

A B R I D G E D V E R S I O N



CONSEIL SUPÉRIEUR
DE L'ÉDUCATION

ORGANIZING ACADEMIC TIME DIFFERENTLY

A Responsibility of Secondary Schools

BRIEF TO THE MINISTER OF EDUCATION

April 2001

Québec 

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Drafting :

Adèle Gourd

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The bell rings... it signals the start of the first class in a schedule that changes daily in a nine-day cycle. Students go to the classroom where the subject shown on their schedule will be taught. **The bell rings again.** Hundreds of students will change classrooms from four to six times daily, depending on whether the class periods last 50, 60 or 75 minutes. **The bell rings yet again.** It's Day 7. The teacher will have probably seen from 100 to 150 different students today. The computerized schedule indicates that she will teach a group of students that she taught on Day 4. Time presses and the subject matter must be covered. **The bell rings one last time.** A student needs to meet with his French teacher, but the school bus is about to leave...



DOES THE ORGANIZATION

of academic time at the secondary level meet students' learning needs?

This question alone justifies the need to examine the issues raised in this brief. In this brief, the Conseil supérieur de l'éducation views the organization of academic time as an educational resource that school teams must learn to use judiciously by taking the time to make decisions consistent with pedagogical approaches that meet students' learning needs. For it is students' learning needs that should determine how school time is structured. The Conseil emphasizes that a model for organizing time that reflects the needs of a bygone industrial society and that is based on a mechanical view of learning is obsolete. Yet this is the model that is currently used in most secondary schools. In fact, this mechanical view of learning requires both students and teachers to adhere to schedules that put time considerations before learning. To reverse this situation, the Conseil considers that front-line educators must control the manner in which school time is structured and allocated, consistent with the school's mission of instructing and socializing students and providing them with qualifications. This represents a strategic challenge for stakeholders because they are required to change their concept of time from one that is centred on administrative provisions to one that is centred on learners' needs.

All secondary schools in Québec today are governed by schedules that attempt to reconcile the requirements of the *Basic School Regulation* with the teaching time specified in collective agreements and the constraints posed by school transportation, not to mention administrative concerns for greater efficiency.

The result: The organization of school time, initially intended to foster students' well-being, appears to have strayed considerably from its primary goal of providing optimal learning conditions.

The Conseil supérieur de l'éducation requests schools to think seriously about how time is currently being used for educational purposes. The Conseil points out that the organization of school time must, above all, meet students' learning needs and provide teachers with the necessary conditions for guiding students along their educational paths.



HOW DID THE ORGANIZATION

of school time become centred on administrative concerns to the detriment of educational considerations?

The study of how school time is currently structured in secondary schools shows that the organizational model that prevails today stems from the Parent Report. Instituted in the 1960's, comprehensive schools implemented individual schedules that were initially intended to meet students' aspirations and interests. Over time, however, comprehensive schools have changed in order to satisfy the administrative requirements of large schools. For its part, the *Basic School Regulation* of 1981¹ led to the fragmentation of school time in order to accommodate the numerous program objectives. Thus, over the years, the schedule has tended to impose its own pace on the way students learn. The intention was always to meet students' needs in the best way possible. However, while so far the school schedule has often proved to be an ingenious administrative solution, it has failed to take account of educational concerns and learning needs.

Then, in the 1990's, high drop-out rates and a concern for helping the greatest possible number of young people succeed in school led the Ministère de l'Éducation (MEQ) to examine the question of how school time is structured. The MEQ then reiterated the need to determine the daily, weekly and yearly organization of academic time needed to cover the curriculum and at the same time sustain the interest of students. In this regard, the 1997 Inchauspé Report pointed out that the way in which school time is organized, especially at the secondary level, "leads to a linear, sequential, piecemeal vision of learning, and a similar view of education and personal development. It generates little

1 *The Basic School Regulation* of 1981 specified that the 25 hours of weekly activities must be devoted to achieving the objectives of the courses in the subject-time allocation. It indicated that each credit corresponded to approximately 25 hours of activities. The *Basic School Regulation* also mentioned that, except for moral and religious education, the school board could allocate this time as it saw fit, provided that enough time was devoted to attaining compulsory objectives and covering compulsory content.

