



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Langley	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD 35
Developed by: Lenny Yun	Date Developed: January 18, 2019
School Name:	Principal's Name:
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Leadership 11	Grade Level of Course: 11
Number of Course Credits: 4.0	Number of Hours of Instruction: 120 (30 hours instruction time, 90 hours experiential learning)

Board/Authority Prerequisite(s):

Leadership 10 preferred.

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course has been designed to give students the opportunity to further develop their self-confidence and leadership skills so that they can continue to contribute positively to their school, local and global community. The course provides students the ability to explore in greater detail their own personal beliefs and values and to become deeper, critical and creative thinkers. Through a variety of collaborative learning experiences, students will gain a better understanding of their own leadership style and develop a personal philosophy of service.

Goals and Rationale:

Rationale:

Leadership 11 is designed to develop educated, confident and ethical leaders in their community. The modern workplace and post-secondary institutions are demanding students with broad personal experiences and strong leadership skills. The Capstone requirement of students sharing their learning journey, personal growth and development in the Core Competencies can be supported through experiential opportunities in this series of Leadership classes. This program will allow students to implement what they learn and not only build positive culture and climate for the community but also enable them to model active citizenship.

Leadership 11 provides more opportunities to investigate leadership theories and deeper inquiry-based community learning experiences. This course elevates the students' personal understanding of the Core Competencies, as every facet is covered in Leadership 11. The *Communication* competency involves the set of abilities the students use to collaborate, share, advocate and exchange ideas through written and verbal means. The *Creative Thinking* competency involves the skills acquired in the generation and development of ideas on various leadership projects. The *Positive Personal and Cultural Identity* competency is developed throughout all of the initiatives when the students reflect on their passions, skills and attributes. *The Personal Awareness and Responsibility* competency is practiced when students develop positive strategies for personal and work life balance and growth towards a mature mindset. The *Social Responsibility* competency encompasses all the attributes they acquire through authentic learning experiences in the community, recognition and respect of diversity and multiculturalism and efforts put forth in supporting and caring for others and the environment. *Critical Thinking* is embedded throughout all of the initiatives in Leadership 11.

Leadership 11 supports student growth from other courses. New Media 10 and Spoken Language 10 provides students the practical experience of creating a variety of communication modes and the potential of school-based journalism. Students from these courses can apply their learning in supporting student voice in their schools. Leadership 11 aligns well with the themes fostered in the Career Education 10-12 curriculum. It complements the CAREER-LIFE CONNECTIONS Big Ideas of *“engaging in networks and reciprocal relationships can guide and broaden career-life awareness and options”* and *“Lifelong learning and active citizenship foster career-life opportunities for people and communities”* and the Curricular Competencies of *“Assess personal transferable skills, identify strengths and those skills that require further refinement”* and *“Recognize personal worldviews and perspectives and consider their influence on values, actions and preferred futures.”* Leadership 11 builds on CAREER LIFE EDUCATION Big Ideas of *“Career Life decisions are influenced by internal and external factors, including global and local trends.”* and *“Finding balance between personal and work life promotes well-being”* as the Leadership 11 course often provides the practical learning experiences outside of the classroom walls. Since Leadership 11 involves supporting community needs, purposeful relationships developed can support the mentorship model in the pursuit of building the Capstone. Leadership 11 also builds on the knowledge attained in the ADST 10 – Entrepreneurship and Marketing curriculum, as both rely on human centered design thinking experiences. Both courses involve active engagement in research and empathetic observation, the thoughtful generation of ideas, and then the pursuit of making the idea a reality. Finally, Leadership 11 aligns and builds on the knowledge attained from PHE 10 as some of its Curricular Competencies are *“skill development for maintaining healthy relationships and responding to interpersonal conflict,” “evaluate and explain strategies for promoting mental well-being”* and *“analyze strategies for responding to discrimination, stereotyping and bullying.”* A significant portion of this course is project management and involves team dynamics, essential career skills that need to be developed that will build successful graduates in completing the Capstone and support them in their professional identity. Leadership 11 embeds many of the Aboriginal World Views and Perspectives, but most importantly, what we learn from our past, we should incorporate into building a better and more promising future.

Goals:

- Develop an awareness of how different leadership styles apply to self
- Refine and apply different leadership skills (communication, organizational, advocacy, etc.)
- Further develop an understanding of their own passions, strengths and abilities to support their personal and career life growth
- Provide opportunities for student voice and ownership of serving and supporting the world around them
- Hone essential workplace attributes/skills: resiliency, research, time management, collaboration and problem solving
- Develop an awareness of the positive aspects of mentorship

- Contribute to a positive school and community climate

Aboriginal Worldviews and Perspectives:

Declaration of the First People's Principles of Learning:

- Leadership supports the well-being of self, family, community and is respectful of past learning
- Learning involves patience and time
- Learning is embedded in memory, history and story
- Leadership involves learning from mentors and community experts
- Leadership is holistic and relational
- Leadership requires exploration of one's identity, philosophy and ethics
- Leadership is place based learning and is highly experiential

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in Leadership 11. Leadership 11 aligns perfectly with connectedness, relationships and stories to improve the future, specifically:

- Community involvement (process, protocol and place-based learning)
- Experiential learning
- Positive learner-centered approach
- Community engagement
- The teacher as a mentor

BIG IDEAS

Leadership skill development is an ongoing process where passions are connected to building self-confidence, critical thinking and communication skills

Reflecting on experiences, personal successes and failures is an important part of becoming an effective leader

Different situations require different styles of leadership

Active citizenship requires positive contributions to the local and global community. Everyone has a role in social responsibility.

Leadership is rooted in a philosophy of service

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Personal Leadership Development:</p> <ol style="list-style-type: none"> 1. Use self-assessment and reflection as tools to promote growth and development of leadership skills 2. Investigate how individual strengths, skills and passions can support the needs of the community 3. Describe a variety of leadership styles in both practice and theory 4. Understand and respect different opinions and learn from a variety of perspectives 5. Explain the importance of service over self 6. Appreciate the value of constructive feedback in personal development 7. Develop a growth mindset by taking risks and developing resiliency <p>Group Leadership Development:</p> <ol style="list-style-type: none"> 1. Apply creative, innovative and inclusive thinking to problem solving 2. Actively participate in project development, management and delivery. Engage in peer and group reflection. 3. Develop effective collaborative strategies and clear communication skills in project planning 	<p><i>Students are expected to know the following:</i></p> <p>Personal Leadership Development:</p> <ol style="list-style-type: none"> 1. Self-assessment and personal reflection 2. Goal-setting strategies 3. Perseverance and life-long learning are important for success 4. Effective communication and active listening skills 5. Creative and critical thinking skills 6. Project management skills 7. Social responsibility through serving those around them 8. Transitional skills for post-secondary and employability 9. Ethical decision making <p>Group Leadership Development:</p> <ol style="list-style-type: none"> 1. Different students' ideas and opinions are valuable 2. Conflict resolution is a process that leads to the establishment of healthy teams 3. Project and time management skills 4. Strength of an effective team is far greater than individual efforts

4. Implement activities to promote and improve relationships within teams and groups
5. Include First People's perspectives and knowledge to foster a better understanding of teamwork

Community Connections:

1. Understand the positive aspects of active citizenship in the school and community.
2. Develop an awareness for the needs of the local and global community
3. Collaboratively plan with community group(s) long term, sustainable projects with a shared vision
4. Explore new learning experiences that may lead to mentorship opportunities
5. Understand the community support network and its operations

5. The value of cultural diversity and how they can play a role in supporting everyone's feelings for a sense of belonging
6. The power of the student voice

Community Connections

1. Global and local needs and opportunities
2. Contributing to a positive culture and climate
3. Social entrepreneurship
4. A philosophy of service and recognize the benefits and values of giving back

Big Ideas – Elaborations

Leadership skill: leadership qualities that can be learned and are skill based

Citizenship: the behavior in terms of duties, obligations and functions of a citizen

Philosophy of Service: well defined ideology of service and how service can affect positive change

