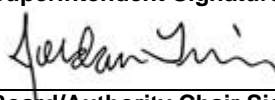


## Board/Authority Authorized Course Framework

<b>School District/Independent School Authority Name:</b> Surrey	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> SD36
<b>Developed by:</b> Marc England, Michelle Davis, Taylor Clift, Jeni Robinson & Sarah Daintrey	<b>Date Developed:</b> April 2, 2018
<b>School Name:</b> Clayton Heights	<b>Principal's Name:</b> Bal Ranu
<b>Superintendent Approval Date (for School Districts only):</b> April 6, 2018	<b>Superintendent Signature (for School Districts only)</b> 
<b>Board/Authority Approval Date:</b> June 20, 2018	<b>Board/Authority Chair Signature:</b>
<b>Course Name:</b> Leadership 11	<b>Grade Level of Course</b> 11
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120

### Course Synopsis:

This course is designed to give students the opportunity to further develop personal responsibility and leadership skills through the acquisition and application of leadership theory and practice. This course underscores further self development and service to the school community. Emphasis will be placed on developing a personal philosophy 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

**BIG IDEAS**

<p><b>Leadership skill</b> development is an ongoing process</p>	<p>Effective communication is a foundation of leadership development</p>	<p>Understanding leadership styles of self and others facilitates skill development</p>	<p>Leadership plays an important role in the climate and culture of the greater community</p>	<p>Leadership is rooted in a <b>philosophy of service</b></p>
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**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> <li>Communicate both verbally and in written format clearly and concisely.</li> <li>Understand and apply <b>self-regulation</b> skills as part of building individual leadership capacity.</li> <li>Understand a variety of <b>leadership styles</b> and structures in both practice and theory.</li> <li>Develop strategies for problem solving.</li> <li>Utilize self-reflection as a tool to promote growth and development of leadership skills.</li> <li>Develop strategies for goal setting.</li> <li>Identify <b>mentorship styles</b> and its various applications.</li> <li>Explain the benefits of service to self and community.</li> <li>Respect and value different voices within group dynamics and be able</li> </ul>	<p><i>Students are expected to know the following:</i></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>How to communicate with respect and clarity through verbal, written and visual means to small groups amongst peers.</li> <li>How to <b>actively listen</b> and understand unique perspectives and be open to different ideas.</li> <li><b>Conflict resolution</b> is a process that leads to the establishment of healthy teams. Different student ideas and opinions are valuable.</li> </ul> <p><b>Creative and Critical Thinking</b></p> <ul style="list-style-type: none"> <li>How to undertake <b>ethical decision making</b>. Understand that actions have consequences and problems can be approached from different perspectives.</li> <li>How to recognize and understand <b>leadership theory</b> and how group dynamics are impacted.</li> <li>How to set <b>SMART</b> goals and introduce personal short-term goals.</li> <li>Importance of <b>reflective practice</b> and the effect on student learning. Students understand how personal actions and failures are assessed.</li> </ul> <p><b>Personal and Social Connection</b></p> <ul style="list-style-type: none"> <li>How to differentiate personal leadership styles and be comfortable working within them.</li> <li>How to undertake student-centered events and activities; including how to plan, facilitate and implement small group activities with guidance.</li> </ul>

<p>to learn from a variety of perspectives.</p> <ul style="list-style-type: none"> <li>• Develop and maintain <b>healthy relationships</b>.</li> <li>• Understand the importance of constructive feedback within leadership development.</li> <li>• Participate in <b>project development</b>, management and reflection.</li> <li>• Include and utilize First Peoples perspectives and knowledge to gain understanding of leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a philosophy of service and recognize the benefits of giving back. Specifically, how individuals play an important role within healthy school communities.</li> <li>• Identify and understand the cause of stressors and how the body responds. Develop strategies to minimize negative effects.</li> </ul> <p><b>Cultural Identity</b></p> <ul style="list-style-type: none"> <li>• Valuing diversity and different ways of knowing how individuals fit within their community.</li> <li>• How to incorporate Indigenous ways of knowing and acknowledgments of territory. Students should understand oral traditions of sharing knowledge and recognize the value of mentorship.</li> </ul>
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**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**

- **Leadership Styles** - autocratic, democratic, strategic, transformational, team, cross-cultural, facilitative, laissez-faire, transactional, coaching, charismatic & visionary
- **Self-Regulation** - the ability to monitor and control our own behaviour, emotions or thoughts, altering them in accordance with the demands of the situation
- **Mentorship** - understand their role within organization as either a mentee or a mentor
- **Project development** - ability to organize, develop, and implement events

## Content – Elaborations

- **Active Listening** - Fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker; listening with all senses
- **Conflict Resolution** - The methods and processes involved in facilitating the peaceful ending of conflict and retribution
- **Ethical Decision Making** - The process of evaluating and choosing among alternatives in a manner consistent with ethical principles
- **Leadership Theory** - Great Man Theory, Trait Theory, Behavioural Theories, Contingency Theories, Transactional Theories, Transformational Theories
- **S.M.A.R.T. Goals** - Smart, Measurable, Attainable, Realistic and **Timely**
- **Reflective Practice** - A way of studying your own experiences to improve the way you work
- **5 Pillars of Leadership Theory** - Influence, Trust, Energy, Mindset and Vision
- **Service** - Indirect service, direct service, awareness service

### Recommended Instructional Components:

- Direct Instruction
- Demonstration
- Modelling
- Group Activities
- Peer teaching
- Experiential Learning
- Reflective Writing

## 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?
- Why is it important?
- How am I doing?
- How do I know?
- What are my next steps?

**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 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.

- 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