Board/Authority Authorized Course: **Leadership 10**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number: SD 79
Developed by: Noni Battye	**Date Developed:** June, 2019
School Name: Lake Cowichan School	**Principal's Name:** Jaime Doyle
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Leadership	**Grade Level of Course:** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 120
Course Category: Citizenship/Civic Activities and Public Affairs	**Course Code:** YCPA-0A

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

A variety of school and community locations will be used.

Goals and Rationale:

This course will instruct students in the various skills, attributes, and knowledge required to become a successful leader. The focus will be on applying these skills in service to your school and community. The class will emphasize small group work and hands-on experiences.

As per the First People's Principle of Learning, (learning ultimately supports the well-being of self, the family, the community, the land, the spirits and the ancestors), this course will focus on the balance of self and community to create a wholistic approach to leadership.

Indigenous Worldviews and Perspectives:

The foundation of this course is built upon the First Peoples Principles, however, Principle Two; "Learning is holistic, reflexive, reflective, experimental, and relational (focused on connectedness, on reciprocal relationships, and sense of place), deeply resonates throughout the work we will be engaged with within our communities.

BIG IDEAS

An active contribution to society gives one a **sense of purpose** and **personal well-being** and promotes a **high functioning** community.	There are many effective **leadership styles.**	Learning is **holistic**, **reflexive**, **reflective**, **experiential**, and **relational** (focused on connectedness, on reciprocal relationships, and sense of place).	Through social and civic responsibility, students will engage in actions and attitudes associated with democratic governments and social participation: as productive, responsible, caring and contributing members of society.

Learning Standards

Curricular Competencies	Content
Students are expected to do the following:	*Students are expected to know the following:*
Apply: • **decision-making strategies** • group roles • time management techniques to the planning of projects • various leadership skills to practical situations **Conduct:** • in-group and/or individual **self-evaluation** • oneself towards others in a responsible, caring way.	**Identify:** • thinking or **learning styles** • personal styles such as: leadership style, conflict management style, introversion/extroversion • **conflict resolution** styles **Explore**: • **personal styles and strengths** • the importance of **self-esteem** and positive image • various group roles • the traits to function as an effective group member • **time management** principles

Evaluate and Personalize:

- responses to simulations of positive and negative **feedback** from self, peers and environment

Communicate:
- goal setting, strategies, and solving problems
- orally, visually, and in writing
- Maintaining logs, journals, work schedules, and project assignments

Explore and Investigate:
- how to become a **self-directed learner**
- a personal preference for a particular time management system and use that system
- conflict resolution styles

Mediate:
- disputes between others
- Use mediation techniques to heighten group morale and increase productivity

Demonstrate:
- an ability to use time management techniques
- decision-making through choice of skills and strategies
- the ability to function in a leadership role

- volunteering in community and school

Big Ideas – Elaborations

Sense of Purpose and Personal Well-being - motivation that drives you towards a satisfying future. It will help you get the most from the things you do and achieve on a large and small scale.

High Functioning - the skills and experiences you need to find success.

Leadership Styles -through an exploration of one's identity (FPPL) students will discover a leadership style that works for them.

Wholistic – is characterized by comprehension of the parts of being as intimately interconnected and explicable only by reference to the whole.

Reflexive – an act of self-reference and personal examination on your actions and instigations.

Reflective – characterized by deep thoughtfulness and self-awareness

Experiential – based on the learning from experiences and observations of hands on learning

Relational – emphasizing and nurturing the ways that people and systems are connected.

Curricular Competencies – Elaborations

Feedback – information about a person or person's task

Decision making strategies – the thoughtful process of selecting logical available options.

Self-evaluation - a way for learners to reflect on and take ownership of their learning and set goals for growth.

Self-directed learner - In its broadest meaning, 'self-directed learning' describes a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning.

Content – Elaborations

Self-esteem – confidence in one's own worth and abilities

Learning styles – how we learn best

Personal styles and strengths – are resilience of the individual's characteristics also known as internal assets or personal competencies, these are associated with healthy development of self and success.

Time management – the ability to use one's time effectively, productively, especially when at work.

Conflict resolution – the process in which two or more parties engage in debate to reach an agreed upon resolution.

Recommended Assessment Components: Ensure alignment with the <u>Principles of Quality Assessment</u>

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next? The students will be expected to take on minor leadership roles as they learn about their leadership style and skills.

Learning Resources:

- Various articles and videos

- Covey, Stephen. *The 7 Habits of an Effective Teen*.