

Secondary School Teacher Perceptions and Experiences of Planning Time Use

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The submission of this thesis is in fulfilment of the requirements of the Doctor of Philosophy at Central Queensland University.

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Abstract

Teachers undertake planning activities at an individual, collegial and whole school level. Existing research into teacher planning has mainly focused on collegial and whole school planning. However, there is limited research into the use of teacher planning time provided to teachers in the Australian secondary school context.

This research explored teacher perceptions and experiences of planning time using a sequential mixed method methodology. An on-line survey was used to obtain base-line data, followed by teacher interviews to gain in-depth data on the issues under investigation. Thematic analysis of the interview data generated five themes. These themes revealed that teacher planning time is regularly affected by impediments not associated with its intended use. The results revealed the ways in which these factors affect the efficacy of teacher planning time. Prescriptions and recommendations of what can be done to enhance teacher planning time were identified. Six inter-related findings emanated from this research, namely:

- there was an ambiguity regarding TPT policy within schools;
- teacher planning time is a scarce resource which is regularly affected by school situational impediments not linked to TPT which affects the efficacy of its use;
- the time allocated to TPT in sector Awards is “nominal” and that the “actual” time provision is subject to diminution by other Award arrangements;
- there was a tension between the established teaching and learning priorities that use technologies and the expectations held for their use by school leaders;
- teachers were not able to take all of their planning within the allocated TPT for its intended purposes; and
- specific strategies can be used to enhance TPT that schools and teachers can implement, such as, to identify the purpose, outcomes and interpretation of TPT.

The results from this research can be used by education policy makers and administrators to:

- heighten collegial teacher awareness about TPT that might be a catalyst for the development of consistent, purposeful collective approaches to TPT;
- devise State and Territory Award arrangements that appropriately address the “nominal” and “actual” TPT gap; and
- contribute to the professional renewal of TPT practices for teachers and administrators.

The results also provide a catalyst to action meticulous reflection on, and vigorous professional dialogue about, teacher planning time practices.

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If it's to be, it's up to me. Not quite so!

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Abbreviations

ACARA	Australian Curriculum, Assessment and Reporting Authority
AITSL	Australian Institute for Teaching and School Leadership
CEOM	Catholic Education Office Melbourne
DEET	Department of Education, Employment and Training
DET	Department of Education and Training, Queensland
DEC	Department of Education and Communities, New South Wales
Ed Q	Education Queensland
FTE	Full Time Equivalent
ICT	Information Communication Technology
NPST	National Professional Standards for Teachers
OECD	Organisation for Economic Co-operation and Development
RQs	Research Questions
TPT	Teacher Planning Time
TPTII	Teacher Planning Time Interview Instrument
TPTS	Teacher Planning Time Survey

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Chapter 1

Introduction

1.1 Introduction

Teachers undertake planning activities at an individual, collegial and whole school level. Existing research into teacher planning has mainly focused on collegial and whole school planning. There is, however limited opportunity within the literature to verify teacher held perceptions and experiences of TPT in the Australian secondary school context.

Teacher planning time is considered as a core component of teaching practice (Kennedy, 2010). It is deemed to impact positively on teaching quality and is an important input into lesson design (Harris & Hoffer, 2011). This dissertation is an exploratory study of the use of teacher planning time (TPT), an area that has not been extensively studied in the Australian context. As such, this dissertation presents research that examines teachers' perceptions and experiences of TPT in secondary schools and provides teacher recommendations to enhance TPT.

Researchers such as (Jung, 2008; Lookabill, 2008; Hudson, 2012; Timberlake, 2008; Vannest & Parker, 2010; Duncheon & Tierney, 2013; Amador, 2010) identify aspects of planning time that illustrate the concern held by this researcher. However, there remains an emphasis on teacher quality in the current discourse that seemingly fails to adequately grasp the broader teacher role, of which, teacher planning time is a component (Oliver, 2012).

This chapter begins by defining teacher planning time as the central focus of this thesis and provides a background to this research. This is followed by the identification of the topic and the rationale for the research is provided. The aims, research questions and objectives for this research are then provided. The chapter concludes with a description of the content of each chapter and chapter organisation.

1.2 Background

This section provides a background on teacher planning time (TPT) which has been identified as a time provision allocated to teachers within the timetable, to develop a classroom strategy organised around curriculum content, the teaching and learning context and pedagogy (Harris & Hofer, 2011). The intention is to demonstrate that TPT, as an aspect of teacher work, continues to have pervasive influences from both international and national perspectives in education.

1.2.2 International system assessment

Education policy in Australia is affected by initiatives established at the international level Dinham (2013). As a consequence of membership of the OECD, Australia participates in initiatives such as the Programme for International Student Assessment (PISA). Other organisations, such as, the International Association for the Evaluation of Educational Achievement (IEA) and the Trends in International Mathematics and Science Study (TIMSS), also provide reports to school system providers.

However, it was shown by Dinham (2013) that there are implications derived from these reports, that impact on school systems and teachers, and underscore the teacher quality focus in education policy development. However, Hill and Herlihy (2011) advise researchers to diverge from the current teacher focus and examine other areas of teacher practice, such as TPT, which affect the teaching and learning process.

1.2.3 National policy perspectives

Australia's PISA test results are used to compare our education systems with those from other OECD countries and are used to inform policy directions in Australia (Moyle, 2010). Therefore, national perspectives are considered in this section.

An outcome of the aforementioned international system assessments has been the generation of reports which invite systems comparisons using seemingly narrow learning outcomes (Dinham, 2012). This has also occurred in Australia and has generated debate among researchers about the significance of the findings and the recommendations made to education providers (Dinham, 2013). Furthermore, the assessments have generated particular challenges in the Australian education context because Australian education is comprised of a unique configuration and is one of the most privatised education systems in the world (Dinham, 2015).

Australian education works within a decentralised, multi-sector environment, with education sectors steered by a federal government through agreements with state and territory governments and independent education providers (OECD, 2013). However, the States and Territories are primarily responsible for most planning, structure, resource and personnel management decisions.

Moreover, Australian governments, in conjunction with peak education bodies, initiate inquiries into education to generate shared national policy frameworks. These education bodies inform policy settings for each education sector which impact school systems and teachers (Dinham, 2013). In order to highlight the extent of governance on schools and to underscore the mass of providers who contribute input into education policy, a list of the peak Australian school education authorities, education institutes, councils and unions is presented in Appendix A.1. However, the effect of the aforementioned on Australia's education environment has experienced, on average, one major state or national enquiry into teacher education every year for approximately 30 years (Dinham, 2015).

In this respect, the extent of governance on school systems has driven curriculum, assessment and accountability agendas discussed further in Chapter 2. Accordingly, to demonstrate the extent of governance on schools in Australia, a list of recent government initiatives is provided in Appendix A.2. Also, Appendix A.3 provides details of the National Professional Standards for Teachers.

The establishment of the Australian Institute for Teaching and School Leadership (AITSL) has given rise to the development of the National Professional Standards for Teachers (NPST). The NPST lists an extensive array of teacher expectations and professional responsibilities that provides accountability standards against which teacher effectiveness is measured. Consequentially, a teacher classification structure has been devised that has provided a salary schedule through which teachers may progress (DEET, 2012).

While the teacher quality focus remains the key driver in the current education discourse, Kennedy (2010) signals uncertainty on this focus, and calls for challenging the theory that teaching quality results from personal teacher characteristics, dispositions and personality traits. The foregoing discussion indicates that teacher work continues to have pervasive influences

from external sources which exert further influence over teaching practice and impact teaching quality that teachers are expected to deliver.

1.3 Topic Identification and Rationale for the Research

The origin for this research emanates from the researcher's own experience as a secondary school teacher, where the use of TPT frequently emerged as a point of discussion and as an issue of concern among teachers. The research literature (Hattie, 2009; Hill & Herlihy, 2011; Kennedy, 2010; Kelly, 2012; OECD 2010) underscores three pertinent considerations for this dissertation. Firstly, TPT fits within the broader context of teacher work. Secondly, teacher work time can refer to time directly associated with teaching and hours devoted to other activities related to teaching such as planning lessons. Thirdly, the fundamental goal of teachers' work is to facilitate, guide and enhance student learning.

It is acknowledged in the research literature that teachers spend time on numerous other tasks such as paperwork, professional development, collaboration with colleagues, administrative tasks and a cluster of non-core school duties (Sheppard, 2008; Hudson, 2012; Kelly, 2012). Furthermore, the literature shows that the problems teachers manage are more complex (Valli & Buese, 2007). However, (Kennedy, 2010) has claimed that researchers fail to adequately appreciate the susceptibility of TPT to change factors and its educational purpose.

There are many planning considerations that teachers take which have already been identified in the research literature (Harris & Hofer, 2011; OECD, 2010; Vannest & Parker, 2010). Moreover, as detailed in Chapter 2, these planning considerations focus on collegial approaches which overlook individual planning practices by teachers. The professional responsibilities to which teachers must adhere are also identified and prescribed by government agencies such as AITSL (2011) and DEET (2012). However, there is limited research that explores how planning considerations and responsibilities should be undertaken individually by teachers. Moreover, classroom situations that teachers face are important and underappreciated factors of teacher work that remain under-reported in the planning time literature (Lohman, 2005).

Nonetheless, as Kennedy (2010) states:

Even if schools encroach on teachers' planning time, interfere with classroom events, assign teachers to subjects outside their fields, or assign students who are disruptive to their classrooms, we nonetheless expect teachers to find a way to be effective. We measure and track their value added test scores, but we do not measure their teaching

loads, planning time, student absences, proportion of difficult-to-teach or resistant students, frequency of outside interruptions, access to textbooks or equipment of good quality, or whether their instructional materials arrived before the school year began (p.596).

As will be demonstrated in Chapter 2, there is limited literature that specifically explores how TPT considerations and responsibilities should be undertaken by teachers individually. Nor is it well documented in the literature how teachers use planning time or the practices adopted in schools to facilitate its use (Kelly, 2012; Kennedy, 2010; Vannest & Parker 2010). Consequently, it follows that detailed knowledge and understanding of individual TPT is needed to contribute to the theory and practice of teaching (Kennedy, 2010).

Therefore, the foregoing gap in the research literature provides this researcher with the opportunity to address TPT considerations. Based on the foregoing, this researcher deems that the way forward to address teaching practices in Australian schools is to consider individual TPT as a significant element of the core work of teachers.

It is noted that the current research and policy emphasis on teacher quality seemingly fails to adequately grasp the teacher planning time component of the broader teacher role. While the literature identified aspects of planning time that illustrate the concern held by this researcher, TPT remains an area that has not been extensively studied in the Australian context.

1.4 Research Aims, Questions and Objectives

The aim of this research is to explore the perceptions and experiences of teacher planning time as a component of teaching practice. Specifically, this research aims to:

- identify how teachers use planning time in their everyday teaching practice,
- explore the situational influences that impinge on teacher planning time,
- identify strategies to address established teacher planning time issues.

Research questions arising from the aims are:

RQ1. *What are teacher perceptions of opportunities for planning time?*

RQ2. *What are the teacher experiences of planning time?*

RQ3. *What are the situational influences that impact on the use of planning time?*

RQ4. *What strategies could be used to address planning time practices?*

Research objectives used to explore the aims identified above are:

- To examine how teachers perceive and experience teacher planning time.

This was achieved by obtaining baseline data, from participants within the teaching profession using a survey. Participants were then interviewed to gain deeper insight into teachers' perceptions and experiences of planning time using a thematic analysis process.

- To identify how teachers' use planning time in their everyday practice.

This was achieved by reviewing the current literature and statutory provisions on planning time, and obtaining data, as outlined above.

- To identify strategies that can enhance teacher planning practice.

This was achieved by using the data collection instruments as noted above.

1.5 Definitions and Terms

A range of terms and definitions are used throughout this research. In order to avoid ambiguity and to ensure a clear understanding of the context of the research, the most frequently used terms are defined below. Where otherwise indicated, the terms listed are those used by the OECD (2012).

- **Classroom strategy** - the approaches used by teachers to design and implement teaching programs and lessons.
- **Curriculum content** - the content of the subjects and curriculum allocated to each teacher.
- **Pedagogy** - the approaches to teaching practice to meet the learning needs of students, knowledge of the content and enquiry processes relevant to programs taught, and knowing how to teach it.

- **Teacher classroom practice** - the classroom factors which consider the age and ability levels of students, the physical teaching space and the availability of resources - physical, human, electronic.
- **Teacher planning time** - a time provision allocated within the timetable to teachers, to develop a classroom strategy organised around curriculum content, the teaching and learning context and pedagogy according to Harris and Hoffer (2011).
- **Teaching practice** - the planning for learning and assessment, developing learning programs, teaching, assessing, providing feedback on student learning and reporting to parents (AITSL, 2011).
- **Teacher quality** - the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens (MCEECDYA, 2008).
- **Teaching quality** - conveying content accurately, yet also at a level that can be understood by students, to implement cognitively challenging lessons and tasks, and diagnose and remediate student misunderstandings according to Harris and Hoffer (2011).
- **Teaching time** - the number of hours a teacher teaches per day (excluding periods of time formally allowed for breaks between lessons or groups of lessons).
- **Teacher work** - the responsibilities and required tasks and activities of teachers.
- **Teacher working time** - the normal working hours of a full-time teacher. It does not include paid overtime. Working time can refer to: the time directly associated with teaching and other curricular activities for students, such as assignments and tests; and the time directly associated with teaching and hours devoted to other activities related to teaching, such as preparing lessons, counselling students, correcting assignments and tests, professional development, meetings with parents, staff meetings, and general school tasks.
- **Time provision** - the time allocated to teachers for lesson planning by school administrators in accordance with award determinations in each state and sector.
- **Working time in school** - the time teachers are required to spend working in school, including teaching and non-teaching time.

1.6 Chapter Outlines

Chapter 1: Introduction

This chapter was a prelude to this investigation. It begins with background information and identification of the topic. The research aims, questions and objectives have been presented. Definitions and terms relevant to the research are defined and described.

Chapter 2: Literature Informing the Research

The literature was reviewed for the purposes of informing the research in the area of teacher planning time use and to establish a gap in the research literature in this area. The results of the research literature have been used to inform the development of the survey instrument, and consequentially, the interview schedule.

Chapter 3: Research Design and Methodology

This chapter describes the research methodology chosen for this research. The researcher's position is described, as is the philosophical paradigm for the design of the survey instrument and interview schedule. Details of the sample selection is provided and the processes used in the development of the survey and interview are described. The procedures for data collection phases and analysis processes are described. Ethical clearance details are provided.

Chapter 4: Design, Development and Administration of Data Collection Instruments

This chapter provides details regarding the design, development and administration of the survey and interview schedule used in the research.

Chapter 5: Survey Results

This chapter presents the results of the survey instrument which informed the development of the interview schedule.

Chapter 6: Interview Results

This chapter presents the results of the thematic analysis based on the interview data.

Chapter 7: Discussion of Findings

This chapter discusses the findings of this research based in the themes which resulted from the thematic analysis of the interview data. The discussion aligns the research findings to the research literature in order to ascertain new knowledge arising from this study. The chapter also provides summaries for each theme and describes the conclusions drawn in this study.

Chapter 8: Conclusions and Recommendations

This chapter draws together the findings from the research and presents recommendations strategies to enhance PTU. The chapter identifies areas for further research and provides concluding remarks.

1.7 Summary

Chapter 1 has situated teacher planning time as the central focus of this thesis and provided a background, the identification of the topic and the rationale for the research. The aims, research questions and objectives for this research were then provided. Chapter 2 establishes the scope of the research and outlines ways the research literature informs this research.

Chapter 2

Literature Informing the Research

2.1 Introduction

Chapter 1 provided an introduction and a background that situated this research. It was noted in Chapter 1 that this research is an exploratory study of teacher planning time (TPT) within the context of Australian secondary schools. The purpose of this chapter is to establish the scope of the research and outline ways the research literature informs this research. Based on an extensive review of the literature, this chapter will:

- critique the literature informing the research on teacher planning time;
- draw on other related areas of the broader literature to obtain insight into issues pertaining to the use of teacher planning time;
- establish a theoretical background for this research; and
- underpin question development for the initial data collection phase of the research.

It was the researcher's intention that such a review of the literature would serve to inform the research at a general level and to inform the development of the initial data collection phase of the research. The first part of this chapter outlines the process used to source planning time literature. The remainder of the chapter discusses the key foci of the research literature according to the intentions listed above. The chapter concludes with a summary which elaborates on the research gap identified in Chapter 1.

2.1.1 Sourcing planning time literature

A range of literature sources which make reference to, or reflect issues pertaining to, teacher planning time use have been drawn upon and include:

- The Australian Journal of Education
- Educational Researcher
- American Educational Research Journal
- The Journal of Special Education
- Education Outlook
- ACER

- SAGE
- TROVE
- OECD
- TIMMS
- McKinsey and Company (2007)
- Asia Society
- ERIC
- Google Scholar
- Discover It – CQU library search
- University of Melbourne Alumni library search

Additionally, documentation has been drawn upon and includes, Australian federal, state and territory government legislation, and policy documents from other statutory bodies such as:

- The Ministerial Council for Education, Employment, Training and Youth Affairs (MCEETYA)
- Australian Institute for Teaching and School Leadership (AITSL)
- Australian Curriculum Assessment and Reporting Authority (ACARA)
- Queensland College of Educators (QCE)
- The Victorian Institute of Teaching (VIT)
- The Victorian Catholic Education Multi-Enterprise Agreement (2013)
- Department of Employment Education and Training (DEET)
- Victorian Government Schools Agreement (2013)
- Queensland Industrial Relations Commission, Industrial Relations Act (1999)
- Western Australia Teachers (Public Sector Primary and Secondary Education) Award (1993)
- The Victorian Catholic Education Multi-Enterprise Agreement (2013)

The initial electronic literature search for teach*er* “planning time” produced 491 results. It was found at the time of conducting the review that the predominant focus of the literature was at the primary school level, was international, or reflected other related areas of the broader literature that situate aspects of teacher work to the use of TPT. For example, planning concepts such as collaborative planning, team planning, common planning and whole school planning approaches are reflected in the literature by, for example, Hudson (2012), Murawski (2012),

Cook and Faulkner (2010), and Mertens et al. (2010). Additionally, other related issues that situate planning time, such as school contextual factors, national influences, school management and teacher work, are reflected in the literature by, for example, Dinham (2013), Earp (2012), Kennedy (2010) and Lohman (2005).

The following contemporary international studies into teaching and learning have been sourced for their relevance to the proposed research area and are, namely:

- *Trends in Mathematical and Science Studies* (Organisation for Economic Co-operation and Development, 2011);
- *PISA in Focus* (Organisation for Economic Co-operation and Development, 2014);
- Government reports and policies;
- Refereed education journal articles; and
- Textbooks.

Additionally, online databases and websites have also been sourced to access relevant published works. For example:

- Educational Resources Information Centre (ERIC);
- Academic search Elite (EBSCO host); and
- Professional Development Collection (EBSCO host).

Some earlier authors have also been cited, such as Reigeluth, Bunderson and Merrill (1978), Easthope & Easthope (2000), and Lohman (2005) for their relevance to this research because they situate planning time within other related areas identified earlier in Section 2.1.1.

2.1.2 Aspect for exploring planning time use

This research examines Teacher Planning Time (TPT) in the Australian secondary schooling context. Within this schooling context, teachers work with students aged between approximately 12 and 18 years of age. The synthesis of the research findings shows that there is limited international and Australian research that specifically examines TPT as a timetabled provision to teachers. As suggested in the literature (Kennedy, 2010), the emphasis in the current discourse is placed on teacher qualities, to the detriment of consideration of other aspects of teaching practice. However, despite the foregoing, the literature provides three key foci which are derived from the statements of findings within the cited literature and reflect the research emphasis within the literature.

The first key focus, School Contextual Factors, comprises school climate, family background factors, school management and national influences. The second key focus, Professional Practice, comprises teacher work and teaching practice. The third key focus, Teacher Planning Time Use, comprises planning time context and planning time opportunities.

In Table 2.1 a summary of the research literature is provided which originated from this review. The three key foci reflect related aspects to TPT. The table shows a focus statement with author and year. However, there is limited opportunity within the literature to verify teacher held perceptions and experiences of TPT. Nonetheless, the table is used as a basis for this review.

Table 2.1 Summary of Planning Time Research

	Statements of Findings within the Cited Literature	Author/Year
	Focus – School Contextual Factors	
School Climate	<ul style="list-style-type: none"> • The school climate and differences in the teaching experience. • Underappreciated situations and influences on teaching practice and on student learning. • Complex school workplaces. • Teacher management of more complex problems. • The quality of the education system and the quality of its teachers. • School climate data, and a picture of the whole child and the whole school. • School climate research summary. 	Kennedy (2010) Lohman (2005) Easthope & Easthope (2000) Valli & Buese (2007) McKinsey (2007) Cohen, et al. (2009) Cohen & Geier (2010) Thapa (2012)
Family Background Factors	<ul style="list-style-type: none"> • The characteristics of the student population and the influence on student performance. • Student capacity and achievement. • Socio-economic status (SES) and family background and influences on student learning and development • Parental education and the effect on student learning. • Meeting the special needs students. • Needs based funding recommendations. • Accommodating student learning needs. 	OECD (2012) Hattie (2009) Dinham (2011) OECD (2012) Freeman (2014) Gonski (2011) ACARA (2012) AITSL (2012)

Table 2.1 Summary of Planning Time Research (Cont'd)

<p>School Management</p>	<ul style="list-style-type: none"> • Teachers performing functions that should primarily rest with other people. • Demands placed on teachers. • Not all teacher activities are considered directly linked to classroom practice. • The teacher role, duties, tasks and expectations have evolved over recent decades. • Publishers and curricula, teaching resources, teaching standards, teacher training, development and appraisal, and student assessment and testing. • The teaching load and time in lieu and the Local Consultative Committee (LCC). • Teachers, limited planning time and professional duties. • Out-of-field teaching. • Pedagogical understandings on subjects outside their formal training. 	<p>Earp (2012)</p> <p>Valli & Buese (2007)</p> <p>Dinham (2015)</p> <p>QTU (2014)</p> <p>Timberlake (2008)</p> <p>McKenzie (2011)</p>
<p>National Influences</p>	<ul style="list-style-type: none"> • National Professional Standards for Teachers. • Australian Curriculum. • Major state or national enquiries into teacher education every year for the past 30 years. • Australia is one of the most privatised education systems in the world. • Australia works in a decentralised, multi-sector environment with education sectors steered by a federal government through agreements with state and territory governments and independent educational providers. • National Plan for School Improvement and the shift towards needs-based funding for education. • Australian and overseas emphasis on teacher quality. • Test results with those from other OECD countries has been used to inform domestic policy directions. 	<p>AITSL (2012)</p> <p>ACARA (2012)</p> <p>Dinham (2013)</p> <p>Dinham (2015)</p> <p>OECD, (2013)</p> <p>Gonski (2011)</p> <p>Dinham (2012)</p> <p>Moyle (2010)</p>

Table 2.1 Summary of Planning Time Research (Cont'd)

	Focus – Professional Practice	
Teacher Work	<ul style="list-style-type: none"> • What teachers actually do that is most relevant to student learning. • Aspects of teacher work that are outside their control that might influence the quality of teaching practice. 	Kennedy (2005) Kennedy (2010) Earp (2012) Kelly (2012) Hill & Herlihy (2012)
	<ul style="list-style-type: none"> • Including technologies in teaching and learning requires a reconceptualisation of the curriculum and how it can be taught. 	Moyle (2010)
	<ul style="list-style-type: none"> • Teachers account for about 30% of the variance in student outcomes. • What teachers know, do, and care about and the learning context. • The identification of differences between expert and experienced teachers. 	Hattie (2009) Hudson (2012)
	<ul style="list-style-type: none"> • Five components of planning time. 	Harris & Hofer (2011)
	<ul style="list-style-type: none"> • Professional development through teaching practice. 	Dinham (2013)
	<ul style="list-style-type: none"> • Staff workloads. • Staff duties. 	Weldon (2012)
	<ul style="list-style-type: none"> • Instructional and non-instructional responsibilities. 	AITSL (2012) ACARA (2012)
	<ul style="list-style-type: none"> • Non-instructional responsibilities. 	Earp (2012) Kelly (2012) Valli & Buese (2007)
	<ul style="list-style-type: none"> • Broad teacher work related issues. 	Duncheon & Tierney (2013) Jung (2008) Vannest & Parker (2010)

Table 2.1 Summary of Planning Time Research (Cont'd)

<p>Teaching Practice</p>	<ul style="list-style-type: none"> • Excellent teachers have the capacity to transform the lives of students. • Planning links to teaching practice. • Improving teacher effectiveness and the impact of any other school education program or policy. • Instructional design framework. • Consistency in teaching quality and centrality to the agenda of every education system. • Considerations in teaching quality. • Teacher classification structure and salary schedule through which teachers may progress. 	<p>MCEECDYA (2008)</p> <p>Kennedy (2010) Vannest & Parker (2010)</p> <p>Jensen (2014) Hattie (2009)</p> <p>Wiggins & McTighe (2006) AITSL (2010)</p> <p>Hill & Herlihy (2011) Lookabill (2008) McKinsey (2007)</p> <p>DEET (2012)</p>
<p>Focus – Teacher Planning Time</p>		
<p>Planning Time Context</p>	<ul style="list-style-type: none"> • Many of the teacher planning time activities are identified. • The broad literature does not reveal that planning time has been examined closely. • Recognition of the lack of endorsement for planning time during the school day. • Planning time is a core element in the process of teaching practice. • Teacher use of planning time impacts positively on teaching quality. • Most studies provide only brief snapshots of teacher planning use. • Instructional design theory. 	<p>Kennedy (2010)</p> <p>Hill & Herlihy (2011)</p> <p>Prytula et.al (2010)</p> <p>Vannest & Parker, (2010)</p> <p>Reigeluth, Bunderson & Merrill, (1978) Borman & Dowling (2008) Harris & Hofer (2011)</p>

Table 2.1 Summary of Planning Time Research (Cont'd)

Planning Time Opportunities	<ul style="list-style-type: none"> • Planning and implementing well-structured learning and teaching programs to engage students and promote learning. 	AITSL (2012)
	<ul style="list-style-type: none"> • Identification of activities related to teaching such as planning lessons. 	OECD (2010)
	<ul style="list-style-type: none"> • Collaborative, common and team planning opportunities. 	Hudson (2012)
	<ul style="list-style-type: none"> • A list of teacher duties: planning, developing, and organising instruction, housekeeping and recordkeeping tasks, managing student conduct, presenting subject material, assessing student learning and meeting professional obligations. 	Kelly (2012) Kennedy (2010)
	<ul style="list-style-type: none"> • Four critical parts of planning. 	Hattie (2012)

2.2 School Contextual Factors

2.2.1 Introduction

This section draws upon the current research literature to provide a background and synthesis to the situations teachers face in their daily work and situate TPT within these contexts. This was achieved by investigating aspects of school contextual factors within the literature, namely school climate, family background factors, school management and national initiatives. The research literature shows that school contextual factors exert influences on teaching practice, student learning and, by inference, impact TPT.

2.2.2 School climate

The research literature shows that the development of a positive school climate presents a challenge to school leaders. For example, recent studies (Cohen & Geier, 2010; Cohen, Pickeral, & McCloskey, 2009; Thapa, Cohen, Higgins-D'Alessandro & Guffey, 2012) show that a positive school climate may enhance students social, emotional, ethical, civic, and intellectual skills and dispositions that contribute to success in school and in life. Four major factors identified in the literature shape school climate, namely, safety, relationships, teaching and learning and the institutional environment. School climate exerts an important and underappreciated influence on teaching practice and on student learning, according to Lohman (2005). Moreover, Kennedy (2010) contends that the school climate does not act uniformly on all teachers which leads to differences in the teaching experience.

A condition of school climate is identified by Easthope and Easthope (2000) who stress that schools are much more complex workplaces with increased levels of accountability and verifiability at the systemic and school level. Hence, teachers have to manage more complex problems (Valli & Buese, 2007). In response to these conditions, school leaders develop a picture of the whole child and the whole school (Cohen et al., 2009) in order to create the best possible school climate in which teachers can plan and teach, and students can learn and develop. School climate is an aspect of influence on the teaching and learning process which teachers also must consider in their planning. As is the case for school leaders, it is necessary for teachers to develop a picture of the whole child and the whole school, in order to plan for and provide learning differentiation in their classes for their students.

2.2.3 Family background factors

In order for teachers to plan effectively for their classes, other school contextual factors necessitate consideration. For example, the research literature (ACARA, 2012; AITSL, 2011; Gonski, 2011) shows that family background factors exert large influences on student learning and achievement. The research literature indicates that initial learnings of young people develop within the context of family, in which elementary skills in language and numeracy, and an initial awareness of the physical and social world develop. The research literature reveals that family background factors comprise aspects such as student characteristics, the socio-economic status of families, levels of parental education and the special needs of students (Dinham, 2011; Freeman, 2014; Hattie, 2003; OECD, 2012). Moreover, international system assessments indicate (OECD, 2012) that characteristics of the student population can exert a significant influence on student performance.

This finding is corroborated by Hattie (2003) and Dinham (2011), who purport that both socio-economic status (SES) and family background predict achievement more than any other variable. The National Professional Standards for Teachers (AITSL, 2011) convey that teachers take into account the aforementioned student characteristics in their planning. As with school climate, the influence of family background on teaching practice and student learning opportunities becomes a planning consideration, in order for teachers to devise differentiated opportunities in their classrooms.

2.2.4 School management

In order for teachers to plan effectively for their classes, additional school contextual factors necessitate consideration. For example, there is an array of aspects pertaining to school management which is considered in the literature. Firstly, Valli and Buese (2007) recognise that the teachers' role, duties, tasks and expectations have evolved over recent decades, with greater work demands having been placed on them due to changes at the school system and societal levels. This finding is confirmed by Earp (2012), who posits that teachers are expected to be social workers, nurses and performing functions that should primarily rest with other people, including parents. Out of field teaching, as McKenzie, Rowel, Weldon and Murphy (2011) explain, encumbers teachers' workloads, as teachers develop subject knowledge and pedagogical understandings on subjects outside their formal training. As Timberlake (2008) purports, the expanded teacher role, including non-instructional responsibilities, has diminished TPT. Therefore, the opportunities for teachers to complete their professional duties (Valli & Buese, 2007) must be found elsewhere.

Secondly, the research literature (Dinham, 2015; Earp, 2012; McKenzie, 2011; QTU, 2014; Timberlake, 2008; Valli & Buese, 2007) identified aspects of management which administrators must take into consideration in their management practices. As noted earlier in Section 2.2.2, school leaders work toward the development of a positive school climate. In so doing, as Queensland Teacher Union (QTU, 2014) details, administrators work with their Local Consultative Committee to determine teaching loads, the time in lieu provided to teachers with organisational responsibilities, and to implement additional Award arrangements. Moreover, administrators manage constraints arising from issues such as the size of the school, the supply of teachers in the region and the out of field teaching demands that arise from the local school situation.

The findings noted earlier in Section 2.2.3 show that that family background factors exert large influences on student learning and achievement. Hence, the core role of a teacher, which is to plan and implement effective teaching and learning according to AITSL (2011), is a challenging role. As with the aforementioned factors, in order to plan accordingly, teachers need to distinguish the managerial complexities of their school and appreciate the encumbrances that they work within.

2.2.5 National influences

It was detailed in Chapter 1 that Australia works in a decentralised, multi-sector environment (OECD, 2013). Also, a comprehensive list of peak Australian school education bodies and an extensive list of recent government initiatives were provided, in order to highlight the extent of governance and the diversity of initiatives over school sectors and teachers in Australia.

Likewise, the National Professional Standards for Teachers (NPST) were considered in Chapter 1, in order to provide an example of government initiatives which underpins expectations placed on teachers as they exercise their professional responsibilities.

The research literature (ACARA,2011; AITSL,2012; Dinham,2013; Gonski,2011) shows that the initiatives taken at the national, state and territory levels have had a significant impact on school systems and teachers and the policy focus on the classroom teacher has intensified. For instance, comparisons of Australia's PISA test results with those from other OECD countries has been used to inform domestic policy directions (Moyle, 2010), and has augmented the ensuing debate on teacher quality. In this respect, the development of the Australian Curriculum, the National Assessment Program – Literacy and Numeracy (NAPLAN), in conjunction with My School (ACARA, 2012) have made inroads into Australian classrooms by driving curriculum, assessment and accountability agendas (Dinham, 2013). Essentially, the My School website publishes NAPLAN scores of school performance.

The My School website provides opportunity for school performance comparisons to be made between like-schools, and rendered available to school leaders, teachers, parents and the broader community for consideration. The My School website and NAPLAN reflect a small portion of initiatives undertaken at the governmental level. However, as with international system assessments, these initiatives prompt significant debate among researchers about the merit of the findings and the merit of the subsequent recommendations they propose (Dinham, 2013). Moreover, these initiatives provide further policy focus on the teacher, away from teaching practice and its planning components such as TPT.

However, as Hill and Herlihy (2011) advise, researchers need to diverge from the current teacher focus on the 'who' in schools, and consider the 'what' and 'how', and only then may researchers be able to appreciate the complex mix of influences that impact teachers' work.

2.2.6 Summary

The research literature (ACARA, 2012; AITSL, 2012; Cohen & Geier, 2010; Cohen, et al., 2009; Dinham, 2011; Easthope & Easthope, 2000; Freeman, 2014; Gonski, 2011; Hattie, 2009; Kennedy, 2010; Lohman, 2005; McKinsey, 2007; OECD, 2012; Thapa, 2012; Valli & Buese, 2007) shows that school contextual factors exert influences on teaching practice, student learning and, by inference, impact teachers' individual TPT. The research literature reveals that for teachers to plan their classes, they need to manage workplace complexities within their schools in order to complete their professional duties. Additionally, teachers must plan to meet the expectations of sector authorities as they exercise their professional responsibilities. However, and more importantly, teacher planning demands the development of a picture of the whole child and the whole school in order to plan for and provide learning differentiation in their classes for their students.

2.3 Professional Practice

2.3.1 Introduction

The literature findings in the previous section show a complex array of contextual factors that teachers take into account as they undertake their professional responsibilities. The intentions of this section are:

- to identify instructional and non-instructional strands that comprise teacher work; and
- to provide a conceptual framework for teacher work that can be subsequently used in this dissertation to inform the initial data collection phase of this research.

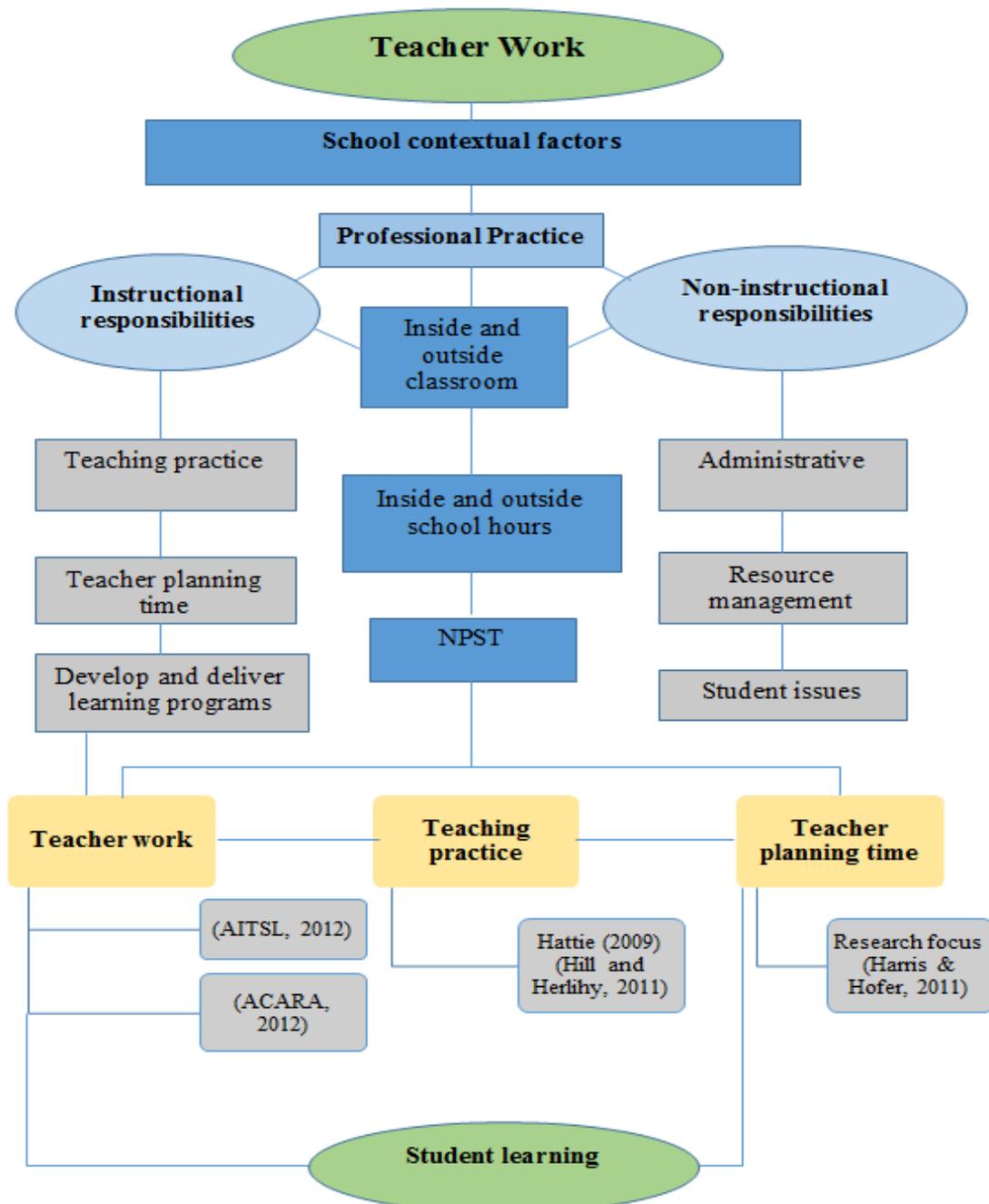
2.3.2 Teacher work

As introduced in Chapter 1, the research literature situates TPT in this research within teacher work considerations. Figure 2.1 represents a conceptual map of teacher work, devised by this researcher, in order to encompass the OECD and research literature considerations of the teacher work context. The conceptual map was derived from key literature, such as (AITSL, 2011) and (ACARA, 2012) and considerations provided by, for example, Hill and Herlihy (2011), and Kelly (2012).

The figure shows that teacher work is undertaken within school contextual factors. Therefore, the figure presents two strands of work-related professional practice, namely instructional

responsibilities listed vertically on the left side of the figure and non-instructional responsibilities listed vertically on the right side of the figure. For each strand, broad teacher duties are identified. Both strands of teacher responsibilities link to professional practice listed vertically at centre. The figure shows links to teacher work, teaching practice and teacher planning time and the core literature that informs teacher duties. The figure identifies the core focus of teacher work, which is student learning. The teacher responsibilities and duties represented in the figure are discussed in the sections to follow.

Figure 2.1 Teacher Work



The figure represents:

- a school context for teacher work;
- teacher work is undertaken both inside and outside the classroom;
- teacher work occurs both inside and outside school hours; and
- that teachers undertake their work in order to assist student learning.

Additionally, the figure shows that:

- the instructional responsibilities of teacher work are informed by the National Professional Standards for Teachers (AITSL, 2012) and the new Australian Curriculum (ACARA, 2012);
- teaching practice is informed by the literature such as Dinham (2013), Hattie (2009), Hill and Herlihy (2011) and Kennedy (2005); and
- TPT is informed by five components of planning time as identified by Harris and Hofer (2011).

The research literature details teacher instructional responsibilities to include planning, curriculum content, teaching and learning, pedagogy, assessment and feedback. Moreover, the literature identifies a vast array of instructional and non-instructional activities that illustrate a vast array of work-related demands placed on teachers, and merits further elaboration in the discussion to follow.

Some examples of teacher work considerations identified in the research literature (Dinham, 2013; Hattie, 2009; Hudson, 2012; Moyle, 2010) include:

- the broadening of teacher duties;
- the evolving role of the teacher;
- the management of work priorities;
- implication of educational change on teacher practice; and
- collaborative planning, common planning, team planning and whole school planning.

Some non-instructional activities identified in the research literature by Kelly (2012), Earp (2012) and Valli and Buese (2007) as examples, include:

- collecting fees, payments and donations;
- supervision of students outside of the classroom such as detentions;

- school planning activities such as athletics;
- counselling or mentoring students and their families;
- tasks related to personal professional development, including conferences; and
- meetings that concern policy and procedures such as emergency management
- legalities regarding supervision.

