

An investigation into Workload as a Barrier to Professional Learning

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Learning Rep Project undertaken in fulfilment of the EIS Union Learning Representatives Diploma, Trade Union Education Centre; Glasgow.

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Chapter 1: Introduction

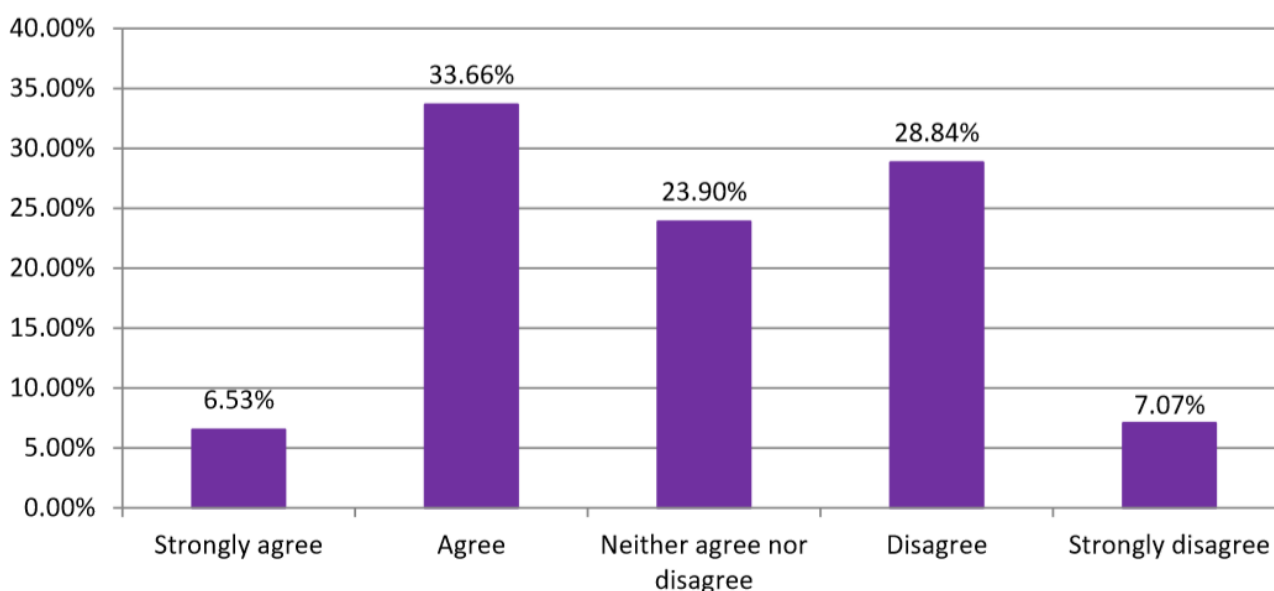
Through their 'Value Education, Value Teachers' campaign launched in 2018 the EIS made the case for and secured a 10% restorative pay rise for every teacher in Scotland. As a consequence of this campaign, and the issues raised by members, the EIS undertook a survey of its membership to ascertain their views on a variety of issues including pay, wellbeing, and work/life balance. The report detailing the findings from this survey was subsequently published in 2019 (EISa, 2019). An emerging theme was that of workload which was raised again and again by members, prompting the EIS to proclaim it as a key priority for Scottish Education. Amongst the survey's other findings the following issues were seen as areas of great concern:

- 76% of respondents reported that they felt stressed "frequently" or "all of the time" within their jobs;
- 88% said they felt that their stress levels had either stayed the same or had increased in the past year;
- 64% reported working more than 5 hours extra a week, with 35% of those stating that they worked more than 8 hours on top of their part-time contracted hours;
- 82% of respondents said they were dissatisfied with their workload levels;

These findings whilst troubling in themselves, clearly have particular relevance when considering time needed to undertake professional development. The following tables presented within the report provide some sense of how troubled the membership is in relation to this issue.

When presented with the statement; *"I receive sufficient professional development opportunities to do my job well"* 40% either agreed or strongly agreed, with 36% stating that they disagreed or strongly disagreed, as outlined in Table 23. However, when asked if respondents had sufficient time to dedicate to professional development and learning (Table 24), 54% disagreed and 23% strongly disagreed.

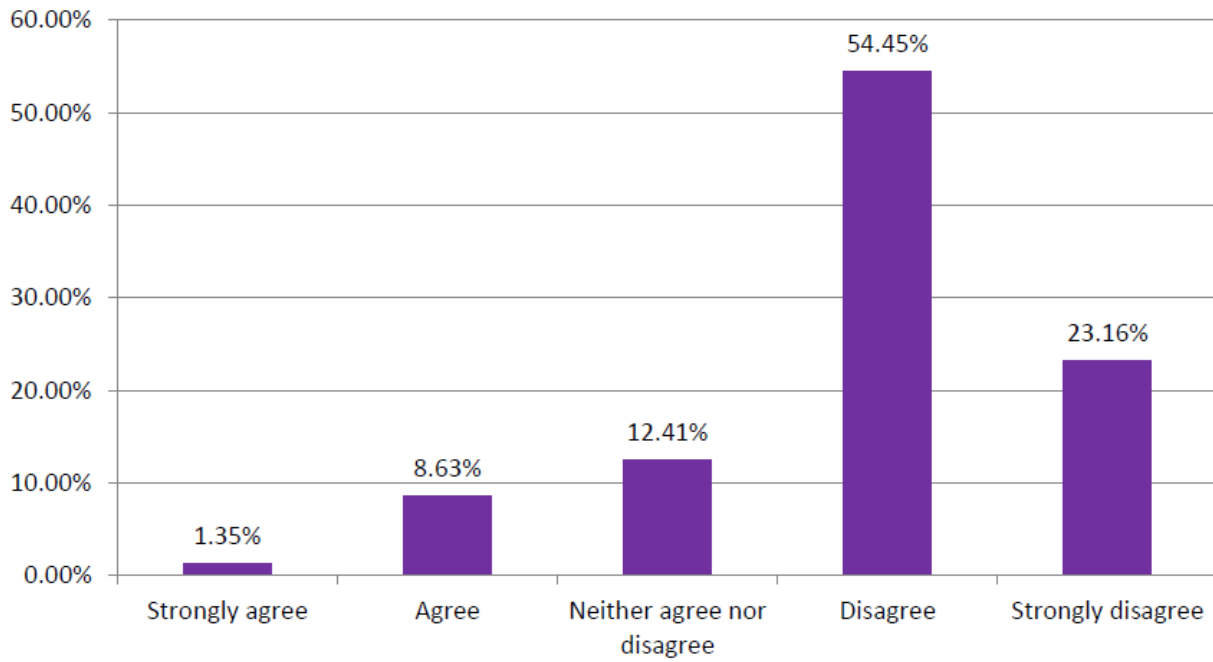
Table 23: Question 20 "I receive sufficient professional development opportunities to do my job well" responses



Total Responses: 10,479

(EISa : 20)

Table 24: Question 21 “I have sufficient time to dedicate to professional development and learning” responses

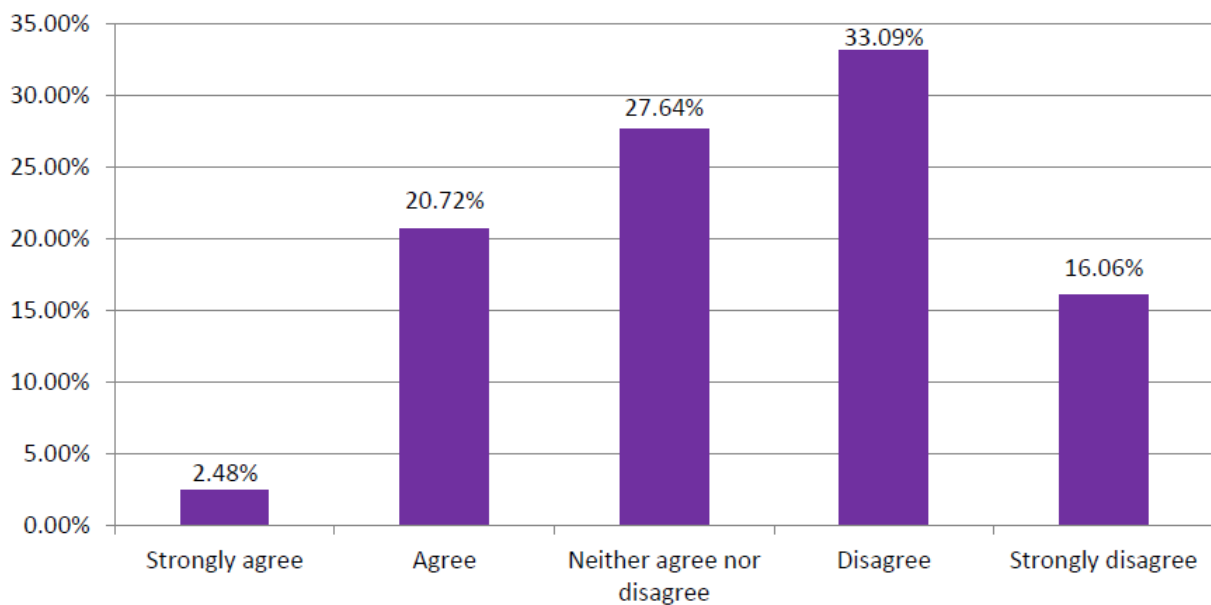


Total Responses: 10,494

(EISa : 20)

A further question on professional development asked if members felt they had the sufficient opportunity to further their career in the future. As shown in table 25, only approx. 23% of respondents agreed or strongly agreed, whilst approx. 49% disagreed or strongly disagreed with this statement. The report does suggest that 'further analysis will need to be undertaken to give more insight into why so many members feel they do not have sufficient opportunity to further their careers should they so wish'.

Table 25: Question 22 “Looking to the future I feel I will have sufficient opportunity to further my career should I so wish”



Total Respondents: 10,510

(EISa :21)

The EIS survey findings chime with data presented recently by the Organisation for Economic Co-operation and Development (OECD, 2019) who in their most recent annual report indicate that Scotland's teachers work longer hours and have a higher percentage of class contact time compared to other nationalities. Following on from this the EIS General Secretary Larry Flanagan (EISb, 2019) is clear in his assertion that this not only disadvantages teachers in terms of workload and time for professional dialogue, but also pupils, particularly those already disadvantaged by poverty. In response, the Deputy First Minister wrote *"We have a shared desire to reduce the workload of teachers.... I believe that there is a significant opportunity to reduce unnecessary teacher workload by increasing teacher agency and school empowerment.... I would propose that we undertake joint activity to assist in reducing unnecessary workload through the full roll-out of the empowerment agenda."* (EISc, 2019)

It is of further interest to note that in February 2020 Education Scotland initiated a study into Teacher Workload as part of the Scottish Government's 'Scottish Approach to Service Design'. The intention of this research is to 'ensure that Education Scotland's systems and services are designed in ways that better recognise the context and reality of teachers' working experiences' (Education Scotland, 2020). What this means in practice is unclear, but the timing of the study coming hard on the heels of both the recent OECD report and EIS survey results is perhaps tacit acknowledgement of a teaching profession in trouble? Notwithstanding this and the 'offer' made by the Deputy First Minister, The EIS believes that "empowered schools" should mean empowered teachers i.e. teachers having more control over their professional lives! (EISc, 2019).

The professional obligations of teachers in relation to duties and working hours are negotiated nationally through the Scottish Negotiating Committee for Teachers (SNCT). It is clear that within this the 'individual and collective work of teachers' should be achievable with the 35hr working week. This is structured in a readily understood way: a maximum of 22.5 hrs devoted to class contact time, one third of this (7.5 hrs) allocated for preparation and correction, with the remaining 5hrs per week (195 hrs per year) being agreed at school level through the establishment's Working Time Agreement (WTA) (which in itself is subject to the agreement made within the Local Negotiating Committee for Teachers). Whilst the application of time allocation gives a sense of proficiency it is abundantly clear that this formula provides no reassurance to many in the workforce. It is reminded at this point that the EIS' Membership Survey Report highlighted that 64% of respondents reported working more than 5 extra unpaid hours per week. Whilst this in itself impacts heavily upon teacher's work-life balance it clearly, and by implication, infringes upon teachers ability to devote time and energy to meaningful Professional Learning (PL). This despite up to 35 hours of PL per year being every teacher's professional entitlement.

Chapter 2: Aims and Objectives

We are all aware that tackling workload is now (if not before) a pressing issue and the subject of the EIS's current campaign. I have been teaching for nearly 20 years and over the years I have gradually become more and more involved in helping negotiate my own school's WTA. I was recruited onto my school's 'McCrone Committee' as a staff representative (rather than as an EIS representative).

Over the last few years, through discussion with colleagues, it has become apparent to me how many teachers, even highly experienced teachers, fail to understand the process by which the 195 hrs 'remaining time' is apportioned over the year. I have also had numerous conversations with colleague from across the authority, and country, who work in establishments that don't seem to operate a well thought out and negotiated agreement (I even had a union rep friend (SSTA) once tell me that the agreement is all based on rough timings). So... in tackling workload it seems to me that we need to be more professional (as opposed to constantly pointing out that we don't have enough time for this and that).

My project is about Professional Learning (PL) – though it firmly frames workload as a significant barrier to achieving this.

Aim

The aim of this project is to evaluate the importance of my school's (Local Authority Comprehensive) WTA as a means of managing teachers' workload and ensuring opportunities for PL and teacher development.

Objectives

The main objectives of this project are to:

1. Evaluate members perceptions of the WTA as a means of enabling PL;
2. Evaluate the impact of WTA on workload and as a means of ensuring more time to undertake PL;
3. Propose an approach for engaging with and supporting members in their understanding of the Working Time Agreement as a means of managing workload, and in particular enabling Professional Learning.

Chapter 3: Research Methods

This project, currently being undertaken in fulfilment of the EIS Union learning Representatives Diploma, builds upon my work as an EIS member within my high school in relation to the WTA. For this reason I will describe and explain associated research methods as they relate to my project in three parts.

Part 1: How does the WTA impact on workload?

I have listened to members at branch meetings vocalising discontent about workload for years. I pondered this, and in the academic year 2018-2019 I decided to propose and subsequently undertake a survey of members to gather data with a view to applying new insights to the WTA process. I understood that it was not practicable to survey members across all 'remaining time' activities over the course of a whole year so I chose a busy window between late January and March 2018 that would allow data gathered to be extrapolated in a meaningful way (see Appendix 1).

Thirty-six members responded to the survey (64% return for my school) which allowed the data to be statistically analysed using a Standard Deviation technique; Standard deviation is used to determine the proportion of values that lie within a particular range of the mean value, and it is the most robust and widely used measure of dispersion.

Part 2: Barriers to Professional Learning

In undertaking the EIS Union learning Representatives Diploma it was necessary to consider and develop skills in supporting learners. In November 2020 I planned and conducted 1:1 interviews with 3 members to identify and gather information on their specific learning needs. Albeit only three were selected, interviewees were chose to reflect diversity in the work place:

1. Female, Recently Qualified Teacher, Temp Contract
2. Female, 6th Year Teaching, FT
3. Male ,18th year Teaching, FT

The focus for this exercise centred very much around the idea of 'Where are you now? Where would you like to be? and How are you going to get there? Subsequently, the following questions were formulated and used with my interview subjects for this task. In the interview conversation I found there was time and space to contextualise each question, but the sequence of the questions provided a structure and flow to the conversation. Of particular relevance to this project is the information gleaned from exploring questions 4 and 5.

1. How do you identify your own learning needs or priorities?
2. What steps do you take to find appropriate learning opportunities?
3. Do you have any professional goals that you are seeking to achieve?
4. Do you have any preferences for the way in which you like to learn?

- Are there any obstacles (challenges) that you need to overcome when seeking to participate in Professional Learning?

Part 3: How effective is the WTA in enabling Professional Learning?

The WTA is a function of time, and time is consistently mentioned by teachers as a significant barrier to undertaking and achieving PL. Whilst the work undertaken and outlined in relation to Part 1 above clearly seeks to address structural inadequacies in how schools organise teacher's time, an integral and important question is of course: How well do individual teachers themselves understand where time for PL comes from?

I devised a simple framework to conduct structured interviews with a selected yet diverse group of members in December 2020. Whilst acknowledging the limited scope of my project I nevertheless still sought to sample the views of members from across a range of personal and professional circumstances. This was done in an attempt to gain information that was more reflective of the profession as a whole (see table below).

Table 1: Study Interviewees

Respondent	Gender	Years in Teaching	Role	Employment status	Personal
1	M	29	Classroom Teacher	F/T Perm	Separated, children
2	M	20	Classroom Teacher	F/T Perm	Married, children
3	F	2	Classroom Teacher	F/T Temp	Single, no children
4	M	6	Curriculum Leader	F/T Perm (Acting CL)	Married, children
5	M	40	SfL	P/T Supply	Married (grown up child)
6	F	16	Classroom Teacher	F/T Perm	Single, children
7	F	6	Classroom Teacher	F/T Perm	Married
8	F	4	Classroom Teacher	F/T Perm	Married Children

As can be seen in Appendix 5 (Framework for Structured Interview) each interview was characterised by asking each member the same series of questions. These being prepared beforehand and sequenced to ensure consistency in the administration of the interview. Questions utilising the 'Likert Scale' method were integrated into the interview to provide pathways for follow-up questions. In this way respondents were scaffolded with consistent opportunities to provide relevant and meaningful responses for each question.

Chapter 4: Results

The data and information gathered is presented in this chapter. It is described in three parts that correspond to the 3 research methods described in Chapter 2.

Part 1: How does the WTA impact on workload?

As previously mentioned, Standard deviation is used to determine the proportion of values that lie within a particular range of the mean value, and it is the most robust and widely used measure of dispersion. Statistically, this means that 95% of the values lie within +/-2 standard deviations of the mean value. For my purpose, this meant that 95% of school staff in all probability would have spent an amount of time specified by +/-2 standard deviation from the mean value (see Figure 1 below, and also Appendix 2). This statistically significant information was presented to EIS members at a branch meeting in April 2019 and consensus was gained from members to use the +2 Standard Deviation figures within forthcoming 2019 WTA negotiations. In very practical terms this specified an amount of time required to fulfil each individual 'Remaining Time Activity' e.g. 10hrs 10mins for S4 prelim marking.

Figure 1: Standard Deviation Calculations relating to Remaining Time Activities

a.) S4 prelim marking

Minus 2 SD	Mean	Plus 2 SD
38 mins	5 hrs 24 mins	10 hrs 10 mins

b.) S4 report writing

Minus 2 SD	Mean	Plus 2 SD
1 hr 11 mins	4 hrs 20 mins	7 hrs 30 mins

c.) S5/6 prelim marking

Minus 2 SD	Mean	Plus 2 SD
0	6 hrs 7 mins	13 hrs 43 mins

d.) S5/6 report writing

Minus 2 SD	Mean	Plus 2 SD
0	4 hrs 30 mins	9 hrs 10 mins

e.) S1 report writing

Minus 2 SD	Mean	Plus 2 SD
56 mins	3 hrs 35 mins	6 hrs 16mins

The survey results were introduced to the school's WTA Committee in August 2019 and readily accepted as valid. This was an empowering moment for members to establish these facts on the ground. It meant for the first time teachers' workload was being quantified and used as the principle means of planning Remaining Time Activities within the parameters of the 35 hour working week. Appendix 3 details practically how the survey results were used, and how they continue to be used in the school WTA negotiation to this day. A further survey was undertaken to ascertain members views of the new WTA procedures (see appendix 4).

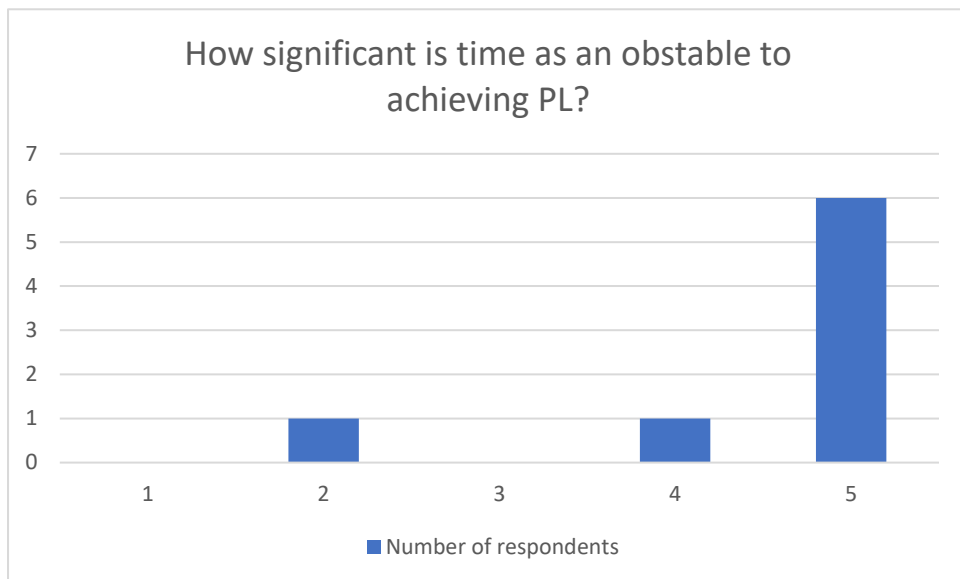
Part 2: Barriers to Professional Learning

When discussing barriers to their own PL all three interviewees highlighted time as being a key challenge. This was done directly by 2 members who identified workload pressure as the main time constraint when seeking to fit in PL activities. The lack of school release for courses, family commitments and booking bureaucracy were also identified as further ways in which time for PL was squeezed.

Part 3: How effective is the WTA in enabling Professional Learning?

Structured interviews were conducted to evaluate members perceptions of the WTA as a means of enabling PL. The key points arising from these interviews are presented here.

Question 1: On a scale of 5 (5 being very significant, 0 being not significant) how would you rate TIME as an obstacle to undertaking PL?

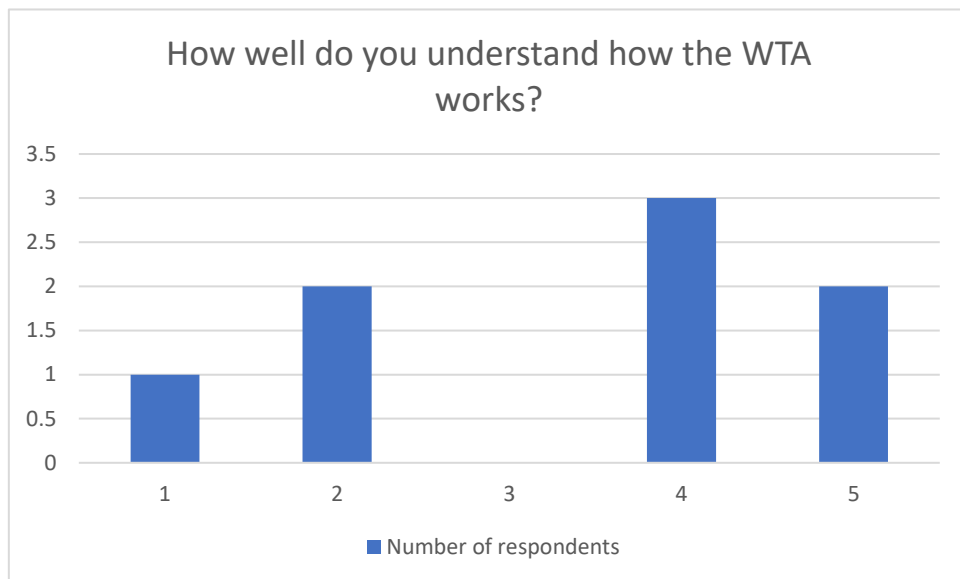


7/8 respondents rated time as a significant obstacle to undertaking PL.

Question 2:

a.) Why TIME is an obstacle to undertaking PL	b.) Why TIME is not an obstacle to achieving PL
<p>Workload priorities at school are overwhelming Not enough time to do everything well Difficulty in achieving a work-life balance Teaching is a 24/7 job. There are always competing priorities and too much to do by the end of the week I am tired by the end of the week and need to rest before the start of the next week There is not enough time to do everything well No time to explore what you have learned during PL activities Often have to take school work home 35 hrs are not the normal working week – usually more is done so PL is pushed away from immediate priorities There are too many other things to do Demands which can't be put off/postponed as they come from up the school hierarchy or SQA PL is far too easy to delay until a quieter time which never comes It is a struggle to achieve a work/life balance Single parent commitments sap energy levels Challenging to fit in good quality PL opportunities Pressures to prioritise Faculty Improvement Plan activities</p>	<p>No kids No long commutes Have the flexibility in personal life to stay late at school Happy to work longer hours as it feel productive</p>

Question 3 On a scale of 5 (5 indicating total understanding, 0 no understanding) how well do you understand how the WTA works?



5/8 respondents indicated that they understood how the WTA works (2 indicating total understanding).

3/8 respondents indicated that they lacked understanding of how the WTA works.

Question 4:

a.) How the WTA could be used to support PL opportunities	b.) How interviewees actually use the WTA to aid PL opportunities
No idea? Having more flexibility in the WTA could help rather than filling up the time with whole school responsibilities Allocating more time to implement new strategies It could take more account of marking workload It could control the various demands on limited time It could allocate time for tasks more realistically Seek to omit tasks that cannot be resourced Not sure? It could help manage whole school activities in a realistic way to create more time for PL opportunities	It helps apportion time and regulate workload It provides protection against excessive workload Helps achieve a balance Allows prioritisation that helps me be realistic It provides staff with the confidence to say no because I have done a good job this week (and done a bit extra) – and now I am going to focus on my own learning needs and priorities It helps manage workload over the calendar, particularly around pressure points so there is time (and energy) left to do PRD

Chapter 5: Project Limitations

The main research methods used (paper survey/standard deviation, structured interviews/Likert Scale) in this study were appropriate to the achievement of its main objectives. The WTA survey and subsequent statistical analysis produced robust data with a very practical application. The follow up phase of structured interviews was a suitable way in which to gather further qualitative data in relation to members perceptions of the WTA. A key advantage of the structured interview technique being the ease of which relatively inexperienced interviewers care able to obtain consistent comparative data from a number of interviewees (RWJF: 2021). The limited use of a Likert scale for two questions was not without its considerations. Likert Scales are generally used to measure people’s perceptions of an issue. Usually a 5 point scale is used with the mid-point representing a neutral stance (Academicscope, 2019). However, in this study a binary type response was required and the numbers 0-5 were used to gain an understanding of each individual’s

confidence levels in relation to the questions. As a consequence perhaps, it was unsurprising that no interviewee chose to rate any of the questions as a '3'.

Due to the limitations of this study, and in particular the problems created by the Covid pandemic, it was not possible to survey or interview widely across the Authority. Notwithstanding this, I sought to sample members with a range of diverse personal and professional attributes. The small sample size is a key consideration when considering the main discussion points arising from this study in that much more data is required to achieve more valid results. Care must therefore be exercised when seeking to identify patterns or causations.

Chapter 6: Discussion

Teaching (and lecturing) is a unique and complex profession that adheres to, and exceeds the most commonly prescribed professional attributes. Like all other professions the work undertaken is premised upon knowledge gained through an extended period of higher education. As well as subject specific knowledge teachers develop a theoretical understanding of pupil development, learning styles and promotion of learning, curriculum organisation, and much more. Crucially, however this all takes place against a dynamic and diverse political and ethical backdrop. Teachers constantly evaluate their role in society and how their professional actions and their own values relate to education. This involves moral consideration, higher order reflection, often 'in-action', and an ability to engage with current debates on the nature and purpose of education. Many experienced teachers are adept at this and undertake a variety of leadership functions within their own, faculties, schools, their Local Education Authorities, and within educational organisations like the Scottish Qualifications Authority.

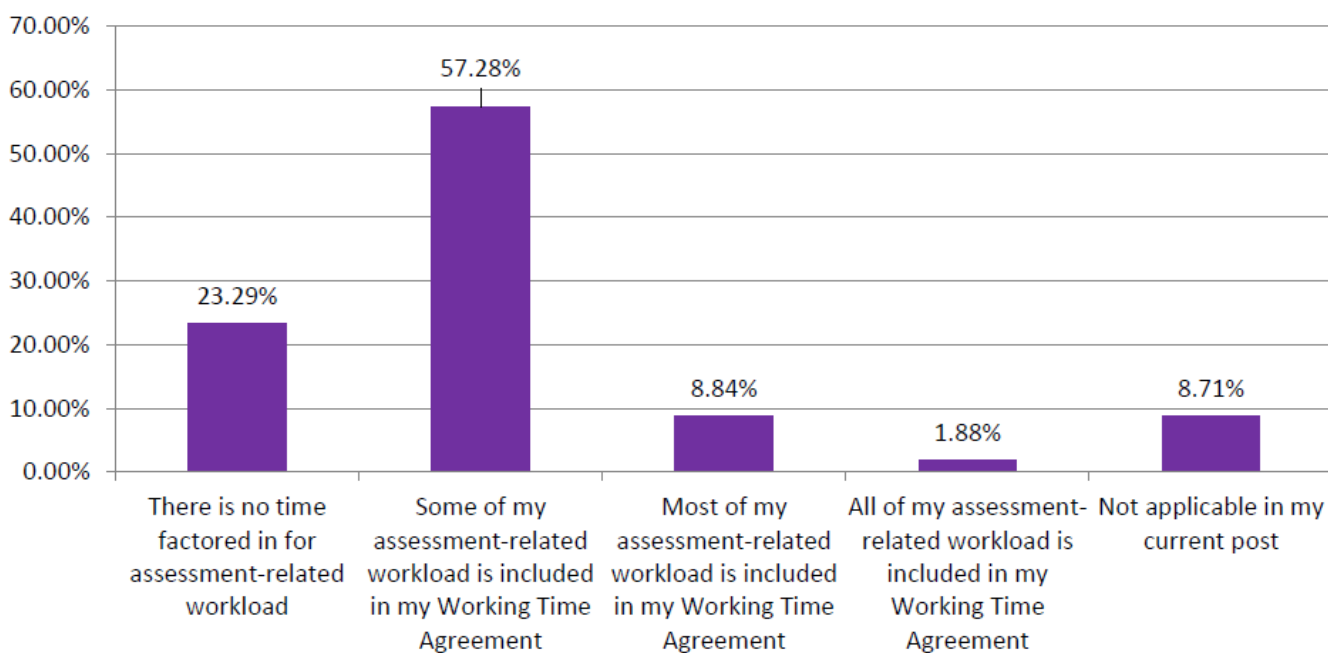
Changing practices and approaches do however require continuing professional development. The EIS rightly asserts that 'Professional learning is an entitlement and plays a central role in shaping teacher and lecturer professionalism, in building capacity, confidence and expertise, and in providing the sense of agency which allows teachers and lecturers to lead learning in their classrooms. It also provides essential space for the sharing of practice, collaboration and enquiry' (EISd, undated). However, anyone who has spent any amount of time in the classroom will also understand that teaching can literally be a 24/7 job where professionalism and personal pressure combine to produce workload stresses and ultimately burnout for many. It is a verifiable fact that for the great majority of teachers a 35hr working week doesn't mean that only 35hrs are worked. In his recent study involving a survey of 350 teachers in Fife Russell (2020) identifies 'Workload Issues' and 'Working Time Agreement' as the top 2 concerns for respondents, and recognises that the two are 'inexorably linked'.

The belief that excessive workload can be tackled through a systematic approach to the WTA has been central to this study. At the heart of this approach is the simple concept of time, and in particular the lack of it experienced by teachers (in this study 7/8 of members interviewed rated time as a significant obstacle to undertaking PL). The Standard Deviation approach has brought realism and pragmatism to how the 195 hours of remaining time can be apportioned throughout the year to achieve a 35 hour working week. However, despite this, it is clear that many staff feel discontented with the WTA, which begs the question why, particularly so when 5/8 members in this study claimed they understood how it works (2 indicating total understanding). Anecdotally, it would appear that many staff would seem to over inflate their understanding of the process, particularly in making sense of how remaining time activities articulate with faculty priorities. This would appear to be even more so with Faculty Leaders who often have more of an eye on performance driven agendas. The following case study perhaps illustrates how an enhanced understanding of a systematically derived WTA is able to 'empower teachers to take control over their professional lives' (EISc, 2019).

Case Study

Respondent 6's situation is perhaps illustrative of many teachers who find that time required for assessment related workload is not sufficiently factored into their establishments WTA. This was recently highlighted in the EIS Teachers Membership Survey Report (EISa, 2019) where 66% of respondents claimed that some or most of their assessment-related workload had been factored in, whilst 23% believed that no time had been allocated for this purpose (Bearing in mind that it is a requirement that assessment-related workload be included in the WTA, it is alarming to note that less than 2% of respondents agreed this reflected their actual experience. See Table 9 below).

Table 9: Question 9 "Assessment-related workload should be factored in to your school's Working Time Agreement. Which of the following best matches your actual experience?" responses



(EISa: 9)

Having learned more about the WTA process and how it relates to her contractual obligations Respondent 6 was able to understand how it helps regulate workload by apportioning time. With this knowledge and understanding she felt more confident in faculty meetings to articulate professional views on workload and the practicality of achieving assessment driven workload within her contractual obligations.

The WTA is a 'tool' that can be used by teachers to collectively and collaboratively control workload and provide space for individuals to decide how best to allocate their time and energies. It is however evident from this limited study, and as illustrated in the above case study, that a carefully constructed WTA is in of itself not all that is needed to achieve teacher empowerment in relation to their own PL needs. It is clear that a complimentary and detailed understanding of how time is allocated within the WTA for each remaining time activity in each week, and across the school calendar is a necessary step for each individual teacher. Only in this way will teachers be able to professionally and effectively engage with workload discussions as they relate to their own individual and collective circumstances. This is all the more important as teachers seek to meet their own PL needs within an increasingly frenetic learning and teaching environment.

Chapter 7: Recommendations

This project is about helping to empower colleagues by equipping them with a systematic approach to dealing with the 'workload blackhole' that exists in every school. The statistical based approach to the WTA introduced in my school has been successful in regulating and organising remaining time activities across the school year. In effect it has served as a pilot project to demonstrate what is possible, and perhaps offers a pragmatic strategy for other schools to adopt as the EIS seeks to address staff concerns through its 'Tackling Workload' campaign.

This could be achieved in the following way:

1. EIS Learning Reps run workshops for EIS Reps in the Authority to explain the statistical based approach involved in negotiating WTA's.
2. EIS Learning Reps run workshops for members to explain the WTA process and how it relates to them as individuals.

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Appendices

Appendix 1 EIS Survey of S4 & S5/6 Prelim Marking and Report Writing & S1 Report Writing

Appendix 2 EIS Survey Results, April 2018

Appendix 3 Application of Survey Results to the Working Time Agreement

Appendix 4 Survey of members re WTA

Appendix 5 Structured Interviews with members

Appendix 1

EIS Survey of S4 & S5/6 Prelim Marking and Report Writing & S1 Report Writing

November 2018

Dear EIS Colleague

As you are aware, the McCrone Committee meets every year to agree the school calendar and how the 'remaining time' should be organised across the year to ensure a 35 hour working week. It is difficult to achieve this without an idea of how much time staff are spending on key activities. As previously agreed the EIS are now seeking to canvass staff on the amount of time being spend on the undernoted marking and reporting tasks.

In order to inform the process it is imperative that all EIS members seek to provide this information. Your information will not be shared with other colleagues or SLT and it will be destroyed after the data is processed. Please provide your name in the first instance as this will allow us to send out reminders where needed!

NAME: FACULTY:
.....

Task	Total Time Spent for all Classes (round up to the nearest ¼ hour) e.g. 3hrs and 10mins = 3.25 hrs	No. of Classes
S4 prelim marking		
S4 report writing		

Task	Total Time Spent for all Classes	No. of Classes
S5/6 prelim marking		
S5/6 report writing		

Task	Total Time Spent for all Classes	No. of Classes
S1 report writing		

Thanking you in anticipation of an early return.

Should you feel unable to participate we would be grateful if you could let Dominic Shaikh know at your earliest convenience.

Appendix 2

EIS Survey Results, April 2019

Introduction

In order to support forthcoming Working Time Agreement negotiations the 'x' School EIS sought to canvass members on time spent on the following remaining time activities:

- S4 prelim marking
- S4 report writing
- S5/6 prelim marking
- S5/6 report writing
- S1 report writing

The survey was undertaken between January and March 2018. There were 36 returns so many thanks to those colleagues who responded (on behalf of everyone).

Analysis of Results

For each activity the mean and standard deviation was calculated. Standard deviation is used to determine the proportion of values that lie within a particular range of the mean value, and it is the most robust and widely used measure of dispersion. Statistically, this means that 95% of the values lie within +/-2 standard deviations of the mean value. For our purposes, this means that 95% of 'x' school staff will in all probability have spent an amount of time specified by +/-2 standard deviation from the mean value.

Results

In the analysis, data was standardised as an amount of time spent per class. All figures quoted therefore relate to 1 class

f.) S4 prelim marking

Minus 2 SD	Mean	Plus 2 SD
38 mins	5 hrs 24 mins	10 hrs 10 mins

g.) S4 report writing

Minus 2 SD	Mean	Plus 2 SD
1 hr 11 mins	4 hrs 20 mins	7 hrs 30 mins

h.) S5/6 prelim marking

Minus 2 SD	Mean	Plus 2 SD
0	6 hrs 7 mins	13 hrs 43 mins

i.) S5/6 report writing

Minus 2 SD	Mean	Plus 2 SD
0	4 hrs 30 mins	9 hrs 10 mins

j.) S1 report writing

Minus 2 SD	Mean	Plus 2 SD
56 mins	3 hrs 35 mins	6 hrs 16mins

Points for Consideration

1. If we accept that the mean value is used as time allotted to that particular task e.g. 5 hrs 24 mins for S4 prelim marking then approx. 50% of staff will be disadvantaged as they will have spent more time than the mean.

2. The figures presented above are for an amount of time spent on each activity for a single class. The following table indicates the number of staff who advised that they performed these activities for more than 1 class. A reminder that 36 staff responded to the survey, so for example 18 out of 36 staff indicated that they spent at least double the time presented above for S1 report writing

S4 prelim marking	5 staff
S4 report writing	9 staff
S5/6 prelim marking	11 staff
S5/6 report writing	13 staff
S1 report writing	18 staff

Appendix 3: Application of Survey Results to the Working Time Agreement			
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w/b	Remaining Time Activities	Time allocated for task	Additional Comments
8 Oct		1.5 hrs for S2 reports	
15 Oct		4.5 hrs for S2 reports	

22 Oct	Thurs 25 th S4 Parent's Eve	5 hrs for S4 Parent's Eve	No DM
29 Oct	Fri 2 nd CAT	2.5 hrs for CAT 2 hrs for S2 reports	
5 Nov		4.5 hrs for S2 reports	(12.5 hrs total for S2 reports)
12 Nov	S2 Reports completed Tues 13 th S3 Parent's night	5 hrs for S3 Parent's Eve	Reports completed this week in time for office staff to prepare reports for S2 tutors by Mon 19 No DM
19 Nov	S2 Tutors Parent's night prep	4.5 hrs	
26 Nov	Wed 28 th S4 Prelims start 5/6 Parents Eve	5 hrs for 5/6 Parents	No DM
3 Dec	Fri 7 th Dec S4 Prelims end Fri 7 th CAT S2 Tutors Parent's night prep	2.5 hrs for CAT 4.5 hrs	***COVER REQUIRED FOR S2 TUTORS***
10 Dec	Work experience week	4.5 hrs S4 prelim marking	***Plus 3 x 50 mins ring-fenced time***
17 Dec		3 hrs S4 prelim marking 1.5hrs S4 report writing	(10 hrs total for S4 prelim marking)
24 Dec			
31 Dec			
7 Jan	Fri 11 th S2 Parent's Meet 1-3.30 / Faculty Fair	3 hrs S4 report writing 2.5 hrs S2 Parent's Meet / Faculty Fair	No DM, 0.5 HRS OVER
14 Jan	Thurs 17 th S2 Parent's Meet / Faculty Fair Tues 15 th S5/6 Prelims start	3 hrs S4 report writing 2.5 hrs S2 Parent's Meet / Faculty Fair	(7.5 hrs for S4 report writing) No DM, 0.5 HRS OVER
21 Jan	Mon 21 st S5/6 Prelims end	4.5 hrs S5/6 prelim marking	
28 Jan	Tues 19 th S4 reports completed	4.5 hrs S5/6 prelim marking	
4 Feb		4.5 hrs S5/6 prelim marking	(13.5 hrs total for S5/6 prelim marking)
11 Feb			
18 Feb		4.5 hrs S5/6 report writing	
25 Feb		4.5 hrs S5/6 report writing	(9 hrs total for S5/6 report writing)
4 Mar	Mon 4 th March S5/6 reports completed	4.5 hrs S1 report writing	
11 Mar	S1 reports completed Fri 15 th	4.5 hrs S1 report writing	*** 9 hrs for S1 reports***
18 Mar	CAT Fri 22 nd	2.5 hrs for CAT	
25 Mar	S1 Tutors Parent's night prep	4.5 hrs	
1 Apr	S1 Tutors Parent's night prep	4.5 hrs	
8 Apr			
15 Apr			
22 Apr	Wed 24 th S1 Parents Eve	3 hrs	
29 Apr	Fri 3 rd May S1 Parents Eve	3 hrs	

Appendix 4: EIS WTA Survey results

Table 1: Evaluation of Remaining Time Agreement for Activities w/b 18th November – w/b 3rd February

All Staff

Remaining Time Task	Total time allocated	Was time appropriate Y/N	
S2 Report reading	9 hrs 30 mins		
S5/6 Parent's night	5 hrs		
CAT	2 hrs 20 mins		
S4 Prelim marking	10 hrs 30 mins		
S4 Report writing	7 hrs 30 mins		
S2 Parent's meetings	5 hrs		
S 5/6 Prelim marking	12 hrs 30 mins		
S1 interim report	30 mins		

Appendix 5: Working Time Agreement and Professional Learning

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1. On a scale of 5 (5 being very significant, 0 being not significant) how would you rate TIME as an obstacle to undertaking PL

2a. Why is TIME an obstacle to you achieving PL?

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2b. Why is TIME not an obstacle to you achieving PL?

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3. On a scale of 5 (5 indicating total understanding, 0 no understanding) how well do you understand how the WTA works?

3a. Can you say how the WTA could be used to support PL opportunities?

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3b. Can you say how you use the WTA to aid your PL opportunities

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