

BAA Leadership 12

District Name: Coquitlam
District Number SD #43
Developed by: Michelle Ciolfitto and Joni Tsui
Date Developed: November 2004
School Name: Port Moody Secondary
Principal's Name: Karen Jensen
Board/Authority Approval Date: February 22, 2005

Board/Authority Signature:

Course Name: Leadership
Grade Level of Course: 12
Number of Course Credits: 4
Number of Hours of Instruction: 120

Prerequisite(s): Teacher recommendation or coordinator approval; Leadership 11

Special Training, Facilities or Equipment Required:
None

Course Synopsis:

Leadership 12 provides motivated students with the opportunity to contribute to the school and wider community. Students will develop the organizational tools necessary to perform a leadership role. The course requires students to plan and implement programs that will benefit others in the school and community at large.

Rationale:

Many students have untapped or underdeveloped leadership traits. Leadership 12 provides a coaching environment in which these students learn to recognize and subsequently apply their individual talents to enhance the community. Through this course students are empowered to contribute to the school in positive and creative ways.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Leadership Philosophies	10 hours
Unit 2	Identifying Leadership Strengths and Styles	25 hours
Unit 3	Activity and Lesson Planning	70 hours
Unit 4	Developmental Assets	10 hours
Unit 5	Leadership Roles	5 hours
Total Hours		120 hours

Unit/Topic/Module Descriptions:**Unit 1: Leadership Philosophies****Time: 10 hours**

Students are introduced to a variety of views on the roles and processes of leadership in our society. The beliefs and practices of leaders such as Gordon Neufeld, Nancy Golden, Barry Bennett, Madeline Grumet, and Nel Noddings are examined. As well, local leaders such as school administrators are consulted.

Curriculum Organizers – Understanding Leadership Fundamentals - Leadership Theories*It is expected that students will:*

- analyse the contributions of various theorists and practitioners to the field of leadership
- relate diverse theories to their own personal beliefs

Curriculum Organizers – Application of Leadership Styles – International Practices and Philosophies*It is expected that students will:*

- compare the merits and drawbacks of a variety of leadership styles.
- explain how culture influences leadership practices

Unit 2: Identifying Leadership Strengths and Styles**Time: 25 hours**

This unit will help students identify common strengths found in leaders. They will then participate in a number of activities to help them reflect upon their personal leadership strengths.

Curriculum Organizers – Understanding Leadership Fundamentals – Common Strengths

It is expected that students will:

- identify and describe the traits associated with effective leadership in our society
- evaluate which strengths result in a positive culture
- demonstrate understanding of personality traits and behaviours that impede effective leadership

Curriculum Organizers – Application of Leadership Styles – Personal Traits

It is expected that students will:

- determine the leadership traits that they already possess
- determine the leadership traits they would like to develop through this course

Curriculum Organizers – Context - Implementation

It is expected that students will:

- develop a specific plan of action to accomplish their leadership goals

Unit 3: Developmental Assets

Time: 10 hours

Unit 3 introduces students to the topic of Developmental Assets. Community programs that enhance developmental assets are identified. The information is used to help students design proposals for new programs that would benefit youth in the community. Descriptions of developmental assets are also used to assess at-risk behaviours in community members and to implement appropriate support programs.

Curriculum Organizers – Understanding Leadership Fundamentals – Developmental Assets

It is expected that students will:

- demonstrate an understanding of the 40 developmental assets identified by the Search Institute
- identify which of the 40 developmental assets they bring to the leadership class

Curriculum Organizers – Application of Leadership Styles

It is expected that students will:

- examine developmental assets data within their school or community to assess for areas of weakness
- use their knowledge and personal strengths to design programs or activities that increase the number of developmental assets possessed by community members

Curriculum Organizers – Context - Implementation

It is expected that students will:

- develop a strategy to increase the number of developmental assets they possess

Unit 4: Activity and Lesson Planning

Time: 70 hours

We begin by showing students a variety of strategies and techniques that can be used in planning events and activities. Students then develop and implement programs using the strategies that they feel would be most appropriate for their group. Activities are designed to provide opportunities for leaders to connect with other members of the community. Further, students learn a variety of methods to evaluate group performance as well as the effectiveness of their own planning. Practical suggestions for group management and connecting with project participants are also examined.

Curriculum Organizers – Understanding Leadership Fundamentals

It is expected that students will:

- identify various leadership strategies
- describe various methods of managing the behaviour of a group
- identify behaviours that hinder group interaction

Curriculum Organizers – Application of Leadership Styles

It is expected that students will:

- demonstrate an understanding of the variety of leadership strategies
- identify the steps required to plan a group activity
- differentiate between the requirements for a small group versus school-wide activity.
- plan a specific activity for other members of the community
- attend to all the legal and safety issues associated with group activities.

Curriculum Organizers – Context - Implementation

It is expected that students will:

- implement effective group leader strategies
- students will plan and implement both small group and community activities.
- identify components of an effective event or activity
- reflect upon the components of an implemented event or activity
- suggest and implement a variety of strategies to evaluate participant performance.

Unit 5: Possible Leadership Roles in the Community

Time: 5 hours

Unit 5 focuses on the variety of roles leaders play in our community. The intent is to increase awareness of how students can contribute to their communities over a lifetime.

Curriculum Organizers – Understanding Leadership Fundamentals

It is expected that students will:

- discuss leadership opportunities with a variety of guest speakers
- examine opportunities for youth leadership in the community

Instructional Component:

- Direct instruction
- Indirect instruction
- Brainstorming
- Group work
- Role playing and simulations
- Creative projects
- Student demonstrations/presentations
- Fieldtrips
- Observations
- Interviews
- Journals
- Guest Speakers

Assessment Component:

- 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:

- Books
 - DePree, M. (1992). Leadership jazz. New York: Dell Publishing.
 - Jossey- Bass (2000). The Jossey-Bass reader on Educational Leadership. San Francisco: Jossey-Bass.
- Community Groups and Leaders
- Access to the Internet for research/resources

Additional Information: