



**TEACHER ADVISORY @ BCHS:**

**THE RELATIONSHIPS #MFWHSR**

# THIS SESSION'S AGENDA

Quick Get to Know You: [Intro](#) / [Size of School](#) / [Advisory in Place or Interested](#) / [Role](#)

Where We Are At: [Film Clip](#)

Advisory – [Our Story Thus Far & Learning Along the Journey](#)

- [RINSE & HOLD– CHAPTER 1](#)
- First Steps: The Relationship to Research
  - [COLLABORATING, RESEARCHING, NETWORKING– CHAPTER 2 \(MMM & THE MIRACLE\)](#)
- The Relationship with Student & Advisor
- The Relationship with Self & Learning
  - [CALIBRATING & RETOOLING– CHAPTER 3](#)
- The Relationship with Others
  - [RESULTS AT END OF 1<sup>st</sup> YEAR– CHAPTER 4](#)
- The Relationship with Community
  - [NOW & FORWARD– CHAPTER 5](#)

Summary: Lining It All Up – [The Relationship with HS Redesign](#)

Q & A / [Google Site View](#)

# RELATIONSHIPS & ADVISORY: THE FOUNDATION

*Film Clip from our school produced High School Redesign Film*

- Please watch the film for the next 2 minutes & come on back
- What are some of your first impressions?
- What initial questions are coming to mind?

# CHAPTER 1: RINSE & HOLD

August 2014

- Inherited plan of Advisory teacher possibly shifting; different lessons every week for each grade level (9-12): Academy style
- **Regroup & Initial Go Forward:**
- **One Advisor, Gr. 9-12**, for each student for stability, history & true “knowing” of student
- **Groupings by grade level** (maintaining some connections from previous year)
- **Learning Strategies Curriculum**; learning needs, purposeful & credit support
- **Start Advisory in September with relationship building** exercises
- **Collaboration with Staff & PL** to highlight importance of Advisory model to build relationship & support student success

# RELATIONSHIP TO RESEARCH: ADVISORY PURPOSE

*Which makes sense for you to do?*


- **Advise students** about academic decisions & monitor achievement
- **Provide development guidance** (formal & informal), individual & group
- **Foster communication** between home & school & community
- Encourage & **support peer relationships** & practice conflict resolution
- **Promote an awareness of diversity** & acceptance
- Undertake **community service** both within & outside the school
- **Facilitate community governance** & conversations
- **Prepare students for life transitions**
- Promote **character development** (Breaking Ranks II: NASSP, 2004)

# THE RELATIONSHIP TO RESEARCH: PRINCIPLES

Ensure that each student has frequent & meaningful opportunities to plan & assess learning progress with advisor

- **Develop program** as well as calendar, guidelines & proposed topics
- **Opportunities for students to lead dialogue** about own progress
- Provide resources & time for **student to research post-secondary & career**
- **Students prepare Personal Plan for Progress:** aspirations & academic courses; review of learning style; areas of strength & improvement; learning products or portfolio (Breaking Ranks II: NASSP, 2004 )

# THE RELATIONSHIP TO RESEARCH: OUTCOMES

- **Achievement improves**, fails reduce & assessment scores increase
  - Advisors feel that they have been of **positive influence for success**
  - **Student attitudes improve** significantly
  - **Student-teacher relations improve**
  - **Drop out numbers decline**
  - **Transition to high school is easier**
  - **Liaison for parents** to provide support
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# CHAPTER 2: COLLABORATING, RESEARCHING, NETWORKING - MMM MIRACLE

SEPTEMBER - OCTOBER 2014

**Constant collaboration** with staff, students, RVS & parents; asking questions of students through Advisory to guide Redesign initiatives & implementation

**Key networking** with Myranda Shepard (CARC), Chris Meaden (Robert Thirsk, YYC) & Kim Brophy & staff (Mother Margaret Mary High School, YEG) – group visit with teachers / leaders

## Learning & Resources Gained:

- Gather data from students: establish opportunities & needs
- Communication plans with parents
- Lessons & layout from MMM; confirmation that Advisory was key support for other Redesign elements (Flex / Focus) & foundation for learning success
- Took proposal of researched Advisory model to staff & they supported
- Built Google Site with calendar, topics; teacher Lead; staff cohorted to contribute topics
- Advisory Teacher content choices: Firm & Flexible
- Built on site guidelines for Advisors
- Coaching/PL sessions for Advisors: my myBlueprint & Google site
- Motto: Taking CHARGE of learning (we are the Bert Church Chargers ;0)
- Note: Gr 9 exempt from Formal Advisory this year, as separate schedule



# THE RELATIONSHIP WITH ADVISOR

- From beginning, framed Advisor as individual Learning Coach
- Weekly connection, as well as informal ones day to day
- Advisory Topics: Meaningful discussion
- **Key: one on one, student led interviews on progress**
- Informal check ins on Focus selections / attendance / progress
- Partnering in course selections & grad plan
- Becoming KNOWN – students felt somewhat of a connection prior but wanted to be known as person & learner; teacher also becomes known as a person

# THE RELATIONSHIP WITH SELF & LEARNING

- my BluePrint access to monitor progress & capture evidence of learning
- Goal Setting / Monitoring / Reflection on progress & choices in Focus (Flex)
- **Advisory Learning Outcomes:**
  - Understanding Self as Learner
  - Organization of Time & Resources
  - Understanding the Learning Process
  - Assessment & Evaluation
  - Self Advocacy & Personal Outcomes (Learning Strategies 15/25/35)\*

\* 2015-16 Added Approaches to Learning 9

# CHAPTER 3: CALIBRATING & RETOOLING

JANUARY 2025

- **RESISTANCE:** staff realizing that there was investment involved; continual messaging that Advisory & relationships are what is best for students – staying the course & not going away – refining/retooling was the option; gr 12 student group not engaged
- **LISTENING:** Gr 12s expressed lack of buy in due to exposure to multiple Advisory iterations in their high school history & not feeling topics were appropriate in their last semester & grad; staff feeling very pressured for time & Advisory responsibilities
- **RESPONDING:** Gr 12s – became option to complete LST curriculum (this cohort only); booked group sessions for Sexual Health, as well as Financial Management. Staff - paring down number of times for interviews & reducing assessment pieces
- **REWARDS:** When retooling ZAP (a Redesign period for students to complete learning), staff brought forth that ADVISORS should be front person who works with student (not subject teachers) **THE AH HA MOMENT THAT CULTURE HAD SHIFTED – TEACHER TO COACH**

# THE RELATIONSHIP WITH PEERS

- Getting to know other students' needs & ideas
- Supporting each other & learning to effectively collaborate / communicate
- Working together to create contributions to school / community
- Friendly competition or activities between Advisor grade groups
- Options to present learning to peers from Advisory curriculum, especially in areas of socio-emotional outcomes



# CHAPTER 4: RESULTS AT END OF FIRST YEAR

JUNE 2015

- **STUDENT SURVEY / STAFF FEEDBACK:** DELIVERED & COLLABORATION WITH STAFF FOR CONTINUAL ADVISORY REFINEMENT
- **CELEBRATIONS:** many students very appreciative of experience; 80% felt that they got to know their advisor & student group better; 72% agreed to strongly agreed that they had an advocate in their Advisor; 76% shared that myBlueprint was helpful to plan for learning & career; 70% felt better at being able to manage life
- **CHALLENGES:** 50% of students said topics were helping to get to know themselves better as learner (lukewarm); 31% had never seen Google site (question put in to measure exposure); more fun built in
- **CONSISTENCY:** The theme seemed to be that if Advisory teacher was putting in investment & commitment, the students were engaged & empowered in Advisory

# THE RELATIONSHIP WITH SCHOOL & COMMUNITY

- Having voice in co-creating their learning / school experience
- Developing a school spirit & ownership
- Contributing to community & developing citizenship

Credit: Airdrie Echo



# CHAPTER 5: 2015-16 & DREAMS

IN PROCESS

-8-::

- **CONSISTENCY RESPONSES:** Staff collaborated at beginning of year for BCHS Advisory teacher practice guidelines; have been working over 1<sup>st</sup> semester to deliver consistent assessment in grade level Advisories
- **CELEBRATIONS:** The one on one interview with student / Advisor is becoming the favorite part of experience; as agreed, teachers are taking leadership to book presentations for entire grade level group (e.g. SRO); BCHS recognized by RVS for Exemplary Practice in HSR
- **FORWARD REFINEMENTS / IDEATIONS / DREAMS:** More career presentations in Advisory periods; increased building of understanding of Advisory for parents; CALM be delivered in Advisory (as in MMM?); Portfolio presentation requirements (involve community) for Gr 12 exit; structure for senior students to mentor junior; developing strategies for dialogue on topics (e.g. Socratic seminars)

# ALONG ALL OF THE JOURNEY: THE RELATIONSHIP TO HSR PRINCIPLES

**Mastery learning:** building capacity; resilience

**Rigorous & relevant curriculum:** Learning Strategies

**Personalization:** students learning to take charge of their learning

**Flexible Learning Environments:** influences appropriate choices in Focus (Flex)

**Educator Roles & PL:** teacher of subject to learning coach through high school

**Meaningful Relationships:** significant & caring adult guiding learning path

**Home & community involvement:** key point person to liaise with home; serving outside community

**Assessment:** guiding progress & student self-monitoring / reflection on choices

**Welcoming, caring, respectful, safe:** a base of significant relationship to build skill & character in developing to fullest capacity  
SEP - CULTURE OF LEARNING  
MASTERY, COLLABORATION & EXEMPLARY CITIZENSHIP



# Q & A

- Open up questions
  - Look at Google Site:
  
  - If you want more information or to share resources, please email [ldjohnston@rockyview.ab.ca](mailto:ldjohnston@rockyview.ab.ca)
  
  - Thank you to you all for participation; huge appreciation to BCHS students, staff, parents for all the hard work involved. As well, kudos to RVS for support, Myranda & group at CARC, as well as the biggest thanks ever to Kim Brophy (Principal) & Denise Gulli (Counsellor) at Mother Margaret Mary in Edmonton.
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