

# WESTMOUNT HIGH SCHOOL

NOVEMBER 27, 2018

# AGENDA ~ 6:30 – 7:00 PM

<b>Graeme Finlay</b>	<b>Introduction ~ Gifted from the Inside Out</b>
<b>Serah George</b>	<b>Why HS at Westmount?</b>
<b>John Poole</b>	<b>Why HS at Westmount?</b>
<b>Dani Sever</b>	<b>HS Framework</b>
<b>Laurie Alisat</b>	<b>Wrap-Up &amp; Open House Instructions</b>

# Giftedness: “**Who you are**” not “**What you do**”

***Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand and transform perceptions into intellectual and emotional experiences***

At Westmount:

- Our focus is on the whole child.

*We see the child first then the student.*

- We strive for each student to know themselves and their potential

*Achievement is an outcome not the starting point.*

- We recognize that each student is unique.

*Each student is programmed based on what they need to be appropriately challenged.*

- We know that school is more than just academics.

*We provide multiple opportunities beyond the classroom for students to engage in activities of interest.*

# 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**

Alberta

# 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*

# 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)*

- Approximately 440 students Grades 9 – 12 (100/grade – exception grade 10 bubble)
- 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
- SOURCE (Teacher – Advisor Program)
- Extra-Curricular Clubs and Teams (36+ for 2018/2019)
- Building Relationships cross-grades - extra-curricular/curricular/mentorships  
ie. Teams/HEROES program/Model UN, tutors, mentors

# 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, PE Flex
- Extensive Support in Student Services - Room 204
  - \* *Needs of gifted (including 2E) understood and programmed for accordingly*
  - 2 Guidance Counsellors, 1 Provisional Psychologist
  - 1 Career Counsellor
  - 4 Learning Strategists
  - 1 English Language Learning Strategist(ELL strategist)
  - 10 TLA's
  - 2 Wellness Strategists

# 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-paced)
  - Student choice and advocacy – increases engagement, independence, critical thinking
  - Enriched curriculum
- Formal and informal examples:
  - PE Flex 10/20/30
  - 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 & 10, 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 Economics
  - MRU Biology (Biology 1202/1204) and U of C Math (Math 265/211/277)

# More information

More information regarding our philosophy and programming can be found on our website: <https://www.westmountcharter.com/>

**Academic programming:** <https://www.westmountcharter.com/grade-5-12-programming/>

**Athletics:** <https://www.westmountcharter.com/student-life/athletics/>

**Clubs -** <https://www.westmountcharter.com/student-life/mhclubs/>

**Student support:** <https://www.westmountcharter.com/grade-5-12-student-support/>