



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: <i>SD 67 Okanagan-Skaha</i>	School District 67
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School Name: Penticton Secondary School	Principal's Name: Chris Van Bergeyk
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	Number of Hours of Instruction: 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, WiFi 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 endeavours.

Course Synopsis:

This course reviews the key concepts found in Leadership 10 and 11 and builds on them to focus on community and global needs. This course offers students the opportunity to learn, apply and evaluate leadership skills in the community and global environment within large group settings. Students will enhance effective communication skills and techniques as they apply to leadership, with a particular focus on the needs of others **within different cultures and from different backgrounds, age-groups and perspectives**. Students will incorporate personal values and strengths to develop projects that identify and address community and global needs. A critical component of this course is to have students identify needs within the global or local community and plan ways to address them. The strategies selected will be reflected upon after the event and be critically analyzed for learning opportunities, transferability and sustainability.

Goals and Rationale:

Leadership 12 combines many skills and competencies, both curricular and core, through advanced project-based, hands-on leadership opportunities. Students will **develop** and **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 and broader community. Leadership 12 provides students the opportunity to develop **positive personal and cultural identity** and **personal awareness** through an application of individual values as it pertains to their leadership undertakings. In every element, Leadership 12 builds on and fosters a strong sense of **social responsibility within the global arena**.

Goals:

- Use management and organization strategies to effectively plan and execute events in the school, community or international realm
- Foster the development of a strong community culture and a way to respectfully reach out to people beyond the school community
- Identify personal strengths and values specific to leadership, particularly as they apply to global issues
- Develop and foster a reflective global leadership practice
- Develop competencies such as communicating by speaking publicly to school and community/global groups
- This course is designed to challenge students to develop the building blocks of global leadership and awareness

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.

- o Fosters multi-dimensional connections that generate lasting positive effects.

Learning involves patience and time.

- o Understanding that a positive school and community culture is created over a long period of time.
- o Perseverance during difficult tasks.
- o 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.

- o Reflection and personal growth is necessary to grow as a leader and as an individual.

Learning involves generational roles and responsibilities.

- o 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)

- o Learning from our own past experiences and the past experiences of others.

Declaration of Aboriginal Worldviews and Perspectives:

Connectedness and relationships

- o Focus on team building and interpersonal skills
- o Promote positive school and community culture

Local focus

- o Promote active involvement in both school and local community

Emphasis on Identity

- o Identify strengths and areas for improvement in order to develop strong leadership skills

Community involvement

- o Take deliberate steps to help leadership students feel involved and respected

Experiential learning

- o Organize events for school and/or community that offer a variety of hands-on experiences for students
- o Organization of events/activities is student centered where students emphasize their strengths and preferences

BIG IDEAS

Social, ethical, and sustainability considerations impact global initiatives.

Leadership is driven by interests, skills, passion and values, and these elements can be reflected differently around the community and world.

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>Leadership 12 Defining</p> <ul style="list-style-type: none"> Assess and defend a variety of positions on a problem, an issue or a topic Demonstrate leadership by planning, implementing, and assessing strategies to address a problem or issue What factors lead to changes or continuities affecting groups of people differently? Select community/global-based volunteer opportunities that reflect personal core values Identify potential group goals, and objectives for a community-based or global leadership initiative Identify criteria for success of community-based, or global initiatives, intended impact, and any constraints for a successful community-based, or global leadership initiative 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> Understand what it means to apply values to leadership work within the community, or international settings, addressing the diverse needs of a community Identify the role of values and belief systems in implementing community based initiatives in different cultures Manage interactions and exchanges between cultures when implementing community based initiatives The ‘Golden Circle’ (Sinek) and how it applies to leadership studies and a specific community or global need. To document and self-reflect on all aspects of the course – most notably through journaling, self-assessment and group communication Understand and apply the attributes of a successful leader within the community, addressing more than

Communicating

- Consider **parameters, boundaries** and issues when planning a community-based, or global leadership initiative
- Communicate and consider how social, ethical, and **sustainability** issues play a role in community-based, or global initiatives
- Self-assess and reflect upon personal strengths and values
- Reflect upon and assess the effectiveness, and impact of a community-based, or global initiative
- Effectively communicate and coordinate community-based, or global initiatives with all impacted people in the community

Exploring

- Assess personal transferable leadership skills, and identify strengths and those skills that require further refinement - particularly focus on how to utilize these attributes in other settings/communities
- Identify and use a variety of activities, processes and strategies for different community-based, or global initiatives
- Identify needs in the community or globally to be addressed
- Research and develop potential solutions to address needs in the community or globally
- Identify and explore issues of concern that reflect your personal values, and the values of those impacted

Planning

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

one school issue, global issue or national/international focus.

- How to use and apply time management skills.
- How to lead a project from beginning to end.
- How to document the evolution of a community-based event or **initiative** from beginning to end in order to build a **legacy** for long term project work
- Manage **social and human capital** and transferable skills, including intercultural, leadership, and collaboration skills
- to understand the complexities of developing initiatives in one context or culture and applying them to another (ie. planning **international humanitarian trips**)

Implementing

- Lead groups of people in the community or globally through an initiative or lead one aspect of an initiative
- Apply personal strengths, leadership styles, power bases and values to leadership initiatives
- Coordinate with all groups and individuals impacted by a community-based, or global initiative
- Use **project management processes** when working on individual and group initiatives

Big Ideas – Elaborations

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.
- **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.
- **Initiative** – (noun form) a project, drive or event that focuses on a particular need in an organization, school or community.
- **Journaling** – the documentation, either digital or paper-based, of an event or process. Typically used as a reflective exercise.
- **Legacy** – a lasting change or effect found as a result of an initiative.
- **Toys for Tots to Teens and 10,000 Tonight** - projects involving the entire community and supporting non-profit organizations in the region
- **International humanitarian trips** - projects involving travel to other countries in order to fulfill a need or purpose (ie. help build a community centre in Tanzania)

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**
- **Michael Fullan - Social, Human and Personal Capital**
- **OECD - Principles of Learning and Leadership**

Additional Information:

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