

**WESTMOUNT  
HIGH SCHOOL 101**  
MARCH 8, 2017

March 8, 2017

# AGENDA ~ 6:30 – 7:00 PM

Janneke Frank	Introduction ~ Gifted from the Inside Out	6 min
Janson Kappen	Why HS at Westmount?	6 min
Dani Sever	HS Inside-Out Framework	6 min
Chris Hooper	School Clubs & Open House Instructions	6 min
Q & A		6 min

# A CONTEXT FOR WESTMOUNT

**“Relationships are all there is. Everything in the universe only exists because it is in relationship to everything else. Nothing exists in isolation. We have to stop pretending we are individuals who can go it alone.”**

**(Margaret Wheatley, 2002)**

# THREE BASIC PREMISES OF LEARNING

**Curriculum sets up learning as a sequential, developmental process**

- Attainment of skills, understanding & strategies for solving problems

**Substantial differences in learning rates among individuals of any given age**

- Rate of development (IQ) & acquisition of specific skills (Reading)

**Effective teaching must involve a sensitive assessment of the individual student's status in the learning process, followed by the presentation of problems that slightly exceed the level already mastered.**

- Tasks that are too easy produce boredom; tasks that are too difficult cannot be understood. Vygotsky calls this “target area” the zone of proximal development (Gross, 2010)

# WESTMOUNT VISION AND MISSION

## VISION

Fostering gifted education from the inside out

## MISSION

To provide students who are gifted an authentic educational experience that:

- Supports need, ability and potential
- Provides opportunities for inner growth
- Develops genuine relationships; and
- Is facilitated by empathic, passionate, creative educators whose ethical practice develops life-long learners.

# GIFTED FROM THE INSIDE-OUT AT THE MID-HIGH

- We view personal growth from a humanistic student-centered perspective where talent development is an integrated part of personal growth rather than a preferential focus on achievement.
- Achievement is the outcome, not the starting point.
- We endeavor to create a learning environment:
  - that is effective, affective and evolving,
  - where students develop responsibility, resourcefulness, resilience and productivity.
- How do we best encourage students to choose to demonstrate their abilities in individual ways?
- How do we, as teachers, facilitate the gap between student potential and achievement in an integrated program design?

March 8, 2017

# AUTHENTIC EDUCATION

- A teacher's authentic educational practice requires a conscious shift from the emphasis on the purely intellectual sphere to the development of higher emotions.
- Authentic education also requires a teacher's comprehensive understanding that education is a quest for authenticity by both student and teacher...and anyone who would be a teacher cannot succeed without understanding the developmental potential of his or her students.

# AUTHENTIC EDUCATION: BEING, KNOWING, ACTING...












March 8, 2017



# WESTMOUNT HIGH SCHOOL 9 – 12

ALBERTA HIGH SCHOOL REDESIGN FRAMEWORK – [WWW.ABHSREDESIGN.CA](http://WWW.ABHSREDESIGN.CA)

## MORE than a matter of **TIME**

-  Mastery Learning
-  Personalization
-  Flexible Learning Environments
-  Home and Community Involvement
-  Assessment
-  Meaningful Relationships
-  Rigorous and Relevant Curriculum
-  Educator Roles and Professional Development
-  Welcoming, Caring, Respectful and Safe

March 8,

# WESTMOUNT HIGH SCHOOL 9 – 12

ALBERTA HIGH SCHOOL REDESIGN FRAMEWORK

## Meaningful Relationships

*FOUNDATIONAL PRINCIPLE 6*

## Personalization

*FOUNDATIONAL PRINCIPLE 2*

## Flexible Learning Environments

*FOUNDATIONAL PRINCIPLE 3*

## Rigorous & Relevant Curriculum

*FOUNDATIONAL PRINCIPLE 7*

March 8, 2017

# MEANINGFUL RELATIONSHIPS

*“ Teachers are not teaching to a group of students – they are teaching individuals who they know and care about. This results in a dramatic shift in instructional pedagogy and in the atmosphere of the school.”  
(Norbert Baharally, 2012)*

- 440 students Grades 9 – 12 (100/grade)
- Fewer students per teacher with increased frequency of connection over 4 year span (teaching student multiple times) – hard for a student to move through a program underground/un-noticed
- SOURCE (Teacher – Advisor Program)
- Extra-Curricular Clubs and Teams (60+ for 2017/2018)
- Building Relationships cross-grades (extra-curricular/curricular/mentorships)

# PERSONALIZATION

- All students have Individual Program Plans – coordinated through their SOURCE teacher, authored by student, teachers and Student Services
- Flexible learning environments – see *next page*
- Courses designed for gifted learners – examples:
  - Learning Strategies, Yoga and Mindfulness, STEM/humanities options, AP/Dual Enrollment, Enhanced English for Academic Purposes
- Extensive Support in Student Services - Room 204
  - \* *Needs of gifted (including 2E) understood and programmed for accordingly*
    - 1 Student Services Coordinator/Provisional Psychologist
    - 2 Guidance Counsellors
    - 1 Career Counsellor
    - 2 Learning Coaches with EAL support + 2 Educational Resource Consultants
    - 9 TLA's

# FLEXIBLE LEARNING ENVIRONMENTS

- Teaching and learning highly driven by personalized needs of gifted learners
- Creates a need for flexible learning environments:
  - Flexible pacing (Acceleration or Course Extensions)
  - Flexible groupings (regroupings)
  - Multiple instructional methods (direct instruction/project-based/Inquiry/self-directed)
  - Student choice and advocacy – increases engagement, independence, critical thinking
  - Enriched curriculum
- Formal and informal examples:
  - PE Flex 10/20/30
  - AP Social and English FLEX Programs
  - Career and Technology Studies/ADST 10
  - Acceleration practice (course challenges, curriculum compacting, continuous progress/self-pacing)

# RIGOROUS & RELEVANT CURRICULUM

- Programming directly related to Alta Ed. learning outcomes and competencies
- Experiential Learning
  - Field Trips – foundational in programming
  - Large Outdoor-Education Program 15/25/35
- Integrated/Cross-Curricular
  - Formal (Humanities 9, Kaboom 9) and Informal (teacher-collaborative projects)
- Fine and Performing Arts (Art, Drama and Music Program)
- Second Language Program (Spanish – 6Y and French – 9Y)
- Dual Credit (AP) and Dual Enrollment (MRU/U of C) Opportunities
  - AP Biology, AP Physics, Math 31/35AP, English Literature AP, Studio Art AP, Statistics
  - AP Social FLEX (World History, European History, Human Geography)
  - MRU Biology (Biology 1202/1204) and U of C Math (Math 265/211/277)

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