



What's the Shift at Peace Wapiti Academy?

The following are some of the themes that arose over the course of the High School Flexibility Project at Peace Wapiti Academy in Grande Prairie. This is not an exhaustive list of stems that sparked conversations in our learning community within the school, but they highlight our focus on some of the foundational principles outlined in the project.

As schools begin to take on the work of High School Redesign, they too will begin to gravitate towards the key foundational principles that resonate with their school community. We look forward to the questions and themes that will arise from your journey into High School Redesign.

Mastery Learning

Fear: Outcome based reporting is the best way to truly assess a student's mastery of each outcome in the curriculum. If this statement is true, how would that change your classroom/school/ learning environment?

- How does /can mastery learning impact instruction and teacher practice?
- What is the overall benefit for students?

Your School:

Rigorous and Relevant Curriculum

Fear: If students can work in a flexible learning environment will this result in a watered down version of the curriculum?

- In what ways are/can students engaged in their learning? Has there been a shift?
- How are students demonstrating their learning in light of high school redesign?
- How can high school redesign allow teachers the opportunity to shape the curriculum to be more rigorous and more relevant to the 21st century student? .

Your School:

Personalization

Fear: With the student-to-teacher ratio as large as it is in many teacher advisory type programs, how is possible for one teacher to take care of all the students?

- Where is a shift to more personalized learning happening in your school/learning environment? (i.e. Instruction, outside of the curriculum, extra-curricular, assessment...)Where **should** the shift be occurring in high school redesign?
- How is/can personalized learning taking place?

Your School:

Flexible Learning Environments

Fear: For the schools that have created flexible learning times/ places, has the lack of teacher-centered control created chaos in the school overall?

- In what ways can flexible learning environments be created/implemented without the use of a student-directed block of time (i.e Flex/ELO/iPLAN)?
- How can/are teachers empowered to decide how best to structure time to teach students?

Your School:

Assessment

Fear: Is the no-zero policy the best form of assessment in light of high school redesign?

- How can/is assessment used as part of the learning process to provide feedback to students?
- What shifts in assessment practices do you see happening in individual classrooms? In the school overall?

Your School:

Role of the Educator

Fear: Is the way I have been teaching without value?

- How will I find enough time to collaborate?
- What shifts do I need to make in how I communicate student learning?

Your School: