

Principal Sabbatical Report
CLASSROOM TEACHER RELEASE STUDY
AUGUST/SEPTEMBER 2006

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Favona Primary School

1. The Primary Teachers' Collective Agreement of 17th September 2004 – 30th June 2007 allowed for full time Primary Teachers to be released from classroom teaching for 10 hours per term as from term 4 2005. (Reference Primary Teachers' Collective Agreement 2004 – 2007 P43 Item 5.30).

The purpose of the research was to:-

- > investigate the ways schools are implementing Classroom Teacher Release.
- > benefits experienced by classroom teachers.
- > explore issues for teachers and senior staff.
- > ascertain the effect of CTR on the delivery of programmes of learning for children.
- > find out the effects CTR may be having on the quality of assessment and evaluation.
- > explore the availability of relieving teachers to provide release.

These issues were to be explored from a management point of view i.e. survey Principals.

Methodology

In consultation with other principals devise a survey 'Test' the survey through discussion with colleagues.

Surveys were then sent out to a random 200 schools throughout new Zealand (copy of survey and covering letter are attached)

Coverage by survey was to:-

Contributing schools		60
Intermediates		20
Small Schools (under 200)	60	
Special Schools		10
Integrated schools (Catholic)		30
Kura Kaupapa		10
Normal schools		10

Returns received were:-

Contributing schools		58	=	96.6%
Intermediates		16	=	80 %
Small Schools (under 200)	50	=	86.6%	
Special Schools		9	=	90 %
Integrated Schools (Catholic)		27	=	90 %
Kura Kaupapa		5	=	50 %
Normal schools		8	=	80 %
<u>TOTAL</u>		<u>175</u>		<u>87.5%</u>

Surveys were anonymous though some Principals chose to be identified.

The following pages detail findings and comments set out under each 'Category' of school type. For many of the questions several options were indicated to be in use.

Locations of schools that responded to the Survey			
	Inner City	Suburban	Rural
Contributing	10	41	7
Intermediate	5	7	4
Small	4	10	3
Special	3	5	1
Integrated	8	12	7
Kura Kaupapa	2	-	3
Normal	3	4	1
TOTAL	35	79	6
Anonymous - Nil			

	Teacher Resource individually 2 days per term	Releasing a team of teachers together	Employing a specialist teacher to work in classes for Music / PE etc.,	Banking staffing to utilise for whole school Professional Development days.
Contributing	36	18	22	1
Intermediate	4	3	5	1
Small	40	9	5	1
Special	5	2	-	-
Integrated	20	3	7	1
Kura Kaupapa	4	-	-	-
Normal	5	2	2	-
TOTALS	114	37	41	4

Comments

Contributing

- Release on a fortnightly basis – a morning one time and then an afternoon the next.
- 1 day individual, 1 day team. X 3
- Release of teachers for 6 1 1/2 hour blocks.
- We have offered a full range of both team planning days as well as 1 full days release, as well as 1 ½ hour slot weekly for Term 2.
- All teachers receive their 10 hours and take it as 1 1/2hours per week over 7 weeks (1 hours last week) x 2.
- Each teacher has a right to choose and can have weekly sessions if they wish.
- 2 x CRT Part time teachers employed. Negotiated 10 hours per teacher release per term – 1 Senior, 1 Junior.
- Immersion classes get a Reliever for ½ day blocks.
- ½ days, 1/3 days, 2/3 days – best fit.
- Currently using 2 days per term, but only until a suitable specialist teacher is employed.
- Senior school have 2 days a term. Y1 – 3 teachers have a 2 hour block a fortnight.

5. INTERMEDIATE

- CRT used to release each teacher 2 days per term, but because of Tech classes are also released 1 x 2hr block and 1 x 1hr block per week – 3 hours in to Total per week.
- Non-contact period each week of 100 mins (1hr 40mins).

- Regular release time each week through timetabling.
- On going weekly release time as well – 1 hour guarantee plus one day per term. Also have technology release – extra 2 hours used for both P.D. and individual time.
- Specialist teacher of Reading.
- Release during Technicraft time.

5. SMALL

- Staff choose what they want and let me know end of previous term. Varies – most take 1 ½ hours 2 out of 3 weeks but all of the above except 'banking' staff have been used.
- Teachers get 1 hour per week. X 2
- Teachers released individually 1 ½ hours per day 7 days of the term each.
- Each teacher gets 1 ½ hours a week (BOT fund the extra.) We employ a teacher who works 1 1/3 days. She does various areas in each class.
- Combination of approaches 1/3 day / 3/3 / whole day most useful to teachers.
- Releasing team of teachers together and Banking Staffing to utilise for Whole School P.D. days already happening as well as CRT.
- A mixture of 2 whole days / 4 half days or 1 fullday / 2 halfdays.
- 2 Teachers (same syndicate) released together.
- 1 ½ hours per teacher 6 x per term. Same time each week for 6 weeks.
- Release individually 4 half days per term (sometimes combination 1 day PD and 2 other ½ days).

5. SPECIAL

- 2 hourly 2 weekly. x 2
- 1 day per term individual teacher release. 1 day releasing a team of teachers.
- All teachers had release before CRT. All teachers have weekly timetabled release for $\frac{1}{2}$ a day a week.

5. INTEGRATED

- 2 hours per fortnight.
- 1 day for each individual. 1 day to work as a team.
- Occasionally at teachers' request release a team of teachers.

5. KURA

5. NORMAL

- Two mornings and two afternoons per term.
- A combination of uses but based on 2 days per term with some specialist assistance.

5A. TEACHERS USE OF CRT									
	Planning & Assessment	Report writing	gathering/e ntry/analysis	Reviewing/ Writing IEPs	Prof. Reading	Management	Mentoring	directed activities	considerations
Contributing	56	46	52	17	31	13	10	32	2
Intermediate	15	12	12	9	8	10	5	10	2
Small	49	41	42	19	27	19	10	30	10
Special	9	8	7	8	4	6	2	3	-
Integrated	27	23	24	6	10	10	5	14	-
Kura Kaupapa	5	3	3	2	3	-	1	-	-
Normal	9	8	7	4	7	3	5	7	3
TOTAL	169	138	147	65	90	61	38	96	17

5A. COMMENTS CONTRIBUTING

- Mostly paper work.
- Visiting other schools / classes.
- To be honest I haven't really checked what they do within the guidelines. I am more concerned with trying to ensure all release is covered!
- Needs tighter guidelines.
- Professional Development Including Professional Reading is not one of the uses!! School resources for this.
- Mental Health considerations are not encouraged through CRT – sick leave is better.

- Teachers must use it for classroom based activities – Prof. Visits need to tie into Perf. App goals.

5a. INTMEDIATE

- A bit of the above. Time to themselves
- On site only.
- It is meant to be used for all of the above but not a lot of mentoring and Professional Activities, Prof. Reading, Data Analysis gets done.

5a. SMALL

- All of the above – discourage mentoring etc., as that defeats the purpose of having release time.
- Reflection.
- As each teacher sees fit – really workload. Management, stress relief – in school.
- Individual interviews / work with children.
- Teachers choose the ways in which they use CRT. May include any of the above. Also observation visits to other classrooms within or beyond the school (we specifically included this in our school's policy).
- All of the above spread over the year.
- The decision is left to the teachers.
- They have open choice, as long as it is enhancing teaching and learning and they let me know, as Principal, if they are working out of the school grounds.
- Their choice.

5a. SPECIAL

5a. INTEGRATED

5a. KURA

5a. NORMAL

- Visiting other schools
- Valuable reflection time
- Meeting appraisal goals
- Classroom visits
- Observing others

6, 7, 8, POLICY						
	A policy is in place		Original policy has been revised		Intend to Revise Policy at end of 2006	
	YES	NO	YES	NO	YES	NO
Contributing	56	1	28	23	41	9
Intermediate	14	-	6	7	8	4
Small	49	2	17	31	32	16
Special	9	-	3	4	4	4
Integrated	27	-	6	20	18	6
Kura Kaupapa	3	2	-	3	4	-
Normal	6	1	2	5	5	2
TOTAL	164	6	62	93	112	41

6, 7, 8 COMMENTS - CONTRIBUTING

- Original Policy has been reviewed.
- Intend to review / revise if necessary at the end of 2006.
- Intent to revise Policy at the beginning of 2007.
- Review but not likely to revise.

6, 7, 8 INTERMEDIATE

- Happy with current Policy.
- Maybe revise at end of 2006 – depends on review.

6, 7, 8, SMALL

- Will revise / review at the start of 2007.
- Policies review on a 3 year cycle.
- Will revise policy if different staffing needs in 2007.

6, 7, 8, SPECIAL

- A procedure is in place.

6, 7, 8 INTEGRATED

6, 7, 8 KURA

6, 7, 8 NORMAL

9. DIFFICULTIES ENCOUNTERED					
	Sourcing Relief Teachers	Quality of available Relief Teachers	Disruption to Programmes	Timetabling	Availability of specialist teachers
Contributing	20	24	22	30	14
Intermediates	8	8	5	3	7
Small	18	10	11	21	5
Special	5	6	4	4	2
Integrated	7	7	9	8	5
Kura Kaupapa	3	5	1	3	2
Normal	-	1	1	4	2
TOTALS	61	61	53	73	37

9. COMMENTS - CONTRIBUTING

- Have used Rdg Recovery Teacher and ESOL teacher for 2 hour blocks. Employ Relievers for Senior School whole days.
- On a large staff fitting all release times in is a difficulty.
- Teachers are actually **NOT** wildly enthusiastic about this time away from students!!!
- None so far (difficulties).
- **BUT** generally working well.
- Very serious difficulties sourcing quality Relief Teachers.
- Doing lots of talking and ongoing revising with considerable success – less difficulties now.

- Have not experienced difficulty to date. Utilizing specialist teacher has created some issues around assessment and reporting in these areas.
- Difficult to get quality relievers for immersion classes.
- Difficult when teacher or CRT teacher is sick on a scheduled release time.
- CRT combined with other release can cause disruption of learning.
- Time out of class – especially for Senior Teachers – Parents concerned.
- Timetabling is a big task and once it is put in place changes cause big problems.

9. INTERMEDIATE

- CRT has soaked up the pool of relievers.
- None of the above. Anticipated CRT and employed specialist at the beginning of the year. BOT funded until CRT “kicked” in.
- None x 2
- A bit of each. More difficult to source Relief Teachers in Term 3 2006.
- Difficulty sourcing Relief Teachers because of full day CRT in neighbouring schools.
- PPTA Tech Teachers grizzling that they don’t have it as good as our NZEI members.

9. SMALL

- Disruption to class learning with teacher out of class.
- No difficulties x 8
- When specialist teacher left at short notice there was disruption to the programme.
- Principal does all CRT Release x 2
- If relievers are good, all is sweet.

- Difficulty having to supply CRT to teachers where you have used / gathered points to make full time positions, but these are not paid for by MOER.
- Principal has done majority of CRT, therefore timetabling can be difficult.

9. SPECIAL

- It works well on paper, but when staff are away it gets difficult to make up the time.
- Some classes with severely challenging pupils cannot cope without their teacher so we have had to try various ways of doing this i.e. cellphone for teacher to ring class 3 x per day if out working around satellites.

9. INTEGRATED

- No major difficulties. Use relievers or part time teachers who are already in the school and known at the school.
- Some teachers find the time spent away from their classrooms difficult.
- May be difficult to source relievers in Terms 3 & 4 when the pool 'dries up'.

9. KURA

9. NORMAL

- No problem accessing relievers for CRT BUT enormous difficulties with day to day relievers as a result.
- Generally working pretty well.
- Parental feedback that they notice the teacher not being there and with added release with BS. / Course it is more noticeable.

10. HIDDEN COSTS				
	Relief Teacher travel	Work space shortage	Additional materials / equipment	Arranging part time teacher hours to fit CRT teachers
Contributing	21	35	9	30
Intermediate	5	7	5	2
Small	21	12	4	15
Special	3	7	1	3
Integrated	8	15	-	9
Kura Kaupapa	2	1	-	1
Normal	1	4	1	3
TOTAL	61	81	20	63

10. COMMENTS - CONTRIBUTING

- Employment of teacher does not cover times for all full time teachers!
- Release teacher is employed on a permanent basis but there isn't any funding to cover any sick leave she may have to take.
- No hidden costs so far. X 5
- Finance. We want to release for Music and Drama/Dance/ We have had to prop up this goal with locally raised money so all teachers get the same thing.

In addition we have each term, had to employ a reliever for 3 – 4 days because by the end of the term, the staff have not been completely covered for 2 days.

- All relief teachers travel used is out of Ops Grant or T.S.
- More CRT needed than given.
- Space is the main bug! Also covering CRT time when this teacher is sick.
- As a result of workspace shortage teachers can work at home.
- Use of Multi Serve to source relievers.
- We are addressing the work space shortage with a new Teacher Resource Room.
- We had to develop a work space in our Resource Room.

10. INTERMEDIATE

- Nil x 4.
- Relief teacher travel costs can be a problem, but if you want them you need them.
- Costs within 'collective' not covered by funding.

10. SMALL

- Releasing Principal Release teachers (our cost) so that they can be involved with the other staff.
- None x 7.
- Relief teacher travel costs are huge.

10. SPECIAL

- Administration of payroll. Additional training for relievers to manage severely challenging students.

10. INTEGRATED

10. KURA

10. NORMAL

11. CRT HAS HELPED REDUCE:-					
	Teacher Workload	Teacher Stress	Snr Staff Workload	Snr Staff Stress	Staff Illness
Contributing	46	41	9	11	5
Intermediate	11	9	3	-	2
Small	45	35	3	-	2
Special	7	5	2	2	-
Integrated	23	18	7	6	3
Kura Kaupapa	4	4	1	1	-
Normal	6	6	3	2	3
TOTAL	142	118	34	31	18

11. CONTRIBUTING

- It has not reduced any of the above, but rather assisted teachers to better manage the above.
- Has reduced teacher workload a little.
- Reduction of teacher stress in individual to each teacher.

- None of the above. Change the word reduce to INCREASE and my answer would be YES to ALL criteria.
- Hard to tell – we were already providing this.
- Have not questioned staff.
- Very happy staff when it's their turn.
- CRT has increased some work for Senior Teachers to organise and re-organise CRT timetable so it is flexible for school visits, observations etc.,
- Just gives them a couple of days to catch up. It's more the chance than anything else.
- Very difficult to judge at this time.
- Too early to tell if staff illness has reduced x 2.
- Senior Staff already have release.
- A very valuable release time for all teachers.
- Teachers very pleased to be able to access this provision.
- The workload is the same but teachers appreciate the 'space' to spread the load.
- It was created stress for Principal and CRT Release Person.
- None of the above have been reduced.

11. Intermediate

- Staff were already having release though the tech arts programme. But use of specialist has improved the quality of Reading Programmes / Direct teaching of reading skills.
- Senior Staff stress has increased – suspect teachers stress has reduced.
- We have always had teacher release.
- No to all above. They still complain, regardless.
- Only increased expectation for further release.

11. SMALL

- None of the above x 2.
- Senior Teachers have more time as well – their staff have 'extra' time to get data / testing completed and in.
- Only a little – not enough and doesn't cover part time teachers and teaching Principal.
- Teachers are free to use it as they like. Must be on school site.

- Good question. At this stage I'm reluctant to say that it has reduced workloads etc.
- Yeah right!!! (to teacher workload).
- In a way stress has increased trying to organise. Staff don't like to leave their classes – some have to be forced to take CRT – they don't like letting someone else take responsibility – they can't let go – so some still plan what the person will do.

11. SPECIAL

- Have not yet surveyed staff for positive outcomes.
- Senior Staff workload and stress have increase.
- Not sure yet.

11. INTEGRATED

- I don't think it has reduced any of the above. It does provide recognition of the workload and is one way of providing quality time to plan, assess etc., It does seem to add to stress in some cases because of disruption to class programmes or in some cases unsettling children. Probably some of this is just teething problems.
- Increased stress – programme disruption
Teachers out of class
- Added stress for Senior Staff who have made had to juggle all needs and formulate a complex timetable.
- It does not reduce the workload as the work has to be done regardless. It does however, impact on when the work is done and therefore on stress levels.
- Yes, for some teachers, but can increase the same categories for others – main reason – being away from their classrooms.

11. KURA

- CRT has increased Senior Staff workload e.g. arranging relief teachers and beginning teacher time release.
- CRT has increased Senior Staff workload and stress.

11. NORMAL

- Don't know – haven't measure this.
- It has been a very good P.R. exercise – really appreciated by staff.
- Increased Principal's workload as he / she is the one who finds relief and allocates days.
- Not able to say as yet.

12.. CRT HAS IMPACTED ON:-			
	Delivery of programmes of learning	Assessment & evaluation of children's learning	Speedy data input allowing more immediate analysis for planning learning needs
Contributing	31	37	24
Intermediate	9	8	6
Small	29	35	27
Special	3	5	3
Integrated	17	21	9
Kura Kaupapa	2	3	2
Normal	4	6	4
TOTALS	95	115	75

COMMENTS

12. CONTRIBUTING

- Not sure x 2.

- Increased Professional Development opportunities (really valuable as we are on a Literacy Contract).
- Teachers feeling valued and their issues acknowledged.
- Staff stress / mental health – it just allows that bit more time to spend on tasks during the school day.
- Nothing particularly obvious so far.
- Teachers feeling they are getting 2 days release from their classroom to tidy up some aspect of their work. Teachers look forward, jealously, to this release from their room.
- Enabled teachers to focus on individual's programmes as well as being better prepared.
- A specialist subject now available – Drama.
- Very hard to quantify the impact of CRT to date. There has of course been positive and negative outcomes.
- Can't really comment on this. I'd like to tick all of the above – but it's only been going 3 terms.
- Negative impact on delivery of programmes of learning.
- Teacher stress and workload
- Helping teachers feel more valued.
- Still assessing whether this is for better or worse. Have been given comments but no data at this stage.

12. Intermediate

- Very hard to quantify.
- Analysis not done.
- CRT has impacted on school culture.
- Only through the use of a specialist teacher working with teachers.

12. SMALL

- CRT has been great here – no negative impact.
- No obvious results as yet.
- Impact on Teachers well being.
- Only a little at this stage.
- More reading time for teachers.
- Teachers given more time for assessment and evaluation of children's learning 1:1 – so good.

- Impossible to quantify this of course – BUT any support for class teachers has to be good.
- The one thing it has done is that it's been a time where teachers can catch up on themselves at a time where paperwork and admin requirements seem to be a major issue.

12, SPECIAL

- Sometimes has a negative impact on programmes of learning.
- Unable to comment at this time.
- No noticeable difference.

12. INTEGRATED

- Haven't had it long enough to judge impact.
- A bit early to tell.
- Don't know that CRT has impacted on the above. Teachers use it to catch up on testing, planning etc.,
- Gives teachers some 'breathing space'.
- Has impacted on teacher's well being.

12. KURA

12. NORMAL

- Has had a positive impact on delivery of programmes of learning.

- Allows whole syndicate to meet in school time instead of after school.
- It is a learning curve for Principals also – I am beginning to give more directions especially working towards ‘delivery of programmes of learning’.
- No data yet.

13. CRT INCLUDES RELEASE FROM PLAYGROUND DUTY:-		
	YES	NO
Contributing	25	28
Intermediate	3	12
Small	26	27
Special	6	3
Integrated	16	10
Kura Kaupapa	4	1
Normal	5	3
TOTALS	85	84

COMMENTS

13. Contributing

- Sometimes relief teacher will do duty – worked out informally between relief teacher and released teacher.
- CRT doesn't include release from playground duty because we mainly use part time teachers for CRT and they already have some duty responsibilities.
- Up to CRT teacher if on duty, to inform relief staff.

- Sometimes x 2.
- Due to 2 teachers employed for 0:52 and 0:4 they are already on the duty roster.
- Sometimes CRT is away from school.
- If for a full / ½ day and the CRT falls on a duty day.
- We have 2 FTE doing this and they are on the existing duty roster so teachers who are released by these teachers do their own duty. Those covered by relievers don't have to do duty. This group are in the minority.

13. Intermediate

- Not applicable.
- Only on full day release.

13. SMALL

- Being a small school we can easily shuffle things to suit, playground duty is not a huge issue.
- Reliever does it.
- The CRT does do a duty – that means it is one less we have to share to do.
- Only 'yes' if a reliever is employed to cover that teacher for a whole day and if they are being employed on the teacher's duty day x 2.
- Playground duty is timetabled away from CRT times.

13. SPECIAL

- I also insist that if a class teacher is off site for the day they have to attend any after school meeting.

13. INTEGRATED

- Teachers plan CRT around duty days, so don't expect release.
- Is not automatically the case but can do.
- If it coincides with duty day.
- Only if a reliever is employed for a full day.

13. KURA

13. NORMAL

- Not always possible to release if teacher is involved in training a sports team.

