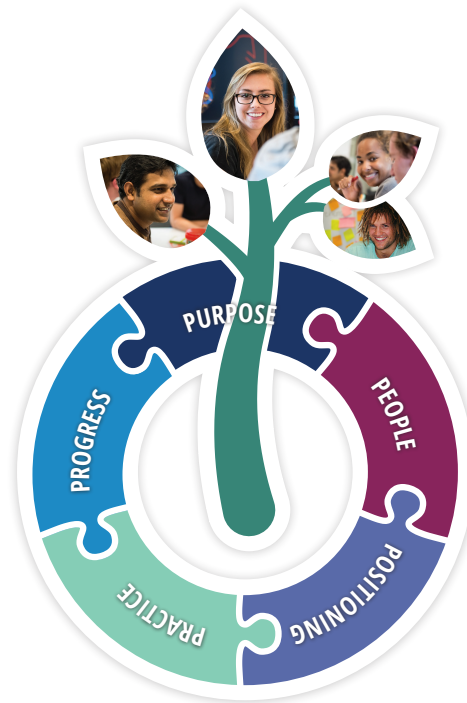


# Developing and Supporting Student Leadership (DaSSL)

This resource was created by the DaSSL project team. Please visit the [dassl.edu.au](http://dassl.edu.au) for more information.

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## PRINCIPLES & GUIDELINES FOR GOOD PRACTICE



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## THE 5 PS

The DaSSL Framework 5Ps (Purpose, People, Positioning, Practice, Progress) have been derived from the international literature on student leadership development.

### DOMAIN 1: **PURPOSE**

This domain explores a program's key drivers, intended outcomes and philosophical underpinnings.

### DOMAIN 2: **PEOPLE**

This domain examines the roles, responsibilities and accountabilities of all stakeholders involved in a program.

### DOMAIN 3: **POSITIONING**

This domain considers the location of a program within institutional structures.

### DOMAIN 4: **PRACTICE**

This domain delves into to the concrete operational aspects of a program from planning through to implementation.

### DOMAIN 5: **PROGRESS**

This domain probes continuous improvement and moving the agenda for student leadership development forward.

## THE PRINCIPLES

The DaSSL framework is underpinned by a set of guiding principles that are intended to proactively guide and inform decision-making in the context of student leadership development in higher education. They were developed through an iterative process, alongside the other components of the Framework. Initially conceptualised from recurrent themes identified in the literature as to ‘what works’, the project team members, from five different institutions, examined the principles in relation to their own institution’s student leadership development programs. Feedback was then solicited from practitioners in workshops and the principles verified through the discussion and qualitative data gathered via this consultation process. The guiding principles are broad enough to apply to the wide range of student leadership development initiatives across Australasian university campuses. While they are defined separately below, the four principles are intended to be operationalised together to form the basis of a strategic approach to good practice. We use the term ‘good practice’, rather than ‘best practice’, to indicate that these principles and guidelines represent a contribution to an evolving field, leaving the way open for continuous improvement and ongoing learning. We welcome feedback about them.

The four principles are as follows:

### PRINCIPLE 1: EXPLICIT LEADERSHIP DEVELOPMENT

This means that developing and supporting student leadership is purposeful and explicit throughout the program, even if its primary purpose is not specifically to develop leadership capabilities in students.

### PRINCIPLE 2: EVIDENCE OF ALIGNMENT

This means that the design, implementation and evaluation of the program all align and that there is evidence that the five domains of the Framework (the ‘5Ps’) work synergistically within the institutional context.

### PRINCIPLE 3: EQUITY & DIVERSITY

This means that supporting and valuing equity and diversity is a core value of the program and that a culture of inclusivity is reflected throughout the program.

### PRINCIPLE 4: CONTINUOUS IMPROVEMENT

This means that evaluation is ongoing and opportunities and processes for continuous improvement are built into the program in a cyclical manner.

# THE GUIDELINES

	PRINCIPLE 1: LEADERSHIP DEVELOPMENT	PRINCIPLE 2: ALIGNMENT	PRINCIPLE 3: EQUITY & DIVERSITY	PRINCIPLE 4: CONTINUOUS IMPROVEMENT
What this means for <b>PURPOSE</b>	Student leadership development is one of the explicit aims of the program. <b>P1a</b>	The theoretical / philosophical underpinnings of the program align with its purpose. <b>P2a</b>	Equity and diversity are recognised in the objectives of the program. <b>P3a</b>	Evaluation measures allow for identifying whether the program purpose has been achieved. <b>P4a</b>
What this means for <b>PEOPLE</b>	Student leaders are recruited, trained and supported in an equitable, transparent and consistent way. <b>P1b</b>	All stakeholders have a shared understanding of, and work towards, the purpose of the program. <b>P2b</b>	Recruitment and training processes reflect inclusivity and diversity. <b>P3b</b>	ongoing feedback is collected from student leaders and other stakeholders. <b>P4b</b>
What this means for <b>POSITIONING</b>	The program is part of a joined-up institutional approach to student leadership development opportunities. <b>P1c</b>	The program is positioned to support broader institutional strategies. <b>P2c</b>	The program's organisational structure allows for input from, and authentic engagement with, equity groups. <b>P3c</b>	Evaluation activities enable ongoing consideration of the positioning and sustainability of the program. <b>P4c</b>
What this means for <b>PRACTICE</b>	Student leadership development practices are made explicit in the design and activities of the program. <b>P1d</b>	The overall design of the program and its activities reflect the purpose of the program. <b>P2d</b>	The program design and implementation reflects a culture of inclusivity. <b>P3d</b>	Data is collected iteratively to inform continual improvement of design and implementation of the program. <b>P4d</b>
What this means for <b>PROGRESS</b>	Student leaders record and reflect upon their leadership development in terms of both personal and professional benefits. <b>P1e</b>	Data collection tools and approaches allow for assessment of the stated aims of the program. <b>P2e</b>	The outcomes of equity and diversity objectives are monitored. <b>P3e</b>	All evaluation activities are integrated to enable comprehensive horizontal and vertical reporting, in order to ensure continuous improvement of all aspects of the program. <b>P4e</b>

## USE OF THE GOOD PRACTICE GUIDELINES FOR BENCHMARKING

As part of your commitment to a continuous improvement process, you might decide to use the Good Practice Principles and Guidelines to benchmark how your program performs in each of the domains.

If you choose to do this, you may want to consider using the rating scale below.

Ask yourself:

To what extent does the guideline statement reflect what is currently happening in our program?

