

# LED 621A



Leadership



# Curriculum Guide



Education, Early Learning and Culture



# Acknowledgements

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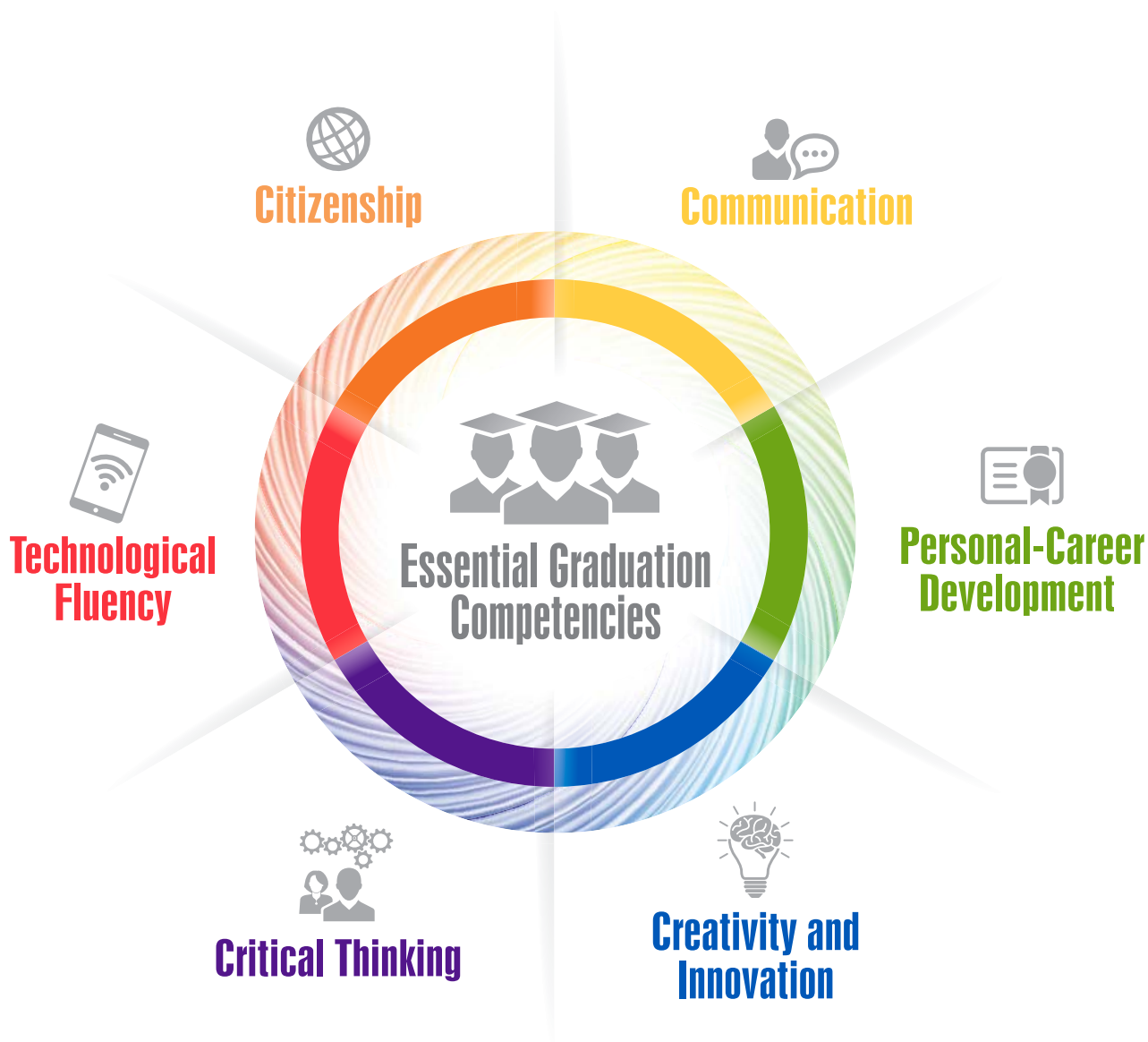




### Essential Graduation Competencies (EGC's)

Curriculum is designed to articulate what students are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education, Early Learning and Culture designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET) in 2015.

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified by CAMET: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technology fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.





## Essential Graduation Competencies—Definitions

### Critical Thinking



Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems
- recognize that critical thinking is purposeful
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment
- ask powerful questions which support inquiry, decision-making, and problem solving
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources
- analyse and evaluate evidence, arguments, and ideas
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems
- reflect critically on thinking processes used and acknowledge assumptions
- effectively communicate ideas, conclusions, decisions, and solutions
- value the ideas and contributions of others who hold diverse points of view

### Technology Fluency



Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts
- use and interact with technology to create new knowledge
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information
- select and use technology to impact and advance one another
- adopt, adapt, and apply technology efficiently, effectively, and productively

## Citizenship



Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies
- demonstrate the disposition and skills necessary for effective citizenship
- consider possible consequences of decisions, judgment, and solutions to problems
- participate in civic activities that support and promote social and cultural diversity and cohesion
- promote and protect human rights and equity
- appreciate the complexity and interconnectedness of factors in analysing issues
- demonstrate understanding of sustainable development

## Communication



Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts
- engage in constructive and critical dialogue
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media
- analyse the impact of information and communication technology

## Personal-Career Development



Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development
- demonstrate behaviours that contribute to the well-being of self and others
- build healthy personal and work relationships
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being
- develop strategies to manage career balance and wellness
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments

## Creativity and Innovation



Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate
- develop and apply creative abilities to communicate ideas, perceptions, and feelings
- take responsible risk, accept critical feedback, reflect, and learn from trial and error
- think divergently, and embrace complexity and ambiguity
- recognize that creative processes are vital to innovation
- use creation techniques to generate innovations
- collaborate to create and innovate
- critically reflect on creative and innovative works and processes
- value the contribution of creativity and innovation

## Major Units/Themes

Exploring Leadership

Developing Your Personal Leadership

Taking the Lead—Leadership in Action

## Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) state the intended outcomes of instruction and identify what students are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable student performance and are the basis for the assessment of student achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom’s Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase, “Students are expected to ...”

### Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators, that support, define, and demonstrate the depth and breadth of the corresponding SCO.

The set of achievement indicators provided for an SCO

- provides the intent (depth and breadth) of the outcome;
- tells the story, or creates a picture, of the outcome;
- defines the cognitive level and types of knowledge intended by the outcome;
- is not a mandatory checklist, prioritized list of instructional activities, or prescribed assessment items; and
- may include performance indicators.

Each SCO contains a set of achievement indicators that help to support and define the depth and breadth of an outcome. Taken together as a set, AIs define specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a student for that particular outcome. AIs help to clarify the intent and scope of the outcome. It is important to note that AIs are not a prescriptive checklist to be taught in a sequential manner. The intent of AIs is for clarity and understanding so that instructional design is aligned with the SCO. When teachers are planning for instruction, they must be aware of the set of indicators in order to fully understand the depth and breadth of the outcome. Teachers may substitute or add to the set of AIs as long as these maintain the integrity of the SCO. By constantly analysing and monitoring the needs of the students, teachers can determine which indicators are appropriate and relevant to prior knowledge, developmental stages, or the continuum of the scholastic year.

Lists of achievement indicators will begin with the phrase, “Students who have achieved this outcome should be able to ...”

### Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It sets the parameters of the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions, and/or supporting resources that may be helpful in teaching the related outcome.

## Bloom's Taxonomy

In 1956, Bloom, et.al., published a framework for the purpose of classifying expectations for student learning as indicated by educational outcomes which became known as Bloom's Taxonomy. David Krathwohl's 2002 revision of this taxonomy expands on the originals work by defining the relationship between the cognitive process dimension—how we expect students to think about a given outcome—and the knowledge dimension—how we expect student to come to know a given outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve students, teachers, and administrators by

- creating a common language about the curriculum outcomes to facilitate communication;
- creating a foundation for developing the specific curriculum outcomes (SCOs) for a particular course;
- creating a structure though which the alignment of specific curriculum outcomes within a course can be interpreted; and
- creating a means for the alignment of specific curriculum outcomes with instructional activities and assessments.

