Digital Technology and its Impact on Teachers' Working Lives

1

Methodology and principal findings

Research Objectives And Methodology

Why?

The research objective was to look at the multiple impacts of digital technology on teachers' working lives – inside and outside the classroom.

How Many?

1,920 ASTI members out of a sample of circa 14,000 took part in the survey. This represents a response rate of 14% - a strong response.

Who?

The participants includes 1,830 classroom teachers, 39 principals and 51 deputy principals.

When?

Fieldwork was conducted in February 2024.

How?

The survey instrument was an online questionnaire sent by RED C to circa 14,000 ASTI members on email database.

Principal Findings – 1
Integration of digital technologies into teaching and learning

Teachers are using multiple digital devices in their work

Teachers are using multiple digital devices for classroom teaching and other professional work. Almost all teachers use a computer/laptop/tablet in and beyond the classroom. Mobile phones are also widely used by teachers in the classroom. Six in ten teachers use video platforms such as Zoom and learning management systems such as Google Classroom in their work. The frequency of teachers' usage of digital devices for classroom teaching is high – 83% use them frequently or all the time.

Teachers using digital devices for all professional work

Teachers reported high/frequent levels of usage of digital devices across all professional activities: classroom teaching – 83%; creation of classroom digital resources – 76%; recording student assessment results – 79%. Teachers are extensively using digital devices to engage in professional learning with 78% doing so all the time or frequently. High numbers – 69% – use digital devices for collaboration with other teachers.

Principal Findings – 2
Integration of digital technologies into teaching and learning

Digital infrastructure in schools

Teachers' rating of the adequacy of the digital infrastructure in their school was mainly in the category of 'fair' to 'poor'. Broadband connectivity/speed received the highest rating with 53% of teachers rating it as good. 52% rated availability of classroom devices such as whiteboard and digital projectors as good. Less than half – 42% – rated the availability of desktops / laptops / tablets as good. Only a third of teachers – 34% – rated technical support and maintenance as good.

Problems with digital infrastructure

The most common source of problems for teachers was the unavailability of the computer room for classes: 48% stated this was a daily or weekly problem. The second most common problem is timely technical assistance with 35% stating that this was a daily or weekly problem. In relation to internet safety, a majority – 52% – stated that problems with internet safety occurred less often than every few weeks.

Principal Findings – 3

Artificial intelligence

Teachers' response to artificial intelligence (AI) is both curious and cautious. 88% want to know more about AI generally. 91% want to know more about how AI is used in education. At the same time, more than 80% have ethical concerns about AI and about data harvesting. The potential of AI to undermine the professional autonomy of teachers and to add to their workload is also of concern to teachers. Almost a third of teachers – 31% – stated that they had already started using AI in their planning and preparation work and 22% were using AI in their classroom.

Principal Findings – 4

Work-related cyberbullying

The vast majority of teachers – 82% – had not experienced workplace bullying. The forms of cyberbullying which 18% of teachers were subjected to were varied and included receiving angry, rude and vulgar messages or such messages being posted online; a video of the teacher uploaded without their consent; trolling – harmful, untrue or cruel comments being posted online; fake websites / profiles; account being hacked; and private information being posted about a teacher.

The perpetrators of work-related cyberbullying are primarily students – 63% – and parents – 20%. A prominent feature of this work-related bullying is that it is mainly once-off – 71% – and not lasting more than one week – 71%.

Teachers' main response to work-related cyberbullying was to report it to the school principal and to talk to a colleague.

2

Digital technologies to support teaching and learning

Digital Technologies Used For Teaching And Other Professional Activities

All teachers are using some form of digital technology for teaching and other professional activities, with many using multiple technologies.

Bar chart values:
- Computer/ laptop/ tablet: 99%
- Video platforms eg, Zoom, Teams: 69%
- Mobile phone: 67%
- Learning management systems – e.g., Moodle, Google Classroom: 64%
- Social media: 32%
- Digital learning software: 28%
- Interactive whiteboard: 17%
- Some other technologies: 10%
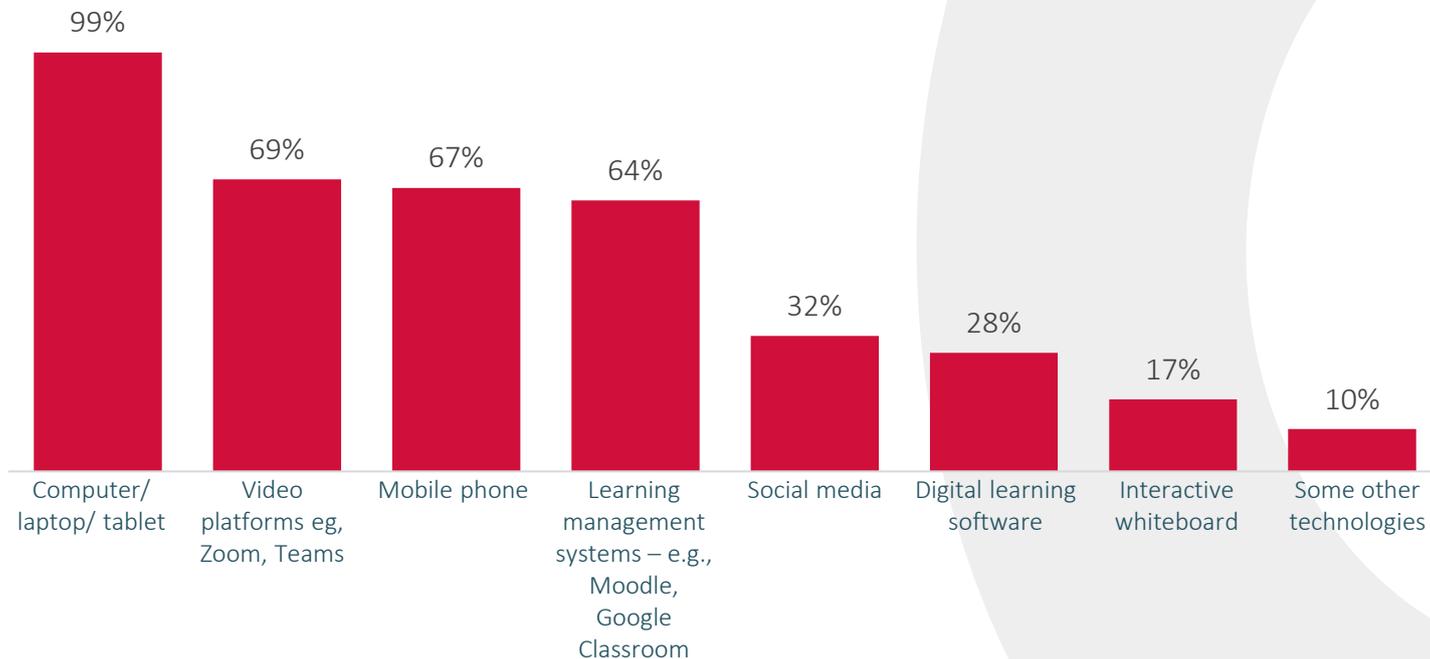
Q. Which of the following digital technologies do you use for teaching and other professional activities?
(Base: All Respondents)

Frequency Using Digital Technologies

Digital technologies are being used regularly across a wide range of areas.

