Addressing Workload:-Supporting trainee & early career teachers to thrive & not merely survive



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Why?

- To improve teacher morale, mental and physical wellbeing.
- To give teachers the time and space to focus on what matters most and what is in the interests of teachers and their pupils
- To give teachers time to focus on their own professional development.
- To improve teacher retention, particularly in the early stages of a teachers' career and aspiration to leadership, and to attract more entrants to the profession.
- To aid school improvement by strengthening capacity and capability of school leaders and teachers.

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- Context
 - What recent surveys tell us about perceptions of workload from trainee and early career teachers
 - Summary of actions taken by DfE since 2014 Workload Challenge
 - Recommendations for ITE providers arising from three independent reports
- · Considering the Implications
 - Addressing workload within & through Initial Teacher Education
- · Where next?
 - · The Workload Reduction Toolkit

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What recent surveys tell us about perceptions of workload from trainee and early career teachers

Workload is a significant barrier to teacher retention. Our survey of school leaders found that workload is the most important factor in retaining teachers: 67% of respondents reported that workload is a barrier to retention. To help tackle teachers' workload, in March 2016 the Department published reports from three independent groups on marking practices, lesson planning and use of resources, and data management. Our survey found that 81% of school leaders are aware of this guidance but only 44% are engaged with it. (National Audit Office 2017)

Context

ATL Survey (2017) - Trainees & NQTs

- 54% of respondents did not think they would be teaching in ten years' time – 24% did not think they would be teaching in five years' time
- 87% cited workload as the biggest issue which demoralised them
 - 79% felt that they did not have a good work/life balance
 - 81% felt that they did not have time to participate in hobbies
 - 80% felt that they did not get enough time to relax
 - 76% felt that workload pressures were preventing them from seeing their friends
 - 68% felt that due to pressures they did not get to spend enough time to spend with their partner
- 53% felt that workload prevented them from being able to properly reflect on practice

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٧	iews of NQTs	
•	"Planning takes all weekend and I spend hours marking. Although there are wonderful 'light bulb' moments, there are not usually enough of these to wipe out the downsides. At the start of my second term as a NQT I am exhausted and starting to be demoralised." (Secondary NQT)	
•	"I saw this as a vocation, a lifelong dream following a successful, non-teaching career elsewhere. I now have no time to spend with family or even speak to them. I can't sleep, have no social life but still love 'teaching'; it's the rest of it that's unbearable." (Primary NQT)	
	"I enjoy the work and the challenge, but am shocked at how many hours I work at weekends and on my two "days off". (Secondary NQT)	
D	E NQT Survey (2016)	
ċ	Large Workloads:	
	 "Throughout my induction year I have worked from 8am-5:30pm Monday to Friday. I have also worked 8-10 hours at weekends during my first term, 6-8 during my second term and 4-6 during my third term. I also work 20-30 hours at home during school holidays. If my workload was 	
	reduced I wouldn't have needed to do so much work at 55 home."	
١	Training, Entitlement & Transition: "My school has Often not provided NOT time during the week, making it difficult for continuous professional development and observing other teachers"	
	"I have been placed in a position where I do not have a head of department or a subject specialist to help me learn my subject skills"	
	 "Some of the training as an NQT can simply re-hash PGCE training as they can be combined sessions for UQT's as well as NQT's" 	
•	Mentors / Induction Tutors:	
	"NQT tutors need to know how to speak to and support NQTs. This means that they ought to know how to give two targets and a strength (for example), just as we expect students to do when reflecting on their own learning. My tutor will support me if I ask a specific question but, aside from that, I feel largely like I have been on my own during this period and, if not for my tamily, I would	

Context Setting

Summary of actions taken by DfE since 2014 Workload Challenge

"One of the biggest threats to retention, and also to recruitment, is workload. Too many of our teachers, and our school leaders, are working simply too long hours – and too often on tasks that the evidence shows are not helping children to learn.

We need to get back to the essence of successful teaching; strip away the workload that doesn't add value and give teachers the time and the space to focus on what actually matters. Trust teachers to teach. That's in the interests of teachers but it is also in the interests of children." (Damien Hinds March 2018)

