



Impact of austerity measures on teachers' work and student well-being services



Presentation of Findings, March 2016



Research Objectives and Methodology

WHY?

To obtain a picture of schools' capacity to promote student well-being.

HOW MANY?

1,749 which represents a response rate of 16%. (Database of 10,962 emails).
Note: Most public opinion polls report survey data from a sample of 1,000.

WHO?

All teachers, deputy principals and principals. Principals and deputy principals constituted 5% of all respondents

WHEN?

11th January – 2nd February 2016

HOW?

Online questionnaire, email link to survey sent by Millward Brown to all teachers/deputy principals/principals on database. Teachers and deputy principals/principals took different survey paths, but with some common questions.

- Profile of sample
- Workload and job satisfaction
- Impact of cuts on student well-being services
- Key findings and conclusions
- Appendix



Profile of sample

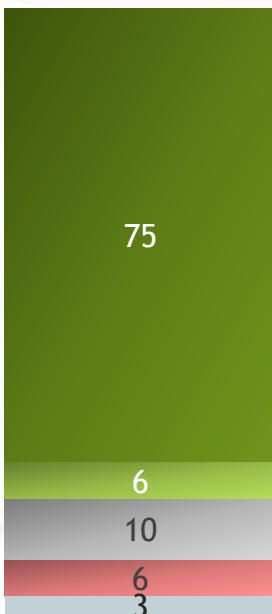


Employment status and length of time in the position.

Base: Total Sample (n=1,749)

**2016
Employment Status
Total**

**Teachers
(n=1,661)
%**

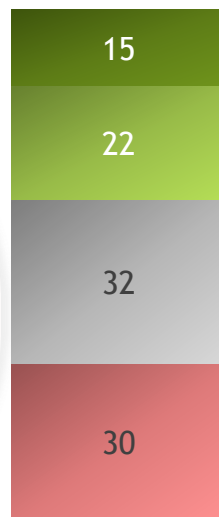


Permanent/CID teacher (18-22 hours)

Permanent/CID teacher <18 hours
Fixed term – Full-time
Fixed Term – Part-time
Casual part time

**2016
Length of time in the position
Total**

**Teachers
(n=1,661)
%**



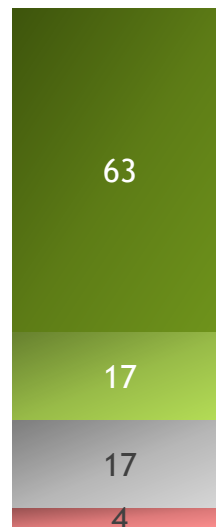
Up to 5 years

6-10 years

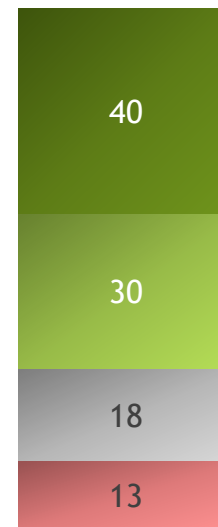
11-20 years

21+ years

**Deputy Principals
(n=48)
%**



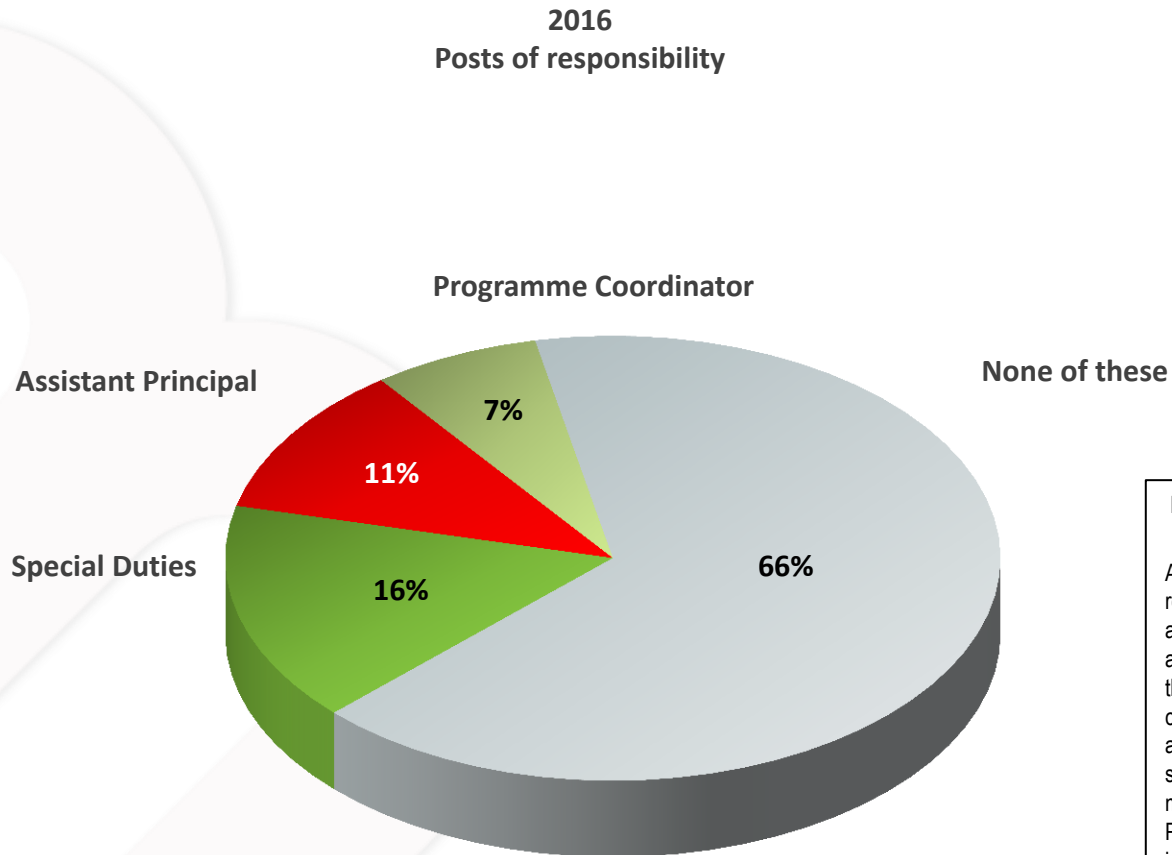
**Principals
(n=40)
%**



- Q.1 Your employment status ...
- Q.2 How many years have you been teaching?
- Q.18 How many years have you been a deputy principal?
- Q.34 How many years have you been a principal?

27% of classroom teachers hold an assistant principal or special duties post.

Base: Classroom Teachers (1,661)



Definition of Post of Responsibility
A teacher with a post of responsibility refers to a teacher who, in addition to carrying out their duties as a classroom teacher, also undertakes specific middle management duties. Posts of responsibility include Year Head and Class Tutor.

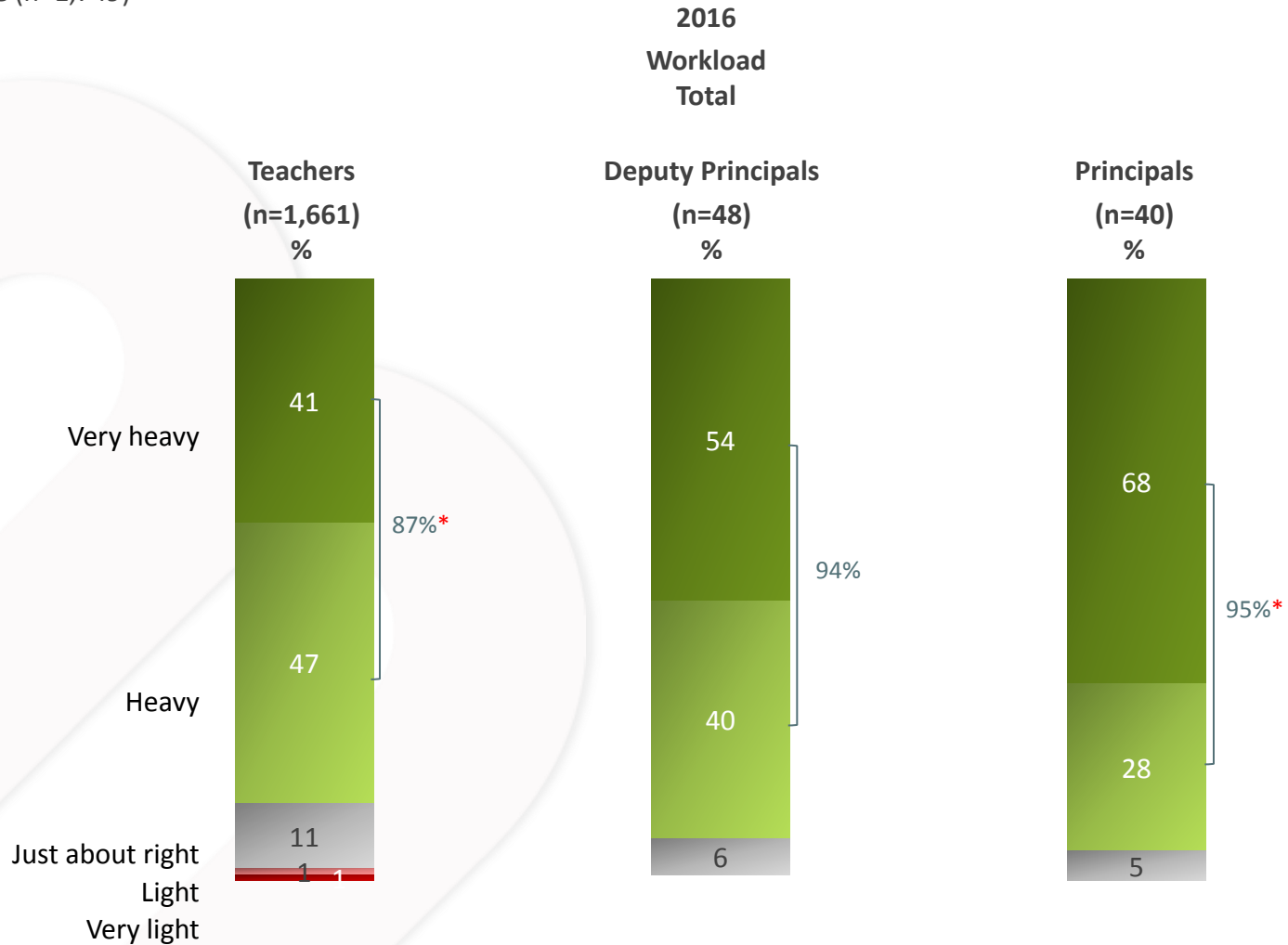


Workload and job satisfaction



Workload is heavy or very heavy for all teachers, but particularly for principals.

Base: Total Sample (n=1,749)



*Due to rounding

Q.11 How would you describe your workload at this point in time?

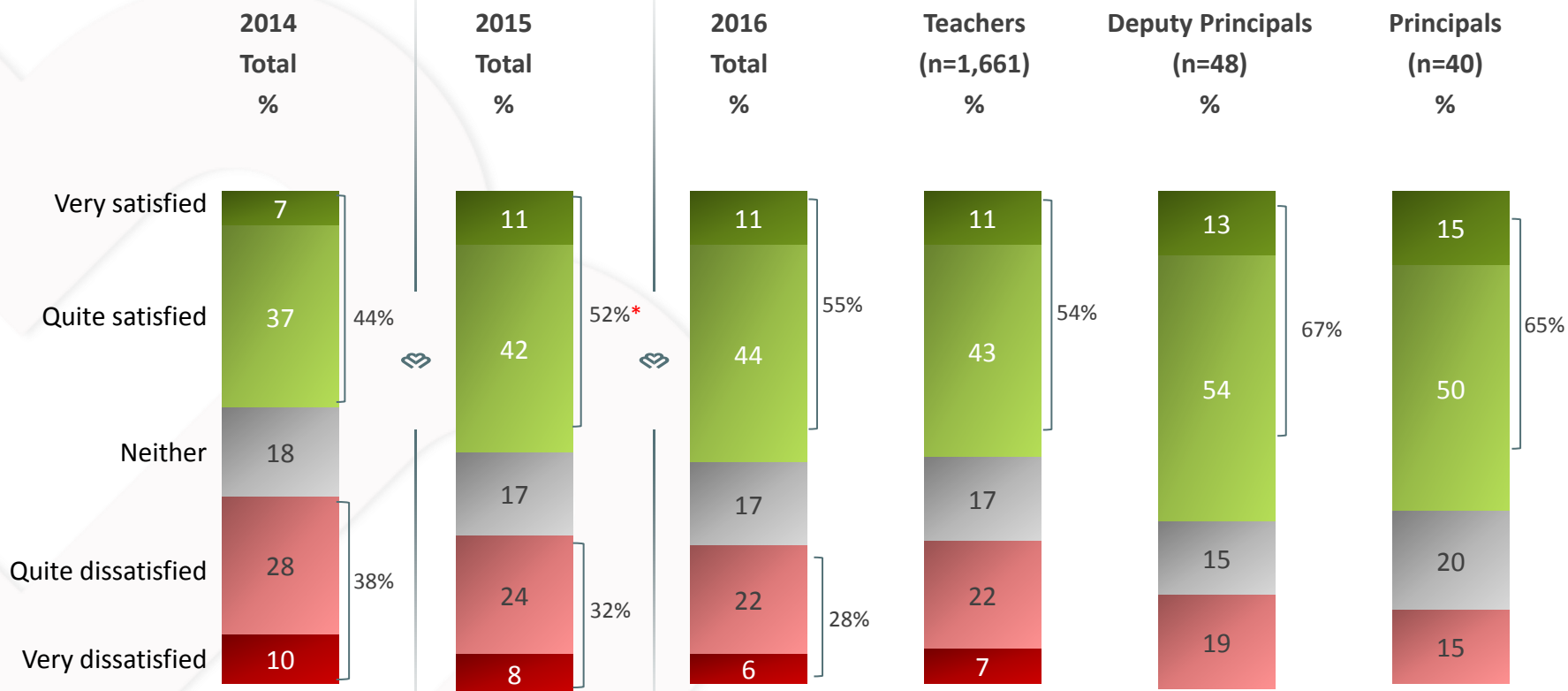
Q.24 How would you describe your workload at this point in time?

Q.40 How would you describe your workload at this point in time?

Job satisfaction levels remain low, on par with recent years. A 55% satisfaction rate in 2016 compared to 77% in 2009 (See Appendix).

Base: Total Sample (n=1,749)

Job Satisfaction



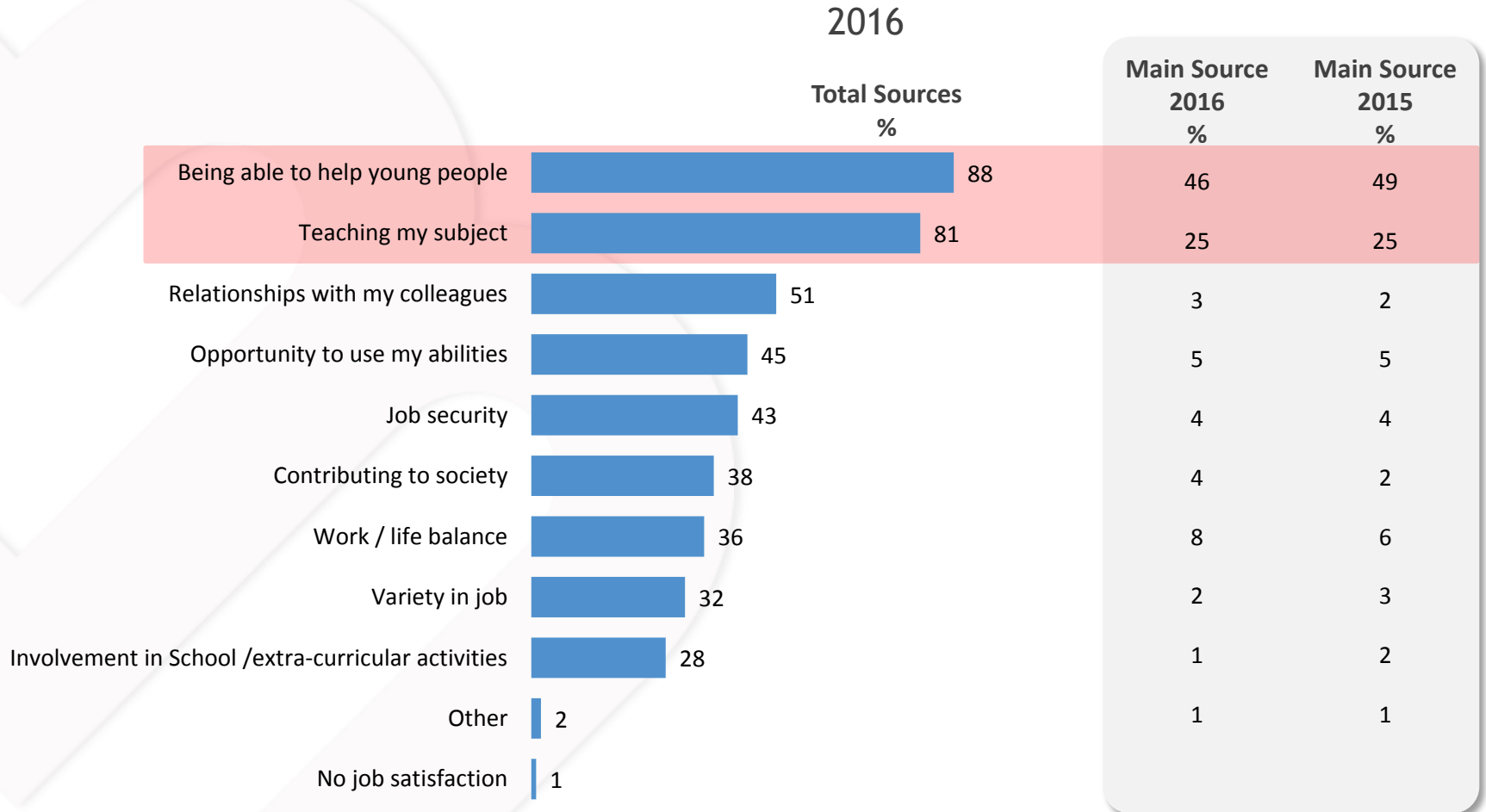
- Q.6 Taking into account your current work duties and work environment, how satisfied or not are you with your job?
- Q.19 Taking into account your current work duties and work environment, how satisfied or not are you with your job?
- Q.35 Taking into account your current work duties and work environment, how satisfied or not are you with your job?

*Due to rounding

Being able to help young people is the key driver of job satisfaction among teachers.

Base: Classroom Teachers (n=1,661)

Sources of job satisfaction – Teachers



Q.7 What are the main sources of job satisfaction for you in teaching?

