Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	**School District/Independent School Authority Number (e.g. SD43, Authority #432):** SD #33
Developed by: Lisa Ego, Andrea Doerksen, Shasha White	**Date Developed:** February 20th 2018
School Name: Sardis Secondary Chilliwack Secondary	**Principal's Name:** Dan Heisler Brian Fehlauer
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:** 120

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: Classroom with space for project-based learning and adequate personalized storage. See Learning Resources for additional materials.

Course Synopsis: The Leadership program provides opportunities for students to become meaningfully involved in both school and community activities. It is based on the concept that leadership can be developed through self-awareness, shared vision and a variety of service opportunities. Students who take this course will develop a life-long appreciation of contributing to their communities and helping others. Students interested in enrolling in the Leadership course will apply to the program according to the process set by the teacher(s).

Goals and Rationale:

The purpose of Leadership is to have students learn and develop as leaders, as well as inspire the students and staff members at a school to make a difference in their school, community, and world. Another aim is to develop and enhance students' character traits, such as, integrity,

commitment, respect, passion, perseverance, accountability and empathy. Leadership instills in students the value of being an active contributor rather than a passive consumer. Affording students an opportunity to organize, run, and reflect on events enables them to see the value of school and community involvement. When the students work together serving each other the school and our community as a whole benefits.

Aboriginal Worldviews and Perspectives:

Learning is embedded in memory, history and story – there is value in history and learning from the past traditions of the school, students can "fail forward" and learn from their/and others' past actions to improve future performance

Learning involves patience and time – students will work through the planning process for an activity, developing yourself as a leader is a growth process, students are change agents in the school but also need to adapt over-time to meet the needs of our dynamic student population(s). Significant meaningful change takes planning and time.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place.)

BIG IDEAS

Leadership development is an ongoing process.	Experiential learning in leadership allows us to contribute to our school and community.	Organization, planning and reflective practice are key components to leadership.	Leadership involves inspiring others to act	Leadership involves mentoring the next generation of leaders

Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Leadership Development: - Develop, refine and articulate a **personal leadership philosophy** - Understand and employ the **elements of leadership** - Recognize First Peoples perspectives and knowledge to gain understanding of Leadership - Acknowledge that developing as a leader is a process that takes a lifetime - Develop and refine **communication skills** - Demonstrate integrity, commitment, respect, passion, perseverance, accountability and empathy - Identify the characteristics of positive role models and mentors - Make connections with positive mentors in the real world **Servant Leadership**: - Demonstrate a desire to maintain and improve ones' environment - Recognize and advocate for the importance of different roles of a team - Demonstrate an enthusiasm to actively participate in all facets of leadership Learning through Experience: - Understand that experiences are learning opportunities - Employ leadership techniques to benefit the school and community - Develop, facilitate and reflect on projects - **Reflect on practice** - Model appropriate and authentic behaviour in a variety of circumstances - Utilize a variety of types of communication through practical applications - Improve speaking skills in small and large groups - Improve listening skills (active listening) in small and large groups	*Students are expected to know the following:* - Mentoring practices - **Vertical teaming** to foster student connections and sense of belonging - **Leadership styles and theory** - Key components of leadership: trust, respect, reflection, shared-vision, collaboration, identifying personal strengths, communication, financial and time management, facilitation and organization, service, empathy, accountability, self-care, teamwork - **Communication methods** and when to use different forms - First Peoples Perspectives connecting to Leadership - Different leadership techniques to encourage inclusion and participation - **Principles of project design** for various activities including: assemblies, spirit events, student transition activities, dance, in-class activities, team bonding events, social awareness events, talent show, random acts of kindness, pep-rallies, staff appreciation, school and community fundraisers - Define and apply the language associated with leadership - the components of school culture and school community - the needs, traditions, and legacy of our school and community - The **process of reflection** - The components and theory of team work - Self awareness leads to meaningful change - Conflict resolution strategies

- Select and employ appropriate conflict resolution strategies in a variety of settings
- Identify goals, assign roles, and set timelines
- Mentor other developing leaders in the school and community
 	
Leading through Inspiration:
   - Utilize your passion(s) to develop **service opportunities**
   - Demonstrate the ability to actively involve and include diverse student groups in school life and increase their sense of belonging
   - Build meaningful and purposeful connections through vertical teaming to mentor other leaders
   - Respond positively to the needs of the school and student population	

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, teamwork, collaboration, trust, initiative
Communication skills: a dimension of interpersonal interactions; used to share passions, intents, and motivation.
Servant Leadership: "service above self"; students recognize that all jobs and roles in a project are valuable. Students demonstrate a willingness to give their time and talents to help others, and demonstrate humility.
Reflect on practice: continuously use various tools/strategies to analyze, and evaluate past, present and future practices.
Service opportunities: may include school, community and global initiatives; should connect with individual, class and school goals where possible.

Content – Elaborations

Vertical Teaming: grouping students across grade levels: assist with student transitions into and within the school
Leadership styles and theory: could include but not limited to transformational, transactional, laissez-faire, autocratic, democratic, servant, visionary, directive, affiliative, coaching, mentoring, authoritative
Process of reflection: could include evaluation of personal contribution and effectiveness as well as event success and group dynamics
Communication Methods: could include recognizing our own default communication style(s), and when utilizing alternate styles may be beneficial given the role and audience
Principles of Project Design: should include pre and post project considerations with a focus on the utilization of planning tools, strategies, and organization

Recommended Instructional Components:

- Experiential learning
- Modelling

- Demonstrations
- Student-in-role
- Reflective processes
- Direct instruction
- Brainstorming

Recommended Assessment Components:

Personal and project management: student comes prepared to work and learn with appropriate materials and attitude

Project completion

Reflective practice: self, peer and group.

Teacher observations: formal and informal

Personal communication: group discussions, student/instructor dialogue

Project documentation: proposal, presentation, post-conference requirement

Other: checklists, rubrics, student/teacher logs

Learning Resources:

Various materials: articles, videos, multimedia, current presentation technology, guest speakers

Additional Information:

None