

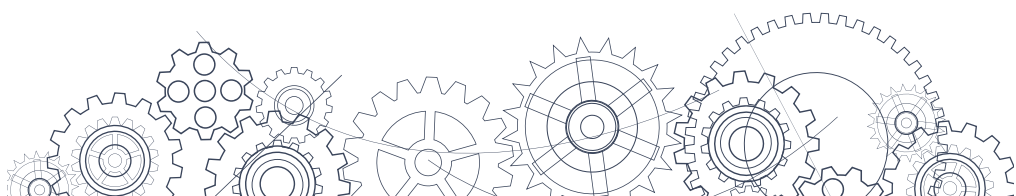
Board/Authority Authorized (BAA) Courses Requirements and Procedures Guidebook

UPDATED **2018**



BRITISH
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Ministry of
Education



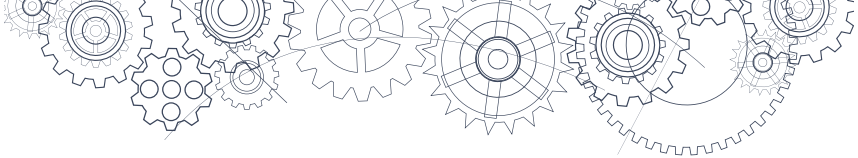


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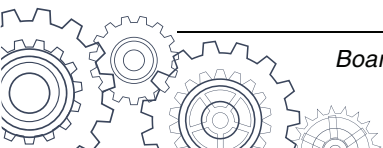
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Thank You

Special thanks to the teachers and representatives of the Boards of Education and Independent School Authorities that helped inform and contributed content to this guidebook.



Important Notes and Changes for 2018/19

- In 2018/19, Boards of Education (Boards) and Independent School Authorities (Authorities) are to review their Board/Authority Authorized (BAA) courses to determine which will be delivered as new Ministry courses.
- In cooperation with the Educational Resource Acquisition Consortium (ERAC), a searchable BAA Sharing Platform has been created. Boards/Authorities can volunteer to share their BAA frameworks on the platform. Districts or schools accessing BAA courses on this platform will need to seek approval from their board/authority to deliver the courses locally, as per BAA policy. The BAA Sharing Platform can be found here: www.bcerac.ca/services/baa
- Some new provincial curriculum has been created in the same subject areas as existing prevalent BAA courses. Ensure that you check the [curriculum](#) site prior to submitting new or revised BAA courses.
- The new Grade 10–12 provincial curriculum gives teachers significant flexibility to customize course content. Before developing a new BAA course, please [explore](#) the curriculum list of new courses to determine if there is a new Ministry-developed course in the desired subject area.
- English Language Learning (ELL) BAA course guidelines have been revised. Please refer to the [new guidelines](#) that also reflect the new curriculum standards for all BAA ELL courses.
- All Grade 10 BAA courses that Boards/Authorities wish to offer in 2018/2019 will need to be revised to align with the Ministry’s “Know-Do-Understand” curriculum design by July 1, 2018. Remaining Grade 11 and 12 BAA courses that Boards/Authorities wish to offer in 2019/2020 will need to be revised by July 1, 2019. See the new curriculum at www.curriculum.gov.bc.ca.
- Boards/Authorities should retire any BAA course not meeting new Ministry requirements.
- New and revised BAA courses may overlap Big Ideas and Curricular Competencies of provincial curricula, but cannot significantly overlap Content.
- Moving forward, periodic reviews of BAA courses will be required. The review cycle should be determined by the Board/Authority.





Purpose of this Guidebook

This document sets out the provincial requirements for Board/Authority Authorized (BAA) courses as of July 1, 2018. It outlines BAA course criteria, the development and approval processes, and provides resources to help educators develop BAAs for the B.C. Graduation Program.

