

Board of Trustees Discussion Document
July 4th 2017

I commence this discussion document by first acknowledging the work of the 2018 timetable design committee who have engaged in a significant amount of work that has resulted in the presentation of several models for my consideration. Based on the structures and thinking of the models that they presented to me and in discussion with members of this committee and other teachers I have formulated a 2018 FFC draft timetable model for discussion.

This model is strongly influenced by a model that is now in its second year at Naenae College. I have had the privilege of being able to recently discuss this model with the acting principal of NaeNae College, Mr Nick Richards, and this has also influenced the 2018 FFC draft timetable that I am presenting for discussion.

The timetable will consist of **5 Subjects** that will be offered **3 times** per week for **90 minutes**.

The time –table also provides three 40 minute **slots** for learning advisories. The Tuesday slot will rotate between **a whole school assembly, mountain assembly, and level assembly**. The Monday, Thursday, and Friday learning advisories will be part of the teacher allocation time.

The model requires senior students to select **five subjects** and they will be unable to study a sixth subject within the framework of this timetable.

I have often considered what the learning benefits of requiring senior students to study six subjects and have concluded that the overwhelming reason why students study six subjects is because the traditional timetable that is in place at most secondary schools dictate this. It could therefore be argued that the studying of six subjects is a framework product rather than a learning product?

In reality studying five subjects enables students to access all post-secondary pathways that studying six subjects does. It could be argued that studying five subjects is more aligned with the deeper thinking and learning philosophy behind the timetable changes as it enables students to focus their energy and resources in a more direct and organised manner.

I acknowledge that for the more academic FFC student that studying a sixth subject provides them with an opportunity to study a subject that may not be directly connected to their actual pathway, however, for many of our senior students finding a sixth subject is often an exhausting exercise which can result in a forced selection where students can struggle to engage purposefully in their sixth subject. The forced selection can have a negative impact on their overall learning experience.

Adopting a senior student 5 subject approach at FFC may result in a drop off in the number of subjects that we actually offer in the curriculum - but this will not necessarily be a bad thing.

The 9am starts can also have positive effects for both staff and students as there is research that makes reference to the teenage brain and how earlier starts at school can be a barrier for some students - 20 minutes may make a difference to student readiness to commence learning in a more organised framework of thinking.

I would require teachers to be at school by 8:25am for various meetings, however, it would be nice for teachers to have a 20 minute slot to reflect and prepare before they commence their period 1 teaching.

I also believe that this timetable is more responsive to the reality of a teacher's life because it always provides a break for teachers between the periods that they are teaching. This is a positive point that has been reported by some teachers that are operating under such a timetable.

The 9am and 3:10 pm finish is enabled by having 30 minute lunch 1 and lunch 2 breaks. If we wanted to extend the lunch breaks we could add this to the start or finish time of the school.

The following timetable has been designed to reflect the points discussed.

Monday	Tuesday	Wednesday	Thursday	Friday
Staff Briefing 8:25 – 8:40	Staff Briefing 8:25 – 8:40	8:25 – 8:55 Mountain Meetings/Faculty meetings	Staff Briefing 8:25 – 8:40	Staff Briefing 8:25 – 8:40
8:40 – 9:00 Teacher preparation time	8:40 – 9:00 Teacher preparation time		8:40 – 9:00 Teacher preparation time	8:40 – 9:00 Teacher preparation time
1 9:00 – 10:30 (90 Mins)	4 9:00 – 10:30 (90 Mins)	Stars 9:00 - 9.40 (40 Mins)	5 9:00-10:30 (90 Mins)	3 9:00-10.30 (90 Mins)
Learning Advisory 10:30 -11:10	Assembly/ Learning Advisory 10.30 -11:10	2 9: 40. -11:10 (90 Mins)	10:30 -11:10 Learning Advisory	10:30 -11:10 Learning Advisory
Lunch 1 11:10 – 11:40	Lunch 1 11:10 – 11:40	Lunch 1 11:10 – 11:40	Lunch 1 11:10 – 11:40	Lunch 1 11:10 – 11:40
2 11.40 – 1:10 (90 mins)	5 11.40 – 1:10 (90 mins)	3 11.40 – 1:10 (90 mins)	1 11.40-1.10 (90 mins)	4 11.40-1.10 (90 mins)
Lunch 2 1.10 -1:40	Lunch 2 1:10 – 1:40	Lunch 2 1.10-1:40	Lunch 2 1.10-1:40	Lunch 2 1.10-1:40
3 1.40-3:10 (90 Mins)	11.40-3:10 (90 Mins)	4 1.40 -3:10 (90 minutes)	2 1.40-3.10 (90 Mins)	5 1.40-3.10 (90 Mins)

Year 9 and Year 10 timetable

A challenge that the timetable structure presents is the learning designation of one learning block in the 15 subject learning blocks that are available (currently positioned Wednesday period 3 on the draft time table below). This is a result of applying a 2 learning block approach for Mathematics, Science, English, Physical Education, Social Studies, Option 1, and Option 2.

A possible way that we could designate this learning block is to give an extra learning block for mathematics and english. This could be done by using the current year 9 and year 10 science, physical education, and social studies model where a 3 period + 4 period over year 9 and year 10 is applied. This could be expressed by designating this block to a year 9 student for english and in year 10 that same block could be designated to mathematics (This is how Naenae College deals with the learning designation of this vacant block of learning).

For **science, physical education, and social studies** I have carried out the calculation below as a form of comparison between learning time allocation of the current model to the 2018 draft timetable model.

The calculation is over two years for 40 school weeks to account for our 3 period + 4 periods that we currently apply to the social studies, physical education, and the science curriculum at year 9 and year 10:

$$(40 \times 4 \text{ hours}) + (40 \times 3 \text{ hours}) = 160 + 120 = 280 \text{ hours.}$$

The 2018 draft model calculation is:

$$80 \text{ hours} \times 3 \text{ hours} = 240 \text{ hours.}$$

For **mathematics** and **english** there are 5 allocated blocks of 90 minutes learning over 10 days. The following calculation displays the learning time that will be allocated for these two curriculum areas under the 2018 draft model:

$$2((20 \times 3 \text{ hours}) + (20 \times 4.5)) = 300 \text{ hours}$$

Under our current model there are 320 hours learning time available in these two curriculum areas:

$$2(40 \times 4 \text{ hours}) = 2 \times 160 = 320 \text{ hours}$$

For **options** there are two 90 minute blocks per option. Junior students will maintain the same option structure:

$$20(2 \times 1.5) \text{ hours} = 60 \text{ hours}$$

The learning time for our options in the 2018 draft model therefore will remain the same as the current model:

20 x 3 hours = 60 hours

The loss of time that will result for most curriculum areas needs to be factored into the belief that we will be saving significant learning time as a result of the decrease in the amount of time that is normally lost through transition during a five period day.

Monday	Tuesday	Wednesday	Thursday	Friday
Staff Briefing 8:25 – 8:40	Staff Briefing 8:25 – 8:40	8:25 – 8:55 Mountain Meetings/Faculty meetings	Staff Briefing 8:25 – 8:40	Staff Briefing 8:25 – 8:40
8:40 – 9:00 Teacher preparation time	8:40 – 9:00 Teacher preparation time		8:40 – 9:00 Teacher preparation time	8:40 – 9:00 Teacher preparation time
Math 9:00 – 10:30 (90 Mins)	English 9:00 – 10:30 (90 Mins)	Stars 8.50-9.30 (40 Mins)	Science 9:00 – 10:30 (90 Mins)	Social Studies 9:00 – 10:30 (90 Mins)
Learning Advisory 10:30 -11:10	Assembly/ Learning Advisory 10:30 -11:10	PE 9: 30. -11:00 (90 Mins)	Learning Advisory 10:30 -11:10	Learning Advisory 10:30 -11:10
Lunch 1 11:10 – 11:40	Lunch 1 11:10 – 11:40	Lunch 1 11:00 – 11:30	Lunch 1 11:10 – 11:40	Lunch 1 11:10 – 11:40
Science 11.40 – 1:10 (90 mins)	Social Studies 11.40 – 1:10 (90 mins)	Math 11.30 – 1:00 (90 mins)	English 11.40 – 1:10 (90 mins)	PE 11.40 – 1:10 (90 mins)
Lunch 2 1.10 -1:40	Lunch 2 1.10 -1:40	Lunch 2 1.00-1:30	Lunch 2 1.10 -1:40	Lunch 2 1.10 -1:40
Option 1 1:40-3:10	Option 2 1:40-3:10	Y9 MATHS Y10 English Extra 90 minutes rotated each year 1:30-3:00	Option 1 1:40-3:10	Option 2 1:40 – 3:10

Rethinking NCEA Level 1 at FFC

The introduction of the above timetable presents the school with the opportunity to rethink the design of NCEA Level 1. Please refer to document that I have already distributed to the Board. I have reattached this document as I believe this offers the school a unique opportunity to design learning and achievement so that it more effectively meets the needs of our students. I have already discussed this with Heads of Faculty but we will be discussing this in greater detail in the scheduled July 6 meeting.

Communication strategy

1. Staff meeting June 19
2. Board of Trustees Meeting July 4
3. School Assembly July 5
4. Head of Faculty Meeting July 6
5. School newsletter distributed July 7
6. Parent Information Meeting July 26