

Flexible Schedule Timetable

Osoyoos Secondary

“The Ministry of Education defines the ‘what’ to teach but not the ‘how’ to organize the time, space or methods to teach it” – BC Min. of Education Curriculum Redesign

Rationale for change @ OSS....

- Declining enrolment = fewer and limiting course options for students

Goal – increase number of credit course offerings for students despite small school population (personalized pathways to graduation).

- Create more alignment with BC Ed Plan and revised curriculum

Goal – increased flexibility and personalization (structure, instruction and assessment) and student ownership of learning

- Create more flexibility in scheduling and in student support to create better outcomes for students

Goal – multiple opportunities for student learning support within timetable each day

Declining Enrollment Impacts @ OSS

- Enrollment: # of students = staffing = # of courses that can be offered

• Year	Projected	Teacher Staffing	Courses offered
• 13/14	272	11.323	79
• 14/15	260	10.772	75
• 15/16	231	10.031	70
• 16/17	209	9.255	65

- Current semester timetable model (and course choices for students) is tightly bound to, and limited by, enrollment and staffing.

Increase choice and pathways to graduation by increasing 4 credit and 1 credit course offerings for students

2015-2016 staffing = 10.031 FTE (regular semester)

Found. Math 10, AW Math 10, AW Math 11/12,
Found. Math 11/12, Pre Calc 11, Pre-Calc 12, Calculus
12

Chem. 11, Physics 11, Biology 11, Chem. 12, Physics
12

French 10, French 11, French 12

Psychology 11/12, Law 12, History 12

PE 10-12 (2), PE 11/12, Superfit 12, Leadership 10/11

Art 10-12, Drama 10-12

Info Tech 10-12, Computer Assisted Drafting 12,
Science and Technology 11, Electronics and Robotics
10, Metalwork 10-12, Woodwork 10-12, Automotive
10-12

Band – volunteer teacher and extracurricular

2016-2017 staffing = 9.255 FTE Flex Schedule

Found. Math 10, AW Math 10, AW Math 11/12, Found.
Math 11/12, Pre Calc 11, Pre-Calc 12, Calculus 12

Chem. 11, Physics 11, Biology 11, Chem. 12, Physics 12

French 10, French 11, French 12

Psychology 11/12, Law 12, History 12

PE 10-12 (2), PE 11/12, Super fit 12, Leadership 10-12

Art 10-12, Drama 10-12

Info Tech 10-12, Computer Assisted Drafting 12, Science
and Technology 11, Electronics and Robotics 10, Metalwork
10-12, Woodwork 10-12, Automotive 10-12

Plus 9 additional Graduation Program elective choices....

Ceramics and Sculpture, Drawing and Painting, Graphic
Arts, Social Justice, Forensics, Economics, Accounting,
Yearbook, Sport Performance

Plus 38 - 1 credit high interest “passion” courses

Band – volunteer teacher and extracurricular

Process/timeline....

- 13/14 and 14/15 – ongoing staff conversations regarding impact of declining enrollment on course offerings for students.
- 14/15 – late in year decision made to explore timetable options that may lead to increased course offerings and give students more flexibility and personalization in their pathway to graduation.
- 15/16 – research and decision year

Process/timeline cont.

- 15/16
- Timetable committee formed in late Sept. (staff, students, parents)
- Students, parents and staff community informed about decision to research alternative options and rationale
- Visitations to three schools – AL Fortune, Eagle River Sec., Thomas Haney
- Staff expected to take part in at least one of the 3 visitations; parent and student reps. also attended.

Process/timeline cont.

- During visitations (Oct/Nov. 2015)

- information about findings shared with staff @ staff meetings and with parents via newsletters, emails and PAC

- information also shared with students via assemblies w/ student reps

Post Visitations (Dec. 2015)

- timetable committee made recommendations to change and to adopt flex ed. model using the AL Fortune model as a template

- staff voted overwhelmingly @ Dec. meeting

- students voted to change (grade assemblies)

- parent night to share proposed change/model...those attending voted to change – non-attendees could provide feedback on proposed change to parent reps...no negative

Process/timeline cont.