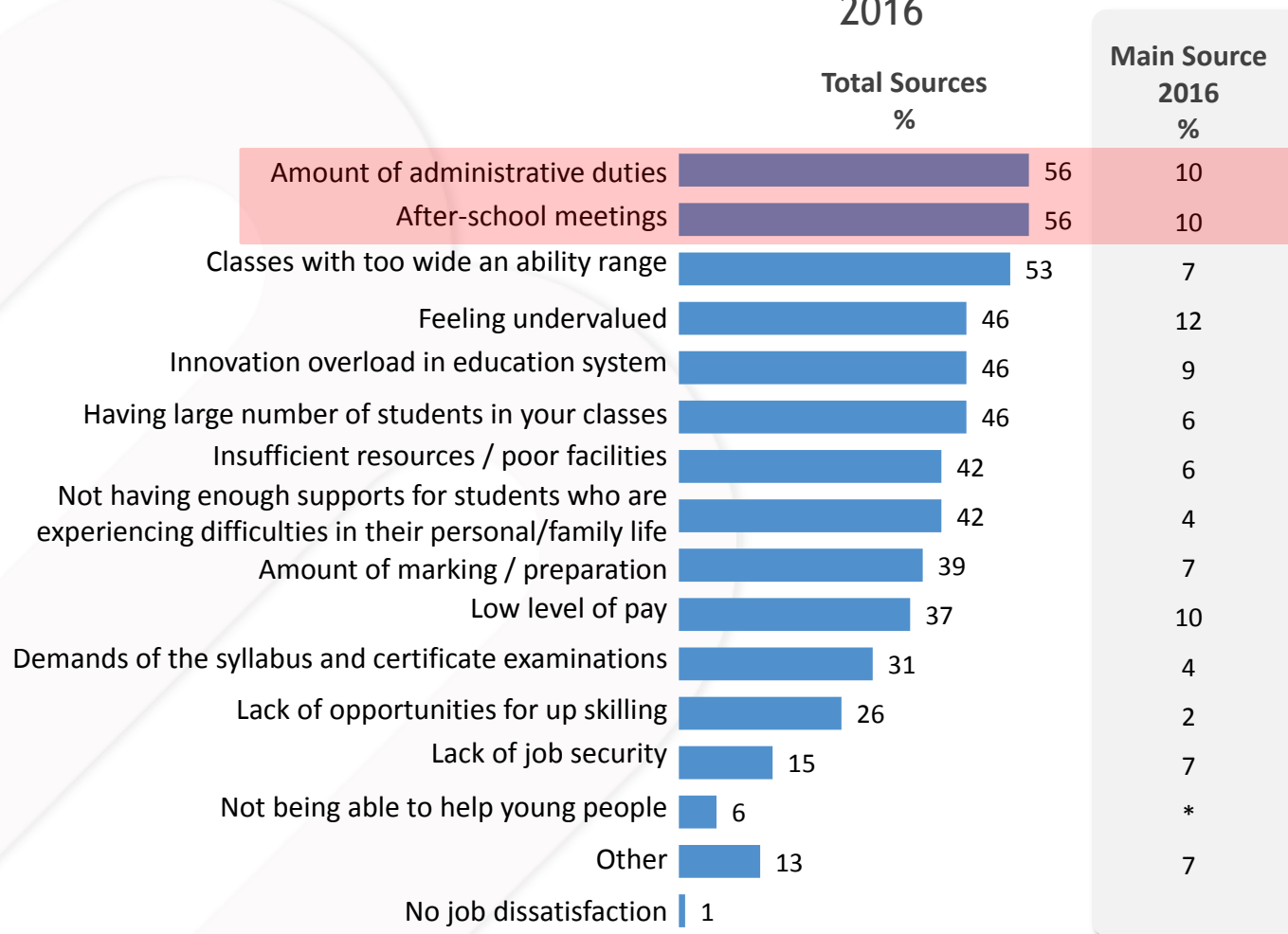
Q.8 You have identified the main sources of job satisfaction for you in teaching. What is the one main source of job satisfaction?

Administrative duties, after-school meetings, low levels of pay and feeling undervalued are the main sources of job dissatisfaction.

Base: Classroom Teachers (n=1,661)

Sources of job dissatisfaction – Teachers

2016



Q.9 What are the main sources of job dissatisfaction?

Q.10 You have identified the main sources of job dissatisfaction for you in teaching. What is the one main source of job dissatisfaction?

*=<0.5%

Being able to help young people is the key driver of job satisfaction for both principals and deputy principals.

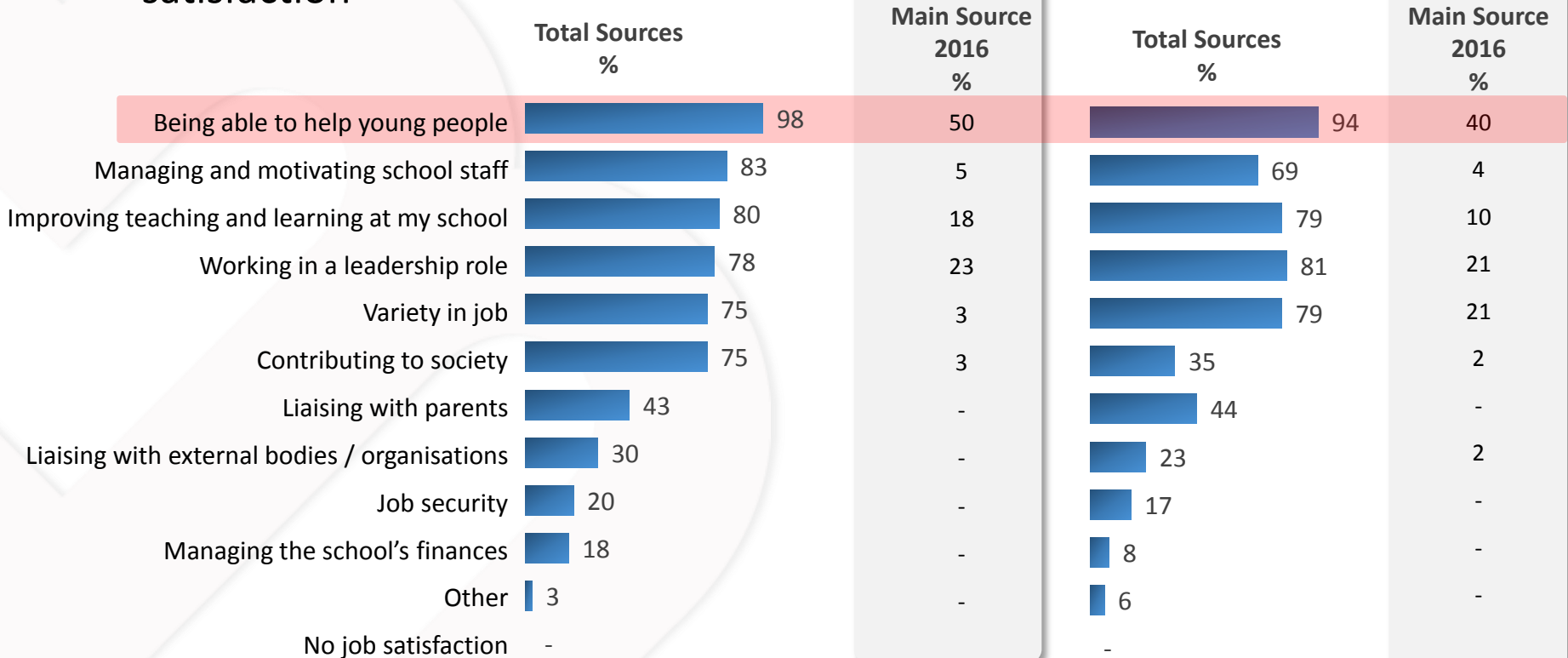
Base: Principals (40) / Deputy Principals (n=48)

Sources of job satisfaction

Principals
2016



Deputy Principals
2016



Q.20 What are the main sources of job satisfaction for you as a principal / deputy principal?

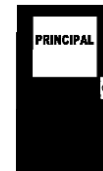
Q.21 You have identified the main sources of job satisfaction for you as a principal /deputy principal. What is the one main source of job satisfaction?

Weakened management structures and heavy workload are key sources of dissatisfaction.

Base: Principals (40) / Deputy Principals (n=48)

Sources of job dissatisfaction

Principals



2016

Deputy Principals



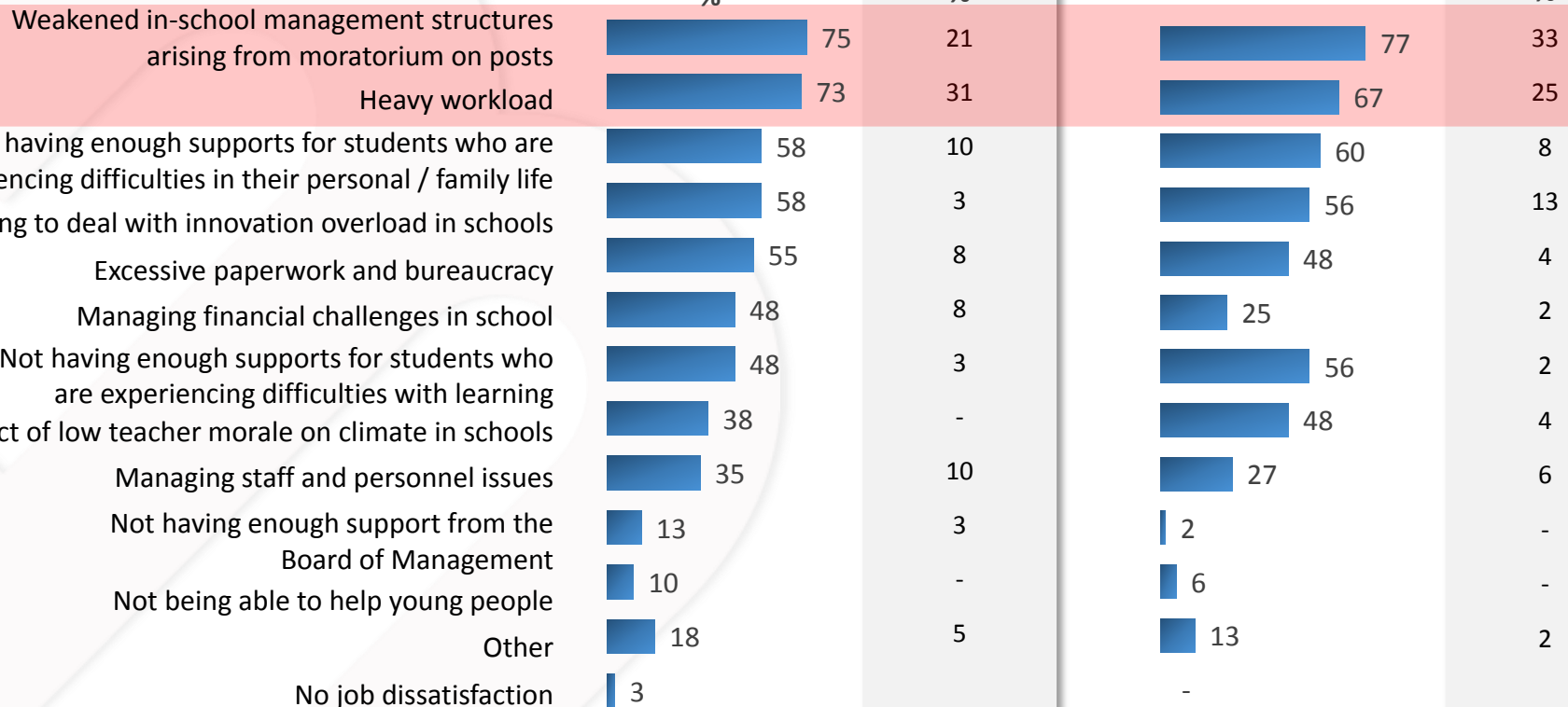
2016

Total Sources %

Main Source 2016 %

Total Sources %

Main Source 2016 %

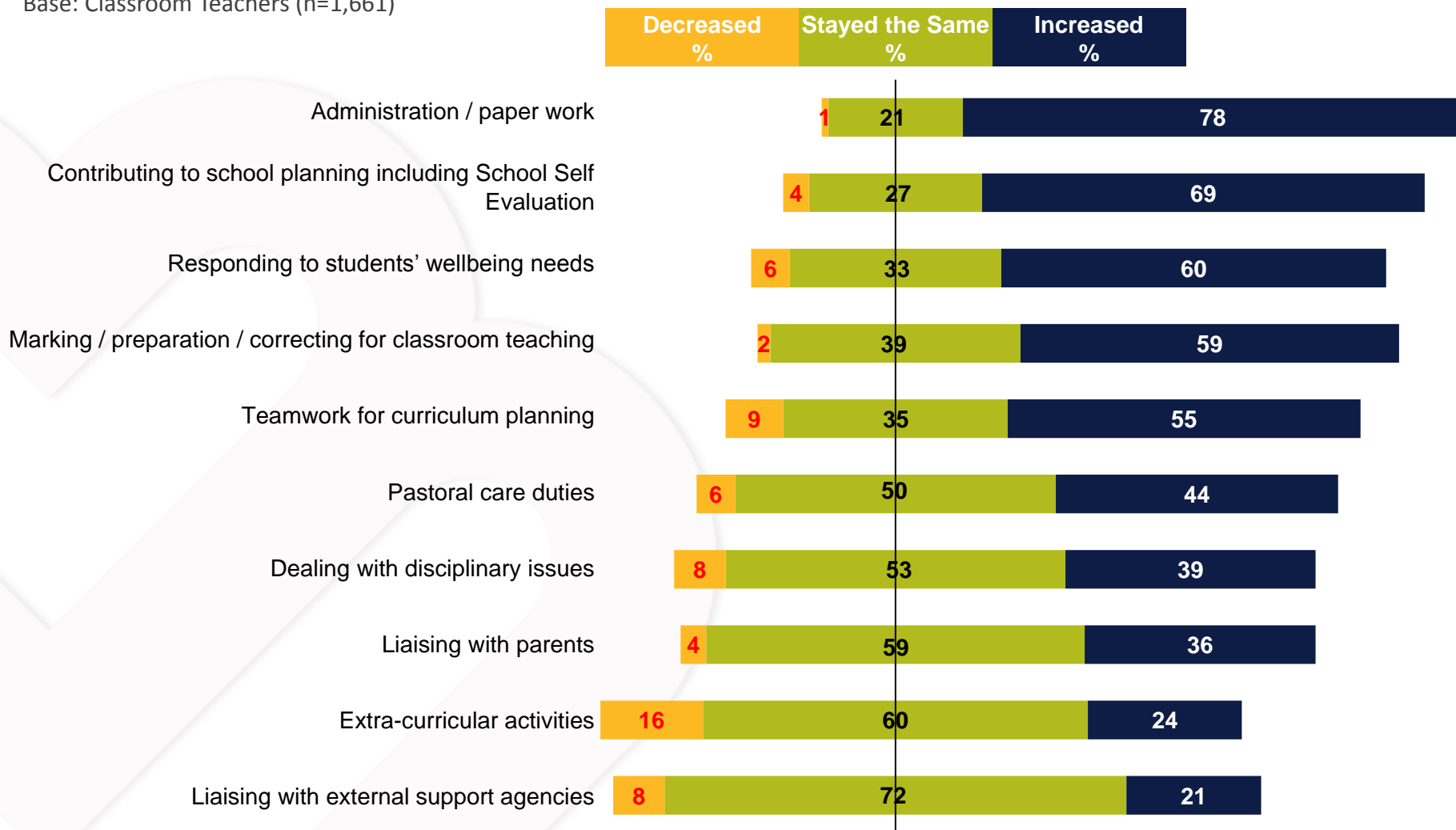


Q.20 What are the main sources of job satisfaction for you as a principal / deputy principal?

Q.21 You have identified the main sources of job satisfaction for you as a principal /deputy principal. What is the one main source of job satisfaction?

Over two-thirds of all classroom teachers say time on administration / paperwork has increased.

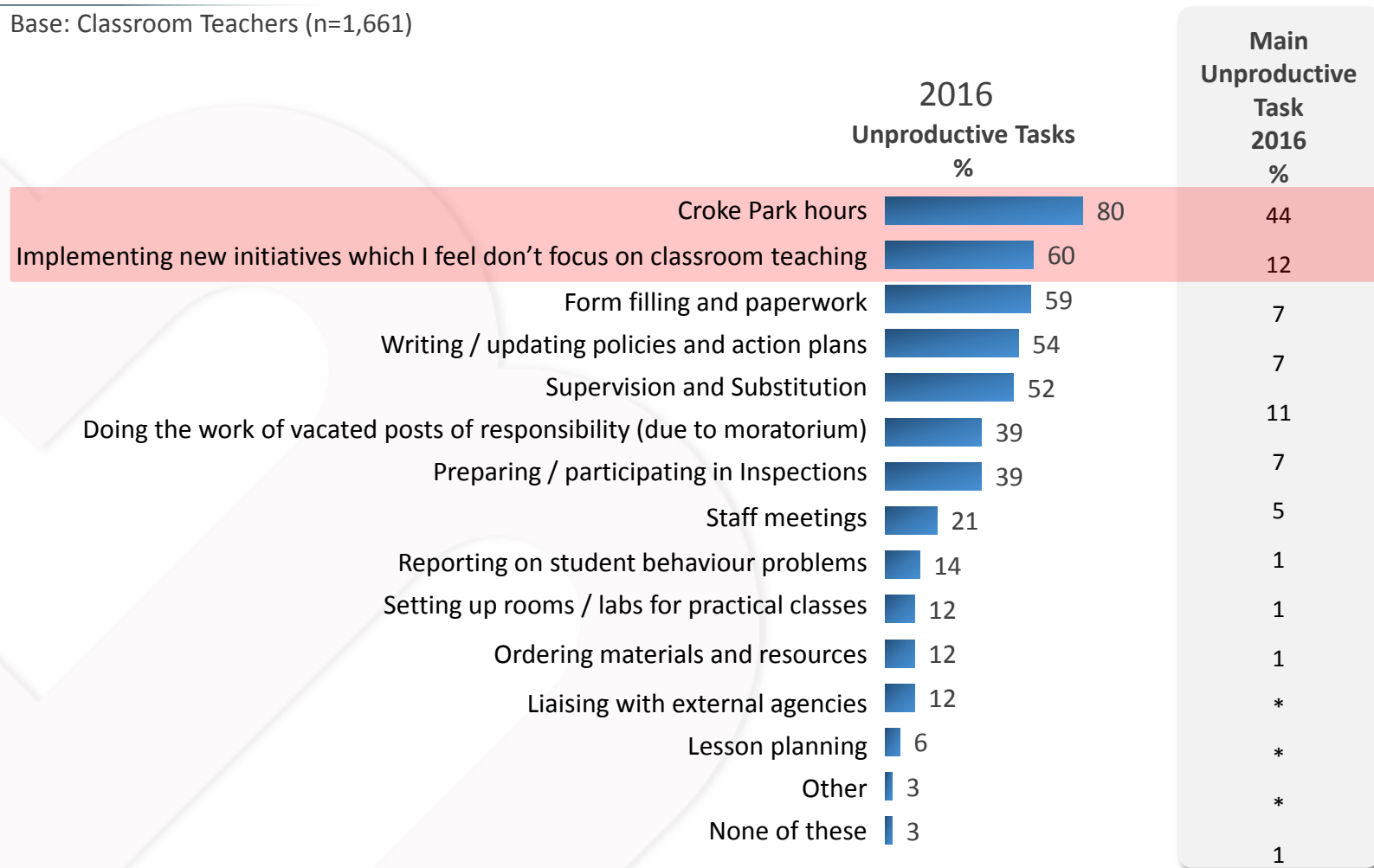
Base: Classroom Teachers (n=1,661)



Q.12 Do you consider that the time you spend on each of these activities has increased, decreased or stayed the same in the last year?

Croke Park hours are the least productive task for teachers.

Base: Classroom Teachers (n=1,661)

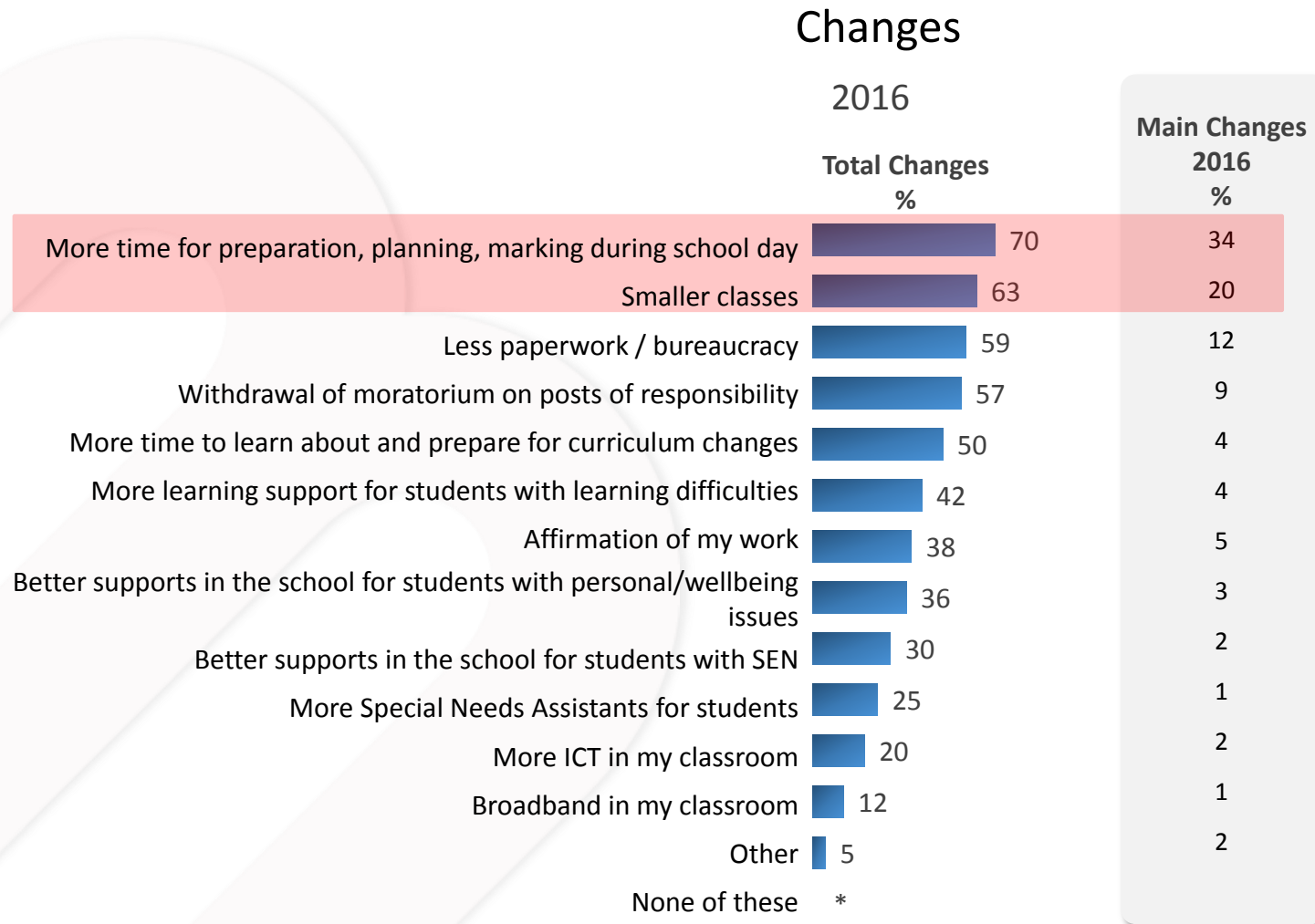


Q.13 Which of the following tasks, if any, do you believe are unproductive for you as subject teacher?

Q.14 You have identified the tasks you believe are unproductive for you as subject teacher. Which is the one main task you believe is unproductive?

Allowing more in-school time for preparation / planning, along with smaller classes, would make the most difference to the learning environment.

Base: Classroom Teachers (n=1,661)



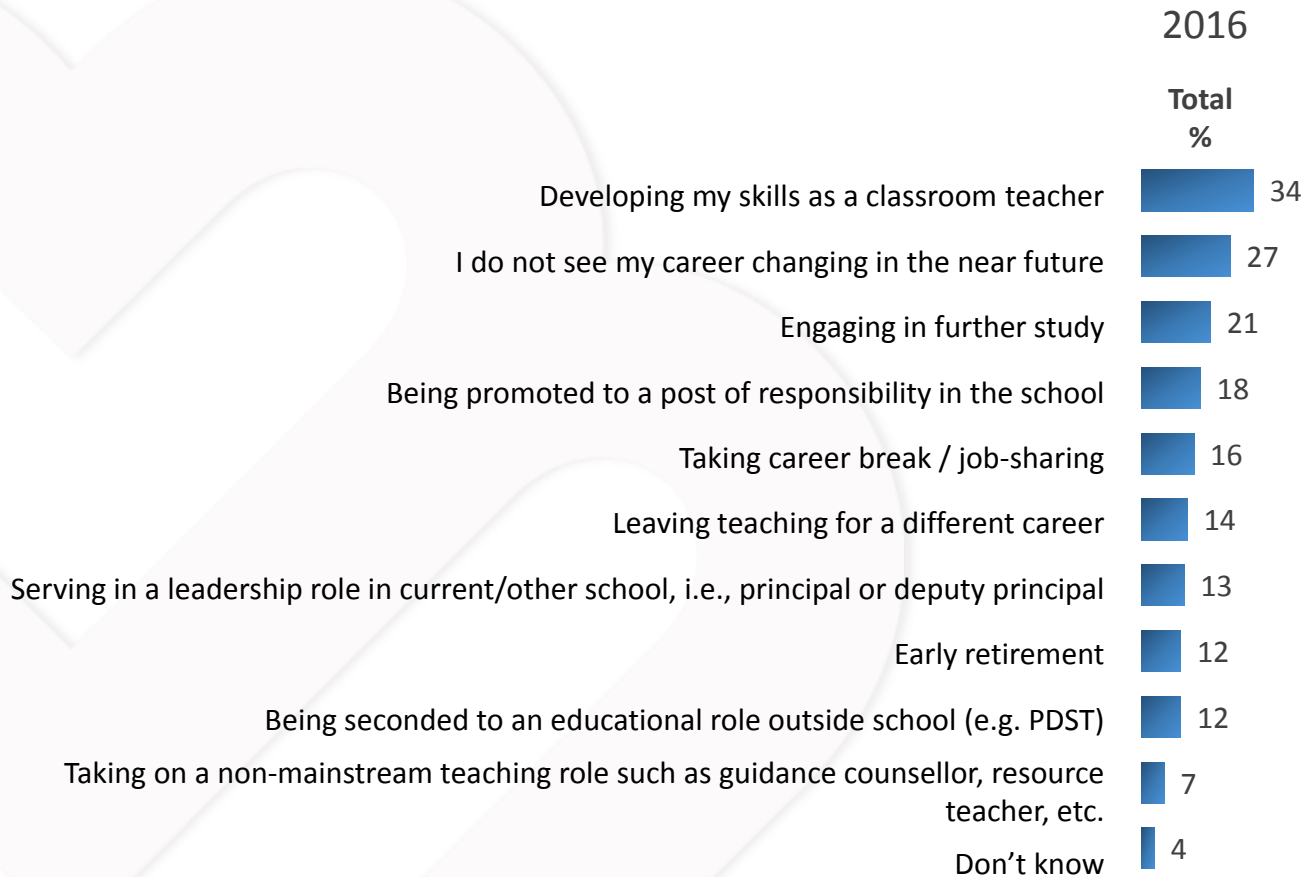
Q.15 Tick the changes below which would make the most difference to your classroom teaching?

Q.16 Tick the one change below which would make the most difference to your classroom teaching?

Teachers are focused on improving the classroom learning environment by upskilling.

Base: Classroom Teachers (n=1,661)

Career Development



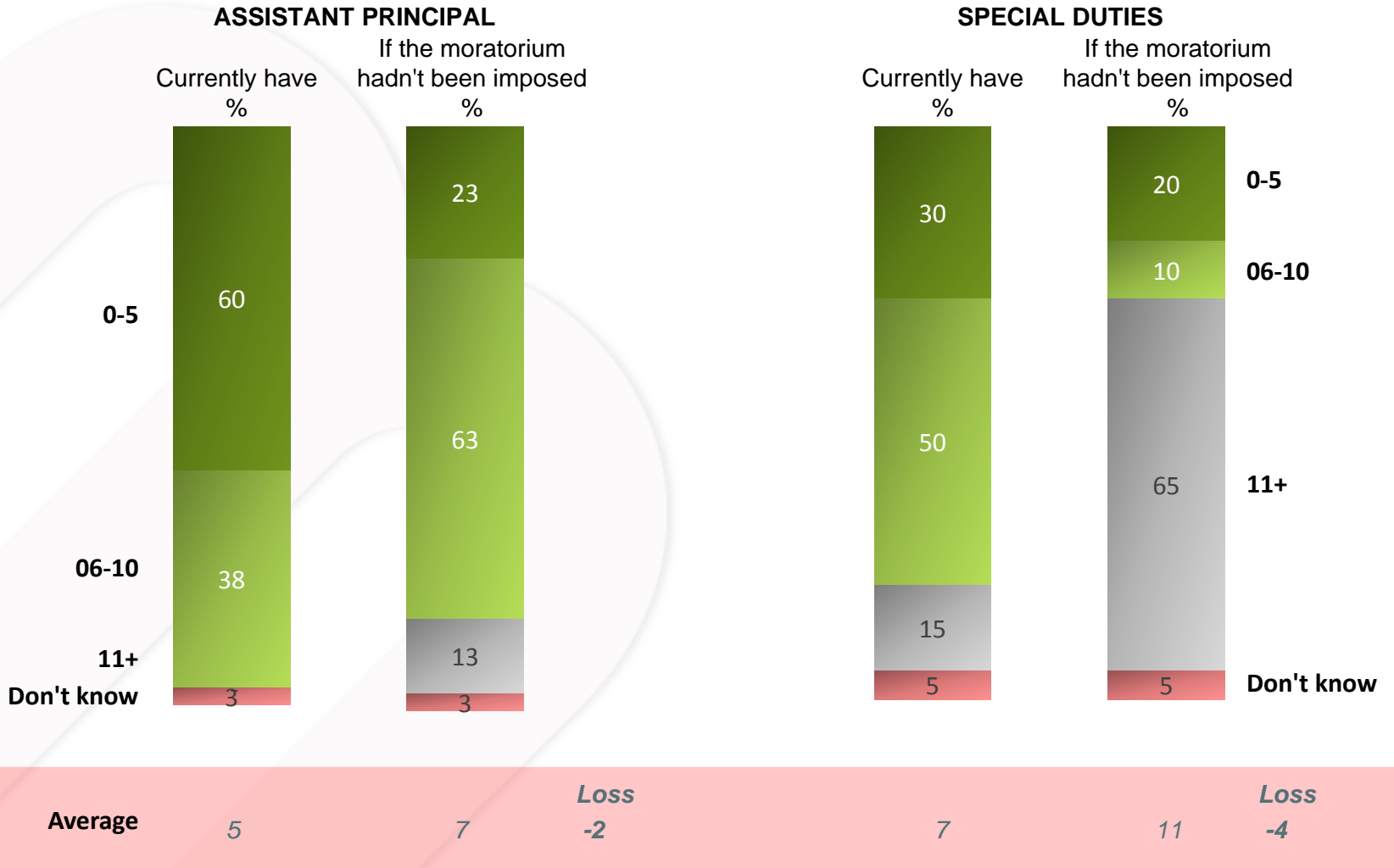


Impact of cuts on student well-being services



The moratorium introduced in 2009 continues to negatively impact on in-school management. Schools have lost an average of two assistant principal and four special duties posts.

Base: Principals (n=40)



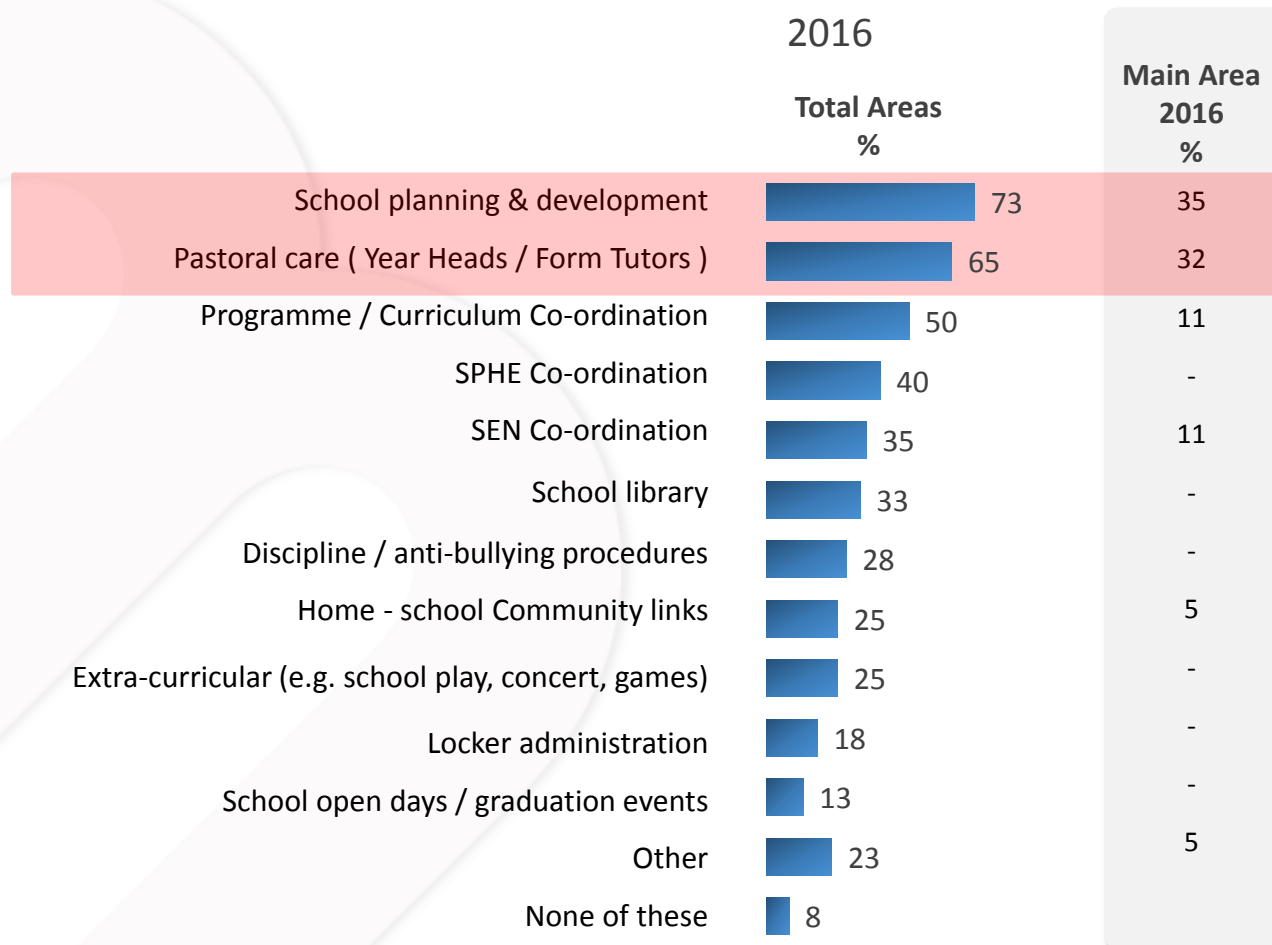
Q.41 How many Posts of Responsibility do you currently have in your own school?

Q.42 If the moratorium on posts of responsibility had not been imposed, how many posts should you have?

School planning & development and pastoral care for students are the key areas affected by the moratorium.

Base: Principals (n=40)

Areas Affected



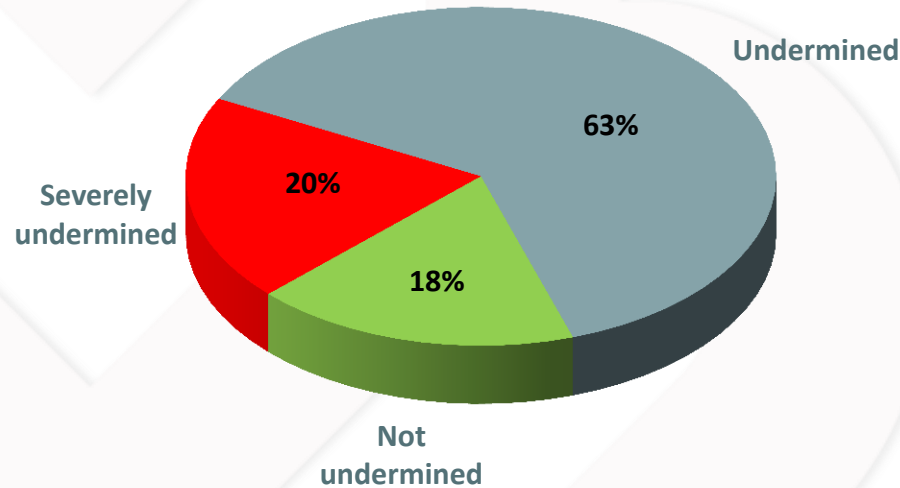
Q.43 What areas of your school's organisation, if any, have been negatively impacted by the moratorium?

