



## Board/Authority Authorized Course Framework Template

<b>School District/Independent School Authority Name:</b> <i>SD 67 Okanagan-Skaha</i>	<b>School District 67</b>
<b>Developed by:</b> Bo Boxall, Myron Dueck and Sandra Richardson	<b>Date Developed:</b> 23 January 2018
<b>School Name:</b> Princess Margaret Secondary, Penticton Secondary, Summerland Secondary	<b>Principal's Name:</b> Roger Wiebe, Chris Van Bergeyk, Alan Stel
<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	<b>Grade Level of Course:</b> 10
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100-120

**Board/Authority Prerequisite(s): (None)**

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

A regular class or learning commons is required to meet with the entire class to cover topics and address group needs. Access to projectors, computers, Wi-Fi and applicable technologies are required to deliver the contemporary and evolving concepts embedded in this curriculum. Students will inevitably incorporate the entire school environment through the implementation of initiatives. Instructors need to have a broad and open-minded approach and experience in carrying out small and large scale endeavors.

## Course Synopsis:

This introductory course starts with the definition and key concepts of leadership studies, and an evaluation of the differences between leadership and volunteering. This course offers the opportunity to learn, apply and evaluate leadership skills in the school environment within small group settings. Effective communication skills and techniques will be applied to leadership. Exploration of personal values and ways to connect personal attributes and interests to identified school needs. The strategies selected will be reflected upon during and after the completion of initiatives and will be critically analyzed for effectiveness and sustainability.

## Goals and Rationale:

This course provides students the opportunity to learn, apply and evaluate leadership skills in the school environment within small group settings. Students will learn effective communication skills and techniques as they apply to leadership. Students will explore personal values and find ways to connect personal attributes and interests to chosen projects. A critical component of this course is to have students identify needs within the school and plan ways to address them.

Leadership combines many skills and competencies, both curricular and core, through advanced project-based, hands-on leadership opportunities. Students will need to **communicate** project ideas, designs and purpose, and to think critically about their effectiveness and impact. **Creative thinking** is paramount in importance to this course as students engage in developing and implementing initiatives that positively impact the school community. Leadership 10 provides students the opportunity to explore **positive personal and cultural identity** and **personal awareness** through an examination of individual values and strengths. Students should be aware of different leadership styles and approaches, and will be encouraged to be respectful of traditional ways of doing while implementing leadership initiatives. In every element, Leadership 10 develops the definition and understanding of being **socially responsible** while planning and implementing initiatives.

## Goals:

- Develop an understanding of the definition of effective leadership and why it is essential to organizations and society.
- To have students understand that different power bases exist for leaders and the application of these tools.
- Identify personal strengths and values specific to leadership.
- Develop the concept and tools to build school spirit.
- Develop competencies such as communicating by speaking publicly in small groups.
- This course is designed to challenge students to develop the building blocks of leadership.

### **Aboriginal Worldviews and Perspectives:**

- **Sharing circle** – opportunity for students to discuss current and complex issues in an open and respectful forum.
- **Consensus** – recognition of other people’s ideas and ability to openly discuss potential solutions to a challenge or issue.
- **Aboriginal concepts and language** – planning for and the purposeful inclusion and recognition of culture and language in leadership undertakings, initiatives, and gatherings.
- **Circle approach to thinking** – initiatives, challenges, and leadership is cyclical in nature and reflection is paramount
- **Particular attention will be paid to the issue of cultural appropriation, and the ethical decisions that need to be considered when using Aboriginal symbols, traditions and techniques. This issue can be addressed through consultation with local Aboriginal people.**

**BIG IDEAS**

**Social, ethical, and sustainability considerations** impact initiatives.

Leadership **inquiry** is driven by interests, skills, passion and values.

Complex initiatives require the **sequencing** of skills and the refinement of process.

Problems and challenges vary in **complexity** and in the strategies required to solve them.

**Traditional ideas, beliefs and cultures** can be integrated with new solutions, strategies and processes.

**Learning Standards**

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Leadership 10 - Learning to Lead</b></p> <p><b>Defining</b></p> <ul style="list-style-type: none"> <li>Establish the overall purpose and intent of (a) leadership and (b) individual <b>initiatives</b></li> <li>Select appropriate <b>volunteer opportunities</b></li> <li>Identify potential group, goals, and objectives for a leadership initiative</li> <li>Identify criteria for success, <b>intended impact</b>, and any constraints for a successful leadership initiative</li> <li>Identify different leadership definitions, elements, and styles</li> </ul> <p><b>Communicating</b></p> <ul style="list-style-type: none"> <li>Articulate potential <b>parameters, boundaries</b> and issues to consider when planning a leadership initiative</li> <li>Communicate and consider how social, ethical, and <b>sustainability</b> issues play a role in our decisions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>Differences between <b>leadership</b> and <b>stealth leadership</b></li> <li>the three main leadership styles of <b>Autocratic Democratic/Participative</b> and <b>Laissez-faire</b></li> <li>What is meant by <b>‘Position Power Base’</b> and describe it in terms of <b>coercive, legitimate</b> and <b>reward</b> elements.</li> <li>The definition of <b>‘Personal Power Base’</b> and describe it in terms of <b>connection, expert, information, and referent</b> elements.</li> <li>The <b>‘Golden Circle’</b> (Sinek) and how it applies to leadership studies.</li> <li>To document and <b>self-reflect</b> on all aspects of the course – most notably through journaling, self-assessment and group communication</li> </ul>

- Self assess and reflect upon **personal strengths and values**
- Reflect upon and assess the effectiveness of an initiative
- Effectively communicate and coordinate initiatives with all impacted people in school

### ***Exploring***

- Identify and use a variety of activities, processes and strategies for different initiatives
- Identify needs in the school to be addressed
- Research and develop potential solutions to address needs in the school

### ***Planning***

- Take **creative risks** to identify different activities and processes depending upon group
- Generate ideas to create a range of possibilities for individual projects or initiatives
- Plan for potential challenges and obstacles associated with an initiative
- Incorporate effective **time management** for self and group

### ***Implementing***

- Gather feedback from users over time to critically evaluate their initiative and make changes to future initiatives
- Apply personal strengths, leadership styles, power bases and values to leadership initiatives
- Coordinate with all groups and individuals impacted by an initiative
- Use **project management processes** when working on individual and group initiatives

## Big Ideas – Elaborations **START WORK HERE FOR BO, SANDRA, MYRON**

**Social, ethical, and sustainability considerations** - allows students to consider the implications, sensitivities and context when exploring other people's traditions and cultures. As well, consideration is made to recycling, reusing and reclaiming materials in and for the design process

**Inquiry** - the exploration of a question, rather than answers, in exploring an idea or concept.

**Sequencing** – identification of both short and long term needs and goals to complete leadership initiatives and undertakings.

**Complexity** – as students' progress through the levels of the course they will build on their understandings, skills and knowledge with long-term initiatives

**Traditional ideas, beliefs and cultures** - consideration to the value and depth of learning gained from indigenous studies and practices, as well as other groups from other times

## Curricular Competencies – Elaborations

- **Defining** – ability to explain what it means to be a leader.
- **Initiatives** – a project identifying a need within the school, community, or globally.
- **Volunteer opportunities** – a place for the student to work within the school, community, or globally.
- **Intended impact** – improving the situation of the group that the initiative is designed for.
- **Communicating** – putting ideas forward so that other people can embrace, and learn from them.
- **Parameters and Boundaries** – Challenges that may arise throughout an initiative or undertaking, and the capability to address or mitigate the challenge.
- **Sustainability** – Being respectful of, and managing resources appropriately, and being able to repeat, or maintain an initiative over a long period of time.
- **Personal Strengths and Values** – what skills have students developed, or need to develop to contribute to an initiative, as well as an awareness of current strengths, attributes, and values.
- **Exploring** – Researching, and openness to new ideas to solve a challenge.
- **Planning**- Managing resources, time, and personnel to successfully complete an initiative, and challenges.
- **Creative Risks** – Looking at new and innovative ways to solve a problem.
- **Time Management** – An awareness of personal restraints and ability to fulfil commitments.
- **Implementing** – Putting an idea into action.
- **Project Management Processes** – Recognizing roles, and responsibilities to ensure initiatives will be successful.

## Content – Elaborations

- **Leadership** – action of leading a group of people or an organization to complete an initiative.
- **Leadership Styles** – the methods that leaders use to implement change, and reach a goal.
- **Stealth Leadership** – leading others by providing opportunities for others to lead.
- **Autocratic** – leading with absolute power, not taking into account other people’s wishes or opinions.
- **Democratic/Participative** – working collaboratively with people to reach a common goal.
- **Laissez-faire** – providing complete freedom for people to reach their goal.
- **Position Power Base** - power is created based upon the role that the leader holds
- **Coercive** – power is based on the perception that one can administer consequences for unacceptable behaviour
- **Legitimate** – power is based on the perception that one’s influence attempts and decisions are appropriate for someone with one’s title or role.
- **Reward** – power is based on the perception that one can distribute rewards and recognition.
- **Personal Power Base** – power is created based upon the attributes and values that the leader displays.
- **Connection** – power is based on the perception that one is associated with important, and influential people.
- **Expert** – power is based on the perception that one possesses subject matter knowledge, judgment, skills and experience.
- **Information** – power is based on the perception that one has access to information that is valuable to others.
- **Referent** – power is based on the perception that one displays behaviours and personal characteristics that earn the respect and trust of others.
- **Golden Circle** (Sinek, S. 2014) – initiatives are grounded in the ability of the leader, or leaders to explain why something is important, or necessary for others to be involved in.
- **Self-reflect** – ability for students to look back with a critical, and open lens to their behaviours, skills, and contributions to initiatives, class discussions, and leadership development.

### Recommended Instructional Components:

- Direct instruction
- Guest Speakers
- Experiential Learning
- Self-reflection
- Volunteer opportunities
- Project Development

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

Clear targets and expectations shared with students at all stages of the assessment process.

*Formative:*

- Journals used to document trial-and-error, experiential learning
- Peer-assessment, and self-assessment
- Self-reporting
- Personal surveys

*Summative:*

- Student demonstrations of ability and showing evidence of knowledge and understanding
- Student self-reporting / teacher-monitored learning goal checklists
- Oral-response / student-teacher conferencing

**Learning Resources:**

- Guest speakers (Community organizations, civic and community leaders)
- TEDX Classroom
- Motivational instructional videos
- Simon Sinek – *Start with why*
- ITP Metrics – personality, teamwork assessments

**Additional Information:**

- Initiatives and leadership opportunities will vary based upon the school climate, community opportunities, and student areas of interest.