

May 2016

PPTA Workload Taskforce Report 2016

The PPTA Workload Taskforce Report 2016 identifies a range of workload pressures for secondary teachers and suggestions for addressing these issues.

The full report is available at:

<http://www.ppta.org.nz/resources/publication-list/3650-ppta-workload-taskforce-report-2016>

The report

The PPTA Workload Taskforce was established in 2015 to investigate and report on secondary teacher workload issues and mechanisms for addressing the identified pressures. The Taskforce has reported on key drivers of secondary teachers' workload and possible solutions to alleviate work intensification. It builds on workload reports and working groups over the last 15 years.

The report will form part of PPTA's submission to the Secretary for Education's Workload Working Party in the second half of this year.

Overall findings

For teachers at all levels there are too many tasks for too few people, external and internal demands which are too great and resourcing and PLD which is inadequate.

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Eight summary pamphlets cover the most frequently referenced issues and suggestions from members. Many other important areas of pressure and issues for specific groups of teachers are addressed in the full report.

Actions

Branches are encouraged to consider and discuss the findings of the report.

Summary sheets include:

- 1: [General findings](#)
- 2: [Use of time](#)
- 3: [NCEA](#)
- 4: [Change management](#)
- 5: [Resourcing](#)
- 6: [School management](#)
- 7: [Compliance and PLD](#)
- 8: [ICT](#)

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Workload Taskforce Report summary sheet 1: General findings

General findings from the PPTA Workload Taskforce report 2016.

The full report is available at:

<http://www.ppta.org.nz/resources/publication-list/3650-ppta-workload-taskforce-report-2016>

General Findings

Secondary teachers work long hours in increasingly complex jobs

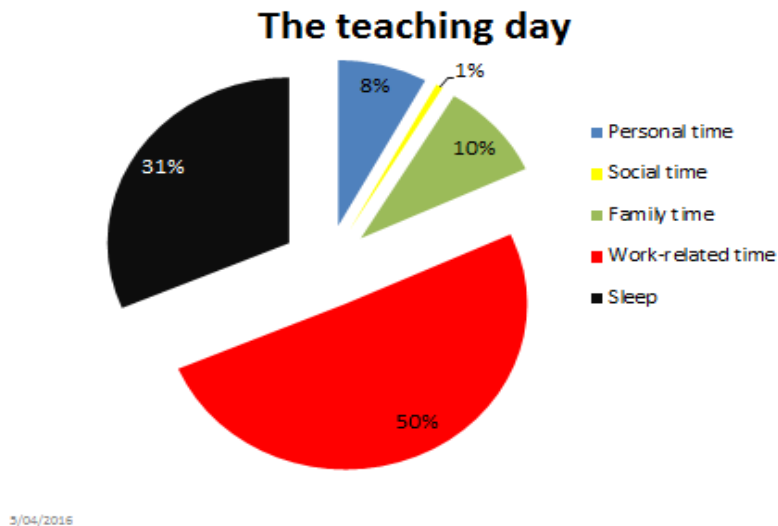
- From principal to classroom teacher the quantum and complexity of work is increasing
- The jobs of classroom teachers and middle leaders are very similar because of their high level of class contact, but both roles are quite different from those of senior leaders and principals
- Effectiveness and efficiency is suffering, which impacts on core professional activities and may result in more work for others
- Ongoing workload pressures negatively affect job satisfaction, health and well-being

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- In middle leadership an almost full-time teaching load is combined with complex and critical curriculum leadership functions
- Workload pressures are impacting on recruitment and retention

The job



- 54.5 hours is an average teaching week, including onsite work, offsite work and extracurricular activity
- 92.5% of teachers say the amount of work has increased since 2010, and for 66% it has increased a lot
- 90% say the complexity of their work has increased since 2010, and 60% say it has increased a lot
- Workload is usually manageable for only a quarter of teachers. Just 15% say they have a good work-life balance and only 23% report their workload 'often' or 'always' allow effective teaching.

"Most of what I do is professionally rewarding and productive. There is simply too much of it to feel that I am doing any of it really well."

"After nearly 10 years teaching, I am now considering whether to leave the profession or move to part-time just to manage the workload."

"I am a third year teacher and the workload is horrendous. It has put my work-life balance right out of balance and made me resentful of the job. I have worked really hard to get faster and more efficient but the workload just seems to increase."

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Workload Taskforce Report summary sheet 2: Use of time

A lot of time is spent on tasks teachers regard as unproductive.

The full report is available at:

<http://www.ppta.org.nz/resources/publication-list/3650-ppta-workload-taskforce-report-2016>

How teachers spend their time

Classroom teachers spend most of their time preparing for lessons and teaching. However, increasing demands in administration, assessment, new initiatives and other duties are reducing teachers' capacity to focus on teaching.

Middle leaders report that after teaching NCEA assessment and administration are their most time-consuming tasks.

"... [There has been] a change in the last decade as many in middle leadership have moved from managing resources (eg materials and budgets) to leading people.it has also become increasingly complex with significant change, increased external accountability and pressure to improve student outcomes."

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Senior leaders' most time-consuming tasks are school administration and organisation, then general administration, teacher relief and school driven initiatives.

Workload is a shared problem

There is a cascade of work pressure from the principal, to senior leaders, to HODs and guidance teachers and on to classroom teachers.

The value of the tasks teachers spend their time on

Teachers report the three **highly productive tasks they spend most** time on are:

- teaching,
- resource development and
- preparation for teaching.

Other tasks which teachers and middle leaders regard as productive are: assessment /unit writing, NCEA assessment, extracurricular activities, the pastoral and guidance care of other teachers and managing and directing other teachers.

The three **largely unproductive tasks** teachers spend most time on are:

- general administration,
- NCEA administration, and
- school driven initiatives.

Other tasks that teachers generally find unproductive include: teacher appraisal and assessment, BYOD activities, externally driven initiatives, teacher relief cover and ERO reviews.

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Workload Taskforce Report summary sheet 3: NCEA

**NCEA is by far the greatest source of additional workload pressure.
NZQA believes it is addressing workload but is having little impact.
The full report is available at:**

<http://www.ppta.org.nz/resources/publication-list/3650-ppta-workload-taskforce-report-2016>

The most significant NCEA workload issues

- Too much assessment
- 85% level 2 target shifting attention to maximising credits
- Excessive moderation demands for both externals and internals plus the 'derived grades' process
- Inadequate and dispersed support materials of variable availability and quality across curriculum areas and lack of up-to-date and good-to-go resources, particularly for assessment.

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- Too little time available for assessment and moderation or teacher collaboration within and between schools, searching on line, professional learning, administration especially relating to progress of individual students etc.
- Incompetent, excessive and under-resourced change and poor change management processes often with confusion about what is expected, short deadlines and no time being resourced.
- Expansion of the Principal's Nominee role without funded time allowances for it.

Proposals for change

There were many proposed solutions from teachers to alleviate workload associated with NCEA. They can be grouped as:

1. change policies and targets
2. reduce the amount of assessment and moderation
3. improve PLD and resources on all aspects, especially assessment
4. have fewer changes and improve the way changes are made
5. reduce the amount of administration, compliance and reporting, and
6. provide more time for collaboration, PLD and educational change processes

"Time spent marking internal assessment now constitutes the majority of my 'out-of-school' time- cutting into prep time and creating an unsustainable work-life balance."

See also the 2015 PPTA Conference paper ['The NCEA: Can it be saved?'](#)

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Workload Taskforce Report summary sheet 4: Change Management

Teachers identify the number of new initiatives each year and a lack of effective change management of them as workload pressure.

The full report is available at:

<http://www.ppta.org.nz/resources/publication-list/3650-ppta-workload-taskforce-report-2016>

New initiatives (both school and externally driven)

Teachers identify the number of new initiatives, and the lack of effective change management associated with them, as workload pressures.

"There are too many changes being brought in at any one time, with little thought for the long term gains or whether they even work... School management are loading on initiatives – e-learning first, with little chance for professional development and collegial problem-solving, and then Academic Writing Programme on top of that – all worthwhile but not enough time is given to the changes before the next one arrives."

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Proposals for Change

- restrict the number of initiatives
- use an effective change process.

The PPTA Change Management Toolkit helps to develop robust policy.

<http://ppta.org.nz/resources/publication-list/2460-change-management>

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Workload Taskforce Report summary sheet 5: Resourcing

Teachers identify the lack of people, time and resources as workload pressure.

The full report is available at:

<http://www.ppta.org.nz/resources/publication-list/3650-ppta-workload-taskforce-report-2016>

Lack of human resources and time

There is too much work and not enough people to do it.

Teachers and leaders are challenged to get all of their work done effectively. Half-done and poorly done work wastes time and creates work for others.

The staffing formula causes extra-large classes in large schools and junior high schools and management & pastoral staffing time does not reflect need.

There are too few support staff in schools.

"We have some support staff but they are run off their feet. I am a geography teacher and one of the things that really annoy me is the admin that goes into a field trip and I have to do most of it...."

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Proposals for Change

- more time for productive tasks.
- increased time allowance for: leading departments, pastoral, guidance, networking, resource development, professional learning, community liaison, working with Maori and Pasifika students.
- increased ancillary staffing.
- working smarter, not harder (applying Best Practice)

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Workload Taskforce Report summary sheet 6: School management

Teachers identify poor practice in school management and organisation as a workload pressure.

The full report is available at:

<http://www.ppta.org.nz/resources/publication-list/3650-ppta-workload-taskforce-report-2016>

School management practices

There are issues with organisation and management practices in individual schools: processes and personnel management, lack of awareness of workload, poor communications, short deadlines, lack of consultation, poor employment practices and treatment of people.

There are organisational issues in some schools with timetabling practices adding work pressures for some teachers e.g. multi-level classes; no base classroom, or academic mentoring in addition to a full load of class room teaching

Too many meetings are scheduled in a number of schools.

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"There is a lot expected of classroom teachers to ensure classes run smoothly and achieve results expected from the administration of the school. That said, there is not time dedicated to the creation of resources or marking or anything. Our school has meetings Mon, Tues, Wed and Thurs afternoons as well as Mon, Tues, Wed and Fri mornings. These meetings run every week based on various roles in the school. We are meeting overloaded. This is often just time used to talk at us and not to bring us new, relevant and interesting information...."

Proposals for Change

- Adoption of best practice by all schools.
- Preparation, professional development and support for leadership roles.

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Workload Taskforce Report summary sheet 7: Compliance and PLD

Teachers are burdened with unnecessary compliance. At the same time teachers are denied useful professional learning and development (PLD). The full report is available at:

<http://www.ppta.org.nz/resources/publication-list/3650-ppta-workload-taskforce-report-2016>

Compliance and professional development

Administration, compliance, appraisal, attestation and registration

Issues with appraisal and registration vary across schools but improvements in this area would offer large benefits to teachers and middle leaders in a number of schools.

Much of the 'paper work' commented on is seen as having no impact on teaching and learning but is rather compliance driven – a low trust model. It is seen as a distraction and largely unproductive. It is suggested that there is a range of administrative and other tasks which do not need to be done by teaching staff, or even done at all.

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".. there is no time for teaching and learning and the clerical administration is taking over. There are deadlines every week and .. planning lessons takes a back seat. This makes the job much less satisfying."

The Education Council (EDUCANZ) is signalling even more draconian compliance.

Proposals for Change

- The establishment of a minimum compliance framework
- An independent review of the compliance requirements on all schools
- Clearer guidelines around the requirements for teacher appraisal and assessment
- Reduction in the compliance around teacher appraisal and assessment
- Reviewing the requirement for all 12 areas to be appraised annually

"Constant evaluations and reflective tasks. Teacher registration folders take hours of work and organisation and they are glanced at with no feedback on what we are doing right or wrong from senior management."

Lack of suitable professional development

There is a need for both effective PLD and the time to undertake it.

Delivery of PLD is chaotic, poorly resourced and often poorly focussed. Too little time is provided to reflect and make a real difference to practice.

The lack of PLD that is geographically convenient, affordable, relevant and effective undermines the effectiveness of teachers' in various roles.

Proposals for Change

- Adequate time and funding for relevant and accessible PLD
- Ongoing career-based training and support for middle and senior leaders and principals
- More PLD and assistance around internal assessments

The PPTA Professional Development Toolkit helps schools to identify effective and useful PLD. <http://ppta.org.nz/resources/publication-list/1651-pld-toolkit>

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Workload Taskforce Report summary sheet 8: ICT

ICT issues create pressures for many teachers.

The full workload report is available at:

<http://www.ppta.org.nz/resources/publication-list/3650-ppta-workload-taskforce-report-2016>

ICT issues - PPTA's ICT advisory group summarise:

"The theory of technology in education seems to be that digital technologies will increase teaching and learning opportunities, help us to become more connected, more collaborative, more efficient and more effective. The theory isn't the reality for most teachers.....The absence of planning, resourcing and support means that, for many teachers, the use of digital technologies in schools becomes a frustrating addition to their daily work."

The main concerns raised were:

- The need for stable, working infrastructure
- The need for skilled technology support staff
- The need for PLD in using new technology
- The issues associated with the use of BYOD

The main proposals were to address these issues.

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