Teacher Guide

### Overview

The aim of this lesson plan is to give teachers a range of ideas and activities to:

- Promote student understanding of the concept of leadership
- Consider what makes a good leader and how a good leader can improve how people work together to achieve their goals
- Give students the opportunity for public speaking through mock interviews for leadership roles
- Facilitate student understanding of the roles and responsibilities of particular leadership positions in the Parliament of Victoria

### Curriculum Links

**Victorian Curriculum F-10**

<table>
<thead>
<tr>
<th>Level</th>
<th>Learning Area</th>
<th>Strands</th>
<th>Curriculum Code</th>
</tr>
</thead>
</table>
| 5 & 6 | Humanities: Civics and citizenship | • Government and democracy  
  - Identify the roles and responsibilities of representatives in Australia’s democracy  
  • Citizenship, diversity and identity  
  - Investigate how people with shared beliefs and values work together to achieve their goals and plan for action | VCCCG011/VCCC016 |

**Capabilities**

<table>
<thead>
<tr>
<th>Strand</th>
<th>Curriculum Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical and creative thinking</td>
<td>VCCCTR025</td>
</tr>
</tbody>
</table>

**Strands**

- Reasoning  
  - Consider the importance of giving reasons and evidence and how the strength of these can be evaluated

### Learning Goals

By the end of these lessons, students will be able to:

- Form a basic understanding of different leadership styles
- Understand that everyone at the Parliament of Victoria is undertaking a leadership role
• Explain the roles and responsibilities of some individual leaders at the Parliament of Victoria
• Understand that leadership roles involve specific responsibilities
• Consider the leadership skills and responsibilities that matter to them

Resources and Materials

Included with this lesson plan are:

• Teacher guide
• Teacher instructions: learning activities
• Challenges of being a leader worksheet
• Four important leaders at Parliament of Victoria handout
• Leaders in Parliament worksheet
• Design your own leader position description worksheet

For the optional activities:

• If you want to take your students on a virtual tour of the Parliament of Victoria go to: www.parliament.vic.gov.au/virtual tour
• If you want to bring your students into the Parliament, for more information, go to: www.parliament.vic.gov.au/visit/schooltours
• If you want your students to to look at the work of current Ministers go to: www.parliament.vic.gov.au/members/ministers

For teacher reference:

• www.parliament.vic.gov.au/about/people-in-parliament/governor
• www.parliament.vic.gov.au/about/people-in-parliament/speaker

Learning Activities Summary

1. Warm-up: What is leadership? Who are the leaders in our lives?
2. What makes a good leader? What are the challenges?
3. Politicians and leadership: Parliament of Victoria
4. Roles and responsibilities - a job description
5. Design your own leader: roles and responsibilities
6. Representative democracy: class activity
7. Leadership speedy mock interviews
8. Extension activity: Community project: being a leader in your local community

Achievement Standard

By the end of these lessons students will meet the needs of the achievement standards in Levels 5 and 6 Civics and Citizenship by being able to:

• Identify various ways people can participate effectively to achieve shared goals including an understanding of leadership
• Identify the roles and responsibilities of representatives, from the Parliament of Victoria, in Australia’s democracy
Lesson plan for teachers

1. WARM-UP ACTIVITY: WHAT DO WE THINK OF LEADERSHIP?

Write the word ‘Leadership’ on the board. Ask students to think of the first word that comes into their minds when they see the word ‘Leadership’. Students could add their word to the board to create a snapshot of associations we have with ‘Leadership’ as a concept.

Question for class discussion (or think/pair/share): Are leaders born or made?

Ask students to think of someone they know personally who is a leader (prompts: sporting team captains, school captains, leaders in families, leaders in workplaces, leaders at school, leaders in friendship groups, leaders in clubs). Ask them to reflect on whether they consider the person to be a good or bad leader. Ask them to reflect on why they consider that person to be a good/bad leader.

Students can think/pair/share their responses (without naming names!) or write a short reflection about their thoughts.

2. LEADERSHIP: THAT’S EASY… RIGHT?

One of the parts of Leadership that is not always readily acknowledged, is that it brings lots of challenges for the person in the Leadership role. Distribute the ‘Challenges’ resource sheet and ask students to rank the Leadership challenges as per the instructions. Students should then explain why they nominated their top three and bottom three challenges in the column on the right-hand side.

