

Teacher Working Time Research

Final Report to the Scottish Negotiating Committee for Teachers

Submitted on 11th August 2006

Ian Menter, Margery McMahon, Christine Forde, John Hall, Alastair McPhee,
Fiona Patrick and Alison M Devlin

Faculty of Education



**UNIVERSITY
of
GLASGOW**

TEACHER WORKING TIME RESEARCH

FINAL REPORT

Contents

Acknowledgements	page 2
Executive Summary	page 3
1. Introduction	page 6
2. Background to the research	page 9
3. The implementation of policy	page 12
4. Teachers' use of time	page 22
5. Teachers' perspectives on their working time	page 55
6. Conclusions and Implications	page 62
References	page 66

Appendices (see separate volume)

<u>Appendix 1: Methodology</u>	page 2
1.1: Introduction to Methodology	page 3
1.2: Element 1: Methodology	page 5
1.3: Element 2: Methodology	page 8
1.4: Element 3: Methodology	page 14
<u>Appendix 2: Research Instruments</u>	page 17
2.1: Time Use Diary and Questionnaire for Element 2 (Randomised sample)	page 18
2.2: Questionnaire for Element 3 (Stratified sample)	page 27
<u>Appendix 3: Sample Demography and Response Rates</u>	page 32
3.1: Sample Demography	page 33
3.2: Response Rates	page 34
<u>Appendix 4: Tables and Summary Figures</u>	page 35

ACKNOWLEDGEMENTS

The project team gratefully acknowledges the advice and support provided by the Research Advisory Group (RAG) established for this project by the Scottish Negotiating Committee for Teachers (SNCT).

We also express our appreciation to the many hundreds of teachers who completed time-use diaries and questionnaires, participated in focus groups or were interviewed by us over the past few months. We hope they think it was time well spent. We sincerely thank the representatives of ten Local Negotiating Committees for Teachers (LNCTs) who promptly responded to our request for interviews. The input from the Joint Secretaries to the present study was most valuable.

The Teacher Working Time Research (TWTR) project team based in the Faculty of Education, University of Glasgow is as follows,

Professor Ian Menter (Project Director)
Dr Margery McMahon (Project Co-ordinator)
Dr Alison M Devlin (Project Research Officer)
Dr Christine Forde
Dr John Hall (SCRE Centre)
Dr Alastair McPhee
Dr Fiona Patrick
Ms Susan Gully (Project Secretary)

Contact:

Professor Ian Menter,
Chair of Teacher Education and Depute Dean,
Faculty of Education,
University of Glasgow,
St Andrew's Building,
11 Eldon Street,
Glasgow G3 6NH.

Telephone: 0141 330 3480.

E-mail: i.mentor@educ.gla.ac.uk

EXECUTIVE SUMMARY

1. The research reported here was commissioned by the Scottish Negotiating Committee for Teachers (SNCT) in August 2005. Following a competitive tendering process, the contract was awarded to a team from the Faculty of Education, University of Glasgow.

2. The research had been anticipated at the time of the achievement of the Teachers' National Agreement, *A Teaching Profession for the 21st Century*, in 2001. An important element of the National Agreement was the formal adoption of a 35 hour working week as the basic contractual working time for all teachers in Scotland, including those in promoted posts as well as those who were unpromoted.

3. The overall aim of the research 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 key objectives of the project were:

- 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 project was designed to 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.

4. There were three major elements to the overall research design:

- A study of local policy implementation
- The deployment of a time-use diary over one complete week, at two separate times in the school year, with a national sample of teachers
- An analysis of contextual data.

5. The study of local policy implementation had two strands. A systematic analysis of the local agreements reached by Local Negotiating Committees for Teachers was undertaken. This was followed by interviews with the joint secretaries (i.e., employers' representatives and teachers' side senior elected officials) in ten local authorities. This element of the study is reported in Chapter 3 (see page 12).

6. The time-use diary was developed for self-completion by a nationally drawn random sample of 2400 teachers. Respondents were asked to report on the deployment of their working time over each of two full survey weeks, one late in 2005 and one early in 2006. The two survey weeks were expected to be reasonably representative of the usual range of activities, typically carried out by teachers. The

research instrument also included a questionnaire addressing the respondents' experiences of their working week and sought information about their professional profile. The quantitative data is largely reported in Chapter 4 (page 22) of this report, and more qualitative responses from the time-use diary are included in Chapter 5 (page 55).

7. Three methods were used to gather contextual data: focus groups, individual interviews and questionnaires. Five focus groups of up to ten teachers each (at all grades) were established in different parts of the country. Each group met on two occasions and undertook a range of activities. Thirty individual teachers were interviewed face-to-face about their experiences of working in relation to the implementation of the National Agreement. A four page questionnaire was sent to a total of 500 teachers stratified by promotion level in five differing local authority areas. All of this contextual data has been analysed in order to give an account of teachers' working lives since the Agreement, presented here in Chapter 5 (page 55).

8. The study of local policy implementation indicated that LNCT joint secretaries believed that the Teachers' National Agreement and their local negotiations had introduced important and positive changes to teachers' working conditions. It revealed a sense of the importance of the change in culture that had been instigated, although it also uncovered areas to be worked upon and improved. It was recognised that although the 35 hour working week was a core principle, there were still issues to be addressed in order to fully achieve this. This was consistent with the findings from the other two elements of the research.

9. The time-use diary produced good response rates (41% for Sweep 1 and 34% for Sweep 2). The returns indicated that teachers overall (across status and sector) are mostly working more than 35 hours per week, actually 45 hours per week on average. These hours were found to increase further with increasing status, with head teachers working the most hours overall (an average of 50 plus hours for primary and secondary head teachers). The returns also indicated that the reduction in class contact time, as stipulated in the Teachers' National Agreement, seems on average to have been achieved and is apparent across all sectors. For classroom teachers, class contact time accounts for only around half of their total working time. Furthermore, the time spent on preparation together with correction and assessment, may account for around one third of classroom teachers' total working time, but it is considerably more than one third of their 'class contact commitment'.

10. From the qualitative comments provided in the time-use diaries, a general perspective is that a 35 hour working week is seen as a minimum required to 'complete the job', but that few teachers are working at that minimum level. The amount of time needed to undertake tasks associated with carrying out a teaching role is in excess of 35 hours. Also, teachers think that the nature of teaching has changed. It is not simply a change in the amount of time required to complete the job, but a change in the nature of teachers' work. A significant number of respondents expressed a concern that the work load was unsustainable.

11. The contextual data gathered mainly through Element 3 of this study suggested that in general, teachers were aware of some of the benefits of the National Agreement: the improved salary (especially for new teachers); the improved teacher

induction scheme and probationer support systems; more and better CPD provision which is generally associated with enhanced PRD; increased number of classroom assistants and improved negotiating machinery. However, there was consensus that the 35 hour working week is not being met in reality, but also consensus that within reason, the job may take more hours to fulfil to a professional standard. Overall, there remains a strong sense of teachers being professionals committed to working in ways that would best benefit their pupils. The discussions were notable for the expression of some areas of uncertainty over what was exactly stated in local authority policy and agreements regarding the 35 hour working week, collegiate time, and off-site working. There was a sense of variability in conditions of work across authorities and schools.

12. The notion of a 35 hour working week for teachers, as enshrined in the National Agreement, has been the subject of some confusion and misunderstanding since 2001. Many teachers appear to have expected that, as well as receiving significant increases in salary following the Agreement, their working week would indeed reduce to 35 hours per week. This study has clearly demonstrated that very few teachers manage to fit their work into this amount of time, at least on a regular basis. However, the study has shown that the actual amount of class contact time undertaken by teachers is commonly within the agreed limit of 22.5 hours that will be implemented in August 2006. This has had an especially strong impact for primary teachers who have begun experiencing non-class contact time in a systematic way for the first time.

13. For many teachers, including unpromoted and principal teachers, a key element in this expression of non-sustainability and overwork was the experience of what some called 'initiative overload'. There was widespread comment on the perceived acceleration of the rate of change in education policy.

14. If the findings from this study are compared with earlier studies carried out in Scotland in 1993 and 2000, it appears that the mean number of total, average working hours, has increased by between two and three hours since the earlier studies (Johnstone 1993; Hall *et al.*, 2000).

15. The study sought to explore how teachers distinguish between '*essential*' and '*non-essential*' elements of their work. Many teachers said that everything they do is essential; very few could identify anything they would willingly 'give up' that would not diminish their professional identity in some way. Even though some teachers acknowledge that 'extra-curricular' activities could be seen as 'non-essential' there was a widely held view that they were part of being a 'fully-rounded' teacher. There is a strong desire to retain a holistic view of the job and this is fundamentally linked to an established traditional definition of teachers' professional identity.

16. On the basis of this report, and in establishing a review of the Teachers' National Agreement, it would seem important that efforts are made (as they were during the McCrone deliberations) to engage teachers 'at the grassroots level' in the process of review and further reform. Although many teachers feel that increased autonomy and enhanced professionalism have not, as yet, been fully achieved through the National Agreement, the overwhelming majority of teachers do appear to share these aspirations.

1 INTRODUCTION

Aims and objectives

1.1 This research was commissioned by the Scottish Executive Education Department (SEED) on behalf of the Scottish Negotiating Committee for Teachers (SNCT). It is set against a background of changes to working time following the agreement¹ reached by the Scottish Executive, teacher representatives and employers, in response to the McCrone Report on teachers' pay and conditions of service².

1.2 *A Teaching Profession for the 21st Century: agreement reached following recommendations made in the McCrone Report* sets out a summary of the key elements of the National Agreement (Scottish Executive, 2001). Specifically, with respect to the working week, these elements include (Scottish Executive, 2001: 5):

- the introduction of a 35 hour working week for all teachers from August 2001
- from August 2006, at the earliest, the contractual obligations of teachers will be expressed solely in relation to a 35 hour week within which a maximum of 22.5 hours will be devoted to class contact.

The reduction in class contact to 22.5 hours was to be phased and 'equalised across the primary, secondary and special school sectors' (Scottish Executive, 2001: 5). While this research has been completed before the final date for implementation of the 22.5 hour class contact time, it was designed to gather data on the process of change and on the extent to which other key elements concerning working-time have been met.

1.3 The research aim and objectives were as follows:

Aim

- To provide the SNCT with evidence on whether commitments on teachers' working week have been met.

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.

¹ *A Teaching Profession for the 21st Century: agreement reached following recommendations made in the McCrone Report*, referred to in this research as *the Agreement*, or *the 2001 National Agreement*.

² *A Teaching Profession for the 21st Century* (Report of the Committee of Enquiry into Professional Conditions of Service for Teachers), referred to in this research as *the McCrone Report*. Fuller discussion of both the Report and the 2001 Agreement are given as background in Chapter 2.

Research design

1.4 The research was designed to capture an accurate picture of teachers' working commitments³. It consists of three main elements: a local policy review covering all 32 local authorities; mapping of teacher working time through the use of time-use diaries; and contextual research which asked teachers to reflect in detail about their use of working time. As part of the research, interviews were carried out with representatives of ten Local Negotiating Committees for Teachers (LNCTs) and with teachers from various local authorities in focus groups and individual interviews.

1.5 In conducting the three elements of the study it was important to gather evidence from teacher representatives, from employers, and from teachers (across local authorities, across education sectors, and across professional grades). This was done in order to identify patterns related to age or gender. Interviews, focus groups and questionnaire responses provided contextual data, but the statistical data which forms the core of this study were provided by time-use diaries. These diaries were sent out to 2400 teachers in two sweeps: the first in October 2005, the second in January 2006. The diaries asked teachers to record the amount of time spent working on a range of activities over the course of seven days (Monday to Sunday).⁴

Research context

1.6 This research was commissioned to look at teacher working time. Other aspects of the 2001 National Agreement are the subjects of recent research by Audit Scotland and HMIe. Data from the HMIe report *Evaluation of the Teachers' Agreement* is due for publication in the autumn of 2006, so results are not available as context for this report. However, data on aspects of the 2001 National Agreement are available from Audit Scotland's report, *A First Stage review of the cost and implementation of the teachers' agreement 'A Teaching Profession for the 21st Century'*.

1.7 While the Audit Scotland report is concerned with costs for, and measurable outcomes of, the 2001 Agreement, it is based on some data relating to teacher working time⁵. From the statistics that accompany the Audit Scotland report, it can be seen that 47% of teacher respondents are satisfied with the amount of hours they work, and 40% dissatisfied (Audit Scotland, 2006c: np), while for headteachers, 23% of respondents are satisfied and 60% are dissatisfied (Audit Scotland, 2006d: 8).

1.8 Audit Scotland also asked teachers about which aspects of the National Agreement they felt were 'working well' or 'not working well'. When asked about the 'maximum 35 hour week', 74% of teacher respondents, and 74% of headteacher respondents, feel it is 'not working well' (Audit Scotland, 2006c: np; 2006d: 9). While these figures represent only a small part of the Audit Scotland report and its

³ The research methodology is set out in full in Appendix 1, Section 1.2, page 5.

⁴ Details of the analysis of the data arising from the time-use diaries is given in Chapter 4.

⁵ See Audit Scotland (2006) *A Teaching Profession for the 21st Century Study – Teachers' Survey Final Topline Report*, and Audit Scotland (2006) *A Teaching Profession for the 21st Century Study – Headteachers GSR Topline Report Final*. Statistics were compiled from a base sample of 1411 teachers, and 507 headteachers.

remit, they provide an interesting context for the findings contained in our report on Teacher Working Time.

Report structure

1.9 In the following chapter of our report, the background to the research is set out. Chapter 3 gives information on the policy review and interviews with LNCT joint secretaries. Chapter 4 outlines the data gathered from the time-use diaries. Chapter 5 discusses teachers' perceptions of their working time, and Chapter 6 presents some conclusions and identifies some implications arising from the study.

2 BACKGROUND TO THE RESEARCH

Introduction

2.1 The McCrone Committee⁶ was set up by the Scottish Executive in 1999 to conduct an independent inquiry into teachers' working conditions. The inquiry was instigated as a specific response to the perceived difficulties surrounding the ability of the existing Scottish Joint Negotiating Committee to provide for the modernisation of conditions of service for the teaching profession⁷, and following the breakdown in the pay negotiations for that year.

2.2 However, the context for the committee, and the subsequent report, can be placed against a wider background than this. While the Scottish situation had been characterised by the impasse in the pay negotiations, it was also apparent that Scottish Executive ministers (notably Sam Galbraith, the Minister for Education at the time⁸) wished to move towards a more modern conception of the teaching profession. Dr Galbraith stated to the Scottish Parliament:

For teachers to be able to provide an excellent and improving education for our children, their professional status must be enhanced. That is why a responsive and flexible system of professional conditions for teachers is essential. That system must reward excellence and encourage innovation and commitment. It must allow us to recruit and develop the teachers whom our children deserve and it must be able to adapt to new challenges and methods. We need a system in which professional conditions can regularly be reviewed and updated as circumstances change... (Scottish Executive, 1999: col 886)

This argument for more flexible professional conditions can be seen as part of a global trend towards re-conceptualising the teacher's role towards that of the 'extended professional', a role which recognises their place in school and community culture (Ozga, 2005; Locke *et al*, 2005).

The McCrone Report

2.3 The McCrone Report highlighted several areas of concern, not least that 'many in the teaching profession feel misunderstood and under-valued. In fact, many teachers feel that society as a whole no longer holds teaching in high esteem, and that they are both overworked and underpaid' (Scottish Executive, 2000: 2).

2.4 The McCrone Committee noted the professional approach of most teachers to their work, but also noted the extent to which

teachers' salaries, allowances, duties, hours of work and other conditions of service were laid down in a very detailed and prescriptive manner in a scheme whose provisions have statutory

⁶ The Committee of Inquiry into Professional Conditions of Service for Teachers

⁷ See *A Teaching Profession for the 21st Century* (Report of the Committee of Enquiry into Professional Conditions of Service for Teachers), p57

⁸ See Dr Galbraith's comments: Scottish Parliament Official Report, 2 (10), 30th September 1999

effect. This level of prescription does not easily lend itself to the flexibility which the education system needs for the future. In our view, the teaching profession of the twenty-first century needs a more flexible, collegiate framework if it is to rise to the challenges it faces: but the profession must also be able to count on better support, on the provision of high-quality training and development, and on a career and salary structure which recognises and rewards excellence. (Scottish Executive, 2000: 2)

In general, the Report stressed that teachers' conditions of service should reflect the fact that teaching is 'a profession of particular importance to society' (Scottish Executive, 2000: 43).

2.5 Previous reports on workload have consistently placed average working hours for teachers in both Scotland and England at beyond 35 hours. In 1993, the Scottish Executive commissioned research into teacher workload within a notional 35 hour working week (see Johnstone, 1993). The average number of hours worked by teachers across all posts was 42.5 (Johnstone, 1993). However, it should be noted that the original committee report did not intend 35 hours to be a finite limit: Professor Gavin McCrone has stated that the committee report did not see the 35 hour week as the "key issue" (in Hastings, 2002). He has stressed that "like other professions, 35 hours should be the basis for the contract. But also like other professions, we thought teachers would probably work more than 35 hours when they had to. Our consultants showed that most professions were working about 45 hours... It was not the intention to give rise to more rigidity than existed before" (in Rice, 2002).

The 2001 Agreement

2.6 Within the framework of the 2001 National Agreement, the Scottish Negotiating Committee for Teachers (SNCT) and Local Negotiating Committees for Teachers (LNCTs) were set up to ensure that key objectives were being met. The Agreement for Teachers stated (p.1) that it had been "achieved through a unique process of discussion and dialogue among employers, teacher representatives and the Scottish Executive." At the time, Jack McConnell (then Minister for Education) stated that the National Agreement marked "a turning point – away from the division and conflict and towards constructive partnerships" (Scottish Executive, 2001b).

2.7 The Agreement heralded specific changes with respect to conditions of service. In relation to working time the changes include (Scottish Executive, 2001: p5):

- the introduction of a 35 hour working week from 1st August, 2001
- a 'phased reduction' in class contact time, to 22.5 hours per week, from August 2006
- the allowance of personal time for preparation and correction
- the ability for teachers to carry out tasks 'which do not require the teacher to be on the school premises... at a time and place of the teacher's choosing'

- an additional contractual 35 hours CPD per year, linked to an annual CPD plan (agreed with the teacher's line manager)⁹.

Responses to the new conditions

2.8 There have been positive responses reported to many of the key aspects of the National Agreement put in place so far. For example, the new salary scales (especially the starting point for beginning teachers), the opportunities for CPD, the provision of extra support staff, and the induction arrangements for probationer teachers were generally well received (see Draper *et al*, 2004; Wilson, *et al*, 2006; Eaglesham, 2005). With respect to CPD, “the McCrone Agreement is seen by many to be a minimal model to which the rest of the UK should aspire” (Smith Inquiry, 2004: 106).

2.9 However, some aspects have proved challenging. In particular, the job sizing exercise, the cost to the teacher of the Chartered Teacher programme (financial and time), teacher workload including the realities of the 35 hour working week, the implications for cover to release staff for the new non-contact allowance, and some resistance to new staffing structures such as the faculty model (within secondary schools) for cognate subjects, have all been discussed widely in the media (see Pyke, 2004; Blane, 2004; Henderson, 2004a/2004b; TES, 2005; Buie, 2005a/2005b).

The 2001 Agreement: 5 years on

2.10 To what extent has the 2001 National Agreement led to change for Scotland's teachers? Annex D of the Teachers' National Agreement states that, ‘the individual and collective work of teachers should be capable of being undertaken within the 35-hour working week’ (Scottish Executive, 2001). While this research was commissioned to look specifically at the implementation of the revised conditions affecting teacher working time, we found that this issue cannot be looked at in isolation. As we spoke with teachers, and with joint secretaries of LNCTs, it became necessary to examine issues concerning teachers' conditions of service in general and concerning their working lives. By looking at the wider issues we gained a perspective on the extent to which teachers feel that the Agreement has resulted in positive change to their working practices.

2.11 The next chapter outlines the findings from the policy review and interviews of LNCT joint secretaries to give an overview of the policy contexts within which teachers' working time conditions are framed.

⁹ To an extent some of these changes built on existing initiatives. For example, a national framework for CPD had been instigated by SEED in 1999, while the Standard for Full Registration had its roots in the Teacher Induction Project which had been funded by SEED and the GTCS. (For this information, see Purdon, 2003:423-425)

3. THE IMPLEMENTATION OF POLICY

Introduction

3.1 This chapter describes the findings from Element 1 of the research. 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). This element contains two main aspects: the reading of all relevant policy and consultation documents across the 32 local authorities, and the interview of joint secretaries from a representative sample of authorities. The policy analysis is described first, before the views of the joint secretaries are represented.

3.2 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 2001 National Agreement.
- To give insight into how these strategies have affected teacher workload in practice, from the viewpoint of LNCT joint secretaries.

3.3 The findings for this element will enable us to highlight issues in the change process in taking forward the working time agreement. These findings will also enable us 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.

Summary of policy analysis

3.4 There is a consistency of policy, agreement and strategy across the 32 education authorities in terms of core content and range of areas covered. This consistency is seen particularly in the substantive basis of their agreements concerning working time, including allocations for non-contact activities and CPD. In addition, broader issues which have a bearing on teachers' working time are also included: staffing and cover, frameworks for professional review and development and collegiate working. All have clear agreements on 'local recognition and procedure' for the joint committees, basing the negotiations on prior agreements reached at SNCT level. The wording of the local recognition documents showed little variation.

3.5 There was little variation in:

- the range and diversity of policy
- the wording of documentation and the contractual language used
- the core expectations of teachers and senior staff (including professional development)
- the main arrangements for ensuring working time agreements are met.

3.6 There was some variation in:

- the fullness of documentation
- the clarity of the documentation.

In one instance, there was linkage of CPD requirements and working time issues to possible disciplinary measures.

Summary of key themes from interviews

3.7 Overall, clear themes emerged from the interviews with the joint secretaries. These can be summarised as:

- The 35 hour working week is regarded as fundamental, but there is a view that teachers are routinely working beyond this.
- Concerns were expressed about the workload of management particularly with respect to senior managers who are often working well beyond a 35 hour week.
- There is a need to further enhance negotiation and discussion skills of all staff, in the development of school agreements on the use of time and to foster a culture in schools to enable collegiate working processes.
- The ten local authorities revised existing procedures and processes in the light of the agreed LNCT arrangements. CPD policy varies in detail but tends to emphasise access and quality of provision. There is an emphasis on CPD as an entitlement for teachers.
- The probationary induction programme raised issues in ensuring cover and time for support.
- Faculty structures (in the Secondary sector) have led to concerns regarding the demands made on teachers without subject leadership and the implications for workload, while others saw this an opportunity for teachers to be more fully involved in areas such as curriculum development. There are also issues about balancing management and teaching for Principal Teachers in the primary sector, especially in relation to the working week.

The issues from the policy analysis and from the interviews are explored in more detail in the following sections which give a fuller description of the policy analysis and the joint secretaries' views.

Basis for the policy analysis

3.8 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. Policy for one authority was not received directly, but the key elements could be inferred from documents on the local authority website.

3.9 The policies were analysed according to the following key areas which have implications for teachers' working time:

- 1 Working time arrangements.
- 2 The stated professional role of the teacher and the implications for working time.
- 3 Collegiate working and the implications for working time for teachers and school managers.
- 4 Expectations of teachers in relation to professional review and continuing development.

3.10 Working time is part of a wider change process in which there is the re-positioning of the teacher. Consequently, some of these wider issues such as the new arrangements for CPD and the change in management roles were explored with regard to the implications for working time. In analysing the documents, we wanted to ascertain:

- The nature of the structural processes underlying the agreements (Areas 1 and 2 above).
- Whether or not there has been a re-positioning within policy of the teacher's role, particularly in terms of autonomy and collegiality (Areas 3 and 4).
- Whether or not there has been a re-conceptualisation of management roles and school leadership within the new management structures (Areas 3 and 4).

Policy analysis

3.11 The findings from the policy analysis are discussed in relation to four themes: working time arrangements, the stated role of the teacher, continuing professional development (CPD) and collegiate working.

Working Time Arrangements

3.12 All authorities analysed held to similar structural processes and a similar content for their agreements. These processes concerned the delineation of conditions of work and normative expectations of teacher's duties and performance, outlining of staffing (particularly cover and supply issues to implement the reduced contact time), and specifying of contractual issues (relating to expectations of duties, grievance, disciplinary procedures, budgeting). As expected, all authorities had firmly based their agreements on the 2001 National Agreement and all set out the expectations of working time for the 35 hour working week and the 35 hours annual CPD requirement.

The stated role of the teacher

3.13 The areas of autonomy and collegiality are referred to in most of the documentation, particularly relating to CPD, with broad expectations being placed upon the teacher in terms of working time and duties. These changing expectations of the teacher can be seen as having implications for their working time¹⁰

¹⁰ There is an expanded explanation of collegiality from the national group/ SNCT (SNCT, 2005)

Collegiate Working

3.14 There was a stress in the documentation on the need for consultation and participatory decision making in terms of the school yearly working time agreements. There were some variations in the level of detail provided to school in relation to the parameters of working time agreements. The emphasis was consistently on schools forming their own processes for inclusion of all staff in decision-making, particularly related to the yearly school calendar and the development plan.

Professional development

3.15 There was a clear expectation of teacher responsibility for their professional development in the policy and in the working time agreements. Most authorities framed CPD/ PRD within a broader framework of teacher development, although one authority explicitly linked non-completion of CPD hours ‘without good reason’ to possible disciplinary measures. Some authorities placed a stronger emphasis on the contractual obligation of CPD than others. All authorities had similar structural processes in place for guaranteeing CPD time, with similar time set aside for in-service days, and similar procedures for ensuring cover for teacher release in the case of CPD occurring during the school day.

Joint Secretaries’ views

3.16 Following from 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 employers and the teachers, respectively) were interviewed together.

3.17 The 10 authorities were chosen to represent a range of geographic area, large and small urban, rural, as well as those authorities with a large geographic spread. All authorities showed a mixed socio-economic profile. (Further details can be found in Appendix 1; Section 1.2, Table 1.2.1, page 6).

Detailed analysis

3.18 Data from the interviews allowed us to get a picture of issues that arose in terms of the framing and implementation of the Agreement as a whole and LNCT agreements and related local authority policy in particular. The data is presented below by thematic area. Local authorities are not identified.

Translating the Agreement into local policy

3.19 Overall there was a feeling that while implementation had gone well, there were some specific practical issues, most notably: the challenges of moving towards 22.5 hours class contact; general difficulty with cover and supply, especially in rural/remote areas and a recognition that some imaginative interpretation of the documentation had to take place in order to respond to the realities of local situations.

3.20 The change processes in working time arrangements have been supported locally through the work of the LNCTs. It was felt by all joint secretaries that the LNCT negotiations had been characterised by a more collegiate approach to

negotiation, and that overall negotiations had been positive. While there had been debate on certain issues for some LNCTs, the secretaries stated that the negotiations had offered the opportunities to reframe mechanisms for negotiation, both at LNCT level, and in schools. In the main it was felt that LNCTs had issued guidance in a timely manner to schools and that it had *“by-and-large been favourably received out there” (Teachers’ side)*.

3.21 There were differences in how well school committees/consultative groups were perceived to be negotiating. For some interviewees, forming agreements at local level through the LNCT proved easier than the actual implementation in schools.

3.22 In some school contexts, there may be a mismatch between the actual content of the Agreement and/or local agreements and the understanding and expectations of these. In addition, it was felt that there is a lack of clarity between which aspects of teachers’ work are contractual and which are not, and of which elements should be carried out by teachers and which by support staff.

3.23 In some establishments there had been some degree of *“conflict or differences” (Employers’ side)* with respect to some aspects of the working time agreement. Differences arose within some schools but also between teachers and the authority in one instance. In particular, department meetings had been an issue for some schools in one authority, with stipulation of parents’ evenings an issue in another. Notwithstanding these differences there did not seem to be any insurmountable or serious difficulties in terms of school-level negotiation from the joint secretaries’ perspectives.

3.24 There was acknowledgement that some aspects of the agreements have to be dealt with more flexibly, within reason, at some points.

... There are things in it [local agreement] that say... ‘except in the case of parents’ evenings there’ll be no aggregation week on week’. Now, of course, according to the National Agreement there’s no aggregation full stop. But we’ve got a service to run and therefore there had to be a little bit of latitude carefully written into the agreement... (Teachers’ side)

3.25 A recurring theme in relation to the development of agreements on working time was the need for a culture shift in some schools with both staff and headteachers needing to recognise this change and their contribution. The point was made that good negotiation requires time and skill, and it was felt that training is an issue here.

3.26 In terms of meeting the practicalities of staffing generally, and in the move to the reduced class contact hours, many authorities now hold a pool of permanent supply teachers, but this in itself only goes part way towards solving the challenges of meeting staffing cover.

...the difficulty in that is that the Primary Supply pool is quickly devoured by just long term cover... we’re trying to recruit more, and we’ll take the risk that we might actually overspend. I think we can do that in the Primary sector ... It’s much more difficult in the Secondary sector... we have certain subject areas

where it's just getting impossible to get teachers ... There are certain areas where there's lots in English, lots in Business Studies, lots coming through - but still there's these subject areas and they do cause havoc. And particularly in an area like [this authority] where we have pockets of severe multiple deprivation, these schools lose teachers within [this authority]. With the best will in the world you can manage that to a certain extent but you can't totally manage it (Employers' side).

The 35 hour week

3.27 The joint secretaries all recognised that there were still workload issues in terms of the working week, with many teachers working beyond 35 hours. Some LAs had been working on specific strategies to reduce demands on teachers, for example, review of planning in primary schools. To some extent however, there were cultural factors here – there was a sense that historically teachers were inured to working as many hours as it takes to complete their work to their satisfaction, and that prioritising tasks is not straightforward for them since they tend to view everything they do as being important to doing their job well. One secretary commented that many teachers

still have this idea that in some sense the pupils will suffer if we don't do work and therefore we tend not to prioritise - and the idea of prioritising work is quite a new idea for many teachers and very few of us are successful at it (Teachers' side).

3.28 There was a sense from the teachers' representatives that the 35 hours should be a general limit, but there was also a recognition from both sides that, at times, teachers would perhaps have to work beyond the 35 hours. Others were more stringent in their claim that it should be a general limit and that the working time arrangements should encourage the 'control' of workloads. It is clear that, as one teachers' side secretary put it, the 35 hour week has not been delivered to, or achieved by, teachers.

3.29 Another teachers' side secretary noted that the 35 hour week may have allowed a 'more paced' approach to workload in some schools given the need to plan the year in such a way that the working time agreement is implemented effectively. This was echoed by another who said that school 'week-by-week' calendars did allow for monitoring "*the attempt to not exceed the 35 hour working week*" (Teachers' side). However (s)he was concerned that "*in this year's Agreement, ... [has] drifted somewhat over the more controlled versions of the calendar that we've had in the past... it's terribly important to try to control [workload] with a calendar. I think we have to keep on emphasising that*" (Teachers' side). One secretary in a different authority made the point that the shift towards 22.5 hours would give an opportunity to "rejuvenate" the process – to rethink working time once again and to rethink working practices towards more collegiate styles.

3.30 On the whole it was felt that the 35 hour week was important in allowing teachers to "*feel they are achieving a work/ life balance*" (Teachers' side), and in order to lessen the stress associated with this. Again there were historical issues associated with working practices which had to be addressed, but there were also

issues for specific types of staff in managing their workload towards the 35 hours. For example, in some authorities, it appeared that peripatetic staff did not always have travel time taken into consideration as part of their working hours.

3.31 There was a clear opinion amongst some secretaries that teachers themselves need to think about their workload, and that change to working practice rests to an extent with individual professionals. Given the guidelines and mechanisms that exist, one secretary argued that it was now “*up to teachers to invoke these. If teachers are saying they are working up to 50 hours a week, are they using the mechanisms? Staff now need to take personal responsibility for their own workload and they have to apply the brakes*” (Employers’ side).

3.32 With regard to working time, an important issue was for teachers to recognise when their workload was generally far in excess of the 35 hours, and for staff to prioritise their workload. One secretary stated:

I’m quite clear from the union perspective that it is a finite limit that we wish to reach, but without succumbing to either a clock watching mentality or indeed, I suppose a timesheet mentality. And the times, the occasions, when I will ... [advise people to] get close to a time sheet approach is when they are clearly finding things unmanageable and I will then suggest to them that they need to prioritise what can be managed within a 35 hour week (Teachers’ side)

3.33 A concern with regard to working time with the new management structures was the balancing of teaching and management commitments.

3.34 There were also specific issues for senior management around the 35 hour week, especially for head teachers. There was overall recognition that senior management were working beyond 35 hours, but there was a broader context in that head teachers also needed to manage issues arising from the overall workload balance of their staff in planning for the school year. Some head teachers have mentioned the challenges of trying to “*balance the requirements of the 35 hour week amongst their staff, and it’s new territory for many of them... in terms of looking at time in a different way from that which they may have done previously*” (Employers’ side).

3.35 There was also a perception that workload issues were exacerbated by the number of new initiatives that managers had to initiate and teachers had to implement. The need to implement these initiatives should be balanced by workload considerations overall. One teachers’ side secretary stated that where there is “*one initiative after the other. We’re in danger of not bedding in initiatives. There’s only a finite time and it’s keeping an eye on that. If teachers and managers – managers work incredible numbers of hours - we’ve to take this as a warning*” (Teachers’ side).

The changing role of the teacher and working time

3.36 There was a number of areas that arose in the interviews related to the changing role of the teacher which are significant in issues related to teachers’ working time, such as off-site working, arrangements for CPD/PRD and structural change.

3.37 It was agreed that the teacher's role had altered to some extent, particularly in terms of what was called 're-professionalisation'. Moving towards the concept of the 'extended professional', and re-assertion of teaching as being a profession meriting status, has led to wider expectations of the teachers' role. One joint secretary (*Employers' side*) felt that there was a need for a "*bolder approach*" to be taken beyond 2006 to encourage teaching professionals to "*fully re-acquire the status they had lost.*" (S)he felt it was important to re-instating trust in terms of "*trusting professionals to do their job well.*" Nevertheless, many of the core aspects of the job remain the same as they were before the 2001 Agreement. Other secretaries discussed the need for teachers to be willing to move away from older models of teacher professionalism and teacher working, but recognised that there was a role to be played in supporting them to do this.

It was important to frame the 35 hours within the context of occupational health and employment longevity, but it was widely seen that cultural changes militated against controlling workload in the short term for classroom teachers but also for school managers.

3.38 It was felt by some that improvements in management time for promoted staff should have been sought and that managers were working well beyond the 35 hour working week.

... in terms of the 35 hour week there has been a culture, and I've had this repeated to me once or twice that the 35 hours doesn't apply to management, and I keep saying yes it does, it absolutely does, it applies to all teaching staff and we're consistent about that. But there is an element of the Calvinist streak out there of saying I will work till I drop or until the job is done. That's a culture change which will work it's way through I'm absolutely certain but we're very clear as an authority and as an LNCT that the 35 hour week is an aspiration for all practitioners (Teachers' side).

Collegiate working

3.39 Collegiality is therefore an important element in the change to teachers' working conditions, in terms of what is expected of teachers, school managers, and employers and has implications for both the working practices and working time of teachers.

3.40 The joint secretaries' interviews for this study felt that a cultural change was underway, but that some schools had adapted more easily to collegiate working than others. Some joint secretaries felt that the transition to collegiality had been more successful in the secondary sector than in the primary sector. There was recognition that some heads of establishment were perhaps less experienced in dialogue with staff and union representatives over implementing collegiate styles. Again it was felt that cultural change had to take place, not just for individual schools but within the education system as a whole. The cultural aspects also extended to individual teachers. There may be a need to encourage some teachers to participate in collegiate working practices where they do not feel that those activities are necessarily part of their remit and to take an active role in developing the school agreement on working time.

Off-site working

3.41 ‘Off-site’ working was seen as important in the changing re-professionalisation of the teacher’s role. There were specific issues concerning off-site working which arose both at the time of LNCT negotiations, and subsequent to the proposals being put into action. In many documents, off-site working is not considered ‘sacrosanct’ due to conditions that may arise (health and safety issues or cover). In writing the agreements, key aspects surrounding the practicalities of the policy had to be borne in mind. Some joint secretaries thought that some schools required/still require a change in management culture. Having said this, joint secretaries were clear that, to the best of their knowledge, schools were implementing this aspect of policy in a positive manner.

CPD and PRD

3.42 New arrangements for continuing professional development and professional review and development were viewed positively as an opportunity for staff to further enhance their teaching skills. Some authorities take a wider view than others of what constitutes CPD and of what activities can count towards teachers’ additional contractual 35 hours per year. However, there has been a significant development in that CPD has moved from being seen as a contractual obligation to one of entitlement: the secretaries felt that teachers now view CPD and PRD as an entitlement that they are keen to take up.

Aspirations

3.43 When asked about their aspirations for the future of the National Agreement, the responses from the joint secretaries focussed on the following areas:

- That the National Agreement continues to ‘foster a culture of respect for professional autonomy’ (Teachers’ side)
- That positive gains in conditions of service continue to be built upon
- That the 35 hour week becomes ‘a reality’ (Teachers’ side)
- The need to continue to develop teacher professionalism
- The need for a ‘bolder approach’ to encourage teaching professionals to fully re-acquire lost status (Employers’ side)
- Allowing teachers scope to make professional choices
- To achieve culture change towards full collegiate working
- To think more in terms of how the National Agreement can benefit pupils – thinking about what pupils can expect from their school experience
- To ring-fence funds at local authority level for important educational initiatives to remove the need for bidding
- Improvement in designated management time.

3.44 Overall, a strong sense emerged that the 2001 National Agreement and the LNCT negotiations had introduced important and positive changes to teachers’ working conditions and a sense of the importance of the change in culture that has been instigated, although there remain areas to be worked on and improved. It was recognised that though the 35 hour working week was a core principle, there were still

issues to be addressed to achieve this. In the next chapter, the findings from Element 2, the teacher time use diaries are presented and discussed.

4. TEACHERS' USE OF TIME

Introduction

4.1 The aim of Element 2 of this study was 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 and in addition, to gather information on time spent on specific teacher duties. The central focus of this component of the project was the sampling of a representative group of teachers across all sectors in all Scottish local authorities. The key research questions and the findings from the research are outlined below in summary form and discussed more fully in this chapter.

Table 4.1: Answers to key research questions

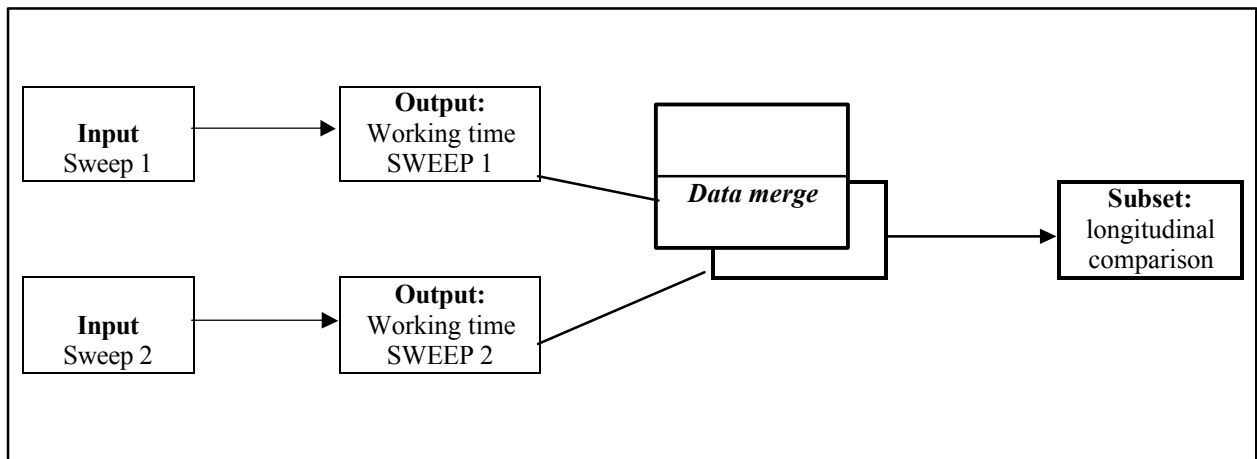
Key research questions	Research findings																											
How many hours do teachers work in total, per week?	The average number of hours worked for all respondents (including classroom teachers, principal teachers, depute head teachers and head teachers in all sectors) to the time-use diary was 45 hours per week. The overall average number of hours worked by the teachers in our sample for Sweep 1 was 45.10 hours and in Sweep 2 the overall average was 44.66 hours.																											
How many hours do teachers work on selected categories of tasks in schools?	<p>Respondents (of all status from all sectors) to the time use diary indicated that their working time was allocated as follows:</p> <table border="1" data-bbox="756 1016 1353 1330"> <thead> <tr> <th data-bbox="756 1016 1043 1048">Professional Task</th> <th data-bbox="1043 1016 1187 1048">Sweep 1</th> <th data-bbox="1187 1016 1353 1048">Sweep 2</th> </tr> </thead> <tbody> <tr> <td data-bbox="756 1048 1043 1079">Class contact time</td> <td data-bbox="1043 1048 1187 1079">18.80</td> <td data-bbox="1187 1048 1353 1079">19.05</td> </tr> <tr> <td data-bbox="756 1079 1043 1111">Preparation time</td> <td data-bbox="1043 1079 1187 1111">8.05</td> <td data-bbox="1187 1079 1353 1111">7.89</td> </tr> <tr> <td data-bbox="756 1111 1043 1142">Correction & assessment</td> <td data-bbox="1043 1111 1187 1142">4.91</td> <td data-bbox="1187 1111 1353 1142">5.31</td> </tr> <tr> <td data-bbox="756 1142 1043 1173">Collegiate & management</td> <td data-bbox="1043 1142 1187 1173">3.84</td> <td data-bbox="1187 1142 1353 1173">3.89</td> </tr> <tr> <td data-bbox="756 1173 1043 1205">CPD</td> <td data-bbox="1043 1173 1187 1205">3.05</td> <td data-bbox="1187 1173 1353 1205">2.59</td> </tr> <tr> <td data-bbox="756 1205 1043 1236">Pastoral & discipline</td> <td data-bbox="1043 1205 1187 1236">2.30</td> <td data-bbox="1187 1205 1353 1236">2.24</td> </tr> <tr> <td data-bbox="756 1236 1043 1294">Working with parents & external agencies</td> <td data-bbox="1043 1236 1187 1294">1.80</td> <td data-bbox="1187 1236 1353 1294">1.78</td> </tr> <tr> <td data-bbox="756 1294 1043 1352">Working with student teachers & probationers</td> <td data-bbox="1043 1294 1187 1352">2.32</td> <td data-bbox="1187 1294 1353 1352">2.25</td> </tr> </tbody> </table> <p>For classroom teachers, class contact time was greater than these figures suggest and approximately half of their time was class contact time (Paragraph 4.20). The next two main categories were preparation (Paragraph 4.21) and correction & assessment (Paragraph 4.22).</p>	Professional Task	Sweep 1	Sweep 2	Class contact time	18.80	19.05	Preparation time	8.05	7.89	Correction & assessment	4.91	5.31	Collegiate & management	3.84	3.89	CPD	3.05	2.59	Pastoral & discipline	2.30	2.24	Working with parents & external agencies	1.80	1.78	Working with student teachers & probationers	2.32	2.25
Professional Task	Sweep 1	Sweep 2																										
Class contact time	18.80	19.05																										
Preparation time	8.05	7.89																										
Correction & assessment	4.91	5.31																										
Collegiate & management	3.84	3.89																										
CPD	3.05	2.59																										
Pastoral & discipline	2.30	2.24																										
Working with parents & external agencies	1.80	1.78																										
Working with student teachers & probationers	2.32	2.25																										
How are the hours teachers work comparable across sectors and Local Authorities?	The results were broadly similar across sectors with a slight increase in the time spent on correction and assessment in the secondary sector, compared to other sectors (Paragraphs 4.12, 4.22). The hours teachers work are broadly similar across local authorities (Paragraph 4.16).																											
Which tasks do teachers view as 'essential' and which as 'additional' and how do they differentiate between these?	In the time-use diaries respondents were asked if they thought the time spent on specific tasks was appropriate to the task. Responses varied across sectors and among the professional tasks. In interviews and focus groups respondents were asked to distinguish between essential and additional tasks. A general view was that it was difficult to distinguish tasks into essential and additional and all tasks were seen as essential to fulfilling the role professionally (Paragraph 4.29).																											
To what extent do teachers' perceive their workload as having increased, decreased or stayed the same since the implementation of the Agreement in 2001?	The majority of teachers sampled within the present study stated that the amount of work they do as a teacher had increased since 2001 (Paragraph 4.30).																											

4.2 Conduct and analysis of the research

Data for this element of the research was gathered using time-use diaries. The use of this type of research instrument and its modification for this project is discussed in Appendix 1, Section 1.3, paragraph 1.3.2. The research was conducted with a nationally representative sample (2,400 teachers) drawn randomly from all Scottish teachers registered with the General Teaching Council for Scotland (GTCS). Full details of the sample are provided in Appendix 1, Section 1.3; paragraph 1.3.4. The research instrument was successfully piloted with a small sample of teachers in September 2005. The full sample was surveyed in two sweeps in October 2005 and January 2006 (see Appendix 1; 1.3) with return rates of 41% (n=982) for Sweep 1 and 34% (n=823) for Sweep 2.

The responses to the time use diaries were analysed using the SPSS package (Version 13.0).

Figure 4.1: Schematic representation of SPSS analysis



4.3 In total, 1186 teachers completed all or part of the time use diary at some point in the course of the project ¹¹. Some completed a diary only for Sweep 1, some only for Sweep 2, and some completed diaries for both sweeps. Some time-use diaries were only partially completed for the survey weeks as the sampled teachers were on a part-time contract, or were sick for part of the time, or their normal duties were otherwise disrupted. In much of what follows we concentrate on those teachers who were working on each of the five working days (Monday to Friday) of each of the survey weeks. We refer to these as the 'full time' respondents.

4.4 The details of the responses to each sweep are:

- Sweep 1: 982 teachers completed the diary and questionnaire in Sweep 1 making a response rate of 40.9%.
- Of these, 878 were working 'full time' during the survey week.
- Sweep 2: 823 teachers completed the diary and questionnaire in Sweep 2 making a response rate of 34.3%.

¹¹ Total teaching workforce at the time of this study was 56,000.

- Of these, 718 were working 'full time' during the survey week.
- Both Sweep 1 and 2: 516 teachers completed the diary and questionnaire in both Sweeps 1 and 2.
- Of these, 434 were working 'full time' during both survey weeks.

The level of return was generally satisfactory, given the relatively demanding nature of the research instrument, and compares favourably with similar studies (See Appendix 3: Tables 3.3 and 3.4, page 34).

4.5 Drawing from the data returned in Section C of the time-use diary (Appendix 2; 2.1) we were able to check the representativeness of the sample who returned completed diaries in Sweep 1 and Sweep 2 for primary and secondary sectors (the numbers in special and pre-school sectors were too small to be treated separately in this way). All local authorities were represented in the sample. In Appendix 3, Tables 3.1 and 3.2 present the demographic characteristics of the respondents from the primary and secondary sectors in both sweeps of the survey, together with population data from the Teacher Census, September 2004 (Scottish Executive, 2005a).

4.6 The results show that while there is not a large sample bias overall, there is slight bias at the extremes. Those under the age of 29 are under-represented in the research while those over the age of 55 are over-represented. We can only speculate on the reasons for this, but one possible explanation is that the very youngest teachers felt unable to make comparisons with the situation as it had existed prior to the Agreement, and so some chose not to participate, while the oldest had a much greater length of experience to reflect upon, and felt more compelled to comment. There is a tendency for class teachers to be under-represented and for promoted staff to be over-represented, particularly in secondary schools. Overall however, this is not felt to have made any significant impact on the interpretation of the data, particularly as we have (where appropriate) conducted analyses which take account of the status of the respondents.

4.7 In relation to gender, the responses in both sweeps match the gender profile of the teaching population in both primary and secondary schools. In terms of ethnicity, in both sweeps and in both sectors, 'White-UK' respondents are preponderant and this reflects the teaching population in Scotland (Appendix 3; Tables 3.1 and 3.2).

4.8 Two sweeps of the time use diary were conducted to see if there was any difference in the pattern of teachers' working time and activities at different times of the school year. The two survey weeks were expected to be reasonably representative of the usual range of activities, typically carried out by teachers. The subset of 434 teachers who completed both surveys and were working 'full time', was used to test this (See Appendix 4; Table 4.1, page 36). There were very few statistically significant differences between the overall amount of working time and the amounts of time these teachers spent on different activities in the two sweeps.

4.9 Statistically significant differences between Sweeps 1 and 2 occur for the amount of time spent on preparation and on continuing professional development (CPD), both of which decreased from Sweep 1 to Sweep 2 (Appendix 4; Table 4.1).

While these differences in preparation time and CPD between Sweeps 1 and 2 do achieve statistical significance both are small, and may be explained by normal fluctuations in activity (Appendix 4; Tables 4.2 and 4.3). However, overall there is little to suggest that there are any consistent patterns of difference in levels or types of activity between the survey weeks covered by Sweeps 1 and 2. Hereafter we report the results of the two sweeps in parallel.

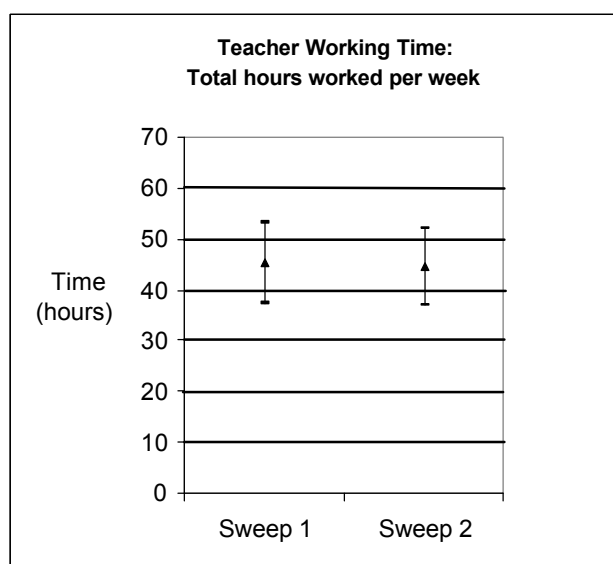
4.10 Research findings

In the following section we provide answers to the research questions based on the analysis of responses made in the time-use diaries.

4.11 How many hours do teachers work in total, per week? (Appendix 4: Tables 4.4 and 4.5)

Data from the research showed that teachers worked, on average across both sweeps approximately **45 hours** per week, although this varied by sector and status (See Tables 4.4 and 4.5 in Appendix 4, page 37). Figure 4.2 below, shows that the overall average number of hours worked per week by the teachers in our sample for Sweep 1 was 45.10 hours and in Sweep 2 the overall average was 44.66 hours.

Figure 4.2.:



(Source Data: Appendix 4; Tables 4.4, 4.5)

Figure 4.2 shows the mean number of hours worked during each sweep with the range which is one standard deviation either side of the mean value. This range is such that we would expect approximately 2/3rds of the respondents to fall within the limits of the bars plotted. For example, in Sweep 1 the mean value was 45.10 hours, and 2/3rds of the sample were working between $(45.10 + 7.87)$ 52.97 hours and $(45.10 - 7.87)$ 37.23 hours per week.

The distribution of the total number of hours worked around the mean value for each population of respondents in each sweep is also shown graphically in Appendix 4; Figures 4.1 and 4.2, page 38.

The main conclusion from the national study of total hours worked is that all categories of respondent in all sectors, worked on average more than 35 hours in total per week.

4.12 Average working time and sector

The data presented in Figures 4.3 and 4.4 below, show that in terms of hours worked by classroom teachers, there is considerable overlap across the sectors. The mean number of hours worked is highest for the primary sector. Results obtained from the two separate sweeps revealed small differences in the mean total hours worked during both sweeps between teachers in different sectors (see Appendix 4: Tables 4.4 and 4.5, page 37).

Figure 4.3:

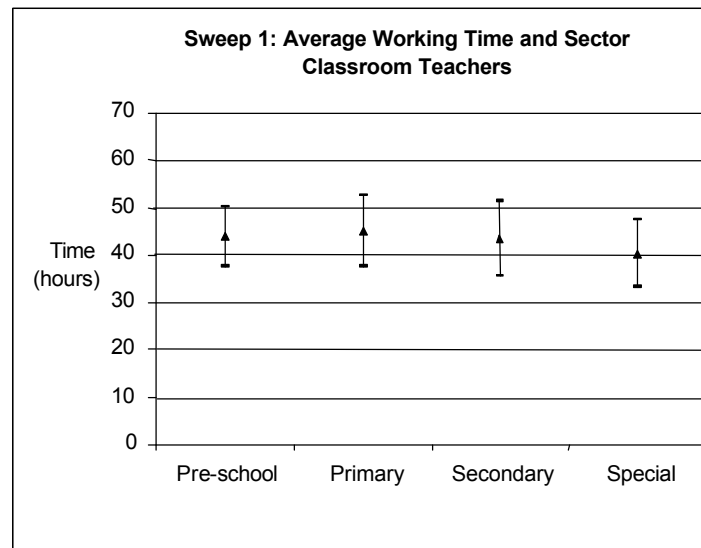
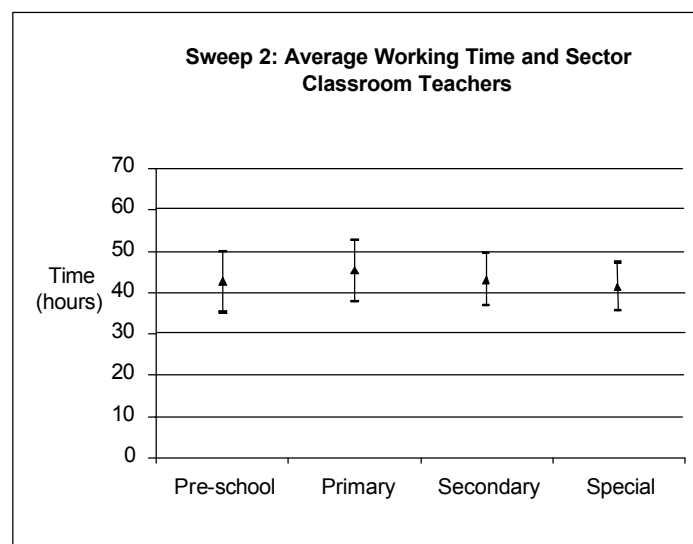


Figure 4.4:



(Source data: Appendix 4; Tables 4.4, 4.5, page 37)

As an example, the average total hours worked by class teachers in each sector:

- Classroom teachers in the pre-school sector: 43.88 hours in Sweep 1 and 42.48 hours in Sweep 2.
- Classroom teachers in the primary sector: 45.17 hours in Sweep 1 and 45.14 hours in Sweep 2.

- Classroom teachers in the secondary sector: 43.43 hours in Sweep 1 and 43.14 hours in Sweep 2.
- Classroom teachers in the special sector: 40.30 hours in Sweep 1 and 41.42 hours in Sweep 2.

However, the number of respondents from pre-school centres and special schools was relatively low.

4.13 Average working time and status

There is a clear trend of increasing average total hours worked being associated with an increase in status of the respondents (see Figures 4.5 and 4.6, below).

Figure 4.5:

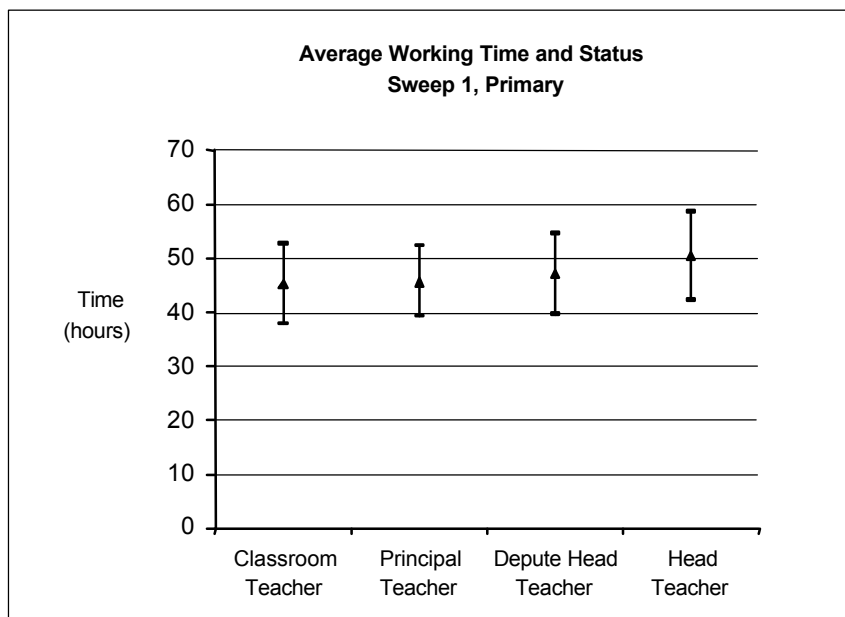
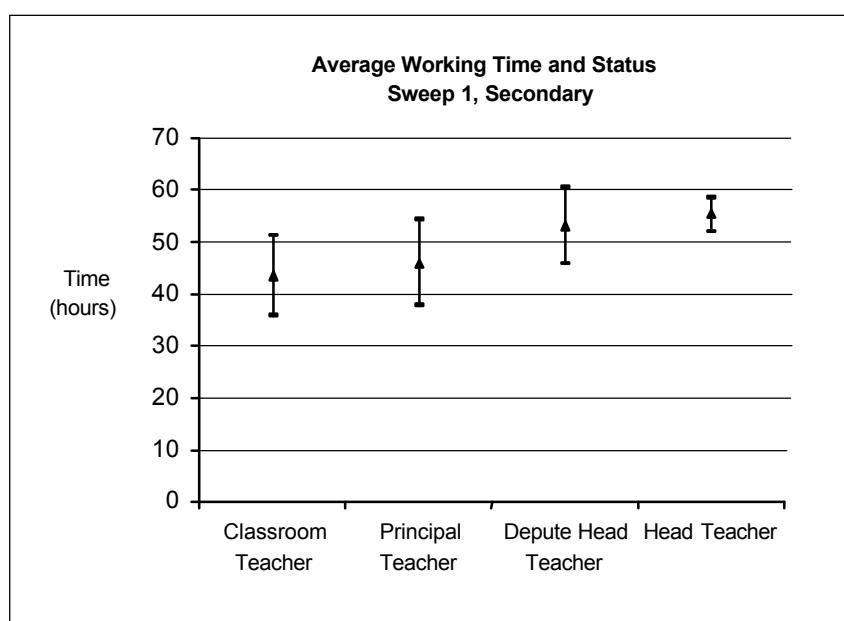


Figure 4.6:



(Source data: Appendix 4; Tables 4.4, 4.5, page 37)

The average total hours worked by status in the primary and secondary sectors:

- Primary sector (Sweep 1): Classroom teachers, 45.17 hours; Principal teachers: 45.67 hours; Depute head teachers: 47.04 hours and Head teachers: 50.31 hours.
- Secondary sector (Sweep 1): Classroom teachers, 43.43 hours; Principal teachers: 45.93 hours; Depute head teachers: 53.02 hours and Head teachers: 55.28 hours.

A similar pattern was found with the Sweep 2 data. Data for pre-school and the special sector respondents are summarised in Appendix 4: Tables 4.4 and 4.5, page 37.

4.14 Average working time and gender (Appendix 4: Tables 4.6 – 4.15)

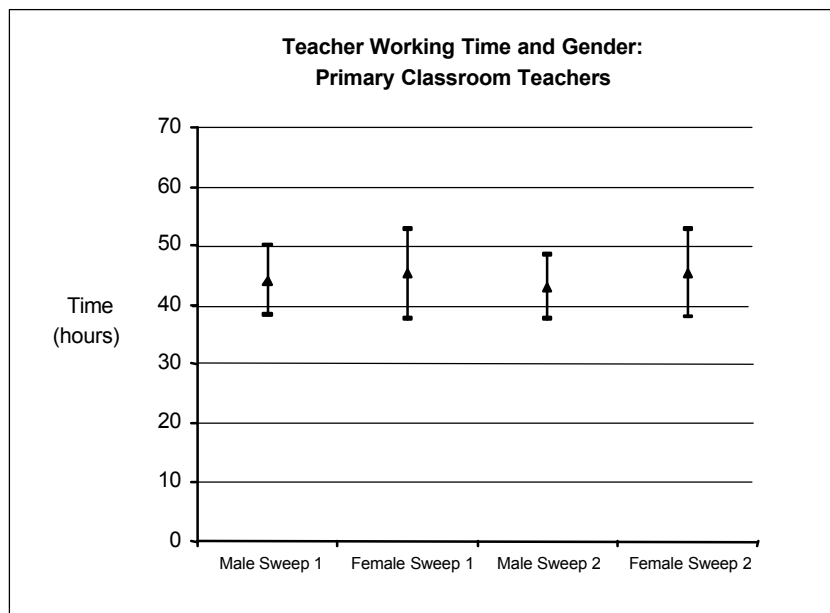
There was a slight tendency for there to be an apparent gender difference in the mean number of hours worked by classroom teachers, with higher mean values for female teachers, but this must be treated with caution, as there were relatively fewer male respondents (especially from primary schools) and the spread of total hours worked tended to be wider for females than males (Appendix 4: Tables 4.8 – 4.11).

Also, it is not clear how the disproportionate tendency for male respondents to be in promoted posts would have affected these results (in this, the survey responses reflect the teaching population in Scotland).

The average total hours worked by classroom teachers according to gender in the primary and secondary sectors (see Figures 4.7, 4.8, below):

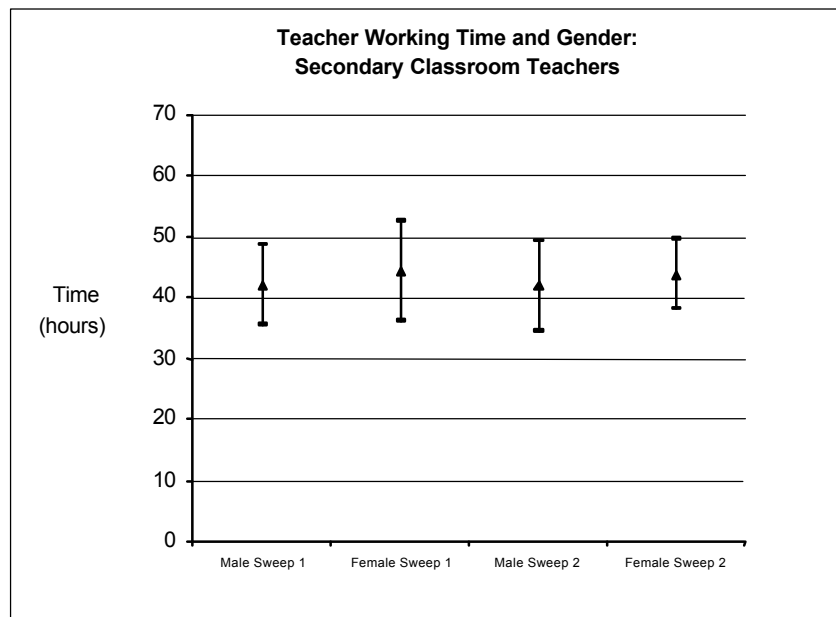
- Primary sector: Sweep 1; Male, 44.07 hours, Female, 45.19 hours; Sweep 2; Male, 42.95 hours, Female, 45.33 hours (Appendix 4: Tables 4.8 and 4.9).
- Secondary sector: Sweep 1; Male, 42.12 hours, Female, 44.25 hours; Sweep 2; Male, 41.99 hours, Female, 43.81 hours (Appendix 4: Tables 4.10 and 4.11).

Figure 4.7:



(Source data: Appendix 4; Tables; 4.8 – 4.11)

Figure 4.8:



(Source data: Appendix 4; Tables; 4.8 – 4.11)

The results for the pre-school and special sectors are summarised in Appendix 4: Tables 4.6 and 4.7 (page 40) and Tables 4.12 and 4.13 (page 43) respectively.

4.15 Average working time and years of teaching (Appendix 4: Tables 4.16 – 4.25)

Those respondents with less than 5 years of teaching experience tended to work on average, the most number of hours in total. As an example, the average total hours worked and years of teaching experience for classroom teachers, in the secondary sector:

- Secondary sector, Sweep 1: 46.53 hours (Less than 5 years experience), 43.27 hours (5 – 15 years experience), 43.67 hours (16 – 25 years of experience) and 41.83 hours (more than 25 years experience) (Appendix 4: Table 4.20, page 47).
- Secondary sector, Sweep 2: 45.60 hours (Less than 5 years experience), 42.40 hours (5 – 15 years of experience), 43.34 hours (16 – 25 years of experience) and 42.70 hours (more than 25 years experience) (Appendix 4: Table 4.21, page 47).

