



Board/Authority Authorized Course
Charles Bloom Secondary
Leadership 12

School District/Independent School Authority Name: Vernon School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD#22
Developed by: Rachel Ouellet/Melissa Yurkowski	Date Developed: March 16, 2022
Superintendent Approval Date (for School Districts only): Jan 28, 2022	Superintendent Signature (for School Districts only): on course form
Board/Authority Approval Date: May 11, 2022	Board/Authority Chair Signature: on course form
Course Name: Leadership	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: Approximately 40 after school meetings of 1-1.5 hours in addition to after school activities (like dances) = between 60-80 hours

Board/Authority Prerequisite(s): Some previous exposure to extra-curricular activities or service leadership and/or the initiative to learn and be involved in service learning and extra-curricular activities, Successful application and/or interview to course upon teacher recommendation and approval, Parent/guardian consent

Special Training, Facilities or Equipment Required: Teacher must have exposure to themes surrounding leadership, service learning and or mentorship.

Course Synopsis: This course has been created to further provide students with the opportunities to develop a sense of pride and responsibility to their community – both through the school as well as the local community. This course assumes that the student has had exposure to themes surrounding leadership and social justice, most likely from Leadership 10 and/or 11. Students will continue to develop the qualities of school pride, initiative, and responsibility by actively participating in, and organizing, school functions and events. Students should be visible in the school and local community as active participants and contributors. The in-class portion of the course will include organizing various school spirit events and activities, including fundraisers, themed events, assemblies and other related events. Students will continue to develop collaboration skills, working as a larger group and also taking on individual roles and responsibilities. Students will be expected to have enough motivation and

drive to be able to effectively accomplish tasks on their own initiative if need be. In-class time will also include investigating historical philosophies of leadership and important events and people who have effected change. Using the planning, communication, and processing skills developed in class, students should be able to act as a leader in their community and be a role model for other students.

Goals and Rationale:

Further build surrounding collaboration and teamwork
 Further build skills surrounding intrinsic motivation, resiliency and initiative
 Understand the value of leadership skills and philosophies to real world situations
 Use their skills and knowledge to be a leader in the community (school and local)
 Exemplify what it means to be a leader through everyday actions
 Gain respect for, and contribute to, the community (school and local)

First Peoples Principles of Learning:

Leadership supports the connections between self and community, the land, and those who have come before us - Leadership is a holistic, reflective, and experiential process that focusses on connectedness and relationships - Through the course students will learn their role and responsibility in the community - Leadership involves patience and time - Students will develop a better sense of their own identity.

Indigenous Worldviews and Perspectives:

Community involvement (process and protocols) - Experiential learning - Flexibility - Community engagement - Local focus - Emphasis on identity - The role of the teacher as a leader

BIG IDEAS

Developing and organizing leadership activities requires communication , teamwork, collaboration, along with character development	Participation in leadership activities allows for the development of skills in a complex and dynamic environment, which allows for the exploration of a Personal and cultural Identity	Developing our leadership strengths (While reflecting on our areas of improvement) can help improve leadership skills and develop both our Personal Awareness and our Social Responsibilities	Being a strong Creative and/or Critical thinker can improve our ability to work effectively in groups, which will allow us to become lifelong leadership learners & inform our possible career life decisions	Exploring ways to support and establish a positive school culture will foster Social Responsibility and encourage a Positive Personal Cultural Identity for all Students
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Learning Standards