For complete policy information, please see:

- *Board/Authority Authorized Courses policy*
<http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/board-authority-authorized-courses>
- *The School Act* www.bced.gov.bc.ca/legislation/schoollaw/revisedstatutescontents.pdf
- *Independent School Act*
www.bced.gov.bc.ca/legislation/schoollaw/independent_school_act_contents.pdf
- *Board Authorized Course Ministerial Order*
www2.gov.bc.ca/assets/gov/education/administration/legislation-policy/legislation/schoollaw/e/m285_04.pdf
- *Handbook of Procedures for the Graduation Program*
www.bced.gov.bc.ca/exams/handbook/handbook_of_procedures.pdf

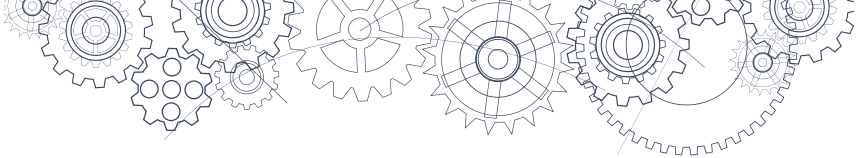
BAA Requirements

BAA courses provide an opportunity for educators to explore content beyond the boundaries of Ministry curriculum. BAA courses help educators respond to the local needs of schools and their communities, and to provide choice and flexibility for students. BAA courses may overlap with Big Ideas and Curricular Competencies of Ministry courses. BAA courses are not:

- ✗ **Courses with significant overlap with provincial curriculum content:** This includes adapted courses, partial versions of Ministry courses, and hybrids of two or more Ministry courses.
- ✗ **Remedial courses or those preparatory in nature:** For example, a math course designed to help students who have completed Foundations of Mathematics and Pre-calculus 10 that provides review and remediation before they enrol in Foundations of Mathematics 11; or a writing course designed to help students develop the skills needed to meet the learning standards of Creative Writing 10.
- ✗ **A modified course:** For example, a social studies course designed for Grade 10 students with intellectual disabilities with significantly different learning standards from Ministry Social Studies 10.
- ✗ **An adapted course:** Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so they can demonstrate that they are meeting the learning standards of the curriculum. A student working to meet learning standards of any Grade or course level may be supported through use of adaptations.

BAAs and Graduation Requirements

BAA courses may be used as all or part of the 28 elective credits students need to fulfill graduation requirements.



Grade 11 BAA courses developed to align with the new BAA Arts Education 11, and/or the Applied Design, Skills, and Technologies 11 curriculum will meet the Arts Education/ADST graduation requirement of the B.C. Graduation Program in the 2019/2020 school year and beyond.

Grade 12 BAA courses may count towards the minimum of sixteen Grade 12 level credits required for graduation.

Q. Can we develop a Grade 9 BAA course?

No, BAA (for credit) courses are Grades 10 – 12 only.

Q. Do BAA courses meet Adult Graduation Program graduation requirements?

Although students may complete BAA courses as part of their educational program, BAA courses do not meet Adult Graduation Program graduation credit requirements. Only four-credit Grade 12-level Ministry-Authorized courses and External Credential courses meet credit requirements. For more information about the Adult Graduation Program, please see Chapter 3 of the [Handbook of Procedures for the Graduation Program](#).

BAA Subject Areas

In response to local needs and student interests, Boards of Education and Independent School Authorities may authorize a broad variety of BAA courses focused on content not offered in Ministry-developed courses. Examples of BAA courses include Hockey Skills, Peer Tutoring, and Learning Strategies.



Please note: When developing BAAs for...

English Language Learning: Boards/Authorities may design ELL courses for students whose primary language is not Standard English and who may require English language support so they can successfully access the B.C. curriculum. These courses cannot be remedial or modified versions of Ministry-authorized courses, and are to adhere to the guidelines set out in the [Guidelines for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels](#).

Students with Diverse Learning Needs: BAA courses may be developed to meet diverse needs of students as long as they are not adapted or modified versions of a Ministry course. Common courses include those subjects addressing social-emotional learning, developing independence, or employability skills. For example, *Principles of Social Interaction 10–12* addresses communication and social and abstract thinking skills in addition to developing strategies for resolving conflict and managing stress in social contexts.



Required Components for BAA Courses*

*Required components for Grade 10 BAAs beginning in the 2018/19 school year and for Grade 11 and 12 BAAs after July 1, 2019.