Moreover, some broader work-related concerns that exert influence on teacher practice include:

- time management (Jung, 2008);
- administrative policies to control and compartmentalise teachers' time (Duncheon & Tierney, 2013);
- expectations to collaborate through common and team planning time (Hudson, 2012) and (AITSL, 2012);
- differences of time (Vannest & Parker, 2010); and
- maximising instruction time (Vannest & Parker, 2010).

Some examples of situational factors include:

- influence of school climate not uniformly experienced by teachers (Kennedy, 2010);
- differences in teaching experience among teachers (Kennedy, 2010);
- teachers are expected to be social workers, nurses and performing functions that should primarily rest with other people, including parents (Earp, 2012); and
- teachers are planning, developing, and organising instruction, housekeeping and record-keeping, managing student conduct, presenting subject material, assessing student learning and meeting professional obligations (Kelly, 2012).

The factors listed show not only a range of teacher work activities, but also a range of work-related factors which teachers take into consideration as they undertake their professional responsibilities. Moreover, some teacher activities specifically impact TPT, as time is diverted to these supplementary non-instructional responsibilities (Kennedy, 2010). Therefore, in order to explicate teacher activities, an array of teacher activities is provided in Table 2.2. The table was developed from the synthesis of the research literature and from the teaching knowledge and teaching experience of this researcher spanning 34 years. The activities are grouped according to four broad categories of teacher professional responsibilities. The categories were determined by the researcher according to common aspects identified in teacher work activities as identified in the teacher work literature.

Table 2.2 Secondary School Teacher Activities

Category	Activity
Develop and Deliver Learning Programs	<ul style="list-style-type: none"> • establish aims, content and teaching/learning strategies for scheduled lessons
	<ul style="list-style-type: none"> • collect, assess and discuss student work with students
	<ul style="list-style-type: none"> • devise individual learning plans for special needs students
	<ul style="list-style-type: none"> • account for student attendance/absence
	<ul style="list-style-type: none"> • correct and compare assessment with colleagues
	<ul style="list-style-type: none"> • report to parents regularly — (formative reporting) and seasonally — (summative reporting)
	<ul style="list-style-type: none"> • make adjustments to classroom practice when information technology fails to function
	<ul style="list-style-type: none"> • Arrange incursions and excursions
	<ul style="list-style-type: none"> • plan and participate in extra curricula programs
	<ul style="list-style-type: none"> • plan for subject, year level or whole school special events such as drama/musical productions, inter-school sports or exhibitions
<ul style="list-style-type: none"> • consult with the learning support team 	
Administrative Duties	<ul style="list-style-type: none"> • monitor appropriate student use of electronic resources
	<ul style="list-style-type: none"> • respond to classroom interruptions
	<ul style="list-style-type: none"> • attend professional development sessions
	<ul style="list-style-type: none"> • gather relevant resources when taking a replacement class for an absent colleague
	<ul style="list-style-type: none"> • take a replacement yard supervision for an absent colleague
	<ul style="list-style-type: none"> • Emergency management planning and practice
Resource Management	<ul style="list-style-type: none"> • order specialist materials relevant to the subject
	<ul style="list-style-type: none"> • store, distribute and account for materials
	<ul style="list-style-type: none"> • reserve shared resources
	<ul style="list-style-type: none"> • manage specialist learning areas such as fine arts, manual arts, science and sports facilities
	<ul style="list-style-type: none"> • report equipment damage or theft
	<ul style="list-style-type: none"> • make adjustments to classroom practice based on the type of facility allocated to the class
	<ul style="list-style-type: none"> • photocopy supplementary teaching materials
Student Issues	<ul style="list-style-type: none"> • meet with students concerning learning or behavioral difficulties
	<ul style="list-style-type: none"> • meet with parents of students concerning learning or behavioral difficulties
	<ul style="list-style-type: none"> • manage student or classroom crisis
	<ul style="list-style-type: none"> • discuss common student and learning issues with colleagues
	<ul style="list-style-type: none"> • train for relevant first aid certificates
	<ul style="list-style-type: none"> • consult with support staff to devise learning/management strategies to cater for student learning or behavioral concerns
	<ul style="list-style-type: none"> • participate in student welfare initiatives
	<ul style="list-style-type: none"> • supervise detention or other behavioral interventions

The table shows the broad duties and tasks which teachers may encounter in their professional practice. The activities shown in the table may be accomplished inside or outside school hours by teachers. For example, activities, such as, the photocopying of supplementary teaching materials can be accomplished by teachers inside school hours, while other activities, such as marking and reporting, can be accomplished by teachers after instructional time, after school hours, or at home during evenings and weekends.

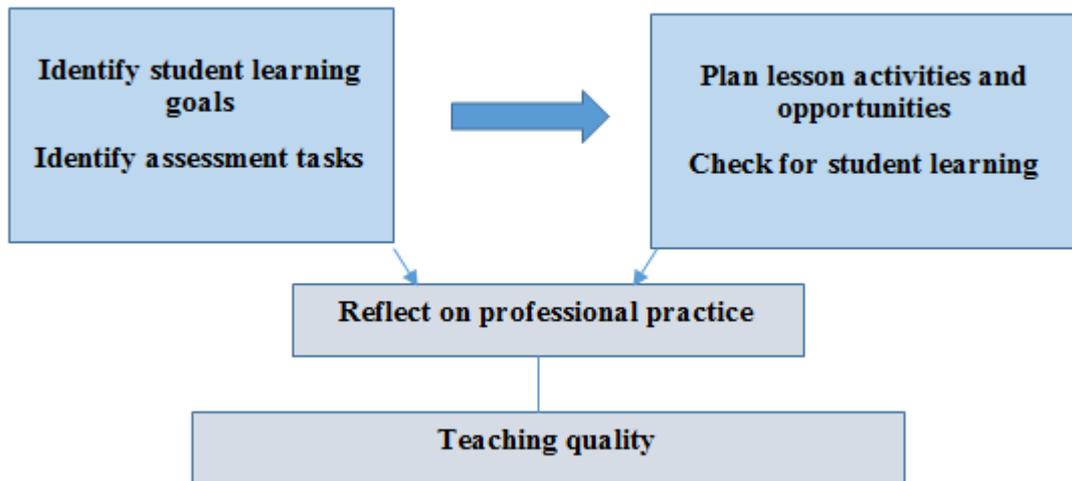
However, the table of the broad teacher duties and tasks does not inform the reader of the impact teacher work activities exerts on TPT opportunities. Additionally, the research literature does not show whether teachers engage in these activities on a voluntary or involuntary basis or that their effects on TPT are direct or indirect. Moreover, the research literature does not reveal the experiences of these activities by teachers.

2.3.3 Teaching practice

TPT is linked to teaching practice (Kennedy, 2010). Therefore, consideration of teaching practice becomes constructive to this research. In this regard, Vannest and Parker (2010) advise that TPT should be considered for its purpose and its relevance to teaching practice as teaching practice is interrelated to teaching quality (Hattie, 2009).

The research literature (Dinham, 2013; Earp, 2012; Hattie, 2009; Hudson, 2012; Kelly, 2012; Moyle, 2010; Valli & Buese, 2007) shows that teaching practice is comprised of a vast array of instructional activities, such as, teacher planning. Nevertheless, Hattie (2009) contends that teachers undertake the same work in classrooms, but undertake that work in ways that exhibit distinctive teaching styles, teaching practices and teaching philosophies. Consequently, a conceptual model of classroom teaching practice is presented in Figure 2.2. The model is an adaptation by this researcher of the Wiggins and McTighe (2006) instructional design frame that underpins contemporary teaching practice and the components prescribed by AITSL (2012) that comprise classroom teaching practice. Additionally, the model provides a framework from which TPT, professional practice and teaching quality can be examined more closely.

Figure 2.2 Model for Classroom Teaching Practice



(Adaptation from Wiggins & McTighe, 2006)

The figure shows that the model of classroom teaching practice entails the initial identification of student learning goals and the determination of assessment tasks. Consequentially, the teaching and learning specifics are planned. Then, finally, teachers check for student learning. The classroom teaching practice model shows that teachers have an opportunity to reflect on their professional practice, to make adjustments in their planning for lessons, in order to enhance the quality of their teaching in accordance with the NPST.

As noted earlier in this section, teaching practice holds the most relevance to student learning because the location of teaching practice is in the classroom. Therefore, a consideration of the interrelatedness of teaching practice and teaching quality to TPT is considered in the following discussion.

Teaching Quality

A definition of teaching quality was gleaned from the research literature and was provided in Chapter 1 which identified key considerations of teaching quality. Lookabill (2008) considers teaching quality to be teachers conducting classes that allow students to make connections, form meaning, and reflect on previous lessons in order to make improvements for subsequent lessons. Hill and Herlihy (2011) consider teaching quality as the complex set of knowledge, skills, and judgments that comprise teachers' everyday work. Furthermore, Hill and Herlihy posit that teachers are required to convey content accurately, yet also at a level that can be understood by students, to implement cognitively challenging lessons and tasks, and diagnose and remediate

student misunderstandings. The broader understanding of teaching quality, provided by Hill and Herlihy, is deemed by this researcher to encompass the wider aspects of teaching quality considerations provided in the broad research literature.

Moreover, the Australian Curriculum, Assessment and Reporting Authority (ACARA, 2013) maintains that it is well accepted that quality teaching makes the most significant contribution to student learning. In this respect, Hill and Herlihy (2011) claim that how to achieve consistency in teaching quality has now become central to the agenda of every education system. Additionally, Jensen (2014) considers more broadly that improving teacher effectiveness outweighs the impact of any other school education program or policy in improving student performance.

In the current climate of accountability, there is a strong push for quality teachers. Moreover, teachers are considered as the greatest influence in the classroom by Hattie (2009) and McKinsey (2007). The research literature shows that excellent teachers have the capacity to transform the lives of students and to inspire and nurture their development as learners, individuals and citizens (MCEECDYA, 2008). This has given rise to the current focus, discourse and interventions, on and to, the teacher. Consequentially, State and Territory Statutory Awards give recognition to differences in teaching practice and teaching quality, via the provision of a teacher classification structure and salary schedule through which teachers may progress DEET (2012). In this respect, the current focus on teacher quality has competing and complementary considerations. However, quality teachers are unable to enact quality teaching if the contextual factors (i.e., the effective use of planning time) do not support their everyday practice.

Nevertheless, as this review finds, there is an array of school influences on student achievement predominantly situated inside the classroom. For example, school climate, family background and SES, operational interruptions, curriculum change, access to learning resources, administrative constraints and TPT planning processes represent only a few considerations raised in this discussion. In this respect, to understand how teachers use planning time provides insight into how lessons are constructed and the teaching quality they deliver (Kennedy, 2010).

2.3.5 Summary

The proceeding discussion revealed that there was substantial consideration of the concept of teacher work in the research literature. An examination of Figure 2.1 showed that there were

two strands of responsibilities that teachers undertake in their teacher work, namely, instructional and non-instructional responsibilities. The figure provided a frame for the examination of aspects of teacher professional practice in order to highlight the implications these aspects exert on the achievement of consistency in teaching quality.

Moreover, the research literature and the foregoing discussion show four teacher planning considerations. Firstly, teacher work is informed by the NPST. Secondly, teacher work, teaching practice and teacher planning are underpinned by the research literature. Thirdly, teaching practice is comprised of a planning component. Finally, teaching practice occurs both inside and outside the classroom.

2.4 Planning Time

2.4.1 Introduction

The intentions of this section are firstly, to situate teacher planning time within a theoretical framework in order to establish the conditions which inform lesson planning theory and method. Therefore, a discussion is provided on instructional design and method. Secondly, to provide a discussion on teacher Award provisions and entitlements that pertain to planning time, in order to establish the provisions made for planning time, and identify statutory obligations which impact planning time. Finally, a summary of the research literature pertaining to planning time is provided at the end.

2.4.2 Planning time context

The definition of planning time was provided in Chapter 1 and was based on the understandings provided by (Harris & Hofer 2011) and (AITSL 2012). This researcher considers it fundamental to this research to situate planning time within a theoretical frame, in order to establish the conditions that inform teachers' individual use of planning time. Additionally, the theoretical frame provides the researcher with the opportunity to synthesize the broad literature pertaining to planning time within this frame.

In the development of instructional design theory by Reigeluth, Bunderson and Merrill (1978), three broad theoretical components of instructional design are identified, namely methods, conditions and outcomes. Additionally, the four planning design components of Reigeluth,

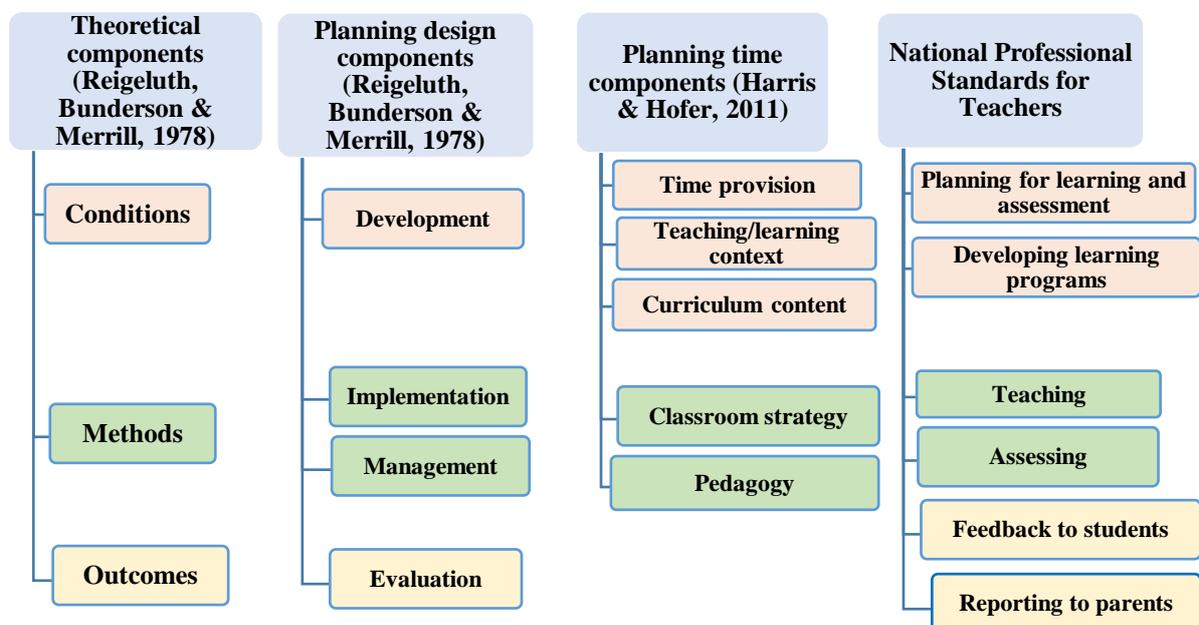
Bunderson and Merrill are identified: development, implementation, management and evaluation.

According to Borman and Dowling (2008), this theoretical framework has informed lesson planning theory and method. For example, Harris and Hofer (2011) identify five components of planning time in their instructional design theory and method:

- time provision
- teaching/learning context
- curriculum content
- classroom strategy
- pedagogy

The five planning time components of Harris and Hofer underpin the considerations of teacher planning time in this research. Moreover, Harris and Hoffer consider planning and its time provision as important inputs into the lesson design process. Figure 2.3 represents the theoretical and planning design components of Reigeluth, Bunderson and Merrill (1978) aligned with planning time components of Harris and Hofer (2011) and the NPST (2012).

Figure 2.3 Planning Time and Instructional Design Theory



The figure shows that the theoretical components of Reigeluth, Bunderson and Merrill (1978) link to the teaching and learning stages outlined in the NPST. Additionally, the table shows that the planning time components of Harris and Hofer (2011) link to the teaching and learning frame of the NPST. Specifically, planning time components are identified as:

- time provision
- teaching and learning context
- curriculum content
- pedagogy

However, while the research literature shows that many of the teacher planning activities have been already identified (Kennedy, 2010) the literature does not reveal that planning time has been examined closely but merely glimpses of its use are provided (Vannest & Parker, 2010). Therefore, an examination of teacher Award provisions, entitlements and opportunities to use TPT follows in the next section.

2.4.3 Planning time opportunities

Planning for and implementing well-structured learning and teaching programs, to engage students and promote learning, is a core teacher responsibility (AITSL, 2012; Hattie, 2012; OECD, 2010). As noted in Chapter 1, provision has been made to teachers of a “nominal” amount of planning time, within instruction time, in order to plan lessons. The “nominal” planning time provision has been specified in state and territory Awards. Samples of Award provisions and entitlements have been outlined below in order to highlight the impact on TPT. While this research was conducted in Queensland and Victorian education sectors specifically, the Award samples provided from Queensland, Victorian and Western Australian sectors are considered to be representative of common aspects of TPT entitlements across all sectors.

Specifically, the Queensland Industrial Relations Commission (Industrial Relations Act, 1999), the Victorian Catholic Education Multi-Enterprise Agreement (2013), the Victorian Government Schools Agreement (2013) and the Western Australia Teachers Public Sector Primary and Secondary Education Award (1993) identify key aspects of TPT:

- TPT was allocated during timetable development;
- the main function of TPT was to undertake the necessary planning, preparation and correction to effectively carry out the role as teacher; and

- the Award entitlement to TPT may be used for the preparation, planning and correction of class activities.

Additionally, the Awards identify aspects of teacher work that teachers can choose to complete during TPT, namely:

- collaborative preparation, planning and correction;
- planning for class and group teaching instruction;
- curriculum planning;
- setting and correction of assessment items;
- evaluating and assessing;
- compilation of assessment records; and
- planning for excursions.

The Award samples outline components of teacher work expectations:

- teachers' working hours shall consist of an average of 38 hours per week averaged over a school term plus reasonable additional hours;
- teachers undertake 20 hours of face to face teaching;
- teachers' work includes the work undertaken to meet their professional responsibilities and may be performed in other locations including, for example, the employee's home;
- teachers undertake some organisational duties as part of their teacher work;
- full-time teachers will take 18 hours of extras per annum with no more than one extra per week in the 2013 and 2014 school years; and
- time is acquired from teachers nominal planning time in order to take extras.

The snapshot of statutory obligations provided above shows that the primary focus of TPT is the teaching and learning process. In synthesis, Australian secondary school teachers instruct for approximately 20 hours per week. Teachers are provided a "nominal" maximum planning time provision of approximately 210 minutes per week. This "nominal" maximum time provision is decreased to an "actual" time provision, as teachers must take "extras" or replacement classes during TPT. However, the snapshot identifies opportunities for school administrators to encroach on TPT. For example, the research literature (Hudson, 2012; Kelly, 2012; Kennedy, 2010) identified that other school duties may encroach on the "actual" planning provision in

order to accommodate local school operational demands. Any disparity in the hours of extras taken by teachers per annum is in accordance with state and territory sector determinations.

2.4.4 Summary

As stated earlier, the purpose of this section was to situate teacher planning time within a theoretical framework and identify teacher Award provisions and entitlements that pertain to planning time. This section has drawn upon the limited available research literature and has provided a theoretical context for planning time.

Moreover, the research literature and the discussion indicate four TPT considerations. Firstly, a planning time entitlement is provided to teachers in which they have the opportunity to conduct their planning. Secondly, instructional design theory situates planning time within a theoretical framework in order to establish the conditions which inform lesson planning. Thirdly, non-contact time is a statutory entitlement provided to teachers for planning lessons. Finally, the non-contact time provision is “nominal” and that the “actual” time provision is subject to other provisions within the Awards, school contextual factors and subject to adjustment.

2.5 Summary and Conclusions

The foregoing review of TPT has shown that TPT is a component of teacher work which fits within a model of classroom teaching practice and links with instructional design theory and the NPST. The review also showed that TPT is a statutory entitlement provided to teachers for planning lessons and the TPT provision is “nominal” and that the “actual” time provision is subject to other provisions stated within the Awards, subject to school contextual factors, and subject to adjustment.

The TPT literature has mainly concerned research within broader teacher work considerations in Australian primary and secondary schooling contexts. Therefore, the review drew upon three aspects of teacher work that reflected relevance to TPT, namely, school contextual factors, professional practice and teacher planning time use. Furthermore, the review of the literature indicated that in order for teachers to plan their classes, teachers are required address three key planning aspects. Firstly, teachers manage school contextual factors in order to complete their professional duties. Secondly, teachers gain a broad perspective of the student and the whole

school in order to accommodate the characteristics of the student population in their planning. Therefore, teachers undertake duties within two strands of teacher responsibilities, namely, instructional responsibilities and non-instructional responsibilities.

Specifically, the review finds that there is relatively limited research that considers the individual use by teachers of TPT, and this is deemed a gap in the research literature. Conclusions which can be drawn from this review indicate four key aspects of TPT. Firstly, there is relatively limited research that considers TPT is deemed a gap in the research literature and becomes a focus for future research. Secondly, research which specifically focuses on teachers' actual experience of planning time is not evident in the literature. Thirdly, the efficacy of planning time use is diminished because of school contextual factors. Finally, strategies originating from the teaching profession to enhance the use of planning time have not been examined.

Given the limited research literature on teacher planning time, an initial on-line teacher survey was conducted in order to gain baseline data. Subsequent teacher interviews were conducted to gain in-depth data on teachers' perceptions and experiences of planning time. This chapter has identified three themes that serve as a framework to address the RQs. The first theme, School contextual factors, comprises aspects pertaining to school climate, family background factors, school management and national influences. The second theme, Professional practice, comprises aspects pertaining to teaching practice and teaching quality. The third theme, Teacher planning time use, comprises aspects pertaining to planning time context and planning time opportunities.

Chapter 3 presents the methodology used in this research to address the RQs.

Chapter 3

Research Design and Methodology

3.1 Introduction

This chapter explains the research paradigm and the methodological approach and design used for this research. The chapter also provides a description of the data collection instruments and a discussion of the processes adopted to analyse the quantitative and qualitative data arising from the data collection instruments.

According to Krauss (2005), it is important for the researcher to identify his or her ontological and epistemological assumptions at the very beginning of the research process. Moreover, Mackenzie and Knipe (2006) posit that it is the paradigm and research question which should determine which research data collection and methods of analysis be used. Therefore, the paradigm guides the research process and provides directions and principles regarding the approach, methods and techniques of carrying out research. In this regard, its purpose is to address the research questions, within its philosophical framework.

3.2 Researcher's Ontological and Epistemological Assumptions

3.2.1 Introduction

This section provides a discussion on the philosophical assumptions and the paradigm adopted by this researcher. The constructivist and positivist paradigms are considered for this research and an explanation of this researcher's choice of paradigm is provided in the following sections.

3.2.2 Ontology

According to Saunders (2009), ontology is concerned with the nature of reality, the way the world operates and how people view their world. Ontology has two aspects, objectivism and subjectivism, and Saunders holds that these aspects are accepted as producing valid knowledge by researchers. Mertens (2009) explains that, in the interpretivist ontology, reality is socially constructed, while the positivists consider that one reality exists and that it is the researcher's task to discover that reality.

The ontological position held by this researcher is informed by the likes of Krauss (2005) and Hennik et al. (2011) who view reality as being socially constructed. As Krauss (2005) explains, “since each of us experiences reality from our own point of view, each of us experiences a different reality” (p. 760). Moreover, Hennik et al. (2011) purport that the participants’ perspectives of reality have been constructed by their social, cultural, historical and personal experiences. Since the broad aim of this research is to explore perceptions and experiences of teachers’ use of planning time, this researcher considers the subjective positions held by Krauss (2005) and Hennik et al. (2011) as appropriate to meet the requisites of this study.

This researcher holds that reality is co-constructed, relative, subjective and multiple. Therefore, a subjective ontological position is deemed appropriate for this research.

3.2.3 Epistemology

Epistemology is defined, according to the Stanford Encyclopaedia of Philosophy (2005), as the study of knowledge and justified belief. Understood more broadly, epistemology is about the creation and dissemination of knowledge in particular areas of inquiry. Likewise, Saunders (2009) considers that epistemology is concerned with the nature of knowledge and what constitutes acceptable knowledge in a field of study.

According to Mertens (2009), the positivist epistemology assumes that the researcher and participants in a study are independent and that the research is undertaken in a value-free way. Interpretivist epistemology, on the other hand, requires the researcher to understand the differences between humans in the role as social actors, according to Saunders (2009). As Mertens (2009) posits, interpretivism emphasises the differences between conducting research among people rather than objects, and pinpoints an interactive link between researcher and participants.

The epistemological position of this researcher is informed by the likes of Mertens (2009) and Saunders (2009), where the researcher understands differences between humans, understands the links between researcher and participant, and conducts research among people not objects.

This researcher is conscious of what constitutes acceptable knowledge in this study and regards participants as people, not objects, who hold differences in experience of their world of work. The researcher acknowledges the link between researcher and participant, and recognises that the

results originating from this research represent a subjective interpretation of observations. Mindful of the aims and purpose of this study, the interpretivist ontological position is deemed by this researcher to be appropriate for this research.

3.3 Research Paradigm

3.3.1 Introduction

According to Mertens (2009) a paradigm is a way of looking at the world. It is also a way of examining social phenomena from which understandings can be gained and explanations attempted. A paradigm comprises philosophical assumptions that guide and direct thinking and action. Mackenzie and Knipe (2006) identify that the difference between the philosophical intent of the interpretivist and positivist paradigms is in their ontologies and epistemologies.

3.3.2 Interpretivist paradigm

According to Mertens (2009), “the interpretivist paradigm reflects a basic theoretical belief that reality is socially constructed” (p. 16). Krauss (2005) and others maintain that interpretivists do not assume that there is a single reality apart from one’s perceptions and reject the idea that there is an objective reality that can be known. Mertens (2009) maintains that “individuals experience phenomena from their own point of view, therefore, each individual experiences a different reality” (p. 18). Additionally, as Holstein and Gubrium (2005) posit, the interpretivist practice is based in the configurations of meaning and institutional life that inform and shape an individual’s reality. Moreover, Cohen, Manion and Morrison (2007) clarify that “meaning arises out of social situations and is handled through an interpretative process” (p. 177). Therefore, it is understood that data are socially situated, context-related, context dependent and context rich.

In terms of knowledge development, Mertens (2009) states that “the researcher’s goal is to understand the multiple social constructions of meaning and knowledge” (p. 18). Moreover, Holstein and Gubrium (2005,) note that interpretivist practice involves both the how and what of social reality. In this regard, the interpretivist approach is usually aligned to qualitative research methods (Creswell, 2012).

3.3.3 Positivist paradigm

According to Saukko (2003), the positivist ontology understands reality as fixed and exists separately from the researcher. It is assumed that social phenomena should be treated in the

same way that physical scientists treat physical phenomena (Johnson & Onwuegbuzie, 2003, p. 13).

Furthermore, the positivist ontology informs the positivist epistemology, in that knowledge can be observed and captured using statistics, surveys and interviews. This approach utilises rigorous methods of data collection and analysis, because it assumes that knowledge can only be proven through empirical means. Moreover, this paradigm is usually aligned to quantitative research methods (Creswell, 2012).

However, this researcher maintains that the nature of the researcher and participants' realities are not fixed, as prescribed in the positivist paradigm. Table 3.1 summarises the key elements of Sections 3.2 and 3.3.

Table 3.1 Paradigms' Ontologies and Epistemologies

	Interpretivist Beliefs	Positivist Beliefs
Ontology Nature of reality	The nature of the reality is relative, local, specific and co-constructed. What is known is transactional and subjective. There are multiply realities.	There is one true reality Naive realism Reality is objective
Epistemology Knowledge of reality	The observer and what is studied are related and have an effect on what is observed. It is not possible to separate the observer from what is observed. The results are a subjective interpretation of the observations.	A positivist paradigm believes that an observer is detached from what is being studied. The results are objective

Adapted from Guba & Lincoln (2005) and Mackenzie & Knipe (2006)

The table shows the ontological and epistemological differences between the interpretivist and positivist beliefs, which inform the researcher's choice of paradigm.

3.3.4 Choice of paradigm

According to Krauss (2005), when adopting paradigms researchers have to consider whether or not their approach addresses the aim of the research and consequently the research questions. In this research, the RQs seek to determine both the teacher perceptions and the actual teacher

experiences of the use of planning time. Other considerations addressed in this investigation concern:

- the identification of the tangible results attained by teachers in their use of planning time;
- the identification of with whom do teachers spend the majority of their planning time; and
- the identification of other factors teachers consider that exert influence on planning practice.

The participants in this study are secondary school teachers from differing school settings and classroom contexts. Therefore, this researcher takes into account that each participant encounters a different reality, a reality that has been constructed by their social, cultural, historical and personal experiences (Hennik et al., 2011). Moreover, it is the researcher's goal to generate data that are socially situated, context-related, context dependent and context rich (Mertens, 2009).

This researcher considers that the positivist position, which dictates that social phenomena should be considered in the same way as physical phenomena, does not align with the aims, RQs and purpose of this study. While having weighed the differences between the interpretivist and positivist paradigms, this study will adopt the interpretivist approach. The interpretivist approach is considered appropriate by the researcher to comprehensively satisfy the socially situated, context-related and context dependent RQs. This decision is based on the considerations provided by Mertens (2009) and others, cited in the aforementioned discussion.

3.4 Mixed Methodology

3.4.1 Introduction

This section provides an explanation of mixed method methodology and provides a justification of the researcher's methodological choice.

3.4.2 Purpose of mixed methodology

In broad terms, the methodology sets down the motivation and expectations for the research (Mackenzie & Knipe, 2006). Mixed methods methodology is a class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods,

approaches, concepts or language into a single design. Its functions are to seek convergence and collaboration of the data and to seek to elaborate and augment, or add clarification to, results (Johnson & Onwuegbuzie, 2003; Jirojwong, Johnson & Welch, 2011). Moreover, Creswell (2013) describes mixed method methodology as one that involves gathering both numeric information as well as text information, so that the final database represents both quantitative and qualitative information.

To be considered a mixed method design, Johnson et al (2011) posit that the findings must be mixed or integrated at some point.

3.4.3 Choice of a mixed methodology

The general aim of this research is to explore the perceptions and experiences of teachers' planning time. This aim offers the researcher the opportunity to conduct a sequential mixed method approach.

Given the ontological and epistemological position adopted by this researcher and the choice of an interpretivist paradigm, it could be assumed that this research will "principally" use qualitative research methods to gather data. Furthermore, the use of a survey instrument will incorporate a quantitative component in order to gather initial baseline data to inform the interview phase.

Nonetheless, the theoretical considerations need to be understood. In terms of quantitative research, this is considered a scientific and systematic enquiry used to investigate an event or phenomenon, so that measurable and quantifiable data are collected to answer the research question (Jirojwong, Johnson & Welch, 2011). In contrast, as Oliver (2012) posits, qualitative research has a more subjective focus, and places more emphasis upon an interpretive approach to data generation and the exploration of the interaction between researcher and respondent. However, it is implied that each approach is unique and valuable.

Both methodological approaches can be used together to measure different or overlapping aspects of a single phenomenon. As Creswell (2013) argues, they can produce a more holistic view of the phenomenon and attain a greater in-depth and detailed understanding of the issues under investigation. Furthermore, Johnson and Onwuegbuzie (2003) maintain that "the goal of mixed methods research is not to replace either of these approaches, but rather, to draw from the strengths and minimise the weaknesses of both, in single research studies and across studies" (p. 15). Creswell (2012) maintains that both methods are especially useful in investigations of

how individuals understand their experiences and how they structure the social world and their social exchanges. In lieu of the discussion, a mixed methodology can:

- provide convergence and corroboration of findings;
- add insights and understandings that might be missed when only a single method is used; and
- strengthen the research.

Table 3.2 summarises the discussion on the background and the selection of a mixed method methodology.

Table 3.2 Interpretivist Ontology, Epistemology, Methods and Tools

	Interpretivist Beliefs	This Research
Ontology Nature of reality	The nature of the reality is relative, local, specific and co-constructed. What is known is transactional and subjective. There are multiply realities.	School realities are relative in this research because schools are separate entities, at geographically diverse locations and subject to local situational factors.
Epistemology Knowledge of reality	The observer and what is studied are related and have an effect on what is observed. It is not possible to separate the observer from what is observed. The results are a subjective interpretation of the observations.	The participants are secondary school teachers. This researcher is also a secondary school teacher.
Methodology	Qualitative methods predominate. Although quantitative methods can be used.	Sequential mixed method methodology is used in this research.
Tools	Interviews Observations Surveys Document reviews Visual data analysis	Survey – descriptive data Interviews – thematic analysis

Adapted from Guba and Lincoln 2005; Mackenzie and Knipe (2006)

Ultimately, the methodology must suit the study and best address the RQ's. Since this study will adopt the interpretivist approach, the researcher proposes to use a sequential mixed methods design. The sequential mixed method methodology provides the researcher with the opportunity to seek baseline data, in lieu of limited research literature available on this topic, in order to inform the interview phase of the data collection. This is considered theoretically appropriate to comprehensively satisfy the aims and RQs.

3.5 Research Design

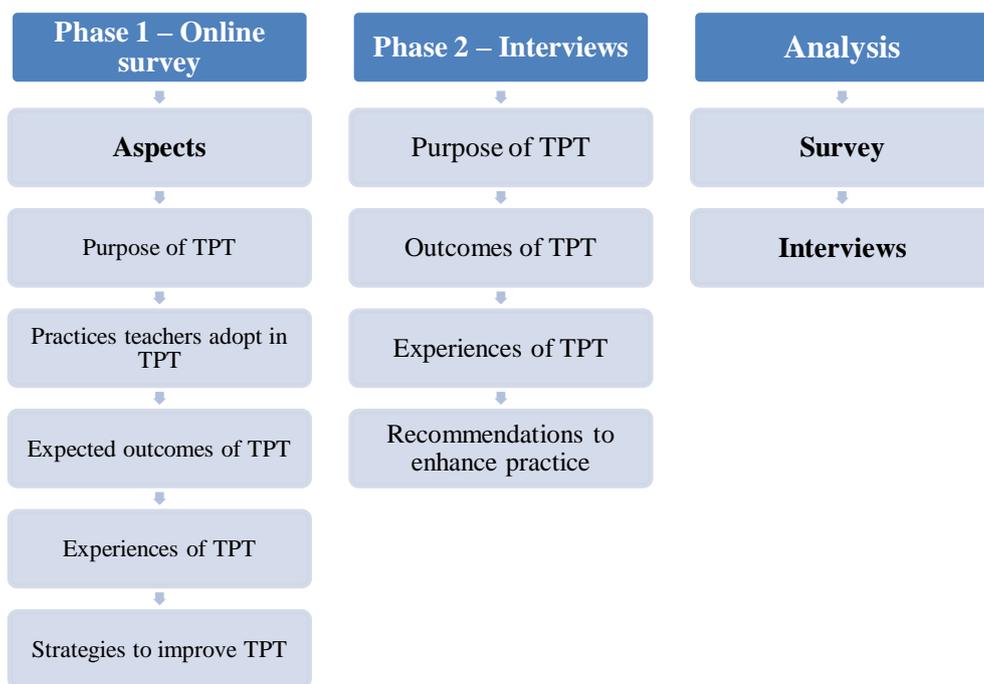
3.5.1 Introduction

The purpose of this section is to outline the processes adopted in the design of the data collection instruments. The discussion provides an overview of the phases of the research design and provides a discussion on the theoretical assumptions underpinning the research design.

3.5.2 Data collection methods

As discussed earlier, this study proposes to use a sequential mixed methods design to address the RQs. In this regard, Mackenzie and Knipe (2006) advise that the RQs should determine the research design. The design for the proposed research emerged as a natural consequence of the RQs and the theoretical considerations discussed earlier. Figure 3.1 shows that the research design is comprised of two phases in a sequential process.

Figure 3.1 Phases of the Research Design



It can be seen from Figure 3.1 that the research design had two phases. The two phases were directly linked, as Phase 1 informs Phase 2. In Phase 1, a survey was used to obtain baseline data of teachers’ perceptions and experiences of TPT. This phase consisted of two steps: a pilot

survey and a final survey. Phase 2 was undertaken following a preliminary analysis of the baseline data from the survey in Phase 1. In Phase 2, an interview was used to provide the researcher with an opportunity to gain in-depth information to address the RQs.

As Kvale (1996) posits, the type of interviews used in qualitative and quantitative research differs on the openness of their purpose, the degree of their structure and the degree that they are exploratory or hypothesis testing. Additionally, Jirojwong et al. (2014) state that the use of a particular interview method is determined by the purpose of the study, the type of knowledge to be generated and the preferred means by which such information can be accessed. Moreover, Leedy and Ormrod (2004) explain that interviews can produce constructive information about a phenomenon. Furthermore, and more importantly, Creswell (2013) purports interviews offer the opportunity of producing a more holistic view of the phenomenon under investigation to produce greater in-depth and detailed understanding of the issues under investigation.

The selection of these two instruments was based on the research questions, the researcher's paradigm, and the intent of gaining a thorough understanding of TPT. The choice of data collection methods was in recognition that teachers work in a variety of school settings and teaching contexts, resulting in differing teacher perceptions and experiences of their world of work. Furthermore, the two data collection methods provided the opportunity to employ multi-dimensional analysis of the phenomenon. Moreover, the use of the survey allowed the researcher to identify collective trends while the use of interviews provided an opportunity to explore the RQs in depth.

3.6 Data Collection Instruments

3.6.1 Introduction

The purpose of this section is to provide a description of and justification for, the choice of the data collection instrument and to provide a background that contextualises the use of the data collection instruments. Additionally, this section includes a broad outline of the data collection instruments and provides a discussion on the purpose, collection methods, administration and presentation processes for each instrument. Table 3.3 presents an overview of the instruments, the data to be collected and the number and category of the participants.

Table 3.3 Data Collection Methods

Research Phase	Instrument	Data to be Collected	Participants
Phase 1	Pilot and Survey	<ul style="list-style-type: none"> • Teacher perceptions and experiences of influences on planning time. • Issues that impinge teacher use of planning time. • With whom do teachers spend their planning time. • Identify strategies to improve planning time. 	Approximately 300 full-time secondary teachers, including staff with positions of added responsibility (FTE).
Phase 2	Interview	<ul style="list-style-type: none"> • Teacher perceptions and experiences of TPT. • Teacher perceptions of influences exerted on their TPT and classroom practices. • School factors that influence TPT. • Recommendations to enhance planning time practices. 	A random sample of 15–20 randomly selected volunteers from the participants in Phase 1.

The table shows that in each phase of the data collection process each instrument was comprised of complimentary data to be collected and that participants in Phase 2 were a sub-set of participants in Phase 1. Phase 1 data emphasised the identification of TPT influences, issues, with whom teachers use TPT and strategies to improve TPT. Phase 2 data emphasised broad perceptions of TPT, factors which influence TPT and recommendations to enhance TPT practices. The use of the survey allowed the researcher to identify collective trends while the use of interviews provided an opportunity to explore the RQs in depth.

3.6.2 Survey use

Introduction

Surveys are common data gathering instruments used for specific research purposes and in everyday life. There is a consensus in the research literature, such as Sarantakos (2005) and deVaus (2002) that surveys enable the researcher to gather information from a large number of respondents within a limited timeframe and can take oral or written form and can contain as many questions as needed. Additionally, the survey can comprise of closed questions and open-ended questions to address the RQs. For this phase, the literature review guided the construction of the questions and items relevant to the questions.

It is recommended by Sarantakos (2005) and deVaus (2002) to pilot the survey before it is used with a research sample, as the pilot survey allows the researcher to “fine tune” the survey instrument so that it is reliable, valid and enables the researcher to collect the data needed. Therefore, a pilot survey was incorporated into Phase 1 of the data collection as detailed in Chapter 4.

Purpose of using a survey

The purpose for the use of an on-line survey in this research was to seek out the broad perceptions and experiences of the use of TPT in lieu of the limited research available on this topic. There was a consensus in the research literature, by the likes of Sarantakos (2005) and deVaus (2002), that surveys enabled the researcher to gather information from a large number of respondents within a limited timeframe and can take oral or written form and can contain as many questions as needed. Moreover, Sarantakos (2005) and deVaus (2002) and others advise that a survey may comprise open-ended and closed questions, take oral or written form, and contain as many questions as needed to address the RQs. An on-line survey was chosen for this research as it enabled baseline data to be acquired efficiently.

Moreover, the survey informed and assisted the researcher in the development of the interview questions to improve the likelihood that the questions formed for the interview phase would be pertinent and could gather data that was valuable.

3.6.3 Interview use

Introduction

Fontana and Frey (2005) describe interviews as “active interactions between two or more people leading to negotiated, contextually based results” (p. 698). Interviews allowed the researcher to investigate the ‘hows’ of people’s lives, according to Kvale (1996), through a process that seeks to cover both a factual and a meaning level from the interview participants.

It was proposed that a group of approximately 15 to 20 voluntary participants be selected as interviewees from the first phase of data collection. The potential voluntary participants indicated their willingness to participate by completing Section E of the survey. The interview schedule comprised a series of predetermined questions that were developed from the aspects that emerged from the analysis of the survey data. According to Jirojwong et al. (2011) the questions from the survey could act as a guide to the interview, provide a systematic framework for exploring the topic, and enhance consistency in the process of data collection

Purpose of using interviews

The research literature identified that the broad purpose of using interviews was to develop an in-depth understanding of aspects which emerged from a previous phase in a data collection process. As noted above, the previous phase in the data collection was the survey, with the specific function being to seek baseline data in lieu of the limited research available on this topic. Therefore, the interviews became the cornerstone of this research. Furthermore, the purpose of interviews, according to Leedy and Ormrod (2005) and Creswell (2013), was to:

- clarify the data;
- potentially introduce new data;
- produce constructive information about a phenomenon;
- produce a more holistic view of the phenomenon; and
- produce greater in-depth and detailed understanding of the issues under investigation.

Moreover, the context of this research was to explore in-depth the aspects that emerged from the survey phase. As Yin (2003) explained, interviews could be one of two types: open-ended or focused. Hence, open-ended questions were included in the interview schedule. If triggered by participants' responses, further clarifying questions were incorporated into the interview. The possible clarifying questions posed by the interviewer can differ between participants according to the emphasis or language used by them. RQs 1 to 4 were addressed by the interview phase.

3.7 Data Analysis

3.7.1 Introduction

The purpose of this section is to provide an explanation of the analysis processes used to generate descriptive statistics and to extract aspects from the survey data.

3.7.2 Quantitative data — analysis of survey data

The survey was designed to identify the extent to which respondents either agree or disagree with a number of items within a survey aspect. The survey question item analysis provided frequencies, means and standard deviations for all survey Aspects (see Appendix C.4). Items that comprised each aspect were initially described in full and abbreviated descriptors provided using

the Oxford English Dictionary (OED 2015). Table 3.4 shows a sample of item statements and descriptors for Aspect 1 of the survey instrument.

Table 3.4 Sample — Item Statements and Descriptors for Aspect 1: Perceptions of the Purpose of TPT

Statement	Descriptor
To develop teaching programs.	Program Development
To develop curriculum content for teaching the subject(s) allocated to me.	Curriculum Development
To mark student work.	Marking
To devise individual learning programs for students with special needs.	Devise ILPs

The table represents a format which was applied to all survey aspects.

The Open-ended Survey Questions

The open-ended questions of the survey instrument were considered as the qualitative component of Phase 1 (see Appendix E.1). In this regard, the open-ended questions were considered in regard to the findings arising from the thematic analysis process. The open-ended questions were incorporated into this research to provide further supportive evidence of the findings detailed in Chapter 7 on the discussion of the findings.

3.7.3 Qualitative analysis of interview data

Introduction

This section provides an explanation for the selection of a thematic analysis approach for the interview data model and details of the analysis process used for the qualitative data furnished by the interview schedule. Additionally, this section is to provide an overview of the phases and steps used for the thematic analysis process.

Choice of Thematic Analysis process

There are a number of qualitative approaches considered for this research. For example, Creswell (2007) outlines the following:

- Ethnography — the study of different cultural groups;

- Biography — a form of narrative study where the researcher documents the experiences of an individual;
- Case study — in depth description of a single case;
- Grounded theory — a systematic process that is used to generate a theory from the data; and
- Phenomenology — development of understanding of the everyday experiences of people's lives.

However, the selection of a suitable thematic analysis approach for this research was based on two key considerations of this researcher. Firstly, that the model was articulated in explicit language and that the process was clearly described. Secondly, that any related steps involved in the process were either practical to implement, or could be readily adapted to suit the requirements of this research. For example, the researcher preferred that a model should not be based on a hybrid methodological approach such as that of Fereday and Muir-Cochrane (2006), whereby data-driven codes were integrated with theory-driven ones. Boyatzis (1998), Braun and Clarke (2013) and others were considered in the selection process. As Braun and Clarke (2013) explain, thematic analysis is a flexible approach that involves searching across a data set, be that a number of interviews or focus groups, or a range of texts, to find repeated patterns of meaning. Therefore, it was deemed that Braun and Clarke (2013) met the requirements set by the researcher specifically because their model seemed readily adaptable to this research.

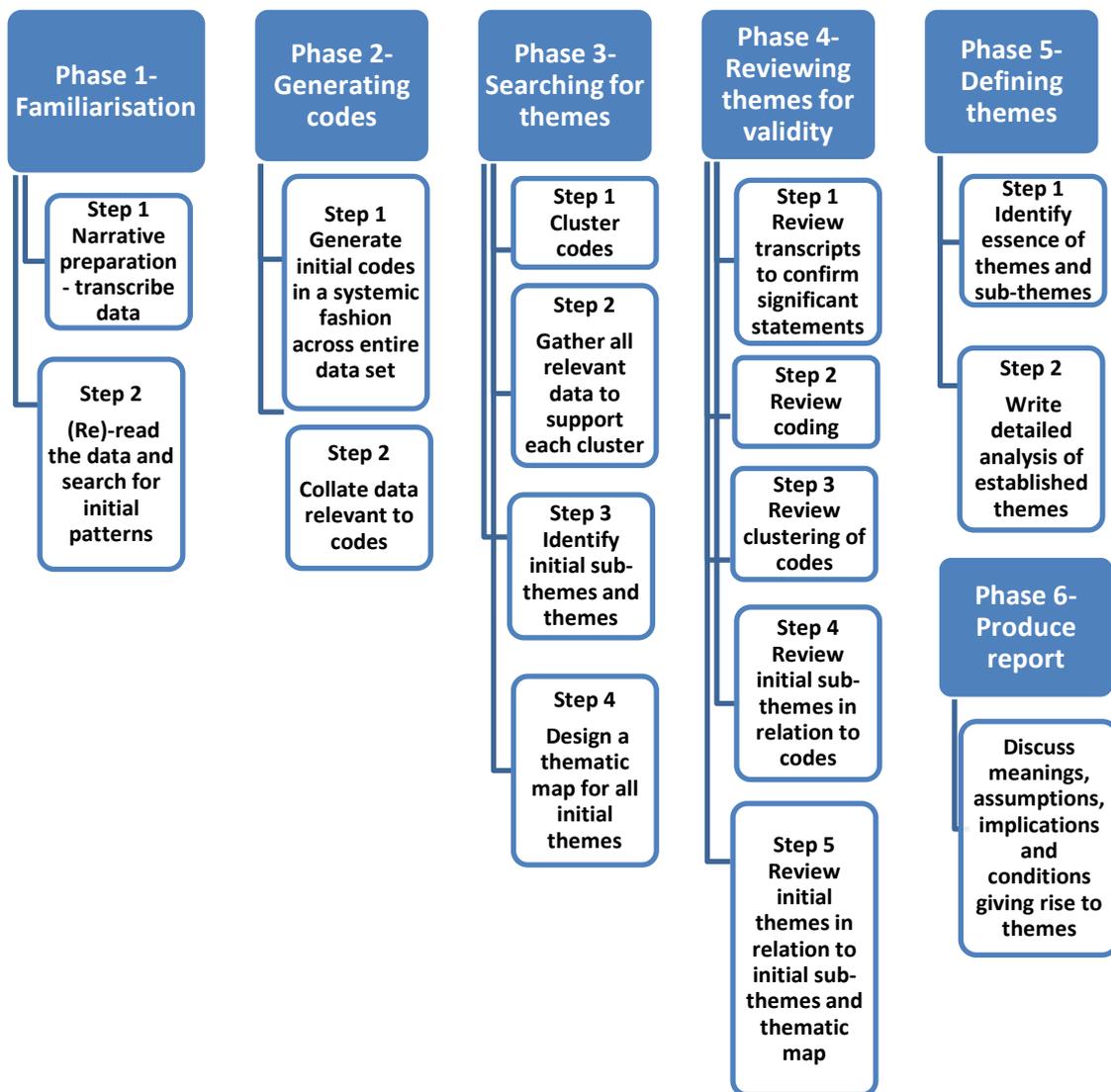
Based on the understandings provided by Braun and Clarke (2013), key terms used to explain the thematic analysis process were clarified as follows:

- A “transcript” is a written or printed version of material originally presented in another medium;
- A “code” is a series of letters, numbers, or symbols assigned to something for the purposes of classification or identification;
- A “significant statement” is a formal account of facts, views, or plans; and
- A “theme” is an idea that recurs in, or pervades, a work of art or literature.

To identify preliminary patterns within the data, the initial reading of transcripts was considered within the context of the RQs and the stated aims of this research which reflected the precepts of the Braun and Clarke (2013) thematic analysis process.

In Figure 3.2, an adaptation of the Braun and Clarke (2006) analysis framework is shown, which represents a sequential six-phase process with steps applied to the data set. While the six phases of the Braun and Clarke (2006) process were maintained, the steps were adapted by this researcher in order to itemise and make explicit the broad descriptions of the corresponding steps of the process.

Figure 3.2 The Thematic Process used to Generate Themes



Adapted from Braun and Clarke (2006)

The discussion below provides details of processes applied at each step within each phase of the analysis process.

Phase 1 — Familiarisation

As Braun and Clarke (2013) describe, immersion involved repeated reading of the data, and reading the data in an active way, to search for meanings and patterns that relate to the research questions, and has two steps as shown in Figure 3.2. Step 1 in this phase comprised narrative

preparation achieved by transcribing the data. The following step, Step 1.2, comprised reading and re-reading the transcripts to search for initial patterns and considered significant statements that align with the four meaningful groups. This was achieved by highlighting relevant text within the transcripts.

Phase 2 — Generating Codes

In this phase the researcher extracted participants' significant statements that pertained to the RQs as shown in Table 7.1, and had two steps. Care was taken in this phase to preserve the context of the statements by applying the steps shown in Figure 3.2 with precision.

At Step 2.1, initial codes were identified from the highlighted text in the significant statements for each participant. The codes were reviewed and named in a consistent manner. Step 2.2 was achieved by collating data extracts that demonstrated the codes.

Phase 3 — Searching for Themes

In this phase, as Braun and Clarke (2013) state, the focus is at the broader level of themes and the clustering of codes.

At Step 3.1, codes were clustered according to the meanings inherent in the significant statements, the code occurrence rate and associations among codes. Step 3.2 was achieved by tabulating all relevant data to support each code cluster. Step 3.3 was achieved by attributing meaning to the clustered codes by initially describing them as sub-themes. Braun and Clarke (2013) consider sub-themes essentially as themes-within-a-theme. Sub-themes are useful for giving structure to a large and complex theme and also demonstrate the hierarchy of meaning within the data. Through a reflection on the RQs and a consideration of the significance of the sub-themes, a description of an initial broad theme was then generated.

At Step 3.4 in this phase, thematic maps were constructed for the initial themes to assist the researcher in reviewing connections among codes, sub-themes and themes.

Phase 4 — Reviewing Themes for Validity

This phase, according to Braun and Clarke (2013) has two purposes. Firstly, it was necessary to ascertain whether the themes agree with the data set. The second was to code any additional data from the original transcripts that were missed in earlier coding stages (Braun & Clarke,

2016). Validation of the themes was corroborated by the researcher's supervisors. Additionally, to ensure that the process was conducted methodically, an independent qualitative specialist was engaged to appraise the researcher's analysis practice.

At Step 4.1, the original transcripts were reviewed for potential omissions and incorporated text considered supportive of a theme or sub-theme if considered relevant. At Step 4.2, coding was reviewed. This was achieved by re-examining the highlighted data in the transcripts to test for relevance. At Step 4.3, the code clusters were reviewed. This was achieved by a review of the occurrence rate of codes and a search for associations among codes. At Step 4.4, the sub-themes were re-examined by testing the cluster codes against the corresponding significant statements for meanings inherent in them. At Step 5, themes were reviewed by comparative evaluation of themes with the RQs and Thematic Maps.

Some adjustments to code clusters and adjustments to the number and description of themes and sub-themes were to be expected. The re-examination conducted in Steps 4.4 and 4.5 of this phase showed additional themes could emerge and a re-alignment of some codes and sub-themes could be considered necessary. A revision to the descriptions of themes and sub-themes was also made. As Braun and Clarke (2013) recommend, construct a concise, punchy and informative name for each theme. Additionally, Thematic Maps were updated for all themes to reflect the considerations and adjustments made in this phase.

Phase 5 — Defining Themes

In this phase, a description was provided for the themes and what aspect of the data each theme captures. Supportive evidence of themes in the data was provided in the forthcoming discussion and in table form. As explained by Braun and Clarke (2013), it was important to consider how the themes fit into the broader overall “story” that the researcher was telling about the data in relation to the RQs.

Phase 6 — Produce Report

In this phase, a discussion was provided of meanings, assumptions, implications and conditions giving rise to the themes. This discussion was located within the Results, Discussion and Analysis provided in Chapters 5 and 6.

3.8 Sample

It was intended that the survey sample size would be approximately 300 participants from approximately 5–10 cross-sector secondary schools within Australia. Survey participant numbers were electronically monitored by the researcher in order to preserve the statistical strength of the survey. Table 3.5 summarises the elements of the sample. Ethical clearance has been granted for this study.

Table 3.5 Data Sample

Data Collection Instrument	Participants	Descriptor of Participants	Sample Size
Survey	Full-time teachers. Teachers with a part teaching load who hold a Position of Added Responsibility (PAR), considered as Full Time Equivalents (FTE's).	Practicing teacher with no added responsibilities such as curriculum leadership or additional administrative duties Full-time equivalent teacher with a PAR in curriculum, pastoral or administrative leadership.	Approximately 300+ teachers from approximately 5–10 secondary schools from all educational sectors.
Interviews	The first 20+ from participants in the survey phase.	As above	Approximately 15–20 teachers and (FTE's).

The researcher contacted each principal and sector authority to explain the purpose and significance of the research and seek approval. The sectors consist of government schools, the Catholic sector and the independent sector (the remainder of non-aligned schools). Each school sample could include approximately 30 full-time teacher participants, including teachers with positions of added responsibility who are referred to in Table 3.5 as Full Time Equivalent (FTE). Teachers who hold a Position of Added Responsibility (PAR) are part of the middle management team of the school who have a proportion of their workload that requires administration of a sphere of curriculum, pastoral leadership or daily organisation within the school. They are considered FTE. The FTE are provided time in lieu for administrative duties. As for teachers with a full time teaching load, FTE are also provided with the planning time provision to prepare lessons.

3.9 Ethical clearance

In order to undertake this research, ethical clearance was required from the Australian Human Ethics Committee, (HREC) of CQUniversity, and was sought mid-2014. See Appendix B.1, Letter of approval — CQU Human Ethics. Ethical clearance approval number: H14/05-124. There were additional ethical considerations for this research. Firstly, there was the requirement to obtain written consent from relevant principals and the relevant sector authorities. Consequentially, there was the requirement to conduct this research in terms of adherence to the policies of Education Queensland, Brisbane, Catholic Education Victoria and independent sector authorities. Sector policy required obtaining the written consent of participants who engage in each stage of the research. To achieve this, the researcher informed and explained in writing to relevant principals, participants and the relevant sector authority, the purpose and processes involved in this research. Finally, the researcher was required to comply with university policy to establish and maintain confidentiality and anonymity of all participants; and ensure all electronic data collected is protected by password and all written information is secured in a locked file.

See Appendix B.2 Letter of approval to undertake research - Education Queensland; B.3 Letter of approval to undertake research — Catholic Education Office Melbourne.

3.10 Summary

This chapter has outlined the research paradigm and the methodological approach and design used for this research. The chapter has also provided a description of the data collection instruments and a discussion of the processes adopted to analyse the quantitative and qualitative data arising from the data collection instruments. The next chapter details the design, development and administration of the data collection instruments used in the research, namely the Teacher Planning Time Survey (TPTS) and the interview schedule Teacher Planning Time Interview (TPTI).

Chapter 4

The Design, Development and Administration of the Data Collection Instruments

4.1 Introduction

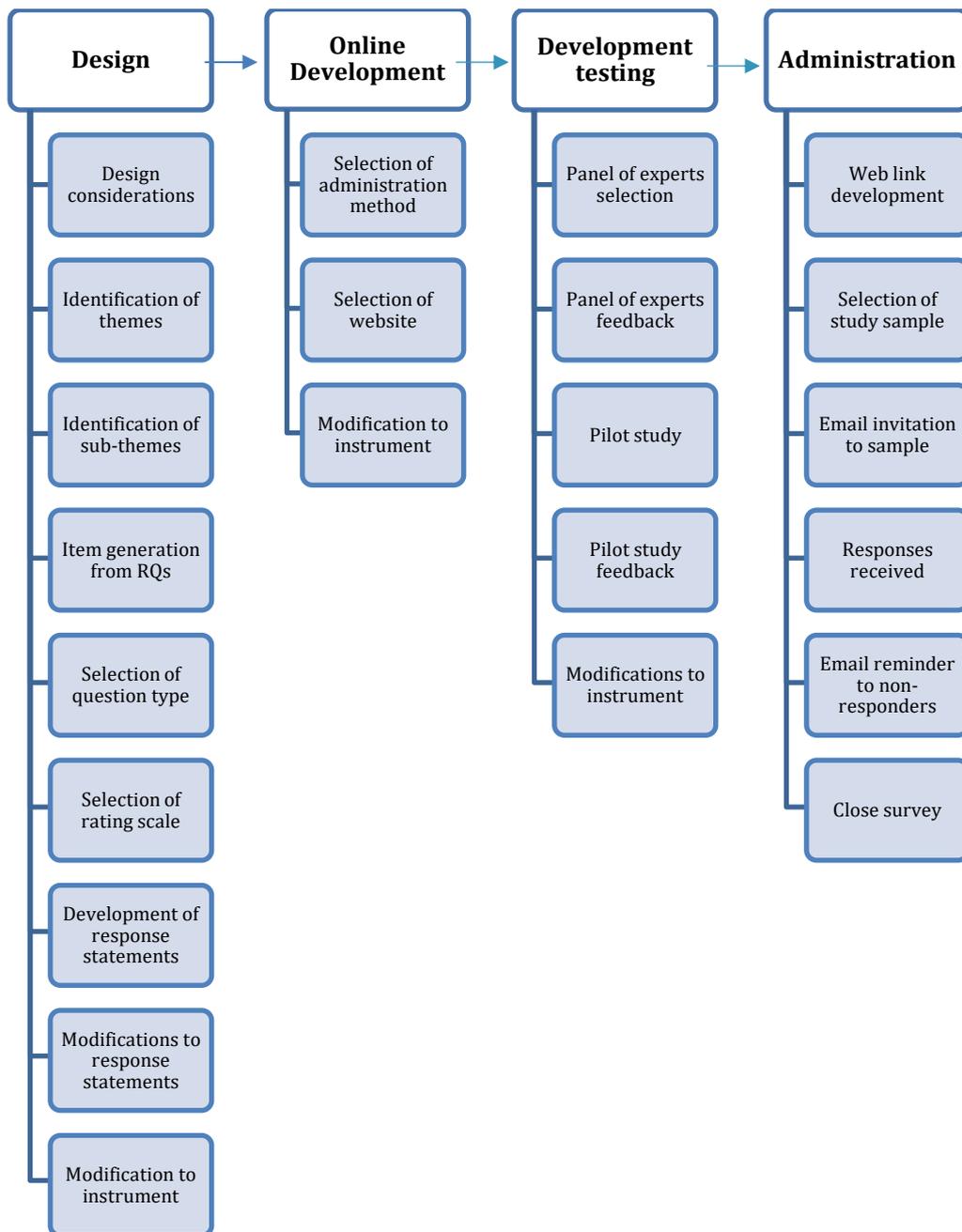
In this chapter, details are provided of the design, development and administration of the data collection instruments used in the research, namely the Teacher Planning Time Survey (TPTS) and the interview schedule Teacher Planning Time Interview (TPTI).

4.2 Design, Development and Administration of the (TPTS) Survey

4.2.1 Introduction

As noted in Chapter 3, the purpose for the use of a survey was to seek out the “broad” experiences and perceptions of teachers’ use of planning time. An overview of the process used for the development of the survey instrument used in this research is presented in Figure 4.1 below.

Figure 4.1 Design, Development and Administration of Survey



4.2.2 Design of the survey

Introduction

Initial ideas for the design of the survey instrument drew extensively from instruments used in similar research. In this respect, The CQUniversity Learning and Teaching Education Research Centre (LTERC) provided access to numerous surveys used in education settings. Although

these instruments were not addressing the same research objectives, they provided features in terms of the design namely:

- Format of instrument
- Structure of the instrument
- Question type
- The length of the survey instrument

Format

Initially, a paper-based version of the survey was developed for convenience sake as it provided the researcher with the opportunity to format and edit this version efficiently. However, an online format was then prepared as a more appropriate way to administer the survey instrument for the following reasons:

- It facilitated ease of administration of the process for participant schools and the researcher.
- It provided access at any time since teachers have access to the internet at their workplace and at home with school based IT support.
- It provided a fast and effective way to correspond with participant schools.
- It avoided manual data entry processes which may give rise to potential errors in data entry.
- It allowed for automatic transfer of data into a database.
- It enabled instantaneous processes to be applied to data collection and analysis.
- It avoided time delays or potential processing errors that may arise by using postal services.

Structure

The structure of the survey was based on teacher work aspects that emerged from the review of the literature. Five aspects of teacher planning activities emerged from the literature and are described below.

- Theme 1 represents the perspectives held by teachers of the purpose of planning time in their school context.
- Theme 2 represents the planning practices teachers use to prepare for the lessons they teach.
- Theme 3 represents what teachers expect to attain from their use of planning time.

- Theme 4 represents the broad workplace experiences of teachers in the use of their planning time.
- Theme 5 represents teacher devised strategies which may improve planning practices in their schools.

The five broad category questions shown in Table 4.6 below reflect the identified themes and the RQs and provided structure to Draft 1 of the paper based survey. As Garson (2008) advises, researchers should divide the survey into sections, as this provides participants with a sense of progress and notifies the participants about the time required for its completion. This was followed by an open-ended question at the end of the section.

Question Types

To examine the perceptions and experiences of teachers' planning time in this research, a detailed survey was considered appropriate to address the themes noted in Table 4.1 above. Both open and closed questions were used. After deliberation with my supervisors and others experienced in the development of survey instruments, it was decided that one broad question be developed for each theme.

So that participants could respond to each broad question a series of items were devised which required the use of a Likert scale. The Likert scale is widely used in the social sciences to measure constructs such as attitudes, opinions and beliefs according to Jirojwong et al. (2014). It was used by this researcher so that participants could rate their level of agreement or disagreement to the series of closed-ended questions.

A four-point unipolar Likert scale (i.e., Strongly Agree/Agree/Disagree/Strongly Disagree) was employed in this study as opposed to a scale with a midpoint. Attributing a midpoint to either a negative or positive position can skew the analysis. An open-ended question at the end of each section provides participants with the opportunity to add information they deemed relevant. The TPTS also incorporated a section for the collection of optional demographic data, to provide the researcher with the contact details of potential interview participants who could be contacted at a later date by the researcher to arrange interview appointments.

Length

While there is no specified length to a survey, they should be as long as needed within the constraint of participant's attention span (Garson, 2008, p. 4). However, given the context of this research where limited research is done, a detailed instrument may identify issues of teacher planning time that would otherwise not be identified through a short and general instrument. Garson (2008) suggests a trade-off between survey length and structure to minimise the burden on participants.

The researcher was mindful that the number of questions determines the length of the instrument, and hence, the time it takes for participants to complete the survey. The researcher's aim was to develop a detailed survey which minimised the use of participants' time, but also comprehensively addressed the themes. Thus, a timeframe of approximately 20 minutes was built into the design in order to achieve the researcher's challenges.

4.2.3 Development of the survey

Introduction

This section outlines the processes used in the design, development and administration of the TPPTS. An explanation is provided for the development of the initial paper version which guided the development, of the on-line version. Details are then provided of the testing and administration of the TPPTS.

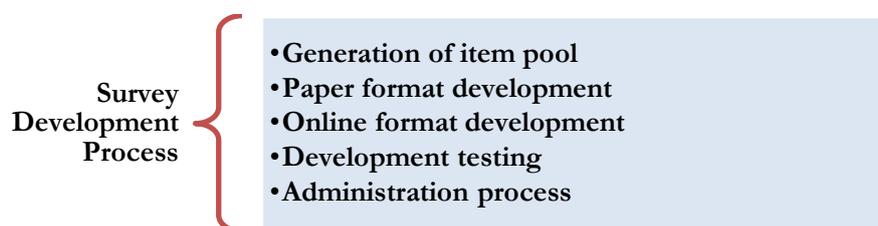
The development of the TPPTS was based on the five aspects of themes that emerged from the review of the literature. The five aspects are listed in Table 4.1 below and were described in the previous section.

Table 4.1 Aspects of Themes

Theme 1 – Teacher's perceptions of the purpose of planning time
Theme 2 – The practices teachers adopt in the use of their allocated planning time
Theme 3 – Expected outcomes of the use of planning time
Theme 4 – Experiences of allocated planning time
Theme 5 – Recommended strategies to improve the use of planning time

The development of the TPTS process is outlined in Figure 4.2 below which shows five steps in the development process. Explanation of each step is provided in the sections below.

Figure 4.2 Survey Development Process



Generation of Item Pool

An initial pool of items was generated for each aspect listed in Table 4.1 above. The pool of items resulted from two sources. Firstly, the items reflected teacher work activities that emerged from the synthesis of the research literature as detailed earlier in Section 2.3 and listed in Table 2.2. Secondly, the items reflected the teaching knowledge and teaching experience of this researcher which spanned 34 years as a practicing secondary school teacher. Survey items were pooled and categorised according to their alignment with the five aforementioned aspects. A total of 87 items were initially generated. Provision was made to incorporate open-ended questions and demographic information.

Paper-based Format Development

Draft 1 – Preparation of item pool

The five aspects of themes and the pool of items were used to prepare Draft 1 of the survey.

This draft of the TPTS considered:

- The number of items for each theme;
- The survey length, hence the removal of some items that could be better addressed in the interview phase (see Section 4.3);
- The suitability of the rating scale for each section in terms of participants being able to rate their level of agreement or disagreement to the series of items;
- The consistency of expression of response statements across all sections; and
- Exclusion of items that were considered duplication.

Table 4.2 outlines the format of Version 1 of the survey.

Table 4.2 Format of Survey Instrument – Draft 1

Sections/Themes	Scale	Items
Introduction		
Section 1 Teacher’s perceptions of the purpose of planning time	Strongly agree, Agree, Disagree, Strongly disagree	12
Section 2 The practices teachers adopt in the use of their allocated planning time	Always, Often, Seldom, Never	19
Section 3 Expected outcomes of the use of planning time	Strongly agree, Agree, Disagree, Strongly disagree	19
Section 4 Experiences of allocated planning time use	Strongly agree, Agree, Disagree, Strongly disagree	13
Section 5 Recommended strategies to improve the use of planning time	Strongly agree, Agree, Disagree, Strongly disagree	13
Open-ended questions		3
Demographics		8
	Total Items	87

Table 4.2 shows the broad structure of the TPTS Draft 1. It shows four sections accompanied by provision for a series of items. Provision was made for a section of open-ended questions and a section for demographic information. The structure provided the opportunity for the researcher to consider aspects such as survey length and grammar. Refinements were made within the structure.

In Draft 1, each theme commenced with a broad question accompanied by a series of items to which participants could respond, using a four point Likert scale outlined above. An open-ended question, as outlined in Table 4.3 below, was added into each section to enable participants to include additional information if required.

However, it was evident that the number of items did not reflect the timeframe of approximately 20 minutes that was a consideration noted earlier in determining the length of the survey. A reduction in the number of items was made as discussed in the following section.

Draft 2 – Preparation of survey for pilot testing

Draft 2 was undertaken to reflect adjustments made to Draft 1 as discussed above. Adjustments comprised a further synopsis of questions, adjustments to the language used in some items, modification to the response categories and the sequencing of items. These adjustments were made to enable clarity of interpretation of the TPTS by participants.

This draft finalised the structure and the number of questions and items for the TPTS as shown in the broad outline in Table 4.3 below. This version included the Likert rating scale of Strongly Agree, Agree, Disagree and Strongly Disagree. Fifty-three items were distributed across five sections. The survey included five open-ended questions and ten demographic questions.

Table 4.3 Format of Survey Instrument – Draft 2

Section Questions	Open-ended Questions	Items
Section A What is your perception of the purpose of planning time?	What other considerations of the purpose of planning time do you consider important?	11
Section B Your expected tangible results of planning time use are?	What other tangible results of planning time do you consider important?	14
Section C Your experiences of planning time use are?	What other experiences do you consider important? With whom do you spend the majority of your allocated planning time? Self, Year Level Team, Department Team, Whole School	14
Section D Recommended strategies to improve the use of planning time are?	Other? What additional insights do you consider are important to include in this research?	14
Section E Demographics		10
	Total Items	53

This version became the final paper based version of TPTS and was used to prepare the online version of the survey.

Online Format Version

This section sets out the process used to develop TPTS for online use as shown in Figure 4.3 below.

Figure 4.3 Online Development of Survey



Software Selection

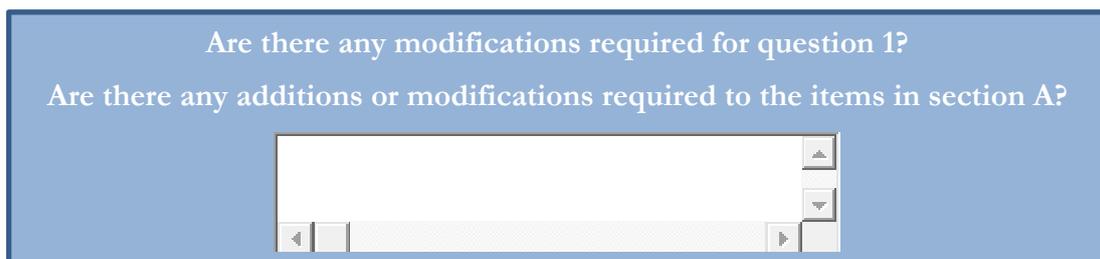
The decision to select an appropriate software package required considerations of the cost of the package, the software capabilities and the availability of IT support. Options included Survey Monkey (www.surveymonkey.com, 2014) and Zoomerang (www.zoomerang.com, 2014). Survey Monkey was the chosen because the researcher had previous positive experience with its use in secondary schools. Survey Monkey had the capabilities to customise the survey to match individual researcher needs as well as provide the required range of question types that could be utilised in the survey. Additional advantages were:

- CQUniversity’s Learning and Teaching Education Research Centre (LTERC) holds individual licenses for researchers to access the software — a financial consideration.
- The software provides a mobile app so that the survey can be received and conducted via a mobile phone.
- The software provides real-time results so that the researcher can monitor the progress of the data collection.
- The software had SPSS integration to provide sophisticated analysis of results if required.
- The software provided continuous email and phone support in the event that a function issue emerged.
- The researcher could access relevant information technology support within the university.

Version 1 – Online survey

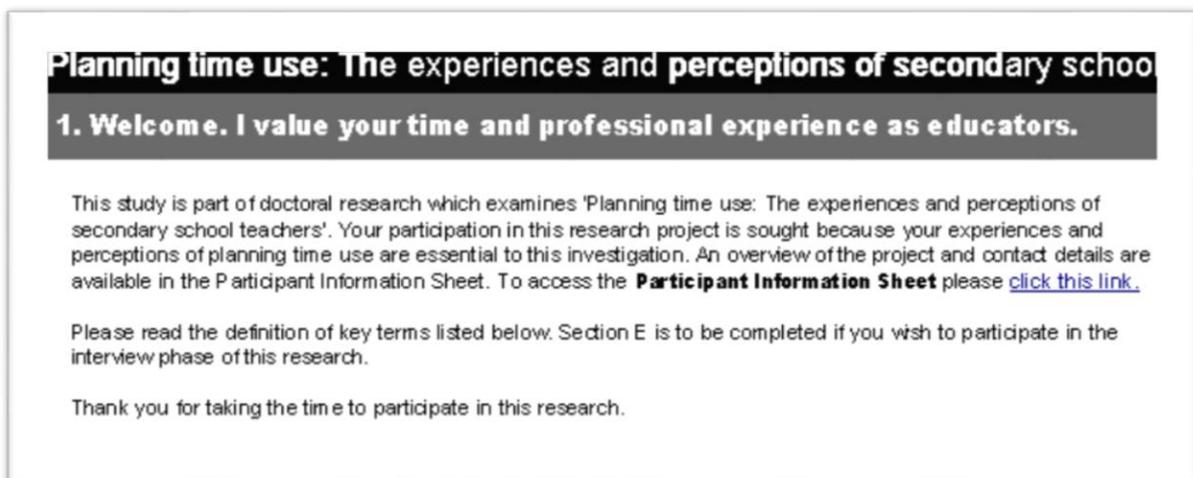
Version 1 of the online survey was a direct transfer of adjustments made to the paper-based version into an online format. This included introductory information, section instructions, questions, items and demographics. Version 1 included instructions specifically worded for development testing. For the evaluation of each section a comment box was incorporated exclusively for trial participants as an additional feature. Figure 4.4 below displays the optional feedback feature for trial participants.

Figure 4.4 Optional Feedback Feature for Trial Participants



The optional feedback feature and the instructions for the trial participants were later removed from Version 1. A screenshot of the introductory remarks is displayed in Figure 4.5 below.

Figure 4.5 Screenshot of the PDF Version of the Introductory Section of the TPTS



To enable a prompt connection to the survey, the Invitation to Participate included a link (URL) directly to the TPTS. See Appendix C.2.

4.2.4 Development testing

Introduction

This section explains the need for testing the survey, setting expectations for the Panel of Experts, identifying the protocols that were developed for the Panel of Experts, and the outcomes of the process which resulted in the final online version of the TPPTS. The online survey was tested. de Vaus (2002) recommends conducting a pilot test first to reduce risk taking with the actual survey. The development testing process is outlined in Figure 4.6 below.

Figure 4.6 Development Testing Process



Selection of Panel of Experts

A list of potential members of the Panel of Experts was identified following discussion between the researcher and his supervisor. The initial list comprised ten educational experts who were experienced in secondary school teaching and in survey development and administration. The details of the Panel of Experts are listed in Table 4.4 below.

Table 4.4 Panel of Experts

Panel of Experts Details	Number of Reviewers
<ul style="list-style-type: none">• Secondary school principal who has administered an online survey	1
<ul style="list-style-type: none">• CQUniversity lecturers with secondary school teaching experience/qualification and experience conducting research	3
<ul style="list-style-type: none">• Secondary school teachers who have interest in the research topic	4
<ul style="list-style-type: none">• IT expert in online survey development	1
<ul style="list-style-type: none">• PhD candidate with experience in administration of an online survey	1
Total	10

Invitation to Participate

Panel members were initially invited via email to participate in the trial by the researcher. The initial invitation included the overview of the project as outlined in the Participant Information Sheet and the researcher's contact details.

The researcher distributed guidelines for the completion of the trial survey to the panel members who agreed to participate. The guidelines are listed in the section below. A URL link to the survey was included.

Protocols for the Panel of Experts

The role of the Panel of Experts was determined by the researcher and his supervisor. Panel members were invited to provide feedback on nine considerations, specifically:

- the relevance of the questions against the purpose of the study as outlined in the study overview;
- the clarity of the broad question in each section and the related items;
- the clarity of definitions of key terms described in the survey introduction;
- feedback on the functionality of the survey software and related links;
- the effectiveness of the rating scale in terms of addressing the RQs;
- on the clarity of the instructions provided at the start of each section;
- identify any repetition of items within each section;
- the appropriateness of the time allocated for the completion of the survey; and
- any typographical errors.

Feedback and Action

The feedback process comprised two components. The first component was a feedback comment box provided at the end of each section as displayed in Figure 4.4 above. This enabled the researcher to automatically table the comments provided by the participants who chose this process. The second component allowed participants to respond to any of the nine considerations listed above via email. In this case, participant feedback was sent directly to the researcher for compilation into a word document. Some participants used both processes. The Panel recommended that:

- some grammatical enhancements be made;
- adjustments be made to syntax errors; and

- the Participant Information Sheet, included in the introduction for trial purposes, be accessed by a URL as an option for participants.

The recommendations made by the Panel of Experts were addressed and the final survey was adjusted. The panel considered that the format and structure were suitable and consistent with the purpose of the study. A letter of thanks was sent to all participants. The finalised version of the TPTS is shown in Appendix C.4.

Description of the Online Survey

This section provides a description of the survey while also providing a snapshot and a discussion of the components that make up the final online version. The CQUniversity logo was displayed on page one of the TPTS. The survey name “Teacher planning time: The perceptions and experiences of secondary school teachers” was displayed at the top of each page. As outlined in Table 4.3 there were five sections to the online version of the TPTS which was later condensed to 49 items in contrast to Version 1. Each section included instructions to the participants, a broad question and a series of items from which participants selected one option from the four point Likert scale as shown in Figure 4.7.

Figure 4.7 Snapshot of Section A

2. Section A.

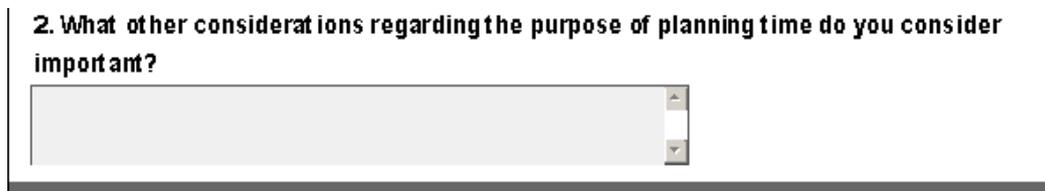
Section A Instructions – This section seeks your perception of the purpose of planning time. Please indicate your level of agreement to the following descriptions of the purpose of planning time by selecting the relevant response.

1. What is your perception of the purpose of planning time?

	Strongly Agree	Agree	Disagree	Strongly Disagree
To develop teaching programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop curriculum content for teaching the subject(s) allocated to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To mark student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To devise individual learning programs for students with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To collaborate with colleagues to devise learning programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to teach my subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get organized for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To manage student issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To complete administrative tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop specialised learning resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

At the end of each section the open-ended question provided an opportunity for participants to write a brief sentence or statement of clarification, as shown in Figure 4.8.

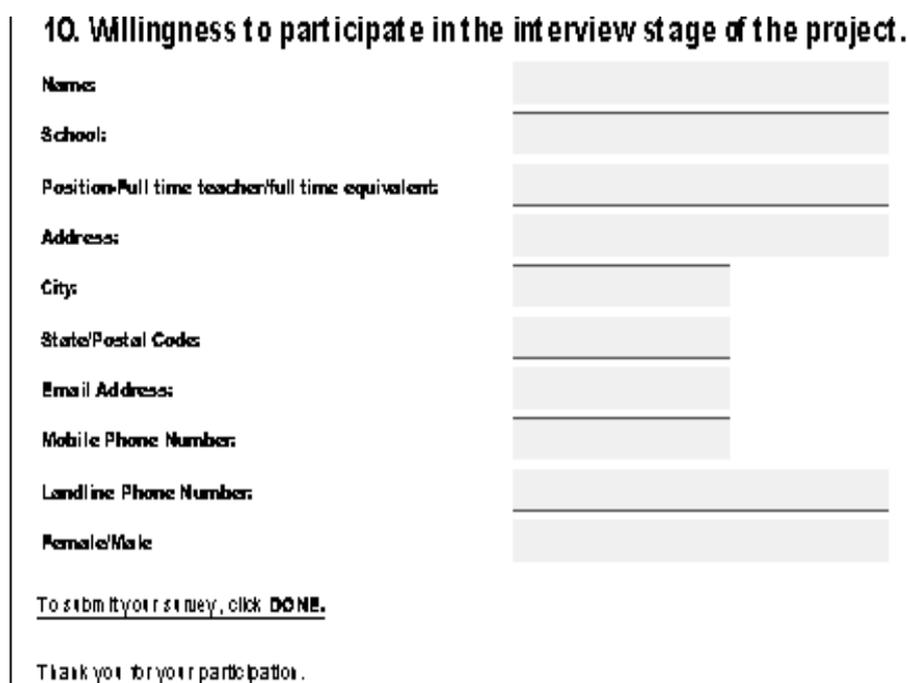
Figure 4.8 Snapshot of an Open-ended Question



2. What other considerations regarding the purpose of planning time do you consider important?

The participants had the option to complete the demographics information in Section E, at the end of the survey, in order to be eligible to participate in the interview phase of the research. This is shown in Figure 4.9.

Figure 4.9 Demographics



10. Willingness to participate in the interview stage of the project.

Names:

Schools:

Position: Full time teacher/full time equivalent:

Address:

City:

State/Postal Codes:

Email Address:

Mobile Phone Number:

Landline Phone Number:

Female/Male:

To submit your survey, click **DONE**.

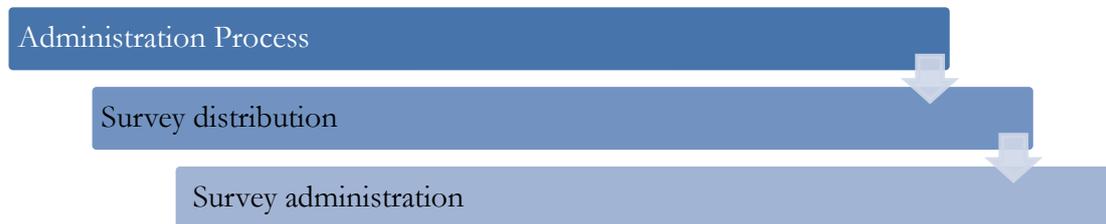
Thank you for your participation.

Participants submitted their survey by selecting the “done” tab.

4.2.5 Administration of the survey

The process used to administer the TPTS is shown in Figure 4.10. The TPTS was administered during the 2014 school year.

Figure 4.10 Administration of the TPTS



Survey Distribution

Ethical clearance was sought to conduct this research through the CQUniversity Office of Research. Correspondence with principals could only occur once sector approvals were granted. Sector applications were made to Education Queensland (EQ) and the Catholic Education Office Melbourne (CEOM). Approvals were granted in 2014 and can be viewed in Appendices B.2 and B.3 — Letter of approval to undertake research.

A Principals' Pack was developed. It included an introductory Letter to the Principal, incorporating Principal's Information Sheet, Participant Information Sheet, Invitation to Participate, Interview Consent Form, copy of the TPTS, copy of the TPPI, Letter of ethical approval from CQUniversity, Letter of Approval from the relevant sector and a copy of the researcher's teacher registrations for both Queensland College of Teachers and the Victorian Institute of Teaching. The Principal's Pack was posted and an email was sent to the initial target group of principals alerting them to the arrival of the information. The information sent to principals is shown in Appendix C.1, C.2, and C.3.

Survey Administration

Approvals were initially granted by three school principals from the initial target group via email to the researcher. Due to the significant number of declines and non-replies received, the researcher extended the initial list of target schools to gain more participants. Additional Principals' Packs were mailed and email contact established. This resulted in the recruitment of more schools.

Contact was made by the researcher to thank principals for their approval and to outline the action requested of them. The participating school principals required emailed copies of the Invitation to Participate and the Participant Information Sheet. This gave them an efficient method of distributing information to their staff. Principals were asked to distribute both documents to their teaching team with a letter of encouragement to participate. The researcher monitored the response rate.

The researcher made secondary contact with principals approximately four weeks after the initial contact to request the circulation of a reminder letter to staff who may have overlooked participation. During the secondary contact, principals were reminded that volunteers for the interview phase would be determined by the method outlined in the research documentation. Contact was made with the principal and the interview participants to arrange a suitable time to conduct interviews during and after school hours.

The researcher monitored the response rate during the period the survey was open. A closure date was initially set for March 14, 2014, in accordance with the requirements set by the CQU Office of Research. However, due to difficulties recruiting schools, an extension was requested and granted. The closure date for the TPTS became June 30, 2014, at which time a sample of ten schools was obtained.

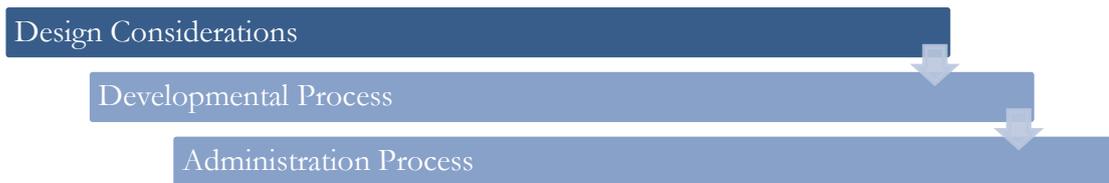
4.3 Design, Development and Administration of the Interview Schedule

4.3.1 Introduction

Phase 2 of the data collection process used interviews as part of the sequential mixed method methodology as discussed in Chapter 3. The purpose of the Teacher Planning Time Interview (TPTI) was to explore in-depth the predominant issues or themes that emerged from the survey phase.

The overview of the stages for the design, development and administration of the TPTI is presented in Figure 4.11 below.

Figure 4.11 Stages in the Development of the TPTI

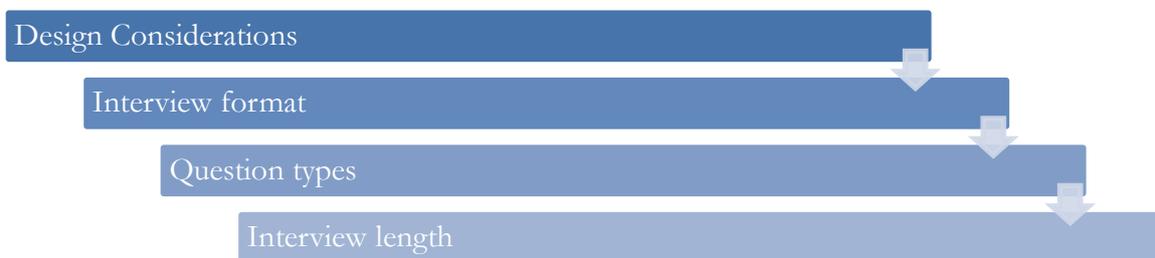


4.3.2 Design of the interview

Introduction

The design considerations for the development of the TPTI are shown in Figure 4.12 and are discussed in detail below.

Figure 4.12 Design Considerations for the TPTI



Interview Format

The interview format outlined in Chapter 3 was based on survey themes which provided a standardised approach to conduct the interviews by the researcher. The format enabled the key themes that emerged from the survey phase to be comprehensively explored. The interview format assisted the researcher in the development of a logical sequence of questions. A semi-structured interview was considered appropriate to this study. Jirojwong et al. (2014) note that the interviewer, in a semi-structured interview, generally has a framework of the topic to be explored. The rationale for the selection of the semi-structured interview was based on the research questions and the researcher's paradigm as discussed in Chapter 3.

Question Types

As Yin (2003) states, interviews can be one of two types: open-ended or focused. The questions in this research consisted of five open-ended questions, one per theme. Each key question,

derived from the survey results, was accompanied by prompts or exploratory questions enabling the researcher to explore the key question in depth. Therefore, the researcher had the opportunity to include additional questions as triggered by participant responses. It is implied that these questions would differ among participants. The interview schedule commenced with a warm-up question and concluded with a closing question.

Interview Length

In determining the length of the TPTI, the researcher considered:

- the time needed to develop interviewer-interviewee dialogue and to familiarise the interviewee with the purpose and format of the process; and
- the length of responses to questions by interviewees.

Each key question was allocated approximately seven minutes, since the interview schedule consisted of five key questions, each of which were accompanied by prompts and exploratory questions. A timeframe of forty-four minutes was allocated for each interview which also took into consideration the warm-up and closing question. The final interview schedule is provided in Section 4.3.3 below.

4.3.3 Development of the interview

Introduction

The development of the TPTI involved the following steps as outlined in Figure 4.13.

Figure 4.13 Developmental Process for the TPTI

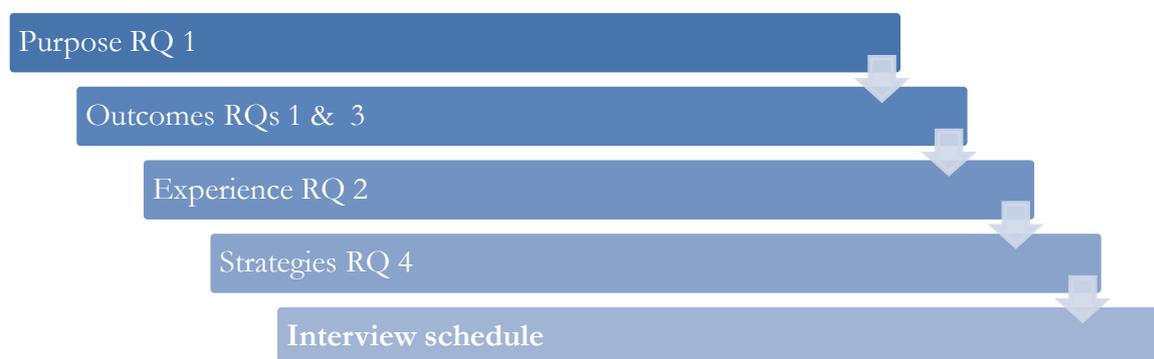


Interview Themes

The developmental considerations for the interview schedule were informed by the research literature described in Chapter 2 and the key themes that emerged from the survey phase. As

can be seen in Figure 4.14 there are four themes that were used as a basis for the development of the interview questions — purpose, outcomes, experiences and strategies.

Figure 4.14 Interview Schedule Themes



It was considered by the researcher that the professional experience of teachers alone would suffice in order to address planning time issues.

Draft 1 — Development of Interview Questions

Draft 1 of the interview schedule entailed consideration of format, question types and an alignment of the RQs to the themes. In conjunction with the researcher’s supervisors, a preliminary set of five questions were posed.

The RQs, survey themes and preliminary set of questions are provided in Table 4.5 below.

Table 4.5 Draft 1 – RQs, Survey Themes and Preliminary Interview Questions

RQs	Survey Themes	Preliminary Interview Questions
RQ 1	Purpose of planning time	What is your view of the purpose of planning time?
RQs 1 & 3	Outcomes of planning time	What do you wish to gain from your use of planning time?
RQ 2	Experience of planning time	Your experiences of planning time use are?
RQ 4	Strategies to improve planning time’s use	Your recommended strategies to improve the use of planning time are?

Draft 2 — Generation of Item Pool

In Draft 2 of the interview schedule, the preliminary set of questions was discussed in consultation with the researcher’s supervisors and modified as required. A warm-up and closing question was developed, as were prompts and exploratory questions. The item pool was finalised as shown in Table 4.6 below.

Table 4.6 Draft 2 – Interview Schedule Item Pool

Theme	Key Questions	Prompts and Exploratory Questions
		Preamble as above
	Warm-up question	What do you think has changed for you as a teacher in the last few years?
Purpose of planning time	What is your view of the purpose of planning time? (RQ 1)	Is your view shared by your colleagues? Is your view shared by your administration? What other considerations regarding the purpose of planning time do you believe are important?
Outcomes of planning time	What do you wish to gain from your use of planning time? (RQ 1 & 3)	To what extent do the following elements of teacher work involve planning time use? <ul style="list-style-type: none"> • Developing learning programs • Administrative duties • Resource management • Student issues If so, how do they? What else do you consider important?
Experience of planning time	Your experiences of planning time use are? (RQ 2)	What do you consider good use of planning time? In what areas is most of your time spent? Do tasks you would like to complete at school use up time at home? What restrictions, if any, affect your planning time?
Strategies to improve planning time’s use	Your recommended strategies to improve the use of planning time are? (RQ 4)	What strategies could be devised to address these elements of your planning time? <ul style="list-style-type: none"> • Greater recognition of its need • Timetabling • School policy • Any other

Draft 3 — Interview Protocol

In Draft 3 of the interview schedule, interview protocol was considered in conjunction with length and timing of the interview. A script for the proposed interview schedule was developed. It is shown in Table 4.7 that a time length was provided for each question. This was achieved by the researcher verbalising and recording the script, timing the length of the recording, and estimating a time provision for the prompt and exploratory questions.

Table 4.7 Final Draft – Interview Schedule

Theme	Key Questions	Prompts and Exploratory Questions	Time
		Preamble as above	1 min
	Warm-up question	What do you think has changed for you as a teacher in the last few years?	2 mins
Purpose of planning time	What is your view of the purpose of planning time? (RQ 1, 1.1)	Is your view shared by your colleagues? Is your view shared by your administration? What other considerations regarding the purpose of planning time do you believe are important?	7 mins
Outcomes of planning time	What do you wish to gain from your use of planning time? (RQ 1,2, 2.1)	To what extent do the following elements of teacher work involve planning time use? <ul style="list-style-type: none"> • Developing learning programs • Administrative duties • Resource management • Student issues If so, how do they? What else do you consider important?	7 mins
Experience of planning time	Your experiences of planning time use are? (RQ 2, 2.2)	What do you consider good use of planning time? In what areas is most of your time spent? Do tasks you would like to complete at school use up time at home? What restrictions, if any, affect your planning time?	7 mins
Strategies to improve planning time's use	Your recommended strategies to improve the use of planning time are? (RQ 2.3)	What strategies could be devised to address these elements of your planning time? <ul style="list-style-type: none"> • Greater recognition of its need • Timetabling • School policy • Any other 	7 mins
Thank you for your honesty and willingness to participate in today's interview.			
Closing question: What other things are important that we haven't covered?			1 min

The script from the proposed interview schedule went as follows:

Thank you for giving up your valuable time to participate in today's interview session. I am conducting research into "Teacher planning time: the experiences and perceptions of secondary school teachers". In order for you to participate in this research you need to complete the consent form. This form includes the key terms and definitions used in this research. This interview remains anonymous and confidential.

I will be recording the audio of the session, so that I will be able to conduct the analysis of this interview and others that will occur as part of my research. As a recording check could you please state today's time, day and date. Thank you. The recording will start now.

Today's interview forms part of a research project that focuses on "Teacher planning time: the experiences and perceptions of secondary school teachers".

Key themes that will be addressed in this interview include:

- What is your perception of the purpose of planning time?
- Your expected tangible results of teacher planning time are?
- Your specific experiences of teacher planning time are?
- Recommended strategies to improve the use of planning time are?

The purpose of the interview today is to let you have your say about your experiences and perceptions of planning time. Thank you for your honesty and willingness to participate in today's interview. Closing question: What other things are important that we haven't covered?

4.3.4 Administration of the interview

Interview Distribution

The survey provided demographic information, including contact details of participants who volunteered for the interview phase of this research. During the secondary contact with principals, as detailed in Section 4.2, principals were reminded that volunteers for the interview phase would be determined by the method outlined in the research documentation. Contact was made with the principal, via email, to seek permission for the researcher to make contact with

interview participants. Interviews were arranged at a time convenient to both the participant and the researcher. The arrangements made to conduct participant interviews were provided to the principal by the researcher. Interviews were conducted at a school location nominated by the school principal during after school hours or at an alternative location deemed convenient to the participant and researcher.

Interview Administration

The researcher met with the interview participant at the agreed time and location. The researcher outlined the process involved in the interview, for example how the interview schedule would be used and the purpose and technical arrangements of the recording device. The interview transcript provided the mechanism for the purpose of the study to be clarified with the interview participant. The researcher explained that the interview was recorded with permission from each participant so that the interviews could be transcribed verbatim and analysed at a later date. Each participant signed the Permission to Participate form prior to the commencement of the interview. The recording device was tested for operation and audibility as participants articulated the day, date and year. The researcher was mindful of pacing the interview according to time allocated to each question and time flexibility of the interview participant. At the conclusion of the interview the researcher thanked the participant and briefly outlined the interview analysis process.

4.4 Summary

In this chapter, details were provided of the design, development and administration of the data collection instruments used in the research, namely the TPTS and TPTI. The processes applied to the design and the development of each instrument were outlined. Additionally, the considerations and implications for the administration of both instruments were provided.

The results of the TPTS are presented and described in Chapter 5 to follow.

Chapter 5

Survey Results

5.1 Introduction

As outlined in Chapter 4 the data collection process for this research employed a sequential mixed method methodology, by means of an on-line survey instrument in Phase 1 and interviews in Phase 2. This chapter provides the results of participant demographics, sector demographics and descriptive statistics for each survey aspect. A chapter summary of results is provided at the end of the chapter.

5.2 Presentation of Results

5.2.1 Introduction

The survey results were considered across four key aspects listed below which arose from the key foci identified in Chapter 2. The participants were asked to respond to four aspects of teacher planning time (TPT), namely:

- Aspect 1 — Perceptions of the purpose of TPT
- Aspect 2 — Expected tangible results of TPT
- Aspect 3 — Experiences of TPT
- Aspect 4 — Strategies to improve TPT

5.2.2 Processes used for presentation of results

The results in this chapter are provided in the following order:

- Demographics — participants, sectors, schools
- Descriptive statistics — frequency, mean, standard deviation
- Further results — Open-ended questions (Qualitative) – persons involved in TPT.

Descriptive Statistics for Survey Aspects

As detailed in Chapter 4, the survey instrument is designed to identify the extent to which the respondents agreed or disagreed with a list of items within each aspect using a Likert Scale. The initial descriptive analysis provides frequencies, means and standard deviations for all items in

each survey aspect. The descriptive statistics were obtained to assist in the recognition of underlying patterns in the data. Item statements contained in each aspect were listed. Additionally, demographic data and further results were obtained.

5.3 Sample Demographics

Schools within three educational sectors were invited to participate in this research:

- Government, Department of Education, Training and Employment (DETE) – North Coast Region Queensland;
- Catholic, Catholic Education Office Melbourne (CEOM) – Archdiocese of Melbourne; and
- Independent Schools – South East Queensland.

At the time of conducting the survey, between November 2014 and June 30, 2015, the sample comprised 74 participants. Within the sample of 74, a total of 31 participants voluntarily provided demographic data. Sector approvals to conduct research were granted by DEET and CEOM.

5.3.1 Participant demographics

The demographics data has four categories, gender, leadership position, employment status and location, as shown in Table 5.1 below.

Table 5.1 Participant Demographics (n=31)

Gender	n	Cumulative %
Female	21	68
Male	10	32
	n= 31	100
Leadership	n	Cumulative %
Yes	7	20
No	24	80
	n= 31	100
Employment Status	n	Cumulative %
Full-time	24	80
Full-time equivalent (FTE)	7	20
	n= 31	100
Location	n	Cumulative %
Metropolitan	28	90
Regional/rural	3	10
	n= 31	100

The table shows that the participant profile is predominantly female (66%), that 20% of participants were in a leadership position and considered FTE's, and 80% were full-time teachers. The table also shows that 90% of participants work in metropolitan schools, while 10% work in regional or rural settings.

5.3.2 Sector and school demographics

As detailed in Chapter 4, 100 school principals were approached to seek approval for their teachers to volunteer to participate in this research. Table 5.2 shows the number of schools approached to participate, the percentage of school acceptances, the potential sample population and the actual percentage sample population.

Table 5.2 Sector and School Participation (n=74)

Sector	Total Number of Schools	Number of Acceptances	% of Acceptances	Potential Sample Population	Actual Sample Population	% of Sample
DETE	36	6	16	318	29	9
CEOM	58	4	7	212	45	21
Independent	6	0	0	0	0	0
Total	100	10	23	N=570	N=74	

The data in the table were ascertained from survey data, web-based sector data and data accessed from the participating schools’ websites. As shown in the table, the actual sample population for this survey is notably smaller than its potential population. This is shown by only 23% of principals accepting the invitation to participate. Additionally, the table shows the teacher participation rate for the DETE sector at 9 % and 21% for CEOM sector.

Ten school principals agreed to allow their teachers to participate in this research. The remaining ninety school principals provided reasons as to why they could not permit their teachers to participate, such as their school was involved in other research or their school was undergoing a major school review.

5.4 Results for Aspect I — Perceptions of the Purpose of TPT

5.4.1 Descriptive statistics for Aspect 1

The statements and their descriptors for Aspect 1 are listed in Table 5.3 below. The descriptors are abbreviations of the survey items and are used to condense the data.

Table 5.3 Item Statements and Descriptors for Aspect 1: Perceptions of the purpose of TPT

Statement	Descriptor
To develop teaching programs	Program Development
To develop curriculum content for teaching the subject(s) allocated to me	Curriculum Development
To mark student work	Marking
To devise individual learning programs for students with special needs	Devise ILPs
To collaborate with colleagues to devise learning programs	Collaborating
To know how to teach my subject	Pedagogy
To get organized for teaching	Organise for teaching
To manage student issues	Student Issues
To complete administrative tasks	Admin Tasks
To develop specialised learning resources	Resource Development

The descriptive statistics for Aspect 1 are presented in Table 5.4 below. The items highlighted in green show the highest level of agreement and items highlighted in yellow show the highest level of disagreement.

Table 5.4 Perceptions of the Purpose of TPT (n=74)

Descriptor	SA	A	D	SD	\bar{x}	Sd
Program Development	55.7% 39	35.7% 25	8.6% 6	0.0% 0	1.5	0.7
Curriculum Development	69.9% 51	25.0% 19	2.7% 2	1.4% 1	1.4	0.5
Marking	40.3% 29	48.6% 35	6.9% 5	4.2% 3	1.8	0.8
Devise ILPs	43.7% 31	46.5% 33	7.0% 5	2.8% 2	1.7	0.7
Collaborating	47.9% 34	36.6% 26	14.1% 10	1.4% 1	1.7	0.8
Pedagogy	37.7% 26	39.1% 27	20.3% 14	2.9% 2	1.9	0.8
Organise for Teaching	62.5% 45	36.1% 26	1.4% 1	0.0% 0	1.4	0.5
Student Issues	29.2% 21	26.4% 19	34.7% 25	9.7% 7	2.3	0.9
Admin Tasks	31.5% 23	32.9% 24	24.7% 18	10.9% 8	2.2	0.9
Resource Development	38.9% 28	50.0% 36	8.3% 6	2.8% 2	1.8	0.7

It can also be seen in the table that there is a variable range of responses to each item. Items which indicate the strongest agreement by participants comprise Organise for Teaching (98.6%), Curriculum Development (95.9%), Program Development (91.2%) and Devise ILPs (90.2%). Items which indicate the strongest disagreement by participants comprise Student Issues (44.4%) and Admin Tasks (35.5%).

5.5 Results for Aspect 2 — Expected Tangible Results of TPT

5.5.1 Descriptive statistics for Aspect 2

This aspect sought teacher's judgements on the expected tangible results of TPT. Participants were asked to indicate their level of agreement or disagreement to a series of items in the survey for this aspect. The item statements and their descriptors for expected tangible results of TPT are listed in Table 5.5 below.

Table 5.5 Item Statements and Descriptors for Expected Tangible Results of TPT

Statement	Descriptor
Having developed content for scheduled lessons.	Content Development
Having devised assessment tasks for students.	Devise Assessment
Having devised individual learning plans for special needs students.	Devise ILPs
Having planned for subject, year level or whole school special events.	Plan Special Events
Having consulted with the learning support team regarding special needs students.	Consult Learning Support
Having responded to emails.	Respond to Emails
Having undertaken professional development sessions.	Professional Development
Having taken a replacement class for an absent colleague.	Replacement Class
Having undertaken home room duties.	Home Room Duties
Having met with students and parents concerning learning difficulties.	Meetings
Having undertaken student/parent interviews.	Interviews
Having discussed student learning issues with colleagues.	Discuss Learning Issues
Having participated in student welfare initiatives.	Student Welfare
Having managed learning resources.	Resource Management

Table 5.6 below shows the percentage, the frequency, the mean and SD for each item in Aspect 2. Items highlighted in green show highest level of agreement and items highlighted in yellow show highest level of disagreement.

It can be seen in the table that there is a range of responses to each of the items. Items which indicate the highest level of strongly agree and agree by participants comprise Content Develop (97.2%), Resource Management (92.8%), Devise Assessment (90.1%), Consult Learning Support (84.6%) and Discuss Learning Issues (84.3%). Items which indicate the highest level of strongly disagree and disagree comprise Replacement Class (64.8%), Interviews (60%), Professional Development (58.6%) and Home Room Duties (57.7%).

Table 5.6 Expected Tangible Results of TPT (n=74)

Descriptor	SA	A	D	SD	\bar{x}	sd
Content Development	71.8% 51	25.4% 18	1.4% 1	1.4% 1	1.3 2	0.6
Devise Assessment	52.1% 37	38.0% 27	8.5% 6	1.4% 1	1.5 9	0.7
Devise ILPs	35.7% 25	44.3% 31	17.1% 12	2.9% 2	1.8 7	0.8
Plan Special Events	36.6% 26	33.8% 24	25.4% 18	4.2% 3	1.9 7	0.9
Consult Learning Support	28.2% 20	56.4% 40	14.1% 10	1.4% 1	1.8 8	0.7
Respond to Emails	30.9% 22	35.2% 25	26.8% 19	7.0% 5	2.1 9	0.9
Professional Development	15.7% 11	25.7% 18	40.0% 28	18.6% 13	2.6 1	1.0
Replacement Class	9.9% 7	25.4% 18	35.2% 25	29.6% 21	2.8 4	1.0
Home Room Duties	12.7% 9	29.5% 21	39.4% 28	18.3% 13	2.6 3	0.9
Meetings	20.0% 14	41.4% 29	27.1% 19	11.4% 8	2.3 0	0.9
Interviews	11.4% 8	28.6% 20	44.3% 31	15.7% 11	2.6 4	0.9
Discuss Learning Issues	28.6% 20	55.7% 39	11.4% 8	4.3% 3	1.9 1	0.8
Student Welfare	10.3% 7	44.1% 30	38.2% 26	7.4% 5	2.4 3	0.8
Resource Management	40.6% 28	52.2% 36	5.8% 4	1.5% 1	1.6 8	0.7

5.6 Results for Aspect 3 — Experiences of TPT

5.6.1 Descriptive statistics for Aspect 3

This section sought the actual teacher experiences of TPT. Participants were asked to indicate their level of agreement or disagreement to a similar series of items to those listed in previous themes. The statements and their abbreviations for experiences of TPT are listed in Table 5.7.

Table 5.7 Item Statements and Descriptors for Experiences of TPT

Statement	Descriptor
To design teaching programs at my desk	Design Programs
To attend department meetings	Department Meetings
To attend year level subject meetings	Year Level Meetings
To mark student work at school	School Marking
To mark student work at home	Home Marking
To manage learning resources	Resource Management
To devise individual learning programs	Devise ILPs
To complete administrative tasks	Admin Tasks
To develop additional learning resources	Develop Resources
To develop knowledge of the content I teach	Content Knowledge
To set-up the classroom	Set-up Class Room
To communicate with parents	Communicate with Parents

Table 5.8 below shows the percentage, the frequency, the mean and SD for each item in Aspect 3. It can be seen from the table that there is a range of responses to each of the items. Items which indicate the highest level of strongly agree and agree by participants comprise Admin Tasks (89.9%), Resource Management (89.9%), Develop Resources (85.3%), Design Programs (85.5%), Home Marking (82.6%), and Communicate with Parents (80.9%).

Items which indicate the highest level of strongly disagree and disagree by participants comprise Year Level Meetings (44.1%), Department meetings (40.6%) and Set-up classroom (41.2%).

Table 5.8 Experience of TPT (n=74)

Descriptor	SA	A	D	SD	\bar{x}	Sd
Design Programs	36.8% 25	48.5% 33	8.8% 6	5.9% 4	1.8	0.8
Department Meetings	21.7% 15	37.7% 26	29.0% 20	11.6% 8	2.3	0.9
Year Level Meetings	17.7% 12	38.2% 25	30.9% 21	13.2% 9	2.4	0.9
School Marking	26.5% 18	45.6% 31	16.2% 11	11.8% 8	2.1	0.94
Home Marking	50.7% 35	31.9% 22	8.7% 6	8.7% 6	1.8	1.0
Resource Management	40.6% 28	49.3% 34	7.3% 5	2.9% 2	1.7	0.7
Devise ILPs	25.0% 17	47.1% 32	22.1% 15	5.9% 4	2.1	0.8
Admin Tasks	49.3% 34	40.6% 28	5.8% 4	4.4% 3	1.7	0.8
Develop Resources	35.3% 24	50.0% 34	10.3% 7	4.1% 3	1.8	0.8
Content Knowledge	36.2% 25	36.2% 25	17.4% 12	10.1%	2.1	1.0
Set-up Classroom	23.5% 16	35.3% 24	33.8% 23	7.4% 5	2.3	0.9
Communicate with parents	42.7% 29	38.2% 25	14.7% 10	4.4% 3	1.8	0.9

5.7 Results for Aspect 4 — Strategies to Improve TPT

5.7.1 Descriptive statistics for Aspect 4

This aspect sought teachers' strategies to improve TPT. Participants were asked to indicate their level of agreement or disagreement to a series of items to this aspect.

The statements and abbreviations for the development of strategies to improve TPT are listed in Table 5.9 below.

Table 5.9 Item Statements and Descriptors for the Development of TPT Strategies

Statement	Descriptor
The development of a planning time school policy and practices.	Develop School Policy
The use of allocated planning time that meets the needs of the individual teacher.	Meet Teacher Needs
The use of teaching teams to share planning time tasks.	Teaching Teams
The establishment of effective planning practices within the school.	Establish PT Practices
The establishment of teacher task duplication.	Identify Task Duplication
The development of protocols on the effective use of electronic communication.	Protocols for Electronic Communication
The identification of effective resource management practices.	Resource Management Practices
The use of school protocols that conserve the planning time allocation to individual teachers.	Protocols to Conserve PT
The coordination of teacher demands in the school's annual calendar.	Coordination of Demands on Teachers
The use of professional development in planning practices for teachers.	TPT PD
The establishment of "best practice" planning use by peers.	Establish Peer Best Practice
The establishment of "best practice" planning use in other schools.	Establish Other Schools Best Practice
The establishment of a "whole school" framework that supports effective planning practices.	Establish School Framework

Table 5.10 below shows the percentage, frequency, mean and SD for each item in Aspect 4. Items highlighted in green show highest level of agreement and items highlighted in yellow show highest level of disagreement.

It can be seen from the table that there is a range of responses to each of the items. Items which indicate the highest level of strongly agree and agree by participants comprise Protocols to Conserve PT (95.5%), Meet Teacher Needs (93.8%), Coordination of Demands on Teachers (92.4%), Establish Peer Best Practice (87.7%), Establish School Framework (87.7%) and Establish PT Practices (87.7%). Items which indicate the highest level of strongly disagree and

disagree by participants comprise Protocols for Electronic Communication (32.1%), Identify Task Duplication (31.3%) and Develop School Policy (22.7%).

Table 5.10 Strategies to Improve TPT (n=74)

Descriptor	SA	A	D	SD	\bar{x}	Sd
Develop School Policy	43.9% 29	33.3% 22	22.7% 15	0.0% 0	1.8	0.8
Meet Teacher Needs	56.5% 40	32.3% 21	4.6% 3	1.5% 1	1.5	0.7
Teaching Teams	55.4% 36	30.8% 20	13.9% 9	0.0% 0	1.6	0.7
Establish PT Practices	43.1% 28	44.6% 29	10.8% 7	1.5% 1	1.7	0.7
Identify Task Duplication	32.8% 21	35.9% 23	26.6% 17	4.7% 3	2.0	0.9
Protocols for Electronic Communication	30.3% 20	37.9% 25	28.8% 19	3.3% 2	2.1	0.9
Resource Management Practices	31.8% 21	53.0% 35	15.3% 10	0.0% 0	1.8	0.7
Protocols to Conserve PT	59.1% 39	36.4% 24	4.6% 3	0.0% 0	1.5	0.6
Coordination of Demands on Teachers	48.5% 32	43.9% 29	6.1% 4	1.5% 1	1.6	0.7
TPT PD	36.9% 24	43.1% 28	13.9% 9	62% 4	1.9	0.9
Establish Peer Best Practice	37.9% 25	53.0% 35	9.1% 6	0.0% 0	1.7	0.6
Establish Other Schools Best Practice	36.9% 24	47.7% 31	13.9% 9	1.5% 1	1.8	0.7
Establish School Framework	43.1% 28	44.6% 29	9.2% 6	3.1% 2	1.7	0.8

5.8 Further Results

5.8.2 Results from the open-ended questions

As explained in Chapter 3, an open-ended question was provided at the end of each section to allow participants the opportunity to devise an answer to the broad section question in their own words. Additionally, participants were able to add, at the end of the survey, any other information they deemed relevant to the research topic. The survey participant responses to the open-ended questions are shown in Appendix E.1.

5.8.3 Participant interactions in teacher planning time

The survey sought information on who participants spent their planning time with. The researcher processed the participant responses from those who answered this question. The question was: *With whom do you spend the majority of your allocated planning time?* Choices were: Self, Self and Year Level Team, Department Team or Whole School Staff.

The frequencies and percentages are listed in Table 5.11 below. The categories were determined from the participant's written responses. Table 5.11 shows that about half of teachers in this study (63%) spend their planning time individually. It also shows that 25% of teachers primarily nominated self and a nominal level of collaboration with colleagues, be that in year level or subject department teams. The combination of both data shows that 88% of teachers in this study reported that they primarily spend planning time individually. A minimal number of teachers nominated that they met with students.

Table 5.11 Persons Involved in TPT (n=57)

Category	Frequency	Percentage
Self	36	63
Self and Department, Year level	14	25
Staff and Student	1	2
Whole Staff	2	3.3
Combination	2	3.3
Other	2	3.3
Total	57	100

5.9 Summary

This chapter has presented the results for the four aspects of TPT. In summary, the results show five key TPT considerations. Firstly, teachers' perceptions of the purpose of TPT were primarily to get organised for teaching, to develop curriculum, to develop programs and to devise ILPs. Secondly, teachers expected outcomes from using TPT were primarily for teachers to develop lesson content, to manage resources, to devise assessment items, to consult with learning support staff and discuss learning issues with colleagues. Thirdly, teachers experience of

TPT were primarily for teachers to undertake admin tasks, to manage and develop resources, to design learning programs, to mark student work at home and to communicate with parents. Fourthly, teacher strategies to enhance TPT use were primarily for teachers to develop protocols to conserve TPT, to develop initiatives to meet teacher needs, to better co-ordinate the demands placed on teachers, to establish peer best practice and to establish a school framework for using TPT. Finally, teachers primarily spend planning time individually.

Moreover, the results of the online survey provided statistical, demographic and further results to inform the development of the interview instrument. This was undertaken in order to produce detailed understanding of the issues under investigation in this research. Chapter 6 presents the results of the interview instrument.

Chapter 6

Interview Results

6.1 Introduction

As outlined in Chapter 3, Phase 1 of the data collection process involved using a survey instrument and Phase 2 involved data collection using interviews. This chapter presents the results of the interviews, in order to identify the key themes and sub-themes that emerge from the process. The chapter also provides a detailed explanation of how the steps were used in each phase of the process and provides sample documentation as evidence of each step. Additionally, the chapter presents and summarises the established themes. A conclusion is provided at the end of the chapter.

6.1.1 Analysis process

Chapter 3 provided details of the analysis process used for the generation of data from the interview schedule. Also, key terms used in explaining the process were clarified. To reiterate, the analysis process represents an adaptation of the Braun and Clarke (2006) analysis framework, which represents a sequential six-phase process with corresponding steps applied to the data set. Thematic analysis is a flexible approach that involves the searching across a data set, be that a number of interviews or focus groups, or a range of texts, to find repeated patterns of meaning (Braun & Clarke, 2013).

6.2 Documentation and Explanation of the Analysis Process used

6.2.1 Introduction

The purpose of this section is to describe how the phases and steps were used in the analysis process by providing an explanation of each step in the analysis process.

To identify preliminary patterns within the data, the initial reading of transcripts was considered within the context of the precepts of the thematic analysis process (Braun & Clarke, 2013), the RQs and the stated aims of this research. The discussion in the next section provides a detailed explanation of the use of each step in each phase of the process.

6.2.2 Phase 1 - Familiarisation

As noted in Chapter 3, familiarisation involves repeated reading of the data, and reading the data in an active way, to search for meanings and patterns that relate to the research questions, according to Braun and Clarke (2013). It has two steps. Step 1 in this phase comprised narrative preparation achieved by transcribing the data. Step 2 comprised reading and re-reading the transcripts to search for initial patterns and consider significant statements that align with the four meaningful groups. The familiarisation phase was achieved by highlighting relevant text within the transcripts. An example of this step is shown in Appendix F.

6.2.3 Phase 2 – Generating codes

In this phase the researcher extracted participants' significant statements that pertained to the RQs as shown in Table 6.1 below. The intention of the researcher was to preserve the context of the statements. At Step 1, initial codes were identified from the highlighted text in the significant statements for each participant. The codes were reviewed and named in a consistent manner. Step 2 was attained by collating data extracts that demonstrate the codes. For the purposes of maintaining format consistency throughout this chapter, the order of presentation of the data correlates with the management of the data by the researcher. Firstly, participants are identified, secondly, significant statements are tabled and finally, codes are assigned as shown in Table 6.1 below. The table provides a sample of the format and the steps used in this phase. The table shows the participant number, significant statements with highlighted words or phrases contained therein, and initial codes that were identified for teacher perceptions of TPT. Appendix F.1 provides further examples of this phase of the analysis process.

Table 6.1 A Sample of Highlighted Transcripts and Initial Codes for Perceptions of TPT

	Significant Statements	Code
P12	The purpose of the planning time is to give you an opportunity to prepare the curriculum and prepare your classes to execute the lessons to the best of your ability and perhaps giving you time to collaborate with other individuals that you teach with or have taught with about pedagogies and things that work in their classes .	Opportunity to: 1 Prepare 2 Curriculum 3 Classes 4 Collaborate with colleagues 5 Discuss pedagogy
P13	...responsibility to prepare his or her lessons so that's a priority. The second thing is that planning time or the benefits of it is to engage in professional dialogue with colleagues to deliver consistent curriculum , to have assessment that is authentic and consistent as well from class to class and also to improve the pedagogy and respond to the learning needs . They would be the keys parts of it and it can't all be done in planning time so it is how effectively that is used to assist your colleagues as well .	Responsibility to: 1 Prepare lessons 2 Engage in professional dialogue

6.2.4 Phase 3 – Searching for themes

As noted in Chapter 3, the focus in this stage is at the broader level of themes and clustering of codes (Braun & Clarke, 2013).

At Step 1, codes were clustered according to the meanings inherent in the significant statements, the code occurrence rate and associations among codes. Step 2 was achieved by tabulating all relevant data to support each code cluster. Step 3 was achieved by attributing meaning to the clustered codes by initially describing them as sub-themes. Braun and Clarke (2013) consider sub-themes essentially as themes-within-a theme. After a reflection on the RQs and a consideration of the significance of the sub-themes, a description of an initial broad theme was generated. The steps used in this process are shown as a sample in Table 6.2 below. The table shows highlighted key text within the significant statements across all participants, clustered codes, initial sub-themes and the initial theme for the perceptions of the purpose of TPT. Appendix F.2 provides a further example of this phase of the analysis.

Table 6.2 Significant Statements, Code Clustering and the Identification of Initial Sub-themes and Theme – Disparate Perceptions of the Purpose of TPT

Significant Statements	Clustered Codes	Sub-themes	Theme
<p>P2 able to plan the classes I am about to teach</p> <p>P8 spent designing and planning for upcoming individual classes</p> <p>P11 time preparing for either the next lesson or the next week or maybe even the next cycle of time</p> <p>P12 and prepare your classes to execute the lessons to the best of your ability</p> <p>P13 to prepare his or her lessons so that's a priority</p> <p>P14 preparing for the day, the following day and weeks to come in terms of lesson planning.</p> <p>P16 to plan lessons, plan units of work and prepare for the lesson to come.</p> <p>P18 To get ready for classes</p> <p>P16 and a current fashion and an engaging fashion</p> <p>P1 making sure you understand it before teaching the kids ...also effective at delivering content. ...lessons that are engaging</p> <p>P18 prepare materials, excursions</p> <p>P5 to make sure that I am effective and the class time is being used effectively. ...the ideas clear in my head... I know how things are going to go</p> <p>P6 to be on top of everything like my content ...the differentiated catch-up bits with my students</p> <p>P6 come to grips with the demands of the subject material and the coursework</p>	<p><i>Plan Lessons</i></p> <p><i>Preparing Resources</i></p> <p><i>Searching for materials</i></p> <p><i>Arranging excursions</i></p> <p><i>Engaging lessons</i></p> <p><i>Effective practice</i></p> <p><i>Contemporary approaches</i></p> <p><i>Time effectiveness</i></p> <p><i>Knowledge of subject</i></p> <p><i>Clarity of ideas</i></p> <p><i>Differentiated learning</i></p> <p><i>Reflecting on practice</i></p> <p><i>Reflecting on proposed teaching</i></p>	<p>Planning relevant and contemporary lessons</p>	<p>Disparate perceptions of the purpose of TPT</p>
<p>P1 ...contemporary in a contemporary classroom ...looking for resources on the net</p> <p>P15 time to review curriculum statements...</p> <p>P8 time should be spent on learning design so it should be spent designing units of work or it should be spent designing and planning for upcoming individual classes as well.</p> <p>P10 allow for planning for curriculum</p> <p>P12 an opportunity to prepare the curriculum</p> <p>P13 deliver consistent curriculum</p> <p>P16 to prepare anything extra I need for differentiation in my classes ...lessons are covering the curriculum in a differentiated fashion</p>	<p><i>Developing learning programs</i></p> <p><i>Devising units of work</i></p> <p><i>Planning for curriculum</i></p> <p><i>Deliver consistent curriculum</i></p> <p><i>Differentiation in my classes</i></p>	<p>Devising consistent curriculum</p>	

Table 6.2 Significant Statements, Code Clustering and the Identification of Initial Sub-themes and Theme – Disparate Perceptions of the Purpose of TPT (Cont'd)

<p>P4 to discuss the future direction of where we want to go in relation to a unit of work P9 it might be team meetings P6 and fine-tune the pedagogy or the equipment or the increasingly different demands P8 opportunity for them to reflect and to improve their practices and fine-tune the pedagogy P13 the benefits of it is to engage in professional dialogue with colleagues P13 to improve the pedagogy P15 ... what was required and then reflecting that in the proposed teaching P12 time to collaborate with other individuals that you teach with or have taught with about pedagogies and things that work in their classes. P13 it is how effectively that is used to assist your colleagues as well.</p>	<p><i>Collaboration</i> <i>Collegial dialogue</i> <i>Curriculum scope and sequence</i> <i>Units of work</i> <i>Learning outcomes</i> <i>Improve pedagogy</i> <i>Team meetings</i> <i>Improve pedagogy</i> <i>Assist colleagues</i></p>	<p>Collaborating with colleagues</p>	
<p>P8 used to facilitate corrections P10 along with marking and assessments. P16 time to correct student work P8 results of assessment of learning to monitor student progression P9 ...corrections and feedback to students P13 to have assessment that is authentic and consistent P16 do marking, reporting P8 results of assessment of learning to monitor student progression P8 ...(assessment) to inform what you're going to be doing in the classes ahead P16 anything to do with student learning and classroom practice</p>	<p><i>Marking</i> <i>Feedback</i> <i>Monitoring student progression</i> <i>Authentic and consistent assessment</i></p>	<p>Reflecting on student needs</p>	

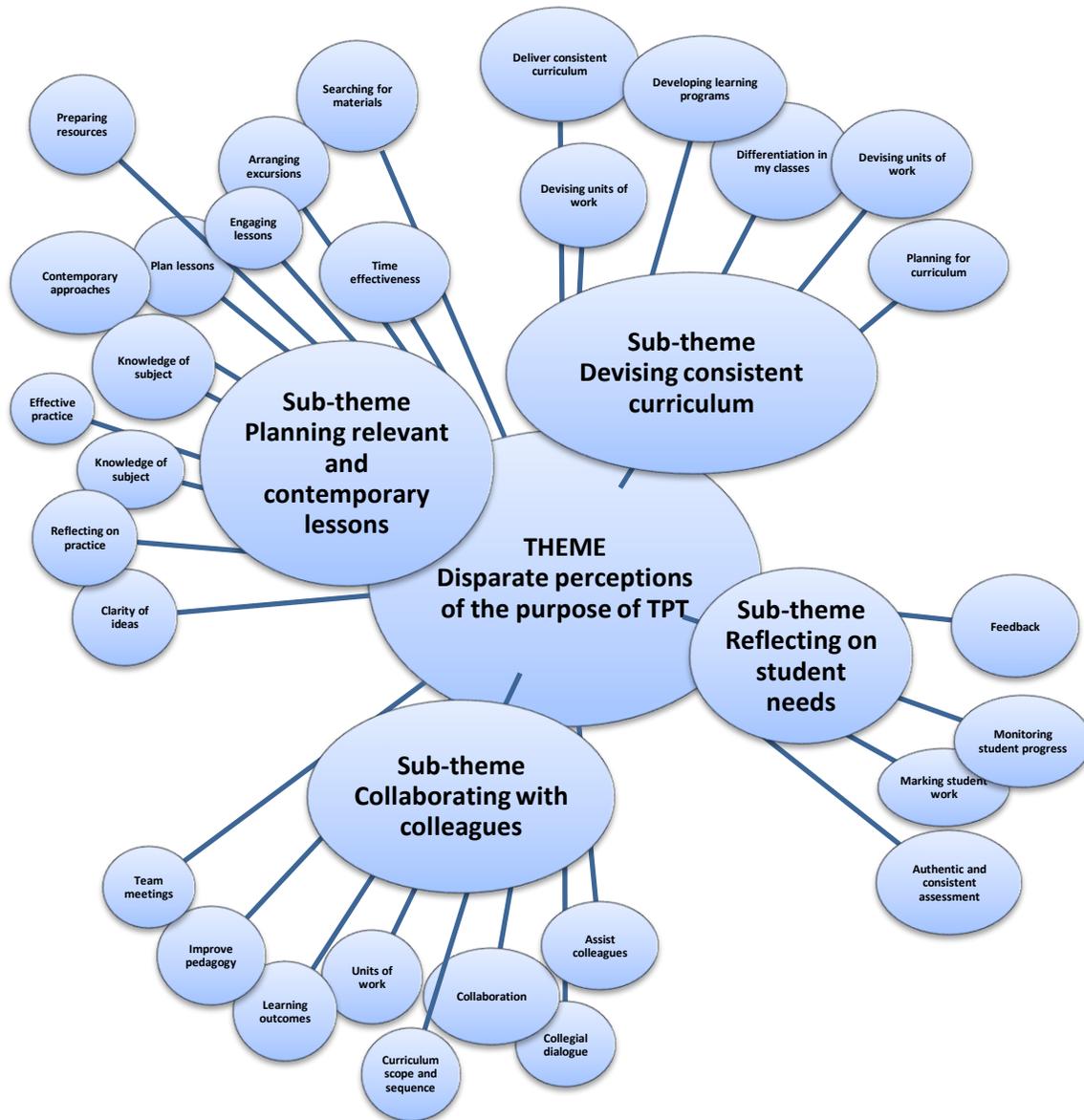
The same steps were applied to the remainder of the data sets in order to search for the remainder of initial themes in this phase. This process resulted in the generation of four preliminary themes and subordinate preliminary sub-themes which are presented as a sample in Table 6.3 below. At this stage, themes and sub-themes are considered “preliminary” because the process demands that this phase be reviewed for validity in Phase 4.

Table 6.3 Preliminary Themes and Preliminary Sub-themes

Themes and Sub-themes
<p>1. Disparate perceptions of the purpose of planning time use</p> <ul style="list-style-type: none"> • Planning relevant and contemporary lessons • Devising consistent curriculum • Collaborating with colleagues • Assessing student work • Reflecting on student needs
<p>2. Struggling with situational influences</p> <ul style="list-style-type: none"> • Coping with the demands of the co-curricular • Grappling with the breadth of the teacher role • Striving to address student obligations • Adapting to varying resource demands
<p>3. Planning whenever possible</p> <ul style="list-style-type: none"> • Planning on the run • Working outside school hours
<p>4. Strategies to enhance TPT practice</p> <ul style="list-style-type: none"> • Clarification of TPT policy • Timetable structure to meet teacher needs • Collegial processes to enhance practice • Recognise and preserve allocated PT

At Step 1 in this phase, thematic maps were constructed for the initial themes to assist the researcher in reviewing connections among codes, sub-themes and themes. Thematic maps were utilised at Step 4 in this phase and an example is provided in Figure 6.1 below. The figure shows the initial theme at center, the initial sub-themes mid-center and the associated codes for Theme 1, Disparate perceptions of the purpose of planning time use. A further example of thematic map development is provided in Appendix G.

Figure 6.1 Example of a Thematic Map of Disparate Perceptions of the Purpose of TPT



6.2.5 Phase 4 - Reviewing themes for validity

This phase has two purposes. Firstly, it was necessary to ascertain whether the themes agree with the data set. The second was to code any additional data from the original transcripts that were

missed in earlier coding stages. Validation of the themes was corroborated by the researcher's supervisors. Additionally, to ensure that the process was conducted methodically, an independent qualitative specialist was engaged to appraise the researcher's analysis practice.

At Step 1, the original transcripts were reviewed for potential omissions and incorporated text considered supportive of a theme or sub-theme if considered relevant. At Step 2, coding was reviewed. Step 2 was achieved by re-examining the highlighted data in the transcripts to test for relevance. At Step 3, the code clusters were reviewed. Step 3 was achieved by a review of the occurrence rate of codes and a search for associations among codes. At Step 4, the sub-themes were re-examined by testing the cluster codes against the corresponding significant statements for meanings inherent in them. At Step 5, themes were reviewed by comparative evaluation of themes with the RQs and Thematic Maps.

Some adjustments to code clusters and to the number and description of themes and sub-themes are expected. As a consequence of the re-examination conducted in Steps 4 and 5, an additional theme emerged and a re-alignment of some codes and sub-themes was considered necessary. A revision to the descriptions of themes and sub-themes was also made. As Braun and Clarke (2013) recommend, construct a concise, punchy and informative name for each theme. Table 6.4 shows the list of the established themes and sub-themes that reflect the amendments made in this phase.

Table 6.4 Established Themes and Sub-themes

Established Themes and Sub-themes	
1.	Conceptions of the opportunities to accomplish one's objectives
	<ul style="list-style-type: none"> • Planning lessons
	<ul style="list-style-type: none"> • Devising curriculum
	<ul style="list-style-type: none"> • Enhancing teaching practice
	<ul style="list-style-type: none"> • Assessing student work
2.	The way we do things around here
	<ul style="list-style-type: none"> • The challenging co-curricular
	<ul style="list-style-type: none"> • Prevailing operational factors
	<ul style="list-style-type: none"> • Administrative exigencies
	<ul style="list-style-type: none"> • Student centered implications
3.	Technology derived tension
	<ul style="list-style-type: none"> • Technology as impedance
	<ul style="list-style-type: none"> • Resourcing for teaching
4.	Securing moments wherever possible
	<ul style="list-style-type: none"> • Planning on the run
	<ul style="list-style-type: none"> • Working outside school hours
5.	Propositions to enhance individual TPT practice
	<ul style="list-style-type: none"> • Clarification of TPT policy
	<ul style="list-style-type: none"> • Recognise and preserve allocated TPT
	<ul style="list-style-type: none"> • Flexible timetabling to meet teacher needs
	<ul style="list-style-type: none"> • Collegial processes to enhance TPT practice

Additionally, Thematic Maps were updated for all themes to reflect the considerations and adjustments made in this phase. Figure 6.2 below shows the updated Thematic Map for Theme 1, Conceptions of the opportunities to accomplish one's objectives.

Figure 6.2 Thematic Map for Theme 1 - Conceptions of the Opportunities to Accomplish One's Objectives



To ensure that the established themes align with the RQs they were displayed in table form. Table 6.5 below shows the alignment of the RQs to the established themes and sub-themes.

Table 6.5 Alignment of RQs to the Established Themes and Sub-themes

Research Questions	Established Themes and Sub-themes
RQ 1 What are teacher perceptions of opportunities for planning time?	<ol style="list-style-type: none"> 1. Conceptions of the opportunities to accomplish one’s objectives <ul style="list-style-type: none"> • Planning lessons • Devising curriculum • Enhancing teaching practice • Assessing student work
RQ 2 What are the teacher experiences of planning time?	<ol style="list-style-type: none"> 2. Technology derived tension <ul style="list-style-type: none"> • Technology as impedance • Resourcing for teaching 4. Securing moments wherever possible <ul style="list-style-type: none"> • Planning on the run • Working outside school hours
RQ 3 What are the situational influences that impact on the use of planning time?	<ol style="list-style-type: none"> 2. The way we do things around here <ul style="list-style-type: none"> • The challenging co-curricular • Influential operational factors • Administrative exigencies • Student centered implications 3. Technology derived tension <ul style="list-style-type: none"> • Technology as impedance • Resourcing for teaching
RQ 4 What strategies could be used to address planning time practices?	<ol style="list-style-type: none"> 5. Propositions to enhance individual planning time practice <ul style="list-style-type: none"> • Clarification of TPT policy • Recognise and preserve allocated PT • Flexible timetabling to meet teacher needs • Collegial processes to enhance practice

6.2.6 Phase 5 – Defining themes

A description is provided for the themes and the aspect of the data each theme captured. Supportive evidence of themes in the data is provided in the forthcoming discussion and in table form below.

In this phase it is important to consider how the themes fit into the broader overall “story” that the researcher is telling about the data in relation to the RQs.

Theme 1 – Conceptions of the Opportunities to Accomplish One’s Objectives

Description of Theme

The theme “Conceptions of the opportunities to accomplish one’s objectives” addresses RQ 1 — What are teacher perceptions of opportunities for planning time? To reiterate, as defined in Chapter 1, TPT is considered as a time provision, within the timetable, allocated to teachers to develop a classroom strategy organised around curriculum content, the teaching/learning context and pedagogy. This understanding was based on the work of Harris and Hoffer (2011) and corresponds to the three core stages of the teaching and learning cycle outlined in the National Professional Standards for Teachers (2011).

In this research, participants described their perceptions of the opportunities for planning time which primarily reflect components of the teaching and learning cycle. Hence, this theme comprises four sub-themes: “planning lessons”, “devising curriculum”, “enhancing teaching practice” and “assessing student work”. These sub-themes constitute the theme “Conceptions of the opportunities to accomplish one’s objectives”.

Evidence of the Theme in the Data

The participants’ responses indicate four components that comprise their perceptions of the purpose of their planning time. Firstly, to demonstrate “planning lessons” as a sub-theme, Participant 13 described “...*responsibility to prepare his or her lessons so that’s a priority*”. Additionally, Participant 12 described: “*My aim for planning time is to ensure that I really prepare lessons that are going to hit the mark in terms of the target group in my class*”. The reference by other participants to “planning lessons” was substantial as shown in Table 6.6 below.

Participants perceived “devising curriculum” as another element of their perception of the purpose of their TPT. Participant 12 provides a collective perspective by describing TPT as: “...*an opportunity to prepare the curriculum*”. Numerous other participants used terms such as consistent, differentiated, devising and reviewing curriculum.

Participants’ reference to “pedagogy” provides evidence in support of the sub-theme “enhancing teaching practice”. For example, Participants 8 and 12 describe “...*opportunity for them to reflect and to*

improve their practices and fine-tune the pedagogy” and “time to collaborate with other individuals that you teach with or have taught with about pedagogies and things that work in their classes”.

Participants discussed “Assessing student work” as an additional component of this theme.

Participants referred to marking, feedback, monitoring student progression, authentic and consistent assessment. For example, Participant 8 described “...*results of assessment of learning to monitor student progression*”. Table 6.6 lists phrases or sentences used by participants as evidence for the theme “Conceptions of the opportunities to accomplish one’s objectives”.

Table 6.6 Phrases or Sentences used by Participants as Evidence of “Conceptions of the Opportunities to Accomplish One’s Objectives”

Conceptions of the Opportunities to Accomplish One’s Objectives		Sub-themes
Significant Statements		
<p>P1 ...making sure you understand it before teaching the kids ...also effective at delivering content. ...lessons that are engaging</p> <p>P2 ...able to plan the classes I am about to teach</p> <p>P5 ...to make sure that I am effective and the class time is being used effectively. ...the ideas clear in my head... I know how things are going to go</p> <p>P6 ...to be on top of everything like my content ...the differentiated catch-up bits with my students</p> <p>P6 ...to come to grips with the demands of the subject material and the coursework</p> <p>P8 ...spent designing and planning for upcoming individual classes</p> <p>P11 ...time preparing for either the next lesson or the next week or maybe even the next cycle of time</p> <p>P12 ...prepare your classes to execute the lessons to the best of your ability</p> <p>P13 ...to prepare his or her lessons so that’s a priority</p> <p>P14 ...preparing for the day, the following day and weeks to come in terms of lesson planning.</p> <p>P16 ...to plan lessons, plan units of work and prepare for the lesson to come.</p> <p>P16 ...and a current fashion and an engaging fashion</p> <p>P18 To get ready for classes ...prepare materials, excursions</p>		Planning Lessons
<p>P1 ...contemporary in a contemporary classroom ...looking for resources on the net</p> <p>P8 ...time should be spent on learning design so it should be spent designing units of work or it should be spent designing and planning for upcoming individual classes as well.</p> <p>P10 ...allow for planning for curriculum</p> <p>P12 ...an opportunity to prepare the curriculum</p> <p>P1 ...deliver consistent curriculum</p> <p>P15 ...time to review curriculum statements...</p> <p>P16 ...to prepare anything extra I need for differentiation in my classes ...lessons are covering the curriculum in a differentiated fashion</p>		Devising Curriculum
<p>P4 ...to discuss the future direction of where we want to go in relation to a unit of work</p> <p>P6 ...and fine-tune the pedagogy or the equipment or the increasingly different demands</p> <p>P8 ...opportunity for them to reflect and to improve their practices and fine-tune the pedagogy</p> <p>P11 ...hopefully be able to sit with your colleagues and plan properly</p> <p>P12 is being able to talk about pedagogy and talk about learning activities that really benefit students</p> <p>P13 ...the benefits of it is to engage in professional dialogue with colleagues...to improve the pedagogy ...discuss the content, teaching practice or learning outcomes for any group of students that they are about to teach or will be teaching</p> <p>P15 ... what was required and then reflecting that in the proposed teaching</p> <p>P12 ...time to collaborate with other individuals that you teach with or have taught with about pedagogies and things that work in their classes.</p> <p>P13 ...it is how effectively that is used to assist your colleagues as well.</p> <p>P16 ...anything to do with student learning and classroom practice. If I start a lesson feeling confident with how everything has gone then I’ve used my planning time effectively</p> <p>P16 ...just watching other teachers teach, finding out what is the latest stuff that’s available and to think creatively and set up really good engaging lessons that is going to actually make students want to do mathematics</p>		Enhancing Teaching Practice

Table 6.6 Phrases or Sentences used by Participants as Evidence of “Conceptions of the Opportunities to Accomplish One’s Objectives” (Cont’d)

P1 ...get through a class load of corrections P8 ...used to facilitate corrections ...results of assessment of learning to monitor student progression ...to inform what you’re going to be doing in the classes ahead P9 ...corrections and feedback to students P10 Primarily to follow up on students’ needs in addition to allow for planning for curriculum that you’ll be doing along with marking and assessments. P13 ...to have assessment that is authentic and consistent P16 ...do marking, reporting P16 ...time to correct student work	Assessing student work
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Theme 2 – The way we do things around here

Description of Theme

The theme “The way we do things around here” addresses RQs 2 and 3 — What are the teacher experiences of the use of planning time? and What are the situational influences that impact on the use of planning time? Kennedy (2010) states that there is an increase in additional teacher commitments above their core role. Participants were comprehensive in their responses to the commitments they face in the workplace and identified diverse aspects of their work that reflect the theme “the way we do things around here”. This theme comprises four sub-themes considered by participants as impacting on their planning time use, which are, “the challenging co-curricular”, “prevailing operational factors”, “administrative exigencies” and “student centred implications”. Each sub-theme reflects an aspect of local school life that necessitates the use of a teacher’s planning time provision, the use of instructional time, or reflects work factors outside the classroom context to indicate the theme “The way we do things around here”.

Evidence of the Theme in the Data

The participants described four sub-themes that comprise this theme “The way we do things around here”. The first sub-theme “the challenging co-curricular” is evidenced by the description by Participant 2: “*the extra assemblies...the call on you to go to excursions... Going on external things*”. A further example is provided by Participant 16 who states “*I’m often expected to organise extra-curricular things.*”

...and the expectation is that we will use our planning time to do whatever needs to be done...There's just a lot of extra-curricular things that are happening, just on a regular basis".

The second sub-theme "prevailing operational factors" is evidenced by Participant 16 who states *"everyone's got something they're involved in outside of the classroom ... those free periods that staff have throughout the day they get absorbed with an awful lot of short to medium term issues and responsibilities".*

Evidence is provided for the third sub-theme "administrative exigencies", by Participant 16 who describes *"... an expectation in our minds and even an assumption that the boss might send us an email late on a Friday evening or early on a Saturday morning or early on a Sunday morning".* Additionally, Participant 1 describes *"Perhaps I guess probably administrative duties. I feel that is not...I don't feel like that is part of our planning time use and I feel like it takes up most of our planning time ..."*

The fourth sub-theme, "student centred focus", is evidenced by Participant 8 who describes: *"...unforeseen student factors... The student issues.... best dealt with I think outside of the planning process otherwise your planning time just seems to disintegrate into nothing".* However, Participant 5 describes *"I actually want my planning time to involve student issues ...the more time I am spending one on one with kids outside of class, the less time I have to deal with that in class".* No matter what contrasting perspective is provided here, a student centred focus is evident by the participants. Table 6.7 lists phrases or sentences used by participants as evidence for the theme and sub-themes "The way we do things around here".

Table 6.7 Phrases or Sentences used by Participants as Evidence of “The way we do things around here”

The way we do things around here	
Significant Statements	Sub-themes
<p>P1 Assemblies, swimming carnivals and athletics carnivals so days when the whole routine has to be shifted up, for example school photos. ...obviously other year level events</p> <p>P2 ...the extra assemblies, the call on you to go to excursions... Going on external things.</p> <p>P4 ...by the end of semester one I had lost 19 classes due to various disruptions</p> <p>P5 I don't get time release for things like coaching the footy team or things like that. Extra-curricular stuff that ends up...</p> <p>P8 ...different college events that sometimes come up from time to time where you think you're going to have time to plan then all of a sudden it's gone... so if you miss a day, especially if you teach a specialist or an elective subject, you might miss a whole week of seeing them. ... if you look at the calendar... you would be losing a matter of weeks</p> <p>P9 And all those peripherals that are co-curricular like interschool sport and things like that... we have very strong social justice program where people go every week, I think there is two nights</p> <p>13 So many things are happening that add value and support community but they do impact on the teachers' planning time.</p> <p>15 ...last minute organised incursions</p> <p>16 I'm often expected to organise extra-curricular things. ...and the expectation is that we will use our planning time to do whatever needs to be done...There's just a lot of extra-curricular things that are happening, just on a regular basis. You will lose the class a lesson because the whole school is going to do a special parade or special (?) for some reason...</p>	<p>The Challenging Co-curricular</p>

Table 6.7 Phrases or Sentences used by Participants as Evidence of “The way we do things around here” (Cont’d)

<p>P4 The school has a very busy schedule and there’s constant disruptions they might eliminate lessons but it’s not a consistent approach as to</p> <p>P6 And the stress and anxiety is you’re sitting through information that’s not relevant. We are driven by so many other little meetings that they override the foundations of what we need to be</p> <p>P6 ...everyone’s got something they’re involved in outside of the classroom ... those free periods that staff have throughout the day they get absorbed with an awful lot of short to medium term issues and responsibilities.</p> <p>P9 Interruptions to timetable and just the make-up of the staff offices and whether there is people in there who you can work with. I’ve lost my class today so If you were to lose one period a cycle that’s potentially 15-20 in a year which is looking at 3-4 weeks?</p> <p>P13 ...staffing allotments that people teach and the number of departments in which they work, all the year levels of the subjects they’re teaching.</p> <p>P14 What’s actually out of control now is that there is this increasing uniformity of...every class is now written for you</p> <p>P15 ...the school’s time schedule for classes is ineffective... I don’t think as a teacher I should worry about administrative duties and other duties. ...two- hour long staff meeting... it’s nothing of, in my opinion, true value to what the school should be running about. ...pushing through it and working with school structures and missing out on class time and how to fit in the best amount of teaching and quality of teaching</p> <p>P16 ... I put that on the One School behaviour management system.... the award stating this is the amount of time it has a flow on effect. It changes the timetable and the size of the lessons</p>	<p>Prevailing Operational Factors</p>
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Table 6.7 Phrases or Sentences used by Participants as Evidence of “The way we do things around here” (Cont’d)

<p>P1 Administrative duties I find takes up a lot of time, more so than it should. Perhaps I guess probably administrative duties. I feel that is not...I don't feel like that is part of our planning time use and I feel like it takes up most of our planning time ... the manner of the communication.</p> <p>P3 Being on top of everything and not having to deal with too many administrative issues and filling out extra paperwork</p> <p>P4 ...the way they change the timetable when there's whole school functions, it's very sporadic, very sporadic</p> <p>P5 Other stuff such as more administration type things and some of the more admin type meetings... ...things like staff meetings and things like that probably shouldn't be included in your planning time.</p> <p>P6 Administrative duties too at a school like this is a big ...having expected outcomes of the working regime in the school is not always clearly articulated</p> <p>P9 I am not a learning advisor aka home room teacher so the administrative duties there are fairly time consuming... There is no equity there and I can understand why people wouldn't do it because if you're having to lose your planning time because administration don't want you to leave an extra why would you do it in the end?</p> <p>P11 I would say admin stuff, reading emails, answering emails from parents in particular,</p> <p>P12as house leader obviously the administrative duties are great</p> <p>P14 ...but administrative duties... that is taking up an enormous amount of time The amount of extra meetings</p> <p>P16 Administrative duties, I feel like some of my other roles encroach on my planning time... day to day classroom administrative duties</p> <p>P16 ...to organise more data collection... visit a fellow teacher's classroom during my planning time and so that is an expectation... an expectation in our minds and even an assumption that the boss might send us an email late on a Friday evening or early on a Saturday morning or early on a Sunday morning</p>	<p>Administrative Exigencies</p>
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Table 6.7 Phrases or Sentences used by Participants as Evidence of “The way we do things around here” (Cont’d)

<p>P1 Student issues, again, probably does take up a large amount of planning time if you’re the home teacher of that student and you need to follow up with a parent conversation or something like that.</p> <p>P2 ...the students who always just suddenly drop in that you might need to work with</p> <p>P3 ...write constant notes on the students for behavioral management issues</p> <p>P5 I actually want my planning time to involve student issues the more time I am spending one on one with kids outside of class, the less time I have to deal with that in class</p> <p>P6 So student issues for me is also student relationships which is student pastoral and student well-being which is at the heart of what I do. ...alert to every students’ need ...the differentiated catch-up bits with my students</p> <p>P8 ...unforeseen student factors... The student issues.... best dealt with I think outside of the planning process otherwise your planning time just seems to disintegrate into nothing</p> <p>P10 ...student issues being 10-15% Primarily to follow up on students’ needs</p> <p>P11 I have to talk to you about student X or students X, Y and Z about how they’re going or what issues they might have. ...dealing with students who have had issues and consulting the other staff about those issues.</p> <p>P12 ...things like student behavior... ...talking to students or phoning parents Student issues- / to assist staff in facing such things as challenging student behavior</p> <p>P13 ...respond to the learning needs.</p> <p>P16 If I’ve given a detention for a lesson then making sure I put that on the One School behavior management system</p> <p>P16 ...an excursion and take 100 kids out of school for a day The student issues, yes, I do deal with that during my planning time. There are two reasons, one is because with student issues a lot of it does involve correspondence to either the parents or to the guidance officer or the nurse or the chaplain etc.</p> <p>P18 Home life and whether they have had enough sleep, whether they have had breakfast or whether they are hungry.</p>	<p>Student Centred Implications</p>
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Theme 3 – Technology Derived Tension

Description of Theme

The theme, “Technology derived tension” addresses RQ 2 — What are the teacher experiences of planning time? To reiterate, Kennedy (2010) calls for the connection between planning time and teaching practice to be effectively developed. This is based on Kennedy’s claim that planning time use and teaching practice have a positive influence on outcomes for students. Participants were animated in their responses at this point in the interview. Strong views were presented questioning whether the application of technology was a resource devised to support teaching practice, or system management software devised to meet administrative needs. Two sub-themes, “technology as impedance” and “resourcing for teaching” were considered integral to this theme.

Evidence of the Theme in the Data

The first sub-theme “technology as impedance” is evidenced by Participant 6 who described, *“we’ve got Moodle at school which is an in-house, dumping ground for resources. Now we’ve got ATLAS which has been generated by the department ...there’s been a lot of change and a lot of jumping around the intranet from one system to another to another and part of it is this is where the planning time doesn’t happen”*. A further example is provided by Participant 4 who described *“But SEQTA also we use it for entering data in relation to student behaviour, student academic progress and we use it for generating detention letters that is a new thing we have just done. We use it for timetable, we use it for everything”*.

The second theme “resourcing for teaching” is evidenced by Participant 1 who described *“faculty just learning to use smartboards or getting an intro to a particular new type of resource or something like that, I find that useful”*. Participant 15 acknowledged *“Resource management is important for teachers to be a part of because you need to know what you need to support your student’s learning”*. A further example is provided by Participant 4 who described *“Also the fact that integrating technology is a big one so you actually have to up-skill yourself in order to make sure that you use the technology effectively”*. Table 6.8 below lists phrases or sentences used by participants as evidence for the theme “The tug of the technology war”.

Table 6.8 Phrases or Sentences used by Participants as Evidence of “The tug of the Technology war”

Technology Derived Tension		
Significant Statements		Sub-theme
<p>P4 (SEQTA)...So it's a significant amount of time, one to input the data, so you can't input data like a whole program that you created a few years ago, But SEQTA also we use it for entering data in relation to student behavior, student academic progress and we use it for generating detention letters that is a new thing we have just done. We use it for timetable, we use it for everything</p> <p>P6 And we've got Moodle at school which is an in-house, dumping ground for resources. Now we've got ATLAS which has been generated by the department ...there's been a lot of change and a lot of jumping around the intranet from one system to another to another and part of it is this is where the planning time doesn't happen.</p> <p>P6 I think with modern technology, our time is zapped basically. Yes I get a bit frustrated with the IT stuff There is just so much happening, it's like everything comes electronically, the minutes, the lists, the parents, the kids and it's all embracing. I have colleagues who say you're mad I switch off my phone on the weekend doing...</p> <p>P8 ...resource management definitely come into planning time use ...if you are setting up new programs a lot of the time it takes a lot longer than the allocated period of time that you're given ...number one is continuity of learning</p> <p>P11 ...answering emails from parents and answering emails from other staff is a time consuming issue</p> <p>P13 ...it's not just mastering one thing these days it's mastering two or three or four things at the same time ... you're learning it on the go. ... the context of using ICT for example, the apps and internet resources to people access that at a different rate and time</p> <p>P14 The kids have got to have digital texts and I just think that...the kids hate them, the teachers hate them</p> <p>P16 There are significant increases in the way that we record information even basic things like in Education Queensland schools we use the One School. ...you have your management system and so there's a whole pile of data that we put on the system analysing the data and unpacking graphs...</p> <p>P18 ...it can be hard to get computers sometimes and you will waste half an hour trying to find resources rather than the 5 minutes booking them.</p>		Technology as Impedance

Table 6.8 Phrases or Sentences used by Participants as Evidence of “The tug of the Technology war” (Cont’d)

<p>P1 ...follow up administrative duties like entering things into the actual school learning management system ...faculty just learning to use smartboards or getting an intro to a particular new type of resource or something like that, I find that useful.</p> <p>P2 Technology. Students access to technology. The way that I plan my lessons based on access to technology,</p> <p>P3 The way that I plan my lessons based on access to technology, the way that the library functions based on technology and the way that we assist students based on the use of technology ... teaching my library staff how to use new software</p> <p>P4 ...integrating technology is a big one so you actually have to up-skill yourself in order to make sure that you use the technology effectively,</p> <p>P5 ...categorically we waste a lot of resources ... we don't think of it as resources, we don't think of time as money</p> <p>P6 ...there's a lot of equipment that is in front of them in their computer and so they're dealing with programs</p> <p>P13 ...the resources and the teaching practices are changing more rapidly than ever before... the flexibility for a teacher to be their best and to use the resources in the way that they see fit</p> <p>P14 we have a new resource in the literacy, learning support area that is taking up an enormous amount of time.</p> <p>P15 Resource management is important for teachers to be a part of because you need to know what you need to support your student's learning</p> <p>P16 Things like textbooks and making sure the video-projector is working and those sorts of resource issues around classrooms...</p> <p>P16 ...to organise more data collection.... keep on the forefront of what other schools are doing and getting ideas for looking at our work program. ... booking the ISC, making sure that technology is running the way it needs to in the class which is a highly interactive classroom... getting things together to keep the room interesting, going online buying new materials</p> <p>P18 ...sometimes and you will waste half an hour trying to find resources rather than the 5 minutes booking them. Sometimes established teachers aren't as open to sharing as what other people are. ...if you don't have a set text that you're working from you are trying to grab all these different ideas and it's hard to develop a sequence. It depends what school you are at. If you are in a really isolated rural area the changes are, like the one I went to, there was nothing... have someone guide me through resources and assessment. They have the HOD job at their school but they could also network to the outer schools and HOD them as well</p>	<p>Resourcing for Teaching</p>
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Theme 4 – Securing Moments Whenever Possible

Description of Theme

The theme “Securing moments wherever possible” addresses RQ 2 — What are the teacher experiences of the use of planning time? Both Amador (2010) and Kennedy (2010) claim that understanding how teachers use planning time, the influences that impact on planning time use, and why they make specific planning decisions, provides insight into how lessons are constructed and the teaching quality they deliver. In this theme, participants described “how” and “why” they respond to local school factors that exert influence on their planning time and “where” and “when” they sought to accomplish their planning objectives.

Evidence of the Theme in the Data

Evidence to support the first sub-theme “planning on the run” was provided by Participant 12 who described *“I am planning it is on the run ... I think sometimes it feels like you are just doing enough to keep your head above water”*. A further example was provided by Participant 14 who described: *“You do get more done when you are under pressure and have not time. ...so you’re teaching on the fly and that happens a lot. People tend to become unavailable because of the intense pressure on their planning time”*. Both Participant 9 and 11 provide further examples by describing *“So if I set my mind to it and possibly put earphones in and say to the person next to me please don’t speak to me for the next hour and I have a set goal for myself I will probably get that done”* and *“...because they lock themselves away somewhere”*.

The sub-theme “working outside school hours” was a prevalent experience and discussed in both positive and negative terms. Evidence of this was provided by Participants 6 and 13 who described *“Always, always, we’re talking every night. ... so, once they’re in bed there’s a couple of hours there and I am not watching TV I am doing something that is involving school”* and *“it is acknowledged that we do more, it is a very demanding job. I won’t go into the politics of it but it is unavoidable and is the nature of the work”*. Table 6.9 below lists phrases or sentences used by participants as evidence for the theme “Securing moments wherever possible”.

Table 6.9 Phrases or Sentences used by Participants as Evidence of “Securing Moments Wherever Possible”

Securing Moments Whenever Possible	
Significant Statements	Sub-themes
<p>P1 I find that I do run out of time to do the jobs that I have to do and it could be because you get given perhaps some sort of extra. ...you can't always guarantee on having that time because something might come up...</p> <p>P2 ...time that I get for being a teacher gets robbed with my POL.</p> <p>P6 There is just so much happening,</p> <p>P6 ...planning time was the thing that dominated my time outside the classroom because I was desperate to make sure I was going in prepared and effective.</p> <p>P9 ...people get stressed out because they haven't done things they were meant to do. So if I set my mind to it and possibly put earphones in and say to the person next to me please don't speak to me for the next hour and I have a set goal for myself I will probably get that done</p> <p>P12 ...if I am planning it is on the run because I've just had a 50 minute meeting with a student and I've got to get to the next class which doesn't lead to positive outcomes for my students in terms of executing the best lessons. my planning time is very, very limited in the role I perform in the school, in the wellbeing role... ...I am planning it is on the run ... I think sometimes it feels like you are just doing enough to keep your head above water.</p> <p>P14 Having a full load here for many years I would race back to my desk and you would have to by sheer force of emergency prepare for what was coming up next. You do get more done when you are under pressure and have not time. ...so you're teaching on the fly and that happens a lot. People tend to become unavailable because of the intense pressure on their planning time.</p> <p>P15 I've got to rush to the next class or deal with the next student issue or something along those lines.</p> <p>P16 ...when I talk about differentiation, it takes time to go through lots of maths journals and find the best ones.</p>	<p>Planning on the run</p>

Table 6.9 Phrases or Sentences used by Participants as Evidence of “Securing Moments Wherever Possible” (Cont’d)

Securing Moments Whenever Possible		
Significant Statements		Sub-themes
P1 ...writing reports, formative reports every six weeks. You don't always get the time to do that.		Working Outside School Hours
P2 Saturday night I sat on the couch... .. and deleted a hundred emails.		
P3 ...seeing how it relates to the curriculum and different things like that, that all gets done at home. I rarely do any planning for that at school, that all happens in my own time.		
P4 ...you have to do it at home... .. I spent a significant amount of time during my holidays writing curriculum because it either doesn't exist or we've had (?) updates so that also takes time which isn't provided at the school.		
P5 ...I will wake up at 5 and plan for the day then go for a run and come in		
P6 ...made about half a dozen calls from home at 6, 6.30 because I don't have time here.		
P6 Always, always, we're talking every night. ... so, once they're in bed there's a couple of hours there and I am not watching TV I am doing something that is involving school.		
P8 ...to meet deadlines and to meet the workload... .. complete them independently at home... all the administrative stuff that comes with that a lot of the time gets done after hours.		
P9 I would come in on a weekend and do work so that it is separated from my home life		
P10 I would then figure out a time to do all of those other things that I can do at 9 o'clock at night.		
P11 I always bring that part of schoolwork home. I bring all of my corrections home basically and it's time consuming.		
P12 ...a lot of correcting and a lot of planning at home ... the effect is quite pronounced.... having a young family For example I got up at 5am this morning to correct some ...maths test because I had to give them back to the class today.		
P13 ...it is acknowledged that we do more, it is a very demanding job. I won't go into the politics of it but it is unavoidable and is the nature of the work.		
P14 ...the presentation had to be worked on after hours and I was doing that until 11pm at night.		
P15 Yes, lots of time at home. maybe an hour to two hours either correcting or writing ILPs		
P16 ...being a teacher for the classes that I have is something I will work on at home, being a head of department only gets done during worktime so I don't go mad. My experience is that I often feel like I am doing the work of planning and preparation in other times of the day, As a result I try and get a good deal of it done in my personal time. I really struggle with work life balance		
P16 ...I have to do that at home and I think that would be good time spent.		

Theme 5 – Propositions to Enhance Individual Planning Time Practice

Description of Theme

The theme “Propositions to enhance individual planning time practice” addresses RQ 4 — What strategies could be used to address planning time practices? Theme 5 comprises four sub-themes, namely “clarification of TPT policy”, “recognise and preserve allocated planning time”, “flexible timetabling to meet teacher needs” and “collegial processes to enhance practice”. They encompass key recommendations made by participants to address RQ 4. To reiterate, Kennedy (2010) and Hill and Herlihy (2011) consider planning time use as a core element in the teaching process. Therefore, propositions to enhance its practice at the local school level are important to distinguish.

Evidence of the Theme in the Data

Participant responses indicating “clarification of TPT policy” are summarised by Participants 8 and 1 who state: *“To greater recognise planning time I think that needs to be addressed in faculty meetings. ...recognised as eating into work time... ...some way of being able to get that planning time back perhaps”* and *“needs to be the introduction of a philosophy or a shared understanding of what planning time is used for...also what the desired outcome of it is..... if we have that shared understanding that stops the interruptions and capitalises what we are here to do”*.

The second sub-theme “recognise and preserve allocated PT” is evidenced by descriptions provided by Participants 2 and 11 who state: *“... if you are being asked to do something then they actually give you something back. But I just think there needs to be recognition that people are giving of themselves...”* and *“I think the school needs to perhaps put a greater value on planning time. Greater recognition of its need for sure”*.

The third sub-theme “flexible timetabling to meet teacher needs” is evidenced by Participants 6 and 13 who state: *“A structured practical element in the timetable... ... allocating periods throughout the week”* and *“The timetable can always be reviewed to see how best that operates as well”*.

The fourth sub-theme “collegial processes to enhance TPT practice” is evidenced by Participants 8 and 9 who describe *“...an ability to upskill staff on the way that we use our planning time”* and *“I think it would be interesting to do some case studies or get some documentation on people tracking what they are doing over a week”*.

The four sub-themes reflect propositions that could enhance individual planning time practice at the local school level. Table 6.10 below lists phrases or sentences used by participants as evidence for the theme “Propositions to enhance individual planning time practice”.

Table 6.10 Phrases or Sentences used by Participants as Evidence of “Propositions to Enhance TPT Practice”

Propositions to Enhance TPT Practice	
Significant Statements	Sub-themes
<p>P 2 ...there needs to be a real definition as to what it is...</p> <p>P4 School policy, to tell you the truth I think school policy isn't very clear.... look at what is our fundamental purpose</p> <p>P6 In terms of school policy I think there is a need for the idea of planning time to be quite clearly articulated by leadership. The word itself can be a little bit ambiguous ...time for planning but it's a very abstract concept when they speak like that so I think it would be a good thing for leadership in schools to say what we mean by planning</p> <p>P8 ...needs to be the introduction of a philosophy or a shared understanding of what planning time is used for. ...also what the desired outcome of it is... ... if we have that shared understanding that stops the interruptions and capitalises what we are here to do</p> <p>P9 ...expectations of leadership and accountability and what we need to make people's life Yes, having that clear philosophy is important and I don't know that many people could articulate the philosophy.</p> <p>P12 School policy might involve perhaps a rethink. I'm not aware of a school policy that relates to the use of planning time</p> <p>P13 There's not a whole school (policy) but there would be in departments depending on how they function. It would be difficult to have a school policy on it really.</p>	<p>Clarification of TPT Policy</p>

Table 6.10 Phrases or Sentences used by Participants as Evidence of “Propositions to Enhance TPT Practice” (Cont’d)

<p>P1 To greater recognise planning time I think that needs to be addressed in faculty meetings. ...recognised as eating into work time... ...some way of being able to get that planning time back perhaps.</p> <p>P2 ... if you are being asked to do something then they actually give you something back. But I just think there needs to be recognition that people are giving of themselves...</p> <p>P3 ...greater recognition of its need is not just a school thing, it's a general societal thing</p> <p>P4 I think greater recognition of its need is important with all the new curriculum changes that have happened in the past couple of years. I think it needs to be recognised the amount of work staff do outside of school.</p> <p>P8 ...also a recognition of its need</p> <p>P10 ... the school and leadership are really aware of what you do... If they're (admin) appreciative of the fact you have all of these other things to do then you're more than willing to go the extra mile</p> <p>P11 I think the school needs to perhaps put a greater value on planning time. Greater recognition of its need for sure</p> <p>P12 I think recognition.</p> <p>P13 ...those in leadership positions have to be mindful of what conditions will allow the teacher to be their best.</p> <p>P14 I think that there is acknowledgement that people are busy...</p> <p>P16 The greater recognition of its need</p> <p>P16 ...they should create times that they pay you for, So they either cover the teacher during a class or give the time back to the teachers somehow. ...they could respect that 210 minutes</p>	<p>Recognise and Preserve Allocated TPT</p>
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Table 6.10 Phrases or Sentences used by Participants as Evidence of “Propositions to Enhance TPT Practice” (Cont’d)

<p>P3 Definitely the timetabling could be used, I think that would set things up a lot better.</p> <p>P4 Timetabling I think is incredibly important...because you plan for things and you plan in accordance to the calendar and the calendar changes regularly</p> <p>P5 So definitely the timetabling thing as we discussed with the student issues I think that would be massive. I would definitely say that flexibility is the main thing.</p> <p>P6 ...so let's create flexibility and let's use the technology that we are pushing in education right across the board for teachers and for students alike</p> <p>P6 A structured practical element in the timetable... .. allocating periods throughout the week</p> <p>P8 be supported by I suppose the way that we timetable them</p> <p>P12 ...timetabling people on duty who can support other staff</p> <p>P13 ...it's the actually staffing allotments that people teach and the number of departments in which they work, all the year levels of the subjects they're teaching.</p> <p>P14 ...when the kids leave at 1pm or something like that and the staff has their meeting on Wednesday afternoon.</p> <p>P15 ...allowing staff to have blocked out schedules to allow detailed planning time and to be able to work as a team. ...timetabling definitely putting meeting schedules for curriculum areas to come together to meet</p> <p>P16 ...I really value the flexibility. I can't see how that flexibility could be created for other people but I'm sure that they would value it. ...we are hampered by the award because it says this is how much you are entitled to.</p>	<p>Flexible Timetabling to meet Teacher Needs</p>
<p>P1 ... greater communication of things that are going to eat into planning time...</p> <p>P2 And I think we need to look at smarter ways to do the administration work, whether we employ people who can do the simple administrative tasks for us. ...needs to be looked at really seriously as to how an admin officer can help with the administration work.</p> <p>P4 ...we need to look at using experienced staff to help with that planning and help bringing them up as well.</p> <p>P6 We need to cut back on meetings</p> <p>P6 ...there is a part to play in the streamlining of meetings and making them more efficient and effective</p> <p>P8 ...an ability to upskill staff on the way that we use our planning time</p> <p>P9 I think it would be interesting to do some case studies or get some documentation on people tracking what they are doing over a week.</p> <p>P13 ...placing skills and strengths that best suit the teacher and the students... .. those in leadership positions have to be mindful of what conditions will allow the teacher to be their best.</p> <p>P16 ...listening to your feedback</p> <p>P18 ...have someone guide me through resources and assessment and that sort of thing in</p>	<p>Collegial Processes to Enhance TPT Practice</p>

6.3 Summary

This chapter provided an in depth description of, and established evidence for, each of the five themes that emerged from the thematic analysis process. In Chapter 7 to follow, Phase 6 of the Braun and Clarke (2006) analysis process will be incorporated and will provide a discussion of the meanings and implications of each theme. The discussion provided in the following chapter will draw upon the results of the thematic analysis presented in this chapter and also draw upon the research literature presented in Chapter 2.

Chapter 7

Discussion of Results

7.1 Introduction

As revealed in Chapter 2, teachers undertake planning activities at an individual, collegial and whole school level. Furthermore, existing research into teacher planning has mainly focused on collegial and whole school planning. Although there was research into broader aspects of teacher planning, it was shown in Chapter 2 that there was limited research that specifically explored how teacher planning time (TPT) is used in the secondary schooling context.

Analysis of interview data using thematic analysis in Chapter 6 established five themes that frame teacher perceptions and experiences of TPT. This chapter specifically discusses the five established themes, namely:

Theme 1 – Conceptions of the opportunities to accomplish one’s objectives

Theme 2 – The way we do things around here

Theme 3 – Technology derived tension

Theme 4 – Securing moments wherever possible

Theme 5 – Propositions to enhance individual planning time practice

The discussion of each theme draws upon the research literature and the open-ended questions from the survey data to enable in-depth consideration of the thematic analysis results. In the discussion of results that follows, interview participants and survey participants are identified by code and number, such as (IP.18) or (SP.11). The coding applies throughout this chapter.

For each theme a table is provided which incorporates the sub-theme and the synthesised codes of each sub-theme. The synthesised codes of each sub-theme depict the central aspects of the clustered codes that align to each sub-theme as shown in Chapter 6. Also, corroborating literature is provided with author and year. The corroborating literature, primarily drawn from Chapter 2, comprised literature that has been re-grouped to align to each sub-theme. Where possible, the table

also provides updated literature, pertinent to each sub-theme. The remainder of this section considers each of the sub-themes and provides a collective summary.

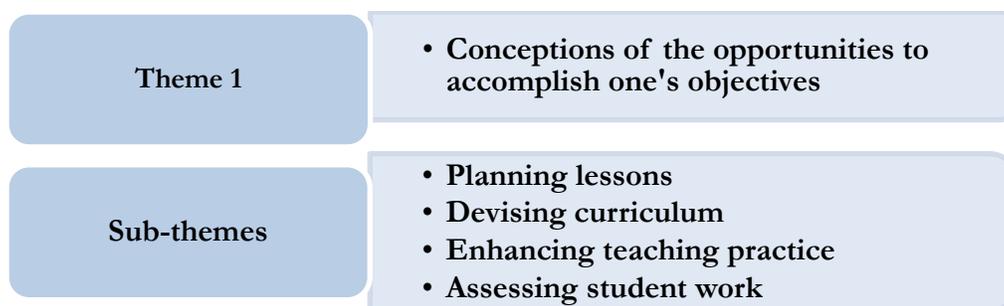
7.2 Theme 1 – Conceptions of the Opportunities to Accomplish One’s Objectives

7.2.1 Overview of theme

This theme is representative of occasions for teachers to work independently in order to arrange differentiated instructional and organisational arrangements for the classes they teach.

Figure 7.1 shows the theme and the four sub-themes.

Figure 7.1 Components of Theme 1



In this research, participants described their perceptions of the opportunities for planning time which primarily reflect components of the teaching and learning cycle. As outlined in Chapter 1, TPT is a time provision allocated to teachers within the timetable, and corresponds to the three core stages of the teaching and learning cycle outlined in the NPST. In order to achieve TPT objectives, teachers seek opportunities to develop classroom strategies that take into account curriculum content, the teaching/learning context and pedagogy. Moreover, it was shown in Chapter 2 that planning time is a statutory entitlement provided to teachers for planning lessons (DET, 2016). It was shown in Chapter 5 that 88% of teachers spent the majority of their TPT individually.

7.2.2 Consideration of sub-themes

Table 7.1 presents an overview of the findings for Theme 1.

Table 7.1 Theme 1 Sub-themes – Conceptions of the Opportunities to Accomplish One’s Objectives

Theme 1 – Conceptions of the Opportunities to Accomplish One’s Objectives			
Sub-themes	Synthesised Codes	Corroborating Literature	Author/Year
Planning Lessons	<ul style="list-style-type: none"> • developing lesson content • developing teaching strategies • developing additional learning resources • reflecting on pedagogy • managing subject resources 	<ul style="list-style-type: none"> • developing classroom strategies • preparing lessons • planning and implementing lesson sequences • planning, developing, and organising instruction • planning, preparation and teaching of programs • the dynamic nature of classrooms 	<p>Harris & Hofer, (2011) QTU (2014) AITSL (2012), DET (2016) Kelly, (2012) VGSA (2013) VGSA (2013)</p>
Devising Curriculum	<ul style="list-style-type: none"> • making curriculum adjustments according to local contextual demands • making provision for differentiation • developing individual learning programs for students with special needs 	<ul style="list-style-type: none"> • developing curriculum content • making curriculum adjustments • Australian curriculum 	<p>Harris & Hofer, (2011) VGSA (2013) ACARA (2012)</p>
Enhancing Teaching Practice	<ul style="list-style-type: none"> • collaborating with colleagues • improving pedagogy • engaging in collegial dialogue • adopting contemporary teaching approaches • determining professional development requirements • devising learning programs through collegial collaboration 	<ul style="list-style-type: none"> • reflecting success criteria • teaching practice, and relevance to student learning 	<p>Hattie (2009) Kennedy (2010), Hill & Herlihy (2011) AITSL (2012)</p>
Assessing Student Work	<ul style="list-style-type: none"> • devising assessment tasks • monitoring student progress • providing feedback to students • reporting to parents 	<ul style="list-style-type: none"> • correction time • compiling of assessment records • evaluating and assessing learning • Awards • NPST • assessment and reporting regulations 	<p>QTU (2014) DET (2016) Kelly, (2012) VGSA (2013) AITSL (2012) ACARA (2012)</p>

Planning Lessons

It can be seen from Table 7.1 that the sub-theme “planning lessons” is comprised of five synthesised codes. The finding indicates that teachers undertake lesson planning for the following reasons:

- developing lesson content;
- developing teaching strategies;
- developing additional learning resources;
- reflecting on pedagogy; and
- managing subject resources.

This finding was reflected in the commentary by the participants, for example Participant (IP.16) indicated the necessity to plan for the imminent lesson: *“to plan lessons, plan units of work and prepare for the lesson to come”*. Moreover, Participant (IP.6) indicated a need to plan content for differentiated learning: *“to be on top of everything like my content ...the differentiated catch-up bits with my students”*. Additionally, Participant (IP.12) described: *“My aim for planning time is to ensure that I really prepare lessons that are going to hit the mark in terms of the target group in my class”*.

The review in Chapter 2 identified planning and the teaching of programs as the primary focus of the classroom teacher (Harris & Hofer, 2011; Kelly, 2012) in order to achieve pre-determined student outcomes. The review also identified that planning was a component of teacher instructional responsibilities. However, the results in Chapter 6 revealed more purposely that teachers plan lessons specifically for the cohorts they teach and work independently in order to arrange differentiated instructional and organisational arrangements for the classes. The planning prescriptions incorporated in sector Award and elaborated by other education authorities (Australian Institute of Teaching and School Leadership AITSL, 2011; Department of Education and Training DET, 2016; Victorian Government Schools Agreement VGSA, 2013; Department of Education and Training Certified agreement, DET, Education Queensland, 2016; Queensland Teachers Union QTU, 2014) allude to the aforementioned.

Devising Curriculum

As shown in Table 7.1, the sub-theme “devising curriculum” is comprised of three synthesised codes which indicate that teachers revisit the prescribed curriculum for the following reasons:

- making curriculum adjustments according to local contextual demands;
- making provision for differentiation; and
- developing individual learning programs for students with special needs.

These reasons were elaborated upon in the interview data as follows. For example, Participant (IP.17) stated “*lessons are covering the curriculum in a differentiated fashion*”. Furthermore, Participants (SP.13) and (SP.18) stated “*Having time to unpack the curriculum so you are clear on the intended outcomes of AusVELs as well as what needs to be covered at the different standards*” and “*Having a clear understanding of curriculum so planning is effective*”.

This finding is consistent with the research literature which highlights the importance of the development of curriculum content (Harris & Hofer, 2011) and identifies the necessity to make curriculum adjustments (VGSA, 2013; ACARA, 2012). The finding suggests that teachers may make curriculum adjustments to allow for differentiation, particularly for special needs students.

Enhancing Teaching Practice

The sub-theme “enhancing teaching practice” has five synthesised codes which indicate that teachers reflect on their teaching practice for the following reasons:

- improving pedagogy;
- engaging in collegial dialogue;
- adopting contemporary teaching approaches;
- determining professional development requirements; and
- devising learning programs through collegial collaboration.

This finding was articulated in the interview results as follows. Participants (SP.14) and (SP.23) considered respectively, that lesson planning was: “*to develop and compare strategies and or resources*” and “*To ensure innovation can take place*”. Moreover, Participant (IP.16) stated that: “*...just watching other teachers teach, finding out what is the latest stuff that’s available and to think creatively and set up really good engaging lessons that is going to actually make students want to do mathematics*”.

The finding suggests that an approach used by teachers to improve teaching practice is to reflect on their pedagogy individually, and in collaboration with colleagues. Accordingly, teachers select professional development opportunities for the aforementioned reason. The finding is consistent with the research literature that highlights the importance and relevance of teacher reflection on the learning intentions and success criteria of their lessons (AITSL, 2012; Hattie, 2009; Hill & Herlihy, 2011; Kennedy, 2010; Wiggins & Mc Tighe, 2006).

In this respect, where the occasion arises, teachers link their planning to their teaching practice, a connection that Kennedy (2010) calls on researchers to make.

Assessing Student Work

The sub-theme “assessing student work” is comprised of four synthesised codes which indicate that teachers mark student work for the following reasons:

- devising assessment tasks;
- monitoring student progress;
- providing feedback to students; and
- reporting to parents.

The participants held differing views as to when to mark student work. For example, Participant (SP.21) stated “*I don't consider marking student work and managing student issues to be planning time (despite these taking up a considerable amount of time)*”. However, Participant (SP.8) and (SP.12) state, “*Marking student work to prepare feedback that can be used for their next task*” and “*The marking and moderation of student feedback in relation to assessment as, for and of learning*”. Furthermore, (SP14) states that “*Planning time should be for the planning, marking and reporting only*”.

The finding indicates that teachers monitor student progress by assessing student work, in order to provide feedback to students and make curriculum adjustments that allow for differentiation in their classes. This finding conforms with Award prescriptions (VGSA, 2013) and the determinations of other educational bodies (AITSL, 2012; ACARA, 2012; DET, 2016; QTU, 2014).

7.2.3 Summary

In this research the findings show that there are four planning opportunities available to teachers to use to accomplish TPT objectives. These TPT opportunities comprise teachers to undertake planning, to devise curriculum, to enhance teaching practice and to assess student work. It was established in the discussion that the use of TPT was primarily conducted on an individual basis.

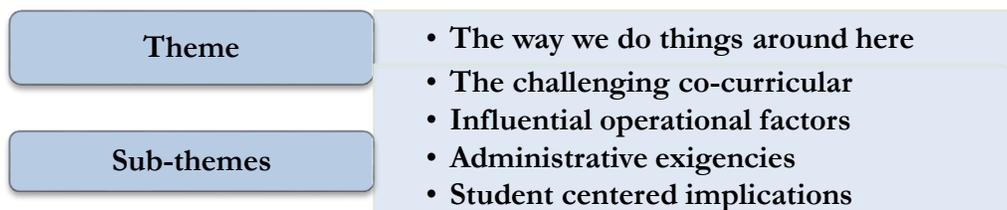
7.3 Theme 2 – The way we do things around here

7.3.1 Overview of theme

This theme is representative of the ways schools operate and the distinctive attributes of the local school which can exert influence over teaching practice.

Figure 7.2 shows the theme and the four sub-themes.

Figure 7.2 Components of Theme 2



It was shown in Chapter 2 that school situational factors, such as school climate, family background, school management and national system initiatives, can exert influence on teaching practice.

Additionally, it was acknowledged in the review that teachers respond to these factors by considering the conditions in which they work, in order to create the best possible learning setting in which teachers can plan and teach and students can learn and develop (Cohen & Geier, 2010; OECD, 2012; Hattie, 2003; Dinham, 2015; Freeman, 2014; Weldon, 2015; ACARA 2012; AITSL, 2012).

The remainder of this section considers each of the sub-themes and provides a collective summary.

7.3.2 Consideration of sub-themes

Table 7.2 presents an overview of the findings for Theme 2.

Table 7.2 Theme 2 Sub-themes – The way we do things around here

Theme 2 – The way we do things around here			
Sub-themes	Synthesised Codes	Corroborating Literature	Author/Year
The Challenging Co-curricular	<ul style="list-style-type: none"> • disrupting school routine • arranging school events • managing impositions 	<ul style="list-style-type: none"> • extending student education outside the classroom • undertaking duties as may be assigned to the teacher 	Experience (2017) DET NSW (2017)
Prevailing Operational Factors	<ul style="list-style-type: none"> • managing disruptions to the school routine • communicating efficiently what is important • developing effective meeting processes • staffing allocations, skills and expertise • managing collegiate work stations • structuring timetable effectively • implementing industrial award provisions • developing efficient management practices 	<ul style="list-style-type: none"> • differing teaching experience and the school climate • planning time susceptibility to school influences • Reducing non-instructional tasks • managing more complex school problems • increasing the demands on teachers • considering teacher activities not directly linked to classroom practice • planning, developing, organising, housekeeping and recordkeeping • considering the SES factor of a school and its influence on student achievement • acknowledging the influence of socio-economic status, family background, geographic location and school resources • reducing tasks teachers do that don't directly improve • teaching and learning 	Kennedy (2010) Jensen (2014) Valli & Buse (2007) Kelly (2012) Dinham (2012) Dinham (2013) Jensen (2014)

Table 7.2 Theme 2 Sub-themes – The way we do things around here (Cont'd)

Theme 2 – The way we do things around here			
Sub-themes	Synthesised Codes	Corroborating Literature	Author/Year
Administrative Exigencies	<ul style="list-style-type: none"> • imposing additional administrative processes and duties • maintaining workflow momentum • clarifying management priorities and outcomes • managing mandated classroom administrative procedures • undertaking ancillary tasks • duplicating work tasks by line managers • managing digitised technologies such as emails 	<ul style="list-style-type: none"> • excessive, time-consuming, non-instructional duties • performing functions that should primarily rest with other people • teaching outside subject area and regional teacher supply issues • realising the unseen teacher work • telling teachers how to use planning time • influencing day-to-day planning by district or school level directives • spending almost half of teacher time on admin and compliance 	<p>Sheppard (2008) Earp (2012)</p> <p>Weldon (2016) Wilson (2015) Garon (2014) Amador (2010)</p> <p>AEU (2016)</p>
Student Centred Implications	<ul style="list-style-type: none"> • accommodating student needs • performing clerical tasks such as student attendance and data input • contacting parents • undertaking student welfare responsibilities such as home room teacher duties • devising learning and welfare intervention • consulting staff on student issues 	<ul style="list-style-type: none"> • influencing students' performance, the characteristics of the student population • influencing student learning and development, socio-economic status (SES) and family background • affecting students' chances, parental education • predicting student achievement • providing for special needs students 	<p>OECD (2012) Dinham (2011)</p> <p>OECD (2012) Hattie (2003)</p> <p>DET (2016) Kelly (2012) Freeman (2012)</p>

The Challenging Co-curricular

It can be seen from Table 7.2 that the sub-theme “the challenging co-curricular” is comprised of three synthesised codes which indicate that co-curricular events impact TPT and the teaching and learning process. Consequentially, teachers make adjustments in their planning to accommodate the following considerations, namely:

- disruptions to school routine;
- arrangements of school events; and
- management of organisational impositions.

This finding was articulated in the interview results as follows. Participant (IP.17) stated:

I'm often expected to organise extra-curricular things. ...and the expectation is that we will use our planning time to do whatever needs to be done...There's just a lot of extra-curricular things that are happening, just on a regular basis. You will lose the class a lesson because the whole school is going to do a special parade or special event for some reason.

Moreover, Participant (SP.28) stated “*Far too many excursions that interrupt the flow of classroom content*”.

This finding indicates that arranging and implementing co-curricular activities can disrupt school routine and may impede the continuity of the teaching and learning process. Additionally, the finding shows that in order for teachers to plan activities they use their TPT, or activities planned by other teachers can encroach their use of TPT.

It is acknowledged in state and territory Awards that teachers undertake additional assigned duties, such as the co-curricular (Department of Education, NSW, 2017). However, as indicated in Chapter 2, a Local Consultative Committee (LCC), or its sector equivalent, can sanction to oversee the impact of factors such as the co-curricular on teacher workloads (Catholic Schools Multi-Enterprise Agreement, 2013). Nevertheless, despite the enactment of the aforementioned oversight provision, the finding suggests that this provision has limited efficacy.

Prevailing Operational Factors

It can be seen from Table 7.2 that the sub-theme “prevailing operational factors” is comprised of eight synthesised codes which indicate the ways teachers in this study differentiate school operational factors such as:

- managing disruptions to the school routine;
- communicating efficiently what is important;
- developing effective meeting processes
- appropriating staffing allocations according to skills and expertise;
- managing collegiate work stations;
- structuring timetable effectively;
- implementing industrial award provisions; and
- developing efficient management practices.

This finding was articulated in the interview results as follows. Participants (IP.9) and (IP.16) stated respectively: *“Interruptions to timetable and just the make-up of the staff offices and whether there is people in there who you can work with”* and *“the award stating this is the amount of time it has a flow on effect. It changes the timetable and the size of the lessons”*. Additionally, Participant (IP.9) stated *“a potential three to four weeks of class time could be lost per annum due to interruptions to the timetable”*. Moreover, Participant (SP. 19) wrote *“the context and demands of the individual school are imperative to understand how effectively planning time is used within a given school”*. However, Participant (SP.3) stated: *“Quite often my planning time is the only time in the day when I get to eat or go to the toilet”*.

This finding suggests that it is imperative for teachers to recognise and accommodate the context and demands at the school level, and the influence they may bear on TPT. The finding shows that teachers were concerned about the prevailing management processes and practices that contribute to the loss of teaching time, the colleagues they worked with, and timetable capacity which constrains the distribution of TPT.

The review in Chapter 2 identified that TPT can be diverted to an array of non-instructional tasks (Dinham, 2012; Dinham, 2013; Kelly, 2012; Kennedy, 2010; Valli & Buse, 2007). As Jensen (2014)

notes, reducing tasks teachers undertake, that do not directly improve teaching and learning, or may hinder TPT practice, provides a challenge to school administrators.

Administrative Exigencies

As shown in Table 7.2, the sub-theme, “administrative exigencies” is comprised of seven synthesised codes which indicate that administrative exigencies impact teachers use of TPT for the following reasons:

- implementing additional administrative processes and duties;
- disrupting workflow momentum;
- adapting management priorities and expectations;
- managing mandated classroom administrative procedures;
- undertaking ancillary tasks;
- duplicating work tasks by line managers; and
- managing digitised technologies.

This finding was articulated in the interview results as follows. For example, Participant (IP.17) described:

...to organise more data collection... visit a fellow teacher's classroom during my planning time and so that is an expectation... an expectation in our minds and even an assumption that the boss might send us an email late on a Friday evening or early on a Saturday morning or early on a Sunday morning.

Moreover, (SP.16) wrote:

The increased demands of administration, documentation and welfare needs of students is 'eating' into the planning time for class lessons. Expectations are unclear as to when to 'clock off' - especially since students, parents and staff can now email teachers at any time of the night or day.

The finding suggests that there is a mismatch between the work assumptions and expectations held by administrators and those held by teachers in this study. For example, the aforementioned responses show that teachers are unsure when to “clock-off” because contact can be made anytime, day or night, by colleagues, students, parents and the “boss”. As shown in the interview data in Chapter 6, participants inferred that the manner of the communication between administration and

staff was a point of contention. Moreover, it would seem that teachers expect school leadership to clearly articulate the outcomes of the administrative regime that they impose on their staff.

This finding is reflected in recent research which identified that almost half of teacher's time was spent on administrative duties and compliance (Amador, 2010; Vilson, 2016; Weldon, 2016).

Chapter 2 showed that schools are more complex places and teachers are performing tasks that might be accomplished by administrative support staff (AUE, 2016; Garon, 2014; Sheppard, 2008).

Furthermore, the review indicated that administrators were challenged by management considerations, such as resource constraints, emergencies, mandatory sector requirements and the situational factors unique to the local school (Weldon, 2016). Therefore, it would seem that administrators are required to differentiate the managerial complexities of the local school, in order to enhance the efficacy of TPT.

Student Centred Implications

As shown in Table 7.2, the sub-theme “student centred implications” has six synthesised codes which indicate the type of student centred initiatives undertaken by teachers:

- accommodating student needs;
- performing clerical tasks such as student attendance and data input;
- contacting parents about student issues;
- undertaking student welfare responsibilities such as home room teacher duties;
- performing mandatory administrative tasks;
- devising learning and welfare intervention; and
- consulting staff on student issues.

This finding was articulated in the interview results as follows. For example, Participants (IP.5) and (IP.6) stated respectively “*I actually want my planning time to involve student issues the more time I am spending one on one with kids outside of class, the less time I have to deal with that in class*” and “*So student issues for me is also student relationships which is student pastoral and student well-being which is at the heart of what I do*”. Furthermore, Participant (IP. 8) stated “*student issues.... best dealt with I think outside of the planning process otherwise your planning time just seems to disintegrate into nothing*”.

The finding suggests that teachers in this study link the academic needs with the pastoral needs of their students in order to devise student specific learning and pastoral initiatives. For example, factors identified in the literature, namely, student characteristics and family background, provide teachers with opportunities to devise case management strategies or to devise individual learning plans in order for teachers to meet student needs (Dinham, 2011; DET, 2016; Freeman, 2014; Hattie, 2009; OECD, 2012).

However, the finding suggests that teachers held concern over the extensive documentation requirements, communication processes and accountability procedures that encroach on teachers' limited planning time.

7.3.3 Summary

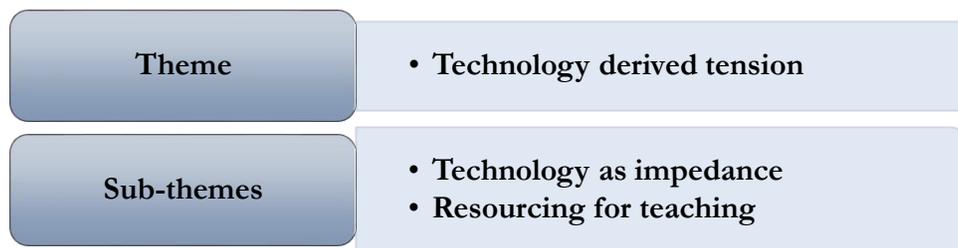
The discussion above of the sub-themes which comprise Theme 2, **The way we do things around here**, has shown that there are five key factors that exert influence on TPT. Firstly, arranging and implementing co-curricular activities can disrupt school routine and may impede the continuity of the teaching and learning process. Secondly, teachers held concern over the prevailing management processes and practices that contribute to the loss of teaching time. Thirdly, there is a mismatch between the work assumptions and expectations held by administrators and those held by teachers. Fourthly, teachers link the academic needs with the pastoral needs of their students in order to devise student specific learning and pastoral initiatives. Finally, while Local Consultative Committee, and sector equivalents, have been sanctioned to oversee the situational factors that can impact teacher workloads, this provision seems to have limited efficacy.

7.4 Theme 3 – Technology Derived Tension

7.4.1 Overview of theme

This section discusses the results obtained from the thematic analysis for Theme 3. Figure 7.3 shows the theme and its two sub-themes.

Figure 7.3 Components of Theme 3



This theme differentiates the use of technologies in the school context. As acknowledged in the research literature, the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008) has maintained, over time, a policy emphasis on the use of Information and Communications Technology ICT in teaching and learning. According to Moyle, (2014), these policies have consistently promoted the use of ICT as a way to improve the quality of teaching and learning in schools. However, a framework for the effective use of ICT by Hunter (2016) has been available in Australian education. Furthermore, OECD (2016) assessments show that Australia has the greatest integration of ICT in its schools.

The review indicates that a cluster of formal and informal technologies is changing the environment of learning by making it more accessible and personalised for students (Jensen et. al., 2014). The cluster comprises learning technologies, social media technologies, visual technologies and enabling technologies. Nevertheless, integrating digitised technologies into school programs is not without its challenges (Moyle, 2014). For instance, teachers question the utilisation of technologies as being a resource devised to support classroom teaching practice, or a broader system management technology devised to meet administrative exigencies.

The emphasis on the use of technologies in teaching and learning is considered in both the National Professional Standards for Teachers (NPST) and the National Professional Standard for Principals (NPSP). However, according to Moyle (2014), the NPSP expects principals to place more emphasis on the use of digital data rather than on another aspect of their role in supporting students and teachers to meaningfully include technologies in classrooms. Perhaps a tension arises from the competing prescriptions of the NPST and the NPSP.

The remainder of this section considers each of the sub-themes and provides a collective summary.

7.4.2 Consideration of sub-themes

Table 7.3 below shows an overview of the findings for Theme 3.

Table 7.3 Theme 3 Sub-themes – Technology Derived Tension

Theme 3 – Technology Derived Tension			
Sub-themes	Components	Corroborating Literature	Author/Year
Technology as Impedance	<ul style="list-style-type: none"> managing system software evolving technology implications integrating technology for learning training teachers in ICT use 	<ul style="list-style-type: none"> intertwining school education and commercial technologies integrating technologies is not without its challenges choosing technology when there is sufficient background information Digitisation is strategically distracting and inherently subject to change 	<p>Dinham (2015)</p> <p>Moyle (2010)</p> <p>Moyle (2014)</p> <p>Bilbao-Osorio, Dutta, & Lanvin (2014)</p>
Resourcing for Teaching	<ul style="list-style-type: none"> sharing resources managing complexity networking resources teaching framework 	<ul style="list-style-type: none"> developing curriculum content implementing NPST and NPSP making curriculum adjustments incorporating technologies effectively into the teaching and learning achieving national education goals changing the landscape of learning – learning technologies, social media T’s Visual T’s, Enabling T’s moving students from being users and consumers of technologies to being creators and producers with technologies Framing the effective use of technology in education Integrating ICT in schools – Australia is No. 1 	<p>Harris &Hofer, 2011)</p> <p>AITSL (2012)</p> <p>VGSA (2013)</p> <p>Moyle, (2014)</p> <p>MCEETYA (2008)</p> <p>Jensen et. al. (2014)</p> <p>Moyle (2010)</p> <p>Hunter (2016)</p> <p>OECD (2016)</p>

Technology as Impedance

The sub-theme “technology as impedance” has four synthesised codes which indicate that teachers in this study experience frustration with the use of technologies for the following reasons:

- school leadership expectations;
- time absorbed in the administrative use of technologies;
- the utilisation of system management software such as SEQTA, Moodle, One School, and Atlas;
- access to teachers after school hours by students, parents and administrators;
- ICT is subject to change; and
- maintenance of work-life balance.

This finding was articulated in the interview results as follows. Participant (IP.6) stated:

And we've got Moodle at school which is an in-house, dumping ground for resources. Now we've got ATLAS which has been generated by the department ...there's been a lot of change and a lot of jumping around the intranet from one system to another to another and part of it is this is where the planning time doesn't happen.

Additionally, (IP.4) stated:

... the implementation of the new learning management system, so we have a system called SEQTA which means that we have to put all of our curriculum into SEQTA. But in saying that, very little time is given to putting the data in the system, so it has been the expectation that you do that within your own time. So when we do have curriculum meetings or a maths or humanities meeting it's talking more about the administrative things.

The finding suggests that participants were critical of the impact on their workload of the use of system management software expected of them by school leadership. For example, participants made adverse reference to SEQTA, Moodle, One School, and Atlas. Furthermore, the results in Chapter 6 show that digitised technologies have led to seemingly endless access to teachers by students, parents and administrators. The findings suggest that both TPT and instruction time are impacted by the demands placed on teachers in the use of technologies.

The research shows that technologies can present important opportunities for teachers and school leaders (Bilbao-Osorio, Dutta, & Lanvin, 2014); however, technologies are subject to change and can distract attention away from teaching and learning priorities. Moyle (2010) and Dinham (2015) both note that commercial publishers have become intertwined with schools. As such, commercial publishers of software are now involved in curricula, teaching resources and student assessment and testing. Therefore, schools should choose technologies when there is sufficient background information and knowledge of the most efficient and effective ways of incorporating technologies into teaching and learning (Moyle, 2014).

While some teachers in this research acknowledge they turn off their phones and other devices in order to avoid interruptions, the potential impact on teachers' use of technologies in their TPT remains unclear.

Resourcing for Teaching

The sub-theme “resourcing for teaching” has four synthesised codes which indicate that teachers perceive the use of technologies as the established mechanism to make pedagogical, curriculum and administrative arrangements for the following reasons:

- plan forthcoming lessons;
- develop curriculum content;
- integrate technology into classroom teaching;
- make curriculum adjustments; and
- to comply with administration demands.

This finding was articulated in the interview results as follows. Participant (IP.2) stated: “*Technology. Students access to technology. The way that I plan my lessons based on access to technology*”. Additionally, Participants (IP.3) and (IP.4) stated respectively, “*The way that I plan my lessons based on access to technology, the way that the library functions based on technology and the way that we assist students based on the use of technology*” and “*Also the fact that integrating technology is a big one so you actually have to up-skill yourself in order to make sure that you use the technology effectively*”.

It would seem that teachers in this study acknowledge the merit of the use of technologies in the teaching and learning context. The research literature (Jensen et al., 2014; Hunter, 2016; Moyle, 2014) characterises the classroom as a virtual learning environment which incorporates learning management systems, mobile technologies, online games, simulations and virtual worlds.

Furthermore, Moyle posits that virtual learning environments offer teachers the ability to personalise learning for students and to improve the quality of students' learning.

Moreover, the use of ICT is now the established mechanism for teachers to develop curriculum content and make curriculum adjustments (AITSL, 2012; Harris & Hoffer, 2011; MCEETYA, 2008; OECD, 2016; VGSA, 2013). However, while teachers acknowledge the merit of integrating ICT in teaching practices, its use in TPT requires further clarification.

7.4.3 Summary

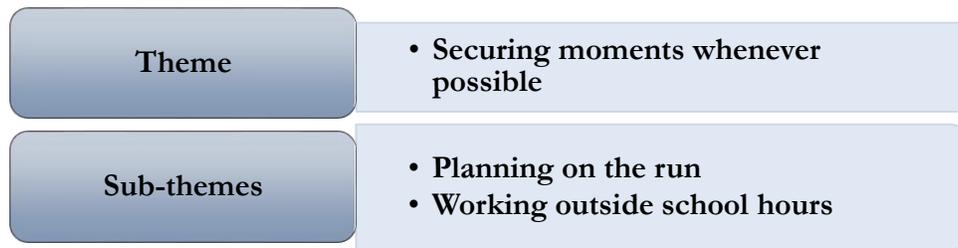
The discussion above of the sub-themes which comprise Theme 3, **Technology derived tension**, has shown seven key aspects. The aspects show that teachers plan with the aid of technology; teachers manage school system software, teachers maintain skills as technology evolves, teachers integrate technology into the teaching and learning context, teachers require training in the use of technologies and finally, school leaders have priorities for the use of technologies.

7.5 Theme 4 – Securing Moments Whenever Possible

7.5.1 Overview of theme

This section discusses the results obtained from the thematic analysis for Theme 4. Figure 7.4 shows the theme and its two sub-themes.

Figure 7.4 Components of Theme 4



This theme indicates “how” and “why” teachers respond to school contextual factors that exert influence on their planning time and “where” and “when” teachers sought to accomplish their planning objectives. It was shown in Chapter 2 that there are aspects of teacher work that are outside the control of teachers (Kennedy, 2010). However, there are some opportunities for teachers to make specific planning and other work-related decisions (Amador, 2010; Kennedy, 2010).

The remainder of this section considers each of the sub-themes and provides a collective summary.

7.5.2 Consideration of sub-themes

Table 7.4 below shows an overview of the findings for Theme 4.

Table 7.4 Theme 4 – Securing Moments Whenever Possible

Theme 4 – Securing Moments Whenever Possible			
Sub-themes	Synthesised Codes	Corroborating Literature	Author/Year
Planning on the run	<ul style="list-style-type: none"> • constricting time factors • doing just enough • planning under pressure • stealing time for oneself • last minute planning 	<ul style="list-style-type: none"> • performing functions that should primarily rest with other people • teaching “out-of-field” • recognising the lack of endorsement for planning time • housekeeping, recordkeeping and managing student conduct • plan their classes without enough time 	<p>Earp (2012)</p> <p>Weldon (2015)</p> <p>Prytula et al. (2010)</p> <p>Kelly (2012)</p> <p>AEU (2016)</p>
Working outside school hours	<ul style="list-style-type: none"> • meeting the workload • working at home • working on weekends • separating work from home life 	<ul style="list-style-type: none"> • working outside required hours • assessing is the most common activity undertaken on the weekend • spending time on administrative and additional duties • averaging 53.2 hours per week • awarding 38 hours of work per week plus reasonable additional hours • carrying out other duties for up to one hour in addition to the attendance requirements 	<p>Weldon & Ingvarson (2016)</p> <p>VCEA (2013)</p> <p>VGSA (2013)</p>

Planning on the run

The sub-theme “planning on the run” is comprised of five synthesised codes which indicate that teachers consider planning time constraints impact the efficacy of their teaching for the following reasons:

- constricting time factors;
- doing just enough;
- planning under pressure;
- stealing time for oneself; and
- last minute planning.

This finding was articulated in the interview results as follows. For example, Participant (IP.14) stated: *“I would race back to my desk and you would have to by sheer force of emergency prepare for what was coming up next”*. Additionally, Participants (SP.3) and (SP.23) stated: *“Quite often my planning time is the only time in the day when I get to eat or go to the toilet”* and *“We are often managing administrative tasks to the detriment of proper planning for lessons and implementation of engaging and effective curriculum”*.

The finding suggests that TPT was considered by teachers in this study as a relatively scarce resource. The finding also indicates that the scarcity of TPT impacts the quality of teaching practice, which is discordant with the research literature which places emphasis on teaching quality. For example, teachers were not able to undertake enough planning, but were merely able to keep their “head above water” in some instances, giving rise to teachers “teaching on the fly”. Furthermore, the finding indicates that teachers experience stress and intense pressure in the endeavour to be prepared for their classes. Moreover, it is acknowledged in the research literature that teachers are managing numerous tasks other than teaching (Earp, 2012; Kelly, 2012; Weldon, 2016) and that over two-thirds of teachers do not have enough time to plan their classes (AEU, 2016; Prytula et al., 2010).

Working Outside School Hours

The sub-theme “working outside school hours” is comprised of four synthesised codes which indicate that teachers work outside school hours, both at school and home, in order to:

- undertake lesson planning;

- complete marking and assessment;
- undertake other instructional and administrative duties;
- to meet the workload; and
- to separate work from home life.

This finding was articulated in the interview results as follows. For example, Participant (IP.6) stated: “...so, once they’re (the children) in bed there’s a couple of hours there and I am not watching TV I am doing something that is involving school”. Additionally, Participant (IP.9) stated: “I would come in on a weekend and do work so that it is separated from my home life”.

The finding indicates that working outside school hours was a common teacher experience. The finding suggests that teachers engage in work-related activities beyond school hours, such as during weekday evenings at home, on weekends at home or at school, and during holidays. Both the teacher responses depicted above, and the responses depicted in Chapter 6, indicate that working outside school hours is considered within the context of family life and that there are challenges for teachers in attaining work-life balance.

The foregoing finding elaborates on the research literature. For example, Weldon and Ingvarson (2016) identify that full-time secondary teachers’ average hours of work per week totalled 53.2. Specifically, Weldon and Ingvarson note that secondary teachers spend ten hours during weekdays and six hours over the weekend on work related tasks outside school hours. After planning and preparing, marking and assessment is the most common activity undertaken by teachers on weekends, and over one hour is spent on administrative and additional duties.

However, teachers’ experiences of working outside school hours extends beyond the broad prescriptions articulated in state and territory Awards. For example, the Victorian Catholic Enterprise Agreement, VCEA (2013), indicates that teachers perform 38 hours of work per week, averaged over a term, plus reasonable additional hours. Moreover, the Victorian Government Schools Agreement, VGSA (2013), indicates that a teacher may be required to carry out other duties for up to one hour in addition to the attendance requirements. The finding in this research suggests

that there is a mismatch between Award prescriptions, the work assumptions and expectations held by administrators, and the experiences sustained by teachers.

7.5.3 Summary

The discussion of sub-themes that comprised Theme 4, **Securing moments whenever possible**, indicates that TPT is a scarce resource which impacts the efficacy of their teaching. Likewise, teachers are not able to undertake enough planning within the allocated TPT. The discussion also indicates that teachers experience stress and intense pressure in the endeavour to be prepared for their classes.

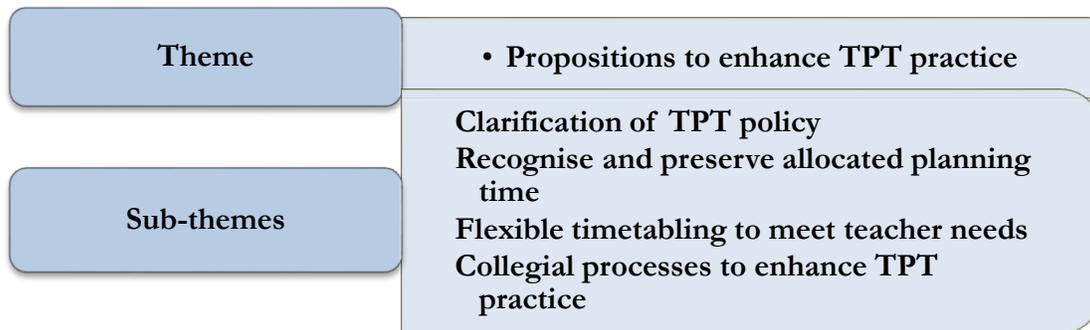
Hence, teachers work outside school hours at school and home in order to undertake lesson planning. Additionally, teachers complete marking and assessment of student work, undertake other instructional and administrative duties as assigned by school leaders and to meet workload deadlines. Therefore, some teachers attempt to separate work from home life by working on site. However, teacher experiences of working outside school hours seem discordant with the prescriptions articulated in state and territory Awards.

7.6 Theme 5 – Propositions to Enhance TPT Practice

7.6.1 Overview of theme

This section discusses the results obtained from the thematic analysis for Theme 5, **Propositions to enhance TPT practice**. Figure 7.5 shows the theme and the four sub-themes that comprise the theme.

Figure 7.5 Components of Theme 5



This theme identifies propositions to enhance TPT practice at the local school level. While the research literature provides only broad school organisational suggestions within the school improvement paradigm, it overlooks teacher based recommendations to address TPT issues. Moreover, this theme provides new insights regarding the use of TPT in the Australian secondary school context. The remainder of this section considers each of the sub-themes and provides a collective summary.

7.6.2 Consideration of sub-themes

Table 7.5 below shows an overview of the findings for Theme 5.

Table 7.5 Theme 5 Sub-themes – Propositions to Enhance TPT Practice

Theme 5 – Propositions to Enhance TPT Practice			
Sub-themes	Synthesised Codes	Corroborating Literature	Author/Year
Clarification of TPT policy	<ul style="list-style-type: none"> identifying fundamental purpose of TPT defining TPT at school level establishing TPT school policy establishing staff/admin expectations identify outcomes of TPT 	<ul style="list-style-type: none"> restricting to how much time teachers spend teaching by system-level agreements working additional hours on organisational duties 	Jensen (2013) VCEMA (2013), VGSA (2013)
Recognise and preserve allocated planning time	<ul style="list-style-type: none"> recognising TPT need protecting TPT provision reimbursing TPT deficits respecting teachers' other responsibilities appreciating TPT value by administrators 	<ul style="list-style-type: none"> regulating for changes must then result in change in schools if they are to be effective deploying staff in ways that make best use of available staff expertise and interests 	Jensen (2013) ACER (2012)
Flexible timetabling to meet teacher needs	<ul style="list-style-type: none"> structuring timetable for flexibility selecting suitable timetable software distributing TPT evenly scheduling meetings effectively providing extra time for beginning/establishing teachers 	<ul style="list-style-type: none"> Sentral Schoolbox School PRO OneSchool SEQTA Moodle Blackboard 	System management resources available on internet
Collegial processes to enhance TPT practice	<ul style="list-style-type: none"> identify best TPT practice conditions tracking best TPT practice providing TPT PD attaining staff feedback on TPT mentoring staff in TPT use devising smarter administrative processes and procedures appointing additional administrative/clerical staff reviewing effectiveness of meetings maximise staffing allotments 	<ul style="list-style-type: none"> focusing on practices that are most directly related to school-wide improvements — the school improvement <i>Tool</i> 	ACER (2012)

Clarification of TPT Policy

The sub-theme “clarification of TPT policy” is comprised of six synthesised codes which indicate that teachers seek a shared understanding of TPT at the school level by:

- identifying the fundamental purpose of TPT;
- identifying the outcomes of TPT practice;
- defining TPT;
- developing TPT school policy; and
- establishing staff/admin expectations.

This finding was articulated in the interview results as follows. For example, Participant (IP.7) stated: *“In terms of school policy I think there is a need for the idea of planning time to be quite clearly articulated by leadership. The word itself can be a little bit ambiguous”*. Additionally, Participant (SP. 12) stated: *“I think that planning is currently too loose and informal a notion given it is such a significant part of our workload”*.

The finding suggests that teachers in this study seek to address their concern about the ambiguity and lack of detail of TPT policy at the local school level. However, policy makers may consider that the teacher concerns, such as the aforementioned, have been addressed within Award provisions. However, TPT is a statutory entitlement for teachers and while the time provision is “nominal”, the “actual” time is subject to other provisions within the Awards and subject to school contextual factors.

Moreover, it was identified in Chapter 2 that “*some*” organisational duties (VGSA, 2013) and “*reasonable*” additional hours (VCEMA, 2013) form part of the broad teacher work expectations described in the Award samples. Perhaps the terms “*some*” and “*reasonable*” provide opportunity for conflicted interpretation of Awards by school leaders and may explain the understated variance in the work demands experienced by the teaching workforce.

Recognise and Preserve Allocated Planning Time

The sub-theme “recognise and preserve allocated planning time” is comprised of five synthesised codes which indicate that teachers seek school administration to give due consideration to:

- the recognition of the need for TPT;
- the protection of the TPT provision;

- the reimbursement of TPT deficits;
- the respect for teachers' other responsibilities; and
- the appreciation of the value of TPT.

This finding was articulated in the interview results as follows. For example, Participant (IP.4) stated: *“I think greater recognition of its need is important with all the new curriculum changes that have happened in the past couple of years. I think it needs to be recognised the amount of work staff do outside of school”*. Additionally, Participants (SP.4) and (SP.17) stated: *“...that administration do as much planning as teachers instead of spending all their time thinking of ways to waste our time”* and *“...they should create times that they pay you for, ...So they either cover the teacher during a class or give the time back to the teachers somehow. ...they could respect that 210 minutes”*.

The finding suggests that the Award opportunity provided to administrators to acquire TPT, for instance to allocate extras, has been taken comprehensively. As participants described in Chapter 6, teachers who have a day with fewer teaching lessons should not be expediently sent on excursions to avoid the creation of more extras. It would seem that for administrators to provide some time reimbursement to teachers becomes a challenge. Therefore, Jensen (2013) proposes some potential trade-offs, such as rostering some teachers off weekly assemblies which may free up time for each teacher. Additionally, deploy staff in ways that make best use of available staff expertise and interests ACER (2012). Moreover, “buy” the time for teachers, by finding enough resources within the broader school budget to employ more teachers. However, the “trade-off” opportunities identified by Jensen can only be determined at the local school level and in accordance with budgetary provisions and relevant sector Award provisions.

Flexible Timetabling to Meet Teacher Needs

The sub-theme “flexible timetabling to meet teacher needs” is comprised of five synthesised codes which indicate that teachers call for a timetable that has the structural and operational capacity to meet their TPT needs by:

- structuring timetable for flexibility;
- selecting suitable timetable software;
- distributing TPT evenly;
- scheduling meetings effectively; and
- providing additional time to beginning/establishing teachers.

This finding was articulated in the interview results as follows. For example, Participant (IP.4) stated: *“Timetabling I think is incredibly important...because you plan for things and you plan in accordance to the calendar and the calendar changes regularly”*. Additionally, (SP.17) inquired *“Are schools keeping records of 'periods' being missed or shortened for overall records?”* Furthermore, as noted in Chapter 6, participants identified the need to evenly distribute their TPT throughout the week, in order to avoid clustering of TPT over one or two days only.

The finding indicates that teachers in this study call on school administration to secure a timetable software package that has the capacity to integrate with school structural arrangements in order to provide necessary flexibility to meet TPT needs. Additionally, the finding shows that administrators can review the time length of lessons in their schools which determines the overall number of lessons in the timetable. When considered in conjunction with human and other physical resource issues, adjustments to the time length of lessons provides a structural consideration with the potential to generate some timetable flexibility.

Collegial Processes to Enhance TPT Practice

The sub-theme “collegial processes to enhance TPT practice” is comprised of nine synthesised codes which indicate that, in order to address TPT concerns, a collegial TPT review be implemented at the school level to:

- identify best TPT practice conditions;
- track best TPT practice;
- provide TPT Professional Development;
- attain staff feedback on TPT;
- mentor staff in TPT use;
- devise smarter administrative processes and procedures;
- appoint additional administrative/clerical staff;
- review effectiveness of meetings; and
- maximise staffing allotments.

This finding was articulated in the interview results as follows. For example, Participants (IP.8) and (IP.13) stated respectively *“...an ability to upskill staff on the way that we use our planning time”* and *“...placing skills and strengths that best suit the teacher and the students...”*.

Moreover, Participants (SP.7) and (SP.8) stated respectively “*Finally the work environment isn't always conducive to work, as it can be loud in a communal work space and people may want to chat with you instead of work during their free*” and “*during planning time, I am hesitant to engage other teachers in my staffroom because I know they are time-poor, so I don't want to interrupt what they are doing*”.

It would seem that teachers in this study consider TPT issues are best addressed at the local school level. This is consistent with the broad research literature on school improvement (ACER, 2012) which provides a framework for comprehensive school reform. Specifically, the National School Improvement Tool (ACER, 2012), provides the opportunity for schools to undertake single issue initiatives (action plans) which target aspects of teacher work such as TPT.

7.6.3 Summary

The discussion of the sub-themes which comprise Theme 5, **Propositions to enhance TPT practice**, has shown five key considerations. Firstly, teachers seek a shared understanding of the purpose of TPT and the identification of its desired outcomes. Secondly, the Award opportunity provided to administrators to acquire TPT, for instance, to allocate extras, has been taken comprehensively. Thirdly, teachers call for a timetable software package that has the flexibility and the capacity to integrate with structural decisions taken at the school level in order to meet the TPT needs of teachers. Fourthly, administrators have an opportunity to review and determine the time length of lessons of their school's timetable, which in turn, provides potential timetable flexibility. Finally, schools can undertake single issue initiatives, such as TPT, in order to develop a TPT enhancement action plan.

7.7 Chapter Summary

This chapter specifically discussed the five themes and provided teachers' perceptions and experiences of TPT. The findings show that TPT is regularly affected by impediments not associated with TPT, and therefore affects planning time efficacy. The chapter discussed factors that were identified that influence TPT practices and the ways in which those factors influence TPT practices. While State and territory Awards prescribe what can be done in TPT, however the intent of its use does not appear to happen at the school level. This chapter discussed teacher recommended strategies identified by them which can enhance TPT practice.

Specifically, the findings showed that teachers sought opportunities to provide differentiation in their classes by monitoring student progress, reflecting on teaching practice, and making curriculum and pedagogical adjustments. The findings showed that there seems to be a mismatch between the work assumptions and expectations held by administrators and those held by teachers regarding TPT. The findings indicate that there seems to be a tension between the established teaching and learning priorities of teachers' use of technologies and the expectations held by school leaders of its use. Additionally, the findings showed that TPT was considered by teachers as a scarce resource which impacts the efficacy of their teaching. Furthermore, the findings showed that teacher experiences of working outside school hours seem discordant with the prescriptions articulated in state and territory Awards. Also, schools have the opportunity to undertake single issue initiatives, such as TPT, in order to develop an enhancement action plan for TPT.

However, and more importantly, this research has provided a number of in-depth insights into teacher perspectives and experiences of TPT. Specifically, this research has identified factors that influence teacher planning time and the ways in which those factors influence the efficacy of teacher planning time practices. The research has identified a mismatch between the work assumptions and expectations held by administrators and those held by teachers regarding the use of TPT. The research has identified that TPT was considered by teachers as a scarce resource which impacts the efficacy of their teaching and identified teacher recommended strategies which can enhance TPT practice.

Chapter 8 provides a consideration of the RQs, articulates conclusions, identifies how the results can be utilised, details recommendations, details areas for further research and provides concluding remarks.

Chapter 8

Conclusions and Recommendations

8.1 Introduction

As indicated in Chapter 1, the aim of this research was an exploratory study of the use of secondary school teachers' planning time. A broad search of the literature revealed that there was limited research regarding individual TPT, particularly in the Australian context while there was a plethora of research on collegial and whole school planning. Chapter 2 exposed a gap in the literature regarding the effects on TPT by school contextual factors. The foregoing research has detailed teachers' perceptions and experiences of TPT in secondary schools in this study and obtained teacher recommendations to enhance TPT efficacy.

This chapter begins with a consideration of the scope and limitations of the research. The RQs for this research then addressed key conclusions based on the discussion of the findings in Chapter 7. This is followed by a presentation of suggestions regarding the utilisation of results are then presented. The remainder of this chapter provides recommendations to enhance the use of TPT, considers areas for further research investigation and provides concluding remarks.

8.2 Scope and Limitations of the Research

The scope of this research has been to examine the perceptions and experiences of TPT from a sample of secondary schools to gain insights as to the efficacy of the TPT provision. The remainder of this section considers the limitations of this research.

Sample Size

This research was conducted in five Education Queensland secondary schools on the Sunshine Coast, and five Catholic Education Victoria secondary schools in Melbourne.

Seventy-four secondary school teachers, emanating from ten schools, volunteered to participate in the use of the survey component of this research. These ten schools may not have been representative of schools within their respective school sectors, nor representative of schools collectively. Additionally, the seventy-four teacher volunteers may not have been representative of teachers at their respective schools, nor representative of teachers collectively. The researcher

had difficulty recruiting participants as explained in Chapter 4. Therefore, the small sample size prevented this researcher from doing more detailed analysis and the survey results require cautious interpretation.

Eighteen teachers were randomly selected for the teacher interview component of this research. These volunteers may not have been representative of teachers at their respective schools. Results therefore may not be typical of teachers collectively.

Unit of Analysis

The unit of analysis in this research was the secondary school teacher context and the actual TPT practices used by classroom teachers. No breakdown was done of teacher type nor gender as the sample was too small for consideration. The influence of particular discipline considerations for TPT was not considered and is an area for future research.

Data Collection

A single data collection was used for both the on-line survey and teacher interviews. Without a follow-up session, the experiences and perspectives of TPT shared at that time might not be the same had there been subsequent interviews.

Location of school

Ninety percent of participants worked in metropolitan schools, while ten percent worked in a regional setting. The influence of location considerations for TPT was not considered in this research and is an area for future research.

8.3 Consideration of the Research Questions

The RQs posed in Chapter 1 are specifically addressed in this section and have been based upon the themes arising out of the findings as discussed in Chapter 7. There was an overlap of the themes with a number of RQs and this will be discussed while addressing each of the RQs.

Table 8.1 below provides an alignment between the RQs and themes.

Table 8.1 RQs and Themes

Research Questions	Theme No. and Title
RQ 1. What are teacher perceptions of opportunities for planning time?	1. Conceptions of the opportunities to accomplish one's objectives
RQ 2. What are the teacher experiences of planning time?	3. Technology derived tension 4. Securing moments wherever possible
RQ 3. What are the situational influences that impact on the use of planning time?	2. The way we do things around here 3. Technology derived tension
RQ 4. What strategies could be used to address planning time practices?	5. Propositions to enhance individual planning time practice

8.3.1 Consideration of RQ 1

What are teacher perceptions of opportunities for planning time?

This RQ aligned with the findings of Theme 1 whereby teacher perceptions of TPT were obtained. In considering the research question broadly, this theme was representative of occasions for teachers to work individually in order to arrange instructional and organisational arrangements for the classes they teach.

Specifically, teacher perceptions of opportunities for planning time reflected the broad objective to be ready to teach the forthcoming lesson. Additionally, the findings showed that teachers worked independently in order to arrange differentiated instructional and organisational arrangements for the classes they teach. Furthermore, the findings indicated that teachers require planning opportunities for essentially five reasons as follows:

- planning lessons specifically for the cohorts they teach;
- making curriculum adjustments to allow for differentiation, particularly for special needs students;
- enhancing teacher pedagogy individually and in collaboration with colleagues in order to improve teaching practice;
- assessing student work to monitor student progress and provide feedback to students, in order to make curriculum adjustments to allow for differentiation; and

- seeking opportunities to plan lessons in order to make curriculum and teaching strategy adjustments, verified by monitoring student progress, in order to allow for differentiation in their classes.

In respect of the foregoing, these reasons are consistent with Award prescriptions. However, as discussed in Chapter 7, the TPT Award provision is “nominal” and that the “actual” time provision is subject to other provisions within Awards and also subject to school contextual factors. Participants in this research suggested that in order to improve teaching practice, teachers need the opportunity to reflect on pedagogy individually and also in collaboration with colleagues within TPT.

8.3.2 Consideration of RQ 2

What are the teacher experiences of planning time?

This RQ aligns with the findings of Themes 3 and 4. In considering the research question broadly, the research revealed that teachers were captive to the unique operational arrangements of their school. As shown in Chapter 6, teachers make specific planning and other work related decisions that provide insight into how they use TPT.

The discussion in Chapter 7 indicated that teachers experience pressure and stress in the endeavour to be well prepared for their classes. The participants in this research indicated that their experience of TPT comprises four components as follows:

- *technology as impedance* - teachers manage school system software, maintain skills as technology evolves, integrate technology into the teaching and learning context, require training in ICT use;
- *the resourcing for teaching* - teachers call for sharing resources between experienced and beginning teachers, seek assistance in managing technology complexity, invite the networking of resources among schools and seek assistance in managing new teaching frameworks that use ICT;
- *planning for teaching* - teachers cope with constricting school operational factors by doing just enough to ‘get by’, planning under pressure, stealing TPT for oneself, undertaking last minute planning; and

- *working outside school hours* - teachers working outside school hours in order to bear workload demands, by working at home and working on weekends, while making attempts to separate work from home life.

In respect to the foregoing, it was revealed in Chapter 6, that participants questioned whether the utilisation of technology is a resource devised to support classroom teaching practice, or a broader system management technology which is devised to meet administrative exigencies. The findings indicated that teachers were critical of the amount of their time absorbed in the administrative use of system management software. Additionally, the expectations held of teachers by school leadership, in the administrative use of ICT, gave rise to teacher frustration. Moreover, digitised ICT has led to seemingly unalleviated access to teachers by students, parents and administration during evenings and on weekends.

It would seem to follow that teachers need to undertake planning and other instructional and administrative duties outside school hours. Participants acknowledged that ICT is subject to change as technology applications evolve. However, the potential impact on teachers' use of ICT in TPT remains unclear. Based on the findings from this research, it appears that a challenge is offered to school administrators to reduce teacher tasks which do not directly improve teaching and learning and TPT.

8.33 Consideration of RQ 3

What are the situational influences that impact on the use of planning time?

This RQ aligns with the findings of Themes 2 and 3.

In considering the research question broadly, it would appear that school situational factors such as, school climate, family background, school management and system initiatives, exert influence on TPT and teaching practice.

Chapter 7 findings revealed that teachers were concerned about five components as follows:

- *the prevailing management processes* – teachers performing additional administrative processes and duties, maintaining workflow momentum, adjusting to management priorities and outcomes, performing ancillary tasks, undertaking line management work duplication, managing digitised technologies;

- *lost instruction time* – teachers having to compensate for the disrupted school routine and complying with mandated administrative procedures, such as, arranging school events, performing clerical tasks such as student attendance and data input;
- *with whom teachers work* - teachers managing collegiate work station distractions, and the appropriateness of the allocation of staffing skills;
- *constraints imposed by the timetable* – teachers constrained by timetable inflexibility, working within industrial award provisions, experiencing ineffective meeting processes and accommodating ineffective management practices; and
- *student issues* – teachers accommodating student needs, contacting parents about student issues, undertaking student welfare responsibilities, devising learning and welfare intervention and communicating among staff and with student and parents.

The above findings suggest that there was a mismatch between the work assumptions and expectations held by administrators and those held by teachers. Furthermore, it would seem that teachers were seeking school leaders to clearly articulate the outcomes of the administrative practices that they impose on their staff.

With respect to the above, the findings suggest it was imperative for school leaders to identify and differentiate the managerial complexities of the individual school, in order to determine how effectively TPT can be used.

8.3.4 Consideration of RQ 4

What strategies could be used to address planning time practices?

This RQ aligns with theme five as shown in Table 8.1 above. This theme identified new insights provided by practicing teachers in the use of TPT within the Australian secondary school context. While the research literature provided broad school improvement recommendations, the literature lacked teacher based recommendations to address TPT issues.

Participants proposed a number of strategies to address TPT practices comprised of four aspects that school administration and staff could use, namely:

- need for review/clarity of TPT policy and practices collegially;
- recognising and preserving allocated planning time by administrators and line managers;
- providing flexibility in timetabling arrangements to meet teacher needs; and

- devising collegial processes in order to enhance TPT practice.

The finding indicated that teachers sought a shared understanding regarding the purpose of TPT between school leadership and staff.

It was established in order to enhance the effectiveness of TPT that:

- school leaders and teachers work collegially toward a shared understanding of the purpose and value of TPT and the identification of its desired outcomes;
- administrators review school resourcing and structural arrangements that may identify opportunities to make provision for the reimbursement of TPT;
- school administration secures a timetable software package that has the capacity to integrate with school structural arrangements, in order to provide some flexibility in the distribution of TPT; and
- the opportunity is available for schools to use TPT as a single issue initiative to identify and implement best TPT practices.

The findings indicated that there is an opportunity for school leaders and teachers to work collegially toward a shared interpretation of the purpose and value of TPT and the identification of its desired outcomes at the school level.

8.4 Conclusions

Teacher planning time is a complex issue to address within a school environment. However, from the five themes which address the RQs, six main conclusions can be drawn from this research:

1. There is an ambiguity regarding TPT policy within schools. The research indicated that school leaders and teachers work collegially toward developing a shared understanding of the purpose and value of TPT and the identification of its desired outcomes.
2. Teacher planning time is a scarce resource which is regularly affected by school situational impediments not linked to TPT which affects the efficacy of its use. This research has shown that teachers experience stress and intense pressure in the endeavour to be prepared

for their classes. School leaders need to review structural and operational decisions taken by them in order to meet the TPT requests of teachers.

3. The time allocated to TPT in sector Awards is “nominal” and that the “actual” time provision is subject to diminution by other Award arrangements. This research indicates that Award arrangement interpretation by administrators needs to change in a way that reduces its impact on TPT’s intended use.
4. There is a tension between the established teaching and learning priorities that use technologies and the expectations held for their use by school leaders. This research has found the need for a collegial review be undertaken of the use of learning technologies and system management technologies, in order to establish the impact system management technologies exerts on teacher work and to establish the priorities for its use.
5. Teachers were not able to take all of their planning within the allocated TPT for its intended purposes. This research has shown that to plan and prepare for teaching, teachers worked outside school hours, at school and home and undertook other instructional and administrative duties as assigned to them by school leaders. It would appear that teacher experience of working outside school hours is discordant with the prescriptions articulated in state and territory Awards.
6. Specific strategies can be used to enhance TPT that schools and teachers can implement, such as, to identify the purpose, outcomes and interpretation of TPT. The findings indicated a need for staff to identify, track and model best practice use of TPT. The findings also indicated a need for school leaders to provide protection and/or reimbursement of the TPT provision allocations. In this respect, school leaders can devise smarter administrative processes and procedures, utilise flexible timetable software, and consider TPT as a single issue initiative in order to develop a TPT enhancement action plan.

8.5 Utilisation of Results

It is envisioned that the outcomes of this research can:

- heighten individual teacher awareness about his/her own TPT practices that might be a catalyst for an individual review of practice;
- heighten collegial teacher awareness about TPT that might be a catalyst for the development of consistent, purposeful collective approaches to TPT;
- education sector providers devise arrangements that appropriately address the “nominal” and “actual” TPT gap in statutory Awards; and
- contribute to the professional renewal of TPT practices for teachers and administrators.

8.6 Recommendations

The recommendations from this research focus on opportunities for education policy makers and school leadership to address the ways in which the efficacy of planning time provided to teachers may be enhanced. They also provide a basis for professional discussion on strategies to enhance its use at the school level.

Recommendation 1 – School leaders and teachers work collegially toward a shared understanding of the purpose and value of TPT

The interview data revealed that teachers consider it imperative for school leadership to interpret the school contextual demands placed on them and its influence on TPT practice. In order to address teacher planning concerns, a collegial TPT review be implemented at the school level. This can be achieved by schools adapting the school improvement framework model to examine TPT as a single issue initiative.

Recommendation 2 – School leaders and teachers work collegially to clarify local school TPT policy

The finding from this research suggests that there is an ambiguity regarding interpretation of TPT at the school level. Therefore, school leaders and teachers work collegially toward the identification desired outcomes of TPT’s in order to articulate local school TPT policy.

Recommendation 3 – Identify impediments in administrative practices which effect teacher planning time efficacy

The results from this research have shown that school administrative practices exert influence on TPT that prevent teachers exercising TPT's intended use. Therefore, school leaders review structural and operational decisions taken at the school level in order to meet the TPT needs of teachers.

Recommendation 4 –Policy makers' source TPT proposals, established in evidence based teacher practice that teachers can use to enhance teacher planning time practices

While state and territory Awards prescribe TPT practices, the full intent of its use does not appear to happen at the school level. In order to augment education policy and further professional discussion on TPT, policy makers source TPT proposals, established in evidence based teacher practice, that teachers can use to enhance teacher planning time practices.

Recommendation 5 – A collegial review be undertaken of the impact system management technologies exert on teacher work, teacher planning and teaching practice

The findings showed that there was a tension between the established teaching and learning priorities of teachers' use of technologies and school leader held objectives of its use. Therefore, a collegial review of the use of system management technologies be undertaken, in order to establish the impact these technologies exert on teacher work, teacher planning and teaching practice.

8.7 Areas for Further Research

This section proposes areas for further research that have arisen from the findings from this research and provides a consideration of the limitations to this research.

- **Research teacher planning time practices using a larger sample of teachers**

Aspects not addressed in this research include the consideration of large school and small school planning differences and the identification of public and private schooling sector differences. While rich data of teacher planning time experience were obtained, the use of a larger sample could provide detailed insights into teacher planning time practices.

- **Research teacher planning time practices according to key learning areas in the secondary school curriculum**

This research explored teacher planning time practices that were not learning area specific. An examination of the explicit nature of teacher planning time practices in each key learning area is warranted to establish the influence of specific key learning area arrangements to teacher planning time practice.

- **Translation of Award policy into local school planning guidelines**

The discord between Award policy and teacher planning time practices was established in this research. The manner in which the general focus of Award policy and provisions are articulated into specific local school teacher planning time policies, warrants further research to ensure TPT policy reflects the opportunity to maximise TPT use. Additionally, the specific ways individual schools adapt Award provisions to meet local school needs, has not been examined. Therefore, further investigation into the aforementioned is warranted in order to advance TPT policy at the industrial level and TPT practice at the local school level.

- **Weighting of instructional responsibilities against non-instructional responsibilities**

The weighting of teacher work dimensions, specifically instructional and non-instructional responsibilities, and the bias they exert on the teacher's core role were not examined in this research, and warrants further research to determine the extent of any potential diversion from teachers exercising their core teaching responsibilities.

- **Research the influence of TPT on student outcomes**

The research literature identified that teaching practice can have a significant influence on student outcomes but was not fully considered in this research. Research is warranted on the aforementioned to establish more detailed insight regarding the connection between TPT and student outcomes and the efficacy of TPT as a component of teaching practice.

8.8 Concluding Remarks

Four concluding remarks are presented in drawing this exploratory research to completion.

Firstly, this research has been undertaken in an educational climate in which there are contested viewpoints with respect to many aspects of teacher planning time and planning practices. The findings from this research have re-positioned the national focus toward this area of research. In so doing, this research has made a contribution to the research literature on teacher planning time, this being an area of limited research in the Australian context.

Secondly, this research has shown that teacher planning time is regularly affected by impediments not associated with its intended use, which in turn, affects planning time efficacy. Nevertheless, the results established that secondary teachers' obedience to planning time impediments demonstrate every intention to maintain the integrity of their teaching practice. Furthermore, the results from this research suggest that state and territory Awards prescribe what can be done in TPT, however, the intent of its use does not appear to necessarily occur at the secondary school level. The research has, however, drawn attention to possibilities for schools to extend opportunities for teachers to maximise access to the time provision provided in Awards.

Thirdly, an outcome of this research is that it has contributed to further understandings about the complex factors that surround and influence teacher planning time. As has been the case throughout this research, teacher commentary has provided detailed insights into these influences. This has included teacher recommended strategies and processes to enable the enhancement of current teacher planning time practices.

Finally, the findings from this current research can contribute toward addressing teacher concern about the ambiguity surrounding teacher planning time policy and practice at the local school level.

It is envisaged that this research provides a catalyst to action meticulous reflection on, and vigorous professional dialogue about, teacher planning time practices.

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Appendices

Appendix A.1 Peak Australian School Education Bodies, Educational Institutes, Councils and Unions

Australian Capital Territory
Australian Capital Territory Department of Education and Training
Association of Independent Schools of the ACT
Catholic Education Office, Archdiocese of Canberra and Goulburn
New South Wales
New South Wales Department of Education and Training
Association of Independent Schools of New South Wales
Catholic Education Commission NSW
Northern Territory
Department of Education and Training, Northern Territory
Association of Independent Schools of the Northern Territory
Catholic Education Office, Northern Territory
Queensland
Department of Education and Training, Queensland
Independent Schools Queensland
Queensland Catholic Education Commission
South Australia
South Australian Department of Education and Children's Services
Association of Independent Schools of South Australia
South Australian Commission for Catholic Schools
Tasmania
Tasmanian Department of Education
Independent Schools Tasmania
Tasmanian Catholic Education Commission
Victoria
Victorian Department of Education and Early Childhood Development
Independent Schools Victoria
Catholic Education Office, Melbourne
Western Australia
Department of Education, Western Australia
Association of Independent Schools of Western Australia
Catholic Education Office of Western Australia

Educational Institutes, Councils, Unions and other Educational Bodies
Australian Institute for Teaching and School Leadership (AITSL)
Department of Education, Employment and Training (DEET)
Australian Curriculum, Assessment and Reporting Authority (ACARA)
Australian Council for Private Education and Training (ACPET)
Australian College of Educators (ACE)
Council of Private Higher Education (COPHE)
Victorian Institute of Teaching (VIT)
ACT Teacher Quality Institute (TQI)
NSW Institute of Teachers (BOSTES)
Queensland College of Teachers (QCT)
Teachers Registration Board, South Australia (TRB)
Teacher Registration Board of Western Australia (TRBWA)
Teachers Registration Board of Tasmania (TRB)
English Australia (EA)
Independent Schools Council of Australia (IECA)
International Education Association of Australia (IEAA)
TAFE Directors Australia (TAFE)
Universities Australia (UA)
Australian Association for Research in Education (AARE)
Australian Council for Educational Research (ACER)
Australian Education Union (AEU)
Australian Skills Quality Authority (ASQA)
Early Childhood Teachers Association (ECTA)
Early Learning Association Australia (ELAA)
Education Council (EC)
Independent Education Union (IEU)
United Voice (UV)

(AITSL, 2011)

Appendix A.2 Recent Government Initiatives – 2008 to 2015

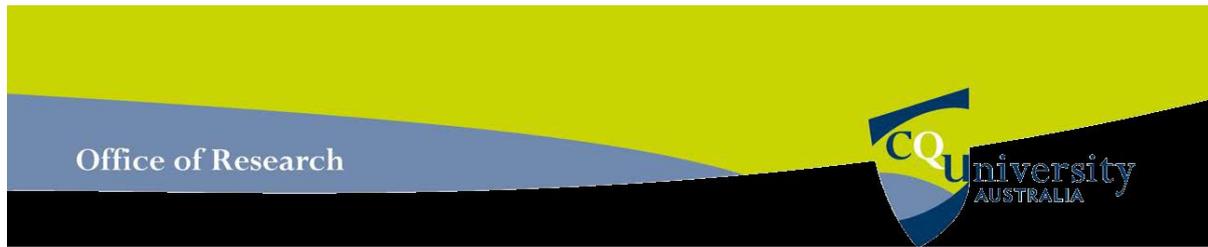
• Investing in the Early Years – A National Early Childhood Development Strategy (2009)
• The Smarter Schools National Partnership for Low Socio-economic Status School Communities (2008-09 to 2014-15)
• National Agreement for Skills and Workplace Development (NASWD, 2009)
• National Partnership Agreement on Skills Reform (NP, 2012)
• The Aboriginal and Torres Strait Islander Education Action Plan (2010-14)
• The National Partnership on Youth Attainment and Transitions (2009)
• National Partnership Agreement on Skills Reform (2008, renewed in 2012)
• Australian Apprenticeships Access Program (2009)
• New Colombo Plan (2013)
• Advancing Quality in Higher Education plan (2012-14)
• The Australian Institute for Teaching and School Leadership (2010)
• The Australian Professional Standards for Teachers (2010)
• The Australian Professional Standards for Principals (2010)
• The National Partnership on Improving Teacher Quality (2009-13)
• National Early Childhood Development Strategy (2009),
• The Australian Early Development Index (2009)
• National Assessment Program – Literacy and Numeracy (NAPLAN). (2008)
• Australian Teacher Performance and Development Framework (2013)
• Australian Charter for the Professional Learning of Teachers and School Leaders (2012)
• Students First (2014)
• Australian Qualifications Framework (2011)
• The Australian Government launched websites:
• My School (2010)
• My Skills (2012)
• My University (2012)
• The Melbourne Declaration on Educational Goals for Young Australians (2008)
• National Education Agreement (2009)
• National Partnership Agreements (2008)
• The Australian Skills Quality Authority (ASQA) for VET (2011)
• National Quality Framework for Early Childhood Education and Care (NQF) (2009)
• The Tertiary Education Quality and Standards Agency (TEQSA) (2011)
• Review of Funding for Schooling (Final Report, December, 2011)
• Review of Higher Education Access (2012)
• Intergovernmental Agreement on Federal Financial Relations (2009)
• Students First (2014)

(OECD, 2013)

Appendix A.3 National Professional Standards for Teachers

Domains of Teaching	Standards 1 - 7	Focus Areas and Descriptors
Professional Knowledge	Standard 1 – Know students and how they learn	1.1 Physical, social and intellectual development and characteristics of students 1.2 Understand how students learn 1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4 Strategies for teaching Aboriginal and Torres Strait Islander students 1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6 Strategies to support full participation of students with disability
	Standard 2 – Know the content and how to teach it	2.1 Content and teaching strategies of the teaching area 2.2 Content selection and organization 2.3 Curriculum, assessment and reporting 2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation Between Indigenous and non-Indigenous Australians 2.5 Literacy and numeracy strategies 2.6 Information and Communication Technology (ICT)
Professional Practice	Standard 3 – Plan for and implement effective teaching and learning	3.1 Establish challenging learning goals 3.2 Plan, structure and sequence learning programs 3.3 Use teaching strategies 3.4 Select and use resources 3.5 Use effective classroom communication 3.6 Evaluate and improve teaching programs 3.7 Engage parents/carers in the educative process
	Standard 4 – Create and maintain supportive and safe learning environments	4.1 Support student participation 4.2 Manage classroom activities 4.3 Manage challenging behaviour 4.4 Maintain student safety 4.5 Use ICT safely, responsibly and ethically
	Standard 5 – Assess, provide feedback and report on student learning	5.1 Assess student learning 5.2 Provide feedback to students on their learning 5.3 Make consistent and comparable judgements 5.4 Interpret student data 5.5 Report on student achievement
Professional Engagement	Standard 6 – Engage in professional learning	6.1 Identify and plan professional learning needs 6.2 Engage in professional learning and improve practice 6.3 Engage with colleagues and improve practice 6.4 Apply professional learning and improve student learning
	Standard 7 – Engage professionally with colleagues, parents/carers and the community	7.1 Meet professional ethics and responsibilities 7.2 Comply with legislative, administrative and organizational requirements 7.3 Engage with the parents/carers 7.4 Engage with professional teaching networks and broader community

Appendix B1 Letter of Approval – CQUniversity Human Research Ethics Committee



Secretary, Human Research Ethics Committee
Ph: 07 4923 2603
Fax: 07 4923 2600
Email: ethics@cqu.edu.au

Prof John Dekkers and
Mr Stephen Gellion
Noosa Campus

14 July 2014

Dear Prof Dekkers and Mr Gellion

HUMAN RESEARCH ETHICS COMMITTEE CONDITIONAL ETHICAL APPROVAL PROJECT: H14/05-124 THE INFLUENCE OF SECONDARY SCHOOL TEACHER PLANNING TIME ON QUALITY TEACHING

The Human Research Ethics Committee is an approved institutional ethics committee constituted in accord with guidelines formulated by the National Health and Medical Research Council (NHMRC) and governed by policies and procedures consistent with principles as contained in publications such as the joint Universities Australia and NHMRC *Australian Code for the Responsible Conduct of Research*. This is available at http://www.nhmrc.gov.au/publications/synopses/_files/r39.pdf.

On 15 June 2014, the Chair of the Human Research Ethics Committee issued conditional approval for this project under the Low Risk Review Process. On 8 July 2014, the Chair acknowledged compliance with the revisions requested to be made to your project and it is now **APPROVED**, pending ratification by the full committee at its July 2014 meeting.

The period of ethics approval will be from 8 July 2014 to 30 March 2015. The approval number is H14/05-124; please quote this number in all dealings with the Committee. HREC wishes you well with the undertaking of the project and looks forward to receiving the final report. **Please note that you are required to provide to the secretary a copy of the final survey tool.**

The standard conditions of approval for this research project are that:

- (a) you conduct the research project strictly in accordance with the proposal submitted and granted ethics approval, including any amendments required to be made to the proposal by the Human Research Ethics Committee;
- (b) you advise the Human Research Ethics Committee (email ethics@cqu.edu.au) immediately if any complaints are made, or expressions of concern are raised, or any other issue in relation to the project which may warrant review of ethics approval of the project. *(A written report detailing the adverse occurrence or unforeseen event must be submitted to the Committee Chair within one working day after the event.)*
- (c) you make submission to the Human Research Ethics Committee for approval of any proposed variations or modifications to the approved project before making any such changes;
- (d) you provide the Human Research Ethics Committee with a written “Annual Report” on each anniversary date of approval (for projects of greater than 12 months) and “Final Report” by no later than one (1) month after the approval expiry date; *(A copy of the reporting pro formas may be obtained from the Human Research Ethics Committee Secretary, Sue Evans please contact at the telephone or email given on the first page.)*

(e) you accept that the Human Research Ethics Committee reserves the right to conduct scheduled or random inspections to confirm that the project is being conducted in accordance to its approval. Inspections may include asking questions of the research team, inspecting all consent documents and records and being guided through any physical experiments associated with the project

(f) if the research project is discontinued, you advise the Committee in writing within five (5) working days of the discontinuation;

(g) A copy of the Statement of Findings is provided to the Human Research Ethics Committee when it is forwarded to participants.