## Cognitive Process Dimension

The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome represents the cognitive process dimension.

The cognitive process dimension is often considered as a hierarchy as the six classifications are believed to differ in complexity. While this relationship may hold true in some applications of the taxonomy, in others it breaks down. It is important to consider the complexity inherent within each of the six categories when determining the intention, depth, and breadth of any given specific curriculum outcome.

Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts
Applying	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work

## Knowledge Process Dimension

The knowledge dimension classifies four types of knowledge, ranging from concrete to abstract, that learners may be expected to acquire or construct. These types of knowledge include factual, conceptual, procedural, and metacognitive. The noun(s) included in a specific curriculum outcome represents the type of knowledge for the knowledge dimension.

Factual	The basic elements students must know to be acquainted with a discipline or solve problems in it (e.g., knowledge of terminology; knowledge of specific details and elements)
Conceptual	The interrelationship among the basic elements within a larger structure that enables them to function together (e.g., knowledge of classifications and categories, knowledge of theories, models, and structures)
Procedural	How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods (e.g., knowledge of subject-specific skills and algorithms, knowledge of subject-specific techniques and methods, knowledge of criteria for determining when to use appropriate procedures)
Metacognitive	Knowledge of cognition in general as well as awareness and knowledge of one's own cognition (e.g., strategic knowledge, knowledge about cognitive tasks, including appropriate contextual and conditional knowledge, self-knowledge)

## Taxonomy Tables

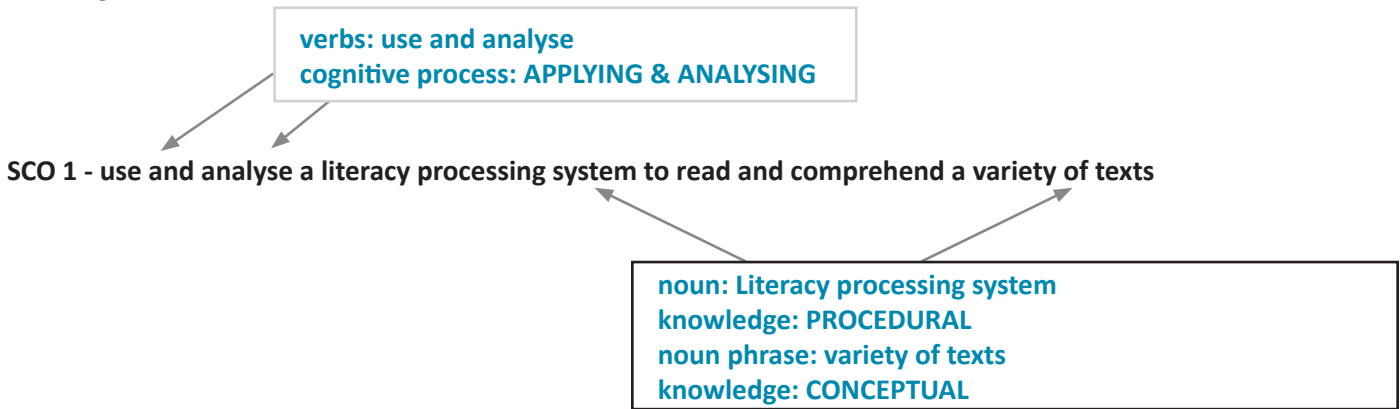
Combining the cognitive process dimension and knowledge process dimension into one taxonomy table helps teachers to visualize the overall expectations of a course. As teachers reflect deeply and collaborate with each other to identify the types of cognition and knowledge required by each outcome, they will be better able to plan what student achievement will look, sound, and feel like in the learning environment. This clear visualization of the desired results assists teachers in planning learning experiences that will lead to student achievement of the outcomes at the targeted level.

The taxonomy tables in the PEI curriculum guides are constructed as two-dimensional tables where the knowledge dimension forms the vertical axis and the cognitive process dimension forms the horizontal axis. This results in a 24-cell matrix on which any specific curriculum outcome can be classified in terms of both dimensions.

To classify any specific curriculum outcome, the verb(s) are used to determine the appropriate cognitive process dimension and the noun(s) or noun-phrases(s) are used to determine the appropriate knowledge dimension.

## SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.



## Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements of the required for a given course. These elements will be consistent throughout any one course; however, elements of the page may vary between courses as needed.

Unit Name	Appears in the upper left hand corner
Taxonomy Table	Appears in the upper right hand corner and is specific to the given outcome
SCO Block	Appears in the coloured box; may contain a scope and sequence chart
AI List	Appears in the body of the page immediately following the SCO
EGC Map	Appears at the bottom of the page



Specific Curriculum Outcomes (SCOs)

Name of Curriculum Unit

## UNIT DESCRIPTION

Taxonomy Table for this particular SCO

CODE		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

Scope and Sequence Chart

Grade 5	Grade 6	Grade 7
	Students are expected to ...	
	Specific curriculum outcome (SCO)	

### Achievement Indicators

Students who have achieved this outcome should be able to ...

- a enter indicators
- b Indicator 2
- c Indicator 3W
- d

Set of achievement indicators (AIs) indicating "breadth and depth" of SCO

Essential Graduation Competencies Map

Citizenship	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
Communication	Technological Fluency	Creativity and Innovation	

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SUBJECT NAME - COURSE NAME - COURSE CODE

Footer indicates the Program Name, the Course Name and the Course Code.



LED 621A		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual				SCO 1		
	Procedural					SCO 2, SCO 3, SCO 4	SCO 11, SCO 12
	Metacognitive				SCO 10	SCO 9	SCO 5, SCO 6, SCO 7, SCO 8, SCO 13





# EXPLORING LEADERSHIP

SCO 1		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 1	<i>Learners are expected to ...</i>
	<b>examine various concepts of leadership.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a define leadership;
- b explore the role(s) of a leader in a variety of contexts;
- c compare various leadership theories;
- d explain motivational factors and theories (e.g., Maslow’s Needs Hierarchy, Herzberg’s Motivator-Hygiene Theory, intrinsic and extrinsic motivational factors);
- e explain the differences between a leader and manager (e.g., develops vs. administers);
- f investigate the influence and/or impact of societal and cultural norms and how these may affect leadership (e.g., cultural, socioeconomics, education, gender, age, and religion); and
- g examine how knowledge and skills of leadership can be applied to various careers and occupations that interest you (e.g., informational interviews, myBlueprint);

## Elaborations

There seems to be consensus that the world desperately needs effective leaders. We consistently hear that strong leadership is essential to the success of organizations, governments, and the prosperity of our society. An effective leader provides the direction and motivation needed for a team or group to achieve their vision and goals. However, this raises several questions:

- What does the word leadership mean?
- What does it mean to be a leader?
- What does a leader do? Look like? Sound like?
- Are leaders born or made?

As students begin LED621A, it is important these questions are raised and discussed. This outcome encourages students to become aware of some of the foundational concepts and theories regarding leadership, and serves as a starting point that will build a base of knowledge for the remainder of the course and their lives.

Leadership is not a fixed state. People may be leaders in diverse ways or take on leadership roles in a particular situation and become followers in other situations. Also, leadership is not the distinct privilege of CEOs, politicians and generals. Leading is a way of acting in a certain situation, and all people have it in them to be leaders. We also all have it in us to become better leaders.

The concepts of leadership have been researched and studied for hundreds of years by scholars that have thought about and critically examined various leadership theories. A quick search of leadership theories will yield a variety of concepts and information. Students can build their understanding of leadership by exploring these theories. Some of the more popular theories include contingency theories, situational theories, transactional theories, and transformational theories. It is important to note that this list is not exhaustive.

