Leadership
20L and 30L

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Rationale

Leadership 20L and 30L are designed to provide background understandings, knowledge, and skills required for successful leadership and leadership of one's self and one's peers, within the school and community, and beyond. Leadership 20L and 30L courses are designed to expand leadership capacity, promote personal growth, and develop a sense of value towards leadership among youth with a focus on intrapersonal/individual leadership and interpersonal/group leadership in the 20L and 30L courses respectively. In both Leadership 20L and 30L students will have the opportunity to participate in a unique blend of traditional classroom instruction integrated with independent and school-based inquiry including project-based learning. In developing Leadership 20L and 30L, various stakeholder concerns have been taken in account including the need to promote life-long learning and develop increased awareness, responsibility, and participation, both as individual and with others, as local and global citizens and effective leaders.

Student Target Group

The students in the target group will have an interest in building personal leadership skills and gaining knowledge, skills, expertise, and experience in the areas of intrapersonal/individual leadership and interpersonal/group leadership. Note that this course is open to all students, however, additional characteristics of the target group include students who may have demonstrated leadership abilities; however, they would benefit from formal direction and guidance in what it takes to be an effective leader, identify themselves as leaders, display enthusiasm and commitment to a cause other than their own. Seek opportunity to improve themselves and/or the world around them, and search for exposure to a variety of leadership opportunities.

Purpose

The purpose of this course is as follows:
- To develop increased awareness, responsibility, and participation, both as individual and with others, as local and global citizens
- To foster the self-esteem and self-worth of the students
- To improve intrapersonal and interpersonal skills related to leisure and employment
- To foster a realization of the importance and how to effectively use leadership skills in the classroom, community, and at the workplace to support and influence self and others.
- To develop in students an appreciation that learning is a broad and lifelong pursuit.

Examples of Learning Outcomes

The learning expected of students in Saskatchewan is defined by curriculum outcomes for each grade. As Saskatchewan students achieve the grade-specific outcomes identified in curricula, they will deepen their understanding of each area of study as a living field of knowledge. Outcomes define what a student is expected to know and be able to do at the end of the grade or secondary level course. Outcomes require that students develop a combination of factual, conceptual, procedural, and metacognitive knowledge and are

developed based on current research to ensure coherence and rigor. Therefore, all curriculum outcomes are required. Indicators clarify the breadth and depth of each outcome and are examples of ways that students might be asked to demonstrate achievement of an outcome. They serve as examples of the type of evidence that teachers would accept to determine the extent to which students have achieved the desired learning results. When teachers are planning for instruction, they must be aware of the set of indicators to understand fully the breadth and depth of the outcome. Based on this understanding of the outcome, teachers may develop their own indicators that are responsive to their students' interests, lives, and prior learning. These teacher-developed indicators must maintain the intent of the outcome.

*Refer to Course Overview for outcomes and indicators specific to Leadership 20L and 30L.

Incorporation and Explanation of
Various Core Curriculum Components and Initiatives

Common Essential Learnings

Through a resource-based program, Leadership 20L and 30L will address the Common Essential Learnings (CELS) which are considered important as foundations for learning in all school subjects (*Understanding the Common Essential Learnings*, 1988). The Leadership 20L and 30L curriculum will reflect the development of CELS and their integration into instruction. The CELS focused on in individual lessons will be guided by the needs and abilities of the students and the demands of Leadership program. Examples of CELs as integrated into Leadership 20L and 30L are outlined below:

Communication
- To evaluate the ideas and information found in a variety of sources
- To enable the student to use language effectively (listening, speaking-reading, writing, observing, demonstrating) when communicating with others
- To use various literacies to challenge and question understandings and interpretations

Numeracy
- To estimate time required in simultaneously prioritizing and managing a variety of tasks and projects.
- To understand the importance of budgeting when developing and actualizing short and long-term financial plans
- To understand the nature of time – change over time, and its impact on current and future leadership competencies and requirements

Technological Literacy
- To access and use appropriate technologies to investigate ideas and deepen understanding
- To use technology to communicate in ways that are inclusive, understandable, and useful to others
- To understand the impact of technology and media on leadership

Creative And Critical Thinking
- Demonstrate understanding of reflection as a thinking process focused on achieving a better understanding of a leadership by clarifying what one believes, feels, and knows, or does not know about it.
- Understand, appreciate, and demonstrate the intellectual values/virtues needed for good leadership i.e. perseverance, open-mindedness, courage, integrity, and fair-mindedness.
- To promote both intuitive thought, the ability to evaluate a situation, and the capability to apply the most effective leadership strategy i.e. problem solving, solution seeking, and conflict management.

Independent Learning
- To support the development of skills by providing the students with opportunities to apply skills learned within the classroom, school, and community.
- To develop insight and awareness of one's leadership competencies
- To apply various goal setting strategies and processes in support of personal growth and development

Personal Values and Social Skills
- To support students in coming to a better understanding of the personal, moral, social and cultural aspects of leadership.
- To explore, discuss, and develop respectful ways when working with and leading others.
- Deepen and extend abilities to participate respectfully in experiences of a voluntary nature demonstrating citizenship that explores and affirms a sense of connection to one's deeper self, others, and both the local and global community.

