

## **Teachers Working Time Research**

The researchers presented a first draft to the Research Advisory Group (RAG) meeting on 30 May and a further draft to the RAG meeting on 2 August. Following that meeting the document was further revised for presentation to the SNCT for its meeting of 27 September.

The SNCT records its appreciation to the researchers and to the RAG for overseeing the research. The views expressed in the research document are those of the researchers.

The full report is appended. The SNCT acknowledges the research team has achieved its aim and provided the SNCT with evidence on whether commitments on teachers working time have been met.

Arising from the Report the SNCT has agreed the following actions:

For the SNCT:

- (i) The SNCT is currently monitoring working time arrangements. This work will provide further support for LNCTs in addressing workload.
- (ii) The SNCT agreed there is a need for further exploration of teachers' perceptions of their own work.
- (iii) The SNCT should promote models of good practice, at LNCT and school level, in controlling workload.
- (iv) The SNCT should consider how to promulgate effective time management and work-life balance models.
- (v) The SNCT should finalise a revised statement on collegiality.
- (vi) The SNCT should investigate appropriateness of time in relation to task with reference to LNCTs.

For LNCTs:

- (i) LNCTs should use the Report and evidence from the SNCTs Monitoring of Working Time Arrangements in addressing workload.
- (ii) LNCTs should undertake further work to assist teachers on task prioritization.
- (iii) LNCTs should consider strategies to assist the impact on individual teachers of working with both student teachers and probationers.

For Councils:

- (i) It would be desirable for local authorities to develop CPD courses on effective time management.

## SNCT Commentary

Ref	Research Findings	Comment
<p>Summary Para 9</p> <p>Table 4.1</p> <p>Paras 4.10 – 4.16</p> <p>Para 4.29</p>	<p>The average number of hours worked for all respondents to the time use diary was 45 hours per week (sweep 1 was 45.10 hours and sweep 2 was 44.66 hours)</p>	<p>The SNCT steered the research group to weeks which were likely to be peak times. The researchers found that the weeks in the time use diaries were typical weeks (paragraph 4.28). The research has identified that teachers are working beyond 35 hours. A number of factors influenced this. The SNCT notes from the research that teachers find it difficult to distinguish between essential and other work. The researchers have referred to respondents' views on the holistic nature of teaching and, as expressed in paragraph 5.11, the complexity of teachers' view, of their professional tasks. This point was also reflected by LNCT Joint Secretaries (paragraph 3.27). The SNCT is also conscious that the cultural shift required to implement the National Agreement fully was likely to be a slow process. Teachers' workload will be controlled more effectively where teachers have full confidence in collegiate working and in using working time agreement to manage workload.</p>
<p>Table 4.1</p>	<p>The use of time use diaries allowed the researchers to break down teachers work into key categories of task</p>	<p>While it is noted that class contact is under the 2006 target of 22.5 hours (see also Executive Summary paragraph 9, paragraph 4.20) the reduction to 22.5 hours class contact for all classroom teachers will assist the management of workload.</p> <p>The individual work undertaken by teachers in correction and assessment and preparation are, if taken together, likely to account for 13 hours weekly. The National Agreement formally set aside one third of class contact time for personal work and from the time remaining. LNCTs through school Working Time Arrangements may have provided for additional time for preparation and correction. This finding represents a significant issue and is closely connected with teachers' perceptions of the nature of the holistic nature of their work as identified above. The survey predated the reduction to 22.5 hours class contact across all sectors.</p>
<p>Table 4.1</p> <p>Para 4.26</p>	<p>The overall average time on CPD, in sweep 1, was 3.05 hours and 2.59 hours in sweep 2</p>	<p>The SNCT notes that teachers did not distinguish between CPD which is planned within collegiate working or between CPD</p>

Ref	Research Findings	Comment
		<p>which arises from the individual contractual requirement of up to 35 hours annually for CPD.</p> <p>The SNCT believes the National Agreement set out a clear commitment to professional development and the finding in paragraph 6.8 reflects the recognition that CPD is considered by teachers as one of the many positive changes secured by the implementation of the Agreement</p>
Table 4.2	<p>Appropriateness of time in relation to task-</p> <p>Key differences in observations between secondary and primary teachers on class contact, preparation, correction and assessment, collegiate activity and management time, CPD</p>	<p>It would be wrong to draw simplistic conclusions from this. These findings may reflect issues over control of workload and professional judgement that require to be considered by the SNCT. The primary sector has already experienced a reduction in class contact time. The researchers commented favourably upon this (paragraph 5.10). From the beginning of this session the further reduction in class contact time in the primary and the reduction in secondary will assist the management of workload.</p>
Table 4.2	<p>Appropriateness of time in relation to task</p> <p>- Common view across sectors that pastoral activities and discipline matters, working with parents and external agencies and working with student teachers, probationers and classroom assistants was taking more time than appropriate.</p>	<p>While the global demand will recede the impact on individuals will have to be considered by Councils.</p>
<p>Para 4.30</p> <p>Table 5.8</p> <p>Figure 4.39</p>	<p>Perception of workload since the implementation of the Agreement</p> <p>- clear perception that workload has increased since the Agreement e.g. innovation overload.</p>	<p>The findings reveal an increase since the 1993 research. The SNCT believes that further work requires to be done on considering not only the volume of work but also control over work.</p> <p>The development of collegiality will assist teachers in exercising professional judgments on workload.</p>
<p>Para 4.16</p> <p>Figures 4.11 and 4.12</p>	<p>The findings revealed little significance in slight differences recorded across local authorities.</p>	<p>The SNCT welcomes this finding.</p>