Curricular Competencies	Content
Students are expected to do the following: Character Development: Understand how to resolve conflict Accomplish assigned tasks & follow through to meet group goals & deadlines Engage with peers in a positive manner, while respecting the opinions of others Develop accountability and responsibility within all group and/or class members Accept challenges and overcome roadblocks with critical and/or creative thinking Personal Development: Use self-assessment and reflection to develop awareness of their strengths, preferences and skills Demonstrate respect, collaboration and inclusivity in working with others to solve problems Set and achieve realistic learning goals with perseverance and resilience Apply decision-making strategies to a life problem, work problem or community problem and adjust the strategies to adapt to new situations Identify and participate in preferred types of activity. Investigating personal values, choices and responsibilities Seek out ways in which leadership skills may be applied to future career life activities Social Responsibility and Community Connections: Questions self and other about how individual process and passions can support the needs of the local and global community when considering events and/or activities Recognize and explore diverse perspectives on how events and activities contribute to our community and society Leadership Journals Lifelong Leadership and Related Career-Life Decisions: Demonstrate safety skills and appreciate the importance of workplace safety when setting up, and or running an event or activity Demonstrate safety, fair play, and leadership in all activities Appreciate the value of a network of resources and mentors to assist with career exploration in event planning and/or leadership employment opportunities Apply a variety of opportunities to expand their knowledge of diverse volunteer activities and other new learning experiences that stimulate Entrepreneurial and innovative thinking Use a variety of marketing and promotion strategies to advertise school and community events Act as a liaison between school, community, students and administration Social Responsibility and Community Contributions: Appreciate the role of audience expectations and traditions and of community needs in event planning and/or student-Based activities Identify and explain motivational factors influencing participation in activities Plan ways to overcome potential barriers to participation in activities Analyze strategies for responding to discrimination, stereotyping and bullying	Students are expected to know the following: Character Development: Conflict Resolution skills Personal Responsibility Strategies Importance of listening to each other Teambuilding skills Respectful discourse with classmates Time management and goal setting strategies Group dynamics Understanding limits Personal Development: Communication skills Brainstorming strategies Strategies to improve collaboration Self-directive learning opportunities Assessment, feedback and reflections Project management Social Responsibility and Community Connections: Local and global needs and opportunities Cultural and social awareness Factors affecting types of leadership and/or event planning activities in the school and/or school community Importance of diversity in our communities Value of volunteering Self-reflection & self-assessment Lifelong Leadership and Career-Life Decisions: Workplace safety, emergency procedures and risk analysis Role of mentors, family, community, school and personal network in individual decision-making ability Role of community, school, personal network, and mentorship in providing leadership career opportunities Factors affecting types of leadership and/or event planning jobs in the community The importance of volunteerism to all types of programs Marketing and media promotion strategies, and target Audience. Social Responsibility and Community Contributions: Role of partnership programs between community, school and mentors Influences of physical, emotional and social changes on identities and relationships Strategies to protect oneself and others from potential

Realize potential for role modelling positive leadership attitudes to younger students and offer support as peer mentor	abuse, exploitation and harm in a variety of settings Consequences of bullying, stereotyping and discrimination Engage in Peer Mentorship activities within the community
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Big Ideas – Elaborations

Personal Growth and Awareness

Questions to support inquiry-based learning:

In what ways do my personal values and beliefs influence my relationships?

How do my decisions, actions and biases affect those around me?

How can I use my personal strengths to contribute to large group activities?

Positive Value of School Culture

Questions to support inquiry-based learning

How can I continue to develop and capitalize on my leadership skills to create a career path?

How can I use my newly created network of leadership mentors to explore careers that value my skills?

Lifelong Leadership

Questions to support inquiry-based learning

How can I continue to develop and capitalize on my leadership skills to create a career path?

How can I use my newly created network of leadership mentors to explore careers that value my skills?

Curricular Competencies – Elaborations

Decision making strategies: strategies used to meet the goals and deadlines of the group

Types of activities: large group and small group partnerships, full or partial student population, large initiatives with large impact goals, smaller projects, volunteering, impact local, regional or global community.

Individual purposes and passion: values and passions how can passion drive participation?

Personal public identity: social media, how you want others to see you etc., recognizing and appreciating individual identity of me peers?

Safety skills: may include ladder safety instructions, knowledge of decoration and health and fire safety restrictions, safe equipment usage and event risk assessments.

Social Responsibility & Community Contributions

Appreciate the role of audience expectations and traditions, and of community needs in event planning and/or student-based activities

Identify and explain motivational factors influencing participation in activities

Plan ways to overcome potential barriers to participation in activities

Analyze strategies for responding to discrimination, stereotyping, and bullying

Role of partnership programs between community, school and mentors

Influences of physical, emotional and social changes on identities and relationships

Content – Elaborations

Communication skills may include active listening protocols, finding your individual voice, aboriginal talking circles, storytelling

Strategies – establish roles, setting deadlines, clear goal and purpose, personal responsibility and appreciate group

Assessment – may include descriptive feedback, e-portfolios, video evidence, competency check ins, self-assessments, peer-assessments and post event reflections and survey

Awareness- what influence does culture have on our school events? What influence do social expectations have on our events?

Diversity – how diverse is our school population? What effect does that have on event expectations?

Volunteering- may include opportunities in a variety of settings including school, community and beyond

Risk analysis- may include pre-event and post-event reflections to determine potential value to community and potential negative repercussions, as well as ensuring the safety of event participants

Individual decision making- decisions that students make every day in consultation and/or influence with personal support network

Leadership career opportunities – may include connection or experiences made through activities, fundraisers, community initiatives and partnerships and volunteer endeavors

Marketing and media promotion strategies- how can I creatively use various strategies to reach a specific audience to promote events?

Role of partnership programs- partners may provide donations, event sponsorship, encourage student support of partner events, education field trips, ongoing relationship provides motivation for even traditions

Changes on identities and relationships- how do we demonstrate empathy to others, given the adolescence influence on identity and relationships?

Strategies- may include awareness of digital footprint, digital citizenship, social media challenges, person to person manipulation and personal safety

Network of resource and mentors: who are the people in my school building and surrounding community that can support me in finding leadership related career and employment opportunities?

