

High School Flexibility Enhancement Project

Presentation to CASS Zone Meetings

Fall 2011



Goals of the Project

1. To explore the implications of high school organization and programming free of the 25 hours of face-to-face instruction per credit requirement.



Goals of the Project

2. To positively impact student achievement and engagement and student, parent and teacher satisfaction in participating schools through the exploration of alternative organizational and delivery structures.



HIGH SCHOOL FLEXIBILITY ENHANCEMENT PILOT PROJECT

Goals of the Project

3. To recommend the elimination or maintenance of the requirement for 25 hours of face-to-face instruction per credit.



Goals of the Project

4. To develop an accountability model that will include school organization, instructional delivery of the Programs of Study, and achievement of learner outcomes. (if applicable)



HIGH SCHOOL FLEXIBILITY ENHANCEMENT PILOT PROJECT



Flex Time



high SCHOOL COMPLETION strategic framework

engage

www.education.alberta.ca/highschoolcompletion

HIGH SCHOOL FLEXIBILITY ENHANCEMENT PILOT PROJECT

Credit Recovery





Questions Raised



- What is the balance between self-direction and teacher-direction?
- How can the curriculum leave room for pursuit of personal interest?
- How can we organize ourselves to eliminate teacher isolation?
- How can assessment become more pedagogically focused?
- How can we move from reporting of grades to engaging in conversations about learning?
- How can we define school success beyond the attainment of grades?
- What would school look like if we assumed that ALL students can learn?
- How can we create a system that honours the continuity of learning and individual pacing?



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“The Carnegie Unit created practices and traditions in schools that over time have built up a way of thinking. It has created a template and pattern for schools to follow. By removing the restriction, schools have been encouraged to think about what they want, could, and should be doing. The Flex Project has validated that we have permission to use our professional judgment and expertise to personalize our schools to become places that reflect our student’s needs.”

-Participating Principal