FURTHER COMMENTS

Contributing

- We have 3 CRT teachers, one for each team. These teachers work to the Team's timetable for release.
I am very strict on release time and have refused a teacher time for a doctor's appointment.
- The impact on classes with teachers out so often has been noticeable. The impact of up to 6 relievers in the school on any one day is also considerable.
- CRT has had big positive benefits for staff. It has had major impact on Principal. Workload – more people to organise, funding, workspaces, 'selling' the benefits to parents, complications over timetabling.
- Our school has trialled a full variety of options (from 1 ½ hours once a week employing a specialist music teacher, to releasing year level teams for a day of P.D., to teachers having 1 day out of school to complete records). All options have had advantages and staff have fed back in a very positive manner. Different terms are more relevant to different options e.g. Reports / Term 4.
- Found CRT difficult to timetable, especially when Teacher's College students are in the school and on a 'control' posting.
- Teachers have been enthusiastic about the provision of release time. It's a valuable time being used in a professional way.
- CRT is a 'right' for teachers and shouldn't be mis-used by schools. It is important teachers are not pressed into doing things that increase as opposed to decrease their workload. P.D. comes into the former category! NZEI needs to address the issue of how the CRT teachers are paid (i.e. at

their appropriate step NOT as relievers) to ensure teachers can expect them to plan / assess / tidy up etc.,

- Is difficult to timetable as we have 3 types of relief. The other issues is organising around Public Holidays and catch-ups if the relief teacher is sick.
- Staff are very positive about CRT – have used it efficiently and are appreciative of the opportunity. We now need to increase our communities understanding that their child will not have the same teacher in front of them every day of the year.
- CRT has been fabulous – our teachers appreciate the time and spend it well. The only restriction we place is to check / permission if wish to be off site.
- Use of specialist teacher has worked well 2005 – Health / 2006 – Art. Children really look forward to having specialist programmes.
- Teachers really enjoy their release time. Sometimes things can go wrong and a teacher might have to forfeit time, which is not appreciated.
- CRT is token recognition of non-class contact time as an important element of teaching if it is to be done effectively.
- CRT is a bit messy; the intent is ok but I don't think the MOE thought out and considered how difficult it was to plan and implement. I do get worried about some teachers having excessive time out of their class i.e. if they are a lead teacher for some P.D. work, necessitating several release days in a term or over a year. So far there have been no complaints. But I wonder if this may eventuate in the future. On the whole though I'm quite please with how CRT is going. It has allowed us to focus on delivering drama / dance and music to the school with specialist relievers.
- What I find difficult is when other teachers are away, and the CRT release teacher is used for something else and then I have to try and catch up with CRT time.
- The larger the school the more flexibility. Essential Release Teacher runs own programme to avoid more work for teacher.
- We have tried using relievers but scarcity made it an issue. It does stretch further doing it by using relievers.
- CRT has been welcomed. We are appreciative of this positive initiative.
- Full time teacher – added other BG PT time hours to secure the position. She then needed CRT herself!

- We have agreed that teachers can be off-site. This must be planned and diaried in the school diary. Teacher does own duty or swaps. Have stressed that it is classroom release – not release from school.
- I find CRT week stressful. Demands finding good relievers. Disruption of children. Do not always find relievers prepared.
- Extra work and stress is evident for Senior Management staff. Impact on day to day relief teacher supply is very noticeable – this is very serious. Balancing release for BT's and CRT is very difficult. The use of relief teachers for CRT has further reduced the quality of emergency day relief for teacher illness. This is also very serious.
- We believe that giving CRT and PD release to teachers involves a class of children being deprived of their teacher far too many times during the year – creates huge headaches.
- Staff value CRT – many say they don't want any more time out of classroom.
- Smooth transition to CRT, Teachers have appreciated the time. CRT has not reduced the workload – simply provided a small amount of time to do some of it!
- We love CRT!
- CRT seems to be working well. Teachers really appreciate it. We expect CRT to be worked at school, although I've heard anecdotal comments that in some schools it's more of a 'day off'. Don't know how true this is. Some of your questions are a little hard to answer, as it's difficult to judge the benefits of 2 days release a term. (Teachers would like more, of course).
- The system is working well for us at the moments. Relievers is our biggest headache!

INTERMEDIATE

- Very doubtful if it has made any noticeable difference to quality of teaching and learning practice.
- Our teachers get on average 4 hours release per week i.e. 3 hours more than CRT allows for, but they still think they are hard done by e.g. too many meetings that impacts on their planning time etc. We only have 2 after school meetings a week.
- Our teachers have one non-contact each week when their class is being taught by a specialist teacher.
- We organise to make use of it to provide another specialist subject. It has been difficult and expensive to manage at times.

- No real issues at an Intermediate. CRT coincides with non-contact while classes at specialisation and teachers receive more than allowance.
- Allows flexibility in staffing.
- The problem of relievers of quality who can manage in a decile 2 school classroom that has a range of children's needs from special needs to Gifted and keep the momentum going.
- CRT is low for Primary and high for Secondary. We have PPTA members at our school who are entitled to 5 hours per week CRT (unfunded) while primary teachers get 10 hours per term (funded). Not good for blending a staff with different conditions.
- We have NZEI and PPTA members on site. PPTA have maximum 20 hours contact (Technology teachers). If we gave Primary teachers only 1 hour they would work 25 hours 40 mins. This doesn't seem right especially when Tech teachers have 14-16 children max. Same job – same conditions. I don't think so.
- Long overdue, much needed recognition of teacher's workload.

SMALL

- My opinion – CRT should be scrapped and put into reducing class numbers i.e. schools funded at 1:24 for teachers.
- We have opted for Music and PE release with two locals – travel no problem Weather for PE has been a challenge this winter – time will be made up.
- Our teachers utilise CRT appropriately according to their own needs. I believe it is an excellent innovation – but – I would like to see current contribution by Government at least doubled.
- The staff have aimed at using CRT to reduce:- planning, teaching and assessment. If you pick the right teaching topics it works well.
- The staff opted for 2 day release. Log kept of activities. Same teacher used for all CRT time. Gets to know pupils and culture of the school. Systems seen as valuable by staff. Not short of professional activities to catch up on!
- With release time there is more freedom for own family time or teaching within Curriculum areas. CRT helps boost part time teacher hours which helps get staff into rural areas because hours worthwhile.

Regular days for each teacher more settled for students / CRT because relationships / expectations etc. whereas whole day more like relievers with all care, no responsibility.

- As the Principal I am endeavouring to do the relief teaching in the classrooms to provide CRT for staff. There are a number of advantages in doing this.
- Our CRT is organised to coincide with a session: 9-10.30, 11-12.30, 1.30-3. Therefore it is for 6 weeks. Because the teacher is still in-school, unless a swap is arranged the teacher continues duty. And the CRT, because she is on 'permanent' staff, also does a duty. Our staff are appreciating this delivery over 2 separate days each term.
- My taking on all CRT Release has allowed us to keep full FTTE in all classes as well as give me opportunity to be in every class to teach.
- I have given my teachers the freedom to choose their own days. Some take 2 days per term while others save it for the busiest terms. ALL appreciate that they have these precious days available when required and that someone beyond the school appreciates their worth.
- The 2 days still only scratch the surface of the actual workload.
- While CRT is helpful, we were very distressed to learn after the event, that introduction of CRT was at the expenses of small class numbers.
- Our teachers are all agreed that if they had been told of this trade-off, they would have chosen smaller class numbers instantly.
- Referred to quite explicitly in STA documentation after advent of CRT.
- We have 5 classrooms and provide 10 hours CRT per term, 0.2 FTTE equivalent for 5 x 1 hour, as required.
Allocation from MOE is 0.16 FFTE and although local office has said we should get the full 0.2, and has provided the Maths, I have not been able to get MOE Resourcing Wellington to activate this – trying since Term 4 2005. Trying!!!
- Principal covers all CRT release for teachers. This enables principal to have input into all classes. A great way of getting to know and keep in contact with all students.
- All positive here regarding CRT – teachers love it! We are lucky with availability of excellent relievers.
- We only have 1 full time teacher who qualifies. Her hours of release are taught by another part timer. 1 hour per week is usually assessment / planning. (Is working well).

- Banked CRT from Term 1 to Term 2 when it was needed most.
- There is a lot more fine tuning to do to gain real benefits from CRT. Because I do the release this year it hasn't actually lightened my loads.
- Our 0.8 teacher has Reading Recovery 0.2 so she is full time, but RR doesn't qualify for CRT. Our school has to fund this extra – which isn't great. We only get CRT for 4.8 classroom teachers but she needs her 2 days off to!!
- Staff love CRT.
- Getting harder in Auckland to find day to day relievers due to CRT positions draining the pool.
- On one hand CRT helps teachers have a breather and tackle things that normally pile up in the weekend, after school etc., But school wide programming goes out the window due to a poorer supply of relievers. The best ones are snapped up early.
- CRT I believe has had a minimal impact on teaching and learning. Staff are working as hard as before but now there is an 'extra' hour to do more.

