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Children's Services

every **child** matters
a **brighter future** for Norfolk's young people

**School Workforce Remodelling
Newsletter No. 18: Final Edition**

January 2011

This final edition focuses on: -
Workload
Work/life balance
What about change

Workload
The issue of teacher workload has been considered over a long period and an annual workload diary survey undertaken since 2000.

Teacher Workload Diary Survey 2010

Findings include:

- Since 2000, the average hours worked per week has fallen for most grades of teachers in maintained primary, secondary and special schools; however the average number of hours worked per week has remained high. **In the 2010 survey**, average hours worked per week remain above 50 hours for most types of teacher, with only secondary school and special school classroom teachers working, on average, slightly less than 50 hours per week.
- Compared to hours worked in 2000, all categories of teachers working full-time (except secondary classroom teachers) worked significantly fewer hours in 2010 on average. The largest difference between 2000 and 2010 in terms of the average number of hours worked per week was for deputy heads in primary (difference of 5.3 hours) and secondary schools (4.9 hours) and classroom teachers in special schools (4.8 hours).
- Among full-time primary school staff, average hours worked per week by headteachers has increased annually since 2005 to 56.1 hours per week in 2010. Deputy heads and classroom teachers have seen their average working hours fall between 2009 and 2010. *For classroom teachers, the decrease in hours between 2008 and 2010 was significant.*
- All full-time staff in primary and secondary schools continue to work more than a fifth of their total average hours before school/after 6 pm/on weekends, which equates to around 10 hours per week. There has been a slight decrease in proportion of hours worked outside 'normal' hours since 2009.
- **From the open comments received, planning, preparation and assessment (PPA) has been identified as the factor that has had the greatest positive impact in reducing teachers' working hours. The introduction of 'rarely cover' was the second most frequently mentioned factor having a positive impact on workload.**

- The survey also takes into account teachers' perception of their workload. There were some variations in these perceptions between roles and between types of schools. Less than a fifth of teachers who answered reported that they were expected to do

things that were not part of their job all/most of the time. Slightly more thought they were unable to do things that should be part of their job all/most of the time. Less than a quarter of full-time teachers felt their workload allowed them to pursue personal interests outside work all/most of the time.

- Activities on which teachers would like to spend less time included administrative and clerical tasks and some elements of planning and preparation (such as marking and finding resources). Although, conversely, they would like to spend more time planning, with pupils and preparing resources for lessons.

Total hours worked by type of school and role, 2010	
	Total hours worked per week, full-time only
Primary	
Headteachers	56.1
Deputy heads	50.9
Classroom teachers	50.2
Secondary	
Headteachers	57.3
Deputy head	53.7
Heads of faculty/department	50.3
Classroom teachers	49.9
Special (a)	
Classroom teachers	46.4

(a) Special schools heads and deputies omitted because of low sample numbers.

NB: The main change from previous surveys was that the diary and accompanying surveys were completed online, while in the previous 10 iterations the surveys had been completed on paper.

The response rate to the survey has fallen year-on-year (with the exception of 2007). The refusal rate in 2010 was over 50%, the main reasons given included being too busy, having too many surveys to complete and not feeling that the results would directly benefit them. It is worth noting that, in general, the completion rate of non-compulsory research in maintained schools has fallen over time.

Survey document available at
http://publications.education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFE-RR057&

Resource: Teachers' TV Time Savers series

Clever ways to invest time to save time, from three educational gurus who know what really works.

There are 21 videos in this series: Communication, Organisation, Planning 1, Planning 2, Make Time for You, Resources, Organisation and Assessment, Meetings, Absences – Yours and Theirs, Learning Platforms, Visualisers, PowerPoint, Flip Video Cameras, Homework and Marking, Resources, Planning, Using Parents, Answering Requests, Simplifying Handouts, Internet Searches, PC Games, Keyboard Shortcuts, Finding Documents, Organising Students, Giving Instructions, Saving Time with ICT.
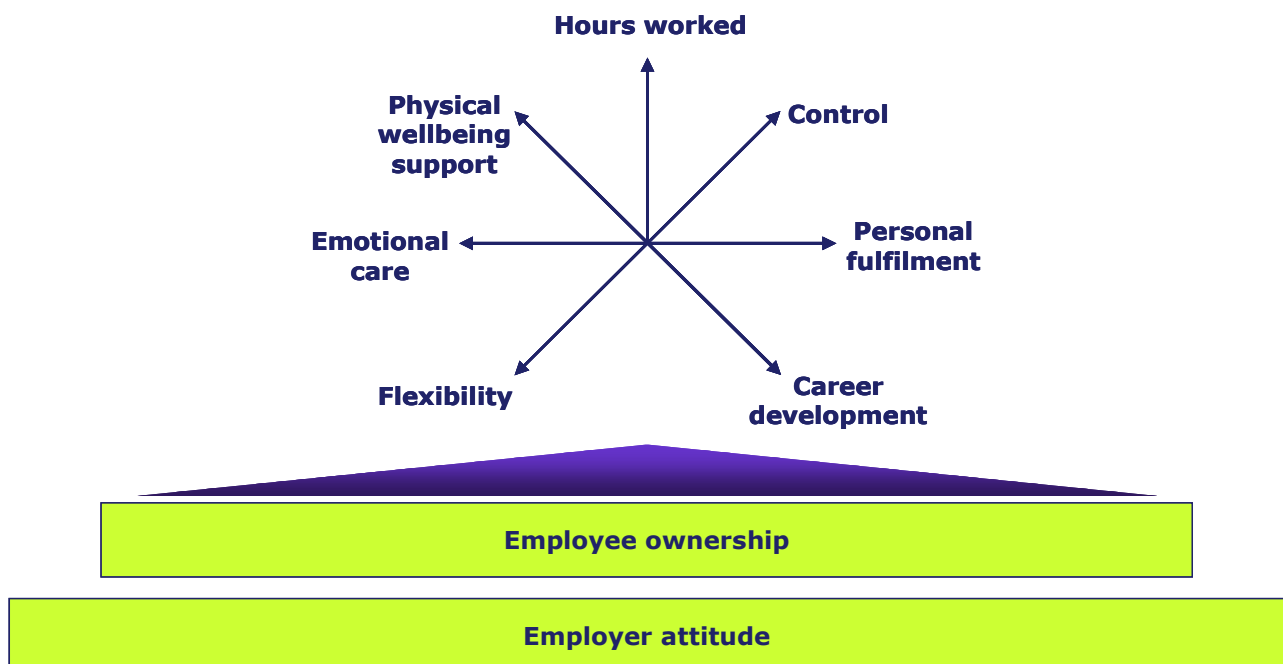**http://www.teachers.tv/series/time-savers**

Work/life Balance

- **The National Agreement 'Raising Standards and Tackling Workload'** defines work/life balance as being "about helping teachers combine work with their personal interests outside work" and cites working hours and workload as key, but not exclusive, elements of this.

- Other elements include a sense of control, personal fulfilment, career development, work flexibility, physical and emotional wellbeing, and the will of both employers and employees to ensure staff enjoy a reasonable work/life balance.

Common characteristics of schools that have successfully implemented work/life balance initiatives:

Effectiveness valued, not hours	Governors committed	Supportive culture

Industrial relations	Initiatives managed	Measures against excessive hours	Regular review

Benefits understood	Effective meetings	Support for flexibility

Communication	Embedded in school practices	WLB policy incorporated in School Improvement Plan	Role modelled

In reality, work/life balance means different things to different people

Hours worked

Physical wellbeing support

Control

Emotional care

Personal fulfilment

Flexibility

Career development

Employee ownership

Employer attitude

Resource: Teachers' TV Ease the Load series

Real-life examples of how to manage your workload efficiently and productively, while improving your work/life balance.