Motivational factors and theories are important for students to consider when discussing leadership. Most contemporary theories recognize motivation begins with individual needs. One theory students can learn is the hierarchy of needs theory developed by Abraham Maslow. Maslow condensed needs into five basic categories: physiological needs, safety and security, love and belonging, self-esteem, and self-actualization. Maslow believed behaviour is mostly motivated by the lowest unsatisfied need, and as a person satisfies a lower-level need, the next higher need in the hierarchy becomes the primary motivator. Students can also examine Herzberg's motivator-hygiene theory as well as intrinsic and extrinsic motivational factors.

The terms management and leadership are often used interchangeably, however, not all managers are leaders, and not all leaders are managers. Students should compare the differences between a manager and a leader. Below is a table that illustrates these differences (Hopkirk, 2002). To help solidify the differences between management and leadership, students should think about experiences from their past when they interacted with people in management positions and those in leadership positions.

## Elaborations

Blending Management and Leadership	
Manager	Leader
Administers	Develops
Maintains	Challenges
Controls	Trusts
Asks how	Asks why
Sees bottom line	Sees the horizon
Focusses on Structure	Focusses on people
Emphasizes rules	Emphasizes values
Emphasizes roles	Emphasizes ideas
Looks at the short term	Looks at the long range
Fights fires	Improves processes
Works efficiently	Works effectively
Does things right	Does the right thing
Plans	Envisions

Think about the following leadership roles:

A CEO of a powerful tech company

A captain in the military

A local politician.

When you envisioned each of the above leadership roles, who do you envision? What did the person look like (e.g., gender, age, colour, race)? It is important for students to understand that they acquire knowledge, skills, values and perspectives from what they hear, see, and experience. Their leadership aspirations and expectations can be shaped by these personal experiences and perceptions. Societal and cultural norms are transmitted through shared customs, values, and traditions that change and evolve over time. The more students understand their societal and cultural influences, the more they can understand how these influences can impact their lives. Students will benefit from looking at a variety of variables (e.g., socioeconomic status, level of education, gender, age) and look for themes within these variables related to leaders in their community, province, country, and beyond. Once students have explored some of the research associated with the demographics of leadership, they may then benefit from a discussion on power and privilege.



## Elaborations

Career development is defined as the lifelong process of managing learning, work, and transitions in order to move toward a personally determined and evolving preferred future. The career development process can be organized into four major themes:

- Who am I?
- What are my opportunities?
- What are my next steps and why?
- What is my action plan?

In courses like CEO401A and PED801A, students navigate through each of the above questions. The career development process is an iterative process, meaning students will often move back and forth among the four questions and their answers will usually change or become refined over time. It is important students have opportunities to think about these four questions as often as possible. Within LED621A, students should explore how the knowledge, skills, and attitudes they learn in LED621A can be applied to a broad range of occupations and career pathways.

# EXPLORING LEADERSHIP

SCO 2		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 2	<i>Learners are expected to ...</i>
	<b>evaluate attributes, skills and styles that contributes to leadership.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a describe key attributes, skills and styles associated with a leader;
- b distinguish among various leadership styles (e.g., authoritarian, laissez-faire, democratic, situational);
- c evaluate the use of various leadership styles in a variety of situations;
- d explain how leadership styles affect group interactions and results;
- e examine the expectations and values society places on the attributes, skills and styles of leaders;
- f examine profiles and styles of past (historical) and present leaders in a variety of contexts;
- g assess cases, ethical dilemmas, and scenarios associated with leadership; and
- h reflect on one’s own experiences both as a leader and being led.

## Elaborations

What attributes and skills do effective leaders have? Assertiveness, emotional intelligence, creativity, self-confidence, trustworthiness; these are just a few of the attributes that research indicates is linked to leadership. Some of the skills associated with effective leadership include communication skills, time management skills, critical thinking skills, interpersonal skills, and decision making skills. This outcome allows students to dig deeper into the attributes and skills that make effective leaders and use this information to reflect on their own experiences as a leader and being led.

People in positions of power have different leadership styles when they work with others. Their choice of style depends on several variables including their own personality and the situation or context in question. Four well-known leadership styles are autocratic, laissez-faire, democratic, and situational. Students should learn about the strengths and weaknesses of a variety of leadership styles, and evaluate situations in which one style may be preferred over another. For example, what style should be used if the goal is to help others; if it is an emergency situation; if you are trying to obtain feedback and input from others to make a decision; if you are working with people who are motivated and have the skills to be successful? Students can be asked to think of the different roles that exist within their community: a police or fire chief, a political leader, a teacher or principal, a religious or spiritual leader, a business leader and think of the style or styles these leaders tend to use, and why.

It is important students recognize that leadership is not a black and white concept with set categories and static criteria. To be effective, leaders need to be flexible. Different situations may require different leadership styles or the use of more than one approach. Thus, while leaders may favour a certain style, they often use a blend of approaches. Because leadership style impacts group interactions and results, students should carefully consider what style(s) to use when they are leading others.

Within our schools and communities, difficult situations often occur in which students need to make decisions. Many students within the LED621A class may be seen as the current leaders within their school and many be the future leaders of their communities. As leaders, students should examine the expectations and values society places on their attributes, skills, and styles. What would the expectation of a leader be in the following situations?

- You see your friends bullying another student?
- You feel someone is not well but is unwilling to seek help?
- You hear a rumor about another student that will negatively impact his/her reputation?
- You see someone about to drink and drive at a party?

There is an expectation of action in each of the examples above. By thinking about these situations, students will be better able to know the expectations of themselves as leaders and the expectations on leaders in their school, community, province, nation, and beyond.

This outcome allows students to examine profiles of leaders, cases, ethical dilemmas, and scenarios associated with leadership. These are tools that will allow students to learn by analyzing real people and real situations. As students examine profiles of leaders, it is important they consider and/or discuss, among other things, the strengths and weaknesses of the leader, the critical choices and decisions the leader made throughout their life, and the influential moments and people in the leader's life. Case studies are a powerful teaching strategy that builds critical thinking and communication skills. Case studies that are complex, multidimensional, and relate to real world problems can help to engage students, and allow them to bridge the gap between theory and practice.

Ethical dilemmas are moral problems with potential right or wrong answers. In the real world, ethical dilemmas are a common occurrence. In certain circumstances, people must deal with conflicting pressures that may compromise their own values and morals. Students can analyse a variety of ethical dilemmas, so when real situations arise, they have the ability to make better, more informed decisions.

## Elaborations

When students are evaluating the attributes, skills, and styles that contribute to leadership, they should have the opportunity to examine their past experiences. Through our life experiences, we integrate new understanding into how we define ourselves and others. By allowing students to connect the information from the course with their personal experiences, their knowledge and understanding will deepen and their voices and experiences will be included in the learning.



# EXPLORING LEADERSHIP

SCO 3		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 3	<i>Learners are expected to ...</i>
	<b>evaluate communication strategies.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a describe the ways we use communication;
- b describe effective verbal and non-verbal communication (e.g., writing, speaking, listening, electronic forms, body language);
- c recognize barriers to effective communication with others (e.g., language choice, confusing messages, body language, poor channel choice, interruptions and distractions, information overload);
- d examine the impact of effective and ineffective communication in a variety of contexts;
- e describe a variety of communication styles (e.g., passive, passive aggressive, assertive, aggressive);
- f evaluate the use of various communication styles in a variety of situations;
- g investigate how the roles and responsibilities of an effective speaker and active listener can vary depending on context (e.g., audience, purpose, and environment);
- h examine and respect personal and cultural factors/rights and/or needs that may affect communication (e.g., translation, hearing impairments, introvert and extrovert, knowing your audience, gestures, and customs);
- i assess effective communication of leaders in a variety of scenarios and case studies; and
- j reflect on one’s own experiences with communication.

## Elaborations

Throughout their life, students will need to develop and refine their communication skills. The purpose of this outcome is to provide students with the theory related to communication. Communication is the act of transmitting information and meaning from one individual or group to another. Every moment of every day, people around the world are sending and receiving messages. The Atlantic Canada Framework for Essential Graduation Competencies in Schools, states that by the time students have graduated they are expected to have several competencies related to communication:

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.

People communicate verbally and non verbally. Verbal communication is effective when the message is received as intended. An effectively delivered message requires the speaker to:

- organize their thoughts;
- ensure their message is well-timed;
- deliver the message clearly;
- relate to the listener; and
- check to see if their message was understood.

Nonverbal communication takes place without words. Nonverbal communication communicates our feelings and attitudes and works with our verbal messaging to create meaning for others. Understanding the different types of nonverbal communication can enhance student's awareness of the nonverbal messages they send and receive (e.g., body movement, posture, gestures, facial expressions, eye contact, and touch). Students should also be aware of the messages their appearance can send to others (e.g., clothing, hair style, cleanliness, piercings, tattoos). A discussion on the importance of first impressions would also be beneficial for students. Students should discuss how cultural differences related to nonverbal communication can lead to misunderstandings (e.g., eye contact can communicate attentiveness and respect or may be perceived as disrespectful and rude). Effective communication is an essential skill that needs to be learned and constantly practiced.

Communication allows us to exchange information, ideas, experiences, and thoughts, however, even simple messages can be lost or misconstrued within the communication process. Students should recognize some of the barriers that prevent effective communication (e.g., language choice, confusing messages, body language, poor channel choice, interruptions and distractions, information overload). The impact that stereotypes and prejudice has on communication should also be discussed.

The impact of effective communication can be significant: developing a satisfying relationship, securing a job in a preferred area, obtaining strong grades and references. On the other hand, the impact of ineffective communication can be equally as significant: fighting with friends or loved ones, loss of employment, loss of trust and confidence of your peers. The communication patterns that we develop and use can impact us in a variety of ways and generally say a great deal about the type of person we are. Students should examine the impacts of communication by considering several contexts.

## Elaborations

People have different communication styles when they interact with others. The choice of style depends on several variables including their own personality and the situation or context in question. Four well-known communication styles are passive, aggressive, passive aggressive, and assertive. Students should learn about the strengths and weaknesses of the different communication styles, and evaluate situations in which one style may be preferred over another. Many people have a dominant style, however, each style has its proper place and use.

When discussing communication, it is important to discuss context. How we communicate can change significantly depending on context:

- Who is your audience?
- Is the setting formal or informal?
- What type of relationship do you have with the people you are communicating with?
- Are you communicating to one person, a group, an organization, or a large audience?
- What are the accepted communication norms? (e.g., no threatening language, listening to others, treating others how you would like to be treated)

By understanding the importance of context within the communication process, students will be better able to anticipate potential communication challenges and become more effective communicators.

This outcome allows students to examine cases and scenarios associated with communication. By using these tools, students can learn by analyzing real people and real situations. These are powerful teaching strategies that require students to think critically and bridge the gap between theory and practice.

When students are learning about communication strategies, they should have the opportunity to reflect on their past experiences. Through our life experiences, we integrate new understanding into how we define ourselves and others. By allowing students to connect the information from the course with their personal experiences, their knowledge and understanding will deepen and their voices and experiences will be included in the learning.





# EXPLORING LEADERSHIP

SCO 4		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 4	<i>Learners are expected to ...</i>
	<b>assess group dynamics and teamwork skills.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a describe terms associated with group dynamics and teamwork skills (e.g., compromise, delegation, cooperation, social loafing);
- b examine factors that affect the interactions of people within groups (e.g., individual behaviours, attitudes, appearance, leadership, personality styles);
- c assess strategies that can be used to facilitate group effectiveness (e.g., setting group norms, establish shared vision and goals, establish expectations of the group and of each member);
- d examine characteristics of conducting an effective meeting (e.g., meeting format and structure, agendas, action items, minute taking, roles, parliamentary procedures);
- e examine behaviours, attitudes, and needs of self and others that contribute to effective teamwork and group success and ineffective teamwork and group challenges;
- f assess strategies to manage conflict; and
- g reflect on one’s own experiences within a group or team.

## Elaborations

A major aspect of leadership is working with others. This outcome provides students with the tools to better understand how to work with others effectively. Throughout this outcome, students should learn what quality and proficiency means in relation to group dynamics and teamwork skills.

Each class composition is unique, as is each student, so it is understandable there may be different expectations, among other things, of how a group should function and how decisions should be made. The individuals that form a group, directly impact how the people within that group will interact. Students should consider the factors that affect the interaction of people within groups (e.g., individual behaviours, attitudes, appearance, leadership and personality styles). Within this context, it is important for students to examine several methods they can use to encourage successful interactions within their group.

- Demonstrate commitment to the group process.
- Take responsibility for carrying out tasks assigned by the group.
- Share knowledge and expertise.
- Build on the ideas of others.
- Maintain the cohesiveness of the group by working collaboratively.
- Appreciate the differences of their group members.
- Respect each group member and their contributions.

To achieve their group goals, students must first be able to work effectively as a group. There are many strategies students can use to facilitate a greater degree of group effectiveness (e.g., setting group norms, establishing a shared vision and goals, establishing a conflict resolution process, building consensus so that decisions are supported by most or all members of the group, assuming roles, celebrating success). These strategies can help to build cohesiveness within groups and minimize potential problems or issues that may arise. Ultimately, the overall effectiveness of a team largely depends on how well and how reliably each member performs his or her share of the work. Apart from doing their own work well, students can contribute to the team's effectiveness by sharing information, resources, and expertise and by giving positive feedback and encouragement to other team members.

Meetings are an important way for communication to occur. Meets allow people to share information, discuss problems, and make decisions. Meetings can be formal or informal and they can be face-to-face or electronic (e.g., voice and video chat, web conferencing). Students should learn how to plan and conduct an effective meeting. When planning a meeting there are several variables to consider (e.g., the meeting objective; time, place, materials needed, the agenda, and the roles and responsibilities of the members). There are also many aspects to consider when students conduct a meeting (e.g., beginning on time; discussing the agenda items; allowing all members the opportunity to speak; determining action items, responsibilities, and time frames). Members leave with responsibilities they can undertake alone or in smaller groups, so each team meeting can be used to evaluate the ongoing work that has been completed and allow the group to continually move forward.

Conflict is defined as an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from the other party in achieving their goals. Conflict is natural, even in very cohesive and effective groups. Because we can not avoid conflict, it is important students learn how to handle these situations well. Sometimes conflict can be beneficial and lead to better decisions – opposing views can generate deeper thinking on issues. For conflict to be constructive, members of the group must be willing to respect and understand views that are different from their own. Individuals must feel safe to voice what they think. Conflict can also result because some members become obstructive and hinder the work of the group. Behaviour that takes the form of dominating discussions, verbally attacking other group members, or distracting the group with trivial information is unproductive and needs to be addressed. When disruptive behaviour occurs, group members need to intervene and re-establish the norms and processes that the group has developed and agreed to. Students must learn how to keep conflict within their groups constructive, and learn strategies to manage and overcome conflict that impedes the group's effectiveness and cohesion.

## Elaborations

Most people typically approach conflict in one of five ways:

- **Avoiding:** a lose-lose conflict style in which all involved ignore the conflict
- **Accommodating:** a lose-win conflict style when one party submits to another party
- **Competing:** a win-lose conflict style in which one party tries to force another party to concede
- **Compromising:** a partial lose-lose conflict style in which both parties get part of what they wanted through self-sacrifice
- **Collaborating:** a win-win conflict management style that seeks to find solutions to meet the needs of all involved

Students should understand that win-win approaches are generally preferred, however, there are times when collaborating may not be the best option.

When students are learning about group dynamics and teamwork skills, they should have the opportunity to reflect on their past experiences. Through our life experiences, we integrate new understanding into how we define ourselves and others. By allowing students to connect the information from the course with their personal experiences, their knowledge and understanding will deepen and their voices and experiences will be included in the learning.



