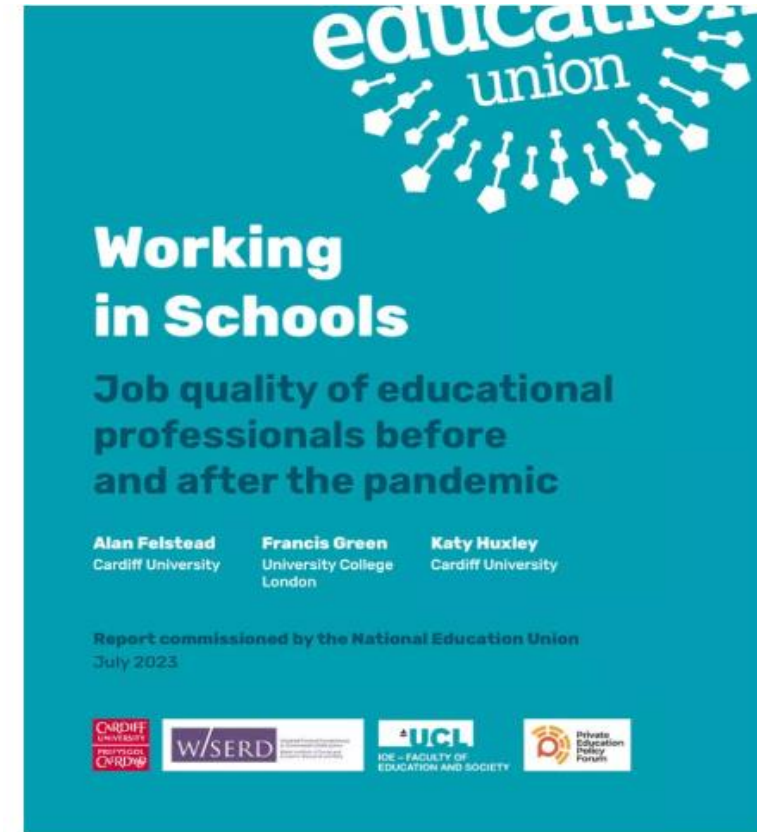


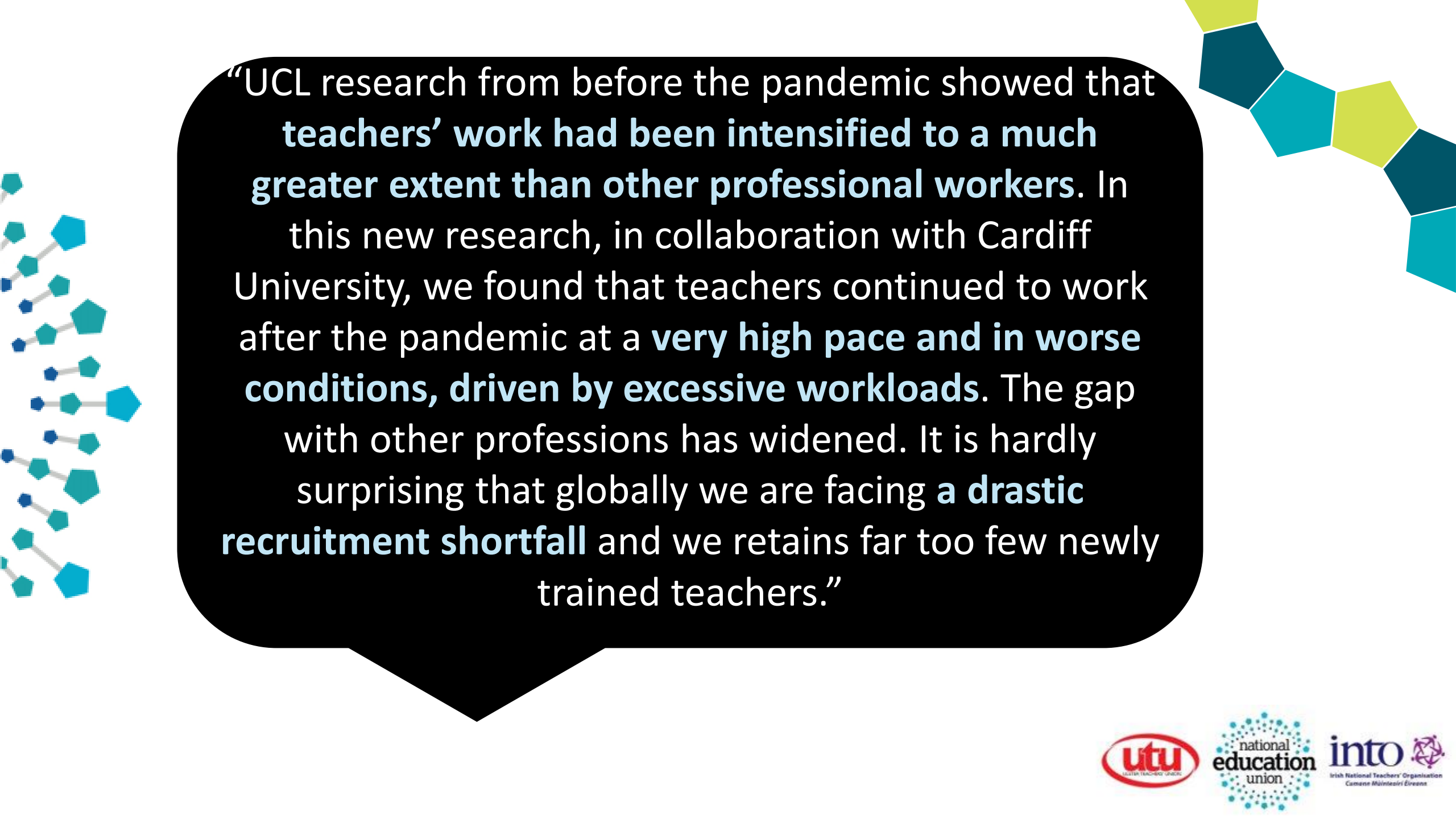
Workload and “Job Intensity”

Francis Green Research



Green, Francis. 2021. “British Teachers’ Declining Job Quality: Evidence from the Skills and Employment Survey.” *Oxford Review of Education* 47 (3), 386-403.





“UCL research from before the pandemic showed that **teachers’ work had been intensified to a much greater extent than other professional workers.** In this new research, in collaboration with Cardiff University, we found that teachers continued to work after the pandemic at a **very high pace and in worse conditions, driven by excessive workloads.** The gap with other professions has widened. It is hardly surprising that globally we are facing a **drastic recruitment shortfall** and we retain far too few newly trained teachers.”

What is the difference between workload and work intensity



Work intensification, tends to be investigated qualitatively through questions that ask the type of work that teachers do, pace you work at and where are most intense pressure points.



A better definition is concept of “heavy hours” that refer to the feeling of being pulled in multiple directions at once due to the competing and contradictory demands at a given point in time.

What is the difference between workload and work intensity



Workload is usually generated through quantitative self-reporting and measured in **number of hours.**

School leaders need to

1

Understand the
issues

2

Challenge their
own thinking about
their policies

3

Be open-minded to
new ways of
working in schools.

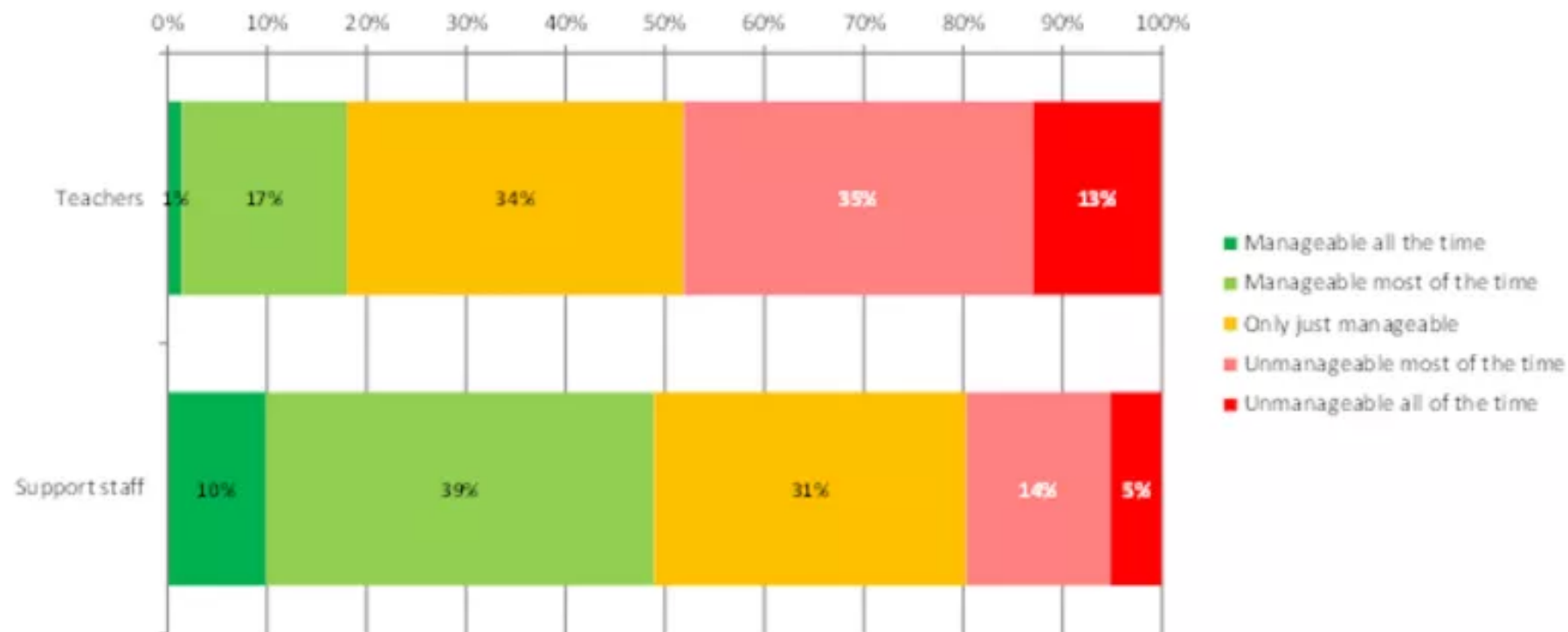
Workload and wellbeing

It is striking that overall less than a **fifth of teachers (18%)** felt able to describe their workload as manageable.

Almost **half of teachers** working in England and Wales (48%) view their **workload as 'unmanageable'**, to one degree or another. A **third (34%)** are on the borderline of **'only just manageable'**.

The Department for Education's most recently published study shows that full-time teachers and middle leaders in England's state schools work an average of **52.9 hours per week**. This is above the 48 hours stipulated by the UK's Working Time Regulations and extends well beyond classroom hours.

How would you describe your current workload?



Workload and wellbeing

Two-thirds of teachers and a third of school support staff worry very often about the impact of workload on their wellbeing.

The most popular workplace action to support wellbeing among teachers would be a reduction in workload; among support staff it would be an improved working environment.

The most widely-supported Government actions on workload are those needing finance: increased funding for staffing, and greater classroom support for pupils with additional needs.

Workload and wellbeing

Stress levels among educators are dangerously high.

Over two thirds of teachers say they feel stressed more than 60% of the time they are at work, including over a third who are stressed more than 80% of the time.

Almost half of school support staff are stressed at least 60% of their time at work, including a fifth are stressed more than 80% of the time.

The Issues – What leads workload-related sources of stress for teachers?

“having too much administrative work to do” (49%);

“having too much marking” (41%);

“having too much lesson preparation” (33%);

“having too many lessons to teach” (28%); and

“having extra duties due to absent teachers” (25%)”


Sources:

Education International’s [2021 Global Report on the Status of Teachers](#)
The [OECD’s Teaching and Learning International Survey \(TALIS\)](#) for 2018



Teacher Voice



- **Exhausting.** The curriculum is ever changing with more and more work added to our already overstretched weeks.
- There is little to **no time in the day** to use to catch up or even draw breath. It is 100 mile an hour from the minute I get into work to going home...
- Working with **ever reducing resources** and with pupils who have **an increasing level of need and from higher levels of deprivation**. High levels of stress are commonplace as is the requirement to deal with pupils who are bereaved, suicidal, who have complex needs and there is zero support for teacher mental health.
- **High levels of SEND** [special educational needs and disabilities], high levels of deprivation and **child protection** are exhausting.



- Teachers are required to prepare, teach and mark too many lessons per week. It is exhausting and **unsustainable**. On top of that, all of the children with special needs and **not enough support** is exhausting. It causes mental illness, stress, sleep deprivation and more. I would never recommend this job to anyone.
- Higher levels of SEMH [special educational and mental health] issues – which we're just meant to deal with – higher levels of poverty impacting the classroom – which we're just meant to deal with – **staff shortages so SEN lack support – which we're just meant to deal with.**

Principals reported that their workload included



all facets of school management



extended now into managing legal issues



marketing the school



pursuing alternative income sources to pay for school resources



networking with a wide range of stakeholders including local businesses and the tertiary sector

Recent studies affirm that

- Principals believe that their non-educative work (focused on school management, budget and demands from stakeholders) is **impacting their capacity to dedicate time to educational leadership**
- Principals' work patterns outside of traditional working hours, exacerbated by the development of technologies which make **principals "available" at more times throughout the day and night.**
- approximately **one-quarter** of the principals' total working hours were carried out in **the evenings and on weekends.**
- Principals **prioritised being visible and present for teachers and students during school hours** but the ramification of this was that **administrative work had to be done outside of school hours.**
- Visibility via attendance at **school-related events, email communication and thorough oversight of school-related social media activity** have also been identified as increasing workload during non-traditional hours

Sources: (Cranston & Ehrich, [Citation2002](#); Reid & Creed, [Citation2021](#)): Pollock et al., [Citation2015](#); Türkoglu & Cansoy, [Citation2020](#); Wang, [Citation2020](#)).





Principals' experiences of work intensification are marked in the research by **a relentless demand to provide both managerial and educative leadership** resulting in unsustainable working responses and a declining sense of control over their work situation





Role of leadership in schools



advocated greater social support from SMT (Lawrence et al., [Citation2019](#); Maas et al., [Citation2021](#)),



training for school leaders in family-supportive behaviours (De Carlo et al., [Citation2019](#)),



ongoing monitoring of teacher perceptions by school leaders (Torres, [Citation2016](#))



enabling greater autonomy and initiative-taking by involving teachers in school decision making (De Carlo et al., [Citation2019](#); Van Droogenbroeck et al., [Citation2014](#)).



the need to align non-teaching activities with “the well-being and achievement” of students, (Van Droogenbroeck et al. ([Citation2014](#), p. 107)

What can you do



Develop an ethos where staff know it's fine to talk about wellbeing



Build a culture of trust, respect and openness



Support staff with manageable workload ideas

What can you do



conversations should be positive and supportive – explore issues and how you can help with solutions



reassure your staff that your door is always open



provide time and resources for professional development

What can you do



Reviewing the effectiveness of how the time set aside for planning is allocated. If planning is to be effective, schools should look to allocate blocks of time to allow proper collaborative planning, which offers excellent opportunities for professional development.'

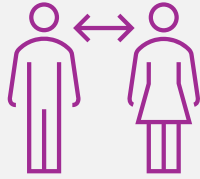


Senior leaders should review demands made on teachers in relation to planning to ensure minimum requirements to be effective are made.

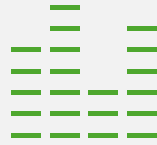


Build a culture where it's the norm to say 'thank you' to people for the work they've done, where ideas are welcomed, and good practice is acknowledged