You might like to have a class discussion about students’ responses.

Possible ideas to focus on:

- Some of the challenges are internal (the way we feel) and some are external (things that happen to us). Which are harder to deal with? Why?

- How could people cope with some of these challenges? What are some practical strategies they could use? (e.g., positive self-talk, relaxation)

- What sort of skills or attributes would be necessary to cope with these challenges? Are people born with these skills and attributes or can they be learned? How might they be learned?

- In Australia, do we typically tend to knock people in Leadership positions or support them? (e.g., Tall Poppy Syndrome). How does considering the challenges that Leaders face help us to develop greater understanding or empathy for what Leaders go through?

- When we consider this extensive list of challenges, what might we conclude about what makes a ‘good’ Leader?
3. LEADERS IN PARLIAMENT OF VICTORIA

Tell students that today we are going to be focusing on our Political Leaders in Victoria.

Ask students what they already know about Victorian Parliament politicians:

- Who are they?
- Where do they work? (e.g. Parliament House in Spring Street Melbourne - not Canberra. They also work from their electoral offices)
- What do they do?

Explain that even though all politicians in parliament are considered leaders, we are going to start by looking at four people who have important and specific leadership roles at Parliament House in Spring Street.

(So that students get a sense of the Legislative Assembly and the Legislative Council, it might be useful to start by doing the virtual tour of Parliament House… or better still, arrange an excursion for your class to come and visit us! www.parliament.vic.gov.au/virtualtour

Hand out the resource ‘Four Important Leaders at Parliament of Victoria: Who’s Who’.

Students should guess which faces match which roles.

Answers: Premier = Daniel Andrews
Leader of the Opposition = Michael O’Brien
President = Shaun Leane
Speaker = Colin Brooks

It might be useful to clear up any confusion about the ‘President’ title. We have a Prime Minister in Australia, not a President (like they do in America) Mr Leane is not in charge of Australia!

Ask students to think/pair/share: Based on the brief description of each role on this worksheet, what sort of skills or talents might each leader need to have.

4. ROLES AND RESPONSIBILITIES

Explain that every Leadership role has certain responsibilities that are part of the role. These are not about the person in the role (although it’s handy if the person in the role can manage the responsibilities!) - they are about the role itself. One role might have many people fill it over the years (e.g. Football team Captain). The responsibilities don’t change, even if the person in the role does.

Choose a role from your school community that will be familiar to all students (e.g. Class Captain, SRC Rep, School Principal, Peer Mediator, Environment Monitor) and brainstorm on the board as a class all the responsibilities of that role (things that a person in that role must be able to do).

Explain that when people apply for any job, there is a Position Description to tell them what the position/job involves. We are now going to look at some Position Descriptions of some Leadership roles and their responsibilities at Parliament of Victoria.

Distribute the ‘Position Descriptions’ resource sheet.

Students should read through the position descriptions before filling out the bottom row of the table to identify the most important personality traits a person in this role would need to do the job well.

Questions for discussion:

- What are the similarities between these roles?
- What are the differences between these roles?
- Which responsibilities would be easy?
- Which responsibilities would be difficult?
- Which role would you like the most and why?

Students may like to look at the current Ministers via this link: www.parliament.vic.gov.au/members/ministers
Lesson plan for teachers

1. WARM-UP ACTIVITY: WHAT DO WE THINK OF LEADERSHIP?

Write the word ‘Leadership’ on the board. Ask students to think of the first word that comes into their minds when they see the word ‘Leadership’. Students could add their word to the board to create a snapshot of associations we have with ‘Leadership’ as a concept.

Question for class discussion (or think/pair/share): Are leaders born or made?

Ask students to think of someone they know personally who is a leader (prompts: sporting team captains, school captains, leaders in families, leaders in workplaces, leaders at school, leaders in friendship groups, leaders in clubs). Ask them to reflect on whether they consider the person to be a good or bad leader. Ask them to reflect on why they consider that person to be a good/bad leader.

Students can think/pair/share their responses (without naming names!) or write a short reflection about their thoughts.

2. LEADERSHIP: THAT’S EASY… RIGHT?

One of the parts of Leadership that is not always readily acknowledged, is that it brings lots of challenges for the person in the Leadership role. Distribute the ‘Challenges’ resource sheet and ask students to rank the Leadership challenges as per the instructions. Students should then explain why they nominated their top three and bottom three challenges in the column on the right-hand side.

You might like to have a class discussion about students’ responses.

Possible ideas to focus on:

- Some of the challenges are internal (the way we feel) and some are external (things that happen to us). Which are harder to deal with? Why?
- How could people cope with some of these challenges? What are some practical strategies they could use? (e.g., positive self-talk, relaxation)
- What sort of skills or attributes would be necessary to cope with these challenges? Are people born with these skills and attributes or can they be learned? How might they be learned?
- In Australia, do we typically tend to knock people in Leadership positions or support them? (e.g., Tall Poppy Syndrome). How does considering the challenges that Leaders face help us to develop greater understanding or empathy for what Leaders go through?
- When we consider this extensive list of challenges, what might we conclude about what makes a ‘good’ Leader?
3. LEADERS IN PARLIAMENT OF VICTORIA

Tell students that today we are going to be focusing on our Political Leaders in Victoria.

Ask students what they already know about Victorian Parliament politicians:

- Who are they?
- Where do they work? (e.g. Parliament House in Spring Street Melbourne - not Canberra. They also work from their electoral offices)
- What do they do?

Explain that even though all politicians in parliament are considered leaders, we are going to start by looking at four people who have important and specific leadership roles at Parliament House in Spring Street.

(So that students get a sense of the Legislative Assembly and the Legislative Council, it might be useful to start by doing the virtual tour of Parliament House… or better still, arrange an excursion for your class to come and visit us!)

Hand out the resource ‘Four Important Leaders at Parliament of Victoria: Who’s Who’.

Students should guess which faces match which roles.

Answers:
- Premier = Daniel Andrews
- Leader of the Opposition = Michael O’Brien
- President = Shaun Leane
- Speaker = Colin Brooks

It might be useful to clear up any confusion about the ‘President’ title. We have a Prime Minister in Australia, not a President (like they do in America)! Mr Leane is not in charge of Australia!

Ask students to think/pair/share: Based on the brief description of each role on this worksheet, what sort of skills or talents might each leader need to have.

4. ROLES AND RESPONSIBILITIES

Explain that every Leadership role has certain responsibilities that are part of the role. These are not about the person in the role (although it’s handy if the person in the role can manage the responsibilities!) - they are about the role itself. One role might have many people fill it over the years (e.g. Football team Captain). The responsibilities don’t change, even if the person in the role does.

Choose a role from your school community that will be familiar to all students (e.g. Class Captain, SRC Rep, School Principal, Peer Mediator, Environment Monitor) and brainstorm on the board as a class all the responsibilities of that role (things that a person in that role must be able to do).

Explain that when people apply for any job, there is a Position Description to tell them what the position/job involves. We are now going to look at some Position Descriptions of some Leadership roles and their responsibilities at Parliament of Victoria.

Distribute the ‘Position Descriptions’ resource sheet.

Students should read through the position descriptions before filling out the bottom row of the table to identify the most important personality traits a person in this role would need to do the job well.

Questions for discussion:

- What are the similarities between these roles?
- What are the differences between these roles?
- Which responsibilities would be easy?
- Which responsibilities would be difficult?
- Which role would you like the most and why?

Students may like to look at the current Ministers via this link: www.parliament.vic.gov.au/members/ministers
5. DESIGN YOUR OWN LEADER: ROLES AND RESPONSIBILITIES

It is important for the next activity that students complete this following part individually without showing anyone else their ideas. Start by asking students to think of a creative title for a new leadership role (it might be a leadership position at parliament, school, home, a club or other organisation). Students should be encouraged to have fun, be creative and come up with a new and interesting leadership role (e.g. Minister for silly hats. Captain of the nose-blowing society. Premier of the Society for Prevention of Cruelty to Llamas...).

Students should then brainstorm ideas for what the key responsibilities of that role might be (e.g. patrol the streets and make sure everyone is wearing a silly hat - giving out fines to those who are not. Research new materials to be used for nose-blowing instead of hankies or tissues. Start a welfare farm for the protection of llamas...). Students should try to think of 8-10 key responsibilities. Ask students to then think about what the top three personality traits would be for someone to do this job well.

Distribute the ‘Design Your Leader’ template, asking students to fill in their ideas without showing anyone else or putting their names on the templates. Ask them to make sure their handwriting is legible. Collect the templates.

6. LEADERSHIP SPEEDY MOCK INTERVIEWS

Shuffle the templates you’ve collected and put them in a pile at the front of the room. Position two chairs at the front of the room, facing each other at 45 degree angles so that you can hold mock job interviews at the front of the room, facing the class.

Pair up everyone in the class. Each pair is to come to the chairs at the front of the class. One person (the Applicant) will pick up a position description from the pile, without showing anyone. They must read it carefully to themselves. They can ask you any questions if they are unsure. The other person (the Interviewer) is going to conduct a mock job interview (for the job ‘advertised’ in the position description). The Interviewer will not know what the position is, but can ask the following generic questions (put them on the board):

1. What attracted you to this job? (Which parts of the job look the best?)
2. Tell me about a time in the past when you have demonstrated that you have what it takes to do this job well.
3. Are there any parts of the job that concern you?
4. What personality traits do you think you would need for this job, and when have you proven that you have any of them?
5. Why do you think this job is important for the good of society?

At the end of the interview, the class has to try and guess the job title.

Once each pair has had a turn, go through the pairs again, this time swapping over the applicant and interviewer roles.

Following the activity, some questions for discussion:
- Why is it important to have Leaders in the world?
- What have we learnt about Leadership roles?
- What have we learnt about Leadership responsibilities?

7. EXTENSION: COMMUNITY PROJECT... STEP UP AND BE A LEADER!

Split the class into groups of five or six. Allocate each group a ‘Portfolio’ (you might like to use the list of Ministers’ portfolios from the ‘Position Description’ resource sheet for inspiration, but it would be better to invent portfolios that will be more engaging for students - for example: Online Communication, Homework, Sport and Health, Parents, Teachers).

Within the group, allocate the following roles (these roles will rotate every 60 seconds, so tell students not to be too disappointed if they didn’t get the role they wanted first):
- Leader
- Ideas person 1
- Ideas person 2
- Ideas person 3 (you can have as many ideas people as you like in each group)
- Scribe

Tell students that you are going to ask the group a question about their topic. They will then have 60 seconds to answer the question in as much detail as possible. The Ideas people will generate responses. The Scribe will write down the responses (in dot-points/notes/scrribbles - not word for word). The Leader is
responsible for making sure everyone gets the chance to contribute. At the end of the 60 seconds, the Leader will have to report back the group’s ideas to the class.

After 60 seconds, swap roles and ask a new question for discussion.

Questions:

1. What does this issue mean to you?
2. What are the good things about this topic?
3. What are the bad things about this topic?
4. Why should people care about this topic?
5. What positive changes could you make in the world regarding this topic?

6. (If groups of six...) What might be the steps or actions you would take to make a positive change regarding this topic? Whose help would you need?

Questions for discussion:

• Who found the Leadership role easy? Why?
• Who found the Leadership role hard? Why?
• Is it possible to show Leadership even if you are not the official Leader? What does this mean for us at school?
• What have we learnt about Leadership today?

You might like students to take their ideas for Question 5 and work together to devise a community action project.
5. DESIGN YOUR OWN LEADER: ROLES AND RESPONSIBILITIES

It is important for the next activity that students complete this following part individually without showing anyone else their ideas. Start by asking students to think of a creative title for a new leadership role (it might be a leadership position at parliament, school, home, a club or other organisation). Students should be encouraged to have fun, be creative and come up with a new and interesting leadership role (e.g. Minister for silly hats. Captain of the nose-blowing society. Premier of the Society for Prevention of Cruelty to Llamas…)

Students should then brainstorm ideas for what the key responsibilities of that role might be (e.g. patrol the streets and make sure everyone is wearing a silly hat – giving out fines to those who are not. Research new materials to be used for nose-blowing instead of hankies or tissues. Start a welfare farm for the protection of llamas…). Students should try to think of 8-10 key responsibilities. Ask students to then think about what the top three personality traits would be for someone to do this job well.