SPECIAL DELIVERY

- This works much more smoothly in secondary schools where teachers are not so precious about who gets what. We bend over backwards to accommodation.
- We let staff work from home. This is due to our lack of suitable working space. This means Fridays and Mondays are popular CRT days. Staff exercise their own professional judgement on tasks they complete during this time. As Principal I don't mind if they have along weekend and complete the other tasks in their own time.
- As a special school it is different for us as we cannot source suitable relievers so use reliever from within school. Also our itinerant staff do not qualify but their workload is just as great if not greater.
- Staffing the release and ensuring consistent programme delivery our major concerns.
- CRT is wonderful for teachers, time consuming for senior staff in organising and supervising, time consuming for payroll staff and, in our school, requires a great deal of input for relievers in training to manage classes of ORRS high and very high needs students. We very much appreciate its value for our teachers and the negatives are accepted as a cost to other staff in the school.

- CRT has increased the workload and stress for senior staff in relation to staff management and organisation.

INTEGRATED

- Everyone loves CRT. However we find it disruptive and the children are unsettled at times.
- Staff think it's just wonderful.
- Teachers seem to really appreciate just having that bit of extra time and they feel it at least acknowledges workload is an issue.
- As a staff we have found it somewhat unsettling for students.
- Staff all seem to particularly enjoy the time together in their areas. Bit early to see the impact on this.
- As a staff we are aware of the need to relook at CRT (9 teacher school, and relievers popping up like jack rabbits all term). We are going to stipulate some "no go" days – really ensure we employ strong quality relievers.
- CRT has been plain sailing really.
- Effective if release person is competent. This has a big impact on children and teacher being released.
- CRT has been very beneficial. The way it is used may well change over time.
- CRT is great – we need more.
- Teachers get 6 one and a half hour blocks of release time each term – a system teachers are finding effective, and CRT is probably used more efficiently than if they had 2 full days per term.
- With our policy and organisation our CRT runs smoothly. I put up a calendar for the term from which each classroom teacher choses their 2 days. (I block out any where there are special school events.) I then give the timetable to the 2-3 relievers who are going to provide the release to put their names against the days they can do. It works very well. On the odd occasion we have had to do a juggle (e.g. sickness) but it is not a major problem.
- Worked well here with Specialist Teachers employed for Mangere Language and the Arts.

- Has had a positive impact on teacher workload however has had some stressful impacts too – staff very inflexible about CRT time and unwilling to make considerations e.g. photo day – won't come into class photo as it is 'my' CRT day. Difficult to juggle all needs.
- The easiest, most manageable is 2 days per teacher per ter, release in part days is chaotic difficult to manager and keep track of, Staff illness when CRT scheduled causes a problem at times.
- Teachers are please that finally their workload is being acknowledged. CRT has been highly successful.

KURA

- When you have 1st and 2nd year teachers their support and guidance programme on to of CRT and Professional Development for other teachers on top of that gets a bit pathetic.
- The shortage of experience and 'good' relief teachers is an eternal problem for us in Kura Kaupapa.

NORMAL

- All staff highly value CRT and appreciate it. All feel it does help reduce stress at home with family – what is this saying?
- 2 hours per week would be nice – as they do in Aussie – but isn't a priority to take to NZEI.
- Staff have found it most beneficial. We have left it over to staff to do what they wish to do with time.
- Illness appears less.
- Has had an impact on DP workload as it is his / her responsibility to facilitate – and as DP is non-teaching, doesn't get any relief days.
- Teachers comment on how valuable this time is for them. They plan carefully for it so as to not lose a moment!
- Teachers who also have senior teacher release, BT release, tutor teacher release are out of the classroom a lot of the time – this impacts on students and college students at our school.
- Timetabling has to be negotiated around release for Contracts, PD that can't be moved.

CONCLUSIONS

> There are minor difference in responses according to school category.

Most schools

- Are using CRT for individual teacher release 2 days per term.
- Are using CRT for Planning and Assessment, though data gathering / entry and analysis runs a close second.
- Have a CRT Policy in place and intent to review or revise the policy in late 2006 or early 2007.
- See timetabling as a difficulty with sourcing Relief Teachers and finding quality Relief Teachers almost equally difficult.
- Listed workspace shortage was the hidden cost of CRT.
- Find CRT has helped reduce teacher workload and teacher stress.
- Found CRT has impacted on assessment and evaluation of children's learning.
- There were an equal number of schools who included release from playground duty as part of CRT as did not.

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L. E. Kirkbride
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