



Board/Authority Authorized Course
Charles Bloom Secondary
Leadership 11

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 Throop	Date Developed: January 17, 2018
Superintendent Approval Date (for School Districts only): Jan 25, 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: 11
Number of Course Credits: 4	Number of Hours of Instruction: Approximately 40 out of 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. 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 developing collaboration skills, working as a larger group and 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 and collaboration.	Participation in leadership activities allows for skills development in a complex and dynamic environment.	Understanding our leadership strengths and weaknesses can help improve leadership skills and develop our personal awareness and responsibility.	Being a strong creative and/or critical thinker can improve our ability to work effectively in groups, which will allow us to be lifelong leadership learners.	Exploring ways to support and establish a positive school culture can encourage a positive personal and cultural identity.
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Learning Standards

Curricular Competencies	Content
Students are expected to do the following: 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. Connections to Community Question self and others about how individual purposes and passions can support the needs of the local and global community when considering events and/pr activities Recognize the impact of personal public identity in the world Recognize and explore diverse perspectives on how events and activities contribute to our community and society Lifelong Leadership: 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 explain their knowledge of diverse volunteer activities and other new learning experience that stimulate entrepreneurial and innovative thinking Use a variety of marketing and promotion strategies to advertise school and community events Social & 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 Realize potential for role modelling positive leadership attitudes to younger students and offer support as peer mentor	Students are expected to know the following: Personal Development Communication skills Teambuilding skills Strategies to improve collaboration Goal-setting strategies Assessment, feedback and reflections Project management Problem solving Connections to Community Local and global needs and opportunities Cultural influences and social awareness Factor 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 Lifelong Leadership 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 Importance of volunteerism to all types of programs Marketing and media promotion strategies and target audience Social & 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 abuse, exploration and harm in a variety of settings Consequences of bullying, stereotyping and discrimination

Big Ideas – Elaborations

Personal Awareness and Responsibility: 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?

Lifelong Leadership: 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?

Positive School Culture:

How can I impact my community, both in school and beyond, in a positive way?

What influence do I have on my peers?

How can we use school initiatives to change others' views regarding diversity, inclusion, anti-bullying and empathy?

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?

Community: students, teachers, support staff, partners, local businesses and/or government offices that leadership departments may work with, interact with and/or consider.

Society: organized groups that may include an association with cultural, religious, patriotic, benevolent, scientific or other purposes that leadership groups may work with, interact with and/or consider

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

Network of resource and mentors: may include family, friends, community, teachers, etc.

Opportunities: may include career fairs, community outreach and connections, personal interest initiatives, leadership conferences, exposure to volunteer opportunities around the globe

Marketing and promotion strategies: social media, posters, etc. How can I promote my event in a creative and enticing manner to reach a specific or diverse target audience? Can I use post-event surveys to improve the marketing of a repeat event?

Motivational factors: could include personal choice and strengths, social connections, personal experience and self-confidence, high and low risk activity comfort level, how does my personal sense of self influence my participation and the participation of those around me?

Barriers: could include social connections, personal interest, perceived abilities level, risk comfort level, fear of stereotyping, racial or sexual identity discrimination, bullying

Strategies: empathy training, awareness of gender fluidity/identity issues and current regional and global trends (viral social media events/challenges).

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 dynamics
Assessment: may include e-portfolios, video evidence, competency check ins, self-evaluations, peer-evaluation, and post event reflections and survey
Cultural influences: may include social media, use of technology, gaming, peer pressure, how can I manage my use of technology?
Social awareness: how students interact with each other, with others and how their relationships might evolve or change during adolescence and/or puberty
Diversity: various types of students that make up the school population: cultural differences, sexual identity differences, etc. What effect does that have on event expectations?
Volunteering: opportunities in a variety of settings including school, community and beyond
Risk analysis: 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 subtends 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
Role of partnership programs: partners may provide donations, event sponsorship, encourage student support of partner events, educational field trips, ongoing relationship provides motivation for event traditions
Changes to identities and relationships: How do we demonstrate empathy to others, given adolescence influences identity and relationships?

Recommended Instructional Components:		Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment	
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



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 11

Grade: 11

TRAX Code: YCPA-1A
(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 25, 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: