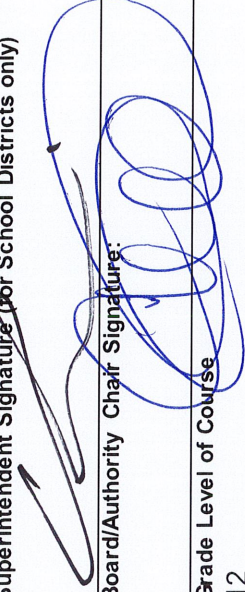
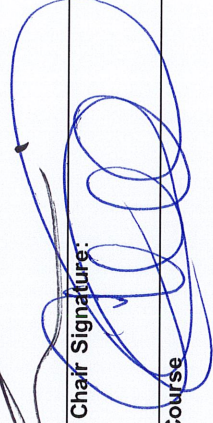




Board/Authority Authorized Course: Leadership 12

School District/Independent School Authority Name: Cariboo Chilcotin	School District/Independent School Authority Number (e.g. SD43, Authority#432): SD27
Developed by: Zack Matfin and Lara Soukoreff	Date Developed: March 6, 2019
School Name: Peter Skene Ogden	Principal's Name: Geoffrey Butcher
Superintendent Approval Date (for School Districts only): April 23, 2019	Superintendent Signature (for School Districts only) 
Board/Authority Approval Date: April 23, 2019	Board/Authority Chair Signature: 
Course Name: Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Course Synopsis:

This course is designed to give students the opportunity to master the skills and responsibilities cultivated in leadership and to use those skills to serve their extended community and mentor others in the spirit of service.

Goals and Rationale:

The modern workforce and post-secondary institutions are increasingly demanding leadership skill development and broad personal experiences, the result is the need to have structured leadership courses beyond clubs and extracurricular. Traditionally, schools have relied on school clubs to provide student leadership but there is a need for a curricular based course that allows students to

explore, develop, and apply leadership skills within the school, community and world. This program will allow students to put into practice what they learn in class, in school clubs, and teams, while improving school culture and climate and the extended community improving neighborhoods involvement and engagement.

Leadership personal and interpersonal skill development will include recognition of leadership styles, communication, interacting in group work, event planning and implementation, time management and organization, public speaking, and personal and social responsibility. There will be a variety of opportunities provided to leadership students to practice and enhance these skills. Leadership will require a great deal of self-reflection and planning; therefore, there will be ample opportunities for multi-disciplinary inquiry throughout the course.

Leadership is a comprehensive undertaking of all the core competencies. Communication, creative and critical thinking, personal and social connection, and cultural identity are all explored within each level of leadership curriculum which is rooted in the service of others. Learning to connect to their community and school through acts of service helps to develop empathy and citizenship.

Aboriginal Worldviews and Perspectives: Declaration of Indigenous People's Principles of learning:

- The Leadership course supports the development of self in support of connecting with others and the community.
- Learning is embedded in memory, history and story.
- Leading involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.

Declaration of Indigenous People's Worldviews and Perspectives:

- Leadership is inseparable from connectedness and relationships; specifically:
 - Community involvement
 - Experiential learning
 - Flexibility
 - A positive learner-centered approach
 - The role of the teacher (mentor and leader)
 - Local focus

Course Name: Leadership 12

Grade: 12

BIG IDEAS

Leadership skill development is an ongoing process

Effective communication is a foundation of leadership development

Understanding leadership styles of self and others facilitates skill development

Leadership plays an important role in the climate and culture of the greater community

Leadership is rooted in a **philosophy of service**

Learning Standards

Curricular Competencies

Content

Students are expected to do the following:

- Communicate both verbally and in written format clearly and concisely.
- Understand and apply **self-regulation** skills as part of building individual leadership capacity.
- Understand a variety of **leadership styles** and structures in both practice and theory.
- Develop strategies for problem solving.
- Utilize self-reflection as a tool to promote growth and development of leadership skills.
- Develop strategies for goal setting.
- Identify **mentorship styles** and its various applications.
- Explain the benefits of service to self and community.
- Respect and value different voices within group dynamics and be able

Students are expected to know the following:

Communication

- How to communicate with respect and clarity through verbal, written and visual means to a large group within or outside the school community.
- How to listen and understand unique perspectives, be open to different ideas, while accepting and implementing constructive feedback.
- **Conflict resolution** is a process that leads to the establishment of healthy teams. Knowing that different ideas and opinions are valuable, while if honoured, can be used to facilitate individual growth, team, and community development.

Creative and Critical Thinking

- How to undertake **ethical decision-making**, understanding that actions have consequences and personal integrity is dependent upon follow-through and self-improvement rests on reflective capacity.
- How to recognize **leadership theory** and how group dynamics are impacted.
- Understand leadership theories and recognize, evaluate, and implement those theories in a variety of settings
- How to set **SMART goals**, evaluate SMART goals, and utilize learning experiences from the goal setting process through personal and group reflective practice.
- Importance of **reflective practice** and the effect on student learning. How personal actions and group outcomes are re-evaluated in the moment and are modified to provide successful outcomes.

- to learn from a variety of perspectives.
- Develop and maintain **healthy relationships**.
- Understand the importance of constructive feedback within leadership development. Participate in **project development**, management and reflection.
- Include and utilize First Peoples perspectives and knowledge to gain understanding of leadership.

Personal and Social Connection

- Different personal leadership styles and be comfortable working within them.
- Evaluate and utilize the appropriate style when working in a group situation.
- How to undertake student-centered events and activities through planning, facilitation and implementation of large group activities that impact the greater community with little to no adult guidance.
- How to develop a **philosophy of service** and recognize the benefits of giving back as individuals create and design healthy communities through student-led leadership and acts of service.
- How to identify stressors and develop strategies to minimize negative effects, while understanding and utilizing stress management strategies to minimize impact on self and others.

Cultural Identity

- The value of diversity and different ways of knowing. How individuals and groups can mentor, support, and develop the community.
- How to incorporate Indigenous ways of knowing and acknowledgments of territory. Understand how oral traditions and the sharing of knowledge impact personal mentorship roles within a community of learners and honouring that understanding through traditional acknowledgements of territory.

Big Ideas – Elaborations

- **Leadership Skill** - Qualities can be learned and are skill based. Leaders are constantly developing through opportunities within the school environment and leadership program.
- **Philosophy of Service** - Well defined ideology of service and how service can affect positive change.

Curricular Competencies – Elaborations

- **Self-Regulation** - The ability to monitor and control our own behaviour, emotions, or thoughts, altering them in accordance with the demands of the situation
- **Leadership Styles** - autocratic, democratic, strategic, transformational, team, cross-cultural, facilitative, laissez-faire, transactional, coaching, charismatic & visionary
- **Mentorship Styles** - challenger, cheerleader, educator, ideator & connector
- **Healthy Relationship** - mutual respect, trust, compromise, individuality, communication & understanding
- **Project Development** - The practice of initiating, planning, executing, controlling, and closing the work of a team to achieve specific goals and meet specific success criteria at the specified time

Content – Elaborations

- **5 Pillars of Leadership:** Influence, Trust, Energy, Mindset, and Vision
- **Service:** Indirect service, direct service, awareness service
- **Active Listening** - is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker. It involves listening with all senses.
- **Ethical Decision Making:** refers to the process of evaluating and choosing among alternatives in a manner consistent within ethical principles. Understanding that people approach ethical decision making from their own moral principles.
- **Leadership Theory:** Great Man Theory, Trait Theory, Behavioural Theories, Contingency Theories, Transactional Theories, Transformational Theories.
- **SMART Goals:** Specific, Measurable, Achievable, Realistic, & Timely.
- **Reflective Practice:** is a way of studying your own experiences to improve the way you work and accepting critical and constructive feedback.

Recommended Instructional Components:

- Direct Instruction
- Demonstration
- Modelling
- Group Activities
- Peer teaching
- Experiential Learning
- Reflective Writing and Journaling
- Peer Assessment
- Self-Assessment
- Performance assessment
- Oral Presentation

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

This BAA course is built on a foundation that focuses on the learning process and provides multiple opportunities for students to demonstrate their learning. It consists of both formative and summative assessment.

FORMATIVE ASSESSMENT

Students and teachers will engage in a process of gathering, interpreting and responding to evidence of learning.

STUDENTS WILL ANSWER THESE QUESTIONS ON AN ONGOING BASIS:

- What am I learning?
- Where am I in my learning?
- Is there anything hindering my learning?
- What goals have I set for my learning?
- How am I going to move forward in my learning?

THE TEACHER WILL:

- clarify Learning Intentions
- generate and provide clear success criteria in student-friendly language
- frame and solicit meaningful open-ended questions that lead to deeper understanding of the learning intentions
- provide ongoing descriptive feedback
- provide opportunities for ongoing Self and Peer Assessment

SUMMATIVE ASSESSMENT

Students will complete performance-based tasks connected to curricular competencies and content.

Evaluation of these tasks will be reserved for those occasions when a snapshot of student performance/ achievement is required or necessary.

The evidence gathered will be used to communicate student learning and provide evaluative feedback.

Assessment Components

Reflective Journaling
Peer Assessment
Self-Assessment
Performance Assessment
Oral presentation

Learning Resources:

- <https://studentleadership.ca/resources/advisors/leadership-lesson-planning/>
- <https://www.tes.com/teaching-resources/blog/7-best-student-leadership-resources>
- 7 Highly Effective Habits of Teens- Sean Cavoy
- School Culture by Design- Phil Boyte

- 6 most important decisions that you will ever make - Sean Cavoy
- The Tipping Point - Malcolm Gladwell
- Successful Principals for Teens - Jack Canfield

Additional Information: