

Teacher Working Time Research

Final Report to the Scottish Negotiating Committee for Teachers

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APPENDIX 1: METHODOLOGY

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APPENDIX 1: 1.1 - Introduction

1.1 Introduction

In designing this study the team developed three complementary research elements. Although it was understood that measurement of the time spent on a range of activities and the total time spent by teachers on their professional activity had to be at the centre of the study, it was also recognised that quantitative accounts alone would be of little use to the stakeholders.

It was important to identify variations, including nationally, locally and within schools, as well as between different grades of teachers and to identify any patterns related to age or gender. It was also necessary to ascertain what factors had given rise to such variations, whether it was the influence of local interpretation and development of policy, economic or demographic factors.

1.1.1 Aims of the project

As stated in the research specification, the overall aim of the study was:

‘to provide the SNCT with evidence on whether commitments on teachers’ working week have been met, following the agreement reached in response to the McCrone Report.’

The project was designed to capture and provide an accurate picture of teachers’ working time commitments, as viewed and recorded by classroom teachers and school managers, and to ensure that this was representative across sectors and local authorities.

The research specification identified the following **key research objectives**:

- to gather robust data via time-use diaries on the number of hours worked by teachers in pre-school, primary, secondary and special school settings
- to gather information on time spent on specific ‘teacher duties’
- to provide contextual data through qualitative or further quantitative research to give depth to the headline statistics and to provide information on commitments on preparation and other time allowances
- to give an insight into local policies and strategies that affect teacher workload

The research team identified the following **key research questions** linked to these objectives:

- How many hours do teachers work on selected categories of tasks in school?
- How are the hours that teachers work comparable across sectors and local authorities?

- Which tasks do teachers view as ‘*essential*’ and which as ‘*additional*’ and how do they differentiate between these?
- Are teachers’ working hours affected by factors such as time management skills and strategies and the role of support staff?
- How are teachers’ working hours affected by Local Authorities’ policies and strategies?

1.1.2 Research design

The design was developed by the team to ensure maximum interaction between the three elements of the study. Timings of each element were chosen carefully to ensure that there could be responsiveness to the emerging findings (see Table 1.1.1).

Table 1.1.1: Relationship between key research objectives, questions and methods employed

<i>Research Objectives</i>	<i>Research Questions</i>	<i>Research Methods employed</i>
To gather robust data via time-use diaries on the number of hours worked by teachers in pre-school, primary, secondary and special school settings.	How many hours do teachers work on selected categories of tasks in school?	Time Use Diary: (Element 2)
To gather information on time spent on specific ‘teacher duties’.	Which tasks do teachers view as essential and additional and how do they differentiate between these?	Focus Groups Questionnaires (Element 3)
To provide contextual data through qualitative or further quantitative research to give depth to the headline statistics and to provide information on commitments on preparation and other time allowances.	How are the hours teachers work comparable across sectors and local authorities? Are teachers’ working hours affected by factors such as time management skills and strategies and the role of support staff?	Time Use Diary: (Element 2) Individual Interviews (Element 3). Focus groups (Element 3). Questionnaires (Element 3).
To give an insight into local policies and strategies that affect teacher workload.	How are teachers’ working hours affected by Local Authorities’ policies and strategies?	Documentary Analysis (Element 1) Interviews (Element 1)

APPENDIX 1: 1.2 – Methodology for Element 1

1.2.1 Methodology for Element 1, Local Policy Review

The purpose of the first element is to provide contextual information on local authority policy and agreements arising from the local negotiating committees for teaching staff (LNCTs). The key objectives in undertaking this part of the research were:

- To ascertain the range and nature of policies and strategies regarding teachers' workloads that have been implemented following the Teachers' National Agreement.
- To give insight into how these strategies have affected teacher workload in practice, from the viewpoint of LNCT joint secretaries.

The findings for this element will enable us to compare the expectations for teachers' working time set out in joint agreements with the realities of teachers' experiences outlined in the data gathered for Elements 2 and 3 of the research.

1.2.2 Local Policy Document analysis

A survey of all 32 local authorities in Scotland was undertaken to analyse their policy documents and Agreements and ascertain whether they have been implemented. A checklist was sent to all authorities, together with a request for relevant policy documents and any other relevant documents relating to teacher workload. The policy documents were analysed to gain understanding of the types of agreements reached on teachers' working time. Certain key issues (as listed below) were addressed within the policy analysis, and followed up in the interviews:

- What are the normative expectations for the management of teacher workload/ working time set out in local authority policy?
- What is the stated role of the LA in supporting the Teachers' National Agreement?
- Are there stated expectations of the role of the school?
- What are the roles of LAs and schools in policies and practice in managing teacher workload?
- Is there policy for providing cover to facilitate allocation of time?
- What if any, contingencies might arise to prevent the agreements being fully realised in practice?

Local education authority policies, consultation documents and LNCT agreements were either received directly from local authorities or were accessed from the website for the Teachers' Agreement Communications Team.

The policies were analysed according to the following key areas:

- The substantive basis of the agreements/ circulars across the range of documents.

- Working time arrangements.
- Expectations of, and opportunities for, professional review and continuing development.
- The stated professional role of the teacher (including working with colleagues).
- Management structures and decision-making processes.

In analysing the documents, we wanted to ascertain:

- What were the structural processes underlying the agreements?
- Has there been a ‘re-positioning’ within policy of the teacher’s role, particularly in terms of autonomy and collegiality.
- Has there been a ‘re-conceptualisation’ of management roles and school leadership within the new management structures.

1.2.3 Interviews/ Joint Secretaries’ views

Following the review of LNCT circulars and local authority policy documents, it was decided to interview joint secretaries from 10 authority LNCTs. The two secretaries (representing the management/ employers’ side and the teachers’ side through the joint union secretary) were interviewed together. The 10 authorities were chosen to represent geographical area, large and small urban, large and small rural, as well as those authorities with a large geographical spread. All authorities showed a mixed socio-economic profile (See Table 1.2.1, below).

Table 1.2.1 LNCT interview sample

<i>Local Authority Code</i>	<i>Location</i>	<i>Size</i>	<i>Composition</i>
LA/ U1	East	Large	Urban
LA/ U2	West	Large	Urban
LA/ M3	West/ Central	Large	Mixed: Urban/ rural
LA/ U4	West/ Central	Large	Urban
LA/ R5	East	Medium	Rural
LA/ M6	North/ Central	Medium	Mixed: Small urban/ rural
LA/ S7	West	Small	Suburban
LA/ R8	North	Medium	Rural spread
LA/ M9	North	Medium	Mixed: Urban/ rural
LA/ R10	North/ West	Small	Remote rural

The joint secretaries were asked a series of questions arising from our reading of the LNCT documentation. The questions were framed broadly to give scope for the

interviewees to answer as they wished without undue directions from the interviewers, while reflecting the key issues that arose from the documentation.

The interview questions were as follows:

- What are the specific issues that have arisen for you from the implementation of the 35 hour working week?
- Have there been specific issues that have arisen for you from the negotiation process?
- How would you say the Agreement has shaped or changed the arrangements for /expectations of CPD in schools?
- How has the Agreement shaped or changed arrangements for/expectations of PRD in schools?
- To what extent would you say the agreement has altered the role of the teacher? (In what ways?)
- To what extent has the agreement altered or shaped the role of management in schools? What issues would you identify here?
- What are your aspirations for the future of the agreement? (Broadening focus to look at opportunities as well as tensions, if any).

1.2.4 Analysis

Policy Analysis: Relevant documentation related to Agreements on working time was analysed to identify themes and significant issues. These provided a framework to inform the other strands of the research. Findings were also used to frame the topics for the interviews with the Local Authorities.

Interviews: The interviews were transcribed and significant issues identified.

APPENDIX 1: 1.3 – Methodology for Element 2

1.3 Element 2, Time Use Diary and Questionnaires and details of the two sweeps

1.3.1 Introduction

The Teachers' National Agreement reached following recommendations made in the McCrone Report (Scottish Executive, 2000), '*A Teaching Profession for the 21st Century*' (Scottish Executive, 2001), states: '*The individual and collective work of teachers should be capable of being undertaken within the 35-hour working week*'.

Element 2 was designed to address the following research questions:

- How many hours do teachers work in total, per week?
- How many hours do teachers work on selected categories of tasks in schools?
- How are the hours teachers work comparable across sectors and Local Authorities?
- Which tasks do teachers view as 'essential' and which as 'additional' and how do they differentiate between these?
- To what extent do teachers' perceive their workload as having increased, decreased or stayed the same since the implementation of the Agreement in 2001?

1.3.2 Time Use Diary (Appendix 2: 2.1)

Time-use diaries have been deployed successfully to gain an accurate picture of teachers' work, for example in the time use study of teachers in Nova Scotia (St Mary's University, 2000). In Scotland, time-use diaries had been used by researchers from SCRE to survey teachers' working hours and conditions and the time-use diary developed for this project draws on this existing model and expertise (Hall *et al*, 2000). Its structure has also benefited from consultation and feedback from the project Research Advisory Group (RAG) who were involved in the review of its design and suitability for the present study.

This study was commissioned to review the conditions of service introduced in association with the Teachers' National Agreement: '*A Teaching Profession for the 21st Century*'. Specifically, the new arrangements introduced in relation to teacher duties undertaken within the newly introduced framework of the 35 hour working week. The Teachers' National Agreement states that:

“Agreement has been reached on the working week as follows: the introduction of a 35 hour week for all teachers from 1 August 2001; a phased reduction in maximum class contact time to 22.5 hours per week equalised across the primary, secondary, and special school sectors; during the phasing period, the class contact commitment of a teacher will be complemented by an allowance of personal time for preparation and correction: this allowance will

be no less than one third of the teachers' actual class contact commitment.”
(*Scottish Executive, 2001*)

Furthermore, such a process of change required supporting phasing arrangements including agreement at school level on the use of the remaining time to include other tasks including:

- additional time for preparation and correction
- parents' meetings
- staff meetings
- formal assessment
- preparation of reports, records etc
- curriculum development
- forward planning
- continuing professional development (CPD)
- additional supervised pupil activity
- professional review and development (PRD).

1.3.3 Methodology

Time-use diary and questionnaire (Appendix 2: 2.1)

There were three Sections (A, B and C) in the time-use diary and questionnaire research tool (See Appendix 2, Section 2.1). Section A consisted of questions designed to address teachers' perceptions of working time, factors affecting workload and their awareness of the teachers' working time Agreement. The first question in Section A asked teachers whether they spent more time or less time than usual on their individual teacher duties during the survey weeks, as classified under 8 main task areas as outlined below (Table 1.3.1).

The second question in Section A asked whether the time teachers spent, in their professional opinion, was appropriate to the task, giving us important insight into the tasks they consider worthwhile and those placing unreasonable demands on their time. We also asked whether they thought their overall workload or the *amount of work* they do as a teacher had increased or decreased since 2001.

Section A of the time-use diary was also used to investigate factors known to influence teachers' workload on a daily basis in schools, in terms of receiving administrative support or support from para-professionals, the use and effectiveness of information and communication technology (ICT) and their own professional approach to their individual workloads in terms of implementing time management strategies.

Specific questions in this part of Section A included:

- Do you receive any administrative support to help you manage your time?
- Does the use of ICT help you manage your working time?
- Have you adopted any time management strategies to help you manage your working time?

Within Section A, we aimed to determine to what extent the Professional Review and Development (PRD) process had been implemented (See Appendix 2: 2.1, page 22). In particular, we asked individual teachers what was their personal experience of PRD and if they found it beneficial, whether the number of hours they worked was on the agenda and if so, did this have any effect on their working hours? We also sought to ascertain the extent to which individual teachers felt they had been consulted regarding the National Agreement and to assess their awareness of the policy documents drawn up within their own school and local authority.

Section B comprised the time-use diary (See Appendix 2: 2.1, page 24). This was the tool used for recording the total hours worked over a complete week (Monday – Sunday inclusive), and logged as separate entries under each separate professional task, as indicated in Table 1.3.1. These categories were carefully drawn up on the basis of the Teachers’ National Agreement and in consultation with the project Research Advisory Group. The time use diary was prepared for completion during a pre-defined week to standardise the survey week, from Monday through until Sunday inclusive.

Table 1.3.1: Categories and task descriptions for the 8 main duties undertaken by field professionals

Task	Description
Class contact time	all your normal teaching activities
Preparation	preparation for your teaching, forward planning and course construction
Correction and assessment	marking of class work, exams, portfolios etc, whether for your own or examination purposes
Collegiate activity	participation in whole school meetings, departmental meetings and working groups; undertaking individual collegiate tasks / management tasks
Continuing Professional Development (CPD)	activities undertaken as part of your Continuing Professional Development (CPD)
Pastoral activities & discipline	all pastoral activity directly or indirectly involving pupils, logging and referral of disciplinary incidents, etc.
Working with parents, external agencies and other partners	all collaborative activities involving parents including parents’ evenings, case conferences etc, external agencies and other partners
Working with teachers / student teachers / probationers/ classroom assistants	activities relating to advising and supporting teachers, student teachers or probationers and classroom assistants

An example was given on the first page of Section B of the time-use diary to assist in completion (Figure 1.3.2, below). Participants were asked to record in hours and minutes, to the nearest 15 minutes, the amount of time they spent on each of the 8 main task areas undertaken as part of their daily workload.

Figure 1.3.2: Example provided in time use diary to assist completion

EXAMPLE		Learning & Teaching						Collegiate, Management and other activities						Total					
		Class Contact Time		Preparation		Correction & assessment		Working with teachers/ student teachers/ probationers/ classroom assistants		CPD		Other collegiate activity		Pastoral activities & discipline		Working with parents, external agencies & other partners		Total number of hours worked today	
MONDAY		hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins
Date:		4	45	1	15	0	30	0	0	0	30	0	45	1	30	0	0	9	15

Section C of the research instrument (See Appendix 2: 2.1, page 25) focussed on demographic information; including gender, teaching age range, years of teaching experience, education sector, size of school roll and teacher status. We included an item asking for contact details if the individual would be willing to be interviewed. Teachers were asked to complete all 3 sections of the research instrument.

1.3.4 The sample

The sample was designed to be nationally representative and analysable by gender and length of service. A set of 4 samples (by sector) was drawn randomly from all Scottish teachers registered with the General Teaching Council for Scotland (GTCS). The samples were as follows:

- A random sample of 1000 primary teachers
- A random sample of 1000 secondary teachers
- A random sample of 200 pre-school teachers
- A random sample of 200 special school teachers

This provided a total of 2400 time-use diaries and questionnaires in each sweep and the sample would constitute approximately 4.6% of teachers. The same teachers were surveyed in each sweep.

The number of teachers selected represents approximately 4.8% of the overall teaching population in Scotland, specifically 4.4% of teachers in the primary sector and 4.0% of teachers the secondary sector. The figure is relatively higher for the pre-school and special school sectors (11.3% and 10%, respectively) in order to facilitate comparison across sub groups. In the pre-school sector, only GTCS registered teachers were sampled. There were two survey sweeps of the same 2400 teachers. The randomly drawn national sample included Principal Teachers, Depute Head Teachers and Head Teachers across all sectors. These categories were also included in the questionnaire that formed part of Element 3 of this study, where they were identified as specific sub-samples.

Drawing separate samples for each sector enabled us to make overall comparisons

between the sectors on the level of work and types of activities undertaken routinely by teachers. Within each sector we looked for differential levels of activity and/ or types of activity between teachers of different gender and length of service. It was also possible to use status (promoted or unpromoted) as a differentiating factor. Furthermore, the sample has allowed us to check whether statistically significant differences existed between Local Authorities.

1.3.5 Pilot study

The time-use diary was successfully piloted in September 2005 using a sample of 60 teachers across the main sector (Primary, Secondary, Special and pre-school) prior to the main sweeps.

1.3.6 Main study, dates of sweeps

- **Sweep 1:** Monday 31st October 2005 – Sunday 6th November 2005 inclusive (for 29 local authorities), and Monday 7th November 2005 – Sunday 13th November 2005 inclusive (for 3 local authorities with different mid-term breaks)
- **Sweep 2:** Monday 23rd January 2006 – Sunday 29th January 2006 (inclusive) for all local authorities

1.3.7 Distribution /Mail-out procedure

The method used for the distribution of the time-use diary sought to protect the identities of the sample population. This was made possible through collaboration with the Scottish Executive Education Department (SEED) which provided a random sample based on GTCS registration numbers and school address only. The head teachers of each school were asked to assist in the distribution of the time-use diaries to their staff by matching the 6 digit GTCS registration number on the cover of the diaries to the appropriate member of staff. Questionnaires were returned directly to the research team and pre-paid business envelopes were included in the mailed out packs for ease of return.

1.3.8 Re-allocation and other queries

In some cases head teachers were not able to distribute the questionnaire and time-use diary to the teacher whose number appeared on it, because the teacher was no longer employed in that school. In such cases the head teachers were asked to re-allocate the questionnaire and diary to the member of staff in their school whose surname followed alphabetically the originally sampled teacher. This procedure avoided undue attrition of the sample and maintained the randomness of the sample.

1.3.9 Analysis:

Responses were processed as they were returned and data inputted to the data frames drawn up by the research team. The SPSS package (Version 13.0) was used for quantitative data analysis.

The same samples of teachers were used for both sweeps of the time-use diary and questionnaire. Findings after Sweep 1 and Sweep 2 were recorded separately and the subset that completed both was also analysed. The merged dataset was obtained on the basis of the teacher's unique 6 digit GTCS Registration number. On the basis of the number we were able to analyse those who completed both sweeps to facilitate longitudinal analysis as well as cross-sectional analysis of hours worked during both survey weeks.

APPENDIX 1: 1.4 – Methodology for Element 3

1.4 Element 3, Qualitative Research: Focus Groups, Semi-Structured Interviews and Questionnaires sent to stratified sample

1.4.1 Introduction

The purpose of this element of the research is to provide a contextual background to the work reported in earlier chapters, utilising both qualitative and quantitative data.

This provides additional depth to the headline results given in Element 2, through discussion of teachers' perspectives on the various components of their professional lives: class contact time, preparation, assessment, collegiate activities, CPD, pastoral activities, working with parents and working with student teachers and probationers.

It is important to provide this information for a number of reasons:

- It relates the data arising from the time-use diaries to the wider working lives of teachers.
- It provides information on the commitments of individuals and how the teachers' Agreements are working out in practice.
- It enables teachers' perceptions of their working lives to be recorded and analysed.
- It provides professionals with a 'voice' and therefore does not exclude them from the process of evaluation or review (Forde *et al*, 2006:167).

The following section describes the methods which have been used in gathering the data for this section of the research.

1.4.2 Methodology

In preparing for the contextual research, the team was conscious of the need to range as widely as possible and to ensure that as fully representative a sample as possible was covered (Borg and Gall, 1989: 215). Moreover, there was a need to utilise differing, but complementary approaches in undertaking this work.

There was also a need to extend the quantitative approach which had been utilised in the time-use diaries, and to achieve a sense of the contextual research complementing what had been done in the major data gathering element of the programme. It was decided to incorporate three distinct but complementary strands to the contextual research, namely:

- Individual interviews
- Focus groups
- Questionnaires distributed to stratified sample

1.4.3 Individual interviews

Thirty interviews were conducted with a selection of staff who had completed the time-use diaries for Element 2. An interview schedule was prepared and piloted with volunteer staff in order to ensure that the research instrument was robust and addressed relevant issues (Powney and Watts, 1987:126).

Fifteen of the interviews were carried out after the first sweep, and a further 15 were carried out after the second sweep. The interview sample was structured to ensure that as many categories of teaching staff as possible were included. The sample covered primary, secondary and special school staff. It also covered promoted and unpromoted staff, part time and peripatetic teachers. The geographical spread of the interviews was representative of Scotland as a whole and included urban, rural and island schools.

The intention of the interview process was to gain insight into the factors which have been influential in making the Agreements work in terms of working time and the difficulties which may have impeded the smooth working of the Agreements.

1.4.4 Focus Groups:

Five focus groups were established, in the following geographical areas:

- North East Scotland – held in Aberdeen
- West Central Scotland – a double group, held in Glasgow
- East Central Scotland – held in Edinburgh
- South West Scotland – held in Ayr

Each focus group met on two occasions, and in total almost 50 teachers were involved. Those involved in the focus groups had all completed the time-use diaries. The purpose of the focus groups was to complement the data arising from the individual interviews and to gain insight into the range of perspectives held across professional levels and across sectors. We were able to achieve a fairly representative group, including staff in special schools, supply staff and staff across each band of the promotions structure.

1.4.5 Individual questionnaires (Appendix 2: 2.2, page 28)

Following careful analysis of the emerging results from Element 1 and an initial analysis of the first sweep of time-use diaries, five local authorities were identified for further analysis by the use of individual questionnaires. These local authorities were selected with a view to providing further insight into the range of practices emerging, but also sought to ensure geographical diversity.

In addition to exploring local variations in more detail, the other main purpose of these questionnaires was to triangulate with the responses gained through the other research tools employed, especially the time-use diaries, thus establishing a level of validity which could be attached to the study as a whole.

A four page questionnaire was sent to a *stratified* sample of 500 teachers, in the five chosen local authorities, structured as follows:

- 100 head teachers
- 100 deputy head teachers
- 100 principal teachers
- 200 unpromoted teachers, including 50 supply teachers.

The same questionnaire was used for all categories of staff. Out of the 500 questionnaires distributed, a total of 264 questionnaires were returned, which constitutes a return rate of 52.8%.

The purpose of the questionnaires was to triangulate with the responses gained through the other research instruments involved in this element of the project. Triangulation in this case, equates to the use of several methods, quantitative and qualitative, to shed light on the same complex situation from varying perspectives (Shipman, 1981: 147).

There is a particular need in this study to relate the triangulation to the time-use diaries, to establish a robust level of validity. The questionnaires were devised from the format of the time-use diaries, and were administered at the mid-point of the research, between the two sweeps of the diaries. It was also designed to relate to the data gained from the interviews and focus groups.

1.4.6 Analysis

Interviews: When respondents agreed, the interviews were audio-taped and verbatim transcriptions made. Where this could not be done, researchers took field notes which were then subsequently typed and analysed. The transcripts and notes were analysed using a coding and sorting technique to identify responses to key themes*.

Focus groups: The focus groups generated both documentary evidence, such as the results of group activities and recordings of group discussions. They were analysed in the same way as the interviews. In all focus groups, some activities were held which involved staff in free conversation. These discussions were summarised in note form on flip charts, and the participants were asked to agree that these summaries could be used. Other more summative activities were held which were audio-recorded. The tapes which these activities produced were transcribed verbatim and analysed.

Questionnaires to stratified sample: The responses to the Element 3 questionnaire (Appendix 2: 2.2) were processed as they were returned, data inputted to the data frames drawn up by the research team and analysed using the SPSS package (Version 13.0). SPSS data analysis was carried out both within each local authority and across the local authorities to check for variation. In addition, the qualitative data comments were analysed as described above.*

APPENDIX 2: RESEARCH INSTRUMENTS

2.1 Time Use Diary and Questionnaire for Element 2
(Randomised sample)

2.2 Questionnaire for Element 3
(Stratified sample)

APPENDIX 2

2.1 Time Use Diary and Questionnaire for Element 2

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GTCS Registration Number:

Teacher Working Time Research

Guidelines

This survey consists of a questionnaire and time use diary.

Questionnaire

- Please complete all sections.
- If you wish to make further comment on your responses to the questionnaire or the number of hours you have recorded, please use the additional comment box on page 2.

Time use diary

- The time use diary covers the days from **Monday 23rd January – Sunday 29th January 2006.**
- For each day please try to record the amount of time you have spent working on each of the different types of activity listed.
- Please record your total number of working hours per day.
- Estimate all times to the **nearest 15 minutes** and record them as 'hours' and 'minutes' e.g. 1hr 30mins NOT 1¹/₂ or 1.5hrs.

Further guidelines

In this survey you will be asked questions about the amount of time you spend on a range of tasks as part of your working day. These are the tasks specified in 'A Teaching Profession for the 21st Century'. You may find it helpful to read the following task descriptions before completing the questionnaire and time use diary.

Task	Description
Class contact time	all your normal teaching activities
Preparation	preparation for your teaching, forward planning and course construction
Correction and assessment	marking of class work, exams, portfolios etc, whether for your own or examination purposes
Collegiate activity	participation in whole school meetings, departmental meetings and working groups; undertaking individual collegiate tasks / management tasks
Continuing Professional Development (CPD)	activities undertaken as part of your Continuing Professional Development (CPD)
Pastoral activities & discipline	all pastoral activity directly or indirectly involving pupils, logging and referral of disciplinary incidents, etc.
Working with parents, external agencies and other partners	all collaborative activities involving parents including parents' evenings, case conferences etc, external agencies and other partners
Working with teachers / student teachers / probationers / classroom assistants	activities relating to advising and supporting teachers, student teachers or probationers and classroom assistants

Additional comment: please use the box below for any further comments you wish to make.

Section A

This section is about how you feel about the time you spend on different areas of work.

Missing = 9

1. In the week from Monday 23rd January to Sunday 29th January 2006 did you spend more time, or less time than usual on the activities listed in the diary?

	More time than usual	About the same	Less time than usual
Class contact time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correction & assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collegiate activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pastoral activities and discipline matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with parents, external agencies and other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with teachers / student teachers / probationers / classroom assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For data processing only

Var	Col
GTC No	1-6
LA	7-9

q1.a	10
q1.b	11
q1.c	12
q1.d	13
q1.e	14
q1.f	15
q1.g	16
q1.h	17

2. In your professional judgement, for each of the following activities, is the amount of time you spend appropriate to the task?

	More time than appropriate	Just right	Not enough time
Class contact time	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Correction & assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collegiate activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pastoral activities and discipline matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with parents, external agencies and other partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with teachers / student teachers / probationers / classroom assistants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

q2.a	18
q2.b	19
q2.c	20
q2.d	21
q2.e	22
q2.f	23
q2.g	24
q2.h	25

3. Overall, would you say that the amount of work you do as a teacher has increased or decreased since 2001?

Increased a lot	Increased some	Stayed the same	Decreased some	Decreased a lot
<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

q3	26
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4. This question is about how you manage your time. Teachers are contracted to work 35 hours per week.

(i) Do you receive any administrative support that helps you manage your working time?

Yes ₁ No ₂

Please comment

1 = comment present; 9 = no comment.

q4.i 27

q4.ic 28

(ii) Does the use of ICT help you to manage your working time? Yes ₁ No ₂

Please comment

1 = comment present; 9 = no comment.

q4.ii 29

q4.iic 30

(iii) Have you adopted any time management strategies to help you manage your working time? Yes ₁ No ₂

Please comment

1 = comment present; 9 = no comment.

q4.iii 31

q4.iiic 32

5. This question is about Performance Review and Development (PRD).

(i) Have you had a PRD meeting in the last 12 months? Yes ₁ No ₂

(ii) If so, did you discuss your working time? Yes ₁ No ₂

Please comment

1 = comment present; 9 = no comment.

q5.i 33

q5.ii 34

q5.iic 35

(iii) What impact do you think this discussion had on your working time?

Reduced it ₁ No change ₂ Increased it ₃

Please comment

1 = comment present; 9 = no comment.

q5.iii 36

q5.iiic 37

6. This question is about 'A Teaching Profession for the 21st Century', specifically, the 2001 Teachers' Working Time Agreement. Please tick the boxes below as appropriate.

Which of the following apply to you?

Yes

No

Your school has its own version of the signed agreement

₁

₂

q6a 38

If you have a school agreement were you consulted about this either directly or through your elected representative

₁

₂

q6b 39

Your Local Authority has its own signed agreement

₁

₂

q6c 40

Section B Time Use Diary

- This time use diary covers the days from **Monday 23rd January – Sunday 29th January 2006**.
- For each day please try to record the amount of time you have spent working on each of the different types of activity listed.
- Please record your total number of working hours per day.
- Please estimate all times to the **nearest 15 minutes** and record them as 'hours' and 'minutes' e.g. 1hr 30mins NOT 1¹/₂ or 1.5hrs.

Below is a description of the categories of activity we have included. Please use this as a guide when making decisions about how you spend your time.

<u>Category</u>	<u>Description</u>
Class contact time	all your normal teaching activities
Preparation	preparation for your teaching, forward planning and course construction
Correction and assessment	marking of class work, exams, portfolios etc, whether for your own or examination purposes
Collegiate activity	participation in whole school meetings, departmental meetings and working groups; undertaking individual collegiate tasks / management tasks
Continuing Professional Development	activities undertaken as part of your Continuing Professional Development (CPD)
Pastoral activities and time spent on discipline	all pastoral activity directly or indirectly involving pupils, logging and referral of disciplinary incidents etc.
Working with parents, external agencies and other partners	all collaborative activities involving parents including parents' evenings, case conferences etc, external agencies and other partners
Working with teachers/ probationers / student teachers / classroom assistants	all activities relating to advising and supporting other teachers, student teachers or probationers and classroom assistants

EXAMPLE

	Learning & Teaching						Collegiate, management and other activities						Total					
	Class Contact Time		Preparation		Correction & assessment		Working with teachers/ student teachers/ probationers / classroom assistants		CPD		Other collegiate activity		Working with parents, external agencies & other partners		Total number of hours worked today			
	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins		
MONDAY																		
Date:	4	45	1	15	0	30	0	0	0	30	0	45	1	30	0	0	9	15

Time Use Diary

	Learning & Teaching				Collegiate, management and other activities								Total					
	Class Contact Time		Preparation		Correction & assessment		Working with teachers/ student teachers/ probationers / classroom assistants		CPD		Other collegiate activity		Pastoral activities & discipline		Working with parents, external agencies & other partners		Total number of hours worked today	
	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins	hrs	mins
MONDAY	Date:																	
	41-42	43-44	45-46	47-48	49-50	51-52	53-54	55-56	57-58	59-60	61-62	63-64	65-66	67-68	69-70	71-72	73-74	75-76
TUESDAY	Date:																	
	77-78	79-80	81-82	83-84	85-86	87-88	89-90	91-92	93-94	95-96	97-98	99-100	101-102	103-104	105-106	107-108	109-110	111-112
WEDNESDAY	Date:																	
	113-114	115-116	117-118	119-120	121-122	123-124	125-126	127-128	129-130	131-132	133-134	135-136	137-138	139-140	141-142	143-144	145-146	147-148
THURSDAY	Date:																	
	149-150	151-152	153-154	155-156	157-158	159-160	161-162	163-164	165-166	167-168	169-170	171-172	173-174	175-176	177-178	179-180	181-182	183-184
FRIDAY	Date:																	
	185-186	187-188	189-190	191-192	193-194	195-196	197-198	199-200	201-202	203-204	205-206	207-208	209-210	211-212	213-214	215-216	217-218	219-220
SATURDAY	Date:																	
	221-222	223-224	225-226	227-228	229-230	231-232	233-234	235-236	237-238	239-240	241-242	243-244	245-246	247-248	249-250	251-252	253-254	255-256
SUNDAY	Date:																	
	257-258	259-260	261-262	263-264	265-266	267-268	269-270	271-272	273-274	275-276	277-278	279-280	281-282	283-284	285-286	287-288	289-290	291-292

Section C This section is about you

1. Are you? Male ₁ Female ₂

c1 293

2. What age range best represents your age?

Under 25 ₁
25-29 ₂
30-34 ₃
35-39 ₄
40-44 ₅
45-49 ₆
50-54 ₇
55-59 ₈
60 or over ₉ Missing = 99

c2 294-295

3. Which ethnic group would you describe yourself as belonging to?

c3 296-297

White – UK ₁
White – Other ₂
Mixed ₃
Asian- Indian ₄
Asian- Pakistani ₅
Asian-Bangladeshi ₆
Asian –Chinese ₇
Asian- other ₈
Black Caribbean ₉
Black African ₁₀
Black other ₁₁ Missing = 99

4. How many years have you been teaching?

fewer than 5 ₁ 5-15 ₂ 16-25 ₃ more than 25 ₄

c4 298

5. Which sector of education do you work in?

Pre school ₁ Primary ₂ Secondary ₃ Special ₄

c5 299

6. Which of the following best describes your school?

Local Authority Denominational ₁ Local Authority Non-denominational ₂

c6 300

7. How many pupils are there in your school?

fewer than 70 ₁ 71-400 ₂ 401-800 ₃ more than 800 ₄ more than 1000 ₅

c7 301

8. Which of the following best describes your position within the school?

C8 302

- Teacher ₁
- Chartered Teacher ₂
(Full status)
- Principal Teacher ₃
- Depute Head Teacher ₄
- Head Teacher ₅
- Other ₆
(Please specify) _____

9. If you are willing to be interviewed on your experiences of completing this time use diary and questionnaire please provide contact information.

C9 303

Name _____

1 = Contact details given 9 = Nothing.

Address _____

Telephone _____

Email _____

10. If you wish to make further comment on your responses to the questionnaire or the number of hours you have recorded, please use the additional comment box on page 2.

Thank you for your help

Please return the survey, in the pre-paid envelope supplied, to

Dr Margery McMahon
Department of Educational Studies
Teacher Working Time Research
Faculty of Education
University of Glasgow
St Andrew's Building
11 Eldon Street
Glasgow G3 6NH

Appendix 2

2.2 Questionnaire for Element 3

GTCS Registration number:



Teacher Working Time Research Questionnaire

Missing = 9

Section A	About you
Please tick the appropriate response	

Var.	Col
GTC No	1 - 6
LEA	7- 9

1. Are you?

- Male ₁
 Female ₂

qa1 10

2. How many years have you been teaching?

- Fewer than 5 ₁ 5-15 ₂ 16-25 ₃ more than 25 ₄

qa2 11

3. Which sector of education do you work in?

- Pre school ₁ Primary ₂ Secondary ₃ Special ₄

qa3 12

4. How many pupils are there in your school?

- Fewer than 70 ₁ 71-400 ₂ 401-800 ₃ 800-1000 ₄ more than 1000 ₅

qa4 13

**5. Which of the following best describes your position within the school?
 (Please tick one)**

- Class Teacher ₁ Chartered Teacher ₂ Principal Teacher ₃
 (Full status)
 Depute Head Teacher ₄ Head Teacher ₅ Other ₆
 (Please specify) _____

qa5 14

6. What is the nature of your current contract (Please tick all that apply) ?

- Full-time ₁ Part-time / Job share ₂ Permanent ₃
 (Please state the FTE that you work) FTE: _____
 Fixed term ₄ Supply ₅ Peripatetic ₆

qa6 15

Section B

About the process of implementation

Please tick the appropriate box and add comments indicating any views that are relevant to the question

1. Which of the following best describes your feelings about the **the general process** of the national Teachers' Agreement, in terms of the implementation of the 35 hour week?

Fully satisfied ₁ Satisfied ₂ Dissatisfied ₃ No particular view ₄

Comments:

1 = comment present; 9 = no comment

qb1 16

qb1c 17

2. Which of the following best describes your perception of **the outcome** of the national Teachers' Agreement, in terms of the implementation of the 35 hour week?

Fully satisfied ₁ Satisfied ₂ Dissatisfied ₃ No particular view ₄

Comments:

1 = comment present; 9 = no comment

qb2 18

qb2c 19

3. My perception of the consultation process with Teachers' organizations and / or their representatives about the 35 hour working week of the Teachers' Agreement within **my Local Authority** is that:

Wide consultation took place ₁ Some consultation took place ₂
Little consultation took place ₃ I do not know ₄

Comments:

1 = comment present; 9 = no comment

qb3 20

qb3c 21

4. My perception of the consultation process with Teachers' organizations and / or their representatives about the 35 hour working week of the Teachers' Agreement within **my school** is that:

Wide consultation took place ₁ Some consultation took place ₂
Little consultation took place ₃ I do not know ₄

Comments:

1 = comment present; 9 = no comment

qb4 22

qb4c 23

5. What suggestions would you make for improvement of the consultation and implementation processes?

Comments: 1 = comment present; 9 = no comment

qb5c 24

6. In your experience, has the Teachers' Agreement resulted in containment of your working week to 35 hours?

Yes, always ₁ Yes, sometimes ₂ Rarely ₃ Never ₄

Comments: 1 = comment present; 9 = no comment

qb6 25

qb6c 26

7. If you answered 'Rarely' or 'Never' to question 6 above, what further action did you take? (e.g. discussion with your Line Manager?)

Comments: 1 = comment present; 9 = no comment

Qb7c 27

8. As a result of the Teachers' Agreement, do you think deployment of para-professionals such as classroom assistants and learning assistants has resulted in:

Significant reduction of your workload? ₁ Some reduction of your workload? ₂ No change? ₃
An increase in your workload? ₄

qb8 28

Comments: 1 = comment present; 9 = no comment

qb8c 29

9. In terms of your Continuing Professional Development (CPD) has the Teachers' Agreement led to:

An increase in your CPD? ₁ No difference in your CPD? ₂ A decrease in your CPD? ₃

Comments: 1 = comment present; 9 = no comment

qb9 30

10. In your school, has the process of Professional Review and Development (PRD) been implemented?

Yes ₁

No ₂

I don't know ₃

Comments:

1 = comment present; 9 = no comment

qb10 32

qb10c 33

qb11 34

11. If you answered YES to question 10 above, has the PRD process:

Been helpful to you? ₁

Made no difference? ₂

Been unhelpful to you? ₃

Comments:

1 = comment present; 9 = no comment

qb11c 35

12. As a result of the Teachers' Agreement do you feel that, as a professional:

You have **more** autonomy than before? ₁ You have **about the same** autonomy as before? ₂

You have **less** autonomy than before? ₃

Comments:

1 = comment present; 9 = no comment

qb12 36

qb12c 37

13. Any other comments you wish to make?

1 = comment present; 9 = no comment

qb13c 38

Thank you very much indeed for completing this questionnaire. Please return it in the enclosed pre paid envelope to Dr Alison Devlin, Faculty of Education, by **Friday 27th January 2006**.

APPENDIX 3:

Sample demography and response rates

Table 3.1 Demographics of respondents from Primary schools compared with population data from the Teacher Census.

Primary			
	Census Population	Sweep 1	Sweep 2
Gender			
Percentage Female	93%	93%	94%
Ethnicity			
Percentage White - UK	95%	99%	99%
Age – Percentage each group			
Under 25	6%	2%	2%
25-29	10%	9%	9%
30-34	9%	8%	6%
35-39	9%	10%	6%
40-44	10%	10%	11%
45-49	18%	19%	18%
50-54	23%	25%	31%
55-59	14%	17%	15%
60 or Over	1%	1%	1%
Status			
Head Teacher	9%	7%	6%
Depute Head Teacher	6%	7%	6%
Principal Teacher	5%	9%	8%
Class Teacher	79%	74%	77%

Table 3.2 Demographics of respondents from Secondary schools compared with population data from the Teacher Census.

Secondary			
	Census Population	Sweep 1	Sweep 2
Gender			
Percentage Female	58%	59%	57%
Ethnicity			
Percentage White - UK	91%	98%	99%
Age - Percentage each group			
Under 25	3%	1%	1%
25-29	9%	6%	7%
30-34	9%	10%	11%
35-39	9%	7%	7%
40-44	12%	13%	15%
45-49	19%	18%	17%
50-54	23%	24%	22%
55-59	14%	20%	19%
60 or Over	2%	0%	1%
Status			
Head Teacher	1%	1%	1%
Depute Head Teacher	5%	7%	8%
Principal Teacher	30%	36%	37%
Class Teacher	63%	52%	50%

Table 3.3 Details of responses to Sweep 1 by sector

Sector	Sweep 1		
	Number sampled	Number of responses	Percentage response
Pre-school	200	37	18.5%
Primary	1000	442	44.2%
Secondary	1000	361	36.1%
Special	200	68	34.0%
Missing		74	
Total	2400	982	40.9%

Table 3.4 Details of responses to Sweep 2 by sector

Sector	Sweep 2		
	Number sampled	Number of responses	Percentage response
Pre-school	200	30	15.0%
Primary	1000	385	38.5%
Secondary	1000	311	31.1%
Special	200	52	26.0%
Missing		45	
Total	2400	823	34.3%

APPENDIX 4:
TEACHERS' WORKING TIME TABLES

Table 4.1: Differences in Working Time between Sweep 1 and Sweep 2 (sub-sample, n=434)

Activity	<i>Sweep 1</i> <i>(Mean hours)</i>	<i>Sweep 2</i> <i>(Mean hours)</i>	<i>Significance</i>
Total hours worked	45.6	45.04	NSD*
Class Contact time	19.02	18.99	NSD
Preparation	8.27	7.84	<i>P=0.026</i>
Correction & Assessment	5.13	5.36	NSD
Student Teachers & Probationers	2.22	2.44	NSD
CPD	3.09	2.53	<i>P=0.002</i>
Collegiate & Management	4.05	4.25	NSD
Pastoral & Discipline	2.31	2.32	NSD
Parents & External agencies	1.64	1.77	NSD

*NSD = No Significant Difference

Table 4.2: Differences in amount of time spent on Preparation in each sweep, by sector

	Count (<i>n</i>)	<i>Preparation</i> <i>Sweep 1 (Mean Hours)</i>	<i>Preparation</i> <i>Sweep 2 (Mean Hours)</i>
Pre-school	11	9.1	7.7
Primary	201	9.9	9.0
Secondary	175	6.7	6.8
Special	29	7.3	6.5
All	416	8.3	7.8

Table 4.3: Differences in the amount of time spent on CPD in each sweep, by sector

	Count (<i>n</i>)	<i>CPD</i> <i>Sweep 1 (Mean hours)</i>	<i>CPD</i> <i>Sweep 2 (Mean hours)</i>
Pre-school	11	3.8	3.4
Primary	201	3.0	2.5
Secondary	175	3.3	2.4
Special	29	2.4	3.0
All	416	3.1	2.5

Table 4.4: Sweep 1, Total mean hours worked, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	29	287	171	40	543
		Mean	43.88	45.17	43.43	40.30	44.16
		Std Deviation	6.16	7.46	7.80	7.05	7.66
	Principal Teacher	Count	.	36	126	10	175
		Mean	.	45.67	45.93	45.62	45.79
		Std Deviation	.	6.43	8.19	5.92	7.66
	Depute Head Teacher	Count	.	28	24	5	58
		Mean	.	47.04	53.02	45.60	49.47
		Std Deviation	.	7.43	7.35	6.34	7.77
	Head Teacher	Count	2	28	5	5	44
		Mean	39.63	50.31	55.28	46.98	50.17
		Std Deviation	.18	8.11	3.19	2.99	7.40
	Other	Count	1	14	11	2	36
		Mean	40.00	43.48	42.05	45.88	42.06
		Std Deviation	.	8.89	6.10	11.49	7.46
Table Total		Count	33	401	338	62	878
		Mean	43.28	45.67	45.19	42.30	45.10
		Std Deviation	6.01	7.56	8.27	7.06	7.87

Table 4.5: Sweep 2, Total mean hours worked, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	24	258	138	25	458
		Mean	42.48	45.14	43.14	41.42	44.04
		Std Deviation	7.29	7.43	6.33	5.91	7.12
	Principal Teacher	Count	.	30	105	6	143
		Mean	.	44.42	45.27	42.92	44.89
		Std Deviation	.	6.50	8.65	4.57	8.07
	Depute Head Teacher	Count	1	22	22	6	52
		Mean	68.00	44.08	49.58	44.93	46.92
		Std Deviation	.	6.05	6.72	8.79	7.59
	Head Teacher	Count	2	21	3	3	32
		Mean	48.38	50.13	50.14	44.50	49.48
		Std Deviation	7.60	7.82	9.65	7.26	7.44
	Other	Count	1	6	13	3	27
		Mean	51.83	37.03	46.42	49.42	43.94
		Std Deviation	.	8.00	8.46	8.43	8.60
Table Total		Count	28	337	282	43	718
		Mean	44.15	45.17	44.66	42.89	44.66
		Std Deviation	8.63	7.46	7.62	6.53	7.51

Distribution of total average hours worked during Sweep 1 and Sweep 2: Figures 4.1 and 4.2

The distribution of the total number of hours worked by the respondents in each of the sweeps is shown graphically in Figures 4.1 and 4.2, below:

Figure 4.1 : Sweep 1, Distribution of total hours worked

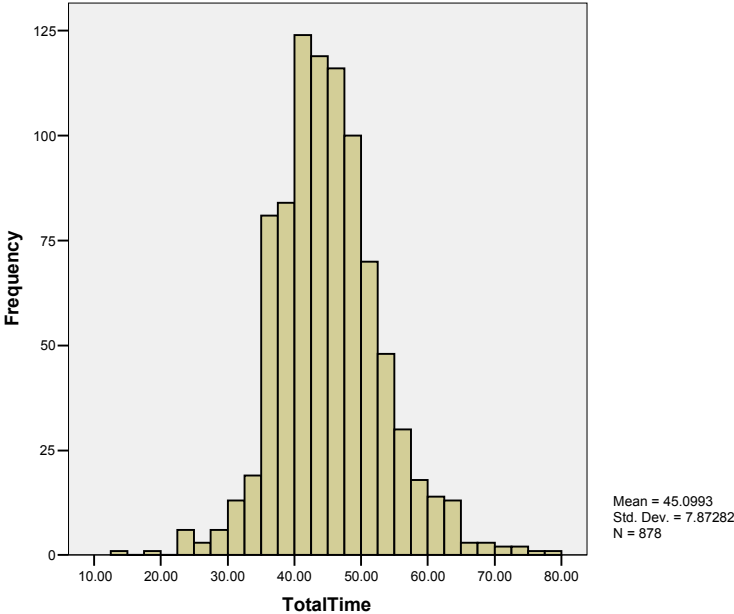


Figure 4.1 shows the distribution of the total hours worked for all Sweep 1 respondents who were classified as ‘full-time’ (n=878) showing the sample population distribution around the mean value of **45.10 hours**.

Figure 4.2: Sweep 2, Distribution of total hours worked

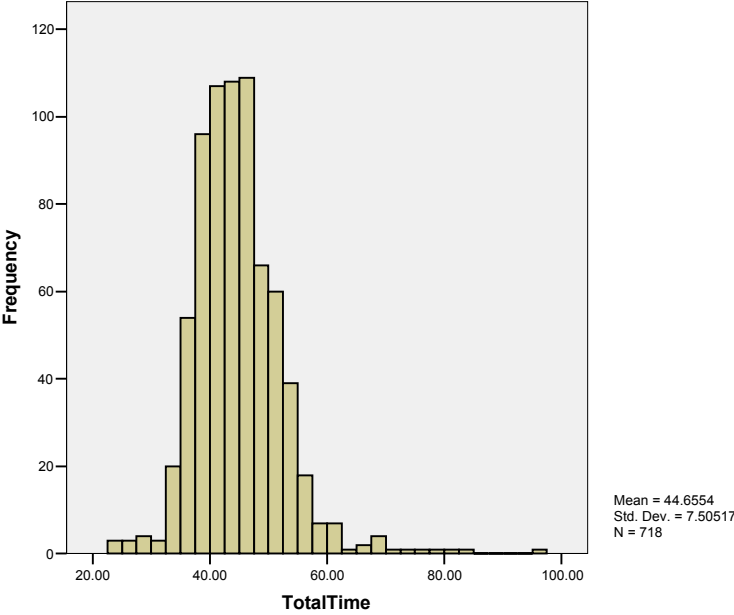


Figure 4.2 shows the distribution of the total hours worked for all Sweep 2 respondents who were classified as ‘full-time’ (n=718) showing the sample population distribution around the mean value of **44.66 hours**.

TEACHERS' WORKING TIME TABLES

GENDER AND YEARS OF TEACHING

Table 4.6: Sweep 1, Pre-school, Average hours worked by gender and status

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	1	28	29
		Mean	43.75	43.89	43.88
		Std Deviation	.	6.27	6.16
Principal Teacher	Count	.	.	.	
	Mean	.	.	.	
	Std Deviation	.	.	.	
Depute Head Teacher	Count	.	.	.	
	Mean	.	.	.	
	Std Deviation	.	.	.	
Head Teacher	Count	1	1	2	
	Mean	39.75	39.50	39.63	
	Std Deviation	.	.	.18	
Other	Count	.	1	1	
	Mean	.	40.00	40.00	
	Std Deviation	.	.	.	
Table Total	Count	2	31	33	
	Mean	41.75	43.38	43.28	
	Std Deviation	2.83	6.18	6.01	

Table 4.7: Sweep 2, Pre-school, Average hours worked by gender and status

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	1	23	24
		Mean	37.67	42.69	42.48
		Std Deviation	.	7.37	7.29
Principal Teacher	Count	.	.	.	
	Mean	.	.	.	
	Std Deviation	.	.	.	
Depute Head Teacher	Count	.	1	1	
	Mean	.	68.00	68.00	
	Std Deviation	.	.	.	
Head Teacher	Count	1	1	2	
	Mean	43.00	53.75	48.38	
	Std Deviation	.	.	7.60	
Other	Count	.	1	1	
	Mean	.	51.83	51.83	
	Std Deviation	.	.	.	
Table Total	Count	2	26	28	
	Mean	40.33	44.44	44.15	
	Std Deviation	3.77	8.86	8.63	

Table 4.8: Sweep 1, Primary, Average hours worked by gender and status

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	15	263	287
		Mean	44.07	45.19	45.17
		Std Deviation	5.94	7.52	7.46
	Principal Teacher	Count	1	35	36
		Mean	49.50	45.56	45.67
		Std Deviation	.	6.49	6.43
	Depute Head Teacher	Count	5	22	28
		Mean	44.08	47.78	47.04
		Std Deviation	6.60	7.75	7.43
	Head Teacher	Count	7	19	28
		Mean	47.50	51.12	50.31
		Std Deviation	6.45	8.68	8.11
	Other	Count	1	11	14
		Mean	42.50	42.63	43.48
		Std Deviation	.	9.70	8.89
Table Total		Count	29	358	401
		Mean	45.03	45.65	45.67
		Std Deviation	5.99	7.67	7.56

Table 4.9: Sweep 2, Primary, Average hours worked by gender and status

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	11	241	258
		Mean	42.95	45.33	45.14
		Std Deviation	5.46	7.54	7.43
	Principal Teacher	Count	3	27	30
		Mean	47.97	44.02	44.42
		Std Deviation	6.10	6.53	6.50
	Depute Head Teacher	Count	2	19	22
		Mean	39.88	44.84	44.08
		Std Deviation	7.25	5.93	6.05
	Head Teacher	Count	4	17	21
		Mean	45.71	51.18	50.13
		Std Deviation	4.78	8.13	7.82
	Other	Count	.	5	6
		Mean	.	35.48	37.03
		Std Deviation	.	7.89	8.00
Table Total		Count	20	309	337
		Mean	43.95	45.34	45.17
		Std Deviation	5.61	7.60	7.46

Table 4.10: Sweep 1, Secondary, Average hours worked by gender and status

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	53	113	171
		Mean	42.12	44.25	43.43
		Std Deviation	6.50	8.23	7.80
	Principal Teacher	Count	65	60	126
		Mean	44.24	47.88	45.93
		Std Deviation	6.87	9.11	8.19
	Depute Head Teacher	Count	15	7	24
		Mean	51.98	55.25	53.02
		Std Deviation	8.60	4.69	7.35
	Head Teacher	Count	5	.	5
		Mean	55.28	.	55.28
		Std Deviation	3.19	.	3.19
	Other	Count	5	6	11
		Mean	44.65	39.88	42.05
		Std Deviation	6.01	5.77	6.10
Table Total		Count	143	187	338
		Mean	44.67	45.70	45.19
		Std Deviation	7.58	8.72	8.27

Table 4.11: Sweep 2, Secondary, average hours worked by status and gender

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	46	89	138
		Mean	41.99	43.81	43.14
		Std Deviation	7.42	5.72	6.33
	Principal Teacher	Count	51	48	105
		Mean	44.16	46.27	45.27
		Std Deviation	9.13	8.54	8.65
	Depute Head Teacher	Count	12	9	22
		Mean	48.20	50.32	49.58
		Std Deviation	6.15	7.14	6.72
	Head Teacher	Count	3	.	3
		Mean	50.14	.	50.14
		Std Deviation	9.65	.	9.65
	Other	Count	8	5	13
		Mean	47.41	44.83	46.42
		Std Deviation	7.55	10.47	8.46
Table Total		Count	120	152	282
		Mean	44.10	45.00	44.66
		Std Deviation	8.32	7.10	7.62

Table: 4.12: Sweep 1, Special, Average hours worked by gender and status

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	7	33	40
		Mean	36.08	41.19	40.30
		Std Deviation	5.65	7.06	7.05
	Principal Teacher	Count	2	8	10
		Mean	38.96	47.28	45.62
		Std Deviation	10.19	3.79	5.92
	Depute Head Teacher	Count	1	4	5
		Mean	49.00	44.75	45.60
		Std Deviation	.	6.98	6.34
	Head Teacher	Count		5	5
		Mean	.	46.98	46.98
		Std Deviation	.	2.99	2.99
	Other	Count		2	2
		Mean	.	45.88	45.88
		Std Deviation	.	11.49	11.49
Table Total		Count	10	52	62
		Mean	37.95	43.14	42.30
		Std Deviation	7.02	6.82	7.06

Table 4.13: Sweep 2, Special, Average hours worked by gender and status

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	5	19	25
		Mean	40.52	41.50	41.42
		Std Deviation	6.53	6.03	5.91
	Principal Teacher	Count	1	5	6
		Mean	46.33	42.23	42.92
		Std Deviation	.	4.75	4.57
	Depute Head Teacher	Count	2	4	6
		Mean	46.54	44.13	44.93
		Std Deviation	13.38	8.16	8.79
	Head Teacher	Count		3	3
		Mean	.	44.50	44.50
		Std Deviation	.	7.26	7.26
	Other	Count		2	3
		Mean	.	53.88	49.42
		Std Deviation	.	4.77	8.43
Table Total		Count	8	33	43
		Mean	42.75	42.95	42.89
		Std Deviation	7.71	6.53	6.53

Table 4.14: Total Sweep 1, Average total hours worked by gender and status

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	78	448	543
		Mean	42.21	44.57	44.16
		Std Deviation	6.61	7.69	7.66
	Principal Teacher	Count	68	105	175
		Mean	44.16	46.99	45.79
		Std Deviation	6.92	7.95	7.66
	Depute Head Teacher	Count	21	34	58
		Mean	49.96	49.08	49.47
		Std Deviation	8.50	7.63	7.77
	Head Teacher	Count	14	27	44
		Mean	50.60	49.86	50.17
		Std Deviation	7.16	7.77	7.40
	Other	Count	7	27	36
		Mean	42.07	41.57	42.06
		Std Deviation	7.69	7.53	7.46
Table Total		Count	188	652	878
		Mean	44.40	45.30	45.10
		Std Deviation	7.54	7.88	7.87

Table 4.15: Total Sweep 2, Average total hours worked by gender and status

			Gender		Table Total
			Male	Female	
Teacher status	Class Teacher	Count	64	382	458
		Mean	41.88	44.52	44.04
		Std Deviation	6.93	7.08	7.12
	Principal Teacher	Count	55	82	143
		Mean	44.41	45.09	44.89
		Std Deviation	8.91	7.75	8.07
	Depute Head Teacher	Count	16	34	52
		Mean	46.95	46.79	46.92
		Std Deviation	7.15	7.65	7.59
	Head Teacher	Count	8	23	32
		Mean	47.03	50.58	49.48
		Std Deviation	6.62	7.70	7.44
	Other	Count	9	16	27
		Mean	46.39	42.73	43.94
		Std Deviation	7.69	9.52	8.60
Table Total		Count	152	538	718
		Mean	43.86	44.95	44.66
		Std Deviation	7.90	7.42	7.51

Table 4.16: Sweep 1, Pre-school, Average hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	1	10	10	8	29
		Mean	42.50	42.75	44.18	45.09	43.88
		Std Deviation	.	4.04	8.62	5.58	6.16
	Principal Teacher	Count					
		Mean	.	.	.	.	.
		Std Deviation	.	.	.	.	.
	Depute Head Teacher	Count					
		Mean	.	.	.	.	.
		Std Deviation	.	.	.	.	.
	Head Teacher	Count				2	2
		Mean	.	.	.	39.63	39.63
		Std Deviation	.	.	.	.18	.18
	Other	Count			1		1
		Mean	.	.	40.00	.	40.00
		Std Deviation	.	.	.	.	.
Table Total		Count	1	11	11	10	33
		Mean	42.50	42.17	43.80	44.00	43.28
		Std Deviation	.	4.29	8.28	5.44	6.01

Table 4.17: Sweep 2, Pre-school, Average hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	2	8	8	6	24
		Mean	42.75	42.17	38.82	47.69	42.48
		Std Deviation	1.77	8.91	6.84	3.55	7.29
	Principal Teacher	Count					
		Mean	.	.	.	.	.
		Std Deviation	.	.	.	.	.
	Depute Head Teacher	Count			1		1
		Mean	.	.	68.00	.	68.00
		Std Deviation	.	.	.	.	.
	Head Teacher	Count			1	1	2
		Mean	.	.	53.75	43.00	48.38
		Std Deviation	.	.	.	.	7.60
	Other	Count			1		1
		Mean	.	.	51.83	.	51.83
		Std Deviation	.	.	.	.	.
Table Total		Count	2	8	11	7	28
		Mean	42.75	42.17	44.02	47.02	44.15
		Std Deviation	1.77	8.91	11.29	3.70	8.63

Table 4.18: Sweep 1, Primary, Average hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	41	88	77	79	287
		Mean	46.76	46.23	43.34	44.77	45.17
		Std Deviation	8.51	7.61	7.07	6.60	7.46
	Principal Teacher	Count		12	13	11	36
		Mean	.	49.69	43.83	43.46	45.67
		Std Deviation	.	7.23	4.25	6.03	6.43
	Depute Head Teacher	Count		4	7	17	28
		Mean	.	51.83	47.68	45.65	47.04
		Std Deviation	.	3.45	4.40	8.71	7.43
	Head Teacher	Count			8	20	28
		Mean	.	.	52.14	49.58	50.31
		Std Deviation	.	.	10.00	7.39	8.11
	Other	Count	1	4	2	7	14
		Mean	53.33	50.69	35.50	40.23	43.48
		Std Deviation	.	3.16	2.12	9.01	8.89
Table Total	Count	43	108	110	138	401	
	Mean	46.97	46.98	44.37	45.17	45.67	
	Std Deviation	8.37	7.47	7.43	7.22	7.56	

Table 4.19: Sweep 2, Primary, Average hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	34	68	71	83	258
		Mean	47.42	45.00	44.82	44.55	45.14
		Std Deviation	10.06	5.55	5.88	8.54	7.43
	Principal Teacher	Count		11	10	9	30
		Mean	.	47.66	43.70	41.25	44.42
		Std Deviation	.	6.88	6.08	5.11	6.50
	Depute Head Teacher	Count		2	8	12	22
		Mean	.	47.75	45.66	42.41	44.08
		Std Deviation	.	3.89	4.22	7.07	6.05
	Head Teacher	Count			8	13	21
		Mean	.	.	46.74	52.22	50.13
		Std Deviation	.	.	4.69	8.76	7.82
	Other	Count			2	4	6
		Mean	.	.	40.83	35.13	37.03
		Std Deviation	.	.	.59	9.60	8.00
Table Total	Count	34	81	99	121	337	
	Mean	47.42	45.43	44.85	44.60	45.17	
	Std Deviation	10.06	5.74	5.64	8.76	7.46	

Table 4.20: Sweep 1, Secondary, Average hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	25	59	39	48	171
		Mean	46.53	43.27	43.67	41.83	43.43
		Std Deviation	8.97	7.01	8.86	6.84	7.80
	Principal Teacher	Count	.	22	40	64	126
		Mean	.	46.81	45.01	46.19	45.93
		Std Deviation	.	7.53	7.05	9.09	8.19
	Depute Head Teacher	Count	.	2	5	17	24
		Mean	.	54.13	52.27	53.11	53.02
		Std Deviation	.	6.89	10.48	6.85	7.35
	Head Teacher	Count	.	.	1	4	5
		Mean	.	.	51.50	56.23	55.28
		Std Deviation	.	.	.	2.75	3.19
	Other	Count	1	2	1	7	11
		Mean	41.25	48.13	45.00	40.01	42.05
		Std Deviation	.	3.36	.	6.44	6.10
Table Total		Count	26	85	87	140	338
		Mean	46.33	44.56	44.94	45.51	45.19
		Std Deviation	8.85	7.33	8.17	8.80	8.27

Table 4.21: Sweep 2, Secondary, Average hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	16	51	32	38	138
		Mean	45.60	42.40	43.34	42.70	43.14
		Std Deviation	5.90	5.86	5.02	7.84	6.33
	Principal Teacher	Count	3	22	33	47	105
		Mean	44.28	49.15	43.41	44.81	45.27
		Std Deviation	4.13	12.34	5.31	8.33	8.65
	Depute Head Teacher	Count	.	2	6	14	22
		Mean	.	56.17	48.65	49.04	49.58
		Std Deviation	.	3.77	6.82	6.83	6.72
	Head Teacher	Count	.	.	.	3	3
		Mean	.	.	.	50.14	50.14
		Std Deviation	.	.	.	9.65	9.65
	Other	Count	1	7	2	3	13
		Mean	39.25	48.80	43.46	45.22	46.42
		Std Deviation	.	10.35	1.00	7.14	8.46
Table Total		Count	20	82	74	105	282
		Mean	45.09	45.10	43.79	44.77	44.66
		Std Deviation	5.60	9.05	5.33	8.13	7.62

Table 4.22: Sweep 1, Special, Average hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	9	11	14	6	40
		Mean	41.76	40.60	38.64	41.44	40.30
		Std Deviation	5.36	9.25	5.95	8.03	7.05
	Principal Teacher	Count		4	4	2	10
		Mean	.	46.60	44.92	45.04	45.62
		Std Deviation	.	1.28	9.85	3.59	5.92
	Depute Head Teacher	Count		1		4	5
		Mean	.	37.00	.	47.75	45.60
		Std Deviation	.	.	.	4.77	6.34
	Head Teacher	Count			1	4	5
		Mean	.	.	48.50	46.60	46.98
		Std Deviation	.	.	.	3.31	2.99
	Other	Count			1	1	2
		Mean	.	.	54.00	37.75	45.88
		Std Deviation	.	.	.	.	11.49
Table Total		Count	9	16	20	17	62
		Mean	41.76	41.88	41.15	44.35	42.30
		Std Deviation	5.36	8.13	7.66	6.11	7.06

Table 4.23: Sweep 2, Special, Average hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	4	11	5	5	25
		Mean	43.96	41.64	35.87	44.48	41.42
		Std Deviation	6.18	6.25	4.52	2.43	5.91
	Principal Teacher	Count		2	2	2	6
		Mean	.	46.04	41.63	41.08	42.92
		Std Deviation	.	.41	1.59	8.49	4.57
	Depute Head Teacher	Count		2		4	6
		Mean	.	43.25	.	45.77	44.93
		Std Deviation	.	11.67	.	8.98	8.79
	Head Teacher	Count				3	3
		Mean	.	.	.	44.50	44.50
		Std Deviation	.	.	.	7.26	7.26
	Other	Count			1	2	3
		Mean	.	.	50.50	48.88	49.42
		Std Deviation	.	.	.	11.84	8.43
Table Total		Count	4	15	8	16	43
		Mean	43.96	42.44	39.14	44.93	42.89
		Std Deviation	6.18	6.33	6.32	6.57	6.53

Table 4.24: Total Sweep 1, Average total hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	78	170	145	146	543
		Mean	45.83	44.67	43.02	43.71	44.16
		Std Deviation	8.42	7.49	8.02	6.76	7.66
	Principal Teacher	Count	.	38	58	78	175
		Mean	.	47.70	44.67	45.79	45.79
		Std Deviation	.	7.05	6.59	8.57	7.66
	Depute Head Teacher	Count	.	7	12	39	58
		Mean	.	50.37	49.59	49.27	49.47
		Std Deviation	.	7.06	7.49	8.15	7.77
	Head Teacher	Count	.	.	11	33	44
		Mean	.	.	51.37	49.77	50.17
		Std Deviation	.	.	8.51	7.09	7.40
	Other	Count	2	7	9	18	36
		Mean	47.29	47.75	40.45	40.06	42.06
		Std Deviation	8.54	6.22	7.39	6.98	7.46
Table Total	Count	81	223	239	319	878	
	Mean	45.91	45.42	44.15	45.30	45.10	
	Std Deviation	8.33	7.48	7.98	7.82	7.87	

Table 4.25: Total Sweep 2, Average total hours worked and Years of Teaching

			Years of teaching				Table Total
			less than 5	5 - 15	16 - 25	more than 25	
Teacher status	Class Teacher	Count	57	141	118	138	458
		Mean	46.42	43.46	43.41	44.09	44.04
		Std Deviation	8.54	6.06	6.29	7.95	7.12
	Principal Teacher	Count	3	36	46	58	143
		Mean	44.28	48.27	43.24	44.13	44.89
		Std Deviation	4.13	10.37	5.36	7.93	8.07
	Depute Head Teacher	Count	.	6	15	31	52
		Mean	.	49.06	48.34	45.81	46.92
		Std Deviation	.	8.21	7.57	7.53	7.59
	Head Teacher	Count	.	.	9	22	32
		Mean	.	.	47.52	50.54	49.48
		Std Deviation	.	.	4.97	8.25	7.44
	Other	Count	1	7	9	10	27
		Mean	39.25	48.80	43.02	41.84	43.94
		Std Deviation	.	10.35	5.02	9.66	8.60
Table Total	Count	61	190	198	259	718	
	Mean	46.20	44.74	43.91	44.76	44.66	
	Std Deviation	8.35	7.56	6.21	8.16	7.51	

TEACHERS' WORKING TIME TABLES

TIME SPENT ON SELECTED CATEGORIES OF TASKS IN SCHOOL

Table 4.26: Sweep 1, Class Contact time, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	29	287	171	40	543
		Mean	22.28	22.19	20.74	20.35	21.56
		Std Deviation	3.16	3.51	2.88	3.40	3.39
	Principal Teacher	Count	.	36	126	10	175
		Mean	.	18.77	17.06	11.91	17.05
		Std Deviation	.	3.45	3.83	6.38	4.19
	Depute Head Teacher	Count	.	28	24	5	58
		Mean	.	8.93	6.96	7.45	7.97
		Std Deviation	.	5.51	4.43	4.76	4.98
	Head Teacher	Count	2	28	5	5	44
		Mean	5.25	7.08	1.55	7.95	6.07
		Std Deviation	6.72	6.25	2.60	9.48	6.30
	Other	Count	1	14	11	2	36
		Mean	16.75	18.49	15.52	16.79	17.64
		Std Deviation	.	5.32	5.12	7.48	5.39
Table Total		Count	33	401	338	62	878
		Mean	21.12	19.74	17.94	16.84	18.80
		Std Deviation	5.28	6.33	5.38	6.89	6.10

Table 4.27: Sweep 2, Class Contact time, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	24	258	138	25	458
		Mean	21.25	22.31	20.96	21.39	21.72
		Std Deviation	3.74	2.96	2.90	3.98	3.18
	Principal Teacher	Count	.	30	105	6	143
		Mean	.	18.48	16.79	15.38	17.04
		Std Deviation	.	3.57	3.79	7.36	3.98
	Depute Head Teacher	Count	1	22	22	6	52
		Mean	17.50	10.36	7.31	13.21	9.35
		Std Deviation	.	5.39	4.62	7.97	5.80
	Head Teacher	Count	2	21	3	3	32
		Mean	17.50	8.26	.78	6.50	8.27
		Std Deviation	11.31	6.37	.95	8.79	7.41
	Other	Count	1	6	13	3	27
		Mean	23.50	18.38	17.29	6.58	16.01
		Std Deviation	.	4.77	6.13	6.50	7.20
Table Total		Count	28	337	282	43	718
		Mean	20.93	20.24	17.93	17.34	19.05
		Std Deviation	4.28	5.60	5.45	7.63	5.85

Table 4.28: Sweep 1, Preparation time, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	29	287	171	40	543
		Mean	9.67	9.90	7.66	7.88	8.97
		Std Deviation	4.08	4.26	3.55	3.52	4.09
	Principal Teacher	Count	.	36	126	10	175
		Mean	.	8.02	6.59	5.36	6.81
		Std Deviation	.	3.20	4.04	3.48	3.85
	Depute Head Teacher	Count	.	28	24	5	58
		Mean	.	6.73	2.38	4.28	4.65
		Std Deviation	.	6.13	2.07	4.58	5.04
	Head Teacher	Count	2	28	5	5	44
		Mean	6.63	6.62	4.30	6.60	6.00
		Std Deviation	.18	7.04	8.24	6.40	6.62
	Other	Count	1	14	11	2	36
		Mean	6.50	9.14	6.17	6.75	7.60
		Std Deviation	.	2.98	2.89	.35	3.09
Table Total		Count	33	401	338	62	878
		Mean	9.17	9.26	6.80	7.04	8.05
		Std Deviation	4.09	4.67	3.96	3.92	4.44

Table 4.29: Sweep 2, Preparation time, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	24	258	138	25	458
		Mean	9.06	9.58	7.48	8.32	8.81
		Std Deviation	3.71	4.74	3.93	3.68	4.46
	Principal Teacher	Count	.	30	105	6	143
		Mean	.	6.97	6.46	6.24	6.57
		Std Deviation	.	2.82	3.53	3.74	3.37
	Depute Head Teacher	Count	1	22	22	6	52
		Mean	12.00	5.64	3.50	6.08	4.87
		Std Deviation	.	4.28	2.38	2.60	3.58
	Head Teacher	Count	2	21	3	3	32
		Mean	4.38	7.06	8.17	2.92	6.41
		Std Deviation	1.94	6.27	12.45	4.63	6.36
	Other	Count	1	6	13	3	27
		Mean	17.00	8.19	6.48	5.67	7.19
		Std Deviation	.	3.28	4.00	5.13	4.09
Table Total		Count	28	337	282	43	718
		Mean	9.12	8.91	6.73	7.16	7.89
		Std Deviation	4.01	4.81	3.95	3.88	4.48

Table 4.30: Sweep 1, Correction & Assessment time, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	29	287	171	40	543
		Mean	2.69	5.78	5.98	3.28	5.43
		Std Deviation	2.10	3.06	3.79	4.58	3.51
	Principal Teacher	Count	.	36	126	10	175
		Mean	.	5.74	5.20	1.68	5.06
		Std Deviation	.	2.86	3.50	1.76	3.39
	Depute Head Teacher	Count	.	28	24	5	58
		Mean	.	2.77	2.99	.95	2.80
		Std Deviation	.	2.64	5.24	1.04	3.91
	Head Teacher	Count	2	28	5	5	44
		Mean	1.50	1.99	.45	.40	1.46
		Std Deviation	2.12	2.42	.76	.55	2.10
	Other	Count	1	14	11	2	36
		Mean	2.00	3.09	6.68	2.88	4.05
		Std Deviation	.	2.89	3.89	.18	3.34
Table Total		Count	33	401	338	62	878
		Mean	2.60	5.20	5.41	2.59	4.91
		Std Deviation	2.02	3.20	3.89	3.88	3.60

Table 4.31: Sweep 2, Correction & Assessment time, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	24	258	138	25	458
		Mean	3.26	6.07	6.41	2.96	5.77
		Std Deviation	2.47	3.17	3.91	2.04	3.47
	Principal Teacher	Count	.	30	105	6	143
		Mean	.	4.72	5.81	2.38	5.39
		Std Deviation	.	2.90	4.54	1.84	4.21
	Depute Head Teacher	Count	1	22	22	6	52
		Mean	4.00	2.34	3.64	1.75	2.89
		Std Deviation	.	1.80	4.20	1.04	3.04
	Head Teacher	Count	2	21	3	3	32
		Mean	5.25	2.47	.00	1.00	2.20
		Std Deviation	3.18	2.58	.00	1.00	2.52
	Other	Count	1	6	13	3	27
		Mean	2.75	3.04	7.99	1.75	5.25
		Std Deviation	.	2.37	3.45	2.22	3.88
Table Total		Count	28	337	282	43	718
		Mean	3.41	5.43	6.00	2.49	5.31
		Std Deviation	2.42	3.28	4.26	1.90	3.71

Table 4.32: Sweep 1, Collegiate & Management time, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	29	287	171	40	543
		Mean	3.25	1.55	1.81	2.65	1.81
		Std Deviation	3.59	1.65	1.87	1.69	1.92
	Principal Teacher	Count	.	36	126	10	175
		Mean	.	4.84	4.60	9.75	5.00
		Std Deviation	.	4.10	4.10	9.10	4.62
	Depute Head Teacher	Count	.	28	24	5	58
		Mean	.	10.01	16.12	9.20	12.47
		Std Deviation	.	8.40	10.09	4.16	9.24
	Head Teacher	Count	2	28	5	5	44
		Mean	4.75	12.08	23.43	6.95	13.14
		Std Deviation	3.18	10.32	10.10	8.53	11.09
	Other	Count	1	14	11	2	36
		Mean	10.50	3.45	5.08	11.46	4.26
		Std Deviation	.	3.79	5.91	13.14	5.21
Table Total		Count	33	401	338	62	878
		Mean	3.49	3.25	4.29	4.96	3.84
		Std Deviation	3.67	5.19	5.99	5.76	5.61

Table 4.33: Sweep 2, Collegiate & Management time, by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	24	258	138	25	458
		Mean	3.15	1.56	1.81	2.25	1.78
		Std Deviation	3.60	1.97	2.39	1.57	2.24
	Principal Teacher	Count	.	30	105	6	143
		Mean	.	6.00	4.33	8.58	4.87
		Std Deviation	.	5.87	5.29	6.91	5.50
	Depute Head Teacher	Count	1	22	22	6	52
		Mean	4.00	11.42	12.62	8.58	11.54
		Std Deviation	.	8.33	8.70	7.38	8.25
	Head Teacher	Count	2	21	3	3	32
		Mean	3.50	14.75	23.00	18.83	16.37
		Std Deviation	3.54	11.64	11.27	7.29	11.80
	Other	Count	1	6	13	3	27
		Mean	1.83	2.56	4.06	11.00	4.46
		Std Deviation	.	3.32	4.73	8.72	5.50
Table Total		Count	28	337	282	43	718
		Mean	3.15	3.44	3.92	5.78	3.89
		Std Deviation	3.41	5.83	5.72	6.60	5.97

Table 4.34: Sweep 1, CPD time by status of respondent and sector.

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	29	287	171	40	543
		Mean	2.80	2.52	3.29	2.88	2.92
		Std Deviation	2.54	2.80	4.06	2.80	3.66
	Principal Teacher	Count	.	36	126	10	175
		Mean	.	2.84	3.55	2.91	3.33
		Std Deviation	.	2.36	4.67	2.62	4.16
	Depute Head Teacher	Count	.	28	24	5	58
		Mean	.	3.46	3.38	3.10	3.34
		Std Deviation	.	3.38	3.83	2.95	3.49
	Head Teacher	Count	2	28	5	5	44
		Mean	2.25	3.03	5.65	1.70	3.20
		Std Deviation	.35	3.38	5.64	1.99	3.50
	Other	Count	1	14	11	2	36
		Mean	1.50	5.10	.93	4.63	3.37
		Std Deviation	.	4.35	.84	4.77	3.66
Table Total		Count	33	401	338	62	878
		Mean	2.80	2.74	3.36	2.87	3.05
		Std Deviation	2.42	2.94	4.25	2.73	3.72

Table 4.35: Sweep 2, CPD time by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	24	258	138	25	458
		Mean	2.91	2.59	2.37	3.52	2.61
		Std Deviation	3.73	2.94	3.66	3.07	3.23
	Principal Teacher	Count	.	30	105	6	143
		Mean	.	2.22	2.57	.92	2.40
		Std Deviation	.	1.71	3.83	1.07	3.40
	Depute Head Teacher	Count	1	22	22	6	52
		Mean	4.00	2.58	2.76	3.50	2.74
		Std Deviation	.	1.99	3.06	4.27	2.75
	Head Teacher	Count	2	21	3	3	32
		Mean	6.88	3.86	1.78	3.33	3.47
		Std Deviation	4.07	3.40	3.08	3.06	3.37
	Other	Count	1	6	13	3	27
		Mean	1.50	1.92	2.14	5.67	2.48
		Std Deviation	.	1.11	2.26	6.66	2.73
Table Total		Count	28	337	282	43	718
		Mean	3.18	2.63	2.45	3.29	2.59
		Std Deviation	3.70	2.82	3.60	3.39	3.21

Table 4.36: Sweep 1, Pastoral & Discipline time by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	29	287	171	40	543
		Mean	.31	.73	1.91	.92	1.11
		Std Deviation	.53	1.04	1.93	1.02	1.51
	Principal Teacher	Count	.	36	126	10	175
		Mean	.	1.41	4.57	4.61	3.91
		Std Deviation	.	1.61	5.17	6.03	4.83
	Depute Head Teacher	Count	.	28	24	5	58
		Mean	.	4.92	10.60	6.62	7.45
		Std Deviation	.	3.99	6.24	5.14	5.70
	Head Teacher	Count	2	28	5	5	44
		Mean	3.25	4.92	5.90	2.90	4.55
		Std Deviation	3.18	4.68	3.92	3.81	4.26
	Other	Count	1	14	11	2	36
		Mean	.00	1.39	2.45	.63	1.40
		Std Deviation	.	2.24	2.22	.18	2.00
Table Total	Count	33	401	338	62	878	
	Mean	.47	1.41	3.59	2.13	2.30	
	Std Deviation	1.04	2.42	4.50	3.53	3.59	

Table 4.37: Sweep 2, Pastoral & Discipline time by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	24	258	138	25	458
		Mean	.21	.67	1.80	.57	.97
		Std Deviation	.59	1.20	2.03	.72	1.55
	Principal Teacher	Count	.	30	105	6	143
		Mean	.	1.89	4.85	2.69	4.12
		Std Deviation	.	2.01	5.34	2.43	4.86
	Depute Head Teacher	Count	1	22	22	6	52
		Mean	1.50	6.27	10.55	4.57	7.75
		Std Deviation	.	7.05	4.58	6.40	6.30
	Head Teacher	Count	2	21	3	3	32
		Mean	1.63	4.11	5.92	1.00	3.56
		Std Deviation	1.59	3.58	4.65	1.32	3.48
	Other	Count	1	6	13	3	27
		Mean	.50	.46	1.85	3.42	1.58
		Std Deviation	.	.75	1.05	5.08	1.94
Table Total	Count	28	337	282	43	718	
	Mean	.37	1.35	3.70	1.65	2.24	
	Std Deviation	.76	2.79	4.55	3.08	3.72	

Table 4.38: Sweep 1, Parents & External time by status of respondent and sector.

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	29	287	171	40	543
		Mean	1.63	.92	.95	1.45	1.01
		Std Deviation	1.64	1.89	1.42	1.89	1.73
	Principal Teacher	Count	.	36	126	10	175
		Mean	.	1.85	1.88	3.82	2.01
		Std Deviation	.	1.98	2.70	3.23	2.61
	Depute Head Teacher	Count	.	28	24	5	58
		Mean	.	4.73	4.88	3.95	4.82
		Std Deviation	.	3.87	2.86	1.55	3.35
	Head Teacher	Count	2	28	5	5	44
		Mean	6.50	6.32	9.75	4.60	6.55
		Std Deviation	2.83	5.43	4.47	4.22	5.29
	Other	Count	1	14	11	2	36
		Mean	.00	.73	2.64	1.00	1.63
		Std Deviation	.	1.04	4.49	.71	3.19
Table Total	Count	33	401	338	62	878	
	Mean	1.84	1.67	1.75	2.27	1.80	
	Std Deviation	2.04	2.95	2.67	2.59	2.84	

Table 4.39: Sweep 2, Parents & External time by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	24	258	138	25	458
		Mean	.94	.66	1.36	1.43	.94
		Std Deviation	1.02	1.06	2.29	1.69	1.61
	Principal Teacher	Count	.	30	105	6	143
		Mean	.	1.96	2.26	2.64	2.22
		Std Deviation	.	2.94	2.35	1.92	2.44
	Depute Head Teacher	Count	1	22	22	6	52
		Mean	13.00	3.20	4.92	3.86	4.27
		Std Deviation	.	2.47	2.98	3.90	3.16
	Head Teacher	Count	2	21	3	3	32
		Mean	4.75	5.16	7.72	7.58	5.52
		Std Deviation	1.77	3.35	4.55	5.63	3.58
	Other	Count	1	6	13	3	27
		Mean	2.25	1.54	4.14	11.94	4.63
		Std Deviation	.	3.54	5.30	9.28	5.89
Table Total	Count	28	337	282	43	718	
	Mean	1.69	1.24	2.17	3.10	1.78	
	Std Deviation	2.64	2.09	2.83	4.28	2.69	

Table 4.40: Sweep 1, Student Teachers & Probationers' time by status of respondent and sector.

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	29	287	171	40	543
		Mean	1.74	1.88	1.26	2.15	1.68
		Std Deviation	2.06	2.43	1.54	4.52	2.38
	Principal Teacher	Count	.	36	126	10	175
		Mean	.	2.55	2.66	6.18	2.85
		Std Deviation	.	2.05	2.51	5.59	2.77
	Depute Head Teacher	Count	.	28	24	5	58
		Mean	.	4.38	5.16	10.15	5.19
		Std Deviation	.	3.37	3.29	7.11	3.98
	Head Teacher	Count	2	28	5	5	44
		Mean	9.25	4.46	4.15	2.90	4.50
		Std Deviation	6.72	3.58	2.46	2.70	3.55
	Other	Count	1	14	11	2	36
		Mean	2.75	2.17	2.70	1.75	2.24
		Std Deviation	.	1.79	2.13	.35	1.80
Table Total		Count	33	401	338	62	878
		Mean	2.20	2.32	2.15	3.49	2.32
		Std Deviation	2.91	2.68	2.39	5.25	2.82

Table 4.41: Sweep 2, Student Teachers & Probationers' time by status of respondent and sector

			Education sector				Table Total
			Pre-school	Primary	Secondary	Special	
Teacher status	Class Teacher	Count	24	258	138	25	458
		Mean	1.76	2.03	1.26	2.09	1.81
		Std Deviation	1.90	3.65	1.88	4.57	3.20
	Principal Teacher	Count	.	30	105	6	143
		Mean	.	2.20	2.48	4.18	2.50
		Std Deviation	.	1.74	2.49	3.19	2.39
	Depute Head Teacher	Count	1	22	22	6	52
		Mean	12.00	2.79	4.61	3.54	3.90
		Std Deviation	.	2.11	3.56	3.33	3.22
	Head Teacher	Count	2	21	3	3	32
		Mean	4.50	5.38	3.11	3.50	4.62
		Std Deviation	.00	4.39	3.17	1.52	3.85
	Other	Count	1	6	13	3	27
		Mean	2.33	1.29	2.60	3.39	2.48
		Std Deviation	.	1.65	2.34	2.82	2.23
Table Total		Count	28	337	282	43	718
		Mean	2.34	2.29	2.06	2.77	2.25
		Std Deviation	2.68	3.55	2.49	3.96	3.13

TYPICALITY OF TEACHERS' WORKING TIME
DURING SURVEY WEEKS OF SWEEP 1 AND SWEEP 2
TABLES AND SUMMARY FIGURES

Typicality of survey weeks, according to respondents:

- 1. Class Contact time:** In Sweep 1, the majority of teachers (approximately, 60 – 80%) thought they had spent '*About the same*' time in Class Contact as usual and so Sweep 1 survey week was largely typical. This was also the case for Sweep 2, with the exception of the Special sector, (see Table 4.49, below) where a slightly larger percentage (26.2%) thought they had spent '*More time than usual*' on Class Contact during the Sweep 2 survey week.
- 2. Preparation time:** The majority of the teachers sampled thought they had spent '*About the same*' time on Preparation as usual (approximately, 60 – 70%). However, in both sweeps, it was noticeable that within the primary sector sample, in relation to the three other sectors, the highest percentage (greater than 20%; see Tables 4.44, 4.45) of teachers thought they had spent '*More time than usual*' on Preparation.
- 3. Correction and Assessment time:** There was some variation in the response to how typical the time spent on Correction and Assessment was during the survey weeks of Sweep 1 and Sweep 2. Overall, across both Sweeps and all sectors, greater than or equal to 50% of the teachers thought they had spent '*About the same*' time as usual on Correction and Assessment (Tables 4.42 – 4.49, below). However, there was a noticeable shift in the proportion of secondary teachers (20 - 29%) who thought that they had spent '*More time than usual*' on Correction and Assessment during Sweep 2 (see Tables 4.46, 4.47).
- 4. Collegiate and Management time:** Overall, and across both sweeps for all sectors, the majority (greater than or equal to 50%) of the teachers thought they had spent '*About the same*' time as usual on Collegiate and Management duties.
- 5. Continuing Professional Development (CPD):** The response to this question was non-homogeneous as we would expect, since it is not a daily occurrence or even a weekly undertaking by most teachers. Overall, between 40 – 70% of all teachers thought they had spent '*About the same*' time as usual on CPD, but there was a wider spread in these responses. There were differences apparent between sectors and also between both sweeps. Interestingly, within the primary and secondary sectors there was a trend of '*Less time than usual*' being spent on CPD work during both sweeps (See Tables: 4.44 – 4.47).
- 6. Pastoral and Discipline:** Overall, and across both sweeps and all sectors, the times recorded were in the view of the majority (approximately, 60 - 75%) of the teachers involved, typical of the amount of time they usually spend on Pastoral and Discipline duties.
- 7. Parents and External Agencies:** Overall, and across all sectors for both sweeps, the majority (approximately, 50 - 65%) of teachers thought that they spent '*About the same*' amount of time working with Parents and External agencies. However, it was noticeable from the responses that there was a switch from '*Less time than usual*' (28.2%) to '*More time than usual*' (31.1%) in the secondary sector between Sweep 1 and Sweep 2 (See Tables 4.46 and 4.47, below). A high proportion of teachers within the special sector reported spending '*More time than usual*' on working with Parents and External agencies (See Tables 4.48 and 4.49).

8. Student Teachers and Probationers: Across all sectors and across both sweeps the majority (approximately, 60 - 75%) of the teachers responded that they spent '*About the same*' time as usual working with student Teachers and Probationers. The only obvious shift was in the pre-school sector in which for Sweep 2, 50% of pre-school teachers (13 out of 26) thought they had spent '*More time than usual*' in working with Student Teachers and Probationers (See Tables 4.42 and 4.43, below).

Table 4.42: Working time spent on tasks compared to usual

Pre-school, Sweep 1	<i>Amount of time spent compared to usual (Percentage of the total respondents)</i>		
	<i>Activity</i>	More time than usual	About the same	Less time than usual
Class Contact Time	0.0%	83.3%	16.7%
Preparation	16.7%	73.3%	10.0%
Correction & Assessment	3.4%	79.3%	17.2%
Collegiate & Management	10.7%	75.0%	14.3%
CPD	16.7%	73.3%	10.0%
Pastoral & Discipline	4.0%	72.0%	24.0%
Parents & External Agencies	27.6%	58.6%	13.8%
Student Teachers & Probationers	20.7%	75.9%	3.4%

Table 4.43: Working time spent on tasks compared to usual

Pre-school, Sweep 2	<i>Amount of time spent compared to usual (Percentage of the total respondents)</i>		
	<i>Activity</i>	More time than usual	About the same	Less time than usual
Class Contact Time	7.1%	71.4%	21.4%
Preparation	19.2%	69.2%	11.5%
Correction & Assessment	7.4%	59.3%	33.3%
Collegiate & Management	18.5%	66.7%	14.8%
CPD	18.5%	55.6%	25.9%
Pastoral & Discipline	9.1%	63.6%	27.3%
Parents & External Agencies	8.3%	66.7%	25.0%
Student Teachers & Probationers	50.0%	23.1%	26.9%

Table 4.44: Working time spent on tasks compared to usual

Primary, Sweep 1	<i>Amount of time spent compared to usual (Percentage of the total sample)</i>		
	<i>Activity</i>	More time than usual	About the same	Less time than usual
Class Contact Time	8.1%	77.3%	14.6%
Preparation	23.5%	67.5%	9.0%
Correction & Assessment	13.3%	72.8%	13.9%
Collegiate & Management	18.8%	58.6%	22.6%
CPD	17.4%	51.6%	31.0%
Pastoral & Discipline	9.5%	72.7%	17.8%
Parents & External Agencies	22.4%	58.0%	19.7%
Student Teachers & Probationers	15.0%	71.5%	13.5%

Table 4.45: Working time spent on tasks compared to usual

Primary, Sweep 2	<i>Amount of time spent compared to usual (Percentage of the total sample)</i>		
	<i>Activity</i>	More time than usual	About the same	Less time than usual
Class Contact Time	5.7%	75.7%	18.6%
Preparation	24.3%	65.7%	10.0%
Correction & Assessment	14.4%	72.5%	13.1%
Collegiate & Management	20.5%	57.5%	22.0%
CPD	22.5%	51.2%	26.2%
Pastoral & Discipline	12.2%	76.3%	11.6%
Parents & External Agencies	16.9%	62.5%	20.6%
Student Teachers & Probationers	17.5%	67.4%	15.1%

Table 4.46: Working time spent on tasks compared to usual

Secondary, Sweep 1	<i>Amount of time spent compared to usual (Percentage of the total respondents)</i>		
	<i>Activity</i>	More time than usual	About the same	Less time than usual
Class Contact Time	12.8%	78.3%	8.9%
Preparation	13.7%	73.8%	12.5%
Correction & Assessment	19.6%	58.9%	21.5%
Collegiate & Management	16.8%	68.0%	15.2%
CPD	22.4%	46.0%	31.6%
Pastoral & Discipline	13.1%	66.4%	20.5%
Parents & External Agencies	20.7%	51.1%	28.2%
Student Teachers & Probationers	17.6%	66.3%	16.1%

Table 4.47: Working time spent on tasks compared to usual

Secondary, Sweep 2	<i>Amount of time spent compared to usual (Percentage of the total respondents)</i>		
	<i>Activity</i>	More time than usual	About the same	Less time than usual
Class Contact Time	9.5%	77.3%	13.2%
Preparation	16.5%	68.8%	14.7%
Correction & Assessment	29.0%	53.7%	17.3%
Collegiate & Management	21.5%	59.6%	18.9%
CPD	18.1%	47.4%	34.4%
Pastoral & Discipline	18.3%	63.0%	18.7%
Parents & External Agencies	31.1%	53.6%	15.4%
Student Teachers & Probationers	18.5%	67.0%	14.4%

Table 4.48: Working time spent on tasks compared to usual

Special, Sweep 1	<i>Amount of time spent compared to usual (Percentage of the total sample)</i>		
	Activity	More time than usual	About the same	Less time than usual
Class Contact Time	13.3%	66.7%	20.0%
Preparation	15.5%	62.1%	22.4%
Correction & Assessment	9.8%	66.7%	23.5%
Collegiate & Management	29.3%	55.2%	15.5%
CPD	29.3%	41.4%	29.3%
Pastoral & Discipline	14.5%	65.5%	20.0%
Parents & External Agencies	31.6%	52.6%	15.8%
Student Teachers & Probationers	11.9%	71.2%	16.9%

Table 4.49: Working time spent on tasks compared to usual

Special, Sweep 2	<i>Amount of time spent compared to usual (Percentage of the total sample)</i>		
	Activity	More time than usual	About the same	Less time than usual
Class Contact Time	26.2%	54.8%	19.0%
Preparation	10.0%	67.5%	22.5%
Correction & Assessment	5.3%	81.6%	13.2%
Collegiate & Management	24.4%	58.5%	17.1%
CPD	30.8%	43.6%	25.6%
Pastoral & Discipline	16.7%	69.4%	13.9%
Parents & External Agencies	30.0%	47.5%	22.5%
Student Teachers & Probationers	15.8%	71.1%	13.2%

Typicality of time spent, as judged by the respondents

Figure 4.1

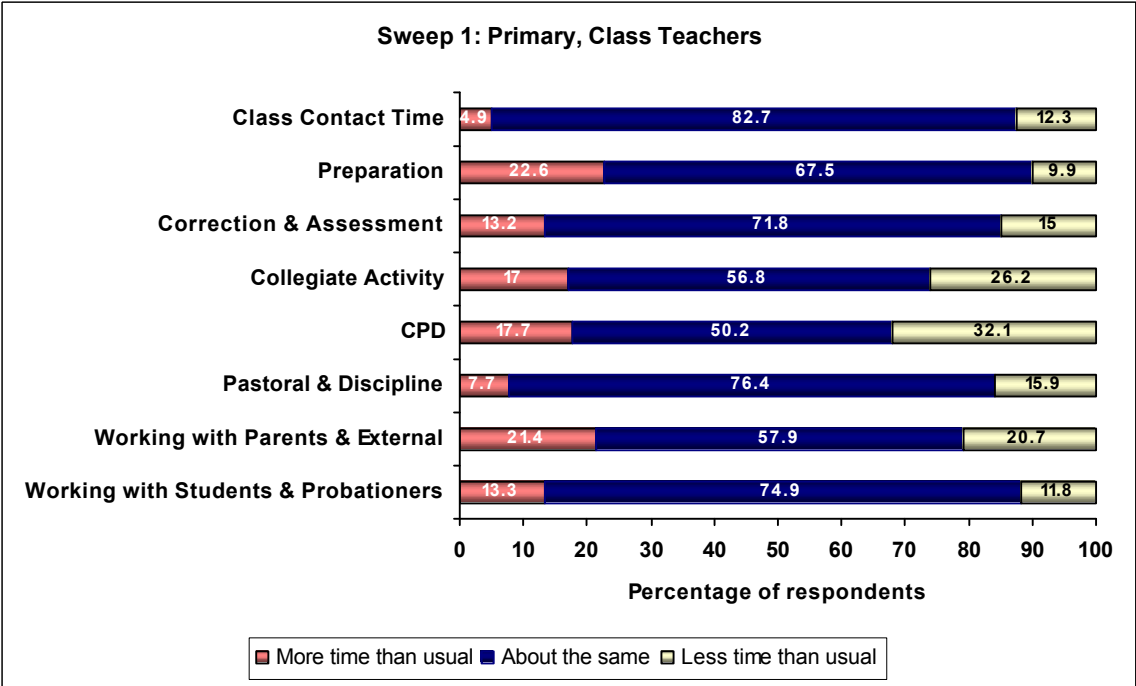
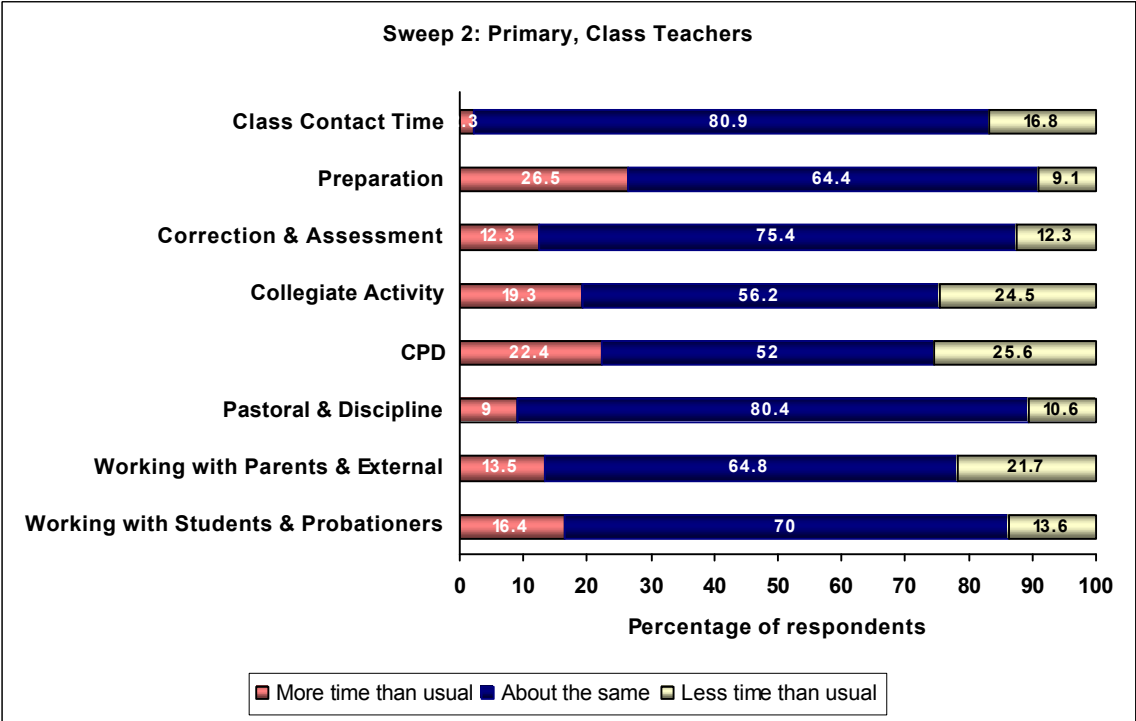


Figure 4.2:



Typicality of time spent, as judged by the respondents

Figure 4.3:

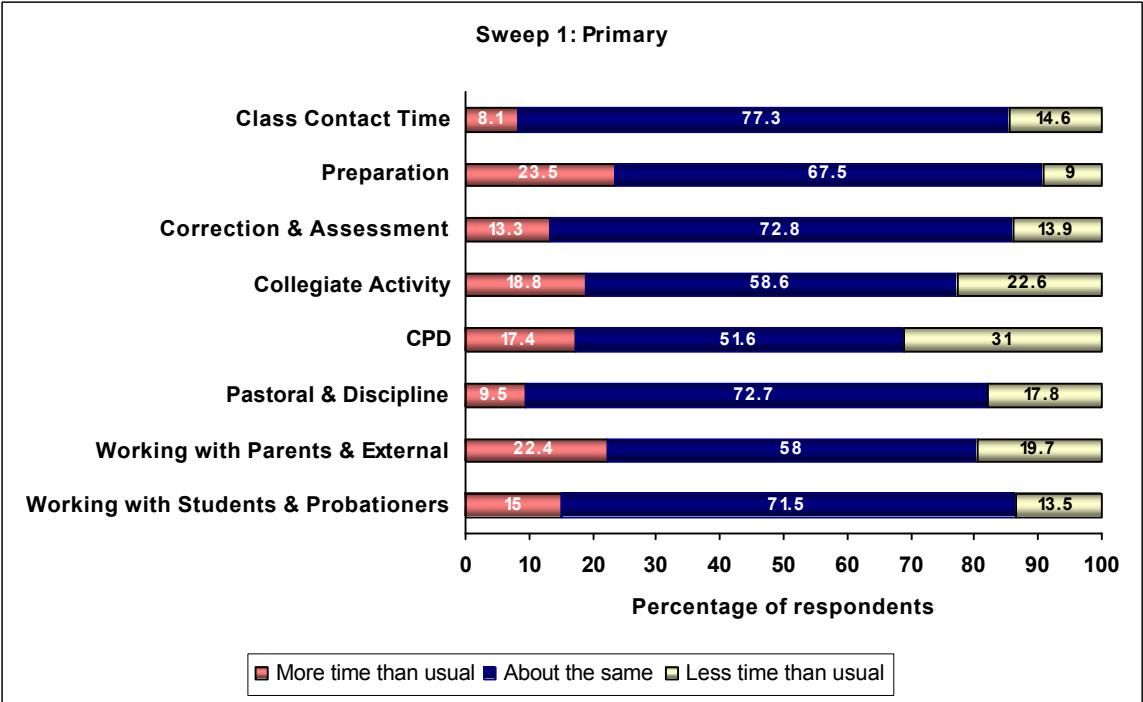
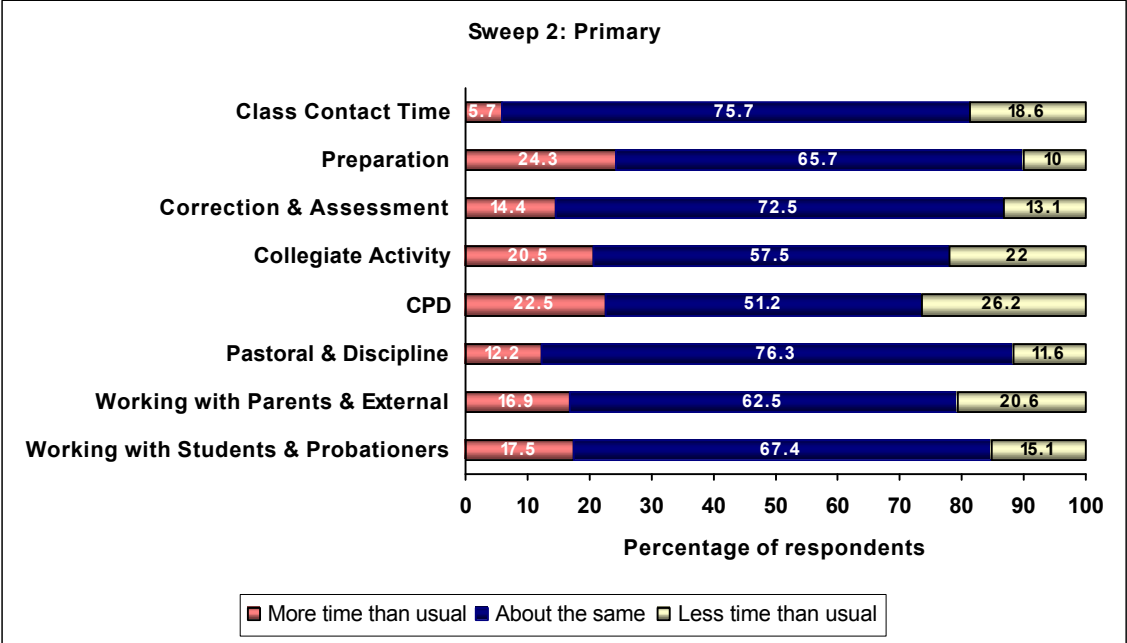


Figure 4.4:



Typicality of time spent, as judged by the respondents

Figure 4.5:

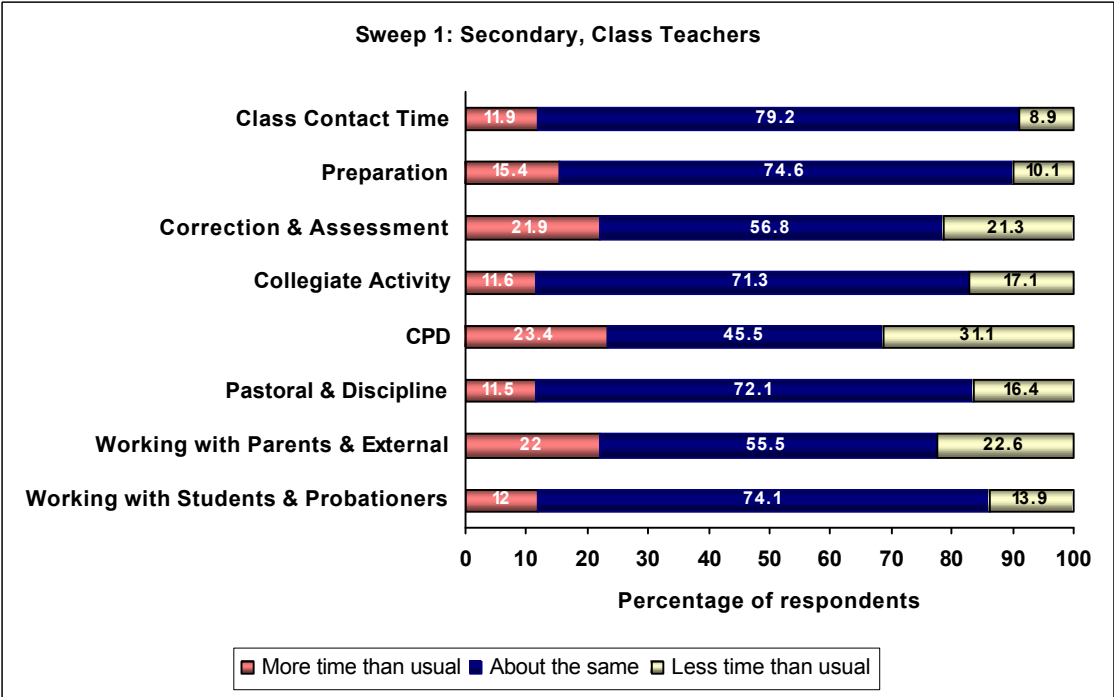
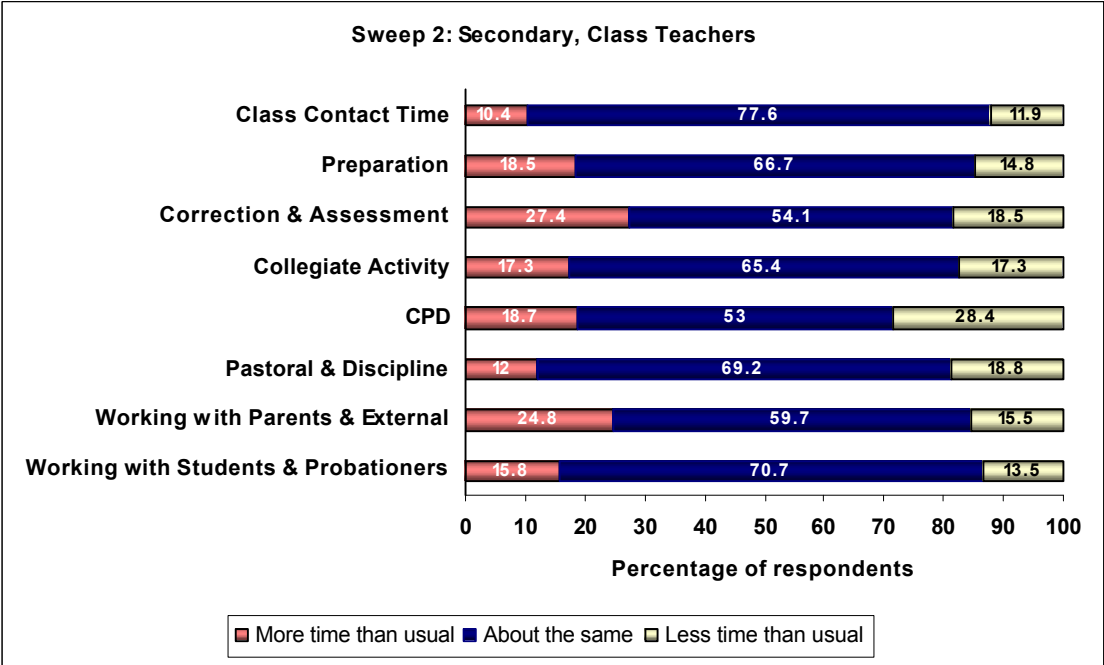


Figure 4.6:



Typicality of time spent, as judged by the respondents

Figure 4.7:

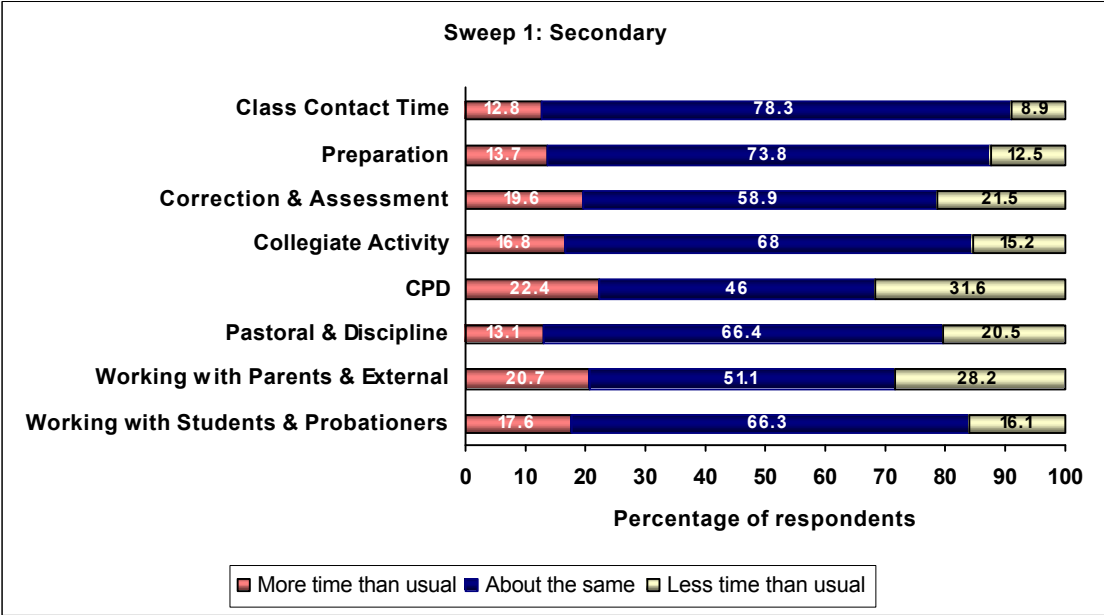
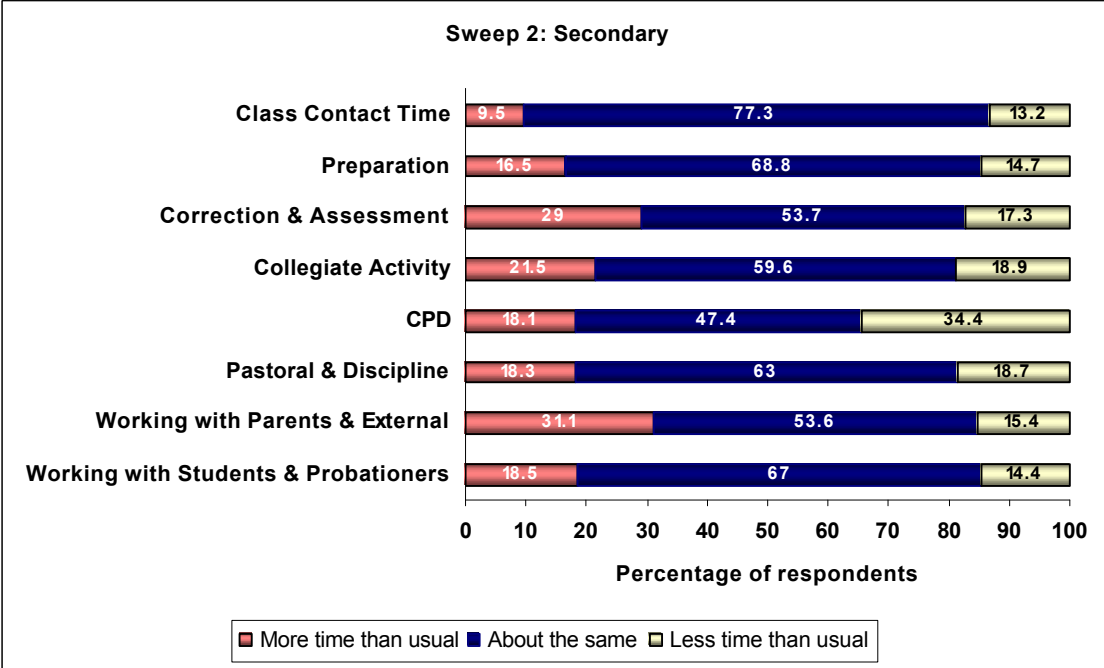


Figure 4.8:



Typicality of time spent, as judged by the respondents

Figure 4.9:

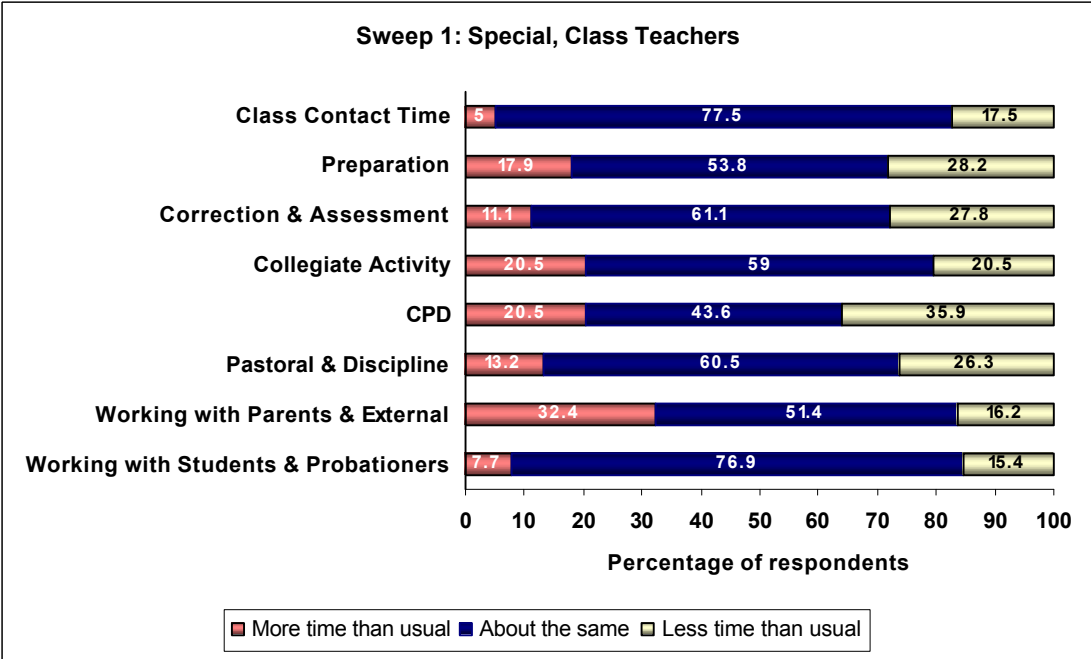
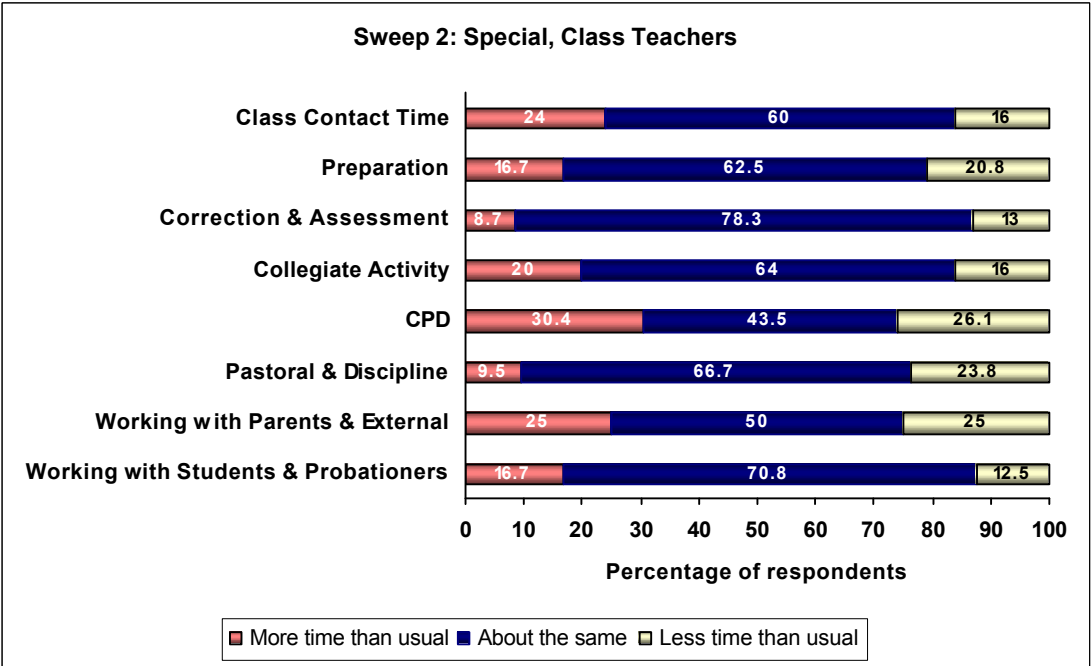


Figure 4.10:



Typicality of time spent, as judged by the respondents

Figure 4.11:

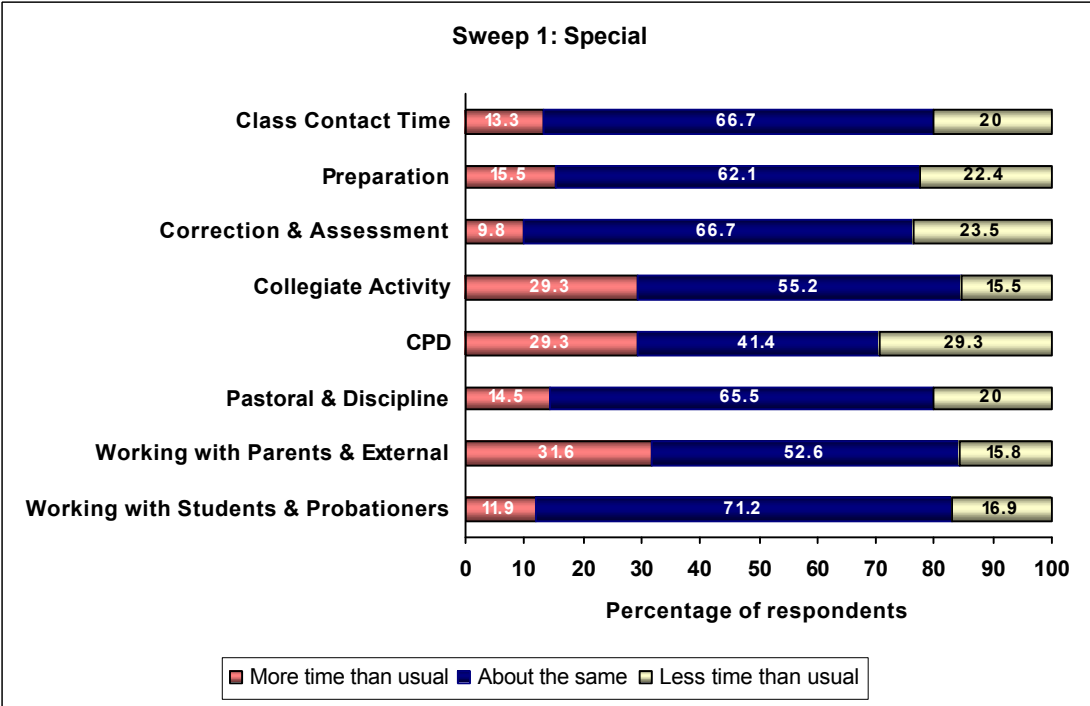
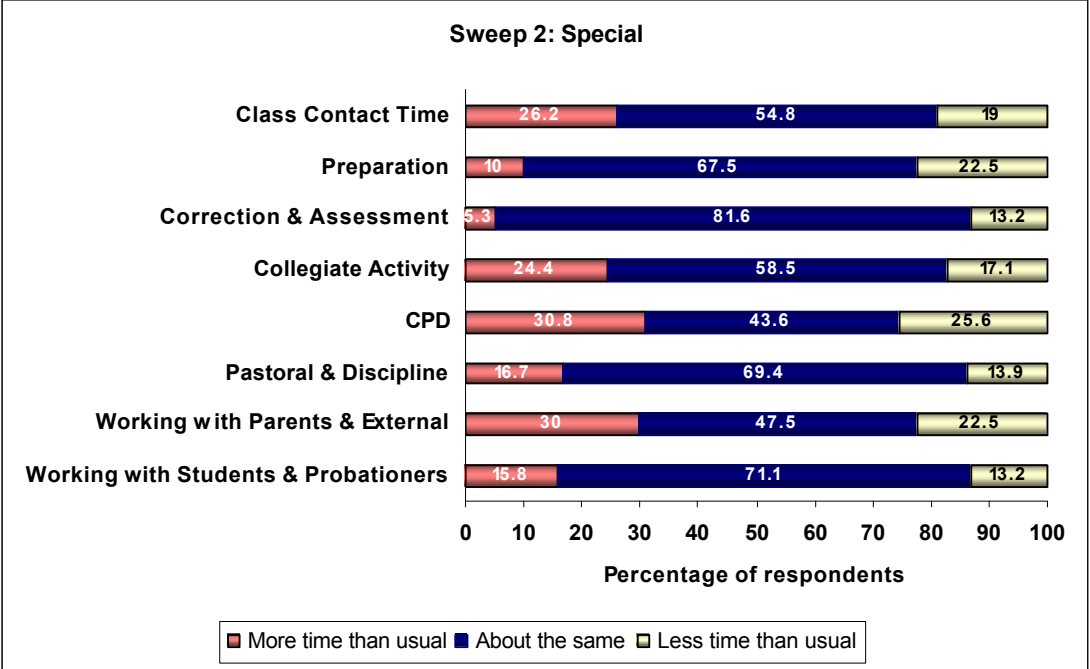


Figure 4.12:



Typicality of time spent, as judged by the respondents

Figure 4.13:

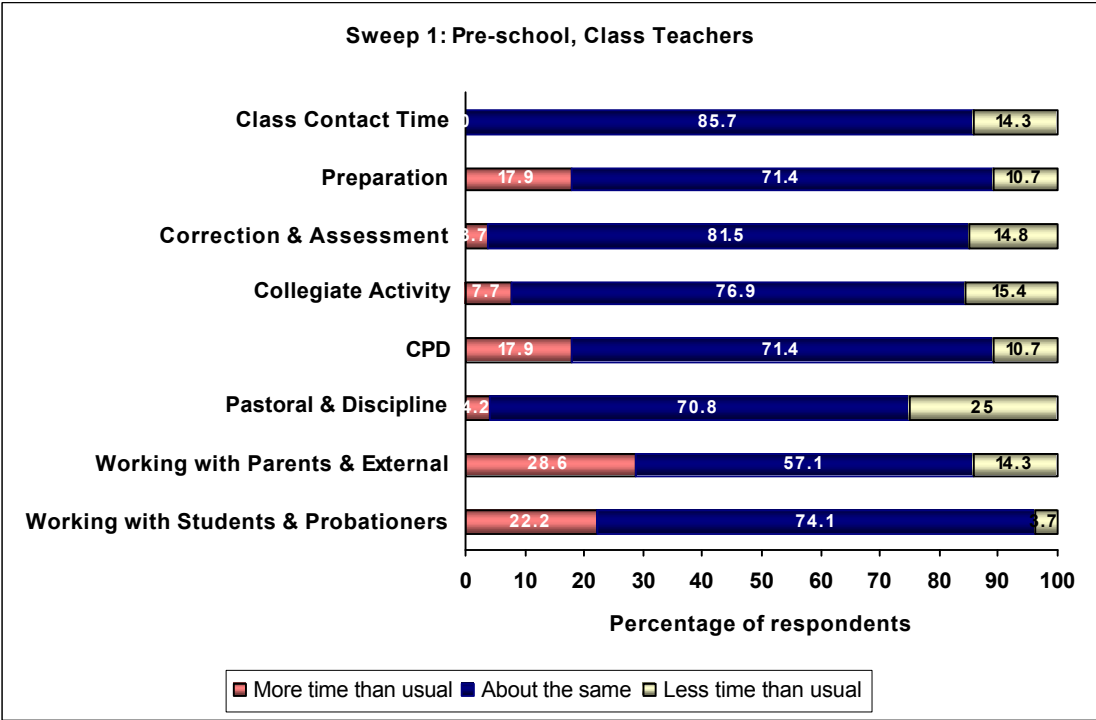
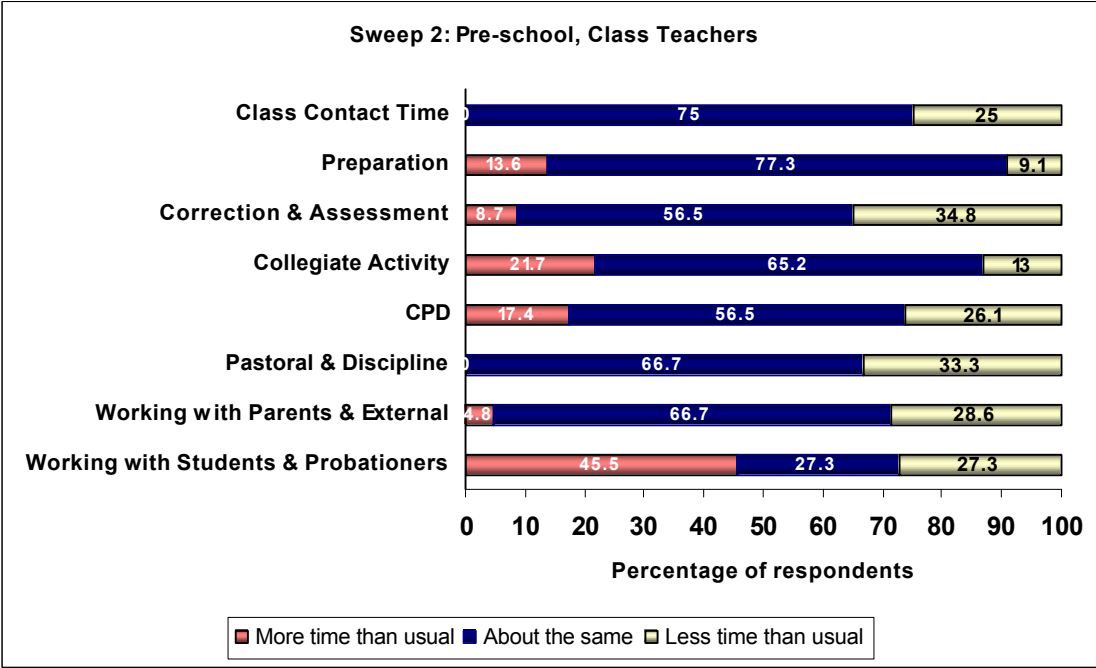


Figure 4.14:



Typicality of time spent, as judged by the respondents

Figure 4.15:

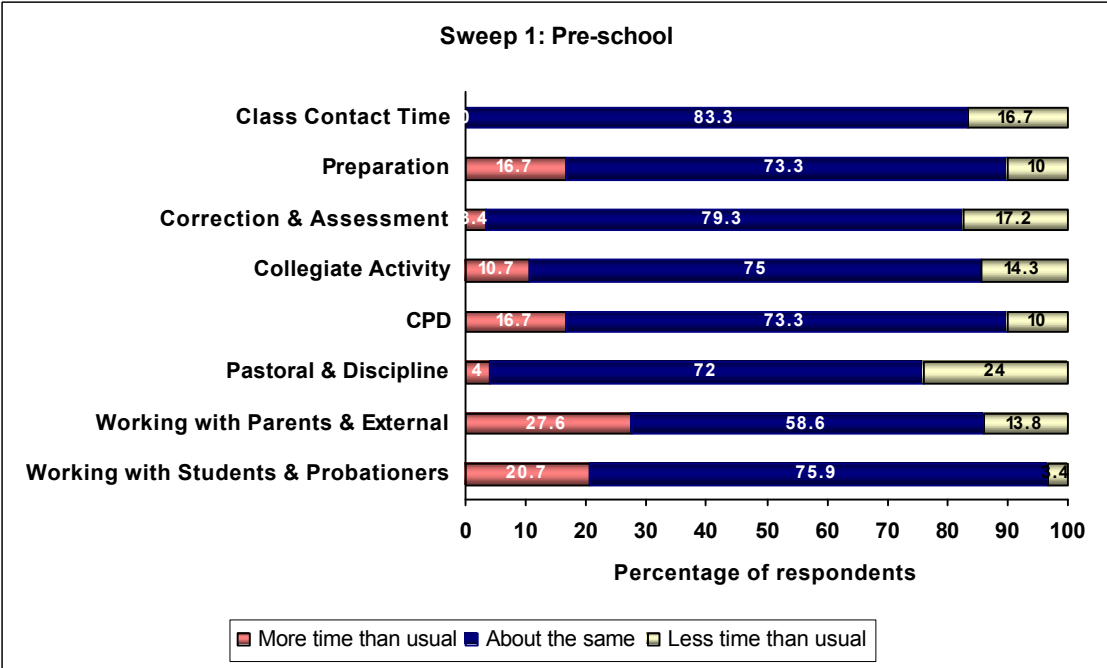
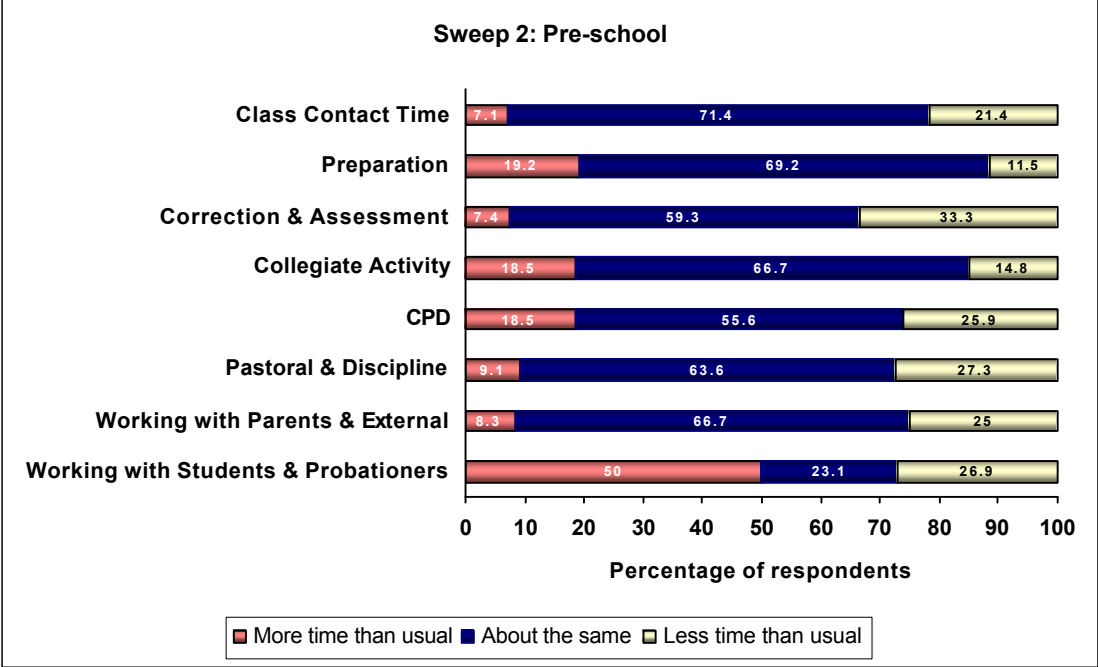


Figure 4.16:



APPROPRIATENESS OF TEACHER WORKING TIME

SPENT ON MAJOR TASK AREAS DURING SURVEY

WEEKS OF SWEEP 1 AND SWEEP 2

TABLES AND SUMMARY FIGURES

Table 4.50: Is the time spent appropriate to the task.

Pre-school, Sweep 1	<i>Appropriateness of time spent on each task (Percentage of the total respondents)</i>		
<i>Activity</i>	More time than appropriate	Just right	Not enough time
Class Contact Time	6.5%	83.9%	9.7%
Preparation	25.8%	48.4%	25.8%
Correction & Assessment	20.0%	50.0%	30.0%
Collegiate & Management	16.7%	73.3%	10.0%
CPD	13.3%	66.7%	20.0%
Pastoral & Discipline	11.1%	74.1%	14.8%
Parents & External Agencies	0.0%	67.7%	32.3%
Student Teachers & Probationers	3.3%	60.0%	36.7%

Table 4.51: Is the time spent appropriate to the task.

Pre-school, Sweep 2	<i>Appropriateness of time spent on each task (Percentage of the total respondents)</i>		
<i>Activity</i>	More time than appropriate	Just right	Not enough time
Class Contact Time	3.7%	85.2%	11.1%
Preparation	30.8%	42.3%	26.9%
Correction & Assessment	23.1%	42.3%	34.6%
Collegiate & Management	25.9%	51.9%	22.2%
CPD	14.3%	57.1%	28.6%
Pastoral & Discipline	0.0%	87.5%	12.5%
Parents & External Agencies	0.0%	80.8%	19.2%
Student Teachers & Probationers	11.5%	53.8%	34.6%

Table 4.52: Is the time spent appropriate to the task.

Primary, Sweep 1	<i>Appropriateness of time spent on each task (Percentage of the total sample)</i>		
<i>Activity</i>	More time than appropriate	Just right	Not enough time
Class Contact Time	5.8%	80.2%	14.0%
Preparation	34.9%	38.4%	26.6%
Correction & Assessment	30.6%	50.9%	18.4%
Collegiate & Management	19.7%	65.8%	14.6%
CPD	27.1%	59.6%	13.3%
Pastoral & Discipline	16.5%	76.2%	7.3%
Parents & External Agencies	6.0%	78.8%	15.2%
Student Teachers & Probationers	4.2%	68.4%	27.3%

Table 4.53: Is the time spent appropriate to the task.

Primary, Sweep 2	<i>Appropriateness of time spent on each task (Percentage of the total sample)</i>		
<i>Activity</i>	More time than appropriate	Just right	Not enough time
Class Contact Time	4.3%	81.8%	13.9%
Preparation	32.1%	40.7%	27.2%
Correction & Assessment	31.3%	48.1%	20.6%
Collegiate & Management	19.2%	66.6%	14.2%
CPD	26.3%	58.4%	15.3%
Pastoral & Discipline	19.3%	71.8%	8.9%
Parents & External Agencies	6.6%	83.7%	9.7%
Student Teachers & Probationers	6.5%	72.1%	21.4%

Table 4.54: Is the time spent appropriate to the task.

Secondary, Sweep 1	<i>Appropriateness of time spent on each task (Percentage of the total respondents)</i>		
<i>Activity</i>	More time than appropriate	Just right	Not enough time
Class Contact Time	19.2%	73.7%	7.1%
Preparation	16.7%	35.9%	47.4%
Correction & Assessment	19.3%	49.4%	31.3%
Collegiate & Management	16.1%	61.9%	22.0%
CPD	14.4%	53.7%	31.9%
Pastoral & Discipline	30.2%	44.4%	25.3%
Parents & External Agencies	4.7%	76.6%	18.8%
Student Teachers & Probationers	6.2%	55.5%	38.3%

Table 4.55: Is the time spent appropriate to the task.

Secondary, Sweep 2	<i>Appropriateness of time spent on each task (Percentage of the total respondents)</i>		
<i>Activity</i>	More time than appropriate	Just right	Not enough time
Class Contact Time	16.1%	78.5%	5.5%
Preparation	15.2%	43.9%	40.9%
Correction & Assessment	19.9%	45.8%	34.3%
Collegiate & Management	13.9%	60.6%	25.5%
CPD	11.4%	53.3%	35.3%
Pastoral & Discipline	29.9%	48.0%	22.1%
Parents & External Agencies	7.5%	77.9%	14.6%
Student Teachers & Probationers	4.8%	66.8%	28.4%

Table 4.56: Is the time spent appropriate to the task.

Special, Sweep 1	<i>Appropriateness of time spent on each task (Percentage of the total sample)</i>		
<i>Activity</i>	More time than appropriate	Just right	Not enough time
Class Contact Time	5.3%	77.2%	17.5%
Preparation	17.2%	43.1%	39.7%
Correction & Assessment	9.3%	68.5%	22.2%
Collegiate & Management	28.1%	50.9%	21.1%
CPD	15.5%	56.9%	27.6%
Pastoral & Discipline	12.5%	71.4%	16.1%
Parents & External Agencies	12.1%	51.7%	36.2%
Student Teachers & Probationers	3.4%	59.3%	37.3%

Table 4.57: Is the time spent appropriate to the task.

Special, Sweep 2	<i>Appropriateness of time spent on each task (Percentage of the total sample)</i>		
<i>Activity</i>	More time than appropriate	Just right	Not enough time
Class Contact Time	7.7%	79.5%	12.8%
Preparation	12.8%	53.8%	33.3%
Correction & Assessment	16.2%	62.2%	21.6%
Collegiate & Management	23.1%	48.7%	28.2%
CPD	18.4%	60.5%	21.1%
Pastoral & Discipline	20.0%	65.7%	14.3%
Parents & External Agencies	5.3%	63.2%	31.6%
Student Teachers & Probationers	7.7%	64.1%	28.2%

Appropriateness of time spent, as judged by the respondents

Figure 4.17:

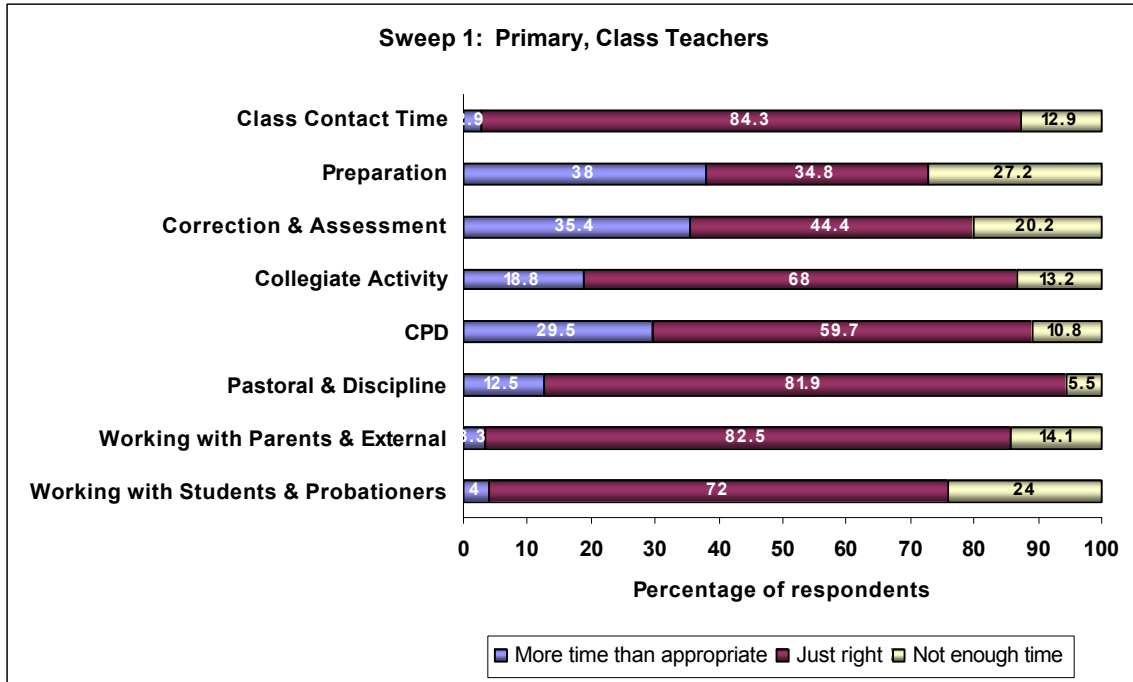
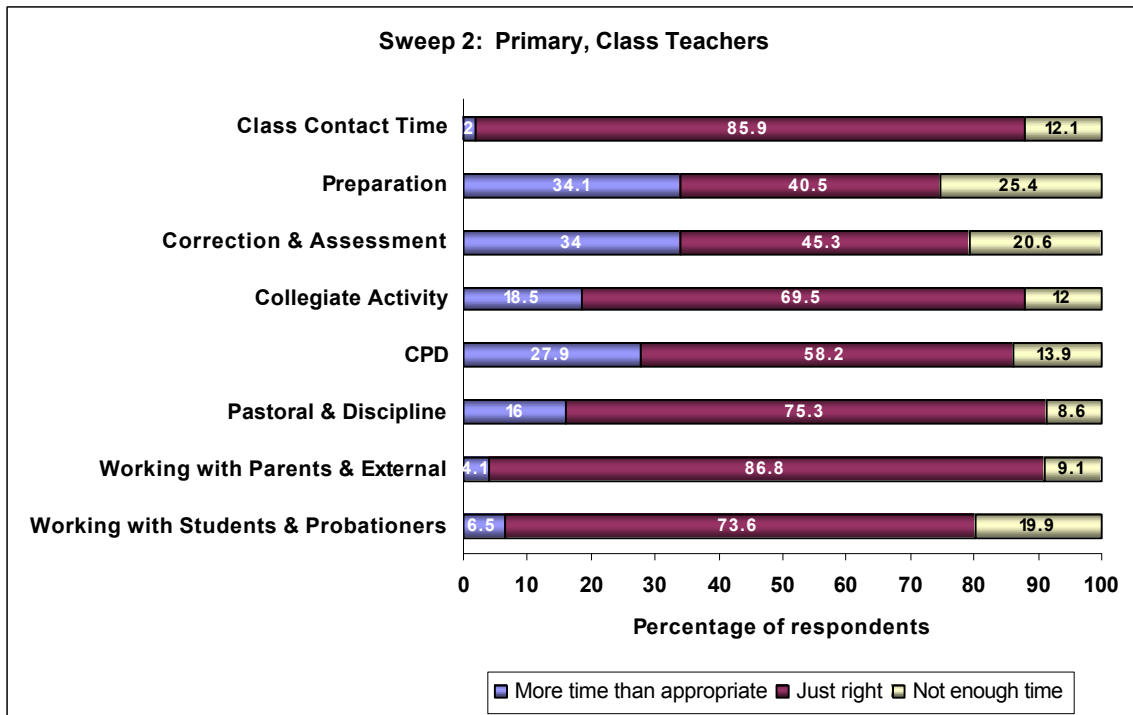


Figure 4.18:



Appropriateness of time spent, as judged by the respondents

Figure 4.19:

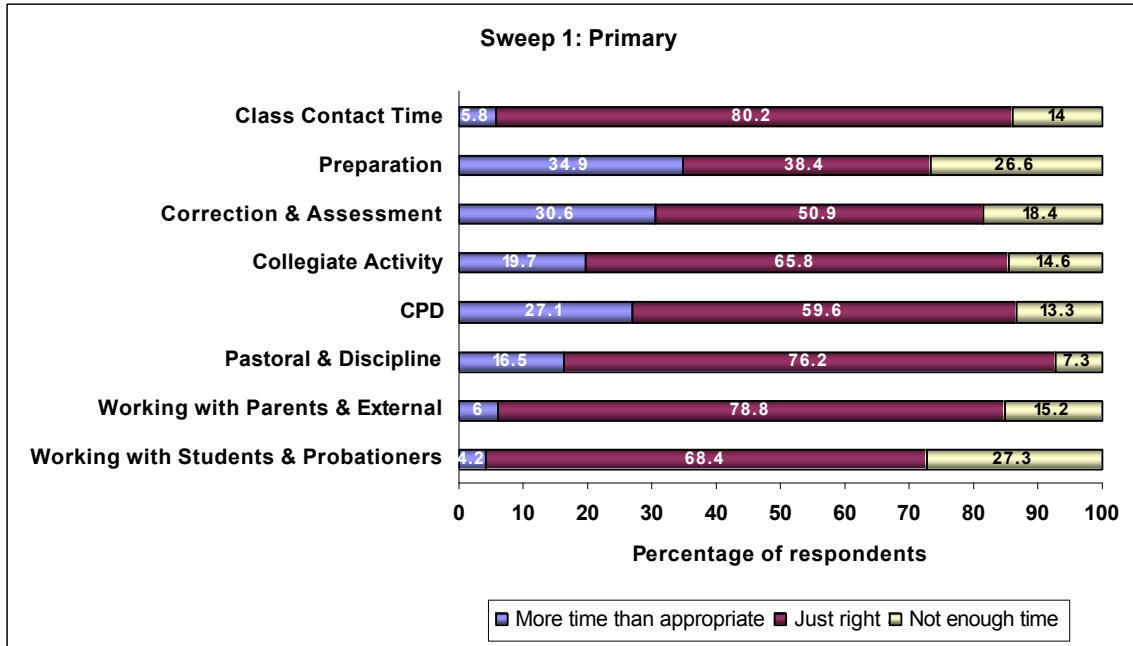
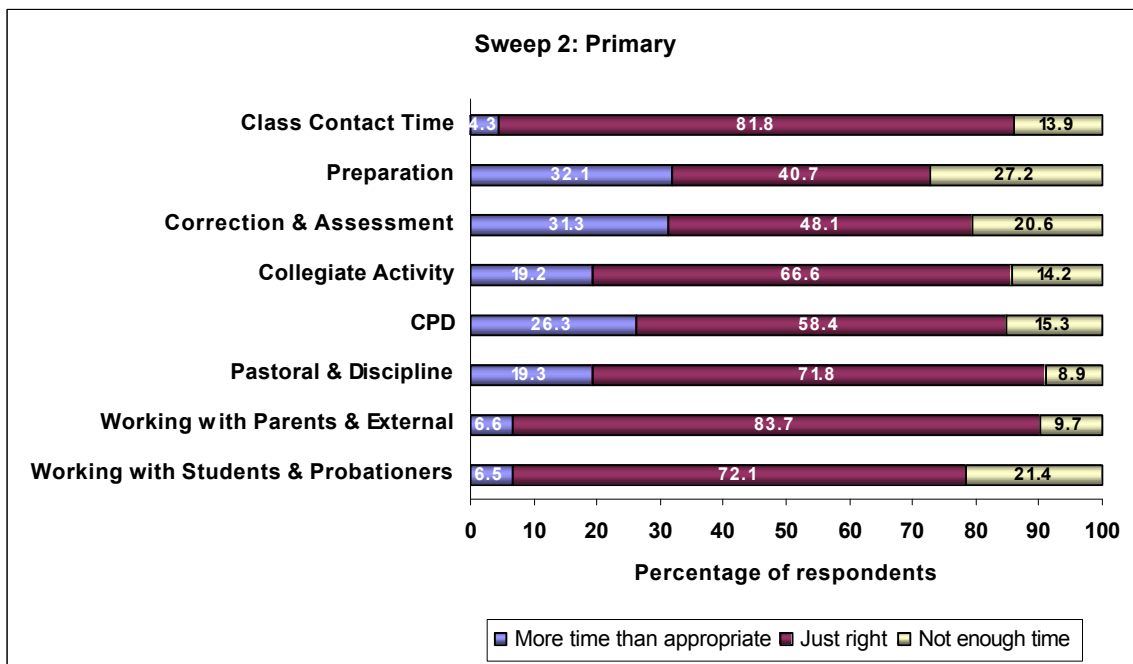


Figure 4.20:



Appropriateness of time spent, as judged by the respondents

Figure 4.21:

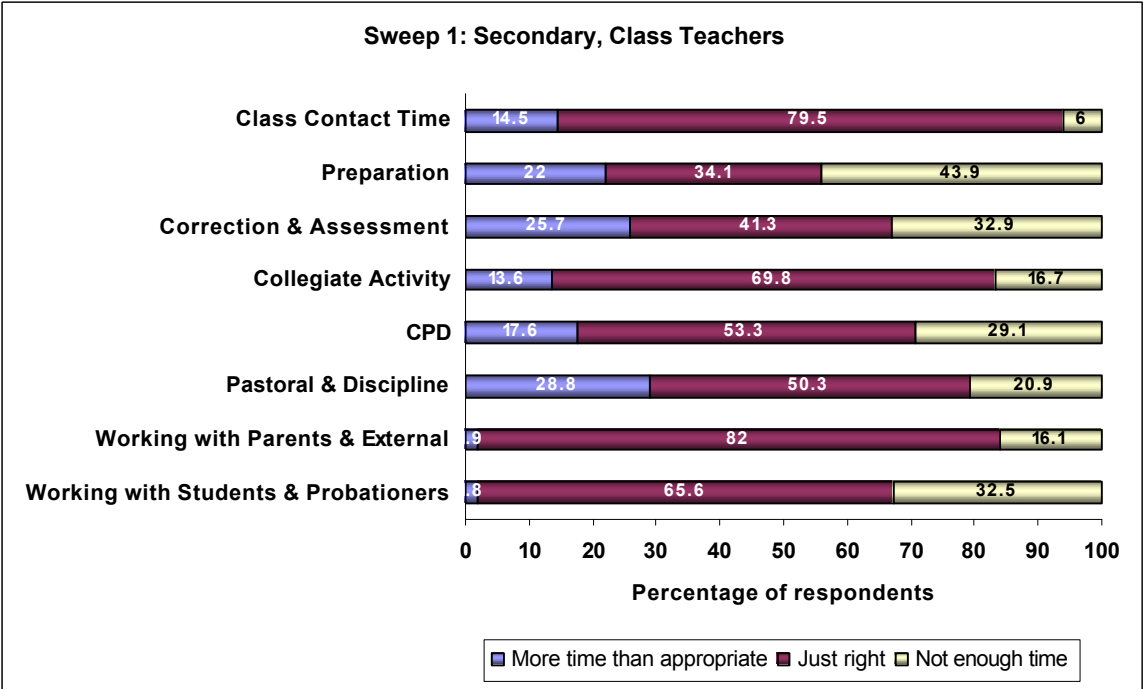
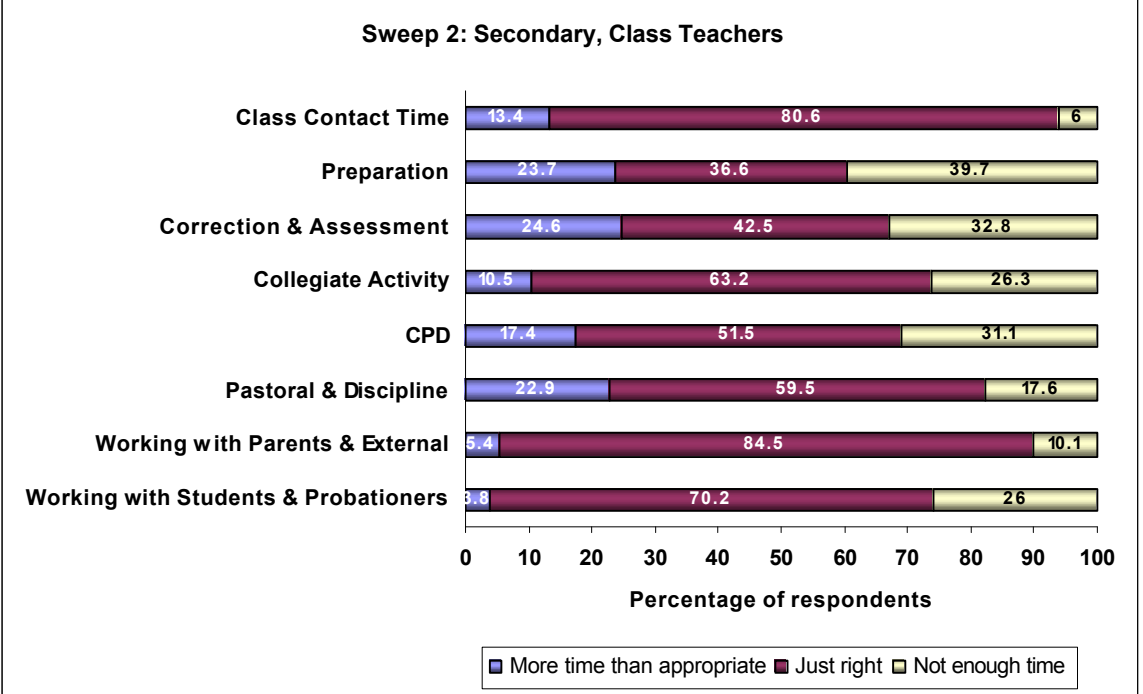


Figure 4.22:



Appropriateness of time spent, as judged by the respondents

Figure 4.23:

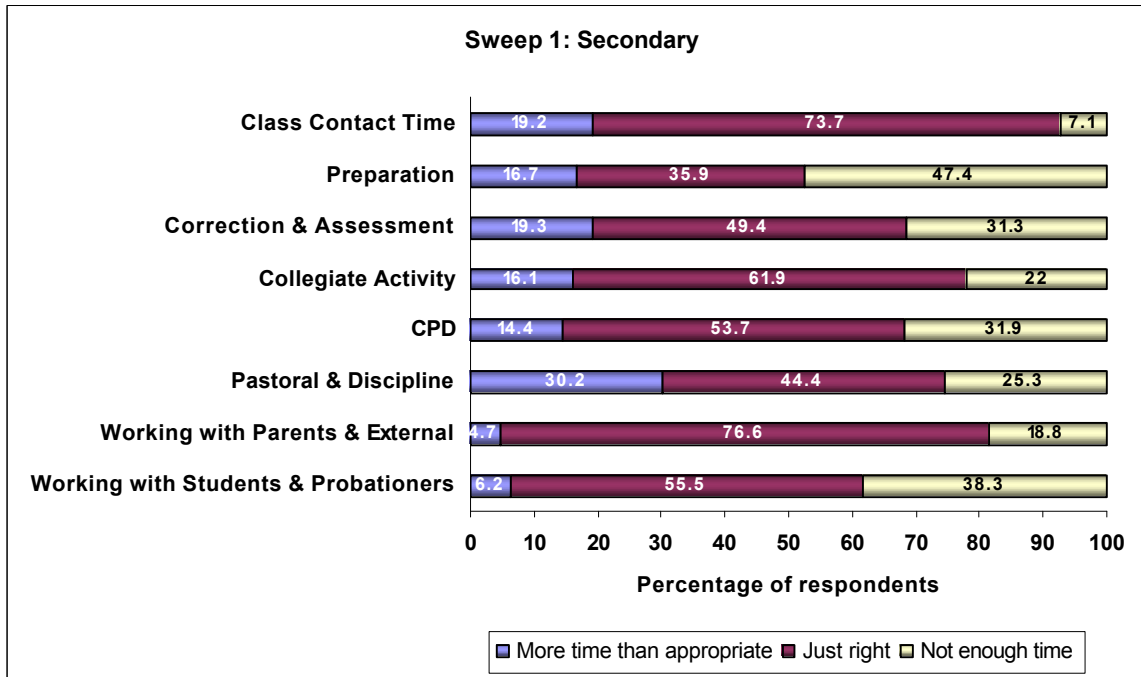
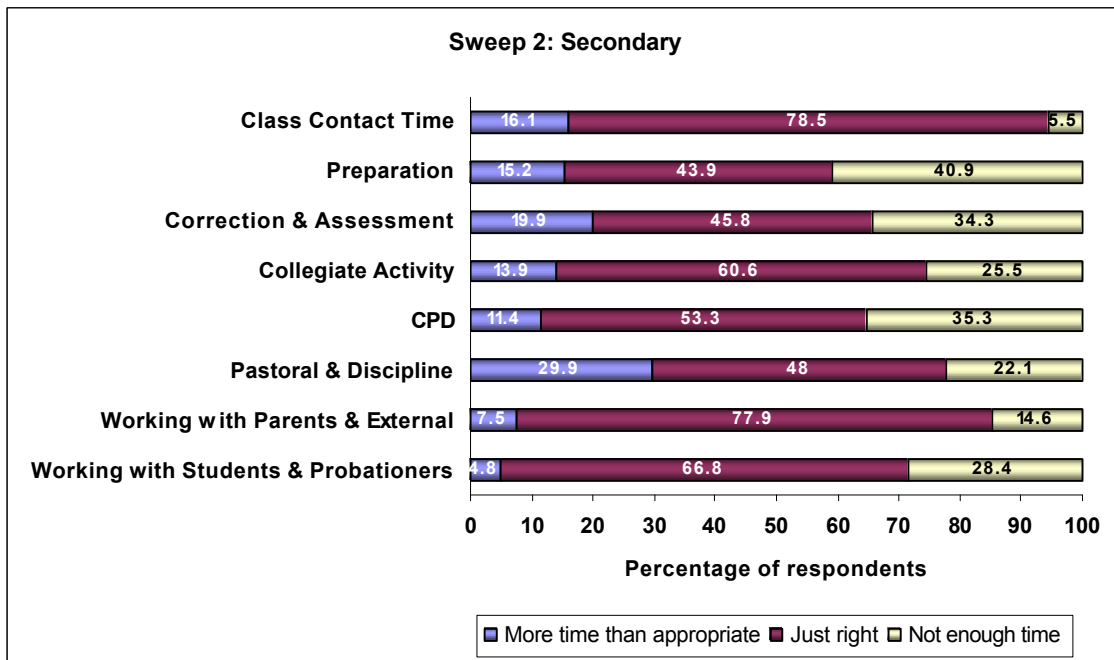


Figure 4.24:



Appropriateness of time spent, as judged by the respondents

Figure 4.25:

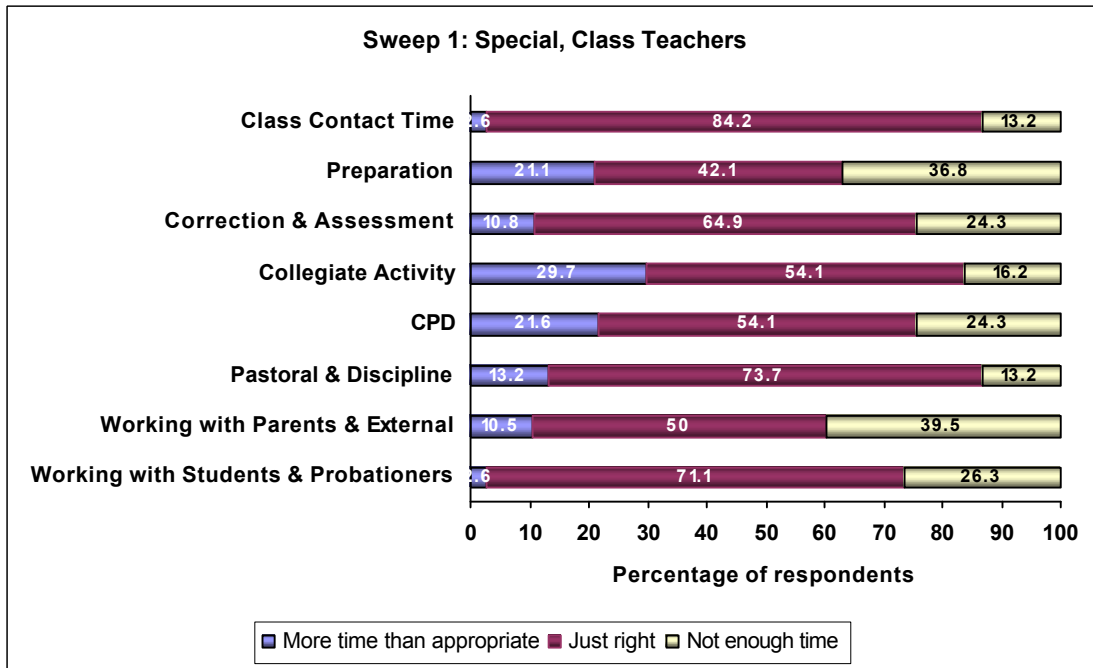
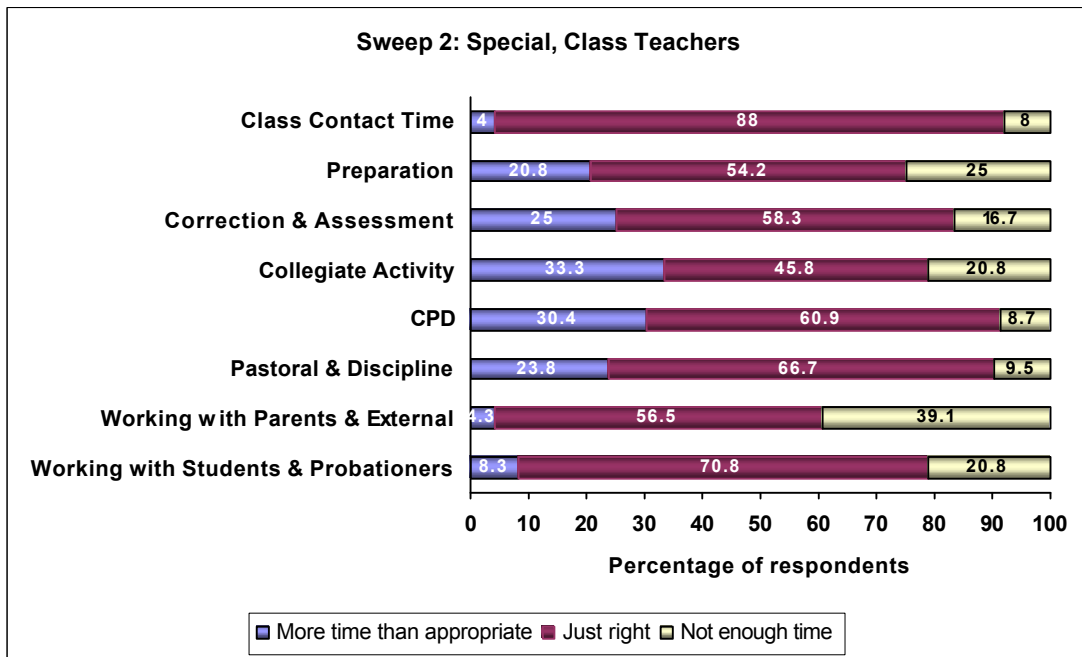


Figure 4.26:



Appropriateness of time spent, as judged by the respondents

Figure 4.27:

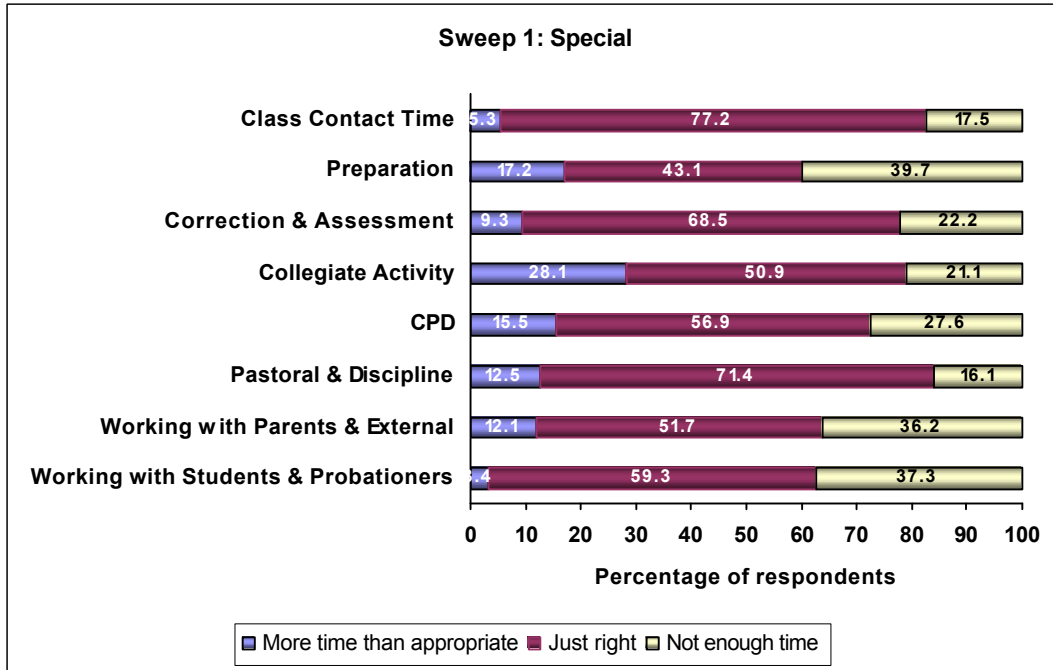
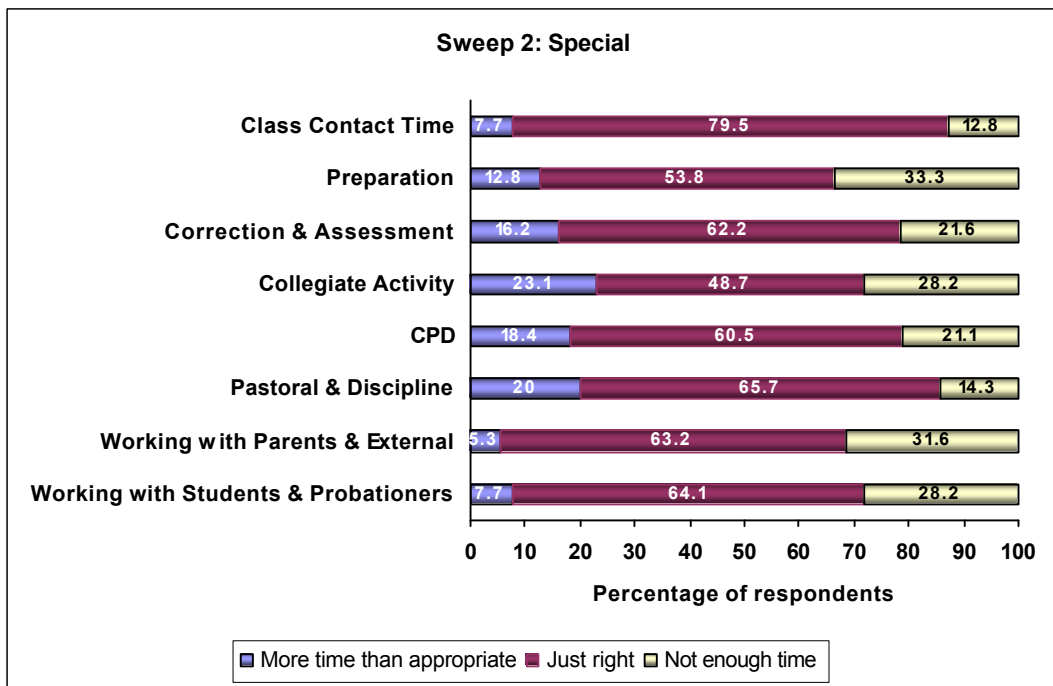


Figure 4.28:



Appropriateness of time spent, as judged by the respondents

Figure 4.29:

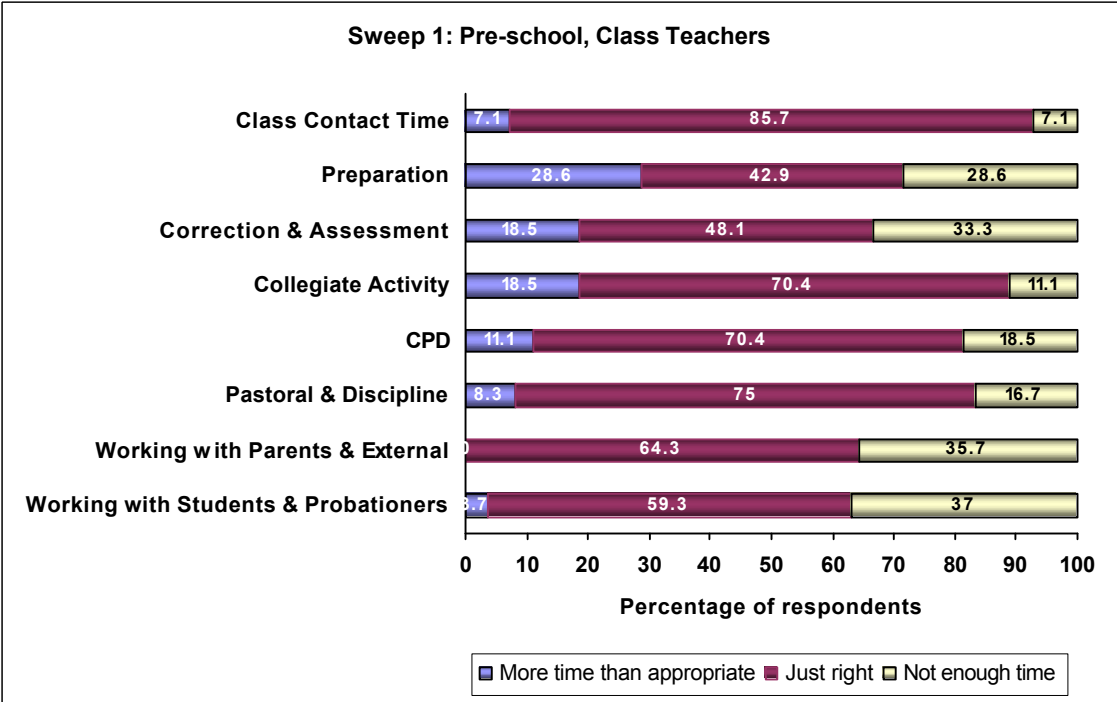
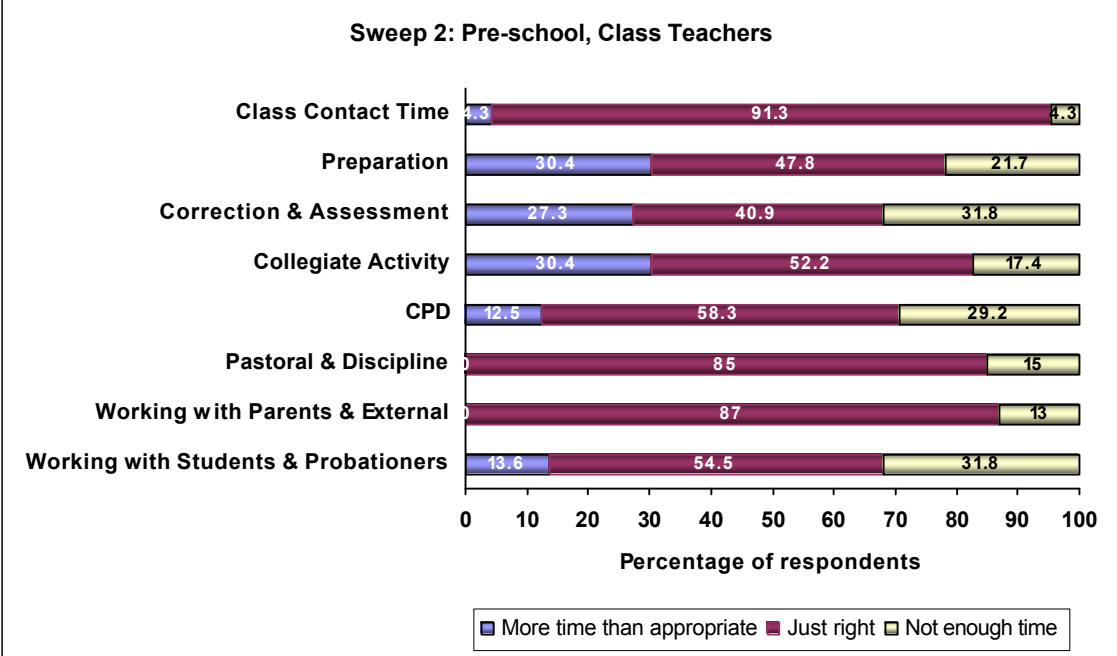


Figure 4.30:



Appropriateness of time spent, as judged by the respondents

Figure 4.31:

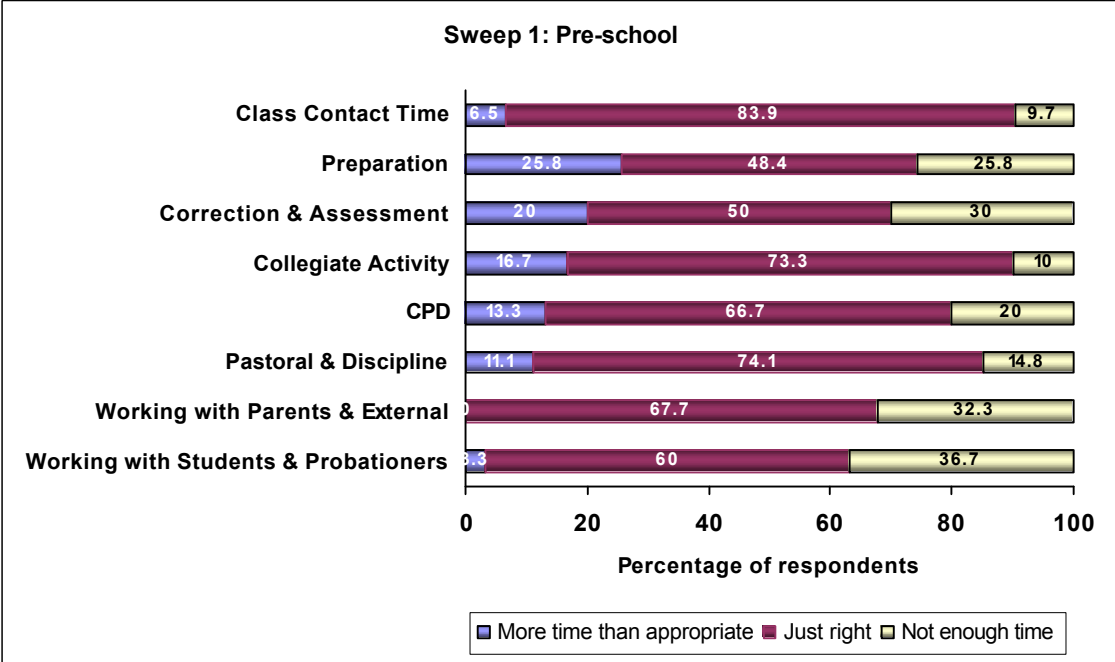
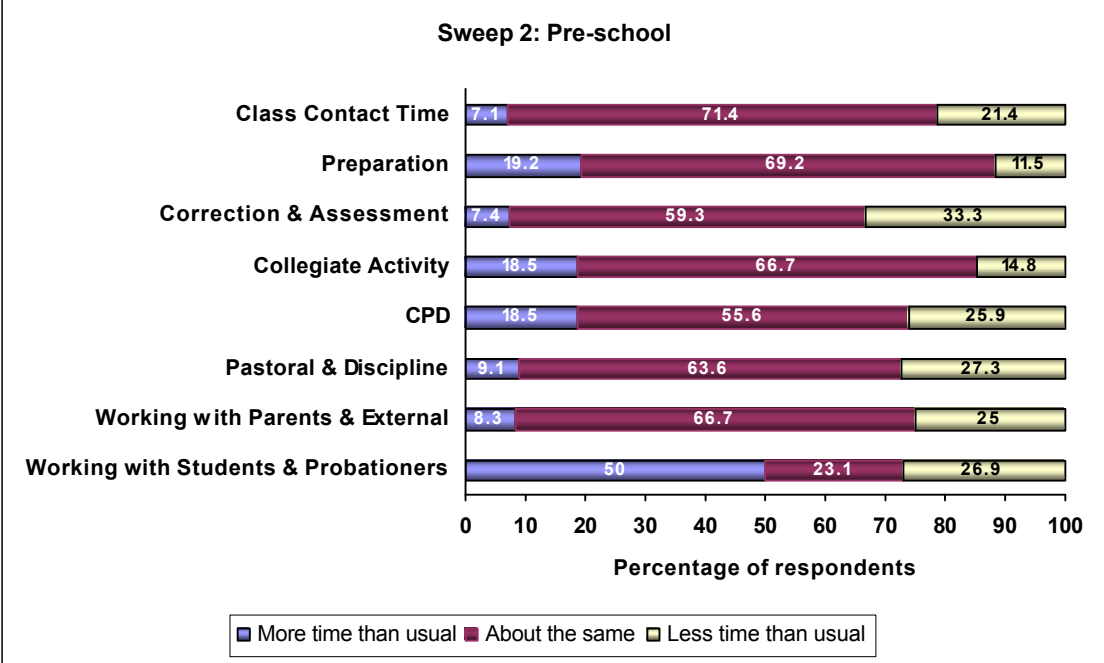


Figure 4.32:



Amount of work done

as a teacher since the implementation of the Teachers' National Agreement in 2001?

Amount of work done as a teacher since the implementation of the Teachers' National Agreement in 2001

Table 4.58: How has teaching changed?

Amount of work since 2001?	<i>Sector</i>			
	Pre-school (Sweep 1, 2)	Primary (Sweep 1, 2)	Secondary (Sweep 1, 2)	Special (Sweep 1, 2)
<i>Increased a lot</i>	58.6%; 50.0%	56.3%; 55.3%	56.2%; 54.2%	42.1%; 48.8%
<i>Increased some</i>	37.9%; 39.3%	35.9%; 34.3%	32.9%; 37.3%	45.6%; 43.9%
<i>Stayed the same</i>	3.4%; 10.7%	5.1%; 8.5%	9.4%; 7.0%	10.5%; 7.3%
<i>Decreased some</i>	0.0%; 0.0%	2.7%; 1.5%	1.2%; 0.7%	1.8%; 0.0%
<i>Decreased a lot</i>	0.0%; 0.0%	0.0%; 0.3%	0.3%; 0.7%	0.0%; 0.0%

Summary Tables and Figures for Chapter 5,
Responses to Element 3 Questionnaire
(Stratified Sample)

In Table 5.1 below, the number and percentage of respondents who *do* receive administrative support are summarised.

Table 5.1: Do you receive any administrative support that helps you manage your working time?

Status	Pre-school		Primary		Secondary		Special	
	Sweep 1	Sweep 2	Sweep 1	Sweep 2	Sweep 1	Sweep 2	Sweep 1	Sweep 2
Class Teacher								
n	16	10	141	123	54	36	25	12
<i>Percentage</i>	<i>57.1</i>	<i>43.5</i>	<i>50.0</i>	<i>49.0</i>	<i>31.8</i>	<i>26.7</i>	<i>62.5</i>	<i>50.0</i>
Principal Teacher								
n	-	-	24	14	67	59	3	3
<i>Percentage</i>	-	-	<i>68.6</i>	<i>48.3</i>	<i>54.0</i>	<i>57.8</i>	<i>30.0</i>	<i>50.0</i>
Depute Head Teacher								
n	-	-	20	14	20	17	3	3
<i>Percentage</i>	-	-	<i>76.9</i>	<i>63.6</i>	<i>83.3</i>	<i>77.3</i>	<i>75.0</i>	<i>50</i>
Head Teacher								
n	2	2	21	18	5	3	5	3
<i>Percentage</i>	<i>100.0</i>	<i>100.0</i>	<i>87.5</i>	<i>90.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>	<i>100.0</i>
Other								
n	1	-	6	-	3	6	2	3
<i>Percentage</i>	<i>100.0</i>	-	<i>46.2</i>	-	<i>27.3</i>	<i>46.2</i>	<i>100.0</i>	<i>100.0</i>
Overall								
n	19	12	212	169	149	121	38	24
<i>Percentage</i>	<i>61.3</i>	<i>44.4</i>	<i>55.8</i>	<i>51.5</i>	<i>44.6</i>	<i>44.0</i>	<i>62.3</i>	<i>57.1</i>

In Table 5.1 above, the number and percentage of respondents answering “Yes” are summarised - by status of respondent and type of school, including results from both Sweeps 1 and 2 (with percentages in italics).

The results (according to sector) are also summarised graphically in Figure 5.1, below.

Figure 5.1: Do you receive any administrative support that helps you manage your working time? Results are presented according to sector.

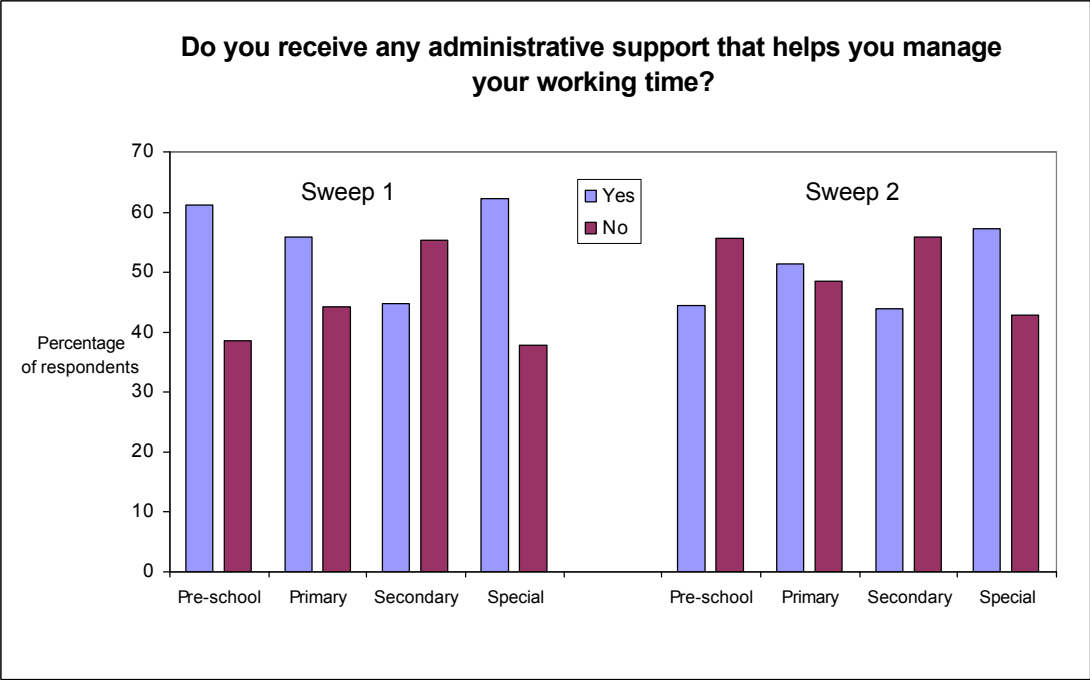


Figure 5.2: Administrative support according to status in the primary and secondary sectors.

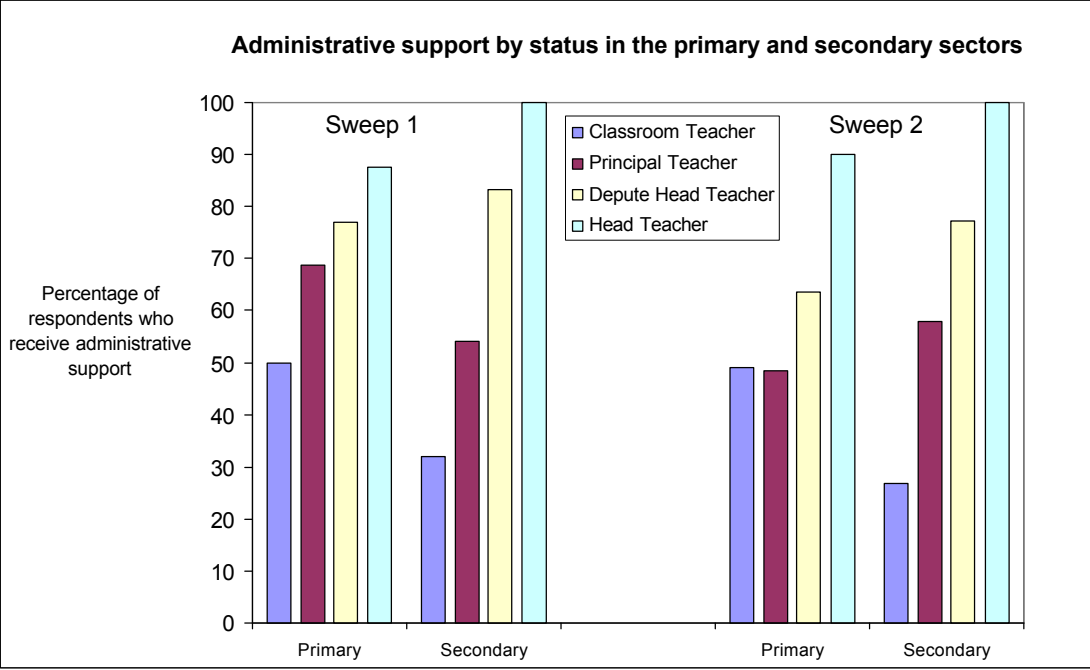


Figure 5.2 above, summarises the percentage of respondents who *do* receive administrative support according to status.

Table 5.2: Does the use of ICT help you manage your working time?

	Pre-school		Primary		Secondary		Special	
Status	Sweep 1	Sweep 2	Sweep 1	Sweep 2	Sweep 1	Sweep 2	Sweep 1	Sweep 2
Class Teacher								
n	17	14	103	96	73	54	26	13
<i>Percentage</i>	<i>63.0</i>	<i>58.3</i>	<i>37.1</i>	<i>38.2</i>	<i>44.8</i>	<i>41.2</i>	<i>66.7</i>	<i>52.0</i>
Principal Teacher								
n	-	-	22	19	77	61	8	5
<i>Percentage</i>	-	-	<i>64.7</i>	<i>63.3</i>	<i>64.2</i>	<i>61.0</i>	<i>80.0</i>	<i>100.0</i>
Depute Head Teacher								
n	-	-	14	12	18	18	4	5
<i>Percentage</i>	-	-	<i>53.8</i>	<i>60.0</i>	<i>75.0</i>	<i>81.8</i>	<i>80.0</i>	<i>83.3</i>
Head Teacher								
n	2	2	21	17	3	2	4	3
<i>Percentage</i>	<i>100.0</i>	<i>100.0</i>	<i>77.8</i>	<i>81.0</i>	<i>60.0</i>	<i>100.0</i>	<i>80.0</i>	<i>100.0</i>
Other								
n	-	1	6	2	5	9	1	3
<i>Percentage</i>	-	<i>100.0</i>	<i>46.2</i>	<i>40.0</i>	<i>45.5</i>	<i>75.0</i>	<i>50.0</i>	<i>100.0</i>
Overall								
n	19	17	166	146	176	144	43	29
<i>Percentage</i>	<i>63.3</i>	<i>60.7</i>	<i>43.9</i>	<i>44.6</i>	<i>54.5</i>	<i>53.9</i>	<i>70.5</i>	<i>69.0</i>

In Table 5.2 above, the number and percentage of respondents answering “Yes” are summarised - by status of respondent and type of school, including results from both Sweeps 1 and 2 (percentages are in italics).

The key point to note from Table 5.2 is the relatively low use of ICT for these purposes by both primary and secondary classroom teachers.

Table 5.3: Have you adopted any time management strategies to help you manage your working time?

	Pre-school		Primary		Secondary		Special	
Status	Sweep 1	Sweep 2	Sweep 1	Sweep 2	Sweep 1	Sweep 2	Sweep 1	Sweep 2
Class Teacher								
n	12	12	160	126	83	66	24	16
<i>Percentage</i>	<i>42.9</i>	<i>50.0</i>	<i>58.0</i>	<i>53.4</i>	<i>50.9</i>	<i>53.2</i>	<i>63.2</i>	<i>66.7</i>
Principal Teacher								
n	-	-	24	19	90	58	8	4
<i>Percentage</i>	-	-	<i>70.6</i>	<i>70.4</i>	<i>76.3</i>	<i>57.4</i>	<i>80.0</i>	<i>80.0</i>
Depute Head Teacher								
n	-	1	20	18	20	18	4	5
<i>Percentage</i>	-	<i>100.0</i>	<i>80.0</i>	<i>81.8</i>	<i>83.3</i>	<i>85.7</i>	<i>80.0</i>	<i>83.3</i>
Head Teacher								
n	1	-	19	18	4	1	5	2
<i>Percentage</i>	<i>50.0</i>	-	<i>73.1</i>	<i>90.0</i>	<i>80.0</i>	<i>33.3</i>	<i>100.0</i>	<i>100.0</i>
Other								
n	1	1	9	1	6	8	-	2
<i>Percentage</i>	<i>100.0</i>	<i>100.0</i>	<i>69.2</i>	<i>20.0</i>	<i>54.5</i>	<i>72.7</i>	-	<i>66.7</i>
Overall								
n	14	14	232	182	203	151	41	29
<i>Percentage</i>	<i>45.2</i>	<i>50.0</i>	<i>62.0</i>	<i>58.7</i>	<i>63.2</i>	<i>58.1</i>	<i>68.3</i>	<i>72.5</i>

In Table 5.3 above, the number and percentage of respondents answering “Yes” - by status of respondent and type of school, including results from both Sweeps 1 and 2 (Percentages are in italics).

Key points to note from Table 5.3 include:

- There are few consistent differences between sectors.
- A tendency for the use of time management strategies to increase with the increasing professional status of respondent.

Table 5.4: Have you had a PRD meeting in the last 12 months?

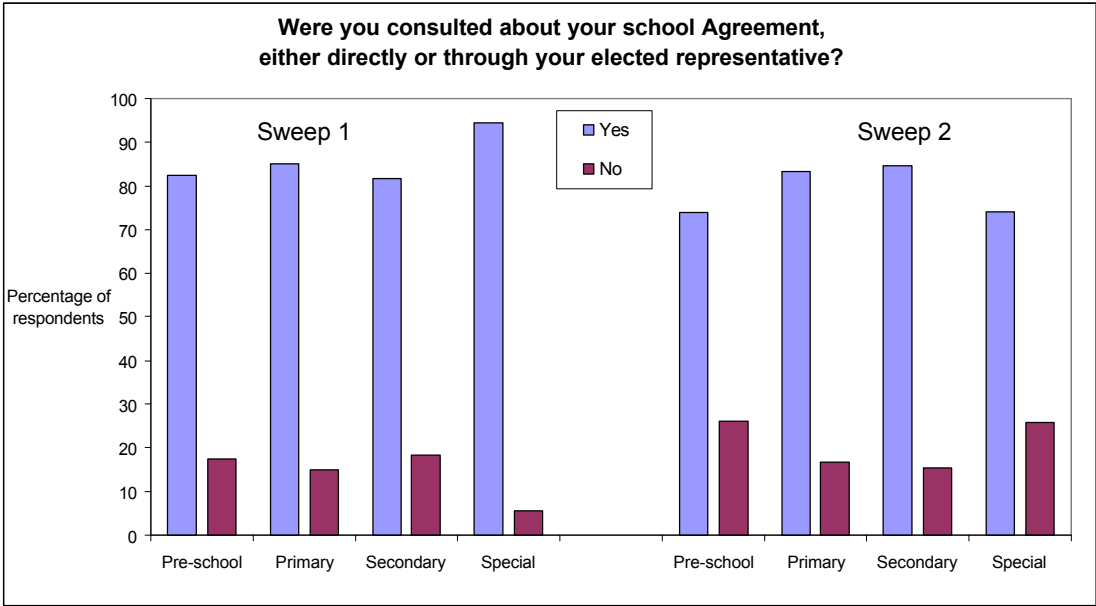
	Pre-school		Primary		Secondary		Special	
Status	Sweep 1	Sweep 2	Sweep 1	Sweep 2	Sweep 1	Sweep 2	Sweep 1	Sweep 2
Class Teacher								
n	21	16	223	199	123	93	32	19
<i>Percentage</i>	<i>75.0</i>	<i>66.7</i>	<i>78.0</i>	<i>77.7</i>	<i>71.9</i>	<i>68.4</i>	<i>82.1</i>	<i>76.0</i>
Principal Teacher								
n	-	-	30	27	97	76	8	6
<i>Percentage</i>	-	-	<i>85.7</i>	<i>90.0</i>	<i>78.2</i>	<i>72.4</i>	<i>80.0</i>	<i>100.0</i>
Depute Head Teacher								
n	-	-	20	19	21	20	5	6
<i>Percentage</i>	-	-	<i>74.1</i>	<i>86.4</i>	<i>91.3</i>	<i>90.9</i>	<i>100.0</i>	<i>100.0</i>
Head Teacher								
n	1	-	21	14	4	3	4	2
<i>Percentage</i>	<i>50.0</i>	-	<i>75.0</i>	<i>66.7</i>	<i>80.0</i>	<i>100.0</i>	<i>80.0</i>	<i>66.7</i>
Other								
n	1	1	8	5	9	9	2	2
<i>Percentage</i>	<i>100.0</i>	<i>100.0</i>	<i>57.1</i>	<i>83.3</i>	<i>81.8</i>	<i>69.2</i>	<i>100.0</i>	<i>66.7</i>
Overall								
n	23	17	302	264	254	201	51	35
<i>Percentage</i>	<i>74.2</i>	<i>60.7</i>	<i>77.4</i>	<i>78.8</i>	<i>76.0</i>	<i>72.0</i>	<i>83.6</i>	<i>81.4</i>

In Table 5.4, above, the number and percentage of respondents answering “Yes” - by status of respondent and type of school, including results from both Sweeps 1 and 2 (Percentages are in italics).

A key point to note from Table 5.4 is that overall, around three-quarters of respondents have had a PRD meeting and there is little to indicate any consistent difference between sectors or status of respondents.

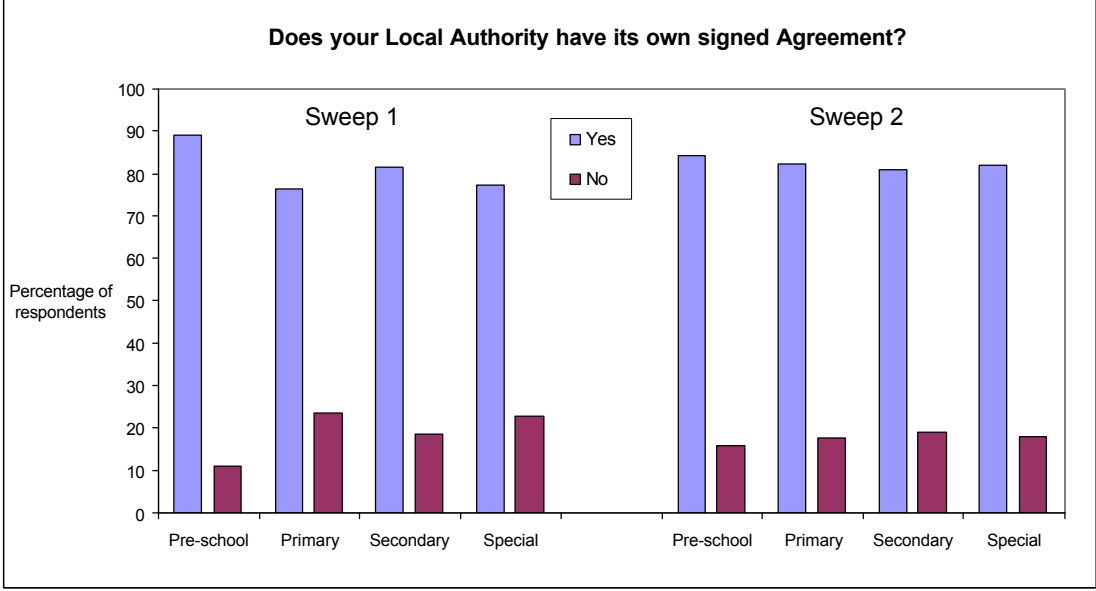
Schools now have their own versions of the Agreement, and the majority of teacher respondents had been consulted about their school Agreement (see Figure 5.3, below).

Figure 5.3: Consultation about the school Agreement



In general, all teachers were aware that their local authority has its own signed agreement (see Figure 5.4, below).

Figure 5.4 Teachers' awareness of Local Authority Agreement, by sector



The Element 3 questionnaire (see Appendix 2, Section 2.2, pages 29 – 31) responses indicated that *exactly half* of the respondents felt a reduction in workload had been achieved through this development (see Table 5.5, below)

Table 5.5: “As a result of the Teachers' Agreement, do you think deployment of para-professionals such as classroom assistants and learning assistants has resulted in...”

	Count	% (Overall)
1. Significant reduction in workload	12	4.9
2. Some reduction in workload	110	45.1
3. No change	90	36.9
4. An increase in workload	32	13.1
Total	244	100.0

While more than 40% think that the Teachers’ National Agreement has led to an increase in their CPD commitments, the majority of respondents reported no change in CPD as a result of the Agreement (see Table 5.6, below).

Table 5.6: Overall responses to the question: “In terms of your Continuing Professional Development (CPD) has the Teachers' Agreement led to...”

	Count	% (Overall)
1. An increase in CPD	104	41.1
2. No difference in CPD	142	56.1
3. A decrease in CPD	7	2.8
Total	253	100.0

Table 5.7: Responses to the question: “Which of the following best describes your perception of the outcome of the National Teachers' Agreement, in terms of the implementation of the 35 hour week?”

	Count	% (Overall)
1. Fully satisfied	2	0.8
2. Satisfied	92	36.7
3. Dissatisfied	144	57.4
4. No particular view	13	5.2
Total	251	100.0

Table 5.8: Overall responses to the question: “In your experience, has the Teachers' Agreement resulted in containment of your working week to 35 hours?”

	Count	% (Overall)
1. Yes, always	0	0.0
2. Yes, sometimes	36	14.3
3. Rarely	77	30.7
4. Never	138	55.0
Total	251	100.0

In addition, there was a statistically significant difference between groups of respondents, with Head teachers more likely than other groups to respond 'Never' to this question.

Table 5.9: Overall responses to the question: “My perception of the consultation process with Teachers’ organizations and / or their representatives about the 35 hour working week of the Teachers’ Agreement within my Local Authority is that:...”

	Count	% (Overall)
<i>1. Wide consultation took place</i>	46	18.0
<i>2. Some consultation took place</i>	139	54.3
<i>3. Little consultation took place</i>	24	9.4
<i>4. I do not know</i>	47	18.4
Total	256	100.0

Table 5.10: Overall responses to the question: “My perception of the consultation process with Teachers’ organizations and / or their representatives about the 35 hour working week of the Teachers’ Agreement within my school is that :...”

	Count	% (Overall)
<i>1. Wide consultation took place</i>	69	27.2
<i>2. Some consultation took place</i>	122	48.0
<i>3. Little consultation took place</i>	35	13.8
<i>4. I do not know</i>	28	11.0
Total	254	100.0

Table 5.11: Overall responses to the question: “As a result of the Teachers’ Agreement do you feel that, as a professional:...”

	Count	% (Overall)
<i>1. You have more autonomy than before</i>	28	11.3
<i>2. You have about the same autonomy as before</i>	161	64.9
<i>3. You have less autonomy than before</i>	59	23.8
Total	248	100.0