We have only illustrated this for the data from the respondents in the secondary sector, (see Figures 4.9 and 4.10, below) but the same pattern was evident in the primary sector (see Appendix 4, Tables 4.18 and 4.19, page 46).

Figure 4.9:

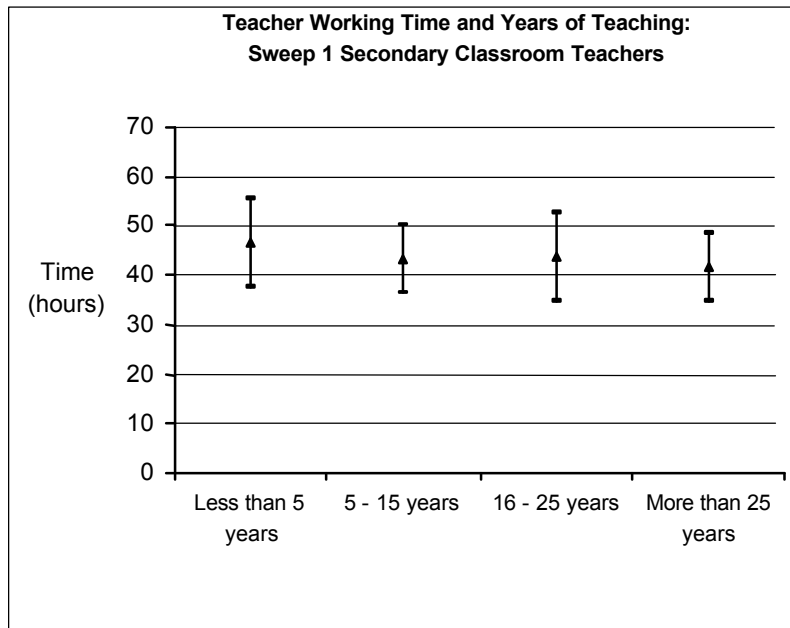
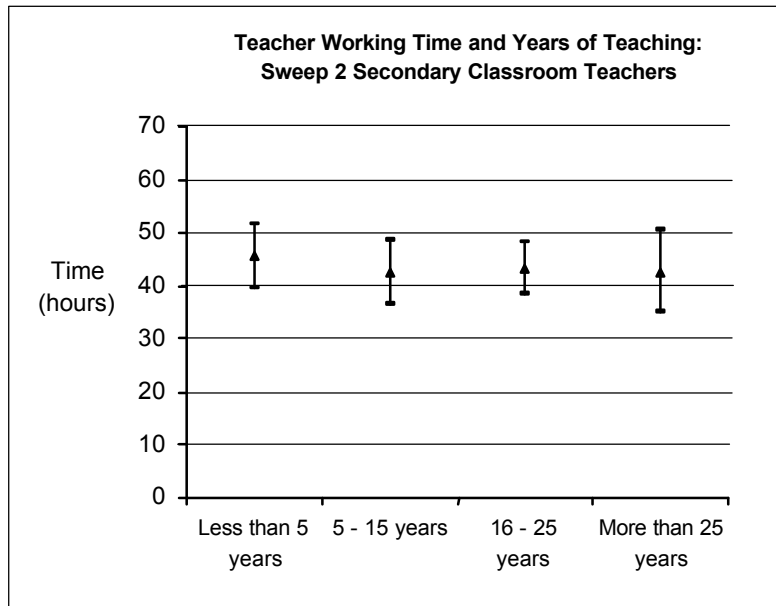


Figure 4.10:



(Source data: Appendix 4; Tables 4.20, 4.21)

4.16 How are the hours teachers work comparable across Local Authorities?

Figures 4.11 and 4.12 below, summarise the results obtained showing the mean hours worked by teachers in each of the 32 Local Authorities in Scotland during the two survey sweeps. The results show that there is very little variation in the average working time across all 32 Local Authorities.

In a small number of cases where there appeared to be a difference in the mean number of hours worked compared to the other local authorities this was because

there were a relatively small number of responses from these authorities. Therefore, little significance can be attached to these apparent differences.

Figure 4.11: Sweep 1, Average total hours worked across all 32 Local Authorities in Scotland

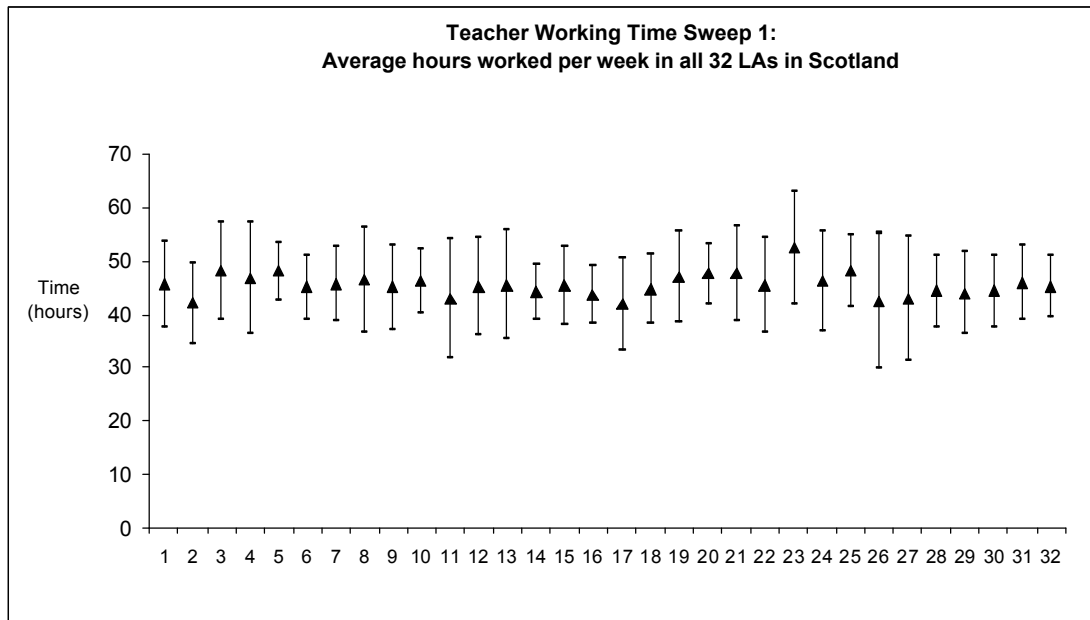
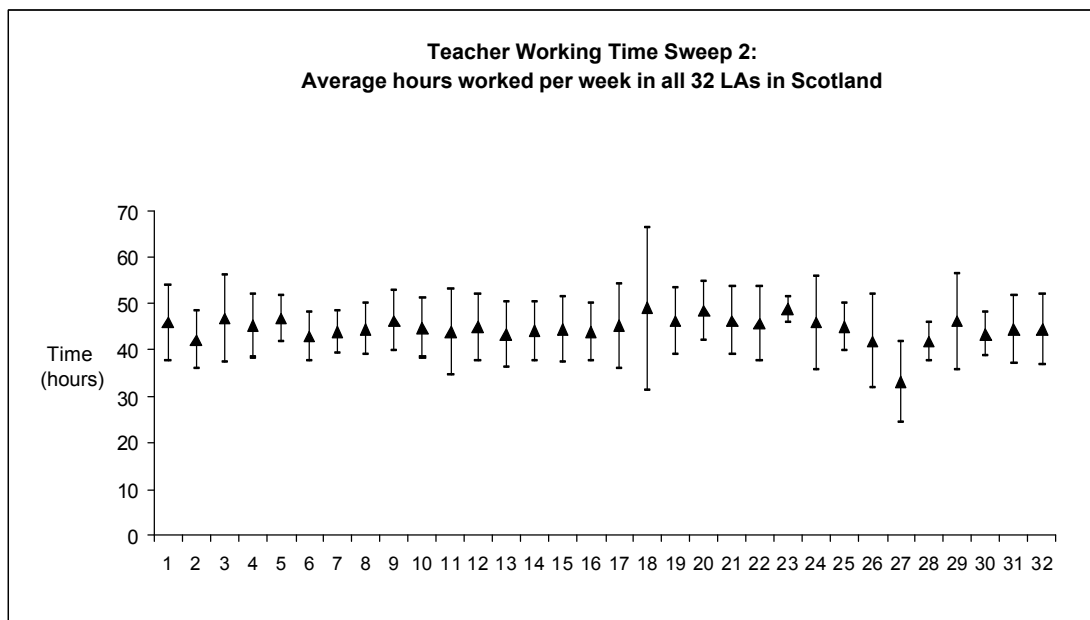


Figure 4.12: Sweep 2, Average total hours worked across all 32 Local Authorities in Scotland



4.17 How many hours do teachers work on selected categories of tasks in school?

The allocation of teachers' working time to the eight professional tasks specified in the National Agreement is summarised below for primary and secondary classroom teachers in Sweep 1 and Sweep 2 (Figures 4.13 and 4.14).

Figure 4.13:

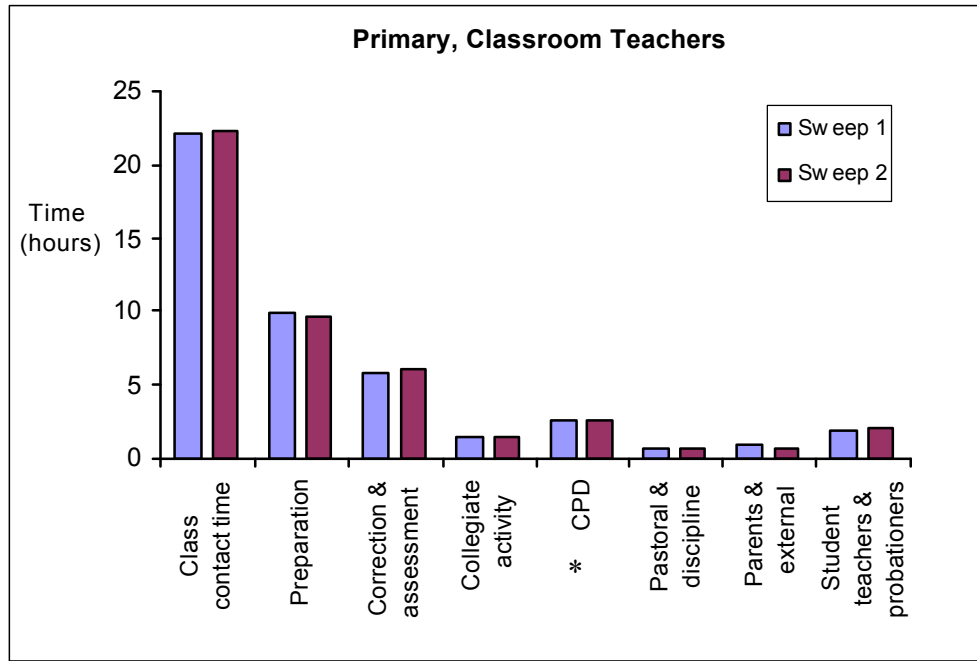
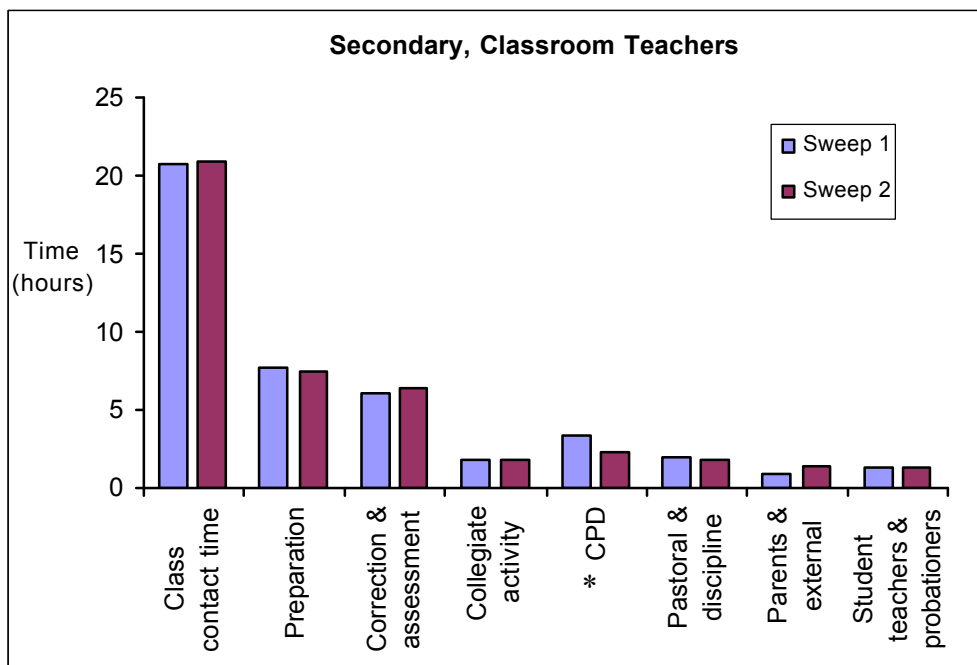


Figure 4.14:



(Source data: Appendix 4: Tables; 4.26 – 4.41)

(* CPD includes all CPD activities)

It is apparent that class contact time, preparation time and correction and assessment time represent the largest commitment in terms of working time spent for classroom teachers (see Paragraphs 4.20, 4.21 and 4.22, below).

A full break down of time allocation by individual task is also provided in tabular form in Appendix 4: Tables 4.26 – 4.41, pages 50 - 58.

4.18 What proportion of time do teachers spend on different tasks?

The following series of charts in Figure 4.15 and Figure 4.16, summarise the data collected in the time-use diaries over Sweep 1 and Sweep 2 to illustrate graphically the proportions of time which teachers of varied status in different sectors spend on different tasks.

Key points to note are:

- In each sector and in each sweep, the amount of time spent on class contact decreases as a proportion of overall working time as the status of the respondent increases (Figures 4.15 and 4.16).
- Even for classroom teachers, class contact time only accounts for around half of their total working time. Bearing in mind the stipulations of the Teachers' National Agreement, it is noteworthy that preparation, together with correction and assessment, appears to account for around one third of class teachers' total working time, but it is considerably more than one third of their 'class contact commitment' (see Figures 4.15 and 4.16).
- The amount of time spent on collegiate and management responsibilities increases with the status of the respondents to the extent that it is the single largest category of activity undertaken by secondary head teachers.
- Secondary depute head teachers spend more time on pastoral and discipline activities than on liaising with parents and external agencies, but for head teachers this pattern is reversed (Figures 4.15 and 4.16).

4.19 Teacher working time spent on individual tasks

Details for all activities as listed in the time-use diaries are now considered individually. Key findings based on both sweeps and overall averages are presented in the following sections with averages reported for all sectors and all status. For individual teachers there may be considerable variation from week to week, but within a national survey such variation may be expected to even out, overall.

4.20 Class contact time: (Tables 4.26 and 4.27 in Appendix 4, page 51)

The average class contact time for all respondents for Sweep 1 and Sweep 2 was **19 hours** per week, but this figure is distorted by the inclusion of promoted staff, who have a lower proportion of class contact time.

For classroom teachers in Sweep 1, across all sectors, the mean class contact time was **21.56 hours**. For classroom teachers in Sweep 2, across all sectors, the mean class contact time was **21.72 hours** (see Tables 4.26 and 4.27 in Appendix 4).

Figure 4.15: Sweep 1, Proportions of time on tasks - Primary and Secondary teachers

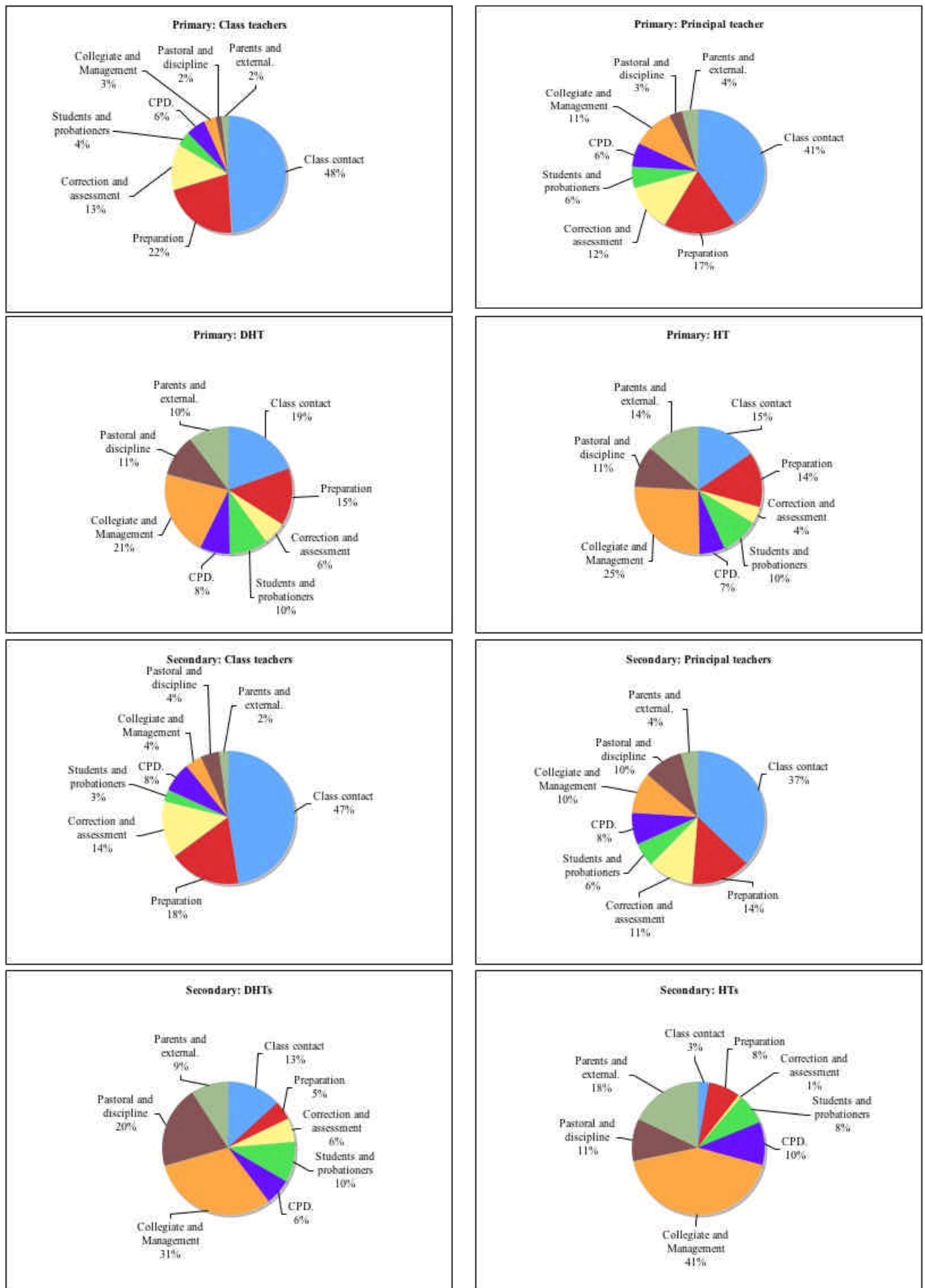
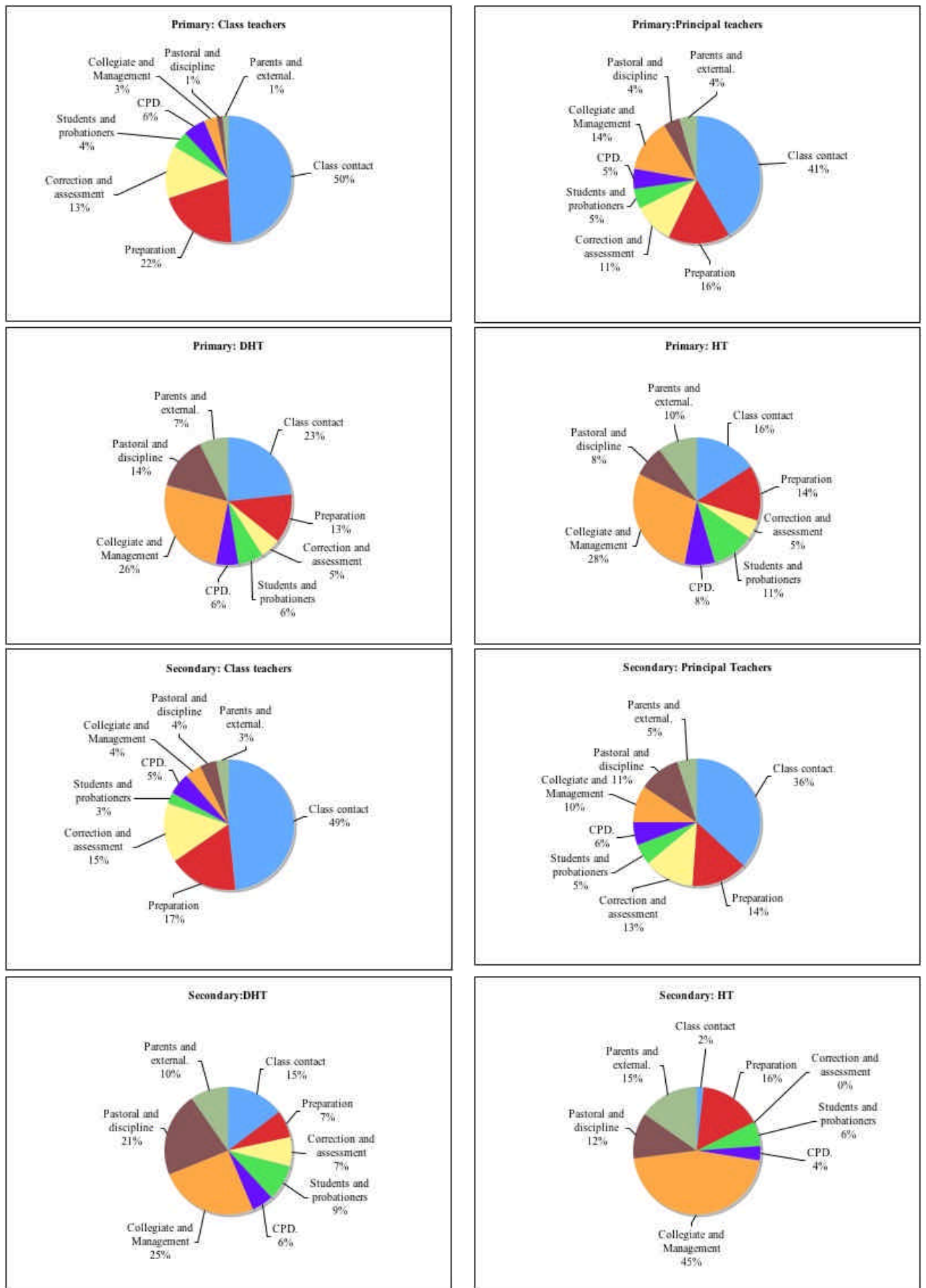


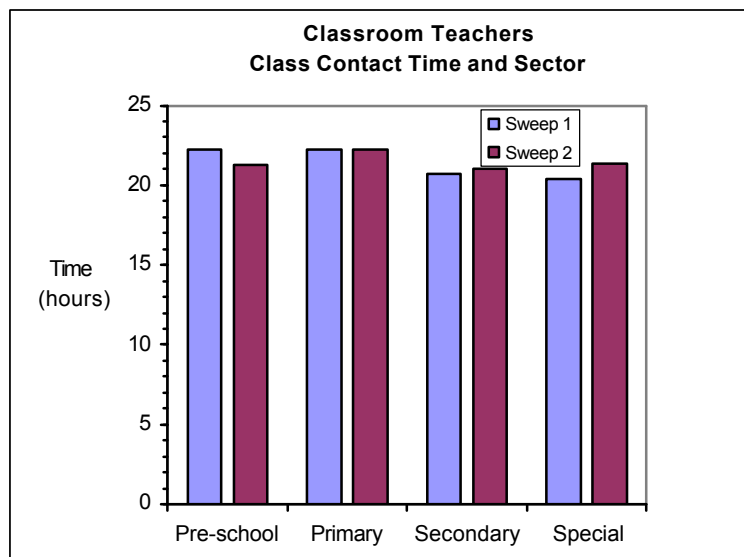
Figure 4.16: Sweep 2, Proportions of time on tasks - Primary and Secondary teachers



Class contact time and sector for classroom teachers (see Figure 4.17, below)

- Pre-school sector: the mean class contact time during Sweep 1 was 22.28 hours and in Sweep 2 it was 21.25 hours.
- Primary sector: the mean class contact time during Sweep 1 was 22.19 hours and in Sweep 2 it was 22.31 hours.
- Secondary sector: the mean class contact time during Sweep 1 was 20.74 hours and in Sweep 2 it was 20.96 hours.
- Special sector, the mean class contact time during Sweep 1 was 20.35 hours and in Sweep 2 it was 21.39 hours.