Distribute the ‘Design Your Leader’ template, asking students to fill in their ideas without showing anyone else or putting their names on the templates. Ask them to make sure their handwriting is legible. Collect the templates.

6. LEADERSHIP SPEEDY MOCK INTERVIEWS

Shuffle the templates you’ve collected and put them in a pile at the front of the room. Position two chairs at the front of the room, facing each other at 45 degree angles so that you can hold mock job interviews at the front of the room, facing the class.

Pair up everyone in the class. Each pair is to come to the chairs at the front of the class. One person (the Applicant) will pick up a position description from the pile, without showing anyone. They must read it carefully to themselves. They can ask you any questions if they are unsure. The other person (the Interviewer) is going to conduct a mock job interview (for the job ‘advertised’ in the position description). The Interviewer will not know what the position is, but can ask the following generic questions (put them on the board):

1. What attracted you to this job? (Which parts of the job look the best?)
2. Tell me about a time in the past when you have demonstrated that you have what it takes to do this job well.
3. Are there any parts of the job that concern you?
4. What personality traits do you think you would need for this job, and when have you proven that you have any of them?
5. Why do you think this job is important for the good of society?

At the end of the interview, the class has to try and guess the job title.

Once each pair has had a turn, go through the pairs again, this time swapping over the applicant and interviewer roles.

Following the activity, some questions for discussion:
• Why is it important to have Leaders in the world?
• What have we learnt about Leadership roles?
• What have we learnt about Leadership responsibilities?

7. EXTENSION: COMMUNITY PROJECT... STEP UP AND BE A LEADER!

Split the class into groups of five or six. Allocate each group a ‘Portfolio’ (you might like to use the list of Ministers’ portfolios from the ‘Position Description’ resource sheet for inspiration, but it would be better to invent portfolios that will be more engaging for students - for example: Online Communication, Homework, Sport and Health, Parents, Teachers).

Within the group, allocate the following roles (these roles will rotate every 60 seconds, so tell students not to be too disappointed if they didn’t get the role they wanted first):
• Leader
• Ideas person 1
• Ideas person 2
• Ideas person 3 (you can have as many ideas people as you like in each group)
• Scribe

Tell students that you are going to ask the group a question about their topic. They will then have 60 seconds to answer the question in as much detail as possible. The Ideas people will generate responses. The Scribe will write down the responses (in dot-points/notes/scrribbles - not word for word). The Leader is
responsible for making sure everyone gets the chance to contribute. At the end of the 60 seconds, the Leader will have to report back the group’s ideas to the class.

After 60 seconds, swap roles and ask a new question for discussion.

Questions:
1. What does this issue mean to you?
2. What are the good things about this topic?
3. What are the bad things about this topic?
4. Why should people care about this topic?
5. What positive changes could you make in the world regarding this topic?
6. (If groups of six…) What might be the steps or actions you would take to make a positive change regarding this topic? Whose help would you need?

Questions for discussion:
- Who found the Leadership role easy? Why?
- Who found the Leadership role hard? Why?
- Is it possible to show Leadership even if you are not the official Leader? What does this mean for us at school?
- What have we learnt about Leadership today?

You might like students to take their ideas for Question 5 and work together to devise a community action project.
The challenges of being a leader

**Instructions:** Imagine that you are a Leader. Rank the challenges below from those that you would find the most difficult to deal with (number 1) to those that you would find the easiest (number 18) to deal with. Explain why you would find numbers 1, 2 and 3 the most challenging and numbers 16, 17, and 18 the least.

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>RANKING 1 - 18</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving criticism or ridicule from others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dealing with other people’s issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facing a crisis or disaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People being aggressive or hostile towards you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling insecure about your ability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling defensive about your performance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having to make very difficult decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having very little time to yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feeling impatient to get things done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in a team that doesn’t support you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disappointing or letting down some people with your decision(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being humble and gracious when you succeed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Having confidence in the face of setbacks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trying to make changes when people are resistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being able to admit when you are wrong</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning from criticism and feedback from others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bringing people together to work better as a team when they clash</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staying focused and motivated</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Design your own leader: Position Descriptions

<table>
<thead>
<tr>
<th>POSITION DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
</tr>
<tr>
<td><strong>Summary of Position:</strong></td>
</tr>
<tr>
<td><strong>Key Responsibilities:</strong></td>
</tr>
<tr>
<td><strong>Useful Personality Traits:</strong></td>
</tr>
</tbody>
</table>
Four important leaders at the Parliament of Victoria: Who’s who?

