

# Successful Induction for New Teachers

A Guide for NQTs & Induction Tutors,  
Coordinators and Mentors

Sara Bubb



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**Paul Chapman Publishing**

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# A

## ABOUT THE AUTHOR

Sara Bubb is an experienced London teacher who helps staff in schools develop. She does this in many ways: through leading professional development, assessing, developing schemes, researching, and writing.

With a national and international reputation in the induction of new teachers and professional development, Sara speaks at conferences and runs courses throughout the country and abroad (e.g. Norway, Taiwan) on topics such as helping staff develop, observation skills, induction, developing pedagogical skills, leading continuing professional development (CPD), subject leadership, monitoring teaching and implementing performance management. She has featured on and been a consultant for eight Teachers TV programmes. She trains a broad range of people, including inspectors, assessors, advisers, consultants, Fasttrack, TeachFirst and advanced skills teachers.

Sara assesses advanced skills, excellent, overseas trained and graduate teachers and higher level teaching assistants and was an external assessor for Threshold. She has inspected over 25 primary schools.

As a senior lecturer at the Institute of Education (0.2) she works on PGCE and Masters programmes and set up the employment-based routes (OTT and GTP) to QTS. She is lead director of the CfBT Education Trust-funded Sef2Si – From Self Evaluation To School Improvement: The Importance Of Professional Development – project. She co-directed the DfES-funded national research Project on the Effectiveness of the Induction Year, was deputy director of the TDA systematic review of induction research and has helped the Northern Ireland GTC revise their teacher competences.

On a 0.2 secondment to the DCSF London Challenge team, Sara is the consultant for Chartered London Teacher status – a scheme involving over 38,600 teachers. She is the London Gifted & Talented Early Years network leader, working with staff in reception and nursery classes to enhance their provision for all children, especially the most able.

She has written books and numerous articles on induction, professional development, workload, and performance management. She is the new teacher expert at the *Times Educational Supplement*, and writes articles, a weekly advice column and answers questions on its website.







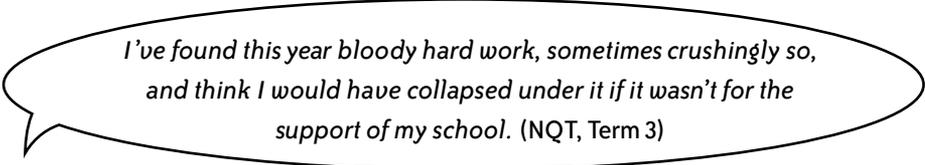
## ABBREVIATIONS

AB	Appropriate body
AST	Advanced skills teacher
ATL	Association of Teachers and Lecturers
CEDP	Career entry and development profile
CLT	Chartered London Teacher
CPD	Continuing professional development
DCSF	Department for Children, Schools and Families
DfEE	Department for Education and Employment
DfES	Department for Education and Skills
GTC	General Teaching Council
GTCE	General Teaching Council for England
GTCS	General Teaching Council for Scotland
ICT	Information and communications technology
ISCTIP	Independent Schools Council Teacher Induction Panel
NASUWT	National Union of Schoolmasters Union of Women Teachers
NQT	Newly qualified teacher
NUT	National Union of Teachers
Ofsted	Office for Standards in Education
PGCE	Postgraduate certificate in education
PPA	Planning, preparation and assessment
QTS	Qualified teacher status
SEN	Special educational needs
SENCO	Special educational needs coordinator
SMT	Senior management team
TDA	Training and Development Agency for Schools
TES	<i>Times Educational Supplement</i>
TLA	Teacher Learning Academy
TSN	Teacher Support Network
TTA	Teacher Training Agency



# I NTRODUCTION

Since you're reading this book I probably don't need to convince you how important induction is. I am passionate about supporting all school staff so that children and young people get the best possible deal. Investing in people right at the start of their career is crucial because, no matter how good initial training is, the first year as a fully fledged teacher will be tough, as this teacher says:



*I've found this year bloody hard work, sometimes crushingly so, and think I would have collapsed under it if it wasn't for the support of my school. (NQT, Term 3)*

Many people leave their training on a high having had a terrific teaching practice and expecting to build on that success. However, it's more realistic for people to prepare for turbulence rather than a smooth trip because of course the ride will be rocky: newly qualified teachers (NQTs) have to do exactly the same job as their more experienced colleagues. It really is crazy to throw new teachers into full responsibility for children's learning! Still, everyone in education needs to help them do the best that they can, and induction is there to do just that. It benefits not only NQTs but also those who support and assess them. And of course all the current and future pupils that new teachers work with will learn more and be happier. What better investment could we make?

However, individual new teachers' experience of induction is hugely variable. In the national evaluation of induction in 2000–02 (Totterdell *et al.*, 2002), we found that a fifth of NQTs did not get the 10 per cent reduced timetable they were entitled to; a fifth did not think their induction tutor gave useful advice; one in 11 hadn't observed any other teachers teaching despite having time to do so; three-quarters had some non-teaching responsibility; and half felt they taught classes with challenging behaviour. It's simply not fair. Although there are meant to be procedures for NQTs to air dissatisfaction at both school and local authority level, they're rarely used. Who's going to complain about their assessors?

Induction also needs to be done well because of the dire consequences of failing. You do know that people who fail induction are banned from teaching in maintained and non-maintained special schools for evermore, don't you? The failure rate is tiny – in the last three years 87 people have failed and 74,000 have passed induction. But are the 87 who are for ever banned from teaching in schools people who we'd all agree shouldn't teach? Perhaps they were just unlucky. And what about the others who jump before they're pushed? There are mysterious gaps in the figures because about 34,000 people get qualified teacher status (QTS) in England every year but only 25,000 pass induction.

So induction needs to be done well. Good teachers make good schools – but good schools also make good teachers. Where induction is successful:

- there are clear systems in place so that everyone knows how things work, who does what and when;
- the half-termly rhythm of induction is established;
- induction meetings have high status;
- strengths and needs are accurately diagnosed;
- support, including emotional support, comes from across the school and other NQTs;
- monitoring is not just through observation;
- observations are carried out well and relate to the standards, not inspection criteria;
- the reduced timetable is spent on a range of professional development activities to meet needs;
- new teachers seek and receive advice on managing workload;
- the whole school community is focused on learning – the children are learning and the adults are too, and people are interested in each other's development.

You're busy people with lots to do, so in this book I've tried to explain clearly, accessibly and concisely how to have a successful induction year. It's written both for new teachers themselves and those who support, monitor and assess them: headteachers, induction tutors, coordinators and mentors. I've used extracts from postings on the *Times Educational Supplement* (TES) new teacher staffroom to give a real feeling for the issues as well as some useful tips. Click on [www.tes.co.uk/staffroom](http://www.tes.co.uk/staffroom) and see what friendly, entertaining and helpful people there are around.

The book starts with a chapter about looking after yourself, which is really important for new teachers and those who support them because teaching is stressful and there are few years harder than the first. I look at stages that new teachers might go through. It might be a comfort to know that if you're feeling low after the first six weeks you are perfectly normal and should hang on in there. Working with children in such large numbers and close proximity means lots of germs, so there are some tips about staying healthy. Forget about that interactive whiteboard, a teacher's voice is their most precious resource and it needs careful use and treatment, so there are some ideas about that too. I'm sure you're prepared for difficult children but are you ready for all the different adults that you have to work with in school? Most are marvellous but some can be thoughtless and downright rude, so I've included a section about staying strong and happy in the face of behaviour that might be less than professional – let's hope you don't need it.

With Chapter 2 we get into the induction regulations which, in spite of having been around since 1999, still confuse people. I cover what induction is, what happens if you fail it and what new teachers are entitled to, as well as different models of completing induction and the roles and responsibilities of everyone involved. Chapter 3 explores the framework of teacher standards, focusing on the core ones that new teachers have to meet to complete induction. But I take a look at the standards that induction tutors and mentors will need to meet too.