Figure 4.17: Class contact time across sectors



(Source data: Appendix 4; Tables 4.26, 4.27)

Therefore, it would appear from these results that class contact hours for classroom teachers in all sectors are on average, being kept within the 22.5 hours ahead of the target for implementation (August, 2006).

Furthermore and as might be expected, there was found to be a reduction in class contact time with an increase in status of the respondents (Figures 4.18 and 4.19).

Figure 4.18:

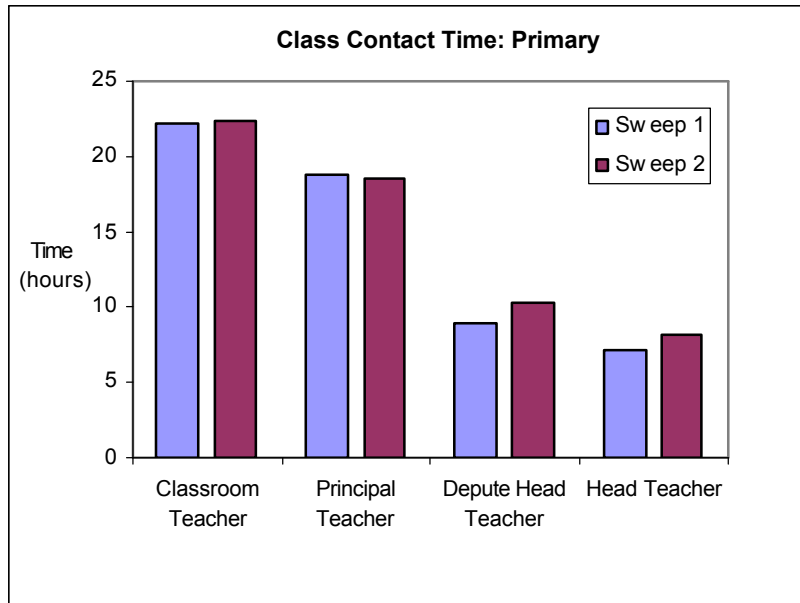
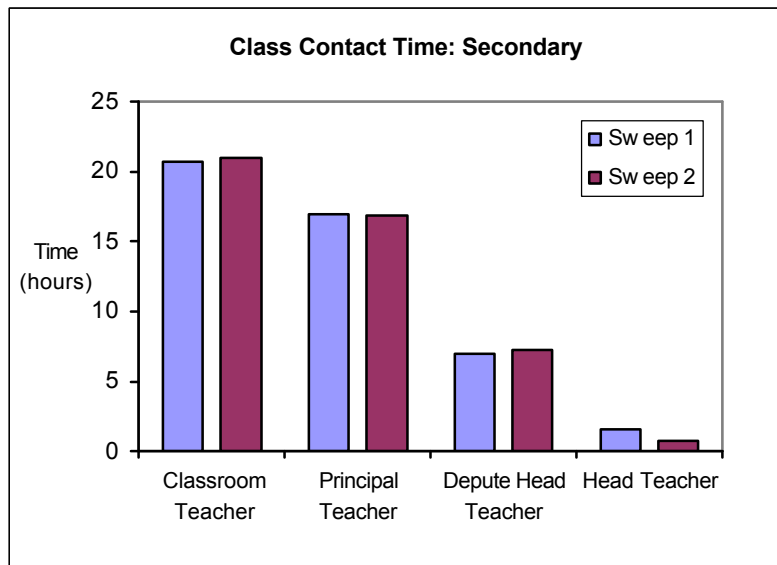


Figure 4.19:



(Source data: Appendix 4; Tables 4.26, 4.27)

4.21 Preparation time (Tables 4.28 and 4.29 in Appendix 4)

The overall time spent on preparation for Sweep 1 was: **8.05 hours** and for Sweep 2 was: **7.89 hours** (see Figures 4.20, 4.21, below). In Sweep 1, primary teachers reported spending 9.26 hours on preparation, whilst secondary teachers spent 6.80 hours (Appendix 4; Table 4.28). For Sweep 2 however, there was a small reduction in the time spent on preparation in both the primary and secondary sectors (Appendix 4; Table 4.29 and Figure 4.22, below). As might be expected, class teachers in all sectors, who have more class contact time than their promoted colleagues, also spend

more time on preparation. Primary teachers spend on average, two hours a week more on preparation than do secondary teachers (Figure 4.22).

Figure 4.20:

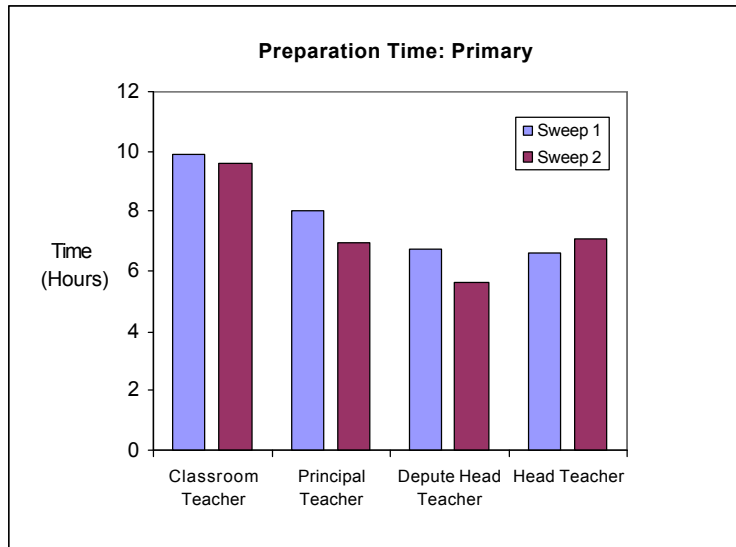
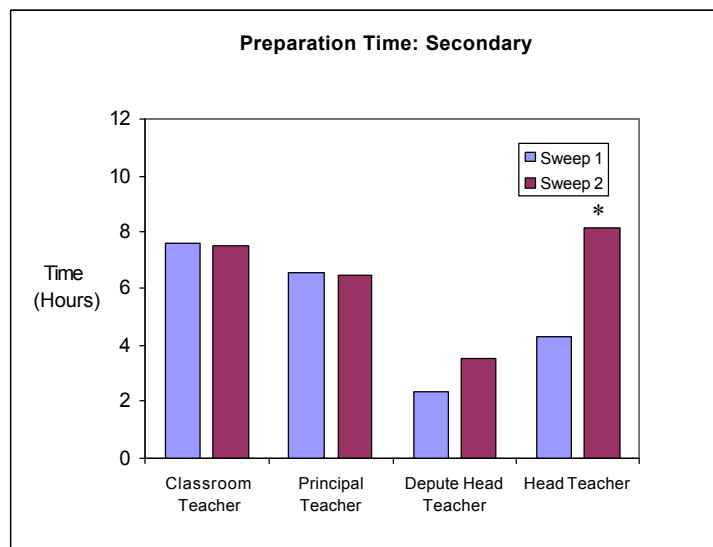
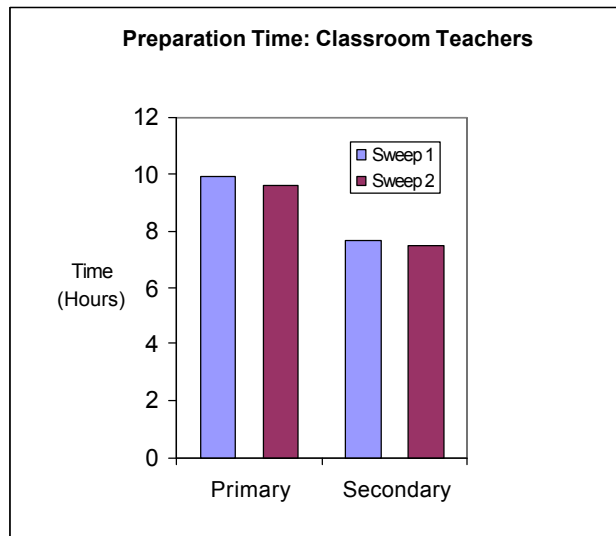


Figure 4.21:



(Source data: Appendix 4; Tables; 4.28, 4.29).

Figure 4.22:



(Source data: Appendix 4; Tables; 4.28, 4.29).

(* In Figure 4.21, the apparently high figure for Secondary Head teachers during Sweep 2 are based on a very low number of respondents and should be treated with caution)

4.22 Correction & Assessment time (Tables 4.30 and 4.31 in Appendix 4)

The overall time spent on correction and assessment for Sweep 1 was: **4.91 hours** and for Sweep 2 was: **5.31 hours** (See Appendix 4: Tables 4.30 and 4.31).

In Sweep 1, primary teachers spent 5.2 hours on correction and assessment per week and secondary teachers spent 5.41 hours on correction and assessment per week. In Sweep 2 there was an increase in the time spent on correction and assessment overall: namely 5.31 hours compared with Sweep 1 in which the average time spent was 4.91 hours. Primary teachers in Sweep 2 spent 5.43 hours on correction and assessment and secondary teachers in Sweep 2 spent 6 hours. This increase apparently mirrored the decrease in preparation time found between Sweep 1 and 2.

As expected, classroom teachers and principal teachers spent the most time on correction and assessment across sectors and over both sweeps (Figures 4.23, 4.24).

Figure 4.23:

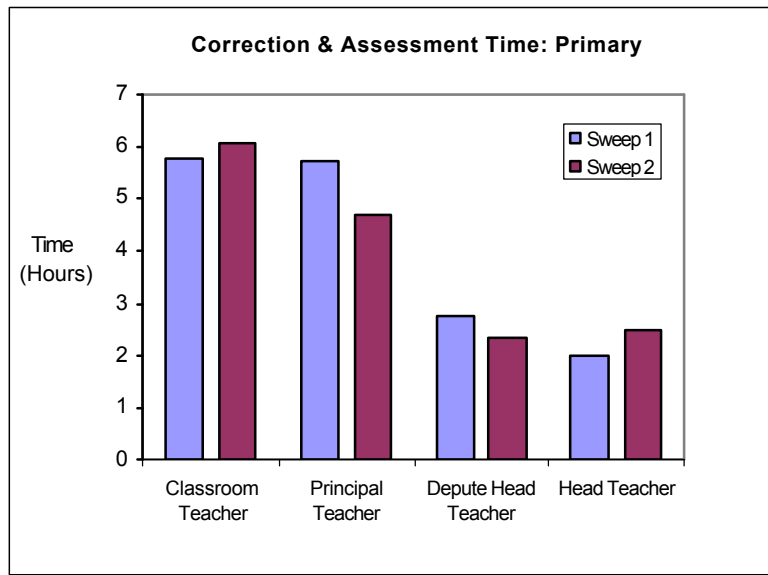
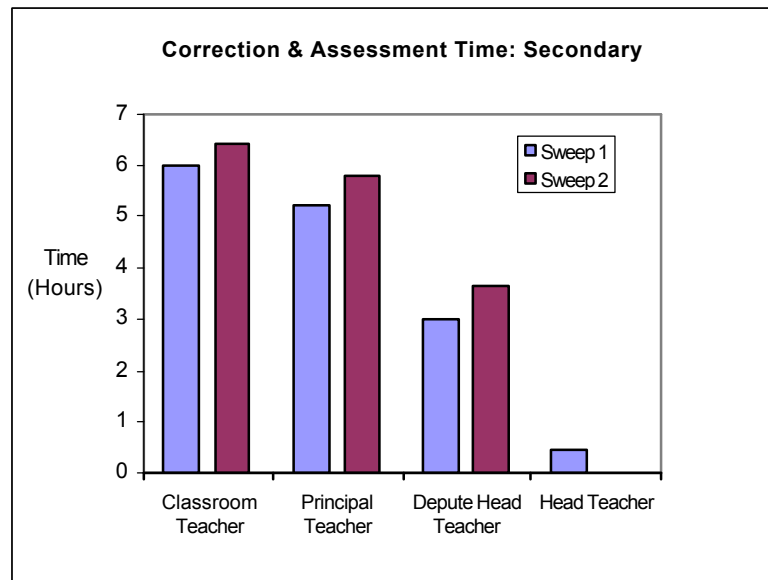


Figure 4.24:



(Source data; Appendix 4; Tables 4.30, 4.31)

4.23 Collegiate & Management time (Tables 4.32 and 4.33 in Appendix 4):

The overall time spent on Collegiate and Management tasks for Sweep 1 was: **3.84 hours** and for Sweep 2 was: **3.89 hours**.

As expected, the time spent on Collegiate and Management tasks increased with increasing status in both the primary and secondary sectors (Figures 4.25, 4.26, below). Not surprisingly, head teachers recorded the most time spent in Collegiate and

Management duties across both Sweep 1 (13.14 hours) and Sweep 2 (16.37 hours) (Appendix 4: Tables 4.32, 4.33).

In Sweep 2 in the primary, secondary and special school sectors, the time spent on Collegiate meetings and Management tasks increased with increase in status (Appendix 4: Table 4.33). Secondary school head teachers, in particular, spent a large part of their time on these activities (Figure 4.26).

Figure 4.25:

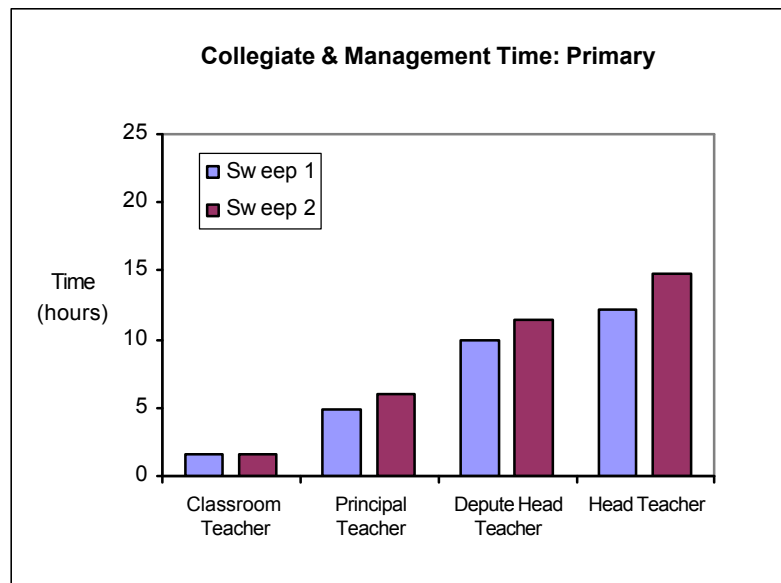
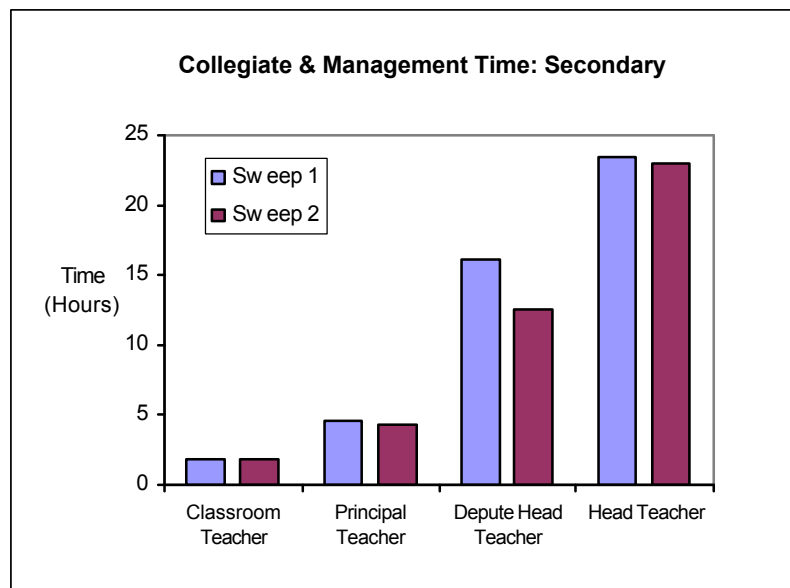


Figure 4.26:



(Source data: Appendix 4: tables; 4.32, 4.33)

4.24 Continuing Professional Development (CPD) time (Tables 4.34 and 4.35 in Appendix 4, page 55)

The overall average time spent on CPD for Sweep 1 was: **3.05 hours** and for Sweep 2 was: **2.59 hours**. This is the amount of CPD done during the survey weeks (including any time spent on fulfilling the additional contractual 35 hours CPD).

In Sweep 1, secondary teachers reported spending an average of 3.36 hours on CPD per week and primary teachers spent 2.74 hours on CPD per week. However overall, for Sweep 2, there was a reduction in the amount of time spent on CPD (Appendix 4: Tables 4.34, 4.35). Individual results for time spent on CPD varied noticeably, indicating that while some respondents undertook significant CPD activity during the week others had done none or very little.

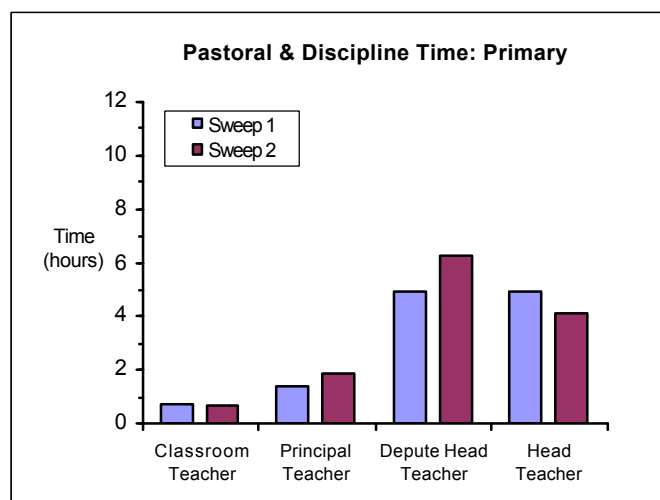
CPD does not happen uniformly throughout the school year. CPD happens in discrete events spread throughout the school year. Therefore, these figures illustrate the amount of time, in the system as a whole, that is being spent on CPD during the survey weeks. These averages may reflect a small number of teachers who may have done CPD activity in the survey weeks (see Appendix 4: Tables 4.34 and 4.35).

4.25 Pastoral & Discipline time (Tables 4.36 and 4.37 in Appendix 4, page 56)

The overall time spent on Pastoral and Discipline duties for Sweep 1 was: **2.3 hours** and for Sweep 2 was: **2.24 hours**.

