# EDUCATIONAL TIME MANAGEMENT

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*ABSTRACT: SCHOOL TIME IS NOT UNLIMITED AND THEREFORE IT IS ADVISABLE TO SELECT THOSE ACTIVITIES THAT CONSTITUTE THE CORE OF LEARNING. SCHOOL TIME IS ALSO CALLED TRAINING TIME OR LEARNING TIME.*
*THE STUDY OF TIME MANAGEMENT HAS PROVEN TO BE RELEVANT IN THE DIFFERENT APPROACH TO PROFESSIONAL PRACTICES. TEACHING TIME MANAGEMENT PROVIDES INFORMATION ON CERTAIN ASPECTS OF TEACHING PRACTICES IMPLEMENTED BY TEACHERS IN THE CLASSROOM.*
*TEACHING TIME - KNOWN AS "INSTITUTIONAL TIME" - IS USUALLY SEEN AS ONE OF THE FEW RESOURCES THAT CAN BE MANIPULATED IN THE EDUCATION PROCESS.*

*KEYWORDS: SCHOOL TIME, TEACHER, MANAGEMENT TIME, TEACHING TIME.*

### School time

School time is a complex concept. In its concise definition, it corresponds to the "official amount of instruction"[1], ie the number of hours during the school year that the school authorities consider that schools allocate to education, compulsory and optional timetable subjects, and other school activities.

School time has both a quantitative and a qualitative dimension. In its quantitative dimension, the annual school time corresponds to the number of hours of lessons per year provided by public teaching policies in schools. The annual school time also has a qualitative dimension, because the amount of time itself does not make sense; important are the subjects taught there, the working conditions of students and teachers, the quality of the learning act.

### Real time of students' schooling

One of the facets of school time is its organization provided by the state institution. However, this facet covers only part of the definition of the concept. Researches[2] on school time, conducted shows that the official time allocated by public authorities is different from the actual working time of students in the class and this is due to many factors internal and external to the school. The real learning time of students in the classroom is an important barometer of success. Studies on this gap between expected time and actual training time have continued to date.

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[1] Marie-Pierre Chopin, Le temps de l'enseignement, Revue française de pédagogie, n° 170, 2010.
[2] Reynolds, M. M. Wang et H. Walberg. "The Knowledge Bases for Special and General Education", Remedial and Special Education, n°13, 1992,  p. 6 et p.33.

For Chopin[3], the real time of students' schooling, which she also calls the "amount of training per student", is obtained taking into account the loss of time related to the absences of teachers and students, on strike days, etc. This corresponds to the official amount of time in which teachers and students are formally in the classroom and in a teaching-learning situation. Schwartz[4] goes in the same direction and considers that the official amount of training is eroded by interruptions for non-academic purposes, lack of coordination of programs and stopping the course before the end of the class. For researchers[5] whose field was mainly North American, it is almost impossible to use 100% of the official annual time; schools use on average 85% of the prescribed time for teaching, a level of efficiency that is difficult to surpass. Therefore, this gap between the annual school time prescribed by the authorities and the actual time used in the classrooms seems to be common to all education systems. However, this gap is more or less important depending on the social, economic and cultural contexts in which school systems are located.

Good time management gives the efficient conduct of activities in the classroom and to ensure good control over the time we have in each class, we must be aware and respect the following:

a. time is limited, irreversible, irrevocable, non-transferable;

b. time cannot be saved;

c. time can be consumed efficiently.

In the educational context we have several types of time. According to C., Cucoş[6] we have:

- educational microtime (small units of time);

- educational macro time (large units of time);

- student's time (student's own education);

- teacher's time (student education). After Wong H., K. and Wong R., T[7]:

- the general time allocated (through the program, the structure of the school years; this corresponds to macrotime);

- instructional time (time dedicated to student instruction; superimposed on microtime); homework time (time allotted by students to complete educational tasks in school but also outside); the time dedicated to the summative, final assessment (the time in which students reproduce the acquisition of knowledge and skills).

Time units are widely used in education for measuring or evaluating pedagogical and psychological phenomena, in planning and organizing the educational process.

For example, tests, knowledge tests, exams and competitions are not only performance tests, but also "time trial" tests, which take place in a given time.

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[3] Marie-Pierre Chopin, Op.cit. p. 64

[4] R.M. Schwartz, Literacy Learning of At-Risk First-Grade Students in the Reading Recovery Early Intervention. *Journal of Educational Psychology, 97*(2), 2005, p.262.

[5] Smith F., Barker J. Out of school, in school. A social geography of out of school childcare », in Holloway S. L.,

Valentine G., *Children's geographies : playing, living, learning,* London, Routledge, 2000,p. 249.

[6] C Cucoş, *Timp si temporalitate in educatie. Elemente pentru un management al timpului scolar*.Editura Polirom, Iaşi,2002, pag.72

[6] H.K.Wong, R.T.Wong, *The first days of school*,Mountain View, CA:Harry K,Wong Publications în *Managamentul spaţiului şi timpului educaţional, 1998,*pag.58

[7] H.K.Wong, R.T.Wong, *The first days of school*,Mountain View, CA:Harry K,Wong Publications în *Managamentul spaţiului şi timpului educaţional, 1998,*pag.58

The curricula, the didactic norm of the teachers, the school curriculum, the structure of the teaching, learning, evaluation stages, etc. are related to time units: hours, weeks, semesters, school years.

Institutionalized learning time is that part of the student's total available time, which is allocated to school learning, regulated and institutionally scheduled, based on official documents regarding the duration, structure and content of the learning activities related to the study program that the student goes through.

In order to be useful in the rational distribution of temporal resources, the analysis of learning time must allow a more precise delimitation of the different learning modalities, the time allocated or allocable to each, and the position that each occupies in the chronology of daily, quarterly activities. student.\

**Global learning time**
Global learning time can be divided into two main categories:
- institutionalized time;
- optional or optional time.

Quantitative excess and the emphasis on spending as much time as possible are still the landmarks that guide, directly or indirectly, the elaboration of curricula and school curricula. Even the new national curriculum still reflected this vision.

For gymnasium education, 25-28 hours / week are provided in the 7th grade and 26-29 hours in the 8th grade, ie a doctor of 5-6 hours a day. If, in addition to the 5 -6 hours of activities carried out in school, we take into account all the learning activities of students, we reach a daily work schedule of at least 8 hours, but which can exceed 10 hours in certain periods (of example during the final evaluations).

The distribution of the amount of time for learning (number of hours) by subjects, curricular areas and the whole curriculum is not explicitly considered, the whole learning activities carried out by students, but only the teaching / learning activities carried out in school.

The evaluation of students loses the connection with the evaluation of the educational process, it is no longer an indicator of the efficiency of this process, but only an indicator that can reflect at most the capacity of the teacher to capture as much of the individual study time of students.

The cause of these phenomena should not be blamed on teachers, although they obviously have great responsibilities in this regard. In fact, teachers are often forced to do so, both due to overloaded curricula and due to the lack of a unitary and coherent projection of time resources on the whole curriculum and on all learning activities. of students.

The distribution of the number of hours by educational subjects starts from the premise according to which, the importance of a discipline is given by the number of hours occupied in the curriculum, which is false from a pedagogical point of view.

This mentality is also transferred to the coordination structures, at system level, so that the struggle for classes has been and is still one of the explanatory factors for the structure of the curricula.

The consumption of time for teaching and learning is not yet considered as a criterion for evaluating the efficiency of the educational process and the school results of the students.

Characteristics of time as a value[8]:
☐ it is a rare, limited good

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[8] C Cucoş, Op. cit. p. 75.

☐ cannot be bought or transmitted from one person to another
☐ cannot be stored, accumulated, set aside
☐ cannot be expanded or enlarged
☐ its consumption is irrevocable
☐ for the human being, he means life itself.

**School time management**
Time management is the link between all aspects of teaching, organizing the day, organizing the classroom, deciding on the duration and frequency of student learning, noting their progress, or minimizing time-consuming behaviors. And students' time is limited.

Time management can be done by: reducing written work, planning, establishing rules to eliminate lost time and confusion.

In order to introduce teachers to efficient time management and to reflect on the relevance of this dimension for their professional activity, by developing time management skills, we propose a model with a training program conducted in methodical meetings, in the form of training sessions.

Educational time refers not only to the time spent in school, but also to that which is consumed beyond its perimeter (school time)[9].

Peri-school time can be extended by activities such as: manual and artisanal activities (pottery, sewing, etc.), cultural activities (theater, shows, music auditions, philately, etc.) or simply leisure activities (chess, board games, sports, etc. ).

Peri-school time is a complementary time, rich in formative stimuli, about to be dimensioned more carefully by the responsible factors. The socio-educational animation of the peri-school has a double function: to introduce the psycho-pedagogical innovations, but also to protect the pedagogical organization through an intelligent dilation of the borders.

Relating to a temporal structure is indispensable for any training program.

Education cannot be done outside of planning or scheduling.

"A synchronic and diachronic approach that can ignore neither globalization and its consequences, nor the landmarks and resources that define the identity of national education in relation to similar systems in the world. The compound vectors that signaled my identity crisis of education were the involuntary shock of quality (including the alarming decline in learning motivation, devaluation of diplomas) and the growing divide between school and community (with major consequences for the devaluation of social capital and degradation of confidence in education provided by schools and universities) "[10].

**Methods used in pre-university education to make time more efficient**
There are no "recipes" for time management, but there are methods, techniques and tools for customizing your own time management. Time management does not mean that a student learns to accomplish as many things as possible in a short time, but that it ensures that he does what needs to be done, that he deals in time with the things that need to be done.

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[9] Ibidem, p.77

[10] A. Gorun, *Contribuţii la reconstrucţia identităţii educaţiei naţionale*. Sinteze, Editura Academica Brâncuşi, Tg-Jiu, 2015, pag.36

A teacher with a good time management manages to accomplish several tasks in a shorter time, being, at the same time, more relaxed and managing to establish a balance between personal and professional life.

The ability to organize and manage time influences professional success by defining project activities and establishing its succession, its technological and organizational conditioning.

In order to acquire time management skills, the teacher must adopt tools and techniques that characterize him, that suit his personality, lifestyle and professional activity.

**Methods for teachers**

For teachers, time management is one of the important requirements of the activity. Their time is divided between "educational time spent in school" and "educational time spent outside school."

A teacher must take into account not only the planning of the subject on large units of time, annually or semester, but also what he intends to achieve in each class, to organize his time for each activity.

Roxana Tudorică[11] in "Management of education in a European context" proposes a list that comes to the aid of teachers, in support of designing their personal agenda.

Teachers should not forget the time they spend in school:

- the obligatory time spent in the school institution, directly, of class activity, in accordance with the didactic norm and with the school schedule (fixed time);

- the time spent in the school institution, ie the time allocated to the development of other activities than those

didactic, compulsory, etc., additional time necessary for the correction of written works, notebooks, preparation for lessons, etc .;

- time spent in or out of school to perform extracurricular activities.

Any teacher who wants to carry out his activity as well as possible and who tries to make the use of teaching time more efficient can resort to the systematic analysis of time use, taking into account not only the time allocated to the design of teaching activity, but also the real recording of time use. non-teaching.

Activity log

The activity log is an important management tool and will help you find out as accurately as possible how important you are to important and unimportant activities.

Setting goals

Goal setting is a valuable management tool in that it helps give direction to our actions and we will have control over life and be able to assess progress.

Prioritization

The ability to prioritize is essential for the efficient use of time and effort in solving classroom tasks. A list of priorities written on a piece of paper is an easy way to get things done.

A number of useful tools are available for setting priorities[12]:

**Comparative analysis**: used in situations where the decision criteria are subjective or inconsistent. This analysis involves an objective comparison between tasks, to determine which is really important.

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[11] Roxana Tudorică, *Managementul educaţiei în context European*, Editura Meronia, București, 2007
[12] O.,Pruteanu,*Managementul Calităţii Totale* , Editura Junimea,Iaşi, 1998, pag.68

**Grid analysis**: This type of analysis is used in situations where you need to consider several factors.

**Priority Action Matrix**: This is a diagram that compares the benefits of accomplishing a task with the energy deposited to accomplish it. This helps us to identify the really important activities that bring great benefits in a short time.

**The urgency matrix**: this helps to draw a line between urgent and important tasks, because urgent activities may be unimportant or important ones may have a longer lead time, just to be fulfilled properly.

**Boston Matrix:** used in business to set priorities based on market attractiveness and possible profit from performing this task.

**Ansoff matrix:** similar to the previous matrix, the Ansoff matrix allows you to evaluate the priority of tasks according to the risk involved.

**Pareto analysis:** its hypothesis is that 80% of the problems have as common causes all the problems. The analysis consists in making a list of the problems you encounter and their causes, give a note to each problem and group them according to the common causes. The group with the highest score must have priority in solving.

**Nominal group technique:** this is used for team projects and takes into account the opinion of each member. Each issue must receive a grade from each member.

Management planning refers to the achievement of previously identified priorities and objectives, depending on the time available. Planning helps us to use our time as efficiently as possible, to save extra time for unexpected events and to reduce the stress of overwhelming workload.

Proposals for possible methods by which both novice and experienced teachers can substantially increase their teaching time:

- reduction of time for breaks and social activities. Contrary to popular belief, students do not need much time for recreation. On the contrary, studies show that long and frequent breaks can reduce student involvement in school work.

- organizing "intensive teaching" hours every day. It is necessary to plan subtle, easy transitions between lessons and try to always have the necessary materials for each activity.

Set homework to extend practice time. Homework should help students to fix the knowledge acquired.

Lunch and breaks are important. But with this you lose your learning time. To these is added the time that elapses when students look at the walls or are simply detached during teaching, and a conclusion can be drawn about the amount of time left for actual learning.

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