Appendix 1

Westmont High School Program Vision

Overview

Westmont High School, with its innovative approach to education, has set out to disrupt traditional learning.

Our journey begins on the belief that education must be an invigorating blend of personal interests, academia and real-world experiences. This belief powers our mission to swap age-old, monotonous learning models for a dynamic mix of knowledge exploration and real-world exposure.

Westmont's approach is based on the Montessori philosophy, which emphasizes the development of each child's unique potential. Our program, though challenging, paves the way for a rewarding journey filled with unique experiences and intriguing opportunities.

With Westmont as their guide, students realize the world is truly their classroom. The concrete walls of traditional learning come crumbling down, replaced by the entire world teeming with endless learning opportunities. For us, your surrounding environment is a stage for experiential learning where students witness the symbiosis of disciplines and thrive in the depth of personalized education.

At the heart of our educational approach, you find deep-rooted collaboration. By partnering with mentors from specialized fields, we introduce students to the first-hand context that bridges the inherent gap between textbook theories and their practical application. This symbiotic relationship transforms students into fearless explorers delving beyond the traditional confines of known knowledge.

Shifting our focus to the individual student, we listen. Listening to their dreams, identifying their strengths, and decoding their aspirations lead us to a customized pathway for each Westmont student. Be it university or workforce, trade school, self-employment, or detouring off-know tracks - the world lies open for our students to explore. And therein lies our objective - shaping a balanced educational experience tailored for every student.

Graduation at Westmont is a celebratory beginning to a life that awaits. It's the onset of the thrilling pursuit of dreams, equipped with a solid plan and brimming confidence. Here they glean knowledge, courage, and the resolve to carve a path unique to each one of them; to conquer their world.

Underscoring all these is the immense power of mentorship in high school education. Mentors are not just guiding lights for the students; they are their partners in a crucial phase of learning and self-discovery. The wisdom that mentors impart, drawn from their own real-world experiences, is a treasure trove of practical knowledge for students. Mentors nurture curiosity, awaken dormant potentials, and encourage resilience in students when they hit roadblocks in their quests for knowledge. Their role is pivotal in shaping the mindset of young learners, instilling in them the confidence and grit to navigate through all future challenges.

Westmont High School emerges as a gateway to an educational realm that evolves to open limitless potentials within our students. We are a wealth of experiential learning, collaborative projects, and individualized pathways. At Westmont we nurture our students' minds, dreams, and confidence, fine-tuning them into resilient learners who redefine not just their own world, but the world around them too.

Progressive Education Model: A Comprehensive Overview

Philosophy: Beyond Traditional Classrooms

Our innovative education model reimagines the traditional classroom setting by reducing the emphasis on conventional instruction and promoting active student participation. By expanding classroom boundaries, this approach fosters real-world engagement and hands-on project-based learning, allowing students to become deeply involved in their educational journey.

Unique Positioning

Our model attracts students and families seeking a dynamic and personalized educational experience, distinguishing itself from public school academies by prioritizing individual differences and offering a flexible schedule that supports both rigorous academics and personal passions.

- **Support for High Achievers**: A supportive system for students engaged in high-level extracurricular activities ensures they do not have to choose between their passions and academic success.

- **Accessible for all learners:** the beauty of the project-based learning program is that it is accessible for all students, regardless of ability. Students can access curriculum in a variety of unique manners , to demonstrate their learning in a way differentiated best for them.
- **Mentorship and Community**: Our classrooms foster networks of inspiration and support through mentorship, going beyond the conventional academic framework.

Program Benefits

- **Flexibility and Immersive Learning**: A dynamic on-site and off-site learning environment that accommodates diverse schedules and promotes engagement.
- **Tailored Education**: A commitment to customizing education according to each student's needs, blending personal interests with academic pursuits.
- **Dual Credit Program**: Seeking partnership with the Ministry of Education and Childcare to offer college-level courses taught by university professors, providing tangible, real-world learning experiences.

Structured Project-Based Learning (PBL)

PBL is at the core of our educational philosophy, with teachers playing a pivotal role in planning and structuring projects that integrate curricular content, designed to be both engaging and meaningful. This includes:

- **Curriculum Mapping**: An annual comprehensive curriculum mapping ensures alignment with educational standards and goals.
- **Engaging Projects**: Projects that allow students to delve into concepts and apply their knowledge in practical ways.

