the concept of risk in 'Courage' (A12) and 'Thinking differently' (A13). Building the confidence to try new ideas can be found in 'Enterprise – the first move' (B16). The idea of intelligent risk taking and the concept that risk equals change are discussed in 'Taking risks' (C17).
1.4 Relationships	**Learning to Lead** encourages pupils to assess and value relationships. An exploration of the dangers of 'Cults and gangs' (A11) is balanced by the skills involved in 'Building trust' (A17). Relationships are central to the theme of 'Team leading' (B6) and are further reinforced in the aims of 'Being a good leader' (C1). Skills development such as 'Coaching' (C6) and the emotional development of 'Trusting others' (C12) further enhance this aspect.
1.5 Diversity	**Learning to Lead** is an appropriate vehicle for people of all creeds and cultures. Diversity is celebrated in the voices of Benazir Bhutto, Rosa Parks, Martin Luther King, Gandhi, Muhammad Ali, Anwar Sadat and Menachem Begin. The course is written for a world audience and this is reflected in the multi cultural references made in all the activities. The pupils are shown that by 'Building trust' (A17), showing 'Empathy' (C16) and encouraging 'Discipline - one rule for all' (C11) we can build a society that will welcome 'All aboard!' (C8).
2. Key Processes	
2.1 Critical reflection	**Learning to Lead** covers all the skills and processes associated with SEAL. Critical reflection is encouraged when pupils assess their 'Credibility' (B20) and reflect upon the way they speak, look, think and behave. In 'We are all leaders' (B21) pupils reflect on their personal strengths and achievements before plotting areas they need to develop. 'Learning to listen' (B7) and 'Coaching' (C6) promote opportunities to give and receive feedback. 'Goal setting' (B8), 'Motivation' (B17) and 'Dealing with difficult people' (B12) are dealt with in separate units.
2.2 Decision making and managing risk	**Learning to Lead** addresses the concept of decision making and managing risk in 'Courage' (A12) and 'Thinking differently' (A13). Building the confidence to try new ideas can be found in 'Enterprise – the first move' (B16). The idea of intelligent risk taking and the concept that risk equals change are discussed in 'Taking risks' (C17). Pupils are encouraged to 'Step forward – speak up' (A14) as a strategy to resist peer pressure and introduces the theory of group dynamics.
2.3 Developing relationships and working with others	**Learning to Lead** provides a platform for pupils to learn how to develop relationships and work with others. 'Teamwork' (A15) is the core that encourages the development of qualities such as 'Loyalty' (C14), 'Empathy' (C16) and the necessity of 'Trusting others' (C12). This is founded on the pupil's understanding and application of 'Emotional Literacy' (C7).
3. Range and content	**Learning to Lead** consists of 63 units each of which addresses a quality, skill or behaviour that are of value to personal wellbeing. More than 20 units within the course address personal values. Pupils are encouraged to understand that 'Knowledge' (B18) when combined with 'Honesty' (A19) lead to realistic 'Goal setting' (B8). 'Taking risks' (C17) teaches an approach to intelligent risk taking.
4. Curriculum opportunities	**Learning to Lead** provides pupils with the opportunity to explore issues using a range of media and internet sources as well as encouraging participation in the wider community. The delivery model makes optimum use of scenarios, biography, drama and discussion. Current issues affecting young people are debated using the tools taught throughout the units. In Extension activities pupils are encouraged to widen their research and are directed to helpful websites. Although not always explicit the values and behaviours taught throughout the course are applicable to other challenges in the Personal Wellbeing strategy.

