

Aboriginal Leadership 12

District Name: Mission
District Number: 75
Developed by: Jody Shaw
School Name: Mission Secondary
Principal's Name: Randy Huth
Board/Authority Approval Date: December 14, 2004

Board/Authority Signature:

Course Name: Aboriginal Leadership
Grade Level of Course: 12
Number of Course Credits: 4 Credits
Number of Hours of Instruction: 120 hours

Prerequisite(s): None, but preference will go to students who have successfully completed First Nations Studies 12 with a C+ or better.

Special Training, Facilities or Equipment Required:

Instructor must have experience in Aboriginal Education and preferably Aboriginal University Course Work. In addition, an elementary school work placement must be available for the practical component of the course work to be completed

Course Synopsis:

The Aboriginal Leadership Course has been designed to give students a practical experience with respect to being leaders, and therefore will take them into field studies of work placements. For students at Mission Secondary their work placement has been at Mission Central Elementary. In addition, this course will also require students to do academic work; within their scope of academic work they will conduct research on both historical and contemporary Aboriginal Leaders. They will also be given "in class assignments" designed to invite students to critically analyze what being a leader means. Therefore in term one, as in term two, the learning outcomes is a synthesis of both the practical experience and the theoretical understanding of leadership, it is hoped that this will encourage students to act as leaders within our school community, their home communities and in their day to day living as Canadian citizens.

Rationale:

The purpose of the Aboriginal Leadership Course is to provide Aboriginal students with an opportunity to explore the meaning of leadership and how they themselves have the strengths, skills and integrity to continue in their roles as leaders. By providing the opportunity to work with younger students, at the elementary level of education, our senior students provide positive role modeling for younger students. Through this experience it is hoped that the students providing the role modeling will gain in their sense of self-esteem.

Organizational Structure

Unit	Title	Time
Unit 1	Theory of Leadership	30 hours
Unit 2	Field Placement	50 hours
Unit 4	Personal Leadership	20 hours
Unit 5	Communication	20 hours
	Total	120 hours

The activities that are found throughout the Aboriginal Leadership course are not necessarily linear or limited to the section in which they appear. This course deliberately sets out to synthesize the theoretical component of this course with the practical application of the work experience placement.

Learning Outcomes

Unit 1: Theory of Leadership - 30 hours

Students will be introduced to the concept of "Leadership" and what it means to be a leader within local communities and global communities.

Curriculum Organizer: Leadership

It is expected that students will:

- Begin to gain insight as to what it means to be a leader
- Develop an understanding to the characteristics valued within leadership
- Demonstrate how people gain access to Leadership roles

Curriculum Organizer: Historical Aboriginal Leaders

It is expected that students will:

- Begin to understand that Aboriginal Leaders have always had a place in time
- Identify Historical Aboriginal Leaders, dating prior to 19th century
- Conduct Research on a specific Aboriginal Leader
- Demonstrate in Essay form, A.P. A. Style, their findings on the above Leader

Curriculum Organizer: Contemporary Aboriginal Leaders

It is expected that students will:

- Identify Contemporary Aboriginal Leaders
- Develop an understanding of Contemporary Aboriginal Leaders, dating within the 21st Century
- Identify Contemporary Leaders, and their contribution to Aboriginal Communities/History
- Conduct Research on a specific Aboriginal Leader
- Demonstrate in Essay form, using A.P. A. Style, their findings on the above Leader

Unit 2: Field Placement - 50 hours

Students are expected to fulfill an extensive field study, where they will work with classroom teachers and support workers in the elementary system. The hours spent at the school are approximately hours (plus, additional time is required for record keeping).

Curriculum Organizer: Application to Work Placement (Field Study)

It is expected that students will:

- Identify and gather personal information to formulate a resume
- Be able to write a resume
- Develop a covering letter in application for their work placement
- Be able to arrange for an interviewing process for their work placement
- Successfully complete an interview with respect to their work placement

Curriculum Organizer: Maintain Work Placement Obligations (Field Study)

It is expected that students will:

- Understand the responsibility entailed in working with professionals within the school setting
- Understand the responsibility of working with younger children in the school setting
- Follow the expectations of those overseeing the students at the elementary level
- Provide positive role modeling for the elementary students they are working with
- Will understand the importance of maintaining a journal that outline the work they have done

Unit 3- Personal Leadership - 20 hours

Within the leadership course students are asked to do a personal inventory to determine their personal leadership qualities and subsequently utilize them.

Curriculum Organizer: Reflections of "Self"

It is expected that students will:

- Complete a Personal Leadership Inventory
- Identify from that inventory strengths and skills they possess
- Demonstrate an understanding of those identified strengths and skills
- Develop a plan to utilize those given strengths and skills
- Demonstrate an ability to utilize those strengths and skills
- Communicate effectively in a journal how they implemented those strengths and skills

Unit 4: Communication - 20 hours

Strong Leaders must be able to communicate in an effective manner. Being able to present information verbally, in written form and using technology are vitally important to leadership roles. Equally as important to leadership is the ability to listen to those who hold her and or him in high esteem.

Curriculum Organizer:

It is expected that students will:

- Be able to identify what good communication entails
- Identify what poor communication entails
- Assess how good communication relates to roles of leadership
- Review their personal communication skills
- Demonstrate an ability to practice good verbal skills
- Demonstrate an ability to practice good listening skills
- Develop and demonstrate an ability to use appropriate responses to issues or problems

Instructional Components:

- Direct Instruction
- Indirect Instruction
- Peer and Partner Instruction
- Independent Study
- Research Assignments
- Discussion
- Group Work
- Experiential Learning
- Guest Speakers
- Analysis of Self/Peer Feedback/Program Analysis
- Portfolios

Assessment Components

Type of Assessment	Details	% Weight
Formative	Successful Completion Work Placement	35 %
	Theoretical Study, Written Assignments, Quizzes	25 %
	Practical Application Of Personal Leadership	20 %
	Class Participation	20 %

Learning Resources:

- Seven Habits for Highly Effective Teens
- Videos "Pontiac", "Poundmaker", "The Forgotten Soldier"
- Internet
- Authentic Documents (Newspapers, Magazines)
- Other Videos
- Conferences/Presentations
- Elementary Work Placement for Field Study
- Personal Inventory
- Communication Skill's Videos, Handouts and Assigned Readings