Curricular Competencies – Elaborations

Resiliency: the ability to recover from difficulties

Inclusive: the intent to include everyone

Mentorship: their role within an organization as either a mentee or mentor

Content – Elaborations

Life-long learning: ongoing, voluntary and self-motivated pursuit of knowledge

Active listening skills: fully concentrating on what is being said rather than just passively “hearing” the message of the speaker; listening with all senses

Transitional skills: transferable skills needed by an individual to be successful

Ethical decision making: process of evaluating and choosing among alternatives in a manner consistent with ethical principles

Conflict resolution: methods and processes involved in facilitating the peaceful ending of conflict and retribution

Social entrepreneurship: the use of startup companies to develop, finance and implement solutions to social, cultural or environmental issues

Service: indirect service, direct service, awareness service

Content – Elaborations

Recreation/P.E. Leadership

These elaborations align with Leadership 11 and 12 Big Ideas of ongoing, personalized leadership skill development, growth in self-confidence, learning different leadership styles and becoming an active socially responsible contributing citizen. They still focus on the Curricular Competencies of ***Personal and Group Leadership Development and Community Connections***. Here are authentic experiential learning opportunities that support development of the Core Competencies through a PE/Rec lens.

1. KidSport Langley (kidsportlangley@gmail.com)

- According to a recent CIBC KidSport report, 82% of Canadians know a child that cannot participate in organized sport due to financial difficulties. KidSport is a national non-profit organization established in 1993 that provides financial assistance for registration fees and equipment for kids aged 18 and under. Currently, over 750 000 kids play sports through KidSport sponsorship.
- **Opportunities:** organize an awareness event/fundraiser for KidSport Langley, or volunteer at a variety of KidSport Langley events (http://www.kidsportcanada.ca/site/assets/files/7206/kidsport_langley_volunteer_application.pdf)
- Some examples The Langley Walk (Sun May 5) at Aldergrove Athletic Park and the 19th Annual TRI-IT Triathlon (where all funds go to KidSport Langley) on Sun June 9 at Al Anderson Memorial Pool

2. R.E.C for Kids Society (13379 68 Ave. Surrey)

- Formed in 2007 by a group of Rotarians that wanted to see at risk children access necessary equipment to participate in their sport of choice. Organization supports Surrey, White Rock, Langley, Cloverdale and North Delta. (<http://www.recforkids.com>)
- Philosophy based on collecting used sports/recreational equipment, repairing/refurbishing them and distributing to underprivileged youth recognized by local referral organizations. Example items are skates, bicycles, soccer, softball and many other types of gear.
- Belief that these youth will develop a sense of community and healthy camaraderie through sport and make positive choices through sports/rec activities.
- **Opportunities:** organizing an equipment collection drive or fundraiser. Volunteering to repair bicycles or refurbish sports/rec equipment: <http://www.recforkids.com/contact-us.html>

3. Special Olympics BC (see flyers)

- Its mission and mandate are to provide individuals with intellectual disabilities the opportunity to enrich their lives and celebrate achievements through positive sport experiences. Began in Canada in 1969, in BC began in 1980. Today, they have 4900 athletes and 4200 volunteers involved in SOBC and they run programs in 55 communities around the province.
- Benefits for the athletes: improved physical, cognitive and social skills, improved fitness levels, meaningful peer interaction and an opportunity to improve self-esteem
- **Opportunities:** volunteerism in their programs, they can be an assistant coach (if 16+) or help with a variety of programs
- Available programs: **ACTIVE START** (ages 2-6) – focuses on development of positive movement experiences, and education for children and parents in areas of fitness and nutrition. **FUNDamentals** (ages 7-11) – focuses on strengthening fundamental skills and develop basic sport skills. Held at elementary schools during school hours. **SPORT START** (ages 12-18) - designed to promote specific sport education, proper nutrition and social inclusion while participating in sport experiences. **HIGH SCHOOL SPORT COMPETITONS** – training resources and lesson plans provided to train students with intellectual disabilities in your school to participate in SOBC Sport Competition.
- Langley coordinators: Barrie Wright sobclangleywright@shaw.ca or Jayne Burton jburton999@hotmail.com
- More questions? Contact Community Development Coordinator – Chelsea Rogers at crogers@specialolympics.bc.ca (604) 802-4226

