

Workload Issues

January 2015

UCAC | yr undeb sy'n diogelu athrawon a darlithwyr Cymru

Workload Issues

UCAC's Teacher Workload Survey

Introduction

In UCAC's opinion, in order to be able to inspire pupils and create the most conducive atmosphere for learning, Wales needs teachers who have the necessary knowledge and teaching skills but who are, also, conscientious and energetic and enjoy their work.

For some time now, UCAC's Officers have been encountering teachers who are buckling under the strain of their workload and we decided to try to bring some facts by giving members an opportunity to respond to a Survey.

720 responses were received with the majority of those who answered being classroom teachers without additional responsibilities but:

- 24% were teachers with a TLR allowance or an SEN allowance for additional responsibility
- 12% were members of a school leadership team (head teachers, deputy head teacher, assistant head teacher)

15% of the responses were from teachers with a part time contract or working as supply teachers.

The responses to our Workload Survey give a clear picture of:

- an education workforce that is under great strain
- a conscientious workforce facing unreasonable demands over a long period and aiming to attain high standards in their work for the benefit of their pupils
- excessive workload which not only has a negative impact on teachers' personal lives but which also interferes with their ability to prioritise those tasks which contribute most to improving educational standards
- teachers and leaders who are concerned about the workload which continues to increase and is having a negative impact on their pupils' education.

Some of the teachers are looking for a way to leave the profession – or to work part time because they are unable to achieve any work-life balance. Some have already taken a part-time post for these reasons.

The workload levels are inevitably going to have an effect on our ability in Wales to retain excellent, conscientious teachers in the profession and to attract people to teaching as a career. Moreover, we believe that it will create increasing problems with regard to attracting teachers to apply for posts with additional responsibility. UCAC believes that there must be an urgent response to these concerns, not only for the benefit of the individuals within the profession but for the benefit of the pupils.

UCAC attends discussions in the Department for Education in London because of the responsibility of that Department for teachers' statutory pay and working conditions covered by the School Teachers' Pay and Conditions Document. The Department for Education is currently seeking to cooperate with the unions in order to address excessive workload issues. However, the discussions with the Secretary of State and her officers cannot address devolved issues, e.g. workload deriving from Welsh Government initiatives, pressure coming from the Welsh Local Authorities and Consortia, the effect of Estyn inspection requirements, the ways in which head teachers in Wales respond to the pressure on them to raise standards and how leadership teams interpret various requirements. We need to find solutions in Wales to the specific problems arising in Wales.

The Minister for Education and Skills has declared his intention to co-operate with stakeholders to raise the standard of education in Wales. *Qualified for Life* outlines his vision and emphasises our collective responsibility:

“Qualified for life identifies the key activities that will help us deliver our strategic objectives and realise our vision.

Delivering for our children and young people requires more than a list of actions. We have a collective responsibility to our children and young people, to their education and to their futures. Together, I want us to commit to developing Welsh education to be the very best it can be: to be among the best in the world. I want our vision to be underpinned by a system of self-improving schools and collaborative professionals driven by a shared moral purpose that aspires to ever higher standards.

Together we can ensure that we do the best for every child and young person, regardless of their background.”

Ministerial Foreword

Qualified for Life: An education improvement plan for 3-19 year olds in Wales

Whilst recognising its importance, UCAC believes that it will be impossible to achieve this vision without addressing the significant problems caused by excessive workload. UCAC urges the Minister for Education and Skills to work with the profession to improve the working life of teachers. This is crucial, not only as part of the agenda for raising standards, but also due to our collective responsibility to ensure fair working conditions for teachers. The current situation is unsustainable with many conscientious teachers at breaking point and looking for a way out.

We must act urgently and collectively to reduce teachers' workload, improve morale and restore the status of teaching as a career.

Elaine Edwards
General Secretary

Survey Responses

1. Teachers' Working Hours

The research statistics

- 91% of the teachers are of the opinion that they have an excessive workload.

Teachers must work outside school hours in order to carry out their duties. The *School Teachers' Pay and Conditions Document* does not specify maximum working hours but teachers are supposed to be available to work under the instruction of the head teacher for 1265 hours over the school year of 195 days. These hours are to include the school's teaching timetable, time for Planning, Preparation and Assessment, registering pupils, after-school staff meetings, parents' meetings, INSET days and various activities.

They are also expected to work *reasonable* additional hours in order to fulfil the requirements of the job, but there is no definition of what is '*reasonable*'.

It is clear from the results of the Survey, and from our experience as a union, that teachers work a significant number of hours outside the school day, including working during official holidays. The public is not aware of how much work is carried out in this way.

- The research indicates that over 45% of the respondents work, on average, between 15 and 20 hours every week outside school hours.
- Over 16% work, on average, over 20 additional hours per week.

This means that up to 61% of respondents regularly work beyond the 48 hours laid down in the *Working Time Regulations* for a person working full time.

These figures do not include all the hours of work completed during official holidays.

A significant percentage of those who indicate that they work up to 10 hours per week outside official school hours work part-time or are supply teachers.

67.75% of the teachers say that they are unable to achieve a work-life balance and this should be a matter of concern for the Welsh Government.

Issues to consider:

1. What is reasonable in terms of working hours outside the normal official school hours of 32.5 hours?
2. If there are some teachers under greater strain than others, what are the chief factors – class sizes, the age range of the class, the subject(s) or key stage(s), additional responsibilities and insufficient non-contact time, working full time etc.?
3. How can we ensure best practice across Welsh schools with regard to prioritising and managing workload?
4. How can we ensure that it is possible for a teacher to work full time and achieve a reasonable work-life balance?

2. What creates the greatest workload?

The Research Statistics

Many tasks contribute to the excessive workload.

Respondents were asked to choose up to **three duties** from a list of ten which, in their opinion, contributed most to their workload. The following came out on top as the chief factors:

- Planning (53%)
- Preparing lessons and resources (55%)
- Marking and assessment for learning (66%)

48% of teachers chose Summative Assessment in the top three.

School leaders were more likely to choose other tasks in their top three due to their managerial responsibilities.

In the teachers' opinion these three duties also have the greatest impact on raising standards:

- Planning (60%)
- Preparing lessons and resources (91%)
- Marking and assessment for learning (73%)

Teachers acknowledge the importance of these tasks and their role in raising standards. They accept the importance of this work (despite the great workload) but, time after time, excessively detailed planning came up as a serious workload issue. The official Planning, Preparation and Assessment time is not sufficient to allow for one element of the work, i.e. planning. A large variety of additional tasks also have to be completed and, taking everything into account, the workload becomes unacceptable and the teachers' comments reflect considerable frustration and strain.

In UCAC's opinion there is a real need to consider the kind of guidelines available to schools – it is clear that schools have different expectations when implementing Government / Local Authority initiatives. We also believe that schools need to have sufficient time before having to introduce new initiatives – it is clear that too much has been happening over a comparatively short period and without enough time to prepare for the changes.

Issues to consider:

1. Which tasks contribute most to raising the standard of teaching and learning?
2. How detailed does a lesson plan and curriculum plan need to be?
3. How detailed does a report need to be?
4. Which paperwork truly helps to raise standards? Is all the paperwork necessary?
5. Has tracking resulted in assessing pupils too frequently without allowing enough time for them to develop and show progress?
6. What is an acceptable class size considering all the additional work that has to be completed?
7. How can we ensure consistent guidance for schools / teachers and plenty of time for the introduction of changes?
8. What guidance and support is there for head teachers / leaders in small schools, with a large teaching workload but who are at the same time trying to lead the school and plan, strategically, for its success?
9. How can we ensure that Local Authorities / Consortia operate consistently and realistically?
10. When will the Department for Education and Skills be more realistic in regard to implementing initiatives (and fully piloting them in advance)?

3. What has the least impact on raising standards?

The Research Statistics

The respondents were given an opportunity to choose three duties from a list of 10 or to name something different. There was more divergence of opinion in responding to this question as you can see below:

- Estyn inspection system (54.35%)
- Local Authority / Consortia monitoring / inspection system (43.77%)
- Data analysis (39.13%)
- Implementation of Government / Local Authority / School initiatives (38.12%)
- Summative assessments e.g. end of key stage, course work, preparation of reports (31.88%)
- Management issues (staffing, finance, policies, welfare and safety) (31.45%)

The responses to this question overwhelmingly reinforce responses to the previous question about raising standards and reflect the teachers' strong view that planning, preparing lessons and resources, marking and assessment for learning have the greatest impact on standards.

The issues noted above all create a considerable workload, but in the teachers' opinion, they have the least effect on raising standards. They do, however, contribute to excessive workload and often take teachers' time and attention away from the work of planning, preparation and assessment.

Issues to consider:

1. How is it possible to reduce the workload demands / strain of those tasks which have the least effect on raising standards, but which it may be necessary to retain?
2. The Department for Education has facilitated discussion with Ofsted about guidelines issued to schools concerning inspections – in order to avoid unnecessary additional workload. Is it possible for the Department for Education and Skills to facilitate such a discussion with Estyn in Wales?
3. Have we yet achieved the aim of making intelligent use of data rather than overuse of data? If not, what are the steps required in order to ensure this?
4. How can we ensure that the Local Authorities and Consortia provide support for schools to develop and take the threatening element out of the "challenge"?

4. Are you given Time for Planning, Preparation and Assessment?

The research statistics

It appears from initial responses that the picture with regard to the statutory right to time for Planning, Preparation and Assessment is a positive one, i.e. that 90.35% of the teachers are given PPA time regularly every week or fortnight.

On the other hand, 114 comments were received following the question and only 9 of these comments were positive. The rest of the comments indicate problems with the implementation of PPA and following the statutory requirements.

Where the head teacher complies with the rules the teachers gain value from the period, although it is still necessary to complete a significant amount of work after school hours, but there are too many instances of breaching the rules, either deliberately or through ignorance.

Issues to consider:

1. Is it a case of ignorance of PPA rules or are some head teachers deliberately breaking the rules? And if so, why? Funding problems? Staffing problems?
2. What can the Welsh Government (and the Local Authorities) do to ensure that all Welsh schools correctly implement the statutory requirements?

Concerns regarding excessive workload continue to be evident in the responses to the question on PPA time. It is also clear that PPA rules are often broken, with many teachers frequently losing the time or use being made of it for another purpose as there are too many expectations.

Some school leaders also go without PPA time in order to ensure that others have it.

5. What additional responsibilities do teachers have?

The research statistics

A choice was offered from a specific list and it is likely that teachers are also carrying out other duties.

Teachers clearly have many additional responsibilities and those obviously affecting the majority of teachers are:

• Extra-curricular activities / clubs	73.85%	514
• Translating resources / correspondence for parents	70.11%	488
• Clerical or administrative tasks	64.08%	446
• Mentoring students	49.57%	345
• Lunchtime / after-school revision sessions	46.12%	321
• Providing training sessions for school staff	45.40%	316
• Making arrangements for reading and numeracy tests	40.52%	282
• Mentoring newly qualified teachers / Mentoring the Master's Course in Educational Practice	21.26%	148
• Holding revision sessions over the weekend / holidays	20.26%	141
• Providing training sessions for other establishments	9.20%	64
• Following the Master's Course in Educational Practice	4.74%	33

Further comments were not sought from members in response to this question.

Despite their workload, over 73% of the teachers continue to offer extra-curricular activities – for the benefit of their pupils.

It is a matter of concern that providing revision sessions at lunchtime / after school / over the weekend or holidays clearly affects a high percentage of teachers. It has been brought to UCAC's attention in recent years that more and more teachers feel under pressure to arrange revision sessions for examination pupils during school holidays. In some schools it is not a matter of choice for the individual teacher but is expected by the head teacher and parents and teachers feel compelled to provide these extra lessons. It should be possible to fulfil the demands of an examination course during the normal timetabled lesson time. If this is not possible, questions should be asked about the subject's examination Specification and whether or not there are too many demands. It is also very important for young people to develop revision skills and

to take responsibility for their own revision; this is an important step in their development as an independent learner. If we want children and young people in Wales to be able to organise their time, be able to think for themselves, to work independently, we must give them responsibilities as learners and we should be able to depend on their parents to support teachers in this aim.

Considering the reference to clerical or administrative tasks, questions arise as to how many of these tasks are really a teacher's work and how many ought to be in the job description of a member of the school's support staff. How many schools comply with the rules of the School Teachers' Pay and Conditions Document regarding clerical and administrative tasks?

A very high percentage of teachers indicate regular translation work (70.11%) as an additional unpaid responsibility. Once again, translation is not a teacher's work, but teachers are expected to fulfil this task in order to save money or due to a lack of suitable resources. This is something else which adds considerably to workload and happens in particular in the Welsh-medium or bilingual sectors. We need to ensure that sufficient high quality resources are prepared in Welsh for every subject at every key stage. This is true of the provisions of the Examination Boards as well as the school improvement work of the Consortia.

UCAC's Road Shows

During the autumn term of 2014 UCAC's Field Officers held Workload Road Shows throughout Wales (*Taith Llwyth Gwaith*) to meet members and discuss workload issues in particular. Hundreds of members met with their Field Officers and the discussions confirmed concerns expressed in response to the Survey in July 2014, with the same issues brought up time after time.

Excessive workload, lack of work life balance, very low morale and feelings of stress appear to be common to teachers the length and breadth of Wales. Though teachers' individual working patterns tend to vary according to their personal circumstances, it appears that one pattern is quite common for teachers with familial responsibilities:

- 8.00 a.m. until 4.30 p.m. - at school
- 4.30 p.m. until 7.00 p.m. - travel home, family time
- 7.00 p.m. until late / very late - school work
- Friday night and Saturday - try to relax / family time
- Sunday afternoon and night – work and worry about the week ahead

This kind of working pattern does not allow sufficient time for family and friends and most members said there was no time for a hobby or leisure activities during term time. Being a successful teacher requires energy, enthusiasm and the ability to motivate and sustain the interest of children and young people but it is difficult to be energetic and enthusiastic all the time when you have no work - life balance.

During the Workload Road Shows, while recognising that having 10% PPA time can help a little, it was clear that there are significant problems concerning the implementation of the statutory requirements as well as the fact that the amount of PPA time is not sufficient to have a substantial impact on workload. We need to ensure that teachers have more non-contact time or that there are significantly fewer demands on their time.

Many teachers expressed concerns about Newly Qualified Teachers struggling with all the demands. Overly- detailed planning is clearly creating major problems. Teachers questioned why there is no national system for tracking pupils to guarantee consistency; they also questioned the value of tracking when it happens too often. The inspection system continues to create extra workload and a great deal of worry. During discussions there was a consensus that receiving clear guidelines about Estyn's expectations while visiting schools would be useful – and we reiterate our plea to the Minister to facilitate a dialogue about this between the Department, the unions and Estyn.

Many of our members raised concerns about lack of support for the profession and how the culture of "challenge" is threatening and consistent but not counter balanced by high quality support, such as

ensuring that high quality resources, training and advice are available to encourage improvement. Questions were raised about the GTCW (soon to become the EWC in April 2015) and the lack of support for the profession from the Council and any other body apart from unions. There were concerns about a general lack of respect for the profession and a lack of status.

Many teachers spoke of the lack of support and commitment of parents, e.g. requests to read with their children to reinforce the work at school being ignored, yet parents are very willing to criticise schools and teachers. It is evident that there is a problem in the primary sector of children starting school still in nappies, not toilet trained, not aware of how to wash their hands or brush their teeth or hold a knife and fork; in some cases their speech and vocabulary does not match their age. Schools today have to teach some very basic skills, necessary for the physical and social development of a pre-school age child – and this, of course, interferes with the teaching time available.

Conclusion

We believe that UCAC's 2014 Workload Survey has revealed important findings which need further consideration for the benefit of the profession in Wales and that the Workload Road Shows confirmed these findings which appear typical of teachers' working patterns throughout Wales. They raise questions about the retention of conscientious teachers in full time posts; it seems that for many teachers working full time is not an option due to the excessive workload involved but as part time workers they often have a full working week.

We urge the Minister for Education and Skills to recognise the need to respond urgently to sincerely held concerns and firm evidence regarding excessive workload and to discuss the issues with UCAC after considering our research. The workload has an impact not only on teachers' personal lives, but also on their ability to focus their efforts on those things which are most likely to raise standards.

We trust that the Minister will be anxious to ensure that schools in Wales comply with the statutory requirements concerning the working conditions of teachers as contained in the School Teachers' Pay and Conditions Document, including the legal responsibility to ensure a reasonable work - life balance. We trust that he will also be eager to give a strong lead to tackle the issue of reducing teachers' workload, considering the various requirements of the Local Authorities, Consortia and Estyn, as well as the Department for Education and Skills, and their contribution to this excessive workload.

We urge him to consider UCAC's findings, accept that there is a serious problem and take positive steps to deal with the major issues we have raised.

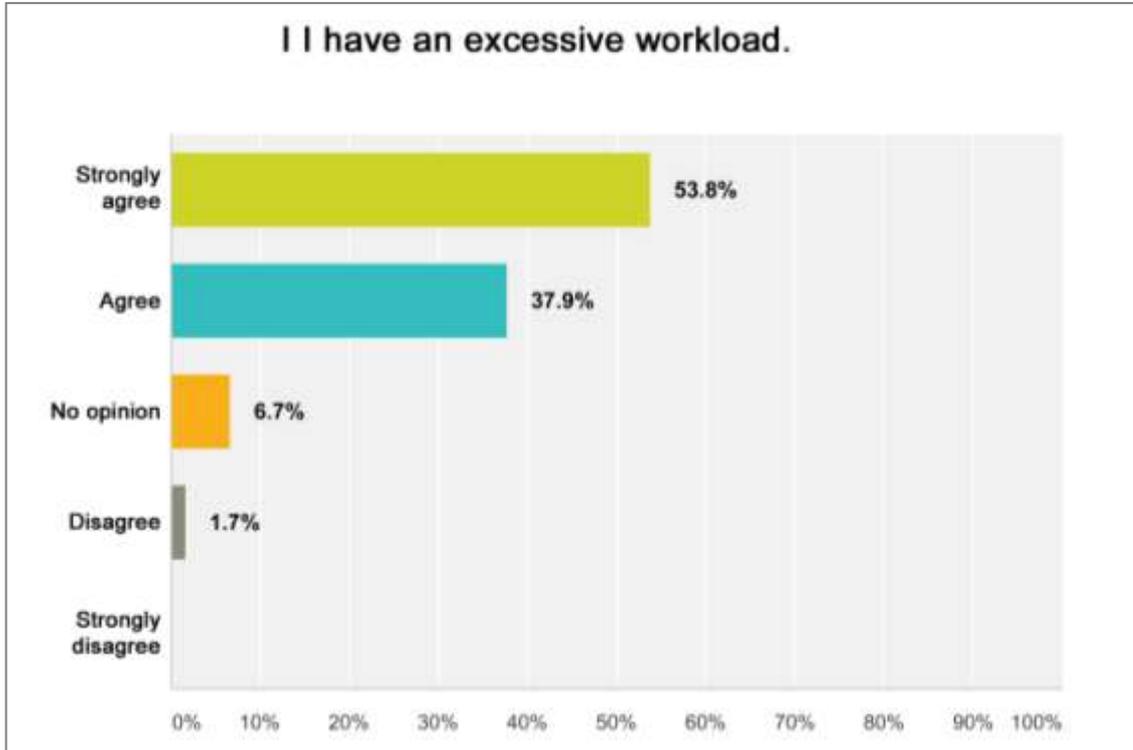
UCAC believes that reducing teachers' workload will have a far-reaching effect on teachers, pupils and the education sector in Wales. This is the only way to guarantee a successful future for the profession in Wales and to ensure the highest standard of education for our children and young people.

Undeb Cenedlaethol Athrawon Cymru
January 2015

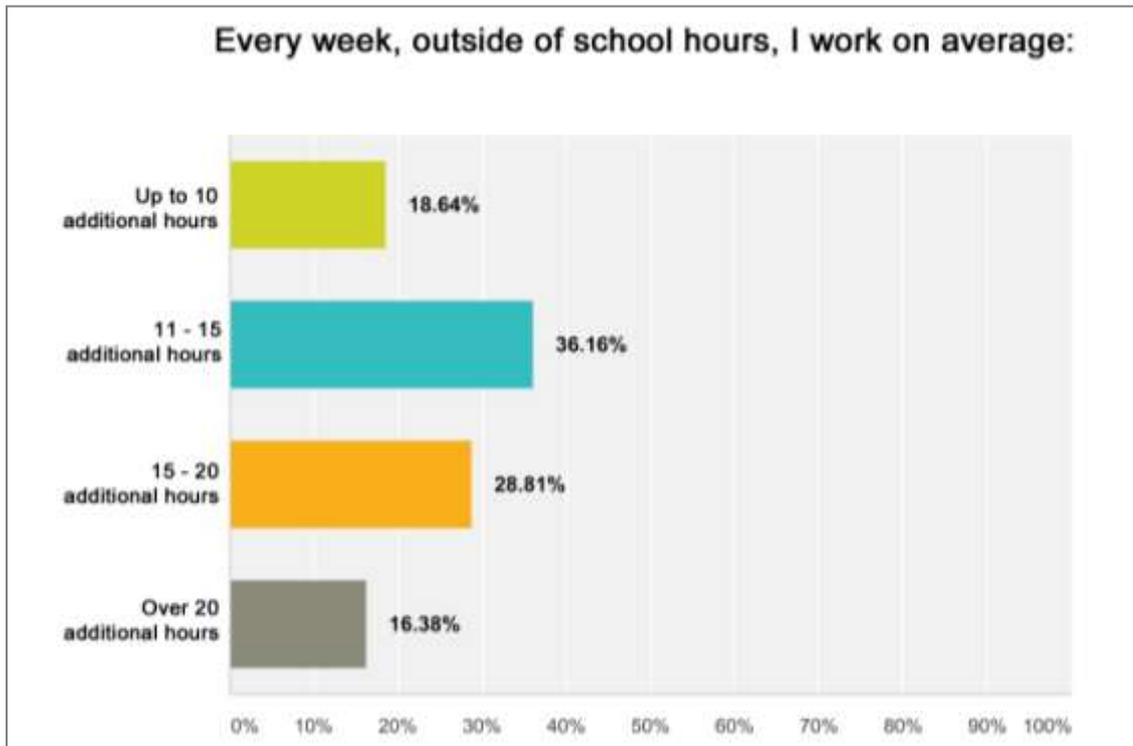
Appendix 1

Relevant graphs

1. Teachers' Working Hours

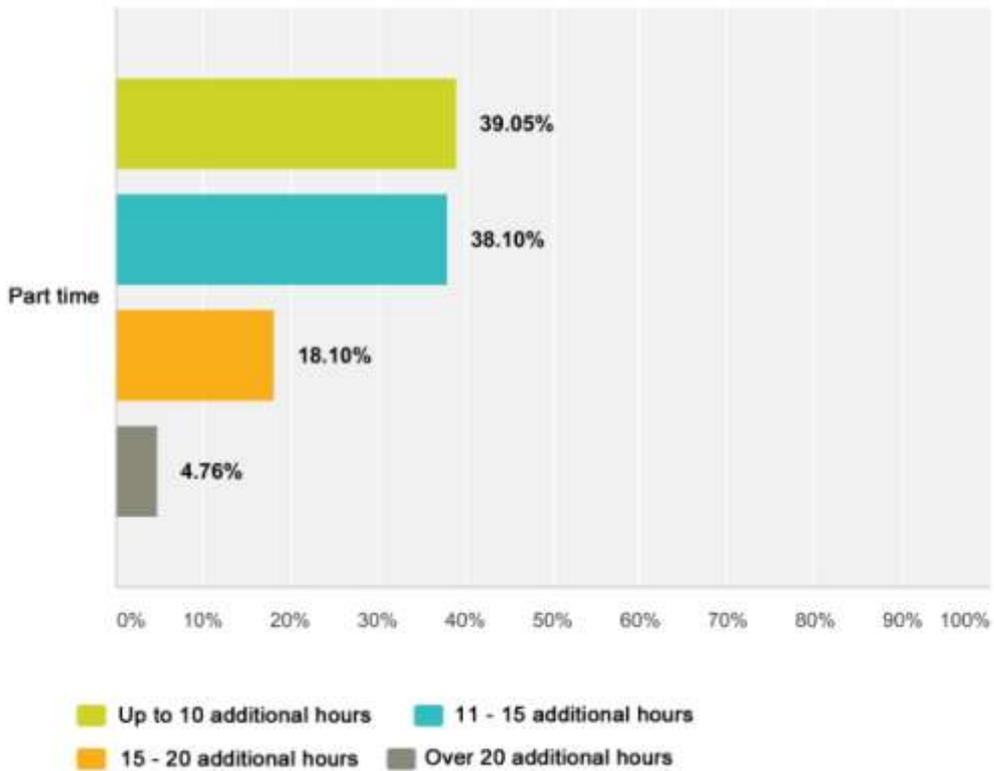


*All respondents



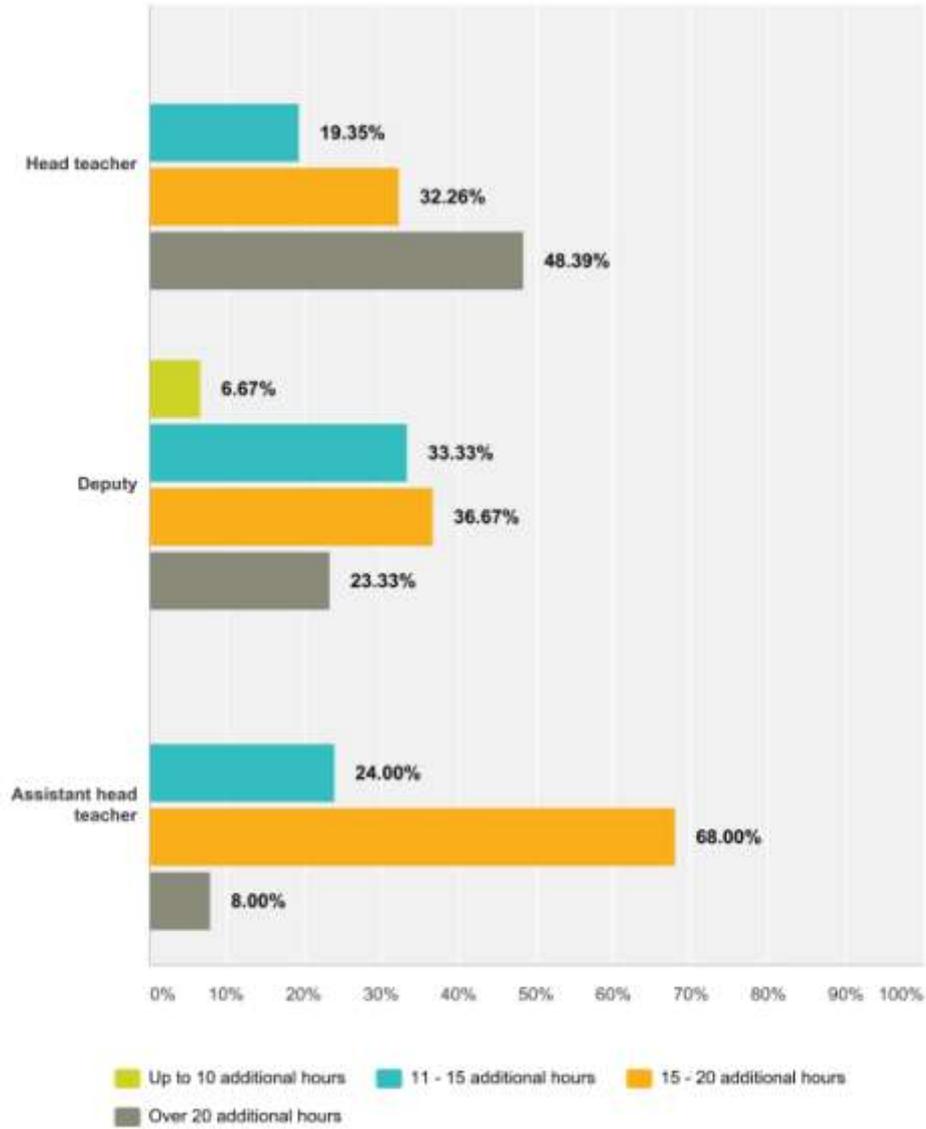
*All respondents

Every week, outside of school hours, I work on average:



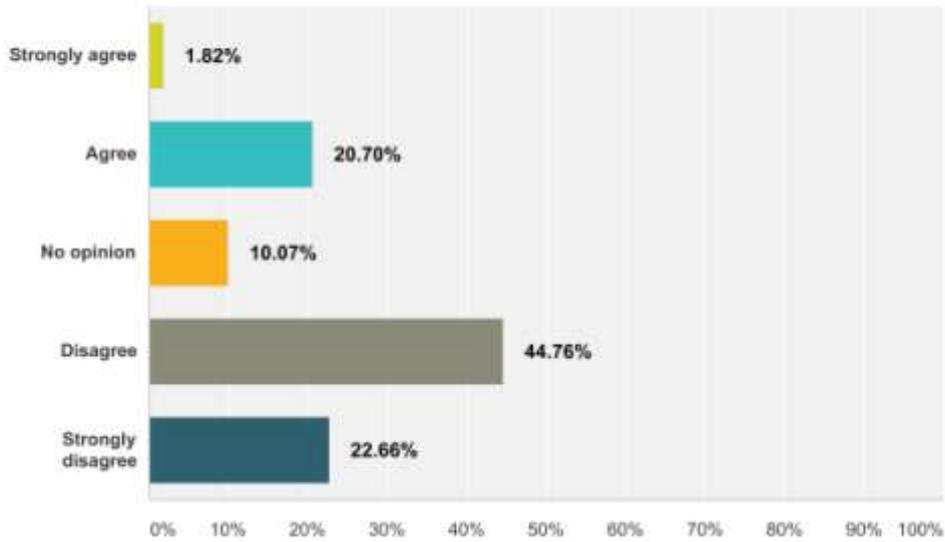
* Part time

Every week, outside of school hours, I work on average:



*School leaders (head teacher, deputy, assistant teacher)

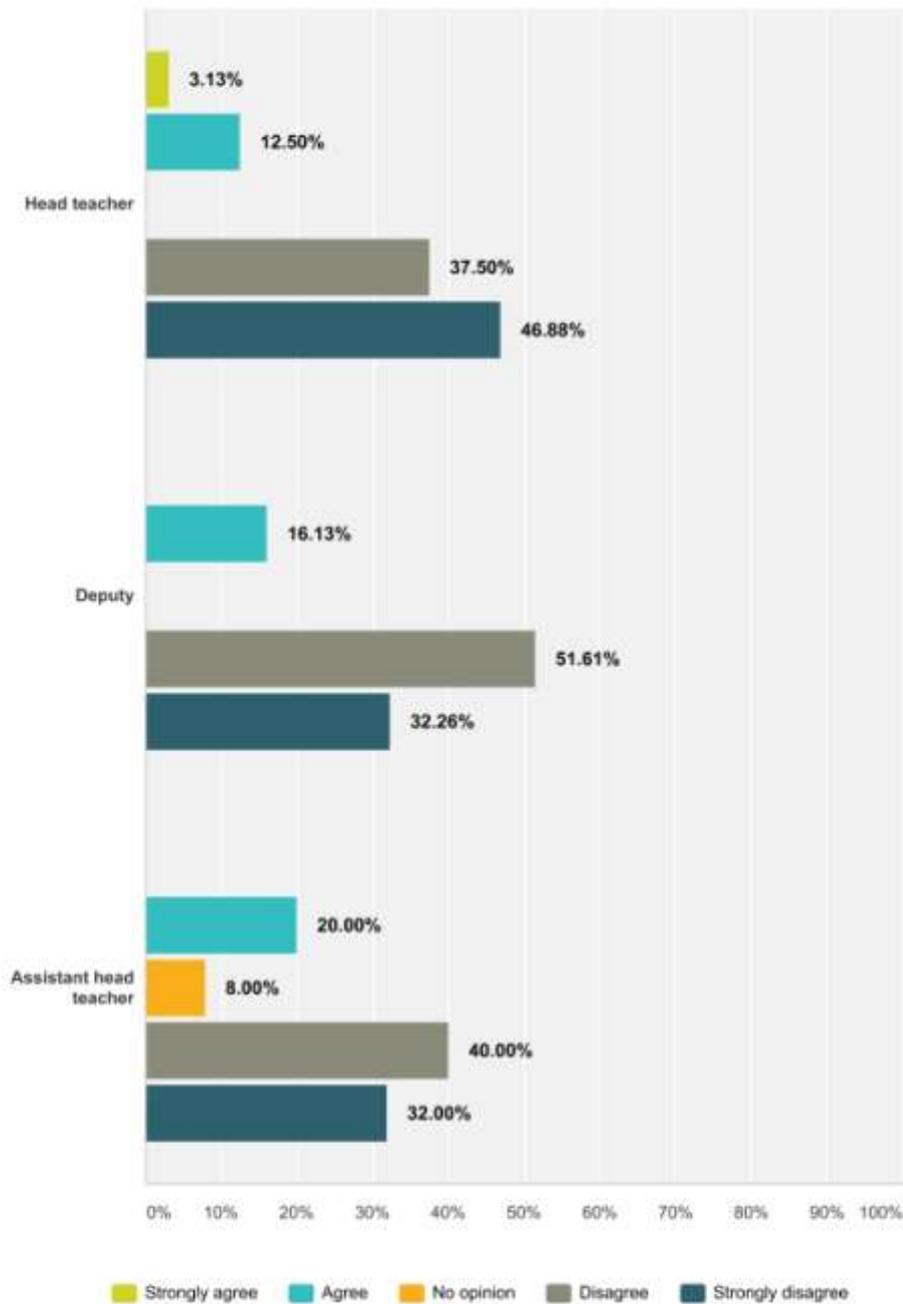
I manage to achieve a reasonable work-life balance:



Strongly agree	1.82%	13
Agree	20.70%	148
No opinion	10.07%	72
Disagree	44.76%	320
Strongly disagree	22.66%	162

*All respondents

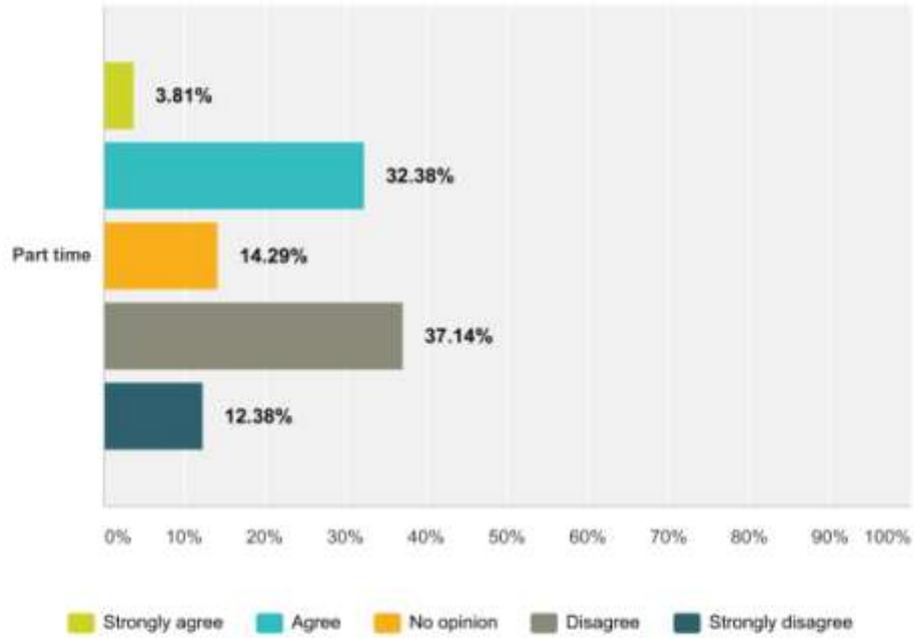
I manage to achieve a reasonable work-life balance:



	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total
Head teacher	3.13% 1	12.50% 4	0.00% 0	37.50% 12	46.88% 15	32
Deputy	0.00% 0	16.13% 5	0.00% 0	51.61% 16	32.26% 10	31
Assistant head teacher	0.00% 0	20.00% 5	8.00% 2	40.00% 10	32.00% 8	25

*School leaders

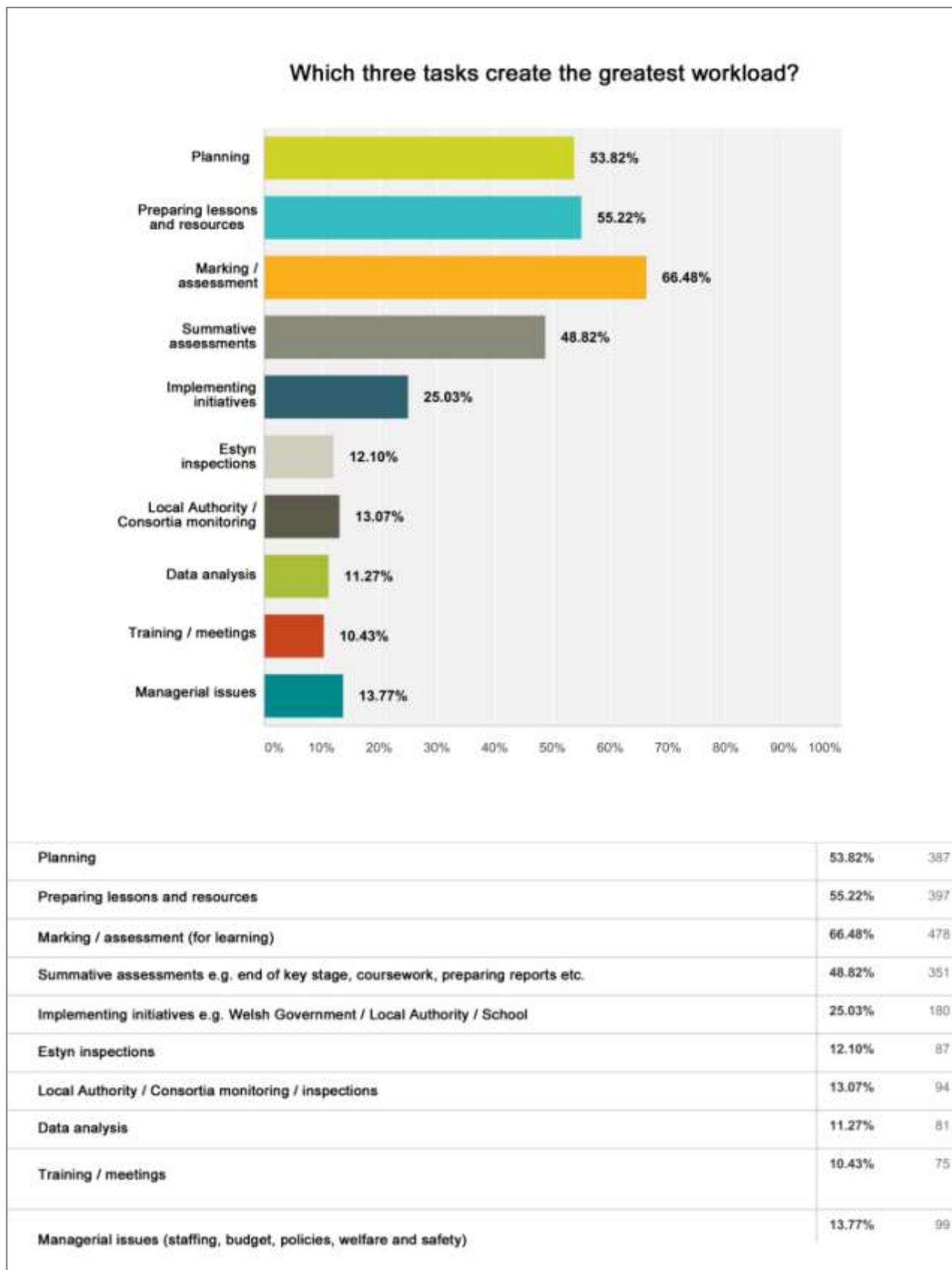
I manage to achieve a reasonable work-life balance:



	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total
Part time	3.81% 4	32.38% 34	14.29% 15	37.14% 39	12.38% 13	105

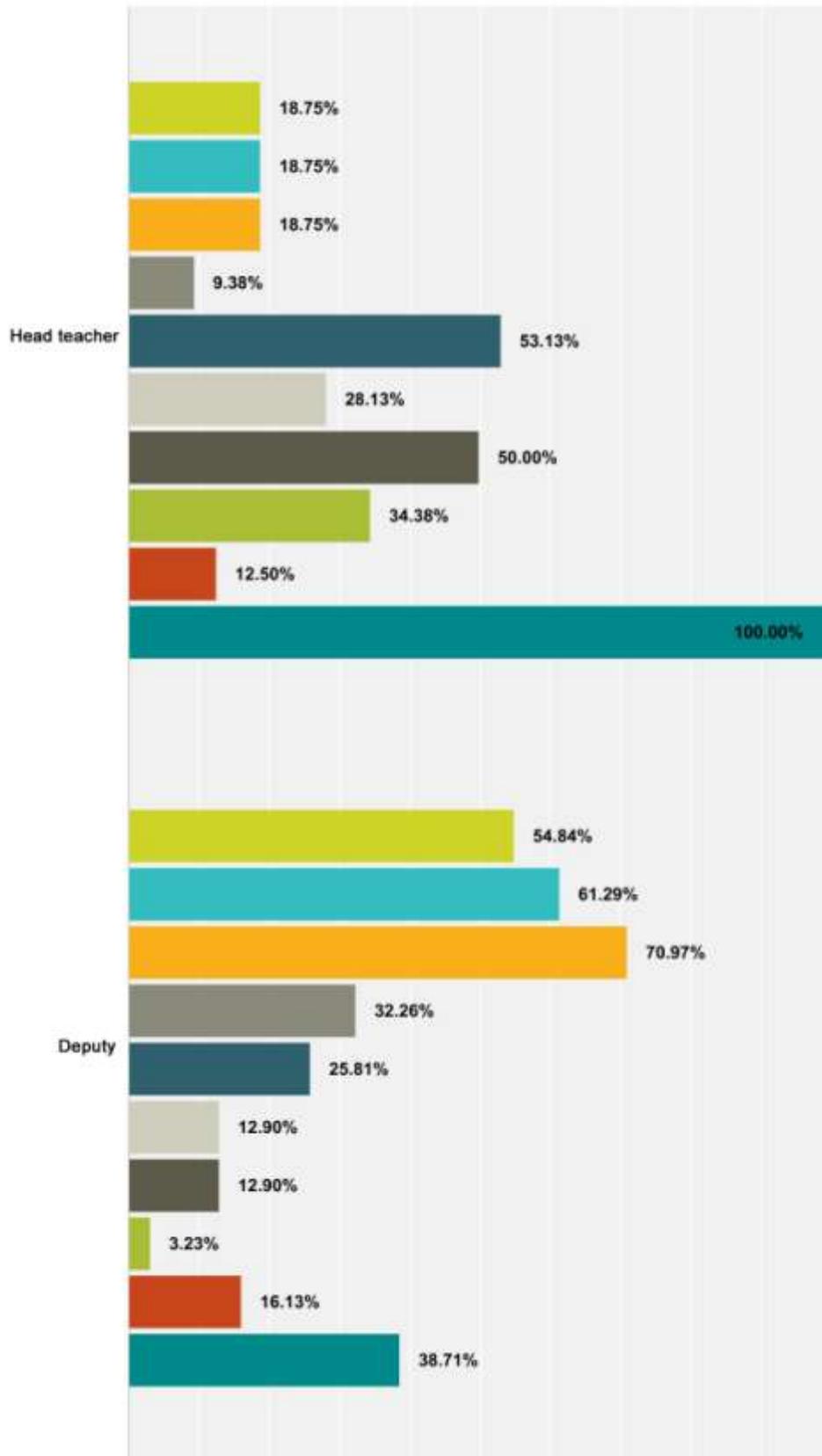
*Part time

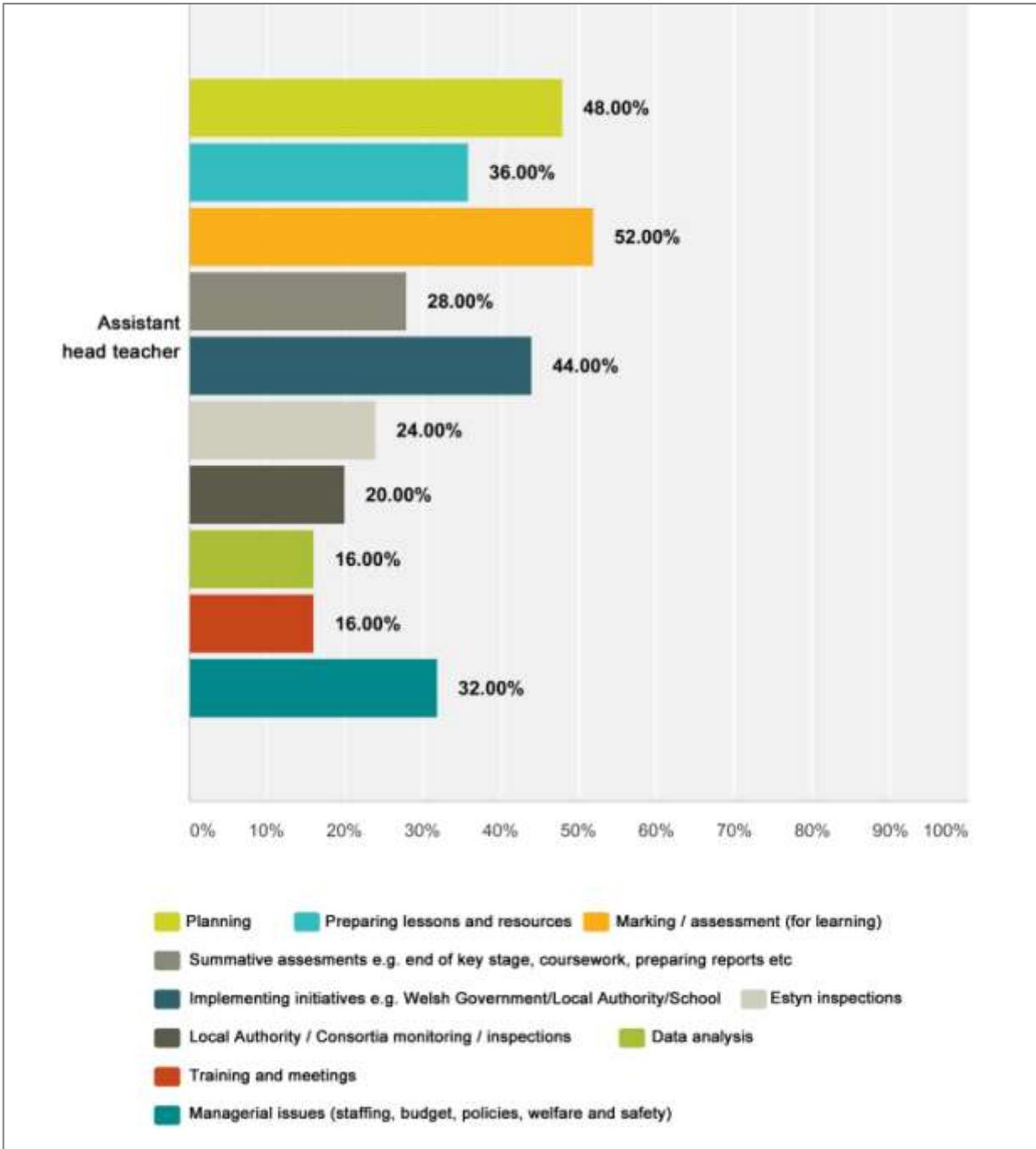
2. What creates the greatest workload?



*All respondents

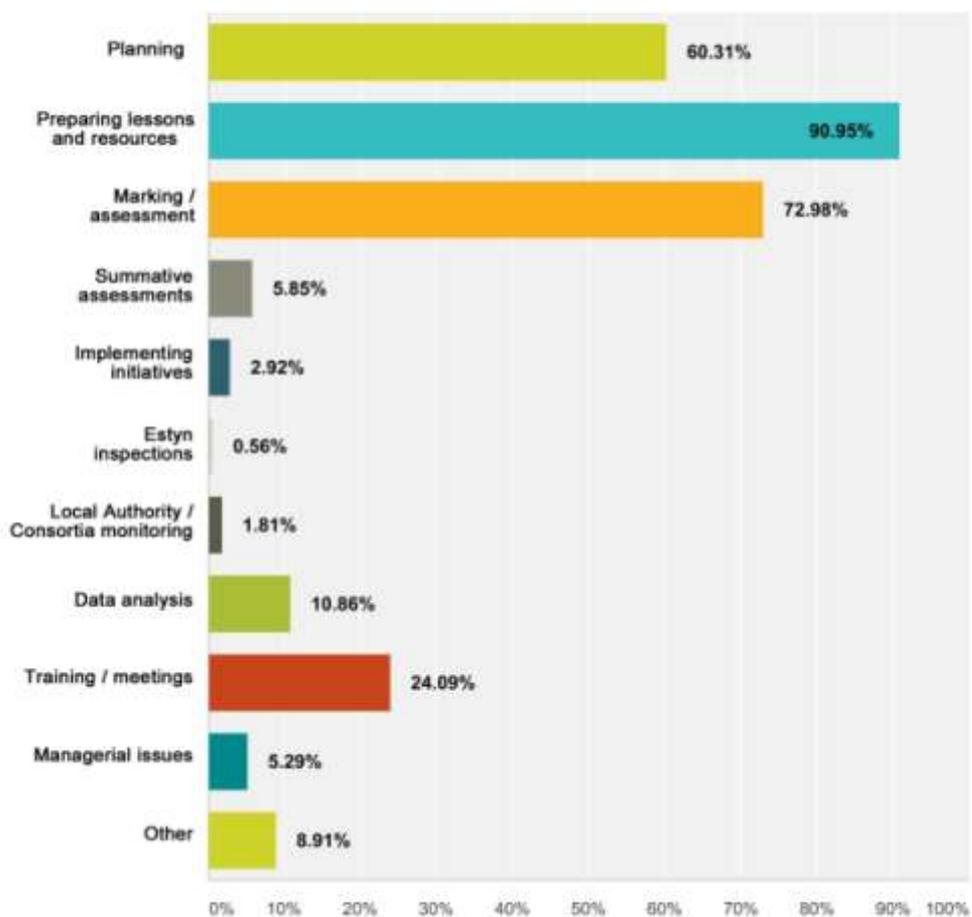
Which three tasks create the greatest workload?





*School leaders

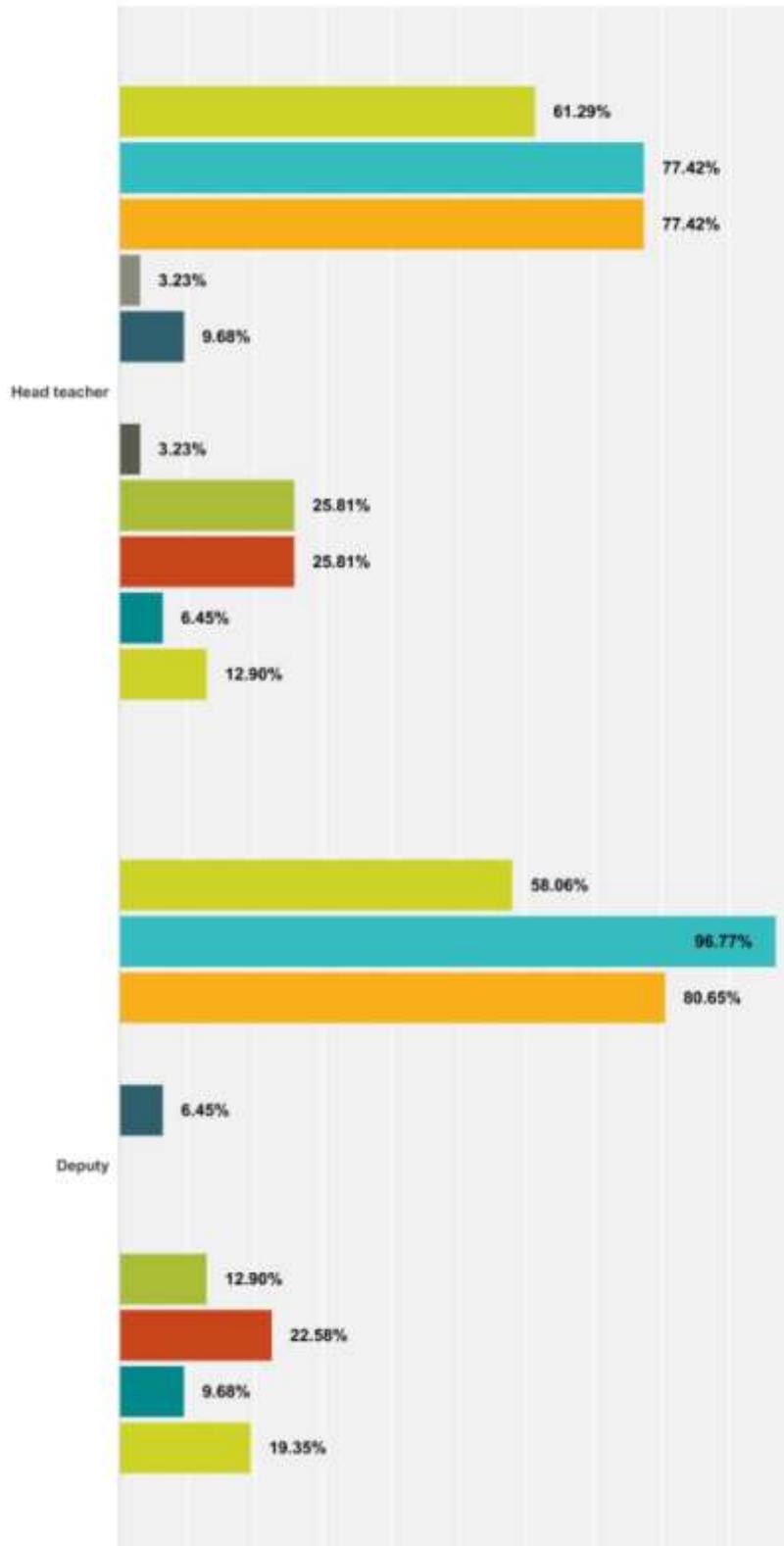
Choose up to three of the following tasks which, in your opinion, have the greatest impact on raising standards:

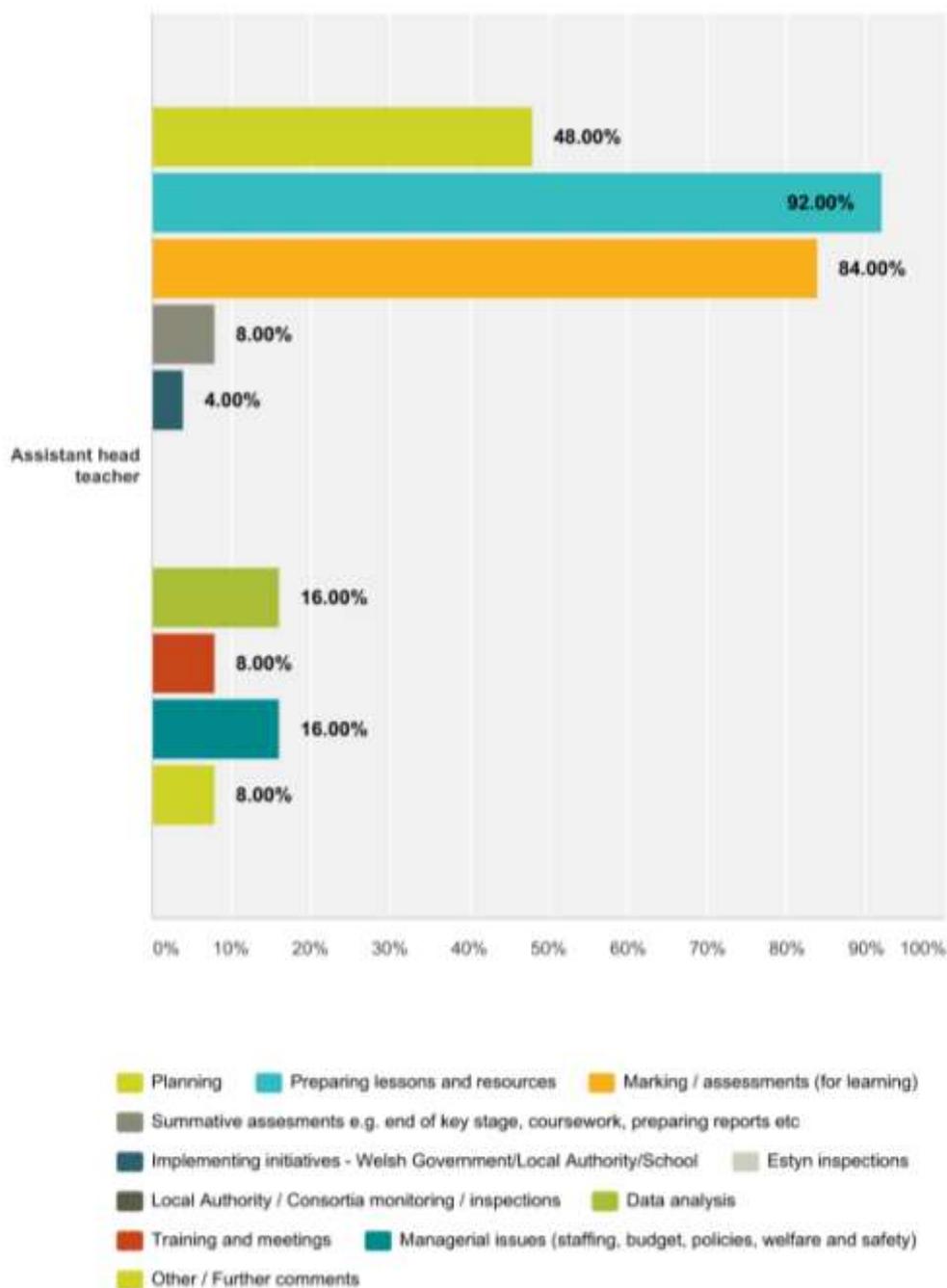


Planning	60.31%	433
Preparing lessons and resources	90.95%	653
Marking / assessment (for learning)	72.98%	524
Summative assessments e.g. end of key stage, coursework, preparing reports etc.	5.85%	42
Implementing initiatives e.g. Welsh Government / Local Authority / School	2.92%	21
Estyn inspections	0.56%	4
Local Authority / Consortia monitoring / inspections	1.81%	13
Data analysis	10.86%	78
Training and meetings	24.09%	173
Managerial issues (staffing, budget, policies, welfare and safety)	5.29%	38

*All respondents

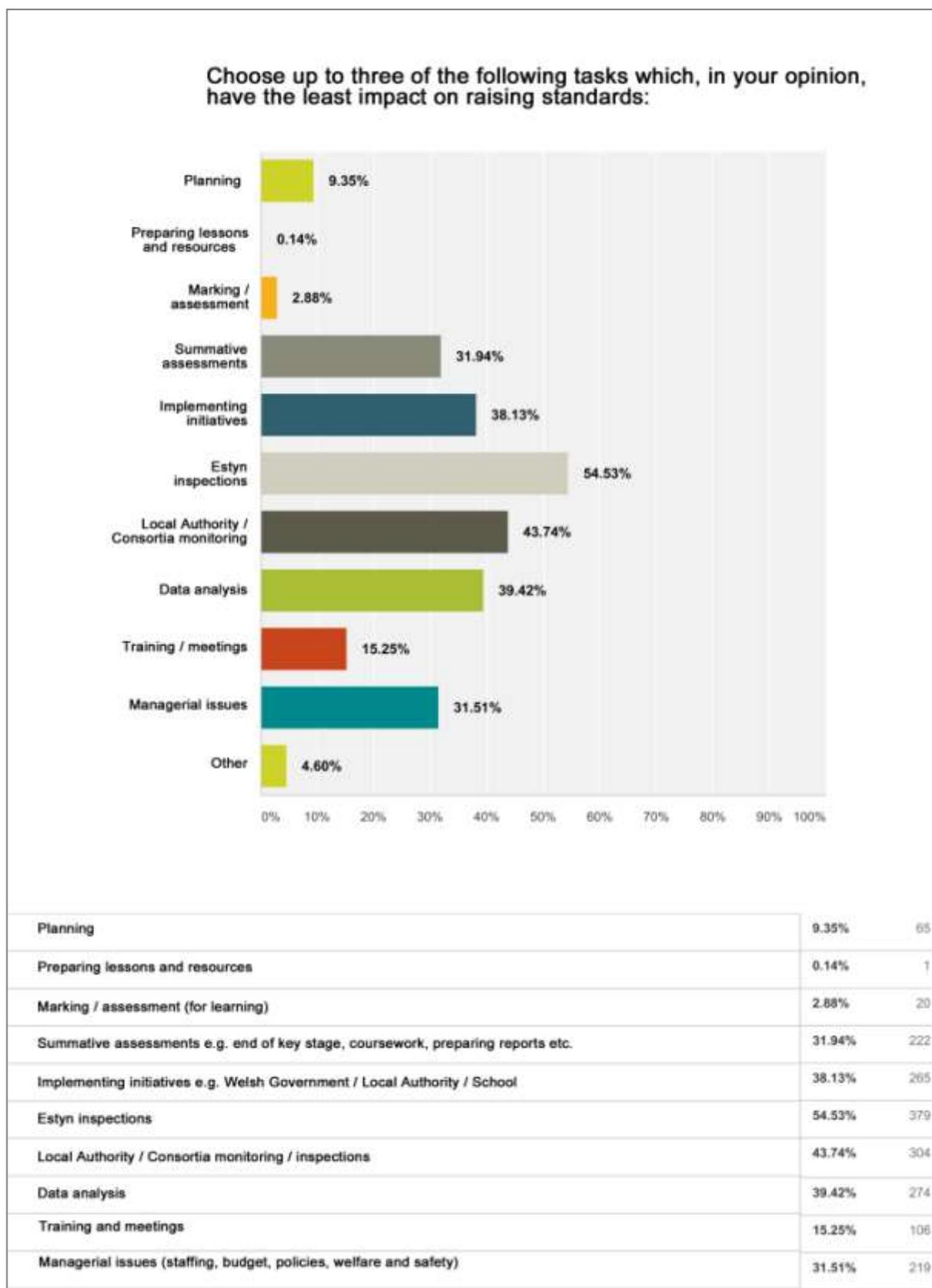
Choose up to three of the following tasks which, in your opinion, have the greatest impact on raising standards:





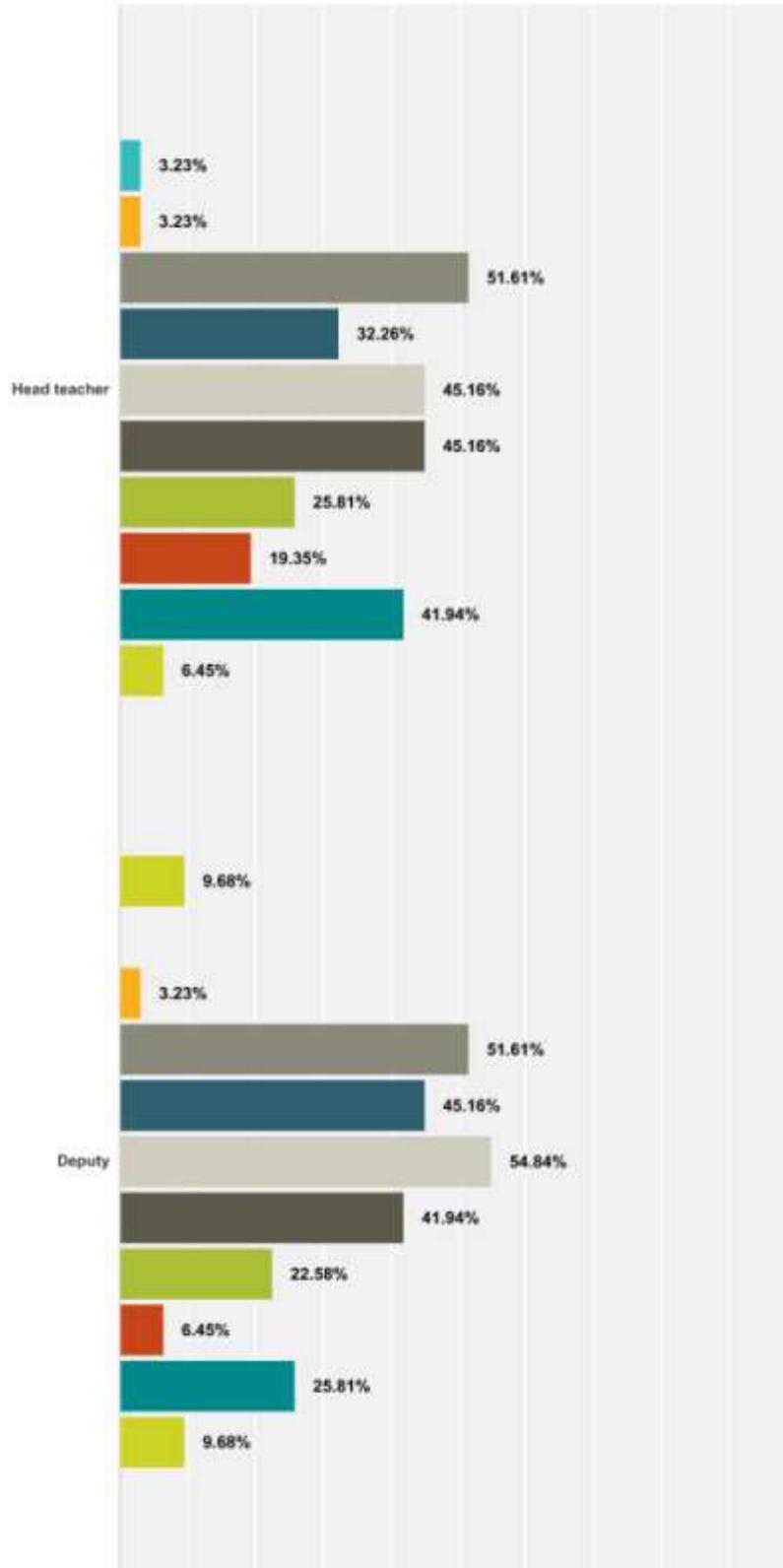
*School leaders

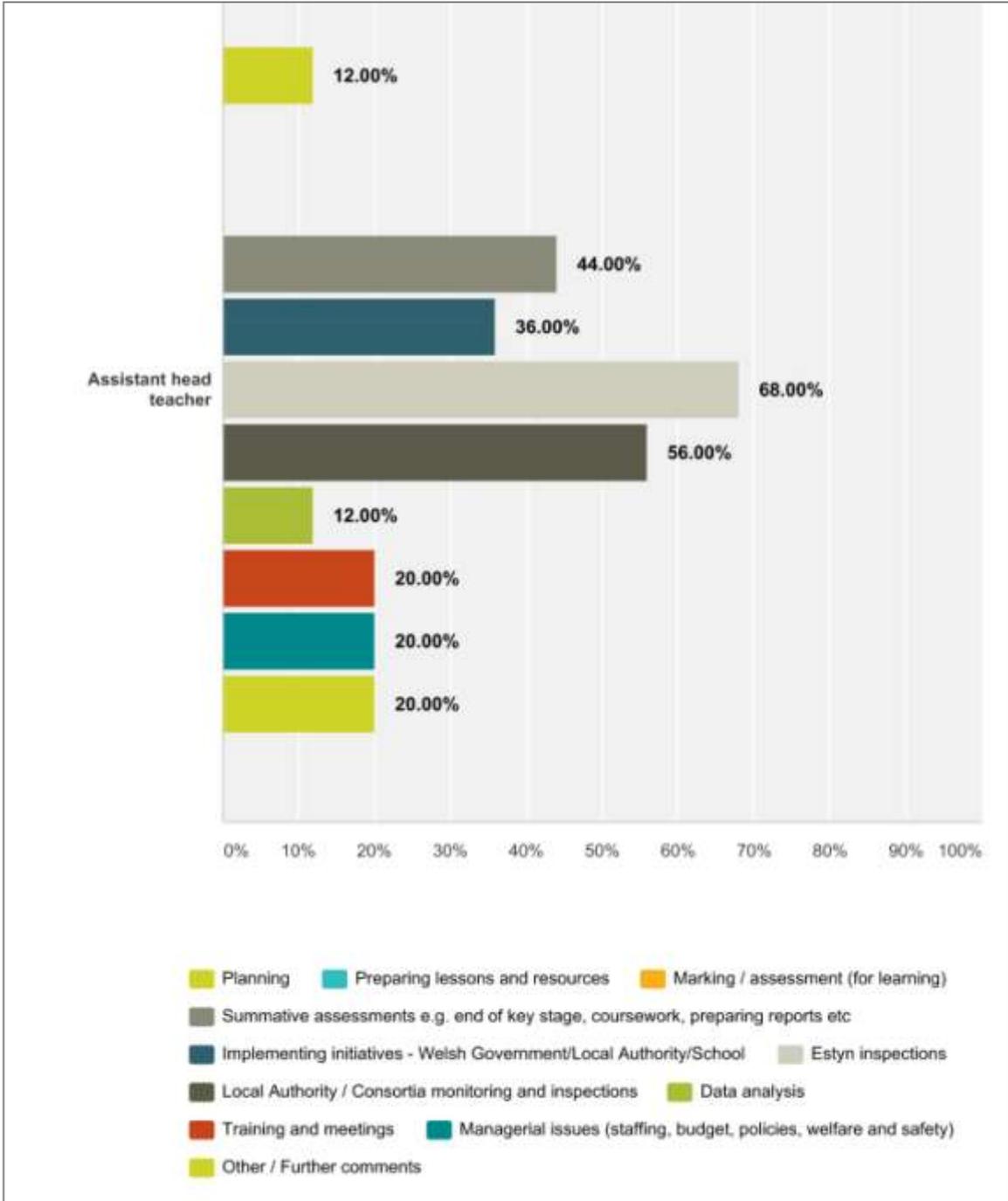
3. What has the least effect on raising standards?



*All respondents

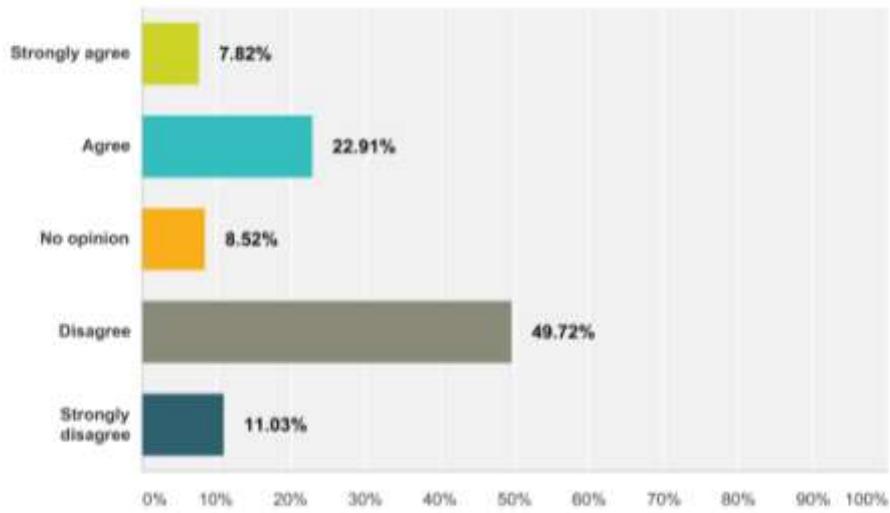
Choose up to three of the following tasks which, in your opinion, have the least impact on raising standards





*School leaders

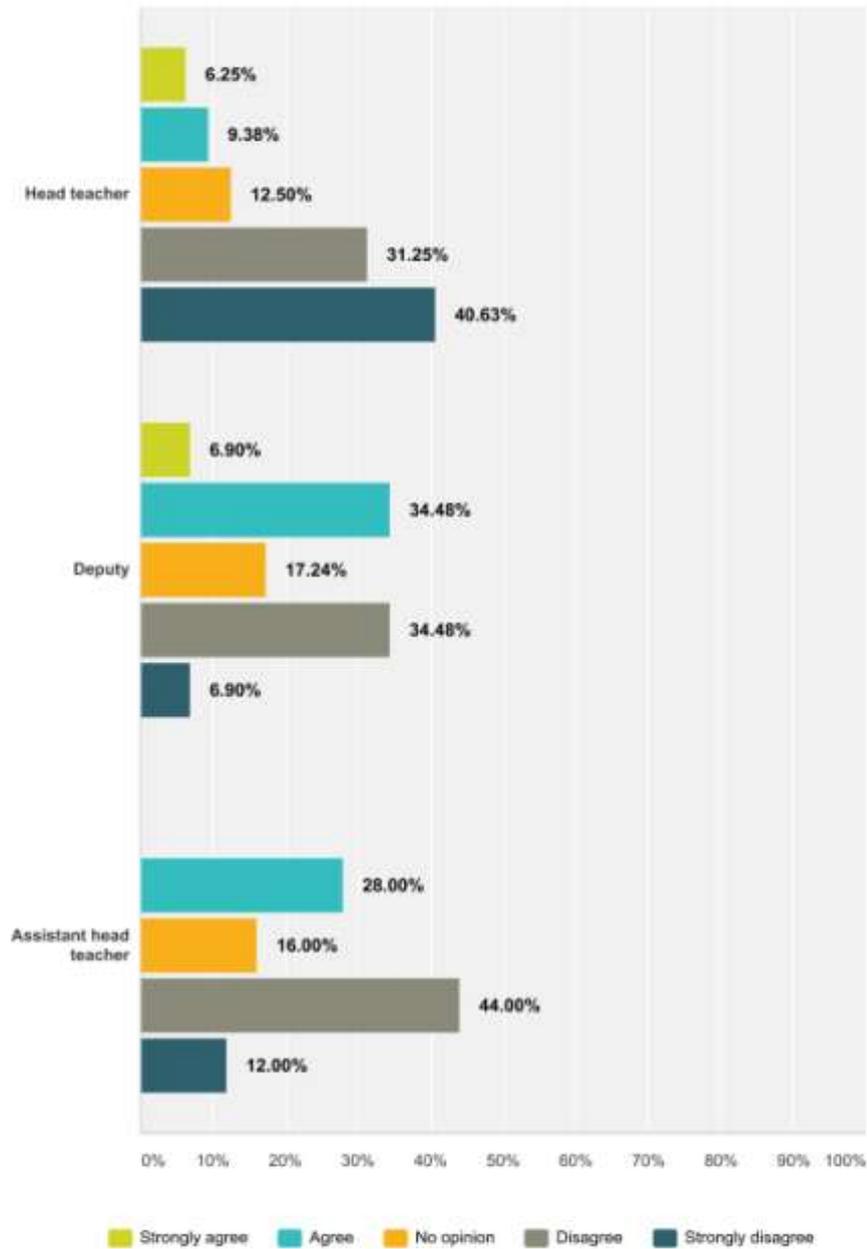
Everything I do as part of my job benefits the learner:



Strongly agree	7.82%	56
Agree	22.91%	164
No opinion	8.52%	61
Disagree	49.72%	366
Strongly disagree	11.03%	79

*All respondents

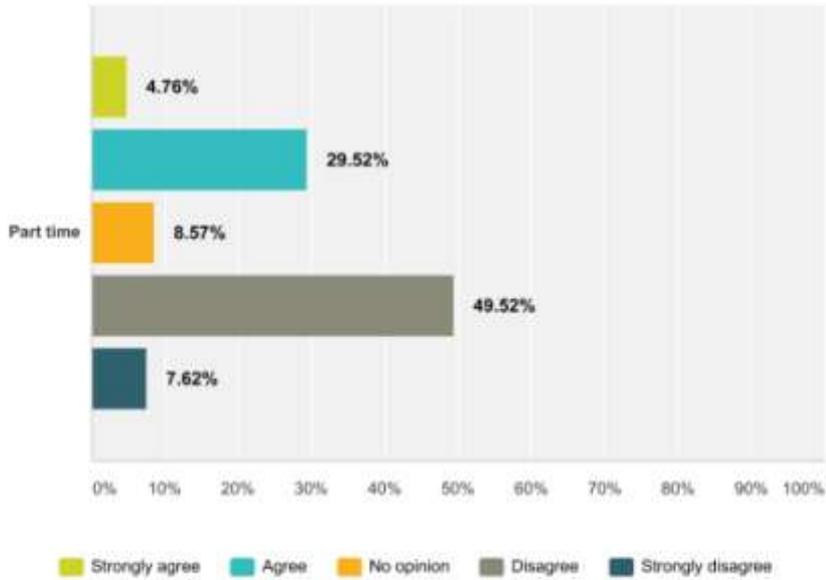
Everything I do as part of my job benefits the learner:



	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total
Head teacher	6.25% 2	9.38% 3	12.50% 4	31.25% 10	40.63% 13	32
Deputy	6.90% 2	34.48% 10	17.24% 5	34.48% 10	6.90% 2	29
Assistant head teacher	0.00% 0	28.00% 7	16.00% 4	44.00% 11	12.00% 3	25

*School leaders

Everything I do as part of my job benefits the learner:

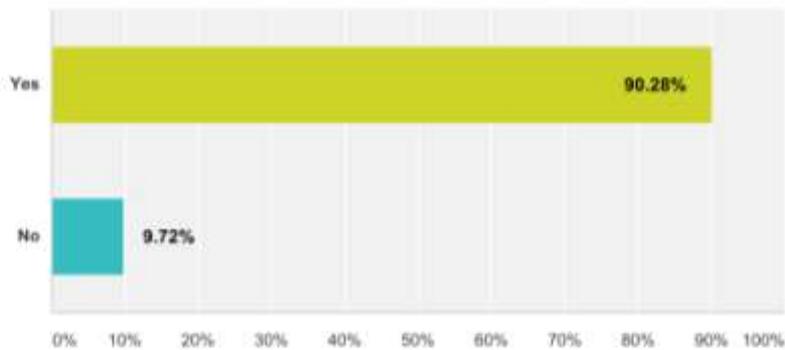


	Strongly agree	Agree	No opinion	Disagree	Strongly disagree	Total
Part time	4.76%	29.52%	8.57%	49.52%	7.62%	105
	5	31	9	52	8	

*Part time

4. Are you given Planning, Preparation and Assessment time?

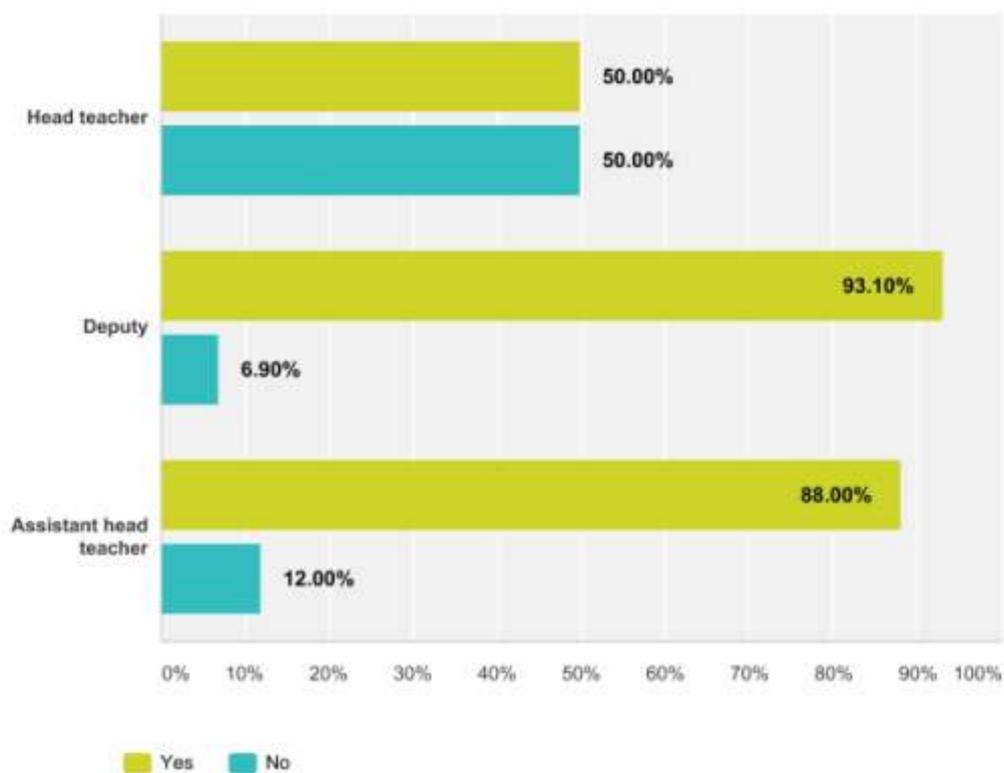
I receive Planning, Preparation and Assessment (PPA) time regularly every week or fortnight:



Yes	90.28%	641
No	9.72%	69

*All respondents

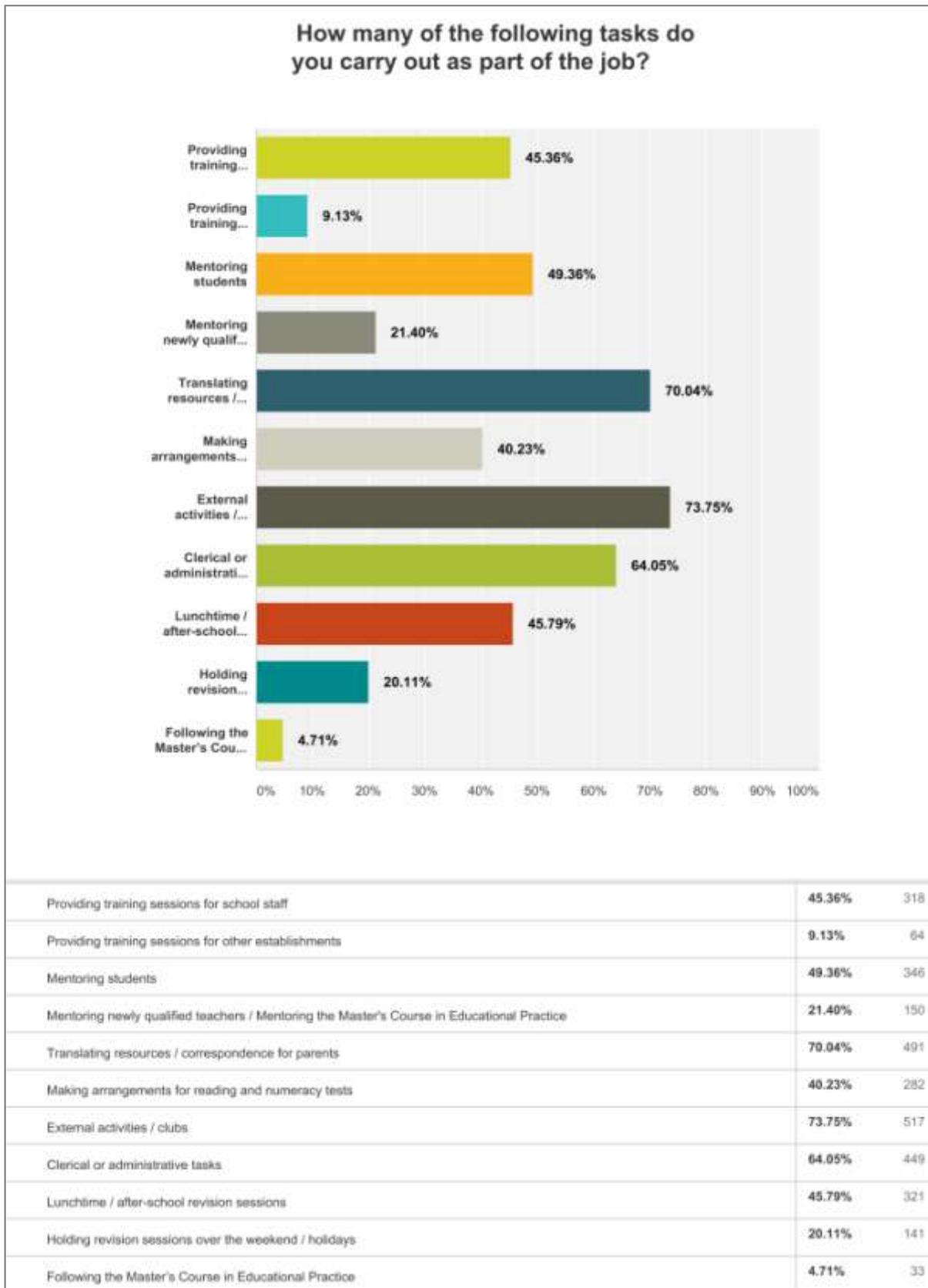
I receive Planning, Preparation and Assessment (PPA) time regularly every week or fortnight:



	Yes	No	Total
Head teacher	50.00% 16	50.00% 16	32
Deputy	93.10% 27	6.90% 2	29
Assistant head teacher	88.00% 22	12.00% 3	25

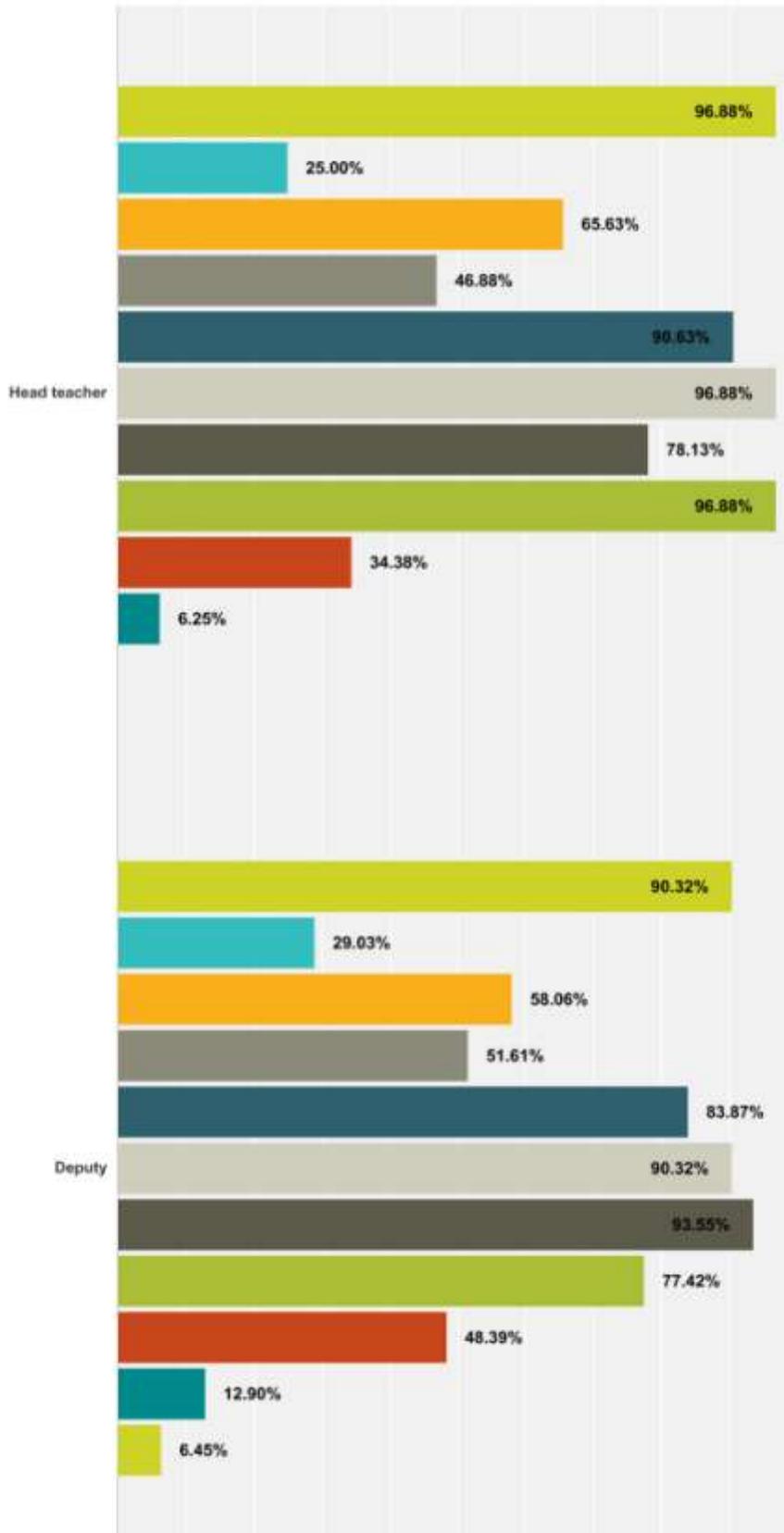
*School leaders

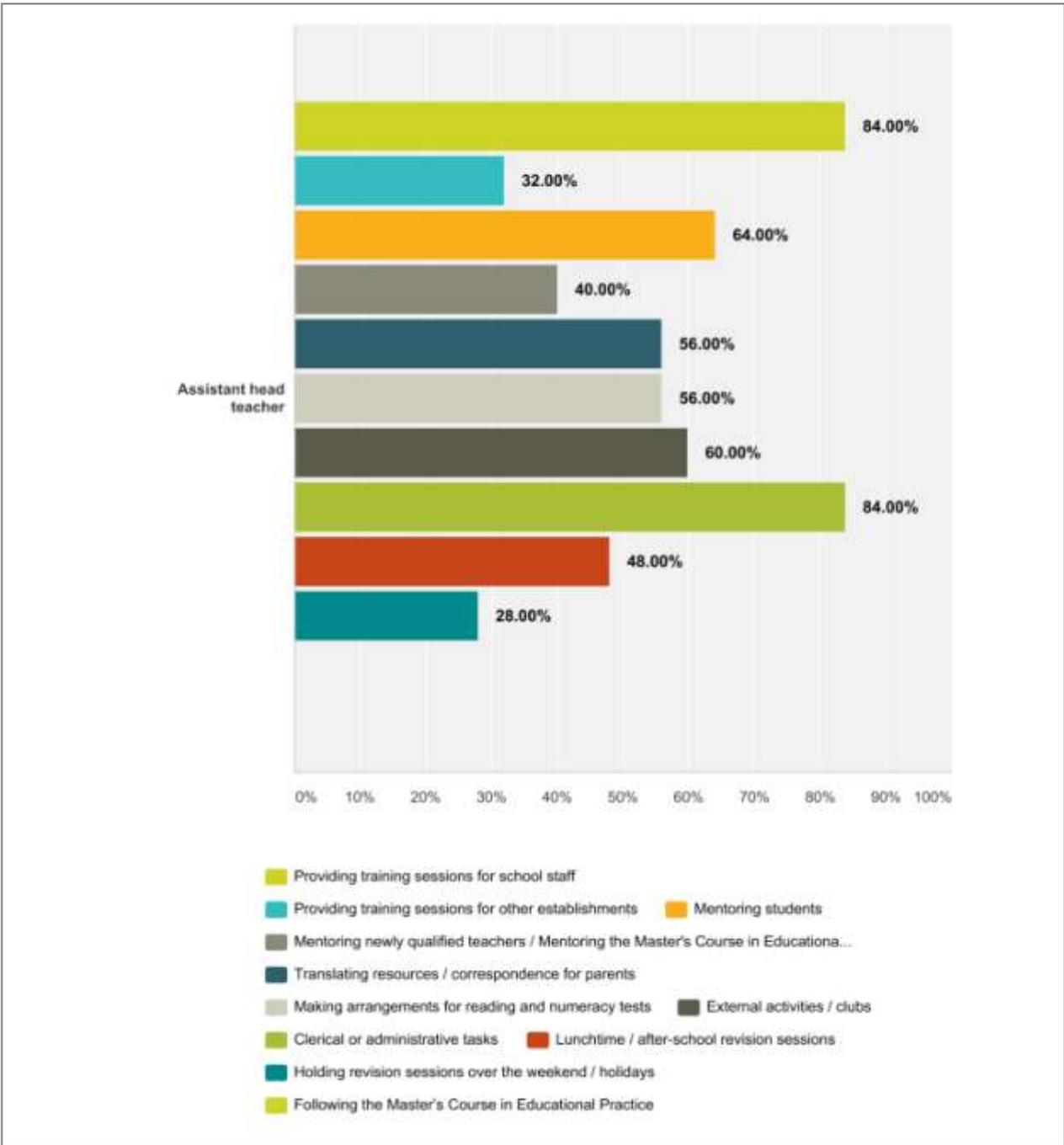
5. What additional responsibilities do teachers have?



*All respondents

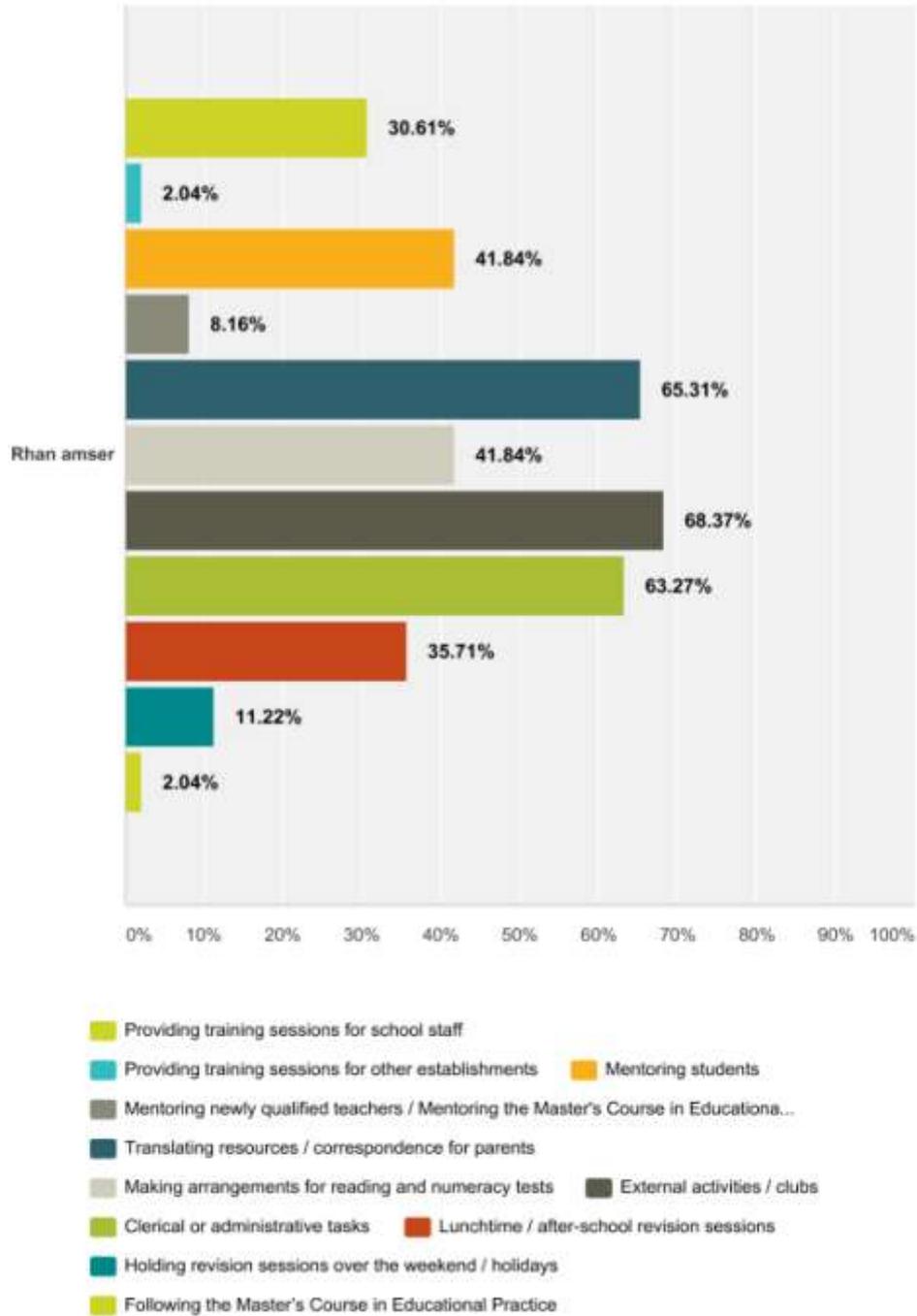
How many of the following tasks do you carry out as part of the job?





*School leaders

How many of the following tasks do you carry out as part of the job?



*Part time

Appendix 2

1. Teachers' Working Hours

A cross-section of teachers' comments

- *I have given up my full-time job since Christmas because the workload was much too heavy. I now do supply work.*
- *I work part time (4 days) and prepare plans etc every night until about 12 o'clock. I also do about 7 hours of work on my day off when I should be using the time with my family.*
- *Glad that I work part time so that I have more time to do work outside school hours.*
- *I have chosen to work part time and changed from being a Deputy to a class teacher in order to be able to achieve a balance.*
- *I have family responsibilities and I work 4 days a week so as to free up enough time for me to fulfil these other responsibilities – the weekend is a nightmare and I consistently come home from work, make supper, deal with the children, have a nap and then wake at 10 to start on the work. I am the regular wage in the household and it is just utterly exhausting. This is the worst it has ever been since I left university in 1987 and I am on the point of resigning for the sake of my health.*
- *To think that I only work three days I work at home all day Thursday planning and preparing lessons and my working hours from Monday to Wednesday are 8-5/6*
- *The workload has increased considerably and worries me tremendously – my life is currently ruled by my work.*
- *27 reports took 50 hours of half-term holiday.*
- *I am a head who teaches. The workload is unbearable at times, causing me to consider very frequently whether I wish to continue in my job. I will not continue in a job after I reach 55 years old*
- *Trying to cope with the daily workload means that there is no time or energy left for family life.*
- *The last year has been unrelenting. I have never seen such pressure to ensure results – because of banding, I suppose! What is used to compare schools seems unreasonable to me. If Fischer Family Trust depends on KS2, KS3 has no chance. It is a dangerous game that is being played – a political game with pupils' futures.*
- *As an NQT, I find it hard to achieve the balance most of the time but on occasional days (not many) I have a day to relax and enjoy myself.*
- *At present, my work is taking over my personal and family life.*
- *Every Sunday afternoon and evening goes on preparation for Monday and every night after school marking and preparing after working all day at school.*
- *I have two small children - 2 and 5 years old. I do not spend the time that I should with them. The school work at home (working until the small hours of the morning) and getting up in the very early morning is NOT sustainable.*
- *School work takes up most of my time, in the evening (every evening) and every weekend.*

- *I try to ensure that I achieve a work/life balance and give time to my own family – have seen families suffer when teachers do not do this.*
- *School work is on my mind all the time and I find it difficult to switch off!!*
- *Yes (achieve a balance) most of the time, but only because I am experienced and able to stop myself working as I am only part time. I have been teaching for over 30 years and the present situation with the endless pressure on teachers seems insane to me. I feel that the LEA plays a strong part in this pressure.*
- *Not only is there school work to do but after-school activities need to be held such as Yr Urdd, all kinds of games, gardening, dancing, and so time goes to the activities*
- *At the moment work is taking over personal life at home and unfortunately something has to give and currently I feel that it is my family that does. It doesn't matter how much time you give it is never enough and the education standards of children arriving from home and pre-school groups are very low these days and so we are always playing catch-up!*
- *Opportunities to enjoy any kind of personal activity are very rare because the evenings and weekends are spoilt by school work.*
- *Have to do school work every night and at the weekend to keep up with the demands of the job. And even then I can't get everything done.*
- *The head teacher phones or texts at weekends and during holidays and even on a bank holiday – regularly, early in the morning and late at night sometimes.*
- *I get hardly any break from thinking about, or taking action on, work. I work until late almost every night and Sunday afternoon every weekend is set aside for planning and preparing things for the following week.*
- *My husband and I are teachers. The children (13 and 10 years old) do not want to be teachers as they see us both constantly working at home!*
- *I work every night and the workload seems to me to be bigger – it is not possible to get the best from teachers like this!*
- *Work up to 4 hours every night all week and at the weekend.*

2. What creates the greatest workload?

A cross-section of teachers' comments

- *SPENDING SO MUCH TIME PLANNING, MONITORING, ASSESSING ETC. NOT ENOUGH TIME TO CREATE RESOURCES FOR THE LESSONS!!!*
- *The planning is now very heavy. So many different documents to use.*
- *The overwhelming emphasis on excessively detailed record-keeping in planning is a killer – particularly when there is a mixed-age class (4 years).*
- *The above three (Planning, Preparation, Marking) are the main three perhaps but the hours spent on the others need to be borne in mind as well.*

- *I am a very conscientious teacher but the children in my class should come before anything else and having the time to prepare interesting lessons for them is the most important thing for me. CONSTRUCTIVE MARKING I.E. TWO STARS AND A WISH ETC AND CREATING DIFFERENTIATED CHALLENGES IS KILLING THE CHILDREN AND ME.*
- *Ensuring the best possible GCSE results – tremendous pressure – KS3 and KS4 tracking – demands constant attention – too constant – not enough time to enable a pupil to progress.*
- *20 members of teaching staff are utterly drowning under the pressure of planning that is in a state of constant change, marking 120 pieces of work a day, preparing differentiated challenging lessons, completing INCERTS and now preparing 2000-word reports for 30 pupils each and on top of that running a class that has 30 pupils in it is completely exhausting.*
- *All of this extra work is not improving the children's standard of learning, and they are what is important.*
- *Over three years now of constant pressure to develop materials and respond to the Estyn/literacy demands. The changes in terms of teaching have been valuable but the expectations within a short time were terrible.*
- *The recent changes to curriculum within a short period of time and contradictory messages are confusing and take the wind out of one's sails!*
- *A lack of guidance and examples with regard to Government/Local Authority Initiatives also adds to workload with the blind leading the blind normally.*
- *The expectation that teachers fill in the Assembly's 'Diagnostic tool' on the Learning Wales website after holding and marking the tests causes an incredible workload.*
- *Running a class – being a Head – no clerical support and almost no non-contact time!!*
- *Since I am a Head and a Foundation Phase teacher and have only 1.5 non-contact days in a week to manage a school and prepare and plan lessons work pressure is very heavy.*
- *Coordinator for Healthy School, Green School, Language Charter, School Council, Fair Trade!*
- *Class workload with numbers rising and no extra staff causes more unnecessary illness and stress*
- *Communication with parents also takes a great deal of time*
- *Endless meetings also*

3. What has the least impact on raising standards?

Cross-section of teachers' comments

- *A combination of elements are responsible for raising standards in my opinion...you have to try to stimulate the children and awaken their imagination in well prepared lessons.*
- *Constant changes interfere with continuity of education and there is a lack of long-term vision, pieces taken from the strategy of one country and another, a total mish-mash.*
- *Too much planning work at the moment; need to reduce and have faith in teachers.*
- *Too many initiatives are having a negative impact on the learning and teaching.*

- *A lack of training and too many after-school meetings reduce opportunities to prepare resources and so on.*
- *Training needs to be more effectively planned.*
- *Training is scarce – this is the best way to raise standards.*
- *Much of the training I have been on over the year has been repeating previous training. Also courses to level work and create portfolios eat into the teaching time and affect the standards in the classroom.*
- *Endlessly analysing data is very burdensome.*
- *A great mass of paperwork e.g. planning, needless*
- *Neither Estyn nor Consortia give a boost personally to my teaching methods.*
- *Everyone rushes to please Estyn for a period. The good teachers feel ill.*
- *They all raise standards one way or another – but there is too much paperwork in general.*

4. Are you given Planning, Preparation and Assessment Time?

Cross-section of teachers' comments

- *But very often lose it because of changes in the school system and do not get it back. Often the time is lost to dealing with other issues, e.g. dealing with parents, complaints, monitoring, mentoring NQTs*
- *BUT – it is we the teachers who plan PPA lessons (for those taking our classes during our PPA time). I raised it with the head teacher but that is his decision.*
- *I still have to put in a great deal of extra hours in my own time.*
- *It is expected that anything extra is completed during PPA time and then there is no time for planning and preparation.*
- *Some teachers have to go back to their classes during PPA to deal with pupils' behaviour because assistants (Level 4) are taking their class.*
- *You can never predict on which day but I am given it, although sometimes have to leave work for the person who is in my place which needlessly takes up planning time.*
- *I have only 3 hours of PPA out of 50 hours (that is a fortnight's timetable).*
- *Have missed three PPA sessions this half term because of courses/sports.*
- *Mostly. But note that we take each other's classes (in with our own) as staff because of a lack of funding. Is this fair on the pupils? We are placed in challenging situations.*
- *This school is remarkably good at ensuring that PPA lessons are not missed.*
- *Not regularly, not enough (free) preparation lessons when Heads of Progress have up to 20, and management team up to 28. New standards raising periods available on Wednesday evenings, but we are still pulled to meetings during the PPA times, so almost no valuable personal time.*
- *This is wonderful practical assistance.*

- *The head refuses to give us PPA time during the last week of each half term. Also since he does not ask for weekly plans from us during December, PPA is not given, although there are plenty of other tasks that could be carried out during PPA.*
- *Things come up constantly. For example, meetings with school and external mentors and covering lessons.*
- *Yes in theory as the periods are indicated on my timetable but, in practice, no – pastoral/discipline/administrative issues swallow up the allocated lessons more often than not.*
- *But I do not receive additional time for SENCO work or management time.*
- *It is on my timetable but the time regularly goes on pastoral issues.*
- *PPA periods are arranged (another teacher takes the class) but most of the time something else comes up during the PPA times that I need to give attention to e.g. a pupil displaying challenging behaviour, parents etc.*
- *But as a Language teacher, I feel that I ought to get more time in order to cope with the additional marking load.*
- *Although this time is used for dealing with other issues that arise from day to day; e.g. a request for information on a pupil's progress, where it is possible to receive about 3 requests or more in a week.*
- *But it is not enough!! I could do a lot more working at home in peace without people/ children/ telephone calls / parents' problems, etc. interrupting. I work in a small 2-teacher school.*
- *The time is often used for gathering evidence for this that and the other instead of preparation and assessment.*
- *As Head, because of financial limitations, it is I, normally, who lose out in terms of PPA time.*
- *We are very lucky in our school that our head takes care that loss of PPA time does not occur. Unfortunately, it is very often filled by other elements such as dealing with discipline problems or issues of bridging and preparation of work for learning community.*
- *Yes but normally use it for making telephone calls, doing administrative work*
- *Heads often give teachers work to complete during this period.*



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