

# Sharing Best Practices

## PROCEDE Conference 2018

### How do you ensure retention and increase student success within your centres?

- Share information – intake meetings for vocational students, follow up meetings, meet halfway through the program, etc.
- Questionnaire at the start – 5 questions
- Goal assessment= have students rate themselves in regards to their Eng/Fre/Math levels
- Director meets with staff to go over the student profiles before the group starts
- Build and establishes rapport= sets the tone for how to access the guidance counsellors
- Student connections are the most important reason for them to stay
- Avoid the early dropouts- help them understand what they are getting themselves into.
- Guidance counsellor for FP needs to make sure the program is a good fit
- Calling the high school students and track them – extra support plan for the students
- Building relationships – creating a sense of belonging through activities
- Students need to feel supported
- The support system needs to focus on needs of students and teachers, consultants, counsellors, resource centre. End Goal – Student Success
- Teachers who go over and above coaching
- Special needs adaptation
- Trade/Employment possibilities
- Value in your lessons
- Use different teaching techniques
- Help teachers recognize that there are different types of learners
- Breakfast club – mesure 15111 volet 1 and 2
- Formal and informal meetings with students
- Teachers flag student attendance
- Mentorship program – teacher/student lunch
- Special needs counsellor
- Language classes – English (basic)
- Student activities – i.e. cookie day
- With international students and newly arrived immigrants, get them involved and connected with community and resources
- Build a sense of community within larger communities (cities, etc.)
- Model empathy
- Free lunch when they don't have food
- Create an environment so students feel they want to come to school
- School nurse
- Humanity is what makes the practices successful
- Hiring practices – only hire people who care

- Creating welcoming, friendly activities such as;
  - o After school gym
  - o Field trips
  - o Support plans
  - o Goal setting activities
  - o Progress tracking
- Too rigid, too controlling has negative impact on retention
- Varied teaching strategies to engage all types of learners
- Group project work (authentic situations, work related)
- Workshops on interviews/personal finances/cv writing/info to relate to in daily lives/life skills
- Building relationships with community partners
- Teacher in-service training
- Special events (corn boil/Christmas)
- Literacy café (1 week working on language skills)
- Motivation meter (self-evaluation of their engagements)
- Obtain IEPs from students – student supports in place
- Working in departmental teams, discussing student needs, making sure what happens in classroom has value in implementation of skills works, in social aspect, relationship building, car show, other programs as well.
- Recreational technician at Vocational centre
- Room for before school, lunch time, after school keeps students staying in the building (TV, games, etc.)
- Bring more athletics to the school
- Kahnawake – land based curriculum – chickens, rabbits, farming learning
- Morning option course about organic farming and the environment market, slaughtering, selling produce, helping connect to each other, the community, their futures
- Importance of Relationships – making sure all students are seen, not just a number
- The importance of having each student connect with someone
- Initial conversations when students register – Plan A/Plan B from the outset
- Creating an atmosphere so that student is always able to look at other means of success
- Conversations about safety nets
- Individualized plans for at-risk students
- People are welcoming from the beginning – all staff is on board
- Allowing students to find balance – work & family; treat people as individuals
- Diversity training to have a better understanding of student’s needs
- International potluck
- Special programs for 16-18 yr olds
- Study hall to provide access to learning outside of classes
- AAA retention program: attitude, attendance, achievement
- Advise-support-guide to success
- Absentee report after 3 days – teacher calls students
- Student goals
- Remind to keep track of students and promote accountability
- Mentoring

- Indigenous students, \$ according to attendance funded by CLPN at band council/welfare, had to install a punch clock (staples \$150)
- Volleyball session course 25 hours = 1 credit
- Offer hot chocolate/coffee/breakfast program
- Student advisory
- International student committee
- Welcome back BBQ
- Teacher involvement (PLC)
- Make sure that students are aware of support services
- Integrating the traditions within the school life: bring culture into classroom
- Tutoring provided for Voc and Adult Ed to help with language skills
- Student help fund: organizing fundraisers, reaching the community, gas cards, food cards, helping students with financial problems
- Adopting adult sector outlook in the youth sector
- Provide constant support