Q.44 What is the one main area of your school's organisation that has been negatively impacted by the moratorium?

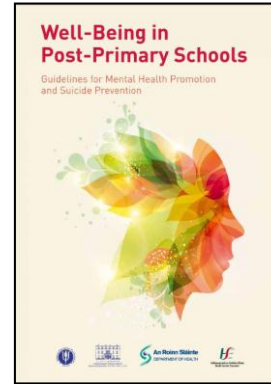
The majority (82%) of principals believe the moratorium has undermined pastoral care structures. Over 2 in 5 (43%) state a low level of implementation of the Department’s “Well-Being” guidelines for students.

Base: Principals (n=40)

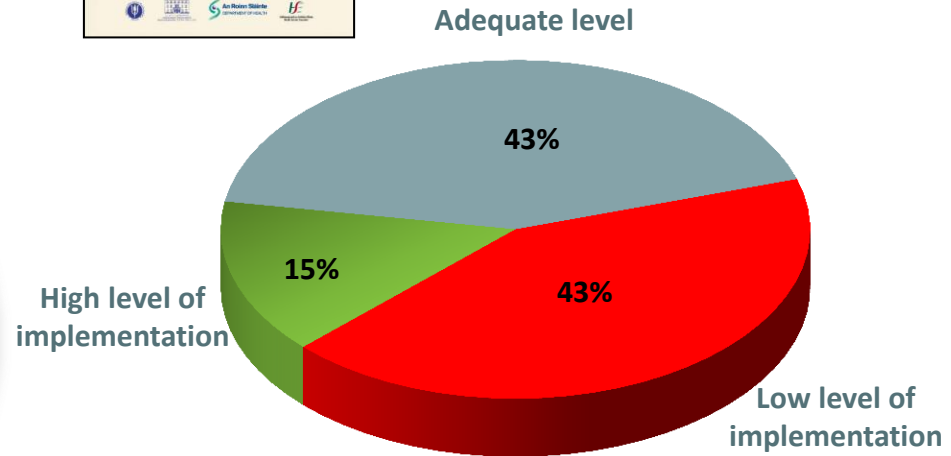
2016
Impact of the moratorium
Principals
(n=40)



NET Undermined 82%



2016
Total
Principals
(n=40)

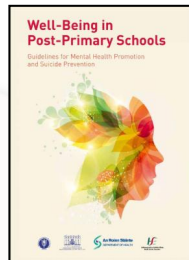


Q.45 Pastoral care/student support structures in your school - how would you describe the impact of this moratorium on the pastoral care system in your school?

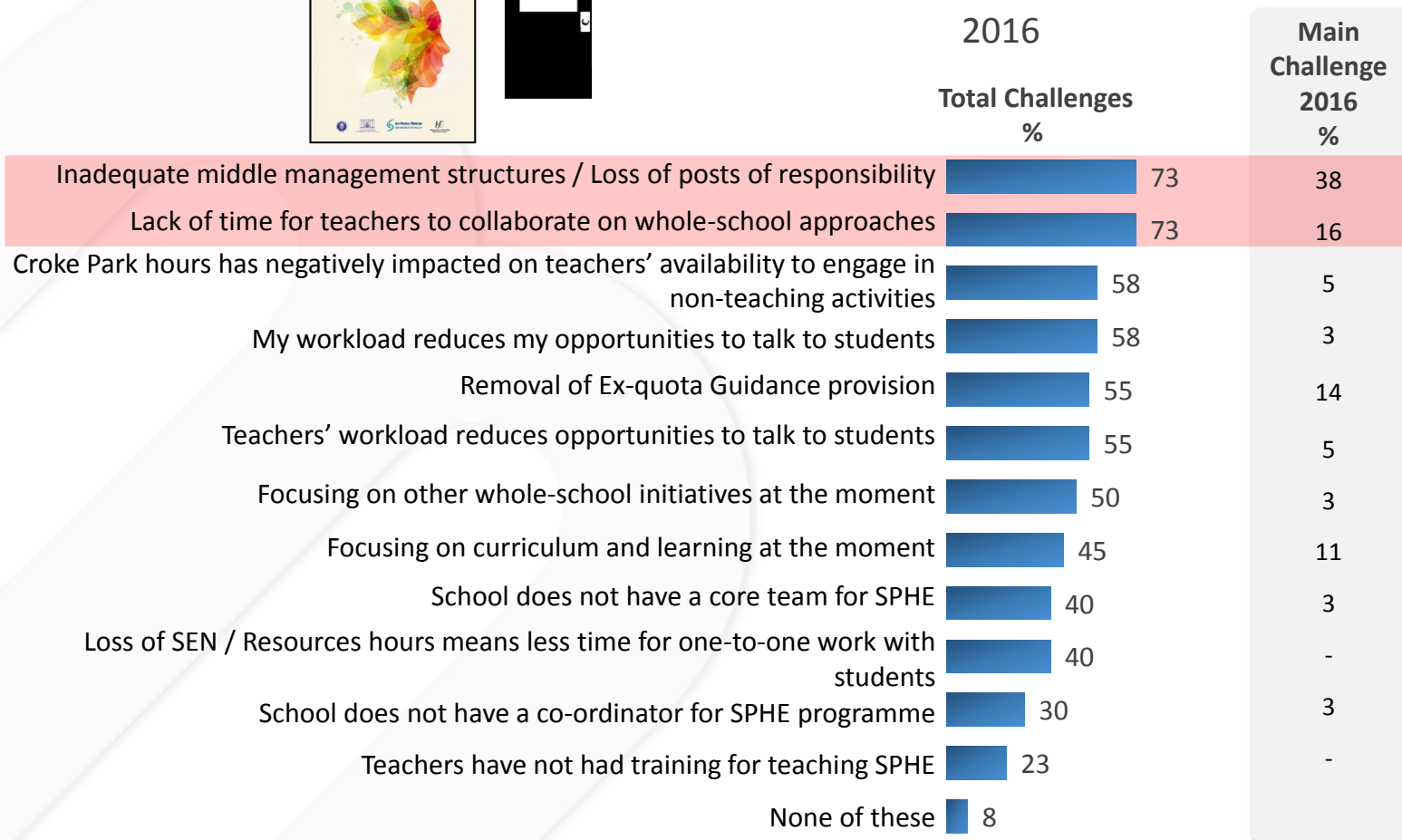
Q.46 Indicate the level of implementation of these Guidelines in your school?

Inadequate middle management structures are identified as the main challenge to implementing “Well-Being” guidelines.

Base: Principals (n=40)



Challenges – Principals

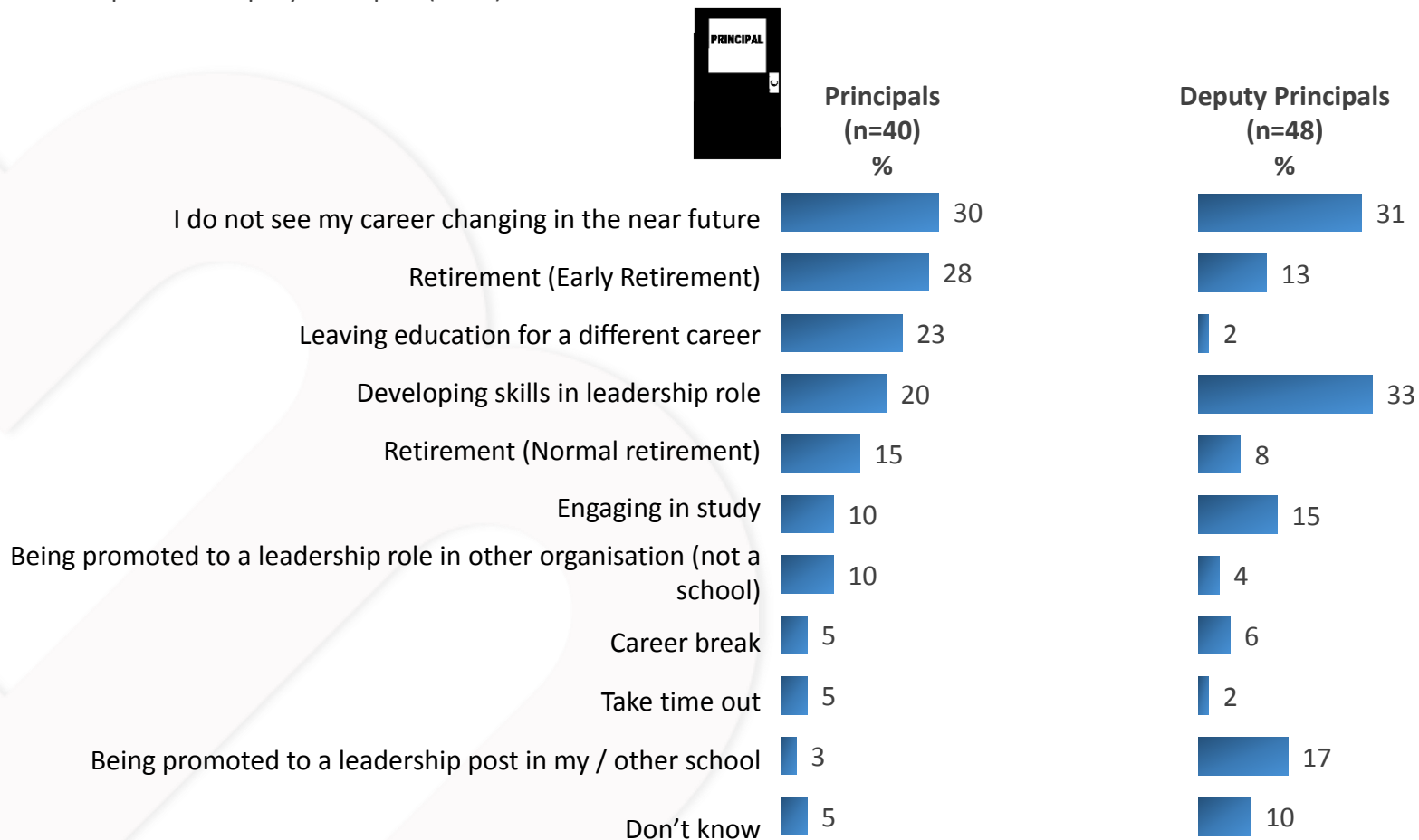


Q.47 What are the main challenges to implementing the “Well-Being” guidelines in your school?

Q.48 What is the one main challenge to implementing the “Well-Being” guidelines in your school?

Almost 3 in 10 Principals are intending to opt for early retirement.

Base: Principals and Deputy Principals (n=88)



Q.33 How do you see your career developing in the near future?



Key Findings and Conclusions



- Schools have lost on average 6 Posts of Responsibility (middle management posts) since 2009. Key posts such as Year Heads and Class Tutors remain unfilled in schools around the country.
- 82% of principals believe the moratorium has undermined pastoral care structures in second-level schools.
- 43% of principals state that there is a less than adequate level of implementation of the “Well-being in Post Primary Schools” guidelines in their school.
- Being able to help young people is a key driver of job satisfaction amongst second-level teachers in Ireland. Almost 90% identify it as a key source of job satisfaction, while 49 per cent say it is the one main source of job satisfaction.
- However, job satisfaction levels are low amongst second-level teachers. While 55% say they are very or quite satisfied, this compares to 77% in 2009.
- The amount of administrative duties required of teachers and attendance at after-school meetings are the key sources of job dissatisfaction.
- The Croke Park hours are seen as the most unproductive task for teachers.
- For school principals, the moratorium on posts of responsibility is the key cause of job dissatisfaction.
- 95% of principals state that their workload is heavy or very heavy; one in three intend to opt for early retirement.

The capacity of schools to deliver a holistic education and strong support structures for students is dependent on a number of key factors:

- adequate in-school management;
- effective school leadership;
- teacher workload and time;
- morale and job satisfaction.

This ASTI/ Millward Brown research provides evidence of significant stress on each of these key factors.

In-school management: The majority of in-school management posts are focused on pastoral care structures: year heads are typically assistant principal and class tutors are typically special duties teachers. At present, just over one-quarter of teachers hold such posts – 27% – compared to an average of 49% in 2008.*On average, schools are down two assistant principals and four special duties teachers as a result of the 2009 moratorium. School principals cite weakened in-school management structures as the main source of job dissatisfaction (77%). The majority (82%) state that the moratorium has undermined pastoral care structures. 43% state that there is a less than adequate implementation of the national “Well-Being in Post-Primary Schools” guidelines in their school

**pre-09 figures do not include VEC/ETBI schools*

School leadership: Effective leadership is vital for the work of schools, especially as regards whole-school approaches to complex areas such as student wellbeing. No matter what the setting, effective leaders must attend to a set of core activities including a focus on core mission, relationship building and making connections across core functions and innovations. The research evidence indicates that these core leadership activities are frustrated by heavy workloads, weakened in-school management and curriculum co-ordination structures. 95% and 94% of principals and deputy principals respectively described their workload as heavy or very heavy. Not surprisingly, two-thirds of principals and deputy principals identified weakened in-school management structures and heavy workloads as the major sources of job dissatisfaction. These findings are particularly serious given that 40% and 63% of principals and deputy principals respectively have less than five years' service.

Teacher workload, job satisfaction and morale: Because they are in daily contact with the same students, the classroom teacher is invariably the first to notice any worrying changes in a young person's behaviour or attitude. Their capacity to engage with the young person, to take them aside, to make meaningful interventions on their behalf is directly affected by their work environment. Teachers are reporting that the increasing intensification of their work is having a negative impact. Given that the key driver of teachers' job satisfaction is being able to help young people followed by teaching their subject, it is not surprising that they feel frustrated by the increase in the amount of administrative duties and after-school meetings. 78% of teachers stated that their administrative tasks had increased in the last year. These top two sources of job dissatisfaction are compounded by classes with too wide an ability range.

The results of this research are unequivocal. Pastoral care structures have been substantially undermined by the moratorium. Teachers' increased workload is reducing the amount of time they have for vital non-teaching work including supporting students with difficulties.

What the teaching profession is saying....

As a guidance counsellor I find that the growing number of serious issues being brought to my door from students and staff has increased beyond the capacity of the current staffing level (currently 1.5 guidance counsellors for almost 800 students). Given the nature of the supports needed, much more time is required. The pressure on staff to deal with many of the issues continues to rise as outside agencies do not seem to have the resources to support our requests. Schools need more support.

The moratorium on posts of responsibility is demoralising and making teachers feel there is no room or place for progression.

Teachers in my school are committed to school improvement. We have the enthusiasm and the good will to do everything we can but leadership is weak. Our principal is overwhelmed with work and unable to pay attention to what is most important. One of the most important factors in any school is effective management and leadership. The whole system would benefit from providing more support for our school leaders, distributing some of their workload and empowering other staff and improving training for leading a learning community.

A big issue for younger teachers is the injustice of the pay cuts introduced for teacher who joined the profession after 2012.

More time needed for planning and dealing with students with difficulties, both learning and psychological.

I think the education system in general needs significant support and investment to recover from the “austerity years”.

I really enjoy my job and it is a wonderful privilege to be trusted with a principal position. However, too much is expected of principals. There is too little help for them on the ground in the day to day running of a school.

What the teaching profession is saying....

During the school day, with a full teaching load and the compulsory S and S scheme teachers have no time to work on anything extra. Trying to get a group together is impossible. The strait jacket of Croke Park hours has exacerbated the issue.

Impossible to function adequately due to current moratorium on posts.

Fund education properly. Trust teachers. Separate principal role from administration duties to allow for focus on teaching and learning.

The current moratorium on posts of responsibility has led to teachers feeling undervalued and management under stress due to increased workload. The additional paperwork teachers have undertaken, the extra hours of work for no pay, have led many in the profession to feel disillusioned.

Staff and student welfare has been impacted by cuts and the imposition of extra workload and Croke Park hours on all the school community.

I wholeheartedly love my school, the students are amazing but the workload is exhausting.

I think teaching is a rewarding career but there is a definite need to resolve the issues around pay scales.

Am happiest in the classroom but so much time and effort is spent on other aspects of the job that I have less energy for the real job.

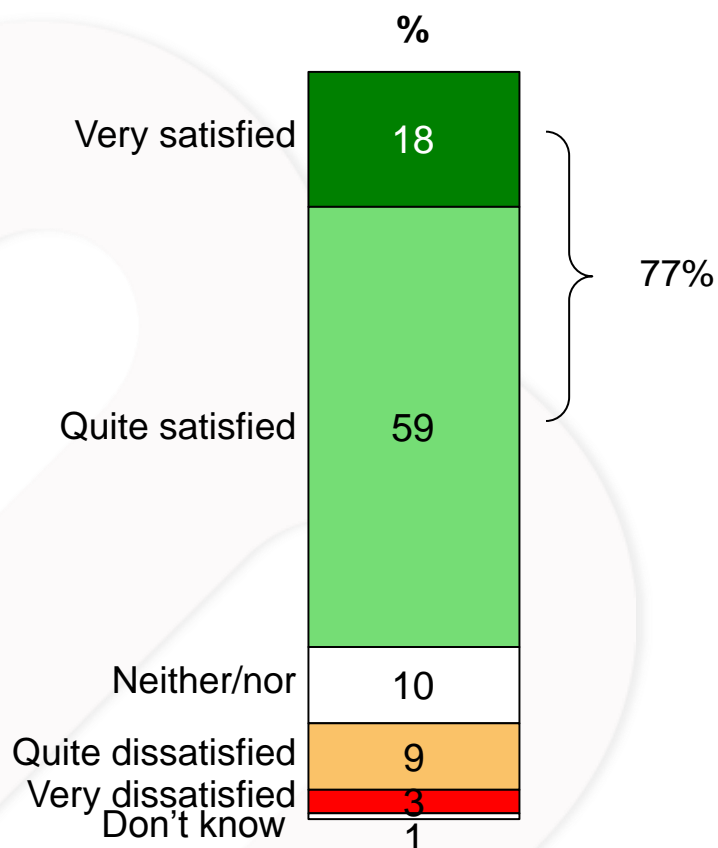


Appendix



Overall satisfaction with work demands – 2009.

Base: All Teachers (496)



- A high level of satisfaction is reported, with over three quarters (77%) of teachers surveyed stating that they are satisfied overall with their current job and just over one in ten claiming to be dissatisfied.

Q. Taking everything into consideration - your current workload, work environment, the atmosphere in your school - how satisfied or not are you with your current job?



Thank You

