



Engaged students  
High levels of achievement  
Quality teaching

## Conversation Guide

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

### High School Redesign Strategies that Support Student Learning in a Small School

Danica Martin, Innisfail Middle School, Jay Steeves, Spruce View School, Grades 1-12, 300 Students, Phase 2

TJ Kennard, Andrew School, Andrew AB, Grades 1-12, 125 Students, Phase 3

*Implementing school wide collaborative structures and practices to bring about systematic changes that support student learning in a small school community.*

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:

- It is critical to have a common understanding among your staff about the goal of your high school redesign work. Once you have identified what it is you are hoping to achieve by embarking on this work, all of your changes and efforts should align with that goal.
- High school redesign requires shifts in the structure, culture and pedagogical practices within your school.
- Structural changes include changes to the timetable and school facilities - with the purpose of supporting the goal of your redesign work.
- Cultural changes include language and vital behaviors of the adults in the building, collaboration between teachers, and school cultural activities designed to create the culture of achievement you are after.
- Pedagogical changes include teachers reflecting on their instructional design, assessment

### Questions for Discussion:

- What processes have been implemented to create a common vision towards more student centered approaches within your small school setting?
- What structures have been implemented to support collaboration, professional learning and shared expertise amongst your staff?
- What are some of the benefits of your small school environment?
- What are some of the challenges? How have these challenges been addressed?

**Acknowledgement:** This guide was developed by the Central Alberta Regional Consortium and funded through a grant from Alberta Education to support implementation. It is freely provided in support of improved teaching and learning under the following Creative Commons license.



Central Alberta  
Regional Consortium



Alberta Regional Consortia