Adaptive Dimension

All measures will be taken to adapt the setting, methods or materials to help make the learning in Leadership meaningful and appropriate for each student. In so doing the following guidelines will be followed:
- employing varied instructional techniques and strategies to ensure students master the concepts being taught
- introducing vocabulary inherent to leadership in a variety of ways to address differentiated learning styles
- providing opportunities for both remediation and enrichment
- soliciting student input in goal-setting, instruction, selection of learning materials, and assessment
- learning material selection will be based on students' needs, abilities, interests and language.
- employing a wide variety of evaluative (assessment of learning) and assessment (for learning) procedures, offering a variety of options when making assignments
- incorporating a resource-based learning approach to reflect students' wide range of abilities, needs and interests.

First Nation, Metis and Inuit Content and Perspectives

First Nations, Metis, and Inuit content and perspectives are to be integrated into all curricula. All students benefit from knowledge about the First Nations, Métis, and Inuit peoples and it is through such knowledge that misconceptions and bias can be eliminated. A variety of suggestions and perspectives allowing for their integration into the foundational and learning objectives which follow have been identified below. For further information, see *Diverse Voices: Selecting Equitable Resources for Indian and Métis Education* (Saskatchewan Education, 1992) Content in Leadership 20L and 30L and resources and material will endeavor to present positive images of Aboriginal people and will complement the beliefs and values of First Nations, Métis and Inuit peoples.

Multicultural Content and Perspectives

Multicultural education, as integrated into Leadership 20L and 30L is an interdisciplinary educational process which fosters a broad and comprehensive understanding and acceptance of one's own and others' culture and ethnicity in addition to fostering empathy, and constructive and harmonious relations among peoples of diverse cultures. It encourages learners of all ages to view different cultures as a source of learning and enrichment and stresses the acquisition of skills in analysis, communication and inter-group relations, which enables one to function effectively in varying cultural environments. Multiculturalism recognizes the diversity of the cultural differences which exist in society. It endorses a society in which individuals of all cultures are accepted and accorded respect. It encourages a positive acceptance of races, religions and cultures, and recognizes such diversity as healthy. For further information, see Multicultural Education (Saskatchewan Education, 1994).

Saskatchewan and Canadian Content and Perspectives

Leadership 20L and 30L encourages students to explore identity in this province and in Canada. It is important that students become familiar with their own heritage and surroundings. If they study Saskatchewan and Canadian culture students will recognize themselves, their environment, their concerns and their feelings expressed in many different ways. They will learn that both similarities and differences between various identities in Saskatchewan and Canada are cause for celebration.

Gender Equity

Gender equity ensures quality education for all students and is essential to create an educational environment free of misconception and gender bias. Increased understanding can facilitate this understanding along with the use of gender balanced material and non-sexist teaching strategies. The creation of an equitable learning environment and developing cognizance of misinterpreted stereotypes, the roles gender plays, and the respect between them will be explicitly incorporated into Leadership 20L and 30L teaching and learning opportunities. For further information, see Gender Equity: A Framework for Practice (Saskatchewan Education, 1992).

Resource-Based Learning

Resource-based instruction is an approach to learning in which students use a variety of types of resources to achieve foundational and related learning objectives and reflects a student-centered approach to instruction. Teachers are encouraged to assess their current resource collection, identifying those that continue to be useful, and to acquire new resources in order to provide students with a broad range of perspectives and information. For further information, see Resource-Based Learning Policy, Guidelines and Responsibilities for Saskatchewan Learning Resource Centers (Saskatchewan Education, 1987), and Selecting Fair and Equitable Learning Materials (Saskatchewan Education, 1991).

Leadership 20L and 30L is a resource-based, student-centered program with a goal to develop the abilities and attitudes that students will, in turn, incorporate into their values, beliefs, and lifestyle. The curriculum content and its delivery will encourage students to be independent and lifelong learners.

Career Development Competencies

The integration of career development competencies across curricula including Leadership 20L and 30L and to connecting learning to life/work is part of a broad career development strategy designed to equip students with the skills required to achieve fulfillment in personal, social, and work roles through exposure to a career building process. The career development framework, as outlined by Blueprint for Life/Work Designs includes the continuous development of the following competencies. For further information, see Blueprint for Life/Work Designs (http://206.191.51.163/blueprint/home.cfm).

Personal Management:
- Building and maintaining a positive self-image
- Interacting positively and effectively with others
- Changing and growing throughout one's life

Learning and Work Exploration:
- Participating in lifelong learning supportive of life/work goals
- Locating and effectively using life/work information
- Understanding the relationship between work and society/economy

Life/Work Building:
- Securing, creating, and maintaining work
- Making life/work enhancing decisions
- Maintaining balanced life and work goals
- Understanding the changing nature of life/work roles
- Understanding, engaging in, and managing one's own life/work building processes.