PSHE - Economic Wellbeing, Financial Capability and Careers guidance

1. Key Concepts	Learning to Lead
1.1 Career	**Learning to Lead** is a 3-year personal development programme designed to identify and teach the values, qualities, skills and behavious required for effective leadership of self and others. The full course consists of 63 units, each of which addresses one aspect of the above to support personal development in preparation for life in the modern world.
1.2 Capability	**Learning to Lead** uncovers the potential of the individual. It aims to build upon existing capability by teaching the attributes of good character required by leaders. 'Enterprise – the first move' (B16) is just one example of the values taught. At the end of *'Born to lead' (A1 – A21)* pupils must plan for their 'Big moment' (A21). In *'Taking the lead' (B1 – B21)* pupils prepare to recognise that 'We are all leaders' (B21) and in *'Being a good leader' (C1 – C21)* pupils learn that the knowledge and skills that they have accrued they must now 'Pass it on' (C21).
1.3 Risk	**Learning to Lead** addresses the concept of risk in the early units 'Courage' (A12) and 'Thinking differently' (A13). Building the confidence to try new ideas can be found in 'Enterprise – the first move' (B16). The idea of intelligent risk taking and the concept that risk equals change are discussed in 'Taking risks' (C17).
1.4 Economic understanding	***Refer to footnote***
2. Key Processes	
2.1 Self-development	**Learning to Lead** is based upon the premise of self-development. Pupils are advised that they 'can do' and are then shown how 'to do'. 'Self-esteem' (A18) is only one of the many qualities covered. 'Teamwork' (A15), 'Management skills' (C15) and the aim of 'Leading wisely' (C13) identify future roles. Continual review of the skills and values taught can be witnessed in units such as 'Why me?' (B2), 'The big moment' (A21) and 'Pass it on' (C21)
2.2 Exploration	***Refer to footnote***
2.3 Enterprise	**Learning to Lead** includes units that identify the qualities and skills needed in the working world. 'Taking risks' (C17) is a comprehensive view of one of the main aspects of 'Enterprise' (B16). 'Problem solving' (B15), 'Teamwork' (A15) and 'Being a good leader' (C1) are some of the key skills the pupil will use on his/her career path.
2.4 Financial capability	***Refer to footnote***
3. Range and content	**Learning to Lead** identifies the qualities and skills of the individual that employers value and require and teaches planning and personal review.
4. Curriculum opportunities	**Learning to Lead** provides pupils with the opportunity to explore issues using a range of media and internet sources as well as encouraging participation in the wider community. The delivery model makes optimum use of scenarios, biography, drama and discussion. The course develops those qualities and skills most sought by employers and Higher Education, including self-review and personal development planning. Pupils engage with ideas, challenges and applications from the business world. First written in 2010, the course addresses many issues current in the world today. In Extension activities pupils are encouraged to widen their research and are directed to helpful websites.

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SMSC - Spiritual Moral, Social, Cultural Education
including fundamental British values

Key Concepts	Learning to Lead
Spiritual	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) encourages pupils to: • Be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. • Enjoy learning about themselves, others and the world around them. • Use imagination and creativity in their learning. • Reflect on their experiences.
Moral	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) encourages pupils to: • Recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • Understand the consequences of their behaviour and actions. • Investigatie and offer reasoned views about moral and ethical issues and understand and appreciate the viewpoints of others on these issues.
Social	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) encourages pupils to: • Use a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. • Be willing to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Accept and engage with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. • Develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.
Cultural	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) encourages pupils to: • Understand and appreciate the wide range of cultural influences that have shaped their own heritage and those of others. • Understand and appreciate the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. • Understand Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. • Participate in and respond positively to artistic, musical, sporting and cultural opportunities. • Explore, improve understanding of and show respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Personal, Learning, Thinking Skills and Pupil Voice