Summary of DfE Workload Actions	
Workload Challenge survey- 2014 Three independent review groups (marking, planning and data management) - reports published	
March 2016 3. Embedding workload considerations into guidance and advice produced for schools	
NCTL funding research and development projects into reducing workload DIE Teaching Blog' shares practical examples (22 to date) written by teachers	
Teacher Workload Survey 2016 published in February 2017 Action Plan providing an update and setting out next steps of the department – February 2017	
Poster and Pamphlet summarising the workload reports Regional events to share practice	
10.TES Workload Hub - launched December 2017 11.Secretary of State speech – ASCL – 10th March	
12.Publication of the findings of NCTL funded collaborative projects into reducing workload carried out by 12 groups of schools, and the 12 project reports	
13.Publication of <u>qualitative study</u> following on from the 2016 teacher workload survey	
14.A <u>review</u> of packages of support and CPD available to schools in relation to reducing teacher workload.	
15.Working with Ofsted regional ITE events 16.Online Workload Reduction Toolkit- To be launched Spring 2018	
Context Setting	
Recommendations for ITE providers arising from three independent	
reports	
"The record number of good and outstanding schools won't be sustained if the people, who make them run so well, are burning out, and leaving the	
profession.	
When I see NQTs brimming with passion to change young lives for the better, I think it's an utter travesty that so many end up losing their early	
enthusiasm because of the pressures of the job. Especially when so many of those pressures are entirely unnecessary	
Because that's what endless data cuts, triple marking, 10 page lesson	
plans, and, worst of all, mocksteds are: a distraction from the core purpose of education. And a costly distraction at that." (Amanda Speilman HMCI	
March 2018)	
Decree of letters for ITE	
Recommendations for ITE	-
Eliminating unnecessary workload around marking	
 Draw on research and make trainees aware of emerging findings and evidence. Ensure requirements made of trainee teachers conform to the principles of this 	
report. Include a repertoire of assessment methods in training.	
Include a reperione or assessment metrious in training.	
Eliminating unnecessary workload around planning and teaching	
resources Review their demands on trainee teachers and concentrate on the purpose of	
planning and how to plan across a sequence of lessons.	
Eliminating unnecessary workload associated with data	
management	
 Ensure strategic use of data to inform teaching and learning, and understanding of assessment is part of any initial training. 	

The University of Greenwich Response

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Blog	Swarsh blog Q
Teaching	Seed on the Seed
Department for Education	
	About the teaching blog
Tackling Workload Reports: An ITT Provider's Response **Marketina (1) Service 2017 **Emberging Problem (2) Service 2017 **Emberging problem **Port Debrert & O'll Service (3) S. Problem (4) Service 2017 **Emberging problem **Emberging pr	A Department for Education May for headness conventing tools such as Markets conventing tools such as Markets and Markets and Markets Challenges, Schools in Employed, Yugo Demande, Sachets Statiens, Sachet reconstituent, changes to GCSS and A levels and the controllars. Don't forget to look at the blog from the Pational College for Teaching and Landership. Categories CPD (D) Lisuality and Dispersity (D)
 The recommendations and the implications for initial feacher fraining (ITT) and how we support both our trainer teachers and consider the workload for mentors supporting frainer learned-hers; How we can support our partnership schools to share good practice as they respond to the reports, finding sustainable solutions to beacher workload concerns. 	Englatify and Diversity (1) Laudership development (II) Learning and development (7) National support school (2) Nat (2) PE and Sport Premium (3) Pugit Premium (3) RBD practical advice (4)
	Discount and development (60)

The role of ITE Providers

 ITE providers continue to be an integral part of the concerted effort needed by the whole education system to reduce workload.

ITE providers are in a unique position:

- To establish 'good habits' in their trainees that support the progress of their pupils but are not overly burdensome.
- To use the principles of the three workload reports in their training.
- To help encourage and foster culture change needed in schools to tackle workload.

Considering the Implications

Addressing workload within & through Initial Teacher Education

"The workload event stimulated excellent discussion and practical ideas to improve the future recruitment and then retention of motivated teachers. A key issue for the partnership is the development of practical strategies for a student to use to prioritise effectively the variety of school tasks into those that only support the safety, well-being, learning and progress of all pupils.

Outcomes for school leaders also highlighted the need to inspire and energise students into focusing on the quality of the delivery of the curriculum and the importance of shielding the practice from low value tasks." (Headteacher July 2016)

Considering the implications	
Awareness raising:Partnership	
Trainees	
Supporting partner and trainee engagement with the recommendations	
Review of	
 Expectations across ITE provision (including professional placement) 	
Provision – how the recommendations are embedded in centre and	
school-based training and content Consideration of the workload agenda as part of wider wellbeing and	
resilience Harnessing of good practice within partnership to support ITE	
provision and wider partnership	
Implications: ITE Content	
implications. The Content	
Time to talk:	
How have you considered the recommendations of the independent	
reports in relation to your ITE provision and content?	
How, as providers, are we drawing upon our collective knowledge of	
the challenges faced by trainees, NQTs and early career teachers in relation to workload and addressing and pre-empting this within our	
provision & content:	
 Centre & school-based training 	
Skills and strategies – e.g. time management / prioritisation strategies	
Professional studies Subject disciplines	
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ITE Content: Example Considerations	
"There is a myth among new and beginning teachers that	
the longer spent planning a lesson, the more successful it	
will beWe know of trainee teachers who have spent so long planning that when they come to teach they are	
already exhausted!" (Fautley & Savage 2013:25)	
Planning and resources:	
A differentiated approach to supporting trainees to develop the skills	
of planning – including the skills of planning sequences of lessons	
Supporting trainees to evaluate, adapt and make use of:	
 Published / commercial schemes of work 	

