

BAA LEADERSHIP 10

DISTRICT NAME: Coquitlam

DISTRICT NUMBER: SD#43

DEVELOPED BY: Darren Stewart

DATE DEVELOPED: April 2006

SCHOOL NAME: Riverside Secondary

PRINCIPAL'S NAME: Chris Kennedy

BOARD/AUTHORITY APPROVAL DATE: June 20, 2006

BOARD/AUTHORITY SIGNATURE: _____

COURSE NAME: Leadership

GRADE LEVEL OF COURSE: 10

NUMBER OF COURSE CREDITS: 4

NUMBER OF HOURS OF INSTRUCTION: 120

PREREQUISITE(S): None

SPECIAL TRAINING, FACILITIES OR EQUIPMENT REQUIRED:

COURSE SYNOPSIS:

This course is designed to provide students with the opportunity to learn and practice leadership skills. This course is an introductory leadership course. Students will learn leadership skills and be able to demonstrate these through a variety of activities. A strong focus will be on cooperative leadership. Among other elements of effective leadership, students will focus on identifying leadership characteristics, developing teamwork skills, and improving time management and organizational skills. This course will provide a foundation for students who may go on to Leadership 11 & 12 or Athletic Leadership.

RATIONALE:

When asked, most students are able to identify leadership skills possessed by those around them. Leadership 10 will not only help the student identify those skills possessed by others, but also to identify some of the leadership skills they personally possess. The participants in this course, while discovering the traits they have, will help to build a positive school culture. While learning how to tap into their own talents, the students will work together to apply those leadership skills. Leadership opportunities will aid in preparing students not only for future leadership classes, but as well, for future endeavours.

ORGANIZATIONAL STRUCTURE:

UNIT	TITLE	TIME
1	What is Leadership?	10
2	Personal Leadership	20
3	Volunteerism	5
4	Planning and Implementation	65
5	Building Leadership Skills Through Reflection	20
Total Hours		120

UNIT 1: What is Leadership?

10 Hours

Students will become familiar with the overall concept and workings of student leadership through an introduction to general leadership theories and styles. Students will analyze and explore the qualities of a positive and effective leader.

Curriculum Organizers – Understanding Leadership Fundamentals

It is expected that students will be able to:

- Identify both positive and negative leadership qualities as demonstrated by role models in society
- Demonstrate an understanding of what makes an effective and positive leader
- Demonstrate an understanding of leadership styles
- Demonstrate a general understanding of leadership theory

UNIT 2: Personal Leadership

20 Hours

Students will move from a general knowledge of the concept of leadership to a specific understanding of their individual leadership styles. A wide range of tools will be used to help students explore their individuality as leaders; a variety of planning and management skills will be presented to help students cope with the practical demands of leadership.

Curriculum Organizers - Understanding Leadership Fundamentals

It is expected that students will be able to:

- Identify their own leadership style
- Demonstrate an understanding of time management and organization skills
- Demonstrate an understanding of effective planning
- Demonstrate an understanding of effective decision making skills
- Demonstrate an understanding of a variety of decision making models and the constraints within each

Curriculum Organizers – Application of Leadership Styles

It is expected that students will be able to:

- Compare and contrast results from leadership style inventory with their own conceptions
- Develop and maintain an effective method of managing tasks
- Demonstrate what they have learned in terms of leadership

UNIT 3: Volunteerism

5 Hours

Students will be introduced to concept of volunteerism and its relationship to a positive community. Students will be expected to volunteer their time outside of class for a variety of projects.

Curriculum Organizers - Understanding Leadership Fundamentals

It is expected that students will be able to:

- Identify various volunteering opportunities available in the school community
- Understand the value of volunteerism in their community

Curriculum Organizers – Application of Leadership Styles

It is expected that students will be able to:

- Adapt to variety of volunteer environments

- Develop and demonstrate a professional attitude about their volunteer experience
- Justify volunteering options/choices as they relate to the needs and/or the goals of the community

Curriculum Organizers – Enhancing School Culture

It is expected that students will be able to:

- Identify volunteer activities that would aid in the maintenance of a positive school culture
- Choose volunteer activities based on the needs and goals of the community.

UNIT 4: Planning and Implementation

65 Hours

Working with others, students will develop and implement programs using the strategies examined during the class. Students will design activities which move beyond the classroom and reach into the school and greater community. Students will be able to demonstrate the planning, implementation, and evaluation of projects while incorporating promotional and communication skills.

Curriculum Organizers - Understanding Leadership Fundamentals

It is expected that students will be able to:

- Identify various roles within groups
- Demonstrate the use of agenda for planning purposes
- Demonstrate an understanding of team/group dynamics
- Use goals to guide planning
- Demonstrate an understanding of the complexity of organizing and running an activity
- Identify the steps required to plan an activity
- Demonstrate an understanding of effective promotional activities.
- Identify components of an effective activity
- Identify conflict resolution skills

Curriculum Organizers – Application of Leadership Styles

It is expected that students will be able to:

- Within a group setting, plan a specific event for other members of the community
- Demonstrate and apply problem solving skills
- Demonstrate individual accountability while working within a team and on individual assignments
- Demonstrate how to work as an effective team member
- Demonstrate an understanding of the importance of communication skills for effective leadership (verbal, non-verbal, written, listening)
- Use a determined plan for the running of an activity
- Working with others, create an effective promotional component to the activity
- Reflect upon the success of an event with a post event evaluation

Curriculum Organizers – Enhancing School Culture

It is expected that students will be able to:

- Based on community goals and community needs, identify activities which would promote a positive culture within the community

UNIT 5: Building Leadership Skills Through Reflection

20 Hours

Students will explore a variety of ideas held by other leaders in society.

Curriculum Organizers - Understanding Leadership Fundamentals

It is expected that students will be able to:

- Summarize message/point of view of various leaders
- Identify leadership principles addressed by others

Curriculum Organizers – Application of Leadership Styles

It is expected that students will be able to:

- Use creativity in developing presentations
- Compare leadership ideas of others with their own system of beliefs
- Create a personal reflection of the student's own learning

INSTRUCTIONAL COMPONENT:

It is expected that the teacher will use a variety of strategies and resources such as:

- Direct instruction
- Indirect instruction
- Brainstorming
- Group work
- Role playing
- Creative projects
- Student demonstrations
- Observation
- Interviews
- Journal/reflection
- Video
- Readings
- Volunteer experiences
- Experiential learning

ASSESSMENT COMPONENT:

Assessment is done on an ongoing basis and includes teacher and student assessment of:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria

- Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
- Feedback that is timely, clear and involves a plan
- Students are resources for themselves and others – peer and self-assessment
- Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment

- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

LEARNING RESOURCES:

Below is a list of some of the materials that may be referenced. It is not exhaustive.

- Seven Habits for Highly Effective Teens - Sean Covey
- Don't Sweat the Small Stuff for Teens – Richard Carlson
- From Me to We – Craig and Marc Kielburger
- Cool to Be Kind – Val Lutwin, Chris Bratseth, Brad Stokes, Eric Hanson
- CASAA Newsletters
- CIRA
- Internet websites
- Video
- Learning Style Inventories