### **How do you support your teachers and staff members?**

- Students go to counsellors to complain and speak out about their struggles
- Important about feedback and understanding how to communicate
- Line of communication open and always let teachers know what changes guidance counsellors might be happening with them
- Face to face communication with teachers
- PLC's with teachers, Dept Head meetings every 2 weeks, coaching leadership
- New teacher programs – structured 3 years
- Secret positive message about teaching behavior of teacher in a box to be read at staff meetings or support staff or Admin
- PLC organized – Professional development, evaluation support, PED consultant attend
- Teacher workshop, team building, support teacher/student relationship
- Listen, guide and act
- Provide food
- Provide professional development
- Don't say "no" but look for ways to make things possible
- Allow them to be creative
- Look for strength and capitalize on it for leadership
- Give them time
- Celebrate
- Be as compassionate and supportive with staff as with students – in every way (technology resources, time, etc.)
- Empathy matters
- Keeping your door open
- Support them with student issues

- Smaller departmental meetings, less time, less subjects, more often
- Hourly paid teachers – paid to attend staff meetings
- Monday memos (emails consistently sent out)
- Having Ped consultant available to the teachers
- Google classroom to share info but you then need to provide info/training on the technologies
- Staff socials
- Workshops (differentiation/new strategies for working at risk students)
- PD training (androgical team)
- Attentive ear
- Support teachers as they support their students
- Making sure available to help solve problems
- Teachers supporting teachers
- Teachers working with Ped consultants, especially new teachers to introduce/cover programs
- Support from start/Teacher mentoring for new hires
- Voice concerns to department heads
- Breakfast on ped days
- Making sure to find ways to build trust amongst teachers
- Consultation meetings, bi-weekly to check in and work towards improving situation for teachers
- Parties and social activities
- Work with teachers like with students
- Visible and available to teachers as well
- A lot more thought/effort goes into supporting the students than the staff
- Relationships with colleagues – tremendous interest in how to improve this; lack of training in managing these relationships
- This is what keeps staff awake at night
- Idea: Every Wednesday staff brings food that could go into a salad; people build salad together
- Idea: Conversation is light hearted/not work related; opportunity to get to know each other on another level; informal
- Idea: Culturally Competent Counselling – Each staff member has different motivations for working. We often forget we work with colleagues with different experiences. Focus can move from issue to personal attack – stay on the issue
- Team work – social interaction
- Finding time through creative time tabling
- Positive enforcement – check in
- Taking care of the person. Little things make a big difference
- Support individual
- Non-threatening assessment tools (peer-to-peer)
- “Soup-du-jour” weekly full staff meeting with food. Informational update
- Listen more – talk less
- Involve teachers in decision making
- Anonymous survey
- Small gestures
- Target their strengths
- Build each other up

- Sharing vision – admins need to share the goals of the program/organization; horizontal vision – we all take ownership (stop the vertical way)
- New teacher network
- Respect and listen
- Make them feel valued, appreciated for their input, fairness, collaborate
- Structure: provides guidance, support mechanism
- Open exchanges

### **How do you recruit and market your services to attract students to your centre?**

- School visits – invite youth sector schools and other FGAs centres
- Mini workshops
- SARCA – challenge to reach out to community
- Student voice – stories of success, videos, testimonials
- Experiential – elementary students trying something out in a visit to centres
- Parades
- New group pictures
- Trade activities
- Breaking Voc stigma
- Services – accommodate student needs
- Student for a day
- Face to face interactions and phone conversations
- Deliver a quality program where students get hired and they will promote the program for you
- Promo committee at school
- Video/radio
- Facebook/website
- Testimonials
- Open house/career fairs/high school student recruitments
- Field trips for high school students to visit FP centres
- Students telling their stories through social media
- Student recruiting potential students
- Simplify the registration process
- Bring students in to speak to other students
- Focus on ECA in addition to courses
- Present at high school parent/teacher nights
- Study halls with a tutor present
- Transitions officer
- Trades in Motion
- Market student success
- Offer community courses: pilates, budgeting, dog training