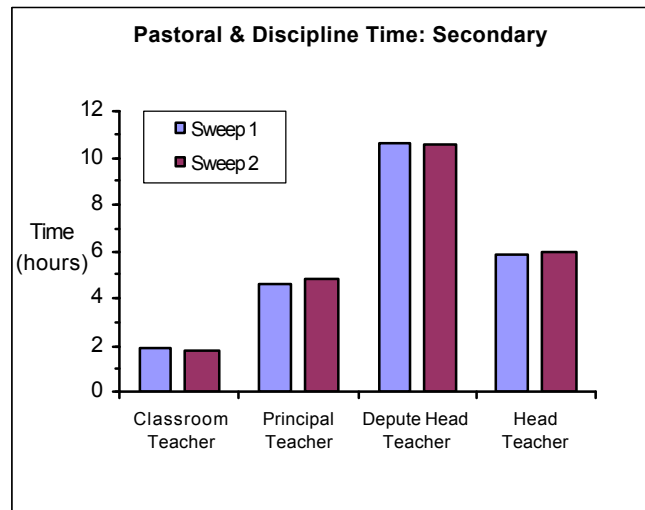
From Sweep 1, this was evidently a task mainly carried out by Depute Head teachers and across all sectors, there was a peak in the time spent by Depute Head teachers on Pastoral and Discipline duties (See Figures 4.27 and 4.28, below and data tables in Appendix 4). Similar results were reported by the Sweep 2 respondents (Appendix 4: Table 4.37) and the same pattern was evident, with Depute Head teachers spending the most time on pastoral and disciplinary tasks.

Figure 4.27:



(Source data: Appendix 4; Tables 4.36, 4.37)

Figure 4.28:

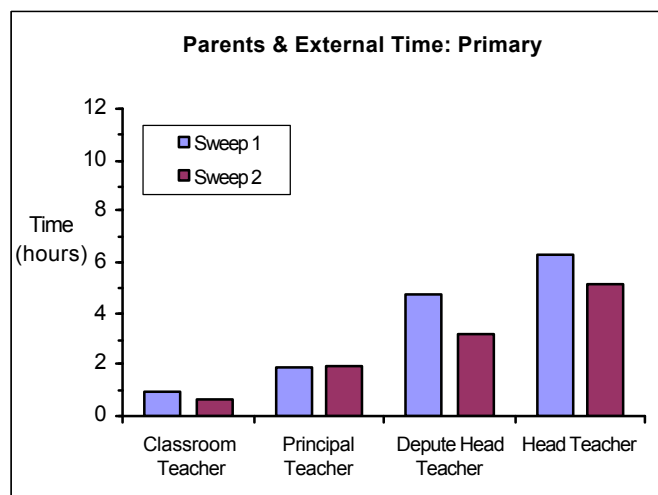


(Source data: Appendix 4; Tables 4.36, 4.37)

4.26 Time spent working with Parents & External agencies (Tables 4.38 and 4.39 in Appendix 4, page 57):

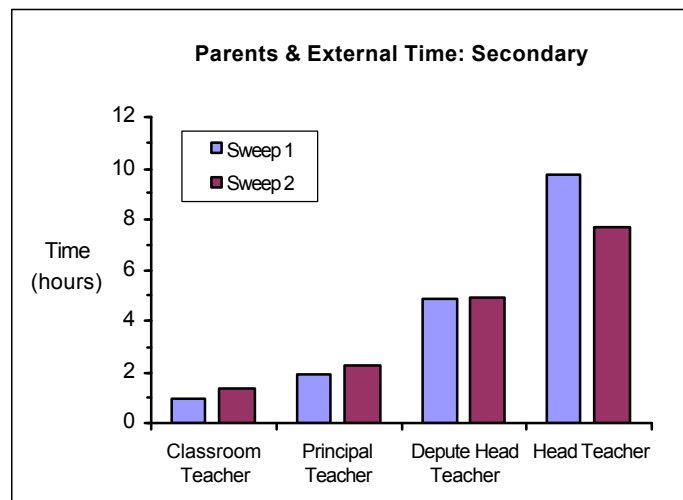
The overall time spent on working with Parents and External agencies for Sweep 1 was: **1.80 hours** and for Sweep 2 was: **1.78 hours**. Across all sectors there was found to be an increase in the amount of time spent working with Parents and External agencies with increasing status (Appendix 4: Tables 4.38 and 4.39). In addition, the head teachers reported the most time spent with Parents and External agencies, with head teachers of the secondary schools spending the most time in total (Figures 4.29, 4.30).

Figure 4.29:



(Source data: Appendix 4; Tables 4.38, 4.39)

Figure 4.30:



(Source data: Appendix 4; Tables 4.38, 4.39)

4.27 Time spent working with Student Teachers & Probationers (Tables 4.40 and 4.41 in Appendix 4, page 58):

The overall average time spent on working with student teachers and probationers for Sweep 1 was: **2.32 hours** and for Sweep 2 was: **2.25 hours**.

In both sweeps, and in both primary and secondary sectors, it is clear that working with student teachers and probationers is mainly a responsibility which falls to middle and senior management (Appendix 4: Tables 4.40 and 4.41).

There was considerable variation in individual responses, presumably depending on whether the respondent had formal responsibility for this task or not. The average value may be particularly inappropriate for all teachers since not all classroom teachers will have responsibility for student teachers and probationers. Some teachers will have a large responsibility for this task, others may have none. Therefore, the average figures could misrepresent the amount of time spent by classroom teachers working with student teachers and probationers. This should be interpreted within the context set out in the Teacher Workforce Planning document for 2005/2006. The current year represents the peak period of recruitment into the teaching profession and consequently the highest demand for mentoring of student teachers and probationers (Scottish Executive, 2005b).

4.28 Typicality of survey weeks: (Appendix 4: Tables 4.42 – 4.49)

We wished to determine how typical the survey week was in relation to teachers' perceptions of their working week. In Section A of the time use diary (See Appendix 2: 2.1, page 21) respondents were asked whether they spent more time than usual, about the same time, or less time than usual, on each of the eight professional tasks. The full results are provided in Appendix 4: Tables 4.42 – 4.49 and summary Figures 4.1 – 4.16, together with the main findings from all sectors (pages 59 – 73 of Appendices). The responses suggest that in the main, the survey weeks were typical weeks for the majority of respondents, with some exceptions relating to the Special

sector, where more time than usual was spent working with parents and external agencies. For the minority who suggested the week was not typical, those who reported spending more time than usual on a particular activity were usually balanced by those who reported spending less time than normal on that activity.

4.29 Which tasks do teachers view as ‘essential’ and which as ‘additional’ and how do they differentiate between these?

This question proved problematic to frame and analyse. The research specification recognised potential methodological/definitional difficulties with this.

In designing the research tool, we consulted with the RAG on how best to frame suitable questions which would elicit appropriate responses. It was agreed that a question in the time-use diary would focus on respondents' views of the appropriateness of time spent on professional task and that the question of ‘essential’ and ‘additional’ tasks would be addressed in interviews and focus groups (Element 3, Chapter 5).

In the questionnaire (see Appendix 2; 2.1, page 21) used for both sweeps, teachers were asked:

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

The question was designed to address the teachers’ perceptions of the appropriateness of the amount of time they spend on different tasks. This enabled us to determine where teachers think inappropriate demands on their time exist. There were 3 possible responses to each of the questions:

‘More time than appropriate’

‘Just right’

‘Not enough time’.

Responses to the question for each of the professional tasks are summarised in Tables 4.50-4.57 and Figures 4.17-4.32 in Appendix 4 pages 74 – 86, summarised in Table 4.2, below and are illustrated graphically for the primary sector in Figures 4.31 - 4.34 and for the secondary sector in Figures 4.35 – 4.38 which follow, below.

In the focus groups conducted as part of Element 3 of the research, we asked teachers to try to differentiate between ‘essential’ tasks and ‘additional’ tasks. In the main their response was that it was impossible to do so. Their responses showed that they viewed their role in a holistic way. Indeed, there was some resistance to conceptualising their work as ‘essential’ or ‘additional’. While teachers spoke about prioritising tasks, this does not explain the amount of time spent completing that task. Consequently, responses to the question on the appropriateness of time spent on tasks, provides only a partial insight into how teachers spend their time on specified tasks.

However, from the responses to the qualitative questions in Section A, Question 4 of the time-use diary (see Appendix 2: 2.1; page 22), there is some insight into how some teachers prioritise tasks. These are discussed in Chapter 5.

Key points to note:

Table 4.2 Appropriateness of time spent in relation to the task as judged by the respondents

Task	Appropriateness of time spent in relation to task (See Figures 4.31 – 4.38 that follow below)
Class Contact time	Across all sectors teachers thought that, in general, Class Contact was ' <i>Just right</i> '. However, there was a difference in the pattern of opinion between the primary and secondary sectors with primary teachers (14%) stating they did not spend enough time in class contact. Conversely, in the secondary sector, 17% of secondary staff said that they spend too much time or more than appropriate in class contact (Appendix 4: Tables 4.52 – 4.55, pages 76, 77).
Preparation time	Many respondents thought there was not enough time for preparation and this was most strongly found in the secondary sector (Appendix 4: Tables 4.54 and 4.55, page 77).
Correction and Assessment time	Primary teachers were more inclined to think that they had more time than appropriate for Correction and Assessment (Appendix 4: Tables 4.52, 4.53) while around a third of secondary teachers clearly thought that they did not have enough time for this (Appendix 4: Tables 4.54, 4.55).
Collegiate Activity and Management time	Respondents from the primary sector considered that they spent ' <i>More time than appropriate</i> ' while, in contrast, secondary teachers tended to think they do not have enough time to participate in collegiate activities (Appendix 4: Tables 4.52 – 4.55).
Continuing Professional Development (CPD)	A proportion of primary teachers thought they spend ' <i>More time than appropriate</i> ' (i.e., too much time) on CPD, whilst the secondary teachers were more inclined to report ' <i>Not enough time</i> ' for CPD activities (Appendix 4: Tables 4.52 – 4.55).
Pastoral Activities and Discipline Matters	Pastoral and Discipline activities are perceived as taking up more time than is considered appropriate by many teachers in particular, within the secondary sector (30%) (Appendix 4: Tables 4.54 and 4.55, page 77).
Working with Parents and External Agencies	The majority of primary teachers (approximately 81%; Figures 4.33, 4.34, page 49) thought that the time spent working with Parents and External Agencies was ' <i>Just right</i> ', whilst a higher proportion of secondary teachers (approximately 17%; Figures 4.37, 4.38, page 51) thought there was ' <i>Not enough time</i> '. See also Tables 4.52 – 4.55 in Appendix 4.
Working with Student Teachers, Probationers and Classroom Assistants	A significant proportion of respondents from the primary sector (approximately 24%; Figures 4.33, 4.34, page 49) and the secondary sector (approximately 33%; Figures 4.37, 4.38, page 51) thought there was ' <i>Not enough time</i> ' spent working with Student Teachers and Probationers. See also Tables 4.52 – 4.55 in Appendix 4.

Appropriateness of time spent, as judged by respondents

Figure 4.31:

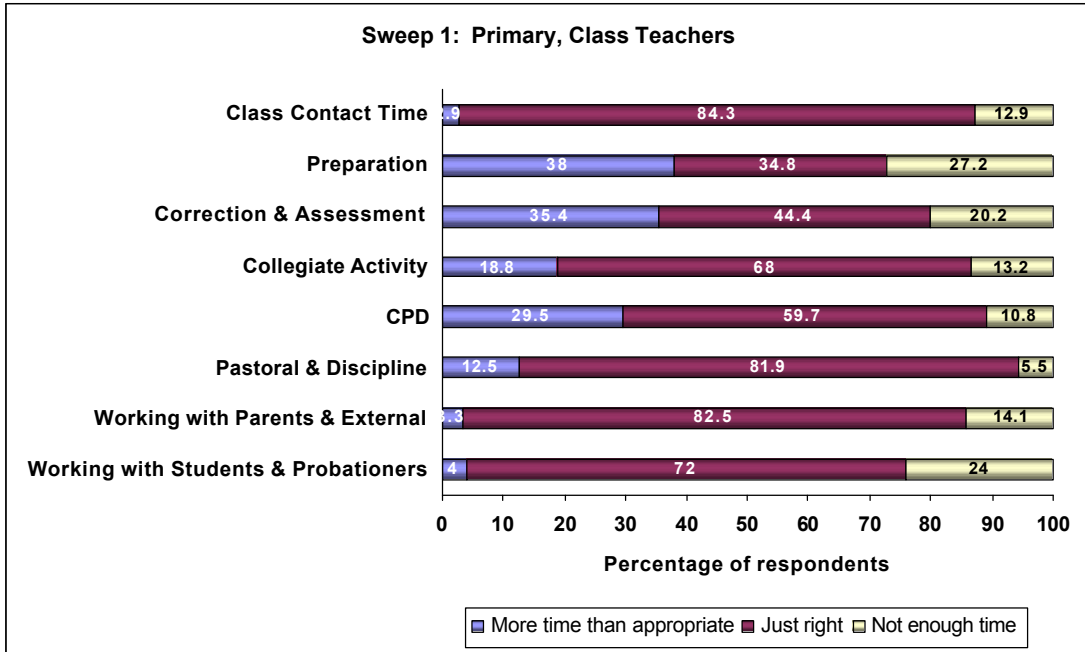
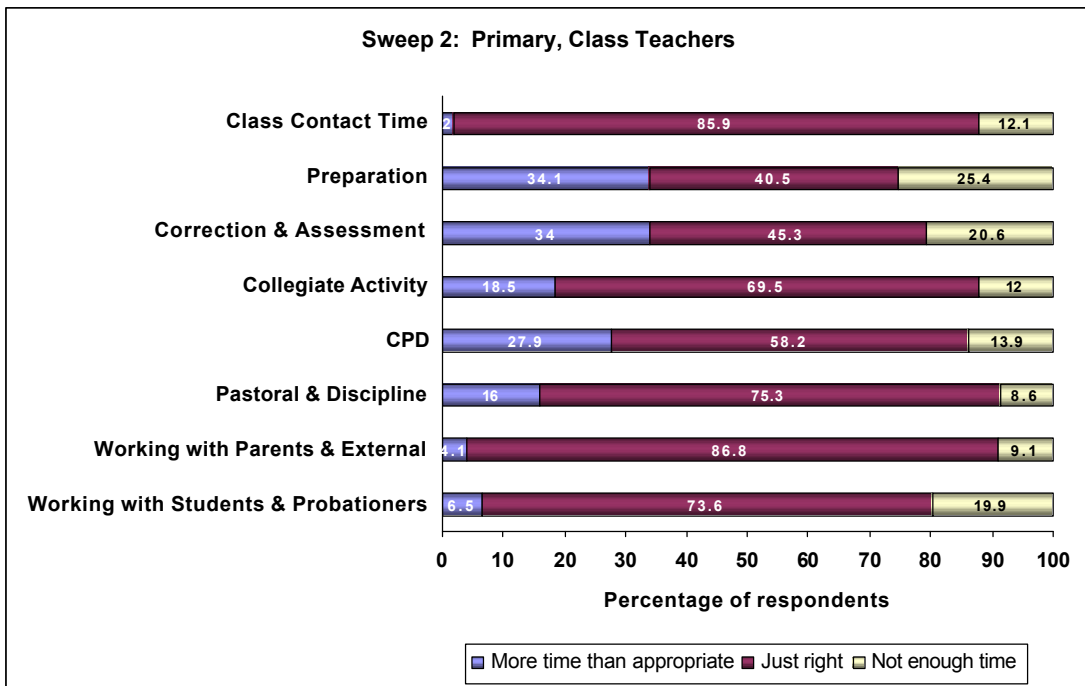


Figure 4.32:



(Source data: Appendix 4: Tables 4.52 and 4.53)

Appropriateness of time spent, as judged by respondents

Figure 4.33:

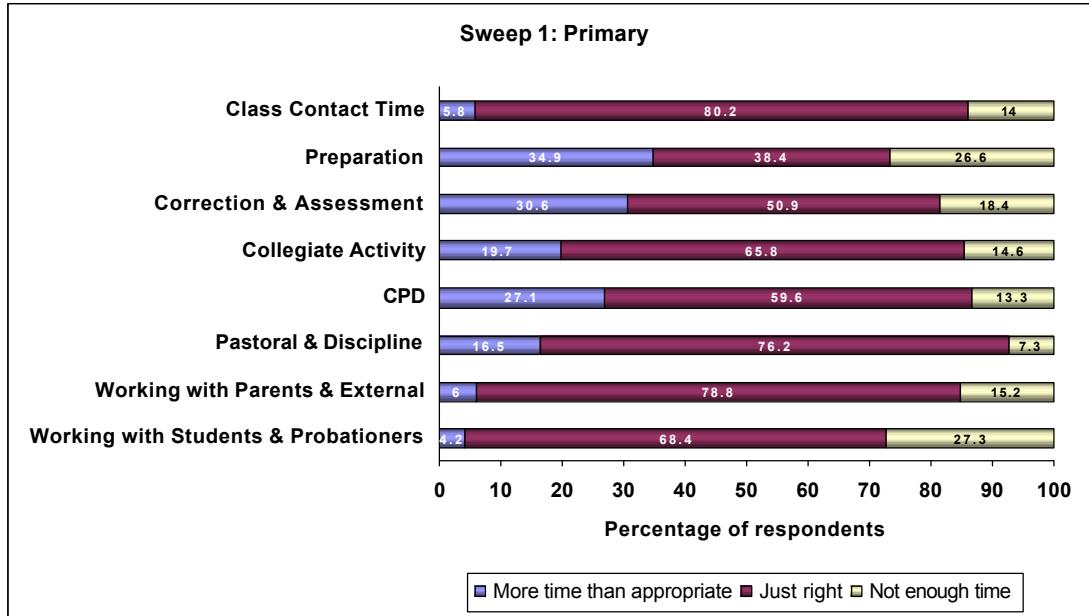
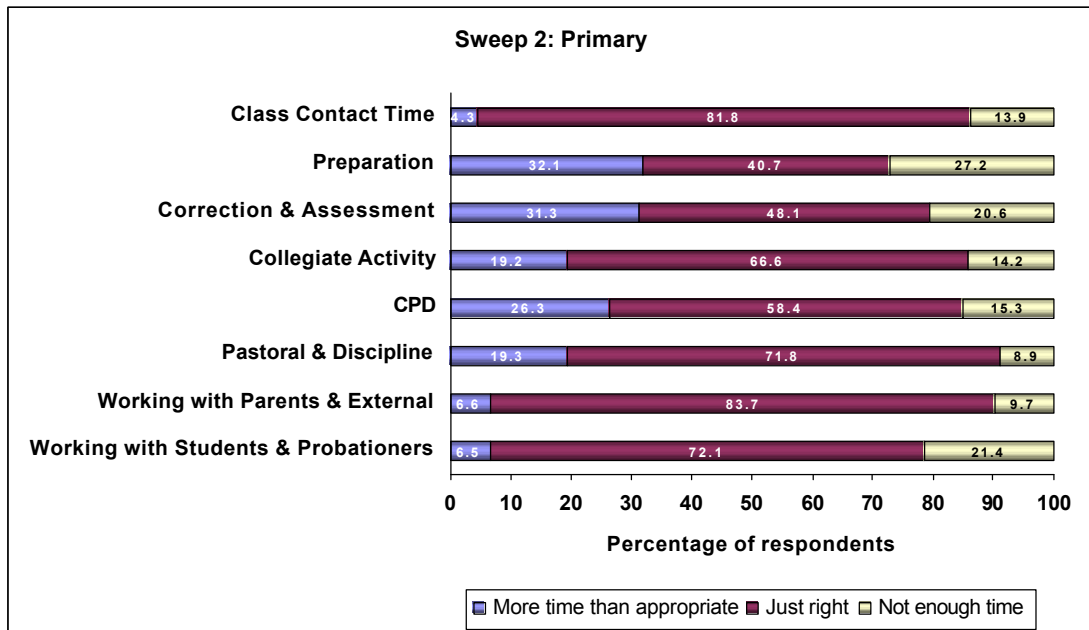


Figure 4.34:



(Source data: Appendix 4: Tables 4.52 and 4.53)

Appropriateness of time spent, as judged by respondents

Figure 4.35:

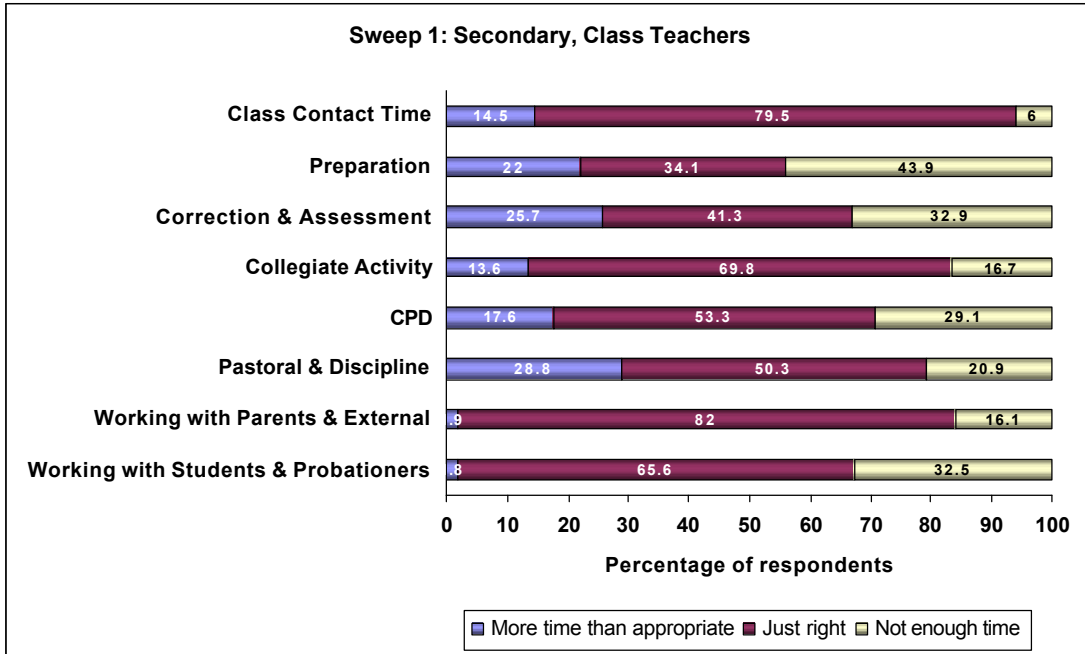
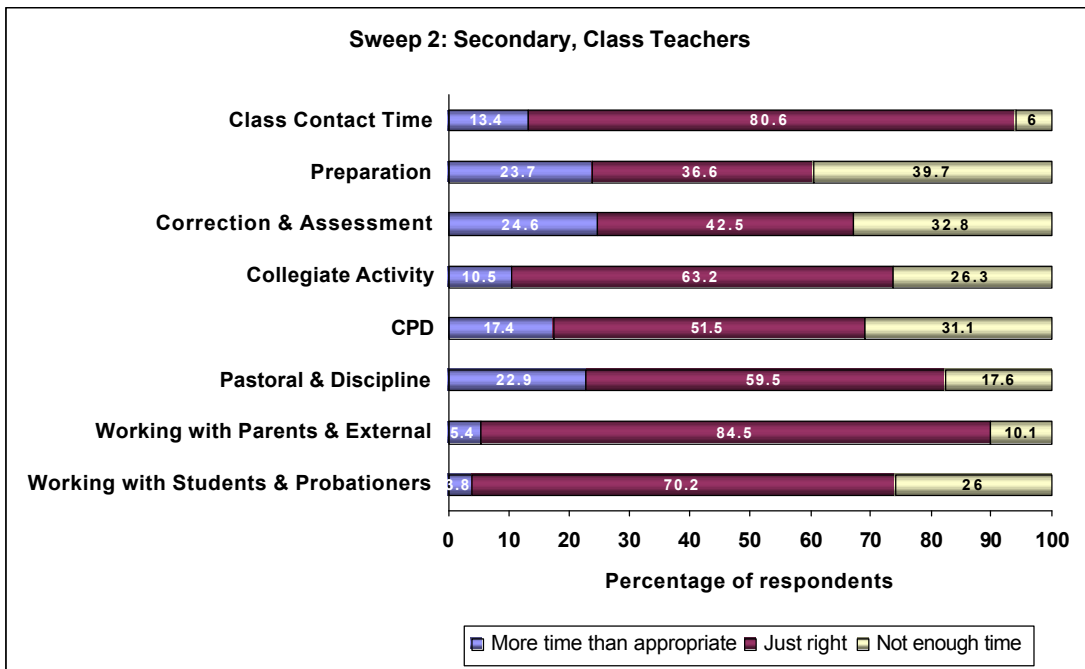


Figure 4.36:



(Source data: Appendix 4: Tables 4.54 and 4.55)

Appropriateness of time spent, as judged by respondents

Figure 4.37:

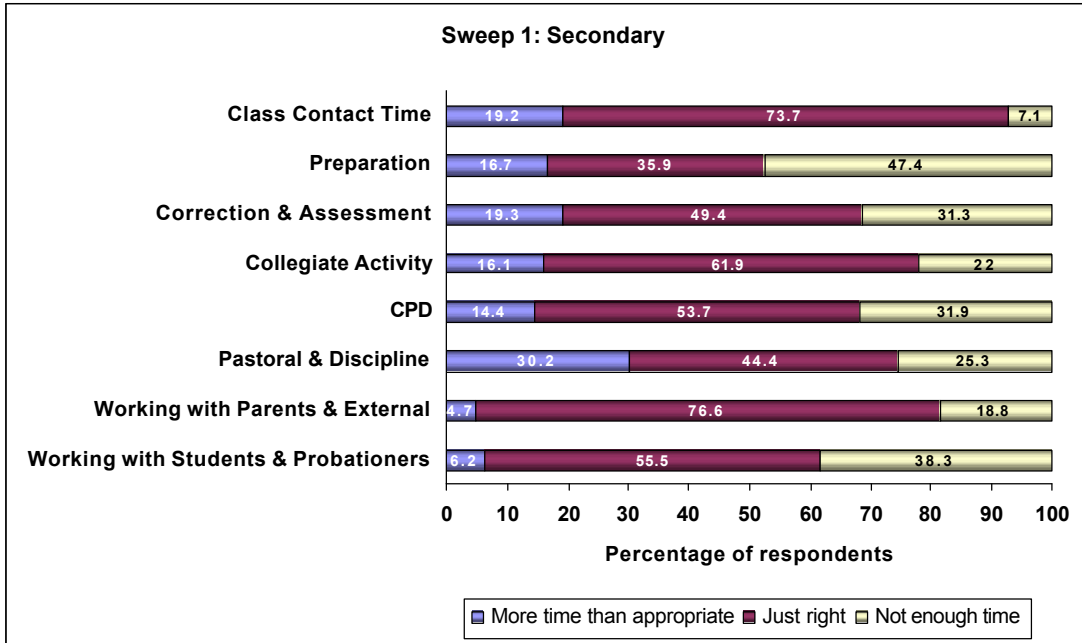
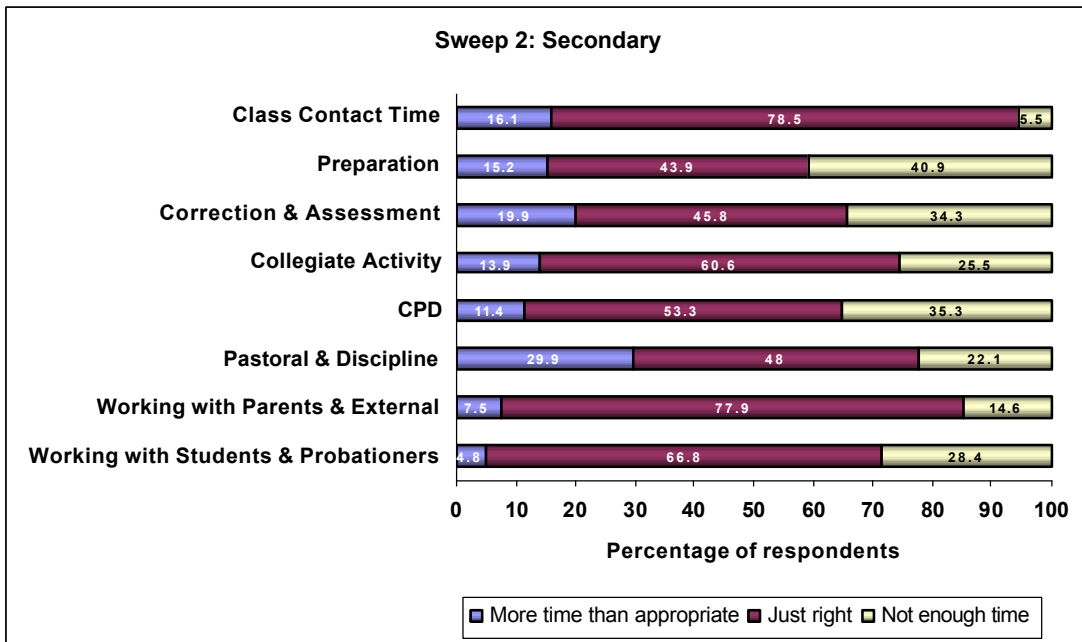


Figure 4.38:



(Source data: Appendix 4: Tables 4.54 and 4.55)

4.30 To what extent do teachers' perceive their workload as having increased, decreased or stayed the same since the implementation of the National Agreement in 2001?

A final aspect of this part of the research was to determine the extent to which teachers perceived their workload as having stayed the same or changed since 2001 (See Appendix 2: 2.1; Section A, Question 3, page 21). Respondents were asked the question:

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

There were 5 possible answers as follows:

- (1) Increased a lot*
- (2) Increased some*
- (3) Stayed the same*
- (4) Decreased some*
- (5) Decreased a lot.*

The responses are displayed in full in Table 4.58 (see Appendix 4; Table 4.58, page 88). Here we present the main findings from the responses to this question (See Figure 4.39, below).

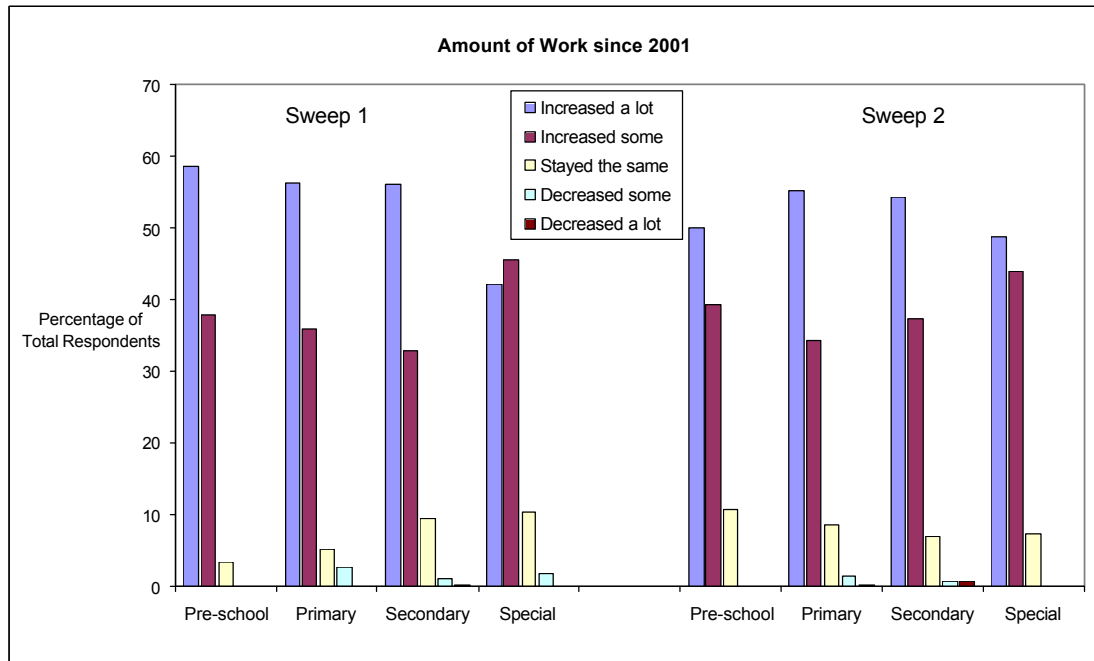
The majority of teachers sampled within the present study stated that the work they do as a teacher had increased since 2001 (Appendix 4: Table 4.58 and Figure 4.39, below).

However, the pattern of response was slightly different when compared with results from a previous study. In the previous study by Hall *et al* (2000), 71% of teachers sampled stated their work had 'increased a lot' and 22% stated it had 'increased some'. In the present study there was a somewhat lower proportion of teachers who thought their work had 'increased a lot'; the range was 40 – 60% of the sampled population and a somewhat greater proportion thought it had 'increased some'; the range was 32 – 46% of the sampled population.

This could mean there is a change in the nature of teachers' work, rather than in the total amount of work. This is consistent with the views expressed by respondents in their qualitative comments in Section A of the Time Use Diaries and in their responses to questions in interviews and focus groups. In the present study, a small proportion of teachers thought that their work had 'stayed the same', whilst a small minority found the amount of work they do as a teacher has 'decreased some' since 2001.

Teachers' perceptions of their workload since the implementation of the National Agreement in 2001

Figure 4.39:



(Source data: Appendix 4; Table 4.58)

Summary and conclusions

Our research for this element of the study has found

4.31 Firstly and overall, in response to “*the introduction of a 35 hour week for all teachers from 1 August 2001*” (Scottish Executive, 2001), the results reported herein demonstrate that teachers overall (across status and sector) are mostly working more than 35 hours per week, actually around **45 hours per week**, on average. These hours were found to increase further with increasing status, with head teachers working the most hours overall (an average of 50 hours, or more, for primary and secondary head teachers).

4.32 Secondly, in response to “*a phased reduction in maximum class contact time to 22.5 hours per week equalised across the primary, secondary and special school sectors*” (Scottish Executive, 2001), the results reported demonstrate that the reduction in class contact time, as stipulated in the Teachers’ National Agreement, seems generally to have been achieved and, on average, is apparent across all sectors.

4.33 Thirdly, in response to “*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 teacher’s actual class contact commitment*” (Scottish Executive, 2001), the results of

this study demonstrate the time spent in preparation (around 8 hours; see Paragraph 4.21) and in correction and assessment (around 5 hours; see Paragraph 4.22) Even for classroom teachers, class contact time only accounts for around half of their total working time. Bearing in mind the stipulations of the Agreement, it is noteworthy that preparation, together with correction and assessment, may account for around one third of class teachers' total working time, but it is considerably more than one third of their 'class contact commitment' This may be an area requiring further attention. Teachers appear to think they do not have enough time for these activities (Paragraph 4.29 and Table 4.2).

4.34 In response to “*teachers have a right and a responsibility to contribute to the development of a quality service. They have a professional commitment to develop their skills and expertise in classroom practice and other related matters through an agreed programme of continuing professional development. An additional contractual 35 hours of CPD per annum will be introduced as a maximum for all teachers.*” (Scottish Executive, 2001), this would seem to be largely in place, since the time spent on CPD in 2005/ 2006 is an overall average of **3 hours** per week compared with the ‘pre-Agreement’ average of 1 hour (Hall *et al*, 2000).

4.35 Other relevant information is that for the majority of the sample population across both Sweep 1 and 2 the hours reported were fairly typical, with some caution required in terms of CPD, which tends to be undertaken in blocks or at particular times of the year only.

4.36 Interesting insight was obtained from questions designed to reveal teachers’ thoughts on the allocation of their time and its appropriateness. Most teachers thought there was not enough time for preparation, and in the primary sector teachers thought more time than appropriate was allocated to correction and assessment. More secondary teachers were inclined to feel that they spent more time than they considered appropriate on pastoral and discipline activities than was the case with other activities (Paragraph 4.29, Table 4.2).

4.37 The teachers in the present study perceive their workload as having increased since the implementation of the National Agreement in 2001 (Paragraph 4.30 and Figure 4.39).

4.38 Other factors that are known to influence teachers’ working time, in particular whether teachers received support from classroom assistants, if they use information and communication technology (ICT) and if they implement personal time management strategies were also addressed in the time-use diaries (Appendix 2: 2.1, page 22) and will be presented in the next chapter (Chapter 5).

4.39 The implementation of Professional Review and Development meetings as well as the level of consultation about and awareness of, school and Local Authority documents was also investigated and will be discussed next. These issues are largely contextual and teachers have taken the opportunity to document in their returns how they manage their time within the framework of the Teachers’ National Agreement.

4.40 The present chapter constitutes the major quantitative element of the study, however we have also analysed questionnaires returned by a stratified sample of teachers, which will also be presented next (in Chapter 5).

5. TEACHERS' PERSPECTIVES ON THEIR WORKING TIME

Introduction

5.1 This chapter describes the findings from the contextual research, which asked teachers to reflect in detail about their use of working time. The key research objective for this component of the project was:

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.

Specific research questions included 'Are teachers' working hours affected by factors such as time management skills and strategies and the role of support staff?'

The findings in this chapter are based on responses to qualitative questions that accompanied the time-use diaries (Element 2; Appendix 2: Section 2.1, page 22) and more substantively, Element 3 of the research project (Appendix 2: Section 2.2, pages 29 - 31). Consideration of the context in which teachers' work is an important aspect of this research project as it offers depth and perspective to the quantitative findings.

Key research findings - Element 2

5.2 In Section A of the time-use diary participants were asked to comment on a number of factors that might impact on their working time, for example availability of administrative support, use of ICT and adoption of time management strategies and whether PRD has affected their working time. A summary of responses is provided below and accompanying tables and figures are included in Appendix 4 (Tables 5.1-5.4, pages 90 - 94).

5.3 *Administrative assistance:* participants were asked to comment on the impact of administrative assistance on their working time (Time Use Diary, Page 22 of Appendices; Q4.i). Responses tended to focus on the personnel involved in providing administrative support, the range of support provided and statements relating to the deployment of administrative support.

5.4 A large number of respondents indicated that the availability of administrative support was impacting positively on their working time (Appendix 4; Table 5.1 and Figures 5.1, 5.2, pages 90 & 91). This was particularly the case for the primary sector. There was some variability in the numbers of hours for which administrative support was provided (ranging from no administrative support; 2 hours per week; 2-3 hours per month). There was a general tendency for the extent of administrative support to increase with the professional status of the respondent (Appendix 4; Figure 5.2, page 91). In some instances support was available to teams or departments, but not to individual teachers. Administrative support was largely provided by classroom assistants or learning assistants, office staff and to a lesser extent, school business managers. In some instances reference was made to help provided by parent helpers or senior students. Several respondents referred to the redeployment of classroom assistants to other duties and mentioned the problems of consistency associated with this. A number of respondents also outlined how they chose to deploy assistance in

their classroom. Several indicated that while they were aware that classroom assistants could be deployed for administrative tasks, they chose to deploy them to assist pupils and undertake the administrative tasks themselves. A number of respondents praised the excellent level and quality of administrative support availability. Others expressed concern at the low volume of support.

5.5 *Use of Information and Communication Technology (ICT)*: participants were asked if ICT impacted on their working time and to comment on this (Q4.ii, Page 22 of Appendices). Quantitative responses (Appendix 4: Table 5.2, page 92) indicated the relatively low use of ICT by both primary and secondary classroom teachers to manage their working time. A number of respondents felt that ICT was impacting positively on their working time and recognized its future potential for enhancing learning and teaching and for managing working time. However several respondents felt that problems of access, ICT competency and reliability of hardware impacted negatively by adding to rather than reducing their working time.

5.6 *Time Management Strategies*: participants were asked if they had adopted any time management strategies to help manage their working time (Q4.iii, Page 22 of the Appendices). There was a wide variation in responses, (Appendix 4: Table 5.3, page 93) from uncertainty as to what such strategies might be, to clear strategies that had been adopted and were thought to be working. The latter was often the experience of school managers, especially head teachers. Some examples of strategies provided in the responses included prioritising workload, delegation of duties, using SMART targets, use of a daily organiser or other organisational aids, setting time limits for tasks and trying to avoid weekend work. Several respondents commented on the positive impact of what they call 'McCrone time' in terms of helping them to organise their work. Reference was made on several occasions to the need for further guidance/courses on time management. A number also referred to 'work-life balance' and how they were trying to achieve and maintain this. A large number of respondents commented on the hours worked at home and at the weekend. In general it was felt that it was not possible to undertake the requirements of the job within a 35 hour week and an extended working day was accepted as necessary to fulfil the demands of the job. Several respondents wrote that they no longer volunteered for after school activities and reduced their commitments to these.

5.7 *Professional Review and Development (PRD)*: participants were asked if working time was discussed as part of their PRD (Q5, page 22 of the Appendices). The results are summarised in Appendix 4; Table 5.4, page 94. Many respondents commented that their PRD had focussed on, or included discussion of time management and workload issues. Respondents indicated that when working time was discussed in the context of PRD meetings, school managers were generally sympathetic and supportive. Action was taken if possible and advice or guidance offered on making working time more effective. However, some felt that there was little their line managers could do to alleviate the situation.

5.8 *Teachers' Awareness of the National Agreement*: participants were asked about the National Agreement and the consultation process associated with it (Q6). The findings show that the majority of respondents had been consulted about their school Agreement (Figure 5.3, Appendix 4, page 95). In general, most teachers were aware that their local authority has its own signed agreement (Figure 5.4, Appendix 4,

page 95). The extent of teachers' knowledge and understanding of the Agreement became more apparent through the focus groups.

Key research findings - Element 3

5.9 Element 3 of the study of the project enabled us to explore in more depth teachers' perceptions about their working time. This aspect of the project combined several methodologies (questionnaire, interviews and focus groups). A summary of the main findings of this element of the research is provided below while the findings are presented in full in Tables 5.5-5.11, Appendix 4, pages 96 and 97.

5.10 *Perceived benefits of the National Agreement*

Teachers involved in the study identified a number of benefits resulting from the implementation of the Agreement. These occurred across all sectors. The increases in salary have been valued but comments reflected a much broader range of benefits than this. Primary teachers, for example, felt that the introduction of non-class contact time has been of enormous benefit to them. The revised promotion structure in primary schools has also been seen as beneficial. This represented a general feeling amongst participants and matches with the perceptions of the negotiating committee joint secretaries discussed in Chapter 3. The generally positive impact of administrative support and classroom assistance (see Table 5.5; Appendix 4, page 96) is consistent with Element 2 findings.

Many participants felt that support for new entrants to the profession has improved. The induction year is generally welcomed although the task of supervision is also seen as an additional activity that impacts on working time. Collegiate time is seen as another positive benefit, with additional time for meetings, especially amongst primary school teachers. However there appears to be varying interpretations of what collegiate time is, and how staff may use it. Opportunities for CPD were generally viewed favourably and more than 40% of respondents felt that the Agreement had led to an increase in their CPD commitment (Table 5.6, Appendix 4, page 96). There was positive support for the fact that CPD is now recorded and validated though responses relating to the Chartered Teacher initiative were mixed. Those undertaking Chartered Teacher courses were positive about the benefits but there was some dissent about its relationship to the contractual 35 hours CPD. In general, we found that teachers were prepared to acknowledge areas in which the implementation of the Agreement had resulted in improvements to their working practices and daily lives. However, often when this acknowledgement was made, it was done in a qualified way.

5.11 *Perceptions of problematic areas*

The most problematic area was the notional allocation of 35 hours for the duties performed by teachers. The findings showed a high level of dissatisfaction with the Agreement as well as a clear view (85%) that teachers' working weeks cannot be contained within 35 hours (Tables 5.7 and 5.8 Appendix 4, page 96). Few respondents thought that their duties could be performed within the 35 hour planning framework. It would seem that for these participants the 35 hour week has set up an impossible ideal that they routinely work beyond. However, a number of staff gave the view that both they, and their colleagues, would be prepared to work whatever number of hours it took to perform their duties to a standard which, in their eyes, was satisfactory. A large number of comments referred to teachers' views of their own professionalism

and the obligations which they felt towards the children and to the teaching profession. The clear definition of the contractual obligations which teachers are obliged to carry out is an area of concern for some school managers, with a view that staff are sometimes less flexible, more aware of contractual obligation and less inclined to seek promotion /career advancement.

There is also a number of areas that are not directly part of the Teachers' National Agreement, but yet were repeatedly referred to when teachers spoke about their working time, including 'innovation fatigue', career restructuring and inclusion policy, see below (Paragraphs 5.12-5.14).

5.12 *Innovation fatigue*

A number of respondents and participants also commented on the effects of 'innovation fatigue' ('innovation overload') and of the workload involved in implementation of new initiatives. Comments focused on the imposition of a number of initiatives, which participants feel they were not fully consulted about, but which they are obliged to implement in their schools. Some staff thought that the number of new initiatives impinged upon their own personal sense of professionalism, in that they felt they could not refuse to implement innovation in case they are deemed 'unprofessional'.

The issue of the amount of paperwork, which is required of teachers – as distinct from activities, which they conceive of as more directly related to concerns of learning and teaching – is also a recurrent one.

5.13 *Career restructuring*

Career re-structuring was another area that generated much discussion. The data did not indicate a great amount of unrest amongst primary school staff, many of whom in fact welcomed the new career structure. However, there was a great deal of unhappiness amongst secondary staff, particularly where the traditional linkage between curricular subjects and management had been eroded by the introduction of faculty structures. Faculty systems are also seen as promoting additional work for individual unpromoted members of staff¹². Some school managers also viewed this as contributing to an increased workload.

5.14 *Teachers, workload and inclusion policy*

A number of teachers have commented on the impact of the policy of social inclusion arising from the requirements of the Standards in Scotland's Schools, Etc Act of 2000. While this is not directly related to the National Agreement, it is perceived as having indirect relevance in that it leads to increased workload at a time when the Agreement has set up an expectation of a 35 hour working week, and of structures to limit working time.

5.15 *Continuing Professional Development*

CPD has also been conceptualised in negative, as well as positive, ways. This seems to reflect a wide variance in policy between authorities in this respect. One of the

¹² The establishment of Faculty structures is not a requirement of the National Agreement.

benefits from the Agreements was perceived to be the ability of staff to drive their own professional development, but this seems to have happened unevenly.

5.16 Off-site working

A further area of contention is the issue of off-site working. Here again, there seem to be variations in practice across the country. Some of these appear to be linked to school policies, and others to the policies of the local authorities. For instance, some teachers are able to leave when they have no classes, but overall there are specific patterns of implementation:

- Teachers required to report at the beginning or the end of the school day to establish their presence and availability to cover for absent colleagues.
- Teachers in certain categories (for example, guidance staff in secondary schools) required to be present.
- Teachers required to be present to cover '*Health and Safety*' issues with pupils at critical points in the school day for example, lunchtimes and intervals. This is a real issue with teachers in the Special sector.

Therefore, the professional flexibility which the Agreement was intended to achieve appears to be somewhat restricted for some staff.

5.17 Perceptions of the Agreement process

In terms of the process of negotiation leading to the construction of the agreements, again there were mixed opinions. It appears that while some teachers felt that they had been fully consulted, others felt that the process had been conducted above their heads and that they were simply expected to implement it. This mixture of feelings transcends geographical boundaries, so it is not possible to identify one trend in one area and another in the other areas. There were no statistically significant differences between local authority areas (Element 3 questionnaire, See Appendix 2:2.2). The questionnaire responses indicated similar patterns at both local authority and school level across five separately chosen authorities, although there was greater confidence that consultation had been undertaken at LA level than at school level (Tables 5.9 & 5.10, Appendix 4, page 97).

Similarly, both sets of impressions can be found in individual interviews and in focus groups, as well as in open responses in the Element 3 questionnaires sent to the stratified sample. It appears likely that the perceptions of individual teachers may be conditioned by their own environments, the micro-politics of their schools, and their satisfaction or dissatisfaction with the situations in which they are involved.

5.18 Individual empowerment

A further important aspect of the contextual data analysis was to determine if, and to what extent, teachers felt more or less empowered following the implementation of the Agreements. The responses to this question were uneven: most teachers thought that there were some areas in which they had been empowered, but that there were other areas where they had been disempowered. To some extent this is reflected in the Element 3 questionnaire (Appendix 2: Section 2.2, page 31) responses to a question about any changes in the amount of professional autonomy they experience. Almost two thirds felt that on balance there had been little change, but among those

that felt there had been a change, about twice as many felt there had been a reduction in autonomy as felt there had been an increase (Table 5.11, Appendix 4, page 97).

5.19 Looking at the range of qualitative contextual data, the areas in which teachers felt that the agreements had resulted **in some degree of empowerment** included:

- Improved salary.
- Public awareness of how hard staff were working.
- CPD more reactive to circumstances and better provision.
- Implementation of the Chartered Teacher programme.
- Control had been given back to schools.
- Better use of support staff.
- Better conditions for probationer teachers.
- Similar promotion structures in all schools.
- Less class contact time allows activities which would previously have been carried out after school to be carried out within working time (largely primary teachers).
- Agreements make teachers reflect and focus on their next steps.

5.20 Areas in which teachers felt that the Agreements had resulted in **a sense of disempowerment** included:

- A feeling of being less in control of their working lives and professional activities.
- Feelings that things are '*running away from them*' because of a flurry of initiatives and no real time to embed them.
- The self-funding status of Chartered Teacher is a deterrent to participation in the programme: it is unrealistic to expect it to be undertaken in addition to a burgeoning workload.
- The job-sizing exercise has been discouraging for many teachers, who feel that their views and situations have been ignored.
- Teachers have had a low status in the eyes of politicians and the public.
- The reduction in the status of secondary subject principal teachers due to faculty organisations has caused many secondary teachers (including classroom teachers) to feel that their status as 'subject experts' has been undermined.
- Increased expectations due to quality control and curriculum development are not reflected in the time available for these activities.
- Less flexibility and more managerialism.
- Increases in paperwork leave less time for the activities which teachers really value – learning and teaching.

5.21 Perceptions of future developments:

Finally, teachers were asked to look forward and to state the changes which they would like to see in order to improve the Agreement and their working lives. Not surprisingly, many of them re-stated the concerns which have been covered above.

The following emerged as the major concerns:

- Teaching and learning should be at the centre and schools should take the lead in development (this was the view of a great many respondents).
- Agreements should be adhered to.
- There should be more flexibility about CPD and how it is managed.
- New initiatives should be implemented in a manner which allowed time for them to be properly embedded.
- Staffing should be increased and class sizes reduced: this view often accompanied comments on aspects of social inclusion.
- Paperwork should be reduced or time made available for its completion.
- Schools should have more autonomy and control.
- There should be more national consistency in the implementation of Agreements.
- More consultation/negotiation should take place to take into account the different roles and responsibilities of staff within schools.

Conclusion

5.22 In general, teachers welcomed the National Agreement in many ways, and there was a strong sense of them being professionals committed to working in ways that would best benefit their pupils. One spoke of the profession as a ‘vocation’ and this attitude ran through many of the discussions. There was consensus that the 35 hour working week is not being met in reality, but also there is acceptance that the job may take more hours to fulfil to a professional standard.

5.23 The discussions were notable for the expression of some areas of uncertainty over what was stated exactly in local authority policy and Agreements regarding the 35 hour working week, collegiate time, and off-site working. There was a sense of variability in conditions of work across authorities and schools. Some aspects arising from the Agreement were seen in a negative light: faculty structures and general restructuring have led to legitimate concerns while the more positive benefits such as classroom assistance, enhanced salary and CPD opportunities are recognised and acknowledged.

6. CONCLUSIONS AND IMPLICATIONS

Conclusions

6.1 The research presented in this report is the most comprehensive study of its kind carried out within Scotland in recent times. While it was commissioned as part of the commitments made when the National Agreement *A Teaching Profession for the 21st Century* was adopted in 2001, it also offers a rare opportunity to get a sense of the state of the teaching profession in Scotland. When combined with other studies that have been carried out recently (Audit Scotland, 2006) or are currently underway (HMIe and AERS), we are perhaps now in a position to know much more about these matters.

6.2 Scotland is not alone in making serious efforts to modernise the teaching workforce. There are a considerable number of parallel developments occurring throughout the world, some of which are reported in other research reports (e.g., Mahony and Hextall, 2000; Smyth *et al*, 2000; Robertson, 2000).

6.3 This study of Scottish teachers' working time has revealed that bringing about such 'modernisation' is an extremely challenging and complex process. Scottish teachers were clearly dissatisfied with their pay and conditions in the 1990s and this was the major reason for the remit of the McCrone Committee. The Committee was undoubtedly being very ambitious in seeking to use this opportunity not only to address the immediate concerns about pay and conditions, but also as an opportunity to change the way in which the teaching profession is seen and sees itself. The fact that employers and professional associations both largely supported these aspirations does suggest that there was a widespread consensus among them that such broader changes were at least timely, if not overdue.

6.4 However, the present study has demonstrated that the notion of a 35 hour working week for teachers at the centre of the National Agreement has been problematic. Teachers' expectations were raised by the Agreement that their overall workloads would at least reduce, even if they did not seriously expect them to reduce to 35 hours. However, most teachers sampled in this study are reporting a perception of an increased workload since 2001. While there is no doubt that at a national and local level, the first half of this decade has seen the development of good relationships between employers and teachers' organisation, there is evidence that some teachers in schools are disillusioned and unsettled by some aspects of the changes brought about by the National Agreement. This certainly includes concerns about total workload but also derives from other factors such as management and career restructuring issues, expectations concerning CPD and such matters as off-site working. The joint secretaries often expressed surprise at the difficulties in bringing about cultural change in schools.

6.5 By comparison with attempts to modernise the teaching profession elsewhere, including elsewhere in the UK (Menter *et al*, 2004), there is continuing evidence of a stronger commitment to enhanced professionalism for teachers in Scotland – features such as the development of the Chartered Teacher programme and a wider commitment to Continuing Professional Development (Forde *et al* 2006), the provision for off-site working, indeed the commitment to a 35 hour working week, are

all evidence of this. Supply and retention of teachers has not been a major issue in Scotland in the way that it was in England during the 1990s (Menter *et al*, 2001) and there are still good levels of applications for entry to teaching possibly indicating that teaching is still perceived as a high status profession in Scotland. However, given the volatility of the wider labour market, it will be important for the Scottish education system to have continuing confidence about the retention of existing teachers where they are needed and the supply of new teachers for the posts that need to be filled. This is especially important in the light of policy positions concerning reductions in class sizes.

6.6 It is also certainly the case, that there are many ways in which primary school (and pre-school) teachers have benefited from the reforms, not least by the reduction of class contact time, indeed by the introduction of routine non-contact time for the first time. There are also teachers in all sectors who have expressed enormous and sometimes genuinely renewed enthusiasm for their profession. This is sometimes associated with a general feeling of improved professionalism (often linked with PRD) and sometimes specifically linked to more systematic CPD provision, including the Chartered Teacher programme.

6.7 As and when the National Agreement is reviewed, it would be important that strenuous efforts are made (as they were during the McCrone deliberations) to engage teachers ‘at the grassroots level’ in that process of review and further reform. The overwhelming majority of teachers appear to share the aspirations for increased autonomy and enhanced professionalism, but many feel that this has not yet been achieved through the National Agreement. Much reference has been made by teachers throughout the study to the parallel and apparently accelerating range of initiatives, especially at a national level, that teachers feel are being imposed upon them. Again it must be recognised that both the Scottish Executive and the local authorities have generally been seeking ways in which to stimulate innovation *by* teachers, rather than *on* teachers, but it would appear that bringing about such a cultural shift has not yet been achieved.

6.8 In fulfilling their responsibilities at a local level for monitoring the implementation and development of local agreements, the Local Authorities and the LNCTS should similarly continue to ensure as full an engagement as possible with teachers.

Implications for the future

6.9 Among the positive changes that are already achieved through the implementation of the Agreement, are the following:

- Reduction in class contact time.
- Improved salary.
- Improved teacher induction scheme/probationer support systems.
- More and better CPD provision, including the introduction of Chartered Teacher grade and associated professional programmes.
- PRD fully implemented.
- Improved negotiations, negotiating machinery and industrial relations.

- Improved classroom assistants/ staff assistants and systems.

6.10 Factors identified in this study that would further help the achievement of the aspirations of the Agreement include:

- Classroom assistants being trained and more widely available to secondary classroom teachers
- Improving pupil discipline in secondary schools
- Providing better ICT equipment in schools.

6.11 Among training requirements identified in this study are the following:

- Training in the skills of professional negotiating procedures (from Element 1)
- Time management courses; ICT training courses; training and a career structure for classroom assistants (from Elements 2 and 3).

6.12 Among the ‘coping strategies’ deployed by some teachers to enable them to fulfil their professional role we have had examples of:

- Resisting additional voluntary tasks/ extra-curricular activities
- Arriving very early at school in order to cope with tasks before the start of classes, and remaining late at night after classes have finished
- Using ‘off-site’ working whenever possible
- Using and developing ICT skills
- Better planning procedures.

Schools and local authorities have taken different approaches towards seeking to ensure that the commitments of the National Agreement are met. For example, some authorities have recruited what are colloquially known as ‘*McCrone teachers*’, who undertake cover while teachers are released for non-contact time. In some schools, the non class contact time is implemented with some difficulty arising from the difficulties in securing supply cover for absent staff.

6.13 Among further proposals that emerged from the study that could assist in the full implementation of the National Agreement in relation to working hours were the following:

- Clearer communication about what exactly is meant by the 35 hour working week¹³
- Reduction in the number of initiatives undertaken apparently without consultation with teachers.
- Better development planning processes including full negotiation with teaching staff.
- Monitoring the number of current initiatives in relation to the resources available, and managing their implementation in a sensible way.

¹³ Annex D of the Teachers’ National Agreement states that, ‘the individual and collective work of teachers should be capable of being undertaken within the 35-hour working week’ (Scottish Executive, 2001).

- CPD on classroom discipline techniques, especially for the secondary sector.
- The provision of laptops for teachers.
- Improved ICT and subject technical support.
- Positive publicity for the teaching profession.
- Better provision of supply cover and a more systematic approach to meeting schools' staffing requirements.

6.14 The question of distinguishing 'essential' from 'non-essential' tasks within teachers' workloads remains a problematic one. If this is still thought to be an important issue by SNCT and LNCT members, then there should be a full consideration of this and some research into how the matter is addressed elsewhere, as well as further investigation into teachers' apparent resistance to accepting such a distinction.

REFERENCES

- Audit Scotland. (2006a). *A First Stage review of the cost and implementation of the teachers' agreement 'A Teaching Profession for the 21st Century'*, Edinburgh, Audit Scotland.
- Audit Scotland. (2006b). *A First Stage review of the cost and implementation of the teachers' agreement 'A Teaching Profession for the 21st Century': Key messages*, Edinburgh, Audit Scotland.
- Audit Scotland. (2006c). *A teaching Profession for the 21st Century Study – Teachers Survey Final Topline Report*, Edinburgh, Audit Scotland.
- Audit Scotland (2006d). *A teaching Profession for the 21st Century Study – Headteachers GSR Topline Report Final*, Edinburgh, Audit Scotland.
- Blane, D. (2004). The new class-less society. Times Educational Supplement (12/11/04). http://www.tes.co.uk/search/story/?story_id=2048010 (Accessed 21/3/06)
- Borg, W and Gall, M (1989) *Educational Research*. New York, Longman
- Buie, E. (2005a) Where the same can be different. Times Educational Supplement (19/8/05). http://www.tes.co.uk/section/story/?story_id=2124493 (Accessed 21/3/06)
- Buie, E. (2005b) Under new management. Times Educational Supplement (19/8/05). http://www.tes.co.uk/section/story/?story_id=2124492 (Accessed 21/3/06)
- Draper, J., O'Brien, J. & Christie, F. (2004). First Impressions: the new teacher induction arrangements in Scotland. *Journal of In-service Education* 30(2): 201-223
- Eaglesham, D. (2005). Is McCrone working – or has it caused chaos? *The Scotsman* (6/4/05). <http://thescotsman.scotsman.com/index.cfm?id=360702005> (Accessed 7/3/2006)
- Forde, C: McMahon, M: McPhee, A and Patrick, F (2006) *Professional Development, Reflection and Enquiry*. London, Paul Chapman Publishers
- Hall, J., Wilson, V., Sawyer, B. and Carroll, L. (2000) *Teachers' Workload Survey*, Glasgow: SCRE Centre
- Hastings, S. (2002). Workload. Times Educational Supplement (24/5/02). http://www.tes.co.uk/search/story/?story_id=364155 (Accessed, 5/4/06)
- Henderson, D. (2004a). Staff say 35-hour week 'is a dream'. Times Educational Supplement (16/4/04). http://www.tes.co.uk/section/story/?story_id=393483 (Accessed 21/3/06)
- Henderson, D. (2004b) New start fails to inspire. Times Educational Supplement (26/11/04) http://www.tes.co.uk/section/story/?story_id=2054330 (Accessed 21/3/06)

<http://www.scottish.parliament.uk/business/officialReports/meetingsParliament/or-99/or021002.htm>

Johnstone, M. (1993) *Teachers' Workload and Associated Stress*, Glasgow: The SCRE Centre.

Locke, T., Vulliamy, G., Webb, R., & Hill, M. (2005). Being a 'professional' primary school teacher at the beginning of the 21st century: a comparative analysis of primary teacher professionalism in New Zealand and England. *Journal of Education Policy* 20(5): 555-581.

Mahony, P. and Hextall, I. (2000) *Reconstructing Teaching*, London: Routledge/Falmer.

Menter, I., Hutchings, M. and Ross, A. (2001, eds.) *The Crisis in Teacher Supply*, Stoke-on-Trent, Trentham Books.

Menter, I., Mahony, P., & Hextall, I. (2004). Ne'er the twain shall meet?: modernizing the teaching profession in Scotland and England. *Journal of Education Policy* 19(2): 195-214

Ozga, J. (2005). Modernizing the education workforce: a perspective from Scotland. *Educational Review* 57(2): 207-219.

Powney, J and Watts, M (1987) *Interviewing in Educational Research*. London, Routledge.

Purdon, A. (2003). A national framework of CPD: continuing professional development or continuing policy dominance? *Journal of Education Policy* 18(4): 423-437.

Pyke, N. (2004). Scots cut down to size. *Times Educational Supplement* 12/9/03. http://www.tes.co.uk/search/story/?story_id=383751 (Accessed 21/3/06)

Rice, K. (2002). McCrone: teachers wrecking my deal. *The Scotsman* 10/2/02. <http://scotlandonsunday.scotsman.com/index.cfm?id=159542002> (Accessed 7/4/06)

Robertson, S. (2000) *A Class Act*, London: Falmer.

Saint Mary's University (200) 'Has Educational Change Generated a Lose-Lose Environment' Media Release – 'Life on and Off the Job: A Time Use Study of Nova Scotia Teachers' http://www.smu.ca/newsreleases/2000/educational_change002.html (accessed 1 July 2005)

Scottish Executive (2000). A teaching Profession for the 21st Century. (McCrone Report). (Edinburgh, Scottish Executive)

Scottish Executive (2001a). A Teaching Profession for the 21st Century: Agreement reached following recommendations made in the McCrone Report. (Edinburgh, Scottish Executive.) <http://www.scotland.gov.uk/library3/education/tp21a.pdf>

Scottish Executive (2001b). Press Release: McConnell Sets Out Next Steps for a modern Scottish Education System.

<http://www.scotland.gov.uk/news/2001/02/se0366.asp>

Scottish Executive (2005a) *Statistics Publication Notice: Education Series: Teacher Census Results, September 2004*, Edinburgh: Scottish Executive.

Scottish Executive (2005b) *Statistics Publication Notice: Education Series: Results of Teacher Workforce Planning for 2005/2006*, Edinburgh: Scottish Executive.

Scottish Parliament (1999). *Official Report*, 2 (10).

Shipman, M (1981) The Limitations of Social Research. New York, Longman

Smith, A. (2004) Making Mathematics Count: The Report of Professor Adrian Smith's Inquiry into Post-14 mathematics. The Stationery Office. http://www.dfes.gov.uk/mathsinquiry/Maths_Final.pdf (Accessed 7/4/06)

Smyth, J., Dow, A., Hattam, R., Reid, A. and Shacklock, G. (2000) Teachers' Work in a Globalizing Economy, London: Falmer

SNCT (2005) *Collegiality Statement*.

<http://www.scottishcouncils.org/tact/general%20teachers%20agreement%20documents/snctcollegialitystatement2005.doc>

TAC Team (2006) *TAC Team Briefing Paper: Evolving Career Structure*

Times Educational Supplement. (2005). Sabres rattled on 2006 review. (27/5/05) http://www.tes.co.uk/section/story/?story_id=2103586 (Accessed 21/3/06)

Wilson, V., Davidson, J., & Rankin, N. (2006). *The Impact of Additional Support Staff Provided by the Teachers' Agreement: Appendix 2, Recommendations to the Scottish Negotiating Committee for Teachers from the Support Staff Working Group*. Scottish Negotiating Committee for Teachers.

<http://www.snct.org.uk/library/284/Support%20Staff%20Report%20to%20SNCT%20170106.pdf> (Accessed 7/4/06)