# DEVELOPING YOUR PERSONAL LEADERSHIP

SCO 5		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 5	<i>Learners are expected to ...</i>
	<b>create and present evidence of their personal leadership development.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a explain the value of collecting evidence of their personal leadership development over time;
- b produce evidence of their personal leadership development, including;
  - *knowledge gained through self-discovery*
  - *development of their personal leadership attributes, skills, and styles*
  - *development of their communication*
  - *development of their personal group dynamics and teamwork skills*
  - *development of their personal and social responsibility*
  - *development of their positive coping responses and healthy living strategies*
- c compile evidence into their project that demonstrates;
  - *organization*
  - *creativity*
  - *critical thinking skills*
  - *appropriate writing and representing skills (e.g., style, structure, format, media)*
- d incorporate feedback from others related to their leadership development project;
- e reflect on how their personal leadership project relates to their career development;
- f communicate their project information effectively (e.g., eye contact, strong voice, clarity) using appropriate supports (e.g., technology, images, artifacts);
- g interact with sensitivity and respect while considering audience and purpose; and
- h show their personal growth and development through the presentation of their leadership project.

## Elaborations

Throughout the course, students will have created and collected evidence of their personal leadership development. Teachers may wish to have students assemble their collection of evidence in a more thoughtfully organized and visually appealing compilation of their learning and development. The key is that the evidence of their personal leadership development is in a format that will best showcase each student's skills and their unique leadership development journey thus far.

Demonstrating achievement of this outcome will require students to organize and reflect on the various aspects of their work in all areas of personal leadership development throughout the course:

- knowledge gained through self-discovery;
- development of their personal leadership attributes, skills, and styles;
- development of their communication;
- development of their personal group dynamics and teamwork skills;
- development of their personal and social responsibility; and
- development of their positive coping responses and healthy living strategies.

Students will continually revisit these themes throughout this course, and should compile evidence of their personal leadership development for each area. Success criteria can be created with students to give them clear targets of the expectations for their evidence.

In our complex and rapidly changing world of globalization and technological advancement, individuals are expected to develop the attitudes, skills, and knowledge necessary to manage learning, work, and transition in order to move toward a personally determined and evolving preferred future. Therefore, demonstrating achievement of this outcome will require students to organize and reflect on how their personal leadership development relates to areas of career development.

The variety of methods students can choose for sharing evidence of their personal leadership development can be as individual as they are. Within the constraints of time and the realities of the classroom environment, teachers should provide an opportunity for each student to be involved in determining how evidence of their personal leadership development is communicated. The chosen format will depend greatly on the strengths of each student and how they believe they can best highlight those strengths. For example, the presentation of learning could be organized into a slide show, a video, or a website. Some students may choose to use an online portfolio to share highlights of their leadership development, while others may prefer to use a collection of physical artifacts to guide their presentation. Students could choose to share their work through a discussion involving the teacher and a guardian or parent (i.e., a student-led conference), or they may wish to do a more formal presentation including the entire class. Flexibility and comfort level on the part of students are key considerations, as the content of material they will be sharing is very personal in nature. In meeting expectations for this outcome, students should work with the teacher to set up a mutually agreeable format and time frame for sharing their learning about their personal leadership development. Potentially, teachers can set up times for this outcome to be met during exam week.

Inherent in the process of sharing is the need for students to organize, select, and perhaps further develop components of their evidence of personal leadership development so as to reflect their best efforts. During this process, students will undoubtedly recognize that some personal growth and refinement of skills has occurred. Formative feedback provided by the teacher throughout the semester will enable students to make improvements and showcase their best work. For example, having students peer-assess evidence of each other's personal leadership development and how they intend to present this evidence, will help them develop a comfort level with the process while improving their communication and critical thinking skills.

## Elaborations

Throughout the course, it is imperative that students be given ample opportunities to reflect on their work, their learning, and their development at various times throughout the course, so they will be able to clearly articulate their personal leadership development.





# DEVELOPING YOUR PERSONAL LEADERSHIP

SCO 6		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 6	<i>Learners are expected to ...</i>
	<b>develop their personal leadership attributes, skills, and styles that enhance self and others in a variety of contexts.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a use personal inventory tools to inform and support the development of their leadership (e.g., personality questionnaires, learning styles inventory, self-assessments);
- b demonstrate the ability to select and apply the most appropriate leadership style(s) for achieving a specific objective in a variety of contexts;
- c analyse the potential impact (positive and negative) of their presentation of self on their ability to become a successful leader (e.g., online presence of self, networking, references, reputation);
- d practice their attributes, skills, and styles that contributes to the development of their leadership;
- e support others to cultivate their leadership (e.g., feedback, clear direction, flexible);
- f examine the necessity of continually building and maintaining effective leadership attributes, skills, and styles to support their different life roles and stages (at home, at work, at school, as a volunteer, online);
- g refine the effectiveness of their leadership by adapting their attributes, skills, and styles in a variety of contexts (e.g., fit the unique needs of individual and groups);
- h reflect on the effectiveness of their leadership attributes, skills, and styles that enhanced self and others in a variety of contexts; and
- i develop a personal philosophy toward leadership with an understanding that it may change over a lifetime.

## Elaborations

Developing effective skills is an essential component of this course. In earlier outcomes, students learned the theory related to leadership, communication and working with groups and teams. Although, the theory related to these areas are important, the primary focus for the LED621A curriculum relates to skill development. LED621A must provide a safe place for students to continue to develop their skills.

The high school years are transitional years during which students are approaching the end of their formal public school education. It is important that, during this time, students have adequate opportunities to practice and develop their skills. The development of their skills is a function of the kinds of tasks students engage in and the discourse in which they participate. Providing students with ample opportunities within a variety of contexts will better support their skill development. Below, are just a few examples of instructional methods teachers can use in their LED621A classroom.

Case Studies	Reflective Discussions	Learning Centres
Projects	Field Trips	Simulations
Demonstrations	Debates	Role Playing
Group Feedback Sessions	Problem-Solving	Inquiry
Ethical Dilemmas	Presentations	Ice Breakers

As students leave high school and continue their pathway through life, it is important they have the knowledge and skills to manage their learning and further develop their skills. As students progress through LED621A, it is important they begin to become aware and seize opportunities to develop their skills in everything they do - school, unpaid or paid work, sports, clubs, etc. They must also learn the importance of transferring the skills they learn in one context to new settings and situations.

LED621A, among other things, should allow students to better understand their skills, self-assess their skills, document their skill development, and set manageable skill development smart goals for themselves. The course should also allow students to see the application of their skills to the world of work. The skills students develop in this course are strongly correlated to employability and innovation skills. Employability Skills are the survival skills necessary in today's evolving world. The Employability Skills 2000+, as defined by the Conference Board of Canada, are the skills needed to enter, stay in, and progress in the world of work. They are the skills attitudes, and behaviours students need to participate and progress in today's dynamic world of work. Innovation skills, as defined by the Conference Board of Canada, are the skills you need to contribute to an organization's innovation performance—to produce new and improved strategies, capabilities, products, process, and services.

It is important that throughout the course students show evidence of their skill development. Not only is this a component of the course, but this allows students to identify what they can do and has them reflect deeply on their skills. Providing real world examples of ways students have demonstrated different skills and will help them reflect deeply on their skills. It is important students understand that skill development does not stop when this course is finished. These skills are continually refined and expanded throughout one's lifetime.

# DEVELOPING YOUR PERSONAL LEADERSHIP

SCO 7		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 7	<i>Learners are expected to ...</i>
	<b>develop their effective communication skills and strategies that build healthy relationships and enhance the performance of self and others in a variety of contexts.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a use personal inventory tools to inform and support the development of their own personal communication skills (e.g., personal inventory tools, self-reflection, peer and/or employer feedback at home, school, work);
- b describe characteristics of a healthy relationship;
- c describe effective communication skills and strategies that enhance the performance of self and others in a variety of contexts (e.g., listening, expressing needs and emotions, providing feedback);
- d practice their effective verbal and non-verbal communication skills and strategies to develop healthy relationships and provide direction to individuals and/or groups;
- e use technology to exchange information and ideas for different audiences and purposes;
- f support others to cultivate effective communication;
- g refine their communication effectiveness by modifying their skills and strategies in a variety of contexts;
- h reflect on the effectiveness and enhancement of their communication skills and strategies and how this enhances the performance of self and others; and
- i develop a personal philosophy toward communication with an understanding that it may change over a lifetime.

