

High School Redesign

Meaningful Relationships



A Video
Discussion
Guide

This video is one of a series that presents the foundational principles of high school redesign in action. The schools showcased in these videos have been focused on redesign for three or more years and each video represents one way of implementing a foundational principle. It is important to keep in mind that there can be many ways to implement each principle.

As you view this series of videos, consider what you would want each foundational principle to look like in your school in one year? In two years? In five years? What would you want students to say about how personalization impacted their success in school?

“ I think that a lot of my motivation comes from the relationships I have with my teachers and my principal because it makes me want to do better and it makes me want to succeed. ”

Key Understandings

The importance of teacher-student relationships remains consistent from Kindergarten through high school.

Meaningful relationships between students and adults include frequent and positive interactions. They build on adults' genuine care and concern for students' well-being, intellectual growth, and educational success.

To feel connected and valued, students need to feel they have a meaningful relationship with at least one adult in the school.

Teachers' responsiveness to student differences is crucial to relationship building. Students tend to be most receptive to teachers who convey an understanding of them as distinct individuals.

Teachers are better equipped to personalize the learning environment when they have a strong relationship with their students.

Positive teacher-student relationships are socially contagious. Students who experience positive relationships with teachers are more likely to develop similar bonds with other adults and students in the school community.

Conversation starters

In what way does this video affirm or challenge your understanding of the importance of meaningful relationships for students?

What evidence of positive student-teacher relationships exists at your school?

Discuss the statement “The most important part is to make sure that the positive relationships that are being sought between teachers and students are not only modeled but they are lived between adults in the building.”

How does the staff at your school ensure that each and every student has an authentic connection to at least one adult in the school environment?

How does your school ensure students who are at-risk have positive relationships with adults in the school community?



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Related Resources

Alberta Regional Consortia:
Moving Forward with High School Redesign
www.abhsredesign.ca

Alberta Education
High School Completion Strategic Framework
<https://education.alberta.ca/highschoolcompletion>

Edutopia
“Advisory: 22 Ways to Build Relationships for Educational Success” at www.edutopia.org