



# Quick Start

## For Alberta's Educators in 4-H Communities

Government  
of Alberta



### Traditional School Strategies for Administrators

If you are an administrator with a traditional school schedule and are interested in offering an agricultural CTS program to your rural population, or in a community with a large 4-H program, one of the following models may work for you.

#### CTS Classroom Model


If student numbers warrant, the agricultural CTS modules can easily be offered in the multi module classroom model.

#### Split Course Classroom Model

A split course classroom operates similar to a split grade classroom. When course registration falls below a specific minimum size the administrator can add a second course or package of courses to bring the total enrollment in the classroom to a number that meets the predefined funding level. This style of course management does require a willing and flexible teacher. For example: if a biology class requires a minimum of 16 students to be financially viable but only 12 students register, the addition of 4 agriculture studies students seeking optional credits in an area of high personal interest would be a very positive reciprocal arrangement.

#### Schedule Additional Block Model

A small rural school can easily have a situation where there are enough students interested in agricultural students to run a CTS class, however it is difficult to schedule a common classroom time within the regular schedule. This difficulty can be overcome by scheduling a class time outside the regular school day. It may be convenient to schedule this class during the regular lunch hour for 40 minutes. Lunch hour works better than before or after school because rural students typically travel on the bus. Over the course of the entire year it was easy for students to complete a minimum of five credits.

See over 

### **Self Directed Studies Model**

- Self direct agricultural studies, whether on line or print based, provide unlimited flexibility for student scheduling. The key here is to have a series of prepared modules available. These modules can be offered through the community outreach program or the additional block schedule. In the case of the latter, the school will need to schedule a drop-in time for students similar to outreach model.
- The Self-directed teaching model is the ideal situation for the 4-H member interested in taking CTS agricultural studies. Self directed learning includes the learner initiating the learning, making the decisions in collaboration with the teacher about what training and development experiences will occur, and how. The learner selects and carries out their own learning goals, objectives, methods and means to verify that the goals were met.
- Probably the most important skill for today's rapidly changing workforce is skills in self-reflection. The highly motivated, self-directed learner with skills in self-reflection can approach the workplace as a continual classroom from which to learn.
- Supervisors and employees who work together to accomplish formal, self-directed learning in the workplace, also gains continuous learning for continued productivity and learning.