Utilizing the Blueprint for Life/Work Designs will help make students' career development intentional. Specific Blueprint for Life/Work Designs objectives to be addressed through Leadership 20L and 30L include:

Personal Management:

- 1.3a1 Understand how individual characteristics such as interests, skills, values, beliefs and attitudes contribute in achieving personal, social, educational and professional goals.
- 1.3a3 Understand the importance of allies (e.g., relationships, mentors) and external assets (e.g., finances, goods) in the fulfillment of life/work scenarios
- 1.3b4 Demonstrate giving and receiving feedback.
- 1.3b6 Adopt behaviors and attitudes conducive to reaching one's personal, social, educational and professional goals.
- 1.3c1 Assess one's personal characteristics and capitalize on those that contribute positively to the achievement of one's personal, educational, social and professional goals.
- 2.3c3 Integrate personal management skills such as time management, problem solving, stress management and life/work balance to one's life and work.
- 2.3d1 Engage in further learning experiences that help build positive relationships in one's life and work.
- 3.3c1 Examine one's mental and physical health and evaluate its impact on life/work decisions.
- 3.3d2 Improve one's life and work management strategies

Learning and Work Exploration:
- 4.3c2 Determine one's transferable skills, knowledge and attitudes that can fulfill the requirements of a variety of work roles and work environments.
- 4.3d1 Engage in a continuous learning process supportive of one's life/work goals.
- 5.3a2 Discover how key personnel in selected work roles could become ideal information resources and/or role models.
- 5.3d1 Improve one's strategies to locate, interpret, evaluate and use life/work information.
- 6.3a4 Understand the concept of global economy and explore how it affects individuals, communities, the provinces or territories as well as the country itself.
- 6.3b1 Demonstrate how one's community is affected by society's needs and functions, as well as by the global economy.
- 6.3b2 Demonstrate how work and learning in one's community is affected by certain trends (such as social, demographic, technological, occupational and industrial trends).
- 6.3d1 Engage in work experiences that satisfy one's needs as well as contribute to society.

Life/Work Building:

- 7.3a6 Explore services or initiatives that support the transition from high school to work or further education/training.
- 7.3a7 Understand that work opportunities often require flexibility and adaptability (e.g. ,relocating, learning new skills

- 7.3b3 Demonstrate employability skills, knowledge and attitudes necessary to obtain and maintain work.
- 7.3b4 Experience volunteering as a proactive job search or personal development strategy.
- 7.3d1 Create and engage in work opportunities reflective of one's personal set of skills, knowledge and attitudes.
- 8.3a3 Investigate costs (living and school-related) associated with post-secondary education and training.
- 8.3a7 Understand how personal values may influence one's choices and actions.
- 8.3c1 Evaluate educational and work choices in terms of one's personal goals, values and financial means.
- 8.3d2 Engage in decision making respectful of oneself and supportive of one's goals.
- 9.3a1 Understand the concept of life stages and the meaning of each of them.
- 9.3a4 Explore the contribution of work to a balanced and productive life.
- 9.3a6 Discover how work skills, knowledge and attitudes can be acquired through leisure and volunteer work. standards activities resources
- 9.3c3 Acknowledge the factors that influence or impact one's lifestyle (e.g., socioeconomic status, culture, values, work choices, work habits).
- 9.3d1 Engage in work scenarios and leisure activities that support one's goals and contribute to a balanced life at this stage of one's life.
- 10.3d1 Create and engage in fulfilling life/work scenarios regardless of gender bias and stereotyping.
- 11.3a2 Understand how risk taking and positive attitudes towards self and work (flexibility, openness, positive uncertainty, etc.) are important to the life/work building process.
- 11.3b4 Develop and pursue short-term action plans in light of one's desired life/work scenarios.
- 11.3b5 Experience different roles through work experience, volunteering, social events, etc.
- 1.3c1 Refine one's self-perception (based on life/work experiences) and evaluate its impact on one's decisions or choices.
- 11.3c2 Revisit one's preferred future to determine whether or not it is necessary to modify and/or create new life/work scenarios and adjust one's short-term action plans.

Examples of Instructional Approaches

Students learn best when they are active, exploring, questioning/searching for meaning, investigating/ experimenting, looking for connections/relationships/patterns, sharing/discussing with others and reflecting. Considering how students learn, the optimal conditions for learning and the learning skills needed to develop an effective program that focuses on improved student learning. In addition, by beginning with a topic of deep interest to students, they are more willing to engage in activities which reinforce and build their skills. When planning for instruction, care will be taken to

- ensure developmental stages, learning preferences styles, environment, and needs are considered

- create conditions for optimal learning by considering the full range of teaching and learning strategies.

- help students develop effective learning skills to participate in learning (e.g., working independently, self-assessment, setting goals and monitoring progress, adapting to change, inquiry skill), interact positively with others (e.g., self-management, getting along with others, social responsibility), and plan their present and future lives and to determine the learning required to implement the plan (e.g., self-assessment, exploring and obtaining information, awareness of opportunities).

Direct Instruction

Lecture: an oral presentation of facts or principles during which the learner is responsible for taking appropriate notes

Demonstrations/modelling: performing a skill or activity in order to show how to do it

Didactic Questions: guiding students to predetermined learning through the use of lower order questions

Drill and Practice: repetition of fundamental skills to enhance speed and accuracy of performance

Guides for Reading, Listening, and Viewing: structured formats intended to direct students to appropriate learning expectations in reading, listening, or viewing

Indirect Instruction

Problem Solving: an organized process for solving a problem

Research: gathering and interpreting data on a specific topic

Case Studies: investigation of a specific event, situation, or person to develop an understanding of factors that can be generalized to other situations

Concept Formation: an inductive thinking strategy in which students sort, classify, and/or group items, ideas, opinions, into categories to draw inferences, make generalizations, and develop concepts

Concept Attainment: clarifying a concept by providing positive and negative examples of that concept

Reflection: process of thinking about and connecting ideas, experiences, and learning

