WORK-LIFE BALANCE AND THE WORKFORCE REFORMS

by

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A thesis submitted to
The University of Birmingham
for the degree of

DOCTOR OF EDUCATION: LEADERS AND LEADERSHIP

School of Education
The University of Birmingham
2012

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Abstract

Work-life balance is a relatively unexplored topic in the educational field, yet it was a significant element of the National Agreement (2003) which sought to enable teachers, including head teachers, to achieve a reasonable work-life balance. Subsequently the workforce reforms were introduced into schools in a phased manner in order to implement the Agreement's principles.

This study seeks to establish the meaning of work-life balance and goes on to examine the effectiveness of the workforce reforms in achieving their goal to support teachers in achieving such a balance.

This is a qualitative study using multiple case study methodology. Data was gathered via semi-structured interviews with twelve teachers and six leaders from three secondary schools in the same locality.

The differing perspectives of teachers and leaders in the schools are highlighted in order to identify the key factors which affect the ability of an individual to achieve a work-life balance. Following an analysis of the findings it is suggested that the workforce reforms had not been effective in this respect. Further, it is proposed that personal capacity and personal control are pivotal in enabling staff in secondary schools to manage the work and non-work aspects of their lives in order to achieve an acceptable balance.

Acknowledgements

I am grateful for the academic inspiration and support that I have received through the School of Education at Birmingham University. This began with Dr Des Rutherford and latterly continued through Dr Chris Rhodes, who pushed me to demonstrate the creativity that he knew I had.

My thanks go to the eighteen teachers and leaders who kindly gave up their time to be interviewed and for the support of the schools for which I have worked during the period of my research.

I also acknowledge the huge contribution of my husband who has encouraged and supported me through the difficult times. In addition, my children have also had to tolerate me when I have been less than attentive to their needs. Finally, grateful thanks also go to my great friend Julie, who proof read my thesis.

Dedicated to my mother, who would have been very proud.

CONTENTS

PART ONE: INTRODUCTION

PART TWO: LITERATURE REVIEW

PART FIVE: CONCLUSION

LIST OF TABLES

LIST OF FIGURES

LIST OF ABREVIATIONS

ASCL   Association for School and College Leaders

ATL   Association of Teachers and Lecturers

CBI   Confederation of British Industry

DCSF   Department for Children Schools and Families

DfE   Department for Education

DfES   Department for Education and Skills

DHT   Dedicated Headship Time

DTI UK   Department for Trade and Industry UK

ICT   Information and Communication Technology

LMT   Leadership and Management Time

NAHT   National Association of Head Teachers

NCLSCS   National College for Leadership of Schools and Children's Services

NCSL   National College for School Leadership

NFER   National Foundation for Educational Research

NRT   National Remodelling Team

NUT   National Union of Teachers

Ofsted   Office for Standards in Education

PPA   Planning Preparation and Assessment

TDA   Training and Development Agency for Schools

TSW   Transforming the School Workforce

WLB   Work-Life Balance

PART ONE - INTRODUCTION

Chapter One: Introduction

<u>Introduction</u>

The proverb "all work and no play make Jack a dull boy" was written some 350 years ago, and it echoed observations made by the Egyptians over 4000 years previously. Until recently this premise had gone relatively unheeded in educational circles, but the publication of the 'Raising standards and tackling workload: a national agreement' in January 2003 formalised the requirement for teachers and head teachers to have 'an appropriate workload, in support of a reasonable work/life balance (WLB), having regard to their health and welfare' (Department for Education and Skills (DfES), 2003 p7. See Appendix 1). This Agreement was a landmark, having had the backing of most of the teaching unions (notably not the National Union of Teachers (NUT)) together with the relevant governmental bodies of England and Wales and associated non-teaching unions. It is the aim of this project to research both the meaning of WLB and the effectiveness of the National Agreement in achieving its stated aim in this context.

The Agreement originates from a document published by the DfES in October 2002 entitled *Time for Standards: Reforming the school workforce,*which proposed a phased implementation of various measures designed to reduce teacher workload and remove administrative tasks. This was accompanied by a formal consultation process which was to be completed by the end of November 2002. The process of implementing the reforms was to commence in September 2003 and be completed

over a three year period. Referring to the issue of workload, the DfES document

noted that:

> 'Teacher hours in term time are on average some 52 hours per week…we need to see reductions in the extreme workloads of some teachers and also in average hours' (DfES, 2002, p5).

The National Agreement (DfES, 2003) effectively put 'flesh on the bones' of the

government's workforce reform plans and managed to gain widespread support from

both the employers and the majority of the workforce.   At its beginning, the

Agreement referred to the need for teachers to adapt to new models of teaching and

learning. It then went on to state a seven point plan for creating time for teachers

and head teachers, thereby providing opportunities for improving standards. How

the reforms would result in this was not made clear, with the task of doing so

essentially left to schools. The plan included a reduction in teachers' working hours,

changes to contracts, a reduction in bureaucracy and paperwork and a more

prominent role for support staff (for details see Appendix 2). Subsequently the

Agreement specified in some detail the contractual changes that should be

implemented in order to achieve the developments set out in the plan. These

included a list of tasks no longer to be undertaken by teachers, how cover for absent

staff was to be managed, the introduction of guaranteed planning, preparation and

assessment time together with leadership and management time. This section also

referred to the fact that teachers and head teachers should enjoy a reasonable WLB

but, unlike the other sections, no detail was provided indicating how this was to be

achieved, or indeed what a reasonable WLB actually is. The Agreement proceeded

to indicate the monitoring procedure to be adopted and the change management

support that would be provided by the government though, in practice, support for all schools was via a web site with consultancy available on request. Finally, details were given regarding the delivery of the Agreement and the various elements to be incorporated into each phase of its introduction.

The publication of the National Agreement (DfES, 2003) came during the course of a Transforming the School Workforce (TSW) Pathfinder Project, commissioned by the DfES in Spring 2002, which sought to evaluate the effects of transforming the school workforce in 32 pilot schools. Given that the Agreement was published as research data was being gathered for the Project, it is apparent that the latter was never intended to make a substantive contribution to the Agreement itself, but rather run parallel to it and provide evidence for the effects of reforms similar to those proposed. The TSW Project was carried out by a team from the University of Birmingham and the report entitled *The Evaluation of the Transforming the School Workforce Pathfinder Project* (Thomas *et al.*, 2004) was subsequently published by the DfES. The research phase was carried out over a period of one year, starting in the early summer of 2002, in a range of schools where additional financial and training support had been provided in relation to the implementation of change. Since its publication, a variety of studies have been carried out to evaluate the effectiveness of the workforce reforms in schools, following their initial implementation in 2003. These include reports by the Office for Standards in Education (Ofsted); the first in December 2004 considered how effectively schools were implementing phase 1 of the National Agreement. This was followed by a

further report on the implementation of phases 2 and 3 and the impact of phase 1, which was published in December 2005. Further reports were published by Ofsted in 2007, 2008 and 2010 evaluating the implementation and impact of workforce reform within the context of the National Agreement and other initiatives related to workforce deployment. There followed a series of evaluative reports published by other bodies, including the DfES and The National Foundation for Educational Research (NFER).

The seven-point plan for creating time for teachers and head teachers, drawn from the National Agreement (see Appendix 2), includes the following:

> Changes to teachers' contracts, to ensure that teachers, including headteachers...have a reasonable work/life balance. (Ofsted, 2007, p39)

Given the time that has passed since the almost unanimous agreement to, and implementation of, the workforce reform agenda, it is appropriate to consider whether the measures introduced have achieved their intended outcomes, particularly in the context of WLB. It is this aspect of the workforce reform initiative which lies at the heart of this study.

Research Questions

If the achievement of a reasonable WLB is to be assessed, then a commonly accepted understanding of the term must be arrived at. This has been curiously lacking in the publications referred to thus far, so it has proved necessary to turn to material from outside the educational field, including the work of Greenblatt (2002), Greenhaus (2003) and Reiter (2007), where definitions of WLB are addressed in a

broader context. It is therefore appropriate that the first of the research questions

is:

- What is WLB?

The subjective nature of the topic would indicate that this first question is not to be

answered in an empirical manner.   However, given the interpretive paradigm within

which this project will operate, the collection of a range of perspectives on this

subject will provide an understanding of how WLB is generally understood by staff in

schools.

The second research question addresses the perceived success of the workforce

reform policy from the perspective of teachers:

- To what extent has the workforce reform policy improved the WLB of teachers
  in secondary schools?

This aspect will be closely linked with workload issues, together with the manner in

which schools have introduced the various aspects of the workforce reform policy.

Evaluative studies that have taken place thus far have tried to quantify the effects in

terms of a comparison of hours worked before and after the implementation of the

agreement. Longitudinal studies considering the workload of teachers through a

diary kept for one week over a period of ten years provide a wealth of data which

can be analysed in order to ascertain the impact of the workforce reforms on hours

worked. The *Teachers' Workload Diary Survey 2010* (Deakin *et al.*, 2010) showed that the hours of work had reduced for all staff groups but that the changes had been marginal.

The third research question addresses the perceived success of the workforce reform policy from the perspective of school leaders.

- To what extent has the workforce reform policy improved the WLB of leaders in secondary schools?

This group was initially intended to include middle and senior leaders, but the exact categorisation would be determined as a result of the responses provided during the data gathering process.

While there would be some commonality with the second research question in terms of workload, the different perspective afforded by those responsible for the implementation of the reforms would facilitate a wider examination of the issue of WLB. The additional workload experienced by leaders during the period of planning and implementation was noticeable in the data collected and presented by Deakin *et al.* (2010), who showed an increase in hours worked between 2004 and 2006 before a subsequent reduction to a level marginally below that pertaining before the reforms were introduced.

Workload, whilst being a significant element in the achievement of WLB, is not the only factor to be considered, and this project seeks to establish what else impacts on the ability of both teachers and leaders to achieve the reasonable WLB referred to in the National Agreement.

Of significant personal interest to the researcher, given her role in senior leadership, is the fourth and final research question:

- Has the workforce reform policy had a differential impact on the WLB of teachers and leaders in secondary schools?

The 2007 Ofsted report noted that:

> 'Head teachers and senior managers continue to sustain a heavy workload, but increasingly they are supported by well qualified and experienced managers from outside education which is allowing them to allocate more time for strategic leadership and management' (Ofsted, 2007, p5).

This comment regarding the support provided by experienced managers from outside education is illustrated by the increasing number of business managers both in training and employed in schools. By 2011 over 13,000 people have qualified to become School Business Managers according to National College for School Leadership (NCSL) records.

The questions set out above are of significance, given the time and financial commitment made by the senior leaders and governors in schools in identifying the

changes needed, planning for their implementation and seeing them through to completion. In addition, the potential for improved standards for students, a reduction in staff workload and an accompanying enhancement of staff morale, will be considered during this research.

Literature

Reference has already been made to policy documents and evaluation reports published by governmental bodies, as well as some academic papers on WLB which do not originate from the educational field. This material will lie at the heart of the literature review, but it would be inappropriate to omit the various other research papers which address this field. One of the earliest of these was the report published as a result of the TSW Pathfinder Project (Thomas *et al.*, 2004), and this, together with a range of other papers drawing on the research, provides valuable insights into associated aspects, including job satisfaction and the modernisation of the education workforce.

The Ofsted evaluation reports were produced following visits across a wide range of local authorities and schools. Their purpose was to evaluate the implementation of the National Agreement as a whole, citing examples of good practice together with some cases where there had been less satisfactory outcomes. Given that the purpose of the workforce reform policy was not only to reduce workload but also to raise standards, it is clear that the greatest emphasis has been placed on the former and relatively little evidence has yet emerged to validate any significant effect on

standards, in particular the achievement of students. In addition, there is a lack of specific reference to WLB, a significant omission given that this issue formed a key element of the National Agreement. These reports will be considered in some detail in the literature review.

While not directly addressing WLB issues, various papers exist which consider a range of related issues. These include a case study by Wilkinson (2005) of the effect of workforce remodelling on the increase in the number of teachers without qualified teacher status and how this could threaten teacher professionalism.

Timms *et al.* (2007), addresses the issue of job satisfaction in relation to workload for teachers in Australian independent schools in Queensland. The somewhat disturbing conclusion from this study is that

> ...teachers...are working with unsustainable and health threatening workloads under conditions where they feel pressured. (Timms *et al.*, 2007, p584)

While it could be argued that the legislative framework introduced in England and Wales differs drastically from that which operates in independent schools in Queensland, the views expressed by teachers on a variety of workload and job satisfaction issues, coupled with the methodology employed in the study, will be of value in contributing to this research into WLB.

The process of devising and implementing policy is a complex one which is addressed by Bell and Stevenson in *Education Policy: Process, Themes and Impact*

(Bell and Stevenson, 2006). Reference will be made to the framework suggested in this book in order to analyse the introduction of the National Agreement and subsequently assess its impact. An analysis of the workforce reform policy against this framework will serve as a context within which its effects can be examined.

Reference has been made to a range of relevant material that had already been discovered. Given the contemporary nature of this field, ongoing research into newly published information was monitored by making use of email alerts which were set to highlight research into WLB issues. In addition, various journals focussing on leadership and management in education, together with relevant web sites including the Department for Education (DfE, ex Department for Children Schools and Families (DCSF), ex DfES) and NCSL, were to be searched for relevant information. The references used in the papers studied were also further explored to find additional relevant material.

Research methodology and methods

In order to address the research questions, three case studies were carried out. The three schools selected provide a range of types of institution. All were easily accessible to the researcher as they were in the same geographical area and also formed part of a consortium arrangement for sixth form teaching. The schools were:

1. A selective girls' school

2. A Church of England Voluntary Aided comprehensive school

3. A Roman Catholic Voluntary Aided comprehensive school

The researcher was a deputy head at the selective girls' school and had frequent contact with a range of staff at the other schools. Aside from the convenience of location, the positive and supportive relationships that had been established over time increased the possibility of open and honest responses which would provide valuable data for analysis.

Data was gathered using semi-structured interviews with six staff from each of the three schools. This is the data that was used for analysis as, according to Bassey (2002):

> 'Case study means that the researcher needs to collect sufficient data to allow him/her to explore features, create interpretations and test for trustworthiness...There is no point in the case study researcher collecting more data than can be handled successfully in the time available...' (Bassey, 2002, p110).

The interviewees included staff whose experience of workforce reform was at differing levels: the head teacher, a member of the senior leadership team, middle leaders and junior teaching staff. In order to establish an appropriate set of interview questions, a pilot study was undertaken with three staff, one from each school across the three categories of responsibility referred to above. Once this had been done, the data was analysed and the interview schedules adjusted and confirmed. These were then used in the main research phase.

Ethical considerations

The research project was carried out following the guidelines set out in the British Educational Research Association (BERA) publication *Ethical Guidelines for*

Educational Research (BERA, 2011). An initial letter to each head teacher was sent in order to seek permission for the research to be undertaken (see Appendix 3), to provide information regarding the process to be used and to confirm the anonymity of all participants and establishments. In addition, the value of the research to each school was emphasised, together with an undertaking to report the outcomes in order to potentially support each school's own self-review process. The staff selected for participation each received a written request to contribute to the study, together with an outline of what their role would be, the time commitment involved and their right to withdraw (see Appendix 4). Students were not involved in the research process and so the associated ethical guidelines are not relevant.

Value and audience

The outcomes of this project will be of significant value in assessing the effect of the workforce reforms on the WLB of teachers and leaders in schools and also in suggesting ways in which staff can be assisted in improving their WLB. As has been stated, research which addresses this particular area has been lacking, despite an improved WLB lying at the heart of the National Agreement. It is likely that those bodies which have already undertaken evaluative studies of the implementation of the workforce reforms will be interested in a study on this area, as will the signatories to the National Agreement.

The relevance of this research to the professional associations who were signatories to the National Agreement cannot be understated given that it was through their

assent that the legislation was implemented. In addition, interest has been generated in this project via personal contact with colleagues and through the various networking groups with which the researcher has contact. Thus the way may be opened to extend the research further, as suggested in the concluding chapter.

Organisation

Having provided a context within which this research will take place in Part One, Part Two goes on to provide a detailed review of literature relating to the National Agreement and, in particular, WLB. This is used to produce a framework for the analysis of the research findings. In Part Three the research design is addressed. This includes the philosophical approach followed, the methodology used and details of the data gathering and analysis procedures employed. Here ethical issues, validity and reliability are addressed in detail. Part Four presents the findings of the research and also discusses their implications both in the context of the research questions and also with regard to highlighting new knowledge that has been gained. In Part Five the conclusion summarises the key points discovered through this research and proceeds to propose areas for further investigation.

PART TWO – LITERATURE REVIEW

Introduction to Chapters Two and Three

The search for literature relevant to the study revealed that in order to establish a better understanding of WLB, the first research question, it will be necessary to use material from outside an exclusively educational context. While the legislation introduced specifically targeted an improvement in WLB for both teachers and head teachers, this term was not given a specific definition at the outset and, in terms of evaluating the workforce reforms, it was significantly missing in the reports published by Ofsted.

Before the literature itself is considered, the search methods employed will be discussed and potential sources of information identified. An extensive literature search was undertaken. Initially this involved an electronic search using a wide range of databases including The Applied Social Sciences Index and Abstracts, The British Education Index and The Australian Education Index, where the words 'work', 'life' and 'balance' were used as search terms. The work identified via this process brought to light further material through a study of the references and bibliographies contained within the listed publications. In addition a ZETOC (a comprehensive international database) email alert was set up to provide information on newly published journals and articles using the same search terms. Further research was carried out using a number of search engines such as Google Scholar, where pertinent articles were identified using 'key word' and 'key author' searches.

Personal contact was also made with respected academics, including Professor Helen Gunter, who have written extensively in the field of workforce reform, the result being some valuable additional literature and suggestions of further potential sources. Finally, relevant web sites were also considered, including the NCSL, the Association for School and College Leaders (ASCL) and the Training and Development Agency for Schools (TDA). Here relevant publications and pages were added to the information to be reviewed. The search mechanisms used identified a wide range of material on the topic, but this included some items well outside the required parameters, referring to such fields as the legal profession, farming and nursing mothers. All papers and reports were considered and those deemed relevant to the research project analysed as part of the literature review. General parameters were also established in terms of the type of material that would be suitable and the years which would be used for the search process. Given the relatively recent introduction of the workforce reform policy, it is likely that the most appropriate literature to be reviewed will generally be in the form of papers and reports published since 2001, either based in the educational field or, in relation to the first research question, focussed on general definitions of WLB. This will be supported by books and other papers associated with the introduction and implementation of education policy. Whilst it would be advantageous to restrict the search to material related to developments in the United Kingdom, there are some areas of the research where information from other countries would be of value. In particular, the issue of the definition of WLB has become more prominent internationally in recent years, and so research literature originating from both the United States and

Australia will be analysed in the review. The result of these research processes facilitated the identification of the two key areas which underpin this project. These are considered in chapters two and three, and provide valuable conceptual frameworks on which the thesis has been constructed and which relate directly to the research questions to be addressed.

The review will be structured on a thematic basis with the researched information being used to explore each theme in turn. The two main themes are: the nature of WLB and how it is defined or understood, and then the introduction and effect of the workforce reform legislation on the WLB of various groups within secondary education in the UK. The latter will be considered in two sections which directly relate to the research questions: firstly the effect of the workforce reform legislation on the WLB of teachers in secondary schools and, secondly, the effect of the workforce reform legislation on the WLB of leaders in secondary schools. At this stage the term 'leader' is taken to mean the senior leaders within the school, commonly the head teacher, deputy head teachers and assistant head teachers. In some cases this has been extended to include middle leaders such as heads of subject or pastoral leaders, where the material considered shows a significant difference between their experience of the workforce reforms and that of classroom teachers. This grouping will be reviewed in the light of the findings.

Chapter Two: What is WLB?

<u>Introduction</u>

If this research project is to further knowledge in the field of WLB as it relates to the educational context, it is essential at the outset to establish what exactly it means, not only to individual staff in schools, but also to the institutions that employ them.

In considering the definition of WLB, it is necessary to address the issue from a number of different perspectives in order to gain an understanding of how it is viewed in different contexts. In *Work Life Balance: What DO You Mean?,* Reiter (2007) establishes four categories of definition - absolutist, situationalist, subjectivist and exceptionist - by extending the understanding of these terms from those discussed by Forsyth (1980). These will be used as the literature is considered, with the preferred option selected and used in order to frame the approach taken in the ensuing research.

<u>WLB – historical context and recent ideas</u>

While a considerable amount of literature was highlighted via the search mechanisms already referred to, the amount which is directly relevant to developing an understanding of what WLB actually is and what it is understood to be, particularly by those in the field of education, is more limited.

The importance of WLB was emphasised in a statement issued by the Department for Trade and Industry UK (DTI UK) in 2001, quoted in *Work-Life Balance in the 21st Century* by Houston (2005):

> 'Work-Life balance isn't only about families and childcare. Nor is it about working less. It's about working smart. About being fresh enough to give you all you need for both work and home, without jeopardising one for another' (DTI UK, 2001, p5).

She then goes on to consider various aspects of WLB including the origin of the political pressure for the introduction of the legislation and, in particular, the gender issues that it raised. Further reference to this material is made when the historical context of the policy introduction is addressed in chapter 3.

The paper by Reiter (2007) referred to above is wide ranging in its analysis of WLB and the way it can be interpreted. She categorises definitions of WLB according to a framework of ethical ideologies; that is she clarifies the perspective within which the definition is framed to facilitate an assessment of its suitability for a particular application. She indicates that many current definitions are 'absolutist in nature, dictating a 'right' balance that all should aspire to' (Reiter, 2007, p 273). In contrast she argues that definitions from a situationist perspective (i.e. one which depends on an individual's personal situation) are more valuable as they provide an opportunity to investigate the factors that contribute to WLB for particular groups of people, thus enabling various measures and initiatives relating to WLB to be explored.

<u>What is 'balance'?</u>

When considering a definition of WLB it quickly became apparent that this would be hindered by a lack of consensus on the term 'balance'. In deciding on the factors which should be included, a particular value perspective has to be taken and this will dictate which factors are deemed relevant. In *A Taxonomy of Ethical Ideologies,* Forsyth (1980) discusses the four ethical perspectives that Reiter (2007) goes on to explore. He clarifies their definitions as follows:

> '(a) situationism, which advocates a contextual analysis of morally questionable actions; (b) absolutism, which uses inviolate moral principles to formulate moral judgements; (c) subjectivism, which argues that moral judgements should depend primarily on one's own personal values; and (d) exceptionism, which admits that exceptions must sometimes be made to moral absolutes' (Forsyth, 1980, p175).

Here he is explaining these terms in relation to moral principles and judgements; for example his reference to situationism indicates that morally questionable actions should be considered in the light of the circumstances in which they were carried out rather than in isolation. Reiter (2007) applies these definitions to great effect in the context of WLB.

In applying Forsyth's (1980) taxonomy of ideologies to the specific application of WLB, Reiter contextualises the definitions as follows:

Dimension	Ideology	Description	Example
Many different types of balance are possible	subjectivist	Depends on personal perspective	Individual desires, happiness
	situationist	Depends on personal situation	Family structure, gender, career, life stage
Definitions not related to consequences	absolutist	A right formula for balance exists	e.g. Equal time/satisfaction/involvement (Greenhaus *et al.*, 2003)
	exceptionist	Utilitarian – 'best fit' model	Less work, more play

Table 1: Taxonomy of Ethical Ideologies with Examples of Definitions of Work Life Balance (adapted from Reiter (2007) p278)

In selecting a definition appropriate to the application, Reiter (2007) refers to the example of medical practitioners when providing specific and practical illustrations of what each description entails. In order to apply this to the educational field, these will be extended to suggest the way in which they could be applied to teachers and leaders in schools. The absolutist view in medicine would establish rules around safe working times; this would assume that all practitioners have the same balance rule regardless of age, experience etc. In the educational context this could translate into prescribed hours for both teaching and preparing and marking, as well as time allocated to meetings etc. This contrasts with the situationist definition which, in the medical field, would focus on:

> '...achieving of optimum benefits and hence, minimum clinical errors, acceptable stress, maximum satisfaction, and maximum experience in each of the work and nonwork environments for the individuals and those they impact on' (Reiter, 2007, p275).

In the educational context this could be achieved by assessing for each teacher their outcomes, possibly using value-added measures for their students and/or contributions to subject development and teaching resources, as compared to their

stress and satisfaction levels in each environment they are associated with. The aim would be, for each individual, to produce a situation where outcomes were at a maximum while the other factors were maintained in a personally assessed optimum condition.

The subjectivist stance as applied to the medical field:

> '...would be focused on the individual practitioner and maximising his or her personal utility, so balance for them would be as much as suited the individual to suit his or her objectives' (Reiter, 2007, p275).

When applied to education this could mean that the teacher would be able to choose their own working schedule and objectives in order to suit their own personal requirements regarding the balance of work and home/family commitment.

Reiter does not go on to suggest examples of the exceptionist approach in the context of the medical profession. In education this would include a more pragmatic approach than that given for the absolutist stance, taking a utilitarian perspective with ground rules established as deemed appropriate in each school.

Having explored the definitions provided by Reiter (2007) in some depth and provided amplification of their meanings in an educational context, material from this field will now be considered and related to Reiter's (2007) framework. Additional material exploring the meaning and relevance of WLB will be considered.

<u>WLB in an educational context</u>

If the legislation that was introduced is compared with the definitions provided by Reiter (2007), it is apparent that the approach taken to WLB tends towards absolutism. The workforce reform policy specifically refers to:

> 'Changes to teachers' contracts, to ensure that teachers, including headteachers.....have a reasonable work/life balance' (DfES, 2003, p3).

This is consistent with a statement from the Department for Trade and Industry UK (DTIUK) in 2006, quoted in *A life in the day of a headteacher*, a study of practice and well-being published by the NCSL (Bristow *et al.*, 2007), which indicated that WLB is a description of any set of policies and practices that help people to achieve a better balance between work and their lives outside work whilst benefitting the business. This last element is key in the allocation of this approach to the absolutist framework, given that it is not solely the well-being of the employee that drives the legislative process but the ultimate benefits that 'the business' will enjoy as a result. The reference to contractual changes in the *National Agreement* (DfES, 2003) indicates that there will be specific requirements regarding what is and what is not expected of teachers in carrying out their duties, and yet the use of the term 'reasonable' when clarifying the nature of the WLB to be achieved tends more towards a subjectivist stance, where it is the individual who may be able to identify when such a balance has been achieved.

Lewis *et al.* (2003) contribute to the discussion of the meaning of WLB by identifying a shift from the terms 'work-family' and 'family-friendly' to 'work-life' and 'work-life balance' in order to reflect a more inclusive way of conceptualising the issues to

ensure that, for example, men and those without children can relate with them. The

paper then goes on to suggest that the language used in WLB is problematic in

implying that work is not part of life and that the distinction between paid and

unpaid work means that unpaid care work, for example, is not part of the work

element of life. In addition, the paper indicates an assumption that work and life are

mutually exclusive, and so the opportunity to identify the way in which skills transfer

between the different aspects is missed. In the educational field, an article in the *ldr*

magazine published by NCSL suggested the need for school leaders to think

differently about WLB. Tranter (2008), a head teacher, suggests that:

> 'The starting point is to think of work and life as an integrated, coherent
> whole; that doesn't mean we work all of the time, but that we regard our
> work as a significant part of our life rather than something distinct and
> separate. The words we use matter' (Tranter, 2008, p42).

Tranter then suggests a number of practical ways in which the distinction between

work and life can be reduced and that these, and other similar measures, might be

effective in facilitating a well balanced professional life. It is interesting to note that

in *talk2learn highlights,* also published by NCSL, a number of responses to Tranter's

proposals are included. While there were a few supportive of her idea that work and

life should be viewed as a coherent whole, most felt that 'the division between work

and home needed to be reinforced rather than dismantled.' (NCSL, 2008, p2)

While Tranter's proposals are essentially grounded in the practicalities of achieving

what she considers to be an appropriate WLB, it is difficult to produce a generally

accepted definition of the term. Greenhaus *et al.* (2003) noted that: '...the definitions

of balance are not entirely consistent with one another [and that] the measurement of balance is problematic...' (p511). Those proposing definitions usually indicate the logical steps that have led to their rationale, but this is a highly subjective field where some definitions are deemed more acceptable than others in accordance with the views and values of the proposers and the readers. In order to select a definition, Reiter (2007) suggests that it would be more appropriate to identify and acknowledge the various ideologies underpinning the definitions and then match the most appropriate one with the perspective that is best suited to its application. This is the process that will be followed in matching the definitions of WLB to the situation that currently pertains in schools.

While, as has been suggested above, an absolutist approach was taken to the introduction of the legislation, it would seem that an absolutist perspective coupled with elements of situationism when applying WLB policies would be the most appropriate. That is, an absolute definition of WLB should be developed which is applied in all contexts, but with the possibility of additional clarification in relation to the specific role undertaken by the individual. It is this blurring of the edges of these definitions which makes the field of WLB in education so fascinating a subject to research. These issues will be carried forward to the research design process in order to devise suitable data gathering processes. It is noteworthy that Reiter's perspective is somewhat different in that she presents arguments to support a view that the optimum perspective of WLB is that of the situationist, an approach which would be untenable in a school context.

The rigidity of the framework within which schools have operated has been a handicap to a more flexible approach to the working practices of staff advocated by the situationist approach, but, given the current move to greater independence and autonomy afforded through the academy programme, this may not continue to be so as the schools of the future develop.

WLB and personal satisfaction

In coming to an assessment of personal WLB, the matter of an individual's satisfaction with the work (job satisfaction) and non-work elements of their life will inevitably influence the outcome. This aspect of WLB will now be explored and the outcomes related back to the definitions proposed by Reiter (2007).

With regard to job satisfaction, Evans (1992) developed the work of Smith (1976) by relating it to morale in terms of the temporal context. Smith had suggested that job satisfaction '...is a static, shallow concept, whereas morale is dynamic and forward-looking' (Evans, 1992, p166). She extended this idea by suggesting that job satisfaction is essentially a response to a situation as opposed to morale which is anticipatory, with both being states of mind. She then goes on to note that:

> '...job satisfaction and morale (each of which range from high to low) continually interact and, by this process, present the illusion of being one' (Evans, 1992, p166).

Given this suggestion, it is likely that respondents would consider the two terms as meaning the same thing and fail to appreciate the nuance of difference that Evans (1992) has indicated.

Further research into a definition of WLB within an educational setting revealed a number of other influential sources including government agencies and the professional associations of teachers and leaders. The Training and Development Agency for Schools (TDA) summarises the key features of the National Agreement (DfES, 2003) with respect to WLB:

> 'The national agreement defines work/life balance as being 'about helping teachers combine work with their personal interests outside work' and cites working hours and workload as key, but not exclusive elements of this. Other elements include a sense of control, personal fulfilment, career development, work flexibility, physical and emotional wellbeing, and the will of both employers and employees to ensure staff enjoy a reasonable work/life balance' (TDA, 2006).

This accords with the definition published by the Association of Teachers and Lecturers (ATL) (2004) which refers to choice and flexibility, where the needs of employee and employer are balanced in order to achieve high performance and satisfaction in all areas. The emerging emphasis on job satisfaction and morale, alongside other matters related to personal wellbeing that should arise following the implementation of the workforce reforms, is in line with the more general definition of WLB that Greenhaus *et al.* (2003) propose. From an essentially absolutist perspective they suggest three key components:

> 'time balance (equal time devoted to work and family), involvement balance (equal involvement in work and family), and satisfaction balance (equal satisfaction with work and family)' (Greenhaus *et al.*, 2003, p510).

They refer to a number of research papers and indicate that some common elements emerge. The first concerns the notion of equality between experiences in the work role and the family role and suggests that, to achieve balance, an individual would be equally engaged in both work and family roles. The second is with regard to the outcomes experienced, in particular the degree to which the individual is satisfied with what is achieved. These perspectives are brought together in a proposed definition for work-family balance:

> 'The extent to which an individual is equally engaged in – equally satisfied with – his or her work role and family roles' (Greenhaus *et al.*, 2003 p513).

They then go on to re-emphasise their absolutist stance by indicating their view of balance as being 'independent of an individual's desires or values.' (Greenhaus *et al.*, 2003 p513).

A contrasting situationist definition of WLB is offered by Kofodimos (1993):

> '... finding the allocation of time and energy that fits your values and needs, making conscious choices about how to structure your life and integrating inner needs and outer demands and involves honouring and living by your deepest personal qualities, values and goals' (Kofodimos, 1993, p8).

This is further developed by Reiter who defines WLB as:

> '... achieving satisfying experiences in all life domains to a level consistent with the salience of each role for the individual' (Reiter, 2007, p277).

The idea of a possible clash between the roles of work and life/family is included in a description of WLB by Greenblatt (2002) which refers to acceptable levels of conflict between work and non-work demands. He also indicates the significant role that personal resources play in enabling individuals to engage with and accomplish all

life's activities and goes on to suggest that the ability to increase personal resources would facilitate the resolution of some of these conflicts. Reiter (2007) suggests that a common feature of the situationist definitions of WLB is the focus on the individual in relation to personal circumstances.

WLB and Leadership

In order to further explore the first research question, it is necessary to ascertain whether the perception of WLB is dependent on the role of the individual within a school, or whether there is a common understanding of the term among teachers and leaders. In the context of head teachers, Bristow *et al.* (2007) summarise the literature and their findings around WLB and headship. This includes the following points:

- 'Work-life balance has emerged as a widely used and popular way of talking about challenges of combining paid work with other parts of life and currently has prime importance globally as well as in the UK education system.
- Work-life balance varies over time and between individuals.
- The concept of harmonising, of bringing together work and activities such as friendship and participation in the community, is an alternative perspective to work-life balance' (Bristow *et al.*, 2007, p39).

This re-emphasises the significance of the field of WLB as an emerging and international field of research and that, while an absolutist perspective would appear to be the most practical to manage via legislation and the consequent policies adopted in schools, the situation is fluid over time and thus needs to be managed in such a way that changes are possible within the framework that is established. In

their last point Bristow *et al.* (2007) reinforce the stance of Tranter (2008), stated earlier, regarding the integration of work and life.

Measurement of WLB

The framework that Reiter (2007) uses to evaluate the validity of the various definitions of WLB has been used in the context of this research project and has resulted in a different conclusion to the one she came to when considering its applicability in a wider field. The absolutist definition would appear to be the most appropriate in an educational context, but there are elements of situationism which are applicable. In order to develop a suitable research framework to address the first research question, it would be wise to refer to the work carried out by Greenhaus *et al.* (2003) as a starting point in order to develop not only the research design, but also establish suitable data gathering strategies.

One of the objectives of the study by Greenhaus *et al.* (2003) was to develop direct measures of the elements that comprise work-family balance rather than rely on the employees' self-assessment of their situations. In order to achieve this whilst assessing the three components of time, involvement and satisfaction mentioned earlier, direct measures of balance were calculated. The details of the data collection processes used provide valuable ideas regarding questions to be used during the course of this research project. It is noteworthy that the assessment of satisfaction is carried out in an empirical fashion using a set of questions with a five point scale from strongly agree to strongly disagree.   Such quantitative processes are not used

in this research; instead qualitative mechanisms have been employed in order to explore in some depth not only a definition of WLB, but also the ways in which participants have established their own personal understanding of this term. In suggesting proposed developments in their research, Greehaus *et al.* (2003) also acknowledge that it would be:

> '...useful to measure balance both objectively and subjectively in the same study. This would enable researchers to understand the process by which individuals view their lives as balanced' (Greenhaus *et al.*, 2003, p 527).

In addition, they acknowledge that the inclusion of a subjective view of balance would facilitate the study of the more subtle aspects of WLB which were not captured by the objective measures. It is this subjective aspect that this research will pursue, with the aim of using the personal experiences and views of participants as a mechanism for assessing the applicability or otherwise of the theoretical frameworks considered previously.

Summary

The review of literature in relation to the first theme of what WLB means has resulted in a wide ranging discussion on a variety of issues relating to WLB, with the work of Reiter (2007) having a significant influence on the framework to be employed during the research phase of the project. The application of material from outside the educational field has proved valuable in giving both breadth and depth to a subject which appears to lack the rigorous treatment it deserves, particularly given its prominence in the legislation introduced to address the WLB of teachers and leaders in schools. An understanding of WLB from an educational perspective

resulting from this study will, therefore, add significantly to the current body of knowledge.

To conclude this chapter, the key tenets emerging from the review of literature will be summarised. It is clear that a wide range of perspectives can be taken when seeking to explain the meaning of WLB and achieving a practical application of its principles in the lives of teachers and leaders in schools. The need for transparency and clarity is essential if staff are to appreciate that policies relating to WLB have been applied in an even-handed way, taking account of the needs of students, staff and the school as a whole. Given this requirement, the need to take a predominantly absolutist approach is implied from the literature, though this should be driven by a recognition of the value of applying a situationist philosophy when devising policies in schools. This approach is not consistent with that suggested by Reiter (2007) who advocated a purely situationist perspective, where employers seek to keep the 'values, needs and desires of the target audience in focus' (Reiter, 2007, p291). In practical terms, the adoption of an absolutist stance means that schools can more easily apply the legislation relating to WLB by establishing policies and procedures which focus specifically on matters such as workload, job satisfaction and well-being. In doing so, the needs of individual staff are not taken into account, hence the implication that a flexible situationist approach should be adopted. This is not without problems, however, in that the more situationist the WLB policies, the less uniform their application becomes and the less satisfied staff may be; particularly those who perceive that they work harder than their colleagues without

demanding that their personal circumstances be regularly considered. The research to be carried out will examine the experiences and perceptions of teachers and leaders in schools and thus clarify the ways in which WLB has been understood and addressed.

In chapter 3, material relating to the remaining research questions focussing on the effectiveness of the workforce reforms in improving the WLB of teachers and leaders will be considered.   There is a wide range of evaluative work available to examine, together with the original legislative documentation that instigated the workforce reforms.   Education policy is never introduced in a vacuum, given the historical context and a range of trigger factors that have led to its perceived necessity. Thus chapter 3 will include a section on historical analysis that identifies the themes and issues that led to the introduction of workforce reform legislation. More generally, the processes, themes and impact associated with the introduction of education policies will provide a valuable backdrop against which the effectiveness of the workforce reform strategy can be assessed.

Chapter 3

Workforce Reform Legislation – Introduction and Effects

<u>Introduction</u>

When addressing the effectiveness of the workforce reform policy in improving the WLB of teachers and leaders in secondary schools, the full range of workforce reforms will be reviewed and evaluated in terms of their success using a number of documents published both during and after the phased implementation of the policy. This will be set in a historical context and reflect on the positions adopted by the government and the teacher and support staff associations before and during the policy formulation stage. The final research question, examining whether there has been a differential impact on the WLB of teachers and leaders, appears to lie outside the main focus of research that has taken place since the implementation of the workforce reforms, but provides a valuable opportunity for original work in this area. There is some material within the evaluations produced by Ofsted and the DCSF and this, together with the research undertaken by the NCSL and the published views of the professional associations for school leaders and teachers, will also be used to develop questions to be used in the research.

Having considered in some depth the literature associated with the meaning of WLB and concluded that this research should adopt a predominantly absolutist stance, exploring the issue in relation to a specific definition of WLB rather than relative to an individual's own views or circumstances, it is now appropriate to turn to the second theme focussing on the final three research questions:

- To what extent has the workforce reform policy improved the WLB of teachers in secondary schools?

- To what extent has the workforce reform policy improved the WLB of leaders in secondary schools?

- Is there a differential in the effectiveness of the workforce reform policy in improving the WLB of teachers when compared with leaders?

Before considering the range of evaluative work produced on the effectiveness of the reforms, the general issue of the introduction of education policy will be addressed. This will include a historical analysis to identify the themes and issues which led to the introduction of the workforce reform legislation in the context of the processes associated with the introduction of such national policies, and will provide a valuable backdrop to the introduction of the workforce reform strategy, which will then be assessed against this general framework.

Education Policy – development and implementation

Bell and Stevenson (2006) address the complex issues surrounding the development and implementation of education policy. When considering the analysis of policy, they refer to the work of Gordon *et al.* (1997) which suggests that there are two key areas of policy research, namely analysis *for* policy and analysis *of* policy. Table 2 below summarises the way in which research types can be allocated to these themes.

Analysis for Policy		Analysis of Policy		
Policy advocacy	Information for policy	Policy monitoring and evaluation	Analysis of policy determination	Analysis of policy content

Table 2 Analysis for policy and of policy (Gordon et al., 1997, p5)

In amplifying each of these types of policy research, the link with the development and evaluation of educational workforce reform policy will be established and analysed.

<u>Policy Advocacy</u> – research which seeks to promote either a single policy or a set of related policies.

Gordon *et al.* (1997) summarise this form of research as follows:

> 'In some cases policy advocates argue from their findings toward a particular conclusion, which is offered as a recommendation. In other cases, where a very strong commitment to a particular course of action predates the research, whatever analysis was conducted may have been designed, consciously or unconsciously, to support the case to be argued' (Gordon *et al.*, 1997, p5).

This form of research can incorporate an inherent bias such as a political, moral or religious standpoint which steers the outcomes towards what could be argued is a pre-determined outcome. In fact the definition of policy advocacy as research could be questioned. In Spring 2002 the DfES commissioned the TSW Project (Thomas *et al.*, 2004). This was a mixed method study in 32 schools (and 9 comparator schools) using baseline and end of project questionnaires, interviews, study group interviews and cost benefit analysis. It seems clear that this project does not fall into the category of policy advocacy for a number of reasons including, not least, the

academic quality of the University of Birmingham research team, which would

ethically be committed to undertaking research that is unaffected by the bias that

can lie at the heart of this form of policy study. In addition, the fact that the

government progressed its workforce reform initiative by publishing *Time for*

Standards: Reforming the school workforce (DfES, 2002) in October 2002 and

followed this by *Raising standards and tackling workload: a National Agreement*

(DfES, 2003) which was agreed by the employers and the workforce in January

2003, by which time the Pathfinder Project had not yet completed the data collection

process, clearly shows that this research was never intended to advocate the reform

policy.

Information for policy – research that provides policy makers with information and

advice.

At its heart is the need for action and the outcome may suggest that a new policy is

needed or that an existing one should be modified.

Gunter (2007) wrote critically about the workforce reform process in a paper

Remodelling the School Workforce in England: a study in tyranny. Here she

highlights some of the key findings of the Pathfinder Project, in particular

commenting that it found that teachers reported 'a reduction in their workload, a

change in culture and a better work-life balance' (Gunter, 2007, p7). In addition,

she also notes that the research indicated that 'the changes needed substantial and

sustained funding, and that reform is itself a time hungry process that adds to the

burden of senior staff in particular' (Gunter, 2007, p7). Other related findings from

the project include the significant variation in the reported reduction in working

hours per week (3.7 hours per week for Primary teachers, 1.2 hours for Secondary,

and 3.5 hours for Special), coupled with significant variations from one school to

another from 13 hours per week to 2 hours per week (Thomas *et al.*, 2004). The

influence of local conditions would appear to be significant when workforce reform

strategies are implemented and so the effect of context should have been a factor in

developing an effective strategy. Given that the TSW Project has been discounted as

a form of policy advocacy research, its categorisation as information for policy

research is also in doubt, given that the report was published after the National

Agreement had been agreed and the resulting reforms had started to be

implemented. Gunter (2007) suggests that:

> 'Questions need to be asked not only about why Government commissioned
> evidence and then moved ahead without it , but also why the evidence has
> been missed out of official accounts such as the Ofsted Report on the first
> year of Remodelling' (Gunter, 2007, p7).

It is interesting to note that the TSW Project Report (Thomas *et al.*, 2004) refers to

its function as one component of a response to the issues raised by the National

Agreement and the associated government publications, rather than as being at the

heart of the development of the policy itself.

Policy monitoring and evaluation – a common form of research given the current

trend towards increasing levels of accountability.

Gordon *et al.* (1997) point out that this form of research is often carried out by public agencies in relation to their own activities and so can be criticised as being simplistic and uncritical. Much of this research is concerned with evaluating impact but may then go on to influence the development of future policy. Claims of objectivity are often made for evaluative research but it should be recognised, as House (1973) pointed out, that 'evaluation is a motivated behaviour' (House, 1973, p6) and as such is subject to influence by the highly politicised environment within which it is placed. This presents significant methodological challenges for researchers in this field.

A number of evaluative reports have been written since the implementation of the workforce reform policy began in September 2003. These include reports published by the Office for Standards in Education (Ofsted) in 2004, 2005, 2007, 2008 and 2010. The first two (2004, 2005), focussed on the implementation of the three phases of the agreement, the third (2007) on the implementation of workforce reform within the context of the national agreement and other initiatives related to workforce deployment, and the fourth (2008) on the deployment training and development of the wider workforce. The final one (2010) was a small scale study that sought to evaluate the effectiveness of the workforce reforms as introduced over the period 2003-2009.

When considering the wider workforce, i.e. non-teaching staff, Ofsted (2008) found that:

> 'Members of the wider workforce are particularly successful in engaging

pupils at risk of underachievement or permanent exclusion, in developing links with the community and in increasing the involvement of parents and carers in their children's learning. Schools are at very different stages of managing and developing the wider workforce, with few providing a coherent cycle of induction and training, performance management and career development' (Ofsted, 2008, title page).

The report also indicates that the wider workforce has demonstrated an increasing impact on pupils' achievement and well-being due to more effective deployment by school leaders, an effect that was not evident in earlier studies. The fifth report which surveyed 30 schools, 16 primary and 14 secondary, found that in the six most effective, only two of which were secondary schools:

> 'All had raised standards and achievement significantly since 2004 and could provide secure evidence of the contribution that workforce reform had made to this improvement. School leaders had ensured that all their staff had clear professional status, were well trained, were deployed effectively and were held accountable for pupils' learning and well-being' (Ofsted, 2010, p4).

Given the small scale of this study and the even smaller number of secondary schools deemed 'effective', the validity of the stated outcomes with respect to the effectiveness of the implementation of the reforms and, particularly, the successful deployment of the wider workforce is brought into question.

A further two surveys were published by NFER concentrating mainly on the work of the National Remodelling Team (NRT), a body which was established by the DfES within the NCSL with the function of providing challenge and support to schools in implementing the changes outlined in the National Agreement. An additional report entitled *Aspects of School Workforce Remodelling: Strategies used and Impact on*

Workload and Standards (Hutchings *et al.*, 2009) was published by the DCSF. This sought to explore in detail the strategies schools used to implement the key contractual changes resulting from the workforce reforms. In addition, perceptions of the impact on student achievement and teacher workload were gathered as well as the impact on support staff who were most affected by the changes. This national study analysed responses from 1,764 head teachers, 3,214 teachers and 2,414 support staff, with the main findings in relation to workload and standards being as follows:

- There has been no overall reduction in teachers' workloads; any reduction due to remodelling has been countered by other initiatives which had added to workload. Head teachers, and some teachers, indicated that workforce reforms had made it more possible for them to focus on teaching and learning, and that this had reduced stress;

- There has been a substantial increase in the workload of support staff;

- The majority of head teachers and rather fewer teachers indicated that standards had improved as a direct result of PPA time and, to a lesser extent as a result of Leadership and Management Time;

- There was no evidence that attainment had improved as a result of the implementation of the reforms in the schools surveyed.

In addition to these commissioned reports, a wide spectrum of academic papers have been published which comment on a range of issues associated with workforce reforms. These include *Policy and Workforce Reform in England* (Gunter, 2008),

Workforce Remodelling and the Limits to 'Permanent Revolution': Some Responses of English Headteachers (Bates and Carter, 2007) and *'New professionalism', workforce remodelling and the restructuring of teachers' work* (Stevenson *et al.*, 2007).

As already noted, absolute objectivity in the context of evaluative study is difficult to achieve, and the variation in the way in which these evaluative publications comment upon the degree of success of the reforms is evidence for the influence of the politicised environment that surrounds such a major national reform. An example of this divergence in response can be found by comparing the Ofsted and NFER reports on phase 1 of the reforms. When considering the development of the role of teaching assistants, the Ofsted report states that:

> 'Most of the senior managers and teachers are, at present, resolutely opposed to using assistants to teach whole classes. Most consider that classes should, wherever possible, be taught by trained teachers as they have the necessary subject knowledge, classroom skills and behaviour management strategies on which to draw' (Ofsted, 2004, p16).

This contrasts with comments on the impact of remodelling in schools found in the NFER report:

> '...support staff had a greater degree of responsibility and an improved career structure as a result of remodelling. While not explicitly reported by participants, it could be inferred that this change was beginning to provide teachers with more time to teach' (NFER, 2005a, px)

While it could be argued that the latter extract might refer to a wider range of support staff than just the teaching assistants commented upon by Ofsted, it is possible that the lack of reference to the reluctance of senior managers to expand the role of these staff by NFER is indicative of bias in the evaluation process.

A similar divergence in perspective can be seen when considering the effect on student attainment that resulted from the implementation of the workforce reforms. As previously noted, Hutchings *et al.* (2009) indicate a lack of evidence to show a positive impact of the reforms on student attainment, however, the Ofsted (2010) report reflects a more positive perspective, although it does use the term 'achievement' rather than 'attainment', which may be of significance.

Having considered a number of examples of policy monitoring and evaluation reports, this literature review will now consider the final two areas relating to the analysis of policy that Gordon *et al.* (1997) proposed.

<u>Analysis of policy determination</u> – research which focuses on the process of policy and not its impact. The insight that this research gives into the way in which policy has developed provides an explanation as to how and why it has emerged in its final form.

<u>Analysis of policy content</u> – research where the 'emphasis is on understanding the origin, intentions and operation of specific policies' (Bell and Stevenson, 2006, p11). Gordon *et al.* (1997) argue that this form of research is conducted more for academic interest than public impact and raises questions about the appropriateness of methods used in the research process.

These latter two forms of policy research in the context of the school workforce reforms are not as relevant to this research as those previously considered. However, the background to the legislation and the triggers for its formulation and introduction will be addressed when considering the process of its development.

While the descriptions above are helpful in identifying various forms of policy research, they do not address the complexity of the policy development process itself. In order to assess the development of the workforce reform policy, it is helpful to turn to the work of Taylor *et al.* (1997) who suggest that a simple summary of policy analysis is the study of what governments do, why and with what effects. They go on to identify some questions that can form the basis of policy analysis, these include:

- 'What is the approach to education? What are the values relating to the curriculum, assessment and pedagogy?
- How are the proposals organised? How do they affect resourcing and organisational structures?
- Why was this policy adopted?
- In whose interests? How have competing interests been negotiated?
- Why now? Why has the policy emerged at this time?
- What are the consequences? In particular, what are the consequences for both processes (professional practice) and outcomes?' (Taylor *et al.*, 1997, p37)

Using these questions as a starting point, Taylor *et al.* (1997) proceed to develop a framework for policy analysis focussing on three aspects of policy: context, text and consequences. These are quoted by Bell and Stevenson (2006) who use this framework throughout their book. These three aspects will now be expanded upon and their application to the workforce reform policy clarified.

The context of a policy refers to the antecedents and pressures leading to its development. These can include:

- Economic factors

- Social factors

- Political factors

- The role of pressure groups and social movements

- Previous policy experience

An understanding of the way in which these factors have influenced the origin and development of a policy is valuable in providing a full picture of the policy process.

In her paper *Touching Tomorrow: Remodelling in English Schools,* Collarbone (2005) gives a concise overview of the remodelling process in schools and the lessons learned to date. At the outset she states that:

> 'Remodelling is not an initiative, but it is about change. It incorporates carefully managed processes and tools designed to enable schools to manage and create the agenda' (Collarbone, 2005, p75)

She also comments that this 'process of change is ongoing and continuous' (Collarbone, 2005, p75). Given her position as director of the NRT, it is likely that Collarbone will adopt a positive and less critical standpoint on these issues, but the synopsis she gives of the background to and implementation of the legislation is useful when seeking to apply the framework established by Taylor *et al.* (1997). She traces the onset of reform in schools back to the mid-1980s when the Conservative administration identified the need to combat perceived low standards in schools and the dominating influence of Local Authorities. The 1988 Education Act led to schools

managing their own budgets, controlling the hiring and dismissal of staff and, if

supported by parents, the ability to opt out of the Local Authority system altogether.

This was accompanied by the introduction of the National Curriculum statutory

testing at 7, 11, 14, and 16, the introduction of an open school inspection system

and the publication of national performance tables. The election of a Labour

government in 1997 was followed by the introduction of the National Literacy and

Numeracy strategies in primary schools in response to a report which indicated low

standards in these areas. The re-election of a Labour government in 2001 led to an

agenda focussed on greater flexibility, freedom and innovation at school level. The

majority of schools were initially overwhelmed by this change as it followed years of

what was perceived as initiative overload. The government commissioned a report

by PricewaterhouseCoopers in 2001 which indicated that 'teachers were overworking

and much of what they were required to undertake was unproductive or was

distracting them from their core purpose' (quoted by Collarbone, 2005, p76).

Following the publication of this report and during the course of the 18 month long

TSW Project, the *Raising Standards and Tackling Workload: A National Agreement*

(DfES, 2003) was signed by the government, employers and the majority of the

teachers' unions.

When considering the Taylor *et al.* (1997) framework, the influence of social and

political factors can readily be identified. The PricewaterhouseCoopers report

resulted from a recognition of the heavy toll that the initiative rich 1990s had taken

on teachers, a situation which was perceived by some as often being the result of

political manoeuvring. The need to address the social needs of teachers was finally

being recognised, particularly in relation to the necessity to improve recruitment and

retention in the profession. The experience of the variable success of previous policy

introductions led to the carefully phased and well supported movement for change

that resulted from the Workload Agreement. The role of the NRT in supporting the

radical change process that was necessary was at the heart of its success, not only in

achieving the implementation of the workforce reforms at an operational level, but

also in generating a framework for the change process in schools that could be

applied in a wide range of contexts. In her conclusion Collarbone (2005) said:

> 'I believe that remodelling techniques and processes will be indispensible at
> the school, LEA [Local Education Authority] and Local Authority and agency
> level if we are to get to grips with the scale and full implications of the
> transformation which faces us. The NRT's change process of mobilise,
> discover, deepen, develop and deliver will be the key to ensuring a complete
> view of the journey ahead' (Collarbone, 2005, p81).

Turning back to the policy analysis questions proposed by Taylor *et al.* (1997), the

second element of the framework is that of text, that is, the content of the policy.

Here a number of questions can be considered including:

- 'How is the policy articulated and framed?
- What does the policy aim to do?
- What are the values contained within the policy?
- Are these explicit, or implicit?
- Does the policy require action, if so by whom?' (Bell and Stevenson, 2006, p12, bullet points added).

In the context of the workforce reform policy some questions such as 'What does the

policy aim to do?' and 'Does the policy require action?' would seem to have a

response with little space for disagreement which could be easily addressed by

referring to the detail of the published policy. In contrast, those referring to the values contained in the policy may elicit a range of responses which are influenced by political or other factors. For example, one of the values demonstrated by the policy according to the National Agreement is recognition of the need to improve the working conditions of teachers by reducing workload and improving WLB. Given the significant increase in deployment and autonomy of teaching assistants which has resulted from the implementation of the workforce reforms, it could be argued that one of the values in the policy was to save money by employing staff who cost less. In addition this would reduce the number of qualified teachers needed and thus address some of the difficulties of recruitment and retention that preceded the introduction of the reforms. Wilkinson (2005) raises some concerns about the values contained within the workforce reform policy and concludes that:

> 'Whilst the workforce remodelling strategy might address some pressing concerns for the state, and, in some cases, provide some temporary respite from staffing problems for school leaders and managers, the consequences for the teaching profession and educational leaders might be profound. The issue of the relationship of formal knowledge to professional jurisdictions and workplace roles, then, is one which educational leaders need to re-examine if workforce remodelling is to offer a viable, equitable and sustainable means of mobilizing to best effect the contributions of all those working in schools' (Wilkinson, 2005, p437).

Another contributor to the debate on the values driving the workforce reform policy is Yarker (2005) who states that:

> 'Rather than address the recruitment and retention of qualified teachers by improving pay and conditions, and by beginning a process of loosening the straitjacketed nature of the job, The Workforce Remodelling strategy attempts to re-configure schoolwork to accommodate to New Labour's spending-limits and to a dwindling number of people fully-qualified for teaching, dedicated to it and desirous of staying the course' (Yarker, 2005, p171).

It is apparent from these examples that, when analysing policy, the need to account for a range of views is essential. This in no way negates the validity of the framework established by Taylor *et al.* (1997); instead it allows for a broader perspective to be identified and thus ensures that the context of the policy is fully defined.

Finally, Taylor *et al.* (1997) address the consequences of a policy, in particular referring to its implementation. They indicate that it is likely that varying interpretations of policy texts can result in differences in implementation. This situation can be exaggerated further by the unique conditions that prevail in the institutions which are responsible for the implementation of the policy. The distortions and gaps that appear in the implementation process as a result are described as 'policy refraction' (Bell and Stevenson, 2006, p12).

As mentioned earlier, the support for schools that has been provided by the NRT has facilitated not only the implementation of the workforce reforms but also the change process in general. Collarbone noted that:

> 'Remodelling is more than simply implementing the National Agreement, although because the agreement is statutory it does provide a useful driver for change. However if schools are to find the necessary solutions to the national agenda...and work the solutions to fit within their own context and the moral purpose underpinning the actions of the school, it is important that remodelling is used to support this wider agenda' (Collarbone, 2005, p81).

By December 2004 64% of schools in England were 'engaged actively in the remodelling process' (Collarbone, 2005, p80), which, according to Collarbone, was

well ahead of target. The nature of 'active engagement' is not stated, but it is implied later that schools which had sought the support of an NRT regional adviser were 'actively remodelling'. The fact that some schools will have sought to implement the reforms without recourse to the NRT seems to have been overlooked, but nevertheless the reforms should have been implemented and would be subsequently available for comment during an inspection.

The report produced by Ofsted on Phase 1 of the implementation of the National Agreement recommended that:

> 'Schools should ensure that their plans to remodel the workforce focus not only on reducing teachers' workloads but also on raising standards' (Ofsted 2004, p4).

This is clearly an example of where 'policy refraction' as defined by Bell and Stevenson (2006) has resulted from the variance not only in the local interpretation of the policy but also in the perceived emphasis on workforce reform as opposed to raising standards in the policy itself.

Having considered the general framework established by Taylor *et al.* (1997) for the introduction of education policy, including the three elements of context, text and consequences, relating these specifically to the case of the workforce reforms as initiated by the National Agreement, the review of literature will now turn to the second theme of the effect of the workforce reforms on the WLB of teachers and leaders in secondary schools. Material which is both evaluative of the effectiveness

of the reforms and which critically analyses the motivation behind and the value of the remodelling programme will be included.

The workforce reforms are widely commented upon and, not surprisingly, a range of views are expressed as to their efficacy, or otherwise, in achieving the aims stated in the National Agreement. While the focus is the effect of the reforms on improving the WLB of teachers and leaders in secondary schools, the link with workload, motivation and morale is clear, and these aspects will be included when reviewing the literature. Initially the focus will be on the effect of the reforms on teachers; this will be followed by an analysis of the consequences for leaders, including head teachers.

Workforce Reform and Teachers

Gunter, a widely published critic of the workforce reforms, together with Rayner in *Modernising the school workforce in England: challenging transformation and leadership* (Gunter and Rayner 2007) raises three points questioning the foundation on which the reform agenda was built. Firstly, they indicate that remodelling was not built on research evidence, given that, as stated earlier, the policy was enacted before the TSW Project (Thomas *et al.*, 2004) had been completed. As this project was in a unique position to evaluate the effectiveness of a number of strategies designed to address the workload of teachers, that its findings were published 'after the fact' makes it clear that the reform agenda had already been formulated and would proceed uninformed by the project's recommendations. Secondly, Gunter and

Rayner turn to the focus of remodelling, namely the teachers, indicating that they are the 'defined problem in education' (Gunter and Rayner, 2007, p48). They go on to clarify the way in which this has been addressed by stating that the policy:

> '...is based on shifting work from teachers to other adults rather than a conceptualization of who teachers are and what teaching is all about, and it does not give recognition to the moral dimensions of teaching and teachers' work, and how their identity is located in curriculum innovation, designing learning, enabling progress and praxis' (Gunter and Rayner, 2007, p48-49).

Finally, Gunter and Rayner (2007) criticise remodelling as being:

> '...based on the interests of particular adults, that is, the division of labour roles, and plans, and does not begin with who learners are and what is known about learning and pedagogy' (Gunter and Rayner, 2007, p49).

The conclusion drawn focuses on the omission of a conceptualisation of the teacher-student relationship from the development of the reform programme, in particular highlighting the lack of involvement of teachers and students in its formulation. In addition, the ongoing requirement for performance driven accountability which pervades the commercial sector and is now integral to the school performance management process, can be seen as a driver for the reform programme, possibly dominating matters associated with the teacher-student relationship referred to by Gunter and Rayner (2007).

A similarly critical stance is taken by Yarker (2005) in *On Not Being a Teacher: the professional and personal costs of Workforce Remodelling,* where he argues that the reforms do not address the key issues of teacher recruitment and retention and criticises the policy of using teaching assistants to deliver lessons. He focuses on the

dynamic and vital relationship that develops between teacher and student which, he argues, lies at the heart of effective teaching and learning. He goes on to question the policy of using 'unqualified staff' (Yarker, 2005, p171), namely teaching assistants, to deliver the lesson content prepared by qualified teachers. He comments:

> 'Quite how it is possible for teachers to take key decisions on what is taught and how *when they are not present where and while the learning and teaching is being done* goes unexplained' (Yarker, 2005, p171-172)

In extrapolating this policy to an extreme position Yarker (2005) refers to a comment by a government advisor who floated the idea that in future schools might have only one qualified teacher on the staff. Having previously argued that the drive behind the remodelling strategy is the drive to save money, he concludes his critique of the strategy by returning to his focus on the teaching and learning experience with this impassioned statement:

> 'The Remodelling strategy is damaging because it does not acknowledge that teaching is centrally about the moment-by-moment lived actuality of the classroom interchange and exchange, of the 'live' development and production of ideas, knowledge and experience in the classroom. Within this jointly- and severally- occurring endeavour the teacher plays a crucial real-time part in all the ways befitting what it means to inhabit the title of teacher' (Yarker, 2005, 174).

Whilst Gunter and Rayner (2007) and Yarker (2005) approach the remodelling strategy from very different perspectives, with the former paper focussing on the academic validity of the reforms and the latter a heartfelt plea from a former practitioner who had been forced out of a profession he loves by the strategies that had been imposed, they converge on the notion of the relationship between teacher

and student as being at the heart of effective learning and that it should lie at the

heart of any reform strategy. This relationship is pivotal when considering the job

satisfaction of teachers, as noted in a report by MacBeath *et al.* (2004) which was

commissioned by the National Union of Teachers (NUT) and which was focussed on

the workloads in Secondary Schools:

> 'Teachers' greatest job-satisfaction was from evidence of pupils' learning,
> when they 'saw the light' and demonstrated their understanding of new ideas'
> (MacBeath *et al.*, 2004, p5).

The significant value of the teacher-student relationship is further emphasised later

in the report where the support systems in English schools were compared with

those in the USA and Sweden:

> 'The English system...is founded on the principle that personal relationships
> between teachers and pupils are inextricably linked to effective teaching and
> learning. Teachers need time to get to know their pupils outside the
> classroom if they are to motivate them to stay on task during lessons, and
> time on task, is of course, a major determinant of learning ((MacBeath *et al.*,
> 2004, p49).

Significant to note at this point is that the NUT was not party to the National

Agreement signed by other teacher associations, so it is likely that it would be critical

of the resulting outcomes. In addition, the report was published in 2004 when the

workforce reforms had only reached phase 2 of their implementation. It would be

interesting to see whether the same outcomes would result now that the

implementation process has been completed and has had time to become

embedded. The Executive Summary of the report also comments on the impact of

the workforce reforms on teacher workload:

'So far the work agreement has had little impact on these workloads. The main improvement has been to reduce cover to one period per week and to provide some clerical support for display, filing (in some cases) and in making appointments with parents' (MacBeath *et al.*, 2004, p6).

While the relationship between workload and WLB might seem apparent in terms of the time that is devoted to work not then being available for an individual to spend pursuing personal activities, the link of WLB with the teacher-student relationship is less clear. Given the influence of this relationship on a teacher's job satisfaction, it could be argued that a satisfied teacher would have a more positive outlook on their life experience and thus find it easier to establish a satisfactory WLB. This position is supported by findings of the TSW Report (Thomas *et al.*, 2004) which found that there was no systematic relationship between job satisfaction and hours worked. Commenting on this outcome Gunter (2007) argues that:

'What motivates teachers is more complex than the amount of hours, teachers will work long hours because they enjoy (love) their job, and care for their students' (Gunter, 2007, p8).

Given that one measurable quantity that can be used to assess the effectiveness of the remodelling programme is the number of hours worked by teachers, it is of interest to compare the data produced by the TSW Report (Thomas *et al.*, 2004) and the NUT Report (MacBeath *et al.*, 2004). There is an interesting variation in the figures quoted, with the TSW Report (Thomas *et al.*, 2004) indicating that the average hours worked for a classroom teacher in 2003 were 49.1, whereas the NUT Report indicates that teachers' work takes between 45 and 70 hours per week, with no average value given. The Deakin *et al.* (DfE, 2010) workload survey indicates that classroom teachers work for 49.9 hours, a figure rather more consistent with

Thomas *et al.* than with the upper limit suggested by the NUT. Whilst it could be argued that such a comparison lacks validity given the difference in data collection methods and samples used, the way in which such figures can be used to great effect in support of a particular argument regarding the effectiveness of the reform programme is noteworthy and emphasises the diversity of views on this issue. Having made reference to these reports, it is necessary to provide some detail of the data collection methods employed in each case so that the contrast in outcomes can be contextualised. The NUT Report (McBeath *et al.*, 2004) arose from an NFER random sample of 99 schools covering a range of types, sizes and geographical regions, with the respondents generally matching national trends in terms of teacher age, gender and experience. The data was collected via a questionnaire and followed up with visits to a selection of the schools to collect more detailed information about the working conditions of secondary teachers. In contrast, the TSW Report (Thomas *et al.*, 2004) took a case study approach using 32 pilot schools where workforce reforms were introduced and, as part of the data gathering process, teachers were asked to compare their workload before and after the reforms. The workload survey was the tenth in a series of such surveys which required respondents to complete a workload diary for one week in March and included responses from 1244 teachers across 164 maintained schools. The tenth and most recent survey was completed on-line rather than in paper form. As already noted, the political bias that might be introduced via a survey commissioned by a teaching union may have influenced the outcomes of this piece of research, given that its findings were somewhat at odds with the other published outcomes.

When addressing the effect of the workforce reform programme on teachers' working hours, it is valuable to consider the potential of Information and Communication Technology (ICT) as a mechanism for achieving a reduction in workload. The TSW Project (Thomas *et al.*, 2004) collected data on this aspect and it is noteworthy that teachers were generally positive in seeing the application of ICT in the teaching and learning context, but were less convinced of its use in administration and management. Of the 592 secondary teachers who responded to a general question on their workload, 317 cited paperwork and administration including record keeping, planning, and form filling as the main cause of excessive workload. The effective application of ICT to these tasks could make them easier according to Selwood and Pilkington (2005), particularly with the use of databases and electronic templates to improve the quality of feedback to students and reports to parents. It is relevant that '33 secondary teachers identified the time involved in ICT take-up and systems conversion from paper to e-media as a cause of excessive workload' (Selwood and Pilkington, 2005, p165). This response highlights an issue which will be further explored when considering the effect of the reforms on the WLB of leaders in secondary schools, namely the initial high costs in time and resources that implementing changes in working practice can incur. The ensuing benefits of the changes are often not experienced immediately, but efficiency gains may produce a reduction in workload at a later date. The short term nature of the TSW Project (Thomas *et al.*, 2004) meant that, while some of the reforms that were introduced could be immediately identified as the cause of a reduction in workload, for example the appointment of learning support staff, the nature and complexity of

the changes resulting from the introduction of would ICT take time to have their full effect. This point was highlighted by some of the teachers participating in the project and also apparent subsequently in the data collected for the workload survey published in 2010. However, as Gunter and Butt (2007) note, the issue of WLB cannot be solved by simply reducing the workload of teachers:

> 'The question of whether a reduction in the working hours of teachers naturally addresses the imbalance between work and life...is not merely a statistical issue – as the government seems to believe – but has a number of more complex facets' (Gunter and Butt, 2007, p45).

Reference has already been made to the key role of the teacher-student relationship in overall job satisfaction, but Gunter and Butt (2007) go on to indicate that little consideration has been given to the effect on teachers' motivation of an intensification of their work whilst simultaneously de-professionalising many of their responsibilities. They then suggest that a teacher's motivation towards work is highly complex and '...relates to a work-life culture that is hard to define, and even harder to reshape' (Gunter and Butt, 2007, p45). The paucity of literature dealing solely with the WLB issue in relation to the workforce reforms is perhaps indicative of this difficulty in definition. Nevertheless WLB lies at the heart of the National Agreement and this research project will provide a valuable extension to knowledge in this field.

It might be anticipated that the formal evaluations of the workforce reforms that were carried out by Ofsted and NFER would consider the outcomes in relation to the seven point plan that was set out in the National Agreement (see Appendix 2). In

practice, WLB is mentioned occasionally, for example in the executive summary of

'Remodelling the school workforce' (Ofsted, 2005) where the support of Local

Authorities (LA) is referred to:

> 'The report also draws on evidence of visits to 12 local authorities (LAs) to assess the impact of the support they are providing by determining...the impact of the LA's RSW [remodelling the school workforce] actions on reducing workload, improving work/life balance and raising morale in their schools' (Ofsted, 2005, p1-2).

The inclusion of findings in relation to any improvements in the WLB of teachers is

sparse, though frequent reference is made to workload, particularly in the context of

the consequent increase in time made available to teaching and learning:

> 'Information and communication technology (ICT) is being used successfully in many of the schools to reduce teachers' workloads' (Ofsted, 2005, p3)

> 'Provision for teaching and learning had improved in all the schools in the survey as a result of a reduction in teachers' administrative tasks, limits on covering for absent colleagues, time gained and guaranteed time for planning, preparation and assessment' (Ofsted, 2007, p14)

The 2007 Ofsted evaluation comments critically on the way schools interpreted the

aims of reducing teachers' workloads, improving WLB and extending the roles of

support staff as outcomes in themselves rather than as a mechanism for improving

standards in education. A second reference to WLB in the report is again negative,

on this occasion in the context of middle managers who concluded that:

> '...the changes had had a significantly positive impact on teaching and learning and the quality of education, but not on their work/life balance. Middle managers' increased accountability for achievement and standards across year groups and subjects has changed the nature of their workload rather than reducing it' (Ofsted, 2007, p20)

This comment, whilst highlighting the lack of a positive impact of the reforms on WLB, would seem to be exactly what the government had wanted to achieve, namely to create more time for teachers to focus on the core business of teaching and learning by removing administrative tasks which did not require their skills. The reduction in workload as noted in the TSW Report (Thomas *et al.*, 2004) would then be a transient situation until the space created was occupied by an increase in time spent on activities directly associated with classroom delivery. As this appears to be the case, and having already explored the link between WLB and workload, the likelihood that the reforms would have resulted in a lasting impact on the WLB of teachers would seem to be very low.

To summarise, it is clear that there are a number of factors which warrant consideration. The adverse effect on the relationship between teacher and student of the range of measures that have been introduced, including the increased use of teaching assistants, has been criticised. In addition, the question of whether the reforms have indeed resulted in a lasting reduction in working hours remains unclear. The application of ICT, together with the complex influence of job satisfaction, morale and motivation, also contribute to the debate on whether the WLB of teachers has improved as a result of the reforms. Finally the question of whether the reforms were ever intended to reduce workload has been considered, particularly given the thrust of the government to ensure that time was freed from administrative tasks so that teachers could focus on teaching and learning.

Workforce Reform and Leaders

Having considered literature associated with the effect of the workforce reforms on teachers, the focus now turns to the third of the research questions, the effect of the reforms on school leaders. Given the emphasis in the legislation that '...all teachers, including headteachers, should have a reasonable work/life balance' (DfES, 2003), it is clear that school leaders should also benefit from the reforms in terms of their WLB and not allow the focus to be solely on achieving improvements for the teaching staff. The phased introduction of the workforce reforms brought with it a heavy workload for school leaders as it was their responsibility to ensure compliance with the new requirements whilst maintaining educational standards and, perhaps more crucially, ensuring that changes were funded from within the existing school budget. This situation was noted by Gunter and Butt (2007):

> 'Shifting the work-life balance of teachers has been a legitimate aim, but there are those in schools who have had to work harder to achieve change than they ever did before the reform process began. It is therefore something of an irony that a reform designed to deliver a fairer and healthier work-life balance has had to be achieved through much out-of-hours work' (Butt and Gunter, 2007, p218).

In *Work-life balance – Myth or possibility* Duncan (2006) refers to the high visibility of leaders and their perception that any lack of commitment from senior leaders might lead to discontent amongst staff that could then produce an adverse reaction. She notes the need to strike a balance between the extremes of working to exhaustion and not being available to deal with difficult or emergency situations. In particular Duncan (2006) advocates the need for leaders to be in control of their workload and to analyse the daily routine to establish whether tasks could be

completed in a more efficient manner. In conclusion she emphasises the need for

leaders to model the ways in which they themselves work towards achieving a

reasonable WLB:

> 'Everything you do as a school or college leader is subject to scrutiny by staff
> (as well as the local community). Given the need to work 'smarter' rather
> than harder, school and college leaders not only have to make sure that they
> are doing this, but that they can be seen to be doing it' (Duncan, 2006, p33)

In a similar vein Darcy *et al.* (2012), in a paper not focussed on the educational field,

highlight the need to adopt a flexible approach to WLB practices which accounts for

the needs of employees at all stages of their careers. In addition, they noted the

impact of attitudes and work-styles of managers on employees in the context of the

adoption of effective WLB practices.

The Ofsted evaluation report published in 2007 assesses the impact of the reform

programme on time for leadership and management. With reference to the

requirement in the National Agreement for Dedicated Headship Time (DHT), the

survey indicated that few head teachers and governing bodies had implemented this

stipulation, in fact the interpretation of DHT had been mostly in terms of achieving a

WLB rather than the provision of time for strategic leadership and management. A

common response from head teachers was that 'all of their time was 'headship time''

and that they 'continued to accept a heavy workload as part of the job and resisted

any attempts to categorise it' (Ofsted, 2007, p17). However, towards the end of the

Ofsted survey it became apparent that most head teachers were placing a greater

emphasis on their strategic role and were making use of the wider workforce to

support this. In particular the capacity of senior leadership teams was being developed and non-teaching managers were being deployed to deal with a number of operational matters including finance, inclusion and child protection.

For those head teachers new in post there are a range of additional pressures relating to their role, aside from that to achieve a reasonable WLB.   Hobson *et al.* (2003) carried out a detailed literature review on the issues faced during early headship and highlighted some key problems that are faced by new head teachers including:

- 'dealing with the legacy, practice and style of the previous headteacher
- dealing with multiple tasks, managing time and priorities
- managing the school budget
- dealing with (e.g. supporting, warning, dismissing) ineffective staff
- implementing new government initiatives, notably new curricula or school improvement projects
- problems with school buildings and site management'. (Hobson *et al.*, 2003, pii)

The wide ranging and time consuming nature of these tasks, coupled with the problems associated with management of time, would tend to militate against the ability of an individual in this position to be able to manage their workload in order to achieve a reasonable WLB. This leaves new head teachers vulnerable to the intensive demands of their role unless supported by an insightful and effective governing body.

An example of the use of ICT to support the role of a senior manager is cited by Gunter and Butt (2007) where staff in a Metropolitan School had indicated the

positive effect on WLB of the provision of laptops. One of the deputy heads had

commented that '...he could now organize his time more effectively between working

in school and at home' (Gunter and Butt, 2007, p113). He also referred to the

benefits gained from being able to leave school before the commuter traffic became

heavy and taking his managerial paperwork and lesson planning home with him to

complete at more convenient times. Clearly this individual had decided that the

benefits gained from taking work into his home environment outweighed the

drawbacks of his job encroaching further on his personal life. This further illustrates

the immensely subjective nature of any assessment of an individual's WLB, an area

considered in the first section of this literature review, and demonstrates the positive

impact of being able to take control over managing one's work schedule.

In 2006 a report written by Daniels and French for the National Association of Head

Teachers (NAHT) addressed issues associated with WLB, in particular focussing on a

comparison between the workload and WLB of NAHT members and professional

workers from a range of other sectors. The report addressed a number of topics

including working time and patterns, legislation and policy, the nature of the work

undertaken and health matters. Given the emphasis of the UK government on

encouraging employers to extend the availability and raise public awareness of family

friendly and WLB policies, particularly those including flexible working options, it is

disappointing that employer support for such regulations has been less than

forthcoming. Nevertheless there are signs that employers are at least aware of the

need to acknowledge the WLB rhetoric, as illustrated by this comment from the

Confederation of British Industry (CBI) which claims to:

> '...recognise that people facing conflict between their roles as parents and
> their responsibilities as employees may be less productive at work. The
> removal of unnecessary obstacles that prevent parents from achieving their
> full potential within the labour market will help prevent skills shortages which
> continue to be a widespread problem' (cited in Taylor, 2001, p6).

The results of the survey indicate the existence of a serious problem amongst all

managers and professionals with management of their WLB. This situation is

particularly acute for NAHT members who had less access to and fewer opportunities

to use WLB practices, such as Planning, Preparation and Assessment (PPA),

Leadership and Management Time (LMT) and DHT that might address these

problems. Indeed, there was a clear absence of effective regulation. In turning to

legislation and policy, the survey sought views on the 1993 EU Working Time

Directive which sought to limit working time for the majority of workers to an

average of 48 hours per week and from which the UK has made greatest use of the

opt-out clause. It was apparent that NAHT members were less aware of their legal

rights under the legislation than other comparable managers and they believed that

collective agreements excluded them from the 48 hour week.

The findings on work, workloads and WLB indicate a rather complex and worrying

picture. There were some positive evaluations of the work undertaken by NAHT

members but there were significant concerns about the amount of work undertaken

and how this impinged on life outside of work. The extent of this workload problem

is emphasised by the fact that one third of respondents would consider a change of

jobs if the monetary rewards were commensurate with their current position. NAHT

members were more likely than other managers to cite bureaucracy and other non-

monetary issues as the key to workload problems and that there was a need to

adopt more employee-friendly flexible working practices and workload management

procedures. A significant result is the answer to the question 'Compared to last year

has your workload Increased/ Remained the same/ Decreased' (Daniels and French,

2006, p30) where 85.1% of NAHT members indicated an increase. Given the

legislative thrust to improve WLB via the workforce reforms, it seems clear that

school leaders have not benefitted as had been expected. The causes of the

additional workload are not explored in the report, but Bristow *et al.* (2007) note

that:

> 'In making provision for the work-life balance of teachers, many headteachers
> are taking on additional administrative, financial and organisational work'
> (Bristow *et al.*, 2007, p39)

This is consistent with the data collected in the workload diary survey of 2010

(Deakin *et al.*) which indicated that the workload of senior leaders during this period

had indeed increased but subsequently decreased to a level slightly below that which

had pertained before the introduction of the reforms.

Before concluding this section on workforce reform and leaders, the influence of

leadership on academic achievement and staff attitudes will be considered. Given

the link that has been suggested between the workforce reforms and academic

achievement and also the implementation of the reforms and the resulting impact on

staff morale, it is appropriate that these matters are considered. Leithwood and Rheil (2003) refer to the effect that school leadership can have on culture, organisation and collaboration, all of which will impinge on the morale and job satisfaction of staff. Subsequently Leithwood *et al.* (2010) pursue the issue of the impact of school leadership on student learning. They suggest that both school wide and classroom experience, which can both be influenced by school leadership, impact directly on student learning and consequently the resulting achievement. Ross and Gray (2006) hold that the key to the success of a number of school aspects, including student achievement, is transformational leadership. This is explained as leadership which enhances motivation, morale and performance through a range of mechanisms. According to Ross and Gray (2006) schools with higher levels of transformational leadership have higher:

> '...teacher efficacy, greater teacher commitment to school mission, school community, and school-community partnerships, and higher student achievement. Increasing the transformational leadership practices in schools makes a small but practically important contribution to overall student achievement.' (Ross and Gray, 2006, p798)

The positive impact on teacher commitment and efficacy that can be achieved through transformational leadership naturally leads to an increase in self-belief which, in turn, can result in a successful journey into leadership as suggested by Rhodes (2012). He indicates the close link between self-belief, as demonstrated through self-confidence, self-esteem and self-efficacy, and the goals of talent management, to ensure the appointment of the right person to a job who is committed, skilled and performs well.

In a paper entitled *10 Strong Claims About Successful School Leadership*, published

by the National College for Leadership of Schools and Children's Services (NCLSCS),

the direct impact of leadership on pupil outcomes is stated:

> 'Our research shows that successful leaders contribute to improved pupil
> learning and achievement through a combination of strategies. It provides
> new quantitative evidence of the way in which leadership activities lead to
> improvement in aspects of school work, which in turn leads to improvement in
> school conditions and in pupil outcomes.' (NCLSCS, 2010, p10)

To summarise this section on the effects of the workforce reforms on school leaders,

the literature reviewed indicates that not only have these reforms not had a

significant impact on the workload and WLB of school leaders, but that the additional

tasks that have been necessitated in order to implement the reforms for teachers

have added further to an already significant burden.   In addition, the literature

supports the premise that school leadership has a significant influence on staff

morale and efficacy as well as student outcomes, all of which have been linked to the

successful implementation of the workforce reforms.

Workforce reforms – differential effects

The final research question, examining whether there is a differential in the

effectiveness of the workforce reform policy in improving the WLB between teachers

and leaders, is more difficult to answer in that it is dominated by personal views and

experiences of the two groups of staff. The literature reviewed thus far indicates

that the workforce reforms have been less than successful for both groups for a

variety of reasons. In researching this question the views from each staff group

have been sought as to whether they think they have benefitted more or less than the other group from the introduction of the reforms.

The availability of literature focussing specifically on the differential effects of the workforce reforms between school teachers and leaders, particularly dealing with the issue of whether leaders have been adversely affected by their implementation, is limited, further emphasising the value of this research project which will explore this particular aspect. The evaluative studies published by Ofsted and the DfES in the period following the full implementation of the reforms have considered both the quantitative and qualitative data gathered from teachers in all education sectors affected by the legislation.

Figure 1, taken from the *Teachers' Workload Diary Survey 2010* (Deakin *et al.*, 2010), provides detailed figures of total average hours worked per week in all secondary schools surveyed by all grades of teacher from 2000 to 2010. The 2010 survey indicated that the hours worked by classroom teachers had remained comparatively steady at around 50 hours per week, whilst those of senior leaders rose to a peak in 2006 and then fell to a level in 2010 which was around three hours less than it had been in 2000.
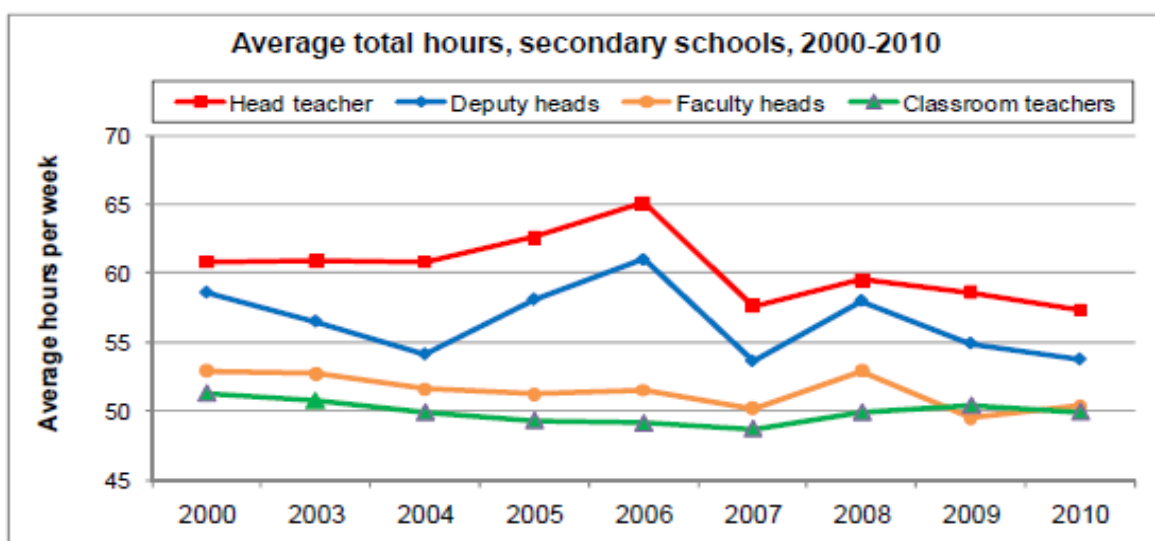
Figure 1: Average total hours worked in secondary schools, 2000-2010 (Teachers' Workload Diary Survey 2010, Deakin et al., 2010, p9)

This survey refers to the perception of workload expressed by staff in secondary schools, a similar perspective being explored in the fourth research question. Key features in relation to secondary school staff can be found in Appendix 5.

The upwards trend in hours worked for senior leaders towards 2006 results from the change management process that they were engaged in at that time in implementing the workforce reform legislation. The increase in percentage of head teachers who perceived that they were expected to carry out tasks that they considered were not part of their role contrasts significantly with the drop in this perception amongst the teachers. However, this corresponds well with the requirement for tasks to be removed from the role of teachers which may well have had to be taken on by senior leaders as alternative staffing structures were established in order to accommodate the need for more administrative support. Secondary head teachers also indicated a marked improvement in having time to do the job as it should be done, whilst deputy

heads and particularly heads of department expressed an opposite view. The latter

is consistent with the Ofsted (2007) evaluation report, referred to earlier, which

noted that the workload of middle leaders had not changed due to the increased

level of accountability for standards across all year groups.

The final point (see Appendix 5) regarding the effect of workload on the pursuit of

interests outside of school does not reflect well on the effectiveness of the workforce

reforms. Significant percentages from all staff groups in secondary schools indicate

that they are not able to pursue their personal interests as and when they choose to

do so, due to their workload, with senior leaders being the most affected in this

respect. The implication, therefore, that their WLB is not reasonable as a result

reflects further on the efficacy of the workforce reform legislation in achieving one of

its key aims.

Conclusion

To conclude, the key tenets that have emerged from the review of literature will be

summarised and related to the research to be undertaken. The literature indicates

that not all of the support mechanisms that have been introduced to reduce the

administrative burden on teachers have been valued or even effective in achieving

this goal. In addition, the aim of improving WLB via a reduction in workload also

appears to be in question. This research, therefore, focuses on these areas by

analysing the views and experiences of teachers as they consider the value of the

various strategies that have been introduced and whether they consider that their workload has been reduced and their WLB improved.

Turning to the key issues from the literature in relation to the effects of the workforce reform on school leaders, it is clear that not only did the implementation of the reforms cause an additional workload, but that ongoing additional work was necessitated, thus implying that WLB had not improved at all. Again, the views of school leaders are examined in relation to this suggestion, including an exploration of their experiences of the reaction of teaching staff to the school's implementation of the reforms.

Finally, when considering the differential effects the workforce reforms may have had between teachers and leaders, the evaluative studies undertaken have highlighted some noteworthy trends and differences which will be explored further in the context of the case study schools. While quantitative data can reflect valuable information on the hours spent working and can therefore indicate the potential impact on the WLB of the individuals concerned, the qualitative data provided by the opinions and perceptions of staff regarding their experiences and also their views on the experiences of colleagues in differing roles will provide a rich source of data to inform the fourth and final research question.

Before going on to present the findings of this study, the research design for this thesis will be presented in the following chapter.

PART THREE - RESEARCH DESIGN

Chapter Four: Research Design

Introduction

Having considered existing literature, the next step is to establish and justify the

research design of this project and, in doing so, establish the philosophical approach

to be adopted and discuss the wider frameworks within which the study can be

located. The focus will then move on to the methodological approach to be followed,

together with a description of the methods to be employed. A review of ethical

issues, researcher effect as well as the validity and reliability of the data collected

follows, and the chapter will conclude with an overview of the analytical processes to

be used.

Philosophical Approach

While it could be argued that the philosophical approach taken by a researcher is

essentially innate and the way in which they, 'the subject', see the world, 'the

objects', around them, a more pragmatic approach will lead to the notion that the

nature of the research to be undertaken will naturally dictate the appropriate

philosophical stance. The two main paradigms which can be used to categorise

research will now be examined, and it will be suggested that these lie at opposing

ends of a continuous spectrum along which this investigation will be placed. During

this process the ontological and epistemological positions to be adopted in this

research will also be clarified.

Before going on to refer specifically to this study, it is appropriate to clarify the terminology to be used and to relate this to the two main paradigms used to define research. In the field of social and educational research there are two sets of suppositions within which research can be framed: the positivist paradigm and the interpretivist paradigm. Each describes an extreme of approach to knowledge and thinking. Positivism describes a position where social reality exists independently of the researcher and which is there to be discovered; a scientific approach. In contrast, interpretivism holds that reality is, in fact, socially constructed and that:

> 'Reality would not exist independently of the individuals' personal creations against which they might assess or evaluate their perceptions' (Pring, 2000, p60).

Given that ontology refers to what something 'is', the ontological basis of any research must be governed by the view taken of the nature of what is real and whether it is possible to discover absolute truth. An interpretive standpoint would hold that the evaluation or research leads to ''a new construction' that is not necessarily better or truer than that which held previously' (Pring, 2000 p71). Given that this research has as its source the views and experiences of individual participants, it is clear that the notion of absolute truth is not relevant here and that the ontological standpoint to be adopted is interpretive.

In addressing the term epistemology it is appropriate to turn to the purpose of research, which has been described as the production of new knowledge. The term concerns the theory of knowledge; that is, how we know what we know. As with

ontology, the two paradigms mentioned previously govern the view of knowledge that is taken. The positivist stance has a number of central tenets including the view that only scientific knowledge is reliable and true, that the evidence gathered is devoid of subjectivity and that universal truths can be generated.

A contrasting, interpretive view of epistemology argues that the model based on the universal logic of scientific research is inappropriate and that:

> '...knowledge is concerned not with generalisation, prediction and control but with interpretation, meaning and illumination' (Usher, 1996, p18).

This research focuses on social practices and makes the assumption that all human action is meaningful and as such needs to be understood within that context. Given the two extremes of definition outlined above, it is clear that the epistemological position also lies within the interpretivist paradigm and so this is the philosophical standpoint that will dominate throughout.

Having clarified the philosophical basis of the project to be undertaken in terms of both the ontological and epistemological standpoints, the position taken by the researcher will now be clarified and the way in which this impacts on the research established. The researcher has a background in the scientific method which impacts upon the instinctive approach that would be taken. It is clear, given the focus on non-empirical data, i.e. the views and experiences of participants, that there is a need for an interpretive view which accepts that reality is a human construct. The adoption of a stance that emphasises subjectivity rather than objectivity is a

refreshing experience which facilitates the exploration of new and varied approaches that enable the researcher to widen and thus enhance their practice. The position taken is that knowledge is subjective and influenced by personal experience, with the data collected being very individualistic and providing subjective views, insights and perceptions of the reality of life as experienced by the participants.

Wider Frameworks

There are a number of wider frameworks which can be used to further clarify the position of this research. Those referred to here serve to contextualise the nature of the knowledge domains to be investigated in relation to the work undertaken by some eminent researchers in the field.

The purpose of this research is to understand how people view WLB and to establish the perceived effect that the workforce reforms have had on their lives. A potential result may be a recommendation for change in practice, but this is not the main focus of this work. With this in mind, three frameworks will now be examined and this research will be identified in its appropriate position within each.

The work of Habermas (1971) led to the identification of a typology of the kinds of knowledge that the researcher may seek. He indicated that there are three kinds of research as summarised in Table 3 below:

Type of Interest	Meaning
Technical	Focus is on tasks – concerned with the analysis of and solutions to problems. Emphasis on controlled, replicable experiments. Designed to produce theories and 'laws'. A positivist stance.
Practical	Focus is on people and relationships. Understanding of actions and relationships is sought. An interpretivist stance.
Emancipatory	Focus is to promote critical reflection followed by action to remedy injustice or promote emancipation.

Table 3: The three types of cognitive interest (adapted from the framework established by Habermas (1971))

Within Habermas' (1971) framework this research can clearly be identified as practical in terms of the nature of the knowledge to be established. While a result may well be a suggestion of how lives may be improved via a change in practice, the project's main aim is not emancipatory.

Drawing on a second framework, devised by Wallace and Poulson (2003), this research can be aligned with one of the 'intellectual projects' which are used to describe the purpose of the knowledge generated. Wallace and Poulson (2003) identify five different sorts of project which can be used to place research within a wider context by identifying the purposes that will affect the nature of the knowledge generated and the associated literature that is produced. A project is defined as '...a scheme of enquiry to generate the kinds of knowledge that will achieve specified purposes.' (Wallace and Poulson 2003, p23). The key features of the five projects are summarised in Table 4:

	Knowledge-for-understanding	Knowledge-for-critical evaluation	Knowledge-for-action	Instrumentalism	Reflexive action
Rationale	To understand policy and practice through theory and research	Critically to evaluate policy and practice through theory and research	To improve policy makers' efforts to improve practice through research and evaluation	To improve practitioners' practice through training and consultancy	To improve practitioners' own practice through evaluation and action for improvement
Value stance towards an aspect of the social world	Disinterested towards policy and practice	Critical about policy and practice	Positive towards policy and the possibility of improving practice	Positive towards policy and the possibility of improving practice	Critical about practitioners' own practice and positive about the possibility of improving it
Typical question about the social world	What happens and why?	What is wrong with what happens and why?	How effective are interventions to improve practice?	How may this programme improve practice?	How effective is my practice and how may I improve it?

Table 4: The five intellectual projects (adapted from Wallace and Poulson 2003, p24)

The main thrust of this study is to understand WLB and how it impacts on teaching staff so, according to this framework, it is working within the knowledge-for-understanding project. However, the data collected could result in criticism of policy and practice and result in suggestions for improvement which would suggest an element of the knowledge-for-action project, but this aspect would not be a dominant feature of this work.

The work of Ribbins and Gunter (2002) provides a third framework which can be used to identify the nature of the knowledge to be generated. They proposed 'five knowledge domains' within which research can be positioned. The origin of these domains is the recognition of a need to move beyond the purely instrumental to

include, among others, critical and evaluative aspects. They note that '...much, even most, research is likely to span more than one domain' (Ribbins and Gunter, 2002, p374). This point is consistent with the previously identified need to acknowledge the potential of this work to generate suggestions for action and thus move beyond a simple understanding of perceptions.

The knowledge domains devised by Ribbins and Gunter are summarised in Table 5 below:

Knowledge Domain	Explanation
Conceptual	Ontology, epistemology, concept clarification.
Critical	Emancipation from social injustice and oppression.
Humanistic	Theories developed from the biographies of those who are leaders and those who are led.
Evaluative	Abstracts and measures the effect of leadership at various levels of social interaction.
Instrumental	Provision of effective strategies for leaders to deliver organisational goals.

Table 5: The Five Knowledge Domains (adapted from Ribbins and Gunter 2002, p374-377)

The focus on personal perceptions arising from life experiences clearly aligns this research with the humanistic knowledge domain. Again, the potential of action for change would take in some instrumental domain aspects but this feature would not dominate.

The parallels that can be drawn between this framework and the others already considered are evident. In particular the humanistic knowledge domain proposed by Ribbins and Gunter (2002) has similar features to the knowledge-for-understanding project devised by Wallace and Poulson (2003) and the practical interest suggested

by Habermas (1971). As has already been suggested, the outcomes might include suggestions for future action that would lie outside these areas and would be better positioned in the emancipatory type of cognitive interest (Habermas, 1971), the knowledge-for-action project (Wallace and Poulson, 2003) and instrumental knowledge domain (Ribbins and Gunter, 2002).

To summarise, the knowledge to be gained during this research has been examined in relation to three wider frameworks and each has been used to describe the work to be undertaken and place it within a wider range of typologies.

Research Strategy

Having located this research within both a philosophical and wider frameworks, there now follows a justification for the research methodology to be used. Details of methods and project management will also form part of this section.

The strategy used flows directly from the philosophical approach outlined earlier, with the focus being on the views of individuals and their thoughts on issues surrounding WLB. These will naturally be set in their own unique context and will provide rich detail and interpretations of events from which it is likely that a range of 'multiple realities' will emerge. This is a phenomenological approach which reflects the fact that:

> '...things can be seen in different ways by different people at different times...each alternative version needs to be recognised as being valid...' (Denscombe, 2003, p100).

While the aim is to ensure that each individual's story is recognised and valued in this way, the possibility of identifying a widely shared reality cannot be discounted. Trochim (2002) argues for a shared reality that most people will subscribe to, whilst valuing the views of others who do not subscribe to this view. Whether or not this proves to be the case, a positivist strategy dominated by quantitative data collection arising from objective questionnaires and experimentation, is not applicable to this research.

It would be via the process of identifying possible shared realities that the potential for identifying strategies for improvement could be investigated. The data collected is analysed in a thematic way, with responses gathered together in order to establish common or contrasting views that will facilitate the interpretation of the outcomes. The post-positivist approach, which rejects the existence of a single reality or 'truth' and focuses on subjective data and its interpretation, lies at the heart of the research strategy to be adopted although, within this overriding description, there are varying stances which have already been alluded to.

Research Methodology

According to Yin (2003), case studies are a preferred strategy when 'how' or 'why' questions are being posed. In this context the study would be defined as explanatory in nature as it arises from the desire to understand complex social phenomena. Case studies are not meant to be generalised to wider populations given their focus on particular instance(s), instead their aim is to '...illuminate the general by looking at

the particular' (Denscombe, 2003 p30). Case study research does have significant strengths including flexibility in design, the generation of in-depth knowledge of particular cases and the potential for informing practice and policy.

This study contains more than one case and so a multiple-case design is to be used. Yin (2003) suggests that each case must be selected so that it either:

> '(a) predicts similar results (a *literal replication*) or (b) predicts contrasting results but for predictable reasons (a *theoretical replication*)' (p 47).

He then indicates that, where two or three cases are used, this will fall into the literal replication category as the data collected would be insufficient to generate more than one pattern of theoretical replications.

Before addressing the research methods used, details of the three institutions chosen for the multiple case study will be provided. The schools selected for the project are all on one campus and include the school at which the researcher was a deputy head. There was already a close working relationship between the schools as they work within a consortium arrangement post-16 and so cooperate on a range of issues including results analysis, quality assurance and self-review.

The schools involved were a selective girls' school, a Church of England comprehensive school and a Roman Catholic comprehensive school, all with students from age 11 to 18. The schools are appreciably different in a variety of ways including size, ethnic mix, gender, selection criteria and religious adherence thus

providing a significantly diverse range of units of analysis for the multiple case study. The size of each school meant that there would be sufficient staff in each with an appropriately diverse range of experience, ensuring that there is a wide enough range of individuals to choose from when identifying interview subjects.

Research Method

This project used 18 semi-structured interviews as the method of data collection with each being transcribed to facilitate analysis. Six staff were selected from each school including the head teacher, a deputy head and four other staff with responsibilities ranging from middle leadership to classroom teacher, covering both curriculum and pastoral roles. This choice of subjects facilitated the input of as wide a range of staff as possible and thus ensured that the data collected was not biased towards any particular sub-group (see Appendix 6). Before the main phase of the research, three pilot interviews were carried out with a member of staff from each school: an assistant head, a second in department and a teacher without a responsibility in her second year in teaching. The main purpose of these interviews was to identify whether the questions used would provide data relevant to the research questions posed and to identify possible opportunities to extend and develop the number and range of questions where omissions were evident. In addition, the pilot interviews provided a valuable opportunity to test the mechanics of the recording process and to develop a protocol with the person who would be doing the interview transcriptions.

The pilot interviews were carried out either in the researcher's office or in an office in the respondent's place of work, as chosen by the respondent. Some field notes were taken during the course of the interview and these were used, together with a review of the actual recording, to check the accuracy of the third party transcription. Further field notes were taken where interviewees provided additional information after the recording had stopped.

A detailed record of the questions used in the pilot interviews can be found in Appendix 7. In practice the length of each pilot interview was a little shorter than had been expected. This suggested the need to extend the number and range of questions asked and to be more flexible in prompting the interviewee to expand on their answers. Using this experience as a basis, the interview schedule was adjusted to ensure that it would be better suited to gathering the widest possible range of relevant data, with consideration being given to the incorporation of suggestions made by the interviewees. The revised schedule can be found in Appendix 8.

The pilot interviews revealed that candidates for interview should have been in the teaching profession for at least a year prior to the introduction of the workforce reforms, i.e. have started their teaching career before 2002, to enable them to comment in an informed manner regarding the effects of the workforce reforms. In addition, it was decided that only full time staff would be included to maintain the uniformity of experience of the effects of the reforms and eliminate the potential influence of working part time on the views and experiences of participants.

The use of semi-structured interviews can be justified in terms of the flexibility that

this method affords for the interviewee to develop their ideas and speak more widely

on the issues in question. Robson (2002) describes the semi-structured interview as

follows:

> 'Has pre-determined questions, but the order can be modified based on the
> interviewer's perception of what seems most appropriate. Question wording can
> be changed and explanations given; particular questions which seem
> inappropriate with a particular interviewee can be omitted, or additional ones
> included' (Robson, 2002, p270).

The advantages afforded by this method of data collection are summarised in Table

6.

Advantages
▪ Information can be gathered in depth and detail. Issues can be pursued over a relatively lengthy period.
▪ Valuable insights can be gained due to the depth of information gathered.
▪ Simple equipment required together with conversation skills.
▪ Data is based on the informants' priorities, opinions and ideas.
▪ Flexibility in data collection. Lines of enquiry can be developed during an interview.
▪ Validity can be established as the data is collected.
▪ As interviews are scheduled at a convenient time and location a high response rate is guaranteed.
▪ A rewarding experience for the informant who may enjoy the opportunity to share their insights.

Table 6: Advantages of the Use of Interviews (adapted from Denscombe, 2003 p189-190)

The final interview questions were based on issues identified from the literature

review and the pilot interviews. The need to extend the scope of the questions used

in the pilot interviews to enable the subjects to expand on their responses and

explore the rationale behind their views, was identified. The questions used were framed around the following:

- What is their understanding of the term WLB and how has their WLB impacted on their personal and professional life and their performance in their role?

- What changes have they perceived in their personal and professional life since the implementation of the workforce reforms?

- What have been the benefits/unhelpful aspects of the workforce reforms?

- What is their view on who has benefitted most from the workforce reforms, teachers or leaders? What do they consider lies in the future for staff well being and WLB?

With the adjustments made to the interview schedule it was anticipated that each session should last about an hour. Four staff in each school from a range of backgrounds and experience were interviewed and the data gathering process completed by conducting interviews with the head teacher and a deputy head. In the latter case the questions examined not only the individual's personal views on WLB but also the policies that the school had adopted in order to address WLB issues for all staff. These questions were framed around the following:

- What issues have arisen in the implementation of the workforce reforms in their school?

- What have been the overall effects in their school of the workforce reforms?

For the main study, the selection of a sample of middle leaders and junior staff was supported by a senior member of staff in the two schools where the researcher was not employed, who advised on the most suitable candidates to choose in accordance with the parameters outlined by the researcher. This generated a list of suitable participants and the researcher made the final choice of who to include in the sample

so as to ensure that the required diversity of experience and background was maintained. The candidates identified were initially approached by their own senior staff to ascertain their willingness to participate; this was followed by correspondence from the researcher which provided an outline of the interview schedule to be followed (see Appendix 4). Arrangements for the time and place of the interviews were made on a personal basis via email or telephone call with the subjects.

The selection of a representative sample is described by Denscombe (2003) as non-probability purposive sampling and requires the researcher to select the sample:

> '...with a specific purpose in mind, and that purpose reflects the particular qualities of the people or events chosen and their relevance to the topic of the investigation' (p15).

The choice of sample might have been be affected by issues of convenience and willingness to participate but all participants recommended or selected were willing to participate.

Researcher effect

The position of the researcher as a senior manager in one of the case study schools must be considered in terms of the influence that this might have had on the research and the ways in which such close contact with some participants might affect their ability to be honest and objective in their responses. The interpretive approach does not ignore such effects but anticipates them, ensuring that the

potential influence of the researcher on those participating in the research is identified clearly and incorporated into the analysis of outcomes. The school where the influence of the researcher is most dominant will naturally be her own where participants may be less willing to openly express their views, for example on the ways in which the school has implemented the workforce reforms, particularly if these are seen in a negative light. In contrast, the positive relationship the researcher enjoys with the senior leaders in the other case study schools may result in the expression of overly optimistic views on their implementation of workforce reform. The participants least likely to be influenced by the 'interviewer effect' (Denscombe, 2003, p169) are teaching staff with whom the researcher has had little or no contact. It is impossible, given the nature of this project, to eliminate the effect of the interviewer completely, although the behaviour of participants when being interviewed will give some indication as to whether they are answering the questions as fully as possible. Field notes were taken during interviews in order to identify any actions or tones of voice that might add to the interpretation of the responses given.

In order to offset the potential for 'interviewer effect' (Denscombe, 2003, p169) the objective stance of the researcher was emphasised, with interview questions being posed in a non-leading manner from a neutral position. Denscombe (2003) suggests that while an effort can be made to be polite, responsive, receptive and neutral in order to create a comfortable atmosphere, it is not possible to change our personal attributes or indeed our professional role. The venue chosen for interviews may also

have an impact on the degree of comfort that respondents feel in speaking openly, so it is important that privacy is ensured. With the senior leaders this is most practically provided by carrying out the interviews in their own schools in their offices, however, other respondents may have felt comfortable to come to the researcher's office and this facility was offered. Simple hospitality in terms of refreshments and comfortable surroundings also supported the aim of ensuring a relaxed yet purposeful atmosphere conducive to an effective in depth interview.

Ethics

Access to the case study schools was obtained via an initial letter to the head teachers (see Appendix 3) which included a brief outline of the focus of the research and an indication of the planned data gathering processes. This was received positively with one head teacher suggesting that the outcomes would usefully contribute to the school's self-review process.

The inclusion of ethical considerations must take a prominent role in any research design; in particular there is a requirement to ensure that participation is voluntary and informed.

> 'Researchers must take the steps necessary to ensure that all participants in the research understand the process in which they are to be engaged, including why their participation is necessary, how it will be used and how and to whom it will be reported' (British Educational Research Association, 2011, p7).

This was achieved via an individual written information sheet to be issued to each participant in which the right to withdraw was emphasised together with an assurance of confidentiality and anonymity at all stages. In addition, each informant was asked to consent to their interview being recorded and then transcribed. The challenge was to ensure that participants were secure in the confidentiality of their responses and in the genuine desire of the researcher to establish their personal views and perceptions rather than what their head teacher might want them to say. This would ensure that they felt part of the process and thus more willing to cooperate. As Cameron D. (1994) suggested:

> 'If empowering research is to be done 'with' subjects, as well as 'on' them it must seek their active cooperation which requires the disclosure of the researcher's goals, assumptions and procedures' (Cameron, 1994, p23).

Given that WLB and the workforce reforms can be emotive issues in schools, both participants and researcher may have had their own agendas with respect to these issues and these were considered when analysing the outcomes.

Validity and Reliability

The validity of research concerns the need to achieve credibility together with maintenance of the integrity of the conclusions drawn. With regard to the interview process, validity can be assessed by considering whether the instrument measures or describes what it purports to do. The responses received in both the pilot and main studies indicated that this was indeed the case. In addition, according to Wragg (2002) the constructs employed were meaningful ones in that experienced

practitioners regarded them as important, thus ensuring validity. Also, it was

possible to ensure external validity by comparing the findings and conclusion with

existing knowledge as indicated by the review of literature.

Having placed this research within the interpretivist paradigm at the outset, the issue

of reliability must be considered. Bassey (2002) prefers the term 'trustworthiness' as

opposed to 'reliability' as:

> 'Reliability is an impractical concept for case study since by its nature case study
> is a one-off event and therefore not open to exact replication' (Bassey, 2002,
> p111)

He provides eight tests that can be applied to assess whether trustworthiness has

been achieved, these include:

- 'Has there been prolonged engagement with the data sources?
- Has there been persistent observation of emerging issues?
- Has there been sufficient triangulation of data leading to analytical
  statements?
- Has a critical friend tried to challenge your findings thoroughly?
- Is the account of the research sufficiently detailed to give the reader
  confidence?' (Bassey, 2002, p120)

The response to each of these points is positive. The researcher engaged with and

analysed the research data over a lengthy period and, given the context of the

position of the researcher, she was able to observe at first hand the issues that

emerged, both whilst employed in one of the case study schools and subsequently

following her appointment to headship at another school. The triangulation of data

was facilitated by the use of three institutions which enabled a comparison of

responses between staff in each, in that the same interview questions were used for

all respondents. This process of triangulation is widely used to strengthen the validity of interpretive research; in this case respondent triangulation was used to combine the perspectives of the range of participants in the project. This was particularly valuable when addressing the last of the research questions which examines the potential differential in effectiveness of the workforce reform policy in improving the WLB between teachers and leaders. These varying applications of triangulation to the data collected demonstrate some commonality and give a strong implication of the 'truth' of an interpretation.

Bassey's (2002) final two points refer to the role of a critical friend and to detail in the report. The role of the researcher's supervisor in acting as that critical friend has been pivotal in ensuring the trustworthiness of the findings, and the detailed account of the project provided also gives confidence in this context. Thus, the research data can be considered trustworthy in the manner that Bassey (2002) has described it.

The use of the term 'reliability' in the context of qualitative research has also been contested by Lincoln and Guba (1985) who prefer to replace 'reliability' with terms such as 'credibility' and 'dependability'. In fact, as Cohen *et al.* (2007) suggest, a solution to the problems associated with validity and reliability may be a 'judicious compromise' (p153) given that an increase in reliability which might be achieved by the use of a more structured interview, would result in a reduction in the validity of the research.

The issue of trustworthiness must be recognised in qualitative research and so practical mechanisms such as the use of standardised methods to collect data, prepare transcripts and record field notes have been used. In particular the use of audio recordings provides a complete record of the data and eliminates the errors associated with incomplete recollection. These, together with the field notes, facilitated the process of re-visiting the raw data should additional detail have been required in terms of tone of voice or physical gestures.

Analysis

Following the interviews, responses were transcribed in the same way as the pilot interviews using secretarial support. The possibility of providing respondents with a copy of their interview to review before analysis was considered but the time this would take, coupled with the fact that they had been provided with a summary of the interview schedule beforehand (see Appendix 9) and assured of confidentiality, meant that this process would not enhance the validity of the data collected.

Once the interviews had taken place and had been transcribed they were loaded into the *NVivo* software package for analysis. The appropriateness for purpose of this software was judged following an analysis of the pilot interviews and a consideration of its value in terms of the sample size. It was deemed that the flexibility and ease of use of *NVivo* made alternative supports for analysis unnecessary.

In general terms the analysis of qualitative data can be challenging as large volumes of data in a non-standard format are produced. This method of coding and categorising the data facilitated the identification of themes and relationships which were then used to produce generalisations and explanations. The initial coding process required the researcher to identify key ideas to be looked for in the data, these originating from existing theories, professional experience or themes in the literature review. This was followed by the identification of emerging themes provided by some of the participants and then the categorisation of transcripts using these as a framework. This was flexible as additional themes were inevitably identified as the analysis proceeded, thus requiring a regular review of data that had already been examined.   In addition, the validity of the themes was regularly checked against the reality expressed by respondents.   At the start of this procedure the categories chosen were not crucial as they underwent continuous refinement and improvement as the research progressed. The most important element was to identify 'patterns and processes, commonalities and differences' (Miles and Huberman, 1994, p9) and through this process of reflection and checking, a set of generalisations was refined that explained the themes and relationships identified in the data. The final statements which emerged were compared to existing theories and explanations, and existing knowledge was extended by the research findings.

Qualitative data analysis has both advantages and disadvantages which are summarised in Table 7 below:

Advantages	Disadvantages
▪ Descriptions are grounded in reality. The data and analysis are rooted in social reality. ▪ Data is rich and detailed. Complex social situations can be addressed. ▪ Ambiguity and contradiction are tolerated as these reflect social reality. ▪ Alternative explanations can be generated as the interpretive skills of researchers are used.	▪ Data is less representative as it is based on in-depth study of a small number of instances. ▪ The researcher's own identity, background and beliefs are involved in the collection and analysis of data. ▪ The coding process might result in a de-contextualisation of meaning. ▪ The desire to identify themes and generalisations might result in the over-simplification of explanations.

Table 7: Advantages and Disadvantages of Qualitative Analysis (adapted from Denscombe, 2003, p280-281)

The disadvantages referred to by Denscombe (2003) have all been addressed in this chapter and been shown to have a minimal effect on the analysis of data that has been carried out.

Summary

In conclusion it is appropriate to consider any weaknesses in the proposed research design. Given the number of respondents from each school interviewed, their selection could influence the data collected, for example those who are more willing to participate may have similar views on WLB. This potential was addressed by pre-selecting participants who fit the various categories rather than asking for staff to volunteer.

The research methodology to be adopted in this project has been established and justified. In particular the ontological and epistemological positions taken have been clarified and the place of this work within three wider frameworks explained. There

followed a summary of the research methods that have been adopted together with reference to the procedures used in the initial pilot work. The possible effect of the interviewer on the collection of data has been examined and is a weakness which could never be wholly eliminated, although it has been highlighted and examined when the outcomes are analysed. Ethical matters were addressed including issues such as the maintenance of confidentiality and anonymity as well as the need to provide a mechanism for participants to read and potentially respond to the research outcomes. Individual feed back to the case study schools would not take place as this might compromise the anonymity of participants. Some of the difficulties in maintaining validity and reliability or trustworthiness with this form of research were then considered. Finally the procedures used in analysing the data were presented.

The audience for this research has also been established in that the findings will make a valuable contribution to the material already published which considers the effectiveness of the workforce reforms in addressing the basic tenets of the National Agreement. The extent to which case-study research can be generalised depends on how far the case study sample is similar to others of its type. In this chapter the choice of schools and participants has been shown to cover a significant range, and thus the findings which emerge may justifiably be related to the situation in other schools.

Having detailed the design of this research project, the findings will now be presented and subsequently analysed in chapters 5 and 6.

PART FOUR - FINDINGS

Chapter Five: Presentation of the Findings

Introduction

This chapter presents the findings of this study in relation to the research questions

through data sought from eighteen teachers and leaders in three contrasting

secondary schools: a selective girls' school, a Church of England comprehensive

school and a Catholic comprehensive school. In each school two teachers, two

middle leaders and two senior leaders participated. Details of the backgrounds of

the respondents are given in Appendix 6. The focus of the research questions is to

examine the respondents' understanding of WLB and their perceptions of the

effectiveness of the workforce reforms in ensuring a reasonable WLB for teachers

and leaders in secondary schools.

It became clear from the responses given that the middle leaders generally aligned

themselves with the teachers as opposed to the senior leaders, and so where

responses have been presented according to the divergent views of these groups,

middle leaders and teachers have been referred to as 'teachers' and senior leaders as

'leaders'. Where this is not the case, the individual groups have been referred to by

name.

Each of the research questions is used to structure the presentation of findings

derived from qualitative data collection methods. Responses in the semi-structured

interviews are presented thematically and points that emerge are illustrated by

example quotes. The anonymity of respondents is maintained by assigning each a reference code (R1 – R18) and responses from all eighteen participants have been quoted to ensure an appropriate representation of views. A summary follows the presentation of findings for each research question and the chapter concludes with an overall summary.

Research Question 1: What is WLB?

In order to examine this issue fully respondents were asked not only to relate their own understanding of WLB but also to explain whether WLB had emerged as an issue in their school, whether it was an issue personally, whether WLB had had an impact on their professional life, personal life, morale or job satisfaction and whether they could give any examples of the way in which a poor WLB might have resulted in observable effects on colleagues or, indeed, themselves. Finally respondents were asked to indicate whether WLB issues either had made or would make them consider leaving their current role (see Appendix 8). Responses given were naturally framed around the individual's understanding of the terms used, and where there was any need for clarification regarding terminology during the interviews this was sought via supplementary questioning.

The data collected on the first research question have been grouped according to the interview schedule and are presented under the following headings:

- Definitions
- Issue and impact

- Job satisfaction and morale.

Within these sections emerging themes are identified and significant findings included in the summary at the end of this section.

<u>WLB: definitions</u>

The question examining the respondents' understanding of the term WLB elicited a range of responses, some of which gave specific definitions whilst others included illustrations of how the various aspects of life contribute to a good WLB. Two themes could be identified in the definitions given by seventeen of the respondents with eight referring to the achievement of a situation where work does not take a dominant position in life, and eleven explaining that it is a situation where the individual is able to carry out their role effectively whilst having time for other commitments such as family and leisure.

The remaining respondent indicated that he did not feel he had a reasonable WLB but did not describe what this meant to him. Definitions and descriptions of WLB from the seventeen other respondents included:

> '...to achieve a work-life balance, would mean to come to work, do what needs to be done at work, and then to be able to go home and switch off completely from work, to be able to enjoy your time, your personal interests or time with your family' (R15).

> '...my belief is that it is how you manage your work, and the aspects of it that you have to bring home with you.' (R12)

The last comment represents the view expressed by eight respondents, namely that it is the management of work and life that governs an effective WLB.

WLB: issue and impact

When considering the effect of WLB in terms of its impact on them personally and whether it has emerged as an issue in school, responses have been presented in terms of the following themes which will be addressed in turn and illustrated by example quotes:

a) Workload and organisation

b) Separation of work and life

c) Family life

d) Different perspectives – senior leaders/middle leaders and teachers

a) Workload and organisation

Workload is, or has been, a key feature in hindering the achievement of a reasonable WLB for eight of the staff questioned, but the following quote indicates that the respondent manages their work and non-work life in such a way as to ensure that a reasonable balance has been achieved, implying that effective organisation can facilitate such an outcome:

> 'Work is not a bigger part of my life as it possibly once was. I don't see my identity as much in what I do than possibly who I am, whereas 20 years ago my identity was solely probably in the fact I am a teacher' (R2).

This approach, however, is not common amongst those who commented negatively on the effect of workload and the following example illustrates a different perspective

where one respondent describes his experience of the change in his approach from early in his career to more recent times but with a rather less effective outcome in terms of his WLB:

> '...going back to my NQT years, I didn't distinguish between my career as a teacher, and me as a person, ...but then gradually, I realised that I need to be me, as a private person, with various hobbies, and things to do out of school, and also me as a teacher, who has got a job to do, and increasingly, I saw that, the role of the teacher was almost overtaking me...' (R10).

The respondent quoted below also commented upon their workload and how this affects their life outside school. This comment is illustrative of the views expressed by the eight who felt that this was an issue for them:

> 'I sometimes feel that work overwhelms my life and I do not have time to do my job well because I have so much work to do' (R7).

The remaining ten respondents either did not feel that workload was an issue for them or, as indicated above, explained that their personal organisation had facilitated their WLB and that as a result they were able to manage the demands of their role to their personal satisfaction.

b) <u>Separation of work and life</u>

For nine respondents the need to keep work and life separated is expressed as highly influential in achieving a reasonable WLB. The remaining respondents did not mention this issue and so may not have viewed it as worthy of comment. The following responses illustrate this view:

> 'Work and life balance is about the separation of those two roles' (R10).

'I do see them as two distinctively different parts of my whole life' (R8).

One leader commented on the value of the opportunity to think about school based issues when not at work:

> 'I think work life balance for me means the opportunity that I have to be able to do my own thing, relax and unwind, the opportunity to be able to think about school issues possibly away from the school' (R6).

c) <u>Family life</u>

A dominant feature for eight of the ten respondents with dependent children is the importance of family life and the need to ensure that this is not adversely affected by their work commitments. The separation of work and life lies at the heart of their ability to manage their lives and it is when the two impinge on each other that they can feel under pressure, as illustrated by the following:

> '...I will finish tonight, and I will go home, and I will cook tea, and I will play with my daughter, and when she is in bed, I will then work for the next two hours....and then I will have to do all of the normal jobs that everyone else does ...and then squeeze in maybe half an hour with my wife before I go to bed, and then it all starts again' (R4).

Whilst data was not formally collected on the family circumstances of participants, the number who commented on this aspect is significant given that the eight remaining respondents had informed the researcher that they were either single or married and without dependent children.

When considering the impact of WLB on them personally, four respondents referred to the negative way in which their work affects their family life with one noting the

effect on her health. Comments included:

> 'I got everything done, everything else suffered, I missed my son growing up, my relationship suffered.' (R1)

> 'I had some time off last year because of all of the stresses, because of all the things that I have to deal with...' (R9)

d) <u>Different perspectives – leaders and teachers</u>

Turning to the emergence of WLB issues in the case study schools, there was no identifiable difference between the responses from staff between institutions. Responses to this question from the teachers were generally more based on their own personal experience rather than on the views of their colleagues. In contrast, leaders were more willing to give a view based on their perception of the views of the staff body, though the variance of these from the expressed opinions of the staff may indicate a degree of ignorance of the everyday experience of teaching staff. One leader, however, did acknowledge that this might be a factor:

> 'I try to have a sense of "Don't forget what it's like to be in a classroom."' (R11)

There was a significant difference in the responses given between leaders and the other participants. All of the leaders expressed a more positive view, in particular emphasising the measures that have been taken to meet the statutory requirements and in one case noting the influence of external agencies such as the media and teaching unions. The following response from a leader illustrates this point:

> '...not as an issue which has caused a problem for the school, because I think from its inception in fact we tried to address not only the statutory things but also opportunities where staff could...make sure that the balance was there' (R6).

In contrast ten of the twelve teachers expressed the view that they felt under a

degree of pressure in terms of managing their WLB even following the workforce

reforms.   The following quote illustrates the points made:

> '...I do think that some of the benefits that have accrued, from having the reforms, have been, to some extent, cancelled out by the constant changes' (R14).

Where more positive views are expressed regarding WLB this is rarely attributed to

workforce reforms but rather to personal circumstances or, as indicated previously,

good organisation.

WLB: job satisfaction and morale

When considering WLB and its effect on job satisfaction and morale three further

themes have emerged:

a) Workload and personal standards

b) Enjoyment and commitment

c) The annual cycle – three key features

These themes will now be addressed and illustrated in turn.

a) Workload and personal standards

Seven teachers indicated either directly or by implication that they were unable to

achieve a reasonable WLB due to the time required to carry out their role to a

satisfactory standard. Workload may well be an issue here but the attitude of the

individual in terms of their own personal standards might have an effect on their job

satisfaction. The remaining five respondents in this category chose not to comment

on the issue of workload in relation to personal standards and WLB. The following

quote illustrates the views that were expressed:

> 'And at the end of the day, sometimes you feel..., I'm doing nothing perfectly, and you just want everything to be done perfectly...' (R9).

b) <u>Enjoyment and commitment</u>

In contrast to some of the negative views that were expressed on workload, when asked about job satisfaction and whether respondents would seek another job outside of teaching as a result of WLB issues, twelve clearly indicated that they gained great personal satisfaction from their work with ten of these being middle and senior leaders, a deviation from the previously noted alignment between the views of middle leaders and teachers. The remaining six respondents did not comment on such fulfilment in their work. Typical responses of middle leaders were as follows:

> 'I love my job, and I think that the part that I enjoy the most is actually the teaching, I love teaching, and I love the preparation that goes with it' (R15).

> 'I have got a job that I enjoy doing and I am teaching what I enjoy doing...' (R16).

All but one of the senior leaders overtly expressed great satisfaction with their roles; this quote illustrates this view:

> 'I love my job. Absolutely and totally, I don't think that you could do it if you were just tolerating it' (R12).

The senior leader who did not express a similar view chose not to comment on this issue and in particular did not indicate that WLB had an adverse effect on their satisfaction in their role.

With regard to seeking employment outside of teaching, seven respondents drawn from the teachers and middle leaders group indicated that they had thought about such a career move but none had taken positive steps in order to do so. The remaining eleven respondents across all groups had already expressed or implied their satisfaction in their role and so had no need to seek alternative employment. In one case an internal promotion provided the incentive to commit more fully to her teaching career:

> 'I have often considered alternative jobs but my new role as an AST has encouraged me.' (R7)

c) <u>The annual cycle – three key features</u>

When considering the relationship between morale and WLB, in particular in the context of whether this was a constant issue or it changed during the course of the year, there are three key features that appear to be influential. The first, and most common, is in relation to workload. Of the twelve respondents across all groups who confirmed the cyclical nature of their morale, nine indicated that there were times in the year when it became more difficult to manage their workload and therefore achieve a reasonable WLB. The following quote illustrates this view:

> 'I find the Christmas term is such a high pressured term...once you get past Christmas, there is a little bit of space, like for instance now, because the Year 11 are on their mocks' (R3).

The second feature is associated with the nature of the role. Two of the six senior leaders referred to a variation in morale resulting from particular aspects of their role which occur on a regular basis, the remaining four did not choose to refer to this

issue. This leader referred to Ofsted inspections, preparation for Governing Body

meetings and appointments:

> 'Ofsted and inspections...you definitely feel very stressed, because of the hours
> that you have to put in on those occasions. Days before full Governing Body
> meetings, where there are huge volumes of paperwork to be produced...and at
> the end of the Summer term, when you just do masses and masses of
> appointments' (R11).

The last reason cited by one senior leader for a cyclical morale is associated with the

time of year in terms of the dark evenings and mornings causing a natural feeling of

low spirits. While this would lie outside of any school's ability to control, it is an

influencing factor in terms of how staff might perceive their WLB.

Summary

Responses to questions examining the respondents' understanding of WLB are

indicative of the intensely personal nature of this issue, a perspective consistent with

the literature and which will be returned to in the discussion chapter.

While workload was quoted as an inhibitor to achieving a satisfactory WLB by eight

respondents, the ability to manage one's time effectively in order to avoid work

impinging on family and leisure time was commented upon by six others. It is this

capacity to have a degree of autonomy over the use of time that would appear to

promote satisfaction with regard to WLB, a perspective which is consistent with the

literature and which will be examined further. The issue of morale would also appear

to be linked to workload as half of the respondents indicated that when their

workload was at its greatest that was when their morale was at its lowest. This

perspective does not accord with the definition of morale as provided by Evans

(1992) which indicates that it is more long term rather than responsive to immediate

conditions, in this case, workload.

Despite the demanding roles that both teachers and leaders undertake, two thirds of

the respondents indicated that they gained great satisfaction in their work and that

they had not looked outside teaching for an alternative career. For those who had

considered this option they had not taken this further and actively sought alternative

employment. Again, this is a contrast with Evans' (1992) work which suggests that

job satisfaction is more of an immediate response to prevailing conditions rather

than, as here, a long term experience arising from a deep seated commitment to and

enjoyment of their role as a teacher. The terminology used here is that employed by

the respondents, as the researcher had chosen not to provide explicit definitions of

morale and job satisfaction described by Evans (1992). The views that were

expressed indicate that, despite the difficulties that had been stated regarding the

achievement of a satisfactory WLB, these do not significantly affect job satisfaction.

This appears to contradict some of the literature which indicates that WLB can have

a significant influence on job satisfaction. This matter will be returned to in the

discussion chapter.

A significant finding that is emerging is a difference in the perceptions expressed by

the leader and teacher groups. The positive outlook expressed by leaders does not match well with the views expressed by their staff, the majority of whom feel that the workforce reforms have had little positive effect on their WLB. The differences between the views of leaders and teachers will emerge again, particularly when considering research questions two and three.

To conclude, there are four significant findings which will be carried forward to the discussion chapter as a result of the responses to questions exploring the first research question. These are:

1. The personal nature of WLB

2. Management of workload and WLB

3. Job satisfaction and how it relates to WLB

4. The difference between the views of leaders and teachers on WLB issues

Having identified the main features of the data collected in relation to the first research question, the second and third research questions will now be considered.

Introduction to research questions 2 and 3

In introducing this second section of questions each respondent was given an introduction which included a quote from the National Agreement (DfES, 2003) which highlights the position of WLB in the workforce reform legislation:

> 'Changes to teachers' contracts, to ensure that teachers, including headteachers...have a reasonable work/life balance' (p6).

All respondents were asked the first eight interview questions (Appendix 8) which examined their perceptions of the ways in which the workforce reforms had impacted on their roles, personal lives and workload, as well as their views on the benefits or otherwise of the reforms and whether they felt that their school had implemented the reforms effectively. In addition, they were asked to give examples of aspects of their role which they felt should have, but had not been, addressed by the reforms. Finally they were asked what they felt a reasonable WLB was and whether they had one.

A further five questions were posed to senior leaders in order to firstly examine the issues that they had faced as school leaders in implementing the workforce reforms and secondly to ascertain their perceptions of the responses of their staff to the changes that had been instigated.

The findings are presented according to their relevance to each research question with all of the responses of senior leaders being considered in relation to question 3.

Research Question 2: To what extent has the workforce reform policy improved the WLB of teachers in secondary schools?

There were twelve respondents who fell into the category of teacher or middle leader in the sample. As indicated earlier, the responses of the middle leaders are clearly identifiable as being aligned with their teaching role rather than their leadership position and as a result they have been included in this section.

All of the data collected on the second research question has been grouped according to the responses to the interview schedule and will be presented under the following three headings:

- Changes in professional role

- Personal benefit and hours of work

- Reforms – implementation and impact

These are addressed in turn using relevant quotes to illustrate the issues. Emerging themes are identified in each one and significant findings will be presented in the summary at the end of this section.

Changes in professional role

Two themes have emerged when considering this aspect:

a) The removal of the 24 administrative tasks from teachers

b) The benefits of non-teaching staff support

The first and, arguably, the highest impact of the reform strategies related to a number of administrative tasks that teachers were no longer required to do or, in the case of covering lessons for colleagues, required to do increasingly less. The 24 tasks referred specifically to in the reforms, which were introduced from September 2003, included collecting money from students, chasing up on student absences, bulk photocopying, producing classroom displays and invigilating examinations (see Appendix 10 for details).   In assessing changes to their professional role since the reforms, respondents referred specifically to one or more of these tasks and how this

had benefitted them or otherwise, and while the effect on their WLB was not always referred to specifically, this can be implied given the reclamation of time from allocation to administrative work. The benefits gained from the removal of the 24 tasks is certainly an emerging theme but, as will become apparent in due course, a number of respondents feel that there has been little benefit from this aspect of the reforms as other duties were quickly introduced to take the place of the tasks that had been removed. This is significant given the focus of the reforms on enabling teachers to achieve a reasonable WLB. From the comments of some respondents it can also be implied that some of the 24 tasks had not yet been fully delegated to non-teaching members of staff in all of the case study schools.

The value of non-teaching staff taking on administrative tasks was positively commented upon by eight of the twelve teachers. Particular tasks that had been taken on by these staff were highlighted as beneficial in reducing the administrative burden on teachers.

These two themes will now be considered in more detail.

a) The removal of the 24 administrative tasks from teachers
Two of the 24 tasks that were commented upon most were covering for absent colleagues and the invigilation of examinations. The former was mentioned specifically by ten respondents with only one of those commenting negatively on any perceived improvement:

'...there are times that I have done two covers, and there are times that I've done no covers. So, cover-wise, I probably haven't noticed that much of a difference' (R4).

Other respondents were far more positive about the reduction in cover requirements, in particular mentioning the benefit of having more time to allocate to planning preparation and also a pastoral role:

'I think the very fact that you haven't got to sit in with another class for a teacher who is absent and no more than once a week very often is a bonus. It does free you up to use that time more effectively and ... enables you to get on with doing other things' (R2).

'Cover, I've definitely noticed the difference this year, I'm doing less, far less cover now. So that has definitely been a positive' (R15).

Two schools had employed cover supervisors to undertake the bulk of the cover teaching. This has clearly been beneficial in facilitating the reduction in cover required from teaching staff, but senior leaders have had to weigh up the financial implications of this strategy against the potential advantages to be gained.

Turning to the issue of invigilation for examinations, nine respondents chose to mention this aspect. All of these comments were positive as staff have seen less of their time taken up with a task not directly related to their own role but which is time consuming and ultimately unproductive for the individual concerned:

'Exam invigilation, I find that a big help...I do find that when you're in an exam, you have to be alert, you can't really concentrate on anything else. Especially if it's an external exam, and even in an internal exam. I find that better, because you are freer to go away and do things elsewhere, to do the things that you need to do. That's been a big plus for me' (R14).

The role of form tutor is one which most secondary school teachers undertake and which can generate a wealth of administrative work such as checking on absences of students, collecting various returns, monitoring records and writing report comments. Most of these elements were removed from being the responsibility of teaching staff and allocated to non-teachers. Six respondents commented on this area with two from two separate schools indicating that any benefit had only been marginal or that the chasing up of absences was still being expected in their school. One teacher indicated that, whilst the need to follow up on absences was no longer necessary, the move to a computerised system had made the process of checking far more cumbersome and a task which necessarily had to be done by a member of the administrative staff:

> '...investigating pupils' absences...we generally don't phone home now [name] does that, but you are still having to sort of chase them up. That's another thing which has been lost with the computerisation...in the old-fashioned way, you could just look it up in the register' (R16).

The role of the form tutor in secondary schools is often recognised as being pivotal to the pastoral and academic welfare of students, but it is evident that the reforms, whilst removing what might be regarded as administrative tasks from teachers, are not always welcomed in that the relational aspects that develop with students via such tasks might be adversely affected. Another teacher is more positive about the removal of administrative tasks from form tutors:

> 'I think it is good that I don't have to do the chasing, I don't have to hold the money and count it...I think that it's all good that that has gone to the office...' (R13).

One of the 24 tasks which appears to have been less welcome in its removal is that

of preparing classroom displays. Some teachers regard this as an integral part of their role, in particular where the classroom environment is used to provide a visual stimulus for students in order to assist in the learning process. Five respondents referred to this aspect of the reforms with only one indicating that it was a positive development:

> 'I am happy not to have to do display work...there are things that that can be done by anyone. You don't need a degree in that subject in order to do that' (R15).

The following quote is illustrative of the views expressed by the other four respondents who considered it an essential part of their role to select and display students' work:

> 'I think that displays are important, I think that if you are getting the kids to produce work, and it is good enough, then I think that it should go on the wall. I see it personally as my part for marketing the school.' (R4)

In conducting the interviews it became clear that most teachers were not conversant with the full range of administrative tasks that they were no longer expected to carry out. Those referred to in this section were generally unprompted and as a result it could be inferred the most recognisable, therefore the most beneficial to the individuals concerned. In two cases respondents needed to be reminded of some of the specific administrative tasks that the legislation covered. While the response to the removal of the administrative workload is positive in the main, it will become clear in the following sections that some teachers feel that the benefits gained have been matched, or even outweighed by additional duties required of them.

b) <u>The benefits of non-teaching staff support</u>

Another area which drew wholly positive comments from eight teachers was the introduction of non-teaching staff to shoulder the burden of the administrative tasks that teachers were no longer required to do. The remaining four did not see this area as worthy of note. This quote illustrates the impact on workload when arranging a school visit:

> 'I arranged a Chester Zoo visit. Now, in the past, it was me who did all of the letters, got them checked, sent them out, collected all of the monies in, totted all the monies up, handed them in, etc., and did all of the bookings. I don't do that now' (R3).

Of the five comments which referred to the task of collecting money from students four acknowledged the benefits of having administrative support with only one indicating that this was not wholly advantageous:

> '...collecting money in form time... that is not an issue to a lot of staff, and I am not just saying me...we can go a bit too far' (R8).

<u>Personal benefit and hours of work</u>

The positive response to the aspects of the workforce agreement that saw the removal of purely administrative tasks from teachers, a reduction in cover sessions and time gained when students are engaged in preparing for or taking examinations could imply that these measures had been successful in reducing workload. One respondent referred to the value of gained time (see Appendix 13 for details):

> '...once they've gone, that was my time that I spent getting to know this year's Year 7 because that is the time you can use for planning the Induction Days. It's the time that I use for collating the incoming information from the Primary School visits. So it is extremely valuable time, which I want to be in control of, because I can then use it to plan for September.' (R3)

An implication would be that the attainment of a reasonable WLB would be supported and that the workforce reforms would have achieved their goal in this respect. The responses to the question examining the effect on respondents' personal lives and hours of work do not support this suggestion, however.

The two themes which have emerged in response to questions in this section and which will now be examined and illustrated with relevant quotes are as follows:

a) Lack of positive impact on WLB

b) Personal management of workload and WLB

a) <u>Lack of positive impact on WLB</u>

Eleven respondents said that there had been no effect on their personal lives since the introduction of the reforms. The following three quotes are illustrative of their views:

> 'There has been little or no effect on my personal life as a result of the reforms' (R7).

> 'The home situation, I would say, has remained exactly the same' (R10).

> 'I can't say that I've noticed, to be honest...I have just had different things to do' (R13).

This is a significant theme and is consistent with the views expressed earlier when considering the benefits gained from removing the 24 tasks.

Only one respondent indicated that the reforms had affected her life positively. She indicated that she no longer did any school work at home and that she managed to

complete all of her tasks during the course of the day at school:

> '...school doesn't come home with me now. At the start, before the reforms, I would have texts books, files, papers in our house, and now, there is nothing from school at home, basically, not a single folder...' (R1).

In assessing the effect on the number of hours worked, eight of the twelve teachers and middle leaders indicated that there had either been no decrease or that there had been no change since the introduction of the reforms, whilst only two said that there had been a noticeable reduction in the hours they work. The following quote reflects the view that the hours worked have not decreased:

> 'No, there hasn't been a reduction in the hours I work. All that has happened is that other demands have taken the place of the administrative duties I used to do' (R7).

To summarise the issue of the hours worked by teachers and middle leaders, data collected indicates a general view that the removal of administrative tasks has neither resulted in an easing of workload nor supported an improved WLB.

b) <u>Personal management of workload and WLB</u>

For those who felt that they did have a reasonable WLB the ability to manage one's work and home life effectively, in order to achieve a suitable balance, was cited as a significant factor. This reiterates a theme raised by the first research question, further emphasising its significance. Comments included the following:

> 'I think I would consider it [WLB] to be able to leave work and go home and be able to just put it down if you choose to, without it occupying your mind when you are not there.   So then I think I would say I have achieved a reasonable work life balance' (R2).

In describing what a reasonable WLB is, a common theme expressed was the ability

to not take work home and to complete all tasks during the school day:

> 'A reasonable work-life balance would be to come into school, and work the amount of time that I'm in school, and then, not to take any work home. To be able to enjoy the evenings and weekends with my family…the quality of my teaching would benefit from that.' (R15)

While respondents had been asked to explain what they understood by WLB in

response to the first research question, the opportunity to apply this query in a

personal context having explored the various practical implications of the workforce

reforms facilitated a detailed response. Whether it was felt that a reasonable WLB

had been achieved or not, the issue of managing one's own time in order to facilitate

a demarcation between work and home would appear to be the key factor. Two of

the respondents who were most positive about their having achieved a reasonable

WLB referred to the ability to make choices and to have achieved control over their

work time as pivotal:

> '…having choices is really, really important to taking control of your own work life balance' (R2).

> 'I think that performing well at work, and feeling in control, not in control of everything, but in control of my work mode… It means that the whole me, and the not at work me, feels more centred and happy' (R8).

Reforms – implementation and impact

While the process of implementation of the workforce reforms was in the hands of

senior leaders, their impact was experienced by the teaching and support staff. All

respondents were asked to give their assessment of the efficacy of the

implementation of the reforms by their schools and also to finally indicate whether they had personally been able to achieve a reasonable WLB as a result. Views on the implementation were naturally taken from the perspective of the benefit, or otherwise, that the individual had gained.

The two themes which have emerged in this section of questions are indicated below and illustrated with relevant quotes:

a) Effective implementation, and

b) Variation in workload and WLB during the year

a) <u>Effective implementation</u>

A theme in this section is that the schools had implemented the reforms effectively, according to the views of eleven of the twelve teachers and middle leaders. When considering the effectiveness of implementation the following comments illustrate the positive perspective adopted:

> 'You felt the effects of it, immediately...I remember in the year when it was happening, at first I thought "It's all talk, they'll never do it" They stuck to it. They stuck to it rigidly; they never called you up twice for cover' (R1).

> 'The implementation of these reforms, links to the appointments of various different, additional members of staff for administrative tasks and so on...and the non requirement to do cover lessons invigilations and so on. And so yes, I think that it has been' (R14).

The person who replied negatively specifically cited that, as he still had to carry out cover, the reforms had not been successfully implemented. This view indicates a lack of understanding of the reform measures, which, at the stage when the question was asked, only required a reduction in cover, not its complete elimination.

When considering other aspects of their current role that could have been included as part of the workforce reform measures, only five respondents named specific developments that they would have liked to see included. These were usually in relation to their personal position such as having to take on responsibility for religious worship in addition to a teaching and middle management role. The remaining seven participants indicated that there were no further elements that should have been included in the reforms.

b) <u>Variation in workload and WLB during the year</u>

In concluding this section of questions respondents were asked to explain what a reasonable WLB was and whether they felt that they had one. In response to the latter, four indicated that they did have a reasonable WLB, four said that they did but qualified their response and four said that they did not. The qualifications included reference to the variation of workload during the year:

> 'At certain points during the year, I do have a reasonable work-life balance' (R16).

> 'At this time of the year, now that we have lost some of our exam classes I've got all of the jobs done that I normally schedule for that day and I'm ready for the next day, and there is nothing that I have to take home' (R13).

Given the way in which schools operate in terms of varying demands during the year, this outcome is likely to occur and has already been referred to when considering job satisfaction and morale.

Summary

Having contextualised the introduction of the workforce reforms personally, respondents commented in some detail on their effect in their individual role. In particular they were able to comment upon their effect on their hours of work and also the effectiveness of their implementation by the school. Analysis of the data collected has identified a significant finding to be carried forward for discussion, namely that the absence of a number of administrative tasks has been replaced by other work with the result that there is no reduction in the hours worked. This, by implication from the responses to the first research question, would tend to inhibit the achievement of a reasonable WLB which was one of the aims of the legislation. Additionally, reference to the ability to manage and have control over one's own time has arisen, as when considering the first research question. The benefit of administrative support provided by non-teaching staff has also been identified as being of significance when considering the second research question.

To conclude, the three significant findings which have been identified when considering responses to questions addressing research question two, and which will be carried forward for further discussion, are as follows:

1. Administrative tasks have been replaced by other work, therefore no reduction in hours worked or improvement in WLB

2. The ability to manage and have control over the use of one's own time is beneficial

3. The value of non-teaching staff support

Research Question 3: To what extent has the workforce reform policy improved the WLB of leaders in secondary schools?

Having considered the views of teachers and middle leaders on the effectiveness of the workforce reform policy in improving their WLB, the perceptions of the school leaders will now be examined. For each school the head teacher and a deputy head were interviewed, making a sample of six. While the first eight questions in this section were the same as those asked of the teachers and middle leaders, the last five questions refer specifically to the whole school perspective that such leaders would have on the implementation of the reforms and any difficulties that might have arisen. As in the previous sections, the data collected on the third research question has been grouped according to the structure of the interview schedule and will be presented under the following five headings:

- Changes in professional role

- Personal benefit and hours of work

- Reforms implementation and impact (whole school)

- Perceptions of staff views

These are addressed in turn using quotes to illustrate the issues, with emerging themes being identified in the summary at the end of this section.

<u>Changes in professional role</u>

Two themes have emerged when considering this aspect. These are discussed and illustrated using relevant quotes:

a) Positive impact of administrative support

b) Difficulties with some administrative tasks

a) <u>Positive impact of administrative support</u>

The impact of the administrative support was commented upon by all three deputies with the additional benefit being the creation of time for more strategic thinking:

> 'There are a number of administrative tasks that I used to perform, that have now been taken on by other clerical staff...one of which was the cover...which used to take on quite a large part of my role, but which is now overseen by me' (R5).

> '...and that gives more time for strategic thinking instead of having to do these operational things' (R12).

Two of the three head teachers tended to focus more on strategic issues rather than their personal experience when responding to these questions. One referred to the opportunity to develop a more distributed leadership style and the other recognised the value of being able to develop the process of decision making in the Leadership Team. The third, who had embarked on her headship after the reforms had begun, indicated that this would have affected her perception of the impact of the reforms on her role.

The value of being able to develop the roles of members of the administrative team

and to enhance their responsibilities in school were also commented upon by four of the leaders and will be covered in more depth later in this section when looking at whole-school implementation.

b) <u>Difficulties with some administrative tasks</u>

Turning to an assessment of the benefits or otherwise of the workforce reforms and whether there were areas that had not been addressed, consistent themes did not emerge, such was the personal nature of the responses.   Areas that were commented upon related to the administrative aspects of the leaders' and teachers' roles which had not, could not, or should not be undertaken by administrative staff. One head teacher identified the negative impact of some of the reforms, particularly those associated with cover and exam invigilation. A second head teacher also expressed concerns over the latter:

> 'I believe strongly that teachers should be involved in the cover situation in covering for absent teachers because that is what we do, we work with kids...with the exam invigilation, as a student I always felt comfortable sitting public exams when my teachers were in the room. Having strangers there I think sort of can add to the stress of the students' (R6).

Other issues including display work and the checking of reports were also cited as problematic:

> 'Some teachers want to (and do) do display work. It is a shame that they have to look over their shoulders to see if someone is watching to see them doing something they shouldn't' (R17).

> 'Who checks reports? If you give it to a member of the admin staff, they have got to be sure that they are extremely competent in terms of their English, and some of them are, but not all of them are. You've also got to be sure that they know what they're looking for' (R11).

When assessing the efficacy of the reforms in achieving their goals, leaders were generally focussed on issues that had arisen in their schools rather than dealing with their own experiences. However, one deputy did cite two areas of her role that she felt should be carried out by other staff, namely the management of the school buses and making sure that children adhere to the school's code of conduct.

Personal benefit and hours of work

When considering the impact of the reforms on them personally, two main themes emerged which are consistent with those identified by the teachers' group.

a) Lack of positive impact on WLB

b) Personal management of workload and WLB

In the latter case the value of having the autonomy to make decisions as a leader is identified as being beneficial. These two themes will now be addressed using relevant quotes from the respondents in the leadership group.

a) Lack of positive impact on WLB

Only one of the leaders said that they had experienced a positive impact following the implementation of the reforms. Four emphatically said that they had not noticed any positive impact and one said that there may have been some benefits. The sixth indicated that they had expected an increase in workload when appointed as head teacher which was following the introduction of the workforce reforms. Two leaders indicated that any benefits that had been identified were due to the individual's

ability to manage their time more effectively rather than as a result of the reforms:

> 'I don't think that as a result of the workforce reforms, no, I think it's because of how I am, and how I deal with things' (R18).

> 'I may have been able to gain, but I'm not sure it's to do with work-life balance, and the reforms. I think it's just being more experienced in the role and therefore, understanding how to cope with it' (R11).

There might appear to be an obvious link between the personal impact of the reforms and the hours worked by an individual, but this was not always apparent with these respondents. When asked about the effect of the reforms on the hours they worked, two of the leaders said that there had been no effect and one said that he had noticed a positive impact:

> 'I suppose that yes, you can say that it has made a difference, in the amount of time, although the amount of time is still heavy' (R5).

The remaining three respondents were unsure as to whether the reforms had reduced their hours of work, with one indicating the positive effect of having the choice as to whether to stay on in school to complete tasks:

> 'I would say that they have...I have a choice as to whether I stay on and do other stuff. Again, it's personal choice' (R12).

The picture of the effect on hours of work is, therefore, less clear for the leadership group, but it is not consistently positive.

b) Personal management of workload and WLB

When considering their personal WLB leaders were not emphatic in stating whether they felt this had been achieved, but there were references to the ability of the individual to manage their work to achieve this end. Only two respondents implied

that they had not achieved a reasonable WLB, with one indicating that he had been

rather more successful in addressing the WLB of his colleagues than he had his own.

He did go on to indicate that ensuring that he had adequate opportunities to relax

was a key element in his personal WLB:

> 'I think what I have found is I have the capacity to work very hard, I also now
> make sure that I continue the hard work but also have the opportunities to relax'
> (R6).

The other clarified her negative response on her own WLB by referring to the

allocation of Headship Time, which in her case had clearly not been effectively

managed.

The remaining respondents were more positive about their own WLB with their

management of work and leisure time being a key feature. The separation of work

and leisure with specific allocation of time to non-work activities had helped them to

achieve an acceptable balance with this often being achieved after a number of years

of experience:

> 'I used to work quite a lot of the weekends, but I try and make sure that I have
> got at least a day where I am not touching school work' (R18).

> 'I think that having those two days, virtually free from the professional business,
> actually generates the batteries for a Monday morning' (R5).

The personal nature of WLB was highlighted by three respondents with one linking

this to her personal enjoyment of her job and how this links to her perception of her

WLB. The reference to the time spent by an individual on a task in relation to the

outcome achieved further emphasises the difficulties associated with the

management of staff workload and responsibilities in a school in order to facilitate a

reasonable WLB for all staff:

> '...but I could do with more 'me' time. This is very much an individual situation' (R17).

> 'That's a very personal thing, isn't it? It is extremely personal. Because anybody who is not enjoying their job would probably say not... I think that I'm balancing, sometimes I'm teetering on the edge, but I think that I'm balancing, but that's because I like it so much. It isn't a sacrifice for me to do school work' (R12).

Two respondents referred to the views of their families with regard to their WLB,

both indicating that they felt that the leaders had not managed to achieve an

adequate balance:

> '...my family don't. My family in Ireland and my friends, are always telling me off, and saying that I'm flying in six directions, but, my family in England, and my friends here, know that it is virtually no different for any other head teacher' (R11).

> 'I think so, but my wife doesn't' (R5).

Summary (personal experiences)

Before turning to the leadership and management issues associated with the

implementation of the workforce reforms in the case study schools, raised by

respondents, the themes that have emerged in the personal experiences of the

leaders will now be considered.

Observed differences in the responses provided by teachers and leaders led to the

data on the impact for each group being presented separately. However, the

findings presented thus far are indicative of significant similarity between the views

of these groups.

Three significant findings that have arisen for the leaders are as follows:

- The value of administrative support – freeing time for strategic thinking

- Little significant reduction in hours of work and improvement of personal WLB

- Personal management of WLB and having the autonomy to manage one's time in the context of work and home life.

The summary table at the end of this chapter (p142) records the pattern in responses between the two groups of respondents.

<u>Workforce reform implementation (whole school)</u>

Having considered the effects of the workforce reforms on the leaders personally, the responses to the last five questions in this section will now be addressed. Here leaders were asked to adopt a whole school perspective and to indicate any issues that had arisen in their school in terms of the implementation of the reforms. In addition, the leaders were asked to give their perceptions of the views of their staff on how successfully the reforms had been implemented in their school.

The following four themes were identified in the responses to these questions focussed on whole-school implementation rather than the personal experiences of the leadership group. These are addressed in turn and relevant quotes will be used for illustrative purposes.

a) Implementation of consultation procedures

b) Development of non-teaching staff roles

c) Satisfaction and impact

d) Flexibility of interpretation

a) <u>Implementation of consultation procedures</u>

Despite some diversity in the responses to this section of questions, as each respondent focussed on specific matters associated with their school, a common theme across all three was the implementation of consultation procedures in order to ensure that staff, both teaching and non-teaching, were able to contribute their views on the developments. The mechanism for consultation with teaching staff on the implementation of the reforms was noted by one head teacher:

> 'I had a round table discussion with the union reps, we considered all the issues, I informed them of my thinking as to how we could develop, they went back to their colleagues and fed back that discussion with them so that when we started to roll out what we had done then it had staff backing it' (R6).

In addition, the involvement of non-teaching staff in the preparation of job descriptions for newly created posts was cited:

> 'They were always instrumental in discussing with the Leadership Team, what type of person for what type of job...and what advert will go out, what went in the advert' (R5).

This illustrates the value placed on consultative processes in ensuring that the staff who carry out the administrative work are able to contribute fully to the development of their roles.

b) <u>Development of non-teaching staff roles</u>

A second theme for all three schools is the development of non-teaching posts to take on the tasks that teachers should no longer carry out. Across the schools a number of additional non-teaching roles were cited including departmental assistants, examination invigilators, cover supervisors, key stage assistants, a success centre manager, ICT and science technicians. The changing demands on leadership necessitated by such an increasingly diverse staff were commented upon by one head teacher who noted the similarity with another public sector provider:

> '...it has actually provided a much more coherent career structure, and career pattern for support staff...I would argue now, it is much more like managing a hospital...' (R11).

Another senior leader commented on the positive effect that the expansion of the support staff group had achieved, not only for teachers but also for students:

> 'I remember the days when I started here, 30 years ago, we used to have an office manager, a secretary, and a lady in resources, and maybe one or two technicians, we now have a support staff of getting on for 40 people all of whom have crucial jobs within the school, all of whom have made the role of the teacher more focused, in terms of teaching and learning, and therefore, the students have benefitted...' (R5).

The need for effective communication with all staff groups was also commented upon by one senior leader who noted the difficulties in assuming that all have grasped the same message, given the different perspectives that they may possess:

> '...sometimes, you might assume that when you ask them to do something, they will know that it is precisely what you want them to do and it might be that they will reinterpret it as something else...' (R12).

An effective non-teaching staff team was clearly a major factor in the success of the implementation of the reforms in all of the case study schools. One senior leader commented that:

> '...we have got a good associate staff team that work for the departments, and that's very well managed, and I think that people are grateful for that' (R18).

The financial implications of creating these additional posts in the schools were only specifically mentioned by one respondent, and yet these must have had a significant influence on the viability of the proposals for reform. In this school the ideas of staff were also sought when having to deal with financial constraints:

> 'There have been some financial issues – governors only allow so much money after that you just have to be creative. You can go back to staff and say 'we can do this...' and 'what are your ideas?'' (R17).

Having reviewed the senior leaders' views on the implementation of the reforms in the context of consultation processes and the increased role for non-teaching staff, the focus will now turn to the perception of the views of the teaching staff on the implementation of the workforce reforms in the case study schools.

c) <u>Satisfaction and impact</u>

Four of the leaders stated that their staff were generally satisfied that the implementation of the reforms had been carried out effectively and that they had benefitted significantly from the use of non-teaching staff to take on aspects of their role. The following comment illustrates the views expressed:

> 'Some people are never satisfied no matter what you do, but the majority appreciate the benefits that have been achieved' (R17).

However, there were several comments which indicated that teachers were not fully satisfied, in particular two areas were mentioned: cover (see Appendix 11,12) and gained time (see Appendix 13).

Despite the negative views of some teachers, the leaders in all three case study schools indicated that the reforms had made a positive impact. The following two quotes reflect the views expressed:

> 'Staff have got a good room to work in, and they have got plenty of access to photocopying, and admin support, and I do think that staff really appreciate the admin support that they get from the departmental assistants' (R18).

> 'The students now have more direction from the teachers who teach them. The support staff support the whole school, and they have a very very important role to play within the operational side of the school, and so I would say 100% improvement' (R5).

No additional data was requested in order to support the improvement in standards suggested by the reference to the increase in direction that students now had. This would have been of value to this study, given the significant financial commitment that would have been involved in the appointment of additional non-teaching staff and also the additional aim of the reforms which was to improve standards.

d) <u>Flexibility of interpretation</u>

Four senior leaders from all three schools referred to difficulties associated with meeting the requirements on cover and, in one case, the way in which the definition of rarely cover had caused additional complications. The lack of flexibility for schools to come to an agreement with their own staff on this matter was commented upon:

'...I am not meant to have any flexibility, to come to any local arrangements, that would work for them, it has to be on this national basis' (R11).

Another difficulty commented upon by a senior leader is the effect on senior staff when cover cannot be allocated to a teacher under the new regulations:

'...who does cover if nobody else is around, and we can't ask them to do it? You know, we have to do it because we know we can't ask our colleagues to do it' (R18).

Turning to the issue of gained time, one senior leader was particularly concerned that this had been misinterpreted by teaching staff. In this school, when Year 11 students have left, Year 9 students are allocated that teaching time and this had been raised as a point of concern by teachers.

'Their perception of what gained time is, sometimes, isn't quite the regulation for gained time... it is time that belongs to the school, it doesn't belong to them' (R12).

This view contrasts sharply with the views expressed by the teachers' group on this matter.

On the related issue of the use of teachers' non-teaching time for meetings and other activities, one senior leader again expressed a degree of frustration with the lack of flexibility exhibited by colleagues and that the concept of going beyond the basic demands of the role had been lost:

'It seems to me now, and I think that it is a result of the workforce reforms, that if you want people to do anything a little bit extra, whatever that extra might mean, they expect something in return, it's always a quid-pro-quo' (R18).

In addition to these main areas of comment there was a reference to the detrimental effect on pastoral support for students given that absences no longer have to be chased up by form teachers. The senior leader concerned commented on the negative impact on staff relations as it was assumed that pastoral leaders would take on the responsibility that had once lain with the form tutor and yet, as the workforce reforms apply to all staff, this assumption was clearly erroneous.

The lack of flexibility that senior leaders perceived as causing difficulties is a situation that has arisen due to the requirements of the legislation which was implemented on a national level. The fact that schools were not able to devise and implement 'local agreements', i.e. processes which satisfy the essence of the legislation whilst addressing the preferences of the staff in the individual school, meant that teachers and leaders have become frustrated; a situation that has been amply illustrated by the quotes in this section. As the legislation was imposed nationally, and closely monitored by the teachers' and leaders' professional associations, it could be argued that any improvement lies outside the ability of leaders in schools to achieve.

Summary (whole school)

The third research question has been addressed on both a personal level for the individual school leaders and also in the context of the management of the implementation of the workforce reforms across the case study schools.

While this aspect may not obviously address the issue of the WLB of the leadership

group, given that the implementation of the workforce reforms is the responsibility of school leaders, any difficulties that ensue will add to their workload and possibly to their levels of stress. The views expressed by eleven of the twelve teachers and four of the six leaders, which reflect the satisfactory implementation of the reforms across all three of the case study schools, reflect a positive perspective. However, the lack of freedom to adapt the legislation to the individual situations that face schools has also emerged as a significant finding. These two additional findings, which are summarised below, will be added to those outlined and will be carried forward for discussion in the context of the literature, with any new knowledge being identified.

- Satisfactory implementation of the reforms
- Lack of flexibility in interpreting the legislation

Research Question 4: Has the workforce reform policy had a differential impact on the WLB of teachers and leaders in secondary schools?

For the final research question respondents were asked to express an opinion on whether teachers or leaders had gained the most out of the workforce reforms, with a particular focus on WLB. This question seeks the perceptions of respondents which will provide a valuable insight into the nature of the working relationship between leaders and teachers in the case study schools.

Perceptions of who has gained the most

In categorising the responses to the question 'Do you think that teachers or leaders have a better WLB since the reforms?' it was often necessary to gauge the

implication of the extended response that was given. Following the summary table

(Table 8) there is an examination of the details provided in order to clarify the

respondents' reasons for their views. The responses have been categorised in terms

of the role of the respondent in order to facilitate the identification of any pattern

that might emerge linking the role with the response.

	Teachers and Middle Leaders (total = 12)	Senior Leaders (total = 6)
Teachers have a better WLB	2	4
Leaders have a better WLB	2	0
Both have benefitted equally	4	2
Don't know/can't comment	4	0

Table 8: Summary of responses to the question 'Do you think that teachers or leaders have a better WLB since the reforms?'

While the question put was aimed at establishing the effect on WLB, respondents

tended to focus on the general benefits that had been gained, which, by implication,

should have an effect on WLB.

The categorisation according to group highlights a difference in the pattern of data

provided by the teachers and middle leaders, referred to as the teachers' group, and

the leaders. This section will therefore be presented as follows:

a) Responses of teachers and middle leaders

b) Responses of leaders

Once the reasons for the responses have been clarified via the use of relevant quotes from respondents, significant findings will be identified and summarised at the end of this section.

a) <u>Responses of teachers and middle leaders</u>

Responses of teachers and middle leaders do not indicate a significant polarisation of viewpoint, with only a third suggesting that one group or the other had achieved a better WLB through the reforms. Those who thought that teachers had gained most did not give evidence to support their view but rather stated what they hoped was the case:

> 'I guess that I would like to think that the classroom teachers, because ultimately, that is what a school is about' (R8).

The two who considered that the leaders had gained the most referred to the ability of leaders to create systems to make their own jobs easier, the small amount of cover done by leaders, the personal assistants the leaders have and the lack of flexibility exhibited by leaders. The weight of evidence points to the fact that these responses arose from personal issues that the respondents had encountered with their school leaders. These matters were not referred to by other participants in this group.

138

The teachers who indicated that both leaders and teachers had benefitted equally commented on the additional demands on leaders and also the diversity of opinion on this issue that had been expressed by their colleagues. Of the four teachers who felt unable to comment, three indicated that they did not know enough about the role of a senior leader to be able to make an informed response.

One comment from a teacher indicated a rather different perspective. When responding to the enquiry as to who had benefitted most from the introduction of the workforce reforms she said:

'We'd like to think that it was the children really, wouldn't we?' (R9).

b) Responses of leaders

The pattern in the leaders' responses contrasts significantly with that of the middle leaders and teachers. Four of the six senior leaders indicated that they felt that the teachers had gained most from the reforms, with responses citing the fact that senior leaders had taken on some tasks that teachers could no longer be expected to do and also that senior staff do not have their directed working time restricted to 1265 hours as do the teaching staff. The following quote is representative of the comments made:

'I would say that the teachers in the classroom, I think, have gained the most. I think it's released them from things that they otherwise wouldn't have wanted to do anyhow' (R12).

One head teacher also noted a desire to draw middle leaders into the implementation process to enable them to be more informed regarding the issues that arise. In this case it would seem that this was not wholly successful, with the middle leaders maintaining the perspective of the teachers:

> 'I would like to draw the middle leaders more into the leadership role so that they appreciate the difficulties in implementing the reform requirements. It can be an 'us and them' situation with the middle leaders joining in with the teachers' (R17).

Both of the senior leaders in one school expressed a very positive view that all had gained from the reforms, a perspective which contrasts sharply with that of the other leaders.

Summary

When considering responses on the differential effects of the workforce reforms on improving the WLB of staff, the data collected is indicative of a disparity of views between the senior leaders' group and the teachers' and middle leaders' group. Most leaders indicated they felt that the teachers had gained most, while the teachers expressed a greater diversity of viewpoint with two thirds failing to choose either group as a main beneficiary. This difference in pattern of responses is a significant finding and will be discussed further in the light of the literature.

Suggestions for future development

In order to explore opportunities for further development, the final question posed asked respondents to speculate on future developments in the area of staff well being and WLB. Fifteen respondents did indicate areas where the reform agenda

could be furthered but three were unable to identify any potential developments. The diversity in responses negates the value of a detailed presentation of these findings as only one area gained some consistency, this being subject to comment by five respondents. These made suggestions regarding flexible working, including the ability to take non-contact periods out of school, changing the structure of the school day and less prescription as to the use of training days. This is certainly consistent with the view of personal control being valuable in the achievement of WLB as already identified. In addition, the wide range of suggestions given reflects the intensely personal nature of the issue of WLB, also consistent with a theme that had emerged earlier.

Concluding Summary

This chapter has presented the findings of the semi-structured interviews with eighteen teachers and leaders drawn from the three case study schools. The research has examined the meaning of WLB and also the efficacy of the workforce reforms in enabling teachers and leaders to achieve a reasonable WLB, a stated aim of the legislation. Table 9 which follows provides an explicit summary of the findings which will then be taken forward for discussion.

Research Question	Structure Arising from Schedule	Emergent Themes	Significant Findings for the Research Question
What is WLB?	Definitions	a) Work does not take a dominant position in life b) The individual is able to carry out their role effectively whilst having time for other commitments such as family and leisure	1. The personal nature of WLB 2. Management of workload and WLB 3. Job satisfaction and how it relates to WLB 4. The difference between the views of leaders and teachers on WLB issues
	Issue and impact	a) Workload and organisation b) Separation of work and life c) Family life d) Different perspectives – senior leaders/middle leaders and teachers	
	Job satisfaction and morale	a) Workload and personal standards b) Enjoyment and commitment c) The annual cycle – three key features	
To what extent has the workforce reform policy improved the WLB of teachers in secondary schools?	Changes in professional role	a) The removal of the 24 administrative tasks from teachers b) The benefits of non-teaching staff support	1. Administrative tasks have been replaced by other work, therefore no reduction in hours worked and no improvement in WLB 2. The ability to manage and have control over the use of one's own time is beneficial 3. The value of non-teaching staff support
	Personal benefit and hours of work	a) Lack of positive impact on WLB b) Personal management of workload and WLB	
	Reforms – implementation and impact	a) Effective implementation b) Variation in workload and WLB during the year	
To what extent has the workforce reform policy improved the WLB of leaders in secondary schools?	Changes in professional role	a) Positive impact of administrative support b) Difficulties with some administrative tasks	1. Little significant reduction in hours of work and improvement of personal WLB 2. Personal management of WLB and having the autonomy to manage one's time in the context of work and home life 3. The value of administrative support – thus providing time for strategic thinking 4. Satisfactory implementation of the reforms 5. Lack of flexibility in interpreting the legislation
	Personal benefit and hours of work	a) Lack of positive impact on WLB b) Personal management of workload and WLB	
	Reforms implementation and impact (whole school)	a) Implementation of consultation procedures b) Development of non-teaching staff roles c) Satisfaction and impact d) Flexibility of interpretation	
Has the workforce reform policy had a differential impact on the WLB of teachers and leaders in secondary schools?	Perceptions of who has gained the most	a) Responses of teachers and middle leaders b) Responses of leaders	1. Difference in the pattern of responses between leaders and teachers
	Suggestions for future development	None	

Table 9: Summary of themes and findings from the semi-structured interviews

Chapter Six: Discussion of the Findings

<u>Introduction</u>

This chapter analyses the emergent themes detailed in Table 9, in particular the findings that have been identified. These arose from an examination of the emergent themes and grouping these under broader headings. There follows a critical discussion of the findings in relation to the literature review. Each research question will be addressed in turn with the intention of responding to the substantive issues identified in the literature review. Within each question the discussion will be structured according to the findings which were summarised in Table 9 in the preceding chapter.

The objective is that, resulting from this discussion, the new knowledge gained in addressing the research questions will be identified and used to develop the understanding of WLB in the context of the introduction of the workforce reforms in secondary schools.

While the research had set out to identify the responses of the three distinct groups of staff in the sample, teachers, middle leaders and senior leaders, it became clear that the data collected from the teachers and middle leaders was so closely aligned that these two groups presented as one in terms of the nature of their responses. Consequently the groups referred to in the Discussion Chapter will be 'teachers' (including teachers and middle leaders) and 'leaders' (senior leaders only). Where

no particular group is referred to there was no identifiable consistency of response with regard to the category of respondent.

Research question 1: What is WLB?

The personal nature of WLB

The work of Reiter (2007) has been pivotal in developing an understanding of WLB in a general context. The four types of WLB she defines and discusses can be readily applied in the educational field, but it became clear when reviewing the literature that her identification of the situationist definition as the optimum position would not be readily applicable in schools as they are not geared to enabling the personal needs of staff to have a significant influence over expectations of work to be undertaken, particularly given the nature of the salary structures in schools which have been nationally established rather than being geared to the individual member of staff or school. It was concluded that the absolutist stance was not only the most practical in terms of the management of individual institutions, but that it had been the approach taken when the workforce reform legislation had been initially introduced nationally. Indeed, the lack of flexibility in interpreting the requirements of the legislation, commented upon by school leaders responding to questions regarding the implementation of the reforms on a school wide level in the context of research question 3, reinforces the absolutist position adopted throughout.

Responses to questions examining the understanding of WLB that participants had gained were indicative of the need to take a far more situationist approach to the implementation of the legislation and, in particular, to the management of the workload of individual staff in schools. The definitions of WLB provided by respondents focused on the need for work not to be a dominant feature for the individual and also the importance of having time available for life away from the workplace. This is consistent with the work of Greenhaus *et al.* (2003) where the absolutist stance, defined by Reiter (2007) as being where there is '...a 'right' balance that all should aspire to' (Reiter, 2007, p 273), is described as having three components of time, involvement and satisfaction. The research findings reflect a desire for the individual to achieve satisfaction with both the work and non-work elements of life.

The proposal by Lewis *et al.* (2003) and Tranter (2008) that there should be a shift in perspective regarding the view that work and life are separate to one in which work and life are considered to be part of '...an integrated coherent whole;' (Tranter, 2008, p420) is certainly not supported by the findings of this research, where all respondents indicated that they viewed these aspects of their lives as separate. There was a diversity of view on whether a reasonable balance had been achieved, but in no case did any respondent take the integrated perspective that has been suggested. This is consistent with the responses to Tranter's (2008) comments from contributors to the *talk2learn highlights* published by NCSL (2008), the majority of

whom were consistent in their criticism of the idea that no distinction should be made between work and life. The work of Bristow *et al.* (2007), when considering the WLB of head teachers, is consistent with the perspective taken by Tranter (2008) by indicating that an alternative perspective on WLB would be to harmonise work and other aspects such as friendship. The findings of this research do not support this perspective.

The intensely personal nature of WLB and the varying ability of individuals to manage their workload and WLB, as well as achieve satisfaction in their work, is a significant finding from this research. The conflict between this position, where a situationist approach would be most applicable, and the absolutist stance which has been adopted both nationally and within schools when introducing the workforce reforms, may well be the source of some of the dissatisfaction with personal WLB and workload that was expressed by respondents when assessing the effects of the reforms on themselves. Greenblatt's (2002) suggestion that a way forward would be to increase the personal resources of the individual in order to manage their work in such a way as to achieve a satisfactory WLB might be the answer to this conflict between the current absolutist and potential situationist standpoints. In this way absolutist policies within schools could be maintained whilst providing support for individual staff whose capacity to manage their workload has been identified as needing development.

<u>Management of workload and WLB</u>

A significant finding of the research is that it is the management of the work and life aspects that provides the key to the achievement of a balance for an individual, in particular, the ability to have personal control over this process. The TDA (2006) included this element when producing a summary of the National Agreement (DfES, 2003) and it was also referred to by the ATL when referring to the need for a balance between the needs of employers and of employees in implementing workforce reforms. Similarly Kofodimos (1993) defines WLB from a situationist perspective in terms of the individual being able to make choices and decisions '...about how to structure your life and integrating inner needs and outer demands...' (Kofodimos, 1993, p8). When considering research questions 2 and 3 this issue of personal control emerges again as a significant factor, particularly when implementing the reforms in schools and also when establishing consultation processes to support school development.

<u>Job satisfaction and how it relates to WLB</u>

A further aspect of the National Agreement which was elaborated upon by the TDA (2006) referred to the influence that personal fulfilment has on an individual's WLB. Greenhaus (2003), Kofodimos (1993) and Reiter (2007) all refer to the relevance of satisfaction with both work and non-work aspects of life in relation to WLB. In particular this concept of satisfaction is used in the definitions of WLB which refer to equal engagement and satisfaction with both aspects (Greenhaus, 2003). When

commenting on job satisfaction, workload and the lack of sufficient time to achieve a satisfactory WLB as a result, was an issue for seven of the group of teachers. A common theme in these responses was the desire to carry out their job to a standard with which they were personally satisfied and which they felt could not be achieved given the time available to do so. This perception is consistent with the literature in that these respondents, having not achieved satisfaction in their work, will therefore be unable to achieve a good WLB.

While Evans (1992) suggested that job satisfaction is a response to a situation whereas morale is anticipatory, the research evidence is indicative of a merging of the two terms as respondents referred to job satisfaction and morale interchangeably and did not distinguish in any way between the two terms. The terminology used in the questions was not clarified for respondents as this may have detracted from the main focus of the interview, but their responses as interpreted by the researcher were categorised accordingly.

As was noted in the findings chapter, there is an essentially contradictory view expressed by twelve of the eighteen respondents that, irrespective of workload and WLB issues, they enjoyed their work and would not want to seek employment outside of teaching. The implication from this perspective is that, whilst WLB is an issue for most teachers, it is not significant enough to make them feel sufficiently

dissatisfied with their jobs to move away from teaching as a career, or that they have no viable options outside teaching.

Differing views of leaders and teachers

The work of Bristow *et al.* (2007), considering WLB in the context of head teachers, indicated that WLB '...varies over time and between individuals...'.   This is consistent with the views expressed by both leaders and teachers that their WLB and morale was cyclical in nature and influenced by factors such as the varying workload through the year, different demands of the job and also the natural variation in the length of the day. This reflects the essentially situationist aspect to WLB which requires school systems to respond to the needs of the individual in order to allow for these variations.

It is when considering the effectiveness of the reforms in supporting a reasonable WLB that there is a significant divergence in perspective, with teachers being negative in their view and leaders adopting a more optimistic standpoint. The research has not identified the reasons for this divergence but the comments expressed regarding the positive effect of having personal control over one's own time, which arise in response to both the second and third research questions, indicate that this aspect of control is significant, as recognised by the TDA (2006)

when summarising the key features of the National Agreement. The following

comment from a teacher is illustrative of this view:

> 'Having choices is really important to taking control of your own work life
> balance and seeing that you do have choices as well is very important'. (R2)

Summary

Before turning to a discussion of the findings for the remaining research questions

the outcome of the discussion for research question 1 is compared with the literature

in Table 10:

Finding	Literature	Outcome of Discussion
The personal nature of WLB	Absolutist position taken in schools and nationally as defined by Reiter (2007). Integration of work and life would facilitate WLB (Tranter, 2008).	Situationist position is indicated as necessary to address WLB in schools. Work and life to be kept separate.
Management of workload and WLB	Personal management and control supports WLB (TDA, 2006; Kofodimos, 1993).	Personal control over the management of work and life aspects supports the achievement of WLB.
Job satisfaction and how it relates to WLB	Equal satisfaction with work and non-work aspects is needed for WLB (Greenhaus, 2003; Kofodimos, 1993; Reiter, 2007). Job satisfaction is static, morale is dynamic (Evans, 1992).	Despite significant issues with workload and lack of WLB' great satisfaction with job. Job satisfaction is understood as being dynamic.
The difference between the views of leaders and teachers on WLB issues	Variation in WLB over time and between individuals (situationist) (Bristow *et al.*, 2007).	Supported by research evidence but not allowed for in school systems which are absolutist in nature. Personal control is a dominant influence.

Table 10: Summary of literature and discussion in relation to research question 1

Figure 2 following summarises the various elements that influence the individual in terms of their understanding of WLB and how this can be achieved. Further development of this area will take place on page 187. The dominant feature here is the capacity of the individual to both manage the various elements of their life and also to achieve personal satisfaction in both work and life aspects, as illustrated by the following quote:

> 'I have got a job that I enjoy doing and I am teaching what I enjoy doing or to some extent, work and life can just sort of interact and overlap with each other'. (R16)

Initial consideration of the influences on personal capacity
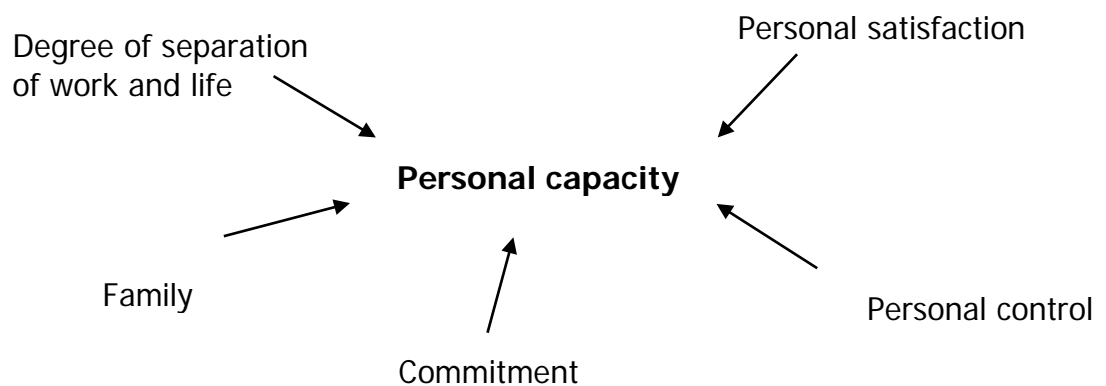
Figure 2: Influences on the personal capacity to achieve a reasonable WLB

Degree of separation of work and life

The degree to which an individual is able to effectively separate the work and life aspects of their life has a significant impact on their personal capacity to achieve a

reasonable WLB. When work and life become mixed it is then that the capacity to manage the situation is reduced and the ability to attain a balance diminished.

Personal satisfaction

Research evidence indicates that despite workload and WLB problems, both teachers and leaders manage to achieve great personal satisfaction in their job. The reasons for this lie beyond the scope of this research project but may be influenced by the intensely relational nature of the role. Personal satisfaction also encompasses the non-work aspects of an individual's life which will also contribute to the individual's personal capacity to achieve a reasonable WLB (see Greenhaus (2003), Kofodimos (1993), Reiter (2007)).

Personal control

The ability to take charge of the management of one's work life emerged as a significant influence on the ability of an individual not only to achieve a reasonable WLB but also to expand their personal capacity. The point of divergence between the teachers and leaders groups on this aspect is the power to manage work life, with teachers indicating that their work allocation was essentially in the hands of the leaders, whereas the leaders were more able to dictate their work allocation and time commitment.

<u>Commitment</u>

Whilst the commitment of respondents to their role was not directly examined, this aspect will have a significant influence on an individual's personal capacity to achieve a reasonable WLB. All respondents reflected a degree of commitment to their roles in their responses via the indication of a reluctance to seek jobs outside of teaching or through expressions of satisfaction in their work despite the pressure they were under. This is consistent with the perspective of Gunter (2007) who argued that the influence of the relational aspects of teaching impacted greatly on the commitment of the individual to their role as a teacher despite the effect of a heavy workload. Indeed she proposed that motivation, and hence commitment, was governed by a complex set of issues including a love for the job.

<u>Family</u>

Family commitments influenced the respondents' ability to give time to the demands of their work. Personal capacity is, therefore, significantly affected by this aspect as the pressure to satisfy family commitments will affect an individual's ability to achieve a reasonable WLB.

To conclude this discussion, it is appropriate to consider whether the first research question has been satisfactorily addressed. Given the highly personalised nature of a response to 'What is WLB?', the data collected has been used to demonstrate the range of views expressed by respondents and to identify and analyse the significant

findings that emerged. The conclusions that arise, together with suggested further research, will feature in the following chapter.

<u>Research Question 2: To what extent has the workforce reform policy improved the WLB of teachers in secondary schools?</u>

<u>Administrative tasks have been replaced by other work, therefore no reduction in hours worked and no improvement in WLB</u>

The publication of the National Agreement in 2003 preceeded the TSW Project Report (Thomas *et al.*, 2004) and could not have drawn on the valuable research undertaken in the field of workforce reform and its effects by Thomas and his team. Gunter (2007) noted that the project had indicated that teachers had noticed 'a reduction in their workload, a change in culture and a better work-life balance' (p7), and yet the overwhelming response in this research project is that there had been no reduction in hours worked or improvement in WLB as a result of the reforms. Indeed, while the removal of administrative tasks had been effectively implemented and was valued by teachers, this was observed to be a means to create time for addressing tasks associated with their core business of teaching and learning. This was further confirmed in by Hutchings *et al.* (2009) where the introduction of PPA time was perceived to have impacted positively on workload and WLB but that the impact had been lessened by various government and school initiatives.

Throughout the published research and within this project teachers have recognised the benefit of not using their time for administrative tasks not requiring their skills as teachers to carry out. However, the more demanding, and potentially time consuming tasks which replaced them had certainly not facilitated the achievement of a reasonable WLB, one of the aims of the reforms.

The Ofsted evaluation report of 2007 refers to the effect of the reforms on middle managers who had seen no improvement in their WLB due to their increasing levels of responsibility for standards and achievement. In the context of this research project this situation has been shown to extend beyond the middle managers' group to all teachers, whether or not they have a role beyond the classroom. The *Teachers' Workloads Diary Survey* (Angle *et al.*, 2009) confirmed that the workload of teachers had not decreased as a result of the workforce reforms but that other initiatives had added to the time required to carry out their roles. Subsequently the *Teachers' Workload Diary* (Deakin *et al.*, 2010) indicated that, despite a slight reduction in the average hours worked per week for secondary school teachers, the time spent working remained high with over 50 hours being the average for most types of teacher. This is consistent with the findings of this research project.

While the workload diary surveys deal predominantly with the issue of workload and not WLB, there is a link between the two which respondents referred to when questioned on the effects of the workforce reforms on their ability to achieve a reasonable WLB. There is further confirmation of the minimal effect of the reforms

on improving the WLB of teachers in the 2009 survey with only a fifth of secondary school respondents agreeing that their WLB had improved, and only two per cent agreeing strongly.

In summary there is consistency among the evaluative research papers published since the introduction of the workforce reforms and the findings of this research project in that the introduction of the workforce reforms have had a minimal positive effect on workload and WLB.

The ability to manage and have control over the use of one's own time is beneficial
Personal control over time management was cited by two of the group of teachers as a key factor in their ability to perform well and to achieve a degree of happiness and fulfilment in their work. Further reference to this and to the influence of personal capacity will follow on page 187. Other respondents in this group did not directly refer to the issue of control but comments implied that this was influential, particularly in the context of being able to choose whether or not to work at home or at the weekend. In 2006 the TDA indicated that a sense of control was a significant element in the National Agreement (DfES, 2003) in terms of enabling employers to ensure that staff enjoy a reasonable WLB, and the definition of WLB proposed by Kofodimos (1993) which includes a reference to '...making conscious choices about how to structure your life' (p8), also emphasised the impact of personal decision making and control on the ability of the individual to manage their WLB.

The evaluative research that has taken place since the introduction of the reforms does not give any prominence to the element of personal control in the context of the achievement of a reasonable WLB, and yet this has emerged in this research project as being of significance to respondents from both the teachers' and leaders' groups. Reiter (2007) defined this application of personal control as 'situationist' in terms of her taxonomy of ideologies in the context of WLB, a position which was recognised in the literature review as generally impractical in terms of the management of processes in schools, given the requirement for transparent and equitable management and remuneration structures. While teachers do have limited personal control in terms of their workload and their operating deadlines, empowerment, in terms of choosing when to carry out tasks, would have a positive impact on their WLB according to this research, a point reinforced by the evaluation report by Hutchings *et al.* (2009) when referring to the positive impact of having a statutory allocation of PPA time during the working week, one of the elements of the workforce reforms.

Extending individuals' personal capacity to identify and implement the element of control that they do have in the management of their workload and the effective use of the time allocated for that purpose would, according to this research, have an impact on their ability to achieve a reasonable WLB.

<u>The value of non-teaching staff support</u>

While schools have had years of experience in the use of administrative staff to deal with tasks such as reception management, secretarial and reprographics work, the workforce reforms necessitated a significant increase in the number of non-teaching staff in this field and the range of skills required.   Literature in this area is predominantly evaluative with the papers produced by the NFER (2005a,b), Angle *et al.* (2009), Hutchins *et al.* (2009), Deakin *et al.* (2010) and Ofsted (2004, 2005, 2007, 2008, 2010) identifying both the impact of the reforms on the working hours of teachers as well as the changes to the career structures and workload of support staff; the latter will be discussed when addressing the third research question.

The views expressed by the teachers' group were positive about the benefits of having administrative tasks removed from their remit, and it is clear from this research project that the focus in the case study schools has been on implementing the requirements of the workforce reforms in order to achieve this. The drive to improve standards in education as a direct result of the reforms appears to have been lost in the process, and this is consistent with the 2007 Ofsted evaluation which indicates that schools had interpreted the aims of reducing workload, improving WLB and extending the roles of support staff as outcomes in themselves.

When this research was carried out, the roles of support staff in support of the workforce reforms were predominantly administrative in the case study schools, with the option of appointing non-teaching staff to supervise whole classes not yet having

been taken up. The contrasting perspectives of the Ofsted evaluation of 2004 and

that of the NFER in 2005 regarding the use of unqualified staff to supervise whole

classes (see p 41) was not, therefore, able to be examined against the data

collected. More recent evaluative work indicates that the activities of support staff

such as technicians, administrators and teaching assistants supported a decrease in

workload (Deakin *et al.*, 2010), an observation not wholly consistent with the data

collected for this research. While respondents indicated that the removal of

administrative tasks had been beneficial to them in reducing the time needed to, for

example, organise a visit for pupils, as mentioned earlier, this time was then re-

allocated to tasks associated with teaching and learning so there was no reduction in

terms of workload.

<u>Summary</u>

Table 11 summarises the preceding discussion of the findings relating to the second research question in the context of the published literature.

Finding	Literature	Outcome of Discussion
Administrative tasks have been replaced by other work, therefore no reduction in hours worked and no improvement in WLB.	Reduction in workload and better WLB indicated from TSW project (Gunter, 2007) No improvement in WLB for middle managers (Ofsted, 2007). Slight reduction in hours worked, but still high (DfE, 2010).	Research evidence indicates no noticeable improvement in WLB or workload as a result of the reforms.
The ability to manage and have control over the use of one's own time is beneficial.	Sense of control is significant (TDA, 2006). Conscious choices about how to structure one's life (Kofodimos, 1993).	Supported by research evidence, but the impact of personal capacity in terms of time management is not addressed.
The value of non-teaching staff support.	Research identifies impact on working hours of teachers and development of career structure for support staff (DfE, 2009, 2010 and Ofsted, 2008).	Supported by research evidence in terms of a reduction in hours spent on administrative tasks.

Table 11: Summary of literature and discussion in relation to research question 2

Before turning to the third research question considering the effect of the workforce reform policy on the WLB of leaders in secondary schools, Figure 3 has been produced to illustrate a framework that facilitates an analysis of personal capacity, and support for building that capacity, in terms of the achievement of a reasonable WLB.   The factors that influence an individual's personal capacity were described on p151; here they are developed into a model that can be used to analyse an individual's capacity in the context of a school's support processes to identify where

capacity can be developed and thereby improve the ability of staff to address WLB issues.

A framework for the analysis of personal control and support
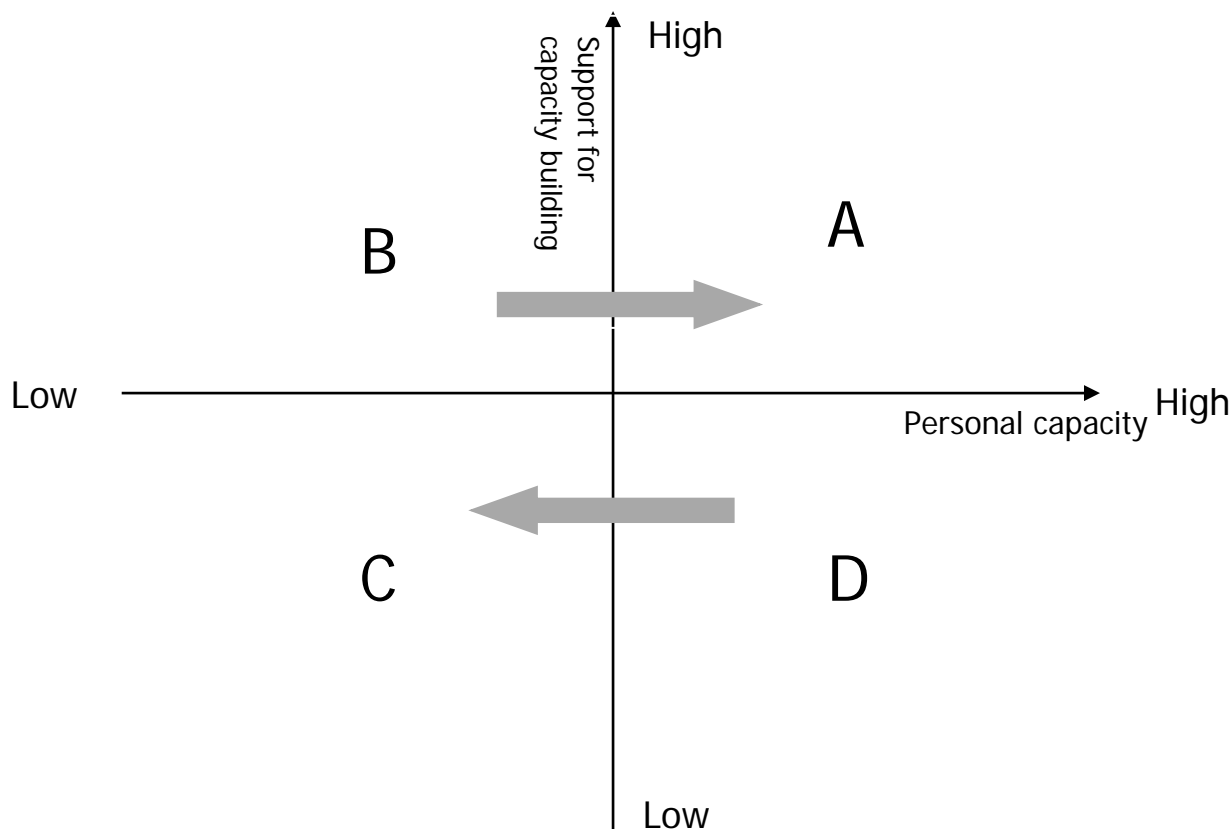
Figure 3: A framework for the analysis of support for capacity building in schools

Horizontal axis	Scale for personal capacity ranging from low (far left) to high (far right)
Vertical axis	Scale for the degree of support provided for capacity building from low (bottom) to high (top). This support is here considered to be provided mainly by the school

Table 12: Key to Figure 3

The key characteristics of individuals in each of the four quadrants will now be described:

<u>Quadrant A: High personal capacity, high support for capacity building</u>

It is likely that the individual has developed the ability to manage multiple tasks and responsibilities within the time allocated for working without impacting on their personal life, which remains full and personally satisfying. There is adequate time to spend with friends and relatives, and satisfaction with both work and life aspects is evident. Being in an institution where there is a high support for capacity building, the achievement of such a positive position could be attributed to the school supporting the individual in identifying efficient working practices, prioritising skills and providing other professional development opportunities to support them in enhancing their personal capacity and hence achieving a reasonable WLB.

<u>Quadrant B: Low personal capacity, high support for capacity building</u>

Given the high degree of support for capacity building, it would be anticipated that an individual in this quadrant would eventually move into quadrant A. The ability to manage one's workload and to achieve a reasonable WLB whilst developing the capacity to do so is clearly a dynamic process needing careful balance. If the workload exceeds the capacity of the individual to manage at any point then this could have a detrimental effect on their ability to improve their capacity in future. Here the role of the school, and particularly the line manager, is critical in monitoring the progress of staff in terms of their capacity and to ensure that this runs parallel to their workload. If an appropriate balance is achieved between workload and capacity this will enhance the sense of affiliation of the individual with the institution and hence their commitment to its goals.

Quadrant C: Low personal capacity, low support for capacity building

Without the support for building capacity, an individual in this quadrant would find it difficult to manage their workload effectively and achieve a reasonable WLB. They would have inefficient working practices that result in the need to spend time at weekends and in the evenings on their work to the exclusion of leisure and/or family commitments. The school would either not recognise this as an issue or regard it as the responsibility of the member of staff to carry out the duties for which they are paid without regard to their personal circumstances or capacity. There is little hope for an improvement in this situation unless the school recognises its responsibility towards the member of staff and provides support in order to improve their personal capacity and, perhaps in the interim, redistributes some of their responsibilities.

Quadrant D: High personal capacity, low support for capacity building

It is likely that an individual in this quadrant will either naturally have a significant personal capacity or possibly have come from another school where the significance of this element has been recognised and supported over a period of time. Either way they will have gained the ability to manage their workload effectively and employ efficient working practices leading to a reasonable WLB. Should this member of staff gain additional duties or change their role during their employment in this school, they might either manage their new position effectively due to their innate ability to develop their own personal capacity, or they could slip into quadrant C due to their need for additional support which the school does not provide. In this case

the frustration of moving away from a position of reasonable WLB could have an increasingly detrimental effect on job satisfaction, morale and possibly performance.

Summary of analysis framework

The position of an individual in this framework is essentially governed by the support for capacity, building provided by the school in which they work. Movement towards a more positive position is facilitated through the identification of appropriate support and professional development opportunities facilitating the expansion of personal capacity, resulting in the improvement of their WLB and a positive impact on job satisfaction and morale. A school which does not recognise the value of building capacity or that does not have the ability to support staff in this way, can only have a detrimental effect on those who may be struggling with the ability to achieve a reasonable WLB and may also have a negative effect on their performance overall.

Support for capacity building

Before bringing this section to a conclusion, ways in which 'support for capacity building' can be provided by an institution will be explored further. Support for the management of personal capacity can be viewed as part of the management of talent, with its role in the identification and nurturing of staff whose potential to achieve promotion has been identified. The issue of talent management and its relationship to self-confidence and self-belief has been explored by Rhodes (2012) in his paper *'Should Leadership Talent Management in Schools also include the Management of Self-Belief?'* This indicates that talent management is a mechanism

'...to ensure the continued job satisfaction, motivation, commitment and retention of valued staff.' (Rhodes, 2012, p4). The link between this and support for capacity building can be viewed both in the context of the individual and in relation to the institution as a whole. For the individual, the nurturing and development of capacity and talent, whether in the context of leadership or another function, will positively influence their ability to manage the demands of their role and thus attain a reasonable WLB.

When considering the effect on the institution, it is essential to develop capacity in terms of succession planning and retention so that talented individuals are motivated to continue to work within the organisation, as well as to provide an attractive package to tempt external candidates to apply for posts. In addition, according to Ciani *et al.* (2011), personal control can directly influence the intrinsic motivation of an individual to succeed and thus to perform well.

To conclude the discussion of the research findings for the second research question, it is again appropriate to consider whether the question has been addressed. Analysis of the data collected has facilitated the development of a framework for the support of capacity building in schools, a key influence on the WLB of teachers as identified in the research. The discussion has, therefore, addressed the second research question with conclusions and suggestions for further research being covered in the next chapter.

Research Question 3: To what extent has the workforce reform policy improved the WLB of leaders in secondary schools?

Respondents addressed this research question on both personal and whole school levels. They contributed their own experiences of the implementation of the workforce reform policy and its effect on their workload and WLB, whilst also looking at the implementation across the school, how effectively this had been achieved and the impact in terms of the management of the process. The discussion will follow the structure of the findings as identified in Table 9 (p142).

Little significant reduction in hours of work and improvement of personal WLB
The workforce reforms were deemed to have had little impact on the hours of work and the WLB of the leaders' group. The workforce reform legislation refers specifically to the allocation of DHT and LMT which should be allocated in order to provide a 'reasonable' amount of time to carry out the leadership and management role in schools. However, the research report commissioned by the DCSF (2009) to examine the impact of workforce remodelling on workload and standards indicated that secondary heads '...regarded the concept of DHT as flawed, referring to it as *'a joke'* and *'a fallacy''*. The Ofsted (2007) survey indicated that DHT had not been effectively implemented and that it had been regarded as a mechanism for facilitating WLB rather than providing time for strategic leadership. With only one head teacher in this research project showing awareness of DHT and indicating that it was not practical to allocate and as such was ineffective, it would appear that this

aspect of the workforce reforms has had little impact on the work of senior leaders in the case study schools.

This finding is supported by the report for the NAHT written by Daniels and French (2006) where NAHT members were found to have less access to these measures which were designed to support improved WLB. In addition, Deakin *et al.* (2010) recorded that 77.6% of deputy and assistant heads worked for over 50 hours per week with 22.1% working over 60 hours. This is consistent with the findings of this research project where four out of the six leaders indicated that they had not benefitted at all in terms of a reduction in their hours of work or their WLB. An additional perspective is provided by the Ofsted review published in 2007 which noted that few governing bodies and head teachers had implemented DHT but that this time had been viewed as more of a measure to support WLB than to support the strategic leadership and management of the school, with head teachers regarding all of their time as 'Headship' time.

Deakin *et al.* (2010) also recorded data on the view of school staff on whether their workload enabled them to pursue personal interests outside work. This is relevant to this research project given the emphasis placed by respondents on the importance of pursuing activities outside of school in order to maintain their WLB. Only 15.6% of head teachers indicated that their workload facilitated such activities all or most of the time, whilst the corresponding figures for other groups of secondary school staff are as follows: deputy heads 9.2%; heads of department (i.e.

middle leaders) 11.7%; teachers 15.4%. This data indicates that there is a large proportion of staff across secondary schools who feel that their workload does not enable them to pursue activities outside of school for significant periods of time.

To summarise, there is a consistency between the findings of this research project and the literature in that for school leaders, as well as the teachers, the reforms have had a minimal effect on workload and thus have not supported the development of a reasonable WLB.

<u>Personal management of WLB and having the autonomy to manage one's time in the context of work and home life</u>

The need for leaders to control their workload so that they can prioritise the daily demands of their role and identify options for greater efficiency is advocated by Duncan (2006). Her conclusion that leaders should model good working practices and 'work smarter not harder' (Duncan, 2006, p33) is supported by comments from two leaders who manage their time so as to leave time at the weekend completely free from work. Four of the six leaders indicated that they managed their workload so as to achieve a reasonable WLB, with the other two indicating that this was not the case.

The need to keep work and life separate is a common theme with the teachers' group, together with that to allocate time specifically for leisure and family activities. Having the ability to manage workload and choose the priorities of the day is more

likely to be within the remit of the leader than the teacher given their role in the allocation of tasks to their staff. One leader did indicate that he had been rather more successful in managing the WLB of his colleagues than his own, a comment which is consistent with the key role that school leaders have had to play in the implementation of the workforce reforms in their schools.

The value of administrative support – thus providing time for strategic thinking

A common theme with the teachers' group is the recognition of the value of administrative support in enabling staff to focus on key areas of responsibility rather than carrying out tasks that do not require their professional skills. In the leaders' group, a point highlighted by one respondent is the value in gaining time which can be used for strategic thinking and planning. While this was not stated explicitly by other leaders, there is an implication that the time which has been gained through the additional administrative support is available for such activities.   The Ofsted (2007) survey indicated that head teachers were spending more time on their strategic roles than previously and that the appointment of staff in areas such as finance, inclusion and child protection had facilitated this change. The lack of reference by respondents to these roles as having an impact on their time allocation provides an indication that this has either not been recognised as being of significance to them or that such positions in the schools were not necessitated by the workforce reforms.

<u>Satisfactory implementation of the reforms</u>

All respondents were satisfied that their schools had implemented the reforms effectively, supported by the views expressed by the participants in their schools. Some referred specifically to the various consultation procedures that had been undertaken in order to arrive at an optimum deployment of staff and appropriate job descriptions. The development of a range of support staff roles in the schools was seen as beneficial not only in the provision of administrative support to teaching staff, but also in providing an expansion of career opportunities for non-teachers. In addition, the benefits for students were referred to as well as issues that can arise in terms of effective communication with a more diverse and larger group of staff in school.

These findings are in accord with those of the DCSF (2009) report which revealed that 88% of head teachers had indicated that they had implemented all aspects of the reforms in their schools. The inference of a positive effect of the reforms on standards in the DCSF (2009) report is less marked with only 27% of respondents either agreeing or strongly agreeing that this was the case. Further information on this issue indicated that views on whether there had been a positive effect on standards were strongly influenced by whether the staff questioned had been engaged in the consultation process for remodelling and whether they had been able to spend more of their time focussing on teaching and learning.

<u>Lack of flexibility in interpreting the legislation</u>

Four of the six senior leaders across the case study schools refer to the difficulties that had been caused through a lack of ability to interpret and adjust the requirements of the legislation to the needs of the individual school. The key areas where this had been problematic were 'rarely cover' and 'gained time'. In addition, one head expressed concerns over the impact that such inflexibility has had on staff attitudes and their willingness to themselves be flexible when being asked to go beyond the basic demands of their roles.

In the literature there is little specific reference to the lack of flexibility other than via the documentation setting out the requirements of the workforce reforms, which indicate that there is none.   The teachers' professional associations have emphasised throughout that 'local agreements' in individual schools are not permitted, thus preventing any degree of flexibility in the application of the reforms and the adoption of a 'one size fits all' policy.

It is clear, however, from the DCSF (2009) research that a small percentage of head teachers had not fully implemented the reforms in their schools and also that some teaching staff preferred to carry out some of the administrative tasks themselves rather than hand these over to support staff.

Summary

Having discussed the findings in relation to the third research question in the context of the published literature, Table 13 summarises the outcome:

Finding	Literature	Outcome of Discussion
Little significant improvement in hours of work and personal WLB.	DHT not effectively implemented, focussed on WLB rather than raising standards (Ofsted, 2007).	WLB was not to be the focus of the legislation which was aiming to raise standards.
Personal management of WLB and having the autonomy to manage one's time in the context of work and home life.	Ability to prioritise. 'Work smarter not harder' (Duncan, 2006).	Greater success in managing the WLB of colleagues than personally.
The value of administrative support – thus providing time for strategic thinking.	Head teachers spending more time on strategic role (Ofsted, 2007).	Effect of administrative support on increasing time for strategic thinking recognised.
Satisfactory implementation of the reforms.	Full implementation in 88% of secondary schools (DCSF, 2009).	Full implementation in all case study schools.
Lack of flexibility in interpreting the legislation.	Statutory requirement to implement reforms. No 'local agreements' permitted.	Reluctance of some staff to go beyond the basic requirements of their role.

Table 13: Summary of literature and discussion in relation to research question 3

Prior to discussing the fourth and final research question considering any differential effect between teachers and leaders in schools that the workforce reforms might have had, the analysis of findings for the third research question will be used to construct a contextual framework within which leadership, personal capacity and WLB can be positioned.

Figure 4 illustrates the relationship between the various factors that contributed to the introduction and implementation of the workforce reforms, ultimately leading to

their effect on WLB and job satisfaction. The model commences with the introduction of policy, which was uninformed by the TSW Project (Thomas *et al.,* 2004) given the dates of publication, a situation commented upon by Gunter (2007) who questioned the commissioning of research published after the introduction of the policy to which it was related. In particular she notes that the research was also not included in the subsequent evaluation published by Ofsted.

Leadership in the context of WLB

Figure 4: A framework that seeks to contextualise leadership in relation to WLB

The introduction of the workforce reform policy by the government was only the first stage in a process which then went on to require leadership at a school level to ensure its successful implementation. This was supported by the TDA and other agencies providing training and other support for schools in devising staffing structures and the management of change.

Leaders in schools were given the task of managing a change in school culture whereby teachers were specifically prohibited from carrying out various administrative tasks whilst using the time this generated for activities that were specifically focussed on teaching and learning. This was accompanied by a significant expansion in the number of staff appointed to non-teaching roles, together with the necessary modifications in staffing structures.   The findings of this project indicate a degree of satisfaction with these changes from the teachers, accompanied by a view from some leaders that valuable aspects of the teacher's role had been lost, for example in providing a steadying influence when invigilating examinations and monitoring attendance as part of the role of form tutor. In relation to the specific focus of this research, one of the roles of leadership in school is to support the development of the personal capacity of staff so that their ability to achieve a reasonable WLB is enhanced. This was covered in some detail following the discussion of the second research question.

Both the teachers and leaders expressed the view that having personal control over the management of their work was significant in terms of their ability to achieve a reasonable WLB. This could be interpreted as the ability to take ownership of their role and experience an enhanced sense of empowerment, professionalism and self-belief, thus increasing both their personal capacity and commitment to the organisation. These aspects are elements of the 'psychological contract' referred to by Rhodes (2012) which is based upon:

'…the obligations an individual believes that they hold towards the organisation and the obligations that they believe the organisation holds towards them' (p5).

Respondents who felt that they did have a reasonable WLB were able to manage their time at work and their family lives so that one did not impinge excessively on the other. One respondent's experience was the converse, indicating that their work was a dominant feature in their home life as well, a situation that they cited as the opposite of a reasonable WLB. Personal control is, therefore, a feature of the contextual framework for WLB that has been constructed. Its position between personal capacity and WLB is justified by the mechanism it provides for the individual to use their personal capacity constructively in the control of the work and non-work aspects of their lives so that they are able to achieve a WLB which they deem to be reasonable.

It might be argued that it is the experience of personal control for an individual over their work and home life that increases their personal capacity and hence facilitates the achievement of a reasonable WLB. Thus, the framework indicates that these two areas of personal control and personal capacity are interchangeable, depending on the circumstances of the individual. This potential juxtaposition of terms is illustrated by the following quotes, the first illustrating the importance to the respondent of having the ability to make choices and have control over the allocation of their time, and the second referring to the sense of fulfilment that is experienced in the respondent's role, reflecting the importance of having the personal capacity to carry it out effectively:

'I would think having choices is really, really important to taking control of your own work life balance' (R2).

'I love my job, and I think that the part that I enjoy the most is actually the teaching, I love teaching, and I love the preparation that goes with it' (R15).

The highly personal nature of an individual's view of their WLB and how this might best be achieved has been a feature of the findings of this research. This, coupled with the supporting literature, particularly the work of Reiter (2007), places WLB firmly within the area of personal capacity in our contextual framework but being achieved via the means of personal control. The view expressed by one respondent illustrates this position particularly well:

'15 minutes of one person's time, does not equal 15 minutes of another' (R11).

This research project indicates that what influences this lack of equality is the personal capacity of the individual to manage their workload, to devise strategies for delegation and efficiency, as well as to ensure that the boundaries between work and non-work life are recognised and maintained. The achievement of a reasonable WLB would appear to be the 'Holy Grail' which, according to the findings of this project, has been achieved by some respondents but lies outside the reach of others. The contextual model in Figure 4 suggests that it might be more attainable if the contribution made by personal control and capacity were to be recognised and promoted.

<u>Summary of contextual framework</u>

To summarise, it is appropriate that the contextual framework constructed has WLB at its heart but that this position is recognised as being nested within the spheres of personal control and personal capacity. In turn these two are driven by the ability of leadership in a school to support the development of an individual's personal capacity, whilst policy introduction is the driving force behind the reforms which turned the spotlight on to WLB as a target.

To conclude the discussion of the research findings for the third research question, it is necessary to consider whether the question has been addressed. Analysis of the data collected has facilitated the development of a contextual framework that describes the position of WLB within the various influencing factors that have emerged as being of significance. The third research question has, therefore, been addressed and conclusions, together with suggestions for further research, will be covered in the next chapter.

<u>Research Question 4: Has the workforce reform policy had a differential impact on the WLB of teachers and leaders in secondary schools?</u>

Responses to this research question required critical reflection on the part of respondents regarding their perception of how they had benefitted from the workforce reforms in comparison to their colleagues. In contrast to the quantitative evaluative studies that were published in the years following the implementation of

the reforms, this study takes a qualitative approach, exploring the perceptions of participants in the case study schools. The difference in the pattern of responses between teachers and leaders was a notable outcome of this research question. This will now be considered in the context of the relevant literature.

Difference in the pattern of responses between leaders and teachers

The data for this study was presented in relation to the two main groups, teachers (including middle leaders) and senior leaders. This method varies from that used in the evaluative research as the numbers of respondents in the national studies make it statistically viable to present data separately for four groups: teachers, middle leaders/heads of department, deputy heads and head teachers. Despite this variation in methodology, the key themes which emerged from this case study research are echoed in the national investigation.

While the number of respondents in the case study is too low to identify any statistically significant pattern, the qualifying statements do clarify the perceptions behind the figures. The views expressed by the teachers did not reflect any consistent perspective; rather they were governed by the respondents' experiences in their school and their relationship with the leadership team. As has already been noted, the introduction of the workforce reforms has had little beneficial effect for teachers in terms of achieving a reasonable WLB, a perspective supported by the research of Deakin *et al.* (2010). The comment from one participant (R9), indicating that she hoped that it would be the children that benefitted the most from the

reforms, brings to the fore the government's underlying strategy to raise standards.

It is clear from the Angle *et al.* (2009) report, which examined the impact of the

reforms on workload and standards, that the latter, particularly in terms of the

attainment of students, had not been achieved to any appreciable degree. The diary

survey which was undertaken for a single week in March 2009 and included 1,572

participants, noted that:

> 'There was no evidence that the varied ways in which schools had
> implemented remodelling had had any impact on changes in attainment'
> (Angle *et al.*, 2009, p17).

This perspective contrasts markedly with the findings of the Ofsted evaluation report

published in 2010 which was based on a small scale survey of 30 schools from

various phases carried out in 2008-9. Reference is made to the six most effective

schools, only two of which were secondary schools:

> 'All had raised standards and achievement significantly since 2004 and could
> provide secure evidence of the contribution that workforce reform had made
> to this improvement' (Ofsted, 2010, p4).

The diversity in the findings on achievement of these two reports highlights the

difficulty in establishing a causal effect that links the workforce reforms to the

achievements of students.

The discussion will now turn to the views expressed by the leaders' group in this

study and place these in the context of published literature, in particular that

evaluating the implementation and effects of the workforce reforms. In contrast to

the teachers' group, the views expressed by four leaders in two of the schools were

in agreement that the teachers had benefitted the most from the introduction of the

reforms. They stated that senior leaders had to take on tasks that teachers could no longer be required to do, a view supported by Deakin *et al.* (2010) where the percentage of head teachers who indicated that they were being expected to carry out tasks that they thought were not part of their job had more than doubled between 2008 and 2010. The data from Deakin *et al.* (2010) on weekly hours worked by head teachers and deputies over this period of time indicates a slight decrease but this does follow on from the significant increase that the implementation of the reforms engendered in the previous two years and reflects a rather small reduction in comparison to the situation prior to the changes in legislation. In the third case study school the two leaders indicated that they felt all had benefitted and that no one group of staff had gained more than any other. An analysis of this contrast in perspective between the case study schools has not formed part of this research project but the fact that the two leaders with contrasting views are both male and all other leaders are female, and that the views expressed by staff in the third school regarding the benefits had been gained from the reforms did not differ appreciably from those from staff in the other two schools, may indicate that issues relating to gender have had an impact on perceptions. This would make a valuable area for further research.

The final question sought respondents' perspectives on how they would like to see workforce reforms develop in future. Given the diversity of experience and role that is evident in this group of participants there was no clear pattern in their suggestions, with flexible working being the feature mentioned by five respondents.

The Angle *et al.* (2009) report did not raise this as worthy of future development; instead issues relating to career structures and working conditions for support staff, clarification of the purpose of DHT and the need for flexibility in the implementation of the reforms in relation to the specific needs of students and schools were cited as matters that might usefully be reviewed by policy makers.

Summary

Having discussed the findings in relation to the fourth research question in the context of the published literature, Table 14 summarises the key elements that have arisen.

Finding	Literature	Outcome of Discussion
Difference in the pattern of responses between leaders and teachers	- Workload approximately static for teachers. - Workload significantly increases for leaders followed by a return to approximately previous levels. - Little impact for both groups on ability to pursue personal interests. (Deakin *et al.*, 2010) - Little impact on attainment of pupils. (DCSF, 2009)	- Teachers did not have a consistent perspective. - The majority of leaders felt that teachers had benefitted most. - Senior leaders take on tasks that teachers are not allowed to do. - Potential influence of gender on senior leaders' perceptions.

Table 14: Summary of literature and discussion in relation to research question 4

It is now appropriate to consider whether the fourth research question has been adequately addressed via the discussion of the findings in the context of the supporting literature. The nature of this final question is rather more tentative than

the previous three, and the data collected was, as has been indicated, somewhat diverse and also difficult to categorise given the small number of respondents in each group. This indicates that further work is needed to explore this question more fully.

In addition, the published literature, whilst rich in analyses of data from a significant number of respondents, did not explore the subjectivity that arises when one is asked about the impact that changes might have on other people. To conclude, the fourth research question has been explored in that the views of respondents have been analysed in the context of national data on the issues raised, but the speculative nature of the responses, given the lack of personal exposure to the specific circumstances of colleagues, inhibits the wider application of any conclusions.

PART FIVE – CONCLUSION

Chapter Seven: Conclusion

Introduction

The aim of this study has been to investigate the extent to which the workforce reforms have improved the WLB of teachers and leaders in secondary schools. The reforms were introduced in 2003 and, over the following three years, the legislation was implemented in a phased manner. The research methodology employed was that of multiple case study with six staff from each of three secondary schools in the same geographical location participating in the project.

Semi-structured interviews were conducted during the course of 2008/9 by which time the reforms should have been fully in place in all of the case study schools. Participants were carefully selected so as to include a range of experience and seniority, with the head teacher and deputy from each of the schools included in the sample as well as classroom teachers and middle leaders. Care was taken to only include staff who had some experience of the transition through the implementation of the reforms, thereby being able to assess the impact that they had had, in particular in the context of their personal WLB. A result of this choice is that the age profile is narrower than it would have been had younger teachers been included. At the time of the interviews the ages of participants ranged from 32 to 60, with 12 in the range 50-60.

Chapters 5 and 6 of this thesis presented the findings and a discussion on the outcomes in relation to relevant literature. In this final chapter, the four research questions set out in the introduction are examined, and the contribution to knowledge which has emerged is explained. The implications of this study in terms of areas such as leadership, policy and training are also stated and recommendations for action suggested. This is followed by the identification of areas touched upon in the thesis that would benefit from additional research. A discussion of the limitations of this research project then precedes a concluding summary which addresses the questions that this thesis has posed.

<u>Research outcomes and contribution to knowledge</u>

The four research questions are as follows:

1. What is WLB?

2. To what extent has the workforce reform policy improved the WLB of teachers in secondary schools?

3. To what extent has the workforce reform policy improved the WLB of leaders in secondary schools?

4. Has the workforce reform policy had a differential impact on the WLB of teachers and leaders in secondary schools?

Question one will be considered under the heading 'Influences on WLB', questions two and three under 'Workforce reforms and WLB' and the fourth question under 'Teachers and leaders'.

<u>Influences on WLB</u>

As stated previously, there is very little literature in the educational field that addresses the definition of WLB. Even in the numerous evaluative studies that were carried out following the implementation of the reforms, where reference was made to WLB, there was no attempt to describe its meaning as understood by respondents, rather it was left to the individual to interpret the term in their own context and respond to the question posed accordingly. The teachers' unions were keen to support the improvement in WLB of their members and produced literature that explained the value of WLB and also, focussing on head teachers, the effects of the workforce reforms on WLB. In both of these cases the main thrust of the reference to WLB was that it would be enhanced if there was a corresponding reduction in workload.

Whilst workload, along with job satisfaction, have been identified as important elements in a definition of WLB, this research has also identified the importance of the personal nature of a definition of WLB and the difference in views on its achievement in relation to roles within an organisation. Personal capacity and personal control are key factors in terms of the achievement of WLB and, therefore, in understanding its definition. This is a significant and previously unrecognised factor in the context of both the original legislation and also subsequent evaluative studies and analyses. The personal capacity of individuals to manage their work and personal lives effectively is not fixed but is subject to a range of influences both in relation to the organisation for which they work and also in being able to manage

their own personal traits and predispositions. Figure 6 expands on the factors

initially identified and illustrated in Figure 2 on page 151 relating to personal

capacity, providing a wider range of aspects to consider and bringing together the

various dimensions that emerged through this research project. Personal control

has, at this stage, been considered as impacting on WLB directly but will be

considered further on page 203.

Emergent organisational and individual influences on personal capacity

Emergent Individual Influences   Emergent Organisational Influences

Morale	PERSONAL CAPACITY	Goals and ethos
Motivation		Colleagues re: sharing workload
Job satisfaction/enjoyment		Colleagues re: mentoring/coaching
Personal organisation		Colleagues re: leaders/leadership
Ambition		Students re: academic achievement
Development of coping strategies		Students re: pastoral care
Personal identity		Demands of the role
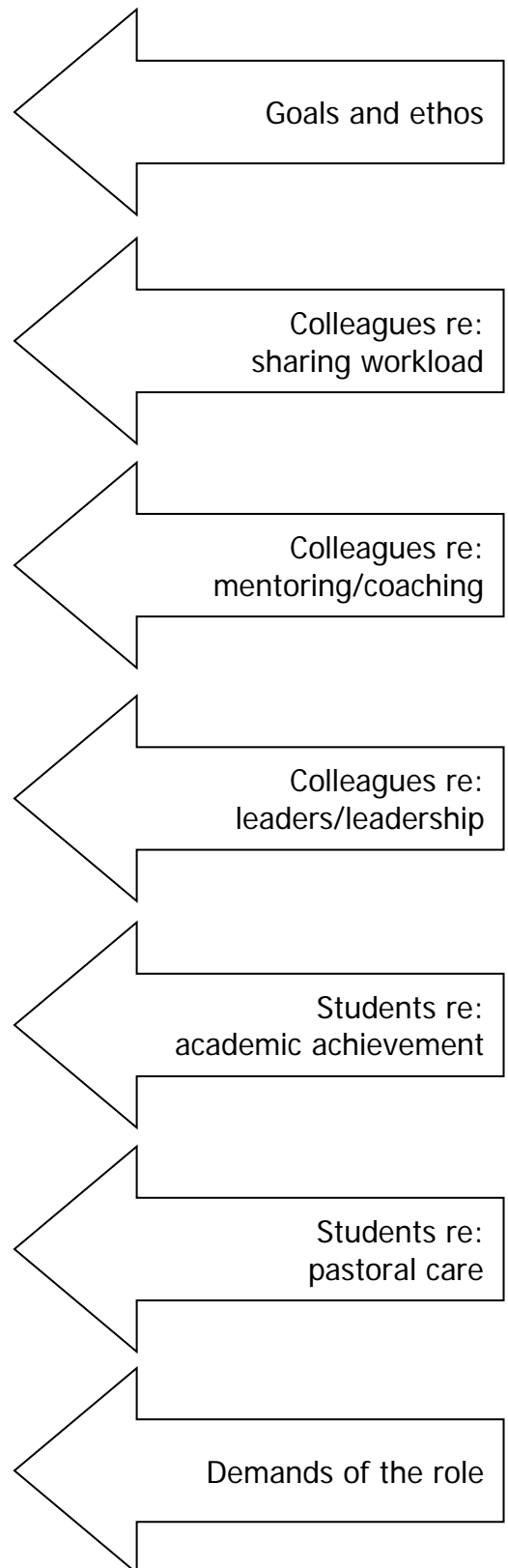
Fig 5: Individual v organisational influences on personal capacity

187

<u>Organisational influences</u>

Personal commitment to a school can be demonstrated in a range of forms related to either an internal alignment to its goals and ethos, or through the relational capital that is developed over time. Relationships with colleagues take a variety of forms including those inspired by a personal commitment to a leader who has engendered their respect. The desire to empower colleagues by supporting them in fulfilling their responsibilities, actively performing a role as part of a team, or via mentoring or coaching, can also impact on the personal capacity of the individual to manage their WLB, as commitment to their colleagues would counterbalance the potentially negative impact on their perception of time available for non-work activities.

Commitment to students can relate to their academic success, which may coincidentally relate to the school's aims to achieve certain targets. In addition, the positive relationships that develop between teachers and students through longevity of tuition, a pastoral role or sense of vocation, can result in the willingness to go above and beyond the time normally devoted to the task and thus increase the personal capacity of the teacher to manage the additional workload and not recognise the potential adverse affect on their assessment of their WLB.

Finally, when considering the organisational influences on personal capacity, the demands of the individual's role must be considered. If a role is demanding, this can cause an increase in personal capacity if the person has sufficient ambition, and also

if their identity is aligned to the professional identity required (see Individual Influences below).

If the leadership in an institution is able to create a positive climate for good WLB, then staff within it will feel supported in achieving this for themselves. As Duncan (2006) indicates:

> 'What is difficult to achieve is changing the mindset of many of our colleagues, at both teaching and management levels, who think that they must work every evening and much of their weekends or they are letting the students down' (Duncan, 2006, p14).

It is the 'changing of a mindset' which is the challenge for leaders in schools to achieve, and the significance of personal capacity in achieving this change has emerged through this research.

Having considered those organisational influences which shape the personal capacity of an individual, those which come essentially under the control of the individual will now be considered.

Individual influences

Questions posed to respondents examined their views on morale, job satisfaction and motivation in the context of the achievement of a reasonable WLB. Evans (1992) found morale to be:

> '...a state of mind determined by the individual's anticipation of the extent of satisfaction of those needs which s/he perceives as significantly affecting his/her total (work) situation' (Evans, 1992, p 169).

In addition, Evans (1992) found morale to be forward looking whilst job satisfaction is grounded in the present. Respondents described morale as being directly linked to workload, the tasks to be undertaken and the time of year, all of which are focused on the present situation. This supports the notion that Evans' (1992) differentiation between the terms was not being applied. In fact, job satisfaction, morale, and motivation were used interchangeably in the responses of participants, with motivation being considered in the context of potentially seeking alternative employment as a result of an unsatisfactory WLB. Nevertheless, with regard to their impact on personal capacity in terms of the achievement of a reasonable WLB, all have an influence as aspects which come within the ability of the individual to control or, at least, affect. It could be argued, however, that the scheduling of tasks in the year, which has such a close link to morale, does come under the remit of the organisation to adjust in order to support the achievement of a reasonable WLB. As one respondent commented:

> '...at certain times of the year...there is physically not enough time to do all of the things that need to be done' (R14).

Further influences on personal capacity as illustrated in Figure 5, are personal organisation, ambition, coping strategies and personal identity. The ability of an individual to manage their work in order to achieve a satisfactory WLB is an element of personal control which has emerged as a significant finding in this research. This links to the work of Greenberger *et al.* (1989) which indicated that personal control is a significant influence on job satisfaction and performance. The capacity to manage work commitments alongside family and leisure activities can be supported and

developed through the example set by leaders, as suggested by Duncan (2006) who emphasised the need to work smarter rather than harder and to be seen to be doing so by colleagues. This illustrates that the ability to be efficient in the use of time is key to enabling the individual to manage their workload in such a manner that they can make, and be seen to make, adequate space for non-work activities.

In contrast to the ability to effectively manage workload, ambition, which can be influenced by opportunities to move on and take up additional or more demanding responsibilities, is necessarily driven from within. This is supported by the work of Judge and Kammeyer-Mueller (2012) which found that ambition is predicted by individual differences and has meaningful effects on career success. An ambitious person might be satisfied with a WLB which has more of an emphasis on work in recognition that this would be a means to an end in terms of promotion or greater responsibility. Furthermore Darcy *et al.* (2012) found that those in the 'emerging' career stage (aged 30-39) struggled to achieve their desired WLB, but also that one of the main reasons for employees at this career stage not availing themselves of WLB initiatives and support is the perceived potential of an adverse effect on their own career progression. Such involvement might be viewed by an employer as indicative of a lack of commitment to their career.

Having considered the effect of ambition on an individual's personal capacity, what of those who are 'content with their lot'? How does this mindset affect their personal capacity and hence their ability to achieve a reasonable WLB? Darcy *et al.* (2012)

indicate that this is a state more usually observed in those aged between 40 to 50+, a range incorporating 13 out of the 18 respondents in this research project. They suggest that those in this career stage are not concerned with potential negative career consequences, that they have achieved a level of career success by this point and that further career progression is unlikely. This lack of ambition can result in a static personal capacity which would benefit from a reduction in the level of responsibility in order to achieve a reasonable WLB. It should be noted that in the field of education the age profile of secondary head teachers is such that only 2% lie outside the 40-50+ age range (Coleman, 2005), so whilst the behaviours described by Darcy *et al.* (2012) can be readily identified in school staff, this is not confined to the age range indicated in their research.

The next individual influence on personal capacity is described in Figure 5 as the ability to develop coping strategies. It is not within the remit of this research to examine this aspect in detail but, in this context, it is demonstrated in the ability of the individual to manage stress and emotional exhaustion, an ability which is also linked to self-belief and self-confidence. Watts and Robertson (2011), in their literature review on burnout in university teaching staff, point out that age was a factor with younger teachers appearing more vulnerable to emotional exhaustion. It would not be appropriate to attempt to identify a similar pattern in this research given the number of respondents and the relatively narrow age profile, however, the Watts and Robertson (2011) paper does reflect the impact of the psychological makeup of the individual which results from a range of influencing factors. This will

be the foundation underpinning their ability to develop coping strategies and this will govern their ability to manage the demands placed upon them in the workplace and also their personal capacity to achieve a reasonable WLB.

The term self-efficacy is related to the concept of self-belief and is defined as 'beliefs in one's capabilities to organise and execute the courses of action required to produce given attainments' (Bandura, 1997, p3). More recently self-efficacy has been described as the belief that an individual has in their ability to do the job (Abu-Tineh *et al.*, 2011). In the context of developing coping strategies to enhance personal capacity, self-efficacy is therefore very likely to be influential in enabling the individual to meet the demands of their role.

The final individual influence on personal capacity is personal identity. It is suggested that if personal identity is closely aligned with the professional identity of the role undertaken, then the ability to meet the various demands of that role will be enhanced where, during progression towards headship, role-identity transformation takes place as illustrated by a change in mindset to that of an educational leader (Browne-Ferringo, 2003). Should such a transformation not be achieved, the individual may be unwilling, or indeed unable, to expand their personal capacity to encapsulate the demands of the role and this may result in an increasing sense of disillusionment and lack of personal satisfaction.

Summary

The definition of WLB has been shown to be an intensely personal one, governed by a range of external and internal factors. These features shape the personal capacity of an individual and hence their ability to manage their working environment and to achieve what, for them, is a reasonable WLB. It is personal capacity, supported by personal control, that have been identified as overriding factors in the attainment of WLB irrespective of the legislative framework which has been put in place to support its achievement. The positive impact of some aspects of the legislation has been widely acknowledged by participants, but it is their personal capacity to manage workload that dominates their perception of their achievement of a reasonable WLB.

Workforce reforms and WLB

In drawing conclusions on the impact of the workforce reforms on WLB, research questions two and three will be addressed together, given the common themes which have emerged for the two groups of staff:

- The workforce reforms have not reduced workload or improved WLB.

- Personal control over the management of work commitments assists in the achievement of WLB.

- Administrative support is valuable in creating time to focus on teaching and learning for teachers and, for leaders, strategic thinking.

In the discussion chapter a framework was proposed describing the relationship between personal capacity and the support for capacity building in an institution.

This indicated the centrality of effective leadership in supporting the development of efficient working practices and skills, together with a commitment to the ongoing professional development of staff. Further, a model was proposed which acknowledged the essential role of leadership in both the instigation of changes required by legislation in order to effect the workforce reforms, and in the development of personal capacity which, along with personal control, were acknowledged by respondents as supportive of their ability to achieve a reasonable WLB.

Figure 6 suggests roles for leadership and personality in supporting the individual and organisational influences described in Figure 5 on p187. The diagram describes those aspects which can be positively influenced by effective leadership in an institution, together with those which are a direct result of the personal disposition of the individual. The intersection contains aspects which can be considered as personal traits but which can be enhanced as a result of successful leadership.

Leadership and personal capacity
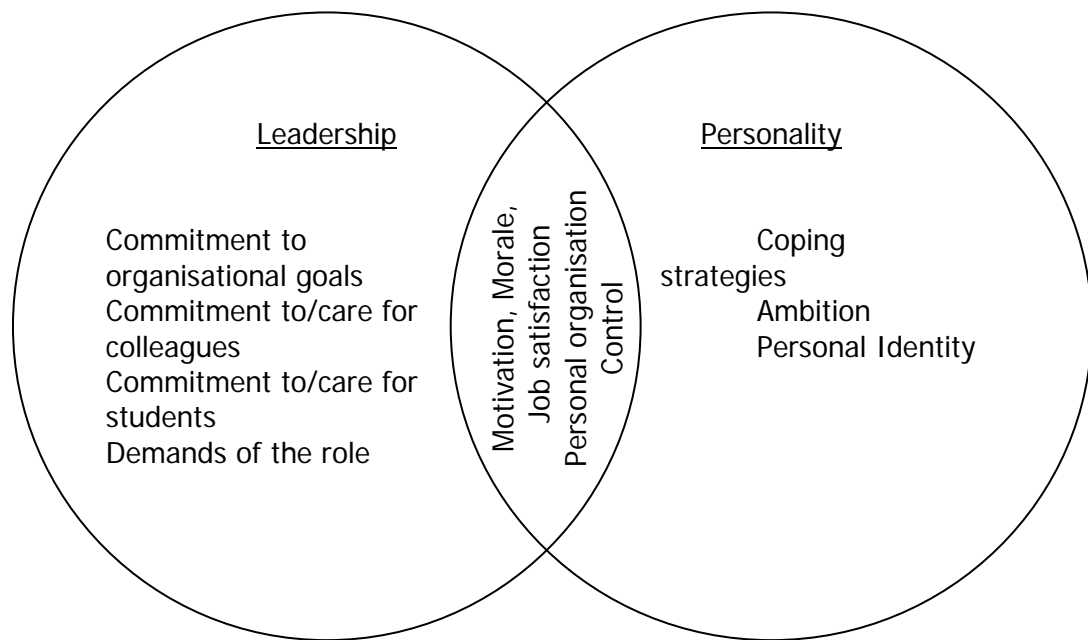
Figure 6: A possible relationship between the function of leadership and the influences on personal capacity

It is long established that leadership in a school has a profound effect not only on its success in terms of academic achievement (Leithwood and Rheil, 2003; Ross and Gray, 2006; Leithwood *et al.*, 2010; NCLSCS, 2010) but also in the generation of a positive and supportive staff environment (Leithwood and Rheil, 2003; Leithwood *et al.*, 2006; NCLSCS, 2010). It follows, therefore, that leadership should be able to nurture a collegial spirit, a commitment to both organisational goals and student success as well as enable an individual to take on the demands of their role. As noted previously, the ability to develop coping strategies, ambition and personal identity lie within the personal makeup of the individual, although these can increase a sense of affiliation and self-belief. The question of whether it is possible to affect these last two influences on personal capacity has not been addressed in this

research and warrants further investigation, but self-belief and affiliation would tend

to fall under the umbrella of aspects that leadership can influence.

Turning now to those personal factors which can be enhanced by effective leadership

in a school, namely motivation, morale, job satisfaction, personal organisation and

control, NCLSCS (2010) refers to the qualities of leaders in successful schools,

pointing out that:

> '...their ability to respond to their context and to recognise, acknowledge,
> understand and attend to the needs and motivations of others defines their level
> of success' (NCLSCS, 2010, p2).

Further, reference is made to how 'success' is defined in successful schools:

> '...not only in terms of test and examination results, but also in terms of personal
> and social outcomes, pupil and staff motivation, engagement and wellbeing, the
> quality of teaching and learning and the school's contribution to the community'
> (NCLSCS, 2010, p2).

It is clear that the ability of leaders not only to be sensitive to the needs and

motivations of their staff, but also to count it as success to have been able to

encourage them, is a factor in school success and in addressing the extension of

personal capacity.

With regard to personal organisation, one respondent in this research project was

able to identify the issue in the context of personal time management with a view to

making time for a reasonable WLB:

> '...when you talk to them, and they say "I haven't got enough time for this, and I

haven't got enough time for that" and when you unpack it, they actually do, but they are just not managing their time well' (R12).

Another respondent expressed the view that it was part of his own responsibility to manage his time effectively (R8). This indicates that he had recognised that it is his own personal capacity that governs his ability to achieve a reasonable WLB and that it is not wholly the remit of the workforce reforms to do so. While it could be argued that those who are already able to manage their time effectively might view it as their own responsibility to manage this aspect of their work, others who are less adept at doing so might value support in the form of mentoring by a colleague or, perhaps, through a formal professional development activity. The strong influence of modelling behaviour by leaders cannot be understated in this context as has already been noted by Duncan (2006), also supported by Darcy *et al.* (2012):

> '...organizations wishing to minimize work-life imbalance among employees should examine the attitudes and work styles of direct managers to ensure that key organizational values in relation to work-life balance are being embraced' (Darcy *et al..*, 2012, p117).

The final personal factor that can be enhanced by leadership is control. While this is dependent on the self-efficacy of the individual, it is also affected by the autonomy afforded by school leadership and will be considered further on page 202.

Summary

This project has certainly added to the conceptualisation of factors affecting the impact of the workforce reforms on individuals. It has indicated that, whilst workforce reforms have been successfully implemented in the case study schools and

that administrative support has been effective in enabling staff to focus on organisational goals, their effectiveness in terms of achieving a reasonable WLB for all staff has been less notable. The ability of staff to reach this goal appears to be strongly influenced by their personal capacity to manage their work and non-work lives, as well as the effectiveness of the leadership in their school to both recognise and effect the changes needed in order to maintain the motivation and commitment of their staff.   This capacity to manage the work life is influenced by the control that the individual can exert over their schedule, an area which will be explored further in the next section.

Teachers and leaders

This concluding section in this research focuses on the differential impact of the workforce reforms on teachers and leaders in secondary schools. Respondents were asked to express a view as to which group had gained most from the reforms in achieving a reasonable WLB. Responses in relation to the first research question had already indicated that there was some divergence in the views on WLB between the two groups, with leaders taking a more optimistic view of the positive effects of the reform legislation in their schools than did their staff.

Personal capacity has already been identified as a key element in an individual's ability to achieve a reasonable WLB. The relevance of this, together with personal control, in explaining differences in views between teachers and leaders concerning how the reforms have affected them, and also how each group's view of the impact

on the other have been coloured, will now be considered.

Figure 7 illustrates a possible relationship between various factors that can govern an individual's ability and/or desire to develop their personal capacity. It then goes on to describe how personal capacity and personal control can both lead to the ability to achieve a reasonable WLB.

Factors affecting the achievement of a WLB – the 5C model
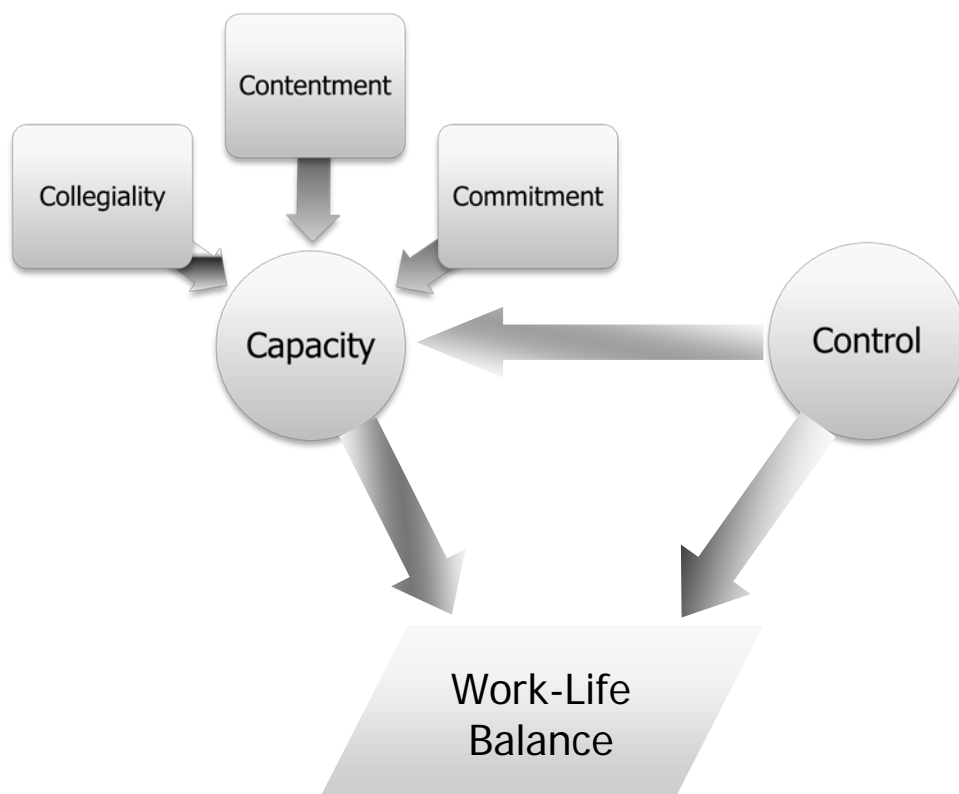
Figure 7: Factors which may affect an individual's ability to achieve a reasonable WLB

Collegiality is used here as a collective term encompassing behaviours and attitudes, including showing respect for all members of the community, valuing colleagues and their work, concern for colleagues' well-being, valuing highly interaction with colleagues, and a sense of belonging (see Fig 6, 'Commitment to/care for colleagues/students').   While it is not proposed that any or all of these would lie within the remit of only one of the staff groups, the experience of leaders in their school wide role, together with their accepted responsibilities involving the promotion and nurturing of a collegial spirit, would enhance this characteristic and thus enhance the leaders' personal capacity to achieve a reasonable WLB.

The likely influence of commitment on capacity will now be considered. Here the term commitment is used to describe behaviours and attitudes which indicate alignment to both the ideals of the institution and the individual's role within it (see Fig 6, 'commitment to organisational goals, colleagues, students, demands of the role'). Given that the leadership in a school is a dominant factor in engendering the commitment of staff to its ethos and goals (NCLSCS, 2010) it would be appropriate to assume that the leaders themselves are fully dedicated to these ideals. Ideally, all staff in a school would be similarly aligned, supported by effective leadership, but in reality this is less likely to be the case than for the leaders, as indicated by the comments of the teacher respondent who felt that the school's focus on targets and data was 'all-consuming', a position that he did not fully support (R2). Both the data collected for this project and the literature support the proposal that commitment influences personal capacity and thus further advances the research agenda in this

area.

The term 'contentment' has been used here as a collective term to describe a sense of well-being and satisfaction with the role that is being carried out (see Fig 6, 'motivation, morale, job satisfaction') and would be most appropriate in describing the views expressed by respondent R15 (see p 104).

The findings in this research indicate that, whilst respondents did express some dissatisfaction regarding workload and WLB, this would not force them into a position of seeking alternative employment.   Given the limitations imposed by having a small number of respondents in each category, it is still noteworthy that leaders expressed a greater degree of contentment in their roles than did teachers. Given the suggested model, it follows that leaders will have an increased capacity to achieve a reasonable WLB given their sense of contentment and fulfilment in their roles as well as their ability to exert greater control over the allocation and management of their workload.

To conclude the explanation of this tentative model, the influence of control will now be considered.   The ability to have more personal control over managing workload and the allocation of time to personal activities and work related tasks was noted as being more within the remit of leaders than teachers, given their function in the distribution of tasks and responsibilities. Given the ongoing drive to increase the development of distributed leadership to empower staff to manage their

responsibilities and also to develop their leadership capacity, this outcome indicates that such a strategy has perhaps been less than successful in the case study schools. Personal control was identified as a significant factor in the achievement of a reasonable WLB, so the divergence of perspective between teachers and leaders is, therefore, understandable.

The need to include the influence of control on capacity has also emerged, given that the ability to exert control can increase an individual's personal capacity, and thus support the achievement of a reasonable WLB, as suggested by this respondent:

> 'I think that more so it is time management, developing that part of my professional life, that's the major impact definitely' (R8).

Summary

In considering the areas where differing views have been expressed between teachers and leaders in respect of the workforce reforms and their effect on the achievement of a reasonable WLB, the link has again been made with the personal capacity and personal control of the individual concerned and how this is affected by their role. It has been proposed that differing perspectives arise from the experience and responsibilities of the individual, with the leaders adopting a viewpoint governed by their function in the strategic direction of the institution. The teachers, however, do not benefit from such a controlling function and thus it is suggested they do not have the same ability to achieve a reasonable WLB.

<u>Implications</u>

This research project has enabled a new conceptualisation of WLB and how it is governed by personal capacity and control. Key implications of the research are:

- Leadership in a school can significantly impact on the ability of staff to achieve a reasonable WLB. Taking a pro-active approach via an effective system of enhancing personal control and autonomy, perhaps by utilising mechanisms such as leadership distribution, might empower more staff to control their work and non-work lives and also enhance personal capacity through ongoing mentoring and support. In order for leaders to be effective in supporting staff in this respect, the context in which they are operating needs to be considered and circumstances which might act as an impediment to progress identified and dealt with. In addition, it may be necessary to provide training for leaders on WLB and mechanisms for achieving it for their staff.

- The legislation, whilst re-distributing administrative tasks to non-teachers, has not reduced the workload of teachers or leaders in secondary schools, neither has it facilitated a reasonable WLB.

- The research agenda following the introduction of the reforms has been evaluative in nature. If the WLB issue in the educational field is to be addressed, further exploratory work is needed. In particular the proposed model (Figure 7) should be tested further, focussing on the influence of personal control and personal capacity on WLB. In addition, the impact of gender would be worthy of study.

- The general lack of understanding of what WLB is and how it can be facilitated has implications for staff training. In addition, the need to incorporate WLB issues in school planning has not been fully recognised.

Recommendations

Looking to the future this research suggests that, if staff in secondary schools are to be supported in achieving a reasonable WLB, the following points should be considered:

- The need for a school ethos which values the development of personal capacity.
- The need for leadership in schools to drive the focus on WLB through modelling appropriate behaviour and nurturing the qualities needed in staff to achieve their own WLB.
- The effective use of leadership distribution in order to give staff control over their work and thus enhance their ability to allocate their time effectively.

Possibilities for further research

This study has used semi-structured interviews with eighteen individuals at three schools located in a narrow geographical area. As this approach emphasises subjectivity, description, interpretation and agency, it is likely that their life experiences and resulting interpretations would limit the extent to which the knowledge gained in this study would be transferable more widely. A more comprehensive study would include a larger number of respondents drawn from an

extensive range of schools over a wider geographical region. In addition, WLB in the educational field would benefit from further research that might highlight its importance for the well-being of the workforce and for the retention and commitment of talented staff.

During the analysis of data it became clear that it would be valuable to have access to research on the following:

- How staff develop coping strategies, in terms of the management of stress and emotional exhaustion.

- The factors which govern the motivation and ambition of teachers and leaders and whether there is a difference between the two groups.

- The influence of leadership on affiliation and self-belief.

- Personal capacity and whether it can be measured.

- How the ability to exert control over the management of time and tasks is related to the individual's perception of WLB.

- The effect of gender on the perception of WLB and also how it is achieved.

- Variations in personal capacity between teachers and leaders.

Limitations of the research

Following the introduction of the workforce reforms, qualitative and quantitative data was collected from a large number of respondents with detailed analyses being carried out and presented by various organisations including Ofsted and the DfE. In order to gain new insights and a deeper approach, this research project took a case study approach with 18 respondents, six from each of three schools (four teachers

and two leaders). The use of semi-structured interviews facilitated a greater understanding of the life experiences of respondents which assisted in understanding the personal impact that the reforms had had. While conclusions and suggested actions have been drawn from the limited sample taken, new insights have emerged which are worthy of further work.

While the generalisability of the research outcomes might be questioned, it has already been made clear that further investigation of the outcomes is needed using an extended data set. As Bassey (2002) indicated, case studies should be informed by trustworthy data which enables the researcher to explore significant features and create plausible interpretations of what is found, and this is most certainly the case for this research project.

An additional limitation on the project is 'researcher effect' as at the time when data was gathered the researcher was a deputy head in one of the case study schools. However, it was the perception of the researcher that her knowledge of respondents did not inhibit them in giving frank and open answers.

Despite some limitations this study is trustworthy in terms of both data collection methods and the subsequent analysis and discussion. It provides an added dimension to the larger evaluative studies that have taken place as it has facilitated a greater understanding of the personal impact of the workforce reforms on individual staff.

This study has sought to examine the effects of the workforce reforms on the WLB of teachers and leaders in secondary schools. In doing so it was necessary to establish the meaning of WLB both in general terms and in the context of the understanding of staff in schools. Subsequently, differences in the effect of the reforms between two groups of staff, teachers (including middle leaders) and leaders, were considered.

The study was driven by a statement in the original legislation:

> 'Changes to teachers' contracts, to ensure all teachers, including headteachers:
> ...have a reasonable work/life balance' (DfES, 2003, p2).

It is clear from this research that the legislation has singularly failed in this aim for both groups of staff, with the administrative work that has been removed being replaced by other tasks related to teaching and learning. However, this study has also identified that the understanding of WLB is essentially subjective, and that it is governed by the personal capacity of the individual to manage the various demands placed upon them, and their personal control over both their workload and the allocation of time to work and non-work aspects of life. In addition, the pivotal role of leadership has been identified as a mechanism through which factors which can influence the personal capacity and control of staff can be brought to bear. Further, it has been suggested that it is the life and career experiences of leaders that place them in an optimal position to develop their personal capacity and control, thus enhancing their ability to manage their WLB more effectively.

The relationship between the outcomes of this research and talent management has become apparent via the link between the achievement of a reasonable WLB and the consequent positive impact on performance, commitment, professional identity and, hence, retention. Thus, if institutions can effectively cater for the WLB needs of staff, the impact on the quality of performance and commitment would certainly 'raise the bar' in terms of achievement, both professionally and also in the context of the educational outcomes for students.

The achievement of WLB is very much in 'the eye of the beholder', but this research has shown that it will be enhanced by an understanding of its dependence on personal capacity and control. The proverb 'all work and no play make Jack a dull boy' is brought up to date in the context of the current focus on WLB, and it is clear that this will provide an ongoing stimulus for research both in educational and business contexts.

APPENDICES

1   Reasonable Work/Life Balance from *The National Agreement* (DfES, 2003, p6)

2   Seven point plan for creating time for teachers and head teachers from *The National Agreement* (DfES, 2003, p2)

3   Letter to head teachers requesting their school's participation in the research project.

4   Letter to potential participants.

5   Features of perceptions on workload by staff in secondary schools. An extract from *The Teachers' Workload Diary Survey 2010* (Deakin *et al.*, 2010)

6   Anonymised list of participants giving details of experience and post.

7   Pilot interview questions

8   Final interview questions

9   Briefing sheet for participants

10   The 24 Tasks from *The National Agreement* (DfES, 2003, p5-6)

11   Cover for Absent Teachers from *The National Agreement* (DfES, 2003, p6-8)

12   Rarely Cover from *Summary of changes to be made to the School Teachers' Pay and Conditions Document and Guidance on School Teachers' Pay and Conditions* (DfES, 2009, p2-3)

13   Gained Time from *Guidance on changes to the School Teachers' Pay and Conditions Document resulting from the National Agreement* (DfES, 2003, p 12-13)

14   Example of an interview transcript (Respondent R2)

APPENDIX 1

Reasonable Work/Life Balance

27. All teachers should enjoy a reasonable work/life balance. The School Teachers' Pay and Conditions Document will be changed accordingly.

28. The wording for the pay document is to be agreed by the Signatories to this Agreement, but it is expected that there will be three types of change:

a) Governing Bodies will need to ensure that the headteacher has an appropriate workload, in support of a reasonable work/life balance, having regard to their health and welfare;

b) Headteachers will need to ensure that their staff have appropriate workloads, in support of a reasonable work/life balance, having regard to their health and welfare;

c) Paragraph 67.7 of the School Teachers' Pay and Conditions Document will be amended so that any work beyond contracted hours is subject to the provisions of (b) above.

29. The changes will be promulgated in draft early in 2003, to take effect in every school from September 2003 at the latest, with schools working towards the changes as far as possible prior to that.

APPENDIX 2

i. Progressive reductions in teachers' overall hours over the next four years. This objective will be promoted by all the partners and progress will be monitored and audited, including at school level.

ii. Changes to teachers' contracts, to ensure all teachers, including headteachers:

- Do not routinely undertake administrative and clerical tasks.

- Have a reasonable work/life balance.

- Have a reduced burden of providing cover for absent colleagues.

- Have guaranteed planning, preparation and assessment time within the school day, to support their teaching, individually and collaboratively.

- Have a reasonable allocation of time in support of their leadership and management responsibilities.

and that head teachers have dedicated time which recognises their significant leadership responsibilities for their school.

iii. A concerted attack on unnecessary paperwork and bureaucratic processes for teachers and headteachers, including in England through the establishment of an Implementation Review Unit.

iv. Reform of support staff roles to help teachers and support pupils. Personal administrative assistants for teachers, cover supervisors and high level teaching assistants will be introduced.

v. The recruitment of new managers, including business and personnel managers, and others with experience from outside education where they have the expertise to contribute effectively to schools' leadership teams.

vi. Additional resources and national "change management" programmes, to help school leaders achieve in their schools the necessary reforms of the teaching profession and restructuring of the school workforce.

vii. Monitoring of progress on delivery by the Signatories to this Agreement.

APPENDIX 3

Dear [Name]

Re: Doctoral Thesis Research Project

As you may be aware I am about to enter the research phase of my EdD in Leaders and Leadership with the University of Birmingham. The focus of my research project is work/life balance and I am seeking to address the following three questions:
1. Is there a commonly accepted understanding of the term work/life balance in an educational context?
2. How effective has the workforce reform policy been in improving the work/life balance of teachers and leaders in secondary schools?
3. Have the workforce reforms had a differential impact on the work/life balance between teachers and leaders in secondary schools?

The design of the research is currently being finalised, but it is likely that there will be three main phases:

1. Initial pilot interviews with up to four staff from a range of levels of responsibility.
2. A questionnaire, possibly electronic in format, for completion by all teachers and leaders.
3. Interviews with up to twenty staff, again from a range of levels of responsibility.

I am planning to take a case study approach with each school on the XXX site contributing to the collection of data. It is in this context that I am writing to you to request your support and the cooperation of your staff in order to provide sufficient information for analysis.

At present I am planning to carry out phase one before the summer break and will personally approach individual staff to ask for their cooperation in being interviewed. Phases two and three should be completed by the end of July 2009. Early in the autumn term I would welcome the opportunity to address each staff group to briefly outline my proposals, to request their involvement in the data collection process and to clarify issues relating to confidentiality and the right to withdraw. As an alternative I would be happy to provide this information in written form.

Once this research has been completed it is my intention to feed back both individual school and consortium findings. This should prove helpful to the schools as it will inform their self-review processes as well as support development planning.
I would be grateful if you would kindly let me know whether you are willing to support me in this venture either by email [my email address] or by letter. I look forward to your response.

Yours sincerely

Mrs Alison Bruton

APPENDIX 4

Dear [Name]

<p style="text-align:center">Re: Participation in a doctoral research project</p>

In addition to my role as deputy head at XX School I am currently undertaking a research project as part of my studies towards an EdD with Birmingham University. The focus of my research is the effect on the work-life balance of teachers of the workforce reforms which have been introduced into schools over recent years. I will be conducting a number of interviews with staff from all three schools on the XXX site during the course of next term in order to gather data and I would be grateful if you would be willing to contribute to my research by participating. The interview should take about 45 minutes and can be arranged at a mutually convenient time and venue.

I will need to record the interview which will then be transcribed in order to enable me to analyse the responses. Your contribution to the research would be anonymised and you have the right to withdraw from the project at any stage. Your name was given to me during a recent meeting with XXX who kindly assisted me in selecting potential participants from a range of subjects, responsibilities and experience.

I would be most grateful if you would let me know whether you are willing to participate and, if so, when would suit you best (non-contact periods/after school/before school etc.). This can be done via email [my email address], telephone, letter or via my husband XX.

Thank you for taking the time to read this letter and I look forward to hearing from you.

Yours sincerely

Mrs Alison Bruton

APPENDIX 5

Extract from *The Teachers' Workload Diary Survey 2010* (Deakin *et al.*, 2010, p16)

- 'Being expected to do something that was not part of their job was most commonly perceived by full-time secondary school teachers (18.1% in 2010 compared to 9.4% in 2008)... The greatest increase in perception of being expected to do something that was not part of their job, was for secondary heads (from 4.6% in 2008 to 9.3% in 2010).

- Two-thirds of secondary headteachers (67.4%)...reported having the time to do their job as it should be done most or all the time in 2010. This contrasts with 29.1% of secondary heads of department (which has decreased since 2008 and 2009). The greatest improvement reported was by secondary headteachers (from 39.6% in 2008 to 50.7% in 2009 and 67.4% in 2010)...Secondary deputy heads reported the opposite, with fewer indicating that they had the time to do the job as it should be done in 2010 (37.5%) compared to 2009 (50.9%) and 2008 (43.5%).

- In 2010, no more than a third of teachers felt their workload allowed them to pursue personal interests outside work all or most of the time. There has been a decrease in this measure for all types of teachers since 2009. In 2010...secondary headteachers (6%) and deputy heads (9.2%)...were least likely to agree that their workload allowed them to pursue personal interests outside work.'

APPENDIX 6

Background of Survey Respondents

Respondent	Gender	Age	School (A, B, C)	Role (SL, ML(C/P), T)*
R1	F	34	A	T
R2	M	53	A	T
R3	F	54	A	ML(P)
R4	M	39	A	ML(C)
R5	M	51	A	SL
R6	M	60	A	SL
R7	F	54	B	T
R8	M	38	B	T
R9	F	52	B	ML(P)
R10	M	44	B	ML(C)
R11	F	55	B	SL
R12	F	51	B	SL
R13	F	32	C	T
R14	F	57	C	T
R15	F	39	C	ML(P)
R16	M	50	C	ML(C)
R17	F	51	C	SL
R18	F	53	C	SL

*SL – senior leader, ML(C) – middle leader with curricular responsibility,
ML(P) – middle leader with pastoral responsibility, T - teacher

Work/Life Balance Research Project

Pilot Interview Questions

<u>Introduction</u>
I am undertaking a research project as part of an EdD course at Birmingham University. The area that I am researching is work/life balance (WLB) and you are participating in the early stages of my work where I am seeking to gather information on this subject so that I can refine my questions to use more widely with a range of staff in the XXX Consortium.

I am recording our interview and this will then be transcribed. Are you happy with that?

<u>Section </u>1 –   What is WLB?

1. How would you define WLB? You may wish to explain what it means with reference to your own experience.

2. Do you think WLB can be defined in absolute terms or should it be in relation to an individual's lifestyle? Explain.

3. What are the features of a good/bad WLB? (prompts: stress/happy, tiredness/energy, ill health)

4. How would you describe your WLB and does it vary during the year?

<u>Section 2 </u>–   The effect of the workforce reforms on the WLB of teachers and leaders in secondary schools. The workforce agreement that was initially introduced in 2003 includes 'Changes to teachers' contracts, to ensure that teachers, including headteachers.....have a reasonable work/life balance'

1. Have the reforms (prompts: 24 tasks; cover reduction: PPA time; leadership time) had an impact on your WLB? If so, what?

2. Has there been any change in the time you spend on the various aspects of your role since the workforce reforms were introduced (prompt: more time on T&L, less on admin)?

3. What elements, if any, do you think were missing from the workforce reforms that you think would achieve the aim of a reasonable WLB for teachers?

4. Do you think that the workforce reforms have enabled you to achieve a 'reasonable WLB?' Why/why not?

<u>Section 3</u> -   The effect of the workforce reforms on the WLB of different groups of staff.

1. Are you aware of any impact on the workload of senior leaders in school of the workforce reforms? If so, what have you noticed?

2. <u>NON-SENIOR LEADERS</u>

    Are you considering promotion to senior leadership level in due course? Do WLB issues have an impact on your decision whether or not to seek such a position?

    <u>SENIOR LEADERS</u>

    a) Do WLB issues ever make you regret taking on a senior leadership role in school? If so why/why not?

    With regard to the effects of the workforce reforms in your school:

    b) What changes have been made in order to comply with the workforce reforms?

    c) What difference has this made in the school? Staff attitudes/wellbeing? Efficiency of operation?

3. Is there anything else you would like to add? Comments on WLB/questions asked/omitted?

APPENDIX 8

Work/Life Balance Research Project

Final Interview Questions

<u>Introduction</u>
I am undertaking a research project as part of an EdD course at Birmingham University. The area that I am researching is work/life balance (WLB) and you are contributing to the collection of information from staff in all three schools on XXX.

I am recording our interview and this will then be transcribed. Are you happy with that?

<u>Section 1</u> –   What is WLB?

1. What is your understanding of the term WLB?

2. Has WLB emerged as an issue in your school? If so how?

3. Is WLB an issue for you? Why/why not?

4. Do WLB issues impact on your professional life?

5. Do WLB issues impact on your personal life?

6. Does your WLB impact on your performance in your role? How?

7. Can you recall a situation in your life or a colleague's that illustrates the impact of WLB? e.g. stress/happiness/absenteeism

8. How well does your WLB impact on your job satisfaction?

9. Would WLB issues motivate you to seek another job, perhaps in a different profession?

10. Would you consider your morale to be linked to your WLB? Does it vary during the year?

<u>Section 2</u> –   The effect of the workforce reforms on the WLB of teachers and leaders in secondary schools. The workforce agreement that was initially introduced in 2003 includes 'Changes to teachers' contracts, to ensure that teachers, including headteachers.....have a reasonable work/life balance'

<u>A - Teachers</u>

1. What changes have you perceived in your professional role since the workforce reforms began?

2. What changes have you perceived in your personal life since the workforce reforms began?

3. In your view have the changes introduced as a result of the workforce reforms been beneficial? Explain.

4. Do you think any of the changes have not been beneficial? Explain.

5. Have the reforms resulted in a reduction in the hours you work? Can you illustrate this with an example?

6. Do you think that the school has effectively implemented the workforce reforms? Can you illustrate this with an example?

7. Can you give any examples of aspects of your professional role which you think should have been addressed in the workforce reforms but were not?

8. What is a reasonable WLB and do you consider that you have one? Explain.

<u>B – Leaders (SLT)</u>

As for teachers +

9. What issues have you faced regarding the implementation of the workforce reform policy?

10. Have the reforms caused new difficulties in managing staff?

11. How have you dealt with any difficulties that have arisen (if any)?

12. What do you think the views of the staff are on the workforce reforms and how the school has implemented them?

13. What difference have the reforms made in school? Staff attitudes/well-being/WLB? Efficiency of operation?

<u>Section 3</u> -   The differential effect of the workforce reforms on the WLB of different groups of staff.

1. Do you think that teachers OR leaders (as appropriate, ask about the group the respondent <u>doesn't</u> belong to) have a better or worse WLB since the reforms? Explain.

2. What do you think the implications are for the future of staff well-being and WLB?

APPENDIX 9

<u>Research Project Interview Schedule - Summary</u>

Thank you once again for participating in my research project. In order to help you prepare for our interview I am providing an outline of the areas that we will discuss. I am keen to hear about your personal views and experiences in relation to work-life balance as these lie at the heart of my research and will be of significant value when I come to write up my thesis.

The questions in the interview will cover three main areas associated with work-life balance. These are summarised below.

<u>Section 1 –   What is work-life balance?</u>

Here we will explore your own understanding of work-life balance and go on to discuss whether this has proved to be an issue for you. We will also cover your thoughts on your job satisfaction and morale and whether these have been influenced by your work-life balance.

<u>Section 2 – How have the workforce reforms affected your work-life balance?</u>

This section will address the ways in which the workforce reforms have impinged on your professional and personal life and whether you think the changes have been positive or negative. I will also ask about your school's implementation of the workforce reforms and whether you feel you have a reasonable work-life balance.

<u>Section 3 – Differences in the impact of the workforce reforms on the work-life balance of different groups of staff</u>

Finally I will seek your views in relation to two main staff groups, the senior leadership team and the teaching staff. You may also wish to address other groups such as middle leaders and pastoral staff. In conclusion I will ask you to speculate on the future of staff well-being and work-life balance.

_____

I am looking forward to meeting with you and to hearing your views. Please be reassured that your contributions will not be attributed to you in my thesis and that I will maintain the confidentiality of both the recording and the resulting transcription.

Alison

APPENDIX 10

The 24 Tasks

Mainly administrative and clerical tasks

22. Teachers should not routinely do administrative and clerical tasks. The School Teachers' Pay and Conditions Document will be changed to reflect the provisions below.

23. Teachers should have support so that they can focus on teaching and learning and expect administrative and clerical processing to be done by support staff. Consequently, teachers should not routinely be required to undertake administrative and clerical tasks, including:

• Collecting money;

• Chasing absences – teachers will need to inform the relevant member of staff when students are absent from their class or from school;

• Bulk photocopying;

• Copy typing;

• Producing standard letters – teachers may be required to contribute as appropriate in formulating the content of standard letters;

• Producing class lists – teachers may be required to be involved as appropriate in allocating students to a particular class;

• Record keeping and filing – teachers may be required to contribute to the content of records;

• Classroom display – teachers will make professional decisions in determining what material is displayed in and around their classroom;

• Analysing attendance figures – it is for teachers to make use of the outcome of analysis;

• Processing exam results – teachers will need to use the analysis of exam results;

• Collating pupil reports;

• Administering work experience – teachers may be required to support pupils on work experience (including through advice and visits);

• Administering examinations – teachers have a professional responsibility for identifying appropriate examinations for their pupils;

• Invigilating examinations – see distinct provisions below;

• Administering teacher cover;

• ICT trouble shooting and minor repairs;

- Commissioning new ICT equipment;

- Ordering supplies and equipment – teachers may be involved in identifying needs;

- Stocktaking;

- Cataloguing, preparing, issuing and maintaining equipment and materials;

- Minuting meetings – teachers may be required to communicate action points from meetings;

- Co-ordinating and submitting bids – teachers may be required to make a professional input into the content of bids;

- Seeking and giving personnel advice;

- Managing pupil data – teachers will need to make use of the analysis of pupil data;

- Inputting pupil data – teachers will need to make the initial entry of pupil data into school management systems.

24. The changes above will be promulgated in draft early in 2003, to take effect in every school from September 2003 at the latest, with schools working towards the changes as far as possible prior to that.

25. In addition, the following provisions will be introduced on exam invigilation:

a) Teachers should not routinely be required to invigilate external examinations;

b) Teachers should usually continue to conduct practical and oral examinations;

c) Teachers may be required to supervise internal examinations and tests, where these take place during their normal timetabled teaching time.

26. The invigilation changes will be promulgated in draft early in 2003, to take effect in every school from September 2005 at the latest, with schools working towards the changes as far as possible prior to that. During the period to September 2005, schools should maximise the use of support staff as external examination invigilators

APPENDIX 11

Cover for absent teachers

30. There will be occasions when the qualified teacher normally responsible for a pupil's learning outcomes is absent from the classroom. Such absences need to be carefully managed to minimise the impact on teaching and learning for the pupil. We propose a number of linked steps on cover:

   - There should be limits on the extent to which teachers at a school can be asked unexpectedly to cover for an absent colleague, with progressive movement towards a position where this should only happen rarely;

   - The relevant sections of the School Teachers' Pay and Conditions Document will therefore be changed so that no teacher may be required to provide cover for more than a set number of hours per year;

   - Initially, the number of hours will be set at 38, but it should be unusual for most teachers to provide such a high amount of cover – schools should be providing downward pressure on the burden of cover;

   - The contractual change will be promulgated in draft early in 2003, to take effect in every school from September 2004 at the latest, with schools working towards the change as far as possible prior to that;

   - One of the first tasks for the Workforce Agreement Monitoring Group will be to establish the likely impact of this contractual limit and agree the process and timescale for achieving the shared objective that teachers at a school should only rarely cover for absent colleagues and interim targets towards achieving this.

31. These provisions do not cut across the role some teachers play where provision of cover is a stated part of their job description, and where their teaching load has been set to reflect this.

Strategies for managing cover

32. The strategies for managing cover will need to take account of the type of absence. For example, medium and long-term sickness, or maternity leave, will be more predictable and therefore more manageable than sudden illness. Pupil standards are paramount and such absence should be covered by a qualified teacher, possibly through a fixed term appointment, to ensure continuity and stretch in pupils' learning.

33. However, shorter absences can be handled in innovative ways. Reform is necessary to help schools deal with absence in a more managed way, enabling them to address the concerns raised recently by Ofsted about the effective deployment of supply teachers, and to give as much regard as

possible to the need for pupils to continue to learn in spite of their teacher's absence:

- Schools should have access to a range of options for providing cover, including through supply teachers, high level teaching assistants, cover supervisors , "floating teachers" employed for the purposes of cover, and, where other options have been exhausted, teachers employed at the school;

- Where supply teachers are providing cover, they must, as far as reasonably possible, be actively teaching and not mainly supervising pupils. It is also important that they are managed properly and effectively, with regard to their teaching and developmental needs, and they should have appropriate access to CPD to maintain their standards of subject knowledge, pedagogy and pupil behaviour management. The good practices identified by the recent Ofsted report on schools' use of temporary teachers (December 2002) need to be adopted more widely and the poor practices eliminated;

- High level teaching assistants will be able to cover classes, and should be able to ensure that pupils can progress with their learning, based on their knowledge of the learning outcomes planned by the classroom/subject teacher;

- A new cadre of cover supervisors is needed to assist with teacher absence and relieve the pressure on qualified teachers to cover; cover supervisors will need appropriate training, including in pupil behaviour management. Detailed national guidance will be developed, including in relation to cover provided by staff without QTS;

- The cover supervisor model is particularly valid where a teacher has been able to set work, or where pupils are able to undertake effective self-directed learning, for example within an ICT Learn Centre in a school;

- Cover supervisors and high level teaching assistants are for short-term absences only – as already implied above, they should not be used as the remedy for the medium or long term absence of a qualified teacher;

- Where qualified teachers at a school are used to provide cover, their PPA time must be protected.

APPENDIX 12

Rarely Cover

Purpose of the provisions
Progress on raising standards for pupils relies upon schools having in place policies and systems to free teachers and headteachers from excessive and inappropriate workload.

Cover for absence is not an effective use of teachers' time. In the past, many teachers have borne a heavy burden of cover for absent colleagues. However, in accordance with the provisions set out in Section 2, teachers may cover only rarely in circumstances which are not foreseeable. 'Foreseeable circumstances' for the school include events that are foreseeable on the basis of historic experience; events that are foreseeable in the normal local experience; and events that may be expected as part of the evolving pattern of provision.

Implementation
Schools are required to ensure that teachers and the headteacher may be required to cover only rarely from 1 September 2009.

The contractual provision applies to all teachers and the headteacher at a school, including teachers on the leadership spine and ASTs whether on permanent, fixed-term or temporary contracts and pro-rata to teachers on part-time contracts.

The Document contains a duty for headteachers to ensure that cover is shared equitably among all teachers in the school (including the headteacher), taking account of their teaching and other duties and of the need to ensure that teachers and the headteacher may be required to cover only rarely, in the case of circumstances that are not foreseeable. The guaranteed PPA time of teachers at a school forms part of the legal conditions of employment and cannot be used for cover.

Definition of absence
Absence occurs when the person who has been timetabled to take a particular class or group is absent. The type of absence could be for a variety of reasons, including internal and external activities as well as sickness. It could be short-term or long-term. All types of absence should be carefully managed to minimise the impact on teaching and learning for the pupil.

Teachers, including the headteacher, should cover only rarely, for absences which are not foreseeable.

Management
Every school should have in place a clear policy and robust system that does not require teachers or the headteacher to provide cover other than rarely.

School Calendar

To ensure the system for managing cover is robust, every school should publish a calendar for each school year, in accordance with the provisions of paragraph 164 of section 3, following consultation with staff and their union representatives.

The school calendar will also provide for the school's annual teaching timetable for every teacher. Teaching timetables are not frozen in time and there may be in-year variations in timetabled teaching arrangements and variations from year to year.

Schools may need to review/revise their timetables during the year in light of significant changes (e.g. a long term absence or other significant educational development) and should do so well in advance and in consultation with staff and their union representatives. Changes to the calendar should not be a frequent occurrence.

Pupil standards are paramount.

The absence of the person who has been timetabled to take a particular class or group is the trigger for cover.

Cover supervisors and higher level teaching assistants are for short-term absences only and should not be used as the remedy for the medium or long term absence of a teacher.

Medium and long-term absences should be covered by a teacher, possibly through a fixed term appointment or supply teacher.

Each school will need to consider the appropriate deployment of a supply teacher in the case of long term absence and may wish to revise the agreed timetable if there are good educational grounds for doing so. Such revisions should be subject to consultation with staff and their union representatives.

The school should monitor and analyse patterns of absence (planned and unplanned) and levels of cover and manage these appropriately.

The member of the support staff administering the cover arrangements should keep a record of the amount of cover undertaken by each teacher. It is also advisable to maintain records of cover undertaken by other staff whose contract and job description specifies that a proportion of their time is/will be available to provide cover supervision.

APPENDIX 13

Gained time

56.   During the academic year, particularly in the summer term, teachers who take examination classes/groups are often released from some of their timetabled teaching commitments as a result of pupils being on study or examination leave. Such time is known as gained time.

57.   There are activities directly relevant to teaching and learning for which it would be appropriate and desirable to use gained time and which it would be reasonable for a headteacher to direct teachers to undertake. An agreed list of these activities is listed below:

   • developing/revising departmental/subject curriculum materials, schemes of work, lesson plans and policies in preparation for the new academic year. This may include identifying appropriate materials for use by supply staff and/or cover supervisors;

   • assisting colleagues in appropriate, planned team teaching activities;

   • taking groups of pupils to provide additional learning support;

   • supporting selected pupils with coursework;

   • undertaking planned activities with pupils transferring between year groups or from primary schools;

   • where the school has a policy for all staff to release them for CPD during school sessions, gained time may be used for such activities.

58.   If teachers are directed to cover during gained time, it must count towards the 38-hour limit.

APPENDIX 14

Transcript of Interview with Respondent R2

(**BOLD – interviewer**)

So we can start off then with the first section of questions, if you can say what do you understand personally about work life balance, what is it for you?

I think, apart from the first couple of years of teaching where I, for obvious reasons, had to spend lots of time at home preparing work and marking and so on, I would say that over the last 25 years or more I have gradually begun to separate work and home, to the degree where I would avoid working at home unless I absolutely have to. So for example if I have been marking coursework then often I would have to do some marking at home because of pressures of time and deadlines to meet and in the old days when we used to handwrite reports I would do a lot of that at home. But regards preparation and marking, now I would extend my working day at school to do all that. So when I go home I would not take work home. Having said that now and again I have to take some tests home over a week and mark those but generally speaking I try to avoid working at home. My reasons for that are purely that I just choose not to work at home. That would mean if I am at school at 7.30 in the morning then that's not a problem, in fact most days I am in for about 7.45.

And you work before school as well?

That's it, I work before school and I have done that. I can remember when I had, I would say, more responsibility, particularly in my previous school, then I would be not only in school at 7.30 I would be in school at 6.00. But I still wouldn't take work home.

So your way of dealing with work life balance is to keep them separated?

Totally separated.

So your understanding in terms of work life balance is that they are separated?

Absolutely.

In terms of a general issue in your school according to your perception do you think work life balance has emerged as an issue amongst your colleagues?

No I don't think we have discussed that. I get the impression from a few of my colleagues that they work particularly, like me, they will work hard at school and then, similar to me, would possibly take less work home, but I don't see it as being an issue.

I was going to ask if it's an issue for you but I would anticipate probably not because of the way in which you manage the situation?
Yes and also I would say that I don't work to live, in other words work is not a bigger part of my life as it possibly once was. I don't see my identity as much in what I do than possibly who I am, whereas 20 years ago my identity was solely probably in the fact I am a teacher.

Could you perhaps identify why you think that has happened over time?
I suppose some of it's linked to faith, and just experiences and life and situations that you go through and coming out in my 50s and having a sense of perspective really and being able to see what is important and being able to prioritise and I suppose at one time I was particularly ambitious through coming to school X and then I think I would have said something different at that point and I just think ambition is not very high on my agenda at the moment and hasn't been for some time.

In terms of the impact of work life balance on your professional life and perhaps your personal life, it's basically that those two are essentially separate items?
Yes, I don't think my wife would probably agree with me, that I allow my work to impinge in any way on private life.

And makes for a happier family?
I don't know, possibly it does. Yes I would say so possibly.

I wondered if you could recall a situation either in your life, or a colleague's life perhaps, that illustrates the impact of work life balance or perhaps a good work life balance in terms of stress or other symptoms, have you come across that at all?
Well yes, I can't think of any colleagues in particular at this particular time, but yes I have had colleagues who have found the pressures of work great. One pressure is the whole Sunday – I can remember it when I was a younger teacher – Sunday afternoon spending most of it, if not working, at least thinking about it and a realisation coming as to why do that? Why not save that till Monday morning really, because it never really achieves anything, you are just going to worry. So, you will have to ask the question again.

The idea of any colleagues who had stress or other symptoms, or negative symptoms associated with poor work life?
It depends what life you have outside of work. If work becomes all consuming then it becomes very important to you and so therefore if anything goes wrong at work it is going to affect your whole sense of well being. Whereas if that is in a healthy perspective, then things do go wrong at work, but they do not hit you as hard and dominate you.

Thinking about your own personal job satisfaction, would you say that you are now more satisfied in your role, because of the way in which you have organised your life?

No I wouldn't actually say that, I enjoy what I do, but I think I have, my career has not really progressed in the way that it should have done because of decisions I have made in the past that haven't been good ones and then also through some personal things, divorce in the past, that I think it is the other way round, that I allowed my personal life to knock my confidence I would say in my work life. So, I think that none of that has anything, those situations have nothing to do with the actual work life balance. This is my personal experiences.

What, and I suspect probably, but I will ask the question – would work life issues make you think I can't do this any more, I want to take on another job, or because you have got your life the way it is organised and are quite satisfied, you would not think of doing something different?

I would try to think of doing something different, but haven't come up with anything yet. But yes I would be interested in doing something different.

But that wouldn't be driven by the work pressure?

No. You mean if there was a lot more pressure in the work, would I avoid doing something different? Not necessarily, but I would still want to keep work and home separate, whatever it was, I would still aim to do that.

Thinking about work life balances and pressures that vary during the course of the year, would you say that the work life balance that you have varies during the course of the year? Does it affect your morale and how you feel about your life?

No it doesn't affect the way I am feeling. There are, and it seems to be, I think there used to be more fluctuation and more variation in work and the amount of work that used to be done than there is now, I think there used to be more peaks and troughs and now I think it tends to be evening out more, for example we do more report writing and that goes on every term now. And there are pressures with that in terms of keeping to deadlines and so on. So I think that has become part of the job which has created more admin than was ever there before. At one time you did reports once a year, so that has increased. I think also the technology, the way technology has impacted, teaching has meant that I have had to do a lot more, thinking about how I use technology in a classroom, so learning new skills, so that has been, not a pressure, but an extra.

Do you find that a motivating respect or demotivating?

I find it motivating. The use of technology and that is very recent probably for me personally in the classroom, the last 12 months really I have had to learn a lot more new things, but I have enjoyed that because it has given me more interest back into what I am doing. I think probably what has slipped by is the kind of what you used to do on a regular basis, for example, marking pupils' work - I find I do not mark that in any way/detail as to how I used to, not only because I don't find it very

interesting but also because time is taken up doing preparation, looking for something different in order to explain something to the kids.

So I suppose in a sense you are managing your own work life balance situation by making an adjustment to the time that you are allocated to certain tasks?
That's right, rather than looking at things being added to I will say OK I will make time by 'I am not going to do that the way I used to, because this is coming along', so yes.

That is interesting, thank you for that. If I can then I will move on into the second section of questions. I will just give you a little bit of an introduction to say that the effect of the workforce reforms on the work life balance of teachers and leaders in secondary schools was a key element of the work force agreement which was introduced in 2003. I will just quote from it it says 'changes to teachers' contracts to ensure that teachers including head teachers have reasonable work life balance, that's the sort of statement. So really the next few questions are based around that kind of thing. What changes have you perceived in your professional role since the workforce reforms began?
To what?

In your daily work, have the work force reforms in your view, impacted on you, for example, all the 24 tasks that you are now not supposed to do, that there is limited cover, no exam invigilation, PPA and so on? Those kinds of things?
The invigilation, I don't do any of that now, so that has been a positive change. Cover – I think yes I seem to do less cover than I used to. Probably average no more than 2 a week. Sometimes it is 1, but not very often. I think that has eased as well.

Have you benefitted from administrative support, like photocopying or things that you do less of now than perhaps you did before?
No I don't think so. I probably do less photocopying than I used to because of the technology.

Those are some changes in your professional role, would it then be true to say you haven't noticed any impact in your personal life since the work force reforms have come in?
No.

Overall would your view on the work force reforms be that they have been beneficial or that they haven't been beneficial?
I suppose beneficial.

Obviously to you personally, as you mentioned, in terms of exam invigilation?
Absolutely, in terms of cover yes, I think the very fact that you haven't got to sit in with another class for a teacher who is absent and no more than once a week very often is a bonus. It does free you up to use that time more effectively and yes being the summer term there is a lot more free time for secondary teachers than possibly there used to be during exam time. Therefore, it enables you to get on with doing other things, like preparing for next year.

With regard to the changes that were introduced, would you say that any of them have actually not been beneficial?
Such as?

For example, there are those who think that not being able to do classroom display is actually a detrimental thing and that as part of their role they want to do that?
I don't do it on a regular basis, I would say if I chose to, I make a choice. So I think it is interesting to come up with that phrase I think choice is really important. I would think having choices is really, really important to taking control of your own work life balance and seeing that you do have choices as well is very important.

With regard to the reforms would you say that they have reduced your hours of work?
I think my hours of work have remained pretty consistent, ever since I started teaching.

So they have had no direct impact you would say in your experience?
No.

With regard to the way in which your school has implemented the reforms, do you have a view on that? Have they done it successfully?
I think some aspects are successful, such as the invigilation, they seem to be able to get invigilators during exam periods and the cover – the way they have organised it. The fact that probably there are more staff, the staff pupil ratio has probably increased in favour of staff, but the fact we do not do so many cover lessons is good. As regards the other changes I don't really, I am not fully aware of all of them.

You are just obviously aware of the ones that impact on your role?
Yes.

Can you give some thought to the role that you carry out now? Are there any things you think the work force reforms should have addressed but didn't. Things you do which you regard as purely administrative, not requiring of your skills as a teacher, those kinds of things. Is there anything that you still have to do that you think you really shouldn't be doing?

I suppose there are little jobs that come along like sticking numbers into a book or stamping the school's name across new text books. I don't think there are many things really. A teacher still has to prepare, still has to deliver, still has to assess, so anything I suppose that is outside of that cycle then I would say is touching on unnecessary, but I can't think of stuff at the moment.

Anything outside that specific area?

I very much see that the job of a teacher as preparing what they are doing in the classroom and some kind of time set aside for researching and developing new ideas and so on and looking what is about and trying to put that into practice. Improving your own teaching, assessing children's progress and then monitoring it and then reporting on it. Anything outside of that yes could be up for looking at.

In terms of your own work life balance what would you say is a reasonable work life balance because that is what the legislation says – what is reasonable – and do you think you have achieved a reasonable work life balance?

I think I have achieved it. What would I consider it to be? I think I would consider it to be able to leave work and go home and be able to just put it down if you choose to, without it occupying your mind when you are not there. So then I think I would say I have achieved a reasonable work life balance. Also that requires as I said, when you are at work making sure that you are ready for the next day before you go home, otherwise that is not the case. So it is really important, a key time of the day for me is the morning. Some mornings are really important to me. A routine, being in early. For example, last week on a Monday morning, I opened the curtains and my wife's front tyre was flat. So that could have upset me but because I was up really early I was able to quickly get some clothes on, change it, come back in again get ready for work and still be here for 8.00. She was quite impressed with that! The idea of getting in early and being prepared for me is the key. If I am not, then if I come in any later then I make sure it's on a day or a morning where I haven't got a heavy teaching load and I know I have a free period here and there and so I can deal with other matters then.

Just turning now to the last very small section, this is on your perception of any difference in impact of the work force reforms between the teaching staff of which you are one and the leaders in the school, the senior leaders in the school, the principal, vice principals, assistant principals and so on. Just from the outside looking in do you think they have had a better deal than you? You have had a better deal than them or

it's pretty even? Or you might not want to comment because you feel you do not know enough?
I probably can't comment much on that.

It is quite difficult, because if you don't know where things have been brought in it might just be that you see they seem to have a lot.
I know that most of the interaction between departments and senior staff these days seems to be on this whole area of targets and intervention. That seems to be the big thing, certainly at our school and with the view to improving pupil performance so that would seem to be the arena with which most of the time we are communicating or being communicated to, about, seems to be just that. That seems to be the all-consuming. My perception is that that is it, that is the big thing at the moment, nothing else seems to be touching it really.

While work force reform came in and happened, it has now gone in a phase and this is the key issue?
Yes absolutely.

What do you think is the future of staff well being and work life balance? Is there more to be done in your view? Would you want more done? Or do you feel it is OK?
Well I think a lot of this is to do with personal, what you are like, how confident you are as a person, how resourceful you are as an individual and then the way you are made and put together will affect your attitude and view on work and what you do at work and what work's all about, how important it is to you, and how you deal and manage it. I am not aware for example at my school that there is any forum for staff who do have problems with their job and managing their work load and where to go and what do about it. I think just coping generally I do feel that it is very much and always has been a case of survival of the fittest and if you can't cope then it's not for you. Now I know from experience that's not true, because someone once said to me it takes at least 3 years to make a teacher, so if you fail the first 2 then you know, you are still in with a chance as long as you are making some progress even though you may still have lots of problems and I just see it these days as well that view that someone had certainly of me when I started teaching and said don't be too hard on yourself, you need to give yourself time here and look at what it is you do well, what you are not doing well and I feel sometimes that kind of view is not really used in practice and it is more a case of well, you know, you have not passed this. Just short term success; there isn't the time to nurture a young teacher. Now you come across some young people coming into the profession and they are really good. Straight away you can see why they are a teacher, they got some confidence, a lot of skills and are good in the classroom and they just get by and don't need much help. But then I think there is a whole group of people who may well develop into being good teachers but initially may, for other reasons, I think of myself in the past as not being particularly confident and therefore can easily get knocked back. But it doesn't mean to say that they have got the potential to be a good teacher and I think this whole counselling is it, well being, support network –

we used to have what was called a professional tutor – actually the role of a professional tutor was not to fill forms out or anything like that but actually was just to get the probationary teachers as they were called then together, once every three weeks or whatever, two weeks, as a group, meet up and talk about how it is going and then that person would come in and look at what you were up to. You wouldn't necessarily be teaching the same subject but would just offer a bit of advice on classroom management but it was less objective I suppose and more subjective, but it was supportive.

Would you say that was giving more of a caring aspect to the role as opposed to what you talked about earlier in terms of target driven?
Yes that's right. I think it is almost like – well so and so at the LEA says this is what the school is going to do and if it is not doing it then there needs to be .... so I would personally like to see management of staff from the top down over a view of that and how teachers are managed and how teachers are developed and looking for potential and recognising potential and then developing it in young teachers. So you don't get teachers falling down the wayside, getting out of the profession or just drifting. So I think that should be in work reform really, management really needs looking at.

Thank you. That's the end of my questions.

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