



Moving Forward with High School Redesign

Engaged students
High levels of achievement
Quality teaching

Conversation Guide

Rethinking High School: Intentional Conversations Around Moving Forward With High School Redesign

Creating Links with CTS Programming through the Use of Community Resources

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Relevant learning opportunities help students make connections beyond the classroom and in the community. Explore strategies for creating community connections for work experience and CTS programming, creating relevance and transitioning students to the next level through a school entrepreneurial model.

We invite you to use this conversation guide along with this presentation to engage in a dialogue about innovative high school practice.

Consider using this recording with staff, parents and/or students. What might be some of the outcomes you would highlight as you consider these different audiences?

Moving Forward with High School Redesign is about more than simply shifting a timetable. It's about shifting mindsets. The shift in mindset to a focus on student-centered learning happens as a number of key practices are put in place, including personalizing learning, intentionally developing meaningful relationships, creating rigorous and relevant learning opportunities, and supporting mastery learning. Schools that are focused on innovative, collaborative, comprehensive, and meaningful learning opportunities, are showing evidence of increasing student engagement and success.

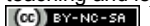
Key Understandings:

- CTS curriculum and courses that provide real life/job skills create engagement from students and from community partners.
- Search your school/community for niche markets that your CTS courses can become involved in or fill (ie./catering, hot lunch, programs, marketing, entrepreneurial endeavors).
- Move away from paper to projects/product/demonstration of learning – mastery level is easier to demonstrate in this capacity.
- Partnering with community businesses and your chamber of commerce creates openings for students/school engagement.
- Students taking ownership of quality ensures mastery learning.
- Personalized learning experiences through project based/inquiry based activities – have students create projects based on their interests that meet curricular outcomes.

Questions for Discussion:

1. What types of CTS programming is your school providing?
2. What partnerships have you established for students within the community through work experience or RAP opportunities?
3. What resources within your community might be accessed to enhance your programming and create relevant learning experiences for students?

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