

The background is a vibrant blue digital composition. It features several glowing, concentric circular patterns that resemble atomic models or data orbits. Interspersed among these are bright, jagged lightning bolts and a field of small, sparkling particles. In the foreground, a stack of white papers is visible, with the top sheet slightly offset to the right, showing some faint text and a signature. The overall aesthetic is high-tech and futuristic.

# The High School Flexibility Enhancement Project

2009/10 – 2012/13



# WHAT IS IT?



- A four year pilot project from Alberta Education
- 16 high schools from Alberta are involved
- Examines the current system of linking credit allocation to face-to-face hours of instruction.



**Alberta**  
Education



# KEY QUESTION

**If the current requirement of 25 hours of face-to-face instruction per course credit did not exist...**

**What changes could be made to the delivery of programs to enhance student learning?**



# MORE QUESTIONS...

At CCH:

- What needs of students are we not meeting under our current system?
- How might we alter our time-table?
- How might we change the way we deliver programs?
- What adjustments could we make to programs and instruction to improve student opportunities and learning?





# WHAT DID STUDENTS TELL US?

- Give me more time for 1:1 work with teachers.
- Let me learn at my own pace.
- Help me find things that interest me.
- Let me be creative with how I learn.
- Try different approaches of instruction.



# WHAT ARE OTHER SCHOOLS DOING?

- Blended delivery of programs – e.g. Math14/24
- Increasing self-directed learning through modules and flexible scheduling
- Extend lunch break to 90 minutes; teachers are in classrooms, able to meet with students







# WHAT ARE OTHER SCHOOLS DOING?



- Provide for a “flex” day in the timetable where students access help or special classes as needed.
- Fast-track classes for high achievers (e.g. Social 10-1 and 20-1 in one class).
- Allow students to work at home on project based classes – especially in art and graphics.





# WHAT ARE OTHER SCHOOLS DOING?



- For weaker students, having them complete a class in a longer time frame incorporating Learning Strategies and earning 10 credits.
- Allowing students to challenge exams (e.g. students with all 3 Grade 12 Sciences are allowed to write the Sci 30 exam as well for credit.)
- Blending courses that seem to have common content.







# WHAT ABOUT CCH?

- Focus on CTS – allowing students to work through courses at their own pace and level – not in a lock-step mode
- K and E – flexible scheduling and delivery based on student needs and abilities
- Science -3 and Math -3 – self-directed learning at one's own pace.
- Block 6 for AP students
- E learning Centre at Campus West

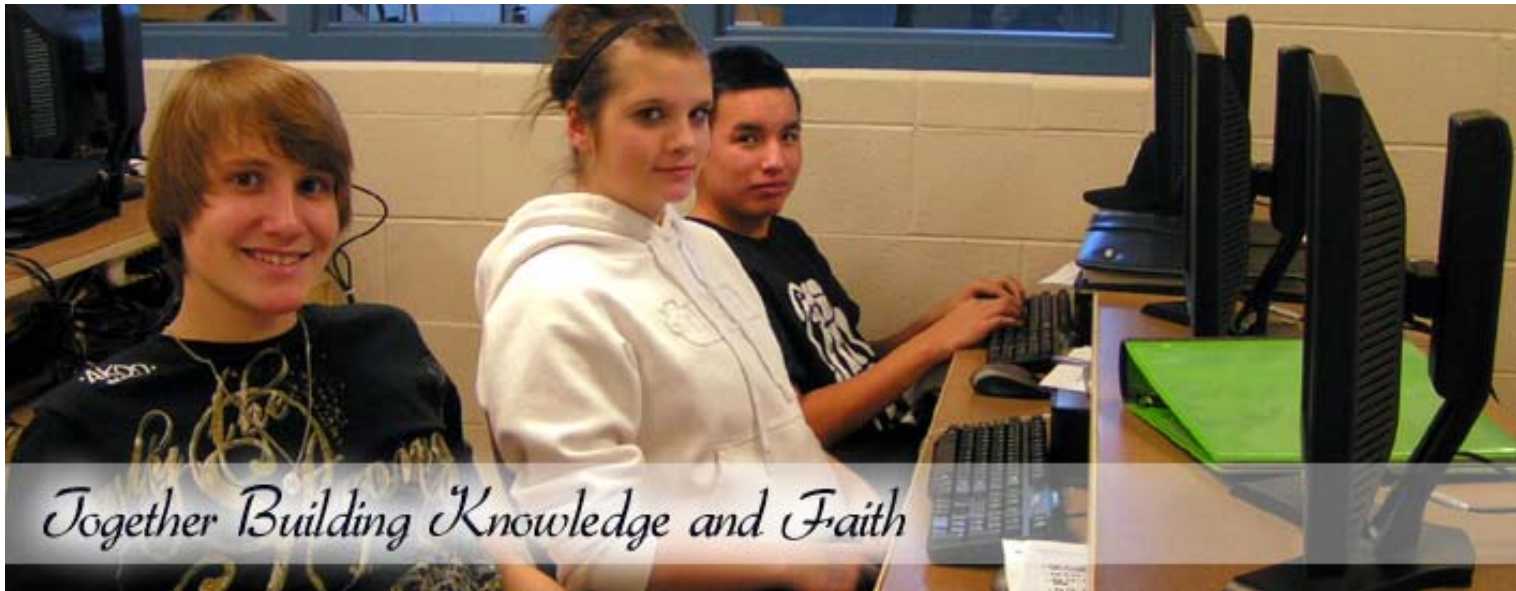




# FLEXIBLE BLOCK TIME



Incorporate into the current day a flexible block of time for students to pursue individual learning goals, have access to teachers in small groups or 1:1 and receive additional help on an as needed basis.





# YIKES! HOW DOES THAT WORK?



Monday to Thursday

Block 1 8:01a.m. – 9:19 a.m. (78 minutes)

Break: 9:19 a.m. - 9:29 a.m. (10 min)

Block 2 9:29 a.m. - 10:47 a.m. (78 minutes)

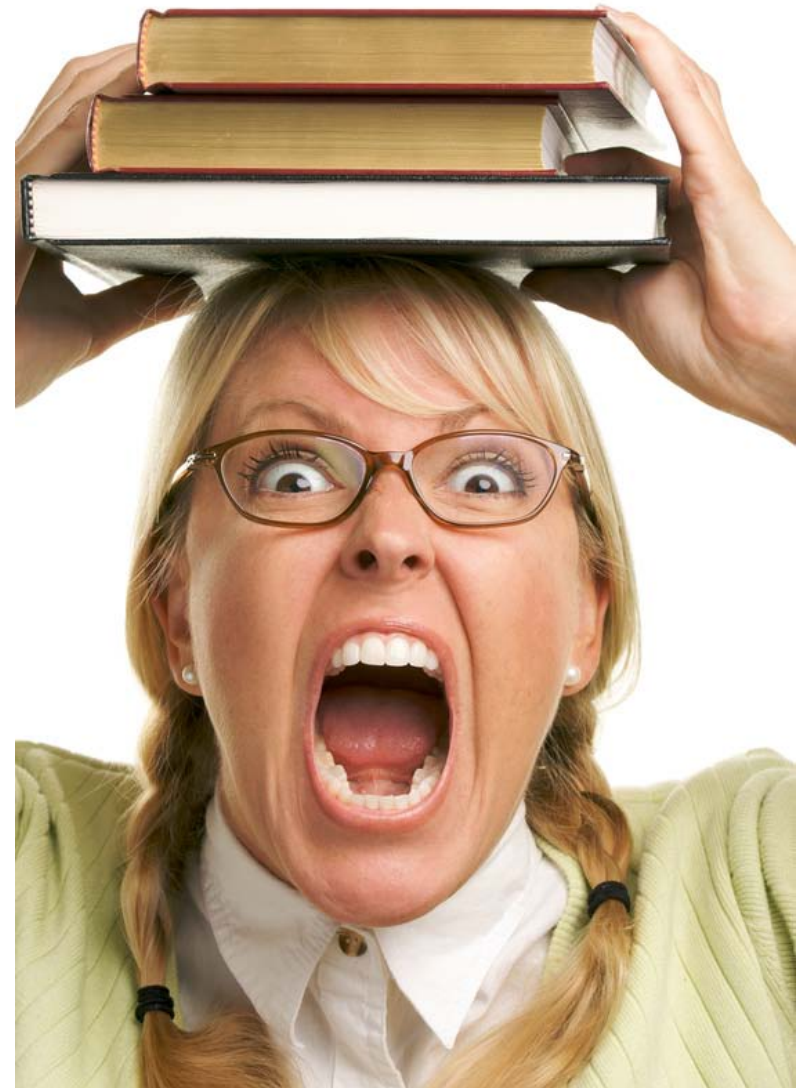
Flex Block 10:47 a.m. – 12:05 p.m. (78 minutes)

Warning Bell 12:05

Block 3 - 12:09 p.m. – 1:27 p.m. (78 minutes)

Break 1:27 p.m. – 1:37 p.m. (10 min)

Block 4 1:37 p.m. – 2:55 p.m. (78 minutes)





# WHAT WILL STUDENTS AND TEACHERS DO DURING THIS BLOCK?

- Meet with a teacher in a small group or on a 1:1 basis for additional help.
- Meet with a teacher in a small group for enrichment or enhancement activities.
- Pursue personal fitness goals in the Fitness Centre
- Take part in supervised athletic activities in the gym
- Attend a scheduled meeting with a teacher to complete missed work, take tests or receive additional help.
- Work on assigned projects with other students.
- Attend club meetings and activities.



*Together Building Knowledge and Faith*

# TELL THEM FROM ME SURVEY

- Provides teachers and administrators with a “snapshot” of student experiences
- Measures engagement
- Allows for the evaluation of effectiveness for programs / initiatives
- Creates a results-based view of progress over time







# WHAT ARE THE ADVANTAGES TO THIS CHANGE?

- - (1) Allowing students to have more access to teachers as needed – in small groups or even 1:1 – this is an area of need identified by students in the Round Table discussions.
  - (2) Allowing students to make personal choices about their own learning – an essential 21<sup>st</sup> century learning skill.
  - (3) Allowing teachers to have access to cross-curricular instruction or to meet as Professional Learning Communities.
  - (4) Allowing more opportunities for students to pursue enrichment learning.
  - (5) Specific to the dual campus – allows time for students to move between campuses if necessary.





# PYRAMID OF CHOICE

Designated

(loss of choice)

Assigned to  
participate

Invited to participate

Personal choice based on  
needs/interests

# WHAT NEXT?

- Blended classes such as New Media and Humanities
- More access to self-directed and self paced classes.
- More use of technology to allow for out of school learning.



# CHALLENGES AND CHANGES

- We will have to change the way we think about educating students – thinking more about choice and less about rigid scheduling.
- We will need to focus on learner outcomes, not fulfilling time requirements.
- We will need to accept that students can make choices about their learning.
- We will continue with our mission: Teach me, Goodness, Discipline and Knowledge – within the context of the 21<sup>st</sup> century.







# RE-THINKING EDUCATION

“If we teach today the way we were taught yesterday we aren't preparing students for today or tomorrow.”

“We need to prepare students for THEIR future not OUR past.”

- Ian Jukes, educator and Futurist