Debate:	the presentation of opposing sides of an issue by two teams/individuals before an audience or judge

Interactive Instruction

Cooperative Learning:	a variety of interdependent learning structures where students learn in small heterogeneous groups
Jigsaw:	Students are divided into "home" groups. Each student in the group moves into a different expert group to gather information (provided by the teacher or through research) and then goes back to the home group to share that information
Think/Pair/Share:	Students begin thinking about a concept on their own, then work with a partner to share and discuss ideas
Snowballing:	pairs of students begin sharing ideas. After a few minutes, the pairs join with another pair to form a group of four to share ideas. The groups continue to combine to form groups of eight, then 16. New ideas are added and discussed
Numbered Heads:	Numbered heads is a structure whereby students number off, e.g., four in a group, and the teacher poses a problem and sets a time limit for each group to investigate. The teacher calls a number and the student with that number in each group responds.
Learning Circles:	small groups of students who discuss a common test, topic, or problem in order to deepen understanding
Brainstorming:	a group activity in which participants are encouraged to think uncritically about all possible ideas, approaches, or solutions
Role Playing:	assuming the role of another and acting out a situation to develop understanding and insights
Peer Coaching:	a structured situation where students teach and learn from each other
Experiential Learning:	A situation requiring a high level of active involvement in his/her own learning that is inductive, learner centred and activity oriented. .

Independent Instruction

Independent Project:	a formal assignment on a topic related to the curriculum
Learning Centres:	a specially organized space containing specific resources and/or equipment
Learning Contracts:	a plan of instruction allowing students to proceed at their own rate in learning specified material

Inquiry Instruction

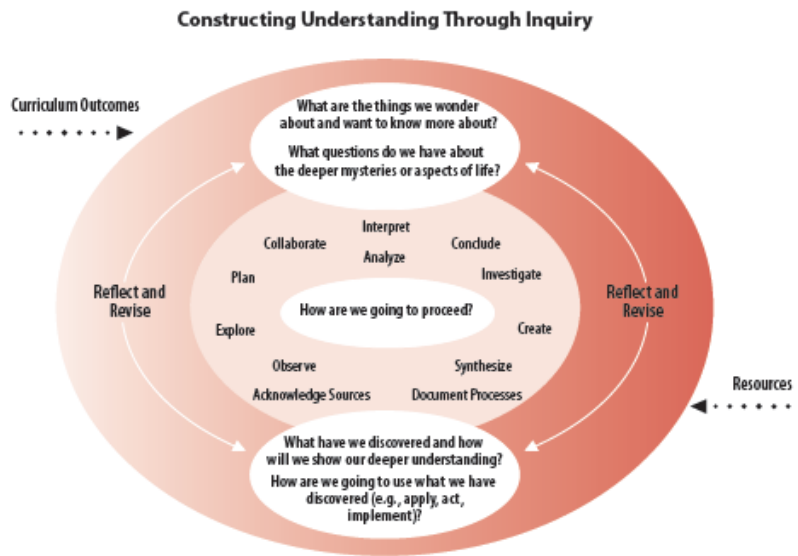|	
Mini Inquiry:	spontaneous inquiry for which students are provided the opportunity to ask questions, search for and find information relatively quickly, and satisfy curiosity
Curricular Inquiry:	inquiry for which content and concepts are determined by provincial or locally developed outcomes.

Open Inquiry: inquiry for which students are provided the opportunity to select a topic of inquiry with teacher guidance

Project/Problem/Design-Based Learning (PBL/PBL/DBL): inquiry that results in the completion of an product, event, or presentation to an audience (project-based learning); define a problem and identify solutions (problem-based learning); or design and create an artifact that requires application and understanding (design-based learning)

Inquiry Continuum: ← Teacher Directed − Collaborative − Student Directed →

← Large Group − Small Group − Individual →

← Intra-disciplinary − Inter-disciplinary →

← Mini − Curricular − Open (PBL/PBL/DBL) →

Constructing Understanding Through Inquiry

Curriculum Outcomes

What are the things we wonder about and want to know more about?

What questions do we have about the deeper mysteries or aspects of life?

Interpret
Collaborate   Conclude
Analyze
Plan   Investigate

Reflect and Revise

How are we going to proceed?

Reflect and Revise

Explore   Create

Observe   Synthesize

Acknowledge Sources   Document Processes

Resources

What have we discovered and how will we show our deeper understanding?

How are we going to use what we have discovered (e.g., apply, act, implement)?

Examples of Assessment and Evaluation Techniques

Assessment and evaluation are ongoing and serve different purposes at different times.

