

Independent Workload Report and Stand Up for Quality Education Campaign

Key Research Findings set out in the Independent Report on Teachers' Workload	EIS Stand Up for Quality Education Campaign (SU4QE) Actions
<p>The report found that workload is being driven by:</p> <ul style="list-style-type: none"> • Budget and staffing cuts • Increases in pupil numbers and rising class sizes • Education reform • The rising number of pupils with Additional Support Needs, as well as more generally diverse learning needs • Additional responsibilities upon all teachers for Literacy and Numeracy challenges following the lockdowns during the COVID pandemic • Decline in pupil behaviour and increased disengagement behaviours in classrooms • Unproductive workload <p>In parallel with increased teacher workload the independent report identified a reduction in support for learning, and increasing workload demands on teachers:</p> <p><i>“Addressing the needs of all learners (regardless of cultural background, gender, socioeconomic status, or additional support needs arising from disability and health, family circumstances, or social and emotional factors) is increasingly difficult.”</i></p>	<p>The EIS continues to campaign for the Scottish Government and local authorities to increase their funding and support for the education system. Part of this work involves outlining the negative effects of previous cuts and declining support for pupils and teachers.</p> <p>The EIS regularly produces reports and briefings for members, stakeholders and the Scottish Government which are shared with all MSPs.</p> <p>The EIS SU4QE campaign recognises:</p> <ol style="list-style-type: none"> 1. The reduction in resources given to teachers and pupils, including ASN support per child. 2. The increased needs of all pupils, which were exacerbated by the pandemic – illustrated by increased ASN rates and declining pupil behaviour.
<p>Excess Workload Findings – Quotes from the Independent Research Report</p> <p><i>On average, teachers reported spending 11.39 hours in the week outside of contracted hours on work-related activity undertaken in the morning before work, into the evening and at home at the weekend.</i></p> <p><i>The three activities that consume by far the largest time commitment outside contracted hours (and totalling over five and a half hours) are:</i></p> <ul style="list-style-type: none"> • <i>planning and preparing lessons (2 hours and 15 minutes)</i> • <i>preparing resources (1 hour and 50 minutes)</i> • <i>marking and feedback for pupils (1 hour and 30 minutes).</i> 	<p>SU4QE Campaign on Excess Workload</p> <p>The EIS has identified that every three teachers, each week, provide the equivalent of another teacher in free labour. This is a saving to the system across Scotland of millions of pounds in unpaid salaries each year and is equivalent to the work of over 17,500 teachers in Scotland.</p> <p>The EIS is campaigning for the Scottish Government to deliver its promise to reduce teachers' class contact time by 90 minutes per week to 21 hours, maximum.</p> <p>We continue to negotiate at SNCT that the 90 minutes' class contact time reduction be allocated to teachers to use for planning and preparation time.</p>

<p>Drivers of Excess Workload – Quotes from the Independent Research Report</p> <ul style="list-style-type: none"> • <i>Planning and preparing lessons and marking and feedback were the core tasks that occupied most time for classroom-based teachers, outside learning interactions.</i> • <i>Planning and preparation challenges were most acute among interviewees teaching composite classes, cross-phase teachers, teachers of technical subjects, and subjects with just one teacher.</i> • <i>Higher rates of pupil absence and intermittent attendance require additional preparation to maintain learning for pupils who are away from the classroom in other within-school provision, or at home.</i> • <i>In addition, in the target week, on average, main grade teachers spent one hour communicating with parents/ carers/ colleagues/ external agencies, 36 minutes on behaviour referral, 25 minutes on pastoral work, and 42 minutes for out-of-class learning conversations.</i> • <i>Across sectors and regions, main grade interviewees commented on the challenges of completing data entry for tracking and monitoring and reporting requirements within their contracted hours.</i> 	<p>SU4QE Campaign on Drivers of Excess Workload</p> <p>The EIS is campaigning to reduce weekly contact time and using the 1 ½ hours per week “saved” as promised by the Scottish Government to plan, prepare and feedback. Ultimately, we want a total a reduction of 2 ½ hours per week for additional planning, preparing and feedback.</p> <p>The EIS is campaigning to increase education funding and to hold the Scottish Government to its manifesto commitment of employing 3,500 more teachers.</p> <p>Branches and members also need to raise complaints or grievances where workload is unsustainable or harmful to teachers’ health.</p> <p>The EIS will continue to campaign to strengthen the use of current methods of workload control such as Workload Audits and Working Time Agreements so that Working Time Agreements, School Calendars and School Improvement Plans, and the enactment of them, reflect the 35-hour working week.</p> <p>We will involve deputies and headteachers in addressing workload culture issues – both for themselves and the teachers they manage.</p>
<p>Workload Associated with ASN– Quote from the Independent Research Report</p> <ul style="list-style-type: none"> • <i>Teachers reported increased levels of additional support needs (ASN) from early years to senior classes in high school.</i> 	<p>SU4QE Campaign on Workload Associated with ASN</p> <p>Campaigning on class size reduction to 20 and 20 class contact hours per week will be critical to the realisation of our aims around ASN provision. We shall work also with national stakeholders to establish national expectations around what ASN support every child and young person with ASN should receive.</p>

