

IT'S ABOUT TIME:

A Study of the Impact of Workload
on Teachers and Students



Selected Summary Highlights of the Report

The study showed that in Newfoundland and Labrador the average teacher invests 52.32 hours per week to school related activities:

Teachers' time per week is broken out as:

- 25 hours instructional time
- 2.5 hours mandatory time before and after school
- 1.35 hours assigned supervision duty
- 9.25 hours preparation time
- 2.30 hours meetings
- 2.93 hours assessment time
- 2.67 hours testing/reporting time
- .67 hours time meeting with parents
- 5.65 hours voluntary activities

Total: 52.32 hours

- Teachers expressed concerns that higher levels of frustration and stress due to lack of assigned time to prepare classes can negatively impact on their interaction with students. When a teacher doesn't have time to properly assess student work in a timely fashion and has little time to provide tutorial classes, remedial work for students who need extra help is often compromised. Having adequate preparation time is a critical factor to teacher satisfaction.
- Teachers indicated that with an outcomes-based curriculum and an increase in the number of students who are on Pathway 2, 3, and 4, trying to achieve a balance between preparation and assessment is becoming more and more problematic.
- Teachers acknowledge the importance of evaluation but report significant stress and demands on out-of-school time by all the late nights and weekends required for marking. Many are assigning less work as a result, which they admit is not the answer.
- Teachers noted that while they and their family pay a personal price for all the correcting and reporting, there are also consequences for students in their classrooms.
- Teachers report altering their teaching practice on days when they have assigned supervision duty (probably about 20% of the school year).
- Teachers indicated that when there are too many students in the one classroom problems begin to develop. It restricts contact time with students, limits the amount of space for movement around the classroom and restricts the teaching methodologies that teachers can use, thereby eliminating many successful methodologies that are predicted on high rates of student participation.
- Teachers expressed concern that due to a lack of sufficient resources at the

school, district and department levels that it often takes far too long to carry out assessments and referrals that are required in order to place a student on the Pathways program.

- Teachers stated that when there are too many on one Pathway or too many students on different Pathways in the same classroom, the teacher cannot deliver appropriate programs to these and the other students.
- Many of the teachers in the study stated that the in-service related to new programs was inappropriately timed, inadequate or non-existent. Almost 40% of those teaching new programs indicated that they do not have their own copies of the required teacher resource materials needed to implement the new course effectively.
- In many situations teachers are assigned to teach subjects for which they have little or no academic training. This can lead to poor academic performance by students, resistance to curriculum change, classroom management problems and high teacher workloads, turnover and attrition. Teachers indicated a level of frustration associated with having to teach subjects that were outside their academic training.

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