Resources

Drawing upon your partnership

"The day allowed me to put theory into practice. The knowledge that I built up through the workshops, undertaking practical tasks, then observing allowed me to understand how I can deliver qualify teaching and promote great pupil progress using a range of formative assessment strategies."

"I've come away from today with such a bank of useful resources and strategies. Having the opportunity to both see these applied so effortlessly within various classes and speak with the various teachers about how they implemented them was extremely useful. Much more confident now about using time efficiently with assessment."

"Today was a revelation! Seeing how a school focuses on the use of verbal, immediate feedback and the impact this has — on both the pupils 'learning, not to mention the teachers' workload was fascinating and made me reflect on how to provide feedback which is impactful whilst also not time intensive" "The day really informed m confidence with practical assessment and feedback strategies and the ways ir which teachers can work with children during lessor time, which was interestin e.g. guided group work."

"What was really useful was the sharing of the planning approach that supports the teaching of mathematics in the school. The modelling of his approach has helped me understand that lessons planning does not need to take hours, but can be simplified for an even greater impact."

"I've come away feeling far more confident about how to adapt a unit of work so that it meets the needs of my punits"



me to think about how to prioritise work and think about tasks in relation to thei urgency and importance. I also liked the idea of using rrust, should and could' as a way to categorise my tasks in relation to the time I've set aside for work"

Implications: Assessing Trainees

"Systems for trainees to record and demonstrate how well they have met all of the teachers' standards are extensive, but somewhat overcomplicated and repetitive. Copying evidence into different formats adds a bureaucratic administrative burden to trainees' days and weeks, which is not in keeping with the spirit of recent recommendations on the reduction of teacher workload. Trainees gain little from undertaking this extra activity." (Ofsted ITE Report January 2018)

Advice to schools:

 'collection of evidence should be proportionate and not increase workload for teachers (for example, teachers should not be asked to produce written evidence against each of the Teachers' Standards).' (DfE September 2017)

Assessing Trainees: Considerations

- Approach used by the ITE partnership is proportionate and recognises the trainee's stage of development;
- Any process has purpose and a clear rationale linked to the contribution towards a trainee's development;
- Quality of evidence rather than quantity;
- Avoid duplication of material;
- Time allocated as part of both centre and school-based training;
- Consideration of the demands of the process on the trainee, the ITE provider and the school.

Training and Assessment Toolkit: Promoting Accuracy
"Trainee, with mentor, identifies a sequence (or sequences) of lessons which
can be used to evidence pupil progress over time and through this the quality
of the trainee's teaching overall"

Implications: Professional Placement

Time to talk:

- What are the particular workload challenges faced by trainees on professional placement?
 - How do you prepare your trainees for these challenges?
 - What additional interventions / support are in place?
- How have you worked with your partnership to ensure that there is a shared understanding relating to trainee expectations on professional placement?
- How do you facilitate opportunities for your trainees to collaborate, share resources, discuss ideas etc. whilst on professional placement?
- How do you ensure that expectations do not inadvertently add additional workload burdens to mentors?

The Workload Reduction Toolkit



ITE Workload Toolkit Area - Themes

Raise awareness / take action / embed / collaborate / share practice

- Mental health and well-being
- Addressing workload through ITE content
- Addressing the particular workload challenges faced by trainees on professional placement
- Addressing potential workload challenges for schools, mentors and trainers
- Embedding the spirit of the recommendations in the culture of ITE
- Supporting the wider partnership with the recommendations of the three reports

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Guidance for schools: Supporting NQTs & Early Career Teachers	
Identification of factors that impact on the workload of newly qualified teachers and teachers in the early stages of their career Questions for school leaders to consider: Support structures Professional development opportunities Helping NQTs / early career teachers to manage expectations Workload burdens associated with monitoring, support and induction / appraisal cycle Supporting transition points Signposting for school leaders How can mentors / induction tutors support mentees Principles for effective mentoring and coaching	
Questions for induction tutors and mentors to consider	
Guidance: Supporting NQTs & Early Career	
Teachers	
In development: Guidance for appropriate bodies Guidance for NQTs and teachers in the early stages of their career	
Moving Forward	
What are the implications for your ITE partnership?	