



Board/Authority Approved Course Leadership 10/11/12

North Okanagan Shuswap	School District 83
Developed By: Tiffany Lombaert, Andrea Threatful, Rhys Waters	Date Developed: May 8, 2018
School Name: Salmon Arm Secondary School – Jackson Campus, Pleasant Valley Secondary School, A. L. Fortune	Principal's Name: Rob Cadden, Abbas El Gazzar, Gene Doray
Superintendent Approval Date:	Superintendent Signature:
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course: Leadership 10/11/12	Grade Level of Course: 10/11/12
Number of Course Credits: 2 (half year) or 4 (full year)	Number of Hours of Instruction for each course: 60 hours (half year) or 120 hours (full year)

Board/Authority Prerequisite(s): None

Special Training, Facilities, or Equipment Required: None

Course Synopsis:

Leadership is designed to give students the opportunity to develop their individual and collective sense of social responsibility through the acquisition and application of leadership skills and theory. Students will develop lifelong skills in goal setting, time management, public speaking and communication, school and community service, event planning, public relations and conflict resolution. Students will also explore their personal values and develop their own leadership styles through various leadership activities.

Goals and Rationale:

Goals:

- Understand, acknowledge and develop different styles of effective leadership.
- Develop and foster a reflective leadership practice.
- Work effectively alone, in peer groups or with community members.
- Use management and organization strategies to effectively plan and execute events in the school and/or community.
- Work to support and enhance school and/or community culture.
- Develop and demonstrate communication skills for effective leadership.
- Build and foster a strong sense of social responsibility.

Rationale:

Leadership is designed to develop educated individuals who have the knowledge, skills and understandings to be effective, adaptable and self-aware leaders in the school, community and beyond. This course is designed to teach leadership skills to motivated students who then become an integral part of planning and carrying out school and community activities. Students will learn what it means to be a leader and reflect upon their individual leadership skills and styles to become more effective in their role within the school. This course prepares students to meet the challenges of leadership in our increasingly globalized world.

Aboriginal Worldviews and Perspectives:

Declaration of First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
 - Fosters multi-dimensional connections that generate lasting positive effects.
- Learning involves patience and time.
 - Understanding that a positive school and community culture is created over a long period of time.
 - Perseverance during difficult tasks.
 - Working towards both long term and short term goals with a variety of different people and skill sets.
- Learning involves exploration of one's identity.
 - Reflection and personal growth is necessary to grow as a leader and as an individual.
- Learning involves generational roles and responsibilities.
 - Learning from leaders in the community allows us to learn from others and become more inclusive.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place)
 - Learning from our own past experiences and the past experiences of others.

Declaration of Aboriginal Worldviews and Perspectives:

- Connectedness and relationships

- Focus on team building and interpersonal skills
 - Promote positive school and community culture
- Local focus
 - Promote active involvement in both school and local community
- Emphasis on Identity
 - Identify strengths and areas for improvement in order to develop strong leadership skills
- Community involvement
 - Take deliberate steps to help leadership students feel involved and respected
- Experiential learning
 - Organize events for school and/or community that offer a variety of hands-on experiences for students
 - Organization of events/activities is student centered where students emphasize their strengths and preferences

BIG IDEAS

Leadership development is an ongoing, reflective process..

Strong **interpersonal skills** allow us to achieve a common goal..

Social responsibility is an important part of being a citizen.

Contributing to our school and community benefits both ourselves and others.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to individually and/or collaboratively do the following:</i></p> <ul style="list-style-type: none">• Begin to recognize different leadership styles represented within the school, community and world.• Begin to recognize that learning takes perseverance and may involve setbacks.• Begin to take initiative.• Begin to experiment with leadership roles.• Explore leadership techniques to improve chances of event success.• Communicate and demonstrate safe and appropriate participation for all.• Demonstrate an inclusive behaviour and attitude.• Recognize First Peoples perspective and knowledge to gain an understanding of leadership.	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• A variety of leadership styles and when to implement different plans of action.• Reflective techniques in order to adjust/adapt for the success of future goals.• Goal setting strategies for self, the school and/or the community.• Different strategies for planning and executing events.• Effective communication tools in order to complete a task alone and/or with a team.• First Peoples perspectives connecting leadership and community.• How to demonstrate social responsibility during the planning, execution and completion of an event or activity..

Course Name: Leadership 11

BIG IDEAS

Leadership development is an ongoing, reflective process..

Strong **interpersonal skills** allow us to achieve a common goal..

Social responsibility is an important part of being a citizen.

Contributing to our school and community benefits both ourselves and others.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to individually and collaboratively do the following:</i></p> <ul style="list-style-type: none">• Attempt different leadership styles represented within the school, community and world.• Continue to recognize that learning takes perseverance and may involve setbacks.• Explore more and more ways to take on leadership roles within the school/community.• Demonstrate increased confidence in taking initiative.• Continue to demonstrate understanding of being in a leadership role.• Explore more and more ways to accept increasingly demanding leadership roles.• Employ leadership techniques to improve chances of event success.• Communicate and demonstrate safe and appropriate participation for all.• Demonstrate inclusive behaviour and attitude.• Recognize First Peoples perspective and knowledge to gain an understanding of leadership.	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• A variety of leadership styles and when to implement different plans of action.• Reflective techniques in order to adjust/adapt for the success of future goals.• Goal setting strategies for self, the school and/or the community.• Different strategies for planning and executing events.• Effective communication tools in order to complete a task alone and/or with a team.• First Peoples perspectives connecting leadership and community.• How to demonstrate social responsibility during the planning, execution and completion of an event or activity.

Course Name: Leadership 12

BIG IDEAS

Leadership development is an ongoing, reflective process.

Strong **interpersonal skills** allow us to achieve a common goal.

Social responsibility is an important part of being a citizen.

Contributing to our school and community benefits both ourselves and others.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to individually and collaboratively do the following:</i></p> <ul style="list-style-type: none">• Demonstrate different leadership styles represented within the school, community and world.• Understand that learning takes perseverance and may involve setbacks.• Be a visible and confident leader within the school/community.• Take on increasingly demanding leadership roles.• Develop a personal leadership philosophy.• Fluently engage in multiple leadership techniques to improve chances of event success.• Communicate and demonstrate safe and appropriate participation for all.• Demonstrate inclusive behaviour and attitude.• Recognize First Peoples perspective and knowledge to gain an understanding of leadership.	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none">• A variety of leadership styles and when to implement different plans of action.• Reflective techniques in order to adjust/adapt for the success of future goals.• Goal setting strategies for self, the school and/or the community.• Different strategies for planning and executing events.• Effective communication tools in order to complete a task alone and/or with a team.• First Peoples perspectives connecting leadership and community.• How to demonstrate social responsibility during the planning, execution and completion of an event or activity.

Big Ideas - Elaborations

Interpersonal Skills: The ability to work with others, in a respectful and inclusive manner.

Social Responsibility: All individuals have the obligation to act for the benefit of society at large.

Curricular Competencies – Elaborations

none

Content – Elaborations

Plans of Action: An intentional and deliberate plan to meet a desired outcome.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-Role
- Peer teaching
- Experiential learning
- Reflective writing/discussion

Recommended Assessment Components:

- Journaling
- Self and Peer Assessment
- Event Assessment
- Discussions
- Presentations
- Projects

Learning Resources: None

Additional Information: None