



Addressing workload and establishing sustainable habits

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Reduce workload of
trainees

Establish good habits

Encourage and foster
culture change

Addressing teacher workload in Initial Teacher Education (ITE)

Advice for ITE providers

1. Addressing workload and changing the culture of burdensome practice through ITE content

2. Addressing workload of trainees on professional placements and their school

Principles for ITE providers to support workload reduction

3. Supporting the wider partnership to tackle workload

4. Supporting mental health and wellbeing

Working on shared values

Partnership ITE Vision

In partnership we work together to develop teachers with the confidence to:

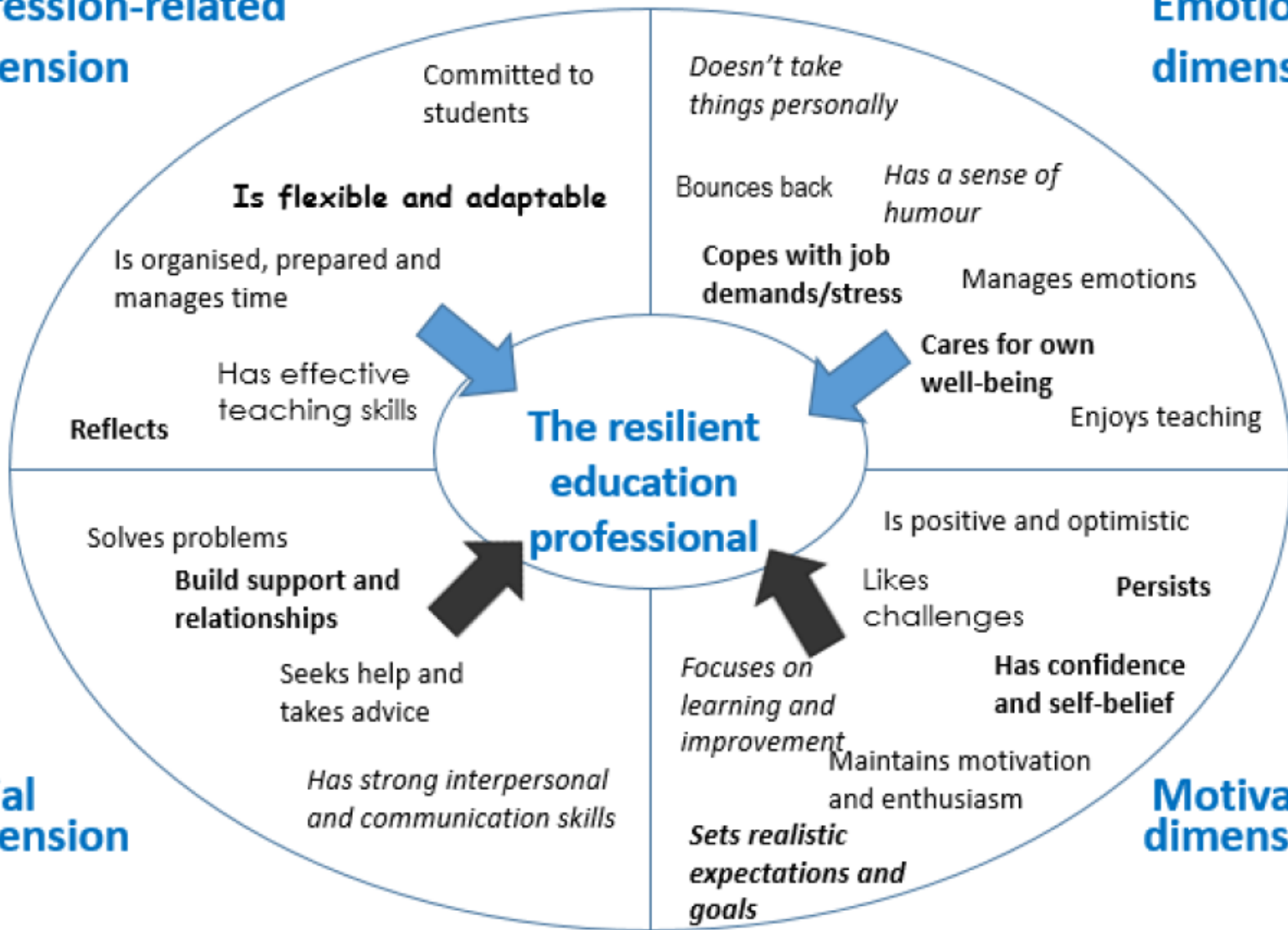
Agency	make professional judgements to enable the development and learning of all
Professional Voice	articulate how research has informed practice and contribute to new thinking and new ways of working
Resilience	respond innovatively to a changing educational landscape
Social Justice	strive to ensure a child's learning and life chances are not limited by social or economic factors

Profession-related dimension

Emotional dimension

Social dimension

Motivational dimension



Mansfield et al (2011) *Don't sweat the small stuff: Understanding teacher resilience at the chalk face*

4. Supporting mental health and wellbeing

- ✓ Managing *necessary* workload
- ✓ NQTs talking through chaos to calm(ish) – when it makes sense
- ✓ Feedback overload (MMM)
- ✓ Increased space for conversation and action / *that thing I'm thinking about it*
- ✓ Organising time in school
- ✓ Friday – the last email
- ✓ The UH team's wellbeing

3. Supporting the wider partnership to tackle workload

Reducing teacher workload

The WOWS research project

March 2018

Graham Herbert, Tim Oates, Tim Sherriff and Mick Walker

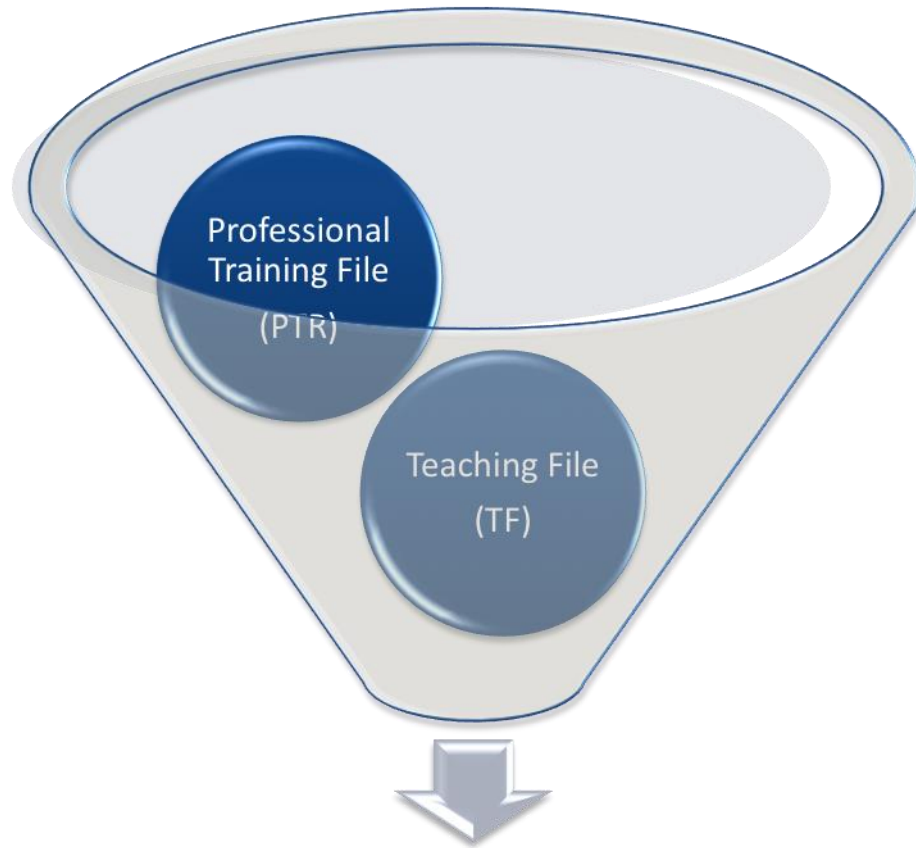
- ✓ ITE Partnership Briefing – reducing workload sharing of practice
- ✓ Keynote: Tim Sherriff workload reduction around marking published by DfE
- ✓ Enquiry + (Action research project with two Lead Schools)