2 Québec, Ministère de l'Éducation, *Reaffirming the Mission of Our Schools: Report of the Task Force on Curriculum Reform* (Inchauspé Report) (Québec: Gouvernement du Québec, 1997), p. 40.

3 The Conseil conducted three surveys to obtain information on the time allocation models being used in schools, on innovative projects and on how school principals and groups of teachers viewed the organization of school time. The framework of these surveys and their results are used as a basis for the arguments outlined in this brief. The first survey of school boards provided information on the organization of school time in use in Spring 2000. The survey served to identify the impact of scheduling on the organization of learning and teaching. Out of the 600 questionnaires sent out to schools offering secondary education, 285 questionnaires were completed and returned, providing a fairly accurate picture of school time allocation in Québec's secondary schools.



HOW SCHOOL TIME

is currently structured in Québec's secondary schools?

Information obtained through a survey³ conducted by the Conseil supérieur de l'éducation, in Spring 2000, revealed that a more learning-oriented model for structuring school time is difficult to implement under the current system. The Conseil is concerned about the rigidity, uniformity and limitations of the current organization of school time and its impact on students' ability to learn. Numerous studies have already shown the limitations and constraints of the traditional scheduling that is currently being used in the vast majority of schools. For many, one of the major problems facing schools is the fact that schedules are not geared to students' needs and learning pace.

In fact, information from 285 secondary schools in Québec shows that the most widely used schedule features four 75-minute periods per day, over a nine-day cycle. Nearly 75 percent of the schools that took part in the survey opted for this model; 11 percent of the schools used a schedule of six 50-minute periods per day, over a six-day cycle; and 9 percent of the schools chose a schedule of five 60-minute periods per day, over a nine-day cycle. The schools justified the way they structured academic time by citing reasons having more to do with operational needs than learning needs.

The organization of school time in secondary schools, and consequently, the learning model that is being used in schools, has not really changed in the past 30 years.

consultation and collaboration between teachers and few activities to integrate learning or tutor students."²

Although the organization of school time for the benefit of students has remained the ultimate goal since the publication of the Parent Report, the administrative challenges that have arisen have overshadowed educational considerations. Furthermore, entrenched school practices since the 1960's have created a teaching culture in which each subject stands alone, according to a mechanical view of learning.



WHAT DOES RESEARCH

on learning tell us about the organization of school time?

Recent studies on learning indicate that we need to change course and that we can no longer design the school calendar and schedule without making students' learning needs a priority. These studies take a different view of the organization of time by specifying the conditions that promote educational success. The evolution of learning paradigms is characterized by a significant shift in the learner's role. Today, we recognize the importance of making the learner the primary architect of his or her own learning. Furthermore, these studies found that the student's social interaction was at the heart of cognitive development in that students build their knowledge by interacting with the environment. Research also shows that a competency-based approach to education makes the most of students' knowledge. Knowledge and schoolwork are made more meaningful, since learning is related to the student's concrete experience. This new approach to learning encourages educators to focus on the interest that students take in learning and on what this learning means to them. Thus, the student's commitment and interest become the driving forces behind meaningful learning.

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Lastly, these studies conclude that teaching and school time must support learning. This would involve being more flexible about structuring school time so as to be able to implement an educational approach that would allow students to engage in more meaningful learning.⁴ Learning time becomes an essential element in promoting active learning and teaching time, a necessary tool for implementing the curriculum and helping students learn. Thus, secondary schools in Québec **must consider time as a key factor in students' educational success.**

4 "The complexity of each situation and what students can learn from it are the main criteria teachers must consider in designing the student schedule . . . a schedule made up of 45-, 50- and 60-minute periods becomes obsolete when viewed in the context of the learning paradigm. There is very little probability that this piecemeal approach to time will help students learn in any meaningful way." [This is a free translation.] Jacques Tardif and Annie Presseau, *Intégrer les nouvelles technologies de l'information : quel cadre pédagogique?* (Paris: ESF, 1998).

5 "A quick glance at official MEQ documents reveals that time is a central consideration in the projected reform. At the very least, certain measures cannot be instituted without making extensive changes in the way school time is organized." [This is a free translation.] Carole St-Jarre, "L'organisation du temps en éducation : les cadres de référence," in Carole St-Jarre and Louise Dupuy-Walker, *Regards multiples sur le temps en éducation* (Québec: Presses de l'Université du Québec), 25-54 (to be published).



DOES THE IMPLEMENTATION

of the new secondary school curriculum lead to a different way of structuring students' and teachers' time?

The Conseil is aware that efforts to organize school time in order to promote more meaningful learning started before the education reform was announced. It nonetheless recognizes that the reform provides the opportunity to design a more flexible timetable and to turn time into a resource that the school team can use to ensure that students learn in a meaningful way. The new curriculum is consistent with the learning paradigm and, in this respect, provides secondary education with an ideal tool for applying this new knowledge. In fact, the orientations of the new educational program stress the importance of learning and emphasize the need to create better conditions for students' success. The organization of time is a key success factor because it is dependent on teaching strategies.

One of the main principles of the new curriculum is that the development of competencies is an expression of learning. This explains the importance of spreading the competency development process over a cycle rather than over a single year. This same logic encourages teachers to coordinate instruction. Consequently, the orientations of the new education program have a significant effect on the student's and the teacher's role and on the way teachers organize their work. This in turn influences the way time is structured and utilized in secondary school. In the new education program, which will be implemented in 2003 at the secondary level, "contextualized" learning involves realistic learning situations based on an interdisciplinary approach. Furthermore, pedagogical approaches must focus more on problem solving, which fosters the development of competencies on the basis of integrated tasks. It then becomes obvious that the organization of the cycle team must reflect the new teamwork approach, which requires time for consultation and cooperation between teachers. In any case, it is difficult to imagine that the cycle team can take shape and act otherwise if it is not given sufficient time to make decisions in a spirit of collegiality.

For the Conseil, implementation of this new learning approach can succeed only under certain conditions,⁵ including the need to conduct an in-depth review of the current organization of school time. **Even though it is not the only solution, a different way of organizing school time would therefore appear to be an essential condition for implementing the learning model proposed by the reform. For the Conseil, the restructuring of school time must result from efforts to harmonize the student's time and the teacher's time.**

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HOW CAN TODAY'S SECONDARY SCHOOL structure school time so as to make it an educational resource?

For a long time, the school team had little input in the management of school time as it pertained to the development of schedules. However, the current situation is such that the school team can now play an important role in structuring school time so that it is more geared to educational needs rather than administrative concerns. In the context of future educational renewal, the organization of time should be defined on the basis of criteria formulated by the school team so that the school calendar and student schedules can reflect educational practices that make the student the architect of his or her learning. This task cannot be accomplished without the involvement of teachers, for they are in the best position to create an environment that provides students with enough time to truly learn.

To make school time more educationally significant is to bring about change. The challenge lies in viewing school time not as a constraint, but as a pedagogical tool—a resource to be used in the best interests of students. Well aware of the rigidity and constraints posed by student schedules at the secondary level, the Conseil realizes that a change is needed. **This change means re-examining the way school time is organized. It requires that the school calendar and the daily schedule be perceived in a different light, which presupposes a change in mentality and the necessity to distance oneself from entrenched school practices.**

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DO SECONDARY SCHOOLS FEEL they have power and responsibility with respect to the organization of school time?

Information gathered from school administrations and groups of teachers during interviews conducted by the Conseil in Spring 2000 indicated that schools appeared to have largely abdicated their power to structure school time and that scheduling was based on considerations over which the school team had little control. Nevertheless, the most disconcerting conclusion that emerged from this consultation was that no one is responsible for structuring school time even though an attempt is made to assign this responsibility to everyone concerned. Thus, for the teacher, academic time is allocated according to the subjects in the MEQ's *Basic School Regulation*, and the school administration is responsible for allocating this time in accordance with the provisions of the collective agreement. Teachers therefore have no power over how school time is structured. For the school administration, academic time is organized according to MEQ directives and this organization takes into account the provisions of the collective agreement. The task of matching the student schedule with the subject-time allocation falls on the computer technician, who is perceived to be a “scheduling wizard.” The technician will tell you that he or she is simply carrying out the school principal's request with the software available. The MEQ maintains that it is up to the schools to allocate school time according to their own requirements, while taking into account the *Basic School Regulation*, the Education Act and, naturally, the agreements the MEQ has concluded with the union. Lastly, the union mentions that certain provisions in the agreement take into account the school's educational project and that specific arrangements can be made in a school if the parties concerned so desire.

Since the responsibility for organizing school time has been assigned to all and sundry, the Conseil noted that time management is based on a set of administrative processes that satisfy the dictates of discipline, order and control. Now, who other than the school team should assume the responsibility for ensuring that school time is organized for the benefit of students? Enjoying the legal authority given to the governing board with regard to the organization of school time, but prisoners of established practices, secondary schools feel disempowered and are unsure about how to organize time according to a more learning-oriented model. Taking control of school time and making it more educationally significant will no doubt require leadership, mobilization and the commitment of all. **In short, the power to organize school time largely belongs to the schools and it is crucial that they become convinced of this as soon as possible.**

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WHAT ARE THE MAIN CHALLENGES

posed by the prospect of organizing school time differently?

Interviews conducted with school administrations and groups of teachers in Spring 2000 also revealed that they considered the *Basic School Regulation*, the collective agreement and established practices as the determining factors in the organization of school time. The Conseil recognizes that the leeway provided by the *Basic School Regulation* has been, and continues to be, difficult to understand. However, the fact remains that schools' interpretation of the *Basic School Regulation* and long-standing tradition in this regard have shaped their perception of how constraining the regulation actually is with respect to the organization of school time. As a result, the claim that the *Basic School Regulation* presents an obstacle to restructuring of school time is certainly debatable. As for the collective agreement, an initial reading of the myriad interpretations expressed by respondents indicates that the actual importance of the constraints, especially with regard to the fields of teaching, varies from one school to another. This is borne out by the ability of certain schools to implement innovative educational projects based on local agreements. Note that in this regard, the transfer of certain negotiation powers to local unions creates certain opportunities, whose viability nonetheless depends on the openness of the schools' culture.

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It should be remembered that, over the past 30 years, the current provisions in the collective agreements were negotiated on the basis of a teacher specialization model centred on the allocation and multiplicity of fields of teaching. It is therefore not surprising that attempts to implement innovative educational projects involving the formation of teacher teams and fixed student groups, according to a homeroom system, clash with the current situation prevailing in secondary schools: namely a culture centred on subject specialization and the resulting organizational model. Even if the constraints cited with respect to the collective agreement result from its interpretation, as well as the culture and openness of schools, the Conseil noted that fields of teaching appears as an element which stifles the implementation of a number of educational initiatives designed to promote more meaningful learning. It therefore appears that local agreements, as they exist in certain schools, could represent a major breakthrough that would eliminate obstacles to flexible scheduling and that would allow the school teams to better meet student learning needs.

Lastly, secondary schools, which over the past 30 years have reflected a traditional model centred on teaching rather than learning, are today faced with the challenge of having to

organize school time according to a model that differs from the current system. In this regard, the Conseil requests the school system to report on the innovative experiments that have been conducted in a number of Québec schools, with a view to disseminating solutions to the problems involved in taking a learning-oriented approach to the organization of time.



SHOULD SECONDARY SCHOOLS

bear sole responsibility for organizing school time in a manner that is more representative of educational concerns?

Despite the constraints identified earlier, the interviews conducted with school administrations and groups of teachers allowed us to identify the means by which schools could organize school time differently so as to be able to use it as a valuable educational resource. The solutions proposed by the schools highlight the fact that implementation of a renewed learning model presupposes changes in the organization of educational activities and particularly the organization of the teacher's time. Convinced that the school team must play a central role in organizing school time to ensure an appropriate and durable change, the Conseil hopes that the solutions proposed by the schools will be taken into account and supported by all those concerned with the organization and use of school time.

The range of difficulties involved in the re-organization of school time and the different solutions suggested by the schools present a challenge for the various players with respect to their roles, responsibilities and contributions. In order that any action taken may facilitate this restructuring and benefit all the schools, the Conseil pointed out the importance of turning this into a collective initiative that serves as a rallying point for greater dialogue and that offers appropriate support to all secondary schools in Québec.

School teams, school administrations, governing boards, school boards, the MEQ, unions and universities are all players that have a stake in efforts to make school time more representative of educational concerns. They all have a responsibility with respect to the organization of school time. Making the successful transition to a different formula for organizing school time requires that all players in the education system assume their responsibilities and work together to put school time at the service of students. All concerned must take the necessary steps to restructure school time so as to promote learning. This change entails the development of a common vision of how school time should be

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organized and the meaningful contribution of all concerned. Consequently, the Conseil asks those responsible for the quality of education to take the measures necessary to support teachers and create conditions that will facilitate this change. **Organizing school time more effectively is a responsibility that must be shared with all stakeholders.**



CAN WE BENEFIT

from initiatives on the organization of school time carried out outside Québec?

The Conseil has examined different initiatives that have been carried out in Québec and elsewhere. The different formulas are all based on educational considerations and underline the importance of truly understanding the significance of the change before implementing it. The concept of “time by-the-clock,” which imposes its own inflexible and relentless rhythm and requires that everything be learned in a prescribed number of minutes, first came under criticism in the United States.⁶ The principle for bringing about a change in the organization of school time is that learning is the goal and school time the resource that can be adapted to reach this goal. Two concepts⁷ have emerged in the search for a model more suited to students' needs. From a practical viewpoint, school time is organized so that teachers see a smaller number of students, leading to a more engaging relationship between student and teacher, a substantial increase in the number of minutes allocated to courses per day, more in-depth treatment of the subjects taught and courses taught more intensively over a shorter period of time.

In France, a number of experiments have also been carried out in an effort to break away from the piecemeal approach to knowledge and learning time. These experiments have led to the concept of “flexible time.”⁸ This concept involves transforming the use of fixed time slots and incorporating flexibility and variety into the organization of school time. It also entails “unblocking” school time in order to turn it into an educational tool at the service of students. Practical applications of the concept of flexible time are based on the following principle: the formation of teacher teams and fixed student groups offers teachers the possibility of working in teams⁹ to structure their time according to the needs of their students. The portion of school time that is unblocked can therefore be reallocated to take into account the particular needs of students or to carry out cross-curricular activities.

Lastly, in a few Canadian provinces, the model for structuring time was

6 Report of the National Education Commission on Time and Learning, *Prisoners of Time*, 1994.

7 This context gave rise to the time-structuring approaches called the Copernican Plan and Block Scheduling. The Copernican Plan proposes a major restructuring of the system underlying secondary school. Rather than ask students to change rooms, subjects and activities from seven to nine times a day, they are asked to concentrate on one or two subjects at a time, with each subject taught as a “macro-course” over a longer period. Block Scheduling is a time-structuring approach that extends the traditional class period. One of the goals of this approach is to reduce the number of students that teachers see.

8 Husti, Aniko, *Temps mobile* (Paris: INRP, 1985) (Recherches/pratiques no. 1).

9 The different applications of the flexible time model can be distinguished by the specific use that teachers wish to make of their time. By saving time in completing certain activities, teachers can reallocate this time for other purposes. By using time autonomously, teachers can choose the length of teaching periods. Lastly, by using time flexibly, teachers can alter both the length of teaching periods and the way students are grouped.

altered after it was noted that the traditional organization of time no longer made it possible to adequately meet the needs of students and teachers.

It is essential to note that above and beyond their diversity, the projects presented are all based on the same premise, namely that the organization of learning time is a factor in students' educational success. The Conseil requests schools, and particularly the school boards, to monitor research in France on the organization of school time and to keep secondary schools in Québec informed of progress made in this regard. The new cycle teams could perhaps get a few interesting leads from this research.



WHAT CAN WE LEARN

from initiatives undertaken in Québec to organize school time differently?

On the one hand, in its Spring 2000 survey of school boards, the Conseil noted that a number of innovative projects had been undertaken, which structured time differently in order to better meet the needs of various groups. These time-restructuring projects were aimed chiefly at reducing the time allocated to certain subjects, allocating teaching time differently, combining two periods in order to take advantage of the same activity to teach many subjects and, lastly, taking the time saved by reducing the number of breaks and eliminating the need to move from one class to another and investing it in other projects. However, despite the emergence of initiatives to structure school time differently, which attests to the ability of numerous schools and school boards to rethink the organization of school time in terms of students' learning needs, the Conseil noted that these innovative projects tended to be limited in scope and to involve only a minority of secondary school students.

Nonetheless, a number of projects showed that it is possible to structure school time differently in order to better meet various needs, to cater to different learning paces and to focus on the specific interests of a greater number of students. It was also noted that some anchor points were common to most of the projects undertaken in Québec, namely: project-based learning, fixed student groups, small teacher teams who work together with these fixed groups according to a homeroom model or who lead projects by grade level, the tutoring formula as well as time for teachers to work together. However, the apparent goal of the majority of educational projects implemented for the well-being of

students is to **unblock part of the school time**¹⁰ in order to carry out multidisciplinary projects or to allow students to work on personal projects. Lastly, while the scenarios resulting from Quebec-based projects illustrate different ways of applying the orientations of the new learning model outlined in the reform, they underscore the diversity of time structuring models and school cultures. The Conseil hopes that these innovative initiatives will grow in number so that this change will extend to all secondary schools in Québec. **The Conseil believes that school time must be structured in order to meet the needs of all students in Québec, while taking into account the culture specific to each secondary school.**



WHAT ARE THE MAIN FACTORS

that will make it easier to organize time in Québec's secondary schools so that it is more geared to educational concerns?

The different time structuring models, both in Québec and elsewhere, show that it is both necessary and possible to structure school time differently. The different experiments that have been carried out show that the organization of school time should cater to students' interests, help them succeed and be viewed as an educational tool for teachers. Experiments that have led to a new model for structuring school time have also highlighted two key factors needed to implement these changes, namely **the leadership of the school administration and the time needed for preparation and coaching.**

The school administration plays a key role in ensuring that the school team is committed to these changes. This is why it is important to support school administrations and provide them with the tools they need to bring about these changes. Having the necessary time to implement these changes is also crucial in allowing teachers to fully understand the logic behind and the reasons for a new organization of school time. Proper coaching for teachers is therefore of strategic importance. This coaching must foster the development of a new vision, rest on the foundations that guide the restructuring of school time and above all allow stakeholders to participate in the decision to introduce a new time structure. In short, teachers must be key players in determining the course of change and the solutions to be implemented. As front-line players, they must fully participate in organizing the time required for learning. As shown by decisions taken in the United States and France, **the restructuring of time to promote learning rests primarily on the political will to institute change in the schools. In the current context of decentralization**

¹⁰ In the Québec-based initiatives that tend to emphasize project-based learning, a large proportion of school time is earmarked and "unblocked" to ensure that project-related activities can be carried out. In fact, attempts to "unblock time" involve eliminating the time slots traditionally associated with different subjects, extending the periods and reallocating any remaining time to interdisciplinary or cross-curricular projects. These different ways of making school time more flexible therefore meet the educational objectives of the school's project. The different Québec-based initiatives show that there are no limits to the amount of time that can be unblocked, and that this can range from 20% to 85% of the yearly school calendar.

and respect for institutional autonomy, this political will must be exercised with due consideration given to the responsibilities of the various authorities concerned with the learning needs of Québec students.

GUIDELINES

To conclude, below are the principal guidelines that should be used in restructuring school time.

- **First guideline:** Ensure that the organization of school time promotes educational success and reflects the new learning model to be implemented outlined in the reform.
- **Second guideline:** Structure school time in order to better meet the learning needs of all students.
- **Third guideline:** Consider the harmonization of the teacher's time and the student's time as the cornerstone of the new model for structuring school time.
- **Fourth guideline:** Structure school time more appropriately. This is a responsibility to be shared by all educators.
- **Fifth guideline:** Structure school time by taking into account the culture specific to each secondary school in Québec.

RECOMMENDATIONS

To implement the guidelines consistent with a more learning-oriented organization of school time, the Conseil recommends that:

THE MINISTER OF EDUCATION:

- Consider the organization of school time as a key factor in students' educational success and as an indicator linked to implementation of the reform;
- Identify, among the pilot schools field-testing the new education program, some of those that have structured school time with a view to better accommodating the needs of a renewed educational approach;
- Support pilot projects in secondary schools that have restructured school time in order to improve learning conditions for all students;
- Set up a network of innovative practices to help schools implement a new model for organizing school time that takes into account the learning paradigm associated with the *Québec Education Program*;
- Support concerted action to work on different ways to structure school time and disseminate information on related university research projects that have been carried out in conjunction with secondary schools on this subject;
- Examine, together with the unions, the conditions that would provide for a more flexible organization of school time and foster the renewal of educational practices.

SCHOOL BOARDS:

- Undertake, in cooperation with local unions, initiatives aimed at relaxing agreements so that school time may be restructured to accommodate educational needs;
- Help secondary schools organize school time differently in order to foster student learning;
- Analyze and revise, as applicable, school transportation in order to allow secondary schools to benefit from the new latitude provided by the *Basic School Regulation*;
- Become informed about initiatives by various schools to make the organization of school time more flexible and disseminate this information in the secondary schools under their jurisdiction.

GOVERNING BOARDS:

- Ensure that a learning-oriented approach to the organization of school time is at the heart of the secondary school's educational project;
- Fully exercise their new responsibility with regard to the organization of school time.

SCHOOL ADMINISTRATIONS:

- Begin reviewing how school time is structured, in cooperation with the school team and the governing board;
- Support and pay attention to the school team in its efforts to review the organization of school time, give it the means needed to do this, disseminate information on the topic and ensure proper conditions for team work by planning meetings on the benefits of organizing school time differently;
- Propose one or more different models for organizing school time that take into account the learning paradigm outlined in the reform and have teachers and the governing boards examine these models with a view to building a consensus;
- Use the network of school principals to fuel discussions and support the various methods of implementing a new organization of school time.

SCHOOL TEAMS:

- Play a greater role in structuring school time so that it may better meet the needs of both students and teachers;
- Re-allocate school time to permit more meaningful learning activities for students and initially unblock at least 20 percent of the yearly calendar time and use it to carry out multidisciplinary projects.

TEACHERS:

- Become a key player in devising a more learning-oriented approach to the use of school time, in making decisions and in coming up with solutions for restructuring time;
- Submit to the school administration, within the context of teachers' training needs, an action plan that would make it possible to:
 - become fully acquainted with the learning model underlying the reform and understand how it affects the way time is structured;

- become informed about current initiatives to restructure school time in Québec's secondary schools, and their effects on the general organization of secondary school;
- discuss time management in the light of recent research on learning;
- Suggest ways of relaxing the measures that have a direct impact on how school time is structured, taking into account different needs and recent educational approaches, and inform the authorities concerned;
- Develop and submit to the school administration and the governing board one or more models for structuring school time.

THE COMPLETE TEXT OF THIS BRIEF IS AVAILABLE (IN FRENCH ONLY) :

- 1 on the Conseil supérieur de l'éducation **website** :
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 - by mail : Conseil supérieur de l'éducation
1200, route de l'Église – porte 3.20
Sainte-Foy (Québec) – G1V 4Z4

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