

COURSE CTR2030: GOVERNANCE & LEADERSHIP**Level:** Intermediate**Theme:** Leadership**Prerequisite:** None**Description:** Students are introduced to governance, its place within the administrative structure of a school or community, including the roles, responsibilities, practices and procedures for participating in governance and leadership.**Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

General Outcomes	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> describe and explain the purpose of a governance structure 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> identifying the components and describing the role of a governance structure. <p><i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i></p>	10
<ul style="list-style-type: none"> participate in leadership activities within a school, volunteer agency or a community governance structure 	<ul style="list-style-type: none"> level of participation in various governance activities. <p><i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i></p>	40
<ul style="list-style-type: none"> demonstrate leadership in a governance role 	<ul style="list-style-type: none"> exhibiting leadership behaviours in a governance role. <p><i>Assessment Tool</i> <i>CTR1020/2030/3030: Leadership: Governance Courses</i></p>	50
<ul style="list-style-type: none"> demonstrate basic competencies. 	<ul style="list-style-type: none"> observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	Integrated throughout

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Concept	Specific Outcomes	Notes
<p>Governance and Government</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define governance and government, and explain the relationship between the concepts • describe the application of governance structures affecting students • identify and describe the structures and positions in a governance structure: <ul style="list-style-type: none"> – its purpose or mission – goals and objectives – roles and responsibilities – methods for assessing outcomes. 	<p>Governance structures and contacts may be found in the home.</p>
<p>Meetings</p> <ul style="list-style-type: none"> • Agendas • Roles and Responsibilities 	<ul style="list-style-type: none"> • identify and describe the purpose of various types of meetings; e.g., formal, committee, informal • describe elements of effective meetings; e.g., planning leadership participation styles, communication strategies • list and describe the form and structure of an agenda • describe the purpose of an agenda • list and describe the roles and responsibilities of meeting: <ul style="list-style-type: none"> – chairperson – committee leaders – other meeting members – visitors – invited speakers/guests. 	
<p>Team Building</p>	<ul style="list-style-type: none"> • describe the importance of team building • identify and describe possible individual behaviours in meetings • describe and demonstrate how the chairperson may: <ul style="list-style-type: none"> – increase task-directed behaviour – decrease disruptive behaviour – minimize stalling behaviour – encourage individual participation – establish a positive and effective team approach to student governance 	

COURSE CTR2030: GOVERNANCE & LEADERSHIP (continued)

Concept	Specific Outcomes	Notes
<ul style="list-style-type: none"> • Synergy 	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define synergy • describe potential positive and negative effects of achieving synergy • describe the relationship among synergy and: <ul style="list-style-type: none"> – problem solving – decision making – consensus building. 	
<p>Parliamentary Procedure</p>	<ul style="list-style-type: none"> • explain the purpose of parliamentary procedure • list and define the basic vocabulary of parliamentary procedures • identify and distinguish among guides to parliamentary procedure; e.g., Robert’s Rules, Duchesne’s Rules • distinguish between incidental motions and privileged motions • list and describe order of precedence for different types of motions • describe the role of the parliamentarian or speaker in a formal meeting setting • participate in a formal meeting and follow parliamentary procedure • lead a meeting and ensure that parliamentary procedure is followed. 	<p>Visits to meetings of the school board, local council and provincial Legislature will help to clarify roles and procedures relating to parliamentary procedure.</p> <p>Use extensive role playing to develop student confidence and competence.</p>
<p>Governance and Administration</p>	<ul style="list-style-type: none"> • describe and explain the relationship between a governance structure, its procedures and its administration • identify the strengths and the limitations among the governance structure, its procedures and its administration 	

COURSE CTR2030: GOVERNANCE & LEADERSHIP (continued)

Concept	Specific Outcomes	Notes
Governance and Administration (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none">• propose:<ul style="list-style-type: none">– ideas for enhancing the relationships among the governance structure, its procedures and its administration– strategies for implementing and assessing the outcomes of the enhancement strategies• demonstrate leadership in facilitating the piloting of enhancement proposals.	