



# EARLY CAREER FRAMEWORK

## SESSION OUTLINE | CLINIC 5

TITLE	TIMING
Clinic 5 – Teacher wellbeing and managing workload <b>6.7; 8.3 3c; 3d; 3f; 5h; 5i; 5j; 6l; 6m; 6o; 6p; 8g; 8m; 8n; 8o; 8p</b>	1.5 hours (90 minutes)

OUTCOMES
<ul style="list-style-type: none"><li>➤ To learn that teacher wellbeing is essential in order to avoid burnout and has an impact on pupil wellbeing.</li><li>➤ To know the factors which impact upon teacher workload are complex and not entirely within the teacher’s control.</li><li>➤ To understand that in order to deal with the high demands that teaching places upon teachers, teachers need to build and sustain resources in order to help them cope with these challenges.</li><li>➤ To know that building supportive relationships with colleagues helps build these resources for coping with the demands of school.</li><li>➤ To learn that ‘rest and recovery’ are essential in building these resources.</li><li>➤ To understand that when and how teachers rest and recover can have an impact on their wellbeing.</li><li>➤ To understand that embedding a habit requires planning and practice.</li><li>➤ To practice planning to embed a change in habit.</li></ul>

## THE BIGGER PICTURE

This is the fifth Clinic. Clinics will occur roughly once a half-term. Therefore, it is essential that some of the programmatic knowledge is emphasized in this session including logistics, norms and processes.

Before this session takes place, teachers should have:

- Had exposure to key knowledge from ITT Core Content Framework on several literacy sub-standards:
  - 8.p. Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach.
  - 8.q. Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour).
  - 8.r. Protecting time for rest and recovery and being aware of the sources of support available to support good mental wellbeing.
- School input as needed.

Self-study materials that might be helpful context and provide exemplification include:

- B2: Routines.
- S10: Examining pupils' responses.
- S11: Adapting teaching to meet pupil needs.
- S12: Feedback.

This session reiterates the programme's need to revisit content in numerous instances and numerous contexts. The expectation is that, depending on their needs, teachers will be supported to have further conversations with school colleagues to truly ensure that they develop the requisite understanding to contextualise the learning in the teacher's school context.

## SUGGESTED THREAD AND ACTIVITIES

### 1-10 minutes: Welcome and recap Twilights

You might use this time to introduce yourself, welcome teachers, provide relevant recap on previously taught content and appropriately set up the norms for the call.

### 10-20 minutes: What is wellbeing and why is it important to manage?

- 8.3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.

Manage workload and wellbeing, by:

- 8n. Understanding the right to support (e.g. to deal with misbehaviour).
- 8o. Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

Build effective working relationships, by:

- 8g. Seeking ways to support individual colleagues and working as part of a team.

This first section seeks to put wellbeing into the context of the teaching profession and the ECF as a way of ensuring buy-in from teachers as to why this content is relevant to all ECTs. It might also develop understanding of a framework which defines the term 'wellbeing' and which enables teachers to define and understand wellbeing as being able to cope with social, physical and psychological demands placed on them through building and sustaining social, physical and psychological resources.

You might want to make the link here between developing supportive relationships with colleagues (e.g. sharing resources, supporting managing misbehaviour, shared assessment approaches), and building these resources for coping with the demands of school. You can read more about this framework [here](#).

This section is also intended to include information about recognising the complexity of wellbeing in the workplace and importance within teaching. It might also develop understanding of the impact that lack of wellbeing can have on their own capacity to teach, as well as on the wellbeing of their students. This is exemplified in this Ofsted report [here](#).

### **20-40 minutes: Managing workload**

Deliver a carefully sequenced and coherent curriculum, by:

- 3c. Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
- 3d. Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).

Support pupils to build increasingly complex mental models, by:

- 3f. Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.

Manage workload and wellbeing, by:

- 8m. Using and personalising systems and routines to support efficient time and task management.

The next section could include information on how workload and wellbeing are areas which the government has highlighted as an area of priority for teachers, whilst also recognising that the teachers themselves are not entirely responsible for the workload and potential pressures which schools can place on teachers. Further reading on what the government is doing to reduce workload is available in this DFE guide [here](#).

Additionally, it could cover how important it is for teachers to understand that there are strategies which they can adopt which will help them manage their workload more effectively.

This section could then include a range of strategies to manage workload, where teachers would have the opportunity to see an example of a prioritisation strategy and consider the implications this could have on their time and workload management. For example, prioritising a non-urgent activity like discussing curriculum design with a colleague can help reduce workload. You can find a discussion and exemplification of this strategy [here](#).

### **40-75 minutes: Rest and recovery**

Manage workload and wellbeing, by:

- 8p. Protecting time for rest and recovery.

Some of this section should include how to support teachers to understand that rest and recovery is an area upon which they have a greater locus of control. This section could start by reflecting on what they do in their recovery time and when they rest.

Having considered their own rest habits, teachers should then be shown key points from research which indicate that breaks within work can also have an impact on wellbeing and that the type of activities carried out during recovery time can be more or less effective at building social, physical and psychological resources. You can read more about this research [here](#).

Having looked at a range of effective activities and habits, the teachers could then select a habit they would like to embed.

### **75-90 minutes: Action planning and next steps**

This section could provide teachers with time for reflection, quizzing, action steps and updates on the next components on the programme. Within this section, teachers may want to analyse the components of habit formation and make links between embedding these rest and recovery habits. You can read more about research on habit formation [here](#) and [here](#). Having chosen a particular habit, which they would like to implement, teachers could then create an implementation plan to help support embedding the habit.

## ECF 'LEARN THAT..' COVERED

- 6.7. Working with colleagues to identify efficient approaches to assessment is important; assessment can become onerous and have a disproportionate impact on workload.
- 8.3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.

## ECF 'LEARN HOW TO..' COVERED

Deliver a carefully sequenced and coherent curriculum, by:

- 3c. Working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
- 3d. Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by experienced colleagues that carefully sequence content).

Support pupils to build increasingly complex mental models, by:

- 3f. Discussing curriculum design with experienced colleagues and balancing exposition, repetition, practice of critical skills and knowledge.

Meet individual needs without creating unnecessary workload, by:

- 5h. Making use of well-designed resources (e.g. textbooks).
- 5i. Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge.
- 5j. Building in additional practice or removing unnecessary expositions.

Make marking manageable and effective, by:

- 6l. Recording data only when it is useful for improving pupil outcomes.
- 6m. Working with colleagues to identify efficient approaches to marking and alternative approaches to providing feedback (e.g. using whole class feedback or well supported peer- and self-assessment).
- 6n. Using verbal feedback during lessons in place of written feedback after lessons where possible.
- 6o. Understanding that written marking is only one form of feedback.
- 6p. Reducing the opportunity cost of marking (e.g. by using abbreviations and codes in written feedback).

Build effective working relationships, by:

- 8g. Seeking ways to support individual colleagues and working as part of a team.

Manage workload and wellbeing, by:

- 8m. Using and personalising systems and routines to support efficient time and task management.
- 8n. Understanding the right to support (e.g. to deal with misbehaviour).
- 8o. Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).
- 8p. Protecting time for rest and recovery.

## SESSION PREPARATION AND LOGISTICS

AREA	REQUIREMENTS
Session type and length	1.5-hour clinic
Groupings	Suggested 8-15 teachers
Facilitators	One facilitator per session
Room set-up	N/A
Printing Specifications	None
Materials	– Powerpoint/presentation materials.
Pre-session activities for participants	N/A
Post-session activities for participants	N/A
Facilitator pre-session preparation	<ul style="list-style-type: none"> <li>– Facilitators should prepare resources, exemplifications and gather materials for the session.</li> <li>– Facilitators should, where possible, take into consideration the context of the teachers in the session and adjust the framing accordingly.</li> </ul>