



Engaged students  
High levels of achievement  
Quality teaching

## Conversation Guide

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 oradsfsd 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.*

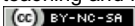
### Key understandings:

- The Collaborative Response Model is centered on student needs.
- School belief is that each student needs to have a connection with at least **one** teacher. This teacher is called our AIM teacher.
- Staff drives the model at the school. Teachers sign up to be part of meetings for specific students.
- The response model needs to involve those teachers who teach the student.
- Students are divided by course streams for the CRM groupings for efficiency.
- Collaborative Response Model is a round table model. Students are flagged at the beginning of each staff meeting and then teachers meet to discuss strategies related to supporting each particular student or the group of students.
- Organizational tools and spreadsheets are used to document and track information on a student.
- Student supports at the high school level also involve Interagency Supports such as Youth Advocates, Addictions Counselling, Inclusive Ed Consultant, Speech and Language Therapy, Student Resource Officers, etc.). These supports are involved as needed to support programming for individual or groups of students.

### Questions for Discussion:

- How are student needs identified or “flagged” at your school?
- How is this student information documented and communicated by teachers teaching the student?
- What are the processes or response plans involving teachers within your school when a student is identified as having particular academic needs?
- How could this model support groups of students requiring specific strategies?
- How do students at your school have access to outside support agencies as needed?

**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.



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