## Elaborations

In addition to the elaboration for SCO 6 students should be presented with a learning environment that fosters the development of effective communication skills in a variety of contexts.

Students learned in PE Wellness 401 that healthy relationships can be defined as people having effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions. Effective relationships require the communication skills of listening, expressing needs and emotions, and providing feedback. (1-9 Health curriculum). Relationship is a multi-faceted word in the context of self, peers, family, teachers, teammates, opponents, coaches, and employers.

Relationships can also promote a cultural awareness and can serve to preserve the cultural traditions of the many groups that are a part of our society. When students become more aware of cultural groups, values and practices, and the problems faced by minority cultures, students are better able to engage in multiple, diverse relationships. By building healthy relationships students will learn to value the strengths and gifts of self and others, as well as their uniqueness

Some characteristics of healthy relationships include but are not limited to:

- Mutual respect
- Trust
- Honesty
- Compromise
- Individuality
- Good communication
- Fighting fair
- Problem solving
- Self confidence

A key attribute to healthy relationships is effective communication. Strong communication, as we explored earlier, is a staple for quality leadership. After evaluating communication strategies, students will then need to develop their skills and apply the use of communication skills in a variety of contexts in their class, school and community environments.

# DEVELOPING YOUR PERSONAL LEADERSHIP

SCO 8		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 8	<i>Learners are expected to ...</i>
	<b>develop personal effective group dynamics and teamwork skills that enhance self and others in a variety of contexts.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a discuss their experiences within a team or group when achieving a common goal/objective;
- b assess factors that may affect the interactions of the people within your group(s) and/or team(s) (e.g., individual behaviours, attitudes, appearance, leadership, and personality styles);
- c practice effective group dynamics and teamwork skills while managing and/or participating in a group;
- d practice organizing and conducting effective meetings (e.g., timely, form and function, minutes/record of discussion, parliamentary procedures, meeting preparedness, action items);
- e refine effective group dynamics and teamwork skills by modifying their skills and strategies in a variety of contexts;
- f develop their effective conflict resolution/problem solving strategies to minimize and resolve conflicts and/or challenges when interacting with others (e.g., approaching the conflict with a positive attitude; focusing on the problem, not the person; listening to all opinions before making judgements; demonstrating sensitivity to diverse individual needs); and
- g reflect on the effectiveness of themselves and others within their group(s) and/or team(s) while achieving a common goal/objective.

## Elaborations

As a follow up to SCO 4 where students assess group dynamics and team work skills. Students must be provided the opportunities (see SCO 6) to engage in developing their personal effective group dynamics and team work skills in many contexts.

Students will learn to modify approaches based on the context of the group giving consideration to various backgrounds, expectations, experiences and decision making. They will develop problem solving and conflict resolution techniques while demonstrating courage by being direct and honest; showing compassion by listening and empathizing and seeking first to understand group members; and working collaboratively by being inclusive and making a plan

# DEVELOPING YOUR PERSONAL LEADERSHIP

SCO 9		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 9	<i>Learners are expected to ...</i>
	<b>exhibit positive personal and social responsibility that respects self and others in a variety of contexts.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a exhibit caring, helping, and compassionate behaviours;
- b assess one’s self-awareness and self-management for the purpose of respecting self and others;
- c exhibit responsibility for personal actions and act ethically;
- d exhibit resilient characteristics (e.g., determination, grit, flexibility, adaptability);
- e exhibit respect for community diversity and the individual rights and needs of others;
- f exhibit independence and self-direction when appropriate (e.g., while setting and pursuing goals);
- g model respect for everyone’s right to participate;
- h predict the potential implications of their actions and decisions;
- i reflect on and refine their effort for self-improvement and self-motivation (e.g., student chooses an appropriate level of challenge to experience success); and
- j reflect on and refine their ability to exhibit positive personal and social responsibility that respects self and others.



## Elaborations

This outcome promotes students to exhibit positive personal and social responsibility and is ultimately intended to support students to become better people. One result of this outcome is for LED621A high school students to act as role models for others. This is one way to empower students to take responsibility for their own leadership and the leadership of others.

Personal responsibility includes the competencies, skills, and attitudes that support students to regulate their emotions, respect their rights and the rights of others, and demonstrate resiliency in challenging situations. Students who demonstrate personal responsibility demonstrate dignity and pride for themselves and express a sense of personal well-being.

Social responsibility involves the competencies, skills, and attitudes to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; and to empathize with others and appreciate their perspectives (Adapted from the Department of Education, BC).

As teachers consider assessing this outcome, it is important to note that teaching personal and social responsibility encompasses more than observable behaviours. It also includes attitudes, beliefs, values, intentions, and holistic development which can be evaluated by students' reflections. Below is a list of statements that relate directly to the outcome and achievement indicators. These statements can be used as stems for students to reflect on their past actions, experiences, and behaviour. Ideally, students should attempt to provide real evidence or experiences of how they have met each of the statements, or what they are doing to develop these skills.

- I can persevere with challenging tasks.
  - I can take ownership for my behaviour.
  - I can use strategies to help manage my feelings and emotions.
  - I take initiative to inform myself about controversial issues.
  - I can imagine and work toward change in myself.
  - I can advocate for myself and my ideas.
  - When I see that others need support, I attempt to provide it.
  - I am aware of how others feel and take steps to help them feel included.
  - I can identify how my actions and the actions of others impact my community.
  - I attempt to make my classroom, school, and community a better place.
  - I support diversity and understand how diversity is beneficial for my classroom, school and community.
- (Adapted from the Department of Education, BC).

It is important that the LED621A classroom evolves as a safe and open environment that fosters respectful communication and feedback, supports development of a positive self-concept, resiliency and beneficial character attributes in students, while celebrating the uniqueness of individuals.

# DEVELOPING YOUR PERSONAL LEADERSHIP

SCO 10		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 10	<i>Learners are expected to ...</i>
	<b>practice positive coping responses and healthy living strategies to enhance their leadership.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a investigate various physical, environmental, spiritual, psychological, and social influences on their leadership and determine their relationship to these influences;
- b understand the physiological responses that we experience as a result of the demands placed on the body and mind (e.g., change, presenting in front of others, workload);
- c identify positive strategies to enhance their well-being (e.g., awareness, acceptance, responsibility);
- d apply Habits of Mind and engage in experiences that maintain or improve their well-being;
- e acknowledge the positive outcomes of actively managing issues that affect their well-being; and
- f identify their support system.

## Elaborations

Students can gather evidence of their positive coping responses and healthy living strategies and situate this evidence in Outcome #5. By understanding the impact of positive coping and healthy living strategies to life challenges, students will become better leaders. This outcome provides an opportunity for students to explore how stress and stressful situations are part of life and how to take steps to manage it in healthier and positive ways.

A positive and holistic approach to living is the quality of life we enjoy when the physical, spiritual, psychological, social and environmental dimensions in our lives are in balance. These dimensions can be found in PED401A.

- Physical: Functional operation of the body, self-care, using appropriate health and medical systems and making wise food choices.
- Spiritual: Personal values and beliefs towards life purpose and oneself in relation to others, the community, the environment, and universe. What commitments are at the core of one's being?
- Psychological: Mental, emotional and intellectual capacities. Cognitive functioning, especially making positive/health changes in behaviour. The weaving of one's knowledge, skills, creativity for problem solving, and learning.
- Social: Encompasses social and personal responsibility, effective communication skills, sense of belonging, satisfaction with societal roles, interactions with others, community, and the environment and having a strong supportive social network.
- Environmental: This includes our cultural, natural, and constructed environments. Factors in each of these environments can have a huge impact on the way we feel. It is our relationships and caring for the earth and personal surroundings, respecting possessions and our places of work, school, play, etc.

It is important for students to identify positive coping strategies to enhance their wellbeing. The following list provides some examples for student to consider.

- Make time for yourself.
- Incorporate physical activity into your daily life.
- Avoid drugs and alcohol.
- Maintain a positive attitude.
- Eat a healthy diet.
- Seek help when you need support.
- Develop healthy sleep patterns.
- Manage your time efficiently.
- Build healthy relationships.
- Be realistic with yourself and others.
- Learn from your experiences.
- Help others.

The Habits of Mind are a set of 16 life skills which are necessary to effectively operate in society. The Habits of Mind promote strategic thinking, insightfulness, perseverance, and creativity. The understanding and application of the Habits of Mind help to develop the skills to work through real life situations. It helps to equip individuals to respond to a variety of situations using awareness, thought, and intentional strategy in order to gain a positive outcome.

## Elaborations

The 16 Habits of Mind identified by Costa and Kallick include

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humour
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

This outcome allows students to consider and identify their support networks and resources that will help them to achieve their goals and work through challenging times. A support network provides social relationships and affiliations which can have powerful effects on physical and mental health. A network can provide support through:

- social support;
- social influence;
- social engagement;
- person-to-person contact; and
- access to resources and materials.

Students should consider the purposes of support networks in their lives. By the time students reach high school, they have already encountered and overcome many challenges, and they will experience many more in the future. Students may be facing or have faced several situations that put them at risk. All students need to understand the supports accessible to them to help them work through their challenges and avoid potential risks. They should think about the types of support (e.g., financial, emotional, informational), and sources of support (e.g., family, elders, teachers, coaches, community leaders, employers, online communities). Students should identify their existing support network and describe strategies for building their support network as they complete high school and move on with their lives.



# TAKING THE LEAD— LEADERSHIP IN ACTION

SCO 11		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 11	<i>Learners are expected to ...</i>
	<b>create and lead a project(s) by developing a plan of action related to a need in the community which enhances the well-being of others.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a identify needs in the community (i.e., physical, social, psychological, spiritual, environmental) and projects to help address each need (e.g., a breakfast program to support nutritional needs of students, fund raising events, anti-bullying initiative, gender diversity club, opportunities to access and engage in daily physical activity);
- b select a need(s)/project(s) that is specific, measurable, achievable, realistic, and timely (i.e., SMART goals);
- c select a project(s) that are inclusive and appropriately align with the targeted recipient(s);
- d implement primary marketing research tools by using technology (e.g., survey, interview, interest checklist, committee brainstorming session) to assess the needs and gather information about the characteristics and requirements of a target group before organizing their project(s) (e.g., size of group, age, gender, diversity, interests of the participants);
- e analyse the preferred project(s) by performing a preliminary analysis (e.g., SWOT) and make adjustments to their plan as necessary;
- f develop a plan of action, using the results gathered from the assessment process (i.e., indicators a-e), to create and lead their project(s) (e.g., create project committee(s) and determine roles; establish goals; identify tasks to be completed; establish time lines; assess the need for a budget; consider strategies to minimize environmental impact; establish safety procedures; establish criteria for assessing the success of their project(s));
- g examine community resources that could support their plan of action;
- h use strategies by implementing technology for effectively communicating information about their project(s) to the target group (e.g., poster advertising; targeted electronic communication, including social media; presentations to the target group);
- i exhibit effective employability and innovation skills to enhance self and others (e.g., adaptive, organizational, time management skills);
- j evaluate the success/challenges of both their plan of action and project(s) on the basis of the assessment process;
- k reflect on and refine their development throughout the action planning process, the project(s), and upon completion of the project(s) (i.e., leadership attributes, skills, and styles; communication skills, group dynamics and teamwork skills);
- l develop recommendations that could improve the success of their plan and project(s); and
- m acknowledge and celebrate the successes and achievements of their project(s).

Citizenship

Critical Thinking

Personal-Career Development

Essential  
Graduation  
Competencies

Communication

Technological Fluency

Creativity and Innovation

## Elaborations

This outcome should be addressed early in the course as this could be the culminating project for an individual, group and/or class. All projects should be shared with and approved by school administration. This is intended to be learning in action, in which collaboration is encouraged and the project incorporates real world experiences. Ideally, students and teachers will work together to build successful projects that meet a need within the community. Students will also be expected to examine community resources that could support their efforts.

It is important that throughout this process, students are encouraged to gather evidence of their learning. Not only is this a component of the course (Outcome #5), but this allows students to provide real examples of ways they have demonstrated different skills. This evidence, among other things, can illustrate their skill development, employability and innovation skills, and Habits of Mind. Teachers can capture what knowledge and skills students have developed by using several methods, including checkpoints and milestones and/or reflections. In this way teachers can help students conserve what they have learned.

Below are some questions students can reflect on when creating and leading a project

- What did we learn?
- Did we collaborate effectively?
- What skills did we utilize throughout this process?
- Given our experiences, what skills do we still need to practice?
- What were the strengths and weaknesses of our work?
- What would we do differently, if we could do it again?

Project planning refers to the process of planning, implementing and managing specific activities. Planning steps may include:

- Developing a vision statement - provides a description of a desired outcome and what you hope to accomplish.
- Understanding your community/school - allows students to collect and review information from a variety of community sources to determine opportunities and needs within the community. This needs to be linked to their vision statement.
- Developing a plan of action - students make their vision a reality by setting measurable and achievable outcomes. The plan of action is a process that includes several components: identify a target group; create project milestones; determine financial resources, facilities, equipment, and human resources; explore marketing and promotional strategies; identify safety concerns; consider roles and responsibilities of group members; develop a communications plan; map the project out with time lines, and tasks.
- Implementing the plan - this is the doing of tasks that will be required to meet project outcomes (time lines, areas of responsibility) as compared to the organizing and planning.
- Tracking progress - evaluation of the project can include feedback from participants, supervisors, organizing committee, etc. Students should be encouraged to document feedback and recommendations from others, so they can refine their process and product based on experience and feedback.
- Celebrate - when the project is complete, it is important to celebrate the successes and acknowledge thanks to organizations and/or people who supported the project and process.

# TAKING THE LEAD— LEADERSHIP IN ACTION

SCO 12		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 12	<i>Learners are expected to ...</i>
	<b>develop and implement a safety and risk management plan when leading self and others.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a discuss the norms/culture of safety and risk management in one’s peer group, family, and community (e.g., social, psychological, physical, environmental, spiritual);
- b describe current safety and risk management responsibilities when leading and managing (e.g., safety audit, contingency plan, personal protective equipment, safety training, hazard recognition);
- c identify potential hazards when leading self and others;
- d predict the levels of risk with each potential hazard;
- e prioritize the levels of risks with each potential hazard;
- f use current guidelines and procedures (e.g., school board and provincial physical education safety guidelines, procedures for obtaining informed consent, emergency action plans) for ensuring the safety of self and others;
- g develop various ways to control risks when leading self and others (e.g., eliminate the hazard; make a substitution for the hazard; put in place physical or procedural controls to eliminate the hazard or decrease the risk (e.g., conduct safety training; put up signage; provide regular safety communications; wear personal protective equipment);
- h exhibit effective employability and innovation skills when leading and managing self and others (e.g., problem solving, critical thinking, creativity, communication, etc.);
- i monitor and refine the execution of their safety and risk management plan; and
- j reflect on the execution of their safety and risk management plan.



## Elaborations

As part of any good planning process, hazards should be identified and risks should be assessed and controlled. This is important to do in order to minimize the potential for injury or harm. Projects vary, however, all projects require assessment, control and the proper monitoring of risks. Before diving too deep into projects, students/teachers need to seek approval from the school's administration.

- When developing and implementing a safety and risk management plan, students should begin to think about
- What could be the worst case scenario?
- What provision needs to be made for emergency services?
- What will be the procedure for summoning assistance?
- How will support staff get into and out of the site?
- What first aid/medical facilities are readily available.
- What is the process if an accident takes place, and who is responsible for each aspect of the process?