There are 27 videos in this series, of which the following 26 are currently available to view online at http://www.teachers.tv/series/ease-the-load

We have the Technology	A Challenging Career Change
School to School	No Time to Spend with My Partner
You Take Care	I Don't Want to Work through Breaks
Parent Partners	Calm Exterior, Stressed Interior
How Good Was That	I'm a Full Time Part-Timer
All Together Now	New Job, New Baby, New Pressure
Start the Year Here	I've Been a Head Five Years – What's Next?
The Three C's	My Planning Rules My Life
This Time It's Personal	I'm an Over Busy Business Manager
It's About Time	I'm Tired of 12 Hour Days
Mind, Body and Soul	I Want to be a Better Leader
Finding Time to Walk the Dog	Bringing a Management Team Together
No Time to Play my Viola	
My Singing and Dancing Time Gets Squeezed Out	

Resource: Remodelling newsletters nos. 2 and 7

Please see **Remodelling Newsletter No. 2** for useful information and tips on work/life balance, which was very positively received by schools at the time of publication (June 2004). Also please see **Remodelling Newsletter No. 7** (issued September 2007) which was an updated and revised version of Newsletter No 2. Go to http://schools.norfolk.gov.uk/myportal/index.cfm?s=1&m=564&p=410,index

What about change?

The changing world in which we live today - where globalisation and emerging technologies are key levers – has required schools not only to respond to change but be proactive in leading and managing it. Schools that are in an ongoing process of change often have a strong focus on teaching and learning, an inclusive, collaborative culture and proactive teams representing the school community.

☑ Successful change relies on an open, inclusive culture. By adopting a more democratic style, a leadership team will be seen as a role model for staff in supporting and encouraging positive change.

☑ All staff and stakeholders feel positive about being part of a school with a strong, forward-looking and innovative vision. People know they can contribute fully towards creating opportunities and overcoming key challenges.

☑ Effective change is underpinned by the development of broad collaboration between schools, their stakeholders and partner organisations.

☑ Inclusiveness is vital because staff in different roles have diverse but valuable ideas about change, people generally support what they have co-created and wide involvement delivers better, longer-lasting improvements.

☑ Change is the only thing we can predict with certainty.

Change happens whether we welcome it or not

During the change process we experience the emotional curve . . .
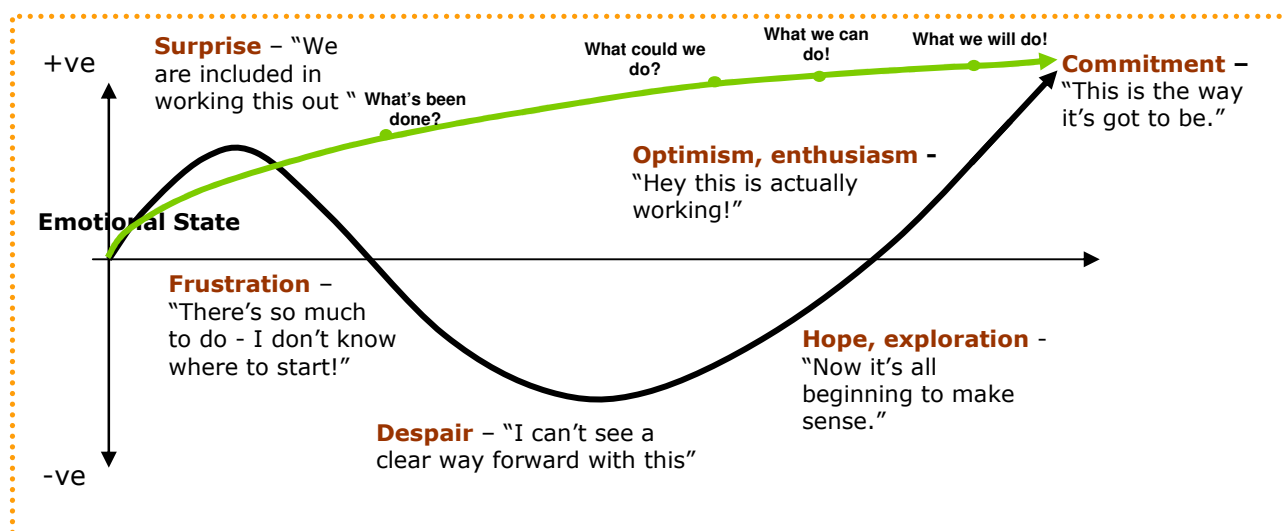
Ensuring positive progress requires a well-tried, structured and adaptable process for change management – one supported by effective skills and tools. The Training and Development Agency's **five-step change process** enables and encourages schools and their partners to:

- identify and agree where change is necessary
- facilitate a vision of the future shared across whole-school and stakeholder communities
- collaborate effectively – internally and externally – with other schools, organisations and agencies
- use consensus to create and implement plans for tailored change
- embed an inclusive and proactive culture of long-term progress, and
- improve standards for staff, stakeholders and pupils.

Supporting tools

We have developed a set of tools to help you through each stage of the change process. These recommended tools were designed for dynamic and effective group working.

Stage	Tools
1. Mobilise	Icebreaking: forming relationships Brainstorming: ideas generation
2. Discover	A week in the life of... understanding roles Prioritisation matrix: creating shortlists
3. Deepen	Fishbone analysis: understanding problems Five whys: understanding problems
4. Develop	Problem solving, team building: developing solutions Stakeholder mapping: understanding perceptions
5. Deliver	Managing uncertainty: managing risk

The School Workforce Development Team in Children's Services have delivered **Positive Development** workshops which were bespoke and tailored to meet a specific challenge or change aspect within a school. These workshops and other events made use of the five-step process and tools and were very positively received by schools. Quote from a Headteacher delegate:

"After 10 years of development planning, it was good to see other ways and we used the 5 whys to plan one of our new targets for the SDIP and found it really useful and found that it challenged our thinking more, looking towards outcomes from the starting point of the issues we had in a different way. It was good to find a course that was actually practical and useful and I just wanted to say thank you to everyone involved."

Resource:

Little Book of Managing Change – available from the TDA archives at
http://webarchive.nationalarchives.gov.uk/20100202100434/http://www.tda.gov.uk/about/publicationslisting/TDA0506.aspx
Smooth Operators in Big Change
http://www.guardian.co.uk/education/2006/may/23/schools.uk1
When big change is required in schools, sometimes it pays to involve the caretaker in decision-making.

Contacts

School Workforce Development
Denise Beckett, School Support Staff Development Officer, 01603 222743 or e-mail: denise.beckett@norfolk.gov.uk

Lisa Harrison, School HLTA Co-ordinator, 01603 638098 or email: lisa.harrison@norfolk.gov.uk

Peter Simmonds, Senior Adviser, Governor and Leadership
Tel: 07795 265669 or e-mail: peter.simmonds@norfolk.gov.uk

Virginia Wakely, School Performance Management Officer
Tel: 01603 638092 or e-mail: virginia.wakely@norfolk.gov.uk

Website: http://schools.norfolk.gov.uk/myportal/index.cfm?s=1&m=564&p=402,index

Local WAMG key union contacts:

ASCL, Richard Moore, rdmbenefars@waitrose.com

ATL, Andrew McCandlish, amccandlish@norfolk.atl.org.uk, 01263 513618

GMB, Ivan Mercer, Ivan.Mercer@gmb.org.uk, 01603 626492

NAHT, Christine Gibson, head@saxlingham.norfolk.sch.uk, 01508 499271

NASUWT, Colin Collis, nas3887@nasuwt.net, 07787 572777

NUT, Mike Smith, norfolknut@btinternet.com, 01953 607259

TGWU, Steve Harley, stephen.harley@unitetheunion.com, 01603 624052

Unison, Nigel Beiley, Nigel.beiley@btconnect.com, 01603 222384

VOICE, Jan Tanner, j.r.tanner@ntlworld.com, 01603 712295