



Active Insight: Evidence in Action

Tip #521



What Good Leadership Looks Like

Overview

Clear expectations in Years 3–6 support students to explain and apply leadership strategies effectively. Understanding behaviours builds self-awareness, strengthens participation, and enhances program quality. This approach supports confident and positive student leadership. It encourages students to demonstrate responsibility, communicate respectfully, and contribute positively within movement and leadership experiences. Establishing clear expectations across learning contexts strengthens confidence, consistency, and meaningful participation.

Key Teaching Ideas

Define and model key leadership behaviours that support positive participation and effective movement experiences. Co-create clear success criteria with students and reinforce expectations consistently through feedback and discussion. Encourage students to reflect on behaviours, apply leadership strategies, and contribute positively across learning contexts. Provide opportunities for teamwork, communication, and practising leadership skills within physical activity experiences. Foster supportive environments that build responsibility, confidence, wellbeing, and meaningful participation.

Practical Application

- Create leadership posters displaying clear expectations and positive behaviours consistently
- Model behaviours demonstrating effective leadership and inclusive participation strategies
- Facilitate reflection discussions supporting awareness and leadership development outcomes
- Use peer feedback supporting improvement and collaborative leadership learning experiences
- Set leadership goals guiding development and ongoing skill improvement consistently

Next Steps

Reinforce leadership behaviours consistently. Ongoing feedback and reflection support confident, effective student leadership across physical activity programs.

