

References

Raising Standards and Tackling Workload: National Agreement
Managing Classroom Behaviour – ATL
Behaviour Management – NASUWT and SHA
Planning Guidance for Primary Teachers (DfES)
For further information visit www.teachernet.gov.uk/remodelling

The Dignity at Work document
The Norfolk Education Staff Well- Being Programme
The Healthy Schools Programme

NUT publications providing advice and guidance on:
‘School Workforce Reform’
‘Beating back bureaucracy 2001-2002’
‘Unacceptable Pupil Behaviour’
‘Planning’

Members of the Working Party:

Colin Collis	Heartsease High School	office@heartseasehigh.norfolk.sch.uk
Sue Cooke	Burston Primary	office@burston.norfolk.sch.uk
Helen Rowlinson	Alderman Jackson Special School	office@aldermanjackson.norfolk.sch.uk
Glenys Shepherd	Aylsham High School	office@aylshamhigh.norfolk.sch.uk
David Saunders	Norfolk Well-being Project Coordinator	david.saunders@norfolk.gov.uk
Fred Corbett	Head of Norfolk Education Advisory Services	fred.corbett@norfolk.gov.uk
Ray Leeke	Principal Adviser Norfolk Education Advisory Services	ray.leeke@norfolk.gov.uk
Julia Stephens	Norfolk Education Advisory Services	julia.stephens@norfolk.gov.uk
Steve Lord	Norfolk Education Advisory Services	steve.lord@norfolk.gov.uk

Norfolk Education Advisory Services
Professional Development Centre
Woodside Road
Norwich NR7 9QL
Tel: 01603 433276 Fax: 01603 700236
Email: advisory.service@norfolk.gov.uk

If you would like this document in large print, audio, Braille, alternative format or in a different language please contact Margaret Coard on 01603 433276, and we will do our best to help.



Improving Recruitment and Retention through Working Together, Promoting Well-Being and Tackling Teachers’ Workload

EDUCATION DEPARTMENT
DIRECTOR OF EDUCATION: DR BRYAN SLATER

Introduction

Improving recruitment and retention is an important priority in Norfolk. The well-being of teachers is of paramount importance in terms of our duty of care for the individual and also because we want to maintain a motivated teaching force in each Norfolk school and service. We hope that all staff, managers and governors will use this paper as a starting point for discussion in their own schools.

The aims of this paper are:

- to support teachers and schools in tackling excessive workload;
- to improve the well being of teachers;
- to foster increased teacher ownership of their work;
- and to create the capacity for managing change in a sustainable way that can lay the foundation for improved school and pupil performance in the future.

These aims are underpinned by a number of key principles:

- It is important that the school's climate is right and that openness and good professional communications are encouraged. The views of all staff, governors, the wider community, and pupils are taken into account when decisions are made, particularly when they have workload implications.
- A positive school climate builds a common sense of purpose to the work of the school securing the involvement of others and engaging their commitment and enthusiastic support;
- A positive school climate includes a strong commitment to improvement and raising standards by providing challenge, high levels of support and low stress but also instils self-esteem and celebrates successes;
- It is important to decide what is reasonable in achieving a better balance of demands on teachers and provide them with the necessary support to discharge their professional duties effectively;
- Schools should develop a consistent approach to the management of workload, but this does not mean uniformity. The individual needs and circumstances of teachers should be recognised as well as their accountabilities as professionals and as members of a team;
- It is essential that schools should maintain good professional learning opportunities which help teachers get better at what they do. These opportunities should include effective line management meetings which regularly include the discussion of the impact of work-load issues.

1. Norfolk Education Staff Well-Being Programme - Managing workload

An effective Staff Well-being programme in an organisation can help to provide a forum where workload issues can be identified and addressed in a positive collaborative way.

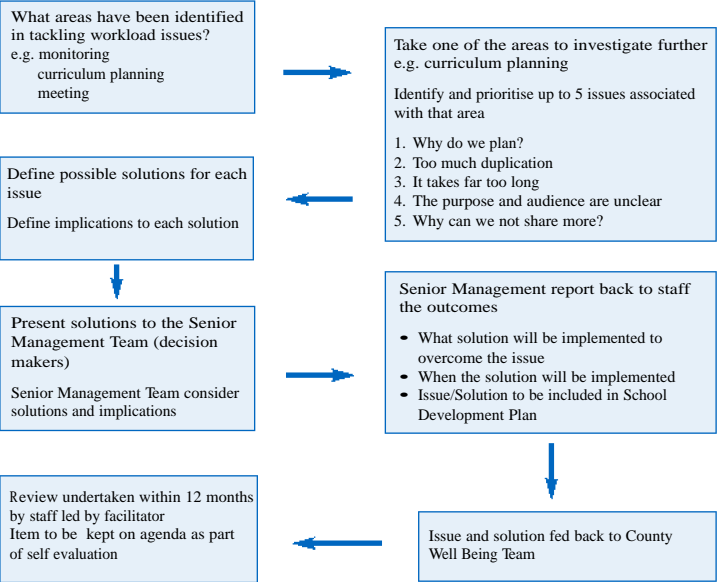
Key features of successful organisations within the Programme

- Openness and honesty amongst all the staff - with opportunities for all staff to contribute to discussions about issues affecting staff well-being.
- Commitment from senior management - allowing time for well-being issues to be shared and discussed.
- Effective teamwork.
- No blame culture - when issues arise, dealing with them in a collaborative, problem solving way rather than apportioning blame.
- Recognition that everyone has responsibility for their own well-being.
- Recognition that everyone has an influence, positive or negative, on the well-being of others in the organisation.

- Effective consultation and two-way communication.
- Establishing a culture where seeking help and support is encouraged and not seen as a sign of weakness.
- Training opportunities on well-being issues e.g.
 - managing time more effectively
 - recognising early signs of stress and practical ideas to deal with stress
 - strengthening teamwork.

2. Issue Resolution Pathway

If your school is tackling workload issues, we strongly recommend that you use The Issue Resolution Pathway, devised through the Well Being programme, as a useful instrument to support the effective management of workload issues.



The areas covered in this document are particularly relevant to the issues of school workforce remodelling, and to other agreements that have already been established nationally. To support schools in managing workforce remodelling, the LEA issued MI 212-02, MI 217-03, and MI 244-03 in the autumn term 2003. Staff in schools need to keep up to date through the guidance and support provided by the LEA and by their professional associations. Whenever a new initiative is introduced in a school, the time implications and the impact on workload should be fully considered with staff, bearing in mind the guidance on, for example, the use of directed time, the number of meetings per week and the number of written reports per year. In addition, from September 2003, the 21 identified routine administrative tasks should not be carried out by teachers.