



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> Langley School District	<b>School District/Independent School Authority Number (e.g. SD43, Authority #432):</b> 
<b>Developed by:</b> Lenny Yun	<b>Date Developed:</b> March 13, 2018
<b>School Name:</b> Brookwood Secondary	<b>Principal's Name:</b> 
<b>Superintendent Approval Date (for School Districts only):</b> 	<b>Superintendent Signature (for School Districts only):</b> 
<b>Board/Authority Approval Date:</b> 	<b>Board/Authority Chair Signature:</b> 
<b>Course Name:</b> Leadership 10	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 120 (minimum 30 hours instruction time and 90 hours volunteer time)

**Board/Authority Prerequisite(s):**

Student Intake Form (listing skill sets, passions, interests etc.)

**Special Training, Facilities or Equipment Required:**

None

**Course Synopsis:**

The course has been designed to provide a framework for students to develop a positive personal awareness that leads to a deeper sense of identity and self-confidence; while creating a culture of social responsibility and empathy for others. Leadership 10 gives students opportunities to learn about the value and importance of contributing to the school, community and environment and to learn how to address societal issues in a positive and respectful manner. The course provides students with the ability to explore their own personal values and cultural beliefs, to think critically and develop skills to work collaboratively in educating their peers to becoming more socially responsible contributing citizens. Through participation in this course, students will recognize that leadership exists in many forms, that every student can be a leader, and understand the importance of the ideal of service over self.

## Goals and Rationale:

### Rationale:

Leadership 10 is designed to develop educated, socially responsible students who have the knowledge, skills and understandings to be confident, adaptable and mindful leaders in their community. This leadership development course focusses on the Core Competencies that will support the learner in becoming effective leaders that can empower and motivate others in local and global issues. This course assists students in acquiring the 21<sup>st</sup> century attributes that are required for students in their mandatory Graduation Capstone project and for successful transitions into post-secondary life. The curriculum will provide opportunities for deeper passion based learning, development of pride for students in their accomplishments, and the growth of personal strengths that will help develop essential skills for life.

Leadership 10 combines aspects of leadership theory and experiential practice with authentic community based applications. It is strongly linked to all of the Core Competencies, but focuses most heavily on the aspects of *Social Responsibility, Communication, Positive Personal and Cultural Identity* and the *Critical Thinking* facets. The communication competency encompasses the set of abilities that students use to exchange ideas and experiences within the community, collaborate on variety of levels, share content learned and explore the world around them through the use of technology. This competency is further developed by the skills they acquire through motivating others into action around them. The social responsibility competency covers the attributes they will develop through experiential learning in the community, recognition and respect of multiculturalism and diversity and positive contributions made in supporting and caring for others and the environment. Positive personal and cultural identity will be built through self-awareness learning opportunities and the development of a growth mindset. Critical thinking is embedded throughout all of the initiatives in this course.

The Leadership 10 course has several cross-curricular connections. It aligns well with the PHE 10 Big Idea of *“understanding our strengths, weaknesses and personal preferences helps us plan and achieve our goals.”* When we think of the learning opportunities provided where Leadership students support a positive culture and climate within the building and community, it aligns with the PHE 10 curricular competency of *“creating strategies for promoting the health and well-being of the school and community.”* Leadership 10 also builds on the knowledge attained in the ADST 9 curriculum with Human Centered Design Thinking opportunities. The course is based on gathering information on social issues, developing empathy for the individuals involved, brainstorming ideas in a creative and critical manner, selecting an idea to pursue and finally, developing a plan to deliver a product, which lends itself perfectly from the scaffolding provided by ADST 9. Leadership 10 is also very interconnected with the Career Education 8-12 curriculum. It builds on the Big Idea in Careers 8/9 of *“achieving learning goals require effort and perseverance”* as the Leadership 10 course supports self-awareness of strengths but also creates opportunities where the learner reflects on skills they require growth in becoming a socially responsible contributing citizen. The themes fostered in Career Ed 8/9/10 around *“exploring volunteer and new learning experiences”* is further enhanced through Leadership 10 as it involves a high level of experiential learning. A large component of the course is project management and the essential career skills developed here will build the successful graduate in completing the Capstone profile and support them in finding their professional identity. Leadership 10 incorporates the Aboriginal World Views and Perspectives in many ways, but specifically when we learn from our past, and are patient with ourselves and others, we can create a better future.

## Goals:

- Develop an understanding of today's local and global concerns
- Develop essential 21<sup>st</sup> century transition skills for the workplace: collaboration, communication, resilience, research/critical thinking skills and problem solving
- Develop a mindset that leadership can be demonstrated in a variety of ways and that contributing to the global and local community is important
- Provide opportunities for their voices to be heard and a feeling of accountability and responsibility to the world around them
- Develop an understanding of their own passions, strengths and abilities, and then plan to advance personal learning and/or career life growth

## **Aboriginal Worldviews and Perspectives:**

### Declaration of the First People's Principles of Learning:

- Learning through Leadership supports the well-being of self, family, community and is respectful of past learning
- Leadership involves place based learning and is highly experiential
- Leadership is holistic and relational
- Learning is embedded in memory, history and story
- Leadership involves learning from mentors and community experts
- Leadership requires exploration of one's identity, philosophy and ethics
- Becoming a leader requires development of empathy, involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations

### Declaration of Aboriginal Worldviews and Perspectives:

The First Peoples Principles of Learning are inherent in the aspects included in Leadership 10. Leadership 10 aligns perfectly with connectedness, relationships and stories from the past to improve the future, specifically:

- Community involvement (process, protocol and place based learning)
- The power of the story
- Experiential learning
- Positive student -centered approach
- Community engagement
- The teacher as a mentor

**BIG IDEAS**

There are many styles of leadership. Authentic leadership is not about influencing others or controlling people, it is about empowering others

Achieving our learning goals requires effort and perseverance and a deep knowledge and reflection of one's personal goals, beliefs and values

Active citizenship includes a positive action/contribution to the family, school, community and environment; we all have a role in creating and maintaining a positive culture

Everyone has the ability to be a leader. Leadership development is an ongoing process in connecting passions with confidence, innovative thinking and communication skills

The world is interconnected and having an awareness and empathy of societal issues and a respect for other worldviews and values is an important aspect of leadership

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p><b>Personal Leadership Development:</b></p> <ol style="list-style-type: none"> <li>1. Use self-assessment and reflection to develop awareness of their strengths, preferences, skills and passions.</li> <li>2. Investigate how individual purposes and passions can support the needs of the community.</li> <li>3. Understand and respect other viewpoints and opinions.</li> <li>4. Develop a growth mindset with personal skills, recognize the need to take risks and develop resiliency.</li> <li>5. Appreciate the value of feedback in personal development.</li> </ol> <p><b>Group Leadership Development:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect, collaboration and inclusivity in working with others to solve problems.</li> <li>2. Develop effective communication skills. Collaborate efficiently and effectively in planning events.</li> <li>3. Apply innovative and creative thinking to identify and solve problems.</li> </ol>	<p><i>Students are expected to know the following:</i></p> <p><b>Personal Leadership Development:</b></p> <ol style="list-style-type: none"> <li>1. Self-assessment and personal reflection.</li> <li>2. Goal-setting strategies and personal motivation.</li> <li>3. Acceptance that change is constant and life-long learning is a reality for success.</li> <li>4. Effective communication skills.</li> <li>5. Project management skills.</li> <li>6. Ethical citizenship.</li> <li>7. Growth mindset vs. fixed mindset.</li> <li>8. Social responsibility through caring and contributing to others.</li> <li>9. Transition and essential skills for employability.</li> </ol> <p><b>Group Leadership Development:</b></p>

4. Appreciate the value of a team vs. individual efforts; demonstrate an ability to work effectively within a team.
5. Actively support others in their projects.

**Community Connections:**

1. Develop an awareness of community organizations, agencies, societies and associations. Sourcing out community support or resources.
2. Commit to and provide active ongoing support in the family, school, community and environment.
3. Explore volunteer and other new learning experiences that stimulate innovative thinking and social entrepreneurship.
4. Collaboratively plan with community members projects with a shared vision.
5. Develop and prioritize the creation of a community support network to facilitate goals and life-long learning.

1. Open-mindedness and acceptance of other viewpoints.
2. Project management skills.
3. Creative problem solving skills.
4. Strength of collaborative team is far greater than individual efforts.
5. Understanding the power of the student voice.

**Community Connections:**

1. Awareness of local and global needs and opportunities.
2. Contributing to a positive school culture and climate.
3. Cultural and social awareness.
4. Global stewardship.
5. Social entrepreneurship.

## Big Ideas – Elaborations

- Citizenship: the behavior in terms of duties, obligations and functions of a citizen
- Culture: the overall attitude and environment based on past and current experiences

## Curricular Competencies – Elaborations

- Resiliency: the ability to recover quickly from difficulties
- Inclusivity: the intention of including people who might otherwise be excluded
- Social entrepreneurship: the use of startup companies to develop, finance and implement solutions to social, cultural or environmental issues

## Content – Elaborations

- Transition and essential skills for employability: these are transferable skills needed by an individual to be successful in the workplace
- Global stewardship: the experiential learning opportunities within the community and abroad with the purpose of improving the current conditions

### Recommended Instructional Components:

1. Direct instruction and discussions
2. Facilitated coaching and feedback
3. Mentorship: school based and community
4. Creating a needs assessment or business plan in the community
5. Event management skills – planning, troubleshooting, implementing and evaluating
6. Project based learning
7. Modelling
8. Authentic and experiential learning
9. Reflective writing – ongoing assessments on group and personal development

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

1. Goal setting: personal and group
2. Project reviews – group evaluations and peer feedback
3. Journaling- self-reflections on goals achieved, collaboration, growth and effort
4. Oral presentations – class meetings, group reports, project updates
5. Volunteer/project logs- reporting on contributions to class, school or community
6. Leadership Profile and Interview – creating a leadership portfolio where there are ongoing interviews and reviews with the teacher on growths, strengths, skills and passions

**Learning Resources:**

1. CADA Student Activities Handbook. Copyright 2006 by California Association of Directors of Activities.
2. CASAA Leadership Handbook. Lessons for Student Resources for Advisors. Copyright 2001 by Canadian Association of Student Activity Advisors.
3. Beyond the Hurt Program Lessons for Schools. Copyright 2017 by the Canadian Red Cross. Ottawa, ON.
4. Parkhouse, Richard and White, E. Guy. *Building the World's Greatest High School Student Leader*. Chino: Triumphant Heart International Inc. Copyright 2016.
5. Gerety, Ed. *Combinations – Opening the Door to Student Leadership*. Exeter: Whaleback Publishing Copyright 2003.
6. Kielburger, Craig and Kielburger, Marc. *ME to WE – Together We Change the World*. Toronto: Wiley Publishing. Copyright 2014.
7. Langley School District Instructional Services website (Student Leadership) : <https://instructionalservices.sd35.bc.ca/curriculum/student-leadership/>

**Additional Information:** None