2. Addressing workload
of trainees on
professional placements
and their school

- ✓ Clear expectations for planning (over three APs)
- ✓ Team-teaching, sharing resources, modelling planning and evaluating existing SoW
- ✓ Induction: ‘Well, it was like that for me, so...’
- ✓ Purpose and process (process then purpose)
- ✓ Review of documentation and SBT activities
- ✓ Changing expectations over the three Assessment Points
- ✓ Working group – perceptions of workload over time

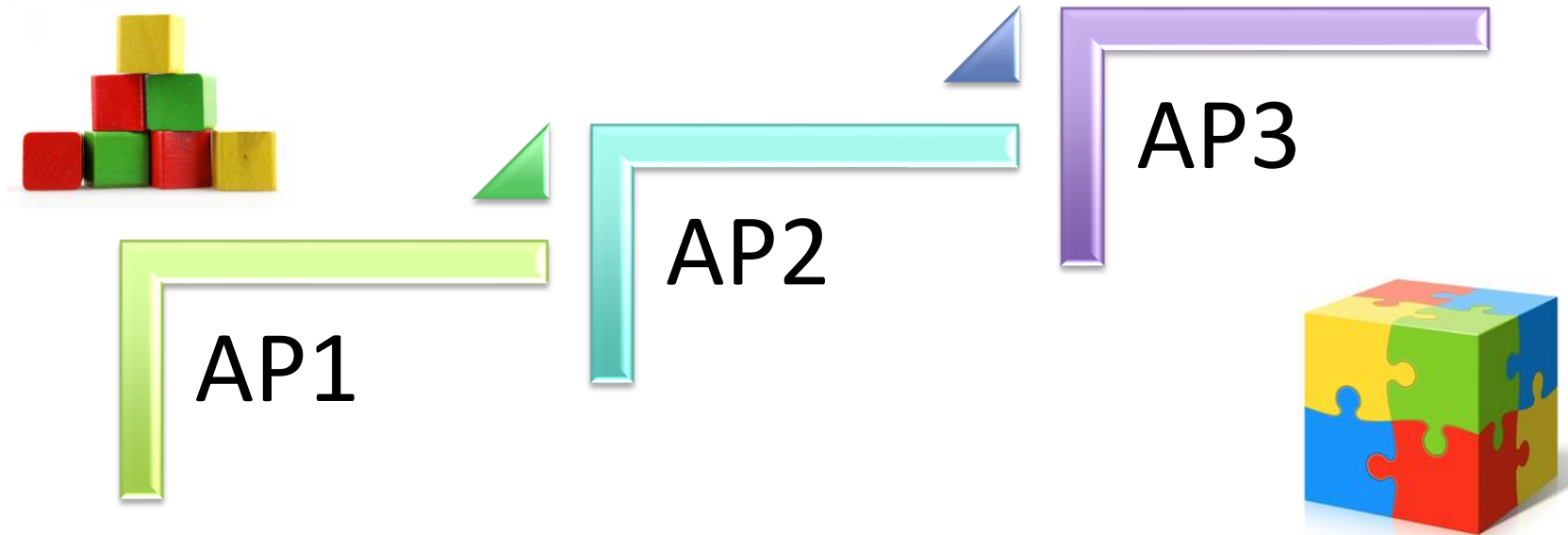
1. Addressing workload and changing the culture of burdensome practice through ITE content

- ✓ Transparent pinch-points narrated by NQTs with retrospective good humour
- ✓ Planning to manage workload
- ✓ Designated assignment time (off-timetable)
- ✓ Principles of planning, marking and use of data (purpose)
- ✓ Planning a sequence of learning, articulating impact through a meaningful selection of evidence
- ✓ SoW sharing e-resources
- ✓ Practice-based assignment (resources)



Evidence Bundle

School-based training for science trainees



Specialist teaching (expectations for non-specialism)

Designated time for subject development

Audit and development plan over each AP

DfE (2018) Addressing workload in ITE

<https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite>

Sherriff, T et al (2018) Reducing teacher workload

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687207/WOWS - Reducing teacher workload.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/687207/WOWS_-_Reducing_teacher_workload.pdf)