

FLEXIBLE SCHEDULING FOR THE  
SMALL HIGH SCHOOL

by

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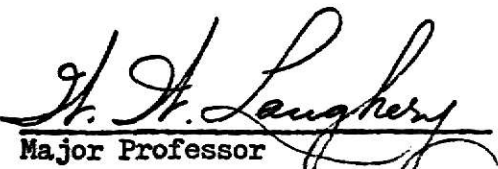
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## FOREWARD

This is an attempt to provide an outline for implementing a variable schedule for a small senior high school.

Is there a reasonable way for a small high school to take advantage of variable scheduling without devoting large amounts of staff time, investing in computer service or other costly equipment?<sup>1</sup>

The answer to this question is yes, providing the staff, administration and school board can agree on three key points: first, the belief in the philosophy that in education the emphasis has to be on the individual student; second, the philosophy that a small high school affords the opportunity for a close personal working relationship between staff and the student body; third, for the administration and school board to believe in a strong faculty and student involvement in planning the variable schedule.

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<sup>1</sup>W. Dean Wiley and Lloyd K. Bishop, "The Flexibly Scheduled High School," (New York: Parker Publishing Company, Inc., 1968), p. 15.

## CHAPTER I

## Reasons for Having a Variable Schedule

Assuming the school's program is intended to provide each student the opportunities to grow in accordance with his abilities and interest, variable scheduling should be used for the following reasons:<sup>1</sup>

1. Time and frequency of class periods should reflect the importance and complexity of the subject. All classes need not meet the same number of periods or the same amount of time each day.
2. Students learn at different rates of speed.
3. Students grow physically, emotionally, and intellectually at different rates throughout the school year. The school program must be flexible enough to accommodate the changing development of each student.
4. The principal should give teachers larger control of class time.
5. Teachers have different and varied abilities. Not all teaching jobs need the same skill, preparation, or time allotment.
6. Students are capable of personal responsibility and can make different degrees of mature decisions.
7. Time allotments, methods of teaching, student grouping, and teacher's and pupil's activities are partly the responsibility of teachers, students, and counselors, not just of the administration. Professional teachers, after all, are trained in the area of curriculum and instruction. Thus, they should be allowed to help determine group activities, units of instruction, amount of time needed to accomplish

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<sup>1</sup>Eric Warden and Paula Leidich, "An Adaptation of Variable Scheduling to the Program of a Small Junior High School," (Document Resume, June, 1969), p. 3.

objectives of the units, and the facility best suited to the method of instruction.

8. Learning is more important than teaching; learning can take place without the teacher. Students can learn from each other or by themselves.
9. A more efficient use of resources. More classrooms would be available if a general office area was established containing teacher cubicles. Such materials as audio-visual aids should be used by students without direct teacher supervision.