Use of time in school education: OECD data and analysis

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BETTER POLICIES FOR BETTER LIVES

The OECD School Resources Review

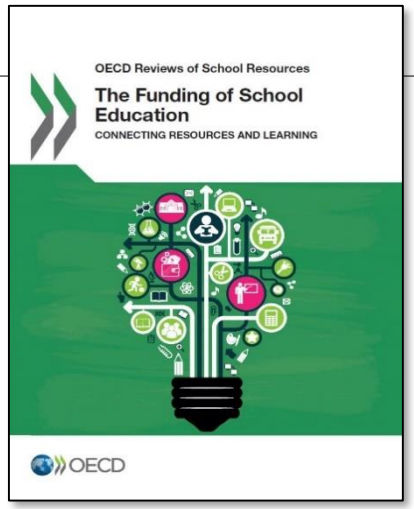
Published Oct. 2018

School funding

School networks

School professionals

School time



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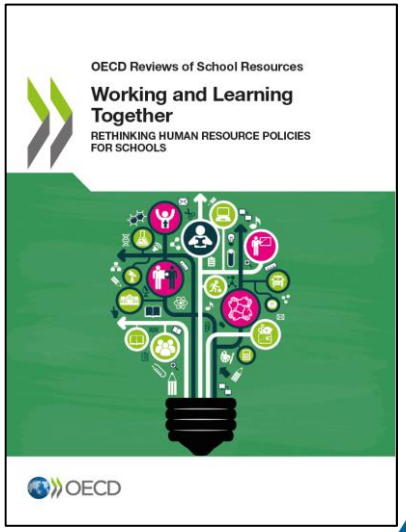

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Time as a resource
OECD evidence base

Data collections: Administrative data on instruction and teaching time; PISA and TALIS questionnaires (e.g. on time use, absenteeism, disciplinary climate)

Thematic report: Working and Learning Together (2019), on working time of school staff

Working Paper: "Student Learning Time: A Literature Review" (2016), by Gromada, A. and C. Shewbridge

Country-specific work: 12 Country Review Reports and 18 Country Background Reports and

Why look at “time” as a resource?

How children and adults use their time in schools is a critical resource in itself

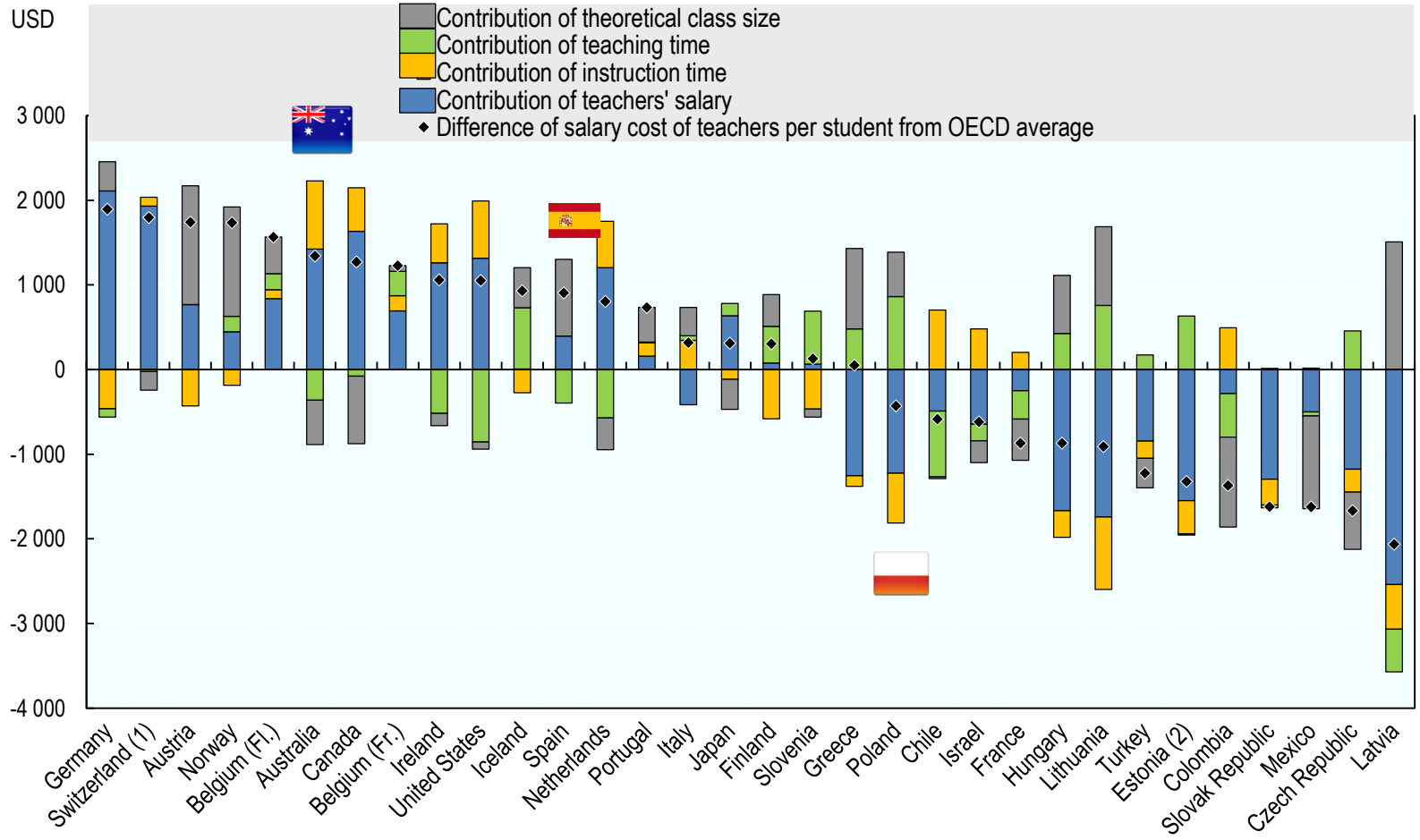
- And it determines the effectiveness of other resources

Some learning time policies have important resource implications; others have little costs to school systems

How instruction time and teaching time influence teacher salary costs

Contribution of various factors to per-student salary costs of teachers, ISCED 1, 2017

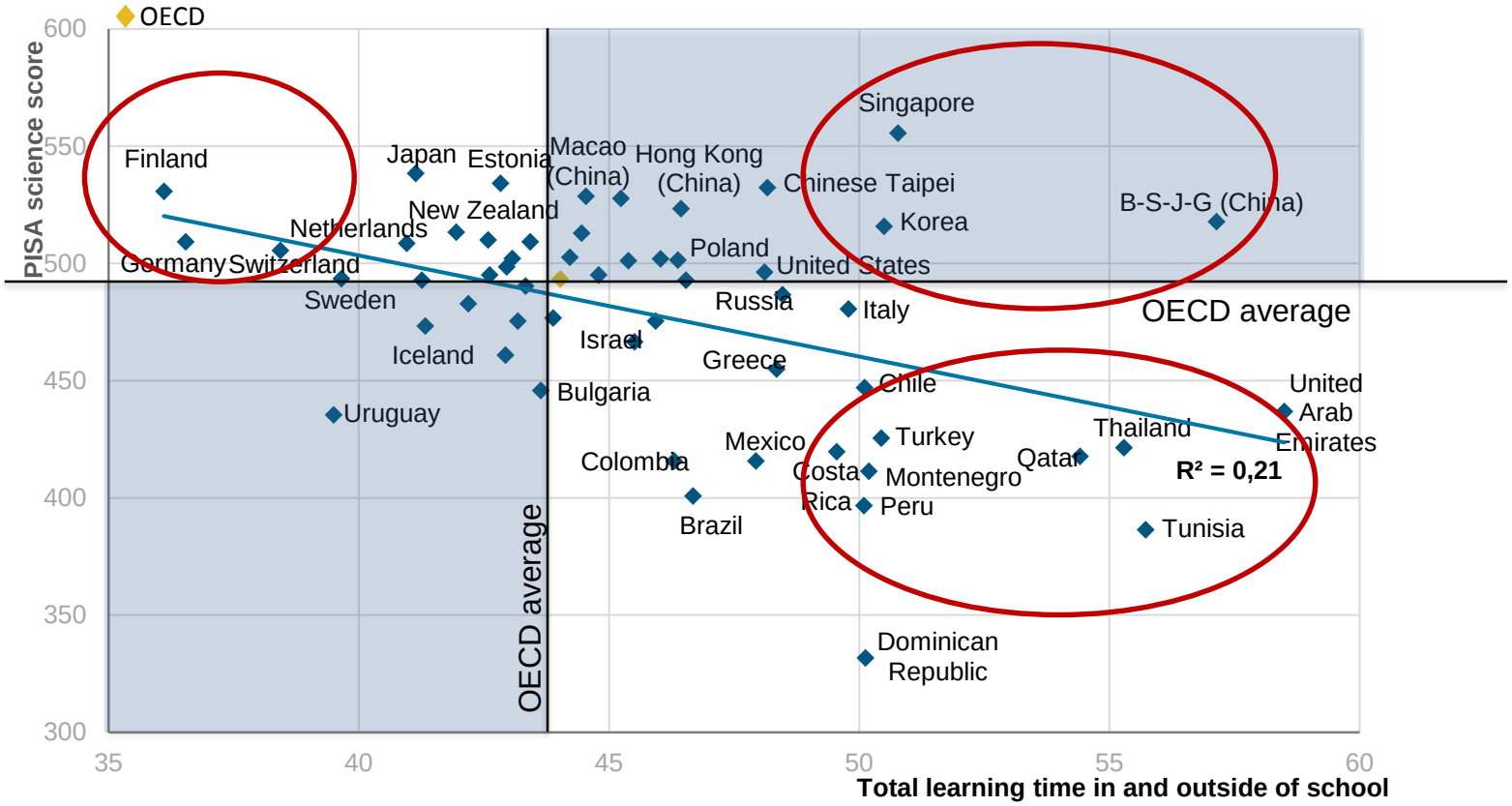
In USD converted using Purchasing Power Parities (PPPs) for private consumption.



Source: Education at a Glance, Figure C7.2

Relationship between learning time and learning outcomes is not straightforward

Learning time and science performance (PISA 2015)



Source: PISA 2015 Figure II.6.23

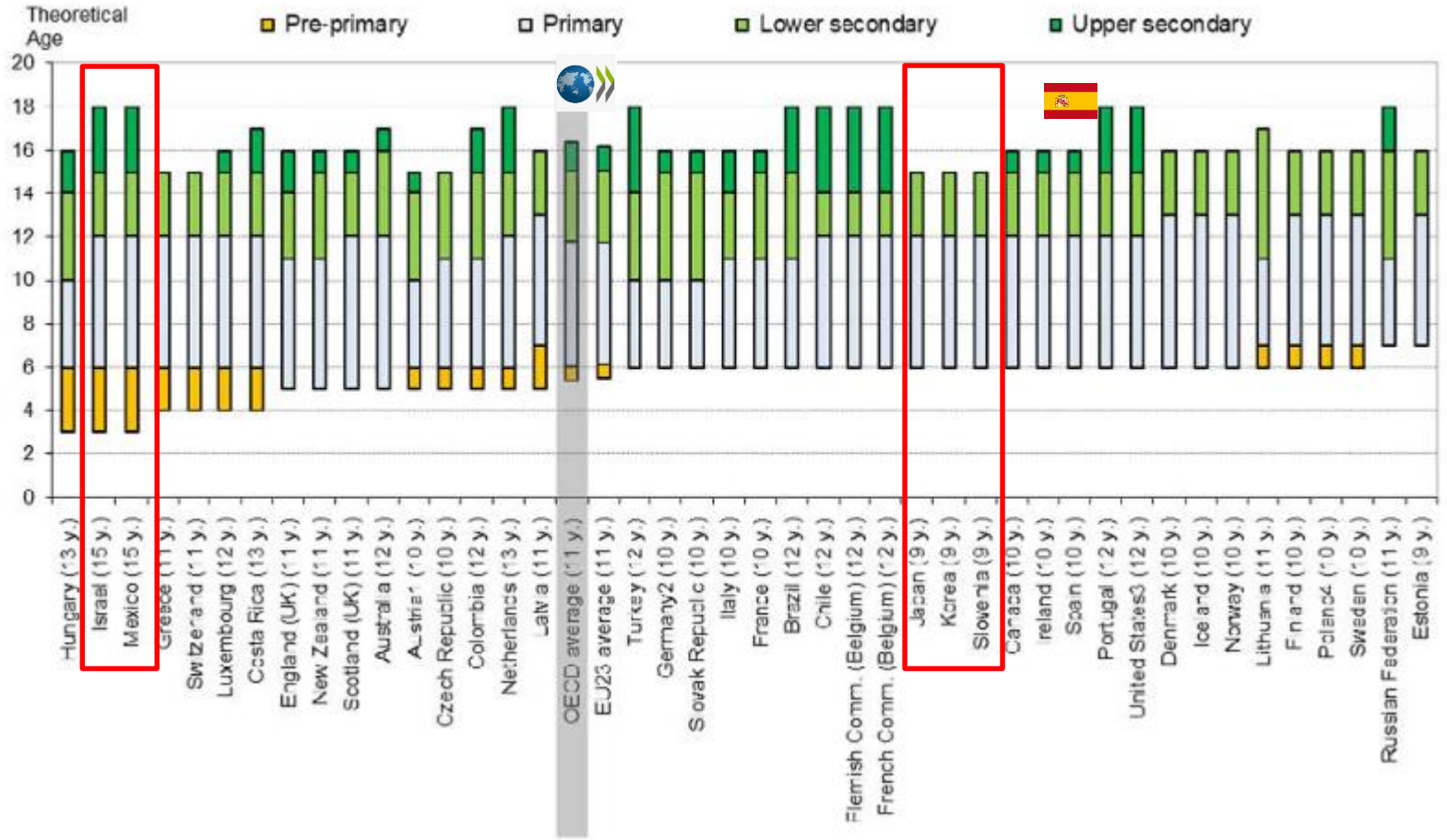
How look at “time” as a resource?
Key dimensions of analysis

1. Amount of instruction time
2. Use of time in classrooms
3. Use of educators’ time
4. Organisation of the school day, week and year
5. Articulating in-school and out-of-school time

1. Amount of instruction time

Countries make different choices how many years children should remain in education

Figure X3.D1.1. Compulsory general education, by level of education (2019)

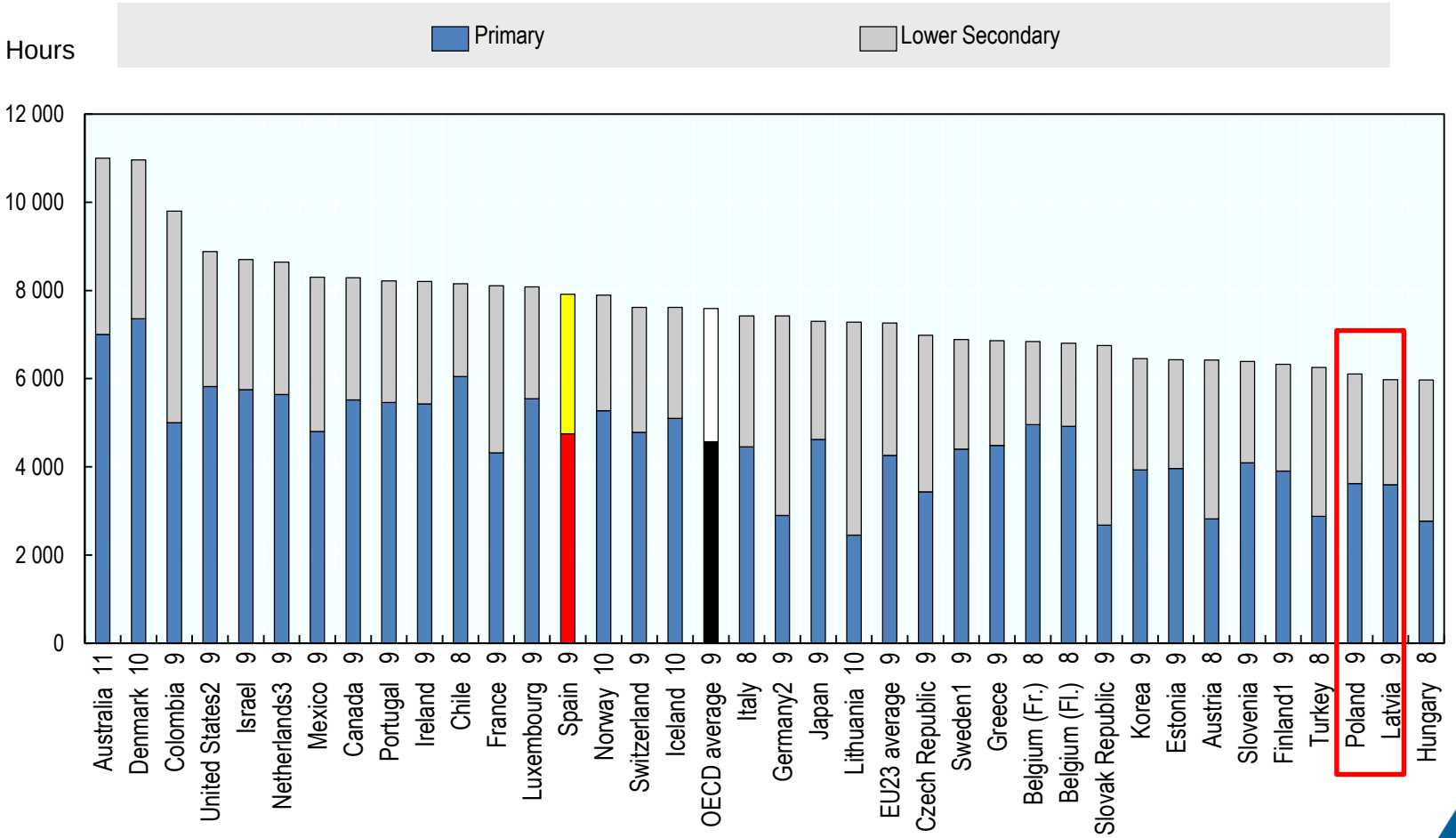


Source: Education at a Glance 2019, Annex 3

On horizontal axis, the number of years of compulsory education.

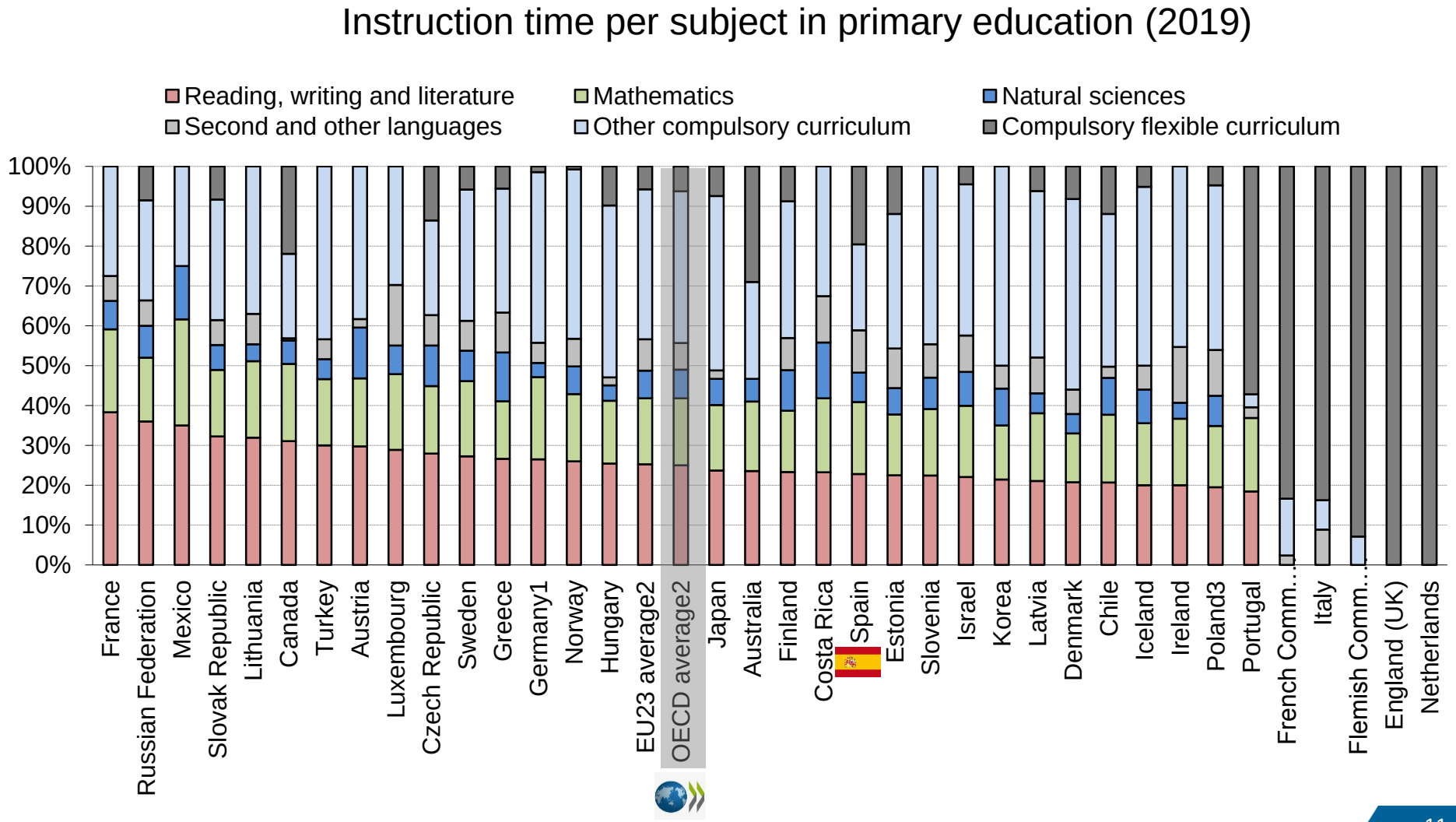
… how much instruction time to provide to students

Compulsory instruction time in general education, public schools (2019)



Source: Education at a Glance 2019, On horizontal axis, the duration of primary and lower secondary education, in years.
Figure D1.1

… and what subjects to dedicate time to

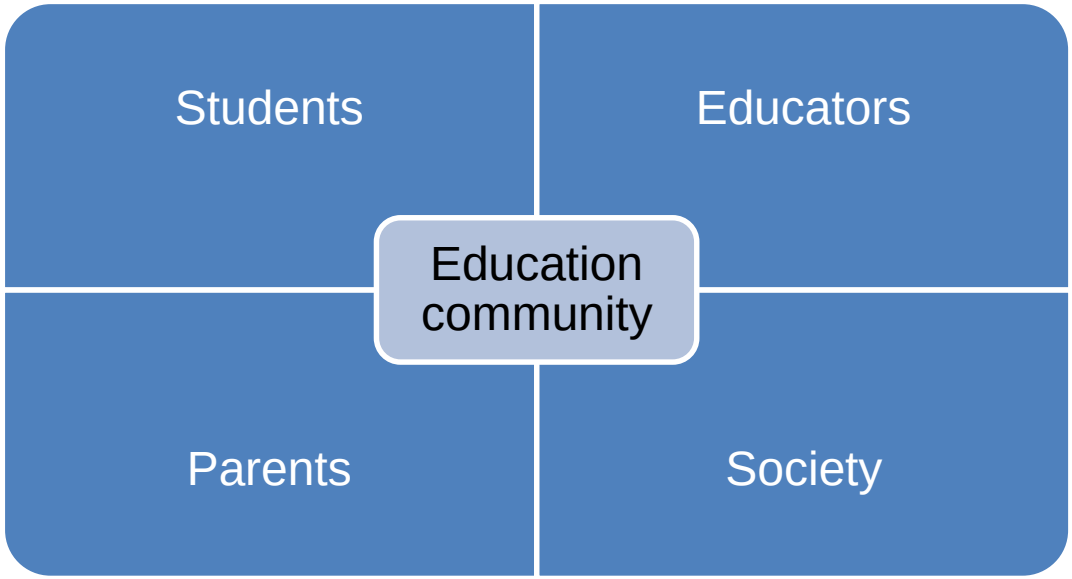


Source: Education at a Glance 2019, Figure D1.2a.

Why change allocated instruction time?

Sufficient instruction time essential for students to learn, especially for weaker learners

Balancing potential positive and negative effects for different stakeholders



Relatively expensive to increase instruction time, with differential impact on students

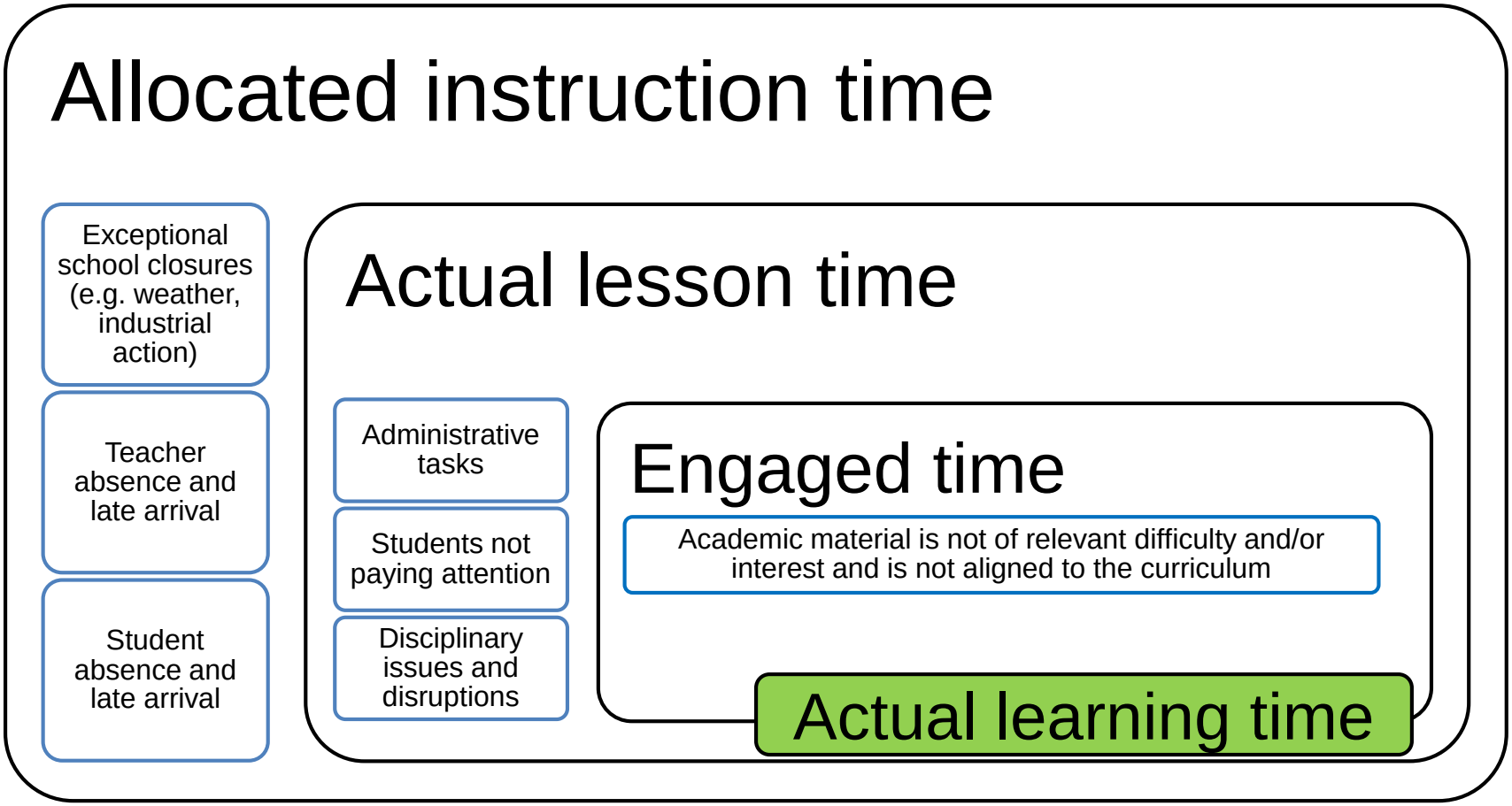
- Limited information on costs
  - Cost of work of different types of staff
  - Fixed cost of infrastructure => costs non-linear
  - Costs to families in absence of allocated instruction time

- Compared to other measures, less effective to raise performance
  - And when costs considered, **also one of the least efficient**

- Stronger impact of changes in allocated instruction time on slower learners and disadvantaged students

- Some lessons learned from countries introducing full-day schooling

What matters is how allocated instruction time translates into actual learning time

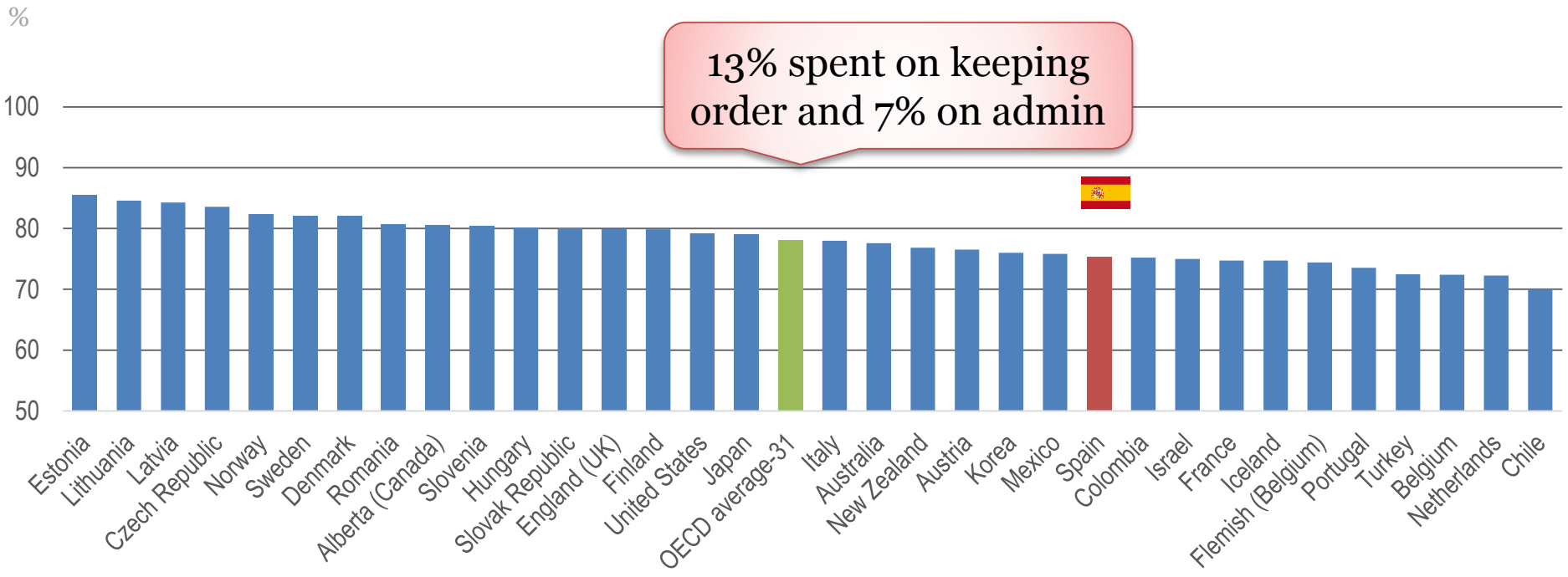


Source: Gromada and Shewbridge, 2016

2. Use of time in classrooms

Time spent on task in classrooms

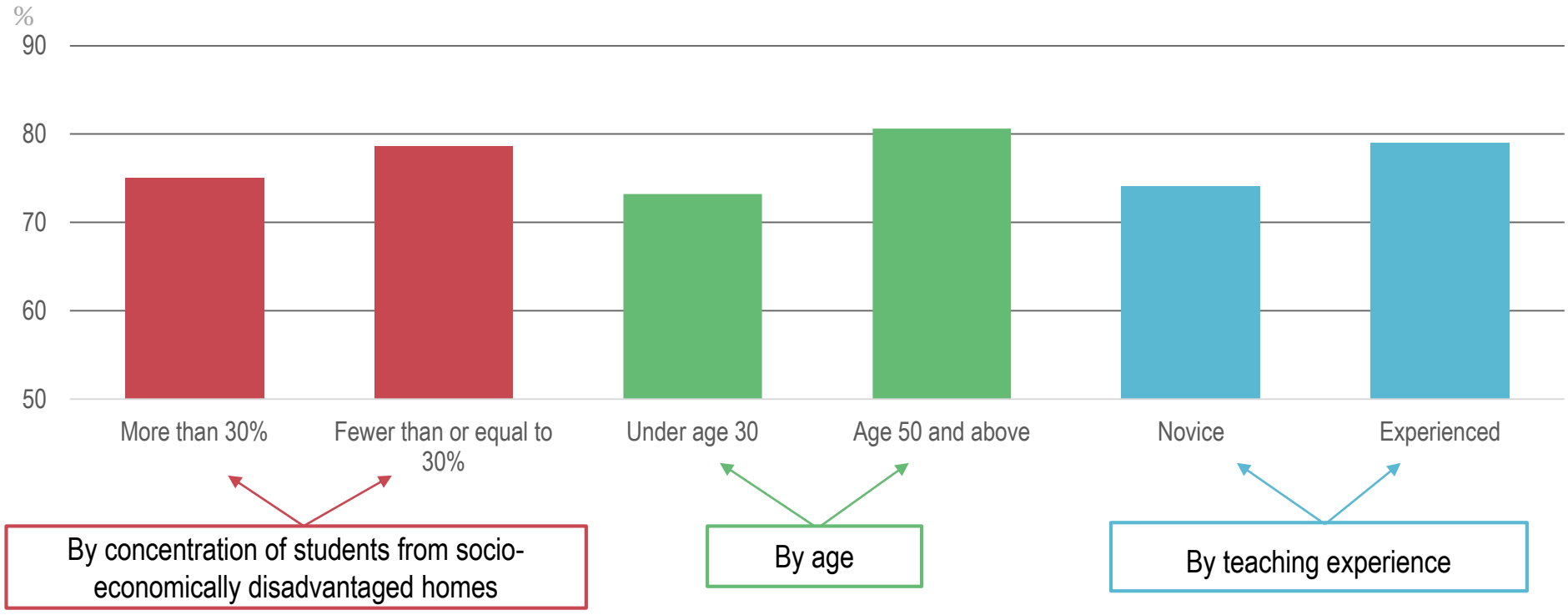
Average proportion of time teachers spend on actual teaching and learning in a typical lesson



Source: OECD TALIS 2019 Vol. I, Fig I.2.5

Less time is spent on teaching by novice teachers and in disadvantaged schools

Average proportion of time teachers spend on actual teaching and learning in a typical classroom, by teacher and school characteristics (OECD average-31)

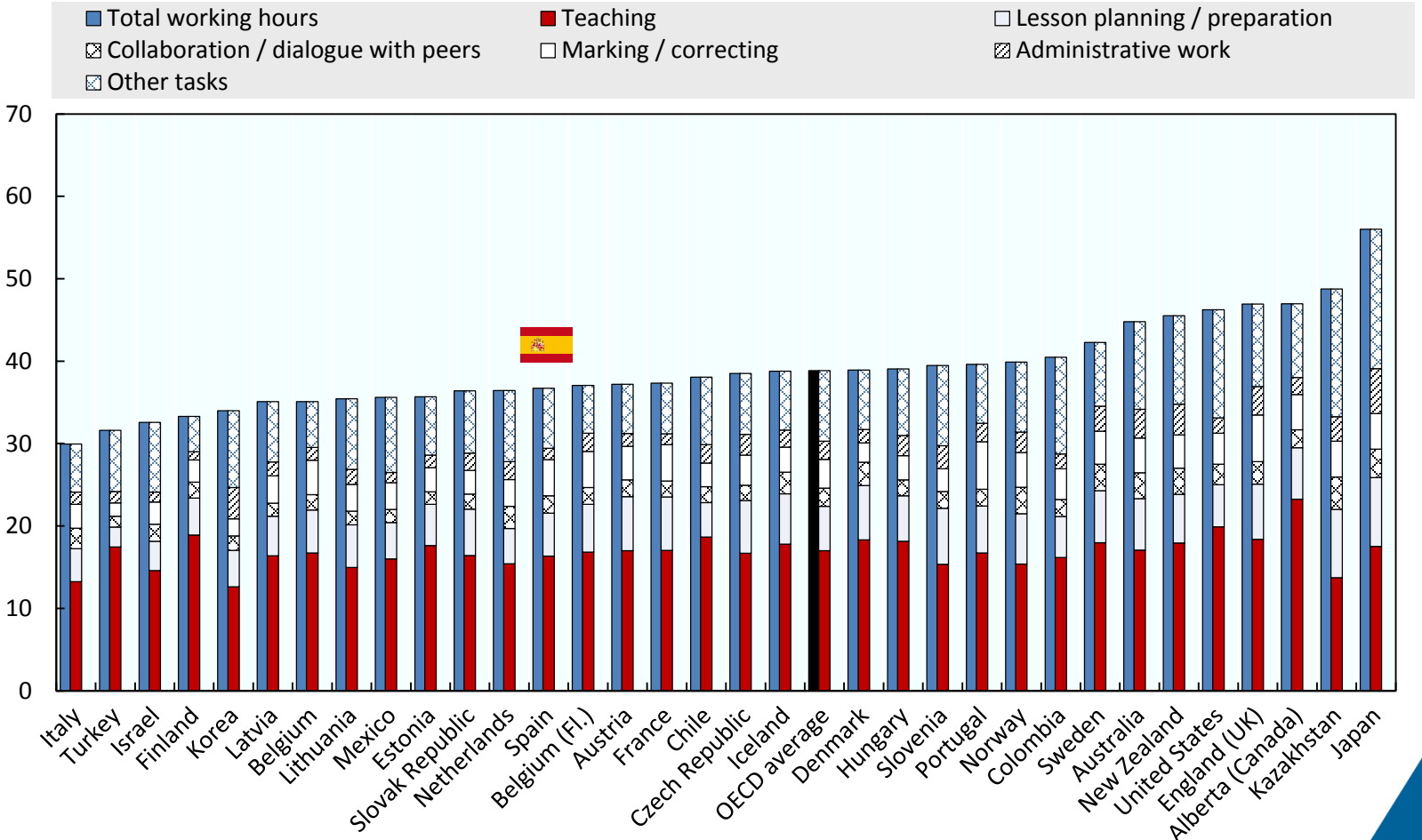


Source: OECD TALIS 2018, Vol. I, Fig I.2.5

3. Educators’ time

Teachers spend a large part of their time on activities other than teaching

Teachers' total working hours (blue), teaching hours (red) and task profile in lower secondary education, 2018

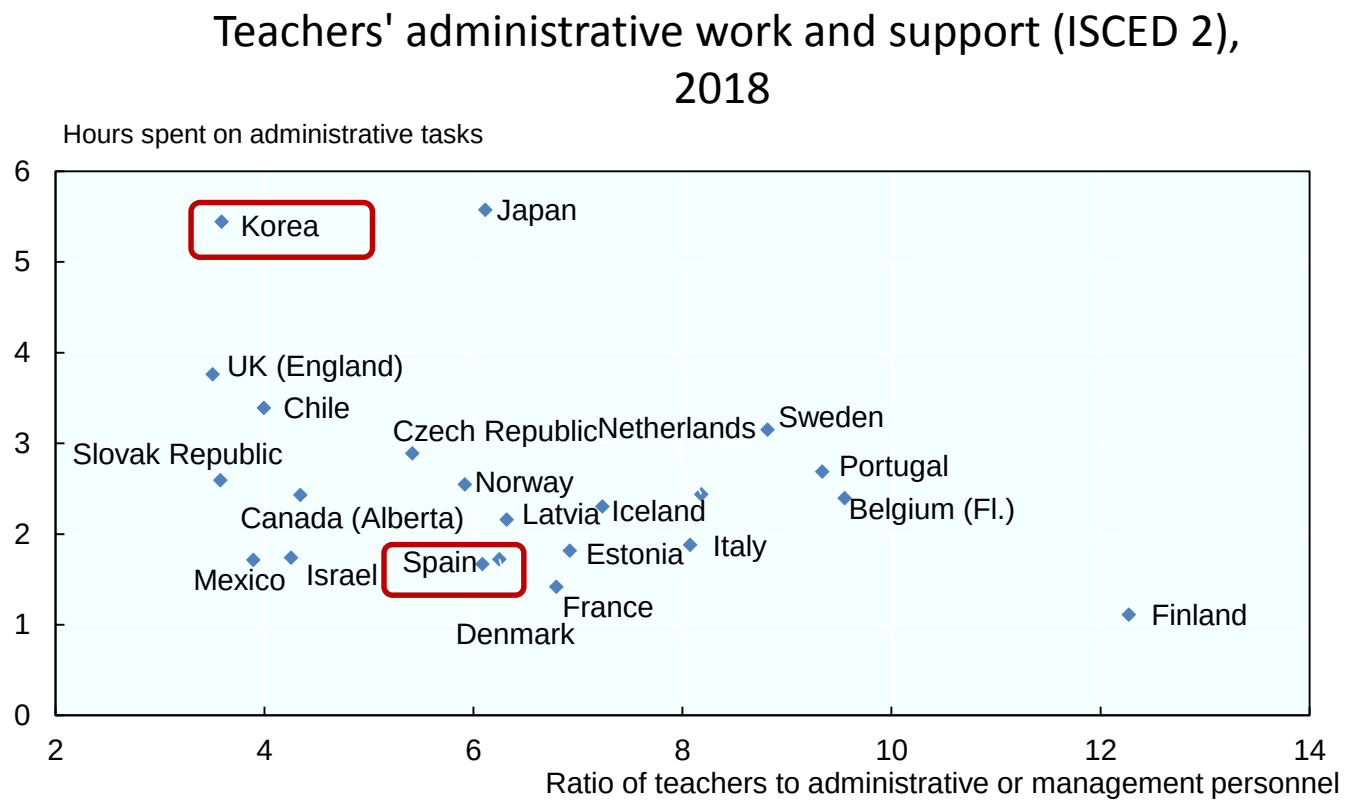


Effective use of non-teaching time is crucial

- Teachers tend to more satisfied when:
  - They work in a **collaborative** environment (PISA & TALIS)
  - They have the opportunity to undertake **professional development** activities (PISA & TALIS)
  - They receive **feedback** that has an impact on classroom practices (TALIS)

- Balance of autonomy and supports for school staff to collaborate and spend their time effectively at school

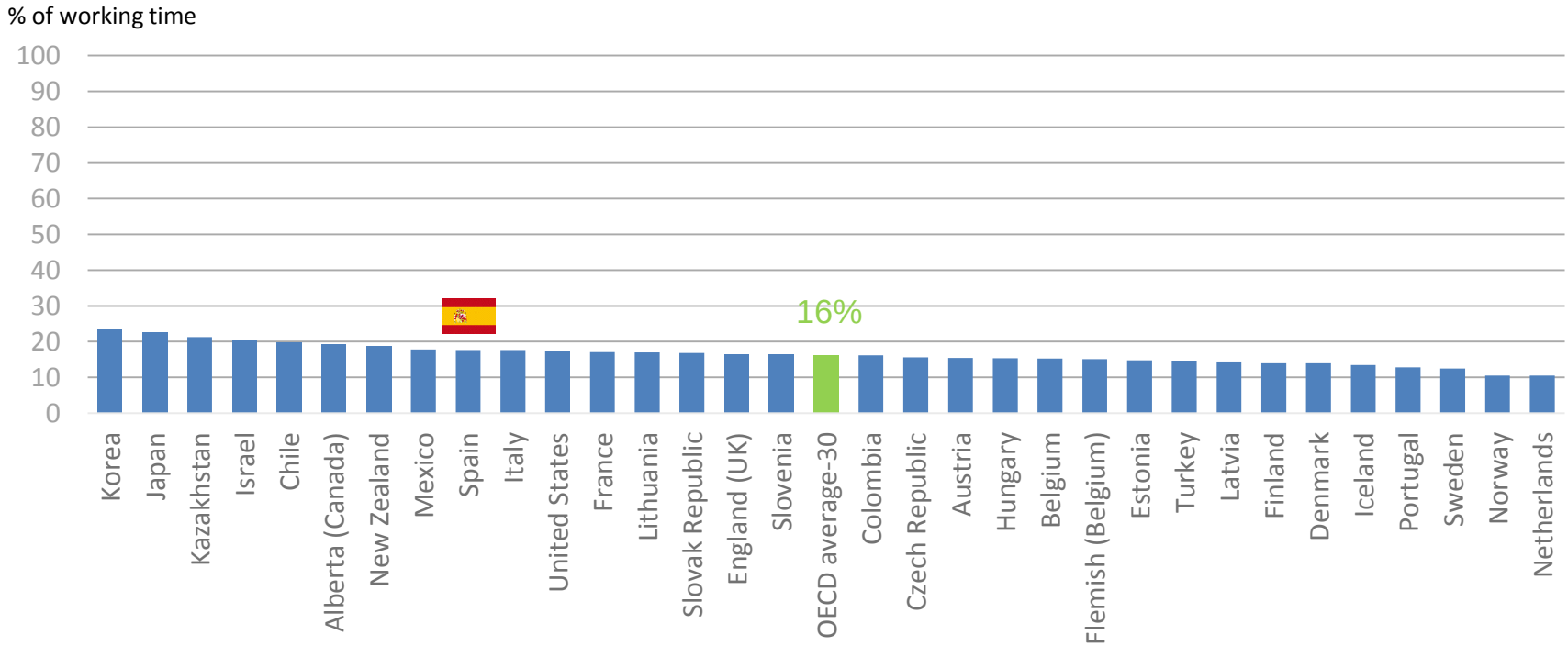
The role of support staff for the administrative workload of teachers' and school leaders'



Source: OECD (2019), Working and Learning Together, Figure 2.7

Large administrative workloads for principals

Average proportion of time lower secondary principals report spending on curriculum and teaching-related tasks and meetings, 2018



Source: OECD (2019), TALIS 2018, Vol. I Fig I.2.11

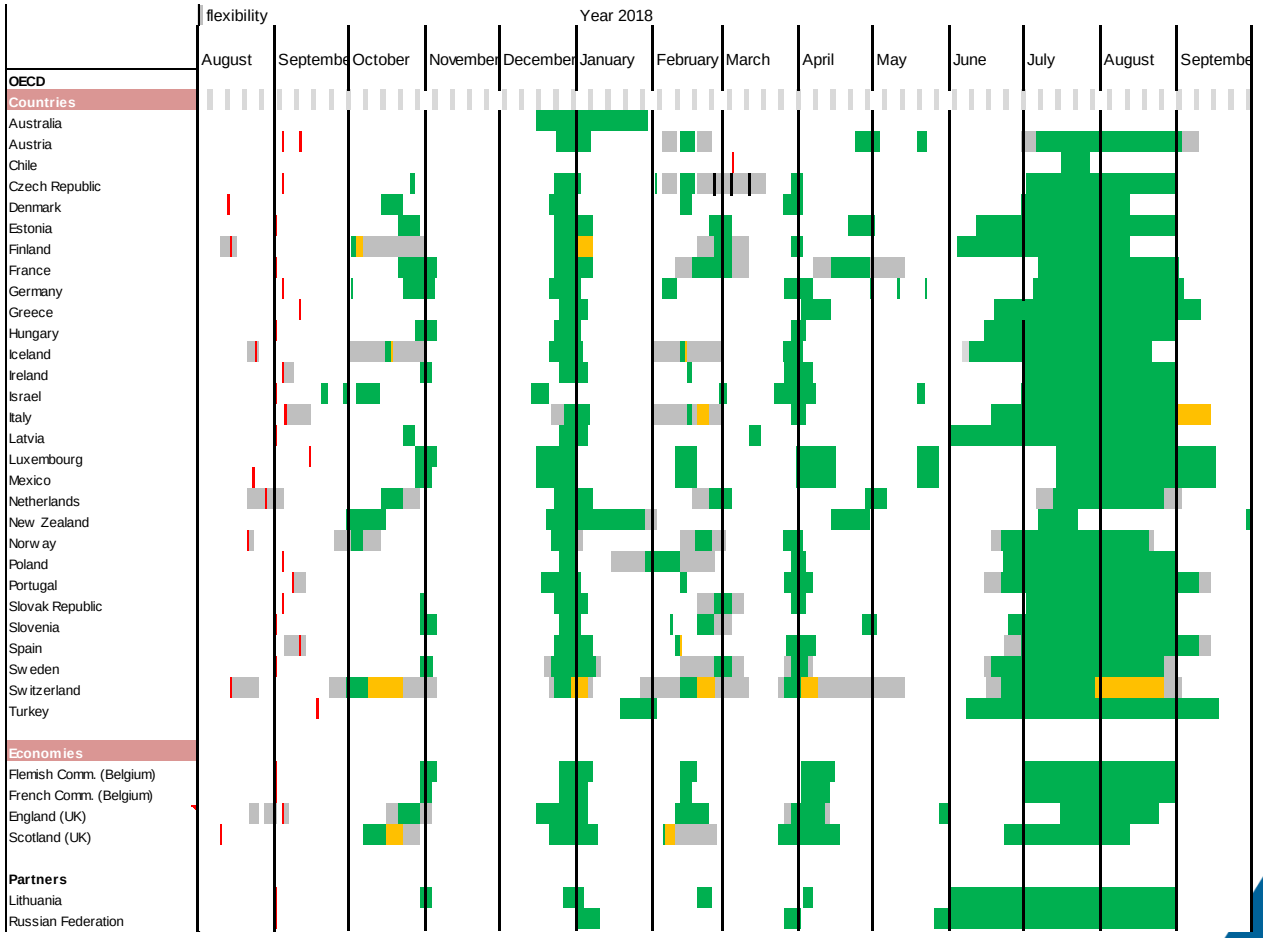
4. School day, week and year

Organisation of the school year and breaks in the school calendar

Education at a Glance 2018:

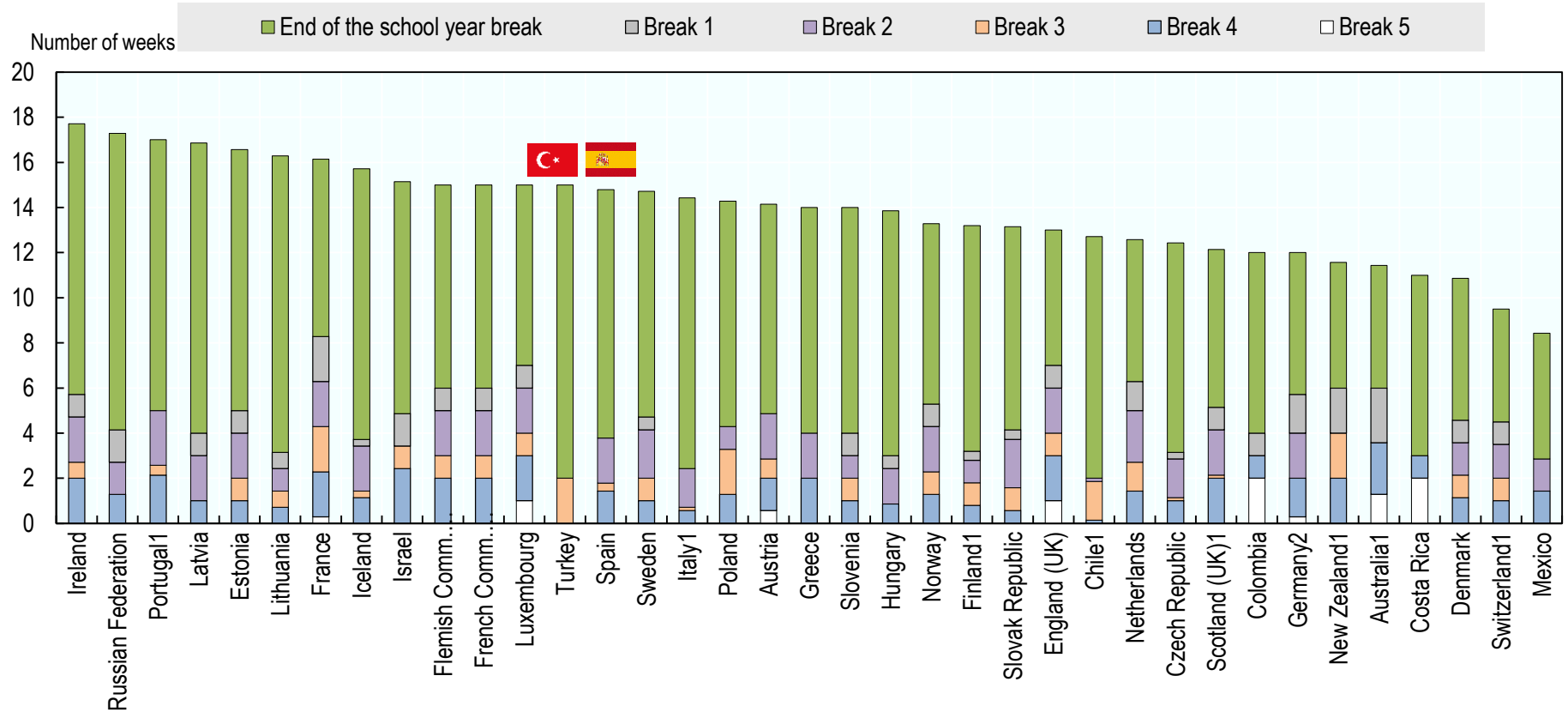
In-depth qualitative information from OECD countries on

- organisation of the school year
- instruction time and organisation of the school day



Length of school holidays differs considerably

School breaks in compulsory general lower secondary education (2019)

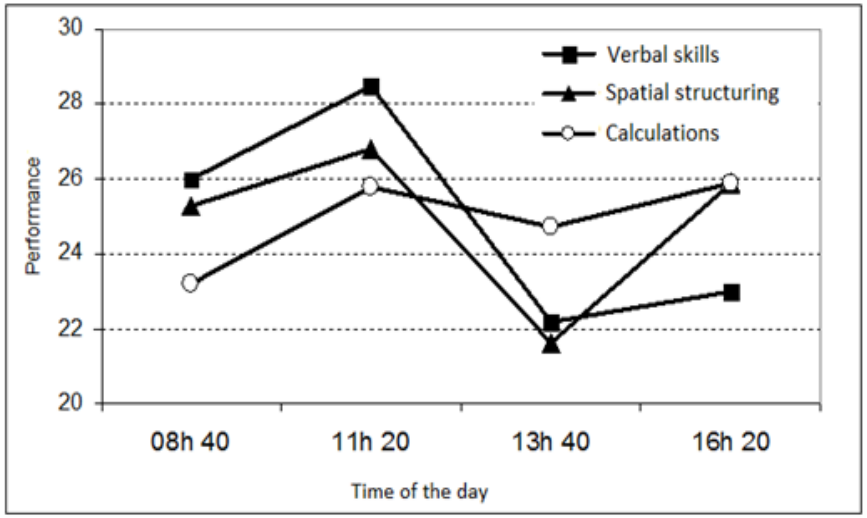


Source: Education at a Glance 2019, Figure D1.a.

Adapting school days to students' learning rhythms

Student alertness and fatigue **at different ages**

- Children can better engage in learning at different times of the day



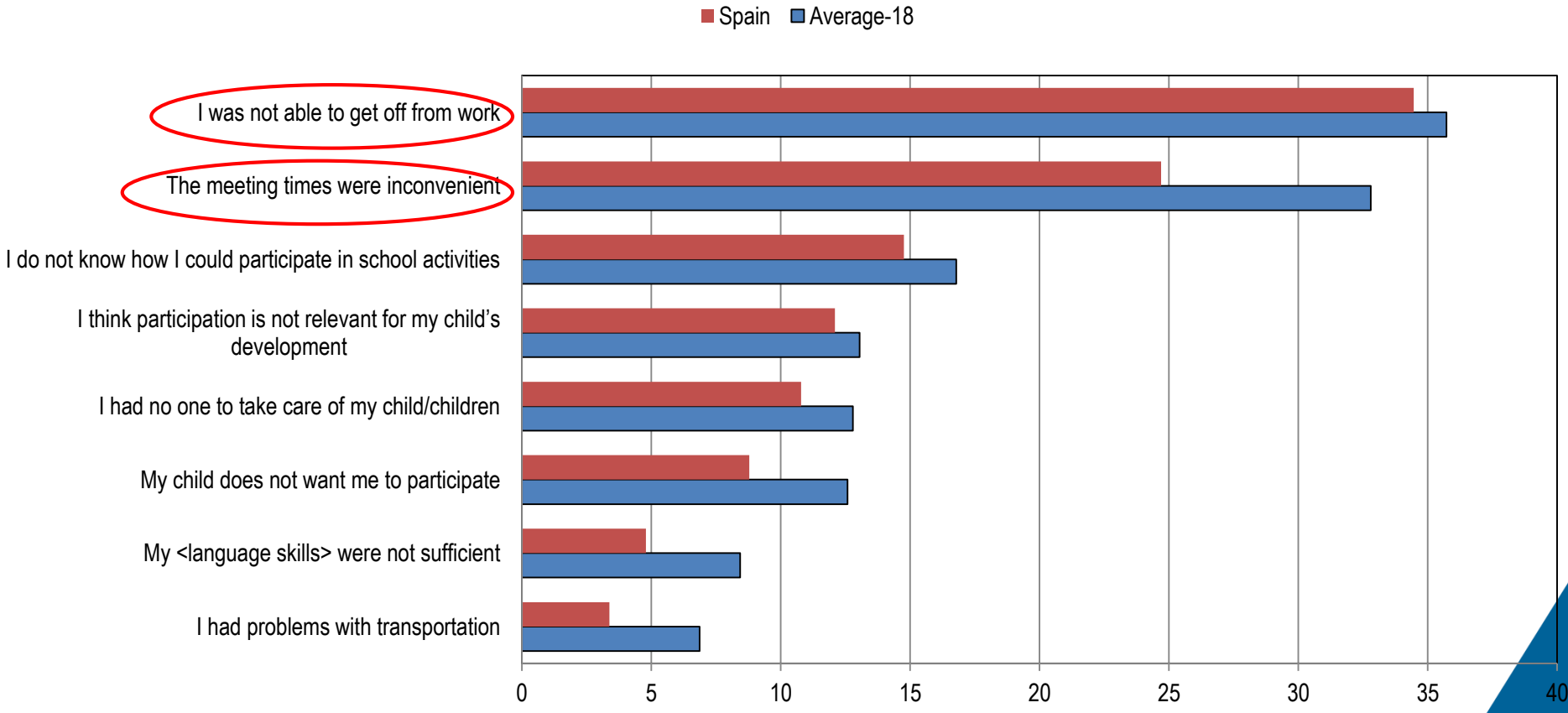
Daily performance variations for 10 to 11 year olds (Suchaut, 2009)

- With **longer periods of concentration as children get older**
- Changing **sleep patterns of adolescents** and consequences for early morning instruction

The role of time for school-parent collaboration

Obstacles to parents' participation in their child's school activities

Percentage of parents who agreed or strongly agreed that the following factors hindered their participation in their child's school activities in the previous year



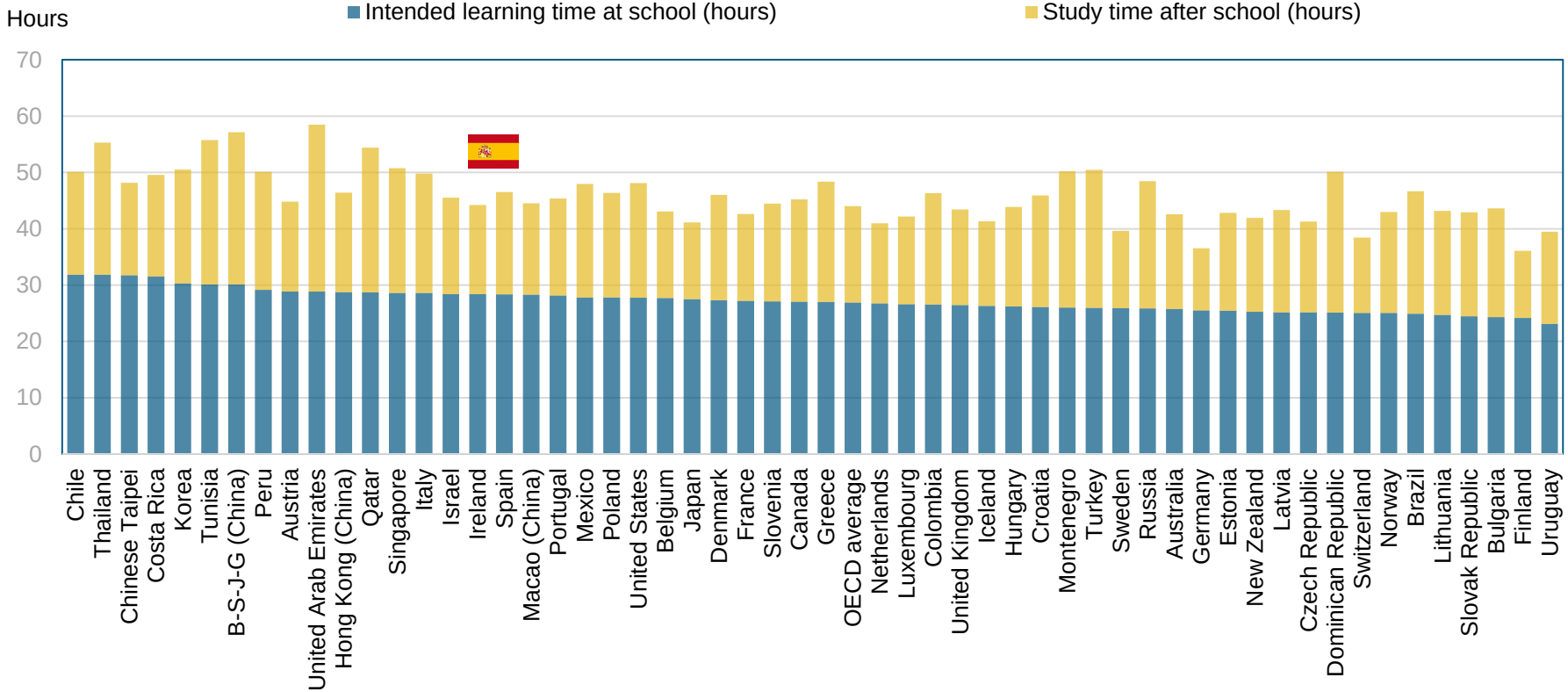
Source: PISA 2015, Figure III.9.8

5. In- and out-of school learning time

Learning is affected by time in *and* outside of schools

Out-of-school learning time varies considerably across countries

In-school and out-of-school time spent learning science for 15-year-olds (PISA 2015)

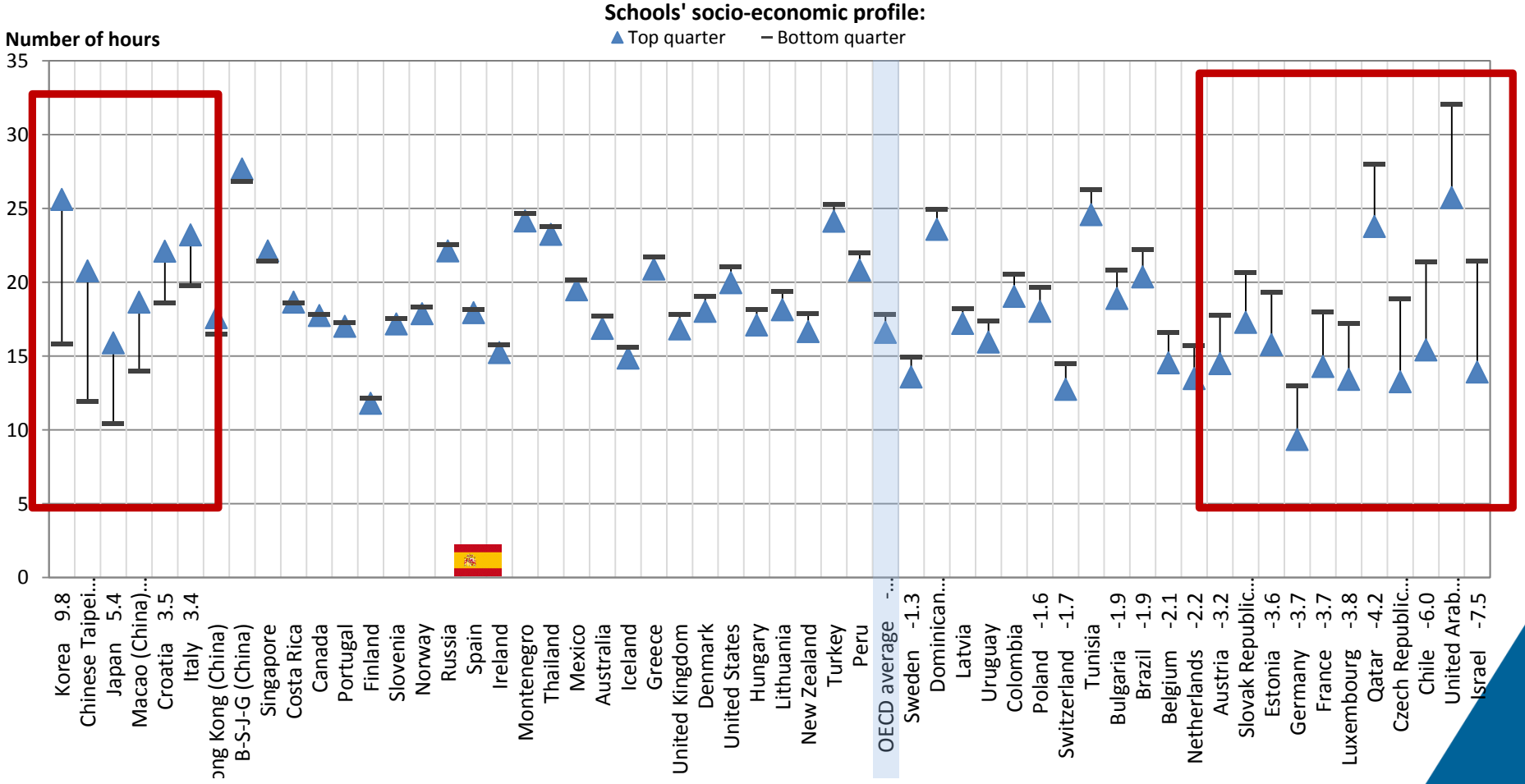


Source: PISA 2015, Figure II.6.23

In some countries, after school study-time raises equity concerns

After-school study time, by schools' socio-economic profile

Results based on students' self-reports



Source: PISA 2015, Figure II.6.21

Thank you for your attention!

All publications of the School Resources Review can be found at:
www.oecd.org/edu/school/schoolresourcesreview.htm

For further information:
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