



Networks of Inquiry and Innovation **Aboriginal Enhancement Schools Network**

2016 - 2017 AESN / NOII Case Study

School Name: Pacific Coast School

School District: SD#52 Prince Rupert

Inquiry Team Members: Susan Kobza, Jeremy Janz, Mandeep Sandhu

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Type of inquiry: AESN

Grade levels: Secondary (8 - 12)

Curricular area(s): Flexible Schedule

Focus area(s): Core competencies (for example, critical thinking, communication, problem solving), First Peoples Principles of Learning, Flexible learning, Self-regulation, Social and emotional learning

In one sentence, what was your focus for the year?

Will our "new flexible" timetable allow for patience and time for all learners at Pacific Coast School and as a result increase the number of course completions and graduation rates compared to previous years?

Scanning: Briefly summarize your scanning process. How did you use the four key questions as part of the scanning process? What did you notice about the experiences of your learners that were most important to your team?

We observed many of our students wanted to stay in classrooms for longer periods of time to work on particular courses, also, some students worked off site at their own pace and completed courses earlier than expected or by the end of the school year. The flexible timetable this year allowed for students to focus on one or two specific courses and complete those before starting other courses. We noticed that given the flexibility and option of when to work on courses, more students displayed regular and consistence attendance and more course completions were evident by the end of the school year. Yes, we used the one of The First Peoples Principles of learning statement: Learning involves patience and time. The new flexible timetable allowed for students to take more time and complete assignments or projects in a deeper non restricted manner. We also noticed



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great student engagement and more positive attitudes towards learning and school in general.

Focus: In a few sentences, explain why you selected this area. What changes were you hoping to obtain for your learners?

Student voice gathered from a year end survey lead us to change the timetable to allow for student choice of when and where they wanted to work on their courses.

Hunch: Describe your hunches about the ways in which practices at the school may have been contributing to the experiences of your learners that were of concern to you.

Students expressed their opinions about having more opportunities to choose the projects and courses they would like to work on in depth and without time constraints.

New professional learning: What new areas of professional learning did you explore? What resources were most helpful? What specific designs did you use to support the learning of your colleagues?

The principal visited other alternate secondary schools in the north to observe the timetables and how courses were delivered. Ideas were taken from a couple of alternate schools and implemented at Pacific Coast School. The new curriculum has many examples and strategies with flexible timetables and cross-curricular content to be imbedded in all subjects. Staff participated in two days of new curriculum implementation in the district.

Taking action: Describe strategies you and your team decided on and how your actions worked out.

We decided to redesign the timetable at our school-. The first three blocks of the day were changed to be academic blocks and the last two blocks of the day were earmarked for electives. For the academic blocks student could choose to work on academic subjects like English, Social Studies, Math, Science and Planning. Electives were set on specific days so teachers could prepare materials in advance for "hands on" projects; Media Visual Arts, Textiles, Foods, Art, Information Communications Technology , Guitar and Cosmetology. The results and feedback from students and staff has been very positive and will continue on the next school year.

Checking: Summarize the differences you made. Were they enough? Were you satisfied?



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The "new flexible" timetable made a difference. The data indicated that we had more course completions mid year compared to previous years. Yes, the staff was satisfied . Our learners became more aware of their personal responsibility to become self-paced learners by taking responsibility for course completions and their successes. Setting SMART goals each week and participating in year end Learning Plan meetings helped students to plan for next steps for the 2017-18 school year.

Reflections/Advice: Finish by sharing what you learned from this inquiry, where you plan to go next, and what advice you would offer other schools with a similar interest.

Students didn't miss classes since they were able to choose when to go, academic life was flexible in relationship to personal life. on average, more academic progress was made according to teachers. Some students needed stronger directions but the ability to do any course at any time was significantly supportive. Advice: academic flexibility can increase student performance. timetable flexibility reflects the idea the :learning involves patience and time. Some students needed more direction but flexibility supported this. Lastly, goal setting allows students to conceptualize their direction and future. Next steps- the school will be receiving two new teachers and the goal is to continue with the "new flexible" timetable as they become familiar with how to deliver courses in a multi-graded diverse classroom setting.