



PERSONALIZATION

Alberta Education defines Personalization as the following:

- Teacher advisories in place to build relationships
- Multiple forms of assessment used
- Diverse choices for diverse career paths
- Portfolios to showcase student work
- Cross-curricular teaching and learning
- Credit recovery options

“Teachers really seem to know their students at CCH. The three hour classes really help us to spend time with the teachers and for them to get to know our interests. I feel like the staff here knows me as a person outside of the school.”

Grade 11 Student

“What do you know about this student? What worked for him/her? What do you do to assess your students differently? How can we work together on this project or activity to bring in more students and to make it successful? These are the kinds of questions that are guiding our staff conversations and our Professional Learning.”

Carol Koran, Principal

What Personalization looks like at Catholic Central:

When we asked the staff at one of our planning/PD days to reflect on how we can address the principle of Personalization as part of the redesign project, they formulated the following key question: How can we better meet the social, physical, emotional and spiritual needs of our students? The answer is reflected in our Vision logo ó keep students the center of everything we do, and do not hesitate to be responsive, innovative, prayerful and resourceful. In our Round Table discussions, we asked students what we could do to improve their learning opportunities, to make their environment more welcoming, and to prepare them better for life after high school. We also asked them what courses they would like to see offered. These answers ó and they were both diverse and comprehensive ó continue to guide us in the choices we make about how best to meet the needs of students for an education experience that is personal, relevant and powerful.

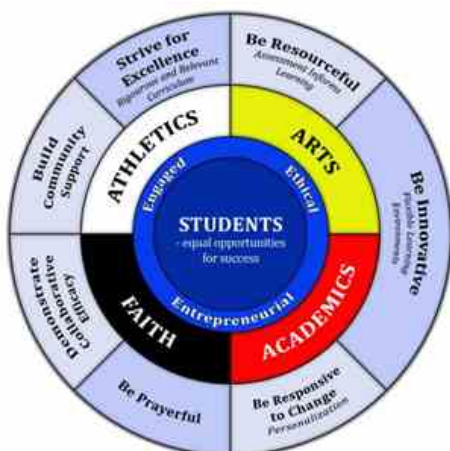
Personalization at CCH includes the following:

- Variety in assessments including “common-place” books (a form of portfolio) in ELA and project-based assessments in Sciences.
- Listening to students through Round Table discussions and surveys.
- Encouraging student voice through our Cougars With Quills blog, the Art and Design club and the Student Leadership clubs.
- Providing diverse learning opportunities through flex time, Trinity Learning Center, classes offered off the time-table, courses through ADLC, and club activities based on student requests.
- Credit-recovery processes that address specific learning needs of students.
- A RAP and Work Experience program that reaches out to students to encourage exploration of careers.
- Cross-curricular teaching including blending Social Studies and Design, and English and New Media.
- Dual-Credit Health Care Aide Program where students can earn CTS credits and complete courses toward their Health Care Aide certificate through partnership with Lethbridge College. We hope to expand this program to include more trades in 2014-15.

Moving Forward...

Based on our Round Table discussions we hope to investigate the following for 2014-15:

- A focus on Inquiry Learning beginning with the Science programs at Campus West ó lots of hands-on, collaborative, cross-curricular activities as well as partnerships with Lethbridge College and University of Lethbridge.
- A new Fine-Arts Academy program that will blend theatre, music, design and performance in new ways and include recognition for student work done after school hours.
- Answering the expressed needs of students for courses such as Life Skills 101 and Leadership Fundamentals ó perhaps something we can build into our flex instructional time.
- Providing courses tailored to the needs and interests of our Inclusive Education students in New Media, Art and Foods.



“Isn’t all learning personal?”
 (Response of one student to a question about personalization)