Success is often defined in terms of the spectacle, economic benefit and crowd numbers. Success, however, should also be measured by each project's level of safety. When attending major events, the community has an expectation that they do so without risk of injury and that the event host has systems to ensure their safety.

- A process of examination becomes even more important in the planning process for new projects. A failure to assess the risks involved in projects can be disastrous and result in
- Loss of reputation
- Financial loss
- Damage to facilities
- Injury to people
- Over-stressed workers/volunteers
- Loss of equipment
- Over-resourcing of one objective leading to under-resourcing of other objectives

One of the first steps in planning any new project is to conduct a feasibility study. The purpose of such a study is to identify and assess potential hazards, prioritize the level of risk with each potential hazard, and to identify what problems need to be solved in order to successfully stage the event.

The feasibility analysis could aim to identify any risks such as:

- The sufficiency of lead time (years, months, weeks) to organize the project
- The date of the project completion and whether it clashes with any other events that may significantly effect the success of the event
- The budget and whether the project can be run without incurring a loss
- The degree of support that can be gained from the community, government, and student/parent bodies
- The sufficiency of resources such as equipment, people power, finances and facilities
- The environmental impact and whether the project may cause a disturbance to surrounding community, and cause traffic congestion, waste, noise, and lighting spillage, etc.
- The legal considerations such as permits and landholders permission can be considered
- Risk management also involves more than insurance, work health and safety, and legal liability management. It is an ongoing process of evaluating and minimizing organizational risks, making revisions as necessary to keep everyone safe.

## Elaborations

Students could appoint another student to be custodian of the safety function to ensure the risk management process is followed. This student could be responsible for keeping planning, implementation, monitoring and reviewing safety and risk management activities. Students should also be made aware of risks associated with community based learning experiences and projects. Ultimately, teachers need to manage and assess safety and risk issues with their students.

To this end, identifying the event's budget students could determine an estimate of the safety expenses for the project.

While it is difficult to effectively manage all safety and risks, it is important to recognize that there is an element of risk in all projects and planning to identify and analyse risk is critical. The Physical Education Safety Guidelines, includes procedures that help minimize, to the greatest extent possible, the risk of a preventable accident or injury. Consultation with administration, Public Schools Branch, Occupational Health and Safety, and the Department of Education, Early Learning, and Culture is useful during safety and risk management. Teachers can define what hazards are reasonably predictable and develop practical and logical ways for dealing with such risks, with their students.

A plan alone does not eliminate risk regardless of how well it is written or how effectively it is implemented. Safety awareness, practised by teachers and students, based on up-to-date information, common sense observation, action and foresight, is the key to safe projects.



# TAKING THE LEAD— LEADERSHIP IN ACTION

SCO 13		Cognitive Process Dimension					
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Metacognitive						

SCO 13	<i>Learners are expected to ...</i>
	<b>accomplish a service learning goal(s) that meets specific needs in the community and enhances their leadership skills.</b>

## Achievement Indicators

*Learners who have achieved this outcome should be able to ...*

- a distinguish between the concepts of service learning and volunteerism;
- b determine a variety of service learning opportunities that could benefit the community;
- c assess personal attributes, skills, and styles to determine where their leadership abilities can be used most effectively;
- d select and collaborate with an individual(s) and/or group(s) to discuss service learning needs, ideas, plans, goals, and process;
- e develop a service learning goal(s) that is measurable, achievable, realistic, and timely (i.e., SMART);
- f develop a plan of action to execute the service learning goal(s) (e.g. identify tasks to be completed, establish time lines, consider strategies to minimize challenges, establish safety procedures, establish criteria for assessing success);
- g investigate methods to gather evidence that supports positive change(s) during the service learning project;
- h access resources and agencies to support one’s service learning project;
- i investigate how service learning connect to one’s career development;
- j evaluate the idea, plan, and process related to their service learning goal;
- k reflect on the impact your service learning experience(s) had on your leadership skills;
- l develop evidence of your involvement in, and understanding of, the delivery and impact of your service learning project on self and others.

## Elaborations

Volunteerism	Service-Learning
The focus is on the service provided and the service recipient. Response to a need.  Unintentional learning.	Active learning through experience. Academic endeavour which integrates community and academic course. Responding to a need of others while aligning to outcomes.  Intentional learning is the primary goal.
Does not emphasize reflecting on the experience.	Places intentional emphasis on critical reflection that connects the service to specific curriculum outcomes and/or learning goal, and their own civic responsibility, public action, and social justice.
Experience may be measured in the amount of hours served.	Experience is measured by the learning that takes place and the service work accomplished.
Something you could be told to do.	Student becomes aware of community needs, develop ethics and morals, humble work, end result is a 'part of being'. The right thing to do.

This outcome deepens the learnings from the intermediate physical education, Grades 7-9 health curricula and from PED401A. This outcome can be reached as a class, group and/or an individual experience.

Service learning is different from volunteer work. "Servant" leadership is developmental and is built from volunteerism. "Servant" leadership is a philosophy, a style, and set of practices that enriches the lives of individuals, builds better communities and ultimately creates a more just and caring world.

During the act of service learning, students do not just do something for someone, students work with someone. It should create humility, care, and an awareness for those who are less fortunate than ourselves.

Service learning is a hands-on experience in which students participate in an organized service activity that meets a particular need of the individual and/or community (e.g., school, city, provincial, national, global). Students will apply their knowledge in the real world, master practical skills such as communication and collaboration, gain an appreciation for diversity, and civic responsibility. Service learning projects are complicated as they can encompass risk, challenge, fun, and be educational. They are designed for students to give back and can go beyond the gymnasium (Level IV - Hellison, 2011).

Prepare the foundation of this outcome by determining some of the following:

- What is the class/student learning goal during the project?
- What is the scope of skills and knowledge of the class/students?
- Which project is the best to take on?
- What do students have a genuine interest in or care about?
- What urges students to do the right and kind thing?
- How does everyone establish and sustain solid relationships throughout the process?

## Elaborations

When determining service learning opportunities one should consider the educational, quality, and engagement of the learner and how this experience will enhance the student's future and aid in the future of the recipient. Teachers and students choose the best possible project for maximizing learning and building relationships. Students, not teachers, should be at the center of the service learning process.

In addition to community groups, both teachers and students have a responsibility and role to play from start to finish. Building an effective team by assessing everyone's attributes, skills, and styles will ensure that everyone is functioning as a high performance team. Buy in and commitment to the service learning involves the ability to solve problems, give and receive feedback, conduct meetings, understand group dynamics and teamwork, etc. Everyone (student leader and recipient) should see themselves in the project and have the opportunity to develop as kind, nurturing, and caring humans.

A needs assessment at the beginning, and an evaluation at the end of your service learning is essential. Once the needs assessment is complete, students can prepare goals. Service learning goals need to fit with learning outcomes (curriculum). Once goals are clarified and agreed upon, attention to details and communication is critical so everyone has a clear vision of roles, deadlines, and resources needed for success. Success can be assessed by creating criteria related to the learning outcome.

The school can provide resources, such as facilities, transportation, equipment, etc. Funding, guidelines and procedures for community based learning should also be assessed.

Service learning is invaluable in supporting student career development. Service learning allows students to explore opportunities, nurture and grow support networks, develop resiliency, develop and discover skills, and enhance self-awareness. This process will help guide students toward their preferred future.

Although students could simply tell teachers 'what' the service learning and/or goal(s) was, they need to go much deeper in their reflections and express why the service learning/goal(s) was meaningful to them. They can reflect on the learning goal(s) and objectives and clarify what the service learning was about and why it was worth doing. Reflecting throughout the service learning process will help your students get the most out of their service learning project. To help assess the learning, students will gather evidence of their experience and learning and articulate the impact on their development as a leader.

In the end, this outcome should inspire students to lead, serve, and know the power of supporting others.