Activity: Match the leaders pictured here to their suitable job title and description below.

<table>
<thead>
<tr>
<th>COLIN BROOKS</th>
<th>SHAUN LEANE</th>
<th>DANIEL ANDREWS</th>
<th>MICHAEL O’BRIEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Premier</td>
<td>The Leader of The Opposition</td>
<td>The President</td>
<td>The Speaker</td>
</tr>
</tbody>
</table>

**The Premier**
This person is in charge of the Government of Victoria. Government is formed by the political party that has the most number of representatives elected in the Legislative Assembly (green room). They have the power to govern Victoria.

**The Leader of The Opposition**
This person is in charge of the largest party that is not in government. The Opposition sit opposite the Government in the Legislative Assembly (green room) and scrutinise what the Government does.

**The President**
This person is elected by other Members of Parliament to chair debates and enforce the rules in the Legislative Council (the red room). They are the most important officer in the Council, called the ‘Presiding Officer’.

**The Speaker**
This person is elected by other Members of Parliament to chair debates and enforce the rules in the Legislative Assembly (the green room). They are the most important officer in the Assembly, called the ‘Presiding Officer’.

ROLES AND RESPONSIBILITIES OF LEADERS WORKSHEET
## Leaders in Parliament: Position Descriptions

<table>
<thead>
<tr>
<th>POSITION DESCRIPTION</th>
<th>POSITION DESCRIPTION</th>
<th>POSITION DESCRIPTION</th>
</tr>
</thead>
</table>
| **Title:** Premier of Victoria  
**Summary of Position:** The person in charge of the Government of Victoria. They are also a Member of Parliament (add next column's responsibilities to this role).  
**Key Responsibilities:**  
- Lead the Government  
- Be responsible for Government's actions  
- Make big plans and decisions  
- Choose Ministers and allocate their Portfolios  
- Help make and change laws through Parliament  
- Sit in the Legislative Assembly when Parliament is sitting  
- Represent your electorate  
- Act as the main channel of communication for other State Governments and the Commonwealth Government  
- Lead the Government to manage: safety, health, education, climate change, natural disasters and spending and all other aspects of society in Victoria  
- Be the main spokesperson for the Government of Victoria | **Title:** Member of Parliament (MP)  
**Summary of Position:** A Parliamentarian who represents their constituents and belongs to a political party.  
**Key Responsibilities:**  
- Attend Parliament in Spring Street on sitting days  
- Contribute to debates and discussions in Parliament  
- Be a spokesperson for your electorate’s local issues  
- Meet members of the public who visit you at your electoral office and listen to their ideas or concerns  
- Serve on committees (groups established to conduct inquiries into issues affecting Victorians)  
- Respond to emails and phone calls from members of public  
- Read lots of reports, submissions, bills  
- Help make and change laws through Parliament | **Title:** Minister  
**Summary of Position:** A Member of Parliament who has special responsibilities for a ‘Portfolio’. They are also a Member of Parliament (add previous column’s responsibilities to this role)  
**Key Responsibilities:**  
- All of the responsibilities of a Member of Parliament (previous column)  
- Sit the front rows of the Legislative Assembly when Parliament is sitting  
- Take responsibility for a specific Portfolio within the Government, such as: Public Transport, Environment, Planning, Industry, Energy and Resources, Roads, Road Safety, Tourism and Major Events, Sport, Veterans, Education, Environment, Climate Change and Weather, Racing, Women, Prevention of Family Violence, Treasurer, Finance, Multicultural Affairs, Housing Disability and Ageing, Mental Health, Equality, Creative Industries, Police, Corrections, Health, Ambulance Services, Aboriginal Affairs, Industrial Relations, Emergency Services, Consumer Affairs Gaming and Liquor Regulation |

## TOP THREE PERSONALITY TRAITS:

| TOP THREE PERSONALITY TRAITS: | TOP THREE PERSONALITY TRAITS: | TOP THREE PERSONALITY TRAITS: |