Please note that failure to comply with the conditions of approval and the *National Statement on Ethical Conduct in Human Research* may result in withdrawal of approval for the project.

You are required to advise the Secretary in writing within five (5) working days if this project does not proceed for any reason. In the event that you require an extension of ethics approval for this project, please make written application in advance of the end-date of this approval. The research cannot continue beyond the end date of approval unless the Committee has granted an extension of ethics approval. Extensions of approval cannot be granted retrospectively. Should you need an extension but not apply for this before the end-date of the approval then a full new application for approval must be submitted to the Secretary for the Committee to consider.

The Human Research Ethics Committee wishes to support researchers in achieving positive research outcomes. If you have issues where the Human Research Ethics Committee may be of assistance or have any queries in relation to this approval please do not hesitate to contact the Secretary, Sue Evans or myself.

Yours sincerely,

Dr Tania Signal
Chair, Human Research Ethics Committee

Cc: Prof Mike Horsley (co-supervisor) Project file

APPROVED

Appendix B2 Letter of Approval to Conduct Research (DETE)



**Queensland
Government**

North Coast Region
Department of
Education, Training & Employment

19 November 2014

Mr Stephen Gellion
CQ University
71 Stillwater Drive
TWIN WATERS Q 4564

Dear Mr Gellion

Thank you for your application seeking approval to conduct research titled "*Planning time use. The experiences and perceptions of secondary school teachers.*" in the North Coast Region. I wish to advise that your application has been approved.

You may approach principals of the schools in the North Coast Region nominated in your application and invite them to participate in your research project. As detailed in the Department's research guidelines the following applies to the study:

- You need to obtain consent from the relevant principals before your research project can commence.
- Principals have the right to decline participation if they consider that the research will cause undue disruption to educational programs in their schools.
- Principals have the right to monitor any research activities conducted in their facilities and can withdraw their support at any time.

This approval has been granted on the basis of the information you have provided in your research proposal and is subject to the conditions detailed below.

- Perusal of and adherence to the department's standard *Terms and Conditions of Approval to Conduct Research* in Departmental sites is required as outlined in the document at: http://education.qld.gov.au/corporate/research/terms_conditions.pdf
- Any changes required by your institution's ethics committee must be submitted to the Department of Education, Training and Employment for consideration before you proceed.
- Any variations to the research proposal as originally submitted, including changes to data collection, additional research undertaken with the data, or publication based on the data beyond what is normally associated with academic studies should be submitted to the research officer via email. Significant variations will require the submission of a new application.
- Papers and articles intended for publication that are based on data collected from Queensland state schools and/or Departmental sites should be provided to the Department for comment before release.

Education Queensland provides a quality public education system that delivers opportunities for all students to achieve learning outcomes and reach their potential.

PO Box 5489 Maroochydore BC
Queensland 4558 Australia
General 5470 8900
HR 5470 8983
Indigenous 5459 9187
ECEC 5459 8610
Website www.education.qld.gov.au
ABN 76 337 613 647

Appendix B3 Letter of Approval to Conduct Research (Catholic Education Office)



GE14/0009
Gellion
11 November 2014

Project #2051

Mr Stephen Gellion
71 Stillwater Drive
Twin Waters QLD 4564

Dear Mr Gellion

I am writing with regard to your research application received on 05/11/2014 concerning your forthcoming project titled, *Planning time use: The experiences and perceptions of secondary school teachers*. You have asked approval to involve a Catholic school in the Archdiocese of Melbourne, as you wish to involve teachers.

I am pleased to advise that your research proposal is approved in principle subject to the eight standard conditions outlined below.

1. The decision as to whether or not research can proceed in a school rests with the school's principal, so you will need to obtain approval directly from the principal of the school that you wish to involve. You should provide the principal with an outline of your research proposal and indicate what will be asked of the school. A copy of this letter of approval, and a copy of notification of approval from the organisation's/university's Ethics Committee, should also be provided.
2. A copy of the approval notification from your institution's Ethics Committee must be forwarded to this Office, together with any modifications to your research protocol requested by the Committee. You may not start any research in Catholic Schools until this step has been completed.
3. A *Working with Children* (WWC) check – or registration with the Victorian Institute of Teaching (VIT) – is necessary for all researchers visiting schools. Appropriate documentation must be shown to the principal before starting the research in the school.
4. No student is to participate in the research study unless s/he is willing to do so and informed consent is given in writing by a parent/guardian.
5. Any substantial modifications to the research proposal, or additional research involving use of the data collected, will require a further research approval submission to this Office.
6. Data relating to individuals or the school are to remain confidential.
7. Since participating schools have an interest in research findings, you should consider ways in which the results of the study could be made available for the benefit of the school community.

8. At the conclusion of the study, a copy or summary of the research findings should be forwarded to the Catholic Education Office Melbourne. It would be appreciated if you could submit your report in an **electronic format** using the email address provided below.

I wish you well with your research study. If you have any queries concerning this matter, please contact Ms Shani Prendergast of this Office.

The email address is apr@ceomelb.catholic.edu.au.

Yours sincerely

Anna Rados
MANAGER ANALYSIS, POLICY & RESEARCH

James Goold House, 228 Victoria Parade, East Melbourne VIC 3002 Tel: (+61 3) 9267 0228 Fax: (+61 3) 9415 9325 Correspondence: PO Box 3, East Melbourne VIC 8002 Email: director@ceomelb.catholic.edu.au **www.ceomelb.catholic.edu.au**



Principal's Information Sheet

Planning time use: The experiences and perceptions of secondary school teachers

School name
School address
Principal's name

Dear Principal,

My name is Stephen Gellion and I am undertaking doctoral research titled "Planning time use: The experiences and perceptions of secondary school teachers". I am writing to request an appointment with you to discuss my project and seek your approval to conduct the data collection instruments, the survey and interviews with your teaching staff.

Project overview

The aim of this research is to explore the experiences and perceptions of teacher's planning time use. Your consent is sought to allow your teaching staff to participate in this research project because their experiences and perceptions of the use of planning time are important to this investigation.

How is the research being done?

The research comprises of 2 distinct phases. Phase 1 of the research uses an online survey which seeks to obtain baseline data and identify collective trends about teachers' use of planning time. Phase 2 of the research seeks to obtain in-depth information of the participant's experiences and perceptions of planning time use. The interview will be conducted at a time and place convenient to the participant. The majority of participants only need to commit 20 minutes of their time for the survey, and a small portion will contribute an extra 45 minutes for an interview.

Sector approval

Sector approval has been granted through CEOM, **Project number: #2051**

The Human Research Ethics Committee has granted ethical approval for this project. It is an approved institutional ethics committee constituted in accord with guidelines formulated by the National Health and Medical Research Council (NHMRC) and governed by policies and procedures consistent with principles as contained in publications such as the joint Universities Australia and NHMRC *Australian Code for the Responsible Conduct of Research*. The CQU HERC ethical clearance number is: **H14/05-124**

Participant Information

The attached information: Research Participants Information Sheet, Invitation to Participate in a Research Project and Participant's Consent Form are attached for your information. This information and the survey instrument will be distributed to you teachers.

Confidentiality

The information collected in the survey and interviews for this project is subject to the University's Code of Conduct (<http://www.cqu.edu.au/research/governance-and-policies>). All data relating to the project will be retained for a period of five years and will be stored securely in compliance with CQUniversity policy relating to ethical research.

Research Contact Information

Principal Researcher

Steve Gellion
CQUniversity
90 Goodchap St,
Noosaville, 4566
Email: s.gellion@cqu.edu.au

Research Supervisors

Professor John Dekkers
CQUniversity – Ph. (07) 54407035
Professor Mike Horsley
CQUniversity – Ph. (07) 4407011

Concerns regarding the conduct of the project

CQUniversity is committed to research integrity and the ethical conduct of research projects. However, if you have any concerns or complaints about the ethical conduct of this project you may contact:

The Ethics Officer on: (07) 429232603, email: ethics@cqu.edu.au; Building 32, CQUniversity, Rockhampton, Q'ld. 4702. The Research Ethics Officer is not connected with this research project and can facilitate a resolution to your concern in an impartial manner.

Signed: Steve Gellion
CQU HERC clearance number: **H14/05-124**

Appendix C2 Invitation to Participate in a Research Project



INVITATION TO PARTICIPATE IN A RESEARCH PROJECT

Planning time use: The experiences and perceptions of secondary school teachers

Dear staff member,

My name is Steve Gellion and I am undertaking this study as part of my doctoral research which investigates planning time use: the experiences and perceptions of secondary school teachers.

You are invited to participate in this research project. Your input is sought because your experiences and perceptions of planning time use are essential to this investigation. Thanks for taking the time to consider participating in this research.

The research project consists of:

- A voluntary online survey, which should take approximately 20 minutes to complete.
- A voluntary follow-up interview with the researcher, which will take approximately 45 minutes. In the interview we will be exploring in depth your experiences and perceptions of planning time use.

All information gathered will be strictly confidential. The names of those who are interviewed will be known only to me and will not be made available to anyone else.

If you wish to be a part of this research, please click this link

<https://www.surveymonkey.com/s/QSJ85YP> and then complete the online survey.

If you have any questions regarding the survey or interviews, please feel free to contact me on 0421086392. Alternatively, you could contact my Doctoral research supervisors, Professor John Dekkers or Professor Mike Horsley on 07 5440 7000.

Kind regards,

Steve Gellion

Doctoral candidate

CQU HERC clearance number: H14/05-124



Research Participants Information Sheet

Planning time use: The experiences and perceptions of secondary school teachers

Project Overview

My name is Stephen Gellion and I am undertaking doctoral research titled “Planning time use. The experiences and perceptions of secondary school teachers”. The aim of this research is to explore the experiences and perceptions in your work as a teacher of planning time use. Your valuable input is sought as a participant in this research project because your experiences and perceptions of the use of planning time are important to this investigation.

Your participation in this research is voluntary and information that you provide will remain completely confidential and your identity will be protected in accordance with CQUniversity policy. The results of the research will be used to develop innovative planning time use practices.

How is the research being done?

The research comprises of 2 distinct phases. Phase 1 of the research uses an online survey which seeks to obtain baseline data and identify collective trends about teachers’ use of planning time. The survey is expected to take you approximately 20 minutes. Phase 2 of the research seeks to obtain in-depth information of the participant’s experiences and perceptions of planning time use. The interview will take about ¾ hour at a time and place convenient to the participant.

Confidentiality

The information collected in the survey and interviews for this project is subject to the University’s Code of Conduct (<http://www.cqu.edu.au/research/governance-and-policies>). All data relating to the project will be retained for a period of five years and will be stored securely in compliance with CQUniversity policy relating to ethical research.

Consent to participate

Your completion and submission of the on-line survey is accepted as an indication of your consent to participate in the survey stage of the project. Consent for the interview will be demonstrated by signing a written consent form which will be supplied either ahead of the interview (if conducted by phone), or at the time of the interview, if in person.

Concerns and further information

Please contact the researcher/s named below if you have any questions or require further information about the project.

Research Contact Information

Principal Researcher

Steve Gellion
CQUniversity
90 Goodchap St,
Noosaville, 4566
Email: s.gellion@cqu.edu.au

Research Supervisors

Professor John Dekkers
CQUniversity – Ph. (07) 54407035
Professor Mike Horsley
CQUniversity – Ph. (07) 4407011

Concerns and complaints regarding the conduct of the project

CQUniversity is committed to research integrity and the ethical conduct of research projects. However, if you have any concerns or complaints about the ethical conduct of this project you may contact:

The Ethics Officer on: (07) 429232603, email: ethics@cqu.edu.au; Building 32, CQUniversity, Rockhampton, Q'ld. 4702. The Research Ethics Officer is not connected with this research project and can facilitate a resolution to your concern in an impartial manner.

Signed: Steve Gellion
CQU HERC clearance number: H14/05-124

'Planning time use: The experiences and perceptions of secondary school

1. Welcome. I value your time and professional experience as educators.

This study is part of doctoral research which examines 'Planning time use: The experiences and perceptions of secondary school teachers'. Your participation in this research project is sought because your experiences and perceptions of planning time use are essential to this investigation. An overview of the project and contact details are available in the Participant Information Sheet. To access the **Participant Information Sheet** please [click this link](#).

Please read the definition of key terms listed below. Section E is to be completed if you wish to participate in the interview phase of this research.

Thank you for taking the time to participate in this research.

Definition of terms used in this survey

Planning time

For the purposes of this survey Planning Time is defined as a time provision allocated to teachers to achieve the expectations of their stated roles. .

Purpose of planning time

Purpose is considered the intention of planning time use. Section A seeks your perception of the purpose of planning time as a secondary school teacher.

Outcomes of planning time

Outcomes are considered what is achieved in the use of planning time. Section B seeks the tangible results you expect from the use of planning time.

Experience of planning time

Experience is considered what you actually carry out in action in and out of school in terms of your use of planning time. Section C seeks your actual experience of planning time.

Strategies

Strategies are considered procedures adopted to enhance the use of planning time. Section D seeks your recommended strategies to manage or enhance the use of planning time.

2. Section A.

Section A Instructions – This section seeks your perception of the purpose of planning time. Please indicate your level of agreement to the following descriptions of the purpose of planning time by selecting the relevant response.

Planning time use: The experiences and perceptions of secondary school

1. What is your perception of the purpose of planning time?

	Strongly Agree	Agree	Disagree	Strongly Disagree
To develop teaching programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop curriculum content for teaching the subject(s) allocated to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To mark student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To devise individual learning programs for students with special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To collaborate with colleagues to devise learning programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to teach my subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get organized for teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To manage student issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To complete administrative tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop specialised learning resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. What other considerations regarding the purpose of planning time do you consider important?

3. Section B

Section B instructions – This section seeks the tangible results that should occur from your use of planning time. Please indicate what you expect are the tangible results of planning time use by selecting your preferred response.

3. Your expected tangible results of planning time use are?

	Strongly Agree	Agree	Disagree	Strongly Disagree
Having developed content for scheduled lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having devised assessment tasks for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having devised individual learning plans for special needs students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having planned for subject, year level or whole school special events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having consulted with the learning support team regarding special needs students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having responded to emails.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having undertaken professional development sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having taken a replacement class for an absent colleague.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having undertaken home room duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having met with students and parents concerning learning difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having undertaken student/parent interviews.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having discussed student learning issues with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having participated in student welfare initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having managed learning resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Planning time use: The experiences and perceptions of secondary school

4. What other tangible results of planning time do you consider important?

4. Section C.

Section C Instructions – This section seeks information as to your actual experience of planning time. Please select the relevant response.

5. Your experiences of planning time use are?

	Strongly Agree	Agree	Disagree	Strongly Disagree
To design teaching programs at my desk.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To attend department meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To attend year level subject meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To mark student work at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To mark student work at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To manage learning resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To devise individual learning programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To complete administrative tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop additional learning resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop knowledge of the content I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To set-up the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To communicate with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. What other experiences do you consider important?

7. With whom do you spend the majority of your allocated planning time? This can be Self - Year Level Team - Department Team, or Whole School staff.

5. Section D.

Section D Instructions – This section seeks your recommended strategies to enhance the use of planning time. Please select the relevant response.

'Planning time use: The experiences and perceptions of secondary school

8. Recommended strategies to improve the use of planning time are?

	Strongly Agree	Agree	Disagree	Strongly Disagree
The development of a planning time school policy and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of allocated planning time that meets the needs of the individual teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of teaching teams to share planning time tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The establishment of effective planning practices within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The establishment of teacher task duplication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The development of protocols on the effective use of electronic communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The identification of effective resource management practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of school protocols that conserve the planning time allocation to individual teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coordination of teacher demands in the school's annual calendar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of professional development in planning practices for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The establishment of 'best practice' planning use by peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The establishment of 'best practice' planning use in other schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The establishment of a 'whole school' framework that supports effective planning practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other

9. What additional insights do you consider are important to include in this research?

6. Section E. Willingness to participate in the interview stage of the project...

Section E Instructions - Your completion and submission of the survey is accepted as indication of your consent to participate in the survey stage of the project.

If you wish to participate in the interview stage of the project, please complete the information below. I will then contact you in due course.

Planning time use: The experiences and perceptions of secondary school

10. Willingness to participate in the interview stage of the project.

Name:	<input type="text"/>
School:	<input type="text"/>
Position-Full time teacher/full time equivalent:	<input type="text"/>
Address:	<input type="text"/>
City:	<input type="text"/>
State/Postal Code:	<input type="text"/>
Email Address:	<input type="text"/>
Mobile Phone Number:	<input type="text"/>
Landline Phone Number:	<input type="text"/>
Female/Male	<input type="text"/>

To submit your survey, click **DONE**.

Thank you for your participation.

Appendix D1 Participant Consent Form



Participant’s Consent Form

Phase 2 - Interview

Planning time use: The experiences and perceptions of secondary school teachers

Researcher: Steve Gellion, CQUniversity, Nossaville. Q’ld

By signing below, you are indicating that you are providing informed consent to participate in this research.

You have read and understood the information sheet about this project

You have had any questions about the project answered to your satisfaction by the information sheet and any further verbal explanation required

You understand that you have the right to withdraw from the research at any time without penalty;

You understand that the research findings will be included in the researcher’s publication(s) on the project and this may include conferences and articles written for journals as stated in the Information Sheet;

You understand that your anonymity and confidentiality will be ensured;

You are aware that a Plain English statement of results will be available from the researcher whose address is provided in the Information Sheet;

You understand that any survey and interview information collected will be stored so that they are not accessible by any other persons than the researcher/s

You understand that if you have any concerns or complaints about the ethical conduct of this project you may contact:

CQUniversity’s Office of Graduate Research, Building 361, CQUniversity, Rockhampton, QLD, 4702.

Phone 07 4923 2607 or Email research-enquiries@cqu.edu.au or

The Ethics Officer on: (07) 429232603, email: ethics@cqu.edu.au or by mail: Building 361, CQUniversity, Rockhampton, Q’ld. 4702. The Research Ethics Officer is not connected with this research project and can facilitate a resolution to your concern in an impartial manner.

Participant consent

NAME

SIGNATURE

DATE

EMAIL

Please tick this box if you would like a Plain English statement of results of this research. CQU HREC clearance number: H14/05-124

Appendix D2 Participant Thank You Letter



Thank you for participating in my research project

“Planning time use. The experiences and perceptions of secondary school teachers.”

Dear staff member,

Thank you for participating in my research project. I greatly appreciate your time and effort. I will contact the first 20 volunteers for the interview stage in May 2015.

If you have not participated yet, I would appreciate your time to complete the survey because the statistical strength of the research depends on a high number of responses.

As a reminder, participants only need to commit 20 minutes of their time for the survey. All information gathered will be strictly confidential. The names of those who are interviewed will be known only to me and will not be made available to anyone else.

If you wish to be a part of this research please click this link

<https://www.surveymonkey.com/s/QSJ85YP> and then complete the online survey.

If you have any questions regarding this research, please feel free to contact me at s.gellion@cqu.edu.au. Alternatively, you could contact my Doctoral research supervisors, Professor John Dekkers or Professor Mike Horsley on 07 5440 7000.

Kind regards,

Steve Gellion

Doctoral candidate

CQU HERC clearance number: H14/05-124

Appendix E1 Survey Participant Responses – Open-ended Questions

Participant responses: Purpose of TPT (n=21)

Participant No.	Participant Response
1	No spares
2	Role in school as middle management. Planning time at school has to incorporate this role as well.
3	Liaising with community and parents
4	Some areas required a heavy administrative input eg. VET requirements that are legislated.
5	Phone calls to parents/guardians
6	It needs to be formally set aside for us e.g. during allocated meeting times or PD days in addition to us doing it as part of our week, especially where collegiate work is involved.
7	This time should be for marking, planning lessons and reporting on the students you teach. It should never be used for school administrative purposes.
8	The level the planning occurs; whole school, year level, class planning
9	Responding to parent needs, responding to colleagues needs in the actual time allocated!
10	The above is pretty much a thorough list. Essentially I use planning time to do all the out-of-classroom aspects of teaching that need to be done - aside from meetings, duties and PD. P.S. Of course I don't get all of this done in the actual time allocated!
11	As it says, its quite simple. PLANNING
12	Research contemporary curriculum and collate resources from staff.
13	The behaviour of students in the given context and the role in which different staff are affected by poor behaviour/classroom management practices.
14	To meet with colleagues with regards to student needs or aspects; to develop and compare strategies and or resources.
15	In my particular role it is contacting staff about relevant literacy teaching strategies, programs and initiatives.
16	Researching professional development opportunities.
17	To consult with colleagues
18	The ability for team planning and collaboration with colleagues.
19	Discuss common students with other teachers to attend meetings on a given student
20	Building relationships with parents and other stakeholders in the school community.
21	Professional reading, researching/investigating resources. I don't consider marking student work and managing student issues to be planning time (despite these taking up a considerable amount of time).
22	To communicate with parents via phone or email
23	To ensure innovation can take place.

Appendix E1 Survey Participant Responses – Open-ended Questions (Cont'd)

Participant responses: Expected tangible results of TPT (n=15)

Participant No.	Participant Response
1	The planning time we are given is taken up by professional development sessions dealing with the rebranding of skills that teachers already have - not used well at all!
2	Discussing issues with students. Involvement in supervision of staff
3	Feedback to students and target setting
5	Following up on student behaviour both good and bad. Phone calls home and entering information on One School. Marking drafts etc.
6	Again planning at whole school, year level and class needs to be completed.
7	The key word within the Section B instructions is surely 'should'. We all know that we would love get all these jobs done in actual paid time.
8	Marking student work to prepare feedback that can be used for their next task
9	Having units planned and ready to teach. To have a curriculum that is set and ready to go. To have a curriculum that is non-negotiable to interruptions.
10	Discussing different approaches of managing student behaviour and learning outcomes for students that staff may be finding challenging.
11	Having corrected substantial amounts of student work or having completed reports.
12	The marking and moderation of student feedback in relation to assessment as, for and of learning.
13	Building positive relationships with school stakeholders and the wider community.
14	Development of a data bank of resources/materials
15	Time to tend to admin details
16	To advise students on how to succeed.

Appendix E1 Survey Participant Responses – Open-ended Questions (Cont'd)

Participant Responses: Experiences of TPT (n=22)

Participant No.	Participant Response
1	Not to have your planning time taken away to do supervisions due to budget constraints.
2	Feedback and target setting
3	Quite often my planning time is the only time in the day when I get to eat or go to the toilet.
4	One School takes far too much time considering the lack of consequence that follows
5	Reading emails
7	Chasing up with students - administrative
8	Chasing student work. Following up on behaviour issues both good and bad.
9	So many day to day factors that need to be acted upon immediately, impact on the planning time.
10	Responding to the needs of students - counselling, program alterations etc. to help them
11	Being supported by my colleagues is very important for my educational program.
12	Not necessarily important, but reality, is procrastination by way of 'professional' dialogue. Sometimes useful, many times difficult to avoid in crowded staff offices.
13	Having time to unpack the curriculum so you are clear on the intended outcomes of AusVELs as well as what needs to be covered at the different standards. Professional dialogue is essential to ensure all colleagues are on the same page. This cannot be done with haphazard planning. The best planning time is to removed yourself from school directions and set up a clear agenda so people are focussed and time is used efficiently and effectively.
14	Ensuring colleagues feel supported. Developing pastoral care programs for the whole school.
15	Reflection time flexibility.
16	Liasing with staff on day to day issues, supporting staff who are experiences stressful times with students.
17	Responding to emails and reading other important correspondence from leadership team. Meeting with individual students, particularly VCE students
19	Discussing with Colleagues work related issues
20	Professional development meeting with teachers
21	Having unstructured non pre-arranged meetings with colleagues about a rising issue.
22	Professional learning and collaboration with colleagues
23	Meeting with outside school support services
24	Administrative duties and emails.

Appendix E1 Survey Participant Responses – Open-ended Questions (Cont'd)

Participant Responses: Strategies to improve TPT (N=4)

Participant No.	Participant Response
2	I'm not sure what 'best practice planning use' in other schools means. I do think planning time for some teams may be beneficial, but this could become a nightmare for teachers trying to complete individual planning and assessment during this time.
3	Prioritising prep time so that teachers who have a day with fewer teaching lessons are not expediently sent on excursions to avoid the creation of more extras.
4	Protocols for communication including electronic
5	Allocated time for sourcing of suitable resources

Appendix E1 Survey Participant Responses – Open-ended Questions (Cont'd)

Participant Responses and Codes for Additional Insights

Participant No.	Participant Response
1	Planning time is non-existent. This time is normally used chasing students, calling parents, chasing resources etc. Most of what you are asking happens outside of school hours
2	Look at how much time teachers have to use at home to get the work done. They are not given planning time at school that adequately covers the demands of the department. Most of the 'spares' which are given to provide planning time, are wasted by having to deal with administrative tasks and behaviour management. Teachers rarely use the allocated 'planning' time for that - the planning is mostly completed at home.
3	how much time teachers spend outside the three sessions planning
4	Because there is so much that teachers do beyond just teaching, the amount of teaching is decreased. Also because there are so many different things that students need to be learning they need more time being taught in class not less
5	that administration do as much planning as teachers instead of spending all their time thinking of ways to waste our time.
6	The time required to complete marking of drafts and assessment items in the humanities areas. No acknowledgement of this is given and people are required to complete a large amount of this in their own time.
7	Although teachers would love to have their planning time to themselves, this is not always the case because unexpected things occur that may need your attention more than your own personal tasks. When this happens you have to then complete work after school. Finally the work environment isn't always conducive to work, as it can be loud in a communal work space and people may want to chat with you instead of work during their free.
8	during planning time, I am hesitant to engage other teachers in my staffroom because I know they are time-poor, so I don't want to interrupt what they are doing
9	Demands of the profession (expectations and red tape)
10	too many meetings! out of 5 before school and 5 after school meetings in a week, there are 6 already scheduled before parents or students want to meet with us! Clearly leaving only 4 after school openings absorbed with parent meetings or admin
11	How much time teachers spend planning outside of the allocated time.
12	I think that planning is currently too loose and informal a notion given it is such a significant part of our workload. Also a lot of my collaborative work is done informally and outside hours yet this is what I consider the best PD and some of the most satisfying outcomes - working with my colleagues for the benefit of all staff, students and programs affected.
13	It may be more appropriate to call it 'time for schoolwork other than teaching' rather than planning time. Most of my planning time is actually at home while during my allocated 'planning time' I am mostly doing other jobs such as paperwork, emails, phone calls etc.

Participant Responses and Codes for Additional Insights (Cont'd)

Participant No.	Participant Response
14	Planning time should be for the planning, marking and reporting only. This would ensure that teachers are prepared and students don't miss out on quality learning experiences. Schools and education systems need to provide extra time for all other tasks that need completions for effective day to day running of schools Behaviour management already impacts far too much on a positive learning environment for all students. It will not matter how well the teacher has planned if the education system doesn't take control of behaviour within schools which is spiralling out of control. We seriously need to think about the students who are missing out on a quality education because teachers are being prevented from teaching because of poor behaviour. QUALITY TEACHERS are leaving the profession because the system is failing them and the students.
15	So many factors (mainly involving the welfare of students) impact on a planning session
16	The increased demands of administration, documentation and welfare needs of students is 'eating' into the planning time for class lessons. Expectations are unclear as to when to 'clock off' - especially since students, parents and staff can now email teachers at any time of the night or day.
17	How well planned is each individual teacher? How well planned is each individual team? How much(documented) planning is done in advance for each of the above? What time saving/efficiency measures are being used by individual teachers that could be shared and put into 'recommendations for teachers'? Are schools keeping records of 'periods' being missed or shortened for overall records, eg. Day 1, p.5 Are there any comparisons being made to primary school planning time? 15 years ago your time was your own to plan, set up ²⁰ your classroom etc. Now this time is used by all available coordinators to condu ²¹ ct meetings
18	Having a clear understanding of curriculum so planning is effective. You also need to have a leader that has a clear vision as to the end result. The leader needs to have an excellent understanding of pedagogy and how students learn, teachers teach and what best practice is in their specific field
19	The context and demands of the individual school are imperative to understanding how effectively planning time is used within a given school.
20	far too many excursions that interrupt the flow of class room content/teaching; student presence in classes.
21	School administration must respect the pressures under which teachers operate and avoid creating extra interruptions to prep time.
22	the additional time that is given to ringing parents, developing programs for students with special needs
23	We are often managing administrative tasks to the detriment of proper planning for lessons and implementation of engaging and effective curriculum.
24	Time wasting tasks - repetition

Appendix F1 Phases 1 and 2

Perceptions of the purpose of planning time use

Broad question - *What is your view of the purpose of planning time?*

Phase 1 – Familiarisation

Step 1 Narrative preparation – transcribing data

Step 2 (Re) reading the data and search for potential patterns

Demonstrated in bold text
– significant statements

Phase 2 – Generating initial codes

Step 1 Generate initial codes in a systemic fashion across entire data set

Step 2 Collate data relevant to each code

Codes demonstrated
in columns

	Significant Statements from Transcripts	Codes
P1	I see it as a time to plan lessons that are engaging but also effective at delivering content . I think that's where my perception is that I think we're supposed to make sure that we're keeping it, I guess, contemporary in a contemporary classroom but at the same time being able to engage the kids. That's my perception of it, you know looking for resources on the net and actually going through the content making sure you understand it before teaching the kids. That's what I perceive it to be.	Planning lessons needs to be: 1 Engaging 2 Effective in delivery. 3 Contemporary in content 4 Search for resources. 5 Understanding content.
P2	To me as a teacher if I was told I had planning time as a straight teacher, taking off my POL hat, it would mean that I would be able to plan the classes I am about to teach . That's what I would say it would be for.	1 Plan lessons
P3	I guess as a teacher/ librarian it can be varied because you're in the role where you're managing a library and you also teach, so in terms of the planning time that I have, it can be quite different to what a normal classroom teacher would have . So sometimes	1 Varied
P4	to give staff an opportunity in order to create curriculum or to discuss the future direction of where we want to go in relation to a unit of work or where we want students to go in relation to learning outcomes	Discuss: 1 Curriculum 2 Units of work 3 Learning outcomes
P5	to make sure that I am effective and the class time is being used effectively . I am making sure I have the ideas clear in my head so I know how things are going to go and therefore making it more effective .	Effective: 1 Teacher 2 Time use 3 Clarity of ideas 4. Knowledge

Appendix F1 Phase 1 and 2 (Cont'd)

P6	Well, to be on top of everything like my content, where my students are at and to do all the differentiated catch-up bits with my students. So I'm fully alert to every students' need as much as I can be and where they're at and where I should be at with them.	Knowledge of: 1 Content 2 differentiation 3 Student needs
P7	My view of it is that ideally it is an opportunity for new teachers to come to grips with the demands of the subject material and the coursework and the class management that they're still developing expertise in. But for the teachers that have been in the role for a while it's an opportunity for them to reflect and to improve their practices and fine-tune the pedagogy or the equipment or the increasingly different demands that experienced teachers are exposed to these days.	Opportunity to reflect on: 1 Content 2 Coursework 3 Class management 4 Practice 5 Pedagogy
P8	OK, individual planning time should be spent on learning design so it should be spent designing units of work or it should be spent designing and planning for upcoming individual classes as well. Planning time should also be used to facilitate corrections and I suppose use the results of assessment of learning to monitor student progression and inform what you're going to be doing in the classes ahead.	Developing learning programs 1 Designing units of work 2 Individual classes 3 Corrections 4 Assessment 5 Monitor progression 6 Infor content
P9	...corrections and feedback to students... Sometimes depending on the team it might be team meetings meetings but logistically that's proven to be more and more unlikely during actual planning time during the school day.	1 Marking 2 Feedback to students 3 Team meetings
P10	Primarily to follow up on students' needs in additional to allow for planning for curriculum that you'll be doing along with marking and assessments.	Allow for 1 Student needs 2 Plan curriculum 3 Marking 4 Assessment
P11	For full-time teachers who are on a full load of teaching I believe that most teachers would spend that time preparing for either the next lesson or the next week or maybe even the next cycle of time. It's always restricted by the fact that people come to school thinking I will have a class off today where I can do X, Y and Z but they might get an extra or an in lieu period which throws their plans out of the window.	Lesson planning: 1 day 2 week 3 cycle Restricted By Replacement classes
P12	The purpose of the planning time is to give you an opportunity to prepare the curriculum and prepare your classes to execute the lessons to the best of your ability and perhaps giving you time to collaborate with other individuals that you teach with or have taught with about pedagogies and things that work in their classes.	Opportunity to: 1 Prepare curriculum 3 Classes 4 Collaborate with colleagues 5 Discuss pedagogy

Appendix F1 Phase 1 and 2 (Cont'd)

P13	<p>...responsibility to prepare his or her lessons so that's a priority. The second thing is that planning time or the benefits of it is to engage in professional dialogue with colleagues to deliver consistent curriculum, to have assessment that is authentic and consistent as well from class to class and also to improve the pedagogy and respond to the learning needs. They would be the keys parts of it and it can't all be done in planning time so it is how effectively that is used to assist your colleagues as well.</p>	<p>Responsibility to:</p> <ol style="list-style-type: none"> 1 Prepare lessons 2 engage in professional dialogue 3 Deliver consistent: 1 Curriculum 2 assessment 4 Improve pedagogy 5 Respond to learning needs
P14	<p>For a teacher with a full load it would definitely be preparing for the day, the following day and weeks to come in terms of lesson planning.</p>	<ol style="list-style-type: none"> 1 Plan lessons
P15	<p>to be actually making use of time to review curriculum statements... what was required and then reflecting that in the proposed teaching for the upcoming weeks and term and year.</p>	<ol style="list-style-type: none"> 1 Review curriculum 2 Reflect review in practice
P16	<p>it is available to teachers to plan lessons, plan units of work and prepare for the lesson to come. It's also a time to correct student work, do marking, reporting and basically anything to do with student learning and classroom practice</p>	<p>Available to:</p> <ol style="list-style-type: none"> 1 Plan lessons 2 Correct 3 Marking 4 Reporting 5 Student learning 6 Practice
P17	<p>I am to use it to prepare anything extra I need for differentiation in my classes. Because I am an experienced teacher it's not really planning the lesson per se but trying to make sure those lessons are covering the curriculum in a differentiated fashion and a current fashion and an engaging fashion etc... ..to present my class and also a portion of it is about communication for myself with parents, catching up with people who have been absent or sick and that sort of thing. So there's an expectation that I will be doing that during my planning time as well</p>	<p>Expectations to:</p> <ol style="list-style-type: none"> 1 Plan for differentiation 2 Engaging lessons 3 Communication with parents, 4 Cover the curriculum
P18	<p>To get ready for classes, the prepare materials, excursions, do this kind of thing, interviews, meetings and any of that sort of stuff really</p>	<p>Plan Lessons:</p> <ol style="list-style-type: none"> 1 Materials 2 Excursions 3 Interviews

Broad Category – Technology and Resources

Phase 3 – Searching for themes

Step 1 Cluster codes

Step 2 Gather all data relevant to support each cluster

Step 3 Identify sub-themes and theme

Phase 4 - Reviewing themes

Step 1 Review transcripts to confirm significant statements

Step 2 Review coding

Step 3 Review clustering of codes

Step 4 Review sub-themes in relation to codes

Appendix F2 Phases 3 and 4

Significant Statements	Clustered Codes	Sub-theme	Theme
<p>P2 Technology. Students access to technology. The way that I plan my lessons based on access to technology,</p> <p>P3 ... teaching my library staff how to use new software</p> <p>P4 Resource management we do that a lot in our planning time Also the fact that integrating technology is a big one so you actually have to up-skill yourself in order to make sure that you use the technology effectively, (SEQTA)...So it's a significant amount of time, one to input the data, so you can't input data like a whole program that you created a few years ago,</p> <p>P6 And we've got Moodle at school which is an in-house, dumping ground for resources. Now we've got ATLAS which has been generated by the department ...there's been a lot of change and a lot of jumping around the intranet from one system to another to another and part of it is this is where the planning time doesn't happen.</p> <p>P6 I think with modern technology, our time is zapped basically. Yes I get a bit frustrated with the IT stuff There is just so much happening, it's like everything comes electronically, the minutes, the lists, the parents, the kids and it's all embracing. I have colleagues who say you're mad I switch off my phone on the weekend doing I think with modern technology, our time is zapped basically. Yes I get a bit frustrated with the IT stuff There is just so much happening, it's like everything comes electronically, the minutes, the lists, the parents, the kids and it's all embracing. I have colleagues who say you're mad I switch off my phone on the weekend</p> <p>P7 ...there's a lot of equipment that is in front of them in their computer and so they're dealing with programs</p> <p>P13 ...it's not just mastering one thing these days it's mastering two or three or four things at the same time ... you're learning it on the go. ... the context of using ICT for example, the apps and internet resources to people access that at a different rate and time</p> <p>P16 We are using Bob Marzano's Art and Science of Teaching Framework ... I put that on the One School behavior management system</p>	<p><i>Access to technology</i></p> <p><i>New software training</i></p> <p><i>Integrating technology</i></p> <p><i>Up-skilling</i></p> <p><i>Technology changes</i></p> <p><i>System software demands</i></p> <p><i>Teacher skill level</i></p> <p><i>Learning intervention</i></p> <p><i>Program adjustments</i></p> <p><i>Selecting technology</i></p> <p><i>Classroom preparation</i></p> <p><i>Data collection</i></p> <p><i>One School</i></p> <p><i>Moodle</i></p> <p><i>Atlas</i></p> <p><i>SEQTA</i></p>	<p>Technology as impedance</p>	<p>Technology derived tension</p>

<p>P17 ... booking the ISC, making sure that technology is running the way it needs to in the class which is a highly interactive classroom... getting things together to keep the room interesting, going online buying new materials</p> <p>P18 Sometimes a lack of resources in general, it can be hard to get computers sometimes and you will waste half an hour trying to find resources rather than the 5 minutes booking them. Sometimes established teachers aren't as open to sharing as what other people are. ...if you don't have a set text that you're working from you are trying to grab all these different ideas and it's hard to develop a sequence. It depends what school you are at. If you are in a really isolated rural area the changes are, like the one I went to, there was nothing... have someone guide me through resources and assessment They have the HOD job at their school but they could also network to the outer schools and HOD them as well</p>			
<p>P5 ...categorically we waste a lot of resources ... we don't think of it as resources, we don't think of time as money</p> <p>P8 resource management definitely come into planning time use ...if you are setting up new programs a lot of the time it takes a lot longer than the allocated period of time that you're given ...number one is continuity of learning</p> <p>P13 ...the resources and the teaching practices are changing more rapidly than ever before... the flexibility for a teacher to be their best and to use the resources in the way that they see fit</p> <p>P14 we have a new resource in the literacy, learning support area that is taking up an enormous amount of time.</p> <p>P15 Resource management is important for teachers to be a part of because you need to know what you need to support your student's learning</p> <p>P16 Things like textbooks and making sure the video-projector is working and those sorts of resource issues around classrooms...</p> <p>P17 ...to organise more data collection... keep on the forefront of what other schools are doing and getting ideas for looking at our work program. ...,</p> <p>P18 ...sometimes and you will waste half an hour trying to find resources rather than the 5 minutes booking them. Sometimes established teachers aren't as open to sharing as what other people are. ...if you don't have a set text that you're working from you are trying to grab all these different ideas and it's hard to develop a sequence. It depends what school you are at. If you are in a really isolated rural area the changes are, like the one I went to, there was nothing... have someone guide me through resources and assessment They have the HOD job at their school but they could also network to the outer schools and HOD them as well</p>	<p><i>Time as a resource wasted</i></p> <p><i>Ineffective curriculum planning days</i></p> <p><i>Continuity of learning</i></p> <p><i>New teaching framework</i></p> <p><i>KLA focus</i></p> <p><i>Task complexity</i></p> <p><i>Time spent on task</i></p> <p><i>Scarcity of resources</i></p> <p><i>Openness to sharing</i></p> <p><i>Coordinator assistance</i></p> <p><i>Networking (HODs)</i></p> <p><i>Experience</i></p> <p><i>Flexibility</i></p>	<p>Resourcing for teaching</p>	

Appendix G1 Thematic Map