Key Concepts	Learning to Lead
Independent enquirers	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides pupils with the opportunity to: • Identify questions to answer and problems to resolve. • Plan and carry out research, appreciating the consequences of decisions. • Explore issues, events or problems from different perspectives. • Analyse and evaluate information, judging its relevance and value. • Consider the influence of circumstances, beliefs and feelings on decisions and events. • Support conclusions, using reasoned arguments and evidence.
Team workers	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides pupils with the opportunity to: • Collaborate with others to work towards common goals. • Reach agreements, managing discussions to achieve results. • Adapt behaviour to suit different roles and situations, including leadership roles. • Show fairness and consideration to others. • Take responsibility, showing confidence in themselves and their contribution. • Provide constructive support and feedback to others.
Effective participants	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides pupils with the opportunity to: • Discuss issues of concern, seeking resolution where needed. • Present a persuasive case for action. • Propose practical ways forward, breaking these down into manageable steps. • Identify improvements that would benefit others as well as themselves.
Self managers	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides pupils with the opportunity to: • Seek out challenges or new responsibilities and show flexibility when priorities change. • Work towards goals, showing initiative, commitment and perseverance. • Organise time and resources, prioritising actions. • Anticipate, take and manage risks. • Deal with competing pressures, including personal and work-related demands. • Respond positively to change, seeking advice and support when needed. • Manage their emotions, and build and maintain relationships.
Reflective learners	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides pupils with the opportunity to: • Assess themselves and others, identifying opportunities and achievements. • Set goals with success criteria for their development and work. • Review progress, acting on the outcomes. • Invite feedback and deal positively with praise, setbacks and criticism. • Evaluate experiences and learning to inform future progress. • Communicate their learning in relevant ways for different audiences.
Creative thinkers	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides pupils with the opportunity to: • Generate ideas and explore possibilities. • Ask questions to extend their thinking. • Connect their own and others' ideas and experiences in inventive ways. • Question their own and others' assumptions. • Try out alternatives or new solutions and follow ideas through. • Adapt ideas as circumstances change.
Pupil voice	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides a responsible education framework that encourages pupils to: • Become active participants in their own learning and in a democratic society. • Develop the values, qualities, skills and behaviours that promote responsibility and positive citizenship.

Every Child Matters

Outcomes	Learning to Lead
Learning to achieve economic wellbeing	**Learning to Lead** promotes an understanding of: • The qualities and skills needed for adult working life (A7), (A8), (A9), (A12 – A20), (B7 – B20), (C2) and (C6 – C19). **Learning to Lead** encourages pupils: • To be enterprising (A13), (B16) and (C17).
Learning to make a positive contribution	**Learning to Lead** addresses the need: • To form positive relationships and to avoid bullying and discriminatory behaviour (A2), (A4), (A11), (A9), (A17), (A15), (B6), (B12), (C6), (C8), (C13) and (C16). **Learning to Lead** shows pupils: • How they can contribute to their own school and the wider community (C3 – C6) and (C21). **Learning to Lead** identifies: • How to work effectively with others (A15 – A17), (B6), (B12), (C10), (C13) and (C15).
Learning to enjoy and achieve	**Learning to Lead** teaches pupils: • How to work imaginatively and creatively to develop new ideas, insights and ways of doing things (A1 – A21), (B1 – B21) and (C1 – C21). **Learning to Lead** shows pupils: • How to assess their skills, achievements and potential in order to set personal goals and achieve their best (A1), (A21), (B2), (B20), (B21), (C7) and (C21). **Learning to Lead** promotes: • The joy to be gained from successful learning (A1 – A21), (B1 – B21) and (C1 – C21).
Learning to be healthy	**Learning to Lead** teaches pupils: • How to make positive choices and take sensible actions (A5) and (A14). **Learning to Lead** shows pupils: • How to protect their emotional, social and mental wellbeing (B3), (B19), (B20) and (C19).
Learning to stay safe	**Learning to Lead** encourages pupils: • How to identify and minimise risk (B16) and (C17). **Learning to Lead** teaches pupils: • How to voice their opinions and resist unhelpful peer pressure (A13), (A14), (A18), (A19), (B9) and (B19).

Functional Skills

Key Concepts	Learning to Lead
English	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides pupils with the opportunity to: • Use the skills of speaking, listening, reading and writing. • Communicate effectively, adapting to a range of audiences and contexts. • Explain information clearly and succinctly in speech and writing. • Express a point of view reasonably and persuasively. • Use ICT to communicate effectively. • Read and understand information and instructions, then use this understanding to act appropriately. • Analyse how ideas and information are presented, evaluating their usefulness, for example in solving a problem. • Make an oral presentation or write a report. • Contribute to discussions and use speech to work collaboratively to agree actions and conclusions.
ICT	**Learning to Lead** (A1 – A21), (B1 – B21) and (C1 – C21) provides pupils with the opportunity to: • Use ICT to find, select and bring together relevant information. • Develop, interpret and exchange information for a purpose. • Apply ICT safely to enhance their learning and the quality of their work.

developing character - promoting values

We would be delighted to hear from you if you would like to
discuss how we can support your work with your pupils.