4. Big Brothers and Big Sisters Langley

Content – Elaborations

- This organization tackles the issue that many children struggle with societal barriers or face adversities in their lives. If prolonged, this can negatively impact the youth's development. BBBS Langley believe that these risks are reduced with the involvement of a mentor, and the child can then reach full potential.
- *Opportunities:* volunteerism in their programs, they must be 16+.
- Available programs: **IN-SCHOOL MENTORING** for elementary age children that would benefit from a teen role model. Experiences range from play on the playground to working on crafts, all within the school grounds. Requirement – one hour/week for the school year. Applicants must be from WGSS, ACSS, DWP, WGSS, REMSS, LFAS, BSS or LSS. **GO GIRLS!** for girls aged 8-14, focusses on physical activity, balanced eating and self-esteem. Its purpose is to help build a girl's positive self-image and allow them to reach their full potential. Requirement – 7 after school mentoring sessions over an 8-week period for 2 hours on school facilities. These sessions are structured around physical activity, self-esteem, healthy eating and communication skills. **GAME ON!** for boys aged 8-14, has a similar focus to GO GIRLS! Participants engage in fun physical exercise, development of leadership skills, independent thinking and healthy open discussions about issues facing boys/young men.
- Volunteer application form: <https://langley.bigbrothersbigsisters.ca/volunteer/>
- Contacts: Cindy Taekema at cindy.taekema@bigbrothersbigsisters.ca or admin.langley@bigbrothersbigsisters.ca (Rosalyn Henderson)

5. Boys and Girls Club Langley (5409A-206St. Langley)

- This organization provides a safe space for youth when they are not at home or school. It provides them with a sense of belonging where they can participate in sports, complete their homework, do crafts and develop positive relationships.
- *Opportunities:* Volunteerism - contact Emily Fraser at volunteer@bgcbc.ca or Herv Bezjak (Langley Coordinator) at langleyclub@bgcbc.ca

6. Langley Youth Hub (6275 203rd St. Langley)

- Provides complete support and services to youth age 12-24.
- *Opportunities:* participate on the Youth Advisory Committee, a team that meets monthly and provides input on current and potential programs at the Hub
- <http://www.langleyyouthhub.com/youth-advisory-committee.html>. Collaborate with Youth Hub staff to plan a themed session over 4 weeks for youth. * Waiver needed*
- Contacts: Alison Nicol at anicol@encompass-supports.com and Kirstie Strange at KStrange@encompass-supports.com

Recommended Instructional Components:

1. Direct Instruction
2. Indirect instruction - attending conferences
3. Mentorship - school and community based
4. Modelling
5. Coaching and providing feedback
6. Experiential learning - school, community and possibly global
7. Reflective writing - ongoing assessments on group and personal development, evaluating ones' growth from Leadership 10

8. Peer teaching
9. Event organizational skills - brainstorming, planning, implementing and reflecting

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

1. Personal and group goal setting (and comparison to ones in Leadership 10)
2. Project reviews – self reflections and peer feedback
3. Journaling – reflections on individual and group goals, individual growth and effort
4. Presentations – oral, podcasts and school blogs
5. Group work – class meetings and project updates
6. Volunteer and project logs – documenting contributions to the project, school or community
7. Leadership Profile and Interview – further development of the Leadership portfolio. Interviews conducted 3-4 times a year (Semester: beginning of course, midspan and at the end. Linear: beginning of the course, at the end of terms 1 and 2 and at the end of the year) to review with the teacher individual growth, passions and areas of concern. The portfolio should include pieces of evidence showcasing student growth and involvement.

Learning Resources:

1. <https://studentleadership.ca/resources/advisors/leadership-lesson-planning/>
2. Beyond the Hurt Program Lessons for Schools. Copyright 2017 by Canadian Red Cross.
3. School Culture by Design – Phil Boyte
4. Legacy vs. Likes – Michael Smith
5. BC Association of Student Activity Advisors materials and resources
6. Nice Bike – Mark Scharenbroich
7. Activities that Teach – Tom Jackson
8. Langley School District Instructional Services website (Student Leadership)
9. WE Schools Library of Resources: https://www.we.org/we-schools/program/educator-resources/library/#search_target

Additional Information: None