



## Leadership 12

<b>Developed by:</b> Nicole Cross	<b>Date Developed:</b> Revised March, 2019
<b>School Name:</b> Porter Creek Secondary School	<b>Superintendent Signature</b>
<b>Committee Approval Date:</b> June 7, 2019	<b>Committee Chair Signature</b>
<b>Course Name:</b> Leadership 12	<b>Grade Level of Course:</b> 12
<b>Number of Course Credits:</b> 4	<b>Number of Hours of Instruction:</b> 100-120

**Department Authorized Prerequisite(s):**

n/a

**Special Training, Facilities or Equipment Required:**

None

**Course Synopsis:** This course consists of 3 components. The components are **Mentorship, Leadership and Partnership**. Through direct instruction, small group activities, conferencing, experiential learning and modeling promising practices, students will develop leadership communication and listening skills required to collaboratively strengthen the positive climate in the school and community. This course will provide students with essential interpersonal skills such as; conflict management, problem solving skills and an appreciation of cultural diversity and that will help them to find success in the workplace.

**Goals and Rationale:** This course supports the development of the Core Competencies of Communication, Thinking, and Personal/Social. The goal is to empower students to achieve social, emotional and academic success as well as become socially responsible citizens and leaders in our local and global community. The course also aligns with the present educational goals of the Yukon Department of Education in regards to transitions, family of schools, student resiliency and social-emotional learning.

**Organizational Structure: Suggested time frame**

<b>Unit/Topic</b>	<b>Title</b>	<b>Time</b>
Topic 1	Community Leadership  Community leadership involves the exploration of the concepts of effective leadership models and styles. Through examination of local, First Nation and global leadership roles students will identify most promising practices in formal -leadership models and make connections to effective leadership skills. Students will also examine the value of volunteer, community-based leadership opportunities in supporting community and personal development.	45-50
Topic 2	Mentorship  Mentorship can be broken down into two aspects, one of mentorship skill development and the other the application of mentorship skills through mentorship activities. Students will be able to apply their understanding of the parameters of mentorship disclosure, ethics and referral requirements as well as demonstrate prosocial skills support through concepts of: empathy, cooperation, self-advocacy, conflict management, problem solving and initiating friendships and conversations.	25-30
Topic 3	Building Partnerships  Building partnerships focuses on the concept that healthy communities are supported through effective communication, managing transitions to move people forward, collaborative decision-making and meaningful partnerships that empower citizens. Students will have an opportunity to model these concepts through a community-based project.	30-35
	Total Hours	100-120

**Integration of Yukon First Nations Ways of Knowing and Doing:**

Yukon First Nations Ways of knowing and doing is integrated throughout the curriculum.

- Using oral traditions to learn about generational roles and responsibilities in Yukon First Nations culture
- Engaging in mentorship relationships with Elders and Knowledge-Keepers as a key part of the learning process
- Designing and participating in experiential, community-based projects
- Studying the historical context of governance and First Nations Leadership in the Yukon
- Evaluation and identification of local societal, environmental and economic issues from Yukon First Nations leaders' perspectives

**BIG IDEAS**

Communities operated efficiently based on effective leadership	Yukon First Nations leadership rely on governance, respect, and strong relationships.	Communities are built on relationships and partnerships.	Effective leaders have mentors, and mentor others.
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**Learning Standards**

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <ul style="list-style-type: none"> <li>• Describe what <b>effective leadership</b> is</li> <li>• Describe what <b>inclusive leadership</b> is</li> <li>• Describe what it means to be a <b>Yukon First Nations Leader</b></li> <li>• Identify promising practices in <b>leadership skills</b> and <b>leadership styles</b></li> <li>• Work in an experiential environment: <b>job shadow</b> community/local leader</li> <li>• Identify <b>levels of Yukon First Nation leadership</b></li> <li>• Identify and describe <b>leadership roles</b> and styles in our local and global community while examining <b>local/national and global issues</b></li> <li>• Describe what <b>volunteerism</b> is and point out the benefits to community development</li> <li>• Describe what <b>environmental leadership</b> is and point out the benefits to community development</li> <li>• Demonstrate their understanding of balance among <b>physical, mental, social, and spiritual</b> and <b>emotional being</b></li> <li>• Demonstrate what it means to listen.</li> <li>• Identify and apply <b>Problem Solving</b></li> <li>• Identify the parameters of <b>disclosure, ethics and referral requirements</b> involved in mentorship.</li> <li>• Describe the concept of <b>building healthy communities</b></li> </ul>	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> <li>• <b>Youth development model</b></li> <li>• <b>Pro-social skills</b></li> <li>• <b>active listening</b></li> <li>• <b>empathetic listening.</b></li> <li>• <b>self-advocacy,</b></li> <li>• <b>establishing boundaries,</b></li> <li>• <b>theory of multiple intelligences.</b></li> <li>• <b>organization skills</b></li> <li>• <b>time management skills.</b></li> <li>• <b>work place ethics</b></li> <li>• <b>employability skills</b></li> <li>• <b>effective communication.</b></li> <li>• <b>collaborative decision-making.</b></li> </ul>

- Apply, through mentorship of a mentee, the parameters of disclosure, ethics and referral requirements.
- Apply organization and **time management skills** individually and through mentorship and community-based project planning
- Demonstrate understanding of leadership skills and styles by designing and participating in a **community-based project**.
- Identify the importance of **managing transitions** and moving people forward.
- Describe the importance of business and entrepreneurship to building community.
- Distinguish the difference between **partnerships versus relationship**; noting that partnerships are a cycle – there is no beginning or end (a continuous equitable circle vs. individual power)
- Identify Yukon First Nations Development Corporations and their contributions to community building.
- Demonstrate **collaborative decision making**
- Use **critical thinking skills**

#### Curricular Competencies – Elaborations

- **Yukon First Nations Leader:** identify different levels of leadership in the community and leadership skills – research and create a foundations skills list for a good leader, justify why you selected specific skills (trust, communication, respect, vision etc.)
- **leadership styles:** 5 Styles of Leadership: Transformational, Autocratic, Transactional, Participative, Laissez-Faire
- **leadership roles:** leadership vs. management, importance of historical context
- **job shadow:** after identifying a sector of leadership that is of interest to the students and facilitate a mentorship or job shadow opportunity in that area
- **levels of Yukon First Nation leadership:** (Government/parent/teacher/chief) local/national and global issues: what challenges are leaders faced with in today's society: climate change, economics, foreign policy and relationships
- **volunteerism:** student can draw on personal experience being volunteer, identify what sections of the community needs volunteers, what the process requires to become a volunteer and the personal mental health benefits associated with volunteerism.
- **environmental leadership:** understanding our relationships with the natural world, evaluate local environmental issues and current sustainable practices in place physical, mental, social, and spiritual and emotional being
- **Problem Solving Models-** the T-B-F x B-D-A
- **Disclosure and ethics:** ethical obligation to do no harm, boundaries, conflicting roles, responsibilities as a youth mentor and when to disclosure to an adult: if someone is hurting you, you're hurting someone and self-harm
- **building Healthy Communities:** accessibility, diversity, safety, affordability, education, healthcare, transportation

Revised from BC Ministry template for Board Authorized Courses

- **time management skills:** prioritization, goal setting, delegation, decision-making, balance
- **community-based project:** plan and run a community-based event that demonstrates individual leadership interests, skills and styles. For example: Fundraiser for a local animal shelter
- **managing transitions:** How people manage big events or changes in their life. Moving from elementary school to high school is a transition.
- **partnerships versus relationship:** partnerships involve a long-term commitment to the success of all involved (collaborative problem solving) vs. working together to fill an immediate need
- **collaborative decision making:** DECIDE model- 6 steps: Define the problem, establish criteria, consider alternatives, develop and implement a plan of action, evaluate and monitor
- **critical thinking skills:** 6 D process to work through problems and develop critical thinking skills: Define, Design, Discover, Deliver, Dream, Debrief

## Content – Elaborations

Students are expected to know the following:

- **Effective leadership:** myth vs fact; what makes a good leader? Research two leaders and critically compare their qualities, correlating them to either failure of success.
- **Youth development Models-**Circle of Courage (Dr. Martin Brokenleg) and make connections to their personal experiences
- **Pro-social skills** – actions that benefit others, prompted by empathy, moral values and a sense of personal responsibility. Example:
- **active listening** – the 4 purposes of listening: to obtain information, to understand, for enjoyment, to learn and to engage in active listening scenarios to practice the non-verbal or physical signs of active listening and the question-reflection-clarification-summarization steps.
- **empathetic listening** –demonstrate emotional identification, compassion and non-judgement in role playing scenarios with partners
- **theory of multiple intelligences** – After reviewing Gardner’s Theory of Multiple Intelligence, student will prepare a lesson to teach to the class, accounting for the different ways that people learn.
- **organization skills** – demonstrate organizational skills through the planning and implementation of community action projects and mentorship job shadowing (plan, set goals and prioritize).
- **employability skills-** working as a peer tutor in a supervised environment (school, community).

**Recommended Instructional Components:**

- Direct Instruction
- Indirect Instruction
- Interactive Instruction
- Individual Instruction
- Self-Assessments (reflective)
- Modeling
- Group Work
- Case Study
- Community Based Partnership Project
- Reflective Journal of Personal Growth
- Monthly oral debriefing with instructor on selected topic

**Recommended Assessment Components: Ensure alignment with the [Communicating Student Learning Resource](#) and [Principles of Quality Assessment](#)**

Triangulation of Assessment Data	Assessment Tools
Products	<p><b>Classroom assignments</b></p> <ul style="list-style-type: none"> <li>• <b>Mentorship:</b> Reflective Journal (personal growth)</li> <li>• <b>Leadership:</b> Multi-media Presentation/ Portfolio</li> <li>• <b>Partnership:</b> Community-based Project</li> </ul> <p>* Note that the leadership and partnership projects are interwoven</p>
Observations	<p><b>Observation Checklist (see chart in resources section)</b></p> <ul style="list-style-type: none"> <li>• <b>Mentorship:</b> application of problem solving model, role playing</li> <li>• <b>Leadership:</b> feedback and feed forward exit slips, taking action exit slips from class activities, peer assessment</li> <li>• <b>Partnerships:</b> application of understanding, Career Plan – “Day on the Job”</li> </ul>
Conversations	<p><b>Regular debriefing</b></p> <ul style="list-style-type: none"> <li>• <b>Mentorship:</b> Mentor/mentee interviews with teacher topics including communication, problem solving, and conflict management processes</li> <li>• <b>Leadership:</b> Exit interview: How do you see yourself in the future?</li> <li>• <b>Partnership:</b> Goals setting (related to community project)</li> </ul>

Revised from BC Ministry template for Board Authorized Courses

**A. Formative Assessment:** Assessment tools will be used formatively to inform instruction and provide descriptive feedback to students during the learning process. All students will be provided the opportunity to demonstrate their ability through class activities that address multiple intelligences.

### Sample Observations Checklist

Name	Activity/Date	Activity/Date	Activity/Date	Activity/Date
Student 1	ESWUC	ESWUC	ESWUC	ESWUC
Student 2	ESWUC	ESWUC	ESWUC	ESWUC
Student 3	ESWUC	ESWUC	ESWUC	ESWUC

Circle letter that corresponds with student's participation as observed in class

### ESWUC

(E) Engages productively in activities

(S) Self-reflection

(G) Works as part of a small group

(U) Understands leadership/mentorship/tutoring concepts being taught

(C) Makes connections to new situations

### Sample Observations Exit Slip (Anne Davies)

One thing I was reminded of is...	One question I have is...

**B. Summative Assessment:** Teacher observations and conversations that occur during class, as well as the products produced by the student will be used to triangulate evidence to inform the final evaluation.



**Learning Resources:**

- BYTE (leadership development series)
- Resource Set: *Building Everyday Leadership In All Teens: Promoting Attitudes and Actions for Respect and Success*, Miriam McGregor
- Book: *Myths of Leadership: Banish the Misconceptions and Become a Great Leader*, Jo Owen
- Book: *That's Not How We Do It Here! A story about how organizations rise and fall- and how they rise again*, John Kotter & Holger Rathgeber
- First Nations Initiatives – Yukon College
- FN Programs and Partnership Unit
- Individual Crisis Intervention and Peer Support Workshop (Yukon College: Northern Institute of Social Justice)
- National and international leadership opportunities (New Horizons, Activate North, Encounters Canada)
- The 4<sup>th</sup> R program
- Experiential Consultants from Department of Education
- Many Rivers Counselling Services
- Alcohol and Drug Services Youth Counsellor
- CYFN
- School-based CELCs and elders
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**Additional Information:**

It is recommended that the class size be between 16-20 students in order to:

- Facilitate community job shadow placement
- Develop and model mentorship
- Allow for community movement