Adopt flexible timetabling and flexible options to support all students

A suggestion for implementing the strategy 'Develop flexible systems to support all students' from the Guide: Leaving school

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Includes:

Benefits of flexible timetabling

Flexible NCEA pathways

Create personalised pathways

Respond to student aspirations

Useful resources

Inclusive Education
From
Guide: Preparing students to leave school
Strategy: Develop flexible systems to support all students
Suggestion: Adopt flexible timetabling and flexible options to support all students
Date
22 January 2019
Link
www.inclusive.tki.org.nz/guides/preparing-students-to-leave-school/adopt-flexible-timetabling-and-flexible-options-to-support-all-students

Benefits of flexible timetabling

Two schools restructured their timetables to meet the diverse aspriations of students as they prepare for their futures.

Source: **Youth Guarantee (NZ)**   No captions or transcript

Source:
Youth Guarantee (NZ)
http://vimeo.com/76420493

Video hosted on Vimeo http://vimeo.com/76420493

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Flexible NCEA pathways

Support students to identify options and pathways that match their interests and needs.

Source: **NZC Online (NZ)**   **View transcript**

Source:
NZC Online (NZ)
http://nzcurriculum.tki.org.nz/Secondary-middle-leaders/Media-gallery/Students-first/Choosing-your-path

[Play video]

Video hosted on Vimeo http://vimeo.com/151690114

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Create personalised pathways

Performing Arts HoD, Manu Fa'aea-Semeatu supported Pasifika students' abilities and aspirations by designing personalised courses in years 11–13.

Source: **EDtalks (NZ)**   **View transcript**

Source:
EDtalks (NZ)
http://edtalks.org/video/personalising-learning-ncea-pasifika-students

Video hosted on Vimeo http://vimeo.com/66881386

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Respond to student aspirations

When Jack's school became aware in year 13 that Jack intended to continue on to university, he received support and encouragement.

He was put into the top English class with a teacher who spent extra time going over essay structure and giving Jack the tools for getting his ideas down clearly.

Maths, which continues to be an area of weakness, became a target subject to ensure that Jack had the appropriate numeracy credits for University Entrance.

Source: It's not all black and white: The transition of students with dyslexia into the first year of university study. Massey University, NZ.

Source:
It's not all black and white: The transition of students with dyslexia into the first year of university study. Massey University, NZ.
http://mro.massey.ac.nz/bitstream/handle/10179/2221/02_whole.pdf?sequence=

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Useful resources

Information for educators – NCEA Level 2 achievement, retention, transitions

Read time: 7 min

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