

A number of advantages and areas of concern have been identified round the Moray proposals for a 32 period week model.

The identified **advantages** of such a model include:-

- The creation of time and flexibility to help with the delivery of the purposes and principles of "Curriculum for Excellence".
- The timetabling of vocational courses involving staff from FE Colleges. (Initial discussions with Moray College have shown clear short term advantages and real opportunities for longer term gains).
- The opportunity for 'extra-curricular' activities on 'shorter' days.
- The increased potential for collaborative work across schools if this model was to be adopted by all secondary schools in Moray.
- The possibility of co-ordination across schools to allow the delivery of courses with very small numbers. (Other authorities are already utilising video conferencing to help support such a move).
- The increased possibilities for the provision of effective staff development opportunities by schools and the Council.
- Capacity to relieve pressure on staff by focusing meetings on the 'short' days.
- Flexibility (with 2 extra periods) to trial new initiatives.

Although the advantages represent powerful arguments in favour of changing to the 32 period model, the following areas of **concern** have been identified:-

- Shorter lunch times could have a detrimental effect on the provision of 'extra-curricular' activities (including Study Support).
- The 'long' afternoons could present challenges in terms of pupil motivation and behaviour.
- The creation of 50 minute periods could present problems for practical subjects which currently have 'double' 40 minute periods (i.e. 80 minute blocks).
- A structural response such as this model will not, in itself, deliver the purposes and principles of Curriculum for Excellence (although it can provide greater flexibility and capacity to do so).
- Teaching a full 7 period 'longer' day is recognised as being very demanding.