Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Kootenay Lakes School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD8
Developed by: Annette Falck	Date Developed: February 2019
School Name: Prince Charles Secondary School	Principal's Name: Scott Cobbe
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: March 12, 2019	Board/Authority Chair Signature:
Course Name: Leadership 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 100

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Classroom with space and materials for project-based learning; regular access to Chromebooks; adequate storage.

Course Synopsis: The Leadership course provides opportunities for students to explore their efficacy while becoming meaningfully involved in both school and community activities. Students taking this course will develop their goal-setting, problem-solving, communication skills, and interactions skills. Students will also use their leadership skills to develop and promote a positive school culture.

Goals and Rationale: Leadership class develops leadership skills now and for the future. The course prepares students to take leadership roles in the school and the larger community, encouraging good citizenship while also enabling students not involved in other extracurricular activities to develop a variety of important skills. The course is also beneficial in terms of preparing students for the workforce. The program is student driven. Students learn from one another and, through experiential learning, they identify, develop, and refine their own positive leadership style.

A main aim is to inspire students to make a positive impact on their school, community, and world. Another aim is to develop and enhance student soft skills, including (but not limited to) integrity, responsibility, commitment, perseverance, accountability, and empathy. The Leadership program provides a safe arena to practice skills while allowing students to identify their personal strengths and acquire competencies to enhance their opportunities for success.

Aboriginal Worldviews and Perspectives:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors. This course seeks to build self-awareness and other leadership qualities while contributing to the school community through school events. The goal of the course is to empower students to better their surroundings.

Learning is holistic, reflexive, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place). The course focuses on enabling students to focus on their context and their place within that context through activity.

Learning involves recognizing the consequences of one's actions. This course reinforces that there are positive and negative impacts to every decision made. Students see that their actions influence and have an impact.

Learning is embedded in memory, history, and story. Leadership is built on motivational and inspirational stories of how individuals can move an impact. Students hear stories and, consequently, contribute to school legacy.

Learning involves patience and time. This course requires that students go through a reflective process, understanding that failure can lead to success and that perseverance over time is a necessity to build strong leadership skills.

Learning requires exploration of one's identity. Leadership requires that students explore and build an awareness of their strengths and weaknesses.

BIG IDEAS

Leadership development is an **ongoing, inspirational process**.	Experiential learning allows us to **contribute** to our school and community.	Planning, organization, and reflective practice are key components to leadership.	Leadership involves communicating on a variety of levels.	Leadership involves mentoring and learning in a **reciprocal manner**.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Developing Knowledge of Self and Others	
Define Leadership:	**Leadership styles and theory**
• Develop, refine, and articulate a **personal leadership philosophy**	Key components of leadership: trust, respect, empathy, motivation, self-efficacy, effectiveness, reflection and re-evaluation, accountability, goal-setting, vision, collaboration/group dynamics
• Understand and employ the **elements of leadership**	
• Understand that leadership development is a lifelong process	Concepts and theory of influence and mentorship
	Pillars of leadership: collaboration, vision, empathy, groundedness, ethics
Develop Communication Skills:	
• Develop and refine **communication skills**	
• Employ and demonstrate facilitation, conflict transformation and mediation	Communication theory and methods
• Communicate effectively, improving speaking and listening skills	Deciding upon best communication processes
	Connecting leadership to First People's Perspectives and the role of story-telling in communication
	Different leadership techniques to encourage inclusion and participation
Practice Leadership through Service (**servant leadership**):	Conflict resolution strategies / conflict management
• Model outstanding behaviours, including active participation in a variety of school initiatives, and/or areas that interest students	
• Demonstrate a desire to maintain and improve the environment	Team building strategies
• Recognize and advocate for the importance of different roles within a team	Components and theory of team work
• Demonstrate an enthusiasm to actively participate in all facets of leadership	
	Principles of project design for various activities, including but not limited to: assemblies, spirit events, student transition activities, dances, in-class activities,
Learning through Experience:	
• Understand that experiences are learning opportunities	

- Plan, organize and facilitate a variety of positive activities - Work with others to employ leadership techniques - Model appropriate and authentic behavior in a variety of circumstances - Creative thinking, problem-solving and group decision making - Reflect on practice and revise/edit as necessary Leading through Inspiration: - Utilize passion to develop service opportunities - Demonstrate the ability to actively involve and include diverse student groups in school life and increase sense of belonging in the school population - Respond positively to the needs of the school and student population	team-bonding activities, random acts of kindness, staff appreciation, school and community fundraisers **Reflective processes**: components of vlogging, blogging, reflective diaries and journals Self-awareness leads to meaningful change

Big Ideas – Elaborations

Ongoing, inspirational, process: the process of engaging in leadership practices will continue to evolve and develop as new skills are gained
Contribute: contributions include a variety of positive benefits to both school and community as well as to students involved in the program
Reciprocal manner: students learn from one another, as the course is student driven. Students also mentor others in the process of being a leader and are inspired by others.

Curricular Competencies – Elaborations

Personal leadership philosophy: how the student views their role as a leader and how that shapes their practice; may change and evolve over time
Elements of leadership: could include goal-setting, vision building, leadership styles, leadership characteristics, communication styles, collaboration, trust, initiative
Communication skills: a dimension of interpersonal interactions; used to share vision, intents, motivation, and inspire
Servant leadership: 'service above self'; students recognize that all jobs and roles in a project are valuable and used to accomplish a common goal of improvement/betterment. Students demonstrate a willingness to give their time and talents to help others, while demonstrating humility.
Reflect on practice: continuously use various tools/strategies to analyze/evaluate/refine practices
Service opportunities: may include school/community/global initiatives; should connect with individual, class, and school goals (where possible)

Content – Elaborations

Leadership styles and theory: could include, but not limited to, servant, transformational, transactional, laissez-faire, autocratic, authoritarian, authoritative, coaching, mentoring, visionary, change-agent
Pillars of leadership: shared qualities associated with being an effective leader; could include, but not limited to, vision, commitment, decisiveness, courage, passion, integrity, character, courage, confidence, communication
Principles of project design: includes pre and post project consideration, alongside the creative considerations working with purpose and audience, with a focus on utilization of a variety of planning tools, strategies, and organization
Reflective processes: includes understanding a variety of reflective tools as well as processes for re-evaluation; could include recognizing personal contributions as well as event success and group dynamics

Recommended Instructional Components:

Demonstrations, direct instruction, brainstorming, film study, experiential learning, modelling, collaborative and cooperative learning, independent research

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

Project completion and project documentation (proposal, presentation, implementation, logs/diary entry)

Teacher observation: formal and informal

Reflective practices: self, peer, and group

Other: checklists, rubrics

Learning Resources:

Materials including, but not limited to: online articles, videos, TED Talks, emaze/prezi/slides presentation software, Sphero, multi-media and craft materials, board games/puzzles, guest speakers

7 Habits of Highly Effective Teens Sean Covey

Be a Changemaker: How to Start Something That Matters Laurie Ann Thompson

Canadian Student Leadership Association (CSLA) materials and resources

More Activities that Teach Tom Jackson

The Teen Guide to Global Action: How to Connect with Others (Near and Far) to Create Social Change Barbara A Lewis

Additional Information:

There is a commitment to participating in volunteering and activity opportunities outside of the school timetable.

Incorporates information, materials and resources from the Canadian Student Leadership Association and the Canadian Association of Student Activity Advisors, alongside ideas from other Canadian schools and districts