



## Conversation Guide

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

### Teacher Advisory

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Research is clear that students are more deeply engaged in schools that focus their work on developing meaningful relationships. This conversation will explore the use of Teacher Advisory as a strategy to enhance relationships in high school while also addressing the importance of networking and mentorship in MFWHSR.

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.*

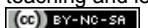
### Key Understandings:

- **The Relationship to Research** – Know the why and the purpose - what makes sense for your school? What do you want to focus on? At BCHS, aligning with research that main focus is for student to plan and assess learning progress with advisor. Outcomes: increased achievement, relationships, engagement and liaison with parents.
- **The Relationship with Advisor** – Advisor is seen as individual learning coach who partners in guiding appropriate choices and plans. Outcomes: Student becomes known and appreciated as an individual; their aspirations and needs are supported.
- **The Relationship with Self & Learning** – Students use (myBlueprint) to monitor progress and capture evidence of learning, as well as follow Learning Strategies curriculum. Outcomes: Increased self-understanding as learner, how to develop appropriate strategies for success and overcome life challenges.
- **The Relationship with Peers** – Student awareness of peer needs and capacity to support. Options to present curriculum content peer to peer. Outcomes: Learners collaborating and contributing to the group and school.
- **The Relationship with School & Community** – Students having the voice to co-create their learning experience. Cross-Advisory projects contribute to the outer community and develop citizenship. Outcomes: Students feeling valued, engaged and connected.
- **The Relationship with Redesign** – All the outcomes in Advisory support the 9 principles of High School Redesign.

### Questions for Discussion:

1. In what ways does the Teacher Advisory model support students?
2. What strategies could be used to support *teachers* at your site in effectively assuming the advisory role with students?
3. What structures or practices exist at your school to support building relationships with students?
4. What benefits for students have resulted at your site when students are closely connected to staff and peers?

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