Opportunities: may include:

Career fairs

Community outreach and connections

Personal interest initiatives

Leadership conferences

Exposure to volunteer opportunities around the globe

Recommended Instructional Components:		Recommended Assessment Components: Ensure alignment with the <u>Principles of Quality Assessment</u>	
Direct instruction Demonstrations Modelling Mentoring Student-led roles and responsibilities	Peer teaching Experiential learning Reflecting on personal goals and growth Volunteering/service learning	Self-Evaluation Peer-Evaluation Reflection journals Goal Setting and growth	Oral/Visual presentation skills Project Based Learning Inquiry based learning

Learning Resources:

Canadian Student Leadership Association (lesson plans, curriculum, resources, tool kits, ice breakers, goal setting):

<https://studentleadership.ca/resources/advisors/leadership-lesson-planning/>

100 Leaders in the World (resources, lessons): <https://100leaders.org/classroom-resources>

Edutopia School Leadership Roundup: <https://www.edutopia.org/school-leadership-principals-teachers-resources>

WE Schools (programs, event ideas, volunteer opportunities, global perspectives, global citizenship): <https://www.we.org/we-schools/program/>

The Seven Habits of Highly Effective Teens: The Ultimate Success Guide for Teens by Premier

Additional Information:

Please see Leadership 10 BAA framework (Throop 2018) and Leadership 11 BAA Framework (Ouellet 2019) for baseline/previous expectations of Leadership 10 and 11 on which this document is based.



BOARD/AUTHORITY AUTHORIZED (BAA) COURSE FORM

PART A: BAA COURSE VERIFICATION STATEMENT – To be completed by District Superintendent, Independent School or Offshore School Principal

Prior to submitting the attached BAA Course Framework to the Board of Education or Independent School Authority (Board/Authority) for approval, I Dr. Christine Perkins, Superintendent verify that I have reviewed the BAA Course to ensure that it is fully compliant with the *School Act* (if offered by a Board or Offshore School), the *Independent School Act* (if offered by an Independent School Authority), the *Board Authorized Course Order*, policy document *Board/Authority Authorized Courses: Requirements and Procedures Guidebook*, and for BAA ELL courses, the ELL Guidelines: *Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels*.

By signing below, I verify that the BAA Course:

- ✓ is not preparatory, remedial or modified
- ✓ does not significantly overlap with provincial curriculum Content
- ✓ name reflects the subject area and includes the Grade level
- ✓ assigned Grade reflects the appropriate level of instruction
- ✓ credit value appropriately reflects the length and scope of the course
- ✓ synopsis clearly outlines what a student has gained when the course is completed
- ✓ goals are general statements of intention that give structure to the curriculum
- ✓ rationale outlines the importance of the learning to the student and society
- ✓ embeds Aboriginal Worldviews and Perspectives
- ✓ organizational structure outlines the Content, Curricular Competencies, and Big Ideas
- ✓ learning standards are assessable and observable and can be understood by students and parents
- ✓ recommended instructional component clarifies the learning standards and provides a range of pedagogical opportunities
- ✓ recommended assessment component aligns with the Principles of Quality Assessment
- ✓ learning resources are age appropriate, support learning standards and diversity of learning rates and styles.

Course Name: BA Leadership 12

Grade: 12

TRAX Code: YCPA-2A
(e.g. YVPA)

School District Name and Number: School District #22

Independent School Name and Number:

Name of District Superintendent/Independent or Offshore School Principal: Dr. Christine Perkins

Signature:

Date:

Jan 28, 2022

PART B: BAA COURSE AUTHORIZATION STATEMENT – To be completed by Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education, Ministry of Education

A signed copy of this document must be submitted to the Student Certification Branch. The original document and accompanying BAA Course Framework must be retained by the district/school for submission to the Ministry upon request. (*Board Authorized Course Order*, M285/04, s. 3; *Educational Standards Order*, M41/91, s. 5 (2)(c))

☒ I declare that this BAA Course is approved by the Board/Authority or Executive Director.

Name of Board/Authority Chair or Designate or Executive Director of Independent Schools and International Education:

Signature:

Date:

May 11/22

PART C: BAA INSPECTOR CONFIRMATION (FOR INDEPENDENT SCHOOLS ONLY) – To be completed by Inspector of Independent Schools or Designate during regular inspection/monitoring visit

A signed copy of this document (Parts A and C) must be retained for submission to the Ministry upon request.

The BAA Course noted above is fully compliant with the *Independent School Act* and the BC Ministry of Education requirements outlined in the policy document *Board/Authority Authorized Courses: Requirements and Procedures*. (*Educational Standards Order*, M41/91, s. 5 (2)(c))

Name of Inspector of Independent Schools or Designate:

Signature:

Date: