

BAA Academic Leadership 10 Framework

District Number/Name: SD#20 (Kootenay-Columbia)

Developed by: Bud Gregory (modified from Leadership 11 Frameworks previously developed by Dara Waterstreet and Kere MacGregor)

Date Developed: September 2011

School Name: Stanley Humphries Secondary School

Principal's Name: Nathan Robinson

Board/Authority Approval Date:

Board/Authority Signature:

Course Name: Leadership

Grade Level of Course: 10

Number of Course Credits: 4

Number of Instructional Hours: 120

Prerequisite(s): none

Special Training, Facilities or Equipment Required:

The Student Leadership Challenge – Five Practices for Exemplary Leaders (2008)

The Student Leadership Challenge Workbook (2003)

Student Leadership Practices Inventory (2006)

7 Habits of Highly Effective Teens (1998)

Access to computer/mobile device for internet access, research, Microsoft Office, Publisher, social media, webpage design.

Various online productivity tools (Google sites/docs, etc.)

Operation of technology (projection/audio/including interactive devices) in gymnasium setting

Course Synopsis:

This course investigates the theoretical and practical applications of human relations. Class time involves instruction, using a variety of strategies, as well as practical, hand on implementation of carefully planned leadership activities and initiatives. Students develop peer helping skills, learning how to work as a team, run effective meetings, public speaking, running

school events in an effective and efficient manner, as well as supporting and developing strong school and community relationships.

Rationale:

This course is designed to help students realize the importance of self-esteem and to use the knowledge and skills to become effective leaders, working as a team, utilizing effective listening and communication skills. Students will be able to acquire basic organizational and meeting skills in planning events in the classroom, school and in the greater community. Through exploring different leadership styles and learning about themselves, students will find their own leadership style and develop an appreciation for other styles.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Understanding Yourself	25 hours
Unit 2	Problem Solving and Conflict Resolution	10 hours
Unit 3	Leadership Styles	12 hours
Unit 4	Developing Communication Skills	12 hours
Unit 5	Organization, Development and Implementation of Events	20 hours
Unit 6	Program and Individual Evaluation	13 hours
Unit 7	Team Building and Dynamics	15 hours
Unit 8	Publicity	13 hours
	Total Hours	120 hours

Unit 1: Understanding Yourself

Before students can really understand and help others, they must work toward a clear and realistic understanding of themselves. Is it through this personal understanding of themselves and the basic personality types and elements that make up the self-concept that students will feel confident enough to help others and become effective leaders.

Curriculum Organizer - Personal Growth

It is expected that students will:

- Identify personality traits both within themselves and others that are perceived to be great leaders.
- Understand basic personality types and how they lead to different behaviours and leadership styles.
- Recognize and appreciate that each person in a group makes an important contribution

Curriculum Organizer – Theory

It is expected that students will:

- Identify their individual skills and characteristics and have the self-confidence to share these with others
- Discuss and demonstrate the benefits of maintaining a positive attitude
- Develop the ability to reflect on their successes and failures and to use this reflection in a positive manner.

Curriculum Organizer – Group Dynamics

It is expected that students will:

- Identify common societal stereotypes and how they affect our society in general

Curriculum Organizer – Technology

It is expected that students will:

- Use technology to produce a presentation on themselves

Curriculum Organizer – Event Management

It is expected that students will:

- Effectively use short and long-term goal setting skills
- Practice positive decision making
- Use delegation as a productive means of completing a task

Unit 2: Problem Solving and Conflict Resolution

Problems and conflicts of many kinds will arise when student leaders assume responsibility for their own activities. Conflicts, like problems, can either be anticipated or arise as situations develop. Although being proactive (preventing conflicts from arising in the first place) is best, the student leader must understand that conflict resolution may be necessary.

Curriculum Organizer – Event Management

It is expected that students will:

- Use the five/six step problem solving model
- Develop a habit of openly discussing problems when things are not working

Curriculum Organizer – Theory

It is expected that students will:

- Understand that conflict is not all negative (can have positive outcomes)
- Realise that the best outcome is one in which all parties benefit or gain
- Effectively make use of negotiation as the key to conflict resolution

Curriculum Organizer – Group Dynamics

It is expected that students will:

- Practice social and cultural sensitivity in regards to different points of view
- Develop empathy toward others
- Respect the needs of others

Unit 3: Leadership Styles

It is an underlying assumption that there is *no single best way to lead*. Leadership can be a combination of both personal qualities and learned skills. The attributes of a good leader are many, and effective leadership practice is varied. Yet, although it has been suggested that leadership consists of a set of innate characteristics and therefore leaders are “born”, most experts in the field of leadership believe that a set of skills and qualities can be learned and are developed.

Curriculum Organizer – Theory

It is expected that students will:

- Research the leadership styles of others
- Identify different leadership styles
- Discuss the organizational and interpersonal skills that good leaders possess
- Develop their own personal leadership style and reflect upon it

Curriculum Organizer – Group Dynamics

It is expected that students will:

- Discuss why certain leadership styles are most effective in certain situations

Curriculum Organizer – Technology

It is expected that students will:

- Use the internet to research leadership styles
- Use the internet to research leader biographies
- Use publishing software to produce presentations on leaders

Unit 4: Developing Communication Skills

In order to help other students and to become competent leaders, the students in this course will learn and practice effective listening and communication skills. This will be accomplished through the exploration of the communication process and the practice of actual listening skills. Students will also learn public speaking skills that will allow them to organize their thoughts and present them in impromptu and prepared speeches. It is through these communication skills that the students will be able to facilitate decision making for themselves and others. Topics include listening and speaking skills, non-verbal communication, written and verbal communication and communication using technology.

Curriculum Organizer – Event Management

It is expected that students will:

- Prepare written and oral projects for public speaking
- Apply communication skills for event planning, development, implementation and feedback

Curriculum Organizer – Theory

It is expected that students will:

- Identify, recognize and use listening and speaking skills to communicate ideas and exchange viewpoints

Curriculum Organizer – Group Dynamics

It is expected that students will:

- Be aware of group dynamics and concerns when communicating issues to others
- Be culturally sensitive to special interest groups, minorities, and subcultures within the community

Curriculum Organizer – Technology

It is expected that students will:

- Use multimedia technology to deliver information to individuals and groups
- Incorporate various communication technologies into event planning and implementation

Unit 5: Organization, Development and Implementation of Events

The students will learn how to run effective meetings, work in groups to accomplish specific goals, and be individually responsible for the complete process of organizing, developing and implementing events within the classroom, school and in the community. These skills and the firsthand knowledge of the problems and rewards involved in the organisational process will be invaluable to the growth and development of the students in the course. The focus of this unit will be on roles and responsibilities, budget management, scheduling, publicity, participation and event evaluation and feedback.

Curriculum Organizer – Event Management

It is expected that students will:

- Organise and implement events using effective management skills
- Develop and manage a budget for specific and generic events
- Organise, implement publicity campaigns to promote events
- Develop and manage schedule, roles and responsibilities for team members

Curriculum Organizer – Theory

It is expected that students will:

- Evaluate outcomes and feedback from participants and team members
- Develop a progress evaluation system that incorporates input from several sources to improve the program or event

Curriculum Organizer – Group Dynamics

It is expected that students will:

- Be aware and effectively meet the social and cultural needs of the target audience
- Create inclusive programs

Curriculum Organizer – Technology

It is expected that students will:

- Use technology to create a budget, agenda and presentation of ideas and plans for individual events

Unit 6: Program and Individual Evaluation

Program evaluation is the process of assessing the impact of the leadership group's program, determining its strengths and weaknesses and planning for improvements. Individual evaluation is the process of assessing the impact of the individual on the leadership group's program. Individual evaluation will also be used to identify the success of the student in obtaining the learning outcomes. There are two types of evaluation: formative (reviewing day-to-day program operations and making adjustments according to feedback and reflection) and

summative (final review at the conclusion of the program to determine whether overall goals have been met).

Curriculum Organizer – Event Management

It is expected that students will:

- Systematically analyse all aspects of the leadership course and programs put on
- Self-assess and peer-assess on an ongoing basis
- Effectively predict the success of different events

Curriculum Organizer – Theory

It is expected that students will:

- Understand the importance of assessment and evaluation
- Use both formative and summative evaluation

Curriculum Organizer – Group Dynamics

It is expected that students will:

- Accept both positive and negative feedback from group members

Curriculum Organizer – Technology

It is expected that students will:

- Use computer software to effectively evaluate programs

Unit 7: Team Building and Dynamics

The success of a leadership group depends primarily on the dynamics within the group itself. The leadership team must be able to use cooperative problem solving skills in order to creatively brainstorm ideas for projects and events. The team leaders must not only see that the program is delivered but the dynamics within the group compliment the successful delivery of the program. Students will learn how to organise themselves into teams and to work effectively within a group setting.

Curriculum Organizer – Event Management

It is expected that students will:

- Work both individually and as part of a team
- Explore different team models and investigate roles and responsibilities within the group
- Use a team approach to problem solving
- Work cooperatively

Curriculum Organizer – Theory

It is expected that students will:

- Evaluate the success of a team approach to the outcomes of a specific event
- Develop effective communication skills within a group setting
- Discuss and solve problems when working in a group situation

Curriculum Organizer – Group Dynamics

It is expected that students will:

- Develop inclusive teams
- Develop effective listening skills in order to address all issues
- Foster equal opportunities for equal participation
- Participate to the best of their ability independent of team make-up

Unit 8: Publicity

Publicity is the tool used to make the public aware of your group, organisation, or event and to create a desire to get involved. There are 4 groups of people to reach with publicity: the participants you want actively involved, the spectators you want to support the event, the officials you need to officiate the event, and the sponsors to help fund the event.

Curriculum Organizer – Event Management

It is expected that students will:

- Create publicity using numerous forms of mass media
- Develop advertising that appeals to a multiple of senses
- Create publicity that will catch the attention of the public and will provide information needed to encourage participation and support

Curriculum Organizer – Theory

It is expected that students will:

- Measure the success of their publicity campaign with regards to participation level
- Use reflection information to improve their publicity effectiveness for future events
- Evaluate and investigate positive and negative advertising techniques

Curriculum Organizer – Group Dynamics

It is expected that students will:

- Create publicity that is socially and culturally sensitive and appropriate for the target audience

Curriculum Organizer – Technology

It is expected that students will:

- Use a multitude of media to advertise events – social media (internet), website, flyers, newsletters, banners, t-shirts, conventional media, etc.

Instructional Component:

- Direct Instruction
- Modelling
- Teacher as facilitator (various instructional protocols – e.g. chalk talk, café, etc.)
- Group discussion
- Self/peer assessment and feedback
- Problem solving/cooperation/delegation within the group

Assessment Component:

The entire course grade is based on final or end tasks/products that are the result of continuous practice activities followed up with formative assessment/feedback throughout the year. The nature of the outcomes allow for grades to be calculated cumulatively over the course of the semester. Demonstrated proficiency of the learning outcomes is continuous and is reflected in the continuous evaluation process. Up to 80% of the assessment in this course will be formative, including descriptive and meaningful feedback for the purpose of continuous improvement.

Performance Methods

- Project proposal outline
- Anecdotal records
- Logbook submissions
- Projects
- Presentation of completed works
- Posters/invitations to presentation
- Event planner
- Letters of recommendation

Personal Communication

- Group dialogue
- Student/instructor/mentor dialogue
- Logbook reflection
- Self-assessment
- Peer-assessment

Other

- Teacher log
- Checklists
- Rubrics
- Rating scales

Learning Resources:

- The Student Leadership Challenge – Five Practices for Exemplary Leaders (2008)
- The Student Leadership Challenge Workbook (2003)
- Student Leadership Practices Inventory (2006)
- 7 Habits of Highly Effective Teens (1998)
- Designing Student Leadership Programs: Transforming the Leadership Potential of Youth (Mariam G. MacGregor – 3rd edition, 2005)

Additional Information

Obviously this course will differ by region dependent on community needs and geographic location. It will also be dependent on the strengths and interests of the students (composition of the class), and the greater needs of the school and community.