What can you do



seek opportunities for peer collaboration



understand strengths and weaknesses



follow up on actions in a timely way to continue to build trust

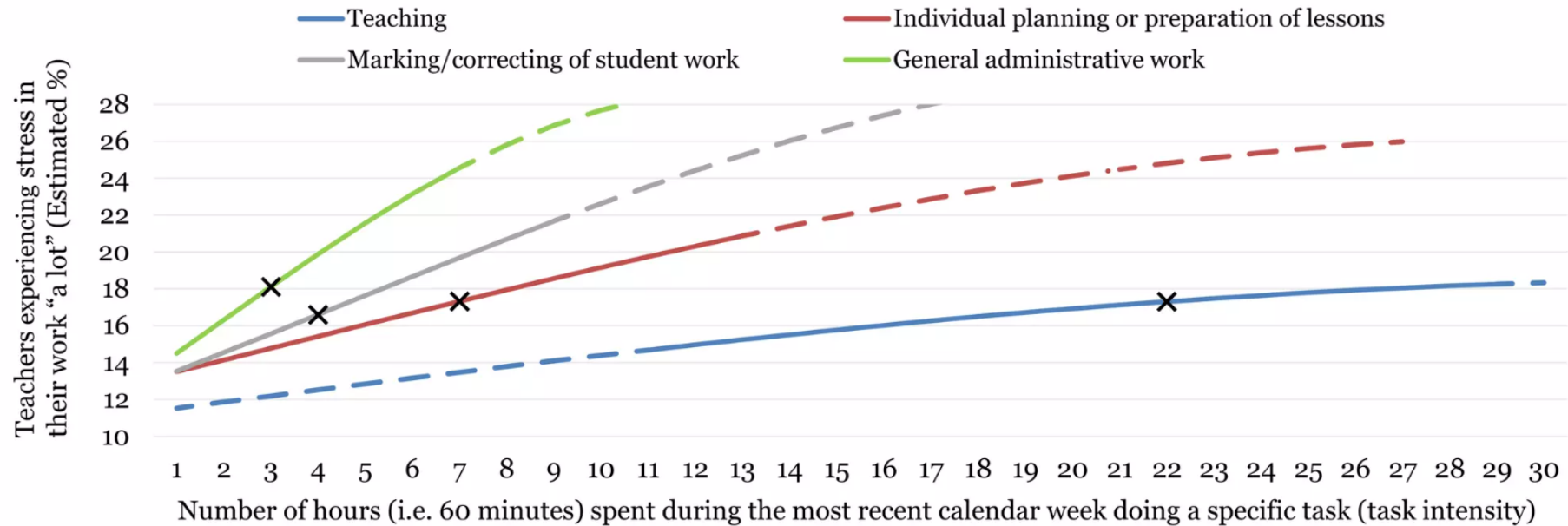


Helping teachers focus on the core of their work
is likely to be the most effective to mitigate
the impact of the crisis on their well-being



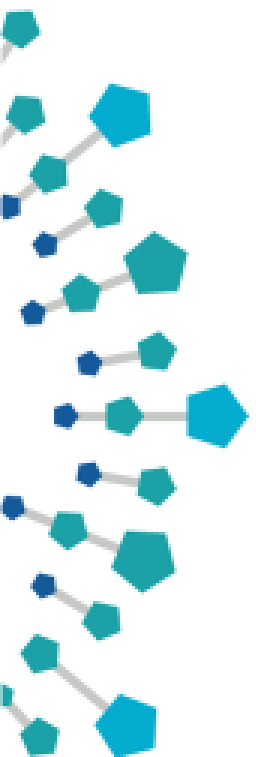
Relationship between teachers' experience of stress at work and task intensity

Estimated percentage of teachers experiencing stress in their work "a lot", by task intensity (OECD average-31)



Note: the "X" in the figure represents the share of teachers experiencing stress in their work "a lot", given an average task intensity (OECD average-31)

Fig II.2.10



Self-Care for Educators



Treat yourself
when you need it



Remember to
start fresh every
day



Connect with
uplifting colleagues



Do physical
activities you enjoy



Take a break when
you need one



Use positive self-
talk



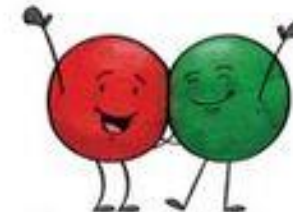
Go for a walk or
spend time outside



Read a good book
(just for you)



Plan an activity
to look forward
to



Spend time with
friends and family



Leave work at
school for the night
or weekend



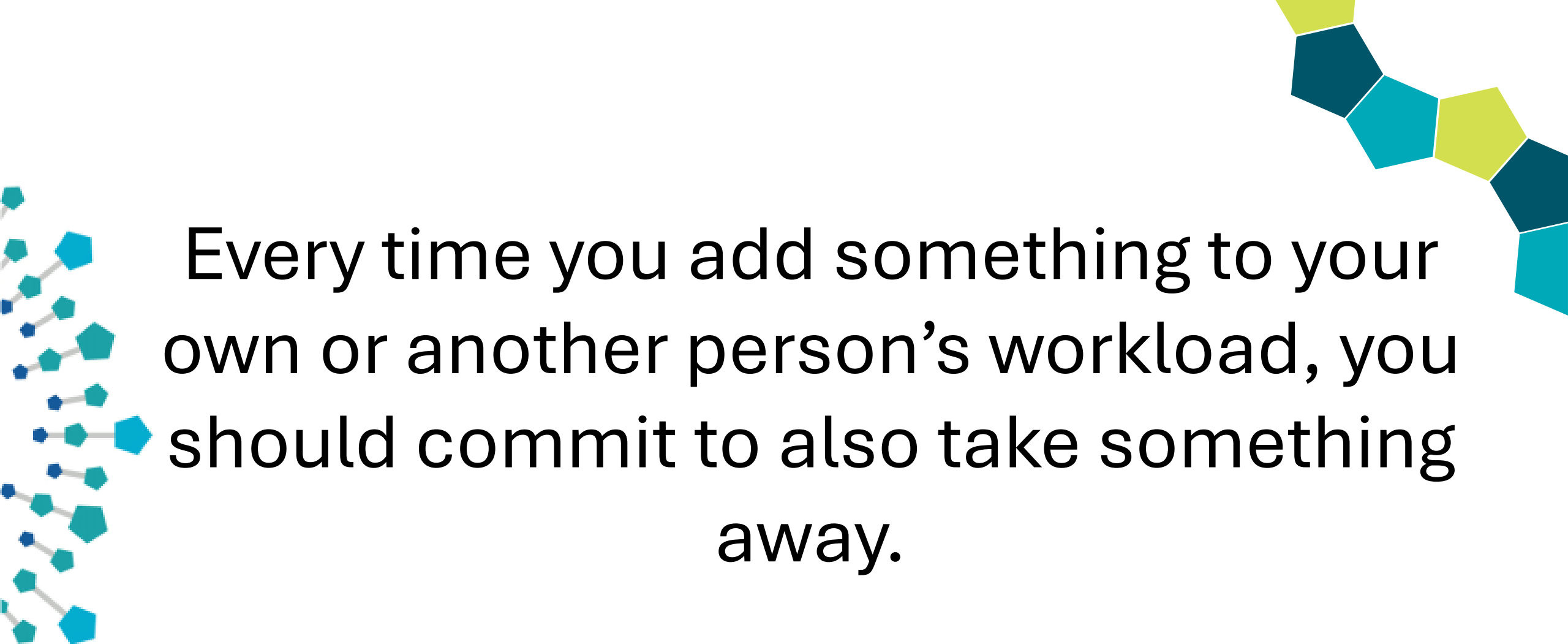
Spend less time
on social media



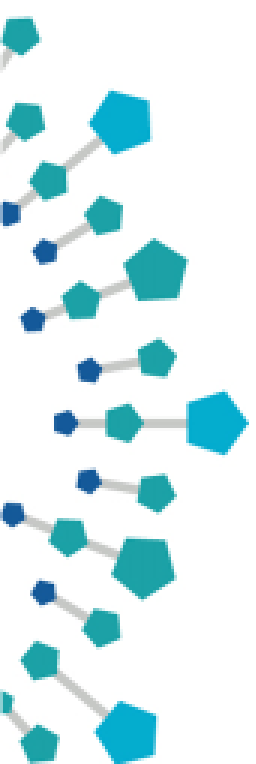
Bring healthy
snacks and meals



Be comfortable
saying "no" to
more obligations

The top corners of the slide feature decorative geometric patterns. The top-left corner has a cluster of teal and blue pentagons connected by thin grey lines. The top-right corner has a chain of larger pentagons in teal, blue, and yellow, arranged in a slightly curved line.

Every time you add something to your own or another person's workload, you should commit to also take something away.



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