Universal Design for Learning

Projects that are constructed with the pillars of universal design for learning enable students to demonstrate knowledge in a myriad of ways. This approach is deeply aligned with key Montessori philosophies, enriching the educational process through principles such as perceived choice, self-directed learning, prepared environment, integrated and holistic learning, and respect for individual differences.

By integrating Montessori philosophies with universal design for learning, educators can create a dynamic, responsive educational environment. This synergy allows for a more inclusive approach that not only acknowledges but also celebrates the diverse ways in which students engage with and understand the world around them.

Progressing Through Individualization

Our model emphasizes personalization as students progress, including:

- **Customized Course Selection**: Guidance in selecting courses that resonate with their interests and future goals starting from their 3rd year.
- **Career Planning and Counseling**: Ensuring informed course selections that meet graduation requirements and prepare students for their future.

Innovative Scheduling and Immersions

To maximize learning experiences the year is divided into four 8-week cycles, culminating in immersive learning experiences varying from outdoor education to university campus visits.

National and International Exposure

Students gain broader perspectives through:

- **Experiences Canada Exchange**: A student exchange program fostering an understanding of diverse cultures.
- **International Trips**: Biennial opportunities for global exposure during Spring Break.

Developing Project Management Skills

A gradual introduction to project management from Grade 9, increasing in complexity, prepares students for both academic success and real-world challenges.

Conclusion

By broadening the scope of traditional education and focusing on project-based learning, personalization, and real-world experiences, our progressive education model aims to empower students to embark confidently on their post-secondary journeys, redefining educational experiences for students and families.

Junior Program: Grades 9 and 10

Total Number of Projects: 8
Total completed over 2 years (4 per year)

The Junior Program (Grades 9 and 10) is a two-year program during which students will explore the curricular outcomes for both Grade levels. The curricular outcomes will be organized to meet the theme of the projects that have been created. In practical terms, this means that Grades 9 and 10 content has been divided into Year A and B programs and concepts from the two grades will be mixed. A student needs to complete both years to achieve all the Grades 9 and 10 content.

Students have ample opportunity to extend their learning in ways unique to them. Through the project-based approach students can explore curriculum areas in a supported way individually. With ample resources available to research into their passions, students have the opportunity to create their own individual projects with teacher support that take their learning to the next level, and practice valuable skills for grades 11 and 12 in a low stakes environment.

Westmont Junior Course Selections

The course has been predetermined for the students to ensure that students have the broadest foundation that will allow them to pursue any courses they wish in their Grade 11 and 12.

Subject	Grade 9 Courses	Grade 10 Courses
Applied Design, Skills, and Technologies	Applied Design, Skills, and Technologies 9	
Arts Education	Arts Education 9 Music 9	Media Arts 10
English Language Arts	English Language Arts 9	Literary Studies 10 (2 credits) New Media 10 (2 credits)
Languages	Core French 9	French 10
Math	Mathematics 9	Foundations of Math and Pre-calculus 10
Physical and Health Education	Physical and Health Education 9	Physical and Health Education 10
Science	Science 9	Science 10
Social Studies	Social Studies 9	Social Studies 10

Senior Program: Grades 11 and 12

The senior program consists of Grade 11 and 12. Students in these grades will have their choice of courses to undertake to meet graduation requirements and post-secondary ambitions. Students will pair these courses with their personal interests to create their projects.

In our high school, personalization reigns supreme. The pairing of their own course syllabus with their passions means that no two students will have the same projects.

Grade 11

Throughout the academic year, students are engaged in four, self-designed projects encompassing 100% of the curricular outcomes within their project work. Students put into practice the skills they have learned in grades 9 and 10, to develop their own projects in their own areas of interest. The groundwork for these projects starts in May of the previous school year, during which time students deliberate and pinpoint areas of interest that they aim to synchronize with their academic workload. The students spearhead the planning phase of their capstone projects, reaching out to teaching staff for guidance as needed. Students work with BC curriculum documents to understand the content and curricular competencies required to pass the course, and figure out how to best align each content point under a theme for each cycle. To augment the educational experience and provide specialized insight, mentors for each student's project are sought out and brought on board. This mentorship plays a crucial role in the students' journey to fulfill their educational endeavors through the capstone project.

Grade 12

During the academic year, each student embarks on an ambitious endeavor by undertaking a single, year-long capstone project. This project is designed with the goal of covering 100% of the curricular outcomes within its scope. The planning phase for this significant project begins in May of the previous school year, allowing students ample time to pinpoint and select areas of interest that they wish to explore in conjunction with their existing course load. In this process, students are not just participants but take the lead in planning their projects, seeking advice and input from the teaching staff when necessary.