There are three aspects to induction – support, monitoring and assessment – and the chapters that follow cover each of these. Chapter 4 explores key concepts in the support of teachers’ development such as what professional development really means, how adults learn, the cycle of identifying, analysing and meeting needs and considering how to measure the impact of learning. There are some tips for keeping a professional portfolio and using the career entry and development profile (CEDP). This leads into Chapter 5 on analysing needs, setting objectives and drawing up action plans. Chapter 6 gives some ideas for the range of professional development activities that might meet new teachers’ needs: coaching and mentoring, observing others, watching Teachers TV, learning through chatting, and going on courses and conferences. Being observed is a great way to develop as well as a way to monitor a new teacher’s progress in the classroom, and Chapters 7 and 8 explore this. They are addressed to induction tutors and mentors rather than new teachers for obvious reasons – but new teachers should benefit from reading these chapters too. Discussing teaching both verbally and in writing is hard and something that induction tutors need to do with confidence, so Chapter 8 covers how to conduct a post-observation discussion and how to feed back judgements on teaching in writing.

The third component of induction is assessment, and this is the subject of Chapter 9. As well as some tips for reviewing progress at half term, there are pointers on getting the most out of the assessment meeting and on how the report should be written against the standards.

Chapter 10 is about moving on from the induction year, starting with using the questions for discussion in Transition Point 3 of the CEDP. It explains how teachers’ pay and contracts are organised, before looking at how to make the most of performance management. At the back of the book there are some *pro formas* that might be useful for different aspects of induction – feel free to make them work for you.

I hope you enjoy reading this book and find it useful – induction helps everyone succeed.

Sara Bubb

July 2007, London



## Looking after yourself

- Stages you might go through
- Looking after yourself
- Your voice
- Managing your time
- Staying strong
- Coping with difficult people
- Keeping happy

Your first year in teaching will be rewarding and stimulating, but will undoubtedly be hard and very stressful. In this chapter I will look at ways to make it easier on a very practical level by explaining the stages you might go through; how to look after yourself and your voice in particular; how to manage your time and cope with difficult colleagues; and most importantly, how to keep happy.

### Stages you might go through

There's a common perception that people should be able to teach well if they're qualified. Certainly, the pupils taught by a newly qualified teacher have as much right to a good education as those taught by someone with 20 years' experience. However, there's a huge difference between novice and experienced teachers. Like any skill or craft, learning to teach is a developmental process characterised by devastating disasters and spectacular successes. Teaching is a job that can never be done perfectly – one can always improve. Depressing, isn't it? Well, see teaching as acting: each lesson is a performance, and if one goes badly, the next can go better. Separate the performance from the real you. This will stop you feeling too wretched about lessons that don't go well. Remember that few people are natural-born teachers – everyone has to work at it and everyone can get better. The more you know about teaching and learning, the more you'll realise there is to know. That's what makes it such a great job!

*Some days I love it (when the lessons are good), some days I hate it (when it turns to madness).*  
(NQT, Term 2)

How you feel about teaching will probably change daily at first. One day will be great and leave you feeling positive and idealistic, but the next will be diabolical. As time goes by, good days will outnumber the bad ones, and you will realise that you are actually enjoying the job. There are recognised stages that teachers go through. Appreciating them will help keep you going and help you realise that you will need different levels and types of support at different times during your induction year. Figure 1.1 shows a trajectory of teachers' typical feelings during their first year. They start on a high in September but then reality strikes and they live from day to day, needing quick fixes and tips for survival. It's hard to solve problems because there are so many of them. Behaviour management is of particular concern, but they're too stressed and busy to reflect. Colds and sore throats seem permanent. Getting through all the Christmas activities is exhausting. In January, pupils return calmer and ready to work. Teachers can identify difficulties and think of solutions because there is some space in their life. Then they feel that they're mastering teaching, begin to enjoy it but don't want to tackle anything different or take on any radical new initiatives. Eventually, people will be ready for further challenges, want to try out different styles of teaching, new age groups, and take on more responsibilities.

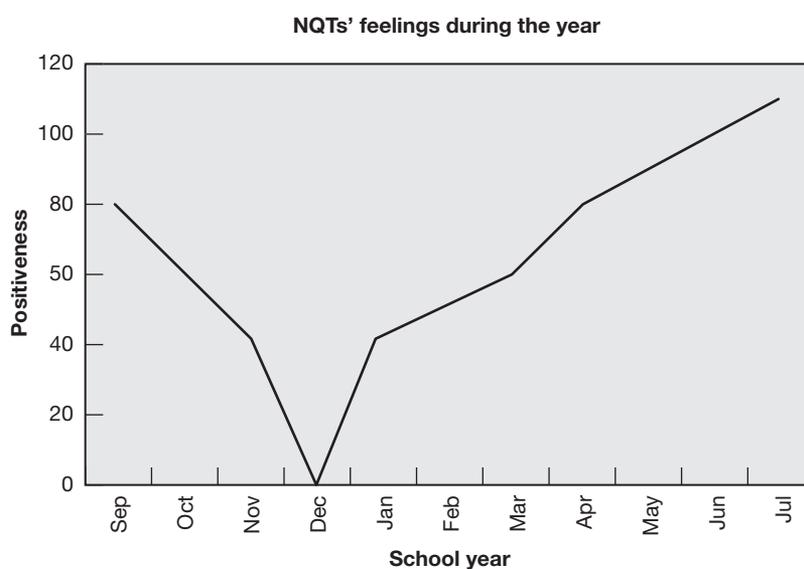


Figure 1.1 NQTs' feelings during the year (Bubb, 2005a, p.8)

### Activity 1.1

**Induction tutors: what can you do to help new teachers pace themselves?**

## Looking after yourself

Unless you're very lucky, illness will plague you during your first year of teaching like it has never done before. It won't be anything serious, I hope, but the rounds of sore throats, coughs and colds will leave you forgetting what it feels like to be well. Large numbers of children mean a lot of germs! When you're busy the easiest thing to do is to forget to look after yourself. Everyone knows that they function better with good nutrition and rest, but these seem to be the first things to be neglected.

Stress is defined as 'the adverse reaction people have to excessive pressures or other types of demand placed upon them. It arises when they worry they can't cope' (Health and Safety Executive, 2003). Stress affects different people in different ways, but you need to cope with its results and handle the causes. Given that there is no one cause of stress, there's no simple solution. Teaching is a stressful job and when you're new it's even worse, so you need to learn to manage stress. Look out for behaviour, mental health and physical symptoms. Are you getting irritable, tired, anxious, depressed, forgetful or accident-prone? Do you have aches and pains, headaches, digestive problems or seem to succumb to every germ that's doing the rounds? Are you eating more chocolate or drinking more? These are signals to you from your body that should not be ignored for long.

The first step is to recognise that the problem exists and tell someone how you feel – almost all teachers are kind and caring, but they can't help you unless they know what the problem is. The Teacher Support Network (TSN) has an excellent online stress assessment you can use to identify your levels of stress ([www.teachersupport.info](http://www.teachersupport.info)). I've done it and it seemed spot on. It gives you a report, and there's a facility for emailing it to anyone else who you think might benefit from knowing the result. It also contains suggestions for coping better. The Teacher Support Line is open every day and staffed by trained counsellors who can give support online ([www.teachersupport.info](http://www.teachersupport.info)) or by phone (08000 562 561 in England).

Analyse the causes of your stress. Try listing all your troubles, then dividing them into those over which you have some control, and those you haven't. Work on practical solutions to those over which you have some influence. There are certain people and situations that increase one's blood pressure, so avoid them as far as possible! Recovering from the 'high alert' positions that our bodies may have been in for long periods during the day is important, but hard to do. Do something that forces you to think about something other than work, something that needs your active involvement. A good quality and quantity of sleep is a must too. You need to be in tip-top form to teach, so invest in that body of yours.

Here are ten tips for looking after yourself:

1. Pace yourself. Don't over-commit yourself. You can't afford to burn out so plan some days to be less demanding.
2. Try to organise accommodation so that your journey is reasonable and that you feel comfortable when you get home.
3. Remember to eat well – don't skip meals. Snack on nutritious, high-energy foods such as bananas rather than chocolate bars. Get organised at weekends so that you have enough suitable food to last the week.

4. Take vitamin supplements. Vitamins and minerals will help your body fight off all the viruses that the pupils will bring into school.
5. Watch out for head lice – check your hair frequently with a very fine nit comb and take immediate action if you find any.
6. Monitor your caffeine and biscuit intake. Although they're the staple diet of many staffrooms, they really aren't much good for you.
7. Take exercise and get some fresh air during the school day. Do some serious exercise once a week. Teaching makes you feel very tired but exercise will give you more energy, and you function better all round if you keep fit.
8. Plan some 'me' time. Do whatever makes you feel better. This might be soaking in a hot bath, reading novels or watching escapist films.
9. Keep talking to other new teachers (don't forget email or the TES online staffroom) – nobody can understand better than people at the same stage.
10. Invest some time and attention in friends, loved ones and family: they need you and you need them.

## Your voice

Sounding a little husky? Is your throat feeling sore? Don't just think it goes with the job; these ailments need to be taken seriously. How you're feeling – depressed, sad, stressed, nervous – comes out in your voice and will affect your teaching unless you put on that jolly, smiley teacher voice. Your voice is your greatest asset, but not using it well can cause lasting damage. One patient in nine at voice clinics is a teacher, and some people are forced to leave the profession after suffering permanent damage to their vocal cords.

Teachers use their voices as much as the busiest professional actor, but do so hour after hour, day after day, and often without any training. Graham Welch, professor of music education at the University of London's Institute of Education, says: 'Voice management is a critical element of successful teaching. When people understand how the voice works, they can use it better' (Bubb, 2005b). Speech is produced when breath passes over your vocal cords, causing them to vibrate. The sound is amplified by the cavities in your chest, mouth and head, and your lips, teeth and tongue shape the sound into recognisable words.

Breathing is fundamental to powering the voice. Deep regular breathing from the diaphragm – in through the nose, out through the mouth – helps you stay calm and works wonders for the voice. When you're stressed and dashing around, you just snatch shallow breaths into your mouth or chest and your tummy doesn't move at all. This means there's not enough power to project the voice, so you strain the weak muscles around your neck and put too much pressure on the vocal cords. Poor posture and tense shoulders and neck mean that the passage of air is blocked.

Tension restricts your voice and can cause lasting damage. The voice is a product of the muscular and breathing systems, both of which suffer when you are stressed, so the ability to relax is essential. Excessive or forceful coughing and throat clearing put great strain on your voice and

are often habits rather than physical necessities. Constantly placing demands on the voice – shouting, speaking forcefully or speaking above the pupils and speaking or singing when the voice is tired or sore – is damaging. So is continuing to speak with a sore throat, using maskers such as painkillers, throat sweets or sprays that provide temporary relief. Whispering is just as harmful as shouting because it strains the voice.

Some people damage their voices badly. You should seek medical advice for

- a hoarse voice which persists;
- change in vocal quality, pitch, sudden shifts in pitch, breaks in the voice;
- vocal fatigue for no apparent reason;
- tremors in the voice;
- pain while speaking;
- complete loss of voice.

Roz Comins of Voice Care Network UK ([www.voicecare.org.uk](http://www.voicecare.org.uk)) says that many problems are caused by long-established bad habits that can be remedied when accurately diagnosed: ‘One teacher wore a brace for three years when she was a teenager and had got used to speaking with her lips barely open to disguise it’. Everyone knows that dehydration is bad for the body but if you’re speaking a lot you need to drink even more water because you’re constantly losing vocal tract surface lubrication through evaporation. Classrooms can get very hot, dusty and stuffy as well as germ-ridden so keep an eye on ventilation and humidity.

Record yourself teaching for just ten minutes – are you using enough intonation to keep attention, unnecessarily repeating things, talking over the pupils, or simply talking too much? If you really need to shout, do you yell the first word (from the diaphragm, mouth wide open) and then quieten down: ‘STOP what you’re doing and look this way’? Do you have to talk so much? The look, the smile, the glare, the raised eyebrow, the tut can be so much more effective than words – and so can a theatrical silence or closing of a book.

Do you do warm-ups before the daily onslaught? As you set up your room, practise counting up to 20, starting off with a monotonous voice and then gradually becoming over-excited. This will make the rest of your body come alive. Doing some gentle humming at different pitches, stretching those mouth and face muscles and practising some tongue twisters will really set you up for a day’s talking. Use your mouth, lips, teeth and tongue for clearer articulation. We can all fall into habits of mumbling and throwing words away which means that pupils don’t hear what we’re saying.

Think of all the strategies you can use to engage your pupils that don’t involve your voice. Consider body language, signals and gesture; where you position yourself; as well as encouraging and developing pupils’ listening skills. For more volume without shouting, fuel your voice with long deep breaths – you should feel your diaphragm moving your stomach – and project your voice. Breathe in a relaxed, focused manner, avoiding lifting shoulders and upper chest. Drink more water: six to eight glasses of still water a day. Drinking tea, coffee, fizzy drinks or alcohol dehydrates the body. If you need to shout, shout the first word then quieten down. Lower the pitch to sound more authoritative. Inhale steam to relax a tired or sore throat. Don’t cough to clear your throat too often – swallow or yawn instead. And find someone to massage your neck and shoulders to relax. Hmm, nice...

## Managing your time

How many hours a week are you working? It's a good idea to keep track because, let's be honest, you could work 24 hours a day for seven days a week and still find more to do. The risk of burn-out is very real. The profession is haemorrhaging people leaving within the first five years of getting qualified teacher status – because of workload. You, as the new generation of teachers, need to make this job manageable so that you stick with it and enjoy it. You've come into the profession at an ideal time to reap the benefits of research, campaigns and legislation aimed at reducing teachers' workload and improving work–life balance. You shouldn't be doing any of the 24 admin tasks such as display, photocopying and exam invigilation; covering for colleagues should be a rare event; and if you're on induction you should have a ten per cent reduced timetable and ten per cent of that freed up for planning, preparation and assessment (PPA).

But something's wrong because every new teacher I meet seems to be working very long hours. On 5 October 2006 – a month into the job – about 90 primary school NQTs in Lambeth totted up how many hours they'd worked in the last week. Half of them were working more than 60 hours! That's three times as long as they are teaching for – about 20 hours a week. One in ten had worked over 70 hours and two people had clocked up over 80 hours. Yet, in the same room and getting paid the same were a few people who were managing to get the job done in about 48 hours.

That enormous disparity doesn't make sense, on all manner of levels. With a take-home pay of about £1410 a month, people working 50-hour weeks get about £7 an hour but those working 80-hour weeks have an hourly rate of about £4.50. Working long hours is not only financially crazy, but also bad for your health and well-being. As Estelle Morris said when she was Secretary of State for Education, 'A tired teacher is not an effective teacher'. If you don't get enough sleep, noisy classrooms are unbearable. When you're tired, you over-react to minor irritations and end up with even more problems on your hands.

### Activity 1.2

Complete Table 1.1 for one week. Add up the time you work at school, at home (on school matters) and while travelling including thinking about school.

**Table 1.1** Keeping track of the hours you work (Bubb and Earley, 2004: 64)

	<i>Working at school</i>	<i>Working at home</i>	<i>Travel (work)</i>	<i>Sleep</i>
Sun				
Mon				
Tues				
Weds				
Thurs				
Fri				
Sat				
<b>Total</b>				

In the last week I worked ..... hours.