



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 20, 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 12	Grade Level of Course: 12
Number of Course Credits: 4.0	Number of Hours of Instruction: 120 hours (30 hours instructional + 90 hours experiential learning)

Board/Authority Prerequisite(s):

Leadership 11

Special Training, Facilities or Equipment Required:

Course Synopsis:

This course has been designed to give students the opportunity to master their leadership skills and foster the self-confidence they need to become socially responsible, contributing citizens to their extended community. Students will have a better understanding of their personal passions, skills and attributes to become the strong innovative and visionary leaders needed for a positive future.

Goals and Rationale:

Rationale

Leadership 12 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. Traditionally, schools have relied on clubs and extracurricular opportunities to

provide student leadership but not all clubs offered may serve the needs to further develop the personal passions and skills of the students. A structured curricular based course like the ones offered in this series provides the avenues for development, application, growth and mastery of these 21st century skills. Furthermore, Leadership 12 students will serve as mentors to both Grade 10 and 11 Leadership students which will provide supporting data for the Grade 12 Capstone and Transition Plan Community Presentation. A percentage of the Capstone mentorship/coaching framework (45 total hours) can also be facilitated through the relationships attained with community experts for the Leadership projects.

Leadership 12 provides richer, inquiry-based local and global community learning experiences. This course refines the students' understanding of the Core Competencies, as every facet is covered in greater detail in Grade 12. The *Creative Thinking*, *Social Responsibility* and *Communication* Competencies will be heavily exercised as students will be pushed to think “outside of the box” in the creation of their leadership initiatives. In their journey of product development, deep personal and group reflections will allow them to gain a better understanding of their *Positive Personal and Cultural Identity* and *Personal Awareness and Responsibility* Competencies. The *Critical Thinking* Competency is embedded throughout all of the projects and reflection processes.

Leadership 12 aligns with student growth from other courses. NEW MEDIA 11 provides students the vital skills to successfully convey information through a variety of digital and print media. This course is centered around student interests, needs and abilities, thus the expertise acquired from it would support the potential advocacy roles Leadership students can take on for local/global community issues. Their Big Ideas, “*People understand text differently depending on their worldviews and perspectives*” and “*Language shapes ideas and influences others.*” complements the power of the student voice in building a positive climate within schools and the extended community. One of the Big Ideas from SPOKEN LANGUAGE 11 is “*Voice is powerful and evocative.*” This course provides students with the learning opportunities to refine and adjust their spoken communication through practice and revision. Having the ability to consolidate their spoken language skills will enhance the messages developed and delivered in Leadership 12. Leadership 12 also has many cross-curricular connections. It aligns with the PHE – ACTIVE LIVING 12 curriculum as it has a Curricular Competency of Leadership, where students are expected to be able to problem solve in physical and recreational activities. The ongoing reflection process in Leadership 12 supports the Big Idea in PHILOSOPHY 12, “*Examining questions in philosophy allows people to question their assumptions and better understand their own beliefs.*” And finally, student voice initiatives in Leadership 12 align with the Big Idea in SOCIAL JUSTICE 12 of “*Social justice initiatives can transform individuals and systems.*”

This course hinges on effective team dynamics and comprehensive project management, essential career skills that will develop successful graduates and support them in their professional identity. Leadership 12 embeds many of the Aboriginal World Views and Perspectives, but most importantly, what we learn about ourselves and our history, we should incorporate into building a better world around us.

Goals

- Understand the connections of different leadership styles to self
- Refine and apply different leadership skills (communication, organizational, advocacy, etc.)
- 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 local and global community
- Hone essential workplace attributes/skills: resiliency, research, time management, collaboration and problem solving
- Develop mentorship relationships where they are both mentors and mentees
- 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 in Leadership 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 highly experiential

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in Leadership 12. Leadership 12 aligns perfectly with connectedness, relationships and stories to improve the future, specifically:

- Community involvement (and mentorship)
- Flexibility
- Experiential learning
- Positive learner-centered approach
- Community engagement
- The teacher as a mentor and leader

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. Evaluate the validity and limitations of different leadership styles 4. Understand and respect different opinions and learn from a variety of perspectives 5. Understand the importance of service over self 6. Apply constructive feedback in personal development to refine one’s awareness of self 7. Develop a growth mindset by taking risks and developing resiliency 8. Model and promote positive aspects of being actively involved in the community and school. <p>Group Leadership Development:</p> <ol style="list-style-type: none"> 1. Apply creative, innovative and inclusive thinking to problem solving 2. Apply 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

3. Develop, apply and lead initiatives for large scale events that positively impact the school and/or community. Engage in peer and group reflections.
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 and execute initiatives that supports the needs of the school, local and global community
3. Collaboratively plan with community groups long term, sustainable projects with a shared vision
4. Engage in new learning experiences that involve mentorship opportunities
5. Understand the community support network and its operations

4. Strength of a collaborative team is far greater than individual efforts
5. The importance of cultural diversity and how it can play a role in supporting everyone's feelings for a sense of belonging
6. The power of the student voice
7. Healthy relationships produce an effective team

Community Connections:

1. Global and local needs and opportunities
2. Contributing to a positive school and community 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

Content – Elaborations

Service: indirect service, direct service, awareness service

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 for Rec/PE Leadership:** 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 jbarton999@hotmail.com
- More questions? Contact Community Development Coordinator – Chelsea Rogers at crogers@specialolympics.bc.ca (604) 802-4226

Content – Elaborations

4. Big Brothers and Big Sisters Langley

- 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 for Rec/PE Leadership:* 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. Youth forums and discussions
8. Reflective writing - ongoing assessments on group and personal development, evaluating ones' growth from Leadership 10
9. Peer teaching
10. 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 11)
2. Project reviews – self reflections and peer feedback
3. Journaling – reflections on individual and group goals, individual growth and effort
4. Presentations – oral, podcasts, assemblies 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
10. BCSLC, CSLC or other Leadership conference workshops

Additional Information: None