To further support their project development and learning journey, mentors are carefully identified and engaged for each student's project. The responsibility for establishing and maintaining these crucial mentor-student relationships squarely falls on the students, ensuring they take an active role in their own learning and professional development. To foster these relationships and guarantee consistent progress, students are expected to meet with their mentors at a minimum of once every four weeks. This structured yet student-driven approach ensures that the capstone projects are deeply personal, thoroughly researched, and highly relevant to both their academic goals and areas of interest.

Capstone Project Presentations: The Mont-Talk Showcase

The Mont-Talk Showcase is a unique event that seamlessly combines the in-depth analysis of a Master's Design Thesis with the engaging narrative style of a TED Talk. Tailored for high school students at the pinnacle of their year-long capstone projects, this event provides a platform unlike any other for students to unveil their work to the world. Each presentation is a blend of academic work and personal passions, celebrating each student's journey of exploration, learning and creativity.

Mont-Talks encourage students to weave their comprehensive research, design methodologies, and theoretical frameworks into narratives that are not only insightful but also deeply engaging and accessible to a broad audience.

The showcase highlights the power of combining academic rigor with storytelling to communicate complex ideas effectively. Through this unique platform, students gain the opportunity to showcase their hard work and ingenuity but also to a broad community. The diverse audience will include educators, professionals, community leaders, and fellow students, aiming to spark a multidisciplinary dialogue. The event not only showcases the remarkable talents and insights of its young participants but also aims to inspire all attendees.

High School Mentorship Program

The structured mentorship program is developed with a focus on innovation, empowerment, and hands-on learning. The program aims to connect high school students with professionals for guidance and support while working on their projects. The program facilitates learning, provides industry insight, and supports students in their personal and academic development.

Enrollment and Matching Process

1. **Student Identification of Mentorship Opportunities:**

   Students outline their interests, project ideas, and what they hope to gain from the mentorship.

2. **Mentor Recruitment:**

   Professionals are invited to be mentors through outreach campaigns, targeting their expertise and areas of interest.

3. **Pairing:**

   Students are matched with mentors based on the alignment of the project's theme with the mentor's expertise. Consideration is also given to the mentor's preference, methods of communication, and availability.

Mentorship Framework

Meeting Frequency:

- **Initial Meeting:**
    - An introductory meeting must be scheduled within the first week of the mentorship program to

establish rapport, set expectations, and discuss project goals.

- **Progress Meetings:**

  - Mentors and students are required to meet at least once every four weeks. These meetings are for tracking the progress of the project, discussing challenges, and planning next steps.

- **Additional Meetings:**

  o Additional meetings may be scheduled at the discretion of the mentor and student, based on project needs and mutual availability.

Communication Channels:

- Primary communication will take place through a dedicated online platform (e.g., email, messaging app, or video conferencing tool).
- Mentors and students must agree upon a regular schedule for communication that could include phone calls, messages, emails, or virtual meetings.

Progress Tracking:

- A shared document or project management tool should be used to document meeting notes, action items, and deadlines.
- Students are responsible for keeping a log of their project activities and mentor interactions.

Feedback Loop:

- Mentors will provide constructive feedback during each meeting.
- Students will have an opportunity to reflect on their experiences and share feedback about their mentorship experience mid-way through the program and upon completion.

Roles and Responsibilities

Mentor's Role:

- Provide expert knowledge and guidance relevant to the student's project.
- Encourage critical thinking and problem-solving.
- Offer support and resources where applicable.
- Help students set realistic goals and timelines for their project.
- Expose students to the professional world of their passion
- Assist students in achieving or understanding their goals for post-secondary education

Student's Role:

- Demonstrate commitment to the project.
- Prepare for each meeting with updates and questions.
- Show respect for the mentor's time and experience.
- Take responsibility for the project's progress.

Monitoring and Evaluation

Program Coordinator:

- The program coordinator monitors the mentoring relationships through periodic check-ins with both mentors and students.
- Issues or concerns raised should be addressed promptly.

Evaluation:

- At the end of the program, mentors and mentees complete an evaluation form to assess the program's effectiveness, the quality of the mentoring relationship, and the achievement of project goals.

Project Conclusion

- Upon project completion, a closing meeting is held to reflect on outcomes, lessons learned, and to formally close the mentorship.
- Certificates of participation may be awarded to acknowledge the commitment of mentors and students.