	Diagnostic Assessment	*Formative*		*Summative Evaluation*
		Assessment	*Evaluation*	
What?	- assessing what students know and are able to demonstrate prior to instruction	- assessing what students know and are able to do as they progress through the learning and practice opportunities	- evaluating what students know and are able to do at certain points during the process of learning and practicing	- evaluating students' demonstration of what they know and are able to do at the end of the instruction
When?	- occurs before instruction begins	- is ongoing as students learn and practice	- occurs at one or more checkpoints throughout the process of learning and practicing	- occurs at the end of the instructional unit, e.g., unit, course, and will not be judged again in the course
Why?	- helps determine starting points and helps the teacher program appropriately for individual students	- provides ongoing meaningful feedback to help students improve as the learning/ practice builds, becomes more complex and connects with other learning	- provides a snapshot of students' achievement, e.g., mark, level at specific points in the course before the final demonstration (summative evaluation)	- provides students with the opportunity to synthesize knowledge and skills and demonstrate their achievement

	Diagnostic Assessment	Formative		Summative Evaluation
How?	- assessment strategies to provide a holistic picture of the learning students have acquired in the past	- assessment strategies to provide opportunities for students to learn and practise	- strategies that are relevant to: a) the expected learning; b) the point students have progressed to in the learning process; c) The summative evaluation (demonstration) planned for the end of the instructional unit.	- strategies that: a) require students to synthesize and apply the key learnings; b) require students to demonstrate learning in new or unfamiliar context (but not new learning); c) present students with engaging, challenging problems; d) allow for individual student accountability.
Note	- information from diagnostic assessments must not count towards the final grade	- formative assessment may be taken into consideration in determining students' final grades	- formative evaluation may count towards students' final grades	- summative evaluation will always count towards students' final grades

Under each of these categories, there are various types of assessment strategies. Some examples have been listed above beside each assessment method.

One of the critical professional judgments teachers must make is to appropriately match the assessment strategy (ies) to the type(s) of learning being assessed. There are a wide variety of assessment strategies available to teachers. Assessment strategies are what the teacher will have the students doing to demonstrate their learning.

Specific Examples of Instructional Approaches and Corresponding Assessment and Evaluation Techniques

Project Development/Planning and Implementation
(Refer to Leadership 20L Unit 5)

Outcomes
- 5.1 Lead and support the development/planning and implementation of various projects demonstrating acquired leadership skills
- 5.2 Assess individual leadership characteristics, styles, competencies, and intrapersonal skills

Overview

In meeting the aforementioned outcome, students will be expected to apply various leadership competencies, studied, and practiced in class, are responsible to lead the development and implementation of a project – a school/community campaign/event, of their choice from start to finish. As part of this process students will be expected to create a portfolio (paper or electronic) with the portfolio to document project development/planning and implementation: date, length and time, location, activities and target audience, supply and material lists, budget, committee responsibilities, publicity plan, timeline with to-do list, proper permission as well as scale-drawings or diorama of the venue. Students will also be expected to assess their project development/planning and implementation portfolio and provide response to project development/planning and implementation reflection questions.

Instruction and Assessment
- Early in the course, provide and review project development and implementation instructional and assessment information package.
- Watch video of project development and implementation event planning and hosting video (http://youtu.be/PhRiRepUByk)
- Brainstorm potential project ideas – school/community campaigns/events
- Discuss the positives, negatives, considerations, and complexities when the development/planning and implementation of project ideas identified.
- Revisit information and assessment information package. Emphasize the importance for students to select a project demonstrating complexity (i.e. planning a school-wide assembly for 500 students vs. a get together with friends to watch a movie). Be sure to point out that although complexity may warrant extra credit that the more complex the project is there are more components to be assessed while on the other hand a lack of complexity does no provide for a margin of error.
- Provide opportunity for students to work both independently and collaboratively on a weekly basis to complete the aforementioned tasks. Students should use the instructional and assessment information package to guide their work.
- If at all possible, try to either take your students to meet a real event planner or have one come in and speak to your students. The job sounds fun and glamorous but that is not always the case. This is also one of those businesses that often can only be successful if networking is a priority. These are the types of things to ask an event planner to talk to your students about.

- As the course progresses, connect outcomes to project development/planning and implementation assignment.
- Note: Providing opportunity for students work to work both independently and collaboratively on a weekly basis on their projects allows for differentiation and ongoing application of outcomes for students who choose to take initiative more quickly or plan a less complex school/community campaign/event for early in the semester vs. students who students who may require more support, time develop competence and confidence, or plan a more complex school/community campaign/event for later in the semester.

Project Development/Planning and Implementation: Portfolio Assessment Rubric

Category & Score	Excellent 3	Acceptable 2	Needs Improvement 1
Date of Event _____ x 1	Date of event is included	-------------------	Date of event is missing
Length & Time of Event _____ x 1	Length and time of the event is included	-------------------	Length and time of the event is missing
Location of Event _____ x 1	Location of event is included	-------------------	Location of event is missing
Activities, Target Audience & Supplies _____ x 10	Well thought out and clear vision of the activities is provided, description and needed supplies for activities is complete and detailed, activities are creative and take into consideration all possible target groups	Clear vision of the activities is provided and demonstrates few gaps, description and/or needed supplies for activities is not complete, activities show some creativity and take into consideration several target groups	Activities are not well thought out or clear and demonstrate many gaps, description and/or needed supplies for activities is missing, activities show lack of creativity and/or do not consider various target groups
Budget _____ x 2	Budget is detailed and reasonable in terms of overall expenditure	Budget includes some detail and is reasonable in terms of overall expenditure	Budget is not detailed and/or is unreasonable in terms of overall expenditure
Committees	Complete and	Partial/incomplete	One or more the

_____ x 2	detailed information is provided for the following: Committee lists, number/names of members needed, and description of their roles and responsibilities (i.e. who and what)	information is provided for the following: Committee lists, number/names of members needed, and description of their roles and responsibilities (i.e. who and what)	following information is not provided: Committee lists, number/names of members needed, and description of their roles and responsibilities
Publicity _____ x 1	Methods of publicity are provided, formatted to appeal to a wide audience and exhibit creativity, and demonstrate high level of organization, structures, and detail	Methods of publicity are provided, appealing but lack creativity, and/or demonstrate organization, structure, and/or detail	Methods of publicity are missing, are unappealing and/or demonstrate lack of organization, structure and/or detail
Timeline & To-Do List _____ x 3	Complete and detailed information regarding what needs to me accomplished is provided and includes: who, what, where, and when	Partial/incomplete information regarding what needs to me accomplished is provided and includes: who, what, where, and when	Much information regarding what needs to me accomplished is missing is not provided with no clear direction is apparent
Permissions, site, seating including drawing _____ x 1	Includes all necessary information regarding permissions and/or a scale drawing, diorama, or other is provided and is accurate	Most necessary information regarding permissions and/or a scale drawing, diorama, or other is provided but may be inaccurate or improbable	Necessary information regarding permissions and/or a scale drawing, diorama, or other is missing
Visual Appeal/Organization	Formatting exceptionally	Formatting somewhat attractive, most	Formatting unattractive,

	attractive, information is well-organized, and information is easy to read	information is organized, and information is easy to read	information unorganized, and/or information is difficult to read
_____ x 2			
Writing _____ x 2	Each section clearly written	Most sections clearly written	Few sections clearly written
Spelling & Grammar _____ x 2	No spelling/ grammatical errors	2-3 spelling / grammatical errors	5 or more spelling/ grammatical errors
Graphics/Pictures _____ x 2	Graphics go well with the text with text and graphics well balanced	Graphics go well with the text but there are too many or too few	Graphics do not go well with the text and/or are not included
Evaluation _____ x 3	Student is self-aware and demonstrated accurate reflection of events logically from start to finish	Student is becoming self-aware and demonstrated accurate reflection of events	Student is not self-aware and needs much support in reflecting upon events
TOTAL SCORE	/100 points		

Project Development/Planning and Implementation: Reflection Questions
- Provide a brief description of your project.
- As project leader
  - What did you find most enjoyable? Explain.
  - What did you find most frustrating? Explain.
- In terms of project development/planning and implementation
  - What went well and/or worked out better/as expected?? Explain.
  - What did not well and/or worked out less than/not as expected? Explain.
  - If you could do this or a similar project again, what would you do differently next time to build on successes? Overcome challenges? Explain.
- In terms of leadership competencies
  - What leadership characteristics, styles, competencies, and intrapersonal skills were required to develop/plan and implement your project effectively?
  - Of these characteristics, styles, competencies, and/or intrapersonal skills, which do you feel are strengths? Explain and provide an example.
  - Of these characteristics, styles, competencies, and/or intrapersonal skills, which do you feel require improvement? Explain and provide an example.

Additional Resources
- Event Planning Project (PDF)
- Corporate Event Planning
- Event Planning Check List
- Event Planning for Conferences

Course Overview

- Leadership 20L: Developing Individual Leadership
- Leadership 30L: Developing Group Leadership
  (To Be Completed for 2015-16)
- Encourage students to apply learnings through Career and Work Experience 20/30

	20L	30L
Understanding Leadership	Principles of Leadership	Leadership in Action
	Definition and Description Power, Influence, and Motivation Historical Leaders	Leadership Models Organizational Leadership Community Leadership Group Dynamics
Leadership Within	Leadership Competencies and Intrapersonal Skills	Leadership Competencies and Interpersonal Skills
	Self-Awareness Intrapersonal Leadership Skills Organization and Time Management Stress Management	Interpersonal Leadership Skills Conflict Management Lasting Legacy
Strategic Leadership	Individual Planning	Group Planning
	Goal Setting Planning Essentials Individual Decision Making Individual Problem Solving	Setting Direction Project Management Group Decision Making
Communication	Personal Communication Strategies	Communicating with Others
	Effective Communication Skills Forms of Communication Promotion and Marketing	Team Building and Managing Diversity Group Processes Reporting and Debriefing Public and Media Relations
Promoting Leadership	Individual Roles and Responsibilities	Group Roles and Responsibilities
	Project Implementation Self-Assessment Personal Growth Plan	Project Implementation Self and Peer-Assessment Collaborative Growth Plan

Outcomes and Indicators

Leadership 20L: Developing Individual Leadership

Unit 1 UNDERSTANDING LEADERSHIP: PRINCIPLES OF LEADERSHIP	
OUTCOMES	**INDICATORS**
1.1 Create definition and description of various characteristics and styles of leaders and leadership	A. Critique situations in which one has demonstrated leadership (i.e. formal, informal, etc.) B. Co-construct a definition of leader, and leadership C. List the characteristics of an effective leader and effective leadership (i.e. listening, empathy, influence) D. Compare different styles of leadership E. Create a self-assessment tool to assess intrapersonal leadership characteristics and style F. Assess one's leadership characteristics and style G. Analyze the pros and cons of one's leadership characteristics and style H. Understand that different scenarios require the application of different leadership characteristics and styles I. Apply and demonstrate leadership characteristic and style proficiency as appropriate in various situations and scenarios
1.2 Understand the role of power, influence, and motivation and apply in context.	A. Examine concepts of power and authority; influence and change agent, and motivation , achievement, success, and ambition as they relate to leadership B. Explore Needs Theory (i.e. Maslow's Hierarchy, Hersberg's Motivation, etc.) C. Discuss how the above concepts have impact and affect leadership, both in role of leader and as follower D. Discern between leadership and management and consider appropriate application E. Demonstrate the ability to be a positive "agent of change" using one's power, influence, and motivation
1.3 Analyze historical leadership and factors which impact leadership	A. Identify and categorize past and present local, provincial, national, and international - including First Nations and Metis leaders (i.e. political,

	religious, business, environmental, etc) B. Examine leadership characteristics, styles, and contributions of past and present local, provincial, national, and international - including First Nations and Metis leaders C. Study how stereotypes, perceptions, and assumptions impact and are related to leadership (i.e. gender, age, disability, culture, etc.) D. Express awareness of activists and underdogs E. Critique past and present local, provincial, national and international - including First Nations and Metis, leaders

Unit 2 LEADERSHIP WITHIN: LEADERSHIP COMPETENCIES AND INTRAPERSONAL SKILLS	
OUTCOMES	**INDICATORS**
2.1 Examine relationship with self	A. Classify the components of holistic self (i.e. medicine wheel - mental, physical, emotional, spiritual) B. Define holistic self, as in "Who am I?" C. Categorize weaknesses and strengths as it relates to one's holistic self D. Understand the importance of accepting and respecting one's holistic self E. Research how one's belief in self affects the ability to lead others and/or work as part of a group F. Study strategies for self-improvement G. Demonstrate an improvement in one area of self-acceptance and/or respect
2.2 Analyze intrapersonal skills their impact on leadership competencies	A. Understand how interpersonal skills (i.e. work ethic, creativity, initiative, accountability, effort, commitment, risk taking, etc.) contribute to and have impact on one's leadership competencies B. Compare how one personal background (i.e. experiences, family structure, culture, etc.) affect intrapersonal skills and, in turn, leadership competencies C. Examine how differences can create both conflict and synergy in teams D. Employ self-awareness tools which assess one's intrapersonal skills to improve leadership competency (i.e. Strengths Explorer, Myers-Briggs, Multiple Intelligences)

	E. Evaluate one's interpersonal skills as they relate to leadership competencies
	F. Analyze how one's intrapersonal skills both enhance and inhibit effective leadership when a member of a team
	G. Create a plan to improve at least one intrapersonal skill identified from the assessments
	H. Demonstrate improvement (i.e.in breadth and/or depth) in relation to the intrapersonal skill(s) selected and model proficiency through example
2.3 Investigate the benefits of organization and time management	A. Research various organization and time management principles and strategies
	B. Examine concrete examples of different organization and time management tools (i.e. day planner, various apps, etc.)
	C. Identify and apply organization and time management strategies and tools that effectively meet one's needs
	D. Report on the importance of time as a resource to be managed in different situations
	E. Understand balancing commitment to tasks and relationships
	F. Demonstrate effective organization and time management
2.4 Establish effective stress management skills	A. Identify and describe indicators of stress in self and others
	B. Describe various stress management techniques (i.e. mindfulness, yoga, etc.)
	C. Practice skills for dealing with stressful situations (i.e. complaints, embarrassment, being left out, persuasion, failure, accusations, group pressure, etc.)
	D. Survey the benefits of stress management
	G. Select and participate in stress management techniques that effectively meet one's needs

Unit 3 STRATEGIC LEADERSHIP: INDIVIDUAL PLANNING	
OUTCOMES	INDICATORS
3.1 Establish goal setting as an integral part of leadership	A. Differentiate between outcomes, objectives, and goals
	B. Explain the differences and relationship between immediate, short, and long term goals
	C. Examine the processes and strategies to set immediate, short, and long term goals

	D. Identify and create immediate, short, and long term outcomes goals E. Analyze how one's own leadership characteristics, style, and interpersonal skills can be applied effectively to achieve goals F. Demonstrate the ability to lead self to achieve goals
3.2 Develop planning skills and abilities	A. Establish skills needed to plan (i.e. preparation, clarify purpose, define outcomes, specify timeline, define assessments) B. Investigate budgeting and how it impacts planning and decision making C. Demonstrate ability to align priorities, make decisions, allocate resources, and measure results D. Understand the concepts of inclusion, participation, and community E. Assess one's planning skills and abilities and both develop and implement a plan for improvement
3.3 Investigate the process of decision- making as an individual	A. Identify and categorize individual decision-making process (i.e. pros/cons, rationalization, justification, etc.) B. Determine and analyze the impact of external factors on effective decision making processes (i.e. politics, stake holder beliefs and values, personal agenda, etc.) C. Assess how decisions made affect outcomes D. Describe the current decision-making structure of a local authority (i.e. in the school, sport organization) E. Observe decision-making in process and both examine and analyze the role of individuals involved (i.e. community council, student leadership, legislative assembly meetings) F. Model effective decision-making strategies and evaluate their effectiveness
3.4 Analyze the concept of problem-solving as an individual	A. Apply root cause analysis to determine problem B. Identify and categorize individual problem-solving processes (i.e. pros/cons, trouble-shooting, etc.) C. Outline the importance of effective problem-solving in relation to successful leadership D. Compare the concept of problem-solving as it relates to the ability to make decisions E. Model effective problem-solving strategies and evaluate problem-solving strategies and their effectiveness

Unit 4 COMMUNICATION: PERSONAL COMMUNICATION STRATEGIES	
OUTCOME	**INDICATORS**
4.1 Study effective forms of communication	A. Define effective communication B. Discuss how cultural differences and diversity may affect communication C. Identify various forms of communication (i.e. written, spoken, visual) D. Debate the advantages and disadvantages of various forms of communication E. Investigate the use of technology and social media (i.e. Twitter, Facebook, etc.) and both its impact and ability to support and inhibit effective communication F. Research the roles and responsibilities of a leader with respect to communicate effectively in regards to various forms of communication and the use of technology and social media G. Demonstrate appropriate selection and use of various forms of communication and the use of technology and social media in a variety of situations
4.2 Study personal communication skills	A. Identify various communication styles and effective personal communication skills B. Explore the role of control in communication C. Create an effective communication skills continuum illustrating increasing levels of complexity and proficiency D. Role play and critique effective communication skill at various levels of complexity (i.e. thinking, listening, speaking – paraphrasing, directing, and questioning , non-verbal – mirroring, and body language) E. Explore one's perspective, target audience and presentation techniques (i.e. volume, intonation) F. Demonstrate appropriate selection and use of various communication styles and skills in a variety of situations (i.e. coaching, mediating, persuading)
4.3 Explore effective promotion and marketing practices	A. Discover the purpose of campaigns and advertising B. Study concrete examples of both successful and non-successful campaigns and/or advertising C. List the characteristics of effective promotion and marketing strategies D. Compare the relationship between effective communication and successful promotion and marketing E. Demonstrate the ability to effectively promote and market an idea

Unit 5 PROMOTING LEADERSHIP: INDIVIDUAL ROLES AND RESPONSIBILITIES	
OUTCOME	**INDICATORS**
5.1 Lead and support the development/planning and implementation of various projects demonstrating acquired leadership skills	A. Emulate the spirit of community B. Recognize the importance of volunteerism C. Demonstrate ability to work lead and support others as part of team and in various roles D. Take the lead role in organizing at least one school/community campaign/event that demonstrates leadership in action E. Take the support role at least once in organizing a school/community campaign/event that demonstrates leadership in action F. Create an instrument suitable for assessing the school/community campaign /event G. Evaluate the impact of a school/community campaign/event on affecting the desired outcomes H. Provide recommendations on how a shool/community event/campaign could be improved for future use I. Reflect and assess one's actions and experience in leading and supporting a school/community campaign /event
5.2 Assess individual leadership characteristics, styles, competencies, and intrapersonal skills	A. Complete a variety of self-assessment tools regarding one's leadership characteristics, styles, competencies, and intrapersonal skills B. Reflect on one's roles in the school/community and as part of a leadership team C. Explore the role of leader and follower D. Explain how authority may be delegated but responsibility may not. E. Debate the importance of effective leadership and its impact on life decisions and actions.
5.3 Actualize a personal growth plan	A. Recognize leadership competencies strengths and areas requiring improvement B. Identify effective personal growth plan development methods and strategies C. Develop and implement a plan for future growth as a leader D. Report leadership knowledge gained by self and others E. Promote student leadership as a valuable resource in the school and community

Outcomes and Indicators

Leadership 30L: Developing Group Leadership
(To Be Completed)

Instructional Materials

<u>Key Resources</u>
- 7 Habits of Highly Effective Teens (Covey)
- Building Everyday Leadership in All Teens (McGregor)
- Democratic Leadership – CASAA

<u>Additional Resources:Print</u>
- What's It About? A Character Education Series (Scharenbroich)
- Growing the Distance (Clemmer)
- Leadership Lessons - NASSP-DSA
- The Advisory Guide (Poliner, Lieber)
- The Prepare Curriculum Teaching Pro-Social Competencies (Goldstein)

<u>Additional Resources:Media</u>
- Leadership in the Movies DVD's

<u>Additional Resources: Websites</u>
- www.cassaaleadership.ca
- www.nassp.org
- www.sascaleadership.ca
- www.tedtalks.cm
- www.cada.com
- www.alliance4youth.com
- www.leadershipteacher.com
- www.search-institute.org
- www.nwlink.com/~donclark/leader/leader.html
- www.nasc.us/
- www.growingleaders.com

Evaluation of the Locally Developed Course Study

Following the completion of this Locally Developed Course, instructors will complete and submit the following questionnaire within two weeks of completing the course. Completed questionnaires can be faxed to:

        Supervisor of Instruction
        Regina Public Schools
        Phone (306) 523-3136
        Fax (306) 523-3031

1. Enrolment
   a. How many students enrolled in this course?
   b. How many students successfully completed this course?
   c. Which semester did you offer this course?
2. Reflection
   a. What successes were experienced in the teaching and learning of this course? Explain.
   b. What challenges were experienced in the teaching and learning of this course? Explain.
      Be sure to reference
      - Learning outcomes
      - Core curricular components and initiatives
      - Career development competencies
      - Instructional approaches
      - Assessment and evaluation techniques
      - Instructional materials
3. Interpretation
   a. How might successes identified be enhanced? What supports might be required? Explain.
   b. How might challenges identified be overcome? What supports might be required? Explain.
   c. What revisions, additions, deletions, would you recommend be made to this course as currently developed? Explain.