1. A Course Title

The course title should be customized to reflect the content of the course and include Grade 10, 11 or 12 in the course name. BAA courses cannot share the names of Ministry-developed courses (e.g. Creative Writing 10).

2. Grade Level

The Grade level reflects the appropriate level of instruction. In some cases, it may be appropriate to create several courses at the same Grade level in order to treat different aspects of the subject. This strategy may also be used in the case of a large amount of content divided into several courses. Such courses could be reported, for example, as Art History 11A, 11B, and 11C.

To determine the appropriate Grade level for BAA courses, developers are to examine Ministry curriculum in the appropriate subject strand or area. The developer's teaching and subject expertise will play an important role in developing the course at the appropriate Grade level.

3. Number of Credits

Most BAAs can be for 1, 2, 3, or 4-credit courses. BAA Arts Education 11/Applied Design, Skills, and Technologies 11 courses developed to meet the Arts Education/Applied Design, Skills, and Technologies 10, 11, or 12 graduation requirement can be 2 or 4-credit courses. The credit value reflects the length and scope of a course.

4. Course Synopsis

The course synopsis is a statement of product. It outlines what a student has gained when the course is completed. The course synopsis is more easily developed after completing the course framework.

5. Goals and Rationale

The goals are general statements of intention that give structure to the curriculum. To some extent, they are the “organizers” of the curriculum. Everything mentioned in the goals should appear somewhere in the curriculum, and everything in the curriculum should in some way be stated or implied in the goals. Please identify 4 to 8 goals.

The rationale is a brief statement that explains the area of learning in terms of the discipline(s) to which it belongs and the importance of the learning to students and to society (see the [Educated Citizen](#)). The curriculum rationale may also include how this area relates to other curricular areas of learning and connects to the cross-curricular competencies. Although the rationale may be modified during course development, taking time at the beginning to develop a solid draft will help to focus your work.

6. Aboriginal Worldviews and Perspectives

Consider ways to embed First Peoples Principles of Learning and integrate Aboriginal content into your BAA course. Please refer to [Aboriginal Worldviews and Perspectives in the Classroom](#), [Visions du monde et perspectives autochtones dans la salle de classe](#), or the print version available at [Crown Publications](#).

7. Organizational Structure

Like the new provincial curriculum, BAAs are organized with a “Know-Do-Understand” model to support a concept-based, competency-driven approach to learning. Three elements, the Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning. The Content, Competencies and Big Ideas must be assessable, observable and understood by students and parents.

Content (Know)

The Content learning standards detail the essential topics and knowledge at each Grade level.

BAA content cannot significantly overlap with new Ministry curriculum content.

Curricular Competencies (Do)

The Curricular Competencies are the skills, strategies, and processes that students develop over time. While Curricular Competencies are more subject-specific, they are connected to the core competencies.

BAAs may share some or all of the Curricular Competencies of a Ministry-developed course(s).

Big Ideas (Understand)

The Big Ideas consist of generalizations and principles and the key concepts important in an area of learning. The Big Ideas represent what students will understand at the completion of the curriculum for their Grade. They are intended to endure beyond a single Grade and contribute to future understanding.

BAAs may share some or all of the Big Ideas of a Ministry-developed course(s).



8. Recommended Instructional Component

The instructional component of a course expands on and clarifies the intent of the learning standards. It involves the use of activities, techniques, and methods that can be employed to meet diverse student needs and to deliver the curriculum. The nature and features of the course will influence instructional strategies and activities.

When developing the instructional component, consider:

- an appropriate balance of the various learning standards
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- various learning styles
- activities that are transferable to other contexts


✓ 9. Recommended Assessment Component

Assessment involves the wide variety of methods or tools that educators use to identify student learning needs, measure competency acquisition, and evaluate students' progress toward meeting learning standards. Assessment of all forms should support a flexible, personalized approach to learning and measure deeper, complex thinking.

Principles of Quality Assessment

The following principles provide a foundation for the development of classroom assessment, evaluation and communication of student learning. These principles are intended to provide teachers with guidance for classroom assessment that aligns with the Know-Do-Understand curricula model.

Quality Assessment

- is fair, transparent, meaningful and responsive to all learners
- focuses on all three components of the curriculum model – knowing, doing, understanding
- provides ongoing descriptive feedback to students
- is ongoing, timely, specific, and embedded in day to day instruction
- provides varied and multiple opportunities for learners to demonstrate their learning
- involves student in their learning
- promotes development of student self-assessment and goal setting for next steps in learning
- allows for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- communicates clearly to the learner and parents where the student is, what they are working towards and the ways that learning can be supported

✓ 10. Learning Resources

The learning resources selected for the course should be age appropriate and help students to acquire essential knowledge, develop curricular competencies, and understand the Big Ideas of the BAA course. The selection and development of learning resources should take into account the needs of learners. Major learning resources, including teacher resources, are to be listed.

Learning resources must be evaluated through the local board-approved process. For more information, visit [Learning Resources: Provincial Approval Process](#) policy.



Development Process for BAA Courses

The new Grade 10–12 provincial curricula gives teachers a significant amount of flexibility to customize course content, precluding the need for a separate BAA course. Before developing a new BAA course, explore whether or not the content you wish to cover could be incorporated into an existing Ministry-developed course.

The following seven steps outline the procedure for developing a BAA course.

- Step 1:** Read through the [BAA Procedures and Requirements Guidebook](#) and appendices, and [Aboriginal Worldviews and Perspectives](#).
- Step 2:** Develop goals and a rationale for the course.
- Step 3:** Develop the Big Ideas, Curricular Competencies, and Content of the course. Remember, BAAs may share Big Ideas and Curricular Competencies with Ministry courses, but must not significantly overlap with new Ministry curriculum content.
- Step 4:** Develop the instructional component(s), assessment component(s), and a list of learning resources.
- Step 5:** Complete the appropriate Ministry [BAA Course Framework Template](#) (see next page).
- Step 6:** Write the course synopsis.
- Step 7:** Submit your completed [BAA Course Framework](#) and the [BAA Course Form](#) to the Boards of Education or Independent School Authorities for review and approval.



Please note: The Ministry may ask a Board/Authority to submit a copy of a full BAA course framework for review. If the Ministry determines that a course does not meet the requirements and procedures set out in this guidebook, the course cannot be offered. However, Boards/Authorities have the option to revise a course to meet the requirements.

Q. Another district/school has approved a BAA course that we would like to offer. As it has already been approved by a Board/Authority, can we offer it too?

No, BAAs must be approved by the Board/Authority in which the course is offered, regardless of whether the course has already been approved in another jurisdiction, to ensure it is appropriate for local needs. Boards/Authorities wishing to review a course already approved by another district/school should have the permission of the original approving district/school.



BAA Course Framework Templates

Ministry-developed BAA Course Framework Templates are available for course developers; use of these is optional. However, if a local format or template is used, it must contain all the required components included in the Ministry templates (see “Required Components for Board/Authority Authorized Courses” on page 4).

- The BAA Course Framework Template is available at www.bced.gov.bc.ca/graduation/board_authority_courses.htm.
- BAA ELL Language Acquisition/Culture Course Framework Template: BAAs developed for English Language Learners are to adhere to the “Guidelines for Creating Language Acquisition/Culture Courses” outlined in the [Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels](#).

For reference, sample course synopses and a sample BAA course framework are included at the end of this guidebook.

Q. We want to develop an Introduction to English 10 course for our ELL students. Which template do we use?

“Introduction to [Ministry Course Title]” courses do not meet BAA requirements, as BAAs cannot be preparatory, remedial or modified versions of Ministry courses. Schools wishing to offer preparatory or remedial courses may offer Locally-Developed (non-credit) courses. Please see Chapter 4 of the [Handbook of Procedures for the Graduation Program](#) for more information about Locally Developed Courses.

Districts/Schools wishing to offer BAA ELL courses are to follow the guidelines outlined in the [Template for Board/Authority Authorized Language Acquisition/Culture Courses at the Grade 10, 11, 12 Levels](#).

BAA Course Form

The [Board/Authority Authorized Course Form](#) is required for all newly-developed and revised courses, and must be submitted to the Boards of Education or Independent School Authorities along with the full course framework. Once the BAA Course Form is signed by the appropriate authority indicating the course is compliant with provincial requirements, the course may be offered to students.

Once a BAA has been approved, Boards/Authorities must submit the signed BAA Course Form to Student Certification (student.certification@gov.bc.ca). The completed form serves to notify the Ministry of newly developed/revised courses and confirms they satisfy BAA course requirements.

The BAA Course Form can be accessed at:

www.bced.gov.bc.ca/graduation/board_authority_courses.htm



Board/Authority BAA Approval Process

Schools must have the approval of their Boards of Education or Independent School Authorities prior to offering a BAA course, regardless of whether the course has already been approved in another jurisdiction.

Approved authorities are:

- For B.C. public and Yukon schools – Superintendent and Board
- For Independent schools – School Authority Chairs or designate
- For offshore schools – Executive Director of International Education, Ministry of Education

B.C. Public School Districts and Yukon Schools

Step 1: Submit the completed *BAA Course Framework* along with the *BAA Course Form* to the Superintendent for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at www.bced.gov.bc.ca/graduation/board_authority_courses.htm.

Step 2: Superintendent submits the approved *BAA Course Framework* along with the *BAA Course Form* to the Board for approval/signature.

Step 3: Board retains a copy of the framework for the Ministry upon request.

Step 4: Boards send an electronic copy of the *BAA Course Form* to the Ministry at student.certification@gov.bc.ca.

Step 5: Boards ensure that schools are reporting the course with the same course title (as approved by the board) and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.

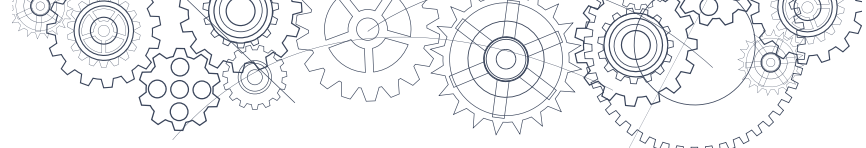
Step 6: Boards are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Board.

Independent Schools

Step 1: Submit the completed *BAA Course Framework* along with the *BAA Course Form* to the Independent School Authority Chair for approval/signature. Select the most appropriate course code from the *BAA Core Categories* posted at www.bced.gov.bc.ca/graduation/board_authority_courses.htm.

Step 2: Retain the approved *BAA Course Framework* and the *BAA Course Form* for the Inspector of Independent Schools and for the Ministry upon request.

Step 3: Submit the *BAA Course Form* to student.certification@gov.bc.ca. The *BAA Course Form* is to be submitted prior to the next scheduled inspection and therefore, without the signature of the inspector or designate.



Step 4: Ensure that schools are reporting the course with the same course title (as approved by the Inspector of Independent Schools) and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.

Step 5: Authorities are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Authority.


Offshore Schools

Step 1: Submit the completed *BAA Course Framework* along with the *BAA Course Form* to international@education.gov.bc.ca for approval. The Executive Director of International Education, Ministry of Education, is the Offshore Authority designate. Select the most appropriate course code from the *BAA Core Categories* posted at www.bced.gov.bc.ca/graduation/board_authority_courses.htm.

Step 2: Retain the approved *BAA Course Framework* along with the *BAA Course Form* for the Ministry upon request.

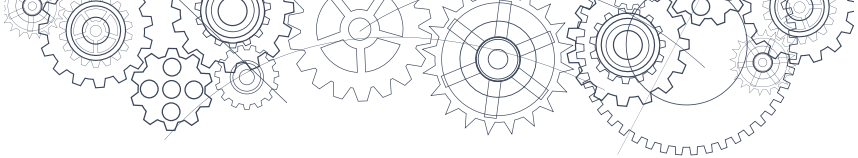
Step 3: Ensure that the BAA course is reported with the same course title and with the same four or five letter course code (i.e. YVPA), as indicated on the *BAA Course Form*.

Step 4: Offshore schools are to review BAAs on a set cycle and/or as needed due to changes in provincial curriculum. If not revised, those BAAs that do not meet requirements are to be delisted by the Authority.



Q. The BAA course code I am looking for is closed on the Course Registry. Where can I find the BAA course codes?

Boards/Authorities are to select the most appropriate code from 39-generic BAA core course categories found on the BAA website:
www.bced.gov.bc.ca/graduation/board_authority_courses.htm



ERAC BAA Sharing Platform

In cooperation with the Educational Resource Acquisition Consortium (ERAC), a searchable BAA Sharing Platform has been created.

Boards of Education and Independent School Authorities will be responsible for uploading approved BAA course frameworks to the ERAC website, should they choose to share the course; sharing is not mandatory.

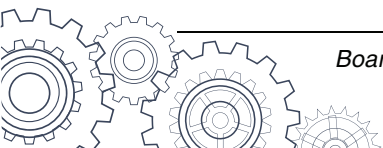
Only BAA courses that have been approved by the Board or Authority can be submitted to the BAA Sharing Platform. Once the Ministry receives an approved BAA Course Form, a confirmation email will be sent with an invitation to upload the BAA course to the Sharing Platform.

Boards of Education and Independent School Authorities will also be responsible for version control and for requesting the removal of frameworks when BAA courses are delisted by the Board of Education or Independent School Authority.

Any school or district accessing BAA courses on the Sharing Platform must seek approval from their Board or Authority to deliver the course locally, as per existing policy for BAA courses.

Questions about this platform can be directed to: student.certification@gov.bc.ca

The BAA Sharing Platform can be found here: www.bcerac.ca/services/baa/





Appendix A: Sample BAA Course Synopses

Learning Strategies 10

This course will provide students the opportunity to develop self-awareness of their own learner profile, and to be proactive in their learning process. It will also support student success in core academic areas and assist in the areas of organization, time management, and social emotional well-being. The focus on independence, advocacy skills, and personal goal setting combined with addressing study skills and organizational techniques related to literacy and numeracy will provide a foundation for successful school completion and lifelong learning.

Bicycle Maintenance and Repair 11

This course is designed to introduce students to the fundamental techniques used in the repair and maintenance of bicycles that will be donated to the needy within the community. Students will learn the proper use of the various bicycle tools required as they repair and maintain the bikes. Students will also learn the rules of cycling on the road, bike handling and traffic skills. Once all aspects of bike safety, repair and maintenance have been thoroughly covered, students will participate in supervised bicycle rides within the community. If time permits, there may also be opportunity to build custom frames and to service bicycles and to sell them within the community to address the entrepreneurial possibilities of the course.

Pastry Arts and Baking 12

Pastry Arts and Baking is a course that focuses on advanced skills and techniques in baking. This course will be valuable for any student considering a career as a pastry chef, employment in a bakery, restaurant, catering service, or opening up a business of their own. The skills learned in this course are transferable from the classroom to the competitive service industry.

Appendix B: Sample BAA Template



School District/Independent School Authority Name:	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Mr. Smith	Date Developed: June 1, 2018
School Name: ABC Secondary School	Principal's Name: Ms. Doe
Superintendent Approval Date (for School Districts only): July 15, 2018	Superintendent Signature (for School Districts only): <i>Signature</i>
Board/Authority Approval Date: July 15, 2018	Board/Authority Chair Signature: <i>Signature</i>
Course Name: Athletic Coaching 12	Grade Level of Course: 12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Physical & Health Education 10 & recommendation of a PHE teacher.

Special Training, Facilities or Equipment Required:

Teacher must be certified in BC Sports Med and National Coaching Certification Program

Course Synopsis:

This course has been designed to help students learn the basic skills in order to become a successful coach. In addition, students will receive recognized community certifications that will assist them in obtaining volunteer or paid coaching/leadership positions in the community.

Goals and Rationale:

Rationale:

Athletic Coaching 12 (AC12) is designed to develop educated coaches who have the knowledge, skills and understandings to be effective, adaptable and self-aware leaders in the community. The AC course focuses on competencies that will support both the learner in their volunteer/paid coaching roles and the youth participating in community sport groups. Certifications acquired in this course can contribute directly to employment in recreation centres or sport organizations.

AC12 combines aspects of coaching and leadership theory with modern community-based, recognized certifications. AC12 is strongly linked to the core competencies of communication and personal awareness and responsibility. The communication competency encompasses the set of abilities that students use to impart and exchange information, experiences and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. This competency is taken a step further as learners will gain the knowledge and skill necessary to communicate and motivate large groups of athletes while modifying their communication based on the age/development of their audience. The personal awareness and social responsibility competency is also heavily represented in AC12. Competency in this area will be built through self-awareness planning and experiential leadership.

The athletic coaching course has cross-curricular elements. Since a coach or community leader is often the first responder in situations requiring first aid or athletic therapy, students will gain knowledge and skill in athletic first aid and cardio-pulmonary resuscitation (CPR). Success in these areas requires a basic knowledge of human musculoskeletal anatomy. The core competency of thinking becomes a key element of injury assessment and management as it requires recalling past knowledge and applying it to real life sport injury situations.

A focus on lifelong safety, physical activity and health is valuable for both the individual student and for society as a whole. The knowledge, skills and competencies developed in AC12 will help support these concepts in self and others while maintaining a special focus on what is developmentally appropriate. Knowing how to support diversity among athletes and how to mitigate bullying situations between children or between head/assistant coaches promotes inclusion, safety and fairness. Some topics in AC12 should be approached with sensitivity and care because of their personal nature and connections to family, religious and cultural values.

Leadership is learning. Being able to demonstrate that learning through community recognized certifications is a key approach in AC 12. Community organizations such as the National Coaching Certification Program, Sport Medicine British Columbia, the British Columbia Parks and Recreation Association and the Canadian Red Cross are valuable community partners who provide programs and certifications via AC 12.

Because leadership and coaching require a great deal of self-reflection and planning, there will be ample opportunities for multi-dimensional inquiry throughout the course.

Goals:

- Develop an understanding of the many aspects of coaching and leadership as they relate to self, others and groups/teams.
- Develop the knowledge and skills to manage diversity in sport.
- Develop an understanding of the developmental stages of children and how that relates to the development of fundamental movement skills.
- Develop the knowledge and skills required to lead/coach children.
- Gain community recognized certifications in leadership, athletic first aid and CPR.

Aboriginal Worldviews and Perspectives:

Declaration of First People's Principles of Learning:

- Athletic Coaching supports the development of self in support of connecting with others.
- Learning is embedded in memory, history and story.
- Leading and coaching involves learning from mentors as well as those we are meant to lead.
- Leadership and learning is holistic, reflexive, reflective, experiential and relational.
- Athletic Coaching requires exploration of one's identity, philosophy and ethics.
- Becoming a leader/coach involves recognizing that some learning is sensitive and should only be shared with permission and in certain situations.

Declaration of Aboriginal Worldviews and Perspectives:

The First People's Principles of Learning are inherent in the aspects included in AC 12. Athletic Coaching is inseparable from connectedness and relationships; specifically:

- Community involvement (process and protocols)
- The power of story
- Experiential learning
- Flexibility
- Leadership
- A positive learner-centered approach
- Community engagement
- The role of the teacher (leader or coach)
- Local focus

BIG IDEAS

Leadership development is an ongoing process.

Certifications in leadership allow us to contribute to the community.

Sport safety practices and first aid can serve the greater sport community.

A **coaching philosophy** can help us be better leaders/coaches.

Coaching and leadership practices are influenced by the community, society, and the media

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Principles of Coaching:</p> <ul style="list-style-type: none"> • Develop coaching philosophy, ethics, objectives and style • Analyze coaching and leadership as represented in the community, society and media to understand their impacts on sports and players • Understand elements of diversity in sport • Complete community based certifications in coaching/leadership • Demonstrate proper use of an automatic external defibrillator (AED) • Recognize First Peoples perspectives and knowledge to gain understanding of leadership in sport • Recognize and manage sport injuries and situations requiring CPR • Recognize developmental stages in fundamental movement skills among children • Teach technical skills and tactical skills with the games approach <p>Healthy & Active Living:</p> <ul style="list-style-type: none"> • Demonstrate the ability to apply health knowledge and healthy living skills in making reasoned decisions related to their role as coaches/leaders • Communicate and demonstrate safe and appropriate participation in physical activities <p>Community Building & Collaboration:</p> <ul style="list-style-type: none"> • Employ leadership techniques to improve chances of success in a variety of physical activities among participants • Plan ways to overcome potential barriers to participation in physical activities • Develop communication strategies for working with teams, athletes, youth • Complete a coaching practicum 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Principles of program design, including: personal sport philosophy, importance of moral judgments in sport and team objectives • Different types of diversity in athletes, children and sport • The signs and symptoms of cardiopulmonary distress and choking in infants, children and adults • Basic musculoskeletal anatomy and physiology as it relates to sport • The signs and symptoms of common sports injuries. • Athletic taping techniques • Sport safety guidelines • First Peoples perspectives connecting sport and culture • The developmental stages of children in fundamental movement skills • The challenge zone for athletes/children • Physical, cognitive and social traits of children • Concepts of coaching • Physical training basics • Different leadership techniques to encourage inclusion and participation • Communication methods and when to use different forms

Big Ideas – Elaborations

- **Leadership** qualities can be learned and are skill-based; leaders seek to provide players with maximum opportunities to achieve success.
- **coaching philosophy:** Identifying the purpose of your coaching, your coaching values and choosing your leadership style.

Curricular Competencies – Elaborations

- **philosophy:** how we view our coaching experiences and how this will define our future planning.
- **ethics:** moral judgements in coaching.
- **objectives:** setting goals and balancing winning, fun and development.
- **diversity:** managing differences among youth/athletes including maturation, culture, gender, sexuality, physical and mental abilities.
- **certifications:** Sample certifications include Fundamental Movement Skills, First Aid, and CPR
- **AED:** An Automatic External Defibrillator (AED) is a small, portable easy to operate lifesaving medical device designed to deliver an electrical shock to a person who is having a Sudden Cardiac Arrest (SCA).
- **Recognize:** the appearances and common situations that lead to injury.
- **manage:** prevention, first aid, referral, taping and recovery of sport injuries.
- **developmental stages:** maturational stages and skill acquisition stages.
- **fundamental movement skills:** running, jumping, throwing, catching, striking.
- **technical skills:** the motor programs necessary to complete a physical movement.
- **tactical skills:** combining technical skill with reading the situation and decision making.
- **communication:** dimensions of communication and the six step model of communication in sport. Why is communication sometimes ineffective? Coaching style and communication.
- **practicum:** students will work under a head coach or recreational leader to complete a minimum of 20 volunteer hours as a sport coach.

Content – Elaborations

- **signs:** the visual aspects to a sport injury.
- **symptoms:** the sensations reported by the injured athlete.
- **musculoskeletal anatomy and physiology:** major bones, muscles, connective tissue and joints; also the basic functions of these features.
- **challenge zone:** knowing how to adapt an activity to balance challenge with ability in order to maximize student success and potential.
- **Concepts of coaching:** coaching styles, coaching for character, communication, games approach, skills and tactical skills.
- **Physical training basics:** energy fitness, muscular fitness and the basics of periodization.

Recommended Instructional Components:

- Direct Instruction
- Demonstrations
- Modelling
- Simulations
- Student-in-Role
- Peer teaching
- Experiential Learning
- Reflective Writing

Recommended Assessment Components:

- Journaling
- Peer Assessment
- Self-Assessment
- Performance Assessment
- Oral Presentations
- Quizzes and Exams

Learning Resources:

- National Coaching Certification Program (NCCP): [*Fundamental Movement Skills*](#)
- **High Five Recreational Leadership:** [*Principles of Healthy Childhood Development & High Five Sport*](#)
- [**SportMed BC:** *Sport First Aid Level 1 & Athletic Taping Level 1*](#)
- Canadian Red Cross: [*CPR guidelines and Automated External Defibrillator \(AED\) course*](#)

Additional Information:

None