In my classroom teaching
- All the time: 48%
- Frequently: 35%
- Sometimes: 13%
- Rarely: 2%
- Not applicable: 2%

To record assessment results
- All the time: 48%
- Frequently: 31%
- Sometimes: 14%
- Rarely: 2%
- Not applicable: 6%

To create digital resources for my classes
- All the time: 44%
- Frequently: 32%
- Sometimes: 17%
- Rarely: 2%
- Not applicable: 6%

For my personal professional learning
- All the time: 36%
- Frequently: 42%
- Sometimes: 19%
- Rarely: 0
- Not applicable: 3%

To create/record my planning activities
- All the time: 34%
- Frequently: 31%
- Sometimes: 20%
- Rarely: 14%
- Not applicable: 1%

To collaborate with other teachers
- All the time: 29%
- Frequently: 40%
- Sometimes: 23%
- Rarely: 1%
- Not applicable: 7%

To improve students' understanding
- All the time: 26%
- Frequently: 43%
- Sometimes: 25%
- Rarely: 1%
- Not applicable: 4%

To document students' learning
- All the time: 24%
- Frequently: 34%
- Sometimes: 27%
- Rarely: 13%
- Not applicable: 2%

To promote active learning/ student collaboration activities use
- All the time: 18%
- Frequently: 37%
- Sometimes: 34%
- Rarely: 10%
- Not applicable: 2%

To support SEN students' learning
- All the time: 15%
- Frequently: 34%
- Sometimes: 33%
- Rarely: 11%
- Not applicable: 7%

To support students for whom English is an additional language
- All the time: 10%
- Frequently: 23%
- Sometimes: 26%
- Rarely: 17%
- Not applicable: 24%

To provide feedback to students
- All the time: 10%
- Frequently: 28%
- Sometimes: 39%
- Rarely: 21%
- Not applicable: 2%

To assess students' knowledge and understanding
- All the time: 10%
- Frequently: 29%
- Sometimes: 41%
- Rarely: 18%
- Not applicable: 2%

Q. Please select the frequency which best describes your professional practice for each of the following items. I use digital technologies.....

(Base: All Respondents)

Significant Gaps In Digital Technology Infrastructure

The major concerns of teachers include broadband connectivity / speed and the number of computing devices available.
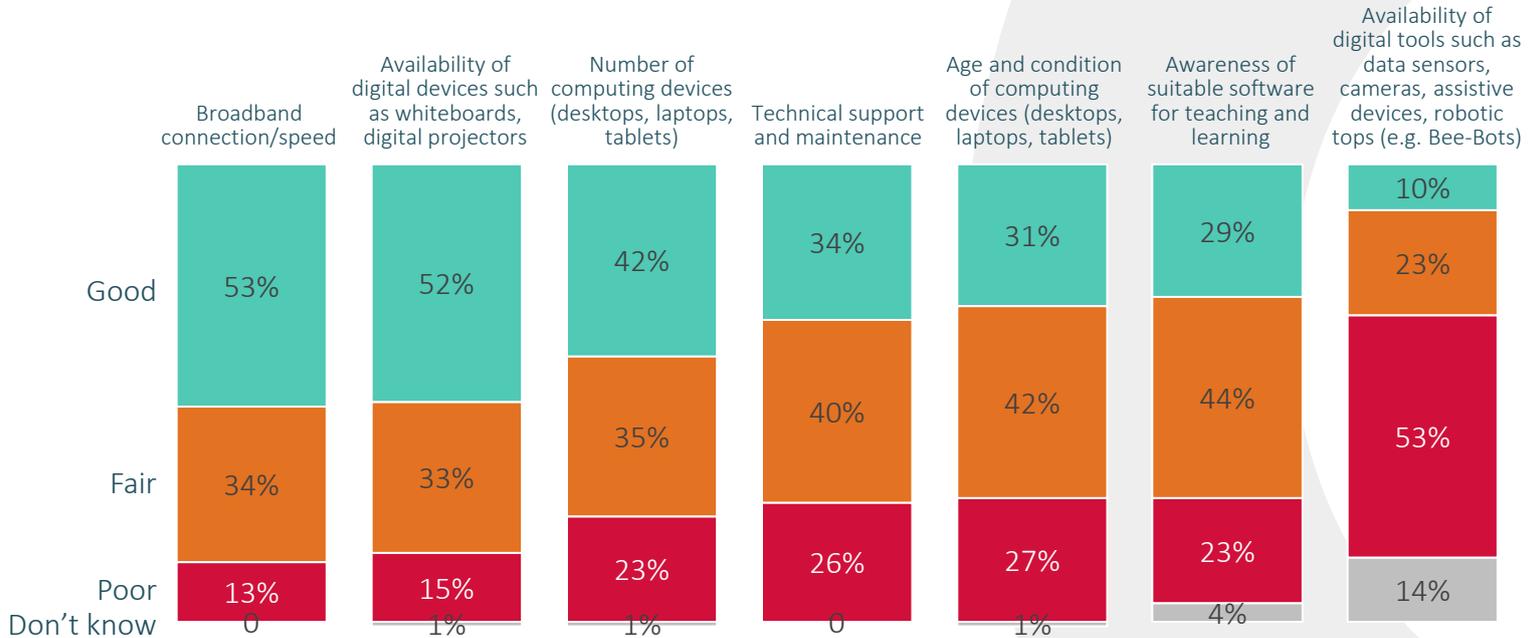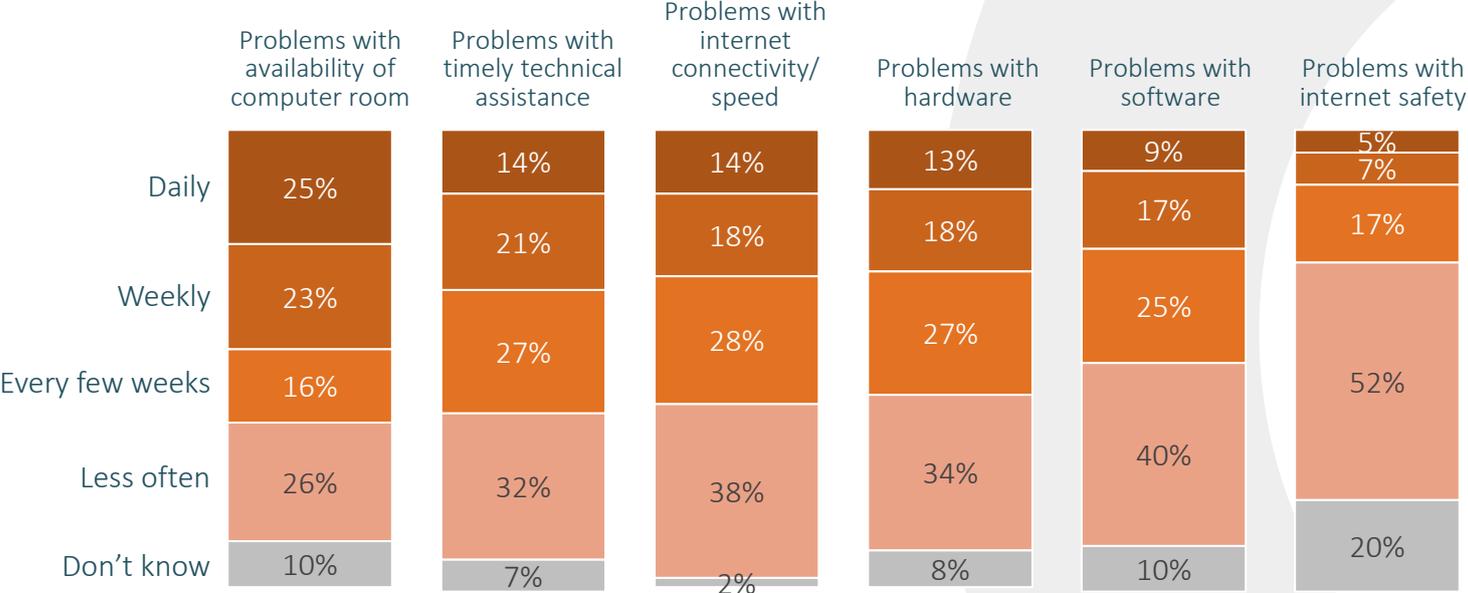

Q. How do you rate each of the following aspects of digital technology infrastructure in your school?
(Base: All Respondents)

Frequency Of Problems Occurring

One in four teachers have daily problems with computer room availability while around one in seven experience daily issues with technical assistance and connectivity / speed.
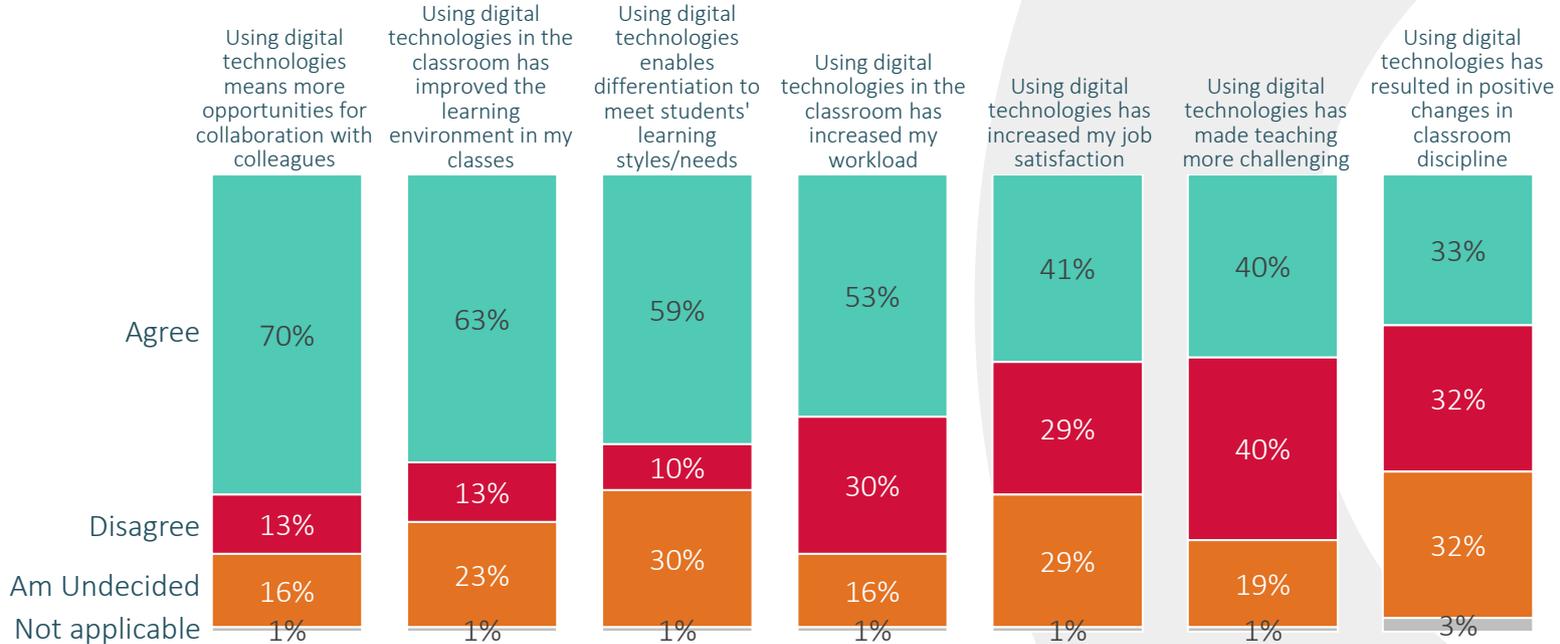
	Problems with availability of computer room	Problems with timely technical assistance	Problems with internet connectivity/ speed	Problems with hardware	Problems with software	Problems with internet safety
Daily	25%	14%	14%	13%	9%	5%
		21%	18%	18%	17%	7%
Weekly	23%					17%
Every few weeks	16%	27%	28%	27%	25%	
Less often	26%	32%	38%	34%	40%	52%
Don't know	10%	7%	2%	8%	10%	20%

Q. How often, if at all, do the following problems occur in your school?

(Base: All Respondents)

Attitudes Toward Digital Technologies

Teachers are positive about using digital technologies: however, a majority feel that it adds to their workload.
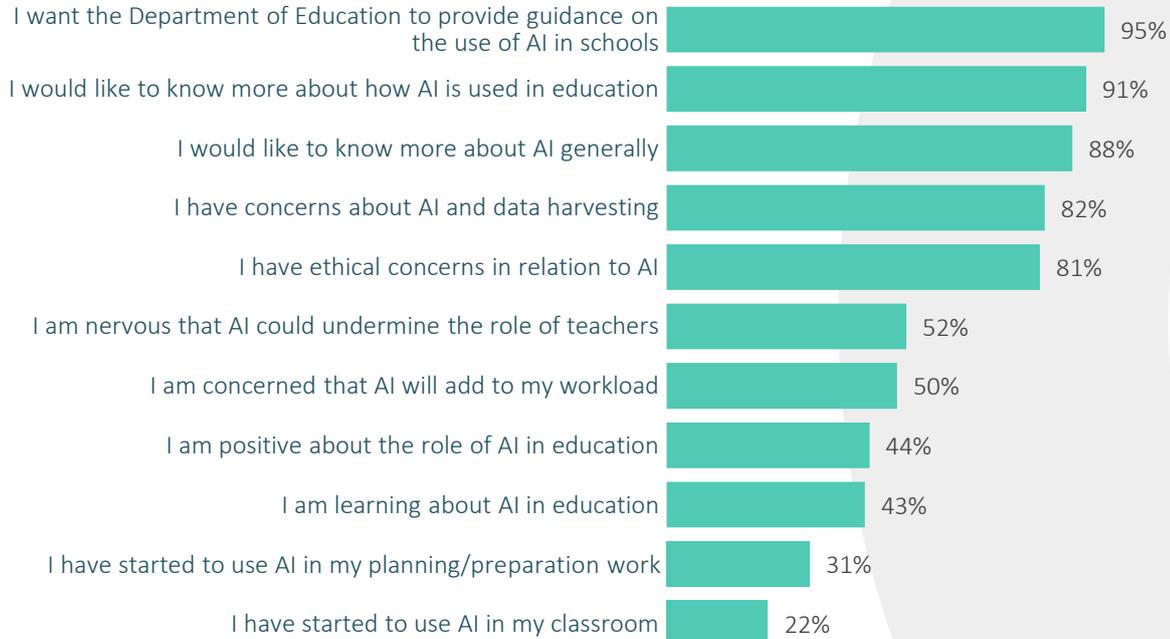

Using digital technologies means more opportunities for collaboration with colleagues
- Agree: 70%
- Disagree: 13%
- Am Undecided: 16%
- Not applicable: 1%

Using digital technologies in the classroom has improved the learning environment in my classes
- Agree: 63%
- Disagree: 13%
- Am Undecided: 23%
- Not applicable: 1%

Using digital technologies enables differentiation to meet students' learning styles/needs
- Agree: 59%
- Disagree: 10%
- Am Undecided: 30%
- Not applicable: 1%

Using digital technologies in the classroom has increased my workload
- Agree: 53%
- Disagree: 30%
- Am Undecided: 16%
- Not applicable: 1%

Using digital technologies has increased my job satisfaction
- Agree: 41%
- Disagree: 29%
- Am Undecided: 29%
- Not applicable: 1%

Using digital technologies has made teaching more challenging
- Agree: 40%
- Disagree: 40%
- Am Undecided: 19%
- Not applicable: 1%

Using digital technologies has resulted in positive changes in classroom discipline
- Agree: 33%
- Disagree: 32%
- Am Undecided: 32%
- Not applicable: 3%

Q. Please indicate your agreement or disagreement with each of the following statements about your work environment?

(Base: All Respondents)

Artificial Intelligence

Majority of teachers want guidance from the Department of Education on the use of AI. Almost all also want to know more about the role of AI in education.
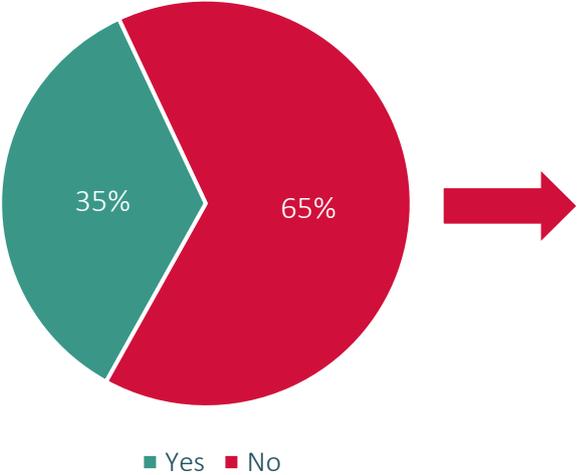
Statement	Percentage
I want the Department of Education to provide guidance on the use of AI in schools	95%
I would like to know more about how AI is used in education	91%
I would like to know more about AI generally	88%
I have concerns about AI and data harvesting	82%
I have ethical concerns in relation to AI	81%
I am nervous that AI could undermine the role of teachers	52%
I am concerned that AI will add to my workload	50%
I am positive about the role of AI in education	44%
I am learning about AI in education	43%
I have started to use AI in my planning/preparation work	31%
I have started to use AI in my classroom	22%