<p>Workload Associated with Pupils' Behaviour– Quotes from the Independent Research Report</p> <ul style="list-style-type: none"> • <i>Teachers who were primarily classroom-based reported spending around two-thirds (68%) of teaching time on learning interactions. Minor disruptions and significant behavioural interruptions occupied between 14.7% - 28.6% of all face-to-face teaching time for all roles in schools.</i> • <i>Interviewees consistently reported greater use of teaching time to address low level and serious disruptive behaviour, and administrative follow-up activities outside lessons to report incidents and communicate with parents/ carers/ colleagues/ external agencies.</i> 	<p>SU4QE Campaign on Workload Associated with Pupil Behaviour</p> <p>Continue to highlight the need for additional resources and seek to establish national expectations around positive pupil behaviour, and how teachers and pupils should be supported.</p> <p>The EIS is campaigning for effective reporting and support procedures around handling of violent and aggressive behaviour. These procedures need to be properly resourced and consistent for all.</p> <p>Campaigning for more education funding for the purpose of increasing staffing levels and to enable more professional support staff including LSAs, education psychologists etc.</p>
<p>Impacts of Excessive Workload– Quotes from the Independent Research Report</p> <ul style="list-style-type: none"> • <i>Time for elective professional learning was reduced to just 35 minutes during the week, on average, for main grade teachers. Many teachers reported being caught in a continuous cycle of 'catching up' that constrained possibilities for deeper forms of reflection and strategic professional development.</i> • <i>Work beyond teachers' contracted hours was the strongest predictor of perceived stress irrespective of sector or role. Workload burden leaves teachers feeling stressed within all aspects of their lives.</i> • <i>Results from the perceived stress scale show that the teachers working in urban settings, early career teachers, and teachers who had more time with face-to-face commitments reported higher levels of stress.</i> • <i>Interviewees reported negative effects of extended working hours on family life, including reduced participation in social and leisure activities, less time spent with their own children, and increased reliance on partners to manage family responsibilities.</i> • <i>Workload was a contributing factor influencing teachers' career decisions i.e., whether to seek promotion, move schools, move into education-related work, or exit the profession.</i> 	<p>SU4QE Campaign on Impacts of Excessive Workload</p> <p>In order to support teachers and branches locally with the impacts of excessive workload, we will continue to promote Teacher Agency within an Empowered School System, including through:</p> <ul style="list-style-type: none"> • Advice to members on workload control and prioritisation • Branch audits of workload and associated engagement with the school's headteacher <p>The EIS is seeking to recruit more H&S reps to help strengthen the use of risk assessments as a protection for members whose health is at risk from high stress situations.</p> <p>The EIS is promoting a "Health, Safety & Wellbeing" approach to advise members of the long-term health effects of excessive working.</p> <p>The EIS seeks to disseminate the message that unsustainable workloads deter members from seeking promoted posts, including seeking to become headteachers, and it also affects teacher retention.</p>