

EDUCACIÓ A L'HORA
UNS ALTRES HORARIS ESCOLARS SÓN POSSIBLES

PROPOSAL ON SCHOOL TIMETABLES FOR FULL-TIME EDUCATION



Press dossier

FUNDACIÓ JAUME BOFILL AND
FEDERACIÓ DE MOVIMENTS DE RENOVACIÓ PEDAGÒGICA

Proposal on School Timetables for Equitable, Integral Education

JUNE 2019

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Provença, 324

Jaume Bofill Foundation publications

are available for download from the website

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First edition: June 2019

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This document is the result of work done in a seminar organised by the Jaume Bofill Foundation between January and March 2019.

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1. Introduction

In Catalonia the debate on what school timetables should be like has raged for decades in many areas of the educational community, sometimes set down in documents like “Per un horari i jornada escolar: pedagògicament positiu, laboralment raonable i socialment satisfactori” [“For a school timetable and day that are pedagogically positive, reasonable in employment terms and socially satisfactory”], drawn up by MUCE, the Marc Unitari de la Comunitat Educativa [the unitary framework for the educational community], in 1993, or the texts by CEC, the Consell Escolar de Catalunya [Catalan School Council] about the school calendar and hours (2002 and 2009).

In recent years, however, the debate on school hours has been highly influenced by the argument between keeping the traditional split school day or implementing a continuous morning timetable, with the main bones of contention being starting and finishing times of classes and where to put the midday break. **Only too often this choice has ignored the existence of other possible options.**

In order to contribute to reorienting the debate on educational timetables, the Jaume Bofill Foundation and the Federació de Moviments de Renovació Pedagògica de Catalunya [Catalan Federation of Pedagogical Renewal Movements] **have drawn up a proposal to define a new horizon for school timetables in this country, in the light of today's educational and social challenges.**

The project provides criteria for defining new school timetables to foster integral education, equity and well-being for children and adolescents, at the same time setting out to meet families' needs and offering an opportunity for improvement for teachers and educators. An up-to-date, flexible model that can be adapted to cope with educational realities and social and local needs.

2. Main ideas

1. The 5 pillars of the change towards healthier, more equitable timetables that improve learning

1. Reduction, diversification and personalisation of curricular time

- **Adding flexibility to the uses and organisation of curricular time** to cater for a wider range of teaching and activities (combining whole-class activities with other more personalised ones or smaller group work, project work, either in teams or by individuals and so on).
- **Guaranteeing the range of educational support and assisted study in curricular and optional time**, so that any pupil can finish the school day without taking tasks and homework home with them.
- **Considering breaks as curricular time at secondary level** in the same way as in primary.

2. Enriching the educational plan with optional educational activities in and around the school

- **Schools must provide their pupils with a complementary range of extra-curricular and optional activities that can take place on school premises or nearby** (using other schools, bodies, facilities and services in the neighbourhood or town) and which enrich the education offered by the school with activities of an artistic, cultural, scientific and sporting nature.
- **Introducing optional credits that can take place outside the school** and allow, especially for adolescents, the possibility of optional activities to suit their interests and motivations. **It must be possible to recognise these credits as curricular hours.**
- Giving pupils the possibility of **working within a blended learning framework and autonomously** (especially at secondary level, with options for students to do part of the work in or out of the school).
- **Both primary and secondary schools must stay open in the afternoon to offer educational activities —curricular or optional— as well as additional care services.** However, it must be ensured that the maximum time pupils spend in the school and on school-linked outside activities is limited, in order to safeguard rest and free time (for example, a maximum of 8 hours a day, or 10 on an exceptional basis).

3. Cross-subject participation by educators with different profiles during the school timetable

- The project must be carried out with **the collaboration and cooperation of a multi-disciplinary team made up of teachers and other education professionals to complement and reinforce the educational function.**

- **The incorporation of other professionals complements the teachers' working hours** to cover all the hours the schools are open.
- The timetable distribution in the school must allow for **sufficient meeting spaces, coordination and work together by educators** (teaching staff at the school and educators assigned to optional activities), for example at midday. **Co-teaching can, among other things, provide different, complementary timetables** for different teachers, educators and other professionals.
- Moreover, provision must be made for **adequate time for attention and support for families**.

4. Flexibility in starting and finishing times and reduction of the midday break

- **Making starting and finishing times flexible, so that families and pupils have the chance to adapt timetables to their personal circumstances and possibilities for work-life balance.**
 - At nursery and primary level, times for arrival and reception at school, as well as finishing, are made flexible, making work-life balance easier and creating a space for communication with educators and teachers. At secondary level, flexibility of starting and finishing time can be introduced, placing activities of an individual nature such as reading or autonomous school work at the beginning and end of the school day.
 - All this while keeping curricular time brackets common to all pupils to preserve group identity, of variable length depending on the educational level.
- **Shortening the midday break at primary level, so that the timetable of educational activities in the afternoon can be brought forward**, while respecting a finishing time that suits family timetables, **as stated in the Pact for Timetable Reform**.
- **Designing timetables in accordance with the circadian rhythms of each age group.** It is not recommended to start obligatory curricular time before 9 am or later than 10 am, in order to take advantage of the best times for concentration and learning.

5. Midday break time included in the school's educational programme and placed in a healthy time slot from 12 am to 2 pm

- In both primary and secondary schools, **further integrate time at midday into the schools' educational plan, and place it in the healthiest slot (between 12 am and 2 pm), in line with the consensus in the Pact for Timetable Reform**.
- This proposal **does not offer further criticisms of how time at midday is structured**, as this is a question that is being discussed within the framework of a participation process organised by the Departament d'Educació [Education Department]. This is an important time in which it must be determined how to build up the educational side and how the midday break fits into the school's educational plan, the length of time devoted to lunch and how far the teaching staff are involved.

2. An educational timetable is proposed that includes curricular and extra-curricular time in collaboration with the local area, educational reinforcement time and flexibility in starting and finishing times.

Description of the primary timetable:

- Reception service between 8 and 9 am.
- Flexible start from 9 to 9.30 am, with participatory activities and explanation of the programme for the day.
- From 9.30 to 12 am curricular activities take place, combining different teaching methods and group or individual work.
- Between 12 am and 2 pm is the midday break, which is shortened to an hour and a half, allowing for the possibility of flexible starting time for pupils, especially those who go home for lunch.
- Curricular activities run from 2 to 4 pm, approximately (depending on how long is spent in the dining room).
- From 4 to 5 pm the school provides some free time, afternoon snack and assisted study space where pupils can do reinforcement activities or school work, according to their needs and with support by teachers. Families can pick up their children during this time slot.
- Alongside or after this, the school's education plan includes a range of extra-curricular activities until 6 pm. Some take place at the school and others in nearby facilities. The school's teaching staff are aware of these activities and interact with the educational staff who organise them, generating some joint activities.

Description of the secondary timetable:

- Flexible start between 8.30 and 9 am.
- From 9 am to 12.30-1 pm, curricular activities take place. Break time between these hours forms part of curricular time.
- From 1 to 2 pm is the midday break, with flexible starting and finishing times.
- Between one and three afternoons from 2 to 4 pm, there are curricular activities in the school itself.
- On the other afternoons there are elective curricular activities, which can be in or out of the school. These can include a wide range of options: assisted study, autonomous study or group work, as well as activities of an artistic, cultural, sporting or scientific nature, in combination with facilities and educators in the area, working in a network with the secondary school.

Until 6 pm there are other extra-curricular educational activities that pupils can choose to fit their interests, which may be in the school or outside, in collaboration with the area.

3. Healthier, more equitable timetables to improve learning.

- **These timetables are healthier and boost well-being:**
 - Starting and finishing times are flexible, to meet the specific needs of each age group.
 - They are in line with the Pact for Timetable Reform, placing breaks in healthy time slots. Shorting the length of the midday break allows the timetable for extra-curricular activities to be brought forward.
 - They include a maximum length of time spent at the school so that pupils do not spend too long there, protecting free time, rest time and family time.
 - They allow healthier working hours for teachers and other professionals in education.
 - Current timetables do not suit the specific features of each age, do not make sure activities take place at healthy times and do not include a rhythm that ensures the welfare of pupils and teachers.
- **These timetables are more equitable:**
 - The school offers extra-curricular activities open to all pupils within its educational plan.
 - The activities offered by the school include some run in collaboration with other schools, bodies, services and facilities, allowing it to provide a wider, richer range of activities for its pupils.
 - They include homework support, school reinforcement and assisted study within the timetable.
 - Current timetables only guarantee pupils have access to curricular activities, and do not ensure equal access to extra-curricular activities. The latter depend basically on each family's means. And most secondary schools do not even stay open in the afternoon, leaving pupils without any guarantee of adult support after midday.
- **These timetables improve learning:**
 - They adapt the organisation of the timetable to skills-based learning and facilitate group and individual project work.
 - Apart from the obligatory curricular activities, optional curricular activities are included, for pupils to choose according to their motivations and interests.
 - Pupils have guidance and support from a tutor.
 - Including other resources and professionals in the plan enriches the school's educational possibilities, complementing the work of the teachers.
 - Current timetables are too rigid and standardised. The distribution of subjects and times limits room for implementing new ways of teaching and learning. There is no provision to include extra-curricular activities to broaden learning possibilities.

4. Primary and secondary schools need more flexible timetables to boost the quality of the education they offer

- **Flexibility allows school timetables to be adapted to the specific needs of each age, to those of families and to the features of each area** (town or country, higher or lower population density, climate, logistics, types of educational resources and so on).
- **More flexible organisation of time allows the school day to be distributed into group or individual activities, and allows more personalised supervision of each pupil.**
- **The job of teaching can be done better:**
 - **Teachers and other education professionals work together in a cooperative environment** to complement and reinforce their educational function and **enrich their teaching.**
 - It allows for **meeting spaces, coordination and work together by educators** (teaching staff at the school and educators assigned to optional activities), for example at midday.
 - **Improved working conditions, with co-teaching or flexible hours, may increase motivation and satisfaction among teaching staff.**

5. Schools must incorporate accessible complementary activities in their educational plan to reduce inequalities in education.

- Schools must enrich their educational plan with activities that **can be run in the school itself or using bodies, services or facilities in the area.**
- Some of these activities may be considered as **elective credits with the possibility of recognition.** Like this, pupils' educational workload is not increased.
- The programme guarantees **educational support, with the necessary resources** and options for educational reinforcement or assisted study, so that any pupil can finish the school day without taking tasks and homework home with them.
- The expansion of the range of education on offer and of the time the school is open can be implemented with the **participation of other professionals to supplement the teaching staff, coordinated and supervised by the school.**
- To guarantee access to these activities for children and adolescents on equal terms, an adequately-financed **system of pricing or grants needs to be set up.**

6. The proposal includes the nursery, primary and secondary levels, and the intention is that it can be extended to the whole system, to avoid timetable differences between schools and not to increase segregation for timetable reasons.

- **Schools must have the autonomy to design their own timetables, and they must do so as part of a local educational programme, to avoid timetable differences between schools that might increase segmentation.** This framework must be made up of local authorities, the Departament d'Educació, schools inspectors, schools themselves, parents' representatives and collaborating bodies, facilities and services.

- **The educational community of schools in an area must agree on the timetable changes through a democratic, participatory process** together with the local authority and the Departament d'Educació.

7. The proposal has advantages for the whole educational community: children and adolescents, families, teachers and other educators and the area.

- **Young children have healthier timetables, are more teachable and benefit from more educational opportunities, better learning and the link with the local area** boosts their social relations and points of reference.
- **Families gain in work-life balance**, as flexibility enables them to adapt the timetable to suit their needs. Inclusion in decision-making processes involves them and binds the school.
- **For teachers and other educators, improvements in learning conditions and collaboration with other teachers and professionals boost their working conditions, occupational health and motivation.** Timetable flexibility also provides **more options for choosing when their working day begins and ends.**
- **Towns gain in management of educational resources through networking and synergy between schools, bodies, services and facilities.** This joint work fosters social cohesion and integration into the community for children and adolescents in the area.

8. We propose that the Departament [Educational Department] set the change in motion and back new timetables to guarantee equity, quality and well-being.

- **We recommend starting to implement the proposal with a pilot plan in schools interested in this new timetable** to allow the model to work and be assessed on a small scale, and then gradually extend it.
 - It is urgent to set the change in motion, especially at secondary level, where the current situation has the most deficiencies in terms of equity, quality and well-being.
 - Extending the primary-secondary school model is also a good chance to pilot implementation of the proposal.
- Moreover, as has happened in other parts of Spain, **the Departament d'Educació must produce rules and regulations on school timetables to cope with requests for change on the basis of common criteria of equity and educational quality.**
- **Agreements need to be made between the Departament d'Educació and local authorities with sufficient funding** so that the local community can guarantee quality educational activities in line with criteria of equity with the participation of the social fabric.
- **A consensus on school timetables needs to be regained**, as was done in 1993 in the MUCE, the unified framework for the educational community, and we need to move beyond the debate between split or continuous timetables, to build other options for healthier, more equitable timetables that enhance learning.



- **Countries like Germany, Denmark or Portugal have already gone ahead with reforming their school timetables** with the aim of boosting results, broadening educational opportunities and reducing inequalities, diversifying learning strategies and, at the same time, adapting schools to the new educational and social realities.

3. Proposal

3.1. We need new timetables to meet today's educational challenges: equity, learning and health and welfare

In recent years the educational agendas of many countries have incorporated the need to review educational hours and timetables to adapt them to today's educational and social needs. Timetables appropriate to the educational goals of the 21st century.

Existing timetables have many disadvantages that limit the possibilities of improving education and coping with some of its main challenges:

1. **They respond to a learning model that is unsuited to the needs of educational innovation and change.**
 - The structure by subjects in one-hour slots **is too rigid and standardised, and makes it harder to make the changes in methods, content and learning spaces necessary to bring the educational model up to date.** Today's way of educating requires a more flexible, diverse organisation.
 - Schools and teachers have **little autonomy** to decide on adaptations in the distribution of time in accordance with their educational plan, and this **is a barrier to the personalisation of learning in accordance with the motivations, needs and features of each pupil age group.**
2. **The current system does not help to reduce educational inequalities,** especially as regards access to extra-curricular educational activities, which are currently not connected with the school's educational plan and there are no adequate guarantees that they will be accessible to all. Nor does it guarantee educational support of pupils with options for educational reinforcement or assisted study, so that any pupil can finish the school day without taking tasks and homework home with them.
3. **Little advantage is taken of local educational resources to expand pupils' educational opportunities and diversify learning strategies.** To educate today schools need to create projects together with their local area to complement and reinforce their educational task.
4. **Existing timetables impose a pace of work that is stressful for both pupils and teachers and do not ensure that educational activities are run at healthy times,** and this has costs such as heavy curricular overloading and mental attention difficulties and mismatches with circadian rhythms. This does not encourage proper rest and at secondary level forces children to have their midday meal too late.
5. **Other countries and other regions of Spain have already moved forward in changing school timetables.**
 - Countries like Portugal, Germany, Austria, Denmark, France and the United States **have already reformed their school timetables with the aim of boosting results, broadening educational opportunities and reducing inequalities, diversifying learning strategies and, as the same time, adapting schools to the new educational and social realities.**
 - In Spain there are autonomous regions that have made progress in regulating new **school timetables as an alternative to the continuous school day in the morning, based on equity, quality and well-being within the framework of educational change,** for example in Aragón.

3.2. The new school timetable must assure equity and welfare for children and adolescents with local involvement, in a context of educational change

The new timetable framework has to be built on **four main pillars**:

1. **It must guarantee the right to education and equal opportunities.** Investing in educational programmes that foster equity is an efficient and effective policy in social terms and an important lever to improve the educational system.
2. **It must promote educational change and innovation.** Timetables need to become more flexible and diverse in order to realise the full potential of skills-based learning, as well as expanding and personalising educational activities in line with the motivations, needs and features of each age group.
3. **They must include better coverage of activities to ensure equal educational opportunities, sharing responsibility for this with the local area.** Schools must connect with other educational resources in their area (other schools, bodies, facilities and services in the neighbourhood and town, community, cultural, artistic, sports and leisure agents) to offer a wider, more diverse and more inclusive range of educational experiences.
4. **And they must assure care, health and well-being for children and the educational community.** Timetables must foster children's health, development and learning, facilitate family life and take into account the well-being of the school staff. Activities must be placed in healthy timetable slots, in line with the consensus in the Pact for Timetable Reform.

3.3. The 5 pillars of the change in timetables

How can these new timetables be constructed? Our proposal can be summed up in 5 **broad areas of change**:

1. Reduction, diversification and personalisation of curricular time

- **Adding flexibility to the uses and organisation of curricular time** to cater for a wider range of teaching and activities (combining whole-class activities with other more personalised ones or smaller groups, project work, either in teams or by individuals and so on).
- **Guaranteeing the range of educational support and assisted study in curricular and optional time**, so that any pupil can finish the school day without taking tasks and homework home with them.
- **Considering classroom times and breaks at secondary level** in the same way as in primary.

2. Enriching the educational plan with optional educational activities in and around the school

- **Schools must provide their pupils with a complementary range of extra-curricular and optional activities that can take place on school premises or nearby** (other schools, bodies, facilities and services in the neighbourhood or town) and which enrich the education offered by the school, with activities of an artistic, cultural, scientific and sporting nature.
- **Introducing optional credits that can be done outside the school** and allow, especially for adolescents, the possibility of optional activities to suit their interests and motivations. It must be possible to recognise these credits as curricular hours.
- Giving pupils the possibility of **working semi face-to-face and autonomously** (especially at secondary level, with options for students to do part of the work in or out of the school).
- **Both primary and secondary schools must stay open in the afternoon to offer educational activities —curricular or optional— as well as additional care services.** However, it must be ensured that the maximum time pupils spend in the school and on school-linked outside activities is limited, to safeguard rest and free time (for example, a maximum of 8 hours a day or 10 on an exceptional basis).

3. Cross-subject participation by educators with different profiles during the school timetable

- The project must be carried out with the **collaboration and cooperation of a multi-disciplinary team made up of teachers and other education professionals to complement and reinforce the educational function.**
- **The incorporation of other professionals complements the teachers' working hours** to cover all the hours the schools are open.

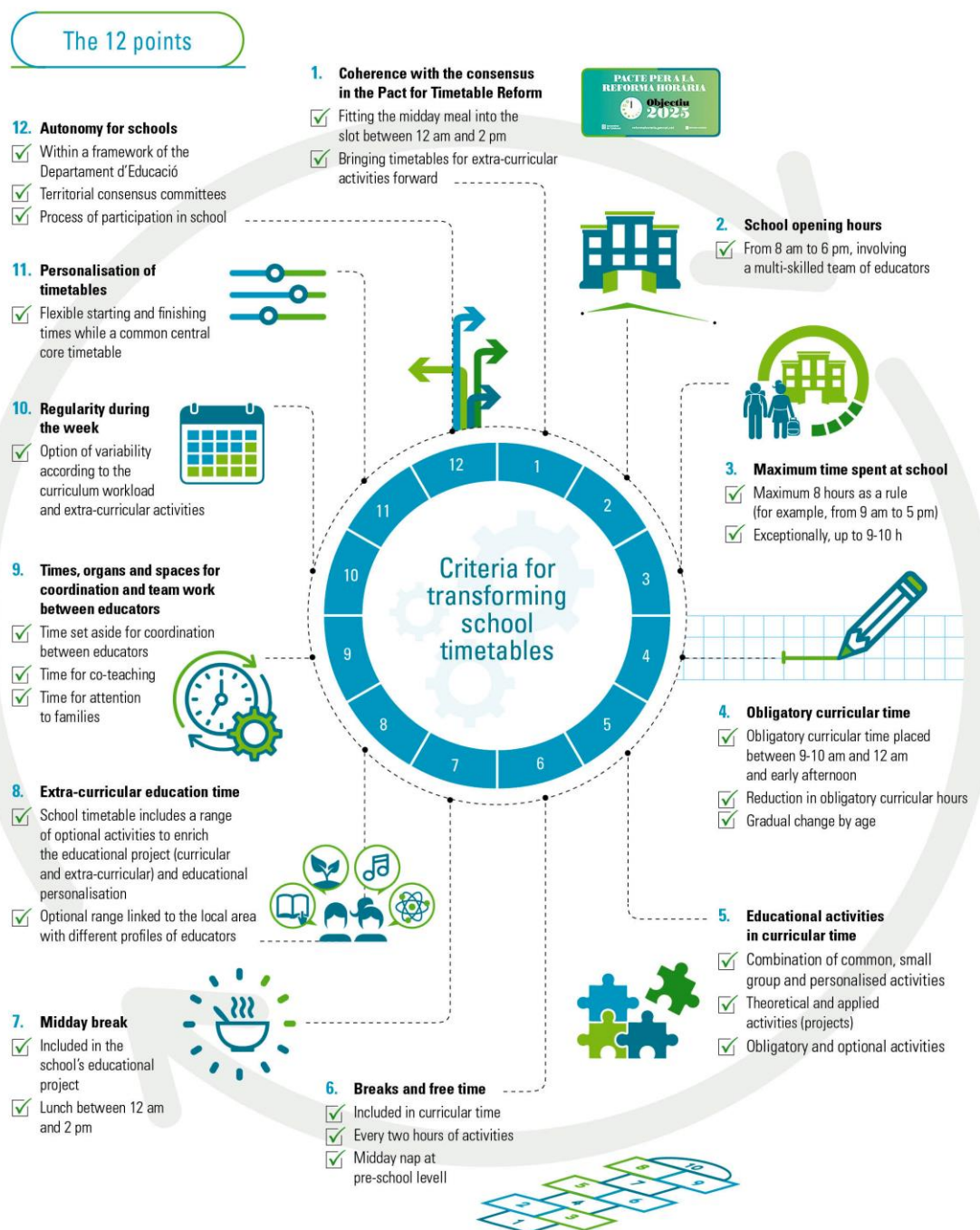
- The timetable distribution in the school must **allow for sufficient meeting spaces, coordination and work together by educators** (teaching staff at the school and educators assigned to optional activities), for example at midday. **Co-teaching can, among other things, provide different, complementary timetables** for different teachers, educators and other professionals.
- Also, **sufficient time must be set aside for attention and support for families.**

4. Flexibility in starting and finishing times and reduction of the midday break

- **Making starting and finishing times flexible**, so that families and pupils have the chance to adapt timetables to their personal circumstances and possibilities for work-life balance.
 - At nursery and primary level, times for arrival and reception at school, as well as finishing, are made flexible, making work-life balance easier and creating a space for communication with educators and teachers. At secondary level, flexibility of starting and finishing time can be introduced, placing activities of an individual nature such as reading or autonomous school work at the beginning and end of the school day.
 - All this while keeping curricular time brackets common to all pupils to preserve group identity, of variable length depending on the educational level.
- **Shortening the midday break at primary level, so that the timetable of educational activities in the afternoon can be brought forward**, while respecting a finishing time that suits family timetables, as stated in the **Pact for Timetable Reform**.
- **Designing timetables in accordance with the circadian rhythms of each age group.** It is not recommended to start obligatory curricular time before 9 am or later than 10 am, in order to take advantage of the best times for concentration and learning.

5. Midday break time included in the school's educational programme and placed in a healthy time slot between 12 am and 2 pm

- In both primary and secondary schools, **further integrate time at midday into the schools' educational plan, and place it in the healthiest slot (between 12 am and 2 pm), in line with the consensus in the Pact for Timetable Reform.**
- This proposal **does not offer further criticisms of how time at midday is structured**, as this is a question that is being discussed within the framework of a participation process organised by the Departament d'Educació. This is an important time in which it must be determined how to build up the educational side and how the midday break fits into the school's educational plan, the length of time devoted to lunch and how far the teaching staff are involved.



3.4. Examples of timetables in full-time education at different educational stages

The form of school timetables based on this proposal may be diverse, depending on the level of education, the type of educational plan at each school, its local context (town or country, more or less population density, climate, logistics and so on), the social/demographic features of its pupils, the educational resources offered by the local area and the options of networking to create learning environments, among others.

By way of illustration, two possible examples are presented, showing the change from the current situation to what could arise, in the context of full-time education. There is one example at primary level and another at secondary.

Primary exemple

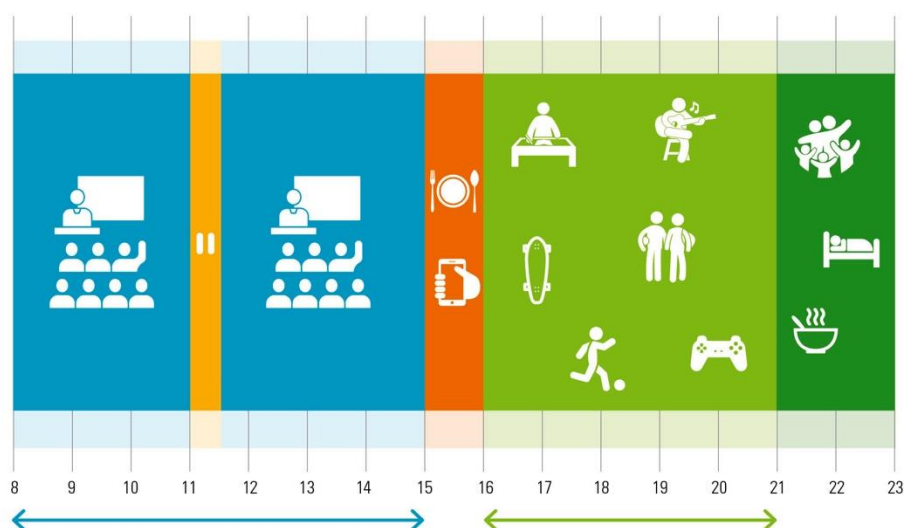


PRACTICAL EXAMPLE

The life of an adolescent with the current timetable within a full-time school timetable

ESO (secondary): Current situation of an adolescent

- Enric gets up at 7 am to get to school at 8 am. He does 6½ hours of classes non-stop. It's dull for him and he loses motivation. He cannot pursue his personal interests at school.
- Enric has lunch at 3.30 pm at home, generally on his own and looking at his mobile phone.
- He spends some afternoons playing video games, going out skating with his friends or doing homework. A couple of afternoons a week he goes to football training and one day a week he goes to guitar class.
- He has dinner with his family at 9 pm except when he has training, when he has dinner at 10 pm. He goes to bed around 11 pm.



Current educational project

- Limited to obligatory curricular time, often with little variety in teaching methods.
- Guarantees that a common curriculum is taught but education is not personalised to fit pupils' motivations.
- No meal is provided during the day.
- Relations with the local area are sporadic, with no stable network being established.

Extra-curricular learning time

- No recognition within the curriculum.
- Depends on the family and the local authority.
- There is no project or guidance to link the different activities together between each other and to the school's educational project.



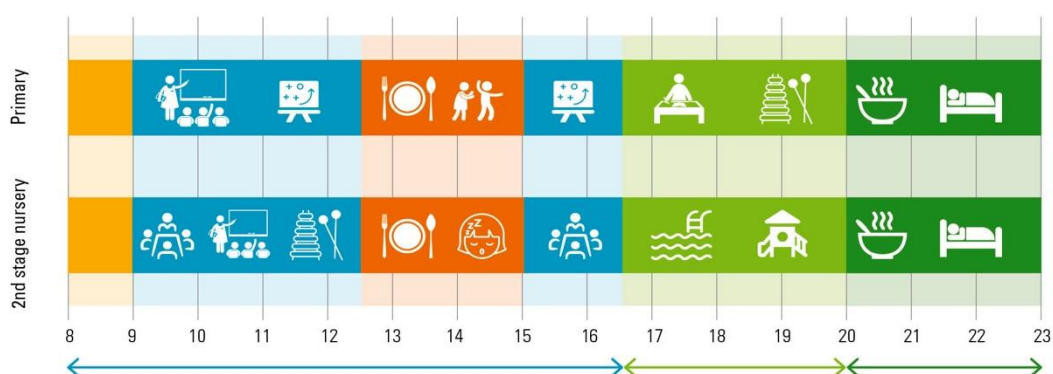


PRACTICAL EXAMPLE

The life of a child with the current timetable within a full-time school timetable

Current situation

- Lucía is in the second year of primary school (typically 7-8 years old). She gets up at 8 am and arrives at school punctually at 9 am. She does some classes, plays in the playground and then goes back into the classroom, where this year a mathematics project in the form of a game is being introduced.
- She stays during the midday break from 12.30 to 3 pm, and has two hours and a half to have lunch and play in the playground, supervised by the dining room staff.
- At 3 pm she goes back into class with her classmates and they do more curricular activities, finishing at 4.30 pm.
- At 4.30 pm Lucía is picked up from school. Two days a week a parent takes her to the music school. She spends the odd afternoon doing homework at home and has the rest free to do what she likes.
- Lucía has dinner with the family at about 8 pm and goes to bed around 9 pm.



Current educational project

- Limited to obligatory curricular time. While expositive teaching predominates, some schools are incorporating a wider range of teaching activities, encouraging pupil participation and project work.
- Guarantees that a common curriculum is taught but education is not very personalised to fit pupils' motivations. In 2nd-stage nursery school, however, work according to centres of interest is being encouraged.
- Provides a healthy, supervised meal during the day, though it is not necessarily part of the educational project or affordable for all families. Nor do teaching staff intervene in this space of time. In the first years of nursery school, children can have a sleep after lunch.
- In general, relations with the local area are sporadic, with no stable network being established.

- In some schools starting times are made flexible in 2nd-stage nursery school and families, key experts from the areas, etc. are encouraged to come into the classroom.

Extra-curricular learning time

- Depends on the family, the local authority and local associations and businesses.
- At some schools parents' associations organise additional services such as morning supervision from 8 am to 9 am, and extra-curricular activities.
- Lack of any project or guidance to link the different activities together between each other and to the school's educational project.
- There is no connection between educators inside and outside the school.



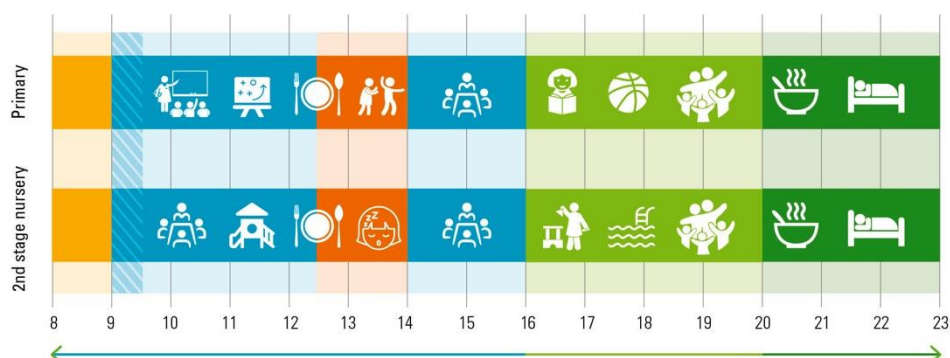


PRACTICAL EXAMPLE

The life of a child with the current timetable within a full-time school timetable

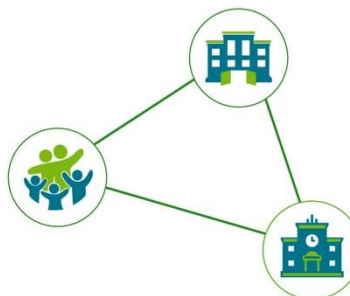
Full-time education situation

- Lucía is in the second year of primary school (typically 7-8 years old). She gets up at 8 am, has a relaxed breakfast with her father, who has flexible working hours, and he takes her to school between 9 and 9.30 am. The tutor starts the day dynamically, explaining some activities she has prepared and asks for ideas and suggestions to adapt them to the children's interests. Some of these activities take place between 10 am and 4 pm
- Lucía stays during the midday break from 12.30 to 2 pm. On Thursdays after lunch a teacher from the music school comes to rehearse altogether for a concert to be performed at the end of the school year in the municipal auditorium.
- At 2 pm she goes back into her class and they do more curricular activities, finishing at 4 pm.
- At 4 pm Lucía has her afternoon snack and plays for a while in the school playground or does reading support with pupils from the secondary school. These pupils have chosen to provide this service instead of having afternoon classes at the secondary school. Around 4.30 pm Lucía's mother arrives and they sometimes stay a little while longer together, finishing off reading a book or choosing another one for next week. One day a week Lucía does basketball with the neighbourhood club until 6 pm. This was one of the options explained in the tutorials at the beginning of the school year and she is pleased to have chosen it. For the rest of the afternoon, generally from 4.30 or 5 pm, Lucía spends time with her family or friends.
- She has dinner at about 8 pm and goes to bed around 9 pm



Full-time educational project

- The school has an educational project that guarantees diversity in activities and teaching methods to achieve integral, personalised education that fosters the pupil's motivations and interests.
- The educational project is created with participation by the community and the family, so that the school's resources are backed up by those of the surrounding area, so creating an expanded educational space.



Secondary exemple

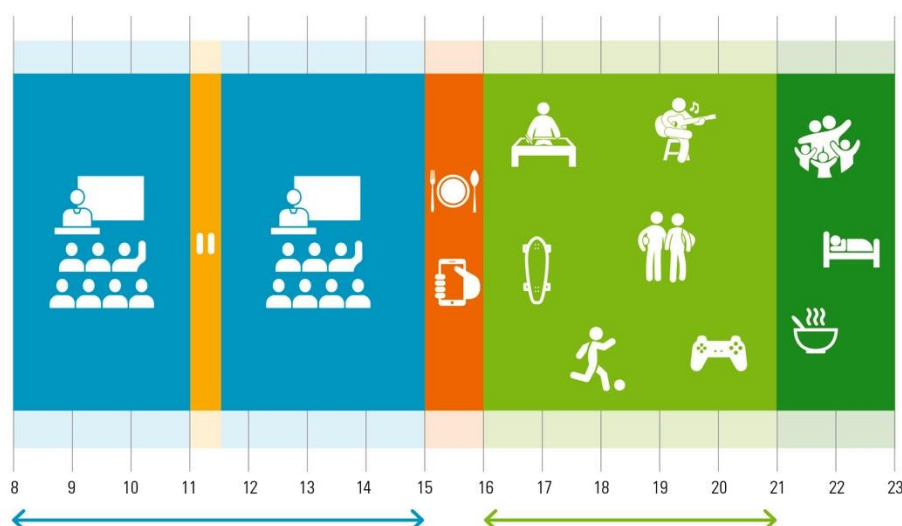


PRACTICAL EXAMPLE

The life of an adolescent with the current timetable within a full-time school timetable

ESO (secondary): Current situation of an adolescent

- Enric gets up at 7 am to get to school at 8 am. He does 6½ hours of classes non-stop. It's dull for him and he loses motivation. He cannot pursue his personal interests at school.
- Enric has lunch at 3.30 pm at home, generally on his own and looking at his mobile phone.
- He spends some afternoons playing video games, going out skating with his friends or doing homework. A couple of afternoons a week he goes to football training and one day a week he goes to guitar class.
- He has dinner with his family at 9 pm except when he has training, when he has dinner at 10 pm. He goes to bed around 11 pm.



Current educational project

- Limited to obligatory curricular time, often with little variety in teaching methods.
- Guarantees that a common curriculum is taught but education is not personalised to fit pupils' motivations.
- No meal is provided during the day.
- Relations with the local area are sporadic, with no stable network being established.

Extra-curricular learning time

- No recognition within the curriculum.
- Depends on the family and the local authority.
- There is no project or guidance to link the different activities together between each other and to the school's educational project.



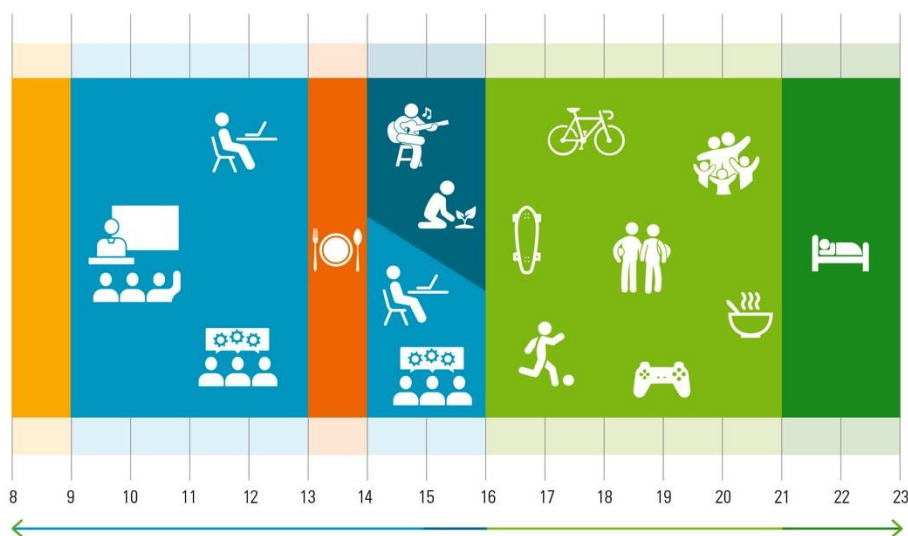


PRACTICAL EXAMPLE

The life of an adolescent with the current timetable within a full-time school timetable

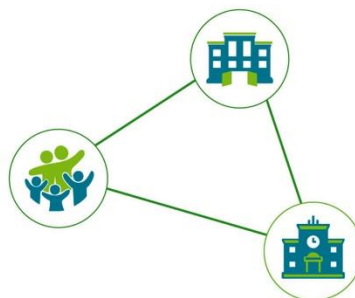
ESO (secondary): full-time education situation

- Enric gets up at 8 am to start classes at 9 am. Between 9 am and 1 pm he does different curricular activities in groups, individually and in teams; some are more theoretical and others involve projects, where different skills and knowledge are used.
- Enric stays for lunch at 1 pm.
- Three afternoons a week, from 2 to 4 pm, he has two more curricular hours at school, sometimes in group and sometimes working individually. This enables him to go home without homework.
- One of the afternoons he has signed up for a learning project organised by the school and the town hall maintenance department. This is a project to refurbish the yard at the school and in other schools in the town. Another afternoon he plays music with a band organised by the school and the municipal music school. This is recognised as part of the school music curriculum.
- Enric still plays football in the town club, but now he goes to train earlier, as the clubs coordinate with the local authority to avoid the sessions finishing too late. Except on the days when he has football, Enric has spare time from 4 pm onwards to play with his friends with his videogames, spend time with his family or do what he wants.



Full-time educational project

- The school has an educational project that guarantees diversity in activities and teaching methods to achieve integral, personalised education that fosters the pupil's motivations and interests.
- The educational project is created with participation by the community and the family, so that the school's resources are backed up by those of the surrounding area, so creating an expanded educational space.



3.5. Advantages of a new timetable framework for the whole educational community

This timetable framework of educational co-responsibility has multiple positive impacts for the educational community as a whole.

Advantages for children and adolescents:

- Timetables include **healthier** times for resting and eating, favouring learning.
- The timetables make it possible for children to be made **more teachable** by establishing rhythms that encourage concentration, boosting their cognitive level, attention span and working memory.
- The conditions are established to reduce **inequality** in access to extra-curricular activities, especially at secondary level, where this inequality is greater.
- Children's link with their local **environment** is encouraged, nurturing education with more social relations, resources and points of reference.
- **Personalisation** allows educational paths to be adapted to each pupil's own needs, interests and motivations, strengthening the **link** with the educational plan.

Advantages for families:

- As well as the benefits for children, parents have more **flexibility** to adjust the timetable to their needs while respecting their children's need for rest. This boosts opportunities for finding work and work-life **balance**, as well as gender equality in all aspects.
- Including families in decision-making processes—including on timetables—encourages them to **take part in** the school's educational plan and feel linked to the school.

Advantages for teachers and other educators:

- To the extent that better conditions for learning are created, better working conditions in schools are also created, with a positive impact on the **occupational health and motivation of all the educators working at the school**.
- Teachers also work with more resources (from the local area) and in **collaboration** with a wider range of educators, so increasing their pedagogical options.
- Schools (and the educational community) have more **autonomy** to choose their timetables, within a regulatory framework.
- **Flexible** school starting and finishing times and the option of taking part in extra-curricular activities gives teaching staff more options in choosing their starting and finishing times at school.

Advantages for the area and the community:

- **Networking and synergies** between educational resources in the area and schools are generated. Maximum advantage is taken of resources.
- A boost is given to social cohesion and co-existence in towns, helping children and adolescents to **fit into their communities** and reducing the risk behaviours and conflicts associated with idle time in the afternoons.



4. Proposals to advance towards a full-time education timetable model

It is recommended that an experimental plan be drawn up, on the basis of which a full project for school timetables could start to be implemented and assessed.

- It is a priority to set the change in motion, especially at **secondary** level, where the current situation is marked by deficiencies in equity, quality and well-being.
- Extending the **primary-secondary school model** is also a good chance to pilot implementation of the proposal.

The expansion and sustainability of the model call for changes in four broad areas:

- A new regulation of school timetables is needed.
- Schools must have autonomy to design their own timetables within the framework of a local educational plan.
- Local authorities must foster educational opportunities by guaranteeing, together with the Departament d'Educació, sufficient funding to offer equal access to extra-curricular activities through a system of grants or social pricing.
- The criterion for distributing teachers' tasks and timetables needs changing towards a more sustainable, healthier model that reduces the psycho-social risks associated with working in education.

The Departament d'Educació must establish a framework to govern school timetables that guarantees equity and educational quality.

A way of regulating school timetables is needed so that requests for change are dealt with on the basis of common criteria and any changes made are based on criteria of equity and educational quality.

- Catalonia —together with the Basque Country and Cantabria— is one of the few regions that has not regulated the procedure for requesting timetable changes.
- We recommend that the Departament d'Educació develops a regulatory framework, as Aragón and Valencia have, to cover and guarantee processes of change.
- This regulation must be based on two premises: schools in an area must have a margin of autonomy to design their own educational plans, which in turn must form part of a wider local network in order to avoid competition and segregation between schools.

Local authorities coordinate a local educational plan that fosters a range of education based on criteria of equity.

Local authorities must have a specific role in implementing this model, closely related to each area's own features and needs.

- **Local bodies must work to foster educational opportunities in line with criteria of equality.** To this end, agreements need to be made between the Departament d'Educació and local authorities with sufficient funding so that the

local community can guarantee quality educational activities with the participation of the whole social fabric.

- **Another important function of local authorities is that of coordinating and making the most of resources in the area in order to meet the new timetabling needs.** Its role also includes building up networks between schools, bodies, services and facilities; as well as other ways of working between teachers, educators running extra-curricular activities and families.

Each school determines its timetable according to an agreed Regional Education Plan

Regional Education Plans must be deployed to ensure timetables of schools in the same area are in step with one another, correcting any inequalities or competition between schools that might arise.

- This model sets out from the principle of autonomy of schools to design their timetables in the light of their specific features or peculiarities (public, private or state-subsidised private schools; primary or secondary education; regional diversity; country schools; climate conditions, etc.), always in line with the criteria laid down in the proposal. However, this autonomy must be within the framework of regional projects (area, local, etc.), as well as rules and regulations laid down by the Departament d'Educació to determine the mechanisms and criteria for governance, requests and procedure for changing timetables and assessment.
- The school's timetable plan should therefore be linked to the Regional Education Plan, made up of representatives of the local authority and the Departament d'Educació, schools inspectors, parents' representatives and representatives of collaborating bodies, facilities and services.

Change of paradigm in the school's educational plan: cross-subject work, function of guidance and recognition of learning outside the school.

For this change to come about in a lasting way requires a series of conditions, **including the need to provide special training for education professionals to help them work together across subject areas, and support and recognition for places that decide to become educational facilities, as well as providing adequate resources to do this.**

- In organisational terms, changes are also required in the organisation chart and demarcation of responsibilities. To make this possible, schools need to organise themselves around different figures and spaces for coordination between the management team, teachers, families and bodies, services and facilities, to clearly define the functions and responsibilities of each of them. The legal regulation and protection of these new roles need reviewing.
- Including both curricular and extra-curricular education in the school's educational plan reinforces the role of the tutor, who must have tools to work on educational guidance for pupils (training, information on activities, etc.), as well as their function of supporting families in choosing educational paths. Personalised education calls for this competent support. Educational recognition of activities run outside the school setting is one of the challenges to be met, moving towards a system of 'micro-credentials' or recognition of the equivalence of hours of obligatory education with those outside, so reducing the school curriculum workload.

Healthier working hours and conditions for teachers and educational staff

The timetable proposal calls for new organisational models for educational work to improve the hours and working conditions of teachers and other educational staff by providing for flexibility, co-teaching and preparation time, training and teamwork.

- The specific working hours and conditions of teachers and educational staff are a matter for collective bargaining.
- The proposed timetable model is based on the educational needs of children and adolescents, but at the same time it can mean adapted and even improved conditions for teachers and other educators while keeping the same number of working hours.
- The aim is for teaching work to be sustainable and healthy, preventing the psycho-social risks linked to work in education:
 - Teachers and other education professionals (such as those running optional activities) work together in a cooperative environment to complement and reinforce their educational function and enrich their teaching.
 - Spaces for meetings, coordination and work together by educators (teaching staff at the school and educators assigned to optional activities), for example at midday. Spaces for reflection, training and shared work form part of the ordinary working day.
 - Improved working traditions, with co-teaching or flexible hours, may increase motivation and satisfaction among teaching staff.
- For teachers and other educators, improvements in learning conditions and collaboration with other teachers and professionals boost their working conditions, occupational health and motivation. Timetable flexibility also provides more options for choosing when their working day begins and ends.

5. Some examples of timetables in other countries

“Ganztätig bilden” programme <https://www.ganztaegig-lernen.de/rhythmisierung>



Ideen für mehr! Ganztätig lernen [Ideas for going further: learning full-time] is the leading portal in Germany for running full-time school projects. The website is run by the Deutschen Kinder- und Jugendstiftung [German foundation for children and young people], which has the public role of ensuring the quality and constant improvement of full-time schools throughout Germany. The web portal includes all kinds of practical materials, announcements of events and descriptions of good practices. One of the aspects of quality worked on is the use of time in schools to create rhythms of activity that are more fluid and stimulating for learning (*Rhythmisierung*).

Example of organisation at a Gebundene GTS

7 h	Block 1	Open start, morning circle Obligatory subject
8 h		
9 h		Breakfast and active break
10 h	Block 2	Obligatory subject Optional or small-group subjects
11 h		Break with games involving movement
12 h	Block 3	Time to do work for the subjects and do homework
13 h		Lunch and free time with the option of playing or relaxing in the common rooms
14 h		
15 h	Block 4	Obligatory subject Work for projects or exploratory workshops Friday: forum to discuss the week and choose the activities for the next week
16 h		

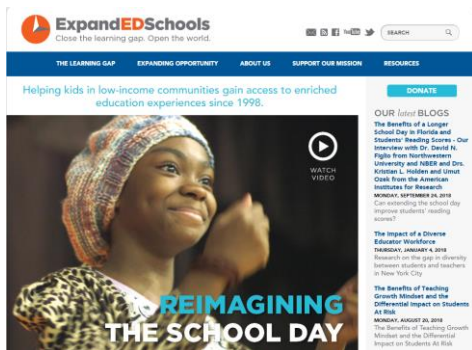
Source: Katrin Höhmann, Ilse Kamski and Thomas Schnetzer (2012:29)

Example of weekly planning at a Gebundene GTS

	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
08.30 - 08.45	Morgenkreis	Morgenkreis	Morgenkreis	Morgenkreis	Morgenkreis
08.45 - 09.30	Morgenkreis	Morgenkreis	Hauswirtschaft	ABC Oma nanu Deutsch	Sport
09.30 - 10.20	ABC Oma nanu Deutsch	Schwimmen	Hauswirtschaft	Deutsch	Religion
10.20 - 10.50	Frühstück	Schwimmen	Frühstück	Frühstück	Frühstück
10.50 - 11.35	123 Mathematik	Frühstück	Kunst	123 Mathematik	Musik
11.35 - 12.20	Bewegungslandschaft	Sachunterricht		Air-Tramp	
12.20 - 13.45	Mittagessen	Mittagessen	Mittagessen	Mittagessen	Tagesabschluss
13.45 - 15.15	Freiarbeit	Soziales Lernen	Schüler AG	Spiel	
15.15 - 15.30	Tagesabschluss	Tagesabschluss	Tagesabschluss	Tagesabschluss	

*Weekly planning changes according to the interests and decisions taken jointly at 'circles' for debate and decision.

ExpandedED Schools <https://www.expandedschools.org/>



ExpandedED Schools is an organisation based in New York that works all over the United States to back programmes of non-classroom activities connected with schools' educational plans and local resources, to promote equal opportunities and develop the talents of children and adolescents. More than a million students have so far benefited from its programmes. Its web portal includes graphic and audiovisual materials about how to reorganise the school day and enrich it with activities to allow more personalised learning.