- Early January 2016
 - consultations w/ stakeholders completed in December
 - Timetable Committee reviewed feedback from all stakeholders and confirmed that for the 16/17 year, OSS adopt and Flex Ed timetable model.
 - Current OSS model is based on the AL Fortune structure, with a few changes made based on input of OSS staff

Four components of OSS Flex Ed...

1. Instruction -
 - gr. 8/9 = 5 set classes/week per subject
 - gr. 10-12 – 3 set classes/week per subject
2. Self directed learning time (attendance mandatory) in Learning Centres staffed by teachers for:
 1. additional help
 2. guided practise on “self directed” assignments
3. X block courses twice/week (high interest “passion” courses) – 1 per term, 1 credit each = 4 credits towards graduation at end of year
4. Daily Teacher Advisor program to support students

Sample Gr. 8/9 Timetable – 4 Mandatory (ie: English, Math, PE, Elective) and 1 Learning Centre per day

	Mon.	Tues.	Wed.	Thurs.	Fri.
A (60 mins)	Eng.	Math	Math	Eng.	L.C.
B	Elect.	X Blk	Elect.	X Blk	Elect.
C	Math	PE	LC	Math	Math
D	L.C.	Eng.	PE	PE	Eng.
E	PE	L.C.	Eng.	L.C.	P.E.

Sample Gr. 10-12 Timetable

4 courses per semester (ex: Eng., Math, Socials, Woodwork)

	Mon.	Tues.	Wed.	Thurs.	Fri.
A	Eng.	S.S.	Math	Eng.	L.C.
B	L.C.	X Blk	Wood	X Blk	Wood
C	Math	L.C.	LC	L.C.	L.C.
D	L.C.	Eng.	S.S.	S.S.	Math
E	Wood	L.C.	L.C.	L.C.	L.C.

Corresponding work....

Instruction and Assessment

Our inquiry this year focusses on the instructional and assessment changes that need to happen in order to maximize timetable benefits to students.

So far....

1. Increase in PBL and self directed learning activities
2. AFL practice and thinking leading to decrease in traditional high stakes final exams and increase in alternative approaches to summative assessment such as:
 - tiered exams
 - summative capstone projects
 - exemptions for students who have demonstrated high levels of course mastery (at teacher discretion)

Early findings....

1. X block – a big hit! Students and staff enjoy the opportunity to teach/learn in non-traditional areas linked to student/teacher passions...highly motivating to both.
2. Learning Centres – students are making good use this self directed learning time. This “freedom to choose based on learning needs” and expectation of increased ownership of learning was an adjustment for some - LC’s use/productivity by students is good and getting better.
3. Unexpected – students choosing to take more than the required 8 – 4 credit classes and/or choosing to take elective courses “up” in grade level.
4. Gr. 10-12 courses – in semester 1, a number of students and teachers found the adjustment of going from 5 classes/week to 3 classes/week challenging. This is improving as teachers begin to adapt their approach to instruction, and students learn to take ownership of their learning and make good use of self directed learning time.
5. Less timetable conflicts due to increased flexibility to move single blocks

Early findings....

6. Help for struggling students – more opportunities than on regular semester. Learner Support teacher has more access to struggling students during LC's without needing to interrupt students' class time, and...

Students have the flexibility to spend more time on coursework they struggle in – “time needed to learn” vs. “time prescribed to learn”.

7. More flexibility for students to take advantage of “out of school” learning (SSA, WEX, flight school)

8. Time for staff to work with individual or small groups of students for focused learning support, as well as collaborating with each other.

9. Year 1 is work! “Re-construction” of norms, routines and practises – ongoing cycling back to regularly review, assess and tweak what we are doing.