



# 'DCL' at Inquiry Hub – Time to Dream, Create, and Learn

Creating the time and space for self-directed, personalized, inquiry learning.

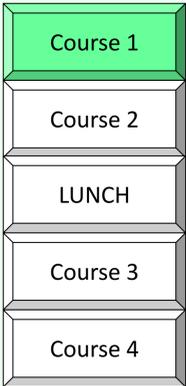


At Inquiry Hub Secondary School we have embedded time for students to Dream, Create, and Learn (DCL) for between 30% and 50% of their school day. During DCL, students have time to work on assignments given to them by teachers, online-blended components of their courses, or inquiry projects that they design or co-develop with teachers. Students get course credit for their self-directed inquiries and passion projects.

*\*Images below are based on a semester model with 4 course/semester. Full year programs can easily adapt and implement similar schedules. Also note that each section increases the level of system change required, and also increases the DCL time provided to students in their schedule.*

## Adding DCL Time to a Single Class

No change to traditional timetable, single teacher, single class adaptation.



Teachers are able to integrate Genius Hour or other dedicated inquiry times into a regular schedule, but efficiencies are gained when 2 or more courses are combined and integrated with assignments that combine curricular competencies from more than one course.

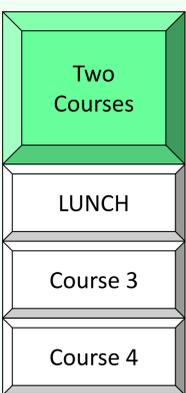
*\*No real change to the traditional timetable. Loss of opportunity for collaboration or for creative scheduling.*

When courses are combined and inquiry projects as well as online supports are developed, there is potential to provide more than 2 courses in the same time usually provided for just the 2 courses: Additional courses like Work Experience, Leadership, Digital Literacy, and Independent Directed Studies can be provided.

## Combining classes to create more opportunity for DCL

Little or no change to traditional timetable, potential for teacher collaboration.

1 Teacher

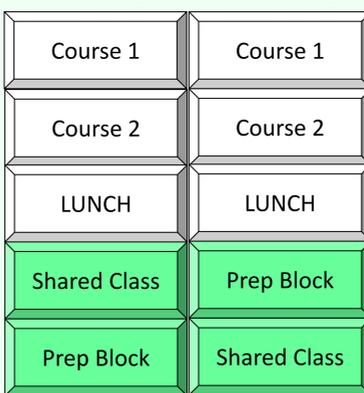


One teacher teaching two courses integrated by subject matter in a double block of time.

*\*Needs to be a necessary shift in teacher practice, not just 2 classes.*

Inquiry focus, with personalized options for assignments.

Teacher 1 Teacher 2

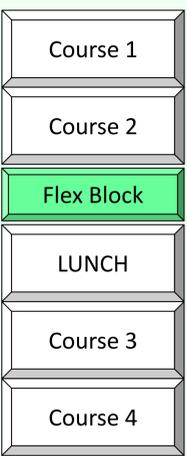


Two teachers teaching two courses integrated by subject matter in a double block of time, ideally providing prep time in alternate blocks during the shared class.

*\*Option to provide a 3<sup>rd</sup>, blended course such as Work Experience or Independent Directed Study (as described above).*

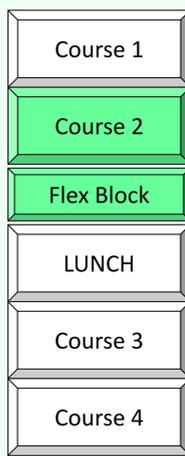
## Flex Block Model

Timetable adapted to provide clearly defined time for students to be self-directed.



*\* Flex offered anywhere from 1-5 times/week*  
Students are provided flex time in order to:

- Follow passions/interests
- Self-directed learning
- \* Other uses of this time can include:*
- Catch up on school work
- Meet with teachers
- Get support
- Work in teams on projects
- Extended class projects



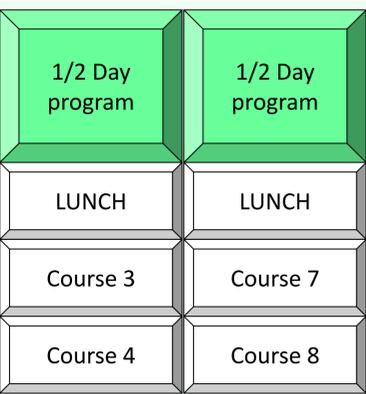
Flex time can also be provided to integrate learning connected to specific courses for additional credit, such as Independent Directed Studies. Students do not necessarily need to connect with the specific teacher in their previous block, but credit for work on self-directed projects would have a teacher-mentor.

*\*This model can help a teaching staff find value in creating more self-directed time for students, but it can also limit future growth of such time.*

## Partial Program – Implementing DCL within a ½ Day or ½ Year Program

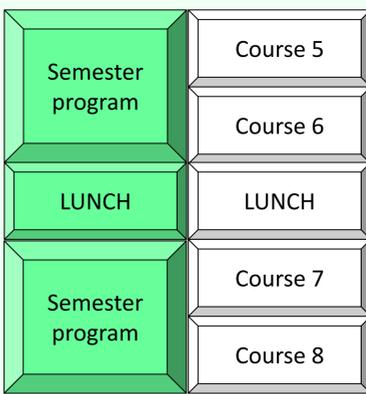
Teaching teams provide students with a ½ time, flexible, cross-curricular program.

Semester 1 Semester 2



Students dedicate full mornings or full afternoons to a program which provides student self-directed time and collaborative teaching time.

Semester 1 Semester 2



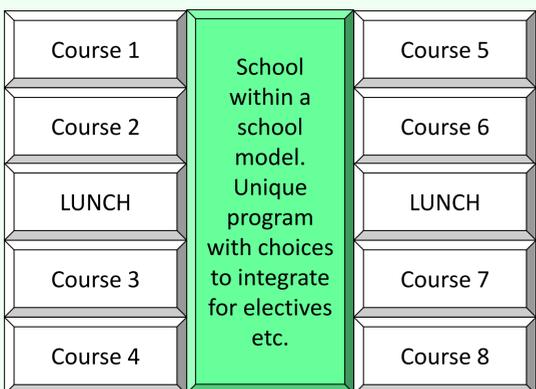
Students dedicate a full semester to a program which provides student self-directed time and collaborative teaching time.

*\* More immersive than a full-year, half-time program.*

*\*Blended courses in the schedule could allow more choice and flexibility during the program. Students get a taste of 2 different kinds of schooling.*

## DCL - A School Within A School Model

A school within a school model. Students are removed from the traditional schedule.

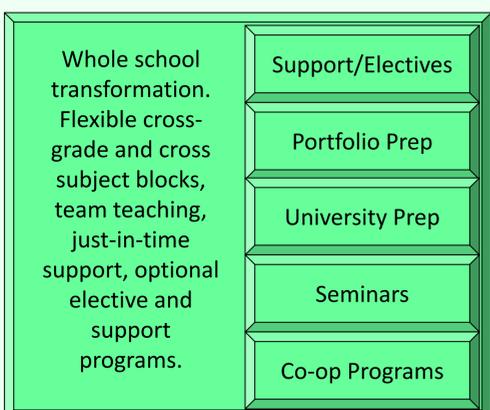


A full program that can run completely independently of the regular timetable but can also take advantage of courses such as electives, which are challenging to provide in a smaller program, if it were run independently, like the Inquiry Hub is currently run. Teachers can be fully dedicated to the program, or they can be scheduled to support this program while also having courses in the regular schedule as well.

*\*Potential for the block scheduling to interfere with the flexible school schedule when program timetabling conflicts with elective option times..*

## Flexible School Schedule Designed Around Time to Dream, Create, Learn

An entire school designed to support flexible, self-directed, cross-curricular learning.



A student does not have a program defined by courses in a traditional block schedule. Students might still be grouped into teams or school within a school programs around their interests, but not necessarily by their grade levels. Elective teachers would have scheduled times when they would support passion projects and theme-based learning challenges designed by teachers in different content areas. Learning commons provide support in different content areas. Students get support developing not just content related competencies, but also core competencies.

*\*It takes a shift in practice, with a focus on personalization and dedicated time for students to be self-directed and given time to follow their own interests to make the changes in a traditional timetable worthwhile... the schedule is important, but so are the alternative learning opportunities.*