Q. Please indicate your response to the following statements

(Base: All Respondents)

Engagement In CPD/Inservice On Digital Technologies

Engaged In CPD/Inservice On Digital Technologies

- 35% Yes
- 65% No

Reasons Why You Have Not Engaged In CPD/Inservice

Reason	%
I don't have time	46%
No training made available to me by school	45%
Have family/care duties after school	34%
Consider that I have adequate digital technologies skills already	31%
Not able to find a relevant training course	23%
I don't attend CPD/inservice at weekends or after work	19%
I have poor broadband at home	6%
Some other reason	5%
None of these	2%
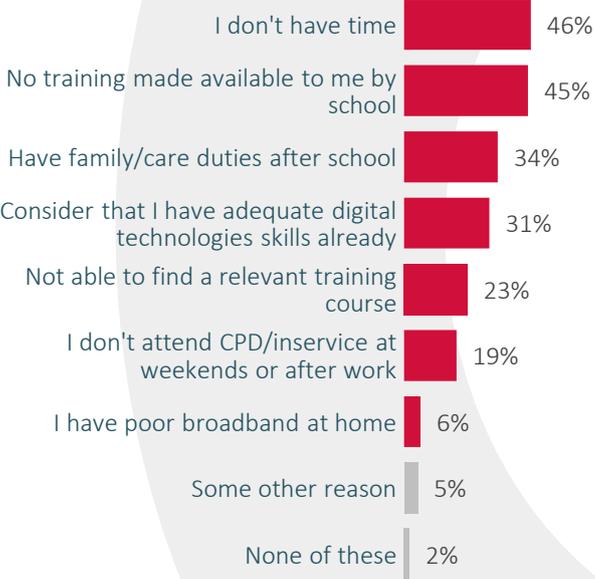
Q. Have you engaged in CPD/inservice on digital technologies in education in the current school year?
Q. Which of the below, if any, are reasons why you have not engaged in CPD/inservice on digital technologies?
(Base: All Principals)

CPD / Inservice And Digital Technology

CPD / inservice would be beneficial in many areas, in particular differentiation / personalised learning for all students, followed by digital content, digital literacy and assistive technology for SEN students.

Area	Percentage
Supporting differentiation/personalised learning	51%
Creation of digital content	44%
Developing my own digital literacy skills	43%
Assistive technology for SEN students	41%
Integration of DT in my subject areas	36%
Developing students' digital literacy skills	34%
Online safety, data protection, privacy	24%
To support my work as a post-holder in the school	23%
How to assess information/identify disinformation	19%
Copyright/licencing/other compliance	11%
Some other area	4%
None of these	6%

Q. What areas of digital technology would you like CPD/inservice on? Please select as many or as few as you like

(Base: All Respondents)

3

Policies and practices in operation at school

Digital Policies And Practices In Schools

Majority of schools have policies and practices in place to support digital integration. However, only 66% of schools provide laptops to teachers.

Policy/Practice	Percentage
Acceptable use of the internet in schools	86%
Acceptable use of technology	81%
Dignity at work/anti-bullying policy for school staff	75%
Online safety	71%
Assistive technology for SEN students	69%
Provision of laptop to all teachers	66%
Digital Learning Team	61%
Students' own device use in schools (eg, mobile phones)	60%
Teachers' own device use in schools	58%
Digital Learning Framework	55%
Digital Learning Champion	15%

Q. Which of the following policies/practices, if any, are in operation in your school?
(Base: All Respondents)

Right To Disconnect

Only one in five say there is a Right to Disconnect policy in their school. Almost all of those without/unaware of this policy would like to see it introduced.

Right To Disconnect Policy

(Base: All Respondents)
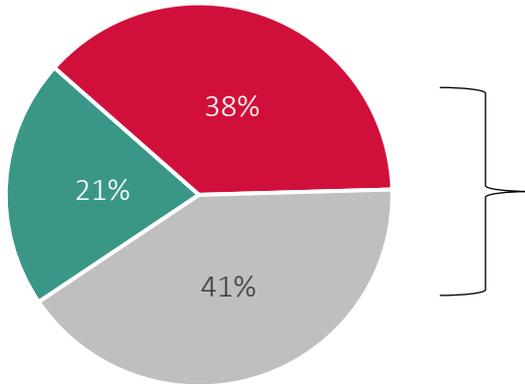
- Yes
- No
- Don't know

If Would Like One Introduced

(Base: All Respondents Without Right To Disconnect Policy; n=1,522)
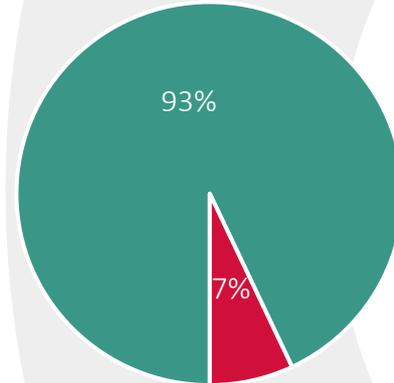
- Yes
- No

Q. Does your school have a Right to Disconnect policy (The Right to Disconnect refers to an employee's right to be able to disengage from work and refrain from engaging in work-related electronic communications, such as emails, telephone calls or other messages, outside normal working hours)?

Q. Would you like your school to introduce such a policy?

4

Communications outside normal working hours

Communications From Management

Three in five teachers receive messages from school management outside working hours and of these, almost one in five teachers do so on a daily basis.

Receive Messages/Emails From Management Outside Of Working Day

42%
58%

■ Yes ■ No

Frequency Of Receiving

Daily	19%
Weekly	35%
Every few weeks	29%
Less often	17%
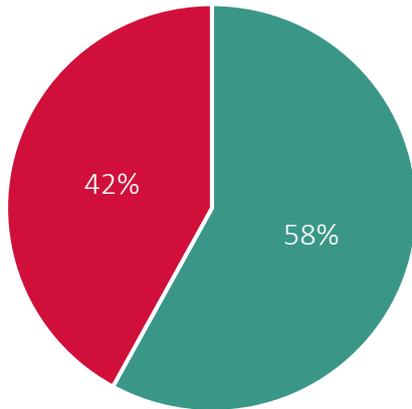
Q. Do you receive WhatsApp/SMS messages/emails from school management outside of your working day/at weekends?

Q. How frequent is this practice?

(Base: All Teachers)

Emails From Students

Four in five teachers receive emails from students outside working hours and of these, 15% do so on a daily basis.

Receive Emails From Students Outside Of Working Day

- ■ Yes ■ No

Frequency Of Receiving

Daily	15%
Weekly	43%
Every few weeks	30%
Less often	12%
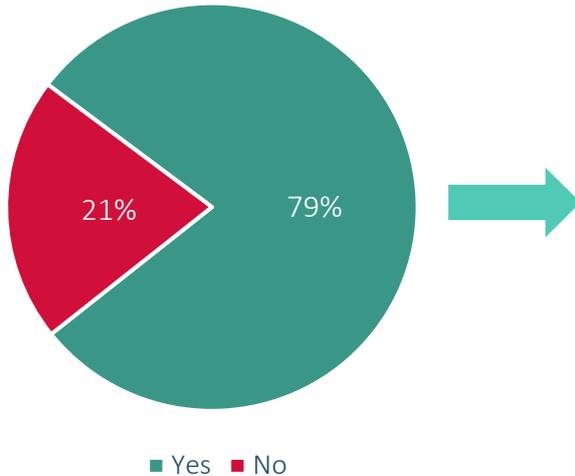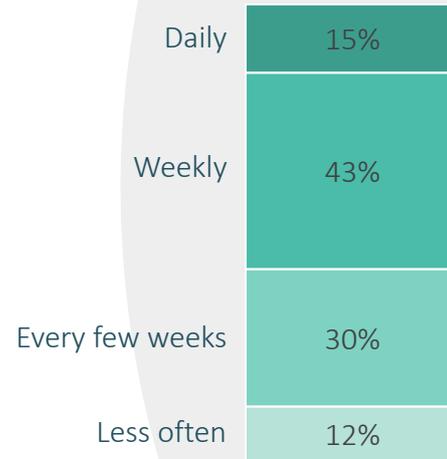
Q. Do you receive emails from students outside your working day/at weekends?

Q. How frequent is this practice?

(Base: All Respondents)

Emails From Parents

Almost half of all teachers receive emails from parents outside working hours and of these, one in ten do so on a daily basis.

Receive Emails From Parents Outside Of Working Day

55%
45%

■ Yes ■ No

Frequency Of Receiving

Daily	10%
Weekly	29%
Every few weeks	34%
Less often	26%
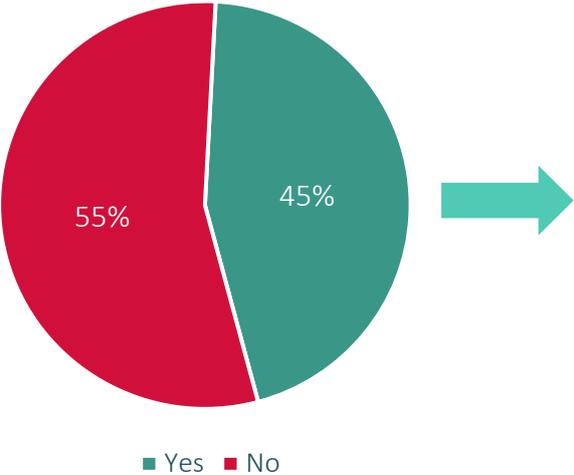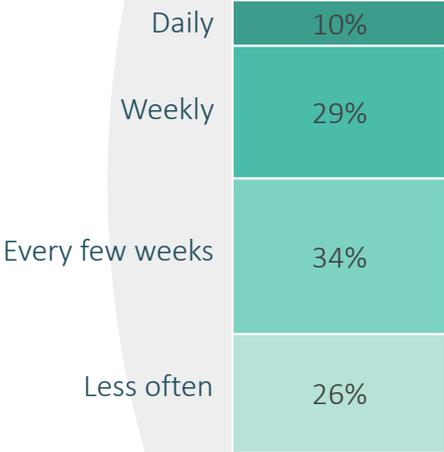
Q. Do you receive emails from parents outside your working day/at weekends?

Q. How frequent is this practice?

(Base: All Respondents)

"Out Of Hours" Communications

Over two in five teachers say these messages add to their workload and undermine their work life balance.

Response	Percentage
Depending on the sender/content, I may or may not respond	58%
These communications add to my workload	44%
I feel my work-life balance is undermined	42%
I find that I am in an 'always-on' mode from these communications	41%
I feel under pressure to respond	38%
I only respond during normal working hours	36%
I don't feel under pressure to respond	26%
I feel that my privacy is compromised by these communications	25%
Some other response	5%

Q. How do you react to WhatsApp/SMS messages/emails outside your working day/at weekends? Please select all that apply.

(Base: All Respondents Receiving Messages outside working day)

5

Workplace cyberbullying

Incidence Of Work-Related Cyberbullying

Almost one in five claim they have been subjected to at least one form of work-related cyberbullying with improper messages online most cited followed by video shared without consent.

Incidence Of Work-related Cyberbullying

82% None
18% Any

■ None ■ Any
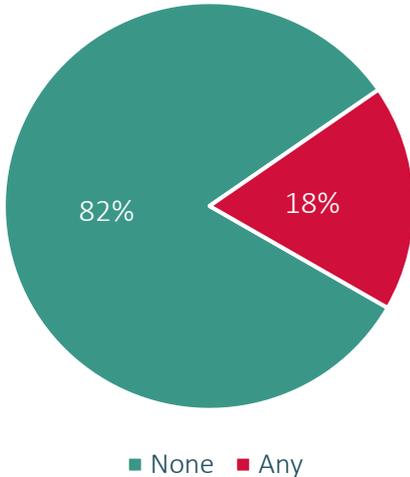
Types Of Cyberbullying Subjected To

Type	%
Receiving angry, rude and vulgar messages or such messages posted online	46%
A video of me was posted/shared online without my consent	35%
Trolling, i.e. harmful, untrue or cruel statements being posted online	30%
Fake websites/profiles containing demeaning/degrading fake or real images	24%
Private information was posted about me without my consent	22%
My online account was hacked	21%
Online harassment that includes threats of harm	13%

Q. In the current school year, have you been subjected to any of the following forms of work-related cyber bullying as follows:

(Base: All Respondents / All Subjected To Cyberbullying 339)

Details Of Work-Related Cyberbullying

Majority of work-related cyberbullying is perpetrated by students, is on a once-off basis, and lasts up to one week. However, one in nine of those subjected to cyberbullying claim it's an ongoing problem and for three in ten, it has happened more than once.
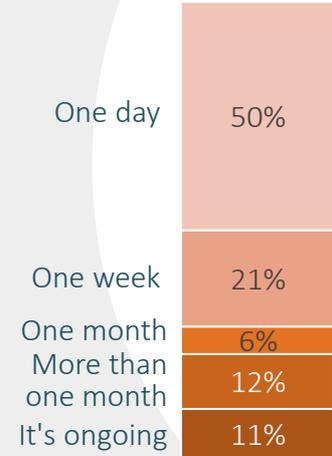
Who Perpetrated?

- Student(s): 63%
- Parent(s) / Guardian(s): 20%
- Colleague(s) / staff member(s): 6%
- School management: 4%
- Someone else: 5%
- Don't know: 20%

Frequency?

- Once off: 71%
- A number of occasions: 29%

How Long Lasted?

- One day: 50%
- One week: 21%
- One month: 6%
- More than one month: 12%
- It's ongoing: 11%
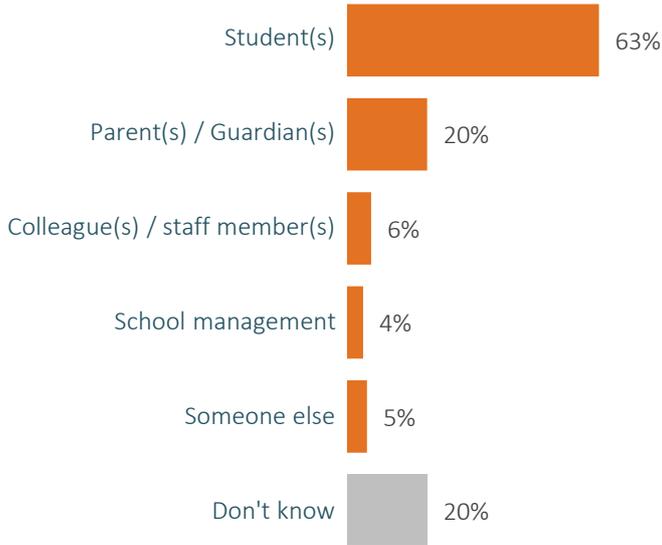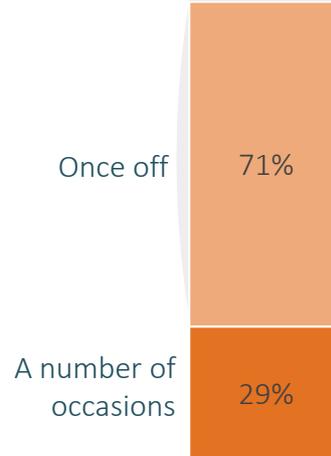
Q. Who was perpetrating the cyberbullying? Please select all that apply.
Q. How frequent was the cyberbullying?
Q. How long did it last?
(Base: All Respondents Subjected to Cyberbullying; n=339)

Reaction To Cyberbullying

Over half of those subjected to cyberbullying reported it to the school principal/ deputy principal. A similar proportion discussed it with colleagues. Less than 1 in 10 reported it to An Garda Síochána.

Response	Percentage
I informed the school principal/deputy principal	51%
I talked to a colleague(s)	47%
I ignored it	32%
I got advice from family/friends	24%
I contacted the social media platform	13%
I contacted An Garda Síochána	6%
I contacted the ASTI	5%
I contacted my solicitor	4%
I contacted the teachers' assistance service – Spectrum Life	2%
I contacted the media regulator, Coimisiún na Meán	1%
Some other response	9%

Q. How, if at all, did you react to this bullying? Please select all of those, if any, that apply.
(Base: All Respondents Subjected to Cyberbullying; n=339)

Impact Of Cyberbullying

Scared, nervous, embarrassed

It did not impact me personally but some of my colleagues were extremely upset by very nasty comments

Affected my confidence as a teacher

Debilitating

No impact as it was dealt with quickly

Given how seriously it was taken by school management and how well I was supported, it did not have a major impact.

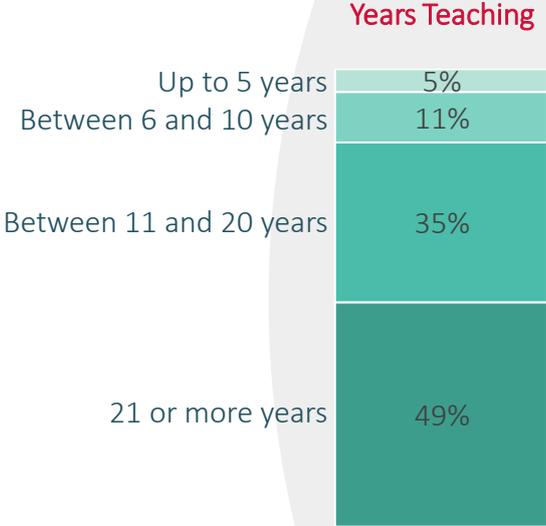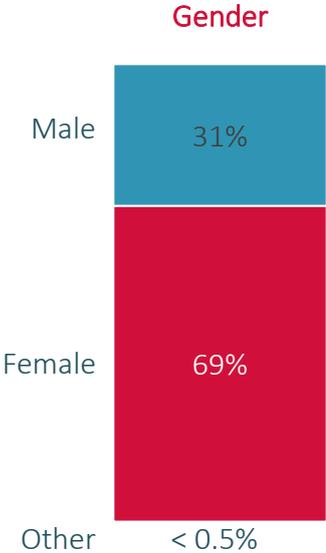Deputy Principal conducted an investigation and the students were suspended for 5 days

Told to ignore it

Very slow to react

Q. Please describe how this bullying impacted on you?
(Base: All Respondents Subjected to Cyberbullying; n=339)

6

Profile of survey respondents

Profile Of Respondents

Gender

Male	31%
Female	69%
Other	< 0.5%

Years Teaching

Up to 5 years	5%
Between 6 and 10 years	11%
Between 11 and 20 years	35%
21 or more years	49%

Q. Please select your gender

Q. How many years are you teaching?

(Base: All Respondents)

Years Serving As Principal / Deputy Principal

	Total (n=90)	Principal (n=39)	Deputy Principal (n=51)
Less than 5 years	28%	13%	39%
Between 5 and 10 years	42%	56%	31%
More than 10 years	30%	31%	29%
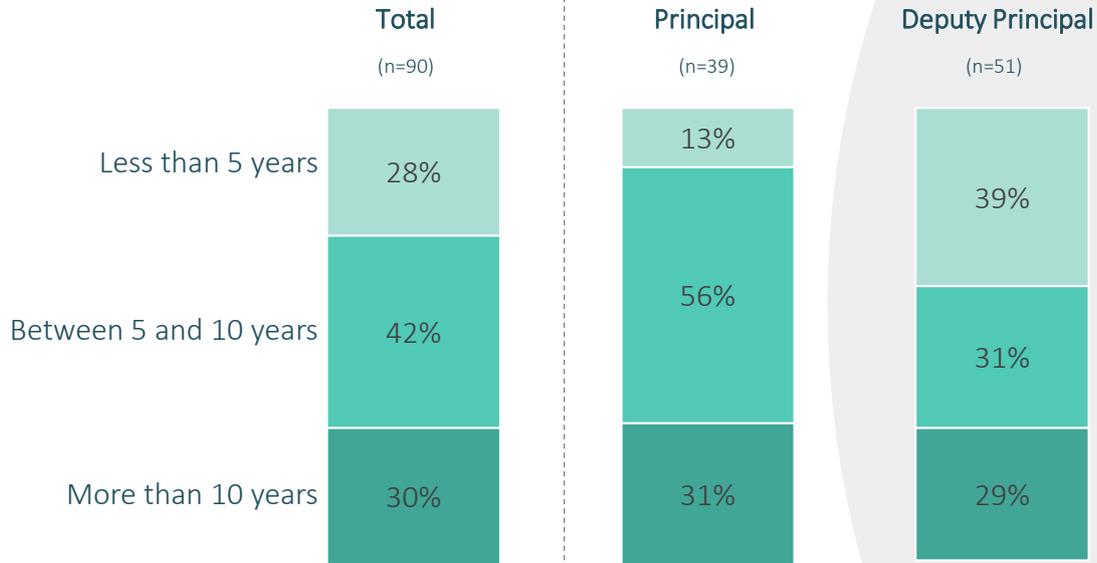
Q. How many years have you served as Principal/Deputy Principal?
(Base: All Principals/Deputy Principals)

Employment Status

	TOTAL	Up to 5 years	Between 6 and 10 years	Between 11 and 20 years	21 or more years
Permanent/CID – full time hours	88%	41% / 42%	83%	90%	92%
Fixed Term – full time hours	5%	4%	9%	3%	2%
Permanent / CID – less than full hours	5%	5%	5%	5%	5%
Fixed term – part time (less than full hours)	1%	8%	1%	2%	1%
Casual part-time/substitute	1%		1%	*	*

* = < 0.5%
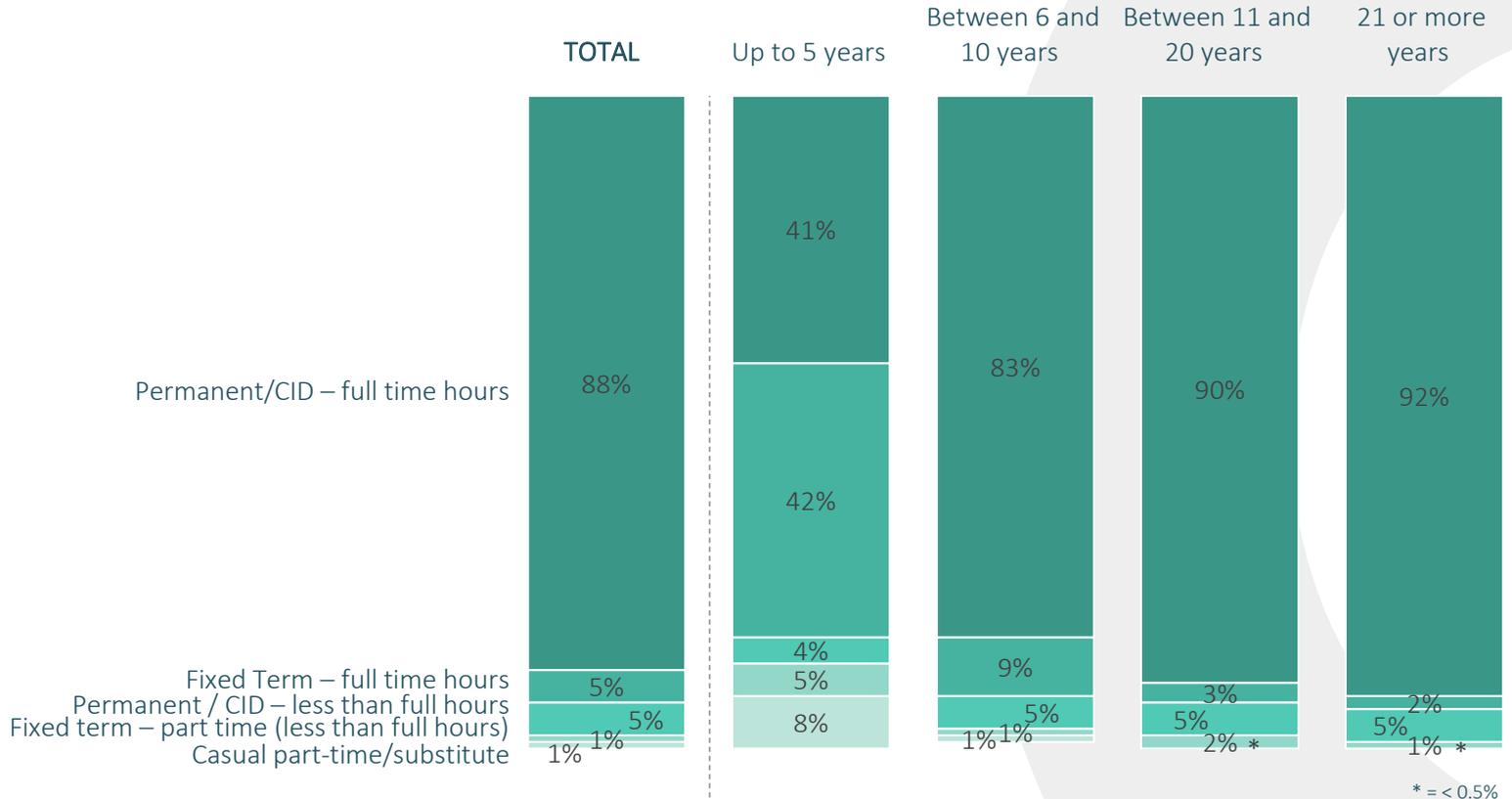
NOTE: Scores may not add exactly to 100% due to rounding

Q. What is your employment status?

(Base: All Respondents)

Type Of School

Pie chart values:
- 74%
- 16%
- 6%
- 2%
- 2%

Legend:
- Voluntary Secondary School
- Community / Comprehensive School
- Community College / ETB school
- Educate Together
- Some other type
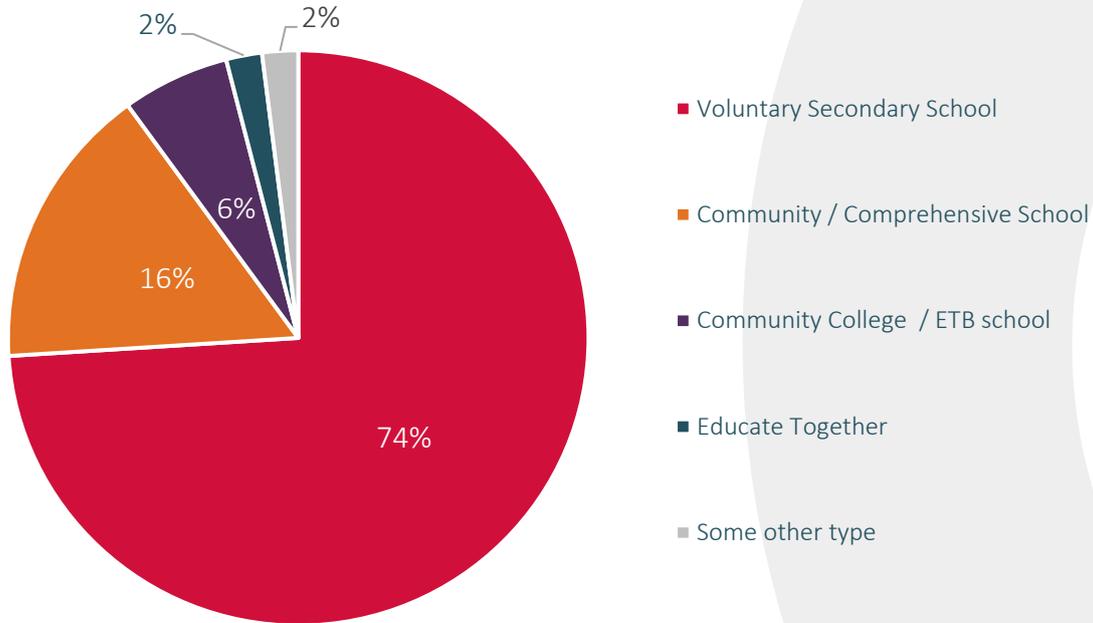
Q. What type of school do you teach in?
(Base: All Respondents)

Post Of Responsibility

Principal

Deputy Principal

2%

3%

Assistant Principal 1

22%

No Post of Responsibility

53%

21%

Assistant Principal 2
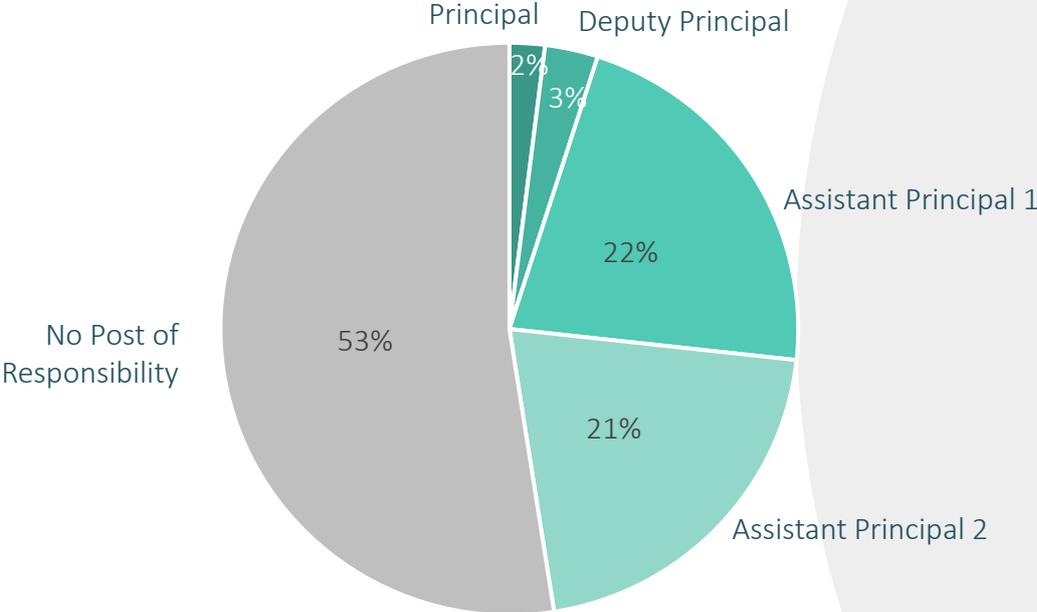
NOTE: Scores may not add exactly to 100% due to rounding

Q. Do you have a Post of Responsibility as follows?

(Base: All Respondents)

Unpaid Role In The School

Have An Unpaid Role In The School?

Nature Of The Role

No 62% 38% Yes

Q. Do you have an unpaid role in the school (ie, not in the Post of Responsibility structure)?
Q. Please describe the nature of your unpaid role in the school (ie, not in the Post of Responsibility structure).
(Base: all without Posts of Responsibility − n=1,013)

7

Job satisfaction

Job Satisfaction

Satisfaction levels have improved since last year and have almost returned to the high point seen in 2021.

	2021 n=2,527	2022 n=,2565	2023 n=2,106	2024 n=1,920
NET: Satisfied	63%	50%	45%	59%
Very Satisfied	13%	8%	7%	15%
Satisfied	50%	42%	38%	44%
Neither	15%	22%	22%	18%
Dissatisfied	17%	21%	26%	18%
Very dissatisfied	6%	7%	7%	5%
NET: Dissatisfied	22%	28%	33%	23%
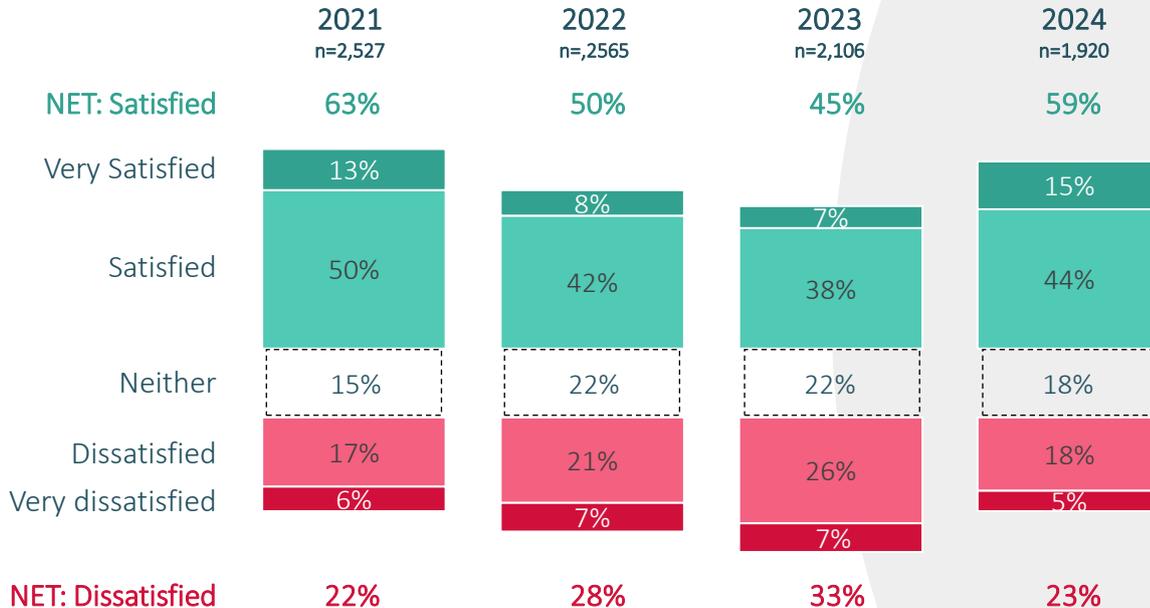
NOTE: Scores may not add exactly to 100% due to rounding

Q. Taking into account your current work duties and work environment, how satisfied or dissatisfied are you with your job?

(Base: All Respondents)

8

Key themes

Key Themes Emerging

Integration of digital technologies in teachers' professional work

- Integration of digital technologies has become mainstream in schools. Teachers reported frequent or high levels of usage of digital technologies in their classroom practice and other professional work. The biggest obstacles to integration arise from resource limitations. The latter was routinely described as not enough computer rooms in the school, not enough iPads / tablets for students, inadequate technical assistance available to schools.

- At the same, teachers are not uncritical about the benefits of technology usage by students. Many teachers voiced concerns that foundational skills such as reading, writing and calculating were in decline due to students' reliance on technology for access to information and answers to questions requiring numeracy and mathematical skills.

- A common theme was the fact that while students have high levels of skills in using social media, other skills such as using excel sheets, creating tables and graphics to represent information were not equally well developed. Many referred to students' diminishing attention span, a trend associated in the wider research with high levels of usage of social media.

- Teachers invariably expressed concern about cyber bullying among students and the difficulties it presents to teachers and school management in terms of identification of perpetrators and timely interventions. Many teachers stated that by the time the school was aware of such bullying, it was almost too late to effectively address it.

- Teachers in DEIS schools referred to students being left behind because of their lack of access to digital devices at home to engage in research, preparation of Junior Cycle Classroom-Based Assessments, prepare video recordings, etc. This concern was typically expressed in terms of a 'digital divide' and such teachers feel that insufficient account is taken of this divide in terms of Department of Education policy.

Key Themes Emerging

Note: This section is based on the replies to the open question, 'Finally, we invite you to use this space to voice other issues of concern'.

The right to disconnect and intensification of teachers' work

- The right to disconnect refers to an employee's right to be able to disengage from work and refrain from engaging in work-related electronic communications, such as emails, telephone calls or other messages, outside normal working hours. The right to disconnect became a key issue for teachers during the COVID-19 pandemic and the shift to remote teaching. ASTI commissioned research in 2022 found that the most important measure to improve teachers' wellbeing was identified as the right to disconnect from communications outside the school day. In the current survey, 93% of teachers want their school to introduce a right to disconnect policy.

- Over half of teachers receive weekly communications from school management or parents; 19% are contacted by school management on a daily basis. Most teachers described the impact of this practice on their work-life balance as negative, including feeling 'constantly on', 'under pressure to reply' and feeling that they 'cannot switch off'.

- The impact of digital technologies on teachers' workload was a universal concern. While teachers were positive about the multiple ways in which such technologies are deployed in their planning, preparation, recording and teaching work, they also stated that it took a lot of time to actually create or tailor digital content to suit their subject area. This time is not available during the school day and the necessary work is done in the evenings or at weekends. Many teachers also noted that the increased use of e-platforms to store students' examination work was the responsibility of the classroom teacher – another technological development which, while positive in itself, is another task to be attended to outside of school time.

Key Themes Emerging

Work-related cyberbullying - I

- The vast majority of teachers stated that they had not been subjected to work-related cyberbullying. The latter is a phenomenon which is primarily perpetrated by students and to a much lesser degree, by parents. This is not an unexpected trend given that students are the people whom teachers interact with on a daily basis and taking into account their developmental stage and level of maturity.

- Most teachers responded to cyberbullying by reporting it to school management, typically the school principal. The reaction of the latter was considered by the majority of teachers to be positive. Of central importance for many teachers was being listened to and being affirmed in their concerns and feelings. Swift action by school management in terms of identifying the perpetrators, imposing sanctions in the school code of behaviour and 'being there' are key to offsetting the negative impact experienced by teachers.

- Most cyberbullying incidents were once-off, half of which lasted one day or at most, one week. However, the once-off nature and short duration of the bullying did not diminish its impact on teachers' sense of wellbeing. Moreover, while the majority of teachers reported that they had been satisfactorily supported by school management, the impact of the cyberbullying was negative and enduring.

Key Themes Emerging

Work-related cyberbullying - II

- Teachers described the impact of cyberbullying as negatively impacting on their self-confidence; undermining their sense of self-efficacy; leading them to doubt their sense of authority in the classroom. It also caused many teachers to experience high levels of stress and a sense of being on high alert. One teacher described feeling less safe as a teacher and as always being under scrutiny. A sense of insecurity and the prospect of being subjected to another cyberbullying incident was evident in many teachers' responses.

- At the same time, teachers also demonstrated high levels of resilience and self-awareness which enabled them to react decisively to the cyberbullying incident. Significantly, the response of school management was key to this response. Teachers who stated that they were satisfied by the response of school management felt supported and were enabled to 'move on'.

- A number of teachers stated that the experience of cyberbullying had made them less adventurous in using digital technologies in their classroom, especially mobile phones and iPads / tablets. It is of note that in their responses very few teachers referenced schools' digital use policies as sources of support and guidance. The policies most commonly referenced were anti-bullying and the code of behaviour.

What Teachers Are Saying...Integration Of Digital Technologies In Teaching

1 *I worry about students becoming over-dependant on technology. I would like to see them using more books.*

2 *We have a whole new music technology section in Junior Cycle Music but no money for resources such as recording equipment, PA systems.*

3 *Teaching is a skill that is innate within a person. Excessive use of digital technologies is slowly killing this lifeline between students and teachers ...it's fine as an optional aid but it is taking the human connection and empathy out of the student/teacher relationship.*

4 *Paper and book still have a very valuable place in the classroom...Although AI is already looking beneficial in terms of time teachers spend on preparation, other changes brought in during Covid such as digital planners, use of Google Classroom to post content for absent students, have added to our workload.*

5 *Major concerns for students' inability to focus or concentrate for a sustained period of time. ...Used to strongly support a 1-to-1 device strategy but now reading the research I have changed my mind.*

What Teachers Are Saying…Working In The Digital Environment

1 *I love my job but it is difficult to achieve a work-life balance. If I take an evening or weekend off, I feel underprepared for my classes.*

2 *As far as I am aware I have not been recorded or ridiculed online but I am aware of three colleagues who have been.*

3 *Expectations to engage with students outside normal working hours via Teams and upload material covered during class as well as constant emails from other staff has added at least an hour of work per day.*

4 *A lot of parents are requesting that we post our classwork online for students who are out sick or refuse to come to school. A lot of the classwork isn't easily uploadable in any case.*

5 *I need a laptop to carry out my work as Assistant Principal 1 for Special Needs coordination but have not been provided with one.*

What Teachers Are Saying...Teacher Wellbeing And Morale

1 *Negative perceptions/ media coverage of teachers and profession generally is a cause of concern.*

2 *More and more work is expected of teachers and wages are not increasing in line with inflation.*

3 *I end up doing so much work that I feel that I don't do anything well anymore...it eats into the soul and is demoralising and reductive.*

4 *I feel constant pressure from parents and can never switch off from my work as I am constantly receiving emails. I also feel students receive too many emails and equally feel huge pressure to keep up with all their subjects.*

5 *The Department needs to work to create better working conditions for teachers. We are haemorrhaging young teachers and this is negatively